Effectiveness of School Leadership and Management Development in Cameroon

Effectiveness of School Leadership and Management Development in Cameroon: A Guide for Educational Systems, Schools and School Leaders

By

Frederick Ebot Ashu

CAMBRIDGE SCHOLARS

P U B L I S H I N G

To my parents;
Ashu James Ebot and Ashu Mary Ebot
I am very grateful for their love, faith, daily moral support in my education
and throughout my life and the strength of perseverance they gave me

To my brothers and sisters;
Doris Ebai, Aaron Ashu, Elais Bessong, Emmanuel Tabe, Sampson Ekpo,
Becky Bessem and Bertrand Tambe
I appreciate the fantastic humour and encouragement which helped me
triumph over all difficulties in counted during my research

To all my respected Teachers, and Lecturers past and present,
are the creativity behind these ideas, the corner-stones of our lives,
the source of our knowledge and the melody in our civilization

To my late aunt
Hon. Mme. Susana Enow Eyong
who believed in the richness of learning and inspired me into the field
of education

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

PREFACE

In both developed and developing countries poor performance of head teachers is detrimental to school effectiveness, with consequent economic costs amounting to billions of dollars every year. These costs are perhaps particularly keenly felt in developing countries, where demand for a workforce that is proficient in globally relevant competencies is especially acute, but where the effective school leadership that can help to deliver this educated workforce is especially patchy. One of the contributing factors to this poor performance is a lack of structured leadership development programmes.

This study, therefore, explores the factors pertinent to effective school leadership development programmes in a resource poor education system, taking Cameroon as its example. In particular, the research explores theories of leadership, and practical approaches to school leadership development in the developed world, and compares and contrasts these approaches with those in Cameroon. The study combines a review of the academic literature with field documentary evidence, structured interviews with head teachers and teachers, and a Leadership and Management Development Questionnaire (LMDQ) study. Through this mix of quantitative and qualitative approaches the study is able to offer a robust, triangulated and nuanced understanding of school leadership development processes in Cameroon, which emphasises that the in-service training for aspiring heads in schools is approached within a less structured national leadership framework than is now normal in more resource rich countries.

In these regards the research offers an assessment of the strengths and weaknesses of leadership development provision in Cameroon and further provides a robust framework with which to inform policy for the future development of school leaders in Cameroon. The results in particular indicate that the central educational agencies, schools and school leaders recognised the importance of ensuring that central policies and support, schools' internal policies, and their in-service development opportunities for aspiring head teachers, are closely aligned with international best practice, particularly through the establishment of a structured leadership development programme targeted at aspiring head teachers, and aimed at combining governance skills with a more global outlook.

ACKNOWLEDGEMENTS

First and foremost, I have to thank you, Lord for giving me the strength to reach for the Sun, Moon, and Stars and chase my dreams and for always being there for me. Sincere thanks are due to my friends, family and colleagues, who have given encouragement and support through the process.

In particular it is important for me to acknowledge the contributions of, Mr. Michael Nkwenti, Mrs. Itoe, Mispa and all the staffs at the Cameroon Ministry of Basic Education that have aided this research in terms providing space for meetings and introducing me to schools and respondents. It was originally intended that they should continue to help in establishing a new National Institute for Education Leadership and Management (NIELM) in Cameroon.

I will like to thank all the schools, head teachers and teachers who have participated in this research. The time and effort they gave for meetings, completed questionnaires and took part in interviews are acknowledged and truly appreciated. Without them this research could not have generated this valuable information that contributes to the existing body of knowledge pertaining to the assessment of the effectiveness of leadership preparation and management development programmes in preparing school leaders for successful school leadership. In particular, the leadership development experience of some of the respondents have greatly extends the current knowledge relating to school leadership preparation in Cameroon and makes recommendations as to how the leadership skills of aspiring heads and head teachers in Cameroon could be better developed.

