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Studies on School Leadership in Zambia: A Review

Kalabo, Oliver Mubita

Department of Education

University of Africa

Box 35440, Thorn Park

Lusaka, Zambia

Email: oliver.mubita.kalabo@gmail.com

Telephone: +260 97 1067661

Abstract

This review paper set out to map trends in the theoretical/conceptual framework, study design, assessment instrument, and findings by researchers in the study of school leadership for over 50 years in a systematic manner in Zambia. The review examined dissertations/thesis and published journal articles from 1964 to 2015 and shows a slow uptake of school/educational leadership research from 1964 to 2000 with a marked increase in the year 2001 onwards. The review also shows a conceptual/theoretical framework and findings by researchers do not project any particular strong pattern or trend.

Key Words: School/Educational leadership, systematic research review, knowledge production.

Introduction

Reviews of studies in school leadership play a very critical role in the production of knowledge. In Zambia, this seems to be unappreciated. The education policies in Zambia emphasise, amongst others, the quality of teaching and learning in schools as well as the instructional role of the school head. Research asserts that head teacher performance affects student achievement and school performance even though the effect is indirect. The primary goal of this study is to map trends in the theoretical/conceptual framework, study design, assessment instrument, and findings by researchers in the study of head teacher leadership for over 50 years in Zambia. The paper examined the characteristics, patterns, and trends emerging from studies by researchers/scholars in school leadership in Zambia. In the process, the paper will also

highlight some suggested methods and procedure of identifying model/exemplary studies in school leadership.

The purpose of this review arose as a result of the author's inquiry into school leadership and the absence thereof of local journals particularly devoted to the study of educational leadership. It is hoped that this review will provide a building block for future researchers in the field of school leadership in Zambia. Hallinger (2013b) stated that reviews of research not only play a fundamental role in understanding advances in policy and practice but also lay the groundwork for future knowledge production (Bridges, 1982; Degeest & Schmidt, 2010, Gough, 2007; Hallinger, 2013a; Murphy, Vriesenga, & Storey, 2007). Reviews map trends in theory development, methodological applications, and substantive findings to identify productive directions for future research.

To my knowledge, there has not been any review of studies on school leadership in Zambia to establish and synthesise the trends as a means of feedback to researchers, policy makers, education official or head teachers. It is necessary to review studies of school head teacher leadership because leadership studies may offer district, provincial and national education official's additional mechanism to monitor performance and reinforce the importance of strong leadership practices.

Literature Review

The location of this review of studies resides among scholars that try to make research accessible to those who engage in research activities. The rationale behind the systematic review of research is amply put by the EPPI-Centre (2012 in Hallinger, 2013b) that most reviews of research take the form of traditional literature reviews. After that, they examine the results of only a small part of the research evidence and take the claims of a report by authors at face value. According to EPPI-Centre (2012), the key features of a systematic review or systematic research synthesis are that:

- It is explicit and transparent methods are used,
- It is a piece of research following a standard set of stages,
- It is accountable, replicable and updateable (Hallinger, 2013b).

Systematic reviews aim to find as much as possible of the research relevant to the research questions and use explicit methods to conclude the body of studies (EPPI-Centre, 2012 in Hallinger, 2013b). According to Hallinger (2013), systematic review of research started long before this term was coined at the turn of the 21st century (see Bridges, 1982; Jackson, 1980; Light & Pillermer, 1984). In recent times researchers have sought to define more explicitly the methodologies used for conducting systematic reviews of research (e.g. Dixon-Woods et al., 2006; Fehrmann & Thomas, 2011; Gough, 2007; Lucas et al., 2007 in Hallinger, 2013). Hallinger (2013b) proposed that a review of research should be organised around a set of questions that guide the inquiry to include the following:

1. What are the central topics of interest, guiding questions, and goals?
2. What conceptual perspective guides the review's selection, evaluation, and interpretation of the studies?
3. What are the sources and types of data employed in the review?

4. What is the nature of the data evaluation and analysis employed in the review?
5. What are the major results of the review?

