

The Determination of the Relationship between Leadership Styles and Training Modes in the TEVET in Zambia

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Abstract

A leadership style which can be termed as the manner and approach of giving direction to an organisation, enables Institutional Managers to use a well-defined set of actions and activities that manifest in the daily institutional business that presumably guides the institutional outcomes. A training mode is a method and strategy for the delivery of instructional content that is structured by an educational or training institution. In the Zambian Technical Education, Vocational and Entrepreneurship Training (TEVET) sector there are six methods of training delivery that are used to increase access to TEVET and to enhance the training instruction. Nevertheless, there have been misgivings about the use of asynchronous methods of instruction in the TEVET sector to increase access and participation because of training institutions not having the requisite requirements to offer this kind of training. According to Chikoye and Siaciwena (2008) in recent years training institutions have either launched or are keen to launch new ODL programmes. However, the existing abilities of various institutions to offer ODL should be matched against necessary requirements for such programmes. Therefore, this paper determined if there was a relationship between leadership styles and training modes offered in training institutions by use of a descriptive correlation survey, furthermore, the importance of leadership styles in training modes is adduced and is the significant contribution to knowledge in TEVET leadership and quality.

Keywords: leadership styles, training mode, TEVET

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1. Introduction

A leadership style refers to a leader's characteristic behaviour when directing, motivating, guiding, and managing groups of people (Cherry, 2016). Therefore, there is a well-defined set of actions and activities that are carried out by Institutional Managers that manifest in the daily institutional business that presumably guides the institutional outcomes, which can be termed as the manner and approach of providing direction to an organisation.

Nzoka and Orodho (2014) assume that concerted effort to improve school leadership is one of the most promising points of intervention to raise learner retention rates, the quality, relevance, and efficiency of technical education across sub-Saharan Africa. Therefore, school leadership does not exist in a vacuum, but it is practiced in school structures and organisations. But leadership has too many intervening variables that makes the process of testing the phenomena complex, which implies that contextual factors that are associated with leadership would be the most appropriate means of testing the phenomena, which in this study are leadership styles.

A training mode is a method and strategy for the delivery of instructional content structured by an educational or training institution. In the Zambian TEVET sector there are six methods of training delivery identified as follows:

1. Institutional based learning- the traditional form of training that occurs in a training institution where structured instruction occurs in the four walls of a training institution;
2. TEVET Learnership Scheme- a structured dual method of training with the theoretical aspects of a training programme offered by a training institution and the practical component of the programme offered in a workplace or industry;
3. Work-based learning- direct structured training offered in a in workplace or site by an employer or industry;
4. Open and Distance Learning- an asynchronous method of instruction where there is separation of the learner and the trainer, and the learning mediated by some form of technology;
5. Secondary School Vocational Education and Training- two-tier technical instruction that takes place in a general education institution; and
6. Recognition of Prior Learning/Assessment Only; formal certification of training that could have taken place informally or non-formally but not certified.

The purpose of the alternative use of these methods of training delivery is to increase access to TEVET and to enhance the training instruction. Institutional managers who are custodians of these training institutions should supervise the training modes used in the training institutions. Nevertheless, there have been misgivings about the

use of asynchronous methods of instruction in the TEVET sector to increase and participation because of training institutions not having the requisite requirements to offer this kind of training. According to Chikoye and Siaciwena (2008) in recent years there has been an increased recognition of the potential of ODL to contribute to socio-economic development. TEVET institutions have either launched or are keen to launch new ODL programmes. However, the existing capacities of various institutions to offer ODL should be in line with necessary requirements for providing such programmes. Therefore, this paper sought to determine if there was a relationship between leadership styles and training modes that offered in a training institution. The assumption of the authors was that the leadership styles of an institutional manager predispose a manager to prefer specific training modes.

The Conceptual framework in Figure 1. depicts the association that exists among leadership styles and training modes. The three constructs of the full-range transformational leadership theory contribute towards training modes offered in TEVET institutions.

