

Chapter One

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

1.1.1 Problems of education management

The development of education can be traced through various periods in the history of humankind. Education is tightly linked to social and economic development. It is globally accepted that education is the bedrock of development. Therefore, poor or ineffective management of education should be the concern of every progressive citizen. Providing appropriate leadership is an idea as old as civilisation itself. The ancient Greeks were the first Western people to ask questions about the nature of education, its purpose and how it should be managed or handled (Coetzee, 2004).

According to UNESCO (IIEP, 1969), there were several important problems confronting educational managers and planners in virtually all developing countries. These problems included the integration of problems in educational and economic planning, the costing and financing of educational development, the supply and demand for teachers, the effect of rapid expansion on the quality of education, the planning of adult education, the bearing of educational planning, upon external aid, and the administrative aspects of planning, including implementation.

Educational administration is primarily a social enterprise. It is more concerned with the human element than inanimate things (Sidhu, 2002). The question of human relations and

emotional climate of an educational institution are of foremost importance. The purpose of administration is to enable the right pupils to receive the right education from the right teachers at a cost within the means of the state, under conditions which will enable pupils to profit best by their learning. A host of questions of education are therefore questions of educational administration and management (Sidhu, 2002: 16).

Educational administration according to Sidhu (2002) is a complex affair, because a school is not a single collection of things and persons. There is a vast, complexity in the form of integration of things with things, of things with persons and of persons with persons, and there are complexities within complexities. An educational institution is therefore always rich in administrative problems (Sidhu, 20027).

Leadership in schools is not easy; school heads are under pressure from many sources. There are unending demands upon time and energy and there are times when the load is heavy. There are other times when things go well, when there is progress and development and the head feels he is making a difference (Dean 1985:1).

Besides, managing staff motivation and performance, the heads also direct the organisation (the school) by providing effective leadership. The school head has been the subject of hundreds of studies mostly in developed countries such as Canada, Britain, Australia and the USA. Taken collectively the 'effective schools' studies reflected the view that the direct responsibility for improving instruction and learning rest in the hands of the school head (Smith and Andrews, 1989).

Educational institutions require effective leadership and professional school heads. Besides teaching and managerial qualifications, educational leaders need to possess a broad variety of skills that enable them to function comfortably and effectively in changing environments. To advance education, there is a clear need for educational leaders to have and exercise: the ability to comprehend the dynamics of human affairs including human performance management, human motivation, performance management, effective leadership, human relations, educational change and management theories, and to identify obstacles to teacher performance in the school workplace.

In Zambia, the Ministry of Education (MOE, 2005:15) has provided an enabling environment for improved performance and democratic management in schools. Democratic administration has been a primary concern of the twentieth and the twenty first centuries. Teachers have wanted to be involved in school administration, both in planning and in executing school programmes (Knowles, 1978).

Historical evidence in education has shown that undemocratic administration and management of education and authoritarian leadership styles have persisted in Zambia since the colonial period. The British South Africa Company (B.S.A.C.) neglected African education, but built and managed the Barotse National School in Western Province in 1907 and even provided a headmaster, Mr. Williams, who was both the headmaster and resident magistrate for the company. According to Snelson (1990), the school head dictated its policy, exercised strict control over its organisation and discipline of teachers and students.

Snelson (1990) has given another account of the management style of Reverend John Fell who was principal of Kafue Training Institute (government) for teachers and later became

principal of Jeanes Training School (government) in Mazabuka, as “a professional educationist, forthright, plain-spoken, no nonsense, autocratic...”

Even after Independence, observations and experience have shown that in the 1970s and 1980s the majority of secondary schools heads exhibited autocratic management styles in managing schools and supervising their subordinates. Studies done in civil service in the 1980s and 1990s managers in public service by Lungu (1990) and in education by Phiri (1989) still indicated the dominance of autocratic management styles among school heads in the Zambian education system.

These undemocratic management styles, which were part of colonial legacy could not even be addressed immediately by many post independence educational policies such as the Education Act of 1966, The 1977 Education Reforms, and Focus on Learning of 1992 (GRZ, 1977; MOE, 1992). It was not until the enacting of the third major education policy in 1996 “Educating Our Future” that the government introduced reforms in education leading to the creation of boards, such as the High School Education Boards The High School Education Board in the Ministry of Education which were expected to cater for a higher degree of democracy in the management and administration of the school system. The High School Education Board or simply the ‘High School’ is managed by a school head. This study is concerned with management styles exhibited by school heads of high school in their leadership roles.

1.1.2 Role of the school head

The school is the basic organised community in education. The Ministry of Education (MOE, 1992: 91) views the school head as the pivot of the school community because

he/she is shouldered with the total management and administration of the school and also providing the vision and appropriate leadership for school improvement and effectiveness.

In the Zambian context, the management and control of each high school is vested in each High School Board whose chief executive officer (CEO) is the school head (MOE, 2005:15). School heads are expected to provide academic leadership in their roles as teachers and administrators (MOE, 1992).

According to the Ministry of Education the following are some of the most important roles of the high school head that are related to teacher performance and supervision (MOE, 2005: 47):

- a. Supervise school work of heads of departments and other teachers.
- b. Giving responsibilities to all teachers.
- c. Managing and coordinating effectively the provision of all academic programmes.
- d. Monitoring and evaluating regularly the delivery of academic programmes.
- e. Managing staff and utilization of other resources at the school in order to facilitate the attainment of set objectives.

The school head plays a crucial role in promoting a school environment which stresses the importance of learning and which encourages trust, effort and mutual respect among students and teachers (MOE. 1992: xvi). Farrant (1990) has described the central role of the head in the school in various ways: educational administrator, leader, school principal, supervisor, school administrator or school head. These terms are used interchangeably in this study.

1.1.3 Role of teachers

The school community is centered on teachers and students who, throughout the school day, are thrown together in the practical world of teaching and learning (Brennen, 1989).

The core business of a school is to provide a favourable environment for teaching and learning (MOE, 2005: 76). The schemes of work are the key vehicles for setting and maintaining high standards and raising expectations.

The following are some of the most important roles of the teachers in the Ministry of Education (MOE, 2005: 49):

- a. They are responsible for the teaching and direct supervision of the learning of pupils in their respective classrooms.
- b. They are responsible to their heads of department or senior teachers in respect of preparation of schemes of work, lesson plans, records of work, and progress reports of their pupils.

According to the Ministry of Education (MOE. 1992: xv), as key individuals in determining whether the school can bring its undertakings to fruition, teachers should be proficient in the subjects they teach and be resourceful in converting their knowledge into effective learning experiences for their students. Medley (1982) argues that the possession of knowledge and skills by the teachers is called teacher competence and transfer of skills into the classroom is referred to as teacher performance. The teacher's role facilitates the interaction between the teacher and the head.

1.1.4 Head and teacher interactions

Blunt and Jones (1993), Sibely, (1995), Weiner (1985), Broadwell and House (1971) have emphasized the importance of close and good quality working relations resulting from subordinate-manager interactions in organizational settings. During manager and staff interactions, it is up to the discretion of the manager whether to emphasize decision-making behaviour, or task behaviour or relationship behaviour in his/her interaction with different subordinates under different situations.

Generally, the head-teacher interaction in a school setting results in the two parties working in close partnership (Smith and Andrew, 1989), and leads to a happy relationship within the school. According to Farrant (1990), the teacher's role facilitates the interaction between the teacher and the head which takes place in a variety of ways: staff room, staff meetings, projects, school fete, sports day, teacher's day, open day, games, drama, variety shows, fund raising walks, speech and prize giving days, teachers days, PTA and staff meetings, assembly, walkways, decision-making, in classrooms, when the teacher is on duty and during staff performance appraisals, lesson or teacher observations, examinations, seminars, and preparation of school time-table.

1.1.5 Factors impacting on teacher performance

According to Mullins (2002) subordinates need motivation, development and guidance in order to perform well in the right areas. The manager needs to understand how best to make work more satisfying for staff and to overcome obstacles to effective performance. The strength of performance management in education is located firmly in the work of individual teachers. Fundamentally the paradigm for performance management is strong

leadership and management (Tranter and Percival, 2004). Research has found out that the behaviour of managers and their style of management will influence the effort expended and level of performance achieved by subordinate staff (Mullins, 2002:2008).

A teacher is a very important individual in the survival and sustenance of any community. According to the Ministry of Education (MOE, 1992: 85), 'to discharge their teaching work effectively teachers need to have a suitable and properly resourced working environment, and need to be adequately compensated to increase their commitment to their duties, adequately informed to promote innovations and reforms implementation, involvement in decision making, well maintained and furnished school buildings, sufficient classroom materials and resources.

Factors that negatively impact teacher morale include lack of administrative support and management skills, overcrowded classes, teacher overload and poor physical working conditions, poor leadership, bullying management styles, the HIV/AIDS pandemic and illness (Young, 2000: <http://www.answers.com/>; Carlyle and Woods, 2003: <http://www.answers.com/>).

In both urban and rural schools in Zambia unsatisfactory living conditions including shortage of accommodation for teachers, insufficient rural-hardship allowances, teacher recruitment and deployment, their commitment, motivation and the conditions of service are all critical factors that impact on their performance (Silwimba, 2006:12: www.tizambia.org.zm; Sunday Post, November 11, 2007).

To improve teacher performance school heads should provide appropriate and effective leadership in the supervision of teachers. As an educational leader, the school head needs to

employ the following three major management styles: the authoritarian, laissez-faire and democratic management styles (Miller, Hotes and Terry, 1983; Smith and Andrews, 1989; Blunt and Jones 1993). The next section deals with the Statement of the Problem.

1.2 STATEMENT OF THE PROBLEM

In some schools, pupils and teachers have protested and removed school heads from their offices for maladministration, inefficiency and poor performance arising from autocratic management styles (The Post, 2005; The Post, 2006). The creation of Educational Boards in Zambia was meant to improve the performance and create effective management by ending undemocratic management styles in schools. We do not know how the management styles exhibited by school managers impact on staff performance in these government high schools.

Therefore, the research would try to answer three key questions. ‘What factors impact on teacher performance?’ ‘What is the dominant or most favoured management style exhibited among high school heads?’, and ‘How do management styles exhibited by high school heads impact on the work performance of teachers in selected high schools in Kawambwa District?’.

1.3 PURPOSE OF THE STUDY

The primary purpose of the study was to investigate the impact of school heads management styles on teacher performance in selected government high schools. The study focused on the supervision of teachers and the interaction between school heads and teachers in the school setting.

1.4 RESEARCH OBJECTIVES

The following were the objectives of the study:

1. To identify the factors that impact on teacher performance.
2. To identify the most dominant style exhibited among school heads.
3. To assess the impact of school head's management styles on teacher performance.

1.5 RESEARCH QUESTIONS

The following were the research questions for the study:

1. What factors impact on teacher performance?
2. Which is the most dominant management style exhibited among school heads?
3. How do head's management styles impact on teacher performance?

1.6 SIGNIFICANCE OF THE STUDY

The findings of the study would help to improve head and staff working relationships and also improve their work performance. This study would provide information and insights useful not only to policy makers and practicing educational administrators, but also to lecturers, teachers, students and stakeholders in the Zambian educational settings. The study would contribute to new knowledge and the availability of literature on educational management and administration.

1.7 LIMITATIONS OF THE STUDY

This case study was confined to selected schools only in Kawambwa District in Luapula Province, namely St. Mary's High and Ng'ona High Schools. The study used a small sample size required for a case study design which could create problems of generalising the findings to other schools in Luapula Province.

1.8 OPERATIONAL DEFINITIONS

Authoritarian style: The authoritarian or dictatorial leadership style head sees himself/herself as the center of authority and does not consult subordinates when making a decision.

Democratic leadership style: The leader using this style consults or allows participation of subordinates before making a decision.

Dominant leadership style: Refers to favourite style a head employs most frequently when dealing with subordinates.

Impact: The influence or effect the school head's behaviour or style has on teachers.

Laissez - faire style: Also called free-reign. The head allows any member of the group freedom to do what they want. The manager intervenes when there is a problem.

Leadership style: Leadership style is the behaviour orientation of leaders and managers in which leaders influence work-group members or motivate their people's performance.

Performance: Carrying out the duties and responsibilities or teaching.

Chapter Two

LITERATURE REVIEW

2.1. Introduction

The previous chapter dealt with the background to the problem. This chapter presents a review of literature and has been subdivided into the following seven parts: the theoretical framework, performance, work performance, leadership and management styles, theories of leadership, studies in educational leadership and management. A summary of literature review is provided at the end of this chapter.