These questions comprise a conceptual framework for conducting systematic reviews of research. The framework according to Gough (2007 in Hallinger, 2013b) yielded procedures that promote sound scholarship as well as enabling the transparent communication of the research process and findings.

This review of studies on school leadership in Zambia is exploratory as relevant empirical research on this topic is limited. Hallinger (2013b) suggested that exploratory studies are most suitable when a problem is poorly understood (e.g., Bossert et al., 1982; Erickson, 1967) and/or when relevant empirical research on the topic is limited (e.g., Briner & Campbell, 1964; Walker, Hu, & Qian, 2012).

Methodology

Sources and Types of Data

Step 1: The review examined dissertations/thesis and published journal articles done between 1964 and 2015 on Zambia on school/educational leadership.

Step 2: Studies had to focus on school/educational leadership or management. For this review, this is defined as studies focusing on the role, behaviour, and impact of formal school leaders, and administrators working in primary up to secondary education system in Zambia (i.e., head teachers, head masters, principals, deputies, head of departments).

Step 3: Studies had to be published or found online through various search engines such as Safari or Google scholar.

Searching for Sources

Step 1: Studies had to be sourced from recognised local universities and both domestic and international journals. Due to a limited number of published studies in journals, this review included masters and doctoral thesis/dissertations which were available online.

Step 2: The review examined studies published in journals and thesis/dissertations undertaken between 1964 and 2015. A 51 years period deemed to be substantial and sufficient for the review. This time span would enable identification of trends in the conduct of research over time. The date 1964 was selected as the starting point for the review of studies since this marked the year Zambia gained its independence.

Step 3: Some computer tools were employed in aid of the search for studies for the review. Google Scholar was frequently used to assist in identifying sources. Directorate of Open Access Journals (DOAJ) was also used to identify sources. E-learning centres of various local universities, as well as the institutional repository, were also used in search of sources for the review.

The search was guided by key terms such as; school leadership, educational leadership, head teacher, head master, principal leadership, administrator, and management. The combined search yielded a total two (2) journal articles, 16 masters, and two (2) doctoral thesis/dissertation (see Table 1 below).

Extraction of Data

This entailed collection of information from each of the 20 studies under review. Murphy's (2008) ten – step process of data extraction and transformation offers a practical example of one type of systematic approach to preparing information for data analysis and synthesis (Murphy, 2008 pp. 78-80). He provided a detailed list of the steps involved as the reviewer moves from reading studies, extracting information, generating thematic categories and coding the information before data analysis (Hallinger, 2013b). According to Hallinger (2013b), systematic reviews place a premium on describing the nature of the database of studies being reviewed and highlighting the means by which the data presented to the reader have been extracted. Both should be grounded in logic that reflects the research questions and conceptual framework guiding the review. In the absence of this type of explication of procedures, the reader of the review is unable to gauge the quality of evidence (Gough, 2007 in Hallinger, 2013b) and weigh potential biases that frame subsequent findings and conclusions.

Stage 1: Varying descriptive information was extracted from each study and the information was captured on an excel spreadsheet. Information obtained included; authors, year of publication, locus, type of study, school type, and sample type and size.

Stage 2: The reviewer also made judgment about the nature of the studies under review (i.e., thematic focus, study design, leadership theory and measure, analysis techniques).

Stage 3: The studies were evaluated using some aspects of a nine (9) criteria rubric, and the information was added to the spread sheet (see Table 2 below). The combined data of Tables 1 and 2 were employed for subsequent analysis of the 20 studies.

Evaluation, Analysis, and Synthesis of Data

The evaluation, analysis, and synthesis of data for this review sought to identify and evaluate trends across the 20 studies. Evaluation of data refers to an assessment of the quality of information contained in the studies. This requires the researcher to exercise judgment and also to articulate the decision – making process in the presentation of the review methods findings. Analysis of data, on the other hand, is trying to make sense of the findings from these 20 studies. Finally, synthesis of the data entails the systematic integration of information from individual studies to describe the trend of the 20 studies as a group (Gough, 2007).