1.1 Purpose of the Study

The purpose of the study was to determine the monotonic relationship between leadership styles and training modes offered in technical training institutions in Zambia. Therefore, the Research hypothesis for this study was as follows:

Ho= There is no statistically significant relationship between leadership styles and training modes.

Ha= There is a statistically significant relationship between leadership styles and training modes.

The objectives of the study were as follows:

1. To determine the preferred training mode by TEVET institutional managers;
2. To determine the correlation between leadership styles and TEVET modes of delivery; and
3. To describe the significance of the training modes in increasing access to TEVET.

1.2 Research Questions

1. What is the preferred training mode by TEVET institutional managers;
2. What is the correlation between leadership styles and TEVET modes of delivery; and
3. How significant are the training modes in increasing access to TEVET.

This research article is part of a Doctor of Philosophy in Educational Leadership study conducted on the “Influence of Institutional Leadership Qualities on Selected Attributes of Technical Training within the TEVET Sector in Zambia” in 2021. The study anticipated that it would contribute to efficient and effective educational service delivery through improved institutional leadership of institutional management and contribute to the body of knowledge on technical-vocational management and quality assurance.

2. Review of Related Literature

This section presents a summary of the literature considered to provide the underpinning theory and what other authors have written on related subject matter to institutional leadership, and training modes in training.

2.1 TEVET

Vocational Technical Education (VTE) refers to the educational processes that involves the study of technologies and related sciences and the acquisition of practical skills and knowledge aimed at discovering and developing the individual for employment in various sectors of economic and social life (Boateng, 2012). Therefore, the adage of “learning by doing” should be observed in technical training programmes.

This practical or hands-on nature of technical training has a bearing on industrial requirements and technical trainers because performance as opposed to impartation of knowledge is the key outcome of TEVET. The UNESCO (1999) and UNESCO (2004) definition of TVET is: Those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupants in various sectors of economic and social life.

2.2 Leadership Styles

Leadership styles are tactics for stirring all staff that are associated with a training institution. Therefore, there is a definite set of actions, activities, processes, and behaviour exhibited by Institutional Managers that manifest in the daily training institution business that influences the institutional outputs. Leadership styles stem from different leadership theories that inform or underpin the actions and behaviours that are associated with different leadership styles. This relationship between the theories and the leadership styles, and differences among scholars in the conceptions of leadership seems to be responsible for interchanging of nomenclature between leadership styles, leadership practices and leadership theories.

According to Chaudhry and Javed (2012) leadership has multiple factors that are associated with it not agreed upon by different authors. Therefore, contextualising it through leadership styles enables common factors

associated with peculiar actions and behaviour in leadership to classify them in characteristic leadership styles. Buble, Juras and Matić (2014) have further proposed three main key variables in leadership theories that affect the styles of leadership as: characteristics of the leader, characteristics of the followers and characteristics of the situation.

Therefore, this study focused on Full-Range Transformational Leadership (FRTL) theory, a continuum of transformational leadership, transactional leadership, and laissez-faire. Which, is based on how a leader is a role model, exhibiting morality in behaviour, sharing vision, fostering innovative thinking, supporting, and mentoring others, checking for non-compliance, being reactive and not being involved in managerial or administrative activities. The Sun and Anderson (2017) study focused on the following leadership styles in considering a new 'full range' theory: Charismatic and transformational leadership, and transactional leadership, with emphasis on ideological and pragmatic leadership practices; therefore, personal values and standards have administrative maintenance, and flexible problem solving applied.

The nine constructs of FRTL are as follows: Idealised Influence Attributed (IIA), Idealised Influence Behaviour (IIB), Inspirational Motivation (IM), Intellectual Stimulation (IS), Individual Consideration (IC), Contingent Reward (CR), Management by Exception-Active (MBEA), Management by Exception-Passive (MBEP), and Laissez-faire (LF). The first five are constituents of Transformational leadership style, the next set of three are components of transactional leadership, while Laissez-faire only has one construct. production.