2.1.1 Theoretical framework

The theoretical framework of the research was guided by three theories: Firstly, the Style Approach or Behavioural Approach which focuses on what leaders do and how they act, including toward subordinates (Fleishman, 1973). The style approach emphasizes the behavior of leaders toward subordinates. Secondly, Fiedler's (1967) Contingency Theory which claims that organizational performance can be improved through the leader's leadership style which indicates the leaders' motivational system and argues that leaders will tend to stick to their preferred and customary styles. Thirdly, the Path-Goal Theory (Evans, 1970; Evans and House, 1971:<http://www.sedl.org/>) which states that 'a leader affects employee performance and employee satisfaction by focusing on employee motivation.

2. 2. Review of literature on factors impacting performance

2. 2. 1. Definitions of performance

The term “performance” means, “Getting the job done and producing the result that you aimed at” (<http://www.reproline.jhu.edu/>). The work of teachers in schools is teaching. So teacher performance in the school or classroom simply means, ‘teaching’.

2. 2. 2. Factors impacting teacher performance

If capable, well-trained people are placed in a setting with clear expectations, minimal task interference, reinforcing consequences, and appropriate feedback, then they will be motivated, however, the performers who carry out those jobs requires to be provided with good leadership (Rambler and Brache, 1990, <http://www.nwlink.com/-donclark/perform>). Rosenberg (1998, <http://www.reproline.jhu.edu/english/6read/>) says that performance will never improve by itself, and that once deteriorated, performance becomes increasingly resistant to improvement. It will only stay improved if there is support from the performance improvement system (e.g., supervisor support).

The factors (Young, 2000:<http://www.answers.com/>) that negatively impact teacher morale include lack of administrative support and management skills, overcrowded classes, teacher overload and poor physical working conditions. Research (Carlyle and Woods, 2003:<http://www.answers.com/>), in educational settings found that teacher stress was caused by factors such as poor leadership and communication systems, autocratic decision making, and bullying management styles, and those which originate at home, such as bereavement and illness, children’s problems, and marital status.

A study conducted in the education sector in Zambia by Nsana and Mbangweta (2005, www.tizambia.org.zm), found that the low remuneration of teachers in the country were

among the factors affected teachers' performance. Another factor impacting negatively on the performance of teachers in Zambian schools was the HIV/AIDS pandemic through depression, absenteeism, high levels of stress, illness and death that was depleting the population of teachers resulting in understaffing and low productivity of teachers in both rural and urban schools (Mukuka and Kalikiti, 1995, (www.tizambia.org.zm)). The next section deals with review of literature on leadership.

2. 3. Review of literature on management and leadership

2. 3.1 Definition of management

The study assumes the following working definitions of 'management'. The verb 'manage' comes from the Italian 'maneggiare' (to handle — especially a horse), which in turn derives from the Latin 'manus' (hand). The French word 'mesnagement' (later 'ménagement') influenced the development in meaning of the English word management in the 17th and 18th centuries (<http://www.answers.com>).

In education, the term 'management' is defined as 'the processes of planning, organising, actuating, and controlling an organisation's operations in order to achieve a coordination of human and material resources essential in the effective and efficient attainment of objectives' (MOE, (2005)). According to West-Burnham and O'Sullivan (1998: 150), educational management cover the following areas: managing quality, managing change, managing finance, team building, managing recruitment, managing performance, managing relationships, managing information and managing decision making. In a school situation, the above managerial functions are carried out by the school head. The next section deals with leadership.

2.3.2 Definition of leadership

Macgregor's (1978) study of the definition of the word "leadership" revealed 130 definitions. However, several generally-accepted variations on the definition appear in the management and leadership literature (<http://www.answers.com/topic/>). According to Charlton, (2000: <http://www.answers.com/topic/>) 'leadership' is defined by most researchers as 'the ability to influence an individual or a group toward the achievement of goals'. House (1971) defines "leadership" as "the ability of an individual to influence, motivate and enable others to contribute toward the effectiveness and success of the organizations of which they are members" (<http://en.wikipedia.org/>). According to U.S. Army Handbook (1973), "Leadership is influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization.

Leadership is the most vital factor in the determination of successful educational management activities. So leadership effectiveness in education or in school will be also concerned with ability to manage and motivate people and to organise the work of the school (<http://en.wikipedia.org/wiki/>). Therefore, for school heads to be effective they require a variety of skills such as leadership and motivational skills to influence teacher performance. In fact, some writers even suggest that strong leadership is essential if groups are to work productively.

A major component of administrative theory is leadership. Although the term leadership is mostly associated with industry and business, it is of great importance to education as well. In relation to a school setting, the school head carries out management functions and at the same time provides leadership by influencing, guiding and motivating in their performance

of work. In fact, both leadership and management should be found in one person, the school head. Many organizations use the terms “leader” and “manager”, “leadership” and “management” synonymously.

2.4 Review of literature on leadership and management styles

When a person moves into a managerial role in school, his/her experience of possible styles of a management is usually limited. He/she has to apply abilities, personal qualities, views of the role and the circumstances which he/she is working, to the performance of leadership tasks. The particular mixture of approaches and behaviour becomes a style of management which develops slowly as the manager becomes more experienced (Dean, 1985). ‘Style’ is something all managers have to develop. Managers have to perform many roles in an organization and how they handle various situations will depend on their style of management. A ‘management style’ is an overall method of leadership used by a manager (Dean, 1985:12). Barron’s, defines ‘management style’ as ‘the leadership method a manager uses in administering an organization (<http://www.answers.com/topic/styles>).

Wolfgang (1981:723) defines ‘leadership style’ as, ‘a temporary but enduring consistent pattern of behaviour towards subordinates and guided by specific value orientations and value systems’.

The essential feature of leadership style is ‘leadership behaviour’. The actual style chosen will depend on a variety of circumstances but will in the main, be determined by how the manager perceives his role within the organisation and how his or her view of employees for whom he or she is responsible (Livesey and Gregson, 1983:125). Fiedler (1974), differentiating between leadership styles and behaviors, concluded that leadership styles

indicate leaders' motivational system and that leadership behaviors are leaders' specific actions.

Miller, Hotes and Terry (1983) identified three dimensions of leadership theory as leadership styles namely the authoritarian management style, laissez-faire management style and democratic management style. Similarly, Bass and Valenzi (1974, <http://www.sedl.org/change/leadership/>) identified the following three basic types of management or leadership styles: Authoritarian or authoritative or autocratic leadership style, Delegative or Free Reign or laissez faire and democratic leadership style. These terms 'manager' and 'leader', 'management style' and 'leadership style' are used interchangeably in this study. The management or leadership styles are discussed in detail below in the order in which they appear above.

2.4.1 Authoritarian management style

Authoritarian leadership is that which is associated with the bureaucratic organisational structure. The autocratic manager sets objectives and tasks for the workforce or group, and expects orders to be obeyed blindly and without question (Stefanou, 1989:96). He or she is the superordinate and does not consult with the subordinates (Miller, Hotes and Terry, 1983). An autocratic or authoritarian manager makes all the decisions. Critics such as Elton Mayo have argued that this method can lead to a decrease in motivation from the employee's point of view (Tannenbaum and Schmidt, (1973). Another critic, Stefanou (1989), has also argued that such managers see workers as replaceable production units who can only be motivated by fear or by appeals to their self-interest in terms of money.

2.4.2 Laissez-faire management style

The Laissez-faire management style is also referred to as delegative or free reign or abdicratic management style. In this style, the leader allows the employees to make the decision. The Laissez-faire management style is also used when the leader needs to be at another place doing other things (Tannenbaum and Schmidt (1973); 1958). However, the leader is still responsible for the decisions that are made. This leads to a lack of staff focus and sense of direction, which in turn leads to much dissatisfaction, and a poor company image (Tannenbaum and Schmidt, (1973); U.S. Army Handbook, 1973).

2.4.3 Democratic management style

In a democratic or participative management style, the manager allows the employees to take part in decision-making: therefore everything is agreed by the majority. Democratic managers, encourage employees to set their own objectives and delegate authority wherever possible, giving reasons for any orders or instructions they give out (Stefanou, 1989). Participation in decision making is encouraged and group members/employees are given the necessary information to form these opinions, which the manager takes into account when making a final decision. According to Stefanou (1989), this management style is based on workers being seen as human beings, who can be trusted to put their hearts into the task.

Research (Stefanou, 1989: 96) has shown that the democratic management style results in the highest productivity, greatest feelings of involvement and job satisfaction and the best relations, though it does not mean managers have to be good communicators and have to

take time for the necessary consultation with workers. Management studies have generally shown that group members like a democratic leader best (Stefanou, 1989).

Whatever style is eventually followed, successful managers realise that there is no ideal style and there is no one single correct style (Livesey and Gregson, 1983:126). The three basic management styles discussed above have been employed in this study to investigate how school heads impact teacher performance in high schools. The terms 'manager' and 'leader' 'management style' and 'leadership style' are used interchangeably in this study.

The next section deals with the approaches or theories of leadership.

2. 5. Review of literature on the theories of leadership

Researchers have examined leadership skills from a variety of perspectives. In attempts to explain why leaders emerge in groups and what makes them successful, whether the adoption of a particular style of leadership to suit certain circumstances and other factors, various theories of leadership have emerged over the past years.

In fact, throughout history theoretical explanations for leadership have been offered. The Trait Approach up to the late 1940s claimed that leadership ability is inborn (Bryman, 1993). People become leaders for the traits that they own such as intelligence, appearance, language ability, etc. (Bolman, Crow, Goldring, Slater, & Thurston, 1994). In the late 1940s to the late 1960s, the Behavioral Approach became dominant advocating that effectiveness in leadership has to do with how a leader behaves. The Contingency Approach, on the other hand, suggests that effective leadership is dependent upon the situation, and became popular in the late 1960s to the early 1980s. It proposes that a particular style is appropriate in some situations whereas others are not. However, recent

approaches to leadership focus on vision and charisma, a term used by sociologist Max Weber to describe leaders who can lead, but who do not hold “a sanctioned office” (English, 1992). In the late 1970’s the concepts of transactional and transformational leadership emerged. Transactional leadership claims that the relationship between managers and employees is based on bargaining whereas transformational leadership supposes that the relationship between the manager and the employee is of mutual trust. The Trait Approach is considered first followed by the Behavioral or Style Approach to leadership.

Various theories have offered to explain what leaders do, how they behave, what attributes they possess, how varying situations affect styles of leadership. Researchers have examined leadership skills from a variety of perspectives. The key leadership research studies of direct concern to us here are: the Traits Model of Leadership, the Style or Behavioural Approach, University of Michigan, Blake and Moutons Managerial (Leadership) Grid, Situational Leadership or Situational Approach, Effective Leaders, Contingency Approach, and the Path-Goal Theory. These theories of Leadership are discussed in the order in which they appear above starting with Traits Approach.

2. 5. 1 Traits model of leadership

The trait theory of leadership was one of the first to be studied in the early 1900s (Northouse, 1997:13, <http://www.sedl.org/>). This theory defines the character traits that make people into leaders. These great man theories focus on identifying the innate qualities and characteristics possessed by great social, political, and military leaders. In the mid 1900s, this theory was challenged by research that questioned the universality of leadership traits. Stogdill (1948) suggested that there was no consistent set of traits that differentiated

leaders from non-leaders across a variety of situations. These traits or qualities did not ensure that an individual would, become a leader (Stogdill, 1974).

2. 5. 2 The behavioral or style approach to leadership

The behavioral or Style approach of leadership differs from the trait approach in that it emphasizes the behaviour of the leader, and not his or her personality characteristics. The style approach focuses on what leaders do and how they act, including toward subordinates (Fleishman, 1973, <http://www.sedl.org/>). There are two styles of leadership that were identified by Fleishman (1973, <http://www.sedl.org/>): the task behaviors and relationship behaviors. Task behaviors focus on goal accomplishment, and relationship behaviors focus on helping subordinates feel comfortable with themselves and with each other.

Researchers at the Ohio state university analyzed the style approach and found that two general types of leader behaviors were recognized by subordinates: initiating structure and consideration. Researchers at the University of Michigan conducted a study that identified two types of leadership behaviors: employee orientation and production orientation. The first describes the behavior of leaders who deal with subordinates in a humanitarian manner, taking an interest in workers and showing respect for their individuality. The second style, production orientation, refers to leadership behaviors that stress the technical and production aspects of a job (Bowers & Seashore, 1966;<http://www.sedl.org/>).

Another well-known model of leadership behavioral style is Blake and Moutons Managerial (1964) (Leadership) Grid. This grid explains how leaders help organizations reach their goals through two factors: concern for production and concern for people. These models closely parallel the task and relationship leadership behavior discussed above. According to the Managerial Grid Leadership (Blake & Mouton, 1964), the style that will

achieve the best results is the team style, because it is characterized by a high concern for both people and production. However, the concept of one style fits all situations is not supported by research in leadership effectiveness (<http://en.wikipedia.org/wiki/>).