Stage 1: Descriptive Analysis. The review examined trends in the methodological features of these studies. Descriptive statistics were employed to analyse features related to the studies under review over time. These included authorship, locus, thematic focus, leadership theory and measure, and analysis techniques.

Model/Exemplary Studies

The next stages 2-4 explain the necessary steps required to designate a particular study as a model or exemplary. This paper did not examine the 20 studies under review to establish whether some are a model/excellent because, as stated earlier, the review is exploratory as relevant empirical research on this topic is limited. However, this paper

used aspects of these stages as a way of understanding the characteristics, patterns, and trends of the 20 studies under review. The stages are being included as a guide to researchers who would want to engage in this analysis in future.

Stage 2: Rubric Development and Employment. At this juncture, the reviewer would employ an analytical rubric to aid in the evaluating key features of the studies. The researcher would propose the use of an analytical rubric similar to the one developed by Hallinger (2013b) to assess research reviews. Figure 1 below is an example of a 9-rubric prepared with the 20 studies under review in mind. Analytical rubrics enable higher levels of inter-rater agreement by providing explicit conditional statements for different levels of criterion attainment (Wiggins, 1998 in Hallinger, 2013). The analytical rubric comprised clear statements describing varying levels of fulfilment on each of the nine criteria (see figure 1). The three tiers of criterion fulfilment were 0 = the criterion is not met, 1 = the criterion is partially met, and 2 = the criterion if fully met (see figure 1). The scores for each of the nine criteria could be combined into "total score" for each of the studies. The total points provide an indicator of the extent to which the study demonstrated the criteria in the conceptual framework of this review. The use of the analytical rubric may thus provide an insight into areas of relative strength and weakness of the studies on the nine criteria.

Stage 3: Evaluation of the Data. The ratings by the review would then be placed into a spreadsheet. This would result in a spreadsheet comprising of for example the 20 studies arrayed with their mean scores on each of the nine criteria. The nine criterion scores for each study would also be summed up to produce total points. Therefore, a perfect score on the evaluation would be 18 points (i.e., 9 criteria multiple by the score of 2 on the rubric).

Stage 4: Analysis and Synthesis of Data Trends. At this stage the reviewer analyses the methodological strengths and weaknesses in the studies and identification and analysis of "model/exemplary studies." The analysis of strengths and weaknesses seeks to identify trends in specific areas in which the studies fulfilled or did not fulfil of a model/exemplary study. These analyses are based on primarily the descriptive examination of patterns in the criterion scores on the rubric achieved across the body of studies as well as information from model/exemplary studies (Hallinger, 2013b).

The identification of "model/excellent studies" entailed analysis of criterion and total scores of the studies obtained through the use of the analytical rubric. The conceptual definition of a "model/exemplary study" is a "study that meets all of the criteria that define systematic review of research." The operational definition required the study to meet all nine standards in the analytical rubric at the highest level (i.e., a total score of 18 points). Subsequently, these studies would be examined to determine if they could possess other characteristics that would shed light on high-quality knowledge production.

Figure 1. Analytical rubric applied to an assessment of the review of studies.