2.3 Training Modes

In the Zambian TEVET sector there are six methods of training delivery identified as follows in this study:

1. Institutional based learning- the traditional form of training that occurs in a training institution where most of the instruction occurs in the four walls of a training institution; which is defined by MoHE (2019) as traditional face-to-face modes of teaching and learning; furthermore, the Allela, Ogange, Junaid and Brainard (2019) study highlights the importance of institutional based learning; the findings were stated as follows: 'the importance of face-to-face sessions in technology mediated training cannot be overstated. There were several challenges that could only be addressed in actual face-to-face encounters vs doing so remotely';
2. TEVET Learnership Scheme- a structured dual method of training where the theoretical aspects of a training programme are offered by a training institution and the practical component of the programme is offered in a workplace or industry (that is why it is referred to as a sub-component of work-based learning); According to ILO (2017) The TEVET Learnership programme is a formal apprenticeship system that combines institutional-based and work-based learning within a company;
3. Work-based learning- direct structured training offered in a workplace or site by an employer or industry; According to Ismail and Mujuru (2020) workplace-based learning refers to practical or on-the-job training that is usually through apprenticeship, internship, work placement or other practical training component of avocational education or training programme;
4. Open and Distance Learning- an asynchronous method of instruction where there is separation of the learner from the trainer and the learning mediated by technology; 'education and skills training that is flexible in terms of time and place for both the learner and the teacher' (MoHE, 2019);
5. Secondary School Vocational Education and Training- two-tier technical instruction that takes place in a general education institution; defined by MESVTEE (2012) and MoHE (2020) as the provision of the academic pathway that leads to the attainment of an academic qualification, while the vocational pathway leads to the acquisition of skills and competences at secondary schools; and
6. Recognition of Prior Learning/Assessment Only; formal certification of training that could have taken place informally or non-formally but was not certified; according to ZAQA (2016) the aim for recognising prior learning in Zambia is to allow learners who have not been able to attend formal education but have managed to gain significant experience in a particular field to be given an opportunity to earn a qualification or to upgrade an existing qualification, which can be at any level of education and training.

The TEVET Policy of 2020 proposed a multi-modal approach to increase access to TEVET premised on institutional based training, Open Distance and Flexible Learning, Work Based Learning, and Recognition of Prior Learning. In addition, progression in the TEVET system has also presented challenges to learners wishing to pursue higher level vocational qualifications. Arising from this gap, the TEVET institutions have partnered with universities to offer technical degree programmes. However, this has not been sufficient to both improve the perception of TEVET (MoHE, 2020). Government in the 8th National Development Plan has proposed to improve the quality of TEVET through the recapitalisation of TEVET institutions and reconfiguration of TEVET skills delivery [training modes]. Due to paucity of research the paper will contribute to the body of knowledge on technical-vocational management and quality.

3. Research Methodology

This section outlines the methodology employed in the study. It discusses the research philosophy, the research

methods adopted, and the research instruments developed and utilised to achieve the objectives of the study.

3.1 Research Paradigm and Philosophical Assumptions

The study used quantitative methodology, and it was informed by positivism. Positivism was used because there was need to examine the relationship between leadership styles and training modes at a particular point in time. Quantitative methodology is based on the four philosophical schemas of: realist ontology (realism), positivist epistemology (positivism), deterministic human nature (determinism) and nomothetic methodology (nomothetic). Realism propounds the measurement and quantification of reality because reality is by researchers expounded to be independent of human nature, and reality is tangible with a singular nature as well as extant.

3.2 Research Design

The study used a descriptive correlational design. A structured questionnaire adapted from the Multifactor Leadership Questionnaire was used to collect information from a sample of institutional managers. The focus was on the institutional managers' perceptions of the leadership style variable ratings, and the study tried to answer the questions of the significance of training modes. Therefore, the study employed a quantitative method of research to summarise the leadership style effects among TEVET institutional managers.