I truly appreciate the contribution of Dr. Alan Woodgett, my dedicated and sympathetic friend was very critical when proof reading my work and his constant encouragement is greatly appreciated. I will sincerely like to thank my supervisors, Dr. Tom Bisschoff and Dr. Christopher Rhodes, for their guidance and support throughout the study at the University of Birmingham, United Kingdom. I will also like to thank Dr. Nick Peim and Dr. Michele Schweisfurth for serving as internal and external examiners on my thesis.

I hope that the suggested frameworks in this research, therefore contributes to research in three specific ways: firstly, it provides for the

first time a basis for leadership development in the Cameroonian educational system which has a foundation in scholarship and research (both international and local); secondly, it provides a model for potential leadership development frameworks that could be applied in other developing countries, particularly in sub-Saharan Africa, and thirdly, the research as a whole provides a methodological template which other scholars might use for developing such frameworks in the context of developing countries.

LIST OF ABBREVIATIONS

BERA	British Educational Research Association
CMBE	Cameroon Ministry of Basic Education
CPD	Career Professional Development
DfES	Department for Education and Skills
DHR	Director of Human Resources
EdD	Doctor of Education (degree)
GESP	Growth and Employment Strategy Paper
ICT	Information communication Technology
LMDQ	Leadership and Management Development Questionnaire
MINEDUB	Cameroon Ministry of Basic Education
MINEDUC	Cameroon Ministry of Education
MINEJEUN	Cameroon Ministry of Youth and Civic Education
NCSL	National College for School Leaders
NIELM	National Institute for Educational Leadership and Management
NPQELM	National Professional Qualification for Education Leadership and Management
NPQH	National Professional Qualification for Head teachers
OFSTED	Office for Standards in Education
OJT	On-the-Job-Training
PhD	Doctor of Philosophy
RQ	Research Question
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
USA	United State of America

CHAPTER ONE

INTRODUCTION AND SETTING THE RATIONAL FOR THE STUDY

Introduction

The last 53 years since the independence of Cameroon have seen an increasing international interest in leadership development courses and programmes for school leaders. This interest in intervening to develop leadership and management ability within schools derives in part from a developing concern in many educational systems regarding perceived leadership inadequacies amongst school leaders and in part from a belief that the quality of leadership makes a significant difference to the effectiveness of schools by deepening the knowledge, expertise and behaviours of school leaders (Brungardt, 1996; Collins, 2002; Rhodes *et al*., 2009).

As this text book will explore more fully, this belief that schools require effective leaders if they are to provide the best possible educational opportunities is common not only in most western countries but as well in developing countries (Commonwealth Secretariat, 1996; Bush and Jackson, 2002; Bush, 2008; Lumby *et al*., 2008). Indeed, a 1996 report by the Commonwealth Secretariat showed that there is broad international agreement about the need for schools and educational systems to enhance their capacity to improve the development of school leaders.

There has been a clear trend, therefore, towards the adoption of formal management and leadership training programmes for school leaders and, as Bush (2008) has recently predicted, expenditure on school leadership development will continue to grow throughout the next decade as still more educational systems recognize the shortage of talented leaders and the requirements to broaden viewpoints in order to compete globally (Hallinger and Heck, 1999; Huber, 2011). In respect to developing countries, however, the provision of leadership education still lags far behind the demand for that education among aspiring school leaders

(Akoulouze *et al.*, 1999; Bush and Jackson, 2002; Lumby *et al.*, 2008; Bush, 2008; Huber, 2011).

It is also striking that, despite the increasing prevalence of leadership development programmes, there has been relatively little rigorous evaluation of their effectiveness in actually supporting aspiring school leaders in their transition to headship; that leadership development programmes will actually result in improved leadership skills appears to be largely taken for granted in many educational systems.