| No. | Criteria/Level | Does not meet standard | Partially meets standards | Meets standards |
|-----|--|--|---|--|
| | | 0 | 1 | 2 |
| 1 | Statement of Purpose/ Problem | No clear definition of the research problem or questions behind the study. | The researcher has articulated a topical focus, but this is not clearly defined in terms of research goals, outcomes, or questions. | The research problem and specific research goals or questions are clearly articulated with appropriate rationale for its importance. |
| 2 | Theoretical/ Conceptual Framework | There is no theoretical or conceptual framework used in the study and no justification for its omission. | The study applies a theoretical or conceptual framework but it lacks either articulation or justification. | An explicit theoretical or conceptual framework to guide the study is articulated and justified or a clear rationale is offered for why a framework is not used. |
| 3 | Literature Review | There is no discussion of the works the researcher consulted or it is unclear to the reader. | Discussion of the works the researcher consulted are implicit but can be ascertained by the reader. | There is critical analysis and discussion of the works the researcher consulted and are clearly described and justified. |
| 4 | Research Design | Appropriateness of and issues around methods chosen are not discussed and are unclear to the reader. | Appropriateness of and issues around methods chosen are implicit but can be ascertained by the reader. | Appropriateness of and issues around methods chosen are discussed and clearly stated. |
| 5 | Data Collection | Procedures for collecting and evaluating information are not discussed and are unclear to the reader. | Procedures for collecting and evaluating information are implicit but can be ascertained by the reader. | Procedures for collecting and evaluating information are clearly stated. |
| 6 | Data Analysis | Procedures for analysing data or information are not clearly stated or unknown to the reader. | Procedures for analysing data or information are implicit but can be ascertained by the reader. | Procedures for analysing data or information are clearly stated and executed. |
| 7 | Presentation of Findings | There is no clarity on how the results advance our understanding of the research problem. | Only partially clarifies how the results advance our understanding of the research problem. | Clearly communicates what was learned and how this advances understanding of the research problem. |
| 8 | Limitations of Study | No explicit discussion of how the findings are limited by the methodology of the study. | Limitations of the study are mentioned but not directly linked to the interpretation of results. | Limitations of the study are described and linked to interpretation of results. |

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|----------|------------------------------|---------------------------------------|---|--|
| 9 | Implications of Study | No explicit discussion of implication | Discussion of implication could be vague, overstated or incomplete (i.e. omits implication for a <u>relevant</u> audience). | Comprehensive set of implications is described for <u>all relevant audiences</u> of the study (e.g. scholars, policymakers, and/or practitioners). |
|----------|------------------------------|---------------------------------------|---|--|

Source: Adaptation of Hallinger 2013b Rubric

Findings and Discussion

Characteristics of Studies

One significant finding is the relatively small number of studies that have been done or published on school/educational leadership over the 51 years. Although this paper did not establish the total number of thesis and articles deposited by various local universities/institutions over the 51-year period, a mere 20 studies under review in this paper is underwhelming. This may point to the fact that research on school leadership in Zambia has not been enjoying scholarly inquiry. Another interesting data is that 16 of the 18 thesis/dissertations authorship are attributable to one University of Zambia. This indicates a very narrow range of participating universities.

Table 1 below indicates that in the first 36 years of Zambia's independence in 1964, only two studies were conducted on school leadership. However, from the years 2001 to 2015 the frequency increased with 2015 accounting for 25% of the total studies followed by 2013 at 15%. The knowledge production on school leadership indicates a slow uptake in the early years with a marked increase in the year 2001 onwards. This increased uptake may form the required catalyst to spur renewed interest in the field of school leadership.

Of the ten provinces, Lusaka had 45% of the studies undertaken, while 70% of all studies were done along the line of the railway (i.e. Copperbelt, Central, Lusaka & Southern provinces) that is the most urbanised part of Zambia. However, only one study was conducted nationwide. This shows that in terms of national coverage, studies on school leadership have been mostly confined to the line of rail, which will bring in question the applicability of the findings nationally.

Only two studies were sourced from journals and two from PhD theses, while the rest 80% were from Masters dissertations. This may be an indicator of the low level of scholarly activities beyond the attainment of the formal masters or doctorate degrees. This points to the lack of knowledge production and knowledge gap that may exist in the field school leadership that is a necessary input in policy development for any nation.

Studies conducted only on secondary schools were 60% and those done only in primary schools were 25% while 15% of the studies were combined. Considering that the ratio of primary schools to secondary schools is 11:1, one would have expected more studies conducted at primary school level than what the data is indicating.

All except three (15%) had school head teachers as part of the sample while only two studies had just teachers as the sample. Eleven (55%) studies had samples that included

head teachers' supervisors in the sample. The indication here is that most studies had the sample coverage suitable to the research objectives and therefore well covered.