3.3 Target Population

The population of the study comprised of Institutional Managers from Lusaka, Central and Southern Provinces of Zambia. The study was conducted in TEVET institutions in Lusaka Province (Lusaka, Kafue, Chibombo), Central Province (Kabwe, and Mumbwa), and Southern Province (Monze, Choma, Livingstone and Mazabuka).

3.4 Description of Sample and Sampling Procedures

The sample of 120 respondents was obtained by using the Yamane sample size formula and a table of random numbers or stratified random sampling but only 96 respondents willingly participated in the study, which gave response rate of 80 percent. The Yamane formula for calculating sample sizes is as follows:

$$n = \frac{N}{1+N(e)^2} \quad (1)$$

Where n is the sample size, N is the population size, while e is the level of precision. The sample size in this study calculated at 95 percent level of confidence and five percent level of precision.

3.5 Description of Research Instruments

A structured questionnaire was used to collect information from a sample of institutional managers. The structured questionnaire was used to capture data on the relationship between leadership styles and training modes. The quantitative data was collected through one complete cycle and not on a longitudinal basis.

3.6 Description of the Data Collection Procedures

The researchers after obtaining ethical clearance from UNZA Humanities and Social Sciences Research Ethics Committee (HSSREC) proceeded to obtain permission to conduct the study in the sampled technical-vocational institutions; informed consent sought from the respondents and confirmed by the respondents filling in the study consent forms provided in the HSSREC Form 1b. The researchers then proceeded to administer the questionnaires and code the data; data from 94 questionnaires was processed.

3.7 Description of Data Analysis and Presentation Procedures

Correlation analysis was used to examine the relationship between leadership styles and training modes offered in TEVET institutions via the SPSS Statistics 20. The findings were also presented by using descriptive statistics: frequencies, tables and means.

4. Findings

The paper sought to measure the monotonic relationship between leadership styles and training modes offered in technical training institutions. These findings are addressed as follows: firstly, the priority ranking of the training modes, followed by the correlation between leadership styles and TEVET modes of delivery. Lastly, the description of the significance of the training modes in increasing access to TEVET is presented. This analysis was informed by the following hypothesis:

Ho= There is no statistically significant relationship between leadership styles and the training modes offered in training institutions.

Ha= There is a statistically significant relationship between leadership styles and the training modes offered in training institutions.

4.1 Priority Ranking of Training Modes

The Table 1 shows that the most preferred training mode was Institutional Based Learning, which had a mean score of 1.9. The ranking of the training modes was from one to six, one being the priority and six being the least ranked.

The priority ranking of training modes was followed by correlation analysis of the variables. The Spearman's rho for the leadership styles and composite score of the training modes indicated that there was no statistically significant correlation between leadership styles and training modes. The null hypothesis was supported that there was no statistically significant relationship between leadership styles and training modes offered in training institutions. Therefore, individual correlations for training modes were run. The findings from Table 2. show that there was no statistically significant correlation between leadership styles and the training mode that ranked highest (Institutional Based Learning).

4.2 Correlations of Leadership Styles and Training Modes

Results also showed that there was no statistically significant correlation between leadership styles and the TEVET Learnership Scheme training mode (Table 3). However, a statistically significant negative correlation was found between transactional leadership and work-based learning mode ($r = -0.284$, $p = 0.006$) as depicted in Table 4. While Table 5 shows that there was no statistically significant correlation between leadership styles and the Open and Distance Learning.

The findings of the study indicate that there was a statistically significant positive correlation between transformational leadership and secondary school VET ($r = 0.204$, $p = 0.048$) as reflected in Table 6., and results show that there was no statistically significant correlation between leadership styles and priority ranking for Recognition of Prior Learning (Table 7).

4.3 Significance of Relationships between Leadership Styles and Training Modes

Only two training modes yielded statistically significant correlation, and these were secondary school vocational education and training and work-based learning. The results showed a statistically significantly positive correlation between transformational leadership and secondary school vocational education and training ($r = 0.204$, $p = 0.048$), and a negative but statistically significant correlation between transactional leadership and work-based learning ($r = -0.284$, $p = 0.006$).

5. Discussion of Findings

The research question sought to determine the monotonic relationship between leadership styles and training modes offered in technical training institutions. The findings reveal that there was no statistically significant relationship between leadership styles and training modes offered. Only two modes of training (Secondary School VET and Work-based learning) had important correlations with leadership styles. This observation contrasts findings of Mallonee, Phillips and Riggs (2017) on a comparison of in-person and online delivery modes.

Howbeit, an alternative explanation for the insignificant effects of leadership styles on training modes could be attached to indirect effects of leadership. Kabeta (2015), Norviewu-Mortty (2012), Kruger (2003) and Leithwood et al submitted that learning and teaching effectiveness was directly proportional to leadership style initiatives where institutional management is involved in instruction.

The assumption that an institutional managers' leadership styles predispose the preferred support of training modes suggests the need for collaborative effort on enhancing compliance with regulatory training standards. Some training modes are anchored on stakeholder engagement and team effort that is outside the confines of the training environment to appropriately equip learners with employable skills, which is consistent with Idris (2010) on the importance of an integrated model of technical education and training to enhance employable skills. Therefore, capacity development on informed decision-making through monitoring and evaluation and use of tracer survey data should be cultivated in TEVET management as underscored by Okae-Adjei and Akuffo (2013) in line with the adduced evidence of the present study of some leadership styles having an association with training modes.

Results from this study also show that institutional managers in TEVET had preference for institutional based training in comparison to other modes of training. Preference for institutional based learning affirms misgivings of use of asynchronous instruction; indicating blended learning, TEL and multi-modal TEVET delivery have not been receiving appreciable support. However, alternative modes of training can enhance practical learning. This corroborates the findings of a study by Chola, Kasimba, George and Rajan (2020), where face-to-face interaction with the instructor was found to be necessary to understand the subject of Physics. Nevertheless, there is need for institutional managers to embrace blended instruction to enhance practical learning in times of physical distancing between the learners and trainers.

The need to diversify the delivery of TEVET was even more cardinal during the partial lockdown that Zambia experienced in 2020 due to the COVID-19 pandemic. During this crisis institutions found it difficult to satisfy the needs of the learners in terms of practical skills training because of the over reliance on institutional based learning,

which, the institutional managers feel is more important than other training modes. This indicates that blended learning, technology enabled learning or multi-modal TEVET delivery has not been receiving appreciable support from institutional managers, especially in the light of the attendant benefits of the multi-modal training delivery in increasing access to and quality of TEVET.

The current study suggests empirical evidence of priority ranking of more than three modes of training based on principal components analysis reliability test. The support and championing of blended training modes by TEVET institutional managers is important in enhancing the quality of TEVET, which is consistent with evidence presented by Ndhlovu, Muleya and Namangala (2015) on increasing the training capacity of institutions.

The absence of a statistically significant relationship between leadership styles and institutional based learning and the prioritisation of institutional based learning by institutional managers has significant implications for policy. There is need to diversify the mode of delivery of TEVET to meet the Eighth National Development Plan objective of TEVET delivery.

6. Conclusion and Recommendations

6.1 Introduction

This chapter provides an integrated critical analysis of the findings of this study. The study was conceived out of a gap in knowledge and practice regarding the role institutional leadership plays in TEVET. Very little was known regarding the relationship between leadership and training modes offered in the TEVET sector in Zambia. The research question sought to determine the monotonic relationship between leadership styles and training modes offered in technical training institutions. The findings reveal that there was no statistically significant relationship between leadership styles and training modes offered.