There are a variety of possible reasons as to why schools and educational systems in developing countries are not evaluating or reporting the results of their leadership and management development programmes. Firstly, the very complexity of modern educational systems, which require a complex and overlapping range of leadership and management skills, itself, makes the development of those skills, and then their consequent impact on school performance, difficult to assess in a consistent and scientifically rigorous way. Secondly, whilst it is a challenge in itself to consistently measure the interpersonal skills and the work performance of individual school leaders (Kirkpatrick, 1997, 2005), it is even more difficult to measure the impact of leadership change within schools on the effectiveness of an educational system as a whole, since this often involves analysis at multiple levels of educational systems (Bush and Jackson, 2002; Lumby *et al.*, 2008). Evaluative studies of management and leadership development programmes, therefore, may be sparse because of the lack of an evaluation model that sufficiently measures the effect of the programmes on the performance of educational systems (Kirkpatrick, 2005; Collins, 2002; Patton, 1990, 2002; Hansen, 2005).

Thirdly, while tasks and challenges encountered on-the-job development is the most important source of learning, the truth is that all jobs are not developmentally equal, nor can they be expressed in an objective way, which possibly makes evaluation more difficult (Kirkpatrick, 2005; Bush and Jackson, 2002; Patton, 1990, 2002; Collins, 2002; Hansen, 2005).

In the context of leadership development training more generally Kirkpatrick (2005), has attempted to provide a model to evaluate the effectiveness of management and leadership training programmes. The power of Kirkpatrick's model is its simplicity (Bush and Jackson, 2002). It has been used primarily to evaluate reactions (satisfaction of stakeholders based on the situation of training, the contents and methods, etc.), learning, and expertise (cognitive learning success and increase in knowledge), as well as behaviour (transfer success in terms of an action resulting from the content of training) and the end results (school accomplishment in terms of

passing of the content of training to the educational system practice, resulting in positive organisational changes): all of which are measurements of the transfer of training to individuals. However, Kirkpatrick's model does not appear to be effective in measuring educational system performance; the effectiveness of an educational system in achieving good results as acknowledged by its strategic goals, or the realization of a return on investments (Bush and Jackson, 2002; Pont et al., 2008; Lumby *et al.*, 2008).

Rationale for Study

The above section has shown how globalization of educational establishments has challenged schools and educational systems to rethink their strategies, structures, and the competencies necessary for school leaders. Leadership and management development programmes are increasingly prevalent because schools and educational systems in both developed and developing countries are facing a multitude of outcome-based pressures. The demands of a globalised world have placed high quality education at the forefront of national policy agendas and this has led to ever more precise and challenging national and global accreditation standards. This trend, together with a more aggressive recognition of the central role of school leaders in driving forward the national agenda into tangible educational results, has served to encourage the growth in management and leadership development programmes that are very similar in content (Hofstede, 1980; Commonwealth Secretariat, 1996; Harber and Davies, 1997; Bush and Jackson, 2002; Bush, 2008; Lumby et al., 2008).

We have also seen, however, how the effectiveness of these programmes has not been rigorously assessed. There is no scholarly consensus as to how effectively management and leadership development programmes contribute to school leaders' knowledge, expertise and behaviours (Brungardt, 1996; Collins, 2002) or to the educational system as a whole (Bush and Jackson, 2002; Jackson and Kelly, 2002; DfES, 2004; Pont *et al.*, 2008, Ontario Ministry of Education, 2012). In particular, since Lumby et al. (2008), no comprehensive evaluation has been published on the effectiveness of school management and leadership development study.

Such studies as there are take different approaches. Lumby *et al.*'s (2008) study offers a comparative overview, from an international perspective, of the type, content and methods of programmes designed to develop skills in school management and leadership (principally for

aspirant leaders but also for new and experienced head teachers) and makes some attempt to assess the impact on school, community and educational system performance. Meanwhile Rhodes *et al*.'s (2009) research in the United Kingdom (UK) has explored the benefits and shortcomings of the National Professional Qualification for Headship (NPQH) taught element, as well as how NPQH related experiences in schools, outside schools and in non-professional life support aspirant heads to make the transition to headship.