2. 5. 3 Hersey-Blanchard situational theory

A widely accepted approach to leadership developed by Hersey and Blanchard in 1969 is the situational approach. This theory is an extension of Blake and Mouton's Managerial Grid Model, and Reddin's 3-D Management Style Theory. The basic idea of this theory is that different kinds of situations require different kinds of leadership, and a leader must adopt his or her style of leadership to the different situations. This theory suggests that leadership style should be matched to the maturity of the subordinates and as the subordinate maturity increases, leadership should be more relationship-motivated than task-motivated.

2. 5. 4 Fiedler's contingency theory

Fiedler's Contingency Theory of leadership effectiveness (Fiedler, 1974) is the earliest and most extensively researched. Fiedler (1967) claims that if organizational performance is to be improved, we must cope not only with the leader's style but also with the situational factors which influence him/her. Organizational performance can be improved either by the leader's fit to the situation or the situation's fit to the leader. Contingency theory or Contingency model of leadership explains that leaders are matched to certain situations. A leader's effectiveness depends on how well his or her leadership style fits the situation (Fiedler & Chemers, 1974). Fiedler (1967) argues that 'it is very difficult for a leader to adapt his style to the situation; leaders will tend to stick to their preferred and customary styles. Despite its criticisms, Fiedler's work has never the less proved to be influential

because it was one of the first theories to determine clearly that there cannot be one leadership style and because it attempted to measure leadership effectiveness (Blunt, Merrick and Richards, 1993). Fiedler (1967), differentiating between leadership style and behaviors, concluded that leadership style indicate leaders' motivational system and that leadership behaviors are leaders' specific actions.

2. 5. 5 Path-Goal theory

Another contingency approach is Path-Goal Theory (Evans, 1970:<http://www.sedl.org>). The goal of path-goal theory is to enhance employee performance and employee satisfaction by focusing on employee motivation. Evans and House's (1971:<http://www.sedl.org/change/leadership>) Path-Goal Theory suggest that the performance, satisfaction and motivation of a group can be affected by the leader in a number of ways: Offering rewards for the achievement of performance goals, clarifying paths towards these goals, and removing performance obstacles. In this theory, the challenge for the leader is to adapt his or her leadership style to the characteristics of the subordinates and the work setting (Evans, 1970:<http://www.sedl.org/change/leadership>). The next section deals with the Studies on educational leadership and management.

2. 6 Studies on educational leadership

Studies pertaining to management styles of school heads have been conducted by a number of researchers: Eade, 1996:<http://www.answers.com>); Boydell, 1995; Broadwell and House, 1996; Chomba, 1982; Fullan, 1988; Goleman, 1998a; Hay/McBer, 2000: <http://www.eiconsortium.org/>; Mwanza, 2005; Phiri, 1989; Priest and Gass, 1997; Sibely, 1995; Smith and Andrews, 1989; <http://www.answers.com>).

Studies have acknowledged that a manager or supervisor has a key role to play in employee motivation and performance (Eade, 1996: <http://www.answers.com>). Theory of performance also shows that there is a relationship between leadership styles and organizational performance. A review in Theory of performance by Goleman (1998) revealed that the most effective leaders integrate four or more of the six styles regularly, switching to the one most appropriate in a given leadership situation. For instance, the study of school leaders found that in those schools where the heads displayed four or more leadership styles, students had superior academic performance relative to students in comparison schools. In schools where the heads displayed just one or two styles, academic performance was poorest. Often the styles here were the pacesetter or coercive ones, which tend to undermine teacher morale and enthusiasm (Hay/McBer, 2000: <http://www.eiconsortium.org/>).

Priest and Gass (1997: <http://www.answers.com>) conducted a study on leadership styles in education in Saudi Arabia to determine the prevailing leadership styles among educational leaders and identified three leadership styles in education: autocratic, democratic, and abdicative. Priest and Gass (1997: <http://www.answers.com>), pointed out that knowing the three leadership styles, their strengths and weaknesses and their common aspects allow education leaders to apply the appropriate style in a given situation.

Evans (2003: <http://www.ncsl.org.uk/media/>) carried out a study on management styles in schools in the United Kingdom to determine the relationship between management style and teacher stress. The study employed six management styles (the inquiry, collegial, autocratic, bureaucratic, ambiguous, political and subjective). The study revealed that the

most common management style was collegial (democratic), whereas ambiguous and autocratic styles were less prevalent. The data revealed a stressed teaching force, where the management style exhibited by a head of department was a probable factor in the level of stress reported by teachers (Evans, 2003:<http://www.ncsl.org.uk/>).

Professor Gatian Lungu (1989) studied leadership styles in the Zambian Public Service in order to determine the predominant leadership styles and identified the exhibition of the three basic management styles of leadership behaviours namely, authoritarian, democratic, and laissez-faire. Lungu concluded that all the leadership styles were employed by managers in Public Service in dealing with their subordinates though the predominant one was the authoritarian style.

Phiri (1989) conducted a case study research in the field of education and management in Lusaka province of Zambia whose purpose was to determine what kind of relations existed between educational managers and their staff, and to facilitate good working relationships between the managers and teachers (subordinates) of open secondary classes. The case study revealed that the relationships resulting from the interaction between the school managers and the subordinates at places of work were characterized by tension, mutual suspicion, rivalry, and lack of cooperation, which frustrated subordinates and their programs.

A case study by Chomba (1982) of two boarding high schools at Nchelenge and St.Mary's High Schools in Luapula Province concluded that there was a relationship between the three styles of democratic, authoritarian and laissez-faire, and teacher morale. The findings of the case study revealed that school managers scored highly on consideration for staff

(the democratic authority structure) and the study confirmed that the overall leadership at St. Mary's High School and Nchelenge High School as democratic and laissez-faire as dominant leadership styles respectively (Chomba, 1982).

Another study done by Mwanza (2005) investigated the teacher perception of school management practices and their influence on teacher performance in selected high schools of Lusaka. The findings of the study revealed that effective school managers exercised management styles that were contingent upon the situation while the non-effective school managers used the democratic style occasionally but largely used either the autocratic style or the laissez-faire style of management. The case study also revealed that there was a relationship between school management practices and teacher performance (Mwanza, 2005).

2. 7. Summary of literature review

The above theories of human performance point out ways to identify performance problems and how to improve employee performance using many strategies including the leadership factor. Theories of leadership describe a wide variety of leadership experiences and situations, leadership skills, and leadership behaviours needed for effective interaction with followers or employees. All researchers agree, however, that leaders and managers are people who exert influence on others. The literature reveals that there many styles or behaviours leaders exhibit in order to motivate their subordinates or employees in their attempts perform their work through influencing or motivating subordinates towards the achievement organisational objectives: the authoritarian (autocratic), the Democratic, and the Laissez-faire (Free reign) management styles.

These three fundamental leadership styles have been applied in studies of school head-teacher interactions in schools abroad. Within the Zambia a case study by Chomba (1982) focused on impact of management styles on teacher morale while the study by Mwanza (2005) focused on teacher perception of school management practices and their influence on teacher performance. Most of these studies are confined to urban schools and none of these studies systematically looked at how each of these management styles exhibited by managers during manager-teacher interaction impacted on teacher job performance in the school workplace. In fact, in Zambian educational settings, studies to determine the performance of teachers, impact of management styles on teacher motivation, and predominant management styles exhibited by school managers are rare, as most of the studies done in the field of education have been confined to teacher-pupil interaction, qualities of a good teacher, and pupils' academic achievement (performance). This study is an attempt to fill this gap. The research methodology is dealt with in the next chapter.

Chapter Three

RESEARCH METHODOLOGY

3.1 Introduction

This section deals with research design, population of the study, sample size, sampling selection and techniques, data collection instruments and strategies, data Sources, and data analysis and interpretation. These are dealt with in the order in which they appear above.

The methods employed in the study drew from a combination of both quantitative and qualitative data collection techniques. Research methodology; therefore, involve collecting both primary and secondary data through questionnaires, interviews schedules, and record inspection methods. The questionnaire method yielded descriptive, interpretative data while record inspection yielded quantitative data.

3.2. Research design

The study was guided by a case study research design which focused on a small number of respondents and employed mainly qualitative research techniques to collect and analyze the primary data captured in the field research in two selected government high schools in Kawambwa District of Lupula Province. The case study research was preferred because it involved looking at a small group (institution) and more appropriate for basically intensive investigation of how school heads' leadership or management styles impact on teacher job performance in the work place setting. The case study was chosen as an appropriate design for guiding the research in the collection, analyzing, and interpretation of the observed facts in the field.

3.2. Target population

The target population comprised of all teachers and all school heads in government high schools in Kawambwa District.

3. 3. Sample size

The sample population or sample size of 40 respondents was surveyed. It was made up of participants from two government high schools namely St. Mary's (20), and Ng'ona (20). The sample size of 40 participants was sufficient enough or large enough to be a representative of the target population.

3. 4. Sampling techniques

The sampling techniques, also called sampling or sampling designs that were as a rule suitable in the organisation of the study were non- random sampling and random sampling techniques. The two main sampling techniques employed were purposive (non- random sampling) and simple random sampling techniques were the most practicable in the study. The purposive sampling technique was applied to the selection school heads and their deputies at both at St. Mary's and Ng'ona High Schools. On the other hand, the simple random probability sampling technique was applied to the selection of teachers at St. Mary's and Ng'ona High Schools. A record of all staff members (male and female) was obtained from the office of the particular school by request. High school teachers were assembled in the staff room where respondents were selected using a raffle or rotary method.

3. 5. Data collection instruments

Research methodology and to answer the research questions required collecting both primary and secondary data (see Data Sources below). Instruments of data collection or

research instruments used in the study to capture the data were through questionnaires and interviews schedules. The research questionnaire method yielded descriptive, quantitative data and interpretative data while record inspection yielded quantitative data and interviews schedules and observation checklists yielded descriptive or qualitative data. The major data collection instrument used to capture data for the study was the questionnaire.

3. 5. 1. Questionnaires

Questionnaires containing both closed and open-ended questions, ranking, and rating questions were self-administered to teachers, school heads, and their deputies. The researcher collected the completed from schools with the help of the school heads. This method of data collection was chosen because it was less expensive to reach more people within thin a short time, is more convenient to respondents in school as they have tight teaching schedules, data analysis could begin right away, covered a variety of topics in a brief amount of time, helped to establish relationship with participants, and it was easier to communicate results. The questionnaires had disadvantages of information (perception and opinion) considered to be indirect data, and good questionnaires were difficult to develop, and forced-response choices prevented individuals from responding as they wished.

3. 5 .2. Interviews

The second method that was used to collect data was through the use of semi-structured interviews. The interviews were conducted on a one-to-one basis and voice recorded. Consequently the data was used to understand the relationships between the variables. The interviews were conducted with the staff -teachers, school heads and deputies who were

familiar with teacher performance, supervision and management styles exhibited by school heads in the workplace.

Although, the interview method took more time in gathering information and that the data was bulky and that some information gathered from interviews might be biased, the interview method was chosen because it allowed flexibility and was able to capture in-depth information from the participants. It also enabled the researcher to check and supplement the brief responses given in the questionnaire from the same subjects. The interviews were carried out randomly on a few teachers and on purposively selected school heads from each high school.

3.6. Primary and secondary data sources

Two types of data were used in this work namely, primary and secondary data. Primary data were made up of data collected using in-depth interviews and questionnaires and it formed the main focus of the analysis. Primary data were collected through field research from teachers and school heads as the main data sources.

The main secondary sources of data involved an intensive reviewing of relevant literature from books, journals, magazines, newspapers, websites and individual writing exercises. The aim was to review literature on teacher performance, definitions, head-teacher interaction, supervision and impact of management styles. That was to further supplement the data that were gathered during the fieldwork. The data collection phase focused on the case study of two high schools of Kawambwa central.

3.7 Data analysis and interpretation

This case study design combined both qualitative and quantitative methods to capture qualitative and quantitative data in field research mainly by employing the self administered questionnaires and semi-structured interview guides in order to answer the research questions.

Analysis of qualitative data was done both during data collection stage during field work and was also continued after the data collection. The research questions helped in identifying the major emerging themes. Qualitative data were edited, coded, grouped, summarized, organised and categorised to establish emerging themes and sub-themes set out in the objectives above.

On the other hand, the quantitative research data were analysed at the end of the data collection process. Data was presented in form of tables, percentages, graphs, and charts. Descriptive statistics was used to analyse numerical data through summaries such as percentages, tables, diagrams and charts. Excel was used to create graphs and pie charts and graphs to visualize data and helped to look for patterns. These would be sufficiently analyse the descriptive information. The next chapter deals with Findings.