6.2 Significance of the Study

This study provides a better and broader understanding of the influence of leadership in Technical Training in Zambia from a positivist point of view. It offers a brief introspection into the current situation and importance of institutional leadership qualities to attributes of technical training. This study is to be noted for its originality. According to the knowledge of the researcher and the available literature, this is the first in the Zambian TEVET sector and educational management and administration in general. The importance of this study also stems from the scarcity of empirical evidence in Zambia on training modes and institutional quality grading issues that depict TEVET institutional leadership or management. Some of the information that has been adduced in this study has never been presented in previous studies. As such this study contributes to the literature on quality standards and leadership in:

1. Leadership styles and the training modes offered in training institutions.

This study contextualised institutional leadership as leadership styles; specifically, the appraisal of the relationship between leadership styles and training modes, which, depicted the important role of institutional managers in contributing to the methods of training. The preferences and influence of the institutional managers on training modes being offered as well as their role in affecting institutional performance indicated that blended learning, technology enabled learning or multi-modal TEVET delivery has not been receiving significant support from institutional managers.

The use of the theories that have been applied in this study ought to be fostered to enhance institutional performance and training mode implementation. This is line with the Eighth NDP that seeks to improve the quality of TEVET. In addition, institutional managers should champion blended use of training modes to enhance service delivery of TEVET in line with the Vision 2030 that seeks to accelerate development without leaving anyone behind (MNDP, 2017). This implies universalisation of TEVET through use of alternative training modes.

6.3 Study Limitations and Research Implications

This thesis has theoretical and methodological constraints that should serve as a foundation for future research. However, like in most research projects, the present work has some limitations that should be acknowledged. First, it examines the leadership styles from a positivist and Eurocentric perspective. Therefore, it might be instructive to consider a phenomenological qualitative inquiry that could demonstrate how these actors interact with the local socio-economic system. Further than this, since findings did not garner the reasons that could have influenced the choices of the Likert scale data, it would be ideal to conduct a phenomenological inquiry to bring out the lived experiences.

The study was carried out in the TEVET sector, which implies that some of the findings might not be applicable to general education and higher education.

In survey-based investigations, cross-sectional data with common approach desirability biases are common and this could affect the research outcomes. However, according to Samala and Singh (2019), the acceptability of a cross-sectional research survey is unaffected. While caution was exercised when conducting the survey and in presenting the Herman single factor test score to mitigate the effect of common technique biases, the danger of

social bias was not eradicated. As a result, the researcher recommends that future studies collect data at multiple time intervals within the TEVET system to forecast the precise moment and conditions when leadership styles and leadership practices influence training mode implementation, and institutional performance.

6.4 Recommendations

The findings and the contribution of the study were the basis of the following recommendations made for the Ministry of Technology and Science and Statutory Bodies.

The TEVET system is not doing well in terms of the exhibited Leadership Styles and Training Modes offered. However, the findings underscore the importance of capacity development for the institutional managers for effective supervision of TEVET. This calls for reskilling and upskilling of institutional managers in leadership styles as this is critical. This requires to be placed on the training agenda within the TEVET system.

The absence of a statistically significant relationship between leadership styles and institutional based learning and the prioritisation of institutional based learning by institutional managers has significant implications for policy. There is need to diversify the mode of delivery of TEVET to meet the Eighth National Development Plan objective of TEVET delivery.

6.5 Conclusion

The study set out to determine the relationship between leadership styles and training modes offered in training institutions in the TEVET sector in Zambia. The study results indicate that the FRTL theory is applicable in TEVET institutions and the profile of leadership styles have considerable effect on capacities, and methods of training.

The essence of institutional leadership in TEVET is to ensure the productivity of the education and training system. The institutional manager cannot ignore institutional quality compliance and training efficiency.

In conclusion, there was no statistically significant relationship between leadership styles and training modes offered. Only two modes of training (Secondary School VET and Work-based learning) had important correlations with leadership styles.

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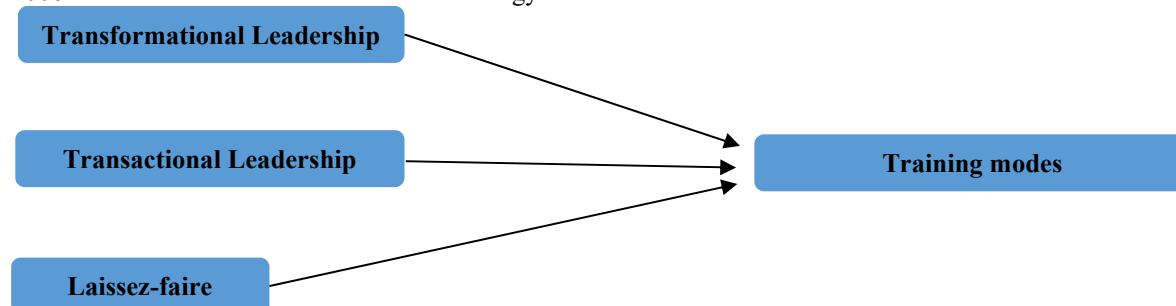


Figure 1. Relationship between Leadership Styles and Training Modes

The theoretical framework that was employed in this study was the Full-Range Transformational Leadership Theory. This is illustrated by a summary of the conceptual framework to depict how leadership styles are associated

to training modes; leadership style is the independent variable, while training mode is the dependent variable.

Table 1. Priority Ranking of Training Modes

	Mean	Median	Mode	Std. Deviation
Institutional based learning.	1.9	1.5	1	1.3
TEVET Learnership Scheme.	2.7	3.0	3	1.3
Work-based learning.	3.3	3.0	4	1.3
Open and Distance Learning.	4.1	4.0	5	1.5
Secondary School Vocational Education and Training (VET).	4.4	5.0	6	1.7
Recognition of Prior Learning (RPL)/Assessment Only.	4.6	5.0	6	1.4

Source: Field data 2022

Table 1 shows that the most preferred training mode was institutional based learning, which had a mean score of 1.9.

Table 2. Correlations Leadership Styles and Institutional Based Learning

			Transformational	Transactional	Laissez Faire	Institutional based learning
Spearman's rho	Transformational	Correlation	1.000	.128	-.183	-.007
		Coefficient	.	.220	.077	.948
		Sig. (2-tailed)	94	94	94	94
		N				
	Transactional	Correlation	.128	1.000	.247*	.049
		Coefficient	.220	.	.017	.638
		Sig. (2-tailed)	94	94	94	94
		N				
	Laissez Faire	Correlation	-.183	.247*	1.000	.139
		Coefficient	.077	.017	.	.181
		Sig. (2-tailed)	94	94	94	94
		N				
Institutional based learning	Correlation	-.007	.049	.139	1.000	
	Coefficient	.948	.638	.181	.	
	Sig. (2-tailed)	94	94	94	94	
	N					

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Field data 2022

The findings in Table 2 show that there was no statistically significant correlation between the leadership styles and training mode that ranked highest (institutional based learning).

Table 3. Correlations Leadership Styles and TEVET Learnership Scheme

			Transformational	Transactional	Laissez Faire	Learnership Scheme
Spearman's rho	Transformational	Correlation	1.000	.128	-.183	-.119
		Coefficient	.	.220	.077	.254
		Sig. (2-tailed)	94	94	94	94
		N				
	Transactional	Correlation	.128	1.000	.247*	-.091
		Coefficient	.220	.	.017	.381
		Sig. (2-tailed)	94	94	94	94
		N				
	Laissez Faire	Correlation	-.183	.247*	1.000	-.009
		Coefficient	.077	.017	.	.933
		Sig. (2-tailed)	94	94	94	94
		N				
Learnership	Correlation	-.119	-.091	-.009	1.000	
	Coefficient	.254	.381	.933	.	
	Sig. (2-tailed)	94	94	94	94	
	N					

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Field data 2022

There was no significant correlation between leadership styles and TEVET learnership scheme (Table 3).