   In this context, the rationale for this research is to contribute to the current knowledge in regard to the effectiveness of school management and leadership development programmes. A cumulative study of the outcomes of management and leadership development programmes is needed in order to identify the programme types and content areas that best enhance school leaders' knowledge, expertise and behaviours and have the most positive impact on the development of aspiring heads. The outcomes of this research have to be of theoretical attention to educational system, schools, head teachers, those aspiring to educational leadership, and researchers, as well as being of practical use to educational policy-makers.

   A further aspect of the study rationale is its focus on the effectiveness of school management and leadership development programmes in Cameroon. The effectiveness of school leadership training in educational systems in the developing countries is even less well understood than their effectiveness in the developed world (Bush and Jackson, 2002; Bush, 2008; Lumby *et al*., 2008). Whereas there have been some attempts to explore the effectiveness of programmes in countries such as the UK (Earley *et al*., 2002), results from these studies cannot be easily transferred to a developing world context, yet it is in the developing world that there is, arguably, the most need for dynamic and effective school leadership in order to deliver high-quality education in challenging and resource poor conditions. As the Commonwealth Secretariat's report has stated (Commonwealth Secretariat, 1996).

> This is certainly a problem in much of Africa where: without the necessary skills, many heads are overwhelmed by the task...strategies for training and supporting schools' heads are generally inadequate throughout Africa (p.418)

In Cameroon for example in-service training typically includes a variety of management development experiences, such as school leader's teacher training experience, on-the-job instructional learning programmes for both aspiring heads and head teachers; mentoring and coaching of aspiring

heads in various aspects of educational management and administration (Akoulouze *et al*., 1999). Leadership training programmes are similarly offered in annual seminars but there are no leadership standards or leader competences governing them. Also, unlike the UK's NPQH, there is no certification requirement in Cameroon and no clear set of standards, expectations or essential prior experience for the headship position.

While the variety of tasks and challenges encountered on the job are a major source of learning for aspiring head teachers, there remains a void in respect to what is known about effective methods of leadership training and the management development of school leaders in Cameroon, and about the factors that enhance aspiring head teachers' transition to headship. Researchers have noted for some time that more empirical studies are needed to enable a fuller assessment of effective management and development approaches in an African context (Commonwealth Secretariat, 1996; Bush and Jackson, 2002; Bush and Oduro, 2006; Bush, 2008; Lumby *et al*., 2008).

This project, therefore, starts from the position that there is an inherent justification for the research in the apparent disjunction between the international trend towards formal leadership development processes and programmes for aspiring head teachers and the less structured national framework in Cameroon.

It ought to be emphasised, nevertheless, that the simple reality that leadership development in Cameroon, as in much of Africa, is less structured than in the developed world is not, in itself, evidence that this approach is less effective in preparing successful school leaders. It may be that within the broader social and economic context prevailing in Cameroon structured programmes could be more effective, or at least a more efficient use of scarce resources, than in developed countries. The Commonwealth Secretariat (1996) for example, found that formal training programmes were expensive and inadequate in that they could only cater for a tiny proportion of the total number of current or prospective head teachers. It could also be that there are cultural influences which encourage informal transfer of knowledge in preference to formal training programmes.

On the other hand, it might be that the creation of formal training programmes for school leadership, tailored to the needs and the social and economic realities of developing countries, <u>does</u> have the potential to address the chronic weaknesses in leadership training in Africa identified by the Commonwealth Secretariat (1996) and, more recently, by Bush (2008) and Lumby *et al*. (2008).

Assessing the various merits of formal and in-house leadership development processes and the extent to which these approaches offer both measurably positive outcomes, and whether these outcomes are delivered efficiently and in a manner that is able to be resourced in a sustainable manner above the long term within a developing economy, is, therefore, of great current importance.