Chapter Four

FINDINGS

PART I

The Case of Ng'ona High School

4.1. Introduction

In the previous chapter, I began the presentation with the research methodology and research design and ended with the issues of how data were captured with research instruments was going to be analysed and interpreted. This chapter presents the field returns on two cases: Ng'ona and St. Mary's High Schools in Kawambwa. The case of Ng'ona High School is dealt with first in Part I while that of St. Mary's High School is dealt with in Part II.

The case of Ng'ona High School consists of the presentation of the research findings which are discussed under the following three main headings: the general characteristics of respondents, response rate, teacher performance, and school head's management styles. Generated data have been put in percentages, tables and graphs below for analysis. The presentation begins with the background or characteristics of respondents.

4.2. General characteristics of respondents

The social characteristics examined included these variables: age, sex, and qualifications of respondents. Among the 20 respondents sampled at Ng'ona High School, 16 (80%) were male while 4 (20%) were female comprising 18 teachers and two administrators (head and deputy head). The age range of the respondents for male and female teachers varied from

26 - 45 years while that of that of school head and deputy ranged from 45 - 51 years. Out of the 20 respondents surveyed at Ng'ona High School, the majority of respondents 75% (15) were in possession of Diplomas from COSETCO, NISTCOL, NRDC, Nkrumah College of Education while only a small number of respondents 25% (5) including administrators possessed First Degrees from the University of Zambia (UNZA). The teachers and school heads were the main informants for study.

Therefore, the study targeted the right subjects who were qualified and experienced not only to perform their duties well, but also to discuss adequately all the issues pertaining to teacher performance and the management styles displayed by the school head.

4.2.1. The response

Table 4.1a: Response Rate

Questionnaires	Distributed		Collected		Response	Rate
	Male	female	male	Female		
Sex					Total	%
School head	1	-	1	-	1	5 %
Deputy head	1	-	1	-	1	5 %
Teachers	14	4	14	4	14	90 %
Total N	16	4	16	4	16	100 %

Table 4.1a above shows that all the 20 respondents - 1 school head, 1 deputy head, and 18 teachers (14 male and 4 female) were given 20 self administered questionnaires to complete. All the 20 dully completed questionnaires were returned hence the achievement of 100% response rate, thanks to the assistance rendered by the school head who helped with the organisation of staff in their staffroom for a briefing before the administration of

questionnaires. The collection of completed questionnaires was also done through the office of the school head.

4.3 Teacher performance

The data on teacher performance were gathered from respondents by asking them questions related to the following sub themes: roles, school head-teacher interactions, management styles and factors impacting teacher performance. These are discussed below.

4.3.1. The role of teachers and school heads

Most of the teachers stated that their major role was teaching, providing extracurricular activities, guidance, and preparing of lesson plans for teaching pupils besides acting as role models to the learners.

On the other hand, the majority of respondents at Ng'ona High School described the role of the school head as administration and management of the school, providing leadership, supervision, observation of lessons, coordination and controlling performance of teachers including teaching pupils because both schoolhead and the deputy had few classes to teach because of their busy schedules.

The data therefore show that the roles of the school heads and the teachers relate to the performance of duties in the school work place and the same roles seem to facilitate the daily interaction between the teacher and the school head.

4.3.2. Head-teacher interactions

The study investigated head-teacher interactions in school to determine the extent to which their interactions contributed to job performance. Most of the respondents identified the

activities that facilitated head-teacher interactions at Ng'ona High School as: teaching, staff meetings, staff briefings, Teacher Group Meetings (TGM), school assembly, workshops, school monitoring, and teacher observations. These data show that in addition to the role of the head and the teacher, the above activities taking place in the high school setting allowed interactions between the school head and teachers to occur on a daily basis during their performance of duties or in the implementation of educational programmes.

4.3.3. Teacher morale and motivation

The study investigated how the school head motivated teachers to improve their work performance in order to determine the extent to which motivation contributed to job performance. Most of the respondents at N'gona High School identified the following strategies used by the school head to motivate teachers in order to improve their work performance:

- a. smiling and giving praise
- b. checking teachers' lesson plans
- c. giving responsibilities to teachers
- d. appreciating teachers' work efforts
- e. providing a role model to teachers
- f. providing learning and teaching materials
- g. praising teachers when they had done well
- h. cultivating good working relationships with teachers
- i. praising teachers who showed improved work performance
- j. exhibiting a democratic management style when supervising teachers

The qualitative data above reveals that there were many ways or strategies employed by the school head in order to motivate teachers by influencing their behaviour with the view to

improving the morale and job performance among staff. The democratic management style was among the strategies identified to be motivating staff to perform their work.

4.3.4. Factors impacting teacher performance

The study investigated the factors that impacted on teacher performance in order to determine the extent to which school head’s management style also impacted on teacher work performance at Ng’ona High School. Table 5.4a below shows how the respondents ranked from 1 - 10 the factors that impacted on teacher performance in the school workplace.

Table 4.4a: Factors impacting teacher performance

SN	Factors	Score	Rank
A	Head’s management styles	2.0	1
B	Working environment	3.0	2
C	Teacher classroom observations	4.0	3
D	Teacher morale and motivation	5.0	4
E	Over enrolled /overcrowded classes	5.3	5
F	Salary, conditions of service	5.5	6
G	Instructional materials/teaching aids	6.3	7
H	Head-teacher interactions	6.4	8
I	Recognition of teacher’s achievements	6.6	9
J	School management practices	6.8	10

Table 4.4a above shows how the respondents at Ng’ona High School ranked from 1 - 10 the factors impacting on the performance of teachers. The Table above indicates that the majority of respondents selected the “school head’s management style” and was ranked first amongst the ten factors that impacted on teacher performance. In fact, qualitative data in section 4.3.3 above also indicates that the head’s “democratic management style” was

one of the strategies used by the school head to motivate and increase the morale of teachers.

4.4. Management styles of the school head

This section deals with the management styles of the school head under the following sub-headings: dominant management styles, management styles motivating teachers, and the impact of management styles on teacher performance.

4.4.1. Dominant management style

The study investigated the management styles exhibited by the school head in order to determine the predominant management style exhibited in supervising teachers to performance their work at Ng’ona High School. Table 4.5a below shows the rating of the three management styles- Authoritarian, Democratic, and Laissez-faire the school head exhibited when interacting with staff in the school workplace.

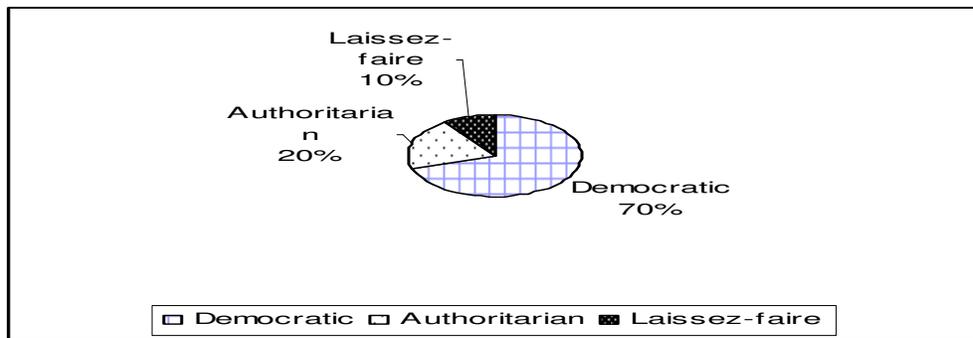
Table 4.5a: Management styles of the school head

Management style	Respondents		Total	Percentage (%)
	Male	Female		
Authoritarian management style	3	1	4	20 %
Democratic management style	11	3	14	70 %
Laissez-faire management style	1	1	2	10 %
Total	15	4	20	100 %

The data from Table 4.5a above indicates that the majority of respondents selected the Democratic management style 70% (14) as being the most dominant style exhibited by the school head followed by Authoritative management style 20% (4) and the least exhibited was Laissez-faire management style 10% (2).

Therefore, the overall picture this table depicts is that the majority of the respondents in this study perceived that all three styles were exhibited by the school head in interacting with teachers, the Democratic management style was found to be the most predominant in the school work place as illustrated in Figure 4.6a below. The Authoritarian management style was second while the Laissez-faire management style was rarely used by the school head.

Figure 4.6a: Dominant management style



4.4.2. Management styles motivating teachers

Table 4.7a: Management styles motivating teachers

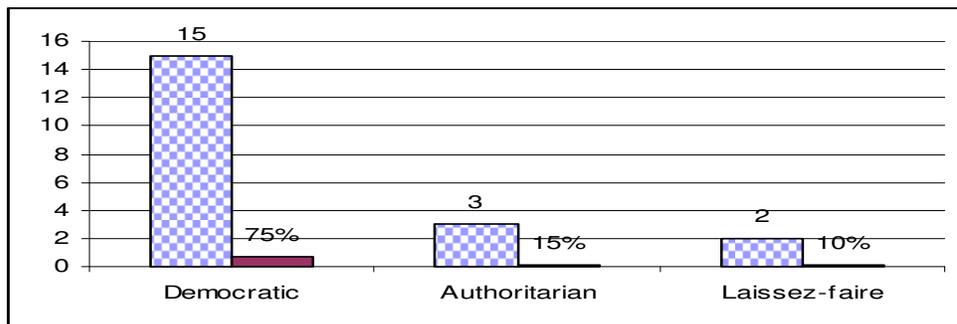
Management style	Respondents		Total	Percentage
	Male	female		
Authoritarian management style	2	1	3	15%
Democratic management style	13	2	15	75 %
Laissez-faire management style	1	1	2	10%
Total	16	4	20	100 %

The study investigated how management style of the school manager motivated teachers to perform their work in order to determine the extent to which management styles motivated teachers to performance well at Ng’ona High School. Table 4.7aabove shows the rating of

the three management styles- Democratic, Authoritative, and Laissez-faire exhibited by school head.

The data from Table 4.7a above indicates that the majority of respondents selected the Democratic management style 75% (15) as motivating teachers to perform their duties followed by Authoritative management style 15% (3) and the least motivating to teachers was Laissez-faire management style 10% (2). Therefore, the overall picture painted by this table is that a greater majority of staff selected for this research perceived that the Democratic management style motivated teachers to perform their duties well as illustrated in Figure 4.8a below.

Figure 4.8a: The Management style motivating teachers



4.4.3. Impact of management styles on teacher performance

The study investigated how management styles exhibited by the school head in order to determine their general impact on teacher performance at Ng’ona High School. Table 4.9a below shows the rating of the three basic Management styles (Authoritarian, Democratic, Laissez-faire) exhibited by the school head and how each one impacts on teacher performance.

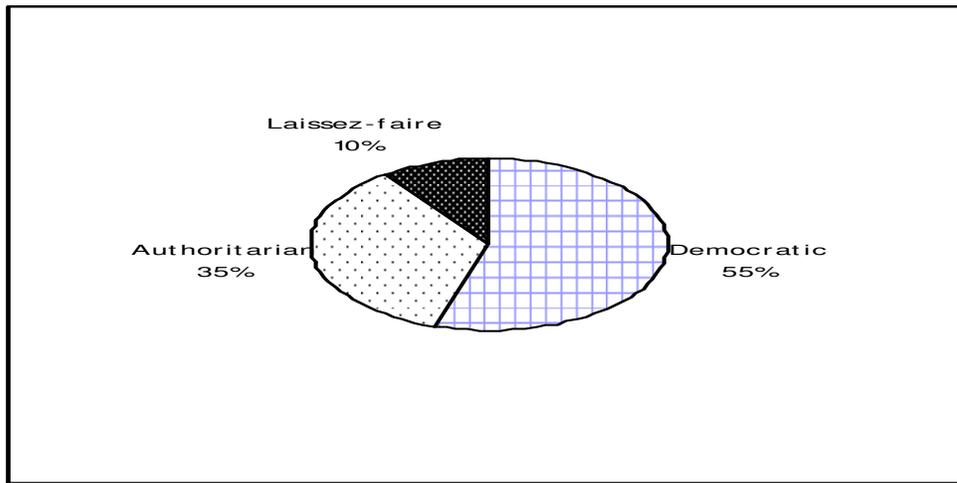
Table 4.9a: Management styles exhibited by the head

Respondents	Impact of management style																	
	Authoritarian						Democratic						Laissez-faire					
Rating	1	2	3	4	5	%	1	2	3	4	5	%	1	2	3	4	5	%
Male	2	5	5	2	2	80%	8	8	-	-	-	80%	-	-	-	3	13	80%
Female	2	1	1	-	-	20%	2	1	1	-	-	20%	-	-	-	1	3	20%
Total	4	6	6	2	2	100%	10	9	1	-	-	100%	-	-	-	4	16	100%

The data from Table 4.9a above indicates the respondents rated the impact of the Democratic management style exhibited by the school head on teacher performance of duties as having *Most impact* 11(55%) of the respondents stated that Authoritarian management 6(30%) had *Most impact* while only 2(10%) of the respondents rated that the Laissez-faire management style as having impact.

