DECLARATION

I, Friday Chafwa, do hereby declare that this dissertation is original and an outcome of my efforts to endeavour to find and understand the problem question of the subject matter and also try to find solutions (s) by way of research and consultation, and its content has never been previously presented at this university and indeed any other university for similar purposes. Figures, tables and statistics contained in the report were generated by me except for those whose origin has been acknowledged. I further declare that the views and opinions contained in the report do not in any way represent those of the University of Zambia.

Signed ..........................

Date ..............................
APPROVAL

This dissertation of Friday Chafwa is approved as fulfilling part of the requirements for the award of Master of Educational in Educational Administration by the University of Zambia.

Examiners’ Signatures

Signed ........................................ Date ..................................

Signed ........................................ Date ..................................

Signed ........................................ Date ..................................
DEDICATION

This work is dedicated to the Chafwa family and my nephews and nieces for their support during the studies and the time of writing this research report.
ACKNOWLEDGEMENTS

I am greatly indebted to the following people for the help and encouragement rendered to me during and after the field research at Kawambwa, Ng’ona and St. Mary’s High Schools in Kawambwa District.

Mr. Chishimba Nkosha and Dr. Peter Manchishi, the lecturers in the School of Education at the University of Zambia, who provided inspiration regarding desk research, the study design and field research. Mr. Henry Msango, my project supervisor at the University of Zambia, who has provided inspiration, encouragement and valuable feedback regarding the study design and for tirelessly reading the report and offering helpful suggestions, for which I am grateful.

Mr. Mponda Lesa, the District Education Board Secretary for Kawambwa District, for the permission to visit schools and collect data from school heads and teachers in government high schools in the District. The Acting school heads of Ng’ona High School, Mr. John Chanda and Mrs. F.C Mubita the head of St. Mary’s High School, who were supportive and assisted with the organisation of teachers during interviews, questionnaire administration and collection of responses in their respective schools.

Mr. Patrick Kabwe and Evans Kambole, the local persons who assisted with logistics during the data collection process at the two high schools.

However, in as much I appreciate the contribution of different individuals in carrying out this research and making it see the light of the day, the researcher is entirely responsible for its contents.
TABLE OF CONTENTS

Chapter                                                         Item                                                               Page

Declaration.........................................................................................i
Approval ..........................................................................................ii
Dedication.........................................................................................iii
Acknowledgements.............................................................................iv
Table of Contents............................................................................v
List of Figures..................................................................................vi
List of Tables....................................................................................vii
Abbreviations and Acronyms ............................................................viii
Abstract............................................................................................ix

CHAPTER ONE
INTRODUCTION
1.1. Background to the Study............................................................1
    1.1.1. Problems of Education Management.................................1
    1.1.2. The Role of the School Head.............................................5
    1.1.3. The Role of Teachers.........................................................6
    1.1.5. Definition of Management ...............................................8
    1.1.6. Definition of Leadership ...............................................9
    1.1.7. Management and Leadership Styles.................................10
    1.1.8. Authoritarian Management Style.....................................11
    1.1.9. Laissez-faire Management Style.......................................12
    1.1.10. Democratic Management Style.......................................13
    1.1.11. Work Performance .......................................................14
    1.1.12. Factors Impacting on Teacher Performance.....................15
1.2. Statement of the Problem........................................................16
1.3. Purpose of the Study
1.4. Objectives of the Study
1.5. Research Questions
1.6. Significance of the Study
1.7. Limitations of the Study
1.8. Operational Definition of Terms

CHAPTER TWO
LITERATURE REVIEW
2.1. Introduction
2.2. Literature Review on Performance
2.2.1. Definition of Performance
2.2.2. Factors Impacting on Performance
2.3. Literature Review on Leadership
2.3.1. What is Leadership?
2.3.2. Leadership and Management Styles
2.3.3. Leadership and Management Theories
2.3.4. Traits Model of Leadership
2.3.5. The Style Approach to Leadership
2.3.6. McGregor’s Theory XY
2.3.7. Hersey Blanchard Situational Theory
2.3.8. Fiedler’s Theory
2.3.9. The Path-Goal Theory
2.3.10. Studies on Educational Leadership and Management
2.3.11. Summary of Literature Review

CHAPTER THREE
METHODOLOGY
3.1. Introduction
3.2. Research Design
CHAPTER FOUR
FINDINGS

Part I: Ng’ona High School

4.1. Introduction ................................................................. 40
4.1. General Characteristics of Respondents .................................. 40
4.1. Teacher Performance .................................................... 44
4.1. Management Styles of School Head ................................... 47
4.1. Summary ................................................................ 45

Part II: St. Mary’s High School

4.1. Introduction ................................................................. 53
4.1. General Characteristics of Respondents .................................. 53
4.1. Teacher Performance .................................................... 56
4.1. Management Styles of School Head ................................... 59
4.1. Summary ................................................................ 64

CHAPTER FIVE
DISCUSSIONS

5.1. Introduction ................................................................. 65
5.2. Factors Impacting on Teacher Performance ................................ 69
5.3. Dominant Management Style .......................................... 70
5.4. Impact of Management Styles on Teacher Performance .............. 72
5.5. Summary ................................................................ 75
Table 4.5a Management Styles of School Heads ..................................................48
Table 4.7a Management Styles Motivating Teachers .........................................49
Table 4.9a Impact of Management Styles Exhibited by the Heads ......................49
Table 4.1b Response Rate ..................................................................................55
Table 4.2b Sex Distribution of Respondents ......................................................55
Table 4.3b Educational Qualifications ...............................................................56
Table 4.4b Factors Impacting on Teacher Performance ......................................60
Table 4.5b Management Styles of School Heads ..............................................61
Table 4.7b Management Styles Motivating Teachers ........................................62
Table 4.9b Impact of Management Styles Exhibited by School Heads ..............63
ABSTRACT

The primary purpose of this research was to assess the impact of management styles exhibited by practising school heads on teacher performance in selected government high schools. Interview schedules and questionnaires were used to capture data from respondents, though the questionnaire was the major instrument used in the study. Self-administered questionnaires were used to gather data from 40 respondents from two selected high schools namely St. Mary’s, and Ng’ona High schools in Kawambwa District, Luapula Province. The sample size of 40 comprised 36 randomly selected high school teachers while 4 high school heads and deputy heads were purposively selected for the study.

The case study found that the school heads in selected schools exhibited all three major management styles, namely the democratic, authoritarian and laissez fare in the supervision of teachers, but the democratic management style was found to be the most predominant followed by the authoritarian management style while the least was the laissez fare management style. The study also found that among the three management styles exhibited by school heads, the democratic management style was found to have the most impact (positive impact) on teacher performance. The democratic management style impacted positively on teachers by energizing and motivating them to work hard while both the authoritarian and the laissez fare management styles impacted negatively on teacher performance by frustrating and demotivating staff in the selected government high schools.

The study identified the factors impacting teacher performance as management styles of school heads, teaching materials/teaching aids, overcrowded classes, the working environment and conditions of service.
The findings confirm my starting point that the management styles exhibited by high school heads have an impact on teacher performance. The study has also revealed that there is a relationship between management styles exhibited by school heads and teacher performance.

The research should aid and encourage school heads, deputies and supervisors in educational settings to exhibit democratic management styles that would help to improve working relationships, teacher motivation, teacher performance and supervision while at the same time contribute to school improvement and school effectiveness.
ABBREVIATIONS / ACRONYMS

AIDS   -  Acquired Immune Deficiency Syndrome
B.S.A.C -  British South Africa Company
CBD    -  Central Business District
CEO    -  Chief Executive Officer
DEBS   -  District Education Board Secretary
DESO   -  District Education Standards Officer
EMT    -  Education Management Training
GRZ    -  Government of the Republic of Zambia
HIV    -  Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
MOE    -  The Ministry of Education
NGOs   -  Non-Governmental Organizations
PTA    -  Parent Teachers’ Association
TGM    -  Teachers Group Meeting
UNESCO -  United Nations Educational Scientific and Cultural Organization
UNICEF -  United Nations International Children's Emergency Fund
USA    -  The United States of America
WB     -  The World Bank
COSETCO - Copperbelt Secondary School Teachers’ College
NISTCOL - National In-service Training College (Chalimbana)
NRDC   -  Natural Resources Development College
UNZA   -  The University of Zambia