This project, therefore, attempts to apply an international theoretical perspective, such as that offered by Lumby *et al*. (2008), and a rigorous data surveying and data analysis approach, such as that utilised by Bush and Jackson (2002) and Rhodes et al. (2009), to the Cameroonian school leadership training context. It thereby seeks, on the one hand, to develop the body of scholarly understanding of the issues facing school leadership development in Africa and, on the other hand, to inform the Cameroonian Ministry of Higher Education, and other education professionals in Cameroon, in regard to the advancement and distribution of good practice in managing models of school leadership development structures and processes. In particular, it is hoped that this publication can offer a basis for the development of a professional qualification to be offered in Cameroon for aspiring school leaders.

Aims of the Study

As will be explored in more detail in the ensuing sections of this study, there is a significant body of literature in relation to school leadership management development for aspiring school leaders. This research has taken place internationally but has focused very largely on the situation in the developed world. There has been much less scholarly work, however, on management and leadership development processes in Africa and, in relation to this study, in Cameroon. The lack of prior research in this specific area poses challenges for this study in that there is no established paradigm for investigating school or educational system leadership development in Cameroon and a bespoke model will therefore need to be created.

A further issue that needs to be addressed in the study's aims are the views of current aspiring heads and head teachers in Cameroon. Given the lack of literature in this precise area, the study is not envisaged as a purely literature based exercise, but aims to begin the process of developing a Cameroonian research base in school and educational system leadership. The task of creating a base for further research is dependent on conducting core empirical research and it is to this end that an important aim for the project is the development of a robust body of data on the views and

experiences of current aspiring heads and head teachers (see for example Bush and Jackson, 2002; Lumby *et al.*, 2008; Rhodes *et al.,* 2009; Singh, 2009; for the development of this kind of data in an international and in a UK context).

Having established a method to measure management and leadership development programmes and undertaken a study to establish the views of school leaders about these processes the logical final aim for the project will be to assess the effectiveness of leadership preparation and management development in preparing aspiring heads for successful school leadership.

From this basis the aims of the study are:

1) To elicit the views of aspiring heads and head teachers in Cameroon on what enhanced their preparedness for headship;
2) To evaluate how aspiring heads and head teachers perceived their leadership and management training as a means to improve the quality of the educational services they provided;
3) To ascertain to what extent the management and leadership development processes in Cameroon are viewed by aspiring heads and head teachers to be effective in preparing prospective leaders to become successful senior leaders;
4) To develop a national leadership development framework for aspiring head teachers.

Research Questions

The above four aims translate into a range of more targeted research questions. These research questions will inform the framework of the book and guide the methodological approach and structure of the research study itself. These research questions are delineated below in relation to their corresponding research aim:

RQ1. To what extent are management and leadership development programmes within the Cameroonian context regarded as important for developing effective school leadership? [Aim 1]

RQ2. How do aspiring heads and head teachers in Cameroon perceive their own development opportunities, specifically in relation to their impact on enhancing:

        2.1   knowledge outcomes;

        2.2   expertise (behaviour) outcomes, and

        2.3   educational system level outcomes? [Aim 2]

RQ3. How effective are management and leadership development processes in Cameroon in preparing prospective leaders to become effective head teachers? [Aim 3]

RQ4. What recommendations might be made to assist the improvement of current management and leadership development processes in Cameroon and the development of new leadership training programmes? [Aim 4]

Summary and Outline of the Study

This book is divided into eleven chapters. Chapter one has introduced the subject area and summarised the literature that has influenced this study. It has also considered the issues associated with undertaking research of this nature and setting the rationale for study.

Chapter 2: The Concepts of Leadership and School Effectiveness
This chapter discusses the conceptual theory and empirical research that informs this study. Literature from a range of relevant topics is synthesised in order to provide a fuller understanding of this research field.

Chapter Three: Leadership Performance and Models of Management Learning Theories
This chapter goes on to consider the evidence in relation to how such "good" leadership can be developed through innovative leadership and management training programmes. This chapter suggests a number of taxonomies which might be refined into three interacting categories focusing on the 'value of engaging participants in collaborative decision-making', 'identifying and meeting participants' leadership development needs' and 'modelling valued behaviours and providing different learning experiences'.