Table 4. Correlations Leadership Styles and Work-based Learning (WBL)

			Transformational	Transactional	Laissez Faire	WBL
Spearman's rho	Transformational	Correlation	1	0.128	-0.183	-0.15
		Coefficient	.	0.22	0.077	0.15
		Sig. (2-tailed)				
		N	94	94	94	94
	Transactional	Correlation	0.128	1	.247*	-.284**
		Coefficient	0.22	.	0.017	0.006
		Sig. (2-tailed)				
		N	94	94	94	94
	Laissez Faire	Correlation	-0.183	.247*	1	-0.116
		Coefficient	0.077	0.017	.	0.265
		Sig. (2-tailed)				
		N	94	94	94	94
WBL	Correlation	-0.15	-.284**	-0.116	1	
	Coefficient	0.15	0.006	0.265	.	
	Sig. (2-tailed)					
	N	94	94	94	94	

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field data 2022

A statistically significant correlation between transactional leadership and work-based learning (Table 4).

Table 5. Correlations Leadership Styles and Open and Distance Learning (ODL)

			Transformational	Transactional	Laissez Faire	ODL
Spearman's rho	Transformational	Correlation	1	0.128	-0.183	-0.137
		Coefficient	.	0.22	0.077	0.189
		Sig. (2-tailed)				
		N	94	94	94	94
	Transactional	Correlation	0.128	1	.247*	0.066
		Coefficient	0.22	.	0.017	0.53
		Sig. (2-tailed)				
		N	94	94	94	94
	Laissez Faire	Correlation	-0.183	.247*	1	0.195
		Coefficient	0.077	0.017	.	0.059
		Sig. (2-tailed)				
		N	94	94	94	94
ODL	Correlation	-0.137	0.066	0.195	1	
	Coefficient	0.189	0.53	0.059	.	
	Sig. (2-tailed)					
	N	94	94	94	94	

*. Correlation is Significant at the 0.05 level (2-tailed).

**. Correlation is Significant at the 0.01 level (2-tailed).

Source: Field data 2022

Table 5 shows that there was no statistically significant correlation between the leadership styles and ODL.

Table 6. Correlations Leadership Styles and Secondary School VET

			Transformational	Transactional	Laissez Faire	Secondary School VET
Spearman's rho	Transformational Leader	Correlation	1	0.128	-0.183	.204*
		Coefficient		0.22	0.077	0.048
		Sig. (2-tailed)				
		N	94	94	94	94
	Transactional	Correlation	0.128	1	.247*	0.027
		Coefficient	0.22		0.017	0.796
		Sig. (2-tailed)				
		N	94	94	94	94
	Laissez Faire	Correlation	-0.183	.247*	1	-0.078
		Coefficient	0.077	0.017		0.454
		Sig. (2-tailed)				
		N	94	94	94	94
Secondary School VET	Correlation	.204*	0.027	-0.078	1	
	Coefficient	0.048	0.796	0.454		
	Sig. (2-tailed)					
	N	94	94	94	94	

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Field data 2022

The findings indicate that there was a statistically significant positive correlation between transformational leadership and Secondary School VET as reflected in Table 6.

Table 7. Correlations Leadership Styles and Recognition of Prior Learning (RPL)

			Transformational	Transactional	Laissez Faire	RPL
Spearman's rho	Transformational Leader	Correlation	1	0.128	-0.183	0.11
		Coefficient		0.22	0.077	0.291
		Sig. (2-tailed)				
		N	94	94	94	94
	Transactional	Correlation	0.128	1	.247*	0.148
		Coefficient	0.22		0.017	0.154
		Sig. (2-tailed)				
		N	94	94	94	94
	Laissez Faire	Correlation	-0.183	.247*	1	-0.05
		Coefficient	0.077	0.017		0.613
		Sig. (2-tailed)				
		N	94	94	94	94
RPL	Correlation	0.11	0.148	-0.053	1	
	Coefficient	0.291	0.154	0.613		
	Sig. (2-tailed)					
	N	94	94	94	94	

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Field data 2022

There was no statistically significant correlation between leadership styles and RPL (Table 7).