Table 1: Characteristics of some of the studies on school leadership in Zambia

| Author(s) | Year | Location | Source | School Type | Sample Type & Size |
|------------------------------------|------|---|---------|----------------------|--|
| 1. Chomba S.R. | 1982 | Luapula | Masters | Secondary | Head-2, D/Head-2, HOD-20, Teachers-24, & Boarding Master-2 |
| 2. Kunkhuli S.W.M. | 1988 | Central Copperbelt Luapula Southern | PhD | Secondary | Head-xx, Teachers-xx |
| 3. Muchelemba V. | 2001 | Lusaka | Masters | Secondary | Pupils-36, Teachers-24, Parents-48 |
| 4. Mwanza P. | 2004 | Lusaka | Masters | Secondary | Head-8, Teachers-143 |
| 5. Chonya-Mfula F. | 2006 | Lusaka | Masters | Primary Secondary | DESO-4, D/Head-18, Pupils-9, Teachers-36, Parents-37 |
| 6. Phiri D. | 2007 | Lusaka | Masters | Secondary | Head-4, Teachers-32 |
| 7. Halyonda M. | 2008 | Central | Masters | Primary Secondary | Education Officer-2, Head-20, Teachers-120 |
| 8. Chishiko S. | 2010 | Copperbelt | Masters | Secondary | DESO-10, HOD-Science-42, Head-42 |
| 9. Salukatula M. R. | 2010 | North-Western | Masters | Primary | Head-4, Teachers-60, Pupils-60, Parents-60, EBM-2, DEO-2 |
| 10. Maliwatu J. | 2011 | Copperbelt | PhD | Primary | Head-28, Teachers-230 |
| 11. Phiri A.C. | 2011 | Central Eastern Lusaka | Masters | Secondary | Head-4, Teachers-40, Pupils-70, Supervisor-1 |
| 12. Chafwa F. | 2012 | Luapula | Masters | Secondary | Head-2, D/Head-2, Teachers-36 |
| 13. Mwape K. | 2013 | Northern | Masters | Secondary | Head-x, D/Head-x, HOD-65, Teachers-121 |
| 14. Mbobola A. | 2013 | Lusaka | Masters | Primary Secondary | DEBS-1, Head-26, Teachers-23, Pupils-139, Parents-188 |
| 15. Kapaya G. | 2013 | North-Western | Masters | Primary | Teachers-149 |
| 16. Somba M. | 2015 | Lusaka | Masters | Secondary | Head-7, Teachers-56, HOD-42, DEBS-1, TSC-1 |
| 17. Banda K.E. | 2015 | Lusaka | Masters | Secondary | DEBS-2, Head-5, D/Head-5, HOD-26, Teachers-102 |
| 18. Kabeta, Machishi & Akakandelwa | 2015 | Central | Journal | Primary | Head-32, Teachers-160 |
| 19. Mulundano M. | 2015 | Nation wide | Journal | Primary | Trainee Teacher-221, Teachers-171, FDGs-Heads, Principals, Lecturers, Education Administrators |
| 20. Muchimba L. | 2015 | Lusaka | Masters | Secondary | Teachers-345 |

Patterns and Trends

Table 2 below has a breakdown of the conceptual/theoretical framework, methodological approach, and findings of the studies under review. All the studies based their research on some form of leadership theory. Research using instructional leadership theory (30%) leads the pack followed by management or school management effectiveness theories, style or practices at (25%). At least two of the research studies examined school leadership through the lens of behavioural leadership theories, while another two studies used the educational leadership training conceptual framework. Contingency theory of leadership was also applied to two of the studies. It is not surprising that 30% of the studies used instructional leadership as the basis for their research as the Zambian government policy documents (MoE, 1996) recognised the head teacher as an instructional leader. It is also intriguing that some studies choose to understand school leadership practices, styles from the behavioural leadership angle as this brings to focus the inner thinking and disposition of a school leader.