Chapter Four: Evaluation of Leadership and Management Development Learning
This chapter considers how leadership and management development learning models have been evaluated.

Chapter Five: Trends in Leadership and Management Development Learning
The chapter has thus far focused on theory. The remainder of the chapter will steadily shift the focus to a consideration of practical 'outcomes' with the emphasis on an international perspective in order to complete the

grounding for understanding the full context of this particular study, in so far as it will be set in a non-UK context.

Chapter Six: School Leadership In-service Training in Cameroon
The preceding sections of this chapter have tried to set out some of the elements of a 'classical' view of leadership and the in-service training of school leaders in Cameroon.

Chapter Seven: Touching Base on Philosophical and Methodological Approaches behind the Research
This chapter presents the research design of the study in order to establish and give explanation for the research methodology taken. It includes the nature of the methodological approach, the method of data analysis and the ethical matters of this study.

Chapter Eight: Importance or Leadership and Management Development Programmes
This chapter serves to provide background data on perceptions of leadership and management development processes which can in turn be broken down by variables related to the sample characteristics e.g. role type, gender, age, experience in role and type of school. This chapter collates the findings from the field document analysis and interviews (formal with the sample participants but also informally with officials in the centre government) which relate to the first research question, seeking to assess the extent to which leadership and management training is considered important in a Cameroonian context.

Chapter Nine: Perceptions of current Development Opportunities in Cameroon
This chapter explores what the evidence collected during this research can tell us regarding the second research question, which seeks to understand how the central government agencies, schools and school leaders in Cameroon perceive their own leadership development opportunities.

Chapter Ten: Effectiveness of current Leadership and Management Arrangements in Cameroon
The preceding chapter has provided an insight into what opportunities are available to school leaders and aspiring school leaders in Cameroon to develop their leadership skills.

Chapter Eleven: A Framework for the Improvement of Management and Leadership Development Arrangements in Cameroon
This final chapter of now draws together the outcomes from chapter 8, 9 and 10 to compile a suggested framework for the leadership development of school leaders in Cameroon.

CHAPTER TWO

THE CONCEPT OF LEADERSHIP AND SCHOOL EFFECTIVENESS

Introduction

The process of leadership development is typically seen as one in which an individual's knowledge, expertise and behaviours are enhanced through informed association with recognised leadership roles and responsibilities. It is thought that these acquired competences make it possible for people to reflect and take action in new and innovative ways (Day, 2001; Collins, 2002). From this perspective, Day (2001) and Lumby *et al.* (2008), in their research into leadership development in education, identified leadership development as the purposeful building of both human and social capital in schools and the educational system as a whole. The primary importance of a leadership development strategy is to develop the management and leadership expertise essential to shape a perfect model of oneself (Day, 2001), to engage in healthy behaviours and identity development and to use that self-model to carry out one's job effectively in any school or educational system.

Reddy (2007), meanwhile, writing about leadership in Africa more generally, states:

> Leadership development is a continuous systematic process. Structured learning activities could include a mix of topics: self-reflection and personal awareness, knowledge of political systems, confidence-building, skills in facilitation and communication, team-building, conflict resolution, planning and analysis (p.6).

These definitions offer a starting point from which to begin to understand the theory of leadership development. This chapter explores the literature on theories of leadership and educational management and leadership, and their interaction with theories about school effectiveness. It does not claim to be an in-depth review of all the available literature surrounding effective management and leadership development. It is thematic in its

nature, rather than historical, and does not purport to record a comprehensive literature set. The review of the literature will, however, enable the derivation of a theoretical base with which to analyse, discuss and contextualise the research.