Therefore, the overall picture painted by this table is that all the three management styles the Democratic, Authoritarian, and Laissez-faire management styles were exhibited by the school head in interacting with teachers and had some impact on teacher performance, though the impact varied from one management style to another. The greater majority of respondents 55% chose the Democratic management style as having the *Most impact* on teacher performance of duties followed by the Authoritative while the Laissez-faire management style had the *Least impact* teacher performance as illustrated in Figure 4.10a bellow.

Figure 4.10a: Management styles impact teacher performance



The respondents at Ng’ona stated the impact of that all the three management styles the Democratic, Authoritarian, and Laissez-faire management styles that were exhibited by the school head in interacting with teachers, had some impact on teacher performance, though the impact varied from one management style to another. The impact of the Democratic management style was described as positive, motivating, consultative, participative, humane, control, giving direction and guidance, respect, treats teachers with respect as fellow professionals, creates good working relations and a good school climate.

The respondents at N’gona described the impact of the Authoritarian management style as negative, demotivating, creating fear, frustrations, lack of respect, shouting, and close supervision while the Laissez-faire management style was described as creating confusions that would lead to poor staff performance.

4.5 Summary

In this chapter, I attempted a presentation of the major characteristics of the teachers and school heads from at N’gona High School. Among the 20 respondents surveyed, twower

high schools administrators, and eighteen were teachers. The majority were male. It also came to light that teachers in the study area were mostly holding Diplomas. All school heads and deputies had first degrees as the highest educational qualifications.

The roles of the school heads and those of school teachers in the study area allowed close head-teacher interactions in the performance of work. The school head used a variety of strategies including the democratic management style to motivate teachers to improve their work performance. Teachers were given incentives to motivate them to work hard. The democratic was a major factor impacting on teacher performance. The democratic management style was predominant and motivated staff to work hard in the school setting.

All the three management styles- the democratic, authoritarian, and Laissez-faire were exhibited by the school head and it was found that the democratic management style impacted positively on teacher motivation and teacher performance while the Authoritarian and the Laissez-faire management styles had a negative impact on teacher performance, motivation and working relations. The next section deals with Part II of the Findings.

FINDINGS

PART II

The Case of St. Mary's High School

4.1. Introduction

Part II deals with St. Mary's High School. This part consists of the presentation of the research findings from the case of St. Mary's High School study which are discussed under the following main headings: the general characteristics of respondents, teacher performance, and the school manager's management styles. Generated data have been put in percentages, tables and graphs below for analysis. The presentation begins with the background or characteristics of respondents.

4.2. General characteristics of respondents

The social characteristics examined included these variables: age, sex, and qualifications of respondents. The 20 respondents involved in the study were all staff at St. Mary's High School, 55% (11) were male while 45% (9) were female comprising 18 teachers and two administrators (head and deputy head). The age range varied from 27 - 55 years for teachers and 45-55 years for school heads. The majority of respondents at St. Mary's High School were in possession of Diplomas 80% (16) from COSETCO, NISTCOL, NRDC, Nkrumah College of Education while only a small number of respondents including administrators possessed First Degrees 20% (4) from the University of Zambia (UNZA). The teachers and school heads were the main informants for study.

Therefore, the study targeted the right subjects who were qualified and experienced not only to perform their duties well, but also to discuss adequately all the issues pertaining to teacher performance and the management styles displayed by the school head.

4.2.1. The Response

Table 4.1b: Response

Questionnaires	Distributed		Collected		Response	Rate
	Male	Female	Male	Female	Total	%
Sex						
School head	-	1	-	1	1	5 %
Deputy head	1	-	1	-	1	5 %
Teachers	10	8	10	8	18	90 %
Total N	11	9	11	9	20	100 %

All the twenty respondents selected for the study at St. Mary’s High School were issued with one set of questionnaire each to complete and return to the researcher. The twenty questionnaires were completed and returned through the office of the school head leading to the achievement of 100% response rate – thanks to the management and staff for their support and cooperation during the study (see Table 4.1b above).

4.3 Teacher performance

The previous section dealt with the background or description of the respondents. This section covers variables related to performance: roles of teachers, roles of the school head, teacher morale and motivation, school head-teacher interactions, and factors impacting on teacher performance. These are discussed below.

4.3.1 Roles of teachers and the school head

Most of the respondents stated that their major roles were teaching, imparting knowledge, supervision of pupils, providing extracurricular activities, counseling and guidance of pupils while the school heads described their roles as involving management and administration of the school, resource allocation, sharing of duties amongst staff, chairing or managing staff meetings, teacher observations, monitoring, teacher supervision, and evaluation of teachers. Other respondents identified the teacher's role in the school as supervision and teaching pupils in class, preparation of schemes and records of work, lesson plans and preparation of teaching-learning aids for effective implementation and delivery of lessons.

This qualitative data gathered from interviews showed that the major role of the teachers was teaching pupils while the role of the schoolhead and the deputy was management, administration and supervision of the school teachers in their work. These roles require close head-teacher interactions.

4.3.2 Head-teacher interactions

The majority of the respondents stated that the activities facilitated head-teacher interactions at St. Mary's High School were mainly: staff briefings in the staffroom, during tea break, staff meetings, teaching, sports day, labour day, teachers day, school assembly, teacher observations, marking examinations, social functions, extracurricular activities, performance appraisals, checking the schemes of work and lesson plans.

The data show that interactions between the head and teachers were close, regular, and found to be in most of the school's activities. These activities involved teaching and

supervision by the head to motivate teachers and control teacher performance in the school workplace.

4.3.3 Teacher morale and motivation

The study investigated how the school head motivated teachers in order to improve their work performance and the majority of the respondents at St. Mary's High School identified the following strategies used by the school head to motivate teachers in order to improve their work performance:

- a. word of encouragement, verbal praises
- b. good or positive performance appraisals
- c. giving monthly cash incentives to teachers
- d. exhibiting a positive attitude towards teachers
- e. cultivating good working relationships with teachers
- f. exhibiting a democratic management style when supervising teachers
- g. Giving rewards to hardworking teachers on Teachers Day and Labour Day.

Additionally, an interview with the school heads at St. Mary's High School revealed that 'motivation' was a very important element in the working life of both teachers and school administrators. Apart from employing the appropriate management styles to supervise teachers, the head motivated staff to improve performance through verbal praises, introduction of tea break, end of year parties, home visits, giving Labour Day Awards such as books, mattress, bicycles, monetary incentives, choosing them to attend workshops or further training, assigning staff responsibilities and promotion.

The above data show that interactions between the head and teachers were close and were done in a variety of ways that was related to good working relationships.

4.3.4 Factors impacting teacher performance

The study investigated factors that impacted on teachers' performance in the workplace in order to determine the extent to which school head's management style contributed or were related to teachers' work performance at St. Mary's High School. Table 4.4b below shows how the respondents ranked from 1 - 10 the factors that impacted on teacher performance.

Table 4.4b: Factors impacting teacher performance

SN	Factors	Score	Rank
A	School head's management styles	4.0	1
B	Working environment	4.1	2
C	Teacher morale and motivation	4.6	3
D	Salary, conditions of service	5.1	4
E	Teacher classroom observations	5.2	5
F	Head-teacher interactions/relationships	5.3	6
G	Recognition of the teacher's achievements	5.6	7
H	Over enrolled /overcrowded classes	5.5	8
I	Instructional materials/teaching aids	6.9	9
J	School management practices	7.6	10

Table 4.4b above illustrates that out of the total the 10 factors impacting teacher performance, the head's management styles' was ranked highest by the majority of the respondents, the teacher morale and motivation was ranked third. The above data reveal and confirm that the management styles of the manager, morale and motivation were among the important factors that impacted teacher performance in the school setting.

4.4 Management styles of school heads

The previous section covered variables related to teacher performance. This section deals with issues related to the impact of management styles on teacher performance which are dealt with under the following sub-headings: the dominant management style, management styles motivating teachers, and the impact of management styles on teacher performance.

4.4.1 Dominant management style

The study investigated the management styles exhibited by the school manager in order to determine the extent to which a management style was dominantly used by the head in supervising teacher performance at St. Mary's High School. The data in Table 4.5b below shows the rating of the three management styles.

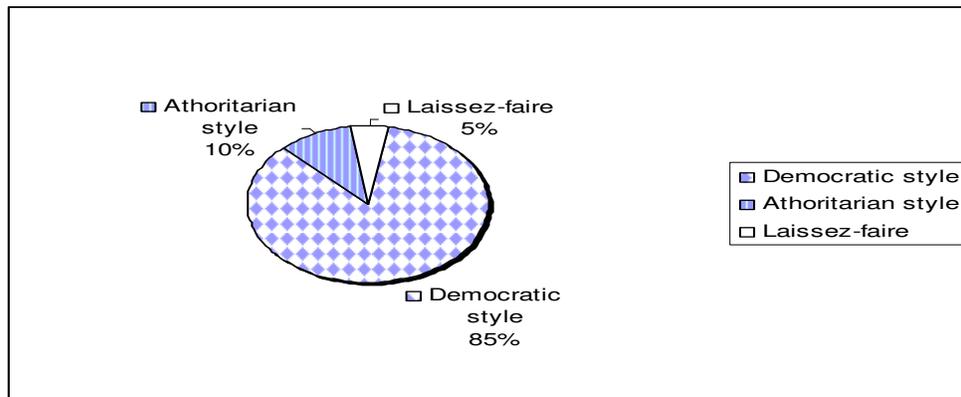
Table 4.5b: Management styles

Management style	Respondents		Total	Percentage (%)
	Male	Female		
Sex				
Authoritarian management style	1	1	2	10 %
Democratic management style	10	7	17	85 %
Laissez-faire management style	-	1	1	5 %
Total	11	9	20	100 %

Table 4.5b above indicates how the respondents rated how often they experienced each management style of the school head as: 85%(17) of the respondents observed that the Democratic management style was dominant, 10%(2) of the respondents observed that the Authoritarian management style was dominant, while only 5% (1) of the respondents observed that the Laissez faire management style was dominant.

The overall picture in this table depicts that the majority of the respondents perceived that the Democratic management style as the most dominant followed by the Authoritarian and the least was the Laissez faire management style as illustrated in Figure 4.6b below.

Figure 4.6b: Dominant management style



4.4.2 Management styles motivating teachers

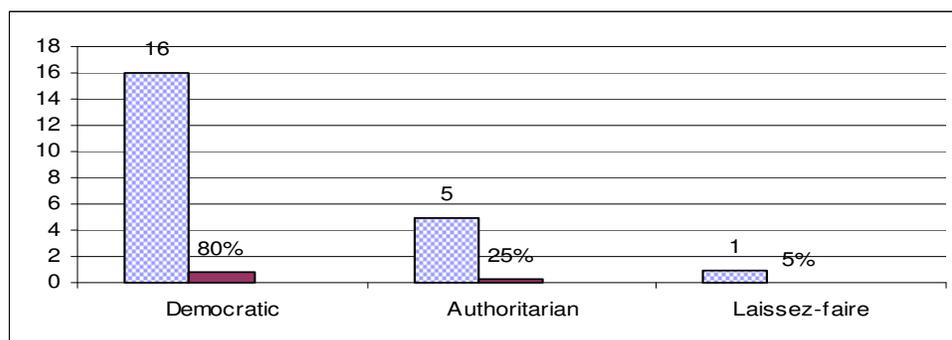
Table 4.7b: Management styles motivating teachers

Management style	Respondents		Total	Percentage
	male	female		
Sex				%
Democratic management style	9	7	16	80 %
Authoritarian management style	2	1	3	15 %
Laissez-faire management style	-	1	1	5 %
Total	11	9	20	100 %

The study investigated how management styles of the school head motivated teachers to perform their work in order to determine the extent to which management styles motivated teachers to perform at St. Mary's High School. The data in Table 4.9b above indicate that the Democratic management style was perceived by 16(80%) of the respondents as motivating teachers to perform their duties well, 3(15%) of the respondents perceived that the Authoritative management style as motivating teachers while only 1 (5%) of the

respondents perceived that the Laissez-faire as motivating them to perform their duties well. The data in the table below, therefore, shows that the majority (80%) of staff in the school perceived the Democratic management style of the school head as style motivated teachers to perform their duties well, followed by the Authoritative management style (15%) while only (5%) of the staff perceived the Laissez-faire management style as the least motivating to teachers in their performance of duties in the school as illustrated in Figure 4.8b below.