There was some uniformity to the methodological approach as 16 (80%) of the studies used both qualitative and quantitative methods, with 3 (15%) using only qualitative and one only quantitative. Upon further examination, it was found that five (25%) studies employed comparative survey, four (20%) employed case study, while two used descriptive study in their approach. All except two studies used some form of a questionnaire to solicit information from respondents. Researchers' developed questionnaires constituted 60% of the studies, while 30% were adopted from already developed ones. Observations, interview schedules and focused group discussion techniques were occasionally employed. The analysis of the data that was collected was mainly by reducing qualitative information to themes and synthesis, while quantitative data to descriptive statistics. The methodological approach indicates that scholars on school leadership are using most of the available arrays of instruments at their disposal. However, on the statistical analysis side of the studies, most studies used simple statistics (i.e. means, median, frequency, average, etc.) without subjecting the data to higher level analysis such factor analysis, regression, t-test. This may be an opportunity lost as higher level statistical analysis would have examined the data further to arrive at different conclusions probably.

The findings reported by researchers in the study of school leadership showed that eight (40%) of the studies had positive significant difference/relationship between the variables that were being studied. Seven (35%) of the studies had no significant difference/relationship between variables, while five (25%) of the studies had mixed results.

Table 2: Analysis of the studies on school leadership in Zambia

| Study | Conceptual/Theoretical Framework | Methodological Approach | Findings/Conclusions |
|--|--|--|---|
| Chomba S.R. (1982) <i>The Authority Structure of the Secondary Boarding Schools in the Luapula Province of Zambia as Revealed by Headmaster – Teacher Relationships</i> | Max Weber's theory of bureaucracy | Qualitative & Quantitative. Used LBDQ, OCDQ & Observations. Analysis by themes & descriptive statistics. | Revealed that different categories of respondents perceived differently the role and performance of the head of school |
| Kunkhuli S.W.M (1988) <i>A Description of the Perceptions of the Principals and Climates of Zambia's "Effective" Schools</i> | Instructional Leadership | Descriptive survey & triangulation. Used OCDQ, Interview Schedule & Observation. Analysis by Synthesis & Descriptive statistics. | Not consistent in all five schools investigated with literature on effective schools. No school was perceived favourably in all the five dimensions tested. |
| Muchemba V. (2001) <i>Pupil, Teachers and the Community Views about the Management Effectiveness of Female and Male Public Secondary School Head Teachers in Lusaka District</i> | School Management Effectiveness | Qualitative. Used Interview Schedule & FGD. Analysis by themes & synthesis. | No major gender differences in school management effectiveness. |
| Mwanza P. (2004) <i>Teacher Perception of School Management Practices and their Influence on Teacher Performance in selected High Schools of Lusaka</i> | Management, Leadership Styles & Effective Head Teacher | Descriptive. Used Questionnaire, Interview Schedules & Observations. | Effective Head teachers exercised management styles that were contingent upon the situation. Non-effective Head teachers largely used either autocratic |

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| | | Analysis by themes & descriptive statistics. | or laissez faire styles of management. There was a relationship between school management practices and teacher performance. |
| Chonya-Mfula F. (2006) <i>A Comparative Study of the Effectiveness of Female School Head Teachers with their Male Counterparts: A Case of Lusaka Province</i> | School management effectiveness (Katz (1955) Technical, Human & Conceptual) | Longitudinal Comparative Survey. Used Questionnaire & FGD. Analysis by themes & descriptive statistics. | There was effective supervision in schools run by female head teachers than their male counterparts. |
| Phiri D. (2007) <i>The Professional Relationship between School Managers and Teachers and its Impact on the Teaching of science in selected High Schools of Lusaka</i> | Instructional leadership, Administrative leadership & Interpersonal relationship | Qualitative & Quantitative. Used Interviews & Questionnaires. Analysis by themes & descriptive statistics | Most teachers of science enjoyed a good relationship with their school managers and that the relationship inspired them to teach better. |
| Halyonda M.C. (2008) <i>The Performance of Women School Managers in Zambia: The Case of Mumbwa and Kabwe Districts in Central Province</i> | Management theories & styles | Qualitative & Quantitative Used Questionnaires & Interviews. Analysis by themes & descriptive statistics | Overall analysis showed that the performance of female managers in running schools was good. |
| Chishiko S. (2010) <i>Perceptions of Education Administrators towards the Teaching and Learning of O-Level Physics: A Case of the Copperbelt Province</i> | Instructional Leadership | Qualitative & Quantitative Used Questionnaire, Interview schedule & Observations. Analysis by themes & descriptive statistics | Perceptions of most school administrators who had no science background towards the teaching and learning of O-Level Physics was that it was expensive, challenging to the pupils. |
| Salukatula R.M. (2010) <i>Management Practices/Styles of Female Head Teachers and their influence on School Effectiveness: The Case of selected Basic Schools of Solwezi District</i> | Management practices/styles | Qualitative & Quantitative Used Interviews, Questionnaires & FGD. Analysis by themes & descriptive statistics. | Female head teachers' management styles were effective. Also, the study revealed that female head teachers practiced democratic and consultative management styles. |
| Maliwatu J. (2011) <i>In-Service Training for Head Teachers and its Effects on their Leadership Practices: A Case of Lead Teachers at the National In-Service Teachers' College, Chilimbana, Zambia</i> | Instructional Leadership | Comparative survey Used Observations, Interviews & Leadership Practices Inventory (LPI). Analysis by themes & descriptive statistics | No significant difference in the leadership practices of the head teacher who had taken in-service training and those who did not. Also, evidence of improvement in the head teachers' leadership practices as a result of the training. |
| Phiri A.C. (2011) <i>The Effectiveness of Head Teachers in their Managerial Roles in a Dual Administrative School System: The Case of selected Army-Aided High Schools of Zambia</i> | Managerial Effectiveness | Case Study. Used Interview & Questionnaire. Analysis by descriptive statistics & synthesis | Head teachers were not as effective as they ought to be because they were not trained in education management. |