As there is an under-representation of scholarship related specifically to the measurement of the effectiveness of school leadership development programmes, especially pertaining to the management and leadership development of aspiring head teachers in the African context, it was vital to draw on literature on the same from other perspectives from the rest of the world. International literature was also deemed important because Cameroon inherited two distinctive educational systems from the former colonial powers, United Kingdom (UK) and France. Both systems are still being practiced today with little adjustment and many educationalists from Cameroon still look to the UK, France and other societies to help them improve.

Process of Literature Search

In order to achieve a valuable coverage of straightforwardly significant literature, search criteria for this study were devised (Wallace and Poulson, 2003; Thomas, 2009). No literature prior to 1960 was reviewed and the search process concentrated initially on literature that considered effective management and leadership development programmes. This was then expanded to include literature providing models for evaluating management and leadership development in education.

Finally, having decided upon the initial research questions to focus on in the literature search, and having defined the limitations regarding the journal articles and books to consider, it was possible to carry out the search in a number of steps. These were:

- a review of relevant education leadership articles in journal and books already held in my personal collection;
- a computerised search of relevant obtainable databases;
- in addition to this, a manual search of existing literature on leadership and management development of school leaders and communication with subject specialists was also conducted to identify other possible unpublished studies.

Relevant articles in journals, books, research papers based on both empirical data and on scholarship, government reports and policy documents, as well as opinion pieces from authors that have published in

the area of leadership and management development programmes for school leaders, or the evaluation of leadership and management development programmes that enhance performance, which were already held in the university library provided a foundation from which to start the search process. A systematic review of journal articles and books in these publications that were directly associated to the main research aims gave a clear view of current research questions that try to assess the effectiveness of leadership preparation and management development in preparing aspiring heads for successful school leadership.

Further studies were located by conducting computer searches using the Library Catalogue, eLibrary, bibliographic databases such as British Education Index and ERIC, and from eJournal services such as SwetsWise and electronic library catalogues. The key words used were: *effective, impact, influence, outcomes, result that intersected leadership development, leadership and management in education, school effectiveness, leadership performance, leadership training programmes and methods, management and leadership development programmes, management programmes that enhance performance, management and leadership development programmes that enhance expertise management and leadership development programmes that enhance behaviours, management skills, management training leadership and management learning, evaluating leadership and management training*. In addition, a thorough on-line search was conducted on four websites identified to have published journal articles and books of subject experts on management and leadership development of school leaders or the evaluation of leadership and management development in education.

These sites were:
http://www.is.bham.ac.uk
http://www.ncsl.org.uk
http://www.scholar.google.com
http://elibrary.bham.ac.uk

Zetoc alert also enabled the identification of some very recent journal articles and books on leadership preparation and management development in preparing aspiring heads for successful school leadership. A secondary manual literature search was conducted using a list of online reference sites, indexes for writers in education management and leadership studies located through the computerized search; and an article-by article search was carried out of all the volumes of relevant key journals and books allocated. A search for unpublished manuscripts, EdD and PhD theses on education leadership

and management development was also conducted through internet searches and e-mail contact with all known authors.

These studies provided examples of different theoretical frameworks relating to leadership development in education. In the remainder of this chapter the results of the related literature search are interpreted in the context of the specific research questions.

Leadership Theory

Theories of leadership are usually one of the eight different types. While transformational and distributional leadership theories have recently emerged, most can be classified from "Great Man", "Trait" theories, "Behavioural" theories to "Distribution theories" (see table 2.1).

Table 2.1: From 'Great Man' to 'Distribution' Leadership

Great Man Theories	The great man theory of management is one of the most primitive theories used to develop an understanding about management and leadership. The great man theory argues that competence for management is inborn–that great leaders are extraordinary people, born with natural qualities, destined to lead and not trained to become leaders. The use of the term "great men", or heroes was highly influential and intentional since, until the latter part of the 20th century, management was considered to be a notion which is first and foremost male, military and western (Tchombe, 1997).
Trait Theories	The trait theory of management was influential from the 1900s to the 1950s and considered that managers are born, and not made. The trait theory of management is based on the measurement of remarkable patterns of practice in an individual's behaviour - both successful and unsuccessful - and is used to visualize management and leadership effectiveness.
Behavioural Theories	Behavioural management theories give attention to what managers actually do rather than on their merits. Different behavioural patterns are observed and classified as 'management styles'. This area of managing behaviours has certainly attracted most consideration about leadership from practicing managers than leaders themselves.