Figure 4.8b: Management styles motivating teachers



4.4.3 Impact of management styles on teacher performance

The study investigated how management styles manager exhibited by the school head in order to determine their general impact on teacher performance. Table 4.9b below shows the rating of the three management styles used by the head in teacher supervision.

Table 4.9b: Impact of management styles

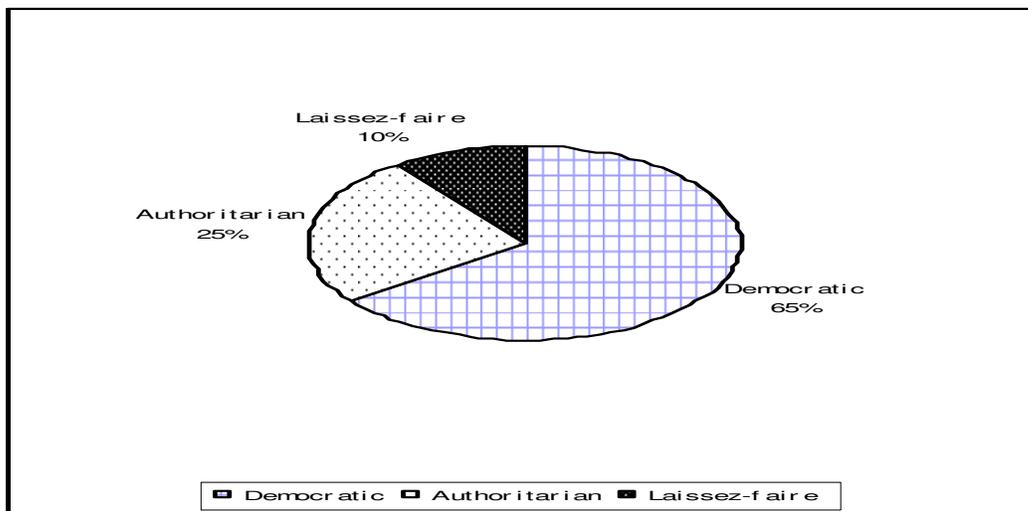
Respondents	Impact of management style																	
	Authoritarian						Democratic						Laissez-faire					
Rating	1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T
Male	1	2	5	3	-	11	7	2	1	1	-	11	-	-	1	1	9	11
Female	2	2	3	1	1	9	5	3	1	1	-	9	-	1	-	1	7	9
Total	3	4	8	4	1	20	12	5	2	2	-	20	-	1	1	2	16	20

The same Table above shows the rating of the three management styles and their general impact on teacher performance as: 25% (5) of the respondents rated the Authoritarian as having Most impact, 65% (13) of the respondents rated the Democratic management style as having Most impact, while only 10% (2) of the respondents rated the Laissez-faire as it as having Most Impact.

The data from the Table above revealed that the majority of the respondents rated the Democratic (65%) as having Most impact on teacher performance in the school, followed by the Authoritarian (25%) while the Least was the Laissez-faire (10%) style was rated least by the respondents as having little impact on teacher performance.

Therefore, the overall picture painted by this table is that all management styles were employed by the school head in interacting with teachers and their impact on teacher performance varied, but the Democratic management style had the most impact on teacher performance in the high school setting, followed by the Authoritative. The Laissez-faire management style had the least impact teacher performance as illustrated in Figure 4.10b below.

Figure 4.10b: Impact of management styles on teacher performance



In addition to the above data, the majority of the respondents interviewed observed that the Democratic style positively impacted on teacher performance by creating good working relations, consultation, and satisfaction which motivated staff to improve their job performance in the school setting. The Authoritative and Laissez-faire demotivated teachers and resulted in poor work performance by teachers.

4.2 Summary

In this chapter, I attempted a presentation of the major characteristics of the teachers and school heads from St. Mary's High School. Among the 20 respondents surveyed, two were high school administrators, and eighteen were teachers. The majority were male. The majority of teachers in the high school were holding Diplomas as their highest academic qualification.

The roles of the school heads and those of school teachers in the study area allowed close Head - teacher interactions in the performance of work. The school head used a variety of strategies including the management styles to motivate teachers to improve their work performance. The democratic was a major factor impacting on both teacher performance and motivation. The dominant management style in the school was the democratic management style.

All the three management styles namely the democratic, authoritarian, and Laissez-faire were exhibited by the school head in supervising teachers. It was found that the democratic management style impacted positively on working relationships, teacher motivation and teacher performance. The Authoritarian and the Laissez-faire management styles had a negative impact on teacher performance, motivation and the school climate. The next chapter deals with the Discussion.

Chapter Five

DISCUSSION

5.1. Introduction

In the previous chapter, I began the presentation with the background study of respondents, teacher performance and then ended with management styles of school heads and their impact on teacher performance. These two cases of Ng'ona High School and St. Mary's High School were dealt with in two separate parts. This chapter discusses the findings and interprets results of the data gathered from the two cases simultaneously and comparatively. The chapter has been divided into two major themes - the teacher performance and management styles of school heads. The data has been interpreted using the qualitative analysis.

5.2. Teacher job performance

To have a clear understanding how teachers and school heads interact in their performance of work and the importance of the head's role, the theme of teacher performance has been further divided into four sub-themes: roles, head-teacher interactions, teacher motivation, and factors impacting teacher performance. These are discussed in detail below starting with roles.

5.2.1. Role of teachers and school heads

The case study of Ng'ona and St. Mary's High Schools found that the role of teachers included teaching, providing extracurricular activities, counseling and guidance of pupils, imparting knowledge, supervision of pupils, preparation of schemes and records of work,

lesson plans and also preparation of teaching-learning aids for effective implementation and delivery of lessons besides acting as role models to the learners.

In short the role of a teacher is teaching (Sykes, 1988) and moulding the young into good citizens (Kapaale, 1980: 37). The activities of teachers stated by respondents from Ng'ona and St. Mary's High Schools are in line with their most important official duties of teaching and direct supervision of the learning of pupils in their respective classrooms (MOE, 2005: 47).

On the role of school heads, the study of Ng'ona High School and St. Mary's High School found that the major role of the school heads included: administration and management of the school, providing leadership, sharing of duties amongst staff, chairing or managing staff meetings, teacher observations, monitoring, teacher supervision, and evaluation of teacher performance, coordination and controlling performance of teachers including teaching pupils. Similarly, the above roles of the high school heads are in line with the official roles of supervision of school work of teachers and giving responsibilities to all teachers stipulated by the Ministry of Education (MOE, 2005: 47). The roles of both the school heads and teachers are related to the performance of duties in the school setting with the view to improving student achievement (performance) and achieving school objectives. In fact, above roles facilitates the close and daily school head and teacher interactions.

5.2.4. Head and teacher interactions

The case study of Ng'ona and Mary's High Schools found that head-teacher interactions occurred regularly during teaching, staff meetings, staff briefings, tea break, staff meetings, sports day, labour day, teachers' day, school assembly, teacher observations, marking and

invigilation of examinations, social functions or gatherings, extra curricular activities, performance appraisals, checking the schemes of work and lesson plans, workshops, and also in the school heads offices, and staffrooms.

According to Farrant (1990), 'the teacher's role facilitates the interaction between the teacher and the head in a variety of ways: staff room, staff meetings, projects, school fete, sports day, teacher's day, open day, games, drama, variety shows, fund raising walks, speech and prize giving days, teachers days, PTA and staff meetings, assembly, walkways, decision-making, in classrooms, during staff performance appraisals, teacher observations, examinations, seminars, and preparation of school time-table.

Researchers in education have shown that the interaction between the school heads and teachers takes place under face-to-face leadership in day-to-day administration of the school (Smith and Andrews, 1989). The above evidence shows the roles of the head and the teacher in the high school setting allow teachers and the heads for interactions to occur regularly in on a daily basis during their performance of duties.

5.2.5. Teacher morale and motivation

Douglas McGregor's XY Theory encourages managers to decide on a suitable motivation for employees by giving responsibility and rewards and giving the right conditions employees could be motivated to work efficiently and productively achieve organisational objectives (McGregor, 1960, and Robbins, 1986).

A study of Ng'ona and St. Mary's High Schools found that the school heads motivated teachers to improve their work performance through the following methods or strategies:

encouragement, appreciating teachers' work efforts, smiling, praising teachers for good job performance, checking teachers' lesson plans, positive performance appraisals, giving cash monthly incentives to teachers, giving rewards, giving responsibilities to teachers, providing a role model to teachers, providing learning and teaching materials, cultivating good working relationships with teachers, exhibiting a positive attitude towards teachers and exhibiting consultative and democratic management styles.

The above results are seen as broadly consistent with Evans and House's (1971: <http://www.sedl.org/change/leadership/>) Path Goal Theory that suggests that the performance, satisfaction and motivation of a group can be affected by the leader through offering rewards for the achievement of performance goals, clarifying paths towards these goals, and removing performance obstacles.

Therefore, the results of the study of the study of the two high schools show that teachers need motivation to perform their work well. The school heads motivated teachers through financial and non-financial incentives including the democratic management styles they exhibited in supervising teachers.

5.2.6. Factors impacting teacher performance

There are many factors impacting on teacher performance. A study of St. Mary's High School and Ng'ona High Schools revealed that the following factors impacted on teacher performance: (1) The head's management styles, (2) working environment, (3) teacher morale and motivation, (4) conditions of service, (5) teacher classroom observations, (see Tables 4a and 4b in Chapter 4). (6) Instructional materials/teaching aids, (7) over enrolled

/overcrowded classes, (8) manager-teacher interactions/ relationships, (9) recognition of teacher's achievements/ praise including (10) attending workshops and promotion.

Silwimba (2006:12, www.tizambia.org.zm) observed that in most of the remote rural schools in Zambia, 'teacher commitment, accommodation, allowances, motivation and the conditions of work are all critical factors that impact on their performance'.

A comparison of the study of Ng'ona High School and Mary's High School revealed that the highest ranked factor was the head's management style. The style of the head impacted on teacher performance positively (Democratic management styles) or negatively (Authoritarian management and Laissez-faire management styles).

The above findings on factors are supported educational researcher by factors Young (2000:<http://www.answers.com/>) who concluded that factors that negatively impact teacher morale include lack of administrative support and management skills, overcrowded classes, and poor physical working condition. Similarly, research by Carlyle and Woods (2003:<http://www.answers.com/>) also concluded that in educational settings teacher stress was caused by factors such as poor leadership and autocratic decision making, and bullying management styles. The next section deals with management exhibited by school heads.

5.3. Management styles of school heads

The study also investigated the issue of management styles exhibited among high school heads in order to determine the dominant style and how the style behaviours impacted on teacher performance during supervision of teachers' work. This theme is dealt with under the following headings: Dominant Management Styles, Management styles Motivating Teachers, and Impact of Management styles on Teacher Performance.

5.3.1. Dominant management styles

Every head has a management style that is predominant or most favoured and uses it to lead or supervise teachers. In the study the majority of respondents at both Ng'ona High School (70%) and St. Mary's High School (85%) stated that the Democratic management style was the most predominant management style used by school heads to supervise and manage teacher performance followed by the Authoritarian management style rated by Ng'ona High School (10%) and St. Mary's High School (10%) while the Laissez-faire management style was found to be rarely used and was rated by Ng'ona High School (10%) and by St. Mary's High School (5%).

A comparison of the results from the two high schools show that the Democratic management style was the most often used, most favoured and the most predominant style exhibited by school managers in supervision of teachers in the school workplace. Even the global evidence from effective-schools research findings, educational administration experts have advocated a democratic and collegial leadership style for school administrators (Schmidt, Kosmoski, Pollack, 1998: <http://www.sedl.org/change/>). According to Administrative Theory, (Miller, Hotes and Terry, (1983: 31) the most favoured dimension for some administrators is democratic leadership style. Performance Theory studies conducted in education also seem to support the exhibition of democratic leadership style among school head teachers (Goleman, 1998).

There are many studies in education that help to confirm the dominance of the Democratic management styles among school heads. A study by Evans (2003: <http://www.ncsl.org.uk/>) in education in schools in the United Kingdom revealed

that the most common management style was collegial (democratic), whereas ambiguous and autocratic styles were less prevalent. Studies done in Zambia by Chomba (1982) and Mwanza (2005) found that the Democratic management style was the most common style used by high school heads in their interaction and supervision of teachers. The next section deals with the management styles motivating teachers.

5.3.2. Management styles motivating teachers

The results of the two case studies showed that the majority of the respondents at Ng'ona High (75%) and St. Mary's High School (80%) selected the Democratic management style as the most motivating to teachers to perform their duties well followed by the Authoritarian management that was rated by Ng'ona High School (75%) and by St. Mary's High School (15%) while the least motivating was the Laissez-faire that was rated by respondents at Ng'ona (10%) and at St. Mary's (5%).

A comparison of results of the two studies found that the Democratic management style motivated teachers to perform their duties well. This result is supported by a number of theorists. According to Fiedler (1967) a manager's leadership style contributes to the subordinates' motivation because the style is the motivation system of a leader. In terms of Administrative Theory, leadership style is an important factor in determining the type of motivation utilised (Miller, Hotes and Terry, 1983:92). Fiedler (1967) concluded that leadership styles indicated leaders' motivational system.

This means that teachers need motivation through the school head's democratic management style in order to perform their duties well. Management (leadership) styles and performance are closely linked to motivation.

5.3.3. Impact of management styles on teacher performance

In the study the majority of respondents both at Ng'ona High School (50%) and at St. Mary's High School (65%) found that the Democratic management style was perceived to be having the Most Impact on the job performance of teachers, followed by the Authoritarian management whose impact was rated by Ng'ona High School at (30%) and by St. Mary's High School at (25%) while the Laissez-faire management style rated by respondents from Ng'ona at (10%) and by St. Mary's a (10%) as having the least impact on teacher performance.

The respondents in the two cases described the impact of the Democratic management style on teacher performance as positive, creating good working relations, improving work performance, work satisfaction, motivating, encouraging input, consultation, discussion and participation from teachers. Therefore, the Democratic management style positively motivated teachers to improve their job performance in schools.

The impact of the Authoritarian management style on teacher performance was described by respondents as negative, contributing to poor working relations, poor performance, work dissatisfaction because it demanded immediate compliance, lacked flexibility and motivation. Yelling or shouting at staff by the head created antagonistic head-teacher relations, demoralized and frustrated teachers at work. One school head revealed exhibiting the Authoritarian management style when dealing with new teachers or fresh graduates for directing, guiding, and controlling their work and behaviour because they seemed to have a laissez faire or care-free attitude to work. Therefore, the Authoritarian management style negatively motivated teachers and lead to poor job performance in schools.

The impact of the Laissez-faire management style on teacher performance was described by the majority of the respondents as negative, lack of leadership, control created laziness, late coming, absenteeism, chaos and resulted in poor performance among teachers.

It is important to fully appreciate that the institution, character, and attitude of a person have a significant impact on his or her managerial behaviour. In turn the nature and the degree of managerial behaviour have an impact on performance. As a matter of fact research has found out that:

An essential element of any successful manager is the ability to handle people effectively. People respond according to the manner in which they are treated. The behaviour of managers and their style of management will influence the effort expended and level of performance achieved by subordinate staff (Mullins, 2002:208).

Stefanou (1989:93) argues that managers need increasingly to demonstrate leadership in order to motivate their groups towards greater performance. A manager's leadership style aids employee performance by 'keeping employees enthusiastic and energized' (Schoell, et al, <http://www.123helpme>). Management (leadership) styles and performance are closely linked to motivation.

The results of this study can be seen as broadly consistent with Evans and House's (1971: <http://www.sedl.org/change/>) Path Goal Theory whose goal is to enhance employee performance and employee satisfaction by focusing on employee motivation.

This is also supported by Goleman (1998a) who found that in those schools where the heads displayed the democratic generally drive climate in a positive direction and improved academic performance. Research (Stefanou, 1989: 96) has shown that the democratic

management style results in the highest productivity, greatest feelings of involvement and job satisfaction and the best relations.

Furthermore, the findings are also consistent with Mwanza's (2005) case study of selected high schools in Lusaka who found the effective school heads employed the Democratic management style which motivated teachers to perform their duties well in the school workplace while the ineffective heads employed the Authoritarian management style which demotivated teachers to work.

The above information support the view that the managerial behaviours or styles- democratic, authoritarian or laissez-faire of school managers indeed have some impact on teacher performance in the school workplace. The Democratic management style has a positive impact on teacher performance and motivated teachers to improve their work while the both the Authoritarian and the Laissez-faire management styles of school heads had a negative impact and resulted in poor performance among teachers in schools. Management studies have generally shown that group members like a democratic leader best and dislike autocratic leader (Stefanou, 1989). The next section provides a summary.

5.4. Summary

In this chapter, I attempted a presentation of the discussion and interpretation of results.

The school heads used financial and non financial incentives including their management styles motivated teachers. Among the three styles the democratic management styles was found predominant and motivated teachers while both the Authoritarian and the Laissez-faire management styles had negatively impacted on teacher performance. The next Chapter deals with the Conclusion and Recommendations.

Chapter Six

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusion

Leadership is the most vital factor in the determination of successful educational management and administration. School heads need to provide effective leadership to improve teacher performance by exhibiting different management styles. The purpose of this study was to investigate the impact of management styles exhibited by school heads on teacher performance in selected government high schools.

The first objective of the study was to identify the factors that impacted on teacher performance in high schools. The study identified many factors that impacted on teacher performance in the high school workplace: head's management styles, working environment, teacher morale and motivation, classroom observations, salary, conditions of service, instructional materials/teaching aids, overcrowded classes, accommodation, head-teacher interactions, recognition of teacher's achievements, illness and school management practices. Among the above factors, it was found that the management styles of school heads, teaching materials/aids, the working environment and conditions of service for teachers were the most important factors impacting on teacher performance in the high school setting. In addition, the study also found that the democratic management styles motivated teachers and increased their morale to work.

The second objective of the study was to identify the most favoured or the dominant management style exhibited among school heads in supervising teachers. The study found

that the school heads exhibited all the three management styles the Democratic was the most dominant style employed by high school managers followed by the Authoritarian management style the next major or back-up management style. The Democratic management style was the most favoured or prevalent management style exhibited among school heads in selected high schools. The Laissez faire management style was the least exhibited and very unpopular among school heads in selected high schools as it was disruptive and retarded work progress.

The third objective of the study was to assess the impact of school head's management styles on teacher performance. The study found that all the three management styles namely the Democratic, Authoritarian, and Laissez faire were exhibited by the school head when supervising teachers and their impact on teacher performance varied from one management style to the other. The Democratic management style had the most impact on teacher performance followed by the Authoritarian management style while the Laissez faire was found to have had the least impact on teacher performance in the selected schools.

The Democratic management style had a positive impact on teacher performance by encouraging participation, good working relationships, consultation, work satisfaction, creating a enthusiasm, commitment and energized staff and positively motivated teachers in the school workplace to improve their work performance.

On the other hand the Authoritarian and the Laissez faire management styles exhibited by school managers had a negative impact on teacher performance as the Authoritarian used fear, threats, lacked flexibility and demoralised teachers to work resulting in poor working

relationships and poor teacher performance while the Laissez faire management style also encouraged laziness, anarchy and chaos in the workplace which negatively affected both morale and the zeal of teachers to teach and also resulted in poor teacher performance.

The case study therefore concluded that apart from the management styles of school heads, there many factors impacting either positively or negative on teacher performance in the schools. The Democratic management style was the most dominant management style and positively motivated teachers to improve their job performance while the Authoritarian and Laissez faire management styles negatively impacted on teacher morale and contributed to poor performance among high school teachers.

The research findings confirm my starting point that the management or leadership styles exhibited by high school heads have an impact on teachers job performance in the high school settings. The study has also revealed that there is a relationship between management styles exhibited by school heads and teacher performance.

The case study established that there has been a change of management styles in education from the prevailing predominant authoritarian management style in the country's formal organizations - the Ministry of Education since the colonial times to the democratic management style. The authoritarian management style has been replaced by democratic management starting from the mid 1990s following the democratization of the economic, political and educational systems.

Following the creation of boards in education in 1996 which democratised the management and administration of education in Zambia, contemporary practitioners in schools have embraced the participative and humane democratic management style to a large extent to

keep in tandem with global educational trends and meet the requirements of school effectiveness research of improving schools, teacher performance as well as student achievement. The dominant democratic management style has created a favourable school climate where students, parents, teachers, school heads and other members of a similar bent mingle harmoniously together in the school settings as they strive to realise educational goals and objectives.

6.2 Recommendations

To improve teacher performance, it has been strongly recommended that:

- The MOE should equip all school heads with management skills in human relations, motivation, leadership styles, human resource, communication and performance management to enable them to work more efficiently.
- Heads need to should learn the theories of motivation, leadership and management.
- The MOE should encourage school heads to exhibit participative and democratic management styles for effective management of schools.
- School heads should know the three management styles, their strengths and weaknesses to apply the appropriate style in a given situation.
- School heads should provide sufficient teaching aids and facilities required for efficient work in order to motivate teachers to improve their job performance.
- The MOE should work hard to reduce factors that negatively impact on teacher performance.

6.3 Suggestions for further study

- Effect of age on the management styles of a school head.
- Impact of teachers' behaviour on the management styles of school heads.

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APPENDIX A: Workplan and timetable

WORKPLAN / TIMETABLE FOR 2011

SN	Activity	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	AUG	SEP	OCT
1	Topic identification & Literature Review											
2	Proposal writing											
3	Design of instruments											
4	Pilot-study											
5	Field work											
6	Data analysis											
7	Report writing											
8	Production of final draft of Report											
9	Final report writing											
10	Submission of Report											

APPENDIX B

THE RESEARCH BUDGET

ITEM	DESCRIPTION	QUANTITY	AMOUNT COST (ZK)	TOTAL COST (ZK)
STATIONERY	REALM OF PAPER	4	20,000	80,000
	FOLDERS	4	4,000	16,000
	WRITING PAD	4	10,000	40,000
	PENS	50	1000	50,000
	PENCILS	10	500	5,000
	STAPLES	1PCKT	10,000	10,000
	ENVELOPES	100	1000	100,000
EQUIPMENT	RADIO CASSETTEE RECORDER	1	400,000	400,000
	AUDIO TAPE	6	8,000	48,000
	CD-RW 700MB	4	15,000	60,000
	FLASH DISK 528MB	2	200,000	400,000
	FLOPPY DISK3.5	10	3,500	35,000
	LUGGAGE BAG	2	30,000	60,000
	MOSQUITO NET	1	30,000	30,000
	BATTERIES	20	1,000	20,000
TRAVEL EXPENSES	FIRST TWO WEEKS	LK-MNS-KAW	350,000	350,000
	LAST TWO WEEKS	KAW-MNS-LK	150,000	150,000
	TAXI BOOKING	MNS& KAWAMBWA	30,000	150,000
ACCOMMODATION	GUEST HOUSE HOUSE		30,000	600,000
MEALS AND REFRESHMENTS	B/FAST		5,000	100,000
	LUNCH 4WEEKS	25	10,000	250,000
	SUPPER4WEEKS	25	10,000	250,000
	SNACKS4WEEKS	25	5,000	125,000
SERVICES	TELEPHONE	10	5,000	50,000
	PHOTOCOPY	50	500	25,000
	LABOUR	1	50,000	50,000
RESEARCH PREPARATION	DATA PROCESSING(SSPS)	1	50,000	50,000
	TYPING	1	2,500	250,000
	PHOTOCOPYING	100	200	20,000
	PRINTING	100	1,000	100,000
	BINDING	5	20,000	100,000
SUB-TOTAL				1,2408,000
CONTINGENCY	10%			140,800
GRAND TOTAL				1,555,000

APPENDIX C: INTERVIEW SCHEDULE FOR SCHOOLHEADS

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATION ADMINISTRATION AND POLICY STUDIES

TITLE:INTERVIEW SCHEDULE FOR SCHOOLHEADS

TOPIC: Impact of management styles exhibited by school heads on staff performance in selected high schools in Kawambwa District of Luapula Province

1. What is your role in this school?
2. What areas or activities involve school head-teacher interactions?
3. How do you as a manager motivate teachers to work hard?
4. What factors do you think impact on the way teachers work or perform duties?
5. What management styles do you exhibit often in supervising teachers?
6. What is your dominant management style orientation?
7. Generally how does each leadership style impact on teacher performance?
8. What management style(s) have the most impact on teacher performance?
9. What managerial style(s) do you think motivate(s) teachers to perform well?
10. What managerial style(s) do you think demotivate(s) teachers to perform duties?
11. What challenges/obstacles do you face in the performance of your work/duties?
12. Suggest how head-teacher interactions or relationships could be improved in this school.

Thank you for your time and cooperation

APPENDIX D: INTERVIEW SCHEDULE FOR TEACHERS

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATION ADMINISTRATION AND POLICY STUDIES**

TITLE: INTERVIEW SCHEDULE FOR TEACHERS

TOPIC: Impact of management styles exhibited by school heads on staff performance in selected high schools in Kawambwa District of Luapula Province

1. What is your role in this school?
2. What areas or activities involve school head-teacher interactions?
3. How does your head motivate you/teachers to work hard?
4. What factors do you think impact on the way you work or perform duties?
5. What management styles does your manager exhibit often in supervising you to work?
6. What is your head's dominant management style orientation?
7. Generally how does each management style impact on the way you perform duties?
8. What management styles have the most impact on how you work?
9. How do you/teachers perceive or react to the head's leadership styles?
10. What managerial style(s) do you think motivate(s) teachers to perform well?
11. What managerial style(s) do you think demotivate(s) teachers to perform their duties?
12. What challenges/obstacles do you face in performance of work/duties/teaching?
13. Suggest how head-teacher relationships could be improved in this school.