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|--|---|---|---|
| Chafwa F. (2012) <i>Impact of Management Styles Exhibited by School Heads on Staff Performance in selected High Schools in Kawambwa District of Luapula Province</i> | Behavioural, Contingency & Path-Goal theories | Case study. Used Interview schedule & Questionnaire. Analysis by descriptive statistics & synthesis. | The democratic management style impacted positively on working relationship, teacher motivation and teacher performance. The authoritarian and the laissez-faire management styles impacted negatively on teacher performance, motivation and school climate. |
| Mwape K. (2013) <i>A Survey of Head Teachers' Leadership Styles and their Effects on School Climate in selected High Schools in Northern Province</i> | Situational Leadership | Mixed survey. Used LEAD & OCDQ. Analysis by descriptive statistics & synthesis. | School managers mostly employed laissez-faire and directive leadership styles. Findings also revealed that the majority of schools had a closed climate. |
| Mbobola A. (2013) <i>A Comparative Study of the Effectiveness of Trained Management Head Teachers with those Untrained: A Study of selected Schools of Chongwe District</i> | Educational Leadership Training | Comparative study. Used Interview, Questionnaire & FGD. Analysis by themes & descriptive statistics | Most head teachers both trained and untrained in educational leadership and management had deficiencies in the way they managed government schools. |
| Kapaya G. (2013) <i>Instructional Leadership: A Case of selected Primary School in Mufumbwe District</i> | Instructional Leadership | Quantitative. Used Questionnaire based on (Hallinger 1985, Murphy 1990, Weber 1996). Analysis by descriptive statistics. | School location, school size and teacher gender influenced teacher perception of more characteristics of primary school head teachers' instructional leadership behaviours than did other variables. |
| Sompa M. (2015) <i>Management Strategies of Interpersonal Conflicts between Teachers and Head Teachers in selected Secondary Schools of Lusaka Province Zambia</i> | Contemporary Conflict theory | Qualitative. Used Semi-structured interview & FGD. Analysis by themes & descriptive statistics. | Teachers and head teachers were able to manage conflict through different management strategies. |
| Banda K.E. (2015) <i>The Relationship between Management Supervision and Teacher Performance in the Secondary schools of Kafue District</i> | Contingency theory of leadership | Qualitative & Quantitative. Used Interview & Questionnaire (Instructional Supervision). Analysis by themes & descriptive statistics. | There was a strong relationship between management supervision and teacher performance. |
| Kabeta R.M., Manchishi P.C., & Akakandelwa A. (2015) <i>Instructional Leadership and its Effects on the Teaching and Learning Process: The Case of Head Teachers in selected Basic Schools in the Central Province of Zambia</i> | Instructional Leadership | Case Study. Used Principal Instructional Management Rating Scale (PIMRS), Interview & FGD. Analysis by descriptive statistics & themes. | Head teachers were not practicing much instructional leadership and that this negatively affected the teaching and learning outcomes. |
| Mulundano M. (2015) <i>An Investigation on the Relevance of Pre-Service Teacher Education Programmes to School Leadership and Management in Zambia</i> | Educational Leadership Training | Comparative Case Study. Used Questionnaire & Interviews. Analysis by descriptive statistics & themes. | Pre-service teacher education programmes in Zambia were relevant to school leadership and management as foundation. |

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| <i>Muchimba, L. (2015). "Think Manager, Think Male": A Comparative Study Of Male And Female Secondary School Head Teachers' Leadership Behaviour In Lusaka District, Zambia.</i> | Head Teacher Leadership Behaviour | Comparative Study. Used Questionnaire. Analysis by descriptive statistics (SPSS). | There was no significant difference in leadership behaviour of male and female head teachers. |
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There is a dearth of journals (mainly local published) on the review of school leadership in Zambia. It is a known fact that journals act as the bedrock for advancement of knowledge production and development. The researcher also agrees with the widely held view that research reviews are important aspects to the knowledge accumulation in the long term. This review paper was therefore undertaken to understand the level of knowledge production in the field of school leadership in Zambia. This review article has exposed some limitations and brought to the fore implications.

Limitations

One limitation of this paper is the nature of the database used for the review. The article focused on materials found or published online. This means any materials that are available and deposited with various universities/institutions but not online were omitted. The inclusion of sources from these universities/institutions might yield a somewhat different picture. Therefore, even though the selection of materials used in this paper was justified, the extent to which the paper's conclusions apply to other research works in school leadership will remain open to interpretations. The other limitation concerns the extent to which, without pointing out which of the studies under review is a model or exemplary, it may be difficult to have a strong case of this paper's contribution to knowledge production.

Conclusions

The studies reviewed in this paper show a slow start of research representing the infancy of school leadership as a formal field of inquiry. Even though the majority of studies can be attributed to one university, this can be explained by the fact that the University of Zambia (UNZA) was the first university to be established in 1966 while the majority of the rest of the universities only came into being post-2000. Despite the slow and maybe fragmented empirical knowledge base, UNZA is the first 'chart maker' paving the way towards providing the necessary building blocks for knowledge production.

The skewed urban nature of studies on school leadership may be attributed to the lack of research fund sponsorship. As a result of this, researchers tended to conduct their studies close to universities/colleges to minimise costs associated with research. This may also explain why, in this paper, only two studies were sourced from journals. These findings suggest that government policies on education may need to be revised to give incentives to private funders of research.

The findings suggest that 60% of the studies were conducted in secondary schools and 25% were done in primary schools while the expectations were that more studies should have been done in primary schools. This is because the number of primary schools in Zambia is about 8,754 compared to 754 secondary schools (MoGE, 2016). One reason as to why they were more studies on secondary schools could be that the

majority of teachers studying were from secondary schools, hence their being comfortable to research at that level.

On the question of pattern and trends, the findings do not seem to indicate any particular strong pattern or trend. There is an appropriate mixture of methodological approach, conceptual/theoretical framework and findings by researchers and scholars. What seems to be lacking is the high-level statistical analysis. This may be explained by the fact that majority of the studies were conducted at master's level. With the appearance of journal articles in 2015, it is expected that statistical analysis part of the studies will begin to get the necessary attention. This will add value to the knowledge production and provide the required intellectual foundation on which the field of school leadership will be built over in the subsequent generations.

Finally, the paper identified a trend of more frequent studies online post the year 2000. It is expected that as empirical knowledge base on school leadership increases and matures, more studies covering the entire nation and various universities/institutions will play a critical role in shaping both policy and practice in school leadership in Zambia. It is hoped that as reviews of studies on school leadership are conducted and published, a clearer picture of the national landscape will emerge.

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