**LEADERSHIP STYLES EMPLOYED AT ZAMBIA'S COLLEGES OF EDUCATION**

by

**BENSON SIMANGO**

submitted in accordance with the requirements for the degree of

**DOCTOR OF EDUCATION**

in the subject

**EDUCATION MANAGEMENT**

at the

**UNIVERSITY OF SOUTH AFRICA**

**SUPERVISOR: PROF. J. NYONI**

**FEBRUARY 2016**

**DECLARATION**

I declare that:

**LEADERSHIP STYLES EMPLOYED AT ZAMBIA'S COLLEGES OF EDUCATION**

is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

_____          **12/02/2016**

SIGNATURE                                DATE

**Benson Simango**
**Student: 49071513**

**DEDICATION**

This thesis is dedicated to the memories of my beloved late mother and father, Mrs. Mukachilumbi N. Simango and Mr.T. Simango, whom I miss every day. To them I am forever grateful for having brought me up to become what I am today. It is also dedicated to my late brothers; Alfred, Frederick, and Gideon, for igniting the love for school education in me.

## ACKNOWLEDGEMENT

## RESEARCH ABSTRACT

This study is a collective case study grounded in the literature regarding leadership styles and leadership theories. It includes among others, an analysis of data from interviews of college Principals and middle Managers to identify the leadership styles at the three colleges of education. The purpose of the study was to analyse the leadership styles of college Principals and middle Managers operating in dual-mode environments. The colleges that were being studied are the *Copperbelt College of Education; Mufulira College of Education and Malcom Moffat College of Education*. There were sixteen (16) participants in this study drawn from three colleges.

The researcher collected data using semi-structured individual and focused group interviews. In addition, policy documents such as 'Open and Distance Learning Policy (draft) and National Policy on Education were analysed. The researcher employed qualitative methods in the collection and analysis of data. Triangulation was used in order to verify the information given during this study. The evidence from the literature review indicates that there is no single leadership style that may provide answers to all situations in institutions of higher education; rather, a blend of the leadership styles would be beneficial to college Principals. The research further revealed that, managing dual-mode colleges of education entails that Principals require tailor-made programmes in management and leadership of dual-mode institutions for them to improve quality of their products and enhance tenets of transparency, democracy and good governance in colleges of education in Zambia. They also must be excellent communicators and ensure understanding by students, employees, peers, and the many stakeholders involved in dual-mode colleges of education.

The study was important as it hoped to shed some light on how to improve quality of leadership in dual-mode colleges of education in Zambia.

The study will contribute scientific knowledge to all categories of Higher Education (HE) institutions especially colleges of education, be they face-to-face or distance mode, that are contemplating a move into dual-mode delivery.

Finally, Information garnered from this study is expected to allow Principals and other middle Managers and administrators to evaluate their leadership styles in comparison to the effective styles revealed by this study.

**LEADERSHIP STYLES EMPLOYED AT ZAMBIA'S COLLEGES OF EDUCATION**

| Key term | Definition |
| --- | --- |
| Conventional institution | an institution mandated to offer traditional face-to- face learning programmes |
| Policy Harmonisation | a process of facilitating adoption of similar policy directions across member states taking into account differences in member States. |
| Leadership theories | the approach that a Manager adopts in exercising authority in the work place and directing staff to meet the organisational mandate outlined in their individual job descriptions |
| Dual mode institution | institutions that, as well as offering programmes on campus, makes available a proportion of its courses in ODL format. |
| Grant-aided institution | institution that receive from the government a grant of 75% of the capital costs of approved projects and an annual grant in aid of running costs. |
| Open and Distance Learning | reflects both the fact that all or most of the teaching is conducted by someone removed in time and space from the learner, and that the mission aims to include greater dimensions of openness and flexibility, whether in terms of access, curriculum or other elements of structure |
| Transactional Leadership | A type of leadership in which the leader promotes compliance of his followers through both rewards and punishments. |
| Situational Leadership | A type of leadership in which the leader or Manager of an organisation must adjust his style to fit the |

development level of the followers he is trying to influence.

| | |
|---|---|
| Transformational Leadership | A type of leadership where the leader, creates a vision to guide the change through inspiration, and executing the change in tandem with committed members of the group. |
| Democratic Leadership | A style of leadership in which a leader Involves all individuals in the decision-making process to determine what needs to be done and how it should be done. |
| Leadership style | The directional forms of authority used by Principals and middle Managers in colleges of education. |
| Mixed mode | A mixed mode institution is the result of the convergence of face-to-face and distance modes, and increasingly characterises organisations that were once single mode or dual mode. |
| Single mode | A single mode institution is one that is either offering face-to-face only or open and distance learning mode of delivery. |

## TABLE OF CONTENTS

## ACRONYMS AND ABBREVIATIONS

| Acronym and/or Abbreviation | Their meaning |
|---|---|
| DE | Distance Education |
| DEU | Distance Education Unit |
| CRC | Convention on the Rights of the Children |
| CSO | Central Statistical Office |
| EFA | Education For All |
| HEs | Higher Education |
| MOE | Ministry of Education |
| ODL | Open and Distance Learning |
| PTDDL | Primary Teachers' Diploma by Distance Learning |
| SADC | Southern African Development Community |
| SSA | Sub-Saharan Africa |
| STDDL | Secondary Teachers' Diploma by Distance Learning |
| TTCs | Teacher Training Colleges |
| COL | Commonwealth Of Learning |
| TQM | Total Quality Management |
| UNZA | University of Zambia |

**Figures**       **Title of figure**                                                     **Page**

## LIST OF TABLES

## LIST OF FIGURES

# LIST OF APPENDICES

# CHAPTER ONE: ORIENTATION OF THE STUDY

## 1.1   INTRODUCTION

Education is a basic human right. The process of education and learning opens the door to social, cultural and political participation, personal and community economic empowerment and national development. Its output is the human capital which constitutes the nation's primary wealth and potential for growth. According to Kirk and Gallagher (1983:34) "Education is the mirror of the society, showing its strengths, weaknesses, hopes, biases and key values of its culture". Thus, education has a definite role to play in the development of people and countries. It plays a vital role in the development of the country because education is the source of growth of any country.

One of the SADC priority areas has been the upgrading of teachers. This has been done largely through open and distance learning (ODL) programmes. Thus, open and distance learning can continue to be used as a mode for increasing the stock of qualified teachers in the region.

The terms "distance education" or "distance learning" have been applied interchangeably by many different researchers and other education practitioners to a great variety of programmes, providers, audiences, and media. Open and distance learning has to do with teaching and learning albeit at a distance. It involves the reciprocal construction of meanings from coded and non-coded information that a lecturer shares with the students. Open and distance learning (ODL) uses the same theories of learning as those of conventional education institutions except that the placement of a student in ODL is at a distance and that of a conventional institute is on campus (Nyoni, 2012).

Some of the merits of distance education include accessibility, flexibility, convenience, self-paced, and it can provide just-in-time learning. Additionally, especially in developing countries, distance education can be relatively cost effective, provide excellent teachers, and protect learners that may be vulnerable in other learning situations (Williamson, 2009). Distance education is meant to provide education that is of equal quality and efficacy as traditional face to face learning.

The term "open and distance learning (ODL) reflects both the fact that all or most of the teaching is conducted by someone removed in time and space from the learner, and that the mission aims to include greater dimensions of openness and flexibility, whether in terms of access, curriculum or other elements of structure (UNESCO 2002, 8)".

According to Perry and Rumble (1987), some important differences between the face-to- face provision and distance education include but not limited to timing, flexibility, number and role of academic staff, resources developed to communication with learners and personal contact with learners. The distance learning packages must be designed, written, produced in advance and be ready for delivery to learners as soon as they enrol, while in face-to-face lecturing, teaching programme can be developed one semester or module at a time. This means that distance education programmes have great outlay of human, physical and financial resources before the learners arrive, while in face-to-face tuition, it is the opposite. This may be one of the reasons why distance education is likened to an industry.

The description of distance education as an industrialized form of teaching and learning was first made by Peters (1998) in his seminal work. The importance of his definition is now widely accepted and he highlighted the relevant characteristics of distance education as follows:

The division of labour in the teaching process itself which allows a rationalisation of the elements of the teaching process;

- the use of technical equipment to ensure a product of constant quality in theoretically unlimited volumes;

- the application of organisational principles to cut down unnecessary effort on the part of those teaching and those learning;

- the use of technical media such as television and radio to replace teachers and cater for volume;

- the testing of the product, the teaching package, to eliminate mistakes and guarantee a standard;

- the monitoring of the teaching system by scientific methods to maintain quality and standards.

"The concept of industrialisation serves to illustrate similarities between what transpires in the production of goods and services in industrialized economies with what similarly should be happening with distance education didactical approaches. The bulleted points above serve to explain what typically happen in production sectors (Nyoni, 2012:48)".

Zambia is a signatory to many world education interventions. A few such world education interventions are: the Convention on the Rights of the Children (CRC) in which it is prescribed that every child has a right to quality education, the Education For All (EFA) that took place in Jomtien, Thailand in 1996 and adopted during the International World Forum which took place in Dakar, Senegal in 2000, where it was decided that every child needs to be cared for and protected. EFA called for expanding and improving Early Childhood Care Development and Education (ECCDE), and that children should be in school and attain free and compulsory quality basic (Primary) education.

Then later, the Millennium Development Goals(MDGs) aimed at eliminating extreme poverty and hunger, reducing child mortality, improving maternal health, combating HIV/AIDS, malaria and other diseases; ensuring environmental sustainability, developing a global partnership for development and, like for EFA goals, achieving universal primary education and promoting gender equality. In order to meet increasing

demand, Zambia has adopted Open and Distance Learning (ODL) as another mode of educational delivery to complement the regular mode.

As a *force* contributing to social and economic development, *open and distance learning* is fast becoming an accepted and indispensable part of the mainstream of the Zambian educational system. "The demand for education in Zambia has increased and can be seen in the growing numbers of people enrolling for one form of learning or the other. The demand cannot be met through conventional means alone, considering time and place of offer in relation to learners, location and commitment and needs thus the importance attached to Open and Distance Learning (ODL) as an authentic mode of educational delivery which has the potential to increase access to education(MOE,2013:3)" .This growth has been stimulated in part by the interest among educators and trainers in the use of new, Internet based and multimedia technologies, and also by the recognition that traditional ways of organizing education need to be reinforced by innovative methods, if the *fundamental right* of all people *to learning* is to be realized. This may be one of the reasons why United Nations Educational Scientific and Cultural Organisation (UNESCO) (2002) declare education as a vehicle for and indicator of development.

This study focused on analysing views and experiences of college Principals and other middle Managers within the administrative hierarchy, on matters of leadership styles, particularly in dual-mode colleges of education in Zambia.  Raines (2004) observed that Principals are constantly challenged by the overwhelming demands and responsibilities of their professional positions. In this age of accountability, Raines remarked that Principals are expected to demonstrate exemplary performance on an ever-increasing number of fronts. Ideally, the development and implementation of distance education policy will create an enabling environment for economic and social benefits to be attained, lead to optimum utilisation of resources, encourage development of technological capabilities and allow procurement decisions to be taken rationally. One such front is that of leadership styles in dual-mode colleges of education in Zambia.

## 1.2 ZAMBIA'S EDUCATION LEADERSHIP INVESTMENT

A brief background of Zambia is discussed in this part of this chapter. The main areas highlighted include political, socio-cultural and economic developments from pre-colonial to post- colonial times. An overview of Zambia's education system and the structure of Colleges of education in Zambia are then discussed.

Zambia, formerly the British protectorate of Northern Rhodesia, was under British dominion from 1888 until 24 October 1964, when it became an independent republic within the Commonwealth under the leadership of Kenneth David Kaunda and his United National Independence Party (UNIP). The Republic of Zambia is a landlocked country located in the heart of Southern Africa. The national territory occupies 752,614 sq km (290,584 sq mi) and consists primarily of grasslands and forests. Zambia is bordered to the north by the Democratic Republic of the Congo (DRC, formerly Zaire) and Tanzania; to the east by Malawi and Mozambique; to the south by Zimbabwe, Botswana and Namibia; and to the west by Angola. The population is currently (2015) estimated to be 13,092,666 (CSO Report, 2010). There are seven major languages and seventy-three dialects. The diversity of ethnic groups entails existence of several traditions and cultural practices, which have implications for the education of children. Some of the traditions have been found to have negative effects on school attendance despite the existence of school facilities. Low school attendance ratios in certain parts of the country have been attributed to prevailing traditions and cultural practices which promote schooling as a marginal rather than core part of a child's upbringing.

In 1991 Zambia experienced a major political change comparable only to that of political independence in 1964. This was the transition from a one party state under UNIP to a multi-party system of political governance introduced by the Movement for Multi-party Democracy (MMD) under the leadership of Frederick Chiluba. The political change was accompanied by major changes in economic, social and political policies. Liberalisation

and privatisation of the economy was the guiding national policy for the new government since 1991. In the social sectors the policy involved elimination of state subsidies and free social services and a greater demand for cost sharing. Liberalisation and privatisation also created an environment in which individuals and other agencies could participate as equal partners in various sectors of the economy including education. Participants in educational provision include the government, communities, individuals, religious organisations and non-governmental organisations (NGOs). According to Simango (2006:11), "since 1991, there has been a growth in the number of private schools and colleges. The educational system is increasingly becoming diverse giving alternative paths of access to educational opportunities".

Economically, the country strictly adhered to the Structural Adjustment Programme (SAP) dictates of the World Bank and the International Monetary Fund (IMF). Measures like budget balancing; meeting debt servicing schedules, and adherence to financial discipline through cash budgets were at the centre of macro-economic policies. Some of these economic measures affected the government's ability to mobilise financial resources for real investments in social sectors like education. In some cases the conditions of the structural adjustment programme resulted in deep cuts in the education budgets. These economic changes have affected education investments at the household levels in particular. Many families have faced the difficulties of meeting the educational needs of their children. One positive development that has accompanied these changes, however, has been the willingness of families and individuals to accept that they have a responsibility to meet the educational needs of their children. Cost sharing has come to be accepted as a way of life in the country particularly for higher education, however, this has not been without challenges.

In 2011, Zambia yet again experienced another shift in terms of the political dispensation. The Patriotic Front (PF), an opposition political party then, won the presidential and general elections under the leadership of President Micheal Chilufya Sata. This brought another shift in Zambia's economic and social sectors including the education system.

## 1.3  ZAMBIA'S EDUCATION SYSTEM

At independence, Zambia had one of the most poorly developed education systems of Britain's former colonies, with just about 109 university graduates (Mwanakatwe, 1974:36). Secondary school education up to 1964 was obtained mainly in mission schools run by different missionaries. After independence, the UNIP government built secondary schools in all the provinces and recruited expatriate teachers. Government mobilized resources for the construction of the University of Zambia in 1966.

In 1977, Zambia undertook a reform of its education system referred to as the 1977 Educational Reforms. The main aim of this reform was to expand education provision and make education accessible to all eligible children.   Major education policy developments have taken place since 1991. Immediately after the change of government, (i.e. from UNIP to MMD) Cabinet approved a new education policy entitled *Focus on Learning* 1992. The goal of the new education policy was improving access, equity, 'efficiency and quality of education through: rehabilitation of school infrastructure, construction of new schools, training of education Managers, and procurement and supply of education materials to schools. A major outcome of *Focus on Learning* was the Zambia Education Rehabilitation Project (ZERP), which started in 1993 and ended in 1998. The main aim of ZERP was to deal with rehabilitation of run down infrastructure particularly in primary schools (Kelly, 1999).

According to the policy on education the national education policy document entitled *Educating Our Future* of May 1996, the aim of education is to promote the full and well-rounded development of the physical, intellectual, social, affective, moral and spiritual qualities of all learners so that each can develop into a complete person for his or her own fulfilment and for the good of society. It is in view of this understanding that the Ministry has developed this framework so that the provision of education is well focused and directed. *The Zambian Education system is made up of the following structure:*

*Early Childhood Education (3 – 4 years and 5 – 6 years), Primary (Grades 1 – 7), Secondary (Grades 8 – 12) and Tertiary. Within this structure, Adult Literacy is also offered for the persons who missed formal schooling MOE (2013:16).*

Currently, Zambia's formal education system has a 7—5—4 structure, with seven years of primary education (four years of lower and three years of upper primary), five years of secondary (two years of junior and three years of senior secondary), and four years of university to first degree level. Transition from lower to higher educational levels is determined by national competitive examinations at the end of Grades 7, 9 and 12. (MOE: 1996:10)

The provision of education in Zambia is guided by the democratic principles of liberalisation, decentralisation, equality, equity, partnership and accountability. The principles of liberalisation and decentralisation entail that many individuals and organisations are involved in the provision and management of education.

*Educating Our Future* sets new frameworks for developing the national educational system. Basic education has been defined to mean the first nine years of school. The Zambian education system has taken a major step towards affecting the outcomes-based type of education in all its basic schools and learning institutions. This has prompted the education system to implement a comprehensive curriculum review towards outcomes based education. According to a MOE document entitled *Improving Access and Quality Education in Basic Schools* (2003), this type of Education is guided by the following assumptions:

- All children can be learners and achieve a high academic standard.
- Demonstration of learning in a variety of context is important evidence of learning
- Teachers must be able to articulate criteria for evaluating their learners' work in a course of expected outcomes or topics before instructions or tasks are given to them.

- Learners must know how they will be evaluated at the beginning of their learning process.
- Academic learning should be related to life situations and therefore must be combined with action and practical experience (MOE 2003: iii).

The assumptions cited above are directed towards achieving the Ministry of Education's vision of promoting a quality lifelong education for all, which is accessible, inclusive and relevant to individuals' national and global needs and value systems. One of the outcomes of *Educating Our Future* has been the policy development directed at adopting a sector approach to the development of basic education through *the Basic Education Sub Sector Investment Programme* (BESSIP). The objectives of BESSIP were to increase access, decentralise the educational system, build capacity in the educational system, raise equity, develop better partnership and improve quality and coordination in basic education.

Since independence in 1964, the Ministry of Education (MOE) has undertaken three major education policy reforms in its quest to improve the quality of education provided to learners at different levels. The Education Act of 1966 was meant to overhaul the whole system in order to meet the aspirations of an independent African country. The Act paved way to some reforms in Primary and Secondary education which were aimed at standardising and diversifying the curriculum, besides relating the content to the needs of the learners. At the Secondary School level, for example, new topics of Modern Mathematics were introduced, and in Science a course based on the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Scheme was adapted where Science was required to be taught with experiments. There was also the expansion of Commercial Studies and Agricultural Science in the schools that previously followed a strictly non-vocational curriculum.

At the primary school level, the government introduced English Language as a Medium of Instruction from Grades 1 to 7. There was also the integration of some learning areas such as Home craft, Needlework and Hospitality as Home Economics; Carpentry and

Joinery, Metal Work, Leather Work and Bricklaying to Industrial Arts; while Agricultural Science and Nature Studies became General Science. In addition, History and Geography were integrated and offered as Social Studies.

*At teacher education level, in 1966, the Government introduced the Zambia Primary Course (ZPC) whose focus was to develop competences in students that would enable them teach all primary grades; Grades 1 to 7. Besides, the course imparted English language skills in students to enable them use English as a Medium of Instruction and communication in all the subjects. The National In-service Teachers' College (NISTCOL) played a pivotal role in retraining teachers in the Zambia Primary Course (ZPC). Before this reform, Primary School teachers were trained to teach either at Lower Primary or Upper Primary. The two courses were: 2 Year Lower Primary Teacher's Course (L2) and 2 Year Upper Primary Teacher's Course (U2)MOE (2013:16-17).*

In 2011, the Patriotic Front Party formed government and introduced the following innovations in the Zambian Education System:

• Phase out basic education and re-introduce a conventional early   childhood, primary, secondary and tertiary education system;
• Open two paths for grade eight pupils based on their grade seven performance to follow up to grade twelve. One will be for learners who will follow an academic path and the other for learners who will follow a technical path (PF Manifesto 2011:8).

The new curriculum has also been linked at all the levels, from early child education to tertiary education and adult literacy. The necessary career paths for learners at secondary school level have been provided. This will accord learners an opportunity to progress according to their abilities and interests. It is envisaged that the curriculum will equip learners at all levels of education with vital knowledge, skills, and values that are necessary for contributing to the development of society and the economy (MOE 2013:iii).

Since Independence, ODL has been embraced. Currently, the Zambian Government through the Ministry of General Education as well as Higher Education offer open learning at school level in regular schools and ODL schools where learners attend school in the afternoon and evening at various grade level and age groups. In the same vein, Open and Distance Learning at this level is done in organised centres and by individuals who enrol with the Zambia College of Distance Education(ZACODE) which produces self-study educational materials in print and electronic format [released as Open Education Resources]with financial and technical assistance from Commonwealth Of Learning (COL). At teacher training level, nearly all public colleges of education and a few private Colleges are providing ODL programmes with guidance from the Ministry through the Directorate of Open and Distance Education (DODE) which provides training in instructional design, policy and guidelines.

At higher education levels, all major public universities, namely: University of Zambia, Copperbelt University, Mulungushi University, Kwame Nkrumah University, Mukuba University and Chalimbana University, the Zambian Open University and a few private universities are also offering education through Open and Distance Learning.

## 1.4   TYPES OF COLLEGES OF EDUCATION IN ZAMBIA

In Zambia there are three (3) types of colleges of education, namely: government colleges of education, grant-aided colleges of education, and private colleges of education. There are eleven Teacher Training Colleges (TTCs) in Zambia that train teachers for lower and middle basic levels, and four Principal colleges, not counting Natural Resources Development College (NRDC) and Evelyn Hone College, that train teachers to diploma level. Four of the eleven TTCs are grant-aided institutions, owned and managed by the churches, and one of the diploma-level colleges is a private church institution. This shows the contribution that non-governmental agencies are already making to the training of teachers. As with the school sector, the Ministry encourages and facilitates this participation (MOE, 1996).

From the time that an organised educational structure was established in Zambia, the basis of educational provision was a wide-ranging partnership that involved central and local government agencies, missionary societies and the private sector. Building on the principle of liberalization and on the creation of an enabling environment, the Government of the Republic of Zambia follows an education policy that encourages and strengthens partnerships in educational development. A cardinal principle has been the acceptance by all parties that the various partners participate by right and not by sufferance in educational provision (MOE, 1996).To promote this participation, the Government created conditions that allow the human, financial and other resources under the control of private and voluntary agencies, communities and religious bodies, to be channeled without hindrance into the education sector.

Of late, there has been a slow but steady shift from predominantly traditional face-to-face form of delivery to dual mode in all types of colleges of education in Zambia.

### 1.4.1 Grant Aided Colleges of education

A grant-aided college is one that receives from the government a grant of 75% of the capital costs of approved projects and an annual grant in aid of running costs. Lecturers' salaries are a responsibility of the government, but the appointment of the college Principal and Vice Principal is controlled by the managing agency. The other posts include Heads of Department/ Sections and Lecturers. These are appointed by the College Administration in consultation with the Managing Agency.

In 1993, following extensive consultations with the voluntary agencies, the regulations governing grant-aided institutions were revised. The new regulations provide for the establishment at each aided institution of virtually autonomous Boards of Management which exercise extensive control over every aspect of educational provision at the school or college. A further significant feature of the new regulations is that they empower the Boards of Management to protect the particular ethos of each institution, through control over the appointment and retention of staff.

The substantially independent Boards of Management in grant-aided institutions are concrete evidence of the Ministry's intention to establish new and revitalized partnerships with non-governmental providers of education.

Currently, there are four (4) colleges of education owned and managed by the churches. These are: Charles Lwanga College of Education and Mongu College of Education by the Catholic Church, while David Livingstone College of Education and Malcom Moffat College of Education are managed by The Council of Churches in Zambia.

### 1.4.2  Private Colleges of education

The establishment and running of private colleges of education by individuals and organisations is becoming common in Zambia. Private institutions which currently provide educational facilities include the following:

1. Institutions run on a profit basis:
   - Colleges established for profit purposes, by individuals or companies, and charging market value fees;
2. Institutions run on a non-profit basis:
   - Religious agency colleges, some of which charge fees, while others do not;

The diversity of the private education sector also draws attention to their development and relationship with Government (MOE, 1996).

Private colleges are run on a profit basis. The government does not provide any assistance such as financial grants, but regulates and sets standards of operation. Because of their greater accountability to parents and responsiveness to market forces, private colleges of education seem to be more cost- effective and efficient than other types of colleges of education in Zambia. The administrative structure varies from 'One–Man' administrators to several post holders, depending on the proprietor's desire." Currently, some of those recognised by Ministry of Education are George Benson College of Education, Makeni College of Education, Paglory College of Education,

Mufulira Professional College of Education, Monze College of Education and Emmaculata College of Education.

Hitherto, policy and practice in Zambia has not been very supportive of private institutions. This lack of support for the private sector in education has slowed its growth.

### 1.4.3   Government Colleges of education

The government Colleges of education are those that are directly under the control of the State. The State has the largest number of colleges of education compared to the other types of Colleges of education. These Colleges of education are fully funded and regulated by officials from Ministry of Education. The Boards of Management run the colleges of education through a Principal and Vice Principal appointed by the Teaching Service Commission. The Colleges of education that are fully government (as of 2015) are as follows: Chipata College of Education, Copperbelt College of Education, Nkrumah College of Education, Mansa College of education, Kasama College of Education, Kitwe College of Education, Solwezi College of Education, Mufurila College of education, Technical and Vocational Teachers' College and Zambia College of Special Education.

The management and organisation structure of dual-mode colleges of education in Zambia can be better explained as shown in the following figure:
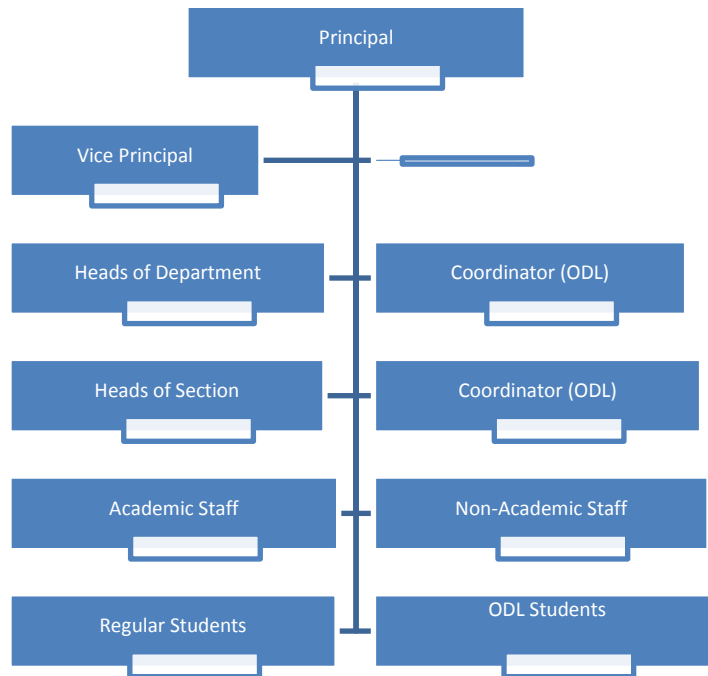
**Figure 1.1: An organisational structure of dual-mode College of Education in Zambia**

This figure takes into account the fact that at the time of this research (2015), some Colleges of education did not have in their official establishment the position of Head of Department. In such colleges, the Coordinator for ODL is at the same level with Head of Section. However, the Directorate does not have direct authority over the teaching staff and cannot exercise much sanction on them for failure to meet the required or expected standard of performance in distance teaching.

"The academic and non-academic staff in dual-mode colleges of education in Zambia is, by and large, drawn from the conventional face-to-face system. Such staff lack in requisite training to manage the development of course materials, to design and deliver student support services" (Chifwepa 2006:22).

According to Katz and Kahn (in Cole, 2004:81), Managerial sub-systems comprise the controlling and coordinating activities of the total system. They deal with the coordination of substructures, the resolution of conflict and the coordination of external requirements with the organisation's resources. An important Managerial sub-system is the authority structure which describes the way the Managerial system is organized for

the purposes of decision-making and decision taking. It calls for a 'whole systems' perspective instead of the usual reductionist/atomistic approach that isolates, breaks down and fixes parts, such as an individual Manager's skills or, say, a leadership competency framework. In a holistic approach, the state of leadership, and the key to its improvement, is found in the way the organisation comes together and works successfully as an integrated system.

In direct reference to the dual-mode colleges of education in Zambia, the Managerial sub-system is the directorate of distance education or unit within each college as shown in **figure 1.1.** It has very limited decision making powers. Instead, real power rests with the college Principal.

On the other hand, this figure leaves out some administrative units such as Registrar, Bursar and Library units. These administrative units, though not reflected on the structure are critical in the operations of a dual-mode college of education in Zambia. The library unit for example is the nerve centre of every learning institution irrespective of whether it is distance or face-to-face, while the Bursar's and the Registrar's office ensure that financial matters and records of the students are taken care of. For, without proper information management, decision making may be hampered, resulting in compromised quality of students graduating from the institutions.

To understand distance education it is necessary to have a theoretical framework that encompasses this whole area of education. This also requires an insight into the organisational structure of ODL in Zambian colleges of education. Peters (1998) also noted the following; the development of distance study courses is just as important as the preparatory work that takes place prior to the production process; the effectiveness of the teaching process is particularly dependent on planning and organisation. Courses must be formalized and expectations from students standardized.

According to Jonassen (1991:217), "the design of instructions in any learning situation is naturally premised on four important variables, which are: the meaning and nature of

16

learning, the learning process, the teacher's role in the learning process, and what the teacher can do to carry out this role".

In open and distance learning, these four variables, which have tremendous implications for teaching and learning, are substantially taken into consideration in the design of instructions. There are two dominant perspectives, recognised in literature, for the design of instructions in open and distance learning. These are: the traditional, objective-rational epistemological framework and constructivism approach. However, from time immemorial, instructional designers in open and distance learning have tremendously relied on the objective-rational framework. Recent events in the contemporary globalised world, especially in the massive revolution of information and communication technology, have called for a deeper reflection on the need for a paradigm shift in instructional design in open and distance learning. It appears that the objective-rational framework is congruent with the industrial model of open and distance learning. However, the practice of open and distance learning has substantially moved from the industrial model to post-industrial one. Therefore, if the transformation of this system of learning from a used-to-be industrial model to a post-industrial model is to be achieved, there is the need for the infusion of the principles of constructivism in instructional design in open and distance learning. The constructivists believe that knowledge and truth are constructed by people and do not exist outside the human mind while the objective-rational model conceives learning to be that: knowledge and truth exist outside the mind of the individual and are therefore objective.

This study therefore argues that open and distance learning can only be economical with a concentration of the available resources and a centralised administration. Additionally, Perry and Rumble (1996:24), add that, success in distance education is dependent on the quality of the non-teaching staff (e.g. coordinators, administrators, clerical and delivery staff etc) managing and executing the system as it is on the quality of the academic staff (e.g. course lecturers, markers, examiners). The organisational structure encompasses all the categories that can bring about quality in both ODL and face-to-face environment. As observed in **figure 1.1**, the centralised nature of the organisational structure shows that leadership functions of the college Principal in a

17

dual-mode college of education in Zambia are centrally located. The Principal delegates to structures below him/her (i.e. Vice Principal, Heads of department, Heads of Sections, Coordinators/Director-ODL), but ultimately, remains answerable to the Ministry of Education Permanent Secretary.

A typical ODL organisational structure for most colleges of education in Zambia is as shown below:

```
                    ┌─────────────────┐
                    │ Coordinator(ODL) │
                    └─────────────────┘
           ┌─────────────┼─────────────┐
   ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
   │   Academic   │ │   Material   │ │Learner Support│
   │  Coordinator │ │  Production  │ │  Coordinator  │
   │              │ │  Coordinator │ │               │
   └──────────────┘ └──────────────┘ └──────────────┘
```
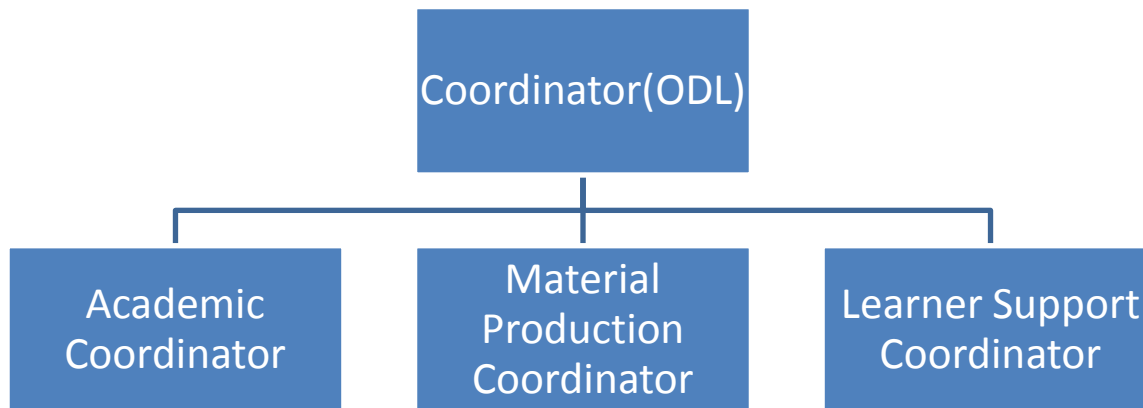
**Figure 1.2 ODL Organisational structure for Colleges of education in Zambia**

ODL institutions today operate as a coordinated system that communicates with a number of interconnected sub-systems as exemplified in the above figure. A closer examination of the ODL organisational structure reveals that it includes systems/sub-systems that supports the learner. Learner support remains the backbone of distance education delivery. One of the major demands of the ever-changing landscape of distance education is provision of effective learner support. This is a critical component that facilitates learning and helps distance learners to achieve success. ODL touches every part of the institution from IT infrastructure and new technology to student services, the registrar, library, bookstore, financial aid office, human resources office and top-level administration. Most importantly, it touches every classroom, every instructor and every student in higher education today ( Schrenk 2011).

In Zambian dual-mode colleges of education, the ODL directorate/unit which is treated like any other committee coordinates the programme. Students attend a two-week face-to-face residential school, three times in a year. This translates into six weeks per year. They spend the rest of the year studying in physical separation, unlike the face-to-face learners who spend about nine months within the confines of the college. Hence, proper management and administration systems and structures are vital to ensure that learners receive the support services that they need. Managers at all levels need to be able to 'see' the system, understand that they are part of it, see that they have a role in relation to it, and have permission to exercise such a leadership role. The exercise of leadership affects the system, but the system also affects and determines what leadership can achieve. So while the leadership process is used outwardly to bring about improvement in how well the system works; it must also consider how the leadership process itself is working and how it too needs to learn and improve. According to Senior and Swailes (2010:318), "organisations are systems of interconnected and interrelated sub-systems and components that include more formal organisational structures and processes as well as culture, politics and styles of leadership which are closely bound up with the values and attitudes people bring to their workplaces".

The Zambian Government recognises the basic right of every Zambian to good quality education. This is why emphasis has been placed on such key factors of educational provision as access, equity and quality maintenance at all delivery points in the system (MOE 1996). "One of the goals the Ministry of Education in Zambia has set for itself is 'increasing access to education and life skills training…" (MOE 1996: 5).The benchmarks of the new education policy are decentralisation, partnership, equity, efficiency, quality, democratisation and effectiveness.

*Educating Our Future* sets new frameworks for developing the national educational system.
Three major principles highlight the Government's important role in education:

1. *the Government is the custodian of the human rights of all individuals, including their right to education. Its concern, therefore, will be with how well national education policy and practice promote equality, equity, efficiency, partnership, pluralism, transparency and accountability;*

2. *the demands of national development require that the Government pays attention to the role education plays in human capital formation, particularly in developing the types of knowledge, skills, values and competencies that are necessary for economic development and social welfare;*

3. *democratization of education, with its demands for partnership in educational provision, requires that the Government creates an enabling environment, and establishes rules and regulations, that will protect the right of various educational agencies to full and fair participation in educational development. (MOE 1996)*

All learners should be facilitated in the attainment of the highest standards of learning through teaching of excellent quality. Quality is brought about by maximizing the efforts of all those responsible for the education of learners and by coordinating all the structures of the system so that centres of education, from pre-school to university, are places where effective teaching, learning and research take place and where the highest standards of achievement, in accordance with ability, are obtained by every student.

"the Government has a bounden duty to promote the highest standard of education and learning for all. This entails giving attention to various interdependent factors, including the quality of the curriculum, teaching and assessment, the quality of teachers in schools, school and institutional arrangements, and planning processes. The Government will also develop rigorous procedures for the evaluation of educational effectiveness and outcomes, with due regard to the legitimate autonomy of individual institutions" MOE (1996:5).

The assumptions cited above are directed towards achieving the Ministry of Education's vision of promoting a quality lifelong education for all, which is accessible, inclusive and

relevant to individuals' national and global needs and value systems. The calibre of teaching staff, adequacy of physical facilities, sufficiency of consumables, quality of library holdings, and availability of necessary transport, all play an important role in determining the quality of those who emerge from higher level institutions. The upgrading of teachers has no doubt contributed to the quality of education delivery in the SADC region. Furthermore, the contribution of ODL to teacher training has contributed meaningfully to the reduction in the shortage of teachers in Zambia.

Most traditional Colleges of education in Zambia are rapidly transforming themselves from to dual mode colleges, recognizing the importance of distance education in providing students with the best and most up-to-date educational resources available in addition to the traditional teaching methods that they receive. This may be partly in response to increasing access to education and due to inadequate physical facilities.

In the light of the above developments in Zambian colleges of education, it can be concluded that the college Principals' leadership style to a large extent determines the kind of working environment that prevails in the dual-mode college of education. The main task of the Principal is to help create a healthy and effective working environment in which learners of all categories (full-time/distance) are happy and prepared to learn and lecturers identify with the college's ethos, mission and goals. Principals are expected to perform multiple roles effectively. To do this, it requires that one has the right human and conceptual skills which include leadership styles (Mullins 2007).

Many Colleges of education in Zambia have a dual-mode approach. That is, the same institutions manage both distance and full-time teacher education programmes.

Dual-mode provision means the capacity to administer ODL and face-to-face courses as comparable or combined programmes. Bates (2000) defines a dual-mode institution as one that, as well as offering programmes on campus, makes available a proportion of its courses in ODL format.

This kind of approach has both advantages and disadvantages. One of the advantages is that it reduces costs because the same academic staff attend to both internal and distance students.(Chiyongo, 2010). This can be seen from the organisational structure (see figure 1.1). On the other hand, Principals of dual-mode Colleges of education in Zambia are faced with several challenges, among them is lack of training in management, organisation and delivery of ODL (MOE) 2013.

In short, effective management and administration requires procedures for defining and reviewing the institutional mission; for allocating human and financial resources among the competing student demands and markets; for selecting, appointing, training and monitoring staff; for recruiting, registering and supervising students; for selecting and controlling the use of technologies; for controlling materials production systems; and for managing budgets and finances. To facilitate the execution of programmes, Managers will need to work out projections for the future or make appropriate budget provision. Appraisal, developmental evaluation and monitoring of progress are important to programme success (Umoru-Onuka and Outu, 2001).

The relevance of curriculum and teaching methodology which higher education institutions offer varies for young students or for mature learners. In the pre-service mode, typical clients are young and/or immature students and emphasis is on socialisation rather than on knowledge acquisition. It is characterized as concessive training for students beyond secondary education and the role of teaching staff is teaching and taking care of them, whereas the in-service mode assumes the older and/or mature learners as clients and emphasis is on relevant knowledge and skills. The role of the teaching staff is learning support rather than teaching. In other words, the pre-service mode is like on campus learning and the in-service mode is like off-campus open and distance learning. Obviously the important management functions, i.e. organisation, structures, authority and responsibility, planning, leadership, decision-making, communication and co-ordination apply in both conventional and distance education. According to Perry and Rumble, (1987:7). "The system of distance education is different from the system of conventional education".

Teacher training is an important area where open and distance learning has made a major contribution. This includes initial training for formal qualifications, in-service supplementary training for formal upgrading, and continuing in-service training in particular subjects and topics. Many examples, particularly from developing countries, show that teacher training at a distance may reach large groups of teachers and have profound impact on the development of national education systems. The use of open and distance learning for teacher education is therefore a crucial strategy when expansion or quality improvement is needed in the public education system.

## 1.5    *BACKGROUND INFORMATION ON LEADERSHIP STYLES*

In this last part of this chapter, background information on leadership styles is discussed. Thereafter, leadership styles in Colleges of education in Zambia, from pre-colonial through colonial and missionary era to post-colonial times will be discussed.

Leadership and leadership styles have been a subject of considerable debate and discussion for as long as people have worked in groups. Leadership is the process of communication (verbal & non-verbal) that involves coaching, motivating, inspiring, directing/ guiding, and counseling others. This results in the timely production of predetermined organisational goals. Every leader in every organisation performs certain roles/tasks for the smooth running of the organisation and improvement of organisational performance. The manner the leader performs these roles and directs the affairs of the organisation is referred to as his/her leadership style. Leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasises the task or human relations is usually considered central to leadership style. Leaders express leadership in many roles. These, among others, are: formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh 2002:11). Leaders are charged with the task of forging a path for the organisations they control, but there is more than one way to get the job done.

Leadership, then, is something more than just an aspect of personality, tradition, opportunism or appointment.

According to Sergiovanni quoted in Oyetunji (2006:21), "there are other views which differ from the more traditional perspectives, for example leadership is perceived as a personal thing comprising one's heart, head and hand. He says that the heart of leadership deals with one's beliefs, values and vision. The head of leadership is the experiences one has accumulated over time and the ability to perceive present situations in the light of these experiences. The hand of leadership, according to him, is the actions and decisions that one takes". In essence, leadership is the act of leading, which reflects the leader's values, vision, experiences personality and ability to use past experiences to tackle the situation at hand. It may be argued that leadership is a display of a whole person with regard to intelligence, perceptions, ideas, values and knowledge coming into play, causing necessary changes in the organisation.

Leadership is perhaps one of the most important aspects of management (Weihrich, et al, 2008). This is because leadership is a major factor which contributes immensely to the general well-being of organisations and nations. It involves developing and communicating a vision for the future, motivating people and gaining their engagement. It is clear that there is no consensus on a specific type of leadership, but there is a certain amount of consensus on some traits or characteristics that an effective leader should possess.

This study aimed at finding out the dominant leadership styles used by Principals and middle Managers in dual-mode Colleges of education in Zambia and establishing how effective those leadership styles were.

There are many different ways to lead and these styles are sometimes taken up and practiced as pure methodologies but more often than not the leadership we experience and even the leaders we become are a mixture of these styles. From a simplistic view point we can define the leadership style as a categorisation of predominant personality traits of an individual. For that reason, there are as many styles of leadership as there

are leaders, each with their strengths and weaknesses. From a practical stand point, scholars and researchers have extrapolated the most common and prominent personality traits that they believe are responsible for one's leadership characteristic. At a very high level, Leadership is defined by the ability of a person to motivate and inspire a group of people to achieve a common set of objectives.

Beginning in the 1970s and rapidly accelerating during the 1980s, there has been a further change – one that places leadership in a pivotal role as an essential part of achieving ever better productivity and performance. We live in an age where people have choices, where the deference common in an earlier age has disappeared, where the right to personal self-fulfilment is a widely shared belief. As a result it is now recognised that, to get the best out of people, they need to be led, not just managed as subordinates. They need to feel motivated, committed, and even inspired. Persuasion, not coercion, is required. Status and position are no longer enough. To get the real results required in a highly competitive age, people need to want to give their best, not just be told to do so. Autocratic and hierarchical management systems have given way to much more open and democratic ways of managing. Simultaneously, the reasons why someone should follow someone else's lead have changed markedly. A much more egalitarian society, increases in employee-empowerment, and the flatter nature of many organisations means that leaders now have to ''win'' followers. And with this has come a whole new set of requirements for those who aspire to lead their organisation – or parts of it – to success. Nowadays, competitiveness between organisations takes place not just at the level of the products and services they provide, but much more deeply at the level of the competences they possess. And nowhere are those competences more critical than in the style of leadership they have. The qualities, attitudes, beliefs, and behaviours of those whose task it is to bring out the best in their people are very critical.

Creating a vision for the future, providing direction for the effective use of technology, managing ensuing change, supervising staff, and guiding faculty in dual mode learning environment requires effective leadership styles. In this study, dual-mode refers to

teaching which takes place in institutions of higher learning principally on campus but offering some programmes in the distance mode. This scenario is common in some institutions of higher learning particularly Colleges of education in Zambia.

A dual-mode institution offers both face-to-face and distance education (DE). According to Trinidade *et al.* (2000:5), the concept dual-mode system reflects the co-existence of distance education and the conventional type of educational practice. While distance education caters for both traditional-age students and adult learners who are geographically dispersed; instruction is delivered either synchronously or asynchronously. Conventional education in contrast, refers to learners who pursue their studies in a conventional manner; attend classes at designated schools as prescribed by authorities responsible. Chiyongo (2006:13) explains that "the range of activities involved in distance education is wider, and the skills required to develop, produce and deliver courses are more diverse than typically found in conventional education. The administrative structures within which distance education systems operate have a significant influence on the system's management as a whole and on programme effectiveness".

Effective leadership requires the leader to understand, engage, and care for followers and to enable those followers to maximize their contributions. Adopting the right kind of leadership style(s) can equip the leader to function optimally within their dual mode institutions.

According to Hersey Blanchard, and Johnson (2008:131), "leaders need to have the ability to diagnose problems. Before there is an intervention or a solution, the problems or issues must first be correctly identified".

By understanding various leadership styles, leaders can be confident in their ability to be more adaptable and instinctive and to accurately identify problems in their programme and institution, assess the competencies and commitment of followers, subordinates, or staff before selecting the best method to intervene and provide future directions. Knowledge of the various leadership styles could enable a leader to be more

adaptable in a change environment. In addition to understanding the various leadership styles, leaders must be aware of their preferred leadership style so that they can adapt better and more confidently to the demands of the complex education environment.

College Principals like many other leaders throughout the world differ in the styles they use to carry out their management tasks. Mazzarella and Smith (1989:58) state that some leaders employ an autocratic leadership style; some use a democratic style, while others use the laissez-faire leadership style. Ramsey (1999:39-40) believes that "leadership styles are as many as personality types that exist. According to him, some styles are open, some are closed, and some are flexible while others are rigid. Some leaders use a style that is manipulative; others use more participatory styles. Some styles are driven by product whereas others are driven by process". Considering the importance of the Principal's tasks, his/her leadership style is one of the major factors determining the learning environment in his/her college.

Raines (2004) observed that Principals are constantly challenged by the overwhelming demands and responsibilities of their professional positions. In this age of accountability, Raines remarked that Principals are expected to demonstrate exemplary performance on an ever-increasing number of fronts.

Leadership and leadership styles in Colleges of education in Zambia, has a long history. It began from pre-colonial through colonial and missionary era to post-colonial times. For example, during the pre- colonial era, Snelson, (1990:220) records that, "teacher training underwent several important changes during the 1930s. He contends that the fundamental aim of the teacher training system was 'the production of a model family group' whereby, if a man wanted to train as teacher, he took his wife and children with him and made his home on a mission station for two years. During the period of training, attention is given to the spiritual, intellectual and bodily welfare of the whole family. In later years, however, teachers were to be trained as supervisors whose main function would be to supervise their schools, improve the techniques… ". This view is advanced mainly by several missionaries who were in charge of schools and teacher training colleges in the then Northern Rhodesia, now Zambia. The leadership style during this

27

era was based on core-values of the missionaries responsible for the institution in question. The Principals were appointed by the managing agency and were expected to promote the ethos and core-values of the employer. In this regard, the leadership style is closer to transactional leadership. Punishment and rewards motivate people and this underpins transactional leadership theories. There was a well-defined hierarchy, where everyone knew who the leader was and who was following. When people are in agreement about the need within the organisational structure to do a task or reach goals through objectives, there is the understanding that they are to recognise the leader and each organisational member releases all independence and sovereignty. The subordinates needed only to obey their leader; nothing more was required.

Distance Education in Zambia has a long history as well, dating as far back as the 1940s, when many Zambians were studying for post primary qualifications through commercial Colleges in South Africa and Britain. When Zambia got her independence from the British colonial rule in 1964, there was a shortage of educated and trained personnel in both the public and the private sector. This prompted the government of Zambia to adopt Distance Education as a viable strategy to enhance access to education. This strategy was particularly important because the government did not have enough money to build sufficient schools. For this reason, a number of institutions offering education by distance and non-formal ways were established. These included:

- National Correspondence College, and
- University of Zambia, which also started offering small-scale distance learning programmes and technical education and vocational training.

Distance and non-formal programmes continue to grow. Evidence of this is the establishment of Youth Resources Centres and Community-Based Youth Resources Centres. Besides skills training, courses offered in these programmes have included topics like family life education, environmental sensitizing, and democratic leadership. In addition to these institutions and centres, which are initiatives of government, there are also private distance education providers such as the Central Africa Correspondence

College and Rapid Results College. These private colleges operated merely as satellites for branches in Harare (MOE) 2013:15.

In 1992, *Focus on Learning* highlighted among many others, quality related problems in the Colleges of education as a result of inadequate supervision to students on teaching practice. Regardless of the ownership of the institution where they underwent training, teachers in Zambia enter a unified teaching profession that responds to the needs of all the children of Zambia. Hence, college Principals have a responsibility to ensure that they provide quality leadership through use of appropriate leadership styles to all categories of students passing through colleges of education (MOE 1996).

## 1.6   *PROBLEM STATEMENT*

The roles and responsibilities of college Principals are becoming crucial as higher education transitions to multiple instructional delivery modes. In Zambia, most institutions of higher learning; especially those training teachers, currently operate in dual-mode environments.

The same administrators who lead face- to -face programmes, also manage distance education programmes. It is worth noting that the face- to -face and distance education students are not exactly the same in terms of learning needs, age range, responsibilities, motivation and study environment. As Rumble and Latchem (2004:117) noted; "dual-mode institutions in theory offer courses of exactly the same standards on - and off campus, but in practice have to overcome many difficulties to do this*".* The nature of the emerging distance education landscape in Zambia requires Principals and other education Managers to possess knowledge of the multiple characteristics as well as the requirements of an effective leader.

The Zambian National Policy on Education (MOE), *Educating Our Future* (1996:117) "emphasises the need to keep all leaders at all levels of the education system abreast of changes and innovations… to extend their capacities for educational management and supervision, and to sharpen the organisational and leadership skills".

Other writers (for example, Hill-McShane 2009); Taylor, Lopez and Quadrelli 1996) stress the need for strong leadership when introducing innovations. Such leadership not only creates a context in which change is seen to be important, but also works towards creating an environment conducive to change. The process of motivating, influencing, and directing others in the college to work productively in pursuit of organisation goals calls for not only dedication but also appropriate leadership styles.

Despite the innovations and changes by Ministry of Education (MOE) which resulted in some of the Colleges of education becoming dual- mode, the leadership styles of Principals and other officers in such institutions remain unknown.

## 1.7   PURPOSE OF THE STUDY

The purpose of this study was to analyse the leadership styles of Principals and middle Managers in dual-mode Colleges of education in Zambia. The study was important as it hoped to shed some light on how to improve quality of leadership in colleges of education in Zambia.   The purpose was not really to pass judgment on current arrangements but to identify means and ways in which to strengthen leadership styles in Colleges of education in Zambia.

## 1.8   SIGNIFICANCE OF THE STUDY

The study will contribute scientific knowledge to all categories of Higher Education (HE) institutions especially Colleges of education, be they face-to-face or distance mode, that are contemplating a move into dual-mode delivery. The study may also inform the discussions of government Ministers as policy makers in Zambia contemplating policy initiatives in dual-mode education to meet the ever-increasing demand for HE places in a cost-effective manner. Finally, Information garnered from this study is expected to allow Principals and other line Managers and administrators to evaluate their leadership styles in comparison to the effective styles revealed by this study. There is noticeable change in the way conventional Colleges of education in Zambia are conducting their

businesses today. Most of these colleges are slowly introducing some form of distance education (DE) in order to reach out to many prospective students. An important implication of this development is the need for a more dynamic cadre of leaders using appropriate leadership styles in order to create an ideal teaching and learning environment for students. As with other professionals, Principals have a responsibility, to themselves and to their profession, deepen their knowledge, extend their professional skills, and keep themselves up-to-date on major developments and changes affecting their profession. This knowledge might help Principals and other categories of leaders, particularly in Colleges of education to decide the approach or approaches necessary to ensure quality results in all programmes (Creswell, 2005).

Distance education leadership is no less complex or diverse than any other organisation and is, perhaps, more diverse and complex than most. The delivery of distance education has changed substantially with the advent of new technologies and more recently with technology driven socio-cultural changes within our society. While change often provides opportunity, it must organisationally be guided by leaders. Effective leaders draw on a repertoire of styles, and the effectiveness of particular styles is dependent on both the leadership task and the context (Stogdill 1974). There may be no one specific current leadership style definition that fits, but there are specific characteristics that are required for effective distance education leadership. Distance education leaders must be visionary and look toward the future and the challenges and opportunities it brings. They must be ethical and earn the respect of those they encounter. They also must be excellent communicators and ensure understanding by students, employees, peers, and the many stakeholders involved in distance education organisations.

## 1.9    MAIN RESEARCH QUESTIONS

The overarching questions this study addressed were:
- (a) What leadership styles are predominant in dual-mode of facilitation of teaching and learning in Zambian Colleges of education?

(b) How are the identified leadership styles applied to enhance leadership effectiveness and thereby improve practice?

### 1.9.1 Sᴜʙ-questions

(a) What leadership theory or theories do dual-mode Zambian college Principals and middle Managers follow?
(b) How do single-mode leadership experiences influence their practice?
(c) Which leadership style or styles do they deem appropriate in Zambian dual-mode colleges?
(d) Why are some leadership styles given more preference than others?

## 1.10 STUDY OBJECTIVES

The study's main objectives were:
(a) To establish which leadership style(s) are predominant in dual-mode Colleges of education in Zambia.
(b) To analyse  leadership styles in dual-mode Colleges of education in Zambia
(c) To show the similarities and/ or differences between leadership styles in single and dual-mode institutions in Zambia.
(d) To investigate why certain leadership style (s) are given more preference.

## 1.11 MOTIVATION FOR THE STUDY

For a long time the researcher sensed that there was much more to leadership than possessing a vast array of knowledge and learning a set of prescribed skills. He has seen too many individuals in leadership positions who, despite their knowledge and skill level, utterly fail to inspire and truly lead. A leader in a dual-mode environment must be student-centred and be attentive to the needs of his/her current and future students. He/she must be able to motivate and inspire others to fully articulate their vision. Finally,

he/she is required to constantly refine his/her skills and adapt to an ever-changing environment. Essentially, leaders in dual-mode environments must possess a myriad of skills and be adept at managing change. Through interaction with other education practitioners, the researcher has developed a lot of interest in leadership and over the years, came to a realisation that one of the challenges in dual-mode institutions lies in leadership styles adopted by the administrators at all levels. In addition, not much work has been done in the area of articulating the theoretical base for distance education leadership. Irlbeck and Pucel (2000) acknowledge that distance education leadership is a comparatively new area of research in higher education; hence it has not been a focus area for research.

The researcher has also been motivated by the fact that there is very little research so far conducted in the area of leadership styles in relation to dual-mode institutions of higher learning in Zambia. This research therefore might inform policy makers in the Ministry of General Education, college lecturers and all types of administrators of institutions training teachers in Zambia. The study is further intended to serve as a reference to future Principals and other interested parties in terms of knowing what to adjust and what to embrace. This study would form the basis for future advancement of studies on beneficial leadership styles for Principals and other Managers in dual-mode Colleges of education in Zambia.

The researcher is a Lecturer in a dual-mode College of Education, training teachers in the Ministry of Education in Zambia. He has also served in single-mode colleges training teachers and held various leadership portfolios, including that of Director for Distance Education, Head of Section, as well as Dean of Student Affairs.

## 1.12   CHAPTER SUMMARY AND CONCLUSION

This chapter has focused on the background and motivation to the study. The research problem, research questions and objectives of the study have been outlined. The researcher has also stated the significance and purpose of the study. The methodological issues which will be discussed in detail in chapter 4 have been highlighted too.

## 1.13   PROJECTION FOR THE NEXT CHAPTER

In line with my orientation of the study, the next chapter discusses the theoretical framework which guides this study. This study was informed by three (3) theories; Transactional leadership, Transformational leadership and Situational leadership theories.

## 2.1    INTRODUCTION

This study was informed by three (3) theories; Transactional leadership, Transformational leadership and Situational leadership theories. Mullins, (2007:428) defines leadership theories as "the approach that a Manager adopts in exercising authority in the work place and directing staff to meet the organisational mandate outlined in their individual job descriptions. This approach is the way that a Manager discharges the responsibilities of management and leadership".

## 2.2    LEADERSHIP THEORIES

For decades, leadership theories have been the source of numerous studies. In reality as well as in practice, many have tried to define what allows authentic leaders to stand apart from the mass. Hence, there are as many theories on leadership as there are philosophers, researchers and professors that have studied and ultimately published their leadership theory.

Theories are commonly categorized by which aspect is believed to define the leader the most. The most widespread ones are: Great Man Theory, Trait Theory, Behavioural Theories, Contingency Theories, Transactional Theories and Transformational Theories.
The focus of all theories on leadership is to determine organisational effectiveness.

### 2.2.1  Early Theories of Leadership

Early literature attempting to identify and classify leadership theories focused on personality aspects that defined leaders and followers. It was not until 1939, when Kurt Lewin offered well-documented leadership theories based on thorough research, that the frameworks and references of leadership theories and styles were established (Bowman, 2000). Bolden (2001) points out that a review of the leadership literature

reveals an evolving series of 'schools of thought' from "Great Man" and "Trait" theories to "Transformational" leadership.

Whilst early theories tend to focus upon the characteristics and behaviours of successful leaders, later theories begin to consider the role of followers and the contextual nature of leadership. Hill-Mcshane (2009:441), states that, "the great man theory of leadership assumes that leaders are born, not made and that leaders are gifted with traits such as tireless energy, penetrating intuition, uncanny foresight, and irresistible persuasive powers". It is based on the opinion that leaders are right and leadership is rooted in the authority of their righteousness. Leaders are elevated by their followers on the ground of their unique qualities that others do not have. As a result, followers do not doubt their leaders' judgement. He further states that by the 1970s, research on the personality traits of leaders seemed to have reached a dead end and that some of these traits have been renamed competencies, implying that they can be acquired through learning.

Like the great man theories, trait perspective assumes that great leaders are born with distinguished traits/characteristics that make them different from other people. Sashkin and Sashkin (in Oyetunji 2006:28) state that, "researchers like Ralph Stogdill, in his quest for the secret of great leaders, review many research reports on leadership, based on the assumption that great leaders are born". Ralph Stogdill, according to Sashkin and Sashkin (2003:19), found that "leaders were a bit more intelligent, outgoing, creative, assertive, responsible, taller and heavier than average people". However, these differences in traits could not provide a solution to the search, as the list was found to be statistically insignificant. Thus, Ralph Stogdill (in Sashkin and Sashkin 2003:19) concluded that "a person does not become a leader because of a combination of traits since the impact of traits differs according to situation". Therefore, the characteristics of the situation should be considered before ascribing greatness to an individual as a leader. In the past, hundreds of trait studies were conducted in an effort to identify the traits that marked people for greatness.

At the heart of the contingency theory is a proposition that the best leadership behaviour (style) to adopt depends on the context. According to Fiedler, it was difficult if not impossible for people to change their leadership style. He believed that the effectiveness of a leader should be measured by how the team, group, or organisation under the leader performed. The first contingency is leader-member relations, which refers to how well followers respect, trust, and like their leaders, while the second is task structure, which refers to the degree to which the jobs of subordinates are highly structured with clear work responsibilities, explicit goals and specific procedures. The assumption is that certain leadership behaviours result in greater commitment on the part of subordinates and hence higher performance in pursuit of organisation goals (Hill-Mcshane, 2009).

Path-goal as one of the leadership theories is rooted in motivation theories of goal setting and expectancy. According to Mullins (2007:378-379), "the fundamental principle of this model is that leadership behaviour should be motivating and satisfying to the extent that it increases goal attainment by subordinates and clarifies the behaviour that will lead to these goals/rewards. Unlike some contingency leadership models, this model does not have a leader trait and behaviour variable. Therefore, it allows for the possibility of adapting leadership to the situation". Mullin's proposition is that a leader should choose a leadership style that considers the characteristics of followers and the demand of the task. The leader's major task is to increase subordinates' motivation for the achievement of personal and organisational goals. Motivation is said to increase by clarifying the subordinates' path to the rewards that are available or increasing the rewards that the subordinates value and desire, that is, the leader assists the subordinates to identify and learn behaviour that will lead to successful task accomplishment and organisational rewards.

The complexity and evolutionary nature of dual- mode environment will benefit from an examination of the above leadership theories that could support dual- mode leadership. Knowledge of leadership theories will be of value to dual-mode leaders as they seek to establish viable and sustainable education programmes. It is essential to consider multiple leadership theories as personal traits and characteristics differ and also as one

theory may not be sufficient to explain the complexities of leading people in an environment characterized by change.

### 2.2.2  The New Leadership Perspectives

The previously mentioned approaches, to some extent, provide insights to the understanding of leadership and leadership effectiveness (Hoy & Miskel 2001:409). Nevertheless, these approaches do not provide a convincing meaning to leadership and its effectiveness; leadership effectiveness is not about possessing personal traits, not about what leaders do (behaviour) nor the leaders' ability to do the right thing at the right time depending on the situation (situational/contingency). In response to the need for the best style of leadership to improve organisational performance, new leadership perspectives have emerged:  transformational and situational theories. The new leadership approaches are central to transforming people and organisation to achieve desired organisational outcomes (Sashkin & Sashkin 2003).

The personal qualities of a dual-mode leader could lead to the identification and adoption of a choice of theory or the combination of theories. There are numerous leadership theories that could have been selected for this research, however, only the three were deemed of more importance to dual-mode. The examination of these selected leadership theories and their application to dual-mode provides the framework and credence needed to offer insights to dual-mode leaders who operate in multiple and ever-changing learning environments.

The three major types of leadership theories common to college Principals are discussed in the section that follows.

## 2.2.3 Transactional Leadership Theory

Transactional leaders, as originally described by Burns (1978), identify the expectations of their followers and respond to them by establishing a close link between effort and reward. Power is given to the leader to evaluate, correct and train subordinates when performance needs to be improved and to reward effectiveness when the required outcomes are achieved. Transactional leaders are concerned with the everyday transactions involved in the running of an organisation. This leadership style frequently involves *'a quid proquo* between the leader and the follower' (Sergiovanni & Starratt, 1993). That is, the role of the leader is seen primarily as 'motivating followers to bring about intended out-comes, and to reward them appropriately' (Tuohy, 1999). Sergiovanni & Starratt maintained that, such transactions are 'governed by instrumental values or moral values such as fairness, honesty, loyalty, integrity'. It is leadership in which the leader sees to it that procedures by which people enter into agreements are clear and above board, and take into account the rights and needs of others. It is the leadership of the administrator who sees to the day-to-day management of the system, listening to the complaints and concerns of various participants, arbitrating disputes fairly, holding people accountable to their job targets, providing necessary resources for the achievement of sub-unit goals, etc. (Sergiovanni 2005).Punishment and reward motivate people and this underpins transactional leadership theories. Bass (1998:121) states that,

*"each enters the transaction because of the expectation to fulfil self-interests and their leader is supposed to maintain the status quo by satisfying the needs of the subordinates. This leadership emphasises a process in which the leader defines needs, assigns task, gives rewards to followers for good performance, or punishment for mistakes".*

There must be a well-defined hierarchy where everyone knows who the leader is and who is following. When people are in agreement about the need within the organisational structure to do a task or reach goals through objectives, there is the

understanding that they are to recognise the leader and each organisational member releases all independence and sovereignty. The subordinates need only to obey their leader, nothing more is required.

Transactional leadership focuses on people seeking their own, individual objectives and entails 'a bargaining over the individual interests of people going about their own separate ways' (Sergiovanni 2005). Transactional leadership theories are among the most controversial in that they hone hierarchical boundaries and are inherently undemocratic. In the most developed form, they describe totalitarian dictatorship. According to Mullins, (2007:258), Abraham Maslow, among others have found that, "people have hierarchies of needs(physiological, safety, love, esteem and self-actualization) and the transactional leader takes advantage of these in presenting them as rewards to a following that does the leader's bidding. When a person is sycophantic, she/he will be rewarded. Maslow stated that self-actualisation was the highest value and that this would make a transactionally-based leader's job even easier".

A modern rendition of transactional leadership theories can be found in Thomas Hobbes' Leviathan. In an allegorical fashion, Hobbes states that people originally are in a state of nature, in which there is a war of all against all. People realise that they can come together and give up their independence in exchange for security. A transactional leader plays upon this, the assumption being that when a person is hired, she/he gives up her/his independence in exchange for the security of work. This means no unions, privileges or any leeway except that given by the leader, Manager or other boss.

Ubben et al. (2001:14) are of the opinion that, "*this kind of exchange inhibits subordinates' commitment because it is a matter of performing duties as directed; the 'how' and 'what' of the job are given, meaning that teachers are labourers and they do the job because of what they will benefit from it, not because of their loyalty to the Principal or the college".* Lussier and Achua (2001:383) assert that, "*transactional leadership seeks to maintain stability"* and that is the main reason that Leithwood and Jantzi (2000:114) perceive this concept *as, "management rather than leadership".* Thus

a transactional leader sets goals for followers depending on the effort he/she expects from them; he/she does not expect the followers to perform beyond normal standard, and makes no effort to change the situation, attitudes and values of followers. Therefore, the transactional leader does not transform followers or organisation.

The strength of the transactional model of leadership is that clear Managerial structures are detailed whereby people know exactly their roles and what is expected of them. Schools benefit significantly from good organisation and clear lines of communication. This leadership theory may be applied more to single-mode conventional HEs due to the fact that most learners are young and inexperienced. Leaders using this theory aim at ensuring total cooperation by holding followers accountable. The leader helps an organisation achieve its current objectives. "*Power is given to the leader to evaluate, correct and train subordinates when performance needs to be improved and to reward effectiveness when the required outcomes are achieved* (Armstrong 2010:32)". Transactional leadership has existed since the dawn of humanity, although people certainly haven't referred to it as such. Neither can apes nor other animals, but the substance certainly is the same throughout all species: obey the leader or there will be bad consequences. There is no reason to expect that this leadership technique won't be around for a long time to come, unless magic occurs and everyone becomes enlightened and philosophical, not tolerating the domination of one human being by another through the technique of holding something above the other's head. What one may expect, however is a refinement of transactional leadership.

### 2.2.4  Transformational Leadership Theory

Transformational leaders, as defined by Armstrong (2010:32), aims to "*empower their followers and encourage them to 'do more than they originally expected to do".* Transformational leadership theory is premised on the assumption that the actions of leaders are based on moral, ethical, and equitable consideration of everyone within an organisation (Kouzes & Posner, 2002; Northouse, 2007). Bass (1994)  suggested that,

Transformational leadership is closer to the prototype of leadership that people have in mind when they describe their ideal leader, and it is more likely to provide a role model with which subordinates want to identify. Transformational leadership motivates followers as it defines and articulates a vision for the organisation. Transformational leaders are charismatic, motivational, intellectual, and considerate and often display the qualities of self-confidence, honesty, and integrity (Bass & Steidelmeier, 1998; Dixon, 1998). This theory of leadership is perceived as a link between the old and new views of leadership (Rost, 1991). Transformational leaders are able to probe the current state of affairs, take a new approach to problem-solving and decision-making, encourage the advancement of ideas and philosophies that differ from the norm, and place emphasis on professional development. According to Burns, (1978: 20) "*transformational leaders inspire followers to be a source of inspiration to each other and enable them attain advanced stages of morality and motivation including justice and equality*").

While transformational leaders determine new methods of solving problems, they also convince others to follow the new approach. An ethic of care for those supervised by the DE leader is embedded within the transformational leadership theory, which is based on achieving socially acceptable goals. This calls for leaders to be guided by high ethical and moral standards. The qualities of transformational leadership include vision, inspiration, trust, care, passion, and commitment. Transformational leadership is perceived as a link between the old and new views of leadership (Rost, 1991). It is hierarchical and focuses on leadership, distinguishing leaders and followers. Armstrong (2010:32) contends , "*transformational leaders empower their followers and encourage them to do more than they originally expected to do by heightening followers' awareness about the importance  and value of designated goals and the means to achieve them, inducing followers to transcend their self-interests for the good of the group and its goals and meeting followers' higher order needs*".

Studies of transformational leadership have sought to understand how leaders develop and sustain vision, empower instead of manipulate followers, perceive the importance of organisational contexts, and create a cultural environment in which transformational

leadership will thrive (Avolio & Bass, 1991; Bass, 1997; Schein, 1992). Transformational leaders develop a clear vision that is pleasing and germane to the needs and ideals of their followers and communicate that vision through emotional appeals, symbols, rituals, and metaphors. Individuals who possess or acquire transformational leadership traits can be successful Distance Education (DE) leaders as they have the ability to inspire others, exude enthusiasm, provide a vision of the future of DE, search for new ways of solving problems, and pursue programmes that have value for their institution. Such DE leaders will be detail-oriented individuals who will faithfully implement the initiatives to ensure that various tasks are completed in a timely manner.

The inherent qualities of transformational leadership make it applicable to the distance education environment and one from which DE leaders will benefit (Irlbeck, 2000; Tipple, 2010). The qualities of transformational leadership that may impact distance education leadership includes vision, inspiration, trust, care, passion, and commitment. Portugal (2006) asserts that DE leaders must be transformational leaders and innovative visionaries with the ability to motivate, energize, inspire, and encourage followers "while fully articulating a shared and competitive distance learning agenda". Similarly, the characteristics of transformational leadership have value for leaders as they go about their responsibilities of envisioning new directions for DE, designing and delivering courses, and leading their staff. Internal and external influences which impact DE include changes in course delivery methods, extensive use of digital and social networking technologies, convergence of media and technologies, and accreditation issues. Additionally, stiff competition from for-profit institutions increases the demand for accountability by stakeholders. Organisational structures that go beyond traditional education boundaries require transformational leadership.

Effective transformational leaders seem to function well in change environments as they must define and articulate a vision of the future for their organisation and communicate such to their followers in order to motivate them. DE leaders with sound change management abilities will anticipate unintended results of change and plan to avoid consequences that will diminish the intended positive results of change (Nworie&

Haughton, 2008). Transformational leadership requires DE leaders to see themselves as custodians of a new vision of learning, in the present and for the future, within a broader academic environment (Portugal, 2006). Visionary DE leaders are innovative and able to operate in symbolic situations, motivate followers, and have the flexibility to adapt to evolving organisational contexts (Portugal, 2006) and ( Lussier & Achua, 2010).

 As institutions shift from traditional methods of operation toward a new environment of integrating emerging technologies, realigning existing structures, and developing policies and other support mechanisms for feasible DE programmes, a new vision of the ensuing college and university environments and leadership approach are necessary.

Warrilow (2012) identified four components of transformational leadership:

1)    **Charisma or idealised influence**: the degree to which the leader behaves in admirable ways and displays convictions and takes stands that cause followers to identify with the leader who has a clear set of values and acts as a role model for the followers.

2)    **Inspirational motivation**: the degree to which the leader articulates a vision that appeals to and inspires the followers with optimism about future goals, and offers meaning for the current tasks in hand.

3)    **Intellectual stimulation**: the degree to which the leader challenges assumptions, stimulates and encourages creativity in the followers - by providing a framework for followers to see how they connect (to the leader, the organisation, each other, and the goal) they can creatively overcome any obstacles in the way of the mission.

4)    **Personal and individual attention**: the degree to which the leader attends to each individual follower's needs and acts as a mentor or coach and gives respect to and appreciation of the individual's contribution to the team. This fulfils and enhances each individual team members' need for self-fulfilment, and self-worth - and in so doing inspires followers to further achievement and growth

### 2.2.5  Situational Leadership Theory

The situational leadership theory proposes that effective leaders play the roles of leadership and management. It relates to a condition in which leaders assess situations to determine how they can be effective in contexts that present a wide array of organisational tasks (Northouse, 2001). Based on the level of each of the acts that is required, the leader can apply four different styles of leadership: delegating, coaching, directing, and supporting. An effective situational leader will be conversant with these styles and be able to utilize the appropriate style by correctly determining a follower's level of readiness and choosing a leadership style that informs how you behave when you are trying to influence the performance of someone else and is a combination of directive and supportive behaviours. Blanchard et al. (1996:46) describe directive behaviour "as *clearly telling people what to do, how to do it, where to do it, and when to do it, and then loosely supervising their performance" and supportive behaviour, which "involves listening to people, providing support and encouragement for their efforts, and then facilitating their involvement in problem-solving and decision making*".

Leaders apply this theory to analyse the needs of the situation in which they are involved, then select the most appropriate leadership style. The leadership style will vary contingent on the competencies of followers or staff members. The development of situational leadership theory is credited to Hersey and Blanchard (1996). The central features of situational leadership theory (SLT) include the interaction between task behaviour and relationship behaviour, the readiness or maturity of followers to perform certain tasks, and how different leadership styles relate to the followers' confidence or abilities to perform a task.

Situational leadership theory has longevity as it addresses both the changing complexity of the tasks performed by followers and the changing abilities of the followers as they work together to reach the intended goal. As the followers' levels of maturity increase as they perform specific tasks, leaders begin to reduce their own task behaviour and increase their relationship behaviour until the followers advance to a moderate stage or

higher level in their maturity. As followers reach above average levels in their maturity, leaders decrease their task and relationship behaviour.

Key strengths of situational leadership are that it is directive and flexible in nature, as it informs the leader how to respond in different situations. Having knowledge of the expectations of the leader and followers under different conditions and circumstances is crucial to leadership. Leadership involves change, and situational leadership is based on how leaders adapt to change in different contexts. Situational leaders respond promptly with appropriate interventions when different conditions that are either external or internal changes in an organisation resulting in changes in the workplace and in people, the situational leader responds promptly with appropriate interventions. Situational leaders help to structure the development and continuous refinement of followers or staff members to help them acquire the skills needed to meet the objectives of the organisation.

Change constantly occurs in organisations and situational leadership addresses how leaders adapt to the constant change within organisational contexts and situations. This has implications for DE leaders who operate in a constantly changing environment requiring adaptation to emerging technologies and pedagogies and adoption of various innovations and who work with highly technical and professional staff that is at various competency levels in their careers.

Situational leadership attributes are relevant to management of rapid environmental change that involves varied cadre of staff members, such as the one that obtains in a DE environment where effective integration of the skills of followers with institutional processes and systems is required to meet the needs of higher education (Beaudoin, 2002). This leadership theory is more ideal in dual-mode institutions.

## 2.3   LEADERSHIP STYLES

Every leader in every organisation performs certain roles/tasks for the smooth running of the organisation and improvement of organisational performance. The manner the leader performs these roles and directs the affairs of the organisation is referred to as his/her leadership style. Leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasises the task or human relations is usually considered central to leadership style.

Leaders express leadership in many roles. These, among others, are: formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh 2002:11). However, Nathan (1996:7-8) asserts providing leadership is a very essential component of a leader's role. The leadership style leaders choose to perform the above mentioned roles will determine whether they will accomplish the task at hand and long-term organisational goals or not, and whether they will be able to achieve and maintain positive relationships with staff (Mazzarella & Smith 1989:28).

### 2.3.1   Authoritative Style.

As the name suggests, the authoritative style of leadership refers to an approach in which a Manager maintains and runs an organisation with a tight leash on the apparatus of power. The Manager who favours this style of leadership expects his or her word to be law; employees do not have room to present their suggestions for consideration (Tannenbaum & Schmidt, 1973) (in Senior and Swailes, 2010:236-237). In the context of the dual-mode college of education setting, a college Principal makes decisions about how the institution is run without consulting with lecturers or students on policies that directly affect them. The Principal makes decision from the highest level and passes those decisions down through established protocols to be implemented by various departmental heads according to existing organisational procedures. In the

authoritarian style of leadership, motivation of employees is minimal or non-existent and the techniques used to provide motivation are typically a combination of threats and promises such as benefits and retributions (Senior and Swailes, 2010).

The implication of this behaviour is that lecturers feels unappreciated; they are not involved in running the college or making decisions relative to operation of the college and are therefore not sufficiently motivated to perform their duties adequately. At best, they feel compelled to discharge their duties.

### 2.3.2   Democratic style.

The democratic style is also referred to as participative style because it strives to involve employees in organisational management and decision-making. The focus of power is more with the group as a whole and there is greater interaction within the group. The group members have a greater say in decision making (Mullins, 2007). The Manager who applies this style of leadership understands that employees are more informed in some instances than their leaders and can therefore provide valuable insight that can contribute to informed decisions at the management level. This awareness of the contributions made by employees makes them feel important and appreciated in the workplace. Feeling important and appreciated is a motivating method of this type of organisational leadership.

When Principals involve lecturers and students in college management and decision-making, the result is a well-run college in which the lecturers are motivated to teach and implement decisions that promote the welfare and performance of students. Another aspect of democratic style that has a positive impact on lecturers involves Principals routinely delegating implementation tasks to them without the need for additional consultation. Because the possibility exists for implementation tasks to be delegated, this leadership style is most appropriate in settings where lecturers and other staff are competent and skilled and can be relied upon to undertake sound decisions with minimal guidance.

### 2.3.3   Laissez-faire style.

The final leadership style is the laissez-faire style, a term based on the French phrase describing a leader's lack of interest, or a Manager's detachment from the intricacies of the organisation and employee management. Much leeway is given to employees to use their best judgment and achieve individual or teamwork requirements, and meet targets and work deadlines (Senior and Swailes, 2010). The leader's desire is to remain as uninvolved as possible with other people, compatible with fulfilling the requirements of the job and sustaining organisation membership. A Principal who applies the laissez-faire style of management is less concerned with measuring the work quality of lecturers to determine whether they meet the required quality standards. The assumption is that lecturers are performing according to expectations and are able to meet targets. Just as the Principal who advocates the laissez-faire style of leadership is not involved in the lecturers' performance, he or she is not engaged in providing much-needed guidance to students. Ultimately, the college has no leadership or clearly defined management protocols upon which to rely.

The choice in type of leadership is often the result by various factors, and leadership styles can be combined; they are not necessarily mutually exclusive. A college Principal might choose to use several different leadership styles at the same time. Some of the factors that influence the type of leadership styles include the Principal's personality, which is usually determined by the level of education, skills, experience, and previous work environment (Senior and Swailes, 2010). The personality types of the lecturers are another consideration in determining the type of leadership style a Principal might apply to manage them. Junior staff, for example, might require a firmer hand to keep them on task and within acceptable performance standards. More senior staff that have proven their skills might need less task-specific scrutiny. Finally, the college values, traditions, and policies also bear on how a Principal might run the institution to satisfy the expectations of stakeholders such as parents and the managing agency or College

Board. Principals sometimes discover that deviating from traditional leadership styles of the college might result in a management crisis (Buckner, 2006).

The literature reveals that leadership takes many forms. For example, the traditional approach makes clear the importance of practicing command or symbolic leadership, which projects image of direct leadership whereby the Principal is in control: setting goals, defining duties, outlining performance standards, assigning people to work, directing and monitoring the work and evaluating. The Principal believes that the lecturers are driven by self-interest; as a result, he/she does not allow emotion to come into play in dealing with lecturers. Thus, his/her focus is on how to motivate them to accomplish the defined goals.

The new leadership approach emphasises the issue of change, empowerment and purposeful leadership, which gives the image of building human capital in the organisation, transforming the relationship between the Principal and lecturers so that the latter are motivated by unity of purpose and mutually shared values. The Principal is in partnership with lecturers expressing and articulating values and dreams reflecting the needs, interest, values and beliefs of the staff as a whole. The Principal focuses on improving the current situation and making leaders out of lecturers, thus, he/she shares information and knowledge; teaching them things to do to become less dependent on him/her.

## 2.4    CHAPTER SUMMARY AND CONCLUSION

This study was informed by three (3) theories; Transactional leadership, Transformational leadership and Situational leadership theories. Leadership styles of Principals and middle Managers of colleges of education are equally key to the effective running of such institutions. This chapter gave an overview of democratic, authoritative and laissez-faire leadership styles. The chapter contextualised the research problem, research question, and statement of purpose, rationale as well as the research methodology that was used.

## 2.5    *PROJECTION FOR THE NEXT CHAPTER*

In line with my theoretical framework, the next chapter discusses related literature. The issues include dual-mode institutions' historical perspectives and trends in the world, Asia and the Pacific, Africa in general, and Zambia in particular.

# CHAPTER THREE: LITERATURE REVIEW

## 3.1    INTRODUCTION

The purpose of this literature review was to scrutinise other studies that are related to the topic under investigation. Some of the issues that have been dealt with in this chapter are the leadership styles in dual-mode institutions of higher learning around the world. This literature study enabled the researcher to ask relevant key questions during the interviews and to put the answers of the interviewees into context.

In order to support both learners and lecturers working in the distance mode, successful dual mode institutions have usually established a specialised Distance Education Unit (DEU) which acts as a repository of current knowledge of the theory and practice of distance education. The unit would normally include specialists in educational design and technology as well as housing a dedicated student enquiry service. The educational design specialists would be responsible for liaison with Faculty who are tasked with the development and delivery of courses to all students to ensure that the needs of off-campus students are adequately catered for. The Distance Education Unit (DEU) would be administratively responsible for the effective conduct of the institution's DE activities. This is the common model found in Zambian colleges of education.

 Another model adopted in dual mode institutions is to decentralise distance education to each Faculty or School. Bates (2000: 3) reports evidence that, "when distance education is decentralised to Faculties and Schools, activity tends to decline compared with a centralised system, except in areas where there are major profit making or revenue generating possibilities for Faculties".

In 2003 Commonwealth of Learning (COL) issued a pamphlet in its Knowledge Series entitled Open and Distance Learning Policy Development (Particular reference to Dual

Mode Institutions). *It takes as its starting point that a policy environment friendly to open and distance education delivery and practice must contain the following values:*

- *Commitment to maintaining academic quality and standards in all programmes, irrespective of mode of delivery;*
- *Equal consideration for student, professional and community esteem across all modes of delivery;*
- *Guaranteed access for DE students and faculty to a range of services comparable to those available for on-campus students;*
- *Sufficient training for and numbers of staff to successfully deliver DE programming*
- *Commitment to providing or finding financial resources for the DE programme.* (Bottomley and Calvert 2003:6)

The organisation of distance education also involves planning and organising the curriculum and its course contents. Dhanarajan and Bertram (2000) argue that distance education presents a good option because through this mode providers open access to education for such groups as students in remote rural areas and in-service teachers who want to study while working. They alert us to the diverse nature of the audience for distance education, which includes people of all ages, from young children to ageing adults. Curriculum designers must bear in mind that the curriculum needs to be flexible enough to accommodate the needs and experiences of a range of people, including urban and rural dwellers; the employed, self-employed and unemployed; learners who have the language of instruction as a first or as another language, and other sub-groups.

Course production is the next step after curriculum design. In many institutions, instructional design and material development involve teams of experts such as writers, reviewers, editors, electronic media specialists and graphic artists, and these teams differ in their composition and size.

Like other education providers, ODL institutions need to transform themselves radically and ODL leaders should be capable of leading this transformation. Dhanarajan (2001:66) notes that "distance education requires sound leadership and management, and "untested leadership" may harm efforts for change". It is often the case, particularly in developing countries, that those entrusted with running the institutions of higher learning perceive their role as more Managerial and administrative rather than as concerned with leadership for academic and educational development. Leaders with a capacity to manage the rapid rate of change must be found and empowered. Ackoff (1999:283-5) writes that, "leadership requires an ability to bring the will of followers into consonance with that of the leader so they follow him or her voluntarily, with enthusiasm and dedication". Transformational leaders are characterized by the ability to bring about change, innovation, and entrepreneurship.

In educational institutions, as in other organisations in contemporary society, traditional purposes and modes of operation are being challenged and changed. Inglis et al., (1999:16) note that,

"in the process of such change, the people who define and constitute institutions are caught up in a transition between eras, a situation that can lead to confusion, alienation, anger, and in some cases, apathy. It can also have the effect of excitement and challenge, sparking creativity and the development of innovative approaches and strategies".

Quality assurance is a centrally important and wide-ranging aspect of distance education. Quality assurance is a measure that provides a constant check on the efficiency and effectiveness of distance education and open learning practice, including how the enabling processes are developed and reviewed, from planning to implementation. According to Butcher (1998), the establishment of internal quality assurance mechanisms is internationally regarded as one of the most effective ways of ensuring the continual improvement of educational provision. Butcher argues that organisations involved in distance education in Sub-Saharan Africa should introduce

Total Quality Management (TQM). The concept of TQM has two dimensions: quality assurance and quality control. The former is intended to anticipate problems that might occur and the latter is a retrospective process, checking the work after it is done to see if it was up to standard. Therefore, the quality of distance education is of paramount importance in dual-mode colleges of education.

Learner support remains the backbone of distance education delivery. One of the major demands of the ever-changing landscape of distance education is provision of effective learner support. This is a critical component that facilitates learning and helps distance learners to achieve success. Many institutions and practitioners involved in distance education agree that distance education poses many problems for learners.

## 3.2    EMPERICAL EVIDENCE ON LEADERSHIP STYLES

This section of the thesis therefore, reviewed some of the most common leadership styles in educational organisations in the world, and in particular with reference to dual-mode institutions and colleges of education in Zambia. These countries were chosen because they vary culturally and geographically.

Many institutions world-wide, but particularly in North America, Australia and New Zealand, the United Kingdom and several other European countries such as Norway, Denmark and the Netherlands have taken early lead and invested heavily in dual-mode HE institutions, particularly online universities (Daniel, 1996).

One of the key factors that impeded the development of a fully integrated dual-mode system of delivery in some traditional face-to-face institutions has been resistance from the academic staff. This may be born of concerns about additional workload; perceptions of the status of external students vis-a-vis their full time counterparts; or the fact that the design and development of distance teaching materials carries little weight in terms of career path aspirations (Freeman 2004).

Moran and Myringer (1999: 62) suggest that, "the resistance is born of insecurity and the tension that exists between the academics' desire to offer individualized learning and the standardisation that is inherent in self-instructional learning packages. This leads to alienation born of a perceived loss of authority and a sense of redundancy that is often compounded by a skills and knowledge gap in matters related to advanced technology and curriculum development that needs to be addressed by staff development". Olcott and Wright (1995:5-17) include the fact that, "distance education is considered inferior to traditional face-to-face teaching; a perception of inadequate compensation, training and incentives for faculty teaching on DE programmes; and a lack of institutional support to the list of barriers they propose. They conclude that without an administrative infrastructure to support distance teaching faculty, the barriers will outweigh any incentives".

Institutional commitment to parity between modes of study is clearly articulated, championed and operationalised as outlined below:

- The institutional mission statement clearly specifies the goals of the institution and the principles by which it operates;
- Parity of esteem between distance and face to face modes is enshrined in the mission statement;
- Staff in leadership roles demonstrates commitment to continuous quality improvement in dual mode provision;
- Responsibility for the management of change initiatives is vested at the most senior levels of the organisation;
- The institutional committee structure supports and promotes parity of esteem of both face to face and distance modes;
- Management structures reinforce the integration of distance and face to face learners within a single academic community;
- Promotion and reward structures for academic staff reflect parity of esteem between distance and face to face modes;

- Administrative structures support both face to face and distance teaching faculty and are responsive to the special needs of off-campus students;
- Management information systems take into account all aspects of distance and face to face delivery and conform to user requirements for timeliness, reliability and accessibility;
- Certification of qualifications and awards makes no distinction between modes of study.

In the theory and practice of open and distance learning, there are certain basic assumptions and underlying principles which are held sacrosanct and which ought to be identified with by anyone involved either as a student or as a stakeholder. According to Cohen (2003), stakeholders in open and distance learning including tutors, policy makers, instructional designers, scholars, practitioners, among others must identify with the following basic assumptions and underlying principles. They are:

- The belief that learners must be assisted with administrative and academic support services to cushion the effect of their partial separation from their tutors, the institution, and other learners.
- The belief that open and distance learning is more cost-effective than the conventional educational system.
- It takes into account the need to interface with the conventional system, use innovative technologies and to optimize the access to physical facilities, intellectual and knowledge resources in institution to achieve its goals. There has been an enormous growth in the higher education sector in the country. This growth is due to the fact that on one hand many new Universities and colleges have been established and on the other hand technology mediated Open & Distance Learning has come up in a big way.
- The conventional education system and the Open Education systems have its own unique qualities and disadvantages. It is felt that a perfect blending of both the systems could bring down significantly the limitations of both the systems whereby the society can benefit more out of this convergence scheme.

- The blended learning system is consistent with the values of traditional higher education institutions and has the proven potential to enhance both the effectiveness and efficiency of meaningful learning experiences.
- As the colleges have grown larger and more complex administrators, faculty members, and trustees all have had to adjust.

Accordingly, some of the most widely addressed issues in the literature related to education in recent years have been change and transformation. There seems to be a growing consensus among academics, business people, administrators, and policy makers on the existence of key underlying changes that have been affecting many aspects of higher education in recent decades. Nevertheless, the responses towards how to cope with the changes differ widely, depending on varying perceptions of the impacts, scope, or direction of the changes, and on Managerial, financial, legal and visionary capabilities of the institutions' strategies for implementing innovation in a dual-mode college of education with management functions including planning, organizing, guiding, and monitoring.

Hence, in today's demanding environment the key challenge facing educational planners and management teams is related to their "ability" to identify a long-term vision, mission and strategies that can deal effectively with the changes systemically through the best practice of strategic management techniques. The result of a systemic design methodology is a system with interrelated, inclusive, interdependent and internally consistent components.

According to Panda (2006:121), "one of the reasons that has made distance education tremendously successful in meeting the needs of the greater majority of people, is the fact that the planning and management of all the complex activities and operation within distance education are well structured to lead to visible outcomes which all can see and appreciate".

Silumesii (2003) (in Chiyongo, 2010:40-41) considers the following administrative tasks as essential for all effectively managed institutions: identifying, maintaining, motivating, controlling and unifying formal and informal organised groups of human, financial and material resources within an integrated system designed specifically to achieve predetermined goals and objectives. These tasks are very important in implementing open and distance learning programmes, particularly when dealing with issues of learner support.

## 3.3    TRENDS OF OPEN AND DISTANCE LEARNING (ODL) IN ASIA AND THE PACIFIC

The understanding of a trend in this study is generally a direction in which something is developing or changing over time. In this case the study is looking at the changing trends in terms of the management systems that countries and institutions have put in place to facilitate the management of ODL and Full time programmes within the same environment.

Very little literature exists regarding the management systems that countries and institutions have put in place to facilitate the management of ODL and Full time programmes within the same environment. However, the following recent models and guidelines offer some insights into both actual and suggested management arrangements.

Keegan (1986:33) explains that, "in Australian Universities and Colleges of advanced education, the same staff has two groups of students, one on-campus, the other external, and they prepare both groups for the same examinations and awards. In Australia, where dual-mode universities have operated successfully for more than 30 years, the quality and reputation of distance provision in dual-mode universities has been assured by the development of an integrated structure in which courses are planned, developed and taught by the same academic staff to students who are able to receive an identical qualification whether they are located on or off campus". Special

resources are provided for distance study and systematic forms of support are provided for all aspects of the distance student's engagement with the institution. Since on- or off-campus describes a mode of study rather than a category of learner, students have always been able to move between study modes at their convenience. The move to flexible delivery in the Australian context has been partly driven by changes in the socio-economic context of higher education that have forced universities to compete for income to sustain their operating costs. Since the local market is finite, they have aggressively pursued international opportunities, particularly in South East Asia. In order to meet the needs of this lucrative off-shore market, they have had to develop and deliver resource-based teaching and on-line learning. The University of Queensland created Australia's first Department of Correspondence Studies in 1911 and 'external studies', as they came to be called, became an important element in a number of Australian universities.

According to Evans and Nation (1992) in Chiyongo (2010:49), "most of the teachers who enrolled for further studies at distance education institutions aimed at upgrading their qualifications in order to overcome a salary barrier or cross over from a primary school teacher to a secondary school teacher status. Graduates who completed teacher programmes were exposed to further education that equipped them with pedagogical and classroom management skills".

In China, Distance Learning is growing at a rapid pace. The Chinese Government and Universities have embraced Distance Learning as an attractive and practical alternative to traditional classroom-based education. The 11th Five-Year Plan emphasizes the need to develop on a technological basis and for the government to invest more in education.

China is setting global standards for Distance Learning and business opportunities for U.S. education service providers are expanding. Distance Learning in China is a growing 1.45 billion dollar market, and with over 50 billion dollar in government education expenditure the industry is gaining momentum. In 2000, operation "All

Schools Connected" was launched with the goal of equipping all of China's 550,871 K-12 schools with Distance Learning systems by 2010. The Ministry also encouraged 68 top universities to offer Distance Learning degrees to produce more talent for the county's burgeoning economy.

Finally, the 11th fifth year plan calls on science and technology to speed up development in education, making the Distance Learning industry a top priority in China. Such an emphasis on technology and education in a country with over 111,000,000 reported Internet users at a growth rate from 2000-2005 of 393.3% is enticing. The prospects however, should be viewed with caution as operating in China poses significant challenges and in most cases requires strong partners with the right relationships and connections (Parker 2007)

The case of the University of the West Indies (UWI) provides an excellent example of typical reasons for the introduction of dual mode education and of the problems that may beset attempts to integrate the two modes unless adequate attention is paid to the issues raised above. Harvey and Williams (1996:4) point out that "from inception in 1948, UWI had, by the mid-1990s, long been accustomed to its position as the region's primary tertiary education provider. The university structure was characterized by the comparative strength of its three campuses and the weakness of the centre". By then however, offshore educational institutions and internal private providers had been aggressively penetrating the region's higher education market, and had been meeting with increasing success. These competitors exploited the tremendous potential of distance education as are venue earner. The levels of success… were due, in part, to their more flexible and accessible entry requirements and study arrangements. These arrangements attracted students who perceived UWI to be more intractable about admissions and programme completion requirements.

In 1996, faced with a new mandate to play a greater role in regional human development, UWI embarked upon a process of transition to dual mode operation, but the process has been fraught with difficulties. According to Morgan (2000:108) and

Koul (2000: 236) there are key areas of dysfunction caused by the unrealistic nature of the basic assumptions that underpinned the original planning process which it may be helpful to summarise as follows:

1) *The model assumed that all Faculty had 20% of unused time that they could devote to DE operations. Faculty disputed this, though they would have been willing to work for DE in their own time for extra pay;*

2) *Administrative units did not uniformly accept responsibility for DE related work, to the extent that DE students are not counted as those of the university and they are treated indifferently;*

3) *Existing rules and regulations are insensitive to the needs of DE students, leading to bitterness and disaffection among the students;*

4) *Faculty indifference or antagonism results in poor quality delivery to DE students, and a strong faculty power base results in a 'toothless' DE Centre without authority to demand results;*

5) *Failure to cost services properly and lack of understanding of or concern for DE operations leads to inefficient use of funds;*

6) *Low priority given to DE work leads to delays and results in a poor reputation;*

7) *The special Board created to oversee DE is subservient to other senior boards that are well recognised and well entrenched within the institutional ethos, so that its power to effect change is severely hampered;*

8) *DE work is given no place in the scheme of career advancement in the university and is therefore scoffed at;*

9) *Conflicts between Faculty and instructional designers lead to delays in course production and delivery;*

10) *Mandated local tutorial support is not always available at all local centres.*

## 3.4   TRENDS OF OPEN AND DISTANCE LEARNING IN AMERICA

Some Universities have offered distance-learning programmes alongside on-campus teaching for over a century. This was notably the case for institutions in countries having

large territories with scattered populations. Queen's University in Canada began offering Extension Studies in 1888. In the United University of Wisconsin did likewise in 1908, when its president, Charles van Hise, proclaimed that 'the boundaries of the campus extend to the boundaries of the state'. Beginning in the 1970s, open universities multiplied and expanded, enrolling millions of students by the end of the 20th century and making a significant contribution to widening access .These institutions delivered their programmes through multi-media forms of distance education based on print, audio, video, stand-alone computers and, often, elements of face-to-face tuition. Daniel (1996)

Schrenk (2011) conducted a study in colleges of education in the United States of America whose purpose was to compare distance education leadership styles and future investment in two-year colleges. This study showed that taking and teaching online courses will have a positive impact upon that goal as well pursuing an advanced degree. Also, the level of position in the organisation and reporting line of the distance education leader made a difference in leadership style.

My research focused on analysing leadership styles and leadership theories followed in dual mode colleges of education in Zambia. This link is missing in Schrenk's study, and therefore my study fills the gap.

Recently, David (2012) conducted a study in United States of America (U.S.A) schools whose purpose was to explore teacher perceptions of Principals' leadership styles, curriculum reform, and student achievement to ascertain possible factors to improve adequate yearly progress. The study indicates a correlation between Principal leadership style and student achievement. My study is different in that the focus was on dual-mode colleges of education and not schools in general. In addition, my study is qualitative in nature as opposed to the quantitative one in the above study.

## 3.5    TRENDS OF OPEN AND DISTANCE LEARNING IN AFRICA

According to Dhanarajan (1996), effective management and sensible and efficient administration systems are vital to the well-functioning of an "open" institution. It is particularly important to make sure that students of distance education are not isolated though they may be at a distance.

An effective system of two-way communication between the learner and the institution is therefore an important element of good management and administration. DE institutions must build functional and responsive systems to provide students with counselling, advice on courses, general information and programme details, as well as information on tuition and assessment.

Current students, part-time staff, regional administrators, government officials, financial sponsors and business training initiatives all require regular information on the opportunities available and the plans and direction of the institution.

Even though open and distance learning is now the widely accepted and embraced nomenclature among educationists worldwide, the strict adherence of its principles may be imperatively difficult to apply operationally. However, most integrated distance teaching institutions (institutions set-up as part or component of an existing convention institution) preferred to be referred to as distance learning institutions because not everything should be 'Open' especially in enrolment and assessment criteria and patterns.

Learner independence is also known by a number of other terms: learner autonomy, independent learning, lifelong learning, learning to learn, thinking skills (Sinclair, 2001). All these terms refer to a concept where learners are involved in their own learning process. By being involved in this process, they start to make meaningful connections with the world outside the classroom. Instead of relying on the teacher to do the thinking for them, they take responsibility for thinking and learning themselves. Learning then

becomes more than the rote memorisation of a series of facts and continues even after the learner has completed full time education. One accepted understanding of learner independence is that it ranges across a continuum. At one end, there are dependent learners who have had little opportunity to develop independent learning skills, and at the other end of the continuum there are learners who are self-directed, self-motivated and capable of learning without a teacher. Good learners will move gradually along the continuum with the help of peers, parents, teachers and appropriate learning experiences.

Within the distance education environment, there are four basic modes or models of educational provision: single mode institutions, dual mode institutions, mixed mode institutions and consortia.

- **Single mode institutions** are founded for the sole purpose of offering distance education. The management of these institutions devote all planning, funds, staff and other resources to designing and delivering courses for distance learners. Delivery might include some face-to-face interaction. Teaching materials are print-based and often supplemented by various media (audio, video, and computer technologies). Examples of single mode institutions include UNISA, Technikon Southern Africa, Malawi College of Distance Education and NAMCOL.

- **Dual mode institutions** provide both conventional face-to-face education and distance education. Some institutions were founded to provide both, but many started providing only face-to-face education and later incorporated distance education into their programmes. In this latter environment, distance education programmes tend to be administered by a special management unit. Examples of dual mode institutions include the Universities of Fort Hare and the Western Cape in South Africa (among many others), the University of Nairobi, the University of Zambia and the University of Botswana. According to Chifwepa (2006:5), "the University of Zambia has a dual structure in which curriculum development, all teaching and assessment are the responsibility of full time teaching staff in various departments that offer courses through distance teaching while a separate administrative unit, the *Directorate of Distance*

*Education*, is responsible for the overall coordination and administration of all distance learning courses".

The University of Nairobi in Kenya has expanded rapidly and ahead of the supply of graduate teachers. As a result there are considerable numbers of non-graduates working as secondary teachers. The University of Nairobi has long experience both of teacher education and of distance teaching; taking advantage of that experience, it developed plans to introduce external, degree level teaching. In 1986 it launched a BEd programme for experienced non-graduate secondary-school teachers. The course is parallel to and comparable with an initial training programme for school leavers leading to the same qualification (Perraton 2002)

The University of Lagos, too, is a bimodal university and established its specialised institute to provide distance-education courses throughout Nigeria. Responding to national demands, its first courses were in business studies and in education. To meet a national shortage of science teachers in secondary schools, education students have been required to major in biology, chemistry, physics or mathematics. The courses have used correspondence lessons, broadcasts and tape recordings, and short face-to-face sessions but, in recent years, have mainly relied on a combination of correspondence and residential study, with a residential six-week vacation course in each year of study (Perraton 2002)

- **Mixed mode institutions** are those where distance-teaching programmes are designed, delivered, and administered by the same people who provide conventional programmes. A mixed mode institution is the result of the convergence of face-to-face and distance modes, and increasingly characterizes organisations that were once single mode or dual mode. Mixed mode institutions offer learners a wide choice of models of study, and maximise flexibility of place and pace. A programme can be delivered using both face-to-face and distance teaching. Shabani and Okebukola (2001)

Examples of mixed mode institutions include the Universities of the Witwatersrand and Pretoria in RSA, the University of Mauritius and the Zimbabwe Integrated National Teacher Education Course (ZINTEC).

In Mozambique, according to Da costa (2005) both Eduardo Mondlane and the Pedagogical University are moving in this direction. On attaining independence, Mozambique was faced with an acute shortage of teachers to meet the spiralled demand by primary schools. The Government presented a report that indicated the need for adult and teacher training through Open -Learning and Distance Education (OLDE), which in 1982 was undertaken subsequently by an OLDE Nucleus and Education Development Institutes Unit, the teachers being the main beneficiaries.

- **Consortia** According to Harry & Perraton (2003) involve groups of autonomous institutions that agree to combine efforts to offer distance education. In such arrangements, resources are normally organised under a single management unit. In South Africa, the advent of democracy in 1994, brought with it the need to make quality education accessible to previously marginalised sections of the population. ODL was seen as a means of increasing access to education in the region. In the Eastern Cape of South Africa, several institutions have formed a consortium with the provincial government to offer training to health officials. Other universities in South Africa which today offer some of their programmes using ODL practice include: The University of KwaZulu Natal which offers accounting via distance learning and Tshwane University of Technology.

Kenyatta University, Egerton University and the University of Nairobi in East Africa, among others; offer dual-mode instructional programmes. Higher education institutions across the continent offering dual mode education also include University of Abuja, University of Ibadan, University of Lagos and the National Teachers Institute in Nigeria. University of Zambia, University of Juba, Kigali Institute of Education, University of Eduardo Mondlane, and Copperbelt University are some of the other African institutions offering dual-mode delivery programmes.

These models of distance education and open learning depend upon effective management and administration. Umoru-Onuka and Otu (2001) see management and administration as the means to harness both human and material resources to achieve the organisational goal. The management and administration domain includes organising, directing, co-ordinating and utilising resources. DE Managers should know exactly what they manage, and how to evaluate each component of a DE programme to determine and track its working pattern, whether it deviates and what action to take.

In Africa, there is much to be gained from enhanced regional collaboration on policy issues, development of delivery systems and sharing of materials. There are now many initiatives to establish networking through national and regional associations in order to strengthen and improve capacities for open and distance learning in the region. Among projects that exemplify this collaborative approach are:

- *Training of Upper Primary and Junior Secondary Science; Technology and Mathematics Teachers in Africa by Distance. This programme is supported by the Commonwealth of Learning and countries included are Botswana, Malawi, Mozambique, Namibia, South Africa, Tanzania, Zambia and Zimbabwe;*

- *Training for primary school Principals, using print materials and Internet, coordinated by CIFFAD, the International Francophone Consortium of Distance and Open Learning Institutions. CIFFAD also has a project in Senegal, Guinea and the Côte di Voire to improve the teaching of French at the secondary level. Some lessons acquired from the studies of open and distance learning in the African context has been summarized by the South African Institute for Distance Education* (1999). (Nyoni,2012:39)

Hence, the need for all categories of leaders to develop a leadership style suitable for dual-mode colleges of education.

### 3.6   THE UNIVERSITY OF ZAMBIA AND SELECTED COLLEGES OF EDUCATION IN ZAMBIA

In Zambia, The University of Zambia (UNZA) including most Colleges of education are dual- mode in that they all have a distance education unit along-side their main conventional face-to-face main stream. Most of those students were school teachers trying to upgrade their qualifications in pursuit of promotion and salary increases. The University of Zambia (UNZA) established its distance education unit in 1966, the year of its inception. Chifwepa (2006:2-3) states that, "since its inauguration in 1966, the University of Zambia has adopted various means of delivering university education. The programmes and means of delivery include the distance education mode which aims at providing university education to those who missed it after their school and those who may be working but wanting to study without being in full-time. The students in this mode undertake most of their study without having to attend regular classes".

### 3.6.1 UNZA- Distance Education

The establishment of the distance education at UNZA was therefore, as a result of the *Lockwood Commission Report* which recommended that degree courses by correspondence should be made available to people of Zambia who may not be able to enroll for the full-time studies and that a separate department be established to coordinate and administer such courses. It was recognised that there was need to provide an alternative mode of delivery of higher education in order to increase opportunities to people of Zambia who may not be able to enroll for full-time studies. The factors that led to the development of distance education at that time included: response to the country's need for resource development at the time of political independence and the demand for this level of education from people who had got into employment without university education. Distance education was therefore, identified as a means of expanding enrolment for university education (Siachiwena 1998, Chifwepa 2006).

The *University of Zambia* adopted its model of distance education from the *University of New England*, Australia. It is characterized by the integration of distance learning activities into the regular academic functions of teaching departments in the university. It has a dual structure in which curriculum development, all teaching and assessment are the responsibility of full time teaching staff in various departments that offer courses

through distance teaching while a separate administrative unit, the *Directorate of Distance Education*, is responsible for the overall coordination and administration of all distance learning courses. "The *Directorate of Distance Education* provides support to distance teaching staff particularly in the area of instructional design, and liaises with all schools and relevant units involved in the management of the distance education programmes on all matters relating to distance education in the university". (Siaciwena 2007:5).

Chifwepa (2006:8) notes that, "the *Directorate of Distance Education* does not have lecturers of its own. Lecturers who teach distance students are from other departments of the university. It is therefore difficult for the *Directorate of Distance Education* to exercise disciplinary measures on lecturers for failure to meet their obligations".

Distance education at UNZA was developed in order to:

(a)     contribute to the development of human resources,

(b)     meet the educational needs of many capable adults who missed the opportunity to benefit from university education because of lack of facilities prior to 1966, and

 (c)     widen access to university education to many adults who, for various reasons, cannot attend the university full-time.

Since then, distance education has played its historical role of contributing to the development of human resources, has contributed to enhancement of teacher quality in the school system and has helped to address the issues of inequalities in higher education provision in Zambia.

However, distance education has faced many challenges including varied quality of course materials, lack of relevant knowledge and skills in all aspects of distance education among lecturers, limited use of ICT and a largely centralised learner support system. Siachiwena (2006).

## *3.7 SELECTED COLLEGES OF EDUCATION IN ZAMBIA*

There are a number of colleges of education which are dual-mode in Zambia. They include National In-Service Teachers' College (NISTCOL), Nkrumah College of Education (NCE), Copperbelt College of education(CBCE), David Livingstone College of Education(DALICE), Malcom Moffat College of Education(MMCE) and Mufulira College of Education(MUCE) among many others.

### 3.7.1  NISTCOL- Distance Education

The National In-Service Teachers' College (NISTCOL) started offering distance teacher education programmes in 1998.The college started offering distance teacher education programmes in 1998. The first distance teacher education programme was the STDDL. The college adopted its model of distance education from the University of Zambia. The distance learning activities are integrated in the regular academic functions of the teaching departments. The full-time staff is responsible for curriculum development, all teaching and assessment.

However, the college has a *Department of Distance Education* headed by a full-time Head of Department. The Head of Department and a few lecturers attached to that department manage day to day affairs of the department. Currently, the college has the following three distance teacher education programmes: The *Secondary Teachers' Diploma through Distance Learning,* the *Primary Teachers' Diploma through Distance Learning* and the *Diploma in Education Management.*

NISTCOL utilizes mainly print media supplemented by informal tutorial groups and compulsory face-to-face residential tutorials held during school holidays. However, the PTDDL is almost offered entirely through distance education and students have only a two to three days wrap-up exercise prior to the examinations Chiyongo (2010).

### 3.7.2  NCE – Distance Education

Nkrumah College of Education (NCE) started offering distance teacher education programmes in 2000. The NCE was first established as a college of education in 1966 to train secondary school teachers. The college has been offering the *Secondary*

*Teachers' Diploma through Distance Learning* in addition to full-time *Secondary Teachers' Diploma* for some time now. The institution does not have specific staff for distance education. Distance learning activities are integrated into the regular academic functions of teaching departments. However, the college has a *Directorate of Distance Education* consisting of lecturers that deal with the coordination and administration of distance learning activities in liaison with the college administration.

### 3.7.3 CBCE- Distance Education

Copperbelt College of Education (CBCE), originally known as Copperbelt Secondary Teachers' College (COSETCO)    was established in 1970 in order to train home economics, mathematics and science teachers for the secondary schools in Zambia. Copperbelt College of Education started offering distance teacher education programmes in 2005, It has a dual- structure in which curriculum development, and all teaching and assessment are the responsibility of full-time teaching staff in various departments. Distance learning activities are equally integrated into the regular academic functions of teaching departments. However, the college has a *Directorate of Distance Education* consisting of lecturers that deal with the coordination and administration of distance learning activities in liaison with the college administration. The college management team which is headed by the Principal dictates the operations of the directorate of distance education, even though the director and other members of distance committees are elected by staff. In short, CBCE practices the dual mode system.

At Copperbelt College of Education there is a Directorate of Open and Distance Learning composed of committees which are in charge of the coordination and administration of the affairs of distance students. This directorate, however, works closely with the college management.  Chiyongo (2010)

### 3.7.4 DALICE- Distance Education

David Livingstone College of Education is one of the grant aided dual-mode colleges in Zambia. Similarly, distance learning activities are equally integrated into the regular academic functions of teaching departments. However, the college has a *Directorate of*

*Distance Education* consisting of lecturers that deal with the coordination and administration of distance learning activities in liaison with the college administration.

David Livingstone College of Education (DALICE) started offering distance teacher education programmes in 2007.

### 3.7.5  MUCE- Distance Education
 Mufurila College of Education (MUCE) started offering distance teacher education programmes in 2010. Chiyongo (2010). The college is a new entrant on the dual-mode scene and has adopted the UNZA model of distance education with minor modifications.

### 3.7.6  MMCE- Distance Education
Malcom Moffat College of Education follow almost a similar pattern in terms of management, except that the Principal appoints the coordinators for distance education, including other members of staff who sit on various committees and sub-committees of distance education.

Other colleges of education which recently became dual-mode and are organized on the model similar to UNZA; include Chipata College of Education, Charles Lwanga College of Education, Kasama College of Education and Kitwe College of Education.

All the colleges of education adopted the UNZA model of distance education in some cases with minor modifications. The Principal remains the overall supervisor of the college.
This designation is similar to the ethos of distance education as found in Australian universities and colleges of advanced education. Keegan (1986:33) explains that "in Australian universities and colleges of advanced education, the same staff has two groups of students, one on-campus, the other external, and they prepare both groups for the same examinations and awards. In fact distance students follow the curriculum of the full-time students".

As institutions fill distance education leadership positions, an unfolding notion among researchers and practitioners is that distance education leadership is different from leadership in other areas of higher education This notion arises from the fact that distance education leaders are managing an evolving field; Distance education caters for both traditional-age students and adult learners who are geographically dispersed; instruction is delivered either synchronously or asynchronously; and distance education students are diverse and as such learn under different cultural and pedagogical environments. Further, Distance education leadership requires an understanding of the adoption and diffusion process of innovation with technology and the ability to manage change. Distance education leaders, therefore, operate in a drastically changing environment that is often situated in a context that still uses the old paradigm.

## 3.7    ZAMBIA'S CONCEPTUAL VIEW OF ODL

Generally, the pyramidal structure of education and training provision in Zambia persists. The system continues to have large numbers of students at the bottom who are sifted and dropped as they progress upwards.

In Zambia, distance education has been in existence since the 1940s when two private correspondence schools, namely the Rapid Results College and the Central African Correspondence College offered tuition leading to senior secondary school examinations. In 1964 Mwansa (2010:5) states that, "the government of the Republic of Zambia established the National Correspondence College which became Zambia College for Distance Education in 2000 which offered basic and secondary education.

The College for Distance Education used to prepare materials which were sent to students by post. Students would study and do the exercises. Some of the exercises were sent to the college for marking. Students were then allowed to write examinations. In this way, many Zambians who had dropped out of school would continue with their

studies. Similarly, the University of Zambia had the correspondence unit which offered various courses by distance.

Chifwepa (2006), emphasizes the need to incorporate ICT in distance education at the University of Zambia, one of the institutions of higher learning in Zambia. He came up with a model for the University of Zambia, Directorate of Distance Education. This is a good development aimed at improving delivery of distance education programmes at the named institution.

Chiyongo (2010), also undertook a study on management of Distance teacher education in colleges in Zambia. He focused on distance education management only. This research is taking another dimension by focusing on leadership styles to enhance delivery in dual-mode institutions in Zambia. It draws its vision on the gaps in the two studies cited above which were conducted in Zambia, and hopes to illuminate leadership styles as they relate to dual-mode institutions of higher education (HE). This study therefore is unique because it discusses leadership styles as they relate to dual-mode institutions, a dimension which is lacking in the other studies cited already. The different distance education environments characterized by use of ICT calls for the right kind of leadership style. Hence, the need to identify and analyse theoretical leadership styles that will support and guide leaders in dual mode institutions. These dual mode providers need to understand however, that planning and control are essential for their success and aim to achieve the consistency of infrastructural and systems support across modes.

### 3.8.    *CHAPTER SUMMARY AND CONCLUSION*

The purpose of this literature review was to scrutinise other studies that are related to the topic under investigation. Some of the issues that have been dealt with in this chapter are the leadership styles in dual-mode institutions of higher learning around the world. The issues included dual-mode institutions' historical perspectives and trends in the world, Asia and the Pacific, Africa in general, and Zambia in particular.

## 3. 9.   *PROJECTION FOR THE NEXT CHAPTER*

In line with my literature review, the next chapter discusses methodological approaches.

## CHAPTER FOUR METHODOLOGICAL APPROACHES

## *4.1    INTRODUCTION*

The aim of this chapter is to describe the research design and methods that were selected to be used in the study and provide reasons why the chosen methods were appropriate to gather the information needed to answer the questions posed by the research problem. The chapter also pays particular attention to the qualitative research approach, the social constructivist/interpretivist world view, epistemology and ontology, the population, the sample size, the sampling procedure, the instruments for data collection, data collection techniques, data analysis and interpretation as well as the aspects validity, reliability and trustworthiness of research.

This study was qualitative in nature. A qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivists perspectives that is multiple meanings of individual experiences, meanings socially and historically constructed, with an intent of developing a theory or pattern or advocacy/participatory perspectives(i.e., political, issue-oriented, collaborative, or change oriented) or both( Creswell, 2005).

Further Creswell points out that a qualitative researcher uses strategies of inquiry such as narratives, phenomenologies, ethnographies, grounded theory studies or case studies. The researcher in such cases collects open ended, emerging data with the primary intent of developing themes from the data. On the other hand Kombo and Tromp (2006) look at qualitative as that type of research which involves description, implying that it seeks to describe and analyse the culture and behaviour of humans and

their groups from the point of view of those being studied. They further state that qualitative research uses the natural setting and not necessarily a laboratory as the case may be with a predominantly quantitative research. Qualitative research also relies on a research approach or strategy that is rather flexible and interactive as opposed to something that is rigid. This includes interviewing, focus group discussions and questionnaires to get people's feelings and insights considered to be important in the study Orodho and Kombo,( 2002).

The researcher is of the view that a qualitative research is therefore most suited for analyzing leadership styles of Principals and other line Managers because it involves interviewing and focus group discussions.


## 4.1.1 Research design.

LeCompte&Preissle (1993) (cited in Chiyongo, 2010:106), "argue that the research design involves deciding on what the research purpose and questions will be; what information most appropriately will answer specific research questions, and which strategies are most effective for obtaining it".

According to Babbie and Mouton (2004:74), a research design is "a plan or blueprint of how the researcher intends conducting the study". A research design according to Maree, (2007) is a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, the data analysis to be done. Taylor (2000) defines research design as constructed plans and strategies that are developed to seek and discover answers to research questions. According to Gelo et al.(2008), a research design is the plan of action or structure, which links the philosophical foundations and the methodological assumptions of a research approach to its research methods.

It can therefore be argued that the research design is a systematic arrangement of procedures and methods used during a study, and set the logic by which researchers make interpretations at the end of their studies to avoid a haphazard approach.

There are a number of qualitative research designs and methodologies such as the case study, ethnography, phenomenological study and grounded theory study. In order to collect data that were suitable for this study, the researcher decided to employ a qualitative research design in which three cases (educational institutions) which constitute a collective case study were studied in detail in relation to leadership styles employed in the day to day operations of respective institutions of learning. In this research, the researcher's interest was in the explanations that the participants gave concerning the leadership styles in dual-mode colleges of education. He wanted to discover new insights, meanings and understandings of the topic under investigation. According to Koshy (2008:86), "qualitative data can illuminate human feelings and provide rich insights into the phenomenon being investigated. It must therefore be stressed that qualitative data are not inferior in status. What is important, however, is to carefully select data that serves the purpose of the study".

In this study, a qualitative approach which focused on a collective case study was used. A collective case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. McMillan and Schumacher (2006:316) say that "a case study design focuses on one phenomenon, which the researcher chooses to understand in depth regardless of the number of sites or participants for the study". Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships. Researchers have used the case study research method for many years across a variety of disciplines. Social scientists, in particular, have made wide use of this qualitative research method to examine contemporary real-life situations and provide the basis for the application of ideas and extension of methods. Creswell, (2009:30) defines the case study research method as "a strategy of inquiry in which the researcher explores in depth a programme, event, activity, process, or one or more individuals". The qualitative approach was chosen because it would enable the researcher to recognise many aspects related to the leadership styles employed at Zambia's colleges of education. The approach would enable participants to

describe their experiences about the leadership styles at Zambia's colleges of education.

It is different from other forms of research because the social environment in which people find themselves has a great bearing on what they think and how they act. Similarly, it was hoped that the participants in this study would share with the researcher their beliefs, feelings, and attitudes about the leadership styles at Zambia's colleges of education.

According to White (2005:81), "qualitative research is more concerned with understanding social phenomena from the perspectives of the participants". This occurs through the researcher's participation of the daily life activities of those involved in the research. Indeed qualitative methods have a tendency to be linked to the subjective nature of social realism. According to Daymon and Holloway (2002) (in Ibrahim 2006:64), "qualitative methods are used to give more detailed insights into interpreting the situation in order to allow the researcher to see things, as they really are".

## 4.1.2 The Social Constructivist Worldview

Social constructivist world view is such a perspective, which is typically seen as an approach to qualitative research. The ideas came from Mannheim and from works such as Berger and Luekmann's (1967) The Social Construction of Reality and Lincoln and Guba's (1985) Naturalistic Inquiry. More recent writers who have summarized this position are Lincoln and Guba (2000), Schwandt (2007), Neuman (2000), and Crotty (1998), among others. Social constructivists hold assumptions that individuals seek understanding of the world in which they live and work. Individuals develop subjective meanings of their experiences—meanings directed toward certain objects or things. These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrowing meanings into a few categories or ideas. The goal of the research was to rely as much as possible on the participants' views of the situation being studied. The questions became broad and general so that the

participants could construct the meaning of a situation, typically forged in discussions or interactions with other persons. The more open-ended the questioning, the better, as the researcher listened carefully to what people said or did in their life settings. Often these subjective meanings are negotiated socially and historically. They are not simply imprinted on individuals but are formed through interaction with others (hence social constructivism) and through historical and cultural norms that operate in individuals' lives. Thus, constructivist researchers often address the processes of interaction among individuals. They also focus on the specific contexts in which people live and work, in order to understand the historical and cultural settings of the participants. Researchers recognise that their own backgrounds shape their interpretation, and they position themselves in the research to acknowledge how their interpretation flows from their personal, cultural, and historical experiences. The researcher's intent was to make sense of (or interpret) the meanings others have about the world. Rather than starting with a theory (as in postpositivism), inquirers generate or inductively develop a theory or pattern of meaning. For example, in discussing constructivism, Crotty (1998) identified several assumptions:

- Meanings are constructed by human beings as they engage with the world they are interpreting. Qualitative researchers tend to use open-ended questions so that the participants can share their views.

- Humans engage with their world and make sense of it based on their historical and social perspectives—we are all born into a world of meaning bestowed upon us by our culture.

- Thus, qualitative researchers seek to understand the context or setting of the participants through visiting this context and gathering information personally. They also interpret what they find, an interpretation shaped by the researcher's own experiences and background.

- The basic generation of meaning is always social, arising in and out of interaction with human community. The process of qualitative research is largely inductive, with the inquirer generating meaning from the data collected in the field.

In this case, bearing in mind that in the interpretivist's methodology, the key is to understand not to explain and predict, this researcher was interested in interacting with the key respondents to generate meaning from the data they provided regarding leadership styles in dual mode institutions of learning in Zambia.

### 4.1.3 Epistemology (Theory of knowledge)

Epistemology is the study of the valid forms of knowledge about the nature of truth. Theory of knowledge, of the methods or grounds of knowledge, refers to what is known and who can know. Interpretivism takes what positivism, empiricism and critical rationalism ignores. These include the meanings and interpretations, the motives and intentions which people use in their everyday lives.

The interpretivist paradigm was, then, the foundation of this research. The researcher's interaction with respondents, especially college Principals in dual-mode colleges of education was aimed at interpreting the interactions that exist in such organisations. In this instance the research strategy is based on interpretation and understanding.

### 4.1.4 Ontology

Ontology can be referred to as a particular system of categories accounting for a certain vision of the world. According to Tom Gruber cited in Nyoni (2007:13), "Ontology is an explicit specification of a conceptualisation. Ontological issues are concerned with questions pertaining to the kinds of things that exist within society or beliefs about reality", As regards this researcher, he was open minded and guided by the belief that there is no single reality as he interacted with the respondents on the issue of leadership styles of college Principals in dual-mode institutions. Therefore, the ontology of this research was framed within the administrative management domain where leadership styles are part of the general management practices within college structures.

## 4.2    DATA COLLECTION TECHNIQUES

According to Kombo and Tromp (2006:99), "data collection refers to the gathering of information to serve or prove some facts". Data collection is vital in everyday living. For example, commercial organisations collect data to improve their economic prospects. By collecting the views of people's attitudes about products, they are able to offer goods or services that potential customers seem to want. The knowledge of data collection methods is for researchers to obtain standardized information from all respondents in the sample of the study by administering the same instrument to all the respondents. Best and Khan (1993:25), describe data collection as 'the process of disciplined inquiry through gathering and analysis of empirical data".

Data was collected through semi-structured interviews, in-depth interviews, focus groups, visual methodology, internet related bulletin board systems (BBS) and analysis of documents. In dealing with any real life problem it is often found that data at hand are inadequate, and hence, it becomes necessary to collect data that are appropriate. There are several ways of collecting the appropriate data which differ considerably in context of money costs, time and other resources at the disposal of the researcher. As already mentioned the study was a descriptive one and therefore it was important that an explanation was also given on the use of semi-structured interviews, in-depth interviews, focus group discussions and analysis of documents protocols for this kind of study. Information about the instrument to be used in the collection of data is an essential component of any research method design or plan.

### 4.2.1  Semi-Structured Interviews

For the interviews according to Patton (2003) the purpose of interviewing is to find out what is in and on someone's mind. He further states interviews are done on people to find out from them those things we cannot directly observe. The issue here is not

whether observational data is more desirable, valid or meaningful than self-data. The fact of the matter as observed by Patton is that we cannot observe everything. We cannot observe feelings, thoughts and intentions. We cannot observe behaviours that took place at some previous point in time. We cannot observe how people have organised the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things. In this study, it may be difficult too to observe how distance education programmes are being influenced by the leadership styles of all categories of administrators but we were able to know by finding out from them their experiences, perspectives, ideas/thoughts and intentions. The idea behind the use of interviews in this study was meant to allow the researcher to enter into the respondents' perspectives on the way they perceive the role of leadership styles in dual mode education colleges.

Conducting a successful interview demands the interviewer to observe certain things. The following are some of the guidelines suggested by Leary (2001:93-94), and Leedy and Ormord (2005:187-188):

- *Create a friendly atmosphere. Leary (2001:93) stresses the need for the interviewer to establish and maintain rapport with the participants as this creates an atmosphere of trust and encourages the interviewees to respond with open mind.*
- *Adhere to interview schedule. Leary (2001:94) suggests that an interviewer should allow himself/herself to be guided by the interview guide and should ask all participants each question the same way. This means that the interviewer should not try to modify the questions in the course of the interview; there should be no addition or subtraction from the initial guide.*
- *Do not put words in interviewee's mouth. Leedy and Ormord (2005:188) warn interviewer against interrupting interviewee's flow of thought with the intention of helping him/her to complete a sentence or as a sign of agreeing with the interviewee's ideas. It is advisable for the interviewer to take a neutral position on the issues being explored so as to get the true picture of the interviewee's mind.*

- *Order interview sections. Leary (2001:94) indicates that it is essential for the interviewer to arrange and pose interview questions in a logical manner, being careful not to begin with sensitive questions. It implies that starting with basic or less sensitive questions makes the interviewee less sensitive and emotional.*

The assumption was that the perspective of the respondents is meaningful, knowable and able to be made explicit in the course of the study. In this case the idea was to find out from these respondents their perspective about the leadership styles of dual-mode colleges of education in Zambia.


## 4.2.2 Focus Group Discussions

Focus group discussion was another critical source of getting information with regard to leadership styles in dual-mode institutions of higher learning in Zambia. This is a special type of group in terms of its purpose, size, composition and procedures (Kombo and Tromp, 2006).

It is rapidly becoming one of the major research tools to understand people's thoughts and feelings. It is usually conducted by inviting six to ten people to gather for a few hours with a trained moderator to talk about a product, service or organisation. This researcher's focus group comprised six (6) people drawn from the three colleges of education under study. The researcher did the moderation in a mutually agreed place.

In this study the focus group discussion was meant to identify and explore beliefs, ideas or opinions regarding the leadership styles in dual-mode colleges of education in Zambia from the respondents. The discussions were carefully planned and designed in order to obtain the necessary information on the respondents' beliefs and perceptions on the defined area of study. I observed during focus group and structured processes cues, body language and facial expressions that might be indicative of where power lies.

### 4.2.3  Document Analysis

Document Analysis was also part of this study. According to Kombo and Tromp (2006) document analysis involves gathering data that already has been collected by someone else. It also involves the collection and analysis of published material and information from internal sources. It may also be conducted by collecting information from a diverse source of documents or electronically stored information which sometimes is referred to as desk. Among the documents analysed were the Zambian National policy on Open and Distance Learning as well as the policy document dubbed 'educating our future. Electronic sources from credible sources and those peer reviewed were also consulted.

### 4.2.4  Visual methodology

There has recently been something of a visual turn in the social sciences where, alongside analysis of visual material culture, there is increasing use of visual methods in empirically-grounded research. The growth in interest in visual methods may be related to increasingly inexpensive and accessible technologies to record and disseminate the still and moving image (Knoblauch, 2008). It may also reflect a heightened awareness of the appropriateness of visual method as a means of documenting and representing the social world, where visual methods are being used in creative ways to develop new ways of understanding individuals and social relationships, and social science knowledge itself. The photograph is a valuable tool for researcher-elicitation. It is a mnemonic device that reminds the researcher to follow up particular stories.  These images alongside other methods, including interviews, add a further layer to knowledge of the area and make photographs part of the interrogation and interpretation of the data. (Harper, 2002).

### 4.2.5  In-depth interviews

The in-depth interview is a qualitative method of analysis, which proceeds as a confidential and secure conversation between an interviewer and a respondent. By means of a thorough composed interview guide, which is approved by the client, the

interviewer ensures that the conversation encompasses the topics that are crucial to ask for the sake of the purpose and the issue of the survey. "The interviewer experiences a more authentic and direct encounter of the interviewee, bringing about an understanding of the interviewee's current values, beliefs, and qualities". This affirms the positive alliance with the interviewee (Chirban, 1996:28).

This researcher used this method to analyse and gather more data regarding the key research questions.

One of the advantages of the in-depth interview is that there is time for the respondent, in peace, to further develop and give reasons for his or her individual point of views - without being influenced by the opinions of other respondents. Apart from that the method typically involves different techniques which encompass spontaneous, emotional and perhaps unconscious circumstances within the respondent.

## 4.3    SAMPLING STRATEGIES

In determining the sample design Bell (2005) states that all items under consideration in any field of inquiry constitute what is described as a 'universe' or 'population'. A complete enumeration of all the items in the 'population' is known as a census inquiry. It can be presumed that in such an inquiry when all the items are covered no element of chance is left and highest accuracy is obtained. However Bell (2005) still puts a caution that in practice this may not be true. Even the slightest element of bias in such an inquiry will get larger and larger as the number of observations increases. Moreover, there is no way of checking the element of bias or its extent except through a resurvey or use of sample checks. Besides, this type of inquiry involves a great deal of time, money and energy. In determining the choice of the sampling design issues of access to specific individuals in a population should be given due attention (Babbie, 1990; Fink & Kosecoff, 1985). As such the choice of the sample in this study was also determined on the basis of access to specific individuals in the population and in this regard non-probability sampling procedure was followed which was purposive in nature.

According to Babbie (2007) purposive also known as judgemental sampling is a non-probability sampling in which the units to be observed are selected on the basis of the researcher's judgement about which ones will be the most useful or representative. Patton, (1990: 169), points out that "the logic and power of purposive sampling lies in selecting information-rich cases for the study in depth and information rich-cases are those from which one can learn a great deal about issues of central importance to the purpose of the research thus the term purposeful sampling." In this study, purposive sampling was aimed at selecting information-rich with the view to illuminate the questions in the study.

Therefore in all the colleges sampled Managers were picked based on this particular criterion. Other researchers such as Cohen and Manion, 1998; Fowler, 1988; Miller, 1991; Keppel, 1988 etc have made similar observations on such strategies of sampling procedures and that researchers must decide the way of selecting a sample or what is popularly known as sample design. The researcher in this study equally made a plan in determining how the data was to be collected through some sample from a given population.

## 4.4    SITE

The research took place in three (03) selected public colleges of education in Zambia. These sites are in different districts of the Republic of Zambia but are all dual-mode and at different levels in terms of number of years as dual-mode colleges. In terms of programmes on offer, they are not the same. In addition, the infrastructure is very different in all the three colleges. As already alluded to above, the selection of the sites was purely purposive.

## 4.5    TRUSTWORTHINESS/ RELIABILITY OF INSTRUMENTS

According to Schumacher and McMillan (2006:324), "validity refers to the degree of congruence between the explanations of the phenomena and the realities of the world". Validity of qualitative design, therefore, refers to the degree to which the interpretations have mutual meanings for the participant and the researcher. These people should agree on the description and interpretation of the events being discussed. According to Kalimaposo (2010:127/28) "validation involves taking those weak points into consideration and also that validity is a measure of how well a test measures what it is supposed to measure". For example they assert that the examiner's manual or technical manual for most tests will have information on the validity of the test. According to Creswell (2005:600), "validity occurs when the researcher is able to construct "meaningful inferences" from the data regarding the "a sample or population."
.

On reliability they note that it is a measure of how consistent the results from a test are. According to Wilson (1996), reliability is mainly determined by the ratio of repetition. The more times a questionnaire is administered, the higher its chances of being reliable. Straus and Cohen (1998) cited in Kalimaposo (2010: 127/28) contend that the validity of a measure or instrument is described as doing what is supposed to measure. The instruments in this study were piloted to establish validity as this would give the researcher an opportunity to note the weak areas in the study and also make clarifications on some unclear statements and vague questions. The researcher also gave the instruments at an appropriate time to the supervisor for cross-checking and also as a way of enhancing the reliability and validity of the instruments and also in terms of content validity and construct validity. According to Kalimaposo (2010:128) "content validity measures the degree to which the various items in the instrument collectively cover the material that the instrument is supposed to cover while construct validity measures how meaningful the scale or instruments are when in practical use". In this study the researcher used four appropriate methods to ensure triangulation which adds to the validity of scientific research (White 2003). Since the study was mainly descriptive, the researcher employed semi-structured interviews, in-depth interviews,

focus group discussions, analysis of documents protocols. The methods of collecting data were determined by the following factors: the nature of the data that were collected, the research questions that were asked, scope of the type of the study and the ways of maximizing the validity, and the reliability of the data. It was important to do piloting or pre-testing before embarking on fully-fledged research in order to iron out any challenges identified in the process.

## 4.5    *UNIT OF ANALYSIS.*

The unit of analysis is the major entity that is being analysed in the study. It is the 'what' or 'whom' that is being studied. In social science research, typical units of analysis include individuals (most common), groups, social organisations and social artifacts. This means the primary focus of data collection was on what was happening to individuals in a setting and how individuals were affected by the setting (Patton 2003). This study targeted Principals, Vice Principals, Directors of Distance education, Heads of Department and Section Heads in colleges of education and other officers at Ministry of Education headquarters. I conducted semi-structured interviews with Principals, Ministry of Education officials from the headquarters and   College lecturers. The target population was sixteen (16) respondents arising from the alluded groups above. This was broken as follows:

a)  3 College Principals or Vice Principals

b)  5 Middle Management Managers

c)  2  M.o.E officials who include Directors and Resource Centre Co-ordinators

d)  6 Officers within college administrative structures drawn from the three colleges

## 4.6    EMERGING DATA TREATMENT

The researcher used specific techniques which included the cross-case search for patterns. This kept the researcher from reaching premature conclusions by requiring that they look at the data in many different ways. Cross-case analysis divides the data by type across all cases investigated. When a pattern from one data type is corroborated by the evidence from another, the finding is stronger. When evidence conflicts, deeper probing of the differences is necessary to identify the cause or source of conflict. In all cases, the researcher treated the evidence fairly to produce analytic conclusions answering the original "how" and "why" research questions.

The tactics used in analysis forced the researcher to move beyond initial impressions to improve the likelihood of accurate and reliable findings. Therefore the researcher categorised, tabulated, and recombined data to address the initial propositions or purpose of the study, and conducted cross-checks of facts and discrepancies in accounts. Focused, short, repeat interviews were necessary to gather additional data to verify key observations or check a fact (Miles &Huberman 1994). I allowed time in my design for the process of locating and evaluating the ways I could sample the studied area.

## 4.7    REFLEXIVE RESEARCH

Reflexivity is an important topic for qualitative researchers to consider and to experiment with. All researchers, no matter which methods and perspectives they use, must be reflexive if their research is to be useful. That researchers influence research processes and research processes influence researchers are givens in theoretical physics. These assumptions are also given basic methodological principles, in most forms of qualitative research. The researcher being a lecturer in one of the colleges of education in Zambia is aware of the influence the research may have on him

and vice-versa. Therefore, every precaution was taken by the researcher to ensure that research ethics were strictly adhered to. In addition, the researcher endeavoured to observe the following:

- Account for the personal and professional meanings of the research topic
- Respect the perspectives and experiences of the persons with whom the researcher wished to do the research; this included both informants/participants/subjects as well as research partners who have a stake in the research, such as funders and agencies/settings in which the research took place
- Respect research sites so that they are left undisturbed after a research study. This required that the researcher be cognizant of their impact and minimise their disruption of the physical setting. For example, the researchers might time visits so that they intrude little on the flow of activities of participants.

## 4.8 *MANAGING BIASNESS.*

To ensure validity in this qualitative research, the researcher identified techniques that would check the credibility of the data and minimize personal bias. Internal validity was assured by establishing member checks, guarding against bias and observing changes in the responses of interviewees so that interviewees" perceptions could be clarified by follow-up questions (White 2005). Prolonged and persistent field work, tape recording and transcription of interviews as well as using verbatim accounts in the analysis also may contribute towards managing biasness. As regards validity of observation, Sidhu (2003:165) advises that, "the observer must be qualified to make judgments regarding the activity observed and emphasizes that actual observation should be made of on-the-job- activity as well as the product of such activity". In terms of this study, the researcher gathered data from all the three colleges of education through interviews.

## 4.9    DELIMITATIONS

The researcher covered only 1/3 of public colleges of education in Zambia. This translated to three colleges of education. Only three (3) Principals, as well as five (5) middle Managers and two (2) top Managers at Ministry of education headquarters were included in the study. The findings did not necessarily reflect any resemblance to the remaining public colleges of education and to private and grant aided colleges of education operating in Zambia. Lecturers and non- academic staff were left out since they are not in management.

## 4.10    LIMITATIONS

Some of the limitations of this study included the small sample size. The number of colleges throughout Zambia is too large to be represented by three colleges only. But as Burton (2000:319) observes, "the temptation to work with a large sample can result in students spending longer than anticipated collecting and processing data, rather than analysing and linking it to contemporary debates". The other limitation was time and limited funding to carry out the research. Time is an important factor in research and can affect research findings positively or negatively. In order to carry out a comprehensive research on the issue, funding, just like time is equally important in research. The researcher was using personal resources to finance the research activities.

## 4.11    DATA PROCESSING TECHNIQUES AND ANALYSIS

The process of data collection is not an end in itself but rather a culmination of activities that includes analysis, interpretation and presentation of findings in the final report or study.

Patton (1990: 372) observes that in the data analysis there are no straightforward tests for reliability and validity. He emphasises the point further that there are no absolute

rules except to do the very best with one's full intellect to fairly represent the data and communicate what the data reveal given the purpose of the study. The data processing operations in this study involved among other things editing thus a process of examining the collected raw data to detect errors and omissions and to correct them wherever possible.

The initial step was reading the interview transcripts, observational notes, and documents: memos; categorizing strategies, such as coding and thematic analysis; connecting strategies, such as narrative analysis. The most important strategy was to fracture the data and to rearrange them into categories that facilitate comparison between things in the same category and that aid in the development of theoretical concepts or to categorize the data into broader themes and issues (Joseph 2005).

In this study data was analysed using thematic categorization procedures. In other words, Kombo and Tromp (2006: 119) bring in "the issues of thematic analysis where data is analysed thematically". Themes in this case refer to topics or major subjects that come up in discussions and this form of analysis categorises related topics.

In analysing the interviews Patton (1990) observes that it is important that the case-by-case and the across-case approaches are considered. The case-by case approach allows the researcher to write a case study for each respondent or informant interviewed or each unit being studied. While in the across-case approach the researcher puts together answers from different respondents and/or informants on common questions or consolidates the different perspectives on a given theme or issue being studied. The study utilised both strategies especially when analysing interviews and this is in line with what Patton's observations that although the two could be used separately but in most cases they could supplement each other and this is the context in which this study used them. The researcher went through the descriptive responses given by the respondents to each question in order to understand the meaning they communicate.

Data management and safe storage is fundamental in research. The researcher opened a special file for storing all coded structured interview responses from participants which was kept under lock and key in a safe cabinet wherein a tape recorder was also kept.

## 4.12 ETHICAL CONSIDERATIONS

Collecting data through any of the research methods may involve some ethical issues in relation to the participants and the researcher. As such, this study equally ensured that ethical considerations were taken care of. For instance, ethical issues concerning research participants especially with regard to among other things: the collection of information through some form of request and not exerting pressure on the research participant; seeking of consent from the participants; maintaining confidentiality etc. Permission was first sought from the permanent secretary at ministry of general education, responsible for colleges of education by way of delivering a letter in person and then presented the permission letter to Principals of colleges concerned for permission to conduct research in the college and with key respondents within the colleges. Lastly, a letter was delivered to middle Managers seeking their consent to participate in the research. Participation in the research was voluntary. Participants were at liberty to withdraw from the research at any time should they so wish. Research participants were at all times fully informed about the research process and purposes and gave consent for their participation in their research. Additionally, issues of safety were treated with utmost care in that human respondents were protected at all times, and never put at risk or harm of any kind. They were not subjected to any deception or betrayal in the research process.

On the part of the researcher, he ensured that elements of biasness were avoided with regard to reporting, research methodology, and use of information. The researcher assured the participants that the information provided by them would be kept in strictest confidence and would only be used for the purposes of accomplishing the research. In other words, all ethical considerations in this study such as; seeking permission from the relevant authorities, issues of confidentiality, honesty and transparency and other

basic research conventions were taken into account. According to Wilson (1996), when carrying out any kind of research, certain ethical rules to be followed. In particular, objectivity must be maintained and data must be kept confidential. These ethical rules were strictly followed while this study was conducted. In accordance with guidance offered by Creswell (2005), the identities of colleges of education, administrators, and other officers who participated in this research study were kept confidential by de-identification. The results of the study are reported ethically and without bias or prejudice to any leadership style. The research is reported in full and with complete honesty (Creswell, 2005). The researcher never at any time put their lives at risk or harm during the study. Confidentiality and anonymity of human respondents was protected at all times. The researcher never attempted to act in any manner that might have been construed as deceptive or betrayal in the research process.

## 4.13   CHAPTER SUMMARY AND CONCLUSION

The purpose of this chapter was to describe the research design and methods that were selected to be used in the study and provide reasons why the chosen methods were appropriate to gather the information needed to answer the questions posed by the research problem.

## 4. 14   PROJECTION FOR THE NEXT CHAPTER

The next chapter aims at reporting on the findings pertaining to Leadership Styles employed at Zambia's Colleges of education

# CHAPTER FIVE: RESEARCH FINDINGS AND DISCUSSION

## 5.1    INTRODUCTION

The aim of this chapter is to report on the findings pertaining to the Leadership Styles employed at Zambia's Colleges of education. The views of the interviewees and information obtained from other relevant documents constitute the focal point of this chapter. This presentation is once again based on the institutions of learning that the researcher focused on. They were the *Copperbelt College of Education*, Mufulira College of Education, Malcom Moffat College of Education and Ministry of General Education. The colleges of education visited are all dual-mode i.e. they have both full time and distance programmes.

Kitwe College of education was used as a pilot College for this study. The aim was to pilot the research instruments and make necessary adjustments before embarking on the actual study.

The main questions that were asked during interviews were categorized under the following sub-headings:

(a) *Interview schedule for Principals of Colleges of education*

(b) *Interview schedule for middle Managers(Heads of Sections/Departments & Directors in Colleges of education)*

(c) *Interview schedules for focus group*

(d) *Interview schedule for Ministry of Education senior officials*

## 5.1.1 Response Rate and Structure of Data Collection Instruments

The response rate was very good. All the Principals were very eager to participate in the research and were ready to avail their middle Managers. Ministry of General Education

officials responded favourably. Equally, the response rate from middle Managers was overwhelming, to the extent that everyone was ready to be interviewed. As a result, the excess Managers were incorporated in focus discussions.

The interview questions that were used in this study are reflected in Appendix 2.

The names of the colleges of education and the personal data of all the participants were not to be published in the research report.


## 5.1.2  Pilot Study

The research instruments were piloted in one College of education which runs both full time and distance programmes. Final changes to the instruments were made following the pilot study including minor question edits. Piloting the research instruments helped to check the clarity of the wording of interview schedules and also establish the time taken to complete an interview. It was important to capture narratives as accurate as possible so analysis would enunciate as close a representation to what interviews and focus group discussions were meant to indicate as possible. At times my interpretations would not accurately deduce what the participant intended to say hence the need for piloting in order to verify with the participant on the issue of context. In order to contextualise, decontextualize and recontextualise, the data, I had to conduct a pilot study. Piloting findings can serve three very important purposes; contextualisation – to provide a context with discursive element; decontextualisation – to take an element out of its context and recontextualisation – to put an element into a new context (Nyoni, 2012).

This is in line with what Bell (2005) notes in terms of piloting data gathering instruments:

> *All data gathering instruments should be piloted to test how long it takes recipients to complete them, to check that all questions and instructions are clear and to enable you to remove any items which do not yield usable data…ideally it has to be tried out on a group similar to the one that will form the population of your study.* (Bell 2005:147).

The main data gathering instruments for this study were the interview schedule for Principals, middle Managers, MoE officials, visual methodology and focus group.

These were tested in one colleges of education and findings were analysed and made adjustments to the instruments in readiness for the actual study.

The selection criteria adopted for selecting the pilot college, (see Table 5.1.3 coded D) was based on the college being dual-mode i.e. having both face to face and ODL programmes on offer.

The purpose of the research was explained to all the interviewees before embarking on the interview. Bell (2005:45) notes that, "all researchers will be aiming at the principle of 'informed consent', which requires careful preparation involving explanation and consultation before any data collecting begins". This ethical requirement was observed throughout the pilot phase and during the actual study.

The interview schedule in the main respective research sites for the pilot and actual study (A, B, C & D) whose real names have been concealed to protect their anonymity is shown in the following tables:

**Table 5.1: Pilot Interview Schedule**

| Date | Institution visited | Activity |
|---|---|---|
| 13th and 14th August 2015. | D | Interviewed Principal & middle Managers. |
| 19th – 20th August 2015. | D | Focus group discussions |

**Table 5..2: Actual Interview Schedule**

| Date | Institution visited | Activity |
|---|---|---|
| 13th and 14th August 2015. | A | Interviewed Principal & middle Managers& Focus group discussions |
| 19th – 20th August 2015. | B | Interviewed Principal & middle Managers &Focus group discussions |
| 19th – 20th August 2015. | C | Interviewed Principal & middle Managers &Focus group discussions |
| 10th -12th November 2015. | E | Interviewed Senior Managers |

For the interviews according to Patton (1990) the purpose of interviewing is to find out what is in and on someone's mind. He further states that interviews are done on people to find out from them those things we cannot directly observe. The idea behind the use of interviews in this study was meant to allow the researcher to enter into the respondents' perspectives on the way they perceive the role of leadership styles in dual mode colleges of education in Zambia. The assumption was that the perspective of the respondents is meaningful, knowable and able to be made explicit in the course of the study. In this case the idea was to find out from these respondents their perspective about the leadership styles of dual-mode colleges of education.

Codes were applied to identify characteristics of specific leadership theories and styles (Creswell, 2005). Coding is the process of organizing and sorting data. Codes serve as a way to label, compile and organize the data. They also allow the researcher to

summarise and synthesize what is happening in the data. In linking data collection and interpreting the data, coding becomes the basis for developing the analysis. The interviews were analysed by coding responses specifically relevant to the most prevalent leadership theory/ style as per the following tables:

**Table 5.3 : Coding of Specific Characteristics of Leadership theories**

| **A ☐Transactional** |
| --- |
| ☐ Suitable in single mode full time |
| • Workers are motivated by rewards and punishments. <br> • Obeying the instructions and commands of the leader is the primary goal of the followers. <br> • People perform their best when the chain of command is definite and clear. <br> • Subordinates need to be carefully monitored to ensure that expectations are met. <br> • When subordinates perform well, they receive some type of reward <br> • When they perform poorly, they will be punished in some way. |
| **B  Transformational –** suitable for DE  environments |
| • ☐ Leaders not only challenge the status quo; they also encourage creativity among followers <br> • Also involves offering support and encouragement to individual followers. <br> • Help followers experience the same passion and motivation to fulfill these goals. <br> • Leader serves as a role model for followers <br> • Involvement in problem-solving and decision making. |
| **C ☐Situational –** Suitable in dual-mode environments |
| • Interaction between task behaviour and relationship behaviour, <br> • Situational leader responds promptly with appropriate interventions. <br> • Relevant to management of rapid environmental change that involves varied cadre of staff members, such as the one that obtains in a DE environment |

| A ⬜Authoritative/ Dictatorship |
|---|
| <ul><li>Directive</li><li>Maintains and runs an organisation with a tight leash</li><li>Manager expects his word to be law and employees do not have room to present their suggestions</li></ul> |
| **D  Democratic** |
| <ul><li>Consultative</li><li>Greater interaction within the group</li><li>Leadership functions are shared with members</li><li>Actively promote the involvement of HOD/HOS  in the decision making process</li></ul> |
| **L ⬜Laissez-faire** |
| <ul><li>Leader is indecisive</li><li>Avoids taking a stand</li><li>Leader abdicates</li><li>Allows members freedom</li></ul> |
| **M  Mixed;** this contains a mixture of characteristics of primary and secondary leadership styles from among the three leadership styles above. |

### 5.1.3   Data Analysis

This study was qualitative in nature. A qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivists perspectives that is multiple meanings of individual experiences, meanings socially and historically constructed, with an intent of developing a theory or pattern or advocacy/participatory perspectives(i.e., political, issue-oriented, collaborative, or change oriented) or both(

Creswell, 2005). Data analysis involved making deductions from the collected data and making interpretations about the population based on the information collected (Wilson, 1996). The interpretivist paradigm was, then, the foundation of this research. The researcher's interaction with respondents, especially college Principals in dual-mode colleges of education was aimed at interpreting the interactions that exist in such organisations. In this instance the research strategy was based on interpretation and understanding.

The analysis of data obtained from interviews was therefore done through identifying common themes from the participants' description of their experiences about the management of dual-mode colleges of education in Zambia. Irrelevant information was separated from relevant information in the interviews. Relevant information was arranged into phrases or sentences which reflected a single, specific thought and these phrases or sentences were further grouped into categories that reflected the various aspects of meanings. It was those various meanings which were used to develop an overall description as seen by the participants, according to (Chiyongo, 2010).

Further Creswell points out that a qualitative researcher uses strategies of inquiry such as narratives, phenomenologies, ethnographies, grounded theory studies or case studies. The researcher in such cases collects open ended, emerging data with the primary intent of developing themes from the data. On the other hand Kombo and Tromp (2006) look at qualitative as that type of research which involves description, implying that it seeks to describe and analyse the culture and behaviour of humans and their groups from the point of view of those being studied. They further state that qualitative research uses the natural setting and not necessarily a laboratory as the case may be with a predominantly quantitative research. Qualitative research also relies on a research approach or strategy that is rather flexible and interactive as opposed to something that is rigid. This includes interviewing, focus group discussions and questionnaires to get people's feelings and insights considered to be important in the study (Orodho and Kombo 2002).

The researcher aimed at expounding upon leadership styles employed at Zambia's Colleges of education, considering that college Principals and middle Managers like many other leaders throughout the world differ in the styles they use to carry out their management tasks. Mullins (2007:371) states that, "leadership style is the way in which the functions of leadership are carried out, the way in which the Manager typically behaves towards members of the group. Some leaders employ an autocratic leadership style; some use a democratic style, while others use the laissez-faire leadership style". Mullins (2007) believes that leadership styles are as many as personality types that exist. According to him, some styles are open, some are closed, and some are flexible while others are rigid. Some leaders use a style that is manipulative; others use more participatory styles. Some styles are driven by product whereas others are driven by process. Considering the importance of the Principal's tasks, his/her leadership style is one of the major factors determining the learning environment in his/her college. This study discussed different leadership styles and the impact certain leadership styles have in dual-mode colleges of education in Zambia. The aim was to find out the type(s) of Leadership styles dual-mode Colleges of education in Zambia adopt after converting from conventional contact or residential face-to-face.

According to Bless and Higson-Smith (2000:65), research participants are the units of analysis as they are the sources from which research data are being collected. Therefore, data analysis should reflect an accurate picture of the research participants. In the light of this, the analysis and the general discussion of this study revolve around college Principals, middle Managers and senior officials from MOE under study.

## 5.2    RESEARCH FINDINGS

The findings of this research were presented and discussed according to the research methods used. The research methods used were the focus groups and individual interviews, and analysis of relevant documents such as MOE policy document, ODL national policy (draft) and News-letters to ODL students.

The analysis and general discussion of this chapter is arranged according to the unit of analysis sometimes referred to as research participants and was framed by the following two main questions and related objectives;

(a) What leadership styles are predominant in dual-mode of facilitation of teaching and learning in Zambian Colleges of education?
(b) How are the identified leadership styles applied to enhance leadership effectiveness and thereby improve practice?

I used the following objectives to frame my study:

(a) To establish which leadership style(s) are predominant in dual mode Colleges of education in Zambia.
(b) To analyse leadership styles in dual-mode institutions
(c) To show the similarities and/ or differences between leadership styles in single and dual-mode institutions.
(d) To investigate why certain leadership style (s) are given more preference.

Narratives provided a mechanism for capturing the always-in-motion process of identifying, because they are a discursive counterpart of one's lived experiences.

The content of the Principals interviews, middle Managers interviews, focus groups and MOE interviews and information from documents was analysed using a code-category-theme process (McMillan & Schumacher 2006) in order to obtain comprehensive data analysis. The data processing operations in this study involved among other things editing thus a process of examining the collected raw data to detect errors and omissions and to correct them wherever possible.

The initial step was reading the interview transcripts, observational notes, and documents: categorizing strategies, such as coding and thematic analysis. The most important strategy was to fracture the data and to rearrange them into categories that facilitate comparison between things in the same category and that aid in the

development of theoretical concepts or to categorize the data into broader themes and issues (Joseph 2005).The data from the interviews were therefore, analysed using the priori coding or preset categories, which implied that data coding began with a list of categories (see tables 5.3 & 5.4).

The findings were arranged according to the categories or units of analysis (Principals of colleges, middle Managers, focus groups, MOE officials). At the end of each category, study objectives were brought into focus.

## 5.4.    PRINCIPALS OF COLLEGES

### 5.4.1  Introduction

Principals of dual-mode colleges of education in Zambia, like many other leaders throughout the world differ in the styles they use to carry out their management tasks. Mazzarella and Smith (1989:58) and Mullins (2007:371) state that, "some leaders employ an autocratic leadership style; some use a democratic style, while others use the laissez-faire leadership style. They believe that leadership styles are as many as personality types that exist".

Principals of dual-mode Colleges of education in Zambia are senior civil servants despite the type of college they are serving in. The difference, however, arises during appointment to fill up a vacant position of Principal. Appointments to all senior civil service positions in government are through relevant service commissions. As for Ministry of General Education in Zambia, the Teaching Service Commission is responsible for the appointments, discipline and retirement of such officers.

### 5.4.2  Presentation of findings

I present the responses from interviews with selected Principals on a cross section of issues concerning leadership theories in dual-mode Colleges of education in Zambia, followed by some discussion and a summary.

To better understand the Managerial roles of Principals, the management structure of a government or grant-aided College of education in Zambia must be understood. In all the colleges, irrespective of size, ownership or location, the Principal is the sole person responsible for running the college. The vice Principal might assist him or her. Beside the College Board and other college committees, the Principal is answerable to the Provincial Education Officer who is in charge of all colleges in a particular province and ultimately, the education Permanent Secretary responsible for general education.

In the case of grant aided Colleges of education, the Managing agency exercises authority over such institutions. A further significant feature of the new regulations governing grant aided institutions in Zambia (see 1.4.1) is that they empower the Boards of Management to protect the particular ethos of each institution, through control over the appointment and retention of staff. Like in the case of government colleges of education, the ultimate authority is the Permanent Secretary responsible for general education.

The excerpt below is an illustration of how managing agencies and College Board may influence the leadership style of a college Principal
.
*… as management we take into account various stake-holders especially the views of the managing agency. All major decisions are done in consultation with both the managing agency through the College Board and Government through the office of the Provincial Education Officer…. When we fail to agree with erring staff on fundamental issues, especially those to do with ethos of the church, i surrender such officers to Ministry of Education…* (Principal interview # 3)

These remarks by the above respondent seem to indicate that the process of management in Zambian grant-aided colleges of education is influenced by codes of ethics from the managing agency and the Government of Zambia. The substantially independent Boards of Management in grant-aided institutions appear to be concrete

evidence of the Zambian government's intention to establish new and revitalized partnerships with non-governmental providers of education. However, this seems to have left a Principal with little choice in terms of type of leadership style to adopt. This was echoed by some MOE official from ministry of education during an interview:

*…In an effort to liberalise education especially at tertiary level, the Ministry of General Education has given power to college management boards to supervise the operations of colleges on behalf of government…(*MOE interview # 5)

The same case prevails in government colleges of education through the college management boards.

Regardless of the leadership style a college Principal adopts, the management roles of the position involve student administration and discipline, school finances, public relations duties, and chairing school strategic committees, among others (Jurasaite-Harbison, 2009).

The implication of these functions and responsibilities is that college Principals are required to have management skills to make competent decisions on time to ensure the college operates smoothly. A college Principal must have people management skills for those occasions when he or she is involved with consultative decisions or chairing committee meetings. During the interviews with some college Principals, it became apparent that the Managers were looking forward to some professional training or orientation for them to be able to manage their institutions confidently.

*…Managers need to be trained to take care of the new trends that have come on board. It is important to train Managers yes… that is very true since the dynamics have now changed. We need to move with the times. Learn new tactics and get professionally developed as Managers…(Principal interview # 2).*

A senior MOE official equally expressed desire to professionally develop particularly the Principals of dual-mode Colleges of education in light of the dynamic environment they find themselves in.

*…for head teachers we have done very well as ministry because we have an in-service training college… however, for Principals we rely on the initial training and workshops here and there… but yes there is need to formally support the Principals through some kind of training…(MOE interview # 1)*

In addition to serving as head of the college, the Principal must take up all other leadership and management roles of the institution. The Principal is responsible for ensuring the student community has an appropriate level of discipline. He or she must develop Managerial skills to guide lecturers and motivate student, and sometimes spearhead and manage change in the college by providing effective management and liaising with external stakeholders (Southworth, 2002).

However, the study revealed that the process of appointment to the office of Principal starts within the college, and in some instances especially for grant-aided colleges, the managing agency has a significant role before the teaching service can finalise the appointment.

The researcher interviewed Principals and MOE senior officers on the procedure leading to appointment to the office of Principal. The responses by the Principals seem to suggest that to rise to the position of Principal, one must have been in a senior position within the college administrative structures, preferably that of Vice Principal. This view was further amplified by MOE senior officer during an interview who stated that:

*… the system demands that names are submitted each time there is a vacancy and normally the officer leaving the office makes recommendations of at least 3 names of senior officers and submit for further recommendation… the experience of the officer,*

*the number of years of teaching in the college, the qualification are all taken into account. When a vacancy arises in a college, the teaching service commission advertises the position and interested persons apply. I must mention that the position of Principal in Colleges of education is a very senior position…(MOE interview # 1).*

Additionally, the revelation by all the Principals interviewed that they served as vice Principals suggest that they may have served long in their respective Colleges and therefore deserve to be appointed for continuity when the one who was Principal leaves office. This kind of transition to the office of Principal may as well bring along single mode leadership experiences from the predecessor(s) as well as the single mode environment which may influence their practice. This arrangement is likely to affect leadership effectiveness in a dual-mode environment. As Rumble and Latchem (2004:117) noted; dual-mode institutions in theory offer courses of exactly the same standards on - and off campus, but in practice have to overcome many difficulties to do this. This is in direct reference to the differences between face-to-face and ODL modes of delivery. One of the difficulties has to do with leadership styles. Due to the fact that distance learners are separated from their providing institutions, calls for a leadership style that will be accommodative, flexible and make the learner be incorporated in the entire dual-mode environment without discrimination. Managers at every level of the college organisational structure, and particularly the middle Managers, have to embrace all categories of students under their care.

There is need to ensure that the work of large numbers of different kinds of people is coordinated, and that the various people involved in the processes communicate with each other (Rumble 1987:24).

As regards a preferred way of communicating to staff and students, the Principals of the dual-mode colleges of education seem to be in agreement on many of them. They indicated through interviews that the preferred ways were many depending on the message to be communicated and the circumstance. However, the following were

highlighted as among the most preferred ways of communication to both staff and students;

*…I communicate to staff through staff meetings twice a term, memos, sms, daily morning devotion or assembly and committees,. As for students I prefer news-letters, assembly and also through notice boards, class tutors, house counselors and student representatives… (Principal interview #1)*

One of the Principals, however, indicated that he communicated in a number of ways but was quick to mention that he rarely communicates directly to both staff and students and stressed that it was the duty of the vice Principal to communicate to either group directly. Given such a position by some of those charged with the responsibility of leading colleges of education one would conclude that indeed there is need to communicate with all stakeholders, irrespective of the preferred way of communication. Communication is an extremely important management function, since without it; very little productive activity takes place.

According to one of the College Principals interviewed;

*… communication is in many ways… orally or verbally, For staff it is mostly verbal, also through committees, notice boards, class tutors, house counselors through memos, staff briefings every day at 10 - 1030 hrs.' (Tea break) with staff over a cup of tea… we call it a briefing or update, staff meetings every term, HODs meet twice a month; with students through opening & closing assembly also through a letter given to students to take home…also through class teachers… (Principal interview # 2)*

Given such a position by those charged with the responsibility of leading staff and students in Colleges of education in Zambia, one would conclude that these ways fall in a number of leadership theories and depict different leadership styles. The three (3) theories; transactional leadership, transformational leadership and situational leadership theories all have a say in the communication process described above. Leadership

theories refer to the approach that a Manager adopts in exercising authority in the work place and directing staff to meet the organisational mandate outlined in their individual job descriptions. This approach is the way that a Manager discharges the responsibilities of management and leadership (Mullins, 2007). The modes of communication highlighted in the study seem to indicate that the Principals' preferred way of communication emanate from all the three (3) leadership theories. A Principal whose leadership theory is predominantly transactional in nature is likely to be autocratic and use rewards and punishment to achieve his/her goals. Most of the modes of communication highlighted are one way by nature. e.g. holding assemblies and sending news-letters. Such modes of communication work well in single mode (face-to-face) where learners and members of staff are young and inexperienced. The leader uses such mode of communication to instruct the subordinates to carry out an instruction and get a reward or punishment. This view is in agreement with (Sergiovanni 2005), who postulates that, transactional leadership theories are among the most controversial in that they hone hierarchical boundaries and are inherently undemocratic. In the most developed form, transactional leadership theories describe totalitarian dictatorship.

In Zambia, leaders or Managers of Colleges of education are known as Principals. The job description of a Principal includes among other functions to oversee the daily operation of the college. In other words the Principal is in charge of the college, assisted by the vice Principal and other Managers as well as student body representatives. In order for the Principal to manage properly, he/she needs to anchor a leadership theory which will direct his/her leadership style.

A leadership theory, according to Tannenbaum & Schmidt, 1973, is an approach or the way that a Manager discharges the responsibilities of management and leadership. To a large extent, a leadership theory will guide a leader in discharging his/her duties as a leader and as a Manager. The language that the Manager/ leader will be using can be visible through a leadership style.

111

During interviews with Principals, it became apparent, what leadership theories College Principals in dual-mode colleges of education in Zambia use. Below is a chart depicting leadership theory of college Principals in dual-mode Colleges of education in Zambia.

### 5.4.3 Leadership Theory of Principals



**Leadership theory of Principals**

- A Transactional — 57%
- B Transformational — 22%
- C Situational — 21%
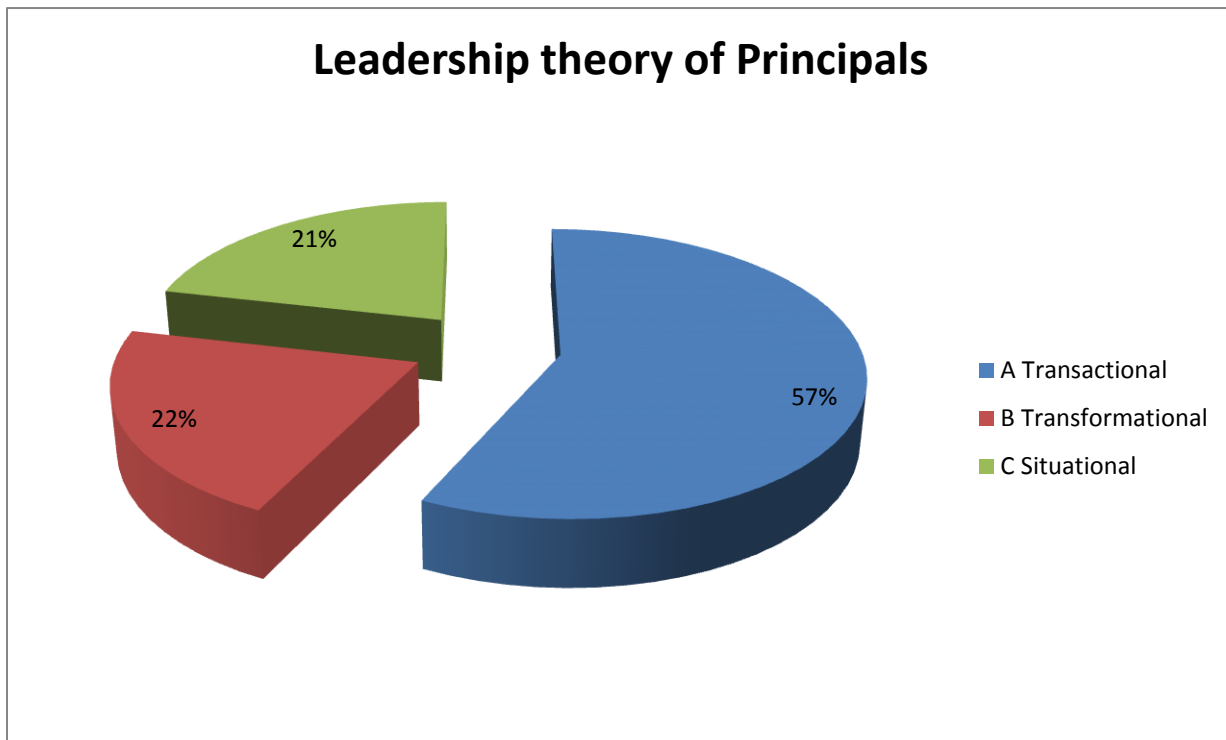
**Figure 5.1: Leadership Theory of Principals**

This study focused on transactional, transformational and situational leadership theories.

Leadership theories refer to the approach that a Manager adopts in exercising authority in the work place and directing staff to meet the organisational mandate outlined in their individual job descriptions. This approach is the way that a Manager discharges the responsibilities of management and leadership (Tannenbaum & Schmidt, 1973).

As can be seen from the figure 5.1 depicting leadership theories of Principals, the study notes that there was agreement on the way Principals communicated within the Colleges of education to staff and students. In addition, the study revealed that the most preferred leadership theory in the sampled Colleges of education was transactional theory followed by transformational theory and lastly situational theory.

Transactional leaders are concerned with the everyday transactions involved in the running of an organisation. This leadership style frequently involves 'a quid proquo between the leader and the follower' (Sergiovanni & Starratt, 1993). That is, the role of the leader is seen primarily as 'motivating followers to bring about intended out-comes, and to reward them appropriately. Workers are motivated by rewards and punishments. Obeying the instructions and commands of the leader is the primary goal of the followers. People perform their best when the chain of command is definite and clear. Subordinates need to be carefully monitored to ensure that expectations are met. When subordinates perform well, they receive some type of reward. When they perform poorly, they will be punished in some way.

Some Principals had this to say:

*"…student representatives have been trained and instructed to monitor and make lecturers sign in a registers after teaching… failure to sign leads to withholding the payments and sometimes the lecturer may be removed from the ODL programme. We have lived with this culture for a long time now…" (Principal interview #3)*

This view was confirmed by a middle Manager during the interviews who stated that…

*"…fortunately, one peculiar thing about ODL is that everyone is ready to cooperate due to better remuneration… People work very hard during ODL and we have no challenges fortunately. Our goals are met totally each time. In rare cases … work hand in hand with*

*Heads of Section to make a decision on what steps to take." (Middle Manager interview # 6)*

*"…Firstly, my role is to ensure that everyone adheres to set goals. We set dates in the Annual work plan… We punish those who fail to meet the deadline by not paying them what is due to them under distance education…" (Principal interview # 2)*

It is the leadership of the administrator who sees to the day-to-day management of the system, listening to the complaints and concerns of various participants, arbitrating disputes fairly, holding people accountable to their job targets, providing necessary resources for the achievement of sub-unit goals, etc. Additionally, the views by Principal #2 indicate that the leaders and the staff seem to have developed a culture of working hard to receive reward and vice versa.

*"We have what we call the annual work plan…done towards the end of each year, each section/department/committee plans and feeds into the College management work plan and later feed into the national work plan…this kind of planning has helped us to manage the two programmes side by side because in terms of finances we get more from ODL…we have short, medium and long term projects that we have lined up in the strategic plan… this has been our culture here and a good culture as far as we know… My role as Principal is to make sure plans are implemented according to the plan." (Principal interview # 3)*

Transactional leadership focuses on people seeking their own, individual objectives and entails 'a bargaining over the individual interests of people going about their own separate ways' (Sergiovanni 2005). Transactional leadership theories are among the most controversial in that they hone hierarchical boundaries and are inherently undemocratic. In the most developed form, they describe totalitarian dictatorship.

Transactional Leadership, also known as Managerial leadership, focuses on the role of supervision, organisation, and group performance; transactional leadership is a style of

leadership in which the leader promotes compliance of his followers through both rewards and punishments. Unlike Transformational leadership, leaders using the transactional approach are not looking to change the future, they are looking to merely keep things the same. These leaders pay attention to followers' work in order to find faults and deviations. This type of leadership is effective in crisis and emergency situations, as well as when projects need to be carried out in a specific fashion.

Within the context of Maslow's hierarchy of needs, transactional leadership works at the basic levels of need satisfaction, where transactional leaders focus on the lower levels of the hierarchy. Transactional leaders use an exchange model, with rewards being given for good work or positive outcomes. Conversely, people with this leadership style also can punish poor work or negative outcomes, until the problem is corrected. One way that transactional leadership focuses on lower level needs is by stressing specific task performance (Mullins 2007).

*Firstly, my role is to ensure that everyone adheres to set goals. We set dates in the Annual work plan… We punish those who fail to meet the deadline by not paying them what is due to them under distance education…Much as this may appear cruel as the person in charge it works for me to ensure sanity in the college…On the other hand I ensure that those who cooperate with my administration they are motivated somehow…I found this kind of culture, it's not knew at all… (Principal interview #2).*

Transactional leaders are effective in getting specific tasks completed by managing each portion individually. The system of rewards and punishment seems it is built over a period of time and in some institutions it appears it has become part of the college culture. Going by the views of Principals above, it seems transactional leadership theory is popular among the other theories.

The strength of the transactional model of leadership is that clear Managerial structures are detailed whereby people know exactly their roles and what is expected of them. This leadership theory may be applied more to single-mode conventional colleges of

115

education due to the fact that most learners are young and inexperienced. Through contingent reward, a leader gets pilot programmes going or temporary change to happen but the initiative or change loses steam when the reward is gone before the team can truly transform around the new effort. Leaders must move the team into transformational territory for the change to become systemic or to allow refreezing at the new level. Until others in the organisation internalize their motivation rather than rely on external rewards they almost certainly are not going to be very happy doing a job or pushing forward with added work brought on by a new change.

"… *We hold opening & closing assemblies every term to address all the students in the assembly hall and communicate required information irrespective of whether they are ODL or Full time…Students in this college are treated equally and for your information they have the same rules and regulations governing them irrespective of whether they are full time or ODL. That is one way of maintaining our long standing culture of good morals…" (Principal interview # 2)*

The results further confirms the argument that the selection criteria to fill the office of Principal must be purely on merit and not because one was Vice Principal. There seems to be a carry-over of single mode leadership tendencies among Principals. While it may be important to preserve the culture of a college, care must be taken to ensure that there is adherence to the national education policy which emphasise that:

*The Government has a bounden duty to promote the highest standard of education and learning for all. This entails giving attention to various interdependent factors, including the quality of the curriculum, teaching and assessment, the quality of teachers in schools, school and institutional arrangements, and planning processes (MOE, 2003:3-4).*

It appears that Principals and middle Managers exhibited transformational leadership in the sampled colleges of education to some extent. Qualities of vision, inspiration, trust, care, passion, and commitment were noted by some respondents. Transformational

leadership is perceived as a link between the old and new views of leadership (Rost, 1991).

A transformational leader is a person who stimulates and inspires (transform) followers to achieve extraordinary outcomes (Robbins and Coulter, 2007). He/she pay attention to the concern and developmental needs of individual followers; they change followers' awareness of issues by helping them to look at old problems in a new way ; and they are able to arouse, excite and inspire followers to put out extra effort to achieve group goals.

…leading people especially professionals has taught me to always strive to convince and inspire my followers in many ways. It has not been easy but have strived to lead by example in every way possible…my conduct, my interaction and my mannerisms have always been purposefully embarked upon to inspire my subordinates…for example, I am the first to report for work and the last to knock off every day…I am instilling a work culture in staff and students… punctuality is no longer an issue to talk about in my college**…** *(Principal interview #1).*

Transformational leadership theory is all about leadership that creates positive change in the followers whereby they take care of each other's interests and act in the interests of the group as a whole (Warrilow, 2012).

The concept of transformational leadership was introduced by James Macgregor Burns in 1978 in his descriptive research on political leaders, but its usage has spread into organisational psychology and management with further modifications by B.M Bass and J.B Avalio (Jung & Sosik, 2002).

Transformational leaders empower their followers and encourage them to do more than they originally expected to do by heightening followers' awareness about the importance and value of designated goals and the means to achieve them, inducing followers to transcend their self-interests for the good of the group and its goals and meeting

followers' higher order needs.     Individuals who possess or acquire transformational leadership traits can be successful ODL leaders as they have the ability to inspire others, exude enthusiasm, provide a vision of the future of ODL, search for new ways of solving problems, and pursue programmes that have value for their institution.

Portugal (2006) asserts that DE leaders must be transformational leaders and innovative visionaries with the ability to motivate, energize, inspire, and encourage followers while fully articulating a shared and competitive distance learning agenda.

Hence, the red colour representation of transformational leadership in the chart in question may be confirming the fact that the Principals' leadership theory is more inclined to theories prevalent in single mode colleges of education. In other words, there seems to be fewer elements of transformational leadership compared to transactional leadership. It seems that, in some of the sampled dual-mode colleges of education in Zambia, leaders not only challenge the status quo; they also encourage creativity among followers as well as also offering support and encouragement to individual followers.

Additionally, leaders help followers experience the same passion and motivation to fulfil these goals. Leader serves as a role model for followers' involvement in problem-solving and decision making.

According to Bolden, et al (2003:15), "Bernard Bass developed Burns' concept of transforming leadership in 'Leadership and Performance Beyond Expectations' into 'transformational leadership' where the leader transforms followers – the direction of influence to Bass is thus one-way, unlike Burns' who sees it as potentially a two-way process". Bass, however, deals with the transformational style of executive leadership that incorporates social change, a facet missing from Burns' work.

For Bass 'transformational leaders' may:

- expand a follower's portfolio of needs

- transform a follower's self-interest

- increase the confidence of followers

- elevate followers' expectations

- heighten the value of the leader's intended outcomes for the follower

- encourage behavioural change

- motivate others to higher levels of personal achievement (Maslow's 'self-actualisation').


Human beings must consciously engage in learning endeavours so that they can learn new ideas and therefore acquire valuable knowledge while at the same time undertake to unlearn old and unprofitable habits which may no longer be relevant to the present day technological development.  This is because as human beings with the capacity to think we daily live in a constantly changing world and for us not to become static and irrelevant in the process of global development, we must be prepared to embrace transformation.


Further, the green colour representation of situational leadership theory in the sampled Colleges of education may be an indication that College Principals attach very little importance to this theory.

According to Hersey and Blanchard (1996), the central features of situational leadership theory (SLT) include the interaction between task behaviour and relationship behaviour, the readiness or maturity of followers to perform certain tasks, and how different leadership styles relate to the followers' confidence or abilities to perform a task. Key strengths of situational leadership are that it is directive and flexible in nature, as it informs the leader how to respond in different situations.  The Principals in the excerpt below seem to have responded to a request promptly and involved other members of the college.

. … We have used ODL money to purchase a big bus because we had challenges of hiring buses taking students for sports and  spending colossal amounts of money which could have been invested … We have also bought utility vehicles for administration and have embarked on construction works etc to improve the welfare of students and working environment for staff and management**…** *(Principal interview #2)*

… I personally have discovered that distance and face-to-face are interdependent … what you do on one will affect the other… they are like twins. I have developed a strategic plan for the whole college, and its working well *(Principal interview # 1).*

 The following key tenets of situational leadership were scarce in the excerpts above:
- interaction between task behaviour and relationship behaviour,
- responding promptly with appropriate interventions.
-  involving varied cadre of staff members

The researcher, however, found out through an in-depth interview with some of the Principals that the secret to success in dual-mode environments was through strategic management and planning *(Principal interview # 3).*
This is dissimilar to the conventional common planning design which some dual-mode Colleges of education in Zambia are still using.

### 5.4.4. Summary

These findings particularly on how college Principals view leadership theories appear to be disputing the notion that has been taken for granted that in dual-mode Colleges of education Principals are more transformational than transactional. On the contrary, the study notes from these findings that this seems to be totally different from what one would have expected. The study reveals that Principals seem to have continued applying transactional theory of leadership more than any other theory.

The above information seems to be in agreement with my argument in this study that the leadership theory of college Principals is more inclined to single-mode and neglects the theories which encompass dual-mode environments.

## 5.5.   LEADERSHIP STYLES OF PRINCIPALS

### 5.5.1 Introduction

Closely related to the theories of leadership discussed above, the study sought to find out the leadership style(s) that are predominant in dual- mode colleges of education in Zambia, as well as why certain leadership styles are given more preference..

Principals of Colleges of education in Zambia in the current era are very strategic stakeholders in the development of human resource. As Leaders, Principals express leadership in many roles. These, among others, are: formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh 2002:11). Leaders are charged with the task of forging a path for the organisations they control, but there is more than one way to get the job done. Effective leadership requires the leader to understand, engage, and care for followers and to enable those followers to maximize their contributions.

In the world of learning, several activities take place at the same time. Some of these activities are focused on learning specific subjects while others are based on student and staff involvement in extra-curricular activities. The college community is centered on lecturers and students who, are thrown together in the practical world of teaching and learning.

A lecturer's main duty is to preside over classroom activities and ensure that learning takes place in accordance with the aims and objectives of the lesson. While it is believed that lecturers in general do excellent job, continued supervision is necessary to

not only maintain standards, but also to ensure that students continue to be exposed to improved lecturer instruction.

The success of a college depends on supervision, which according to Glickman et al (1998), is the function that draws together the discrete elements of instructional effectiveness into whole-school action. This whole-school action must, therefore, involve the Principal who is expected to take the lead in providing the kind of collegial atmosphere which makes for good governance in a college.

The Principal, as facilitator, must be seen as the enlightened Manager who believes in lecturers and is willing to employ capable personnel who are serious about supervision and who will provide expert guidance in this area. The vision of any College of Education in Zambia, irrespective of the managing agency is to provide effective instruction for students. To ensure that this takes place on a consistent basis, supervisors (Principals and Middle Managers) must work with lecturers, in a non-threatening way.

Adopting the right kind of leadership style(s) can equip the Principal to function optimally within their dual-mode institutions. Knowledge of the various leadership styles could enable a leader to be more adaptable in a change environment.

## 5.5.2  Presentation of Findings

In addition to understanding the various leadership styles, leaders must be aware of their predominant leadership style so that they can adapt better and more confidently to the demands of the complex education environment.

College Principals like many other leaders throughout the world differ in the styles they use to carry out their management tasks. This study revealed that there are as many leadership styles as there are leaders. This is depicted in the chart below.

I present the responses from interviews with selected Principals on a cross section of issues concerning leadership styles in dual-mode colleges of education in Zambia, followed by some discussion and a summary.

**Leadership styles of Principals**



- D democratic — 43%
- A authoritative — 38%
- L laizerfare — 13%
- M mixed — 6%
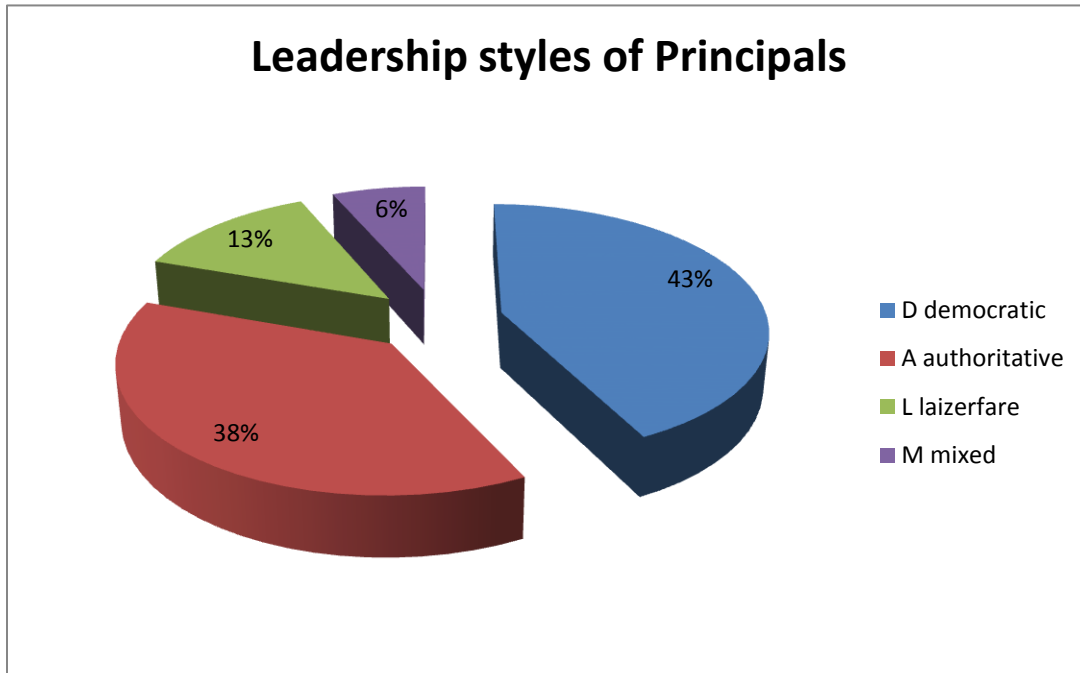
**Figure 5.2: Leadership Styles of Principals**

There are many different leadership styles. Each leader has his/her own unique style. Effective leaders will vary their methods based on the context, the individuals concerned and the desired outcome. It is well accepted that styles of leadership generally fall between one of two categories: Autocratic or free-reign. In autocratic or authoritarian style, the leader contains the control. As for the free-reign or laisser-faire style, the control has been given by the leader to the followers. Research by Kurt Lewin and his team in 1939 is still very influential even to this day. In addition to autocratic and free-reign, Lewin also defined the democratic style of leadership. Over the years many styles have emerged within the social vocabulary, but from my perspective, all of them can find their roots within these three styles of leadership; democratic, authoritarian and laissez-faire.

The chart shows the leadership styles that are predominant in the sampled Colleges of education. As can be seen, the study reveals that democratic leadership style coded [D] (democratic, consultative) was more pronounced, followed by authoritative leadership style coded [A](dictatorial, authoritative, directive, autocratic) and laissez-faire leadership style coded [L](abdication, indecisive, hands off). The remaining which was the least, was representing a mixture coded [M] of characteristics of leadership styles from among the three predominant ones; revealing the concept of primary and secondary leadership styles.

The high number of Principals who exhibited democratic leadership style closely followed by those who exhibited authoritative leadership style is in tandem with the sentiments Principals made during the interviews as reflected below:

*…Generally there is good rapport, within and among all members of the college community… communication is from top to bottom and bottom to top. We sit and plan activities and arrive at decisions together and every member of staff belongs to a committee of their choice… (Principal interview # 2)*

*…We have made a family, a working team. People are able to communicate effectively and freely… reduced speculation, inform each other on all necessary matters. It bridges the gap in terms of directing activities in the college. Everyone knows what is happening in the college… easy to always come in and fit in the system (Principal interview # 3)*

*Leadership cannot be possible on one leadership style. Sometimes a leader must be hard on people in order to achieve goals… whatever style alone cannot bring the required results…You have to embrace more than one style …Everyone must buy in your vision as Principal. Subordinates may easily take advantage of you if you use only one leadership style…… (Principal interview # 1)*

*…You have to embrace more than one style …Everyone must buy in your vision as Principal. Subordinates may easily take advantage of you if you use only one leadership style (Principal interview #3)*

*… I like to involve all the members of the section so that there is a sense of ownership in everything within the section so that should anything go wrong, we all take the blame. Everything is done by all the members not by one person. A democratic way than imposing your views on those you lead… (Principal interview # 1)*

*…Yes on many occasions I consult my management team…for example when we were buying a bus there were many views that came from students and lecturers regarding the type, the model, the colour etc. However, finally I had to make a decision on many of those issues. I am privileged to have powers to make a final decision as Principal… (Principal interview # 3)*

The above sentiments seem to account for the distribution in the chart on leadership styles. There is a strong relationship between the sentiments and what is depicted on the chart.

The majority of the Principals reported that they completely depend on more than one leadership style to manage their staff effectively. Therefore, they consult and encourage active participation of other members of staff in the colleges.

Some Principals seem to believe also in enforcing change as long as it is for the benefit of the learners. In other words, the Principals sometimes impose changes on others. In this regard, one member of the focus group stated thus:

"*…change in a college like ours is inevitable. It may not freely be accepted always as you know we were all brought up differently…some believe that everything that a leader says must first be debated.. Yes, but it must not be the rule. As long as it is for the*

*benefit of the college let it be imposed by the leader… I do it anyway; even the Principal does it too…" (Focus interview # 1)*

*…As a leader at whatever level in the college, you need to blend all types of leadership because you are dealing with a variety of people from different backgrounds… over the years I have tried it out and have not regretted... . (Middle Manager #2)*

Similar views were expressed by some key respondents in focus group as well during interviews as follows:

*We do not want to disrupt learning during the week, we hold staff meetings every term, HODs meet twice a month; with full time students through opening & closing assembly, ..Also through a letter given to students to take home…also through class teachers, and student representatives who are called regularly. Generally there is good rapport, within and among all members of the college community. Communication is from top to bottom and bottom to top i.e. two way communication (Focus interview#1)*

With the kind of explanation depicted, it can be inferred that there is indeed an emphasis in adhering to tenets of democracy by college Principals in the colleges of education.

Given the fact that the majority of the college Principals believe in involving others before changes are introduced, it can be inferred that Principals carry everybody along in introducing and implementing changes at the college level. However, the study revealed that changes could be enforced if the situation demanded it, as one of them stated: Change is sometimes inevitable, so it could be imposed if necessary. This is in agreement with Sashkin and Sashkin (2003:8) who argue that there is consensus among scholars that leadership matters because effective leaders make a difference in peoples' lives; these empower followers and teach them how to make meaning by taking appropriate actions that can facilitate change.

*…we run our department like an emergency wing in a hospital, structures are there but things do not run normally. There are times I ask staff to do what they know. They decide what they want to do…even students it's the same…they know what they are supposed to do… We need proper guidelines and a working policy guiding leaders in colleges like this one (Focus interview # 1)*

The above excerpt seems to be indicative of laissez-faire leadership style.

*You know what sir... …most times there are no meetings, briefings or even memos are very rare…When a meeting is called, very few people attend. .they fear to be shouted at by Principal… its quite frustrating you see because the whole system is run by one person…the rest are rubber stamps… there is nowhere to report (Focus interview 1)*

*Firstly, my role is to ensure that everyone adheres to set goals. We set dates in the Annual work plan… We punish those who fail to meet the deadline by not paying them what is due to them under distance education (Principal 1).*

*…in my college student representatives have been trained to monitor and make lecturers sign after teaching…those lecturers found wanting are usually disciplined* (Principal interview # (3).

As earlier alluded to, I used the following objectives to frame my study:
 (a) To establish which leadership style(s) are predominant in dual mode Colleges of education in Zambia.
 (b) To analyse  leadership styles in dual-mode institutions
 (c) To show the similarities and/ or differences between leadership styles in single and dual-mode institutions.
 (d) To investigate why certain leadership style (s) are given more preference.

The presentation on Principals' leadership styles have helped to establish the leadership styles that are predominant in the sampled dual-mode colleges of education in Zambia. As I attentively listened to live interviews told by Principals who have been

managing dual-mode colleges of education, and other members holding various managerial positions within the colleges, I noticed that there are a myriad of leadership styles. Principals' choice of leadership style is dependent upon a number of factors, some external, as expressed by Principals themselves during interviews.

As regards why certain leadership styles are given more preference, the study has established that this was mainly due to personality of the Principal, but also due to external influences coming from other key stakeholders such as managing agency.

After intensively listening to Principals' interviews, it became apparent also that there were no significant differences between leadership styles in single-mode and dual-mode colleges of education.

Data gathered indicated that all the Principals were vice Principals before they were appointed Principals and worked in both environments. Thus, democratic and authoritative leadership styles seem to be predominant among Principals in dual-mode Colleges of education in Zambia.

### 5.5.3. Summary

In this study, the researcher's interest was in the explanations that the participants gave concerning the leadership styles in dual-mode colleges of education. He wanted to discover new insights, meanings and understandings of the topic under investigation. The information, particularly from the interviews with Principals seem to be in agreement with my argument in this study that Principals are critical in bringing about positive developments and maintaining quality in a college of education in Zambia. From the interviews, it can be inferred that some of the Principals employ varied leadership styles, but with a bias towards democratic and authoritative leadership styles respectively. They seem to consult more with all staff and students, thus ensuring that most of the administrative structures actually serve the aims of the colleges.

## 5.6. MIDDLE MANAGERS

### 5.6.1. Introduction

A middle Manager is an employee of an organisation or business who manages at least one subordinate level of Managers, and reports to a higher level of Managers within the organisation. The duties of a middle Manager typically include carrying out the strategic directives of upper-level Managers at the operational level, supervising subordinate Managers and employees to ensure smooth functioning of the enterprise. Additionally, middle Managers' duties include creating effective working environment, administrating the work process, making sure it is compliant with organisation's requirements, leading people and reporting to the highest level of management.

Middle Managers, for the sake of this study are Heads of sections, Heads of departments and Directors of Open and Distance Learning (ODL). These form a special group in the college environment, especially in dual-mode environments because they are directly in contact with lecturers and both full time and distance students. They also act as a link between management and lecturers. Hence, it was found necessary that the leadership theory and consequently leadership styles of this category of staff are investigated as well so as to answer the key research questions of this study.

### 5.6.2 Leadership Theory of Middle Managers

Leadership theories refer to the approach that a Manager adopts in exercising authority in the work place and directing staff to meet the organisational mandate outlined in their individual job descriptions (Mullins, 2007:428). "Managers are there to get results by ensuring that their function, unit or department operates effectively. They manage people and other resources-finance, facilities, knowledge, information, time and themselves". Managers are accountable for attaining goals, having been given authority over those who work in their department. Managers are doers. They make things happen and deal with events as they occur.

### 5.6.3 Presentation of findings

I present the responses from interviews with selected middle Managers and directors of ODL on a cross section of issues concerning leadership theories in dual-mode colleges of education in Zambia, followed by some discussion and a summary.

**Below is a chart depicting leadership theories of middle Managers.**
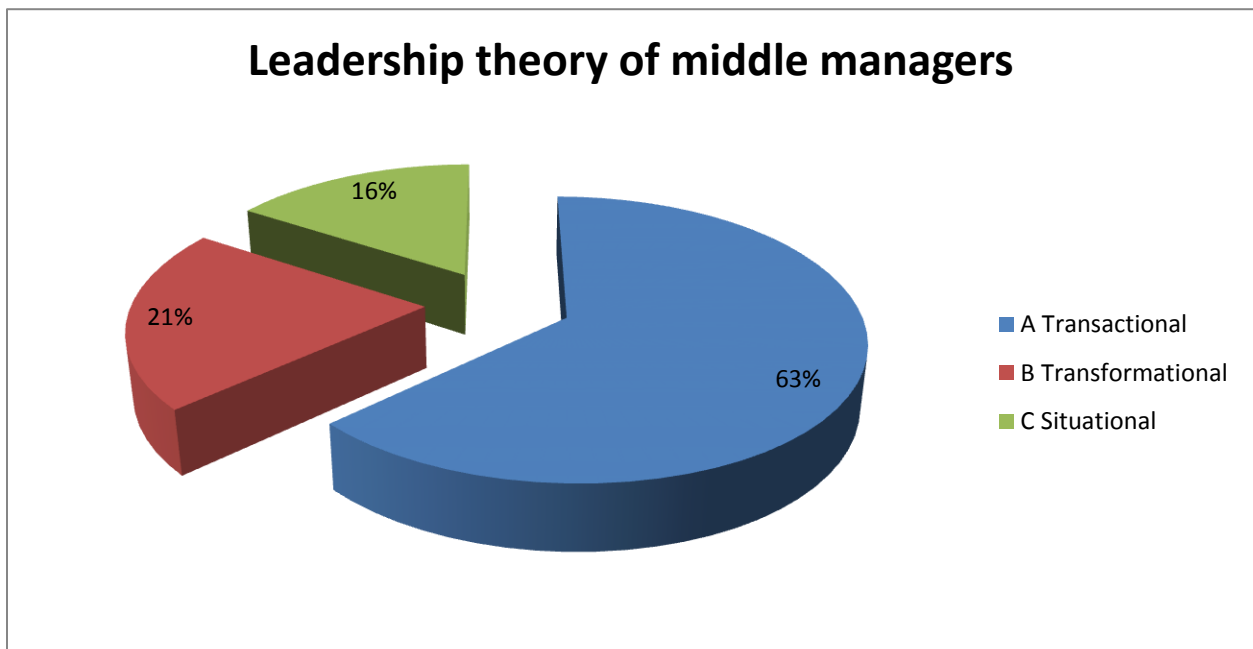


*Figure 5.3: Leadership theories of Middle Managers*

As depicted above, transactional leadership theory was the most predominant followed by, transformational while situational leadership theory was the least.. As in the earlier analysis on Principals of colleges, the middle Managers seem to be responding to their supervisors (Principals) leadership theories. There seems to be a close link between the two categories judging by the inclination on transactional leadership theory and on situational leadership theory. This study, as displayed in figure 5.6.3 above, shows that

middle Managers employ transactional leadership styles in order to get things accomplished in their organisation. Literature shows that this sort of leadership style does not allow the organisation to implement long-term/systemic change. Also, when re-exploring organisational change and force field theory of Lewin (1947) and Schein (1996), transactional leadership does provide increases in driving forces to change. However, transactional leadership style does not allow the leader to remove the barriers to changes at the organisational level and change will be sporadic and temporary at best and illusionary and false at worst under this pretence without an eye toward re-freezing at new levels in a transformational environment.

Transactional leadership appears less attractive, especially in situations where change is involved (Bass 1960; Bass 1985), but also in non-profit and arts organisations where inspiration and innovation were important. The transactional style involved a negotiation of the nature of activities and expected outcomes, related to the followers' instrumental interests and the organisation's needs.

> *Challenging and also interesting in that there is more work., diverse teaching methodologies amidst scarce learning and teaching materials…like for distance we rely on modules… and staffing still the same…marking, teaching. But this diversity brings in some variation and experience, you know a lot about the feelings of students. The way we deal with distance students on account of age, status since they are teachers already, we are very considerate compared to full time students. Difficult to pin point which group poses challenges, both have their ups and downs, however, the full time ones are…issues of cultural varieties, dress code, behaviour, hospitality, academic matters and studentship in general.(middle Manager interview # 5)*

Transactional leaders mostly consider how to marginally improve and maintain the quantity and quality of performance, how to substitute one goal for another, how to reduce resistance to particular actions, and how to implement decisions (Bass 1985:27).

The situational leadership theory proposes that effective leaders play the roles of leadership and management. It relates to a condition in which leaders assess situations to determine how they can be effective in contexts that present a wide array of organisational tasks (Mullins, 2007).

*Students to begin with are very easy to work with if only you communicate your vision from time to time. In this college we have a long standing culture of team work, students are involved in money generating activities as a student body. All this is possible when a leader is accommodating to student ideas and suggestions (Principal interview #1).*

*…As for the staff, again it falls back on college culture of inclusiveness…the key is to involve them in various committees and programmes including during planning sessions so that they are part of every college idea. The college has embarked on many projects such as building classrooms and buying vehicles using ODL money. This way both staff and students are freely contributing to my administration…(Principal interview #2)*

*We do strategic planning for the whole year, following the govt appraisal system. Besides we have certain activities to plan for within the department/section, such as compiling results, marking, sports, musical activities etc We meet as a section each term in line with the college goal. We look at previous goals.*
*(Middle Manager interview # 4).*

When Principals involve middle Managers and students in college management and decision-making, as shown in the excerpts above, the result is a well-run college in which the staff is motivated to teach and implement decisions that promote the welfare and performance of students. Another aspect of situational leadership theory that has a positive impact on all categories of staff involves Principals routinely delegating implementation tasks to middle Managers and even student representatives without the need for additional consultation. Because the possibility exists for implementation tasks

to be delegated, this leadership theory is most appropriate in settings where staff is competent and skilled and can be relied upon to undertake sound decisions with minimal guidance.

The leadership theories discussed are linked to the culture of the college as observed by Principals.

Culture, according to Fiske, et al (1998) (in Nyoni, 2012:47) is defined as "the belief systems and value orientations that influence customs, norms, practices, and social institutions, including psychological processes (language, care taking practices, media, educational systems) and organisations (media, educational systems)". Culture has been described as the embodiment of a worldview through learned and transmitted beliefs, values, and practices, including religious and spiritual traditions. Gibson, et al, (2000:300) define culture as "a pattern of basic assumptions -invented, discovered, or developed by a given group as it learns to cope with the problems of external adaptation and internal integration- that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems".  Culture can be instrumental in underpinning or undermining a flexible, responsive organisation such as a dual-mode college of education (Middle Manager interview # 3).


### 5.6.4. Summary

Middle Managers manifested transactional, transformational and situational leadership theories in their approach to leadership as revealed during interviews. This scenario is similar to that of Principal leadership theories referred to earlier.

Additionally, through the excerpt (see Principal interview # 2) the study has revealed that ODL generated resources were available for developmental projects in the college. While this may be a good idea, there is need to utilise the generated revenue to stabilise the dual-mode environment in the colleges through embarking on ventures that take care of the various elements of ODL such as resources devoted to communication

with learners. Rumble (1996), for example notes that efficient dispatch systems, good record systems for learners, tutorial and counseling support for learners as well as ICT infrastructure need to be in place.

## 5.7. *LEADERSHIP STYLES OF MIDDLE MANAGERS*

### 5.7.1  Introduction

The Middle Managers as well have various leadership styles. In this study, Middle Managers refer to Heads of section, Heads of department and Coordinators/Directors of ODL in dual-mode colleges of education in Zambia. This category of leaders is critical in the management chain. Their position entails that they act as a link between senior Managers and the rest of the staff below them and the students. Hence, as Leaders they must be aware of the predominant leadership styles so that they can adapt better and more confidently to the demands of the complex dual-mode environment prevailing in colleges of education in Zambia.

I present the responses from interviews with selected middle Managers and directors of ODL on a cross section of issues concerning leadership styles in dual-mode colleges of education in Zambia, followed by some discussion and a summary.

Similarly, during interviews with middle Managers, a pattern reflected in the figure below was observed as shown:

**Leadership styles of Middle Managers**

47% — D democratic
37% — A authoritative
10% — L laizerfare
6% — M mixed
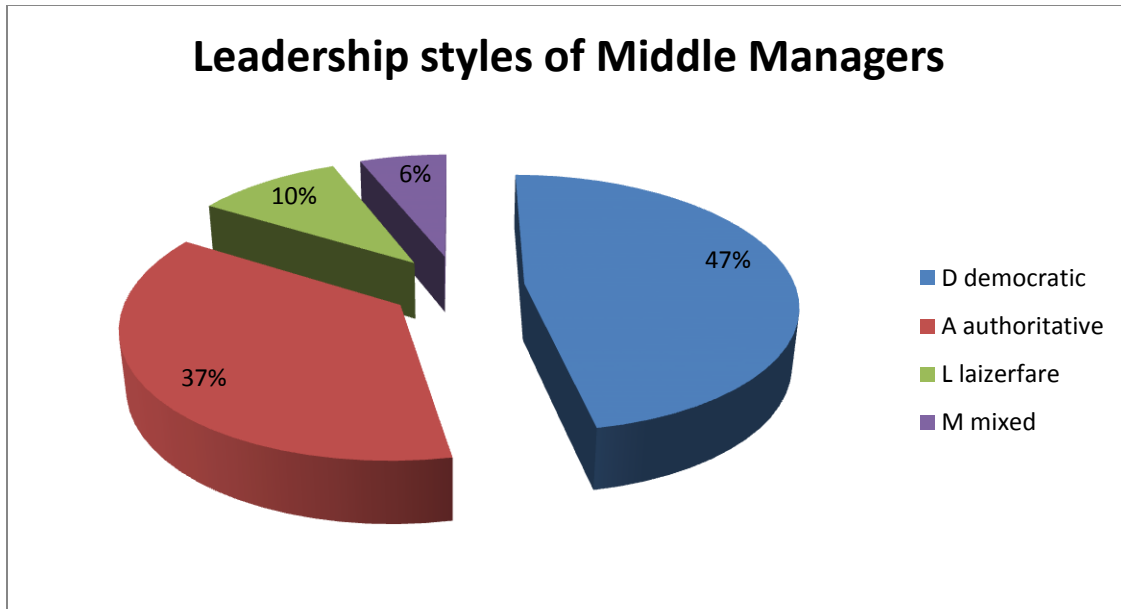
*Figure 5.4: Leadership styles of Middle Managers*

As can be seen from the chart above depicting leadership styles of middle Managers, the distribution of leadership styles is much similar to that of Principals (figure 5.2). The chart shows that the democratic leadership style was seemingly popular, followed by authoritative leadership style, and the laissez-faire leadership style while the mixed styles of leadership comprising a primary and secondary leadership style from among the three predominant ones was the least.

The above scenario may partly be justified by the following excerpts from interviews conducted with middle Managers as well as leadership experts Hersey and Blanchard (1996) who argue that a leader adapts his or her style to the situation. In short, suspenseful situations, an autocratic approach may be more effective, but in situations with time to plan and respond, group participation may yield the best results.

*…Normally we call and talk to such people and the HOS handles such matters and only refer very serious matters which we sometimes refer to higher management or Principal. But these are very rare, we handle most of the cases by dialogue. Counselling, if it fails, write a reprimand, but mainly verbal reprimand, CCZ has rules and regulations which are the base of ethos for the college, generally we orient new members of staff to the ethos of the college...strictly follow the CCZ rules and*

*regulations to the letter…that is the base of the college culture…everyone must abide including distance students… (middle Manager interview # 3).*

*…Consulting everyone including administration. I learnt in ODL courses that consultation is the key in leadership…be flexible and accommodative. You need to blend all types of leadership because you are dealing with a variety of people from different backgrounds. I have learnt the industrialisation theory…that ODL is like an industry. You need to be firm but flexible so as to allow as many students to continue with their studies but ensure that stakeholders play their role correctly as it happens in industry. Policy direction and guidelines are key… (Middle Manager interview # 4).*

The excerpts above seem to show that middle Managers are consultative in their execution of duty particularly when dealing with members of their respective sections or departments as the case may be. This goes to show that such leaders may be democratic in nature, hence the highest largest slice coloured blue depicting the said category.  Blanchard et al. (1996:46) describe supportive behaviour, as that which involves listening to people, providing support and encouragement for their efforts, and then facilitating their involvement in problem-solving and decision making. In the light of this, it can be inferred that middle Managers are consultative when dealing with subordinates and students.

The authoritative leadership style (colour red), was also predominant quite close to democratic leadership style (colour blue). The study notes that this could be an indication that middle Managers were varying their leadership style according to situations. The closeness in terms of the size of the slice to democratic leadership style, however, seems to be implying that middle Managers were using the two leadership styles more often than laissez-faire leadership style which has a relatively smaller slice (colour green).

*… I like to involve all the members of the section so that there is a sense of ownership in everything within the section so that should anything go wrong, we all*

136

*take the blame. Everything is done by all the members not by one person. Democratic way than imposing your views on those you lead…It works but from time to time check the calibre of the people you are leading to avoid in the name of democracy ending up in mediocrity… (Middle Manager interview # 2).*

It is worth noting that, even-though there are similarities between Principals' leadership styles and Middle Managers' leadership styles, a closer examination of charts 5.5.2 & 5.6.4, there is a significance difference in terms of the sizes of the slices depicting laissez-faire and mixed leadership styles. Laissez-faire leadership style among Principals was higher while among middle Managers it was lower, going by the sizes of the colour-slices in the chart. This could be an indication that middle Managers seem to be less inclined to using laissez-faire leadership style slightly better than Principals as reflected in the sentiment by some middle Managers.

*…Stern measures only done by Principal… constant monitoring is what is mine although sometimes I become too good though still I do not wait for the last point I mitigate failure. My duty is to monitor… assessment is ongoing in the section to mitigate failure because if one individual fails, the whole section fails…I rarely refer issues to management…(Middle Manager interview # 3).*

In view of the above, the deduction can be made that, in the main, democratic and authoritative styles of leadership are exercised by most middle Managers while dealing with issues that concern the sections/ departments/directorate of ODL.

The overall picture that is coming out from this aspect above is that middle Managers portray supportive behaviour which in essence has to do with listening to subordinates, providing support and encouragement for their efforts. However, as numbers of members of staff and students under their supervision increases as a result of the dual-mode arrangement, there is likelihood that middle Managers may be over stretched in terms of workload thereby resulting in stress, tension and consequently inefficiency and ineffectiveness.

Already, this sentiment was echoed by some middle Managers during the interviews as cited below:

*As alluded to earlier, that due to large numbers of students versus few lecturers, targets are difficult to meet... also seminars and workshops also take some of the time away. Hence some set dates are not realized due to many other programmes and large numbers… Distance students have many challenges which hinder them to compete favourably such as limited time, work challenges and family commitments including cultural and traditional fallacies among many other beliefs… (Middle Manager interview # 5).*

From the views above, the study notes that there was a mixed reaction from the respondents.  As long as the same Managers responsible for face-to-face also deal with ODL, there is a possibility that even the way they handle the two categories of students may be the same, disregarding the age factor, work and family commitment factor as well as availability of facilities that support the learner. Besides, the higher number of candidates usually admitted into ODL programmes increases the staff-student ratio and overstressed the available human and non-human resources. This is why ODL institutions in Zambia are often accused of placing profit-making motive above academic and professional considerations.

Unlike full-time students, distance students needed to communicate with their lecturers from time to time, and with their fellow students for them to continue being on the programme. This study revealed that although communication between dual-mode administrators   and conventional face-face students was seemingly better, communication with ODL students needed to be improved significantly, by taking advantage of the availability of mobile phone providers in the country, for example Airtel, Zamtel and MTN Mobile Providers which are present in all the districts of Zambia. The communication that was done through mobile phones was primarily for conveying messages like giving students the date for face-to-face session or results publication notices. Unfortunately, mobile phones were not used as a tool for teaching and learning

process. Its use in this regard would improve the quality of teaching and learning in the distance teacher education institutions.

All the institutions involved in this study indicated that they used particularly the Short Message Service (sms) and other media such as newspapers, radios and television to communicate with their distance students as explained below:

*… In a few cases we've used print media, public and community radio, especially for making announcements. We've also had a long standing culture of communicating through the postal services to communicate with the students. Apart from phones, these have been the common means of communication while the students are away in their respective places… (Middle Manager interview # 4).*

Therefore, the above information seems to be in agreement with Braimoh, (2010), assertion that the irregular shift from the customary practices to ODL may create confusion and frustration, especially with a lack of in-depth knowledge, training and expertise in offering such courses using the ODL mode among Managers and lecturers. In addition, executing change means facing new obstacles and challenges.

As earlier alluded to during the discussion on Principals, I equally used the following objectives to establish leadership styles of middle Managers:

(a) To establish which leadership style(s) are predominant in dual mode Colleges of education in Zambia.
(b) To analyse  leadership styles in dual-mode institutions
(c) To show the similarities and/ or differences between leadership styles in single and dual-mode institutions.
(d) To investigate why certain leadership style (s) are given more preference.

The presentation on middle Managers' leadership styles have helped to establish the leadership styles that are predominant in the sampled dual-mode colleges of education in Zambia. As I attentively listened to live interviews told by middle Managers who are

either heads of sections or heads of departments, and other members holding various managerial positions within the colleges, I noticed that there are a myriad of leadership styles. Choice of leadership style is dependent upon a number of factors, some external, as expressed by middle Managers themselves during interviews.

As regards why certain leadership styles are given more preference, the study has established that this was mainly due to personality of the office bearer, but also due to external influences coming from other key stakeholders such as managing agency.

After intensively listening to middle managers' interviews, it became apparent also that there were no significant differences between leadership styles in single-mode and dual-mode colleges of education.

Data gathered indicated that most of the middle Managers worked in both environments, i.e. single-mode and dual-mode. Thus, similarly, democratic and authoritative leadership styles seem to be predominant among middle managers in dual-mode Colleges of education in Zambia.

### 5.7.2 Summary

The distribution of leadership styles for Middle Manager is much similar to that of Principals (see figure 5.5.2). The inclination is towards democratic leadership style, authoritative leadership style, laissez-faire and lastly mixed style.

## 5.8. *FOCUS GROUP INTERVIEWS*

### 5.8.1 Introduction

Focus group is a special type of group in terms of its purpose, size, composition and procedures (Kombo and Tromp, 2006). The focus group interviews were first transcribed to provide a complete record of the discussion. The researcher then analysed the content of the discussion by looking for trends and patterns that reappeared within a single focus group. Lungwangwa *et al.* (1995:153) confirm that the qualitative raw data from interviews, field notes on focused discussions and content analysis should be subjected to the constant comparative analysis technique in order to reach the most significant themes of the topic under study. This researcher did a comparative analysis of the focus discussion with in-depth interviews.

The discussions were carefully planned and designed in order to obtain the necessary information on the respondents' beliefs and perceptions on the defined area of study. I observed during focus group and structured processes cues, body language and facial expressions that might be indicative of where power lies.

Through interaction with the six (6) focus group members the researcher drew a number of conclusions on how to enhance quality in dual-mode colleges of education in Zambia with regard to leadership styles of Principals and other middle Managers.

In this study the focus group interviews were meant to identify and explore beliefs, ideas or opinions regarding the leadership styles in dual-mode Colleges of education in Zambia from the respondents. The discussions were carefully planned and designed in order to obtain the necessary information on the respondents' beliefs and perceptions on the defined areas of study. As a way of ensuring reliability of the data, the six (6) focus group members were drawn from across a wide spectrum across the three colleges and discussions were held in a mutually agreed place.

### 5.8.2 Presentation of findings

I present the responses from focus group interview with selected Managers and officials on a cross section of issues concerning leadership styles and theories in dual-mode Colleges of education in Zambia, followed by some discussion and a summary.

The study revealed that leadership styles employed at Zambia's Colleges of education were varied. This was confirmed by several respondents in various leadership capacities who shared the following sentiments:

*… There are times I ask staff to do what they know. They decide what they want to do…even students it's the same…they know what they are supposed to do because they are normally oriented when they first enrol in the institution and this is the norm or the culture here... Often times we do not push them to do anything you see… they know what to do.(Focus interview # 1).*

According to Focus interview # 1, this is typical of laissez-faire leadership. It depicts chaos and disorderliness in an organisation. To probe further and ensure reliability of the data, the researcher compared the views of some middle Managers. Similar results have also been found from an interview with some other focus members in other groups.

*…we run our department like an emergency system, structures are there but things do not run normally. A leader is like a figure head, no powers at all to organize and push objectives to members. Most times there are no meetings, briefings or even memos are very rare…When a meeting is called, very few people attend. They do their work the way they like… its quite frustrating you see because the whole system has broken down, there is nowhere to get help… being new here some of us we feel it is the culture you know…very difficult to comprehend and change…it requires an overhaul of the entire team perhaps…(Focus interview # 1).*

The study noted from the responses above that the sentiment (focus interview#1) and (focus interview #1) may represent a laissez-faire type of leadership. The laissez faire style is sometimes described as a "*hands off"* leadership style because the leader delegates the tasks to their followers while providing little or no direction to the followers. Some Middle Managers seem to dislike this type of leadership style, going by the remarks in the excerpt above. This has some serious implications to the dual-mode college of education in that if the leader withdraws too much from their followers it may sometimes result in a lack of productivity, cohesiveness, and satisfaction. Laissez-faire leaders allow followers to have complete freedom to make decisions concerning the completion of their work. It allows followers a high degree of autonomy and self-rule, while at the same time offering guidance and support when requested. The laissez-faire leader using guided freedom provides the followers with all materials necessary to accomplish their goals, but does not directly participate in decision making unless the followers request their assistance (Martindale, 2011).

Other interviewees in the focus group had this to say regarding leadership styles in dual-mode colleges of education in Zambia:

*…being a leader is a serious matter. It requires commitment and love for people as well as self-denial…you know, to be a true leader one needs to make sure that followers are respected and consulted and not bullied around… we always hold planning meetings as to how we are going to run the department…We share classes, activities as lecturers in the department…and we review towards the end of the term. We have orientation program for students so that they understand their role as students… (Focus interview # 1).*

*…To be patient with people, exercise wisdom. Must be frank and open, be diplomatic, meting punishment must be the last thing... Judge according to situation… doing things in a hurry is not good for an administrator…Handling human beings coming from different backgrounds requires that a leader must judge which approach must be used to solve the situation at hand…Talk to them... Have latitude to handle issues without*

*referring to higher offices. I try by all means to lessen issues that reach my superiors though sometimes I have no option but to report… (Focus interview # 1).*

The excerpt *(focus interview # 1)* may be exhibiting democratic leadership style. This style of leadership encompasses discussion, debate and sharing of ideas and encouragement of people to feel good about their involvement. The boundaries of democratic participation tend to be circumscribed by the organisation or the group needs and the instrumental value of people's attributes (skills, attitudes, etc.). The democratic style encompasses the notion that everyone, by virtue of their human status, should play a part in the group's decisions. However, the democratic style of leadership still requires guidance and control by a specific leader. The democratic style demands the leader to make decisions on who should be called upon within the group and who is given the right to participate in, make and vote on decisions (Woods, 2010).
Other members of the focus stated that:

*…Calling for meetings and briefing members could be an advantage when introducing new ideas. Let there be consensus since all members need to be taken on board at the same time. In fact new ideas usually come from the grass roots…Principals should not impose or else the new idea will not be accepted and so their efforts as leaders will be futile… Dialogue prevails in my department as a head on one to one basis through the structure established up to the H.O.D or even the head of the institution… (Focus interview # 1).*

The sampled sentiments from a number of focus group discussions and verified with Principals and some middle Managers during interviews confirms the  fact that the leadership styles employed at colleges of education in Zambia are quite many and that they range from democratic, dictatorial to laissez-faire styles.

These findings, particularly on the issue of having many leadership styles in Zambia's colleges of education, appear to be pointing to the fact leadership in dual-mode colleges of education need to focus on taking on board all the other members. Leaders of all

categories must be autonomous and make independent decisions. The study has revealed that leadership is a serious matter and that team work must be encouraged at all times. However, leaders need to strive to apply a leadership style that suits the situation at hand, with a view of achieving their objectives which they set for themselves at the beginning of the term. In-case the interest clash, they must always focus on the objectives they set for themselves. Above all some respondents felt that the distance students deserve respect and dignity on account of being mature students compared to full time:

> …*there must be a difference in terms of handling the two categories of students. The full time students can be handled in any manner because they are young and inexperienced, while the distance students are given some kind of respect because they are adults and are experienced. We are flexible and somewhat democratic especially when dealing with distance students while for full time students we are sometimes a bit hard and use even dictatorship because they are young and inexperienced… they need more lessons in the culture of the college even if it means dictating… (Focus interview # 1).*

The above excerpt further suggests that dual-mode students may be treated differently on account of the mode of delivery they are following since they are essentially not the same in many respects. It is his/her responsibility to make sure he/she looks for best ways of achieving objectives and is at liberty to bring new ideas in a way that will help meet the aspirations of the department.

On the other hand, some members had this view concerning leadership styles:

> …*While I tend to agree that it is the responsibility of the leader to ensure that set objectives are achieved, I feel that when a new idea comes across, the leader must seek consensus and not impose or dictate to the members. After all they are key stakeholders in the organisation. In most cases new ideas bring along challenges and must therefore be handled with care to avoid confusion… (Focus interview # 1).*

The excerpts suggest that the vision of the Principal is not shared with staff to the extent that they can buy in the same vision as well. Tenets of transformational leadership seem to be lacking in the Principal as compared to transactional leadership theory. The tone suggests that the said measure is like a bait to lure staff to attend to ODL students without really inspiring them to willingly offer their service.

*… We reprimand erring staff firstly by word of mouth, through the immediate middle Manager, but when it is out of hand, we put the reprimand in writing…the vice Principal issues to all members of staff the code of ethics from the government of the republic of Zambia as well as codes of conduct from the managing agency of the college and explains the consequences of not abiding… (Principal interview #1).*

The above excerpt may be suggesting that the leader uses more than one leadership style to discharge his/her leadership functions.

Data gathered mainly from the focus group also shows the extent to which the study objectives cited under Principals' and middle Managers' sections of this thesis have been met. The study had a special focus group comprising two members each from all the three colleges. Their views in most cases were in agreement with Principals and middle Managers.

### 5.8.3  Summary

The study, therefore, has revealed that Principals and middle Managers are guided by theories and apply leadership styles in a variety of ways. It was noted through interviews that in some colleges of education the Principals were proactive in seeing to it that their leadership styles were helping them achieve the desired goals. It was further observed that Principals in the study who were in dual-mode environment the longest employed less passive leadership styles than those who were newer to the field.
Given the above scenario,  Goleman (in Mullins, 2007:390), has argued that "the most effective executives use a collection of distinct leadership styles, each in the right

measure, at just the right time. In other words, the most effective leaders rely on more than one leadership style".

## 5.9. *MOE OFFICIALS*

### 5.9.1. Introduction

This category of staff was also part of this study. For the sake of this study, a MOE (Ministry of Education) means the Permanent Secretary in the ministry of general education or his/her designate. The In-depth interviews that were conducted concentrated on policy issues and guidelines for Principals of colleges of education in order to understand leadership theories and styles as they are applied in dual-mode colleges of education in Zambia. The systemic approach challenges conventional wisdom about leadership, its purpose, development and application. It states that those searching for improved leadership should view the challenge from the organisation's end of the telescope, particularly asking 'what does the organisation itself need to do – especially on itself? Calabrese (2002:163) illustrated that "organisational health relies upon a complex relationship between organisational values, attitude, atmosphere, actions and policies combined with leadership". Recognising that leadership and management issues in dual-mode colleges of education take the first priority on the agenda of ministry of education, the researcher wanted to find out the views of MOE.

I present the responses from an In-depth interview with a MOE official on policy and administrative guidelines in dual-mode colleges of education in Zambia, followed by some discussion and a summary.

### 5.9.2. Presentation

The role of Ministry of Education in dual-mode colleges of education:

*…As Ministry of Education our role is to provide policy direction and provide guidelines to all education practitioners in institutions of learning ini Zambia. We are there to ensure that we provide all the necessary guidance through the five directorates namely; Administration and Human Resources, Standards and Curriculum, Distance Education, Planning and Information, lastly, Teacher Education. We have a number of policy documents, such as educating our future, focus on learning, and the national ODL policy which will soon be operationalised …it is currently in draft form but the relevant directorate is working round the clock… (MOE interview # 1).*

The statement, particularly on the national ODL policy may be indicative of the seemingly lack of coordination among and within dual-mode colleges of education in Zambia. The document which should have been a reference point to provide policy direction is still in draft form.

As regards the 'mushrooming' of dual-mode colleges of education in Zambia, the officer had this to say:

*…The position of ministry of education is very clear and well stipulated in the national policy document 'educating our future.' It is not a coincidence at all that some colleges have become dual-mode. We want as many people as possible to become teachers or to upgrade those that are teachers already to obtain higher qualifications… perhaps the only challenge has been the process of transforming especially government colleges from single mode to dual-mode. Instead of ministry taking the lead, individual colleges have moved faster than us… and this has made us raise some quality concerns in some of these colleges…I wouldn't mention names, however, we have now put measures in place through DODE…to regulate ODL and a general one by Zambia Accreditation Authority to regulate all institutions of higher learning with powers to register and deregister… (MOE interview #1)*

The above responses suggest that at the moment, coordination of the colleges seems to be a challenge for the ministry of education. This again may be reflecting negatively

on the part of the ministry of education for admitting that colleges have embarked on dual-mode before measures are put in place. While the idea to transform may be enshrined in the national policy on education, a subsequent policy on ODL should have been ready to give further guidance to dual-mode colleges.

Regarding the procedure of appointing Principals of colleges, the officer had this to say:
… *The system demands that names are submitted each time there is a vacancy and normally the officer leaving the office makes recommendations of names of senior officers and submit through the system for further consideration…As for grant-aided colleges we liaise with the managing agency to recommend suitable candidates for appointment by the teaching service commission to the office of Principal. Among many other considerations, the commission looks for the experience of the officer, the numbers of years of teaching in the college, the qualification e.t.c are all taken into account. When a vacancy arises in a college, the teaching service commission advertises the position and interested persons apply and short listed candidates are invited for an interview to establish their suitability for the job. I must mention that the position of Principal in colleges of education is a very senior position and quite competitive…(MOE interview # 1)*

Given such a position by those charged with the responsibility of appointing college Principals one would conclude that the system is elaborate and bureaucratic.

Regarding best leadership practices for Principals of dual-mode colleges, the officer had this to say:

*…College Principals like any other leader are expected to be role models in their colleges. This basically means that they have to lead by example in all areas of operation. We expect Principals especially of dual-mode colleges to balance between full time and distance students in terms of leadership styles…challenges for students vary even for staff. Some people would work well in a free environment with minimum supervision while others may require strict supervision. As a leader, there is need to*

*understand the environment one is operating in and apply leadership styles that best suit the situation at hand. Prior knowledge as an administrator and some training in education management helps Principals to lead such colleges… (MOE interview #1)*

It is apparent from the response that MOE seems to have high expectations from Principals of dual-mode colleges of education in terms of leadership skills and styles. From the data analysis it was found that in the context of face-to- face change to dual-mode, this affected all the levels and aspects of the colleges of education in terms of organisation, vision and strategic planning. In managing the change process, working on vision means not only examining and re-examining the strategic planning for educational organisations, but also making explicit to the management the purpose of the change. Change is difficult, and all employees may not be comfortable with technology but all have a commitment and responsibility to work to ensure access and success for all students, regardless of their social status, skills, or prior learning experience.

Upon a close examination of the organisational structures of all the colleges under study (see figure 1.1 & 1.2) the study revealed that the Principal had an added responsibility of leading an additional entity, which has parallel structures. This picture calls for a systemic approach in order to manage both face-to-face and ODL under one administrator. The organisational structures referred to; seem to indicate that change at any level of the structure may affect the entire structure. For instance, if the Principal does not employ enough staff and decides to use the same for the two categories of students, quality may be compromised either way. This is because the dual-mode organisational structure is interrelated and interdependent and has internally consistent components. As alluded to (in 3.7), the same staff who handle face-to-face also handle distance students. The systems and sub-systems of the ODL structure are so delicate that without proper management, the operations may ground to a halt and in turn affect the entire system. The learner support sub-system in ODL requires a leader who understands its inter-connectedness with the other sub-systems such as finance sub-system. There is no doubt that well-developed students support service is a cornerstone

for effective learning delivery at both self-study and face-to-face stages. COL (1994) suggested that dual-mode institutions support services may still vary in range and type as far as the students' needs, technical, human and fiscal resources are concerned, catering for students' academic success and welfare. This requires clear framework that will include procedures on assessment and examination.The study revealed that most projects that Principals had embarked upon using ODL resources, in the wake of insufficient Government funding had little or nothing at all to boost learner support activities for ODL students (see Principal interview # 3).

### 5.9.3  Summary

In the light of the discussions above, it is becoming extremely difficult to ignore the fact that dual-mode Colleges of education in Zambia currently are operating without a national ODL policy. This may have led to uncoordinated operations, which raises quality concerns for both government and the general public. Further, the interview has revealed that Principals of dual-mode colleges seem to be limited in terms of how to lead their institutions in the absence of a guiding national ODL policy.

This study found that having a clear and accessible vision was among the vital factors in managing the systemic change process. This could be due to the fact that clear and strong vision is one of the main elements for encouraging the organisational members to participate in the change process. Thus, having an apparent picture from desired goals and results of the change plays an important role for guiding the success of change management. Effective management, including administration, needs not only competent staff, but also well-designed, efficient administrative systems and routines, planning and monitoring systems, budgetary and accounting systems.

## 5.10. DOCUMENTS

### 5.10.1 Introduction

Document Analysis was also part of this study. According to Kombo and Tromp (2006) document analysis involves gathering data that already has been collected by someone else. According to Maree (2007), document analysis means focusing on all types of written communication that may shed light on the phenomenon that one is investigating. It also involves the collection and analysis of published material and information from internal sources. It also involves the collection and analysis of published material and information from internal sources. It may also be conducted by collecting information from a diverse source of documents or electronically stored information which sometimes is referred to as desk. The advantages of document analysis are that documents may fill in the gaps that may be left by other data collection strategies.

Among the documents analysed were the national policy document on education dubbed 'educating our future' as well as the Zambian National policy on Open and Distance Learning (draft) (MOE interview # 1).

#### (a) National policy document on education

The study revealed that Education policy in Zambia has its roots in the colonial and missionary traditions –classically categorised at the 'narrow pyramid' structure – few at primary level, fewer at secondary and very few elite at the tertiary level. Colonial influences were replaced by those from international agencies – Principally UNESCO and the World Bank, the former advocating a broad Universal Primary Education (UPE) policy (Addis Ababa Conference 1960) and the latter advocating a variety of policies (tertiary in the sixties, vocationalised secondary education in the seventies and coming late to a realisation of the importance of basic education in the 1990s). Bilaterals tended to follow suit: most bilateral funding until the mid-nineties went to post- primary education (MOE: 1996).

152

Zambia began the process of taking charge of its policy in the 1970s with the publication of the Education Reforms (1977). 1992 saw the publication of a key document 'Focus on Learning' which, possibly for the first time, put learning (and teaching) at the centre of the policy debate. This was followed by the 1996 document, 'Educating Our Future'. It had two main results:

a)  *a reawakening to the realisation of the importance of the sector in national development, and to the need to place education more prominently on the national development agenda, and*

b)  *a realisation by the donor community that it would have to act in a more unified and focused manner if it was to make any significant contribution to education development in Zambia.*

Further, the study found that policies in Zambia have been influenced by international commitments and on how national governments respond to them. The major international commitment is the right to education as enshrined in the Convention of the Rights of the Child (1989). International development policy is articulated in the Millennium Development Goals (two of which deal directly with education) and the six EFA objectives.

According to the Ministry of Education in Zambia; national policy on education dubbed 'Educating Our Future, 1996;

1. *The Ministry recognises the central importance of continuing and distance education for personal development, for updating knowledge and skills, and for overcoming disadvantage suffered during initial education.*

2. *The Ministry will promote open learning, lifelong education, and a wide variety of mechanisms for continuing and distance education.*

**(b) Strategies**

*2. The Ministry will integrate the provision of continuing and distance education into its mainstream planning processes.*

*3. The Ministry will increase access to quality continuing education programmes as another avenue of educational provision for out-of-school children, youths and adults.*

*4. Recognizing its inability to respond to all the needs, the Ministry will encourage partnerships with other stake-holders, communities, non-governmental organisations, and the private sector in the provision of continuing and distance education.*

*5. The Ministry will promote continuing education programmes which combine the formal acquisition of knowledge with the development of skills and competencies relevant to employment, economic growth and development.*

*6. The Ministry will promote the use of distance education for the initial and ongoing training of teachers.*

The researcher found that despite having an elaborate national policy in place (Educating our Future, 1996), dual-mode institutions face serious problems of under-funding, a lack of skilled personnel and transport, and inadequate materials for learning and teaching. They also suffer from uncoordinated planning despite the ministry of education having established a Directorate of Distance Education (DODE) (see Focus interview # 4, 5 & 6 and MOE interview # 1). Although there is potential for enormous growth in the number of students reached by the programmes, the capacity to sustain immediate and rapid growth does not exist.

The study further revealed that Library facilities in Zambia are scarce, at both institutional and public levels. In colleges of education libraries are stocked with inappropriate books and are not well organized.

The almost total absence of libraries in schools, and their marginalisation in colleges, means that education tends to become equated with the contents of the textbook or with what the teacher expounds. Pupils and students have little more to which they can have recourse. Cut off as they are from the wisdom of the world, their education is narrow and restricted. They are unable to develop a taste for reading or to improve themselves through reading (MOE 1996).

### (b) National ODL policy (Draft)

The study revealed that, Zambia's framework in terms of a national ODL policy which is meant to regulate the practice of ODL is still in draft form. This lack of progress in operationalizing the ODL policy may be responsible for perpetuating what other scholars, including Nyoni, (2012) term as 1st and 2nd generation of ODL practice and delaying the migration to 5th generation ODL practice which is characterised by appropriate resources, learner support, admission criteria, assessment and flexible learning (see also middle Manager interview # 5& 6).

Like many other policies, its formulation too has been influenced by regional communities, particularly in the SADC region where Zambia belongs.

The draft policy provides a framework for guiding, supporting and regulating the provision of ODL delivery in all institutions of learning in Zambia, focusing on the following areas:

i. *Provision of administrative and management procedures in ODL*
ii. *Regulation of provision and practice of the operations of ODL programmes by setting quality standards and criteria, monitoring and evaluation.*
iii. *Promotion of development of sustainable ODL programmes administered in accordance with principles and practices of ODL*
iv. *Provision of increased access or availing open learning opportunities to differently abled and out of school populations*

*v.*      *Provision of quality education through ODL*

*vi.*      *Mainstreaming gender equity through the use of ODL programmes*

*vii.*      *Confirmation of the Government's approval of ODL as an equally suitable mode of education delivery*

*viii.*      *Provision of education for people with special learning needs, those in isolated and distant places, and other vulnerable groups*

*ix.*      *Provision of guidelines for planning, development and delivery of guidance of ODL programmes (MOE, 2012:16).*

Gokool-Ramdoo (2009), opine that Quality control in this regard starts from the political will of the government, not only in providing adequate funding for the ODL institutions in order to effectively carry out their mandate, but also to conceptualize a national policy as a roadmap that establishes the vision of a government and its people. The ODL policy will state the criteria to be met in operating an ODL outfit, either as a single or bi-modal institution. Through this, quality can be measured from a regular monitoring and evaluation process.

### (c) News letters

News letters are part of the documents that the researcher analysed to establish how it links to the Principals' leadership style. A newsletter is an information packed document from the college management to the student. Upon scrutiny, it was found that Principals and middle Managers used this form of communication to inform students about fees and opening dates. It is a supplementary form of communication, especially to ODL students and minimizes speculation among students regarding authentic information (see Principal interview # 2).

### 5.10.2 Visual methodology

The researcher took photographs of various structures in the research sites which helped him during interpretation of data to portray leadership styles. However, the photographs were not reflected in the final report for anonymity reasons so that the sites remain confidential as per request of some respondents. The study found out that

infrastructure development was not uniform in all the colleges. While some colleges had adequate and modern infrastructure, some had inadequate and dilapidated infrastructure. The researcher linked this to leadership style of the Principals and concluded that the ability to mobilse construction of relevant infrastructure had more to do with the leadership style of the Principal.

### 5.10.3 In-depth interviews

This researcher used this method to analyse and gather more data regarding the key research questions, directed at senior officials at Ministry of Education. The responses aided the researcher to supplement and compliment responses from Principals and middle Managers in the colleges of education to come up with the findings of the study. The study found out that Ministry of education contributes to the Principal's leadership style through the appointment process and subsequent monitoring mechanisms. Like other civil servants, Principals and middle Managers are appointed by relevant commissions but little or no monitoring mechanisms and tailor-made programmes are availed to help revitalise their leadership skills.


### 5.10.4  Summary


An analysis of the National policy on education (1996) policy document and the National (ODL) policy (Draft) revealed that there was need to revise the former in order for it to embrace the new trends that have since come on board, including the draft national ODL policy  as observed by MOE during an interview(MOE interview # 1).


The analysis further revealed that the draft ODL policy document had very important clauses which have among others, a provision of administrative and management procedures for dual-mode colleges of education. This may assist Principals and middle Managers to develop relevant leadership practices and styles (see 5.5.25, part c. i).

The study further noted that Principals would be in a position to develop appropriate administrative structures in line with what is in the draft national ODL policy, unlike the current administrative structure (see figure 1.4.3).

The existence of a policy framework underscores a government's commitment to ODL and allows for the mobilization and allocation of resources needed to support and accelerate the provision of ODL programmes. Solid policy frameworks are needed for guiding, supporting and regulating the development and delivery of ODL in both public and private institutions. Through this measure a leader will be guided and is likely to apply leadership styles that will be in tandem with the policy.

In the next section, the researcher discusses the themes that emerged from the findings.

## 5.11 DISCUSSION OF THEMES THAT EMERGED FROM FINDINGS

### 5.11.1 Introduction

This study primarily sought to establish the leadership styles employed at Zambia's colleges of education in the context of the research questions and objectives (see sections 1.9 & 1.10).

I discuss the themes that emerged from the findings of the study as presented and discussed earlier in this chapter.

Thematic analysis is the most common form of analysis in qualitative research. It emphasises pinpointing, examining, and recording patterns (or "themes") within data. Themes are patterns across data sets that are important to the description of a phenomenon and are associated to a specific research question. The themes become the categories for analysis. Thematic analysis is performed through the process of coding in six phases to create established, meaningful patterns. These phases are: familiarization with data, generating initial codes, searching for themes among codes, reviewing themes, defining and naming themes, and producing the final report.

In order that meaningful conclusions may be reached, the themes that emerged from the study are examined in the light of the theoretical and methodological lenses discussed in chapters 1, 2 and 4 in relation to the objectives of the study as a means of answering the research questions.

The themes that emerged from the study were: authoritative/dictatorial leadership style, democratic leadership style, laissez-faire leadership style, mixed leadership styles, systemic change, culture, policy and regulatory framework, transactional, transformational and situational leadership theories. The discussion about these themes is substantiated by the quotes from interviews, and collaborated and interwoven with existing literature and theoretical frameworks discussed earlier.

Hersey, Blanchard and Johnson's (2001:265) studies indicate that "all leaders have a 'primary' leadership style while most of them have a secondary leadership style. They define a leader's primary style as the behaviour pattern the leader uses most times while he/she endeavours to affect the activities of others whereas his/her secondary style is the style he/she uses once in a while".

Hersey, Blanchard and Johnson (1996:299) explain further that "some leaders appear to be restricted to one main style and as a result, they are effective in a situation in which their style is in consonance with the situation. Whereas, other leaders have the ability to adjust their behaviour to suit many of the basic styles, yet some leaders are able to use two or three styles". The issue is that leaders that are adaptable are likely to be more successful in different circumstances.

The study has revealed that most Principals and middle Managers used one of the 'basic' leadership styles during the execution of their duties, and at times used more than one leadership style, as can be seen from the excerpts below by some Principals and middle Managers (Principal interview #1).

*We need to be democratic especially when dealing with distance students while for full time students it is possible to use even dictatorship because they are young and inexperienced* (Middle Manager # 4).

Given such a position by those charged with the responsibility of leading colleges of education, one would conclude that It is probably correct to re-affirm the view propagated by Hersey, Blanchard and Johnson's (2001) that all leaders have a 'primary' leadership style while most of them have a secondary leadership style. If leaders, particularly those in dual-mode colleges of education do not have a variety of leadership styles, then it may be difficult to manage the different categories of students and even staff. Bearing in mind that the various categories have different challenges, even the manner of handling them ought to be different. This seems to be in agreement with the

researcher's argument that Principals and middle Managers in colleges of education need to be considerate of the state of the learners and staff in applying leadership styles so as to cater for all categories.

## 5.11.2 Authoritative/Dictatorial leadership style

The study observed that some Principals and middle Managers used authoritative/dictatorial leadership style in the dual-mode colleges of education (see figure 5.5.2). According to Mullins (2007), such a leader maintains the focus of power and runs an organisation with a tight leash. He or she is a Manager whose word is law. In the context of the dual-mode college of education setting, a college Principal makes decisions about how the institution is run without consulting with lecturers or students on policies that directly affect them. The Principal makes decisions from the highest level and passes those decisions down through established protocols to be implemented by various departmental heads according to existing organisational procedures. The study has further observed that at times, even though the Manager is authoritative, he/she allows a bit of participation by the staff. He/she makes the bulk of decisions, but subordinates are allowed to make decisions within a prescribed framework. Rewards or punishment are used to motivate the workers. On the other hand, this leadership style portrays the Manager as a dictatorial leader. He/she demands compliance with orders without explaining the reason behind them. He/she uses threats and punishment to instil fear in the employees, sets goals for the school and his/her decisions are accepted without questioning. The Manager does not have confidence in his subordinates. As a result, they are monitored at all times, and he/she focuses on followers' mistakes rather than what they did well. Employee-management interaction is limited and it is characterized with fear and mistrust (Hersey & Blanchard1993:105)

Most members of the focus discussions expressed dissatisfaction in the manner distance students were treated. It was felt that they deserved some respect on account of being fellow adults and workers. This aspect came out very strongly even during focus group interviews (focus interview #1).

161

One of the Principals and some middle Managers remarks during interviews exhibited some authoritative stance when explaining the measures management instituted as a way of compelling staff to attend to their duties (Principal interview #2).

Some members of the Focus group discussions and middle Managers alluded to the fact that some of the measures introduced by Principals instilled fear in the staff and students. One particular measure is the one cited above, as well as the one of allowing students to carry registers and make staff sign after teaching was cited as being dictatorial because it was never tabled for discussion (Principal interview #3).

At the same time, responses from Principals depicted in the chart labelled figure 5.2 show that authoritative/dictatorial leadership style was second highest. Whatever this may mean, it was clear from the interviews conducted that some Principals take pleasure in using this kind of leadership style indiscriminately. The non-verbal cues, were clear enough for this researcher to conclude that this type of leadership was still cherished by some leaders on the premise that some learners and staff responded very well when it was applied on them. This kind of evidence serves to suggest that authoritative/dictatorial leadership style must be applied in a manner that provides learners and staff with dispositions that are significantly important to social change and transformation of society.

The study therefore infers that this behaviour (authoritative/dictatorial leadership style) may lead to lecturers feeling unappreciated; they are not involved in running the college or making decisions relative to operation of the college and are therefore not sufficiently motivated to perform their duties adequately.

Therefore the findings on this particular theme (authoritative/dictatorial style of leadership) should make an important contribution to the operations of all categories of leaders, particularly Principals of Colleges of education in Zambia.

## 5.11.3 Democratic leadership style

The first impression that this study makes about this particular theme is that democratic /consultative leadership style is wide spread in dual-mode colleges of education in Zambia. The study noted from the responses shown in the chart labeled 5.5.2 that democratic leadership style was the highest among other leadership styles. From the results shown it would appear that most of the Principals applied democratic leadership style in their interaction with the staff and students. This position appears to be related and consistent with what most Principals said during interviews.

From the above views, the study reveals that by and large, most Principals apply democratic leadership styles in their day to day discharge of their duties. As aptly put by Mullins, (2007:371) a democratic leadership style is one in which the focus of power is more with the group as a whole, and there is greater interaction within the group; group members have a greater say in decision making.

The Manager has substantial but not complete confidence and trust in the employees. Although general decisions are made by the Manager, he/she seeks the opinions of the employees, but he makes the final decision. Almost all the Principals and middle Managers interviewed responded almost in the same way. Their responses indicate that setting of goals and taking key decisions was a combined exercise of the entire workforce in the college. Goals were set by departments and administrators and given to management planning committees of different composition from college to college.

The speculation that can be made here is that there was a high possibility that most of the members of staff have a positive attitude toward the organisation, the Principal and their work. This is in agreement with Owens (1981:207) who postulates that, when the employees feel that enough consultation has not taken place, they publicly accept orders from the Manager, but sometimes covertly resist the order by insubordination, especially when the Manager decides on majority rules principle.

In view of the above, the deduction can be made that, in the main, democratic and authoritative styles of leadership are exercised by most Principals and middle Managers while dealing with issues that concern the college.

**5.11.4 Laissez-faire leadership style.**

The study also noted from the interviews with some Principals and middle Managers in these institutions that the laissez-faire leadership style was sparingly applied as observed in the chart in figure 5.2.

From the above position, it can be argued that the leadership style coded as laissez-faire 'L', the leader abdicates, avoids taking a stand, and allows members freedom. The laissez-faire leader is indecisive, avoids taking a stand, and avoids problem solving (Brown-Howard, 2007). A Principal who applies the laissez-faire style of leadership is less concerned with measuring the work quality of lecturers to determine whether they meet the required quality standards. The assumption is that lecturers are performing according to expectations and are able to meet targets. Just as the Principal who advocates the laissez-faire style of leadership is not involved in the lecturers' performance, he or she is not engaged in providing much-needed guidance to students. Such a situation according Senior and Swailes (2010) puts great pressure on college staff and students to take up leadership roles which do not primarily belong to them. This type of leadership behaviour signals respect for organisational tradition where superiors are considered to be distant from subordinates perpetuating even more respect because of reputation and status.

The study has established that this type of leadership style though utilized by middle Managers, it is among the least applied compared to democratic and authoritative leadership styles respectively.

Similarly, Principals also showed that laissez-faire was the least utilized among the predominant styles compared to authoritative leadership style and democratic leadership style respectively.

## 5.11.5  Mixed: (combining) leadership styles

The study revealed that apart from using the predominant styles singularly, Principals and other middle Managers combined the leadership styles as shown in chart 5.2. This may be an indication that it is possible to combine more than one leadership style as leaders execute their duties on daily basis. The term 'mixed' is basically referring to more than one leadership style; the primary leadership style and the secondary leadership style.

According to Oyetunji (2006), the secondary/supporting leadership style(s) is/are the styles Principals use in addition to the primary or main style. The secondary leadership style of Principals also contributes to the kind of atmosphere that prevails in the college. Lecturers are definitely different from one another therefore; there will be differences in their level of performance and rate of development. As a result, the use of a supporting style becomes necessary and relevant especially where the Principal uses the dominant style(s) for the majority of staff.

This is closer to what Tannenbaum and Schmidt 1973 (in Mullins, 2007:372) term as "continuum of leadership behaviour available to a Manager and along which various styles of leadership may be placed". These include selling, telling, coaching and delegating. The continuum presents a range of action related to the degree of authority used by the Manager and to the area of freedom available to non-Managers in arriving at decisions.

In the context of dual-mode colleges of education, Principals use various styles of leadership corresponding to the staff's readiness level.

**5.11.6 Transactional leadership theory**

Transactional leaders are concerned with the everyday transactions involved in the running of an organisation. This leadership style frequently involves 'a quid proquo between the leader and the follower' (Sergiovanni & Starratt, 1993). That is, the role of the leader is seen primarily as 'motivating followers to bring about intended out-comes, and to reward them appropriately.

Transactional leaders use an exchange model, with rewards being given for good work or positive outcomes. Conversely, people with this leadership style also can punish poor work or negative outcomes, until the problem is corrected. One way that transactional leadership focuses on lower level needs is by stressing specific task performance (Hargis et al, 2001)

As in the earlier analysis on Principals of colleges, the middle Managers seem to be responding to their supervisors (Principals) leadership theories. There seems to be a close link between the two categories judging by the inclination on transactional leadership theory as well. All the Principals seem to have been in agreement regarding the reasons given.

This study, as displayed in (figure 5.3), shows that middle Managers employ transactional leadership styles in order to get things accomplished in their organisation. Literature shows that this sort of leadership style does not allow the organisation to implement long-term/systemic change. Also, when re-exploring organisational change and force field theory of Lewin (1947) and Schein (1996), transactional leadership does provide increases in driving forces to change.

**5.11.7 Transformational leadership theory**

The colour slice representations depicting transformational leadership  for Principals and middle Managers (see figure 5.1 and 5.2), seem to suggest that in the sampled

Colleges of education the extent to which leaders apply qualities of vision, inspiration, trust, care, passion, and commitment is very minimal. Transformational leadership is perceived as a link between the old and new views of leadership (Rost, 1991).

A transformational leader is a person who stimulates and inspires (transform) followers to achieve extraordinary outcomes (Robbins and Coulter, 2007). He/she pay attention to the concern and developmental needs of individual followers; they change followers' awareness of issues by helping them to look at old problems in a new way ; and they are able to arouse, excite and inspire followers to put out extra effort to achieve group goals.

## 5.11.8 Situational leadership theory

According to Hersey and Blanchard (1996), the central features of situational leadership theory (SLT) include the interaction between task behaviour and relationship behaviour, the readiness or maturity of followers to perform certain tasks, and how different leadership styles relate to the followers' confidence or abilities to perform a task. This study, as displayed in figure 5.6.3, shows that middle Managers employ situational leadership theory sparingly in relation to transactional and transformational leadership theories in their colleges.

## 5.11.9 Systemic change management:

Dual-mode Colleges of education in Zambia are in transition from single-mode. As such, there is need to systematically introduce systemic change management. Arising from the interviews with Principals and other Managers and officers in the colleges of education and ministry of general education, in relation to one of the objectives of this study, *'How single mode leadership experiences influence their practice'* the researcher found out that there were inconsistencies in the manner most dual-mode colleges of education were being managed in Zambia. Additionally, it became apparent that most of

the Principals seem to have ignored the fact that their colleges have since grown, undergoing transformation and called for a well-coordinated leadership. Undoubtedly, a leader in dual-mode must be able to build understanding of DE both on his or her internal team, with constituents in their organisation and with others outside of it. These leaders will need to be able to lead change and lead in a change environment as well as be very comfortable removing restraining fields and cultivating driving forces in their organisations. During the negotiations for change, the change agent should democratically and in a friendly manner solicit for change.

## 5.11.10 Culture

Institutions of learning in general and colleges of education in particular all have long standing traditions and culture. In Zambia, this is evident through ownership arrangements and whether or not the college is fully government owned, grant-aided or privately owned. Leaders and employees of such colleges are guided by the prevailing culture in their college(s). Through interviews with Principals, middle Managers and some focus groups, the researcher found out the influence of culture on leadership styles of Principals and middle Managers in dual-mode colleges of education in Zambia. The same can be said of leaders and employees emerging from single mode environment to dual-mode. In this study, I argue that culture is an important factor in how Principals and other middle Managers interact and how they carry over practices from the single mode environment. I further argue that it is important for Principals to find a fine balance as their colleges transform into dual-mode in order to create a healthy environment for team work where everyone has a voice.

Leaders and Managers need to change or recreate an organisational culture that can serve their goals. The difficulty in creating a culture is made even more complex when attempting to bring about a significant cultural change (Gibson et al., 2000:34-5). Moreover, it is much more difficult to change culture in mature organisations. One of the reasons for this is that many of the underlying beliefs and assumptions shared by people in an organisation are implicit, unconscious and yet constantly reinforced.

168

Cultural assumptions are also difficult to change when they justify the past and are a matter of professional and personal pride. Drastic changes are unlikely unless there is a major crisis threatening the survival of the organisation (Yukl, 2002:283).

The study noted that in all the sampled Colleges of education, Principals and Middle Managers seem to have perpetuated single mode leadership culture by holding on to theories and styles that they were using before the college transformed into dual-mode (see table 5.3,code A) which depicts characteristics prevalent in single-mode institutions of higher learning. According to a member of the focus group's comments below, it seems there is resistance to adjust:

…*the kind of management we are experiencing is not different from what we had many years ago before distance education was introduced in this college…same style, same people in offices, same rules and regulations and basically no new regulations*… (Focus interview # 1).

The excerpt seems to confirm the assertion by Yukl, (2002), that drastic changes are unlikely unless there is a major crisis threatening the survival of the organisation. As long as the same leadership remains in control, and staff also stay long in one place, changes may take long to be effected in organisations.

Another indication of colleges taking long to adapt to new situations is what Principals seem to have carried over from face-to-face culture of having assembly and address students even distance students disregarding the differences that are unique to each group of students, as highlighted by some Principals (Principal interview # 3).

It is probably correct to re-affirm one of the sub-questions in this study that single mode leadership experiences influenced the Principals' practice in the dual-mode environment. This scenario calls for change of mind set and culture, particularly for the Principal and middle Managers to realize that the work environment has changed. The ODL students are mature, they are qualified teachers, parents/guardians and leaders in their own right, hence, it would appear that sticking to the 'old' culture  which may have

worked well in single mode environment may not be fair to the other category of students. The preferred culture for the current dual-mode environment would probably be guided by transformational and situational theories whose characteristics are depicted in (see table 5.3, code B&C). In a similar way, the 'old' culture might have influenced Principals to stick to leadership styles that are in conformity with single-mode environments (see table 5.3, code A). The fact that the institutions in question have transformed into dual-mode from single mode, even the culture should be in tandem with the new arrangement and move in the same direction. Therefore, both theories and styles of leadership for these colleges of education need to embrace new ways of looking at things. Principals and middle Managers must strive to put into practice characteristics of a dual-mode environment as depicted in (table 5.3, code B&C) as well as (table 5.4, code D).

Tannenbaum and Schmidt 1973 (in Oyetunji, 2006:40) opine that "for the leader to choose the most appropriate style, he/she needs to consider certain forces in the Manager, the subordinates and the situation. One of the forces is leader's value system, his belief in involving subordinates in decisions that affect them and how important he considers the organisational effectiveness and subordinate personal development".
Other factors include the type of organisation, the nature of the problem and the pressure of time; what the organisation values coupled with the organisation traditions concerning shared decision-making, influence how much authority can be given to subordinates.

Dual-mode colleges of education in Zambia seemingly require Principals and Middle Managers with suitable leadership styles to change or recreate an organisational culture that can serve the goals of all key stakeholders better. It can however be recognised that just as no post-secondary institution is mesmerized by one-way culture, so it is also true that dual-mode providers hold myriad and sophisticated organisational cultures.

**5.11.11 Policy and regulatory frameworks**

Nyoni,(2012) states that a policy outlines what an organisation hopes to achieve and the methods and principles it will use to achieve them. It states the goals of the organisation. It must be noted however, that designing a policy is one thing and operationalizing it is another.

Considering the importance of policy formulation particularly with regard to ODL, Kinyanjui (1998) argues that distance education policies should promote, encourage and support the orderly development of DE as well as associated technologies, infrastructure and capacity building. He concludes that such well-articulated policies should help to enhance the effectiveness and management of DE at minimal economic and social costs.

This study revealed that the national policy on Open and Distance Learning in Zambia is still in draft form (MOE interview # 1).

Its operationalisation may ease the operations of Principals in dual-mode colleges of education especially on the aspect of provision of administrative and management procedures in ODL which is critical to this study. The leadership styles of Principals in dual-mode colleges of education may greatly be enhanced and impact positively on the quality of student teachers graduating from such colleges. Braimoh (2003), opines that for any higher educational institutions to remain relevant and acclaimed, especially in this globalised world where the floodgates of competition from within the region and at the international levels have been opened, coupled with stiff challenges to the sole right and control over "commodificatoin" of education, there must be outstanding quality in terms of academic programmes on offer and particularly the quality of staff in terms of their ODL knowledge and experience.

Lack of a national ODL policy in dual-mode colleges of education, means that, Principals could be operating under a very fluid environment to the detriment of effective learner support services in these institutions (Middle Manager interview # 4).

### 5.12. CHAPTER SUMMARY AND CONCLUSIONS

In this chapter, the results, discussions and summaries have been given based on the leadership theories and leadership styles of Principals of dual-mode colleges of education in Zambia. The chapter has established that in most cases leaders have predominant leadership styles which are anchored on specific leadership theories. Additionally, this chapter has dealt with the themes that emerged from the findings of this collective case study. The themes that the researcher has discussed relate to the smooth running of dual-mode colleges of education in Zambia. These include; culture, policy and regulatory frameworks, systemic change, situational leadership, transformational leadership, transactional leadership, authoritative, democratic and laissez-faire leadership styles. The discussion of these themes has been substantiated by quotes garnered from the interviews, focus group, visual methodology and literature. The themes from the findings have also been related to the existing literature and theoretical framework. The researcher believes that the discussion about the themes that emerged from this study could assist in addressing the many challenges that face dual-mode colleges of education in Zambia by adopting appropriate leadership styles. Some of the challenges discussed include the following: learning materials and resources, communication between staff and learners, interaction between learners, the delivery system, the ODL sub-systems, effective management and administration. Similarly, some of the prominent problems/ challenges are: insufficient government funding, ineffectiveness of Managers of distance education in various institutions, inadequate availability of facilities to match the explosion in enrolment rate, energy related problems and policy implementation, and inadequate ICT penetration.

The practice of distance education in Zambia has been bedevilled with myriad of problems. Some of the reasons for non-performance are the lack of an ODL national policy as well as support mechanisms to assist Principals and other staff cope with systemic transformation. Hence the need for urgent operationalisation of the national open and distance learning policy which has been in draft form for a long time now.

## 5.13.  CONCLUSION

Returning to the original two main questions that related to what leadership styles are predominant in dual-mode Colleges of education in Zambia as well as how such leadership styles were applied to enhance leadership effectiveness and thereby improve practice in dual-mode Colleges of education in Zambia.

Data from the participants was collected using structured interviews, structured focus groups, document analysis and in-depth interviews.

## 5.14.  PROJECTION FOR THE NEXT CHAPTER

The next chapter discusses summary, limitations of the study, implications, conclusions and recommendations.

## CHAPTER SIX SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 6.1    INTRODUCTION

The highlights in this chapter include the summary of the present study, conclusions, and recommendations for future research and practice.

### 6.2    SUMMARY OF PRESENT STUDY

This descriptive qualitative study delved into the leadership styles of College Principals and middle Managers in dual-mode colleges of education in Zambia.The researcher was prompted to embark on this study after noticing that the same administrators, who lead face-to-face programmes, also manage distance education programmes. It is worth noting that the face- to -face and distance education students are not exactly the same in terms of learning needs, age range, responsibilities, motivation and study environment. The investigation was limited to three institutions only which are dual-mode and required an in-depth qualitative approach that covered many aspects of the leadership styles of Principals at Zambia's colleges of education. The researcher conducted semi-structured individual and focus group interviews and analysed available documents to obtain data that were related to the subject alluded to above in the institutions under investigation.

As Rumble and Latchem (2004:117) noted; dual-mode institutions in theory offer courses of exactly the same standards on - and off campus, but in practice have to overcome many difficulties to do this.

One of the strategies of improving the management of open and distance learning in Zambia that emerged from the findings was the provision of continuing professional development (CPD) and other tailor made programmes to Principals and other Managers to enhance their leadership styles. Such provision, for practitioners, theoreticians and the wide range of professionals in the field was considered to be very important (Principal interviews # 2). While Zambian open and distance learning (ODL) had witnessed a level of growth over the years, especially as a result of the work of the

University of Zambia in distance education (see section 3.7) its early practices in human resource development revealed a general lack of a systematic education and training strategy for its practitioners. This might have been due to the non-realisation that ODL was as good a mode of education delivery as the conventional face-to-face system of education delivery. Training can be seen as a formal, often short-term initiative, where an dual-mode institution attempts to increase an individual's skills and knowledge in order for him or her to perform a particular set of tasks with increased ability.

The nature of the emerging distance education landscape in Zambia requires Principals and other education Managers to possess knowledge of the multiple characteristics as well as the requirements of an effective leader (Portugal, 2006). An important implication of this shift is the need for a recommitment to creating an ideal teaching and learning environment for students by employing new pedagogies and technologies, where appropriate.

Taylor, Lopez and Quadrelli (1996) stress the need for strong leadership when introducing innovations. Such leadership not only creates a context in which change is seen to be important, but also works towards creating an environment conducive to change.

In addition, a regulatory instrument and mechanism to assess and monitor all ODL providers in the country has to be set up to address the problems created by fly-by-night institutions, diploma mills institutions and other bogus providers. At the same time create a mechanism to deal with credit accumulation, transfer and recognition of prior learning (SADC, 2012).

There were three College Principals, five middle Managers, two senior officials from Ministry of Education and six other officials within the sampled colleges in the study.

## 6.3    CHALLENGES OF DUAL-MODE INSTITUTIONS OF LEARNING

One of the key factors that impeded the development of a fully integrated dual-mode system of delivery in some traditional face-to-face institutions has been resistance from the academic staff. This may be born of concerns about additional workload; perceptions of the status of external students vis-a-vis their full time counterparts ; or the fact that the design and development of distance teaching materials carries little weight in terms of career path aspirations (Freeman 2004: 50). On the contrary, this study has revealed that in Zambian dual-mode colleges of education, despite additional workload staff have shown a lot of enthusiasm and willingness to be included on the ODL programme mainly due to seemingly good remuneration packages given.

## 6.4. SALIENT ASPECTS OF DUAL-MODE EDUCATION

The salient aspects of dual-mode education mentioned below were noted:

• Some organisational culture and policy vacuum hinders full mainstreaming and development of dual-mode colleges of education in Zambia. It is tacitly assumed that members of the same cultural group can be lumped together, regardless of age or generational differences. This scenario is unhealthy and must be corrected by all enlightened stakeholders through sensitization forums. The realization by some Principals, middle Managers and focus groups that the two categories of students were not the same is a positive sign.

• Many educational policy-makers, planners, and Managers reported to be sceptical about the legitimacy and quality of open and distance learning provisions on grounds that it does not and cannot offer the same quality as conventional, on-campus education. The position of MOE is clear regarding the place of ODL in the Zambian education system, including the measures it is putting across to counteract such feelings by some sections of the society.

- A recognition by middle Managers and MOE that multiple roles will bring about increased workload which can lead to stress, tension and consequently inefficiency and ineffectiveness that will manifest in poor quality of academic performance as a result of shoddy service.

- Despite some policy provisions in various government documents, Zambia lacks a national policy on open and distance learning to guide the development and implementation of programmes at national and institutional levels. There is need for government to express its commitment to support dual-mode colleges of education through the operationalisation of the draft national ODL policy.

MOE, Principals and middle Managers are aware of the challenges affecting dual-mode colleges of education in Zambia, particularly those to do with leadership styles. Since they are aware as key stakeholders, they will be able to suggest possible ways of bringing about quality in colleges of education. Additionally, Principals and Managers are expected to adopt relevant leadership styles as revealed by this study.

## 6.5  SUMMARY

This summary serves as a synthesis, presenting the key essentials of this thesis as a coherent and logical whole before embarking on answering the research questions and making recommendations. The present organisational structure is dense and bureaucratic to the extent that it slows important processes such as the students' records and information management. There is no doubt that well-developed students support service is a cornerstone for effective learning delivery for both ODL and face-to-face.

It has been noted that inadequate infrastructure and professional competence in open and distance learning is a significant barrier. This includes failure to apply appropriate leadership styles in dual-mode colleges of education by all categories of leaders. In addition, the need for infrastructural settings to afford modern technologies (high-

bandwidth) or print material (powerful tool when it is well designed) cannot be over-emphasised.

It is worth mentioning that by means of the aforementioned the aim and objectives as stated in chapter one have been achieved. This research provides some ways of improving the quality of education in dual-mode colleges of education in Zambia through effective leadership styles. This is because through this research, it has been established that Principals' leadership style is critical in dual-mode colleges. In this regard, through this research, stakeholders will be aware of the role leadership style play in improving the quality of education.

It follows from this that conventional organisational structures and processes designed for an earlier paradigm will no longer be appropriate in an increasingly complex, disaggregated and technology enabled environment. Moreover, in providing freedom for their students to choose the mode of study, institutions must accept the responsibility to ensure that the quality of the outcomes of the educational experience is consistent across modes. That can only be achieved if there is parity of esteem between both modes, and there is ample evidence from this study and from the literature that where there is disparity, it is ODL that is perceived to be second best.

## 6.6    CONCLUSION

The conclusion, in other words the answers to the two main research questions (see section 1.9) as well as the four sub-questions, has already been alluded to in the previous section.
The first question examined the leadership styles to establish the predominant style(s) of Principals. There are many distinct leadership styles that have evolved over the years, each embodying a different set of traits and skills. Yet for all of them, one fact holds true:  Leaders have predominant styles they use in a wide variety of situations.

*What leadership styles are predominant in dual-mode of facilitation of teaching and learning in Zambian Colleges of education?*

The study revealed that democratic, autocratic and laissez-faire leadership styles respectively are predominant in the sampled dual-mode colleges of education in Zambia. This came to light during interviews with Principals as well as middle Managers regarding the general subject of leadership styles in relation to dual-mode colleges of education. The charts on leadership styles for Principals (see figure 5.5.2) and middle Managers (see figure 5.6.4) clearly exemplify the three leadership styles as being predominant. A closer examination of the charts reveals that democratic leadership style is the most predominant, closely followed by autocratic leadership style and lastly, laissez-faire.

The second question was;

***How are the identified leadership styles applied to enhance leadership effectiveness and thereby improve practice?***

Since there are three predominant styles, the answer will be in three parts as well in order of popularity of the leadership style, as follows:

**(a) Democratic leadership style**

The majority of the Principals reported that there is a plan already in place to track members of staff who have lost direction and are complacent through the various management structures available in each college. Their responses indicate that they usually consult, establish the reason for failure and redirect such members of staff. Failures are handled in a committee and a way forward is provided. One of the Principals stated that heads of sections/departments have been given power to reprimand the erring officers within their departments. In view of the above, the deduction can be made that, in the main, consultative and participative styles of leadership are exercised by most Principals and other middle Managers while dealing with issues that concern the college. The other Principals reported that they consult and

179

encourage active participation of other members of staff. It was reported that changes are introduced systematically. The Principals would share the ideas with the management team first, and then take the idea to the rest of the members. Then, a forum is created for discussion involving the whole staff during staff meetings or briefings. This seems to improve practice and effectiveness in the Colleges of education in Zambia.

### (b) Autocratic leadership style

The Principals seem to believe also in enforcing change as long as it is for the benefit of the learners. In other words, the Principals sometimes impose change on others. For instance one Principal introduced a register for staff to sign in each time a lesson was taught. This was in a bid to compel staff not to miss lessons unnecessarily. Given the fact that the majority of the Principals believed in involving others before changes are introduced, it can be inferred that Principals carry everybody along in introducing and implementing changes at the college level. However, changes can also be introduced by Principals if the situation so demands.

Therefore, these leadership styles seem to be helping enhancing leadership effectiveness in the dual-mode colleges of education.

### (c) Laissez-faire

Some Principals seem to favour this leadership style, going by the comments made by some members of focus group who indicated that lecturers were left to do whatever they wished. Additionally, some Principals also revealed that there was no need to strictly supervise their staff because they knew why they came for work. This seems to suggest that laissez-fare has room in dual-mode colleges of education in Zambia, despite being the least in terms of percentage as shown in figure 5.2 & 5.4.

The sub-questions for this study were as follows:

**(a)   What leadership theory or theories do dual-mode Principals follow in leading and managing their institutions?**

The answer to this question is that; according to results in the chart on leadership theories of Principals, (see figure 5.1) the data shows that transactional leadership theory dominates the other theories by a high percentage, while transformational and situational theories are almost at par. This implies that, while all the theories seem to be followed by dual-mode Principals, there seems to be a high inclination towards transactional leadership theory. These results were cross checked with some data for Middle Managers' leadership theories (see figure 5.3), and the same pattern persisted.

**(b)   How do single mode leadership experiences influence their practice?**

Through interviews with both Principals and Middle Managers, it came to light that most Principals have had many years of experience in single mode environments than in dual-mode. They are still learning to unlearn what they have lived with for many years. In other words, it appears that single mode experiences have had some tremendous influence in their practice. This is also visible through the type of projects and initiatives Principals prioritise in the Colleges of education which clearly show their great attachment to single-mode environment. Additionally, practices such as holding assembly to address ODL students may be an indication of how single-mode experiences influence practice of Principals and other Managers. In view of the large numbers that characterize ODL, such practices may have to be revised or replaced.

**(c)   Which leadership style or styles do they deem appropriate in Zambian dual-mode Colleges?**

According to literature and data garnered in this study, they seem to be pointing to no single leadership style for the dual-mode environment. Instead, the study has established that there is no one single leadership style that may be recommended. This

is due to the fact that situations vary and also that, dual-mode colleges of education and other higher institutions of learning are complex environments. Therefore, the study has revealed that the best leadership style will depend on the situation. Hence, Principals need to be alert and apply a leadership style that corresponds to the situation for best results. (See figures 5.2 & 5.4).

**(d)     Why are some leadership styles given more preference than others?**

The study has established that there are many reasons that may lead to having a preference for particular leadership styles. The issue of preference has to do mainly with culture, ethos, and orientation of both the individual leader and the institution. Above all the study has shown that there are as many leadership styles as there are individuals. Therefore, leaders are at liberty to try out various styles and pick on those that suit them and the situation at hand.

Leadership styles, according to data in this study (see figure 5.2 & 5.4) cuts across mode of delivery. It is incumbent upon the leader to apply a leadership style that will yield the best results. Therefore the study indicates that there are no differences between single and dual-mode in terms of leadership styles. However, when dealing with categories of students (i.e. face-to-face/ODL), issues of age, culture and genealogical issues may require the Principal or middle Manager to use an appropriate style.

The conclusions of the study support the theories expressed throughout the literature suggesting that leadership styles and theories play an important role in the success of dual-mode Colleges of education. The data assisted in the identification of several leadership styles used in dual-mode Colleges of education in Zambia. Specifically, democratic, autocratic and laissez-faire leadership styles were identified as the most predominant in the sampled Colleges of education. The research advocates for a combination of leadership styles to produce the most advantageous results from dual-

mode colleges of education and the usage of such leadership styles according to the situation at hand.

As regards leadership theories, the study revealed that in both categories of leaders (Principals and Middle Managers), transactional leadership theory was top of the rest.

## *6.7    IMPLICATIONS*

The results of this study may imply that dual-mode college leadership (i,e. Principals and Middle Managers) should implore a combination of leadership styles in order to balance between ODL and conventional face-to-face. When leaders practice a combination of leadership styles, they may foster effective collaboration among the various categories of staff and students. Organisations that provide distance education have found themselves in a much more competitive and diverse environment than ever before. Leadership strategies must not only suit the organisation, but take into account the societal and cultural differences that contribute to this diversity. Due to the changing context of education, leaders need to be able to function effectively in both the traditional and distance settings. This research implies that the combination of several leadership styles may enhance leadership effectiveness and thereby improve practice in dual-mode Colleges of education.

The conclusions of the study support the theories expressed throughout the literature, suggesting that leadership styles play an important role in enhancing leadership effectiveness and thereby improve practice in dual-mode Colleges of education.

## *6.8    RECOMMENDATIONS*

The recommendations contained in this section are aimed at contributing to the effectiveness of college Principals' leadership styles in dual-mode Colleges of education in Zambia. They take into account the realities of the Zambian environment in which dual-mode Colleges of education are operating in.

This Chapter has highlighted the challenges of dual-mode Colleges of education in Zambia. It has shown that adequate funding is the key to efficient student support services. With a proper ODL policy in place, dual-mode colleges can run programmes that can generate enough funds to sustain the entire college. The financial health of dual-mode Colleges of education and efficient management of the ODL system thus may lead to a low level of financial dependence on Government support.

When these basic facts are known, the unexploited potentials of running dual-mode Colleges of education in Zambia shall be harnessed. The future of dual-mode institutions lies in recognising the uniqueness of this mode of delivery by operationalising separate sets of policies and strategies for ODL and on-campus based learning. Additionally, the role that Principals and other Managers play within dual-mode environments are quite huge. There is need therefore for all categories of leaders in dual-mode colleges of education to embrace leadership styles that will be in line with the type of environment they find themselves in. Principals of dual-mode Colleges of education in Zambia are tasked with increasingly complex responsibilities. Their decisions, as those of any leaders, are assessed with organisational outcomes, programme functions and future vision of the college. The effectiveness of their teams, satisfaction of their followers or constituents often determines the success of their programme as well as their impact as Principals. Most of the dual-mode Colleges of education in Zambia have the same governance and management structures as conventional institutions. Unfortunately, such structures and systems do not always provide for the flexibility and expeditious responses often required by contemporary ODL systems.

This study has further established that leaders, particularly Principals of dual-mode Colleges of education in Zambia must adjust their leadership style to the situation as well as to the people being led. The position of Principal requires one to embrace different leadership styles. There is need therefore to apply leadership styles in combination or alternate with other leadership styles. In this sense, this study contends that Principals and other Middle Managers' leadership styles are essential to the

provision of quality education to the learners in dual-mode Colleges of education in Zambia and as such these officers must receive specialist training in management and leadership. The Zambian National Policy on Education (MOE), Educating Our Future (1996:117) "emphasises the need to keep all leaders at all levels of the education system abreast of changes and innovations… to extend their capacities for educational management and supervision, and to sharpen the organisational and leadership skills". The process of motivating, influencing, and directing others in the college to work productively in pursuit of organisation goals calls for not only dedication but also appropriate leadership styles.

An important implication of this development is the need for a more dynamic cadre of leaders using appropriate leadership styles in order to create an ideal teaching and learning environment for students. As with other professionals, Principals have a responsibility, to themselves and to their profession, deepen their knowledge, extend their professional skills, and keep themselves up-to-date on major developments and changes affecting their profession.

Three factors that may influence which leadership style to use are summarized by Lewin 1951 (in Cole, 2004:208) as stated below:

This comprises the following steps:
*1. Unfreezing existing behaviour (i.e. gaining acceptance for change).*
*2. Changing behaviour (i.e. adopting new attitudes, modifying behaviour).*
   *This usually requires a change agent.*
*3. Refreezing new behaviour (reinforce new patterns of thinking/working).*

The unfreezing stage is aimed at getting people to see that change is not only necessary but desirable. The change stage is mainly a question of identifying what needs to be changed in peoples' attitudes, values and actions and then help them to acquire ownership of the changes. The role of change agent (i.e. the one responsible for helping groups and individuals to accept new ideas and practices) is crucial at this stage.

The freezing stage is aimed at consolidating and reinforcing the changed behaviour by various support mechanisms (encouragement, promotion, participative management style, more consultation etc), while the refreezing stage is meant to reinforce new patterns of thinking/working.

In the context of this study, the Principals and Middle Managers may be the change agents; charged with the responsibility of getting other staff and students to see that dual-mode environment is not only necessary but desirable by identifying what needs to be changed in peoples' attitudes, values and actions and supporting the change process within employees and finally reinforce new patterns of thinking in tandem with dual-mode environments.

Other additional factors that may influence the type of leadership styles include the Principal's personality, which is usually determined by the level of education, skills, experience, and previous work environment (Senior and Swailes, 2010). The personality types of the staff are another consideration in determining the type of leadership style a Principal might apply to manage them. Junior staff, for example, might require a firmer hand to keep them on task and within acceptable performance standards. More senior staff that has proven their skills might need less task-specific scrutiny. Finally, the college values, traditions, and policies also bear on how a Principal might run the institution to satisfy the expectations of stakeholders such as parents and the managing agency or College Board. Principals sometimes discover that deviating from traditional leadership styles of the college might result in a management crisis (Buckner, 2006). Perhaps, that is why Portugal (2006) speaks more of a balanced approach, stating that leading wisely involves a balance between personal philosophy, vision, pedagogical knowledge, and a willingness to transcend daily challenges and/or political struggles.

**The following are recommendations for Principals of Colleges of education in Zambia:**

- Principals of dual-mode colleges of education should consider establishing new organisational structures and roles that will adequately cater for their students.

- Principals of dual mode colleges of education should put in place tentative policies and strategies governing the day to day running and management of ODL programmes in their institutions based on the draft ODL policy, while awaiting the national ODL policy document to be finalised.

- If Principals of dual-mode Colleges of education are to successfully transform their institutions, they need to have a clear and systemic approach. Before initiating any change programme, they should have a clear idea of institutional capabilities. Principals must model the importance of ODL in the overall strategic planning process for their colleges with more than words.

- Activities in distance learning units of dual-mode colleges of education are quite unique from those of sister departments offering face-to-face. To enable for the much needed flexibility, ODL units should be granted freedom and resources to execute their unique activities.

- Due to increasing use of ICTs in ODL, delivery of ODL is rapidly evolving. Principals of Dual-mode Colleges of education should permit this dynamism to flourish so as to enable face-to-face to benefit from modern forms of ODL delivery.

**The following are recommendations for Ministry of Education (MOE) in Zambia:**

- MOE to ensure that dual-mode Colleges of education in Zambia are assisted financially so that they invest in infrastructure and study materials and human resources development.

- MOE to ensure that quality education is attained in all its institutions including colleges of education through formalised tailor made programmes for Principals and Middle Managers and conduct regular monitoring.

- The Director of ODL committee created to oversee DE in dual- mode colleges is locally appointed and in some cases elected thereby rendering him/her inferior to other Managers that are substantively appointed by teaching service commission. MOE to ensure that the position of Director /Coordinator ODL must be an official position in the College Establishment.

- MOE to operationalize the ODL national policy and consider revising the 1996 national policy document.

## *6.9    RECOMMENDATIONS FOR FUTURE RESEARCH*

There is a shortage of research on leadership styles in dual-mode colleges of education in Zambia, specifically on the leadership style of college Principals and other middle Managers. Presently, there is no information or facts on the clear-cut schemes that can be utilized to improve the Principals' leadership styles and thereby guarantee the much desired quality education. Thus, more research, both qualitative and quantitative is required in this relatively new field of dual-mode education in colleges of education in Zambia.

**After a careful analysis of the data, the following recommendations are offered for future research and practice.**

- Future researchers should consider applying a randomised sampling method so that the results might be more representative of colleges of education in Zambia. This study included a population sampling from three dual-mode colleges of education in Zambia with a final sample of three Principals of colleges of dual-mode and seven other Managers.

- If a qualitative method is applied in a future study on this topic, the researcher should conduct interviews with student representatives from both face- to-face and ODL to substantiate the responses by Principals and Middle Managers.

- Future researchers should consider expanding the unit of analysis to include Principals of privately owned dual-mode colleges of education and carry out a comparative study of private and government owned colleges.

- Future researchers should consider the role that school culture plays in shaping or improving Principals' leadership skills and styles.

## 6.10   LIMITATIONS OF THE STUDY

The study has three major limitations commonly seen in studies. First, the participants comprised a small sample size. The number of colleges throughout Zambia is too large to be represented by three colleges only. The other limitations were time and limited funding to carry out the research. Time is an important factor in research and can affect research findings positively or negatively. In order to carry out a comprehensive research on the issue, Funding, just like Time is equally important in research. The researcher was using personal resources to finance the research activities and was combining work and research.

## 6.11   CONCLUSION

The researcher believes that, now that the leadership styles employed in dual-mode colleges of education in Zambia are known, this study could assist in addressing the challenges of managing dual-mode colleges of education in Zambia by applying leadership styles that have been identified. Theories surrounding leadership are diverse, with no real consensus among researchers. Many elements influence leadership and only a select few were discussed. The researcher further believes that the problems which were revealed related to leadership styles at Zambia's colleges of education need to be addressed earnestly and urgently in order to improve the quality of education in the country.

# REFERENCES

Ackoff, R. 1999. Re-Creating the Corporation, New York: Oxford University Press.

Armstrong A. 2010. Armstrong's Handbook of Management and Leadership; A guide to managing for results, 2nd Edition, New Delhi: Kogan Page.

Babbie, E. and Mouton, J. 2004. *The practice of social research*, Oxford: Oxford University Press

Bates A.W. 1999. *Managing Technological Change*: Strategies for College and University Leaders, Jossey Bass, San Francisco

Bates, A.W. (Tony) 2000. *Distance education in Dual Mode higher education institutions:* challenges and Changes in Mal, Myter, Marked Kritiske perspektiv på livslang læring oghøgre utdanning.

Bates, A.W. 2005. "*Distance Education in a dual-mode higher education institution: a Canadian case-study*" in Hope, A. and Guiton, P. (eds) Strategies for Sustainable Open and Distance Learning London: Commonwealth of Learning and Routledge Falmer Press.

Bates, A.W. 2011. *2011 Outlook for Online Learning and Distance Education,* Contact North-Contact Nord, Ontario, Canada

Bass, B.M. and Avolio, BJ. 1994 *Improving organisational effectiveness through transformational leadership.* Thousand Oaks, CA: Sage Publications

Bass, B. M. 1998. *Transformational Leadership: Industrial, Military, and Educational Impact.* New Jersey: Lawrence Erlbaum Associates, Publishers.

Bass, BM. and Riggio, R.E. 2006. *Transformational Leadership (Second Edition)*, Routledge

Bailey HR. 2011. Leadership Styles of Principals: The impact on Quality Professional Development in the Middle School. PHD. UMI Proquest.

Bell, J. 2005. *Doing Your Research Project: Guide for First-Time Researchers in Education, Health and Social Sciences.* 4th ed. Berkshire: Open University Press.

Bolden, R et al. *A review of leadership theory and competency frames;* edited version of a report for chase consulting and the management standards centre. Centre for leadership studies. June 2003.

Bottomley, J. and Calvert, J. 2003. *Open and Distance Learning Policy Development (Particular reference to Dual Mode Institutions)* Vancouver: Commonwealth of Learning.

Bowman, R. Jr. 2000. *Examining six different leadership styles in relation to constrained change at Winona State University. Education, 120,* 455-461. Retrieved from Academic Search Premier database.

Burns, JM. 1978. *Leadership.* New York: Harper & Row.

Bless, C. and Higson-Smith, C. 2000. *Fundamentals of Social Research Methods: An African Perspective.* 3rd edition. Cape Town:Juta Education Ltd.

Braimoh, D. 2010. Revisiting Lifelong learning for quality improvement in ODL institutions in Africa, *Africa Education Review*, 7(2) (in press).

Calabrese, RL. 2002. *The Leadership Assignment: Creating Change.* Boston,MA: Allyn & Bacon.

Central Statistical Office (CSO) (2014) *2010 Census of Population and Housing: Zambia Analytical Report Volume 10,* Lusaka.

Cohen, PS. 2003. *Value Leadership: The 7 Principles That Drive Corporate Value in Any Economy.* San Francisco: Jossey-Bass.

Cohen, L., Manion. L., & Morrison, K. 2000. *Research methods in education* (5th ed.). London: Routledge.

COL, 1994. *Prepositions related to the development of dual-mode institutions.* In The SAID, Opportunities for innovation in Higher Education, Proceeding of a Workshop and Conference of Vice-Chancellors and Rectors in South African Higher Education, Nov 10-12, Johannesburg, pp. 106-08.

Cole,GA. 2004. Management Theory and Practice; sixth edition.BookPower. London.

Chifwepa. V. 2006. *Development of a Model Plan for the Application of Information Communication Technologies in Distance education at the University of Zambia*. Thesis in Distance education, Lusaka: UNZA.

Chirban, JT. 1996. *Interviewing in depth: The interactive relational approach.* London Sage publications. Inc.

Chiyongo, V. 2006. Management of Primary Teachers" Diploma through Distance Learning in Chongwe District, Zambia, Pretoria: TUT.

Chiyongo, V. 2010. *Management of distance teacher education in Zambia*. University of South Africa.Thesis. Pretoria.

Creswell, JW. 2005. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Da Costa D. 2005*. Annual Review of Education, Communication and Language Sciences, Volume 2, 2005*

David, H. 2012. Principals' *Leadership Styles and Student Achievement*: Thesis, Administrator Leadership for Teacher Learning Walden University

Dhanarajan, G. 2001 'Distance Education: promise, performance and potential' Open Learning.Vol.16 No.1.

Dhanarajan, G. 1996. Global Trends in Distance Learning: A Broad Overview. A paper delivered to the National Seminar on Globalisation and New Challenges to Open Learning Systems, Kota Open University, India.

Daniel, JS. 1996. *Mega-Universities and Knowledge Media:* Technology Strategies for Higher Education, Kogan Page, London.

Daniel, JS. 1996. *Mega Universities and Knowledge Media*, London.

Daniel, J. 2005. "*Open and Distance Learning: Why all the Fuss*?" Paper presented at the 15th Conference of Commonwealth Education Ministers' Mid-Term Review for Africa and Europe, 15 November 2005, Freetown, Sierra Leone  Dighe.

Daresh, JC. 2002. *What it means to be a Principal: your guide to leadership*. California: Corwin Press Inc.

Gakool-Ramdoo, S. 2009. Policy deficit in distance education: A transactional distance, *International Review of Research in Open and Distance Learning*, 10(4).

Garrison, RD and Kanuka, H. 2004 Blended learning: Uncovering its transformative potential in higher education: The Internet and Higher Education Volume 7, Issue 2, 2nd Quarter 2004, Pages 95-105.

Gatsil, J. and Levine, P. 2005 (eds.) *The Deliberative Democracy Handbook*: Strategies for Effective Civic Engagement in the Twenty- First Century. San Francisco.

Gibson, F. K. & Hawkins, B. W. 2004. Interviews versus Questionnaires, in Questionnaires. Volume 1, edited by M. Bulmer. London: Sage Publications: 79-84.

Global Distance Education Network (GDEnet). 2001 <www.saide.org.za.worldbank/Management/management.html>.Glickman et.al (1998). Supervision of instruction: A developmental approach (4th ed.) Boston: Allyn and Bacon.

Hersey, P., Blanchard, K. H. & Johnson, D. E. 1996. *Management of Organisational Behaviour: Utilizing Human Resources*. 7th edition. New Jersey: Prentice-Hall Inc.

Hersey, Blanchard and Johnson, DE. 2008. *Management of Organisational Behaviour: Leading Human Resources* (8th edition). New Jersey: Prentice-Hall Inc.

Inglis, A., 1994. *A New paradigm for the Future in Unlocking Open Learning*, M Parer (ed.), Manash University, Melbourne, Australia.

Jonassen, DH. 1991. Objectivism versus constructivism: do we need a new philosophical paradigm? *Journal of Educational Research,* 39 (3), 5-14.

Jurasaite-Harbison, E. 2009. Teachers' workplace learning within informal contexts of school cultures in the United States and Lithuania. *Journal of Workplace Learning, 21*(4), 299-321.

Kalimaposo, KK. 2010. *The Impact of Curriculum Innovations on Pre-Service Primary Teacher Education in Zambia.* Unpublished PhD. Lusaka: UNZA

Kelly, M.J. (1996) *The origins and Development of Education in Zambia from Pre-colonial Times to 1996: a book of Notes and Readings.* Image Publishers Limited. Lusaka.

Kirk, GA. and Gallagher, JJ. 1983. *Educating Exceptional Children.* 4th edition. Boston: Houghton Mifflin.

Kombo, DK and Tromp, DLA. 2006. *Proposal and Thesis Writing: An Introduction.* Nairobi: Pauline's Publications Africa.

Kothari, CR. 2008*. Research Methodology: Methods and Techniques*. New Delhi: New Age International.

Leary, MR. 2001. Introduction to Behavioural Research Methods. 3rd edition. Boston: Allyn and Bacon.

Leedy, PD. and Ormrod, JE. 2005. Practical Research: Planning and Design. 8th edition. New Jersey: Merrill Prentice Hall.

Lewin, K., LIippit, R. and White, RK. 1939. Patterns of aggressive behavior in experimentally created social climates. *Journal of Social Psychology*, *10,* 271-301

Lewin, K. 1947. *Frontiers in group dynamics.* Human Relations, 1(2).

Leithwood, K. and Jantzi, D. 2000. The Effects of Transformational Leadership on Organisational Conditions and Student Engagement with School. *Journal of Educational Administration,* 38(2): 112-129

Lungwangwa G., Kamwengo M., Mulikita N, Hamaimbo G, Kalabo OM., Sililo GN. and Sumbwa, N.1995. The origanisation and management of education in Zambia, Lusaka:MOE

Lussier, R. and Achua, C. 2004. Leadership. Theory, Application, Skill Development, 2nd Ed. United States:Thomson.

Lussier, R. and Achua, C. 2010. *Leadership. Theory, Application, Skill Development,* 4th Ed. Mason, Ohio: South-Western Cengage Learning.

Maree, K. (ed.) 2007. *First Steps in Research*. Pretoria:Van Schaik.

Maritim, E. 2009. Distance learning mode of training teachers in Kenya: challenges, prospects and suggested policy framework, *Open Learning,* 24(3), 241-254.

Martindale, N. 2011. Leadership Styles: How to handle the different personas. *Strategic Communication Management* **15** (8): 32–35.

Mazzarella, JA. and Smith, SC. 1989. *Leadership Styles in School Leadership: Handbook for Excellence*, edited by Stuart C., Smith & Philip. Piele. USA: ERIC Clearing House on Education Management.

Mckenzie, BK. et al 2005. *Needs, concerns and practices of online instructors:* In online journal of distance learning administration. Vol. 3, No.3. Available from www.westga.edu [Accessed on 31st March 2013.

Miles, MB. and Huberman, AM. 1994. *Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Ministry of Education, 1996. *Educating Our Future- National Policy on Education.* Lusaka: Ministry of Education.

Ministry of Education**.** 2011. *The Education Act, 2011, No. 23 of 2011 419*, Government Printer, Lusaka: Zambia.

Ministry of Education, 2013. National Policy on Open and Distance Learning. Lusaka: Ministry of Education.

Moore, MG. 1989. *Three types of interaction* in: the American Journal of Distance education, 3 (2) 1-6

Mullins, LJ. 2007. Management and Organisational Behaviour, (Eighth edition). Spain: Pears, Education Ltd.

Mwanakatwe, J. 1974 *The growth of education in Zambia*: NECZAM. Lusaka.

Mwansa, DM. 2010. Zambia SADC four sector study, Lusaka: Zambian Open University.

Nkosha, DC. and Changala, M. 2008. Open and Distance Learning (ODL) and Teacher Development: The Case of the University of Zambia, *Zambia Journal of Education*, Vol. 2 (1): 52-58.

Nyoni, J. 2012.  Discourses of Multicultural Teams: Implications for Policy Practice in Open and Distance Learning**. Thesis. UNISA

Oyetunji, CO. 2006. The Relationship between Leadership Style and School Climate in Botswana Secondary Schools. Thesis, UNISA.

Patriotic front (PF) manifesto; (2011): 2011-2016. Lusaka.

Panda, S. 2006. *Planning and management in distance education,* London: Routledge Tailor & Francis Group.

Patton, MQ. 1990. *Qualitative Evaluation and Research Methods.* 2$^{nd}$ ed ,London: Sage Publications. Pennsylvania Law Review. 141 (3). 801–898.

Peters, O. 1998: *Learning and teaching in distance education. Analyses and interpretations from an international perspective*, London: Kogan Page.

Perraton, H. 2000. *Open and Distance Learning in the Developing World*, London: Routledge.

Perry and Rumble, 1987. *A short guide to distance education.* London: Billing & Sons Limited.

Raines, DJ. 2004. *Epiphanies of the Principalship: A study of passages in educational administration* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (AAT No. 3120329)

Ramsey, R. D. 1999. *Lead, Follow, or Get Out of the Way: How to be a more effective*

*leader in today's schools*. California: Corwin Press Inc.

Robbins, SP. and Coulter, M. 2007. *Management (9th ed.).* London: Prentice- Hall

Rumble, G. 1986. The Planning and Management of Distance Education, London: Billing & Sons Limited.

Rumble, G. 2001 "*The Costs and Costings of Networked Learning*" in Journal of Asynchronous Learning Networks Vol. 5, Issue 2 – September 2001.

Senior, B. and Swailes, S. 2010. Organisational Change. Fourth edition.Prentice Hall, England.

Sashkin, M. and Sashkin, M. 2003. *Leadership That Matters*. San Francisco: Berrettkoehler Publishers Inc.

Siaciwena, RMC. 1999 *Management of open and distance education in Africa*: The case of the Unversity of Zambia, Lusaka: University of Zambia.

Sidhu, KS. 2003 *Methodology of Research in Education,* New Delhi. Sterling Publishers Pvt. Ltd.

Simango, B. 2006 Effects of corporal punishment ban in Zambian High Schools. Dissertation. UCD

South African Institute for Distance Education (SAIDE).

<www.saide.org.za/worldbank/countries/zambia/zamncc.htm>;

<www.saide.org.za/worldbank/Management/management.html>.

Southworth, G. 2002. Instructional leadership in schools: Reflections and empirical evidence. *School Leadership and Management, 22*(1), 73-91. Retrieved from ERIC database.

Schrenk, RR. 2011. *Educational Leadership Comparison of Distance Education Leadership Styles and Future Investment in Two-Year Colleges* Ed.D. University of Montana.

Snelson, P.D., (1990) *Educational development in Northern Rhodesia:* NECZAM. Lusaka.

Stogdill, RM. 1974. Handbook of Leadership: A Survey of Theory and Research.New York:Free Press.

Tannenbaum, R, and Schmidt, WH. 1973. May-June).  How to choose a leadership pattern. *Harvard Business Review,* pp. 162-180. Retrieved from http://hbr.org

Tichapondwa. SM. (ed.) 2013. Preparing your Dissertation at a Distance: A Research guide. Virtual university for small states of the Commonwealth- Vancouver.

Tierney, WG 2008. *The impact of culture on organizational decision-making.* Sterling, VA: Stylus Publishing.

Trinidade, AR. Carmo, H. Bidarra, J. 2000. *Current Developments and Best Practice in Open and Distance Learning.* The International Review of Research in Open and Distance Learning Vol. 1, (1) 1-24.

Ubben, GC., Hughes, L. W. and Norris, CJ. 2001. *The Principal: Creative Leadership for Excellent Schools.* 4th edition. Boston: Allyn and Bacon.

Umoru, O. and Otu, A. 2001. Distance education: Its organisation and management. In Ibadan Journal of Education, Vol. 1, No. 1: 18–25.

UNESCO, 2002. *Open and Distance Learning – Trends, Policy and Strategy Considerations*, Paris: UNESCO.

UNISA, 1997. *Certificate Course for Distance Education Practitioners, Module 4*, Pretoria: UNISA.

Warrilow. S. 2012. Transformational Leadership Theory - The 4 Key Components in Leading Change & Managing Change. [Retrieved 04/01/2016]. http://EzineArticles.com/?expert=Stephen_Warrilow

Williamson, J. 2009. Distance education in developing countries: the successes and challenges. Online Education Articles for Distanced Education.org

Wilson, R. D. (1996). Research design: Qualitative and quantitative approaches. *Journal of Marketing Research, 33,* 252-255. doi: 10.2307/3152153

Woods, AP. 2010. Democratic leadership: drawing distinctions with distributed leadership. *International Journal of Leadership in Education* **7** (1): 3–36.

White, C.J. 2005 *Research: A practical guide, Pretoria*: Ithuthuko Investments (Publishing).

Yukl, G. 2002. Leadership in Organisations, New Jersey: Prentice-Hall

Yusuf, M.O. 2006. Problems and Prospects of Open and Distance education in Nigeria". Turkish Online Journal of Distance education-TOJDE, January 2006, vol. 7 (1) 2.

*Learning to use visual methodologies in our Research: A dialogue between two researchers*: Nick E. and Andrew C. volume 12. No.1, Art. 36 [Retrieved 10 November 2015]

http://www.langston.edu/sites/default/files/basic-content-files/TransformationalLeadership.pdf[Retrived 23 November 2015]

http://changingminds.org/disciplines/leadership/theories/bass_transformational.htm[Retrived 23 November 2015]

http://www.irmbrjournal.com/papers/1371451049.pdf[Retrived23 November 2015]

http://www.businessnewsdaily.com/2704-leadership.html#sthash.YpmT4LgK.dpuf[Retrived 25 January 2016]

## APPENDICES

### *Appendix 1: Letters of request and permission to conduct research*

| | Application for Permission: Ministry of Education  Zambia |
|---|---|

<div align="right">

Mukuba University

P.O Box 20382

Kitwe

</div>

1st October 2014

The Permanent Secretary

Ministry of Education

P.O BOX 50093

LUSAKA

RE; Request for permission to conduct research at Colleges of education in Zambia

Dear Sir / Madam,

I, SIMANGO BENSON, Lecturer at Mukuba University am doing research with University of South Africa, as a doctoral student entitled   *" An investigation into leadership styles employed at Zambia's colleges of education",* supervised by Dr. J. Nyoni, Lecturer in the Department of Education management and leadership at UNISA towards a Doctor of Education Degree (D.Ed) at the University of South Africa. This study focuses on analysing views and experiences of college Principals and other Managers within the ranks and file on matters of leadership styles, particularly in dual-mode colleges of education in Zambia. The nature of the emerging distance education landscape in Zambia requires Principals and other education Managers to possess knowledge of the multiple characteristics as well as the requirements of an effective leader.

The purpose of this study is to analyse the appropriateness of leadership styles of college Principals in dual- mode institutions in Zambia. The study is important as it hopes to shed some light on how to improve quality of leadership in colleges of education in Zambia.   The purpose is not really to pass judgment on current

arrangements but to identify means and ways in which to strengthen leadership styles in Colleges of education in Zambia.

Yours sincerely

SIMANGO BENSON

| Letter to Principals |
|---|

<div align="right">
Mukuba University

P.o Box 20382

Kitwe
</div>

The Principal

P.O BOX

KITWE

**RE; Request for permission to conduct research at your College.**

Dear Sir / Madam,

This letter is an invitation to consider participating in a study I Simango Benson am conducting as part of my research as a doctoral student entitled 'An investigation into Leadership styles employed at Zambia's Colleges of education' at the University of South Africa. Permission for the study has been given by the ministry of education and the ethics committee of the college of education, UNISA. I have purposefully identified you and your college as a possible participant because of your valuable experience and expertise related to my research topic.

The importance of leadership styles in education is substantial and well documented. The study is important as it hopes to shed some light on how to improve quality of leadership in colleges of education in Zambia. The purpose is not really to pass judgment on current arrangements but to identify means and ways in which to strengthen leadership styles in Colleges of education in Zambia. In this interview, I would like to have your views and opinions on this topic.

Your participation in this study is voluntary. It will involve an interview of approximately 30 minutes in length to take place in a mutually agreed upon place. You may decline to answer any of the interview questions if you so wish. Further you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. All information you provide is considered completely confidential.. There are no known or anticipated risks to you as a participant in this study.

Yours sincerely

Simango Benson

| **Letter to Heads of Department / ODL Directors** |
| --- |

<div align="right">

Mukuba University

P.o Box 20382

Kitwe
</div>

Dear Sir / Madam,

This letter is an invitation to consider participating in a study I Simango Benson am conducting as part of my research as a doctoral student entitled 'An investigation into Leadership styles employed at Zambia's Colleges of education' at the University of South Africa. Permission for the study has been given by the ministry of education and the ethics committee of the college of education, UNISA. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

. The importance of leadership styles in education is substantial and well documented. The study is important as it hopes to shed some light on how to improve quality of leadership in colleges of education in Zambia. The purpose is not really to pass judgment on current arrangements but to identify means and ways in which to strengthen leadership styles in Colleges of education in Zambia. In this interview, I would like to have your views and opinions on this topic.

Your participation in this study is voluntary. It will involve an interview of approximately 30 minutes in length to take place in a mutually agreed upon place. You may decline to answer any of the interview questions if you so wish. Further you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identification information will be omitted from this report. There are no known or anticipated risks to you as a participant in this study.

Yours sincerely

Simango Benson

All communications should be addressed to:
the Permanent Secretary, Ministry of Education,
Science, Vocational Training and Early Education
not to any individual by name.

Telephone: +260 211 250855/251315/251283
251298/251318/251291
251306/251319

MESVTEE/101/3/2 please quote:

No.:..............................

**REPUBLIC OF ZAMBIA**

# MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

P.O. BOX 50093
LUSAKA

2nd **November, 2015**

Mr. Simango, Benson
Mukuba University
P.O BOX 20382
Kitwe
Zambia.

**RE : PERMISSION TO CONDUCT RESEARCH IN COLLEGES OF EDUCATION**

Reference is made to the above subject.

This serves to acknowledge receipt of your letter dated 26th October, 2015, in which you requested for permission to conduct research in Colleges of Education for your PHD that you are pursuing at UNISA.

In view of the above, the Ministry grants you permission to conduct research in the Colleges of Education. The Ministry also requests you to share the findings of your research with the Directorate of Planning and Information.

Chishimba Nkosha
Permanent Secretary
**Ministry of General Education**

Mukuba University
P.o Box 20382
Kitwe

Dear Sir / Madam,

**RE: Confidentiality Agreement**

This is an invitation to consider participating in a study I Simango  Benson am conducting as part of my research as a doctoral student entitled 'An investigation into Leadership styles employed at Zambia's Colleges of education' at the University of South Africa. Permission for the study has been given by the ministry of education and the ethics committee of the college of education, UNISA. I have purposefully identified you as a possible participant in the focus group at your college because of your valuable experience and expertise related to my research topic.

The study is important as it hopes to shed some light on how to improve quality of leadership in colleges of education in Zambia.  The purpose is not really to pass judgment on current arrangements but to identify means and ways in which to strengthen leadership styles in Colleges of education in Zambia. In this focus group discussion, I would like to have your views and opinions on this topic.

Your participation in this study is voluntary. It will involve an interview of approximately 45 minutes in length to take place in a mutually agreed upon place. Further you may decide to withdraw from the discussion at any time without any negative consequences. With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this discussion and any identification information will be omitted from this report. There are no known or anticipated risks to you as a participant in this study.

Kindly sign as confirmation of your willingness to participate and not to divulge the information to outsiders.

Thanking you in anticipation.

Simango Benson

**Appendix 2: Interview schedules**

**(a)  Principals of Colleges of education**

Qn. 1: How long have you been Principal?

Qn. 2: What is your preferred way of communicating to your staff and students?

Qn. 3: How does this impact on them?

Qn. 4: When did the college introduce distance education?

Qn.5: How is it like to lead a college offering both distance and full time?

Qn.6: How do you go about setting goals for your college?

Qn. 7: How do you handle lecturers who do not follow set goals?

Qn.8: How do you solve the challenges you highlighted?

Qn. 9: How do you arrive at key decisions in your college?

10. Why do you prefer making decisions that way?

11. In your view, should a leader have one preferred way of managing a college?

12. How do you engage staff and students to ensure they contribute to your administration?

13. Has your experience as Principal of a single mode college influenced your practice in the current dual mode arrangement?

**(b) Middle Managers' Interview schedule**

1. What is your current position in the college?
2. How long have you served in this position?
3. How did you rise to this position?
4. Have you ever worked in a college offering full time programmes only?
5. How do you compare with the current arrangement where there are both full-time and distance programmes?
6. How do you go about setting goals in your department?
7. What challenges if any do you face in achieving set goals?
8. How do you deal with such challenges?
9. How do you handle staff who fails to comply with set goals?
10. In your view, what do you consider to be the best approach to dealing with subordinates in your department?

**(c)Focus group discussions**

The following questions were discussed by the selected focus groups:

Qn. 1: What does it is take to be a leader?

Qn. 2: What do you do if staffs in your section/department do not Co-operate with you?

Qn. 3: *Ho*w should leaders exercise their leadership in a dual-mode college of education?

Qn. 4: How should new ideas be introduced to members of a department?

**(d) MOE Senior Managers' Questions**

Qn. 1: How are Principals identified and appointed?

Qn. 2: Are there tailor made courses to help Principals in their day-to-day operations?

Qn.3: In your view, is there a distinction in terms of quality in academic compared to those offering full time only?

Qn. 4: Why in your view are most colleges drifting from full time programmes only to start offering both full time and distance?

Qn. 5: *How should a college Principal lead/manage a college?*

# UNISA | college of education

## Research Ethics Clearance Certificate
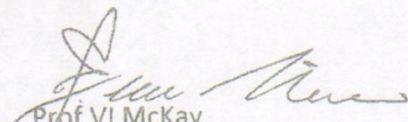
This is to certify that the application for ethical clearance submitted by

**B Simango [49071513]**

For a D Ed study entitled

**An investigation into leadership style employed at Zambia's colleges of**

**education**

has met the ethical requirements as specified by the University of South Africa College of Education Research Ethics Committee. This certificate is valid for two years from the date of issue.
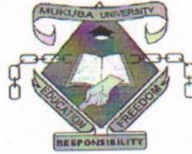
Prof VI McKay
Acting Executive Dean: CEDU

Dr M Claassens
CEDU REC (Chairperson)
mcdtc@netactive.co.za

Reference number: 2015 February /**49071513**/MC

18 February 2015
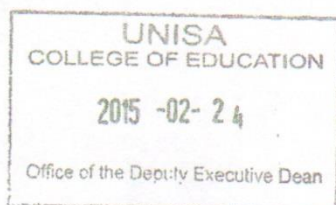
# MUKUBA UNIVERSITY

16ᵗʰ February, 2016

The Supervisor
Post-graduate Studies
UNISA
South Africa

Dear Sir/Madam

REF: PROOF READING/EDITING OF BENSON SIMANGO PhD THESIS

This serves to inform you that I have proof-read and edited the draft PhD Thesis for Benson Simango and recommend that it be submitted for your consideration.

Yours

Jacob Sakala
Dean – School of Education
MUKUBA UNIVERSITY – KITWE

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION.
MUKUBA UNIVERSITY

1 6 FEB 2016

DEAN
SCHOOL OF EDUCATION
P.O. BOX 20382, KITWE