Thank you for your time and cooperation

APPENDIX E: INTERVIEW SCHEDULE FOR DEBS OFFICE

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATION ADMINISTRATION AND POLICY STUDIES

TITLE: INTERVIEW SCHEDULE FOR DEBS

TOPIC: Impact of management styles exhibited by school heads on staff performance in selected high schools in Kawambwa District of Luapula Province

1. What is your role in the schools?
2. What areas or activities involve school head-teacher interactions?
3. How do your heads motivate teachers to work hard?
4. What factors do you think impact on the way teachers perform work?
5. What management styles do your heads exhibit often in supervising teachers at work?
6. What do you think is the dominant management style exhibited by school heads?
7. Generally how does each management style impact on the way teachers perform duties?
8. What management styles have the most impact on how teachers work?
9. What managerial style(s) do you think motivate(s) teachers to perform well?
10. What managerial style(s) do you think demotivate(s) teachers to perform their duties?
11. Suggest how head-teacher interactions/relationships could be improved in this school.

Thank you for your time and cooperation

APPENDIX F: MANAGEMENT QUESTIONNAIRE FOR TEACHERS

Confidential

Questionnaire

Number ...

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATION ADMINISTRATION AND POLICY STUDIES

TITLE: MANAGEMENT QUESTIONNAIRE FOR SCHOOL TEACHERS

TOPIC: Impact of management styles exhibited by school heads on staff performance in selected high schools in Kawambwa District of Luapula Province

Dear Respondent,

I am a postgraduate student in the faculty of Education at the University of Zambia (UNZA) –Great East Road Campus conducting an educational research.

The Master of Education Administration and Management degree programme which I am undertaking requires me to study the management styles of heads in high schools with reference to head-teacher interactions and performance improvement.

Your school has been chosen for this study. I would be most obliged to you if you could spare some precious time filling in the attached questionnaire as your practical assistance to me in my study. The instructions on how to answer this questionnaire are indicated on the questionnaire itself. The data that will be collected are purely for academic reasons and purposes. Be assured that all the information you will give will be treated in utmost confidence and anonymity.

Read the questions carefully and tick or circle the most appropriate responses in the spaces or boxes provided. Where there are no options, you are asked to give your own suggestion(s) or answer(s). Please answer all questions in this questionnaire. There is no wrong or right answer.

I wish once more to thank you for your cooperation, help and willingness to participate in this exercise.

We shall appreciate your cooperation.

Yours faithfully,

FRIDAY CHAFWA (B.A. Ed, PG Diploma Inter. Human Rights Law, MBA).
COMP: 526001608- GRADUATE STUDENT.

INSTRUCTIONS: Do not write your name on this paper. You are kindly asked to answer all questions by filling in the blank spaces, circling or ticking in the boxes or spaces provided after each statement. Your answers will help improve the performance of teachers and school managers as well as contributing to the effectiveness of educational institutions in Zambia.

SECTION A : PERSONAL AND BACKGROUND INFORMATION

INSTRUCTIONS: Circle only the letter e.g. (A) of the correct answer and fill blank spaces where possible.

1. What is your sex? a. Male b. female
2. What is your age?
3. What position do you hold in this school?

a. Teacher <input type="checkbox"/>	e. Union Executive <input type="checkbox"/>
b. School head <input type="checkbox"/>	f. DESO <input type="checkbox"/>
c. Deputy <input type="checkbox"/>	g. DEBS <input type="checkbox"/>
d. Head of Department <input type="checkbox"/>	
4. The highest academic level you have reached is?
 - a. College certificate
 - b. Diploma
 - c. First degree
 - d. Masters degree
 - e. Doctorial degree
5. How long have you been working at this school?

SECTION B : TEACHER JOB PERFORMANCE

INSTRUCTIONS: Please write answer in the spaces provided and circle only one correct answer/number from the rating scale provided on the top right hand side of each statement/question.

6. What is your role in this school?
.....
7. There are many areas and activities in this school workplace that involve head-teacher interactions (*List them*).
.....
.....
8. How does the school head motivate you to improve your work or work hard?
.....
.....
9. Which management styles does your school head use to motivate you to work?
.....
.....
10. The following factors have an impact on the way teachers work or performance of their job in this school (*Rank them from 1 to 10 by writing numbers in the boxes provided below*).

a. teacher classroom observations <input type="checkbox"/>	c. head's management practices <input type="checkbox"/>
b. head's management styles <input type="checkbox"/>	d. supervision / administrative support <input type="checkbox"/>

- e. recognition of the teacher's achievements/ praise
- f. salary, conditions of service
- g. over enrolled /overcrowded classes
- h. performance appraisals/review
- i. teacher motivation/morale
- j. instructional materials/teaching aids

SECTION C: MANAGEMENT/ LEADERSHIP STYLES OF SCHOOL HEADS

INSTRUCTIONS: Please write answer in the spaces provided and circle only one correct answer/number from the rating scale provided below on the top right hand side of each statement.

Use the following scale to answer Question 11.

Scale	rare occurs	sometimes occurs	often occurs	very often occurs
	1	2	3	4

11. Among the three basic styles, attempt to identify your school head's favourite or dominant management style behaviour? (*Choose one*)

- a. Laissez-faire
- b. Democratic
- c. Authoritarian

Why do you think she/he favours or likes this style?

.....

.....

.....

Use the following scale to answer Question 21.

Scale	Most impact	impact	Fair impact	Slight impact	Least impact
	1	2	3	4	5

12. How do you rate the general impact of the management styles your head exhibits/employs in supervising you in this school? (*Please circle appropriately*).

	Management style	Impact level				
		Most				least
a	Authoritarian management style	1	2	3	4	5
b	Democratic management style	1	2	3	4	5
c	Laissez-faire management style	1	2	3	4	5

13. Explain how the Democratic management style you exhibit in supervising teachers in the school impacts on their work performance.

.....

.....

14. Explain how the Authoritarian management you exhibit in supervising teachers in the school impacts on their work performance.

.....

.....

15. Explain how the Laissez-faire management style you exhibit in supervising teachers in the school impacts on their work performance.

.....
.....

16. What managerial style(s) do you think motivate(s) you to teach / perform well?

.....

Give reasons for your answer.....

.....

17. Suggest how teacher-school head interactions or working relations could be improved in the school workplace.

.....

.....

.....

The End of Questionnaire

Thank you for your time and cooperation

APPENDIX G: MANAGEMENT QUESTIONNAIRE FOR SCHOOL HEADS

Confidential

Questionnaire

Number ...

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATION ADMINISTRATION AND POLICY STUDIES

TITLE: MANAGEMENT QUESTIONNAIRE FOR SCHOOL HEADS

TOPIC: Impact of management styles exhibited by school heads on staff performance in selected high schools in Kawambwa District of Luapula Province

Dear Respondent,

I am a postgraduate student in the faculty of Education at the University of Zambia (UNZA) –Great East Road Campus conducting an educational research.

The Master of Education Administration and Management degree programme which I am undertaking requires me to study the management styles of heads in high schools with reference to head-teacher interactions and performance improvement.

Your school has been chosen for this study. I would be most obliged to you if you could spare some precious time filling in the attached questionnaire as your practical assistance to me in my study. The instructions on how to answer this questionnaire are indicated on the questionnaire itself. The data that will be collected are purely for academic reasons and purposes. Be assured that all the information you will give will be treated in utmost confidence and anonymity.

Read the questions carefully and tick or circle the most appropriate responses in the spaces or boxes provided. Where there are no options, you are asked to give your own suggestion(s) or answer(s). Please answer all questions in this questionnaire. There is no wrong or right answer.

I wish once more to thank you for your cooperation, help and willingness to participate in this exercise.

We shall appreciate your cooperation.

Yours faithfully,

FRIDAY CHAFWA. (B.A. Ed, PG Diploma Inter. Human Rights Law, MBA).
COMP: 526001608- GRADUATE STUDENT.

INSTRUCTIONS: Do not write your name on this paper. You are kindly asked to answer all questions by filling in the blank spaces, circling or ticking in the boxes or spaces provided after each statement. Your answers will help improve the performance of teachers and school managers as well as contributing to the effectiveness of educational institutions in Zambia.

SECTION A : PERSONAL AND BACKGROUND INFORMATION

INSTRUCTIONS: Circle only the letter e.g. (A) of the correct answer and fill blank spaces where possible.

1. What is your sex? a. Male b. female
2. What is your age?
3. What position do you hold in this school?
 - a. Teacher
 - b. School head
 - c. Deputy
 - d. Head of Department
 - e. Union Executive
 - f. DESO
 - g. DEBS

4. The highest academic level you have reached is?
- a. College certificate
- b. Diploma
- c. First degree
- d. Masters degree
- e. Doctorial degree
5. How long have you been working at this school?

SECTION B : TEACHER JOB PERFORMANCE

INSTRUCTIONS: Please write answer in the spaces provided and circle only one correct answer/number from the rating scale provided on the top right hand side of each statement/question.

6. What is your role in this school?
.....
7. There are many areas or activities in this school workplace that involve school head-teacher interactions (*List them*).
.....
.....
8. How do you as the school head motivate teachers to improve their work or work hard?.....
.....
9. Which management styles do you employ to motivate teachers to work hard?
.....
10. The following factors have an impact on the way teachers work or performance of their job in this school(*Rank them from 1 to 10 by writing numbers in the boxes provided below*).
- a. teacher classroom observations
- b. head's management styles
- c. head's management practices
- d. supervision / administrative support
- e. recognition of the teacher's achievements/ praise
- f. salary, conditions of serv
- g. over enrolled /overcrowded classes
- h. performance appraisals/review
- i. teacher motivation/morale
- j. instructional materials/teaching aids

SECTION C: MANAGEMENT/ LEADERSHIP STYLES OF SCHOOL HEADS

INSTRUCTIONS: Please write answer in the spaces provided and circle only one correct answer/number from the rating scale provided below on the top right hand side of each statement.

11. Among the three basic styles, attempt to identify your favourite or dominant management style orientation or behaviour? (*Choose one*).
- b. Laissez-faire b. Democratic c. Authoritarian

Why do you think you tend to favour or like this management style?.....

Use the following scale to answer Question 13.

Scale	Most impact	impact	Fair impact	Slight impact	Least impact
	1	2	3	4	5

12. How do you rate the general impact of the management styles you are exhibiting in supervising on teacher performance in this school? (Please circle).

	Management style	Impact level				
		Most				least
a	Authoritarian management style	1	2	3	4	5
b	Democratic management style	1	2	3	4	5
c	Laissez-faire management style	1	2	3	4	5

Comment on your rating.....

13. Explain how the Democratic management style you exhibit in supervising teachers in the school impacts on their work performance.....

14. Explain how the Authoritarian management style you exhibit in supervising teachers in the school impacts on their work performance.

15. Explain how the Laissez-faire management style you exhibit in supervising teachers in the school impacts on their work performance.

16. What managerial style(s) do you think motivate(s) teachers to perform well?

Give reasons for your answer.....

17. Suggest how head-teacher interactions or working relations could be improved in the school workplace.

The End of Questionnaire

Thank you for your time and cooperation

APPENDIX H: INTRODUCTORY LETTERS TO SCHOOL HEADS

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATION ADMINISTRATION AND POLICY STUDIES

Great East Road Campus
Box 32379
LUSAKA.

22 October 2010

The School Head

.....School
KAWAMBWA

Dear Sir/Madam,

SUB: VISIT TO YOUR SCHOOL FOR RESEARCH

You would be pleased to know that your school has been chosen to take part in answering questions on the Management and administration in selected high schools of Luapula Province with particular reference to head-teacher interactions and performance. The study has been undertaken as part of the Master of Education Administration and Management degree programme of The University of Zambia.

This study has been approved by The University of Zambia, School of Education and is fully supported by the Ministry of Education. I wish, therefore, to inform that I shall visit your school as from 27th October to 20th November 2010 inclusive and I am expected to stay in the school campus. The whole exercise will need your and your deputy, heads of departments, union representatives, and class/subject teachers who have served in the school for at least a year. Please arrange this for me beforehand. All information will be treated in strict confidence.

I shall very much appreciate your school's cooperation.

Thank you once more.

Yours sincerely,

FRIDAY CHAFWA.
GRADUATE STUDENT (Comp: 526001608)