Situational Theories	This theory, influential from the 50s to the late 60s, sought to explain leaders' abilities by looking at the influence of the situation on managers' expertise and behaviours, leading to the concept of "situational leadership".
Contingency Theory	Contingency theory is a behavioural theory based on the claims that there is no best way to manage or lead an organisation. To comprehend what adds value to managers' or leaders' effectiveness, researchers used the "*contingency model*" in exploring the relationship between personality traits, situational variables, and manager or leader effectiveness variables.
Transactional Theory	Comparable to the contingency theory of management is the transactional approach which emphasises the importance of motivating and directing followers, focusing on shared benefits derived from a form of 'contract' through which the leader distributes such incentives as rewards or acknowledgement in return for the dedication or loyalty of the followers (Northhouse, 2001).
Transformational Theory	Leadership and Management studies of the 70s and 80s on one occasion focused on the individual characteristics of managers and leaders which power their effectiveness and the achievements of their organizational performance.
Distributed Theory	Since the 1980s management and leadership researchers have placed great importance on the call for high-quality leadership practices. The model of distributed leadership practices has been promoted, as exemplified by the National Professional Qualification (NPQH) for Headship, emphasises the role of a school leader's and organisation performance (Harris and Spillane (2008)

Source: Adapted from Tchombe, 1997; Collins, 2002; Bolden et al., 2003; Harris and Spillane, 2008.

This review explores in more detail the leadership theories that have become visible in the literature since the 1980s, specifically: transformational leadership (Burns, 1978; Bass, 1985; Collins, 2002; Lumby *et al*., 2008); and distributed leadership (Gronn, 2000; Spillane *et al*., 2001; Bennett *et al*., 2002; Harris and Spillane, 2008). These leadership theories have had a particular influence on the content of leadership and management preparatory programmes.

Transformational Leadership

The theory of "transformational leadership" initially was developed by Burns (1978) and Bass (1985, 1998) and seek to add value on people's philanthropic enthusiasm and personal morals to accomplish great things (McGrath, 2003).

Transformational leadership promotes knowledge, expertise development and leads to higher levels of personal morality, motivation and commitment amongst 'followers' to the schools' and educational system objectives (Collins, 2002).

As the leading leadership theory of the 1980's, transformational leadership argues that visionary leaders are responsible for the transformation (Collins, 2002) of an organisation (Bass and Aviolo, 1990; Goleman, 1998; Bush and Glover, 2003; Lumby *et al*., 2008). Collins (2002) supposed that the supremacy of transformational leadership in the 80s is the revelation of the organisation or central system in the future, and their capability to communicate, progress, provide information or services, and share that vision (Bush and Glover, 2003). These authors suggest that transformational leaders create knowledge, expertise and a recognition of goals and mission; that they stimulate support among colleagues for these goals to be achieved, and are able to persuade followers because they invent meaning within their school or the central educational system.

Distributed Leadership

Distributed leadership involves sharing leadership responsibilities across school or educational systems. There is as yet no established meaning of the expression distributed leadership (McGrath, 2003), nevertheless, drawing from Bennett et al. (2002) it might be said to include three distinct elements:

> Firstly, distributed leadership highlights leadership as an emergent property of a group or network of interacting individuals. This contrasts with leadership as a phenomenon which arises from the individual … Secondly, distributed leadership suggests openness of boundaries of leadership … Thirdly, distributed leadership entails the view that varieties of expertise are distributed across the many not the few (p.89).

McGrath (2003) supports the above understanding, agreeing with the suggestion in Harris (2002) that distributed leadership: