

**Teacher Perception of School Management Practices and their
Influence on Teacher Performance in selected High Schools of Lusaka.**

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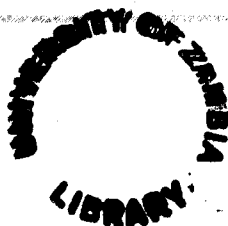
**BY
PEGGY MWANZA**

**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN
PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF
THE DEGREE OF
MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION**

UNIVERSITY OF ZAMBIA

LUSAKA

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DECLARATION

I, Peggy Mwanza, do solemnly declare that this dissertation represents my own work, which has not been submitted for a degree at this or another University.

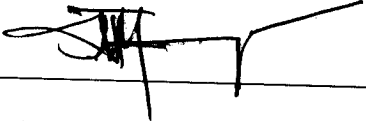
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APPROVAL

This Dissertation of Peggy Mwanza is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Educational Administration by the University of Zambia.

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DEDICATION

Dedicated to my late step- dad, Mr J. H. Phiri, and mum for educating me.

ABSTRACT

This study investigated teacher perception of school management practices and their influence on teacher performance in selected high schools of Lusaka. Stratified random sampling was used to select eight high schools from Lusaka for investigation in 2004. Data was collected using questionnaires, semi- structured interviews, observation checklists and documentary analysis. Quantitative and qualitative data were collected.

Data from questionnaires were computer analysed using the Statistical Package for Social Sciences (SPSS) to generate tables of frequencies and percentages. Interview data were analysed qualitatively by coding and emerging themes were grouped into categories using the constant comparative analysis technique. The themes and categories of the initial data were examined side by side with those in subsequent interviews. Thereafter the categories were regrouped to generate the most significant categories and themes. The tables of frequencies and percentages were used to examine the following major propositions:

- i) Management styles used in schools run by effective and non-effective School Managers.
- ii) The relationship between school management practices and teacher performance.
- iii) Management practices of non-effective School Managers and their influence on teacher performance.
- iv) The level of the morale and commitment to work of teachers in schools run by non-effective School Managers.
- v) Attributes of poor teacher performance and their most likely consequences.

The findings of the study revealed that effective Headteachers exercised management styles that were contingent upon the situation. Non-effective Headteachers used the democratic style occasionally but largely used either the autocratic style or the laissez faire style of management. The study also revealed that there was a relationship between school management practices and teacher performance. In effective schools, where teachers were involved in the affairs of the school such as decision-making and being entrusted with responsibilities other than teaching, teacher performance was good. In non-effective schools where teachers were left out most often in the running of the school, for example not usually involved in decision-making even in decisions which affected them and responsibilities were delegated only to particular persons without taking into account their capabilities, teacher performance was average or poor.

Furthermore, the study revealed that teachers who had effective Headteachers showed commitment and dedication to their work. The level of morale among teachers in effective schools was moderate, mainly because of being lowly paid. On the other hand, teachers with non-effective Headteachers showed little commitment and dedication to work and their morale was low.

Other findings were that in spite of the Headteachers' management practices having influence on teacher performance, Headteachers of high schools were not given an opportunity to undertake training in educational management. The Ministry of Education (1996) policy document observes the need for quality education through effective school management but this may not be accomplished if high school Headteachers are not trained.

Headteachers and the majority of teachers expressed the need for Headteachers to undertake training in educational management.

CHAPTER ONE

1. 0. INTRODUCTION

1. 1. Background to the Problem

At Independence, the local level education authorities were responsible for the management of schools. “Between 1964 and 1974, the country’s education was brought under a centralized system of administration with strong government control” (Lungwangwa, et al, 1995: 15). The education system was characterized by a unified teaching service, a centralized national curriculum and a centralized controlled inspectorate. Basically, the Ministry of Education (MOE) retained most of the decision -making authority for education at the headquarters in Lusaka.

Over-centralisation (bureaucracy) was advantageous, among other reasons, because of the following: it brought about carefulness, precision and effective administration, particularly when the Ministry of Education was small. Giddens (1993) notes that some writers argue that bureaucracy is the most efficient form of organisation human beings have devised, because all tasks are regulated by strict rules of procedure. The rules and regulations have brought about uniformity and discipline in education. Etzioni (1964: 53) asserts that: “Rules save effort by obviating the need for deriving a new solution for every problem and case; they facilitate standardisation and equality in the treatment of many cases”. Stroup (1966) further noted that over- centralisation (bureaucracy) consisted of specialised personnel guided by a system of rules and procedures, and a carefully contrived hierarchy of authority carried out impersonally.

Specialisation and division of labour in the education system helps in bringing about competence in one's job.

However, the over- centralization of the education system resulted in the following problems: long delays in getting things done, frustration and poor and faulty record keeping. There was also an accentuated maze of red tape that had to be followed before anything could be done (Mbamba, 1992). For example, it took a long period of time for a teacher's leave papers to be approved because approval had to be done by the MOE in Lusaka and not the Headteacher. This contributed to the teachers' lack of commitment and low morale. Besides, Headteachers had little authority to carry out disciplinary measures immediately. They had to write the MOE and the Teaching Service Commission who took long to respond to letters. This is consistent with what Halliday (1995) explained that the MOE and the Teaching Service Commission were swamped by correspondence from school staff and had neither the administrative personnel nor the time to offer early replies to correspondence received. Long lines of communication and decision-making resulted in inefficiencies. In this way, teachers took advantage of the situation and showed little commitment to their work. The MOE (1992) agrees that although one of the Headteachers' tasks is to supervise and evaluate teachers, they have little effective authority over them and experience serious problems in trying to discipline teachers for absenteeism or neglect of their classes.

“With the coming into office by the MMD government in 1991 education policy came to be defined in the context of liberalization” (Lungwangwa, **et al**, 1995: 31). The government has adopted a policy of decentralizing control in the management of the education system. The Ministry of Education (1996:3) states: “Decentralisation

involves the devolution of power from the centre to the local level, in districts and schools". As a result, Education Boards at school, college and district levels have been established. Kelly (1999) asserts that decentralisation empowers local bodies and individuals to take the initiative and to make decisions for activities and programmes that affect their own lives. In this way, it fosters personal participation and thereby enhances the fulfilment of personal potential. Besides, decentralisation should lead to greater efficiency and effectiveness, by overcoming problems of inefficiency that arise when administrative structures are highly centralised and bureaucratic.

Nonetheless decentralisation alone has not solved the problem of ineffective school management. This is because the management of schools has readily been undertaken by individuals who are good at only teaching. Mebrahtu, **et al** state:

In Zambia, as indeed elsewhere in Africa, the overwhelming majority of inspectors, School Heads and Education Officers in the field have never had either pre-service or in-service training in Educational Management prior to their appointment. Most of them have been promoted to their managerial posts on the basis of their successful classroom performance (Mebrahtu, **et al** 1996:5).

These managerial roles can demand quite different skills.

The Ministry of Education recognises the importance of management skills hence it has emphasized the need for capacity building. The Ministry of Education (1996: 145) says "... the efficiency and effectiveness of the educational system depend to a large extent on enhancing its capacity in the various areas. In particular there is need to build the capacity for the management of the system and for research and development on educational issues". Although training of some Headteachers has been done, the majority of them still need training. Mwansa (2002) quoting Kelly (1998) points out that over the period 1993-1997, special training in educational

management and administration through a "sandwiched-type training" based at the Colleges of Education was provided for the Headteachers. Lungwangwa and Mwikisa (1998: xix) observe that: "Efforts have been made under the Zambia Education Rehabilitation Project (ZERP) to train some Headteachers in school management. The coverage was very low. Some school Headteachers have had no opportunity for training in education management". In January 2003, there was a training of Headteachers in basic schools at the University of Zambia. However, there has been no training to cater for high school Headteachers yet who need this in-service training.

This study attaches great importance to Headteachers as they determine teacher performance. Studies in other countries have shown that principals influence teachers' performance. Lauglo (1976:71) specifies that: "... Johnson found in a British study that teachers' attitude towards educational research was correlated positively with the attitude of their principal, indicating – it was argued – that principals influence their staff in this respect". Lauglo (1976:71) further gives another example of the United states: " Gross and Herriot, in their large survey of teachers and principals in forty-one American cities, concluded on the basis of teachers' ratings of colleagues and of their principal that a principal's leadership behaviour tangibly influences the teachers' outlook, performance, and even the achievement of their students". Headteachers can either motivate or demotivate teachers. Effective school management looks after in-school factors (school-level factors), which affect both teacher effectiveness and student achievement. A school Headteacher's leadership style can either act as an external reward which "pulls" the teacher towards cooperation or a negative reinforcer which repels the teacher from cooperation. Ineffective management practices may result in teacher disaffection, lack of commitment and low morale.

Georgiades and Jones (1989) report that the low morale of teachers in less effective schools can be tied directly to the lack of administrative leadership on the part of the headmaster. They also report that effective schools are characterized by assertive and achievement oriented leaders. In short effective schools are by and large a result of effective leadership. Godet (1994:230) puts it this way: "The quality of leaders is a determinant factor: without a good captain there can be no winning team".

Chelu, et al (1995: 2) point out that: "The morale of teachers has really gone down in the last decade or so". Also, studies by Lungwangwa and Mwikisa (1998) in the nine provinces of Zambia reveal that the morale of teachers has worsened. They cited low salaries, poor accommodation, inadequate professional and administrative support and reduced status in the community as factors that have contributed to lowering the morale of teachers.

The relationship between the Headteacher and the teachers may be important in determining teacher satisfaction or dissatisfaction. Bame (1991) conducted a research in Ghana about the teacher satisfaction and dissatisfaction. It was found that the teachers attached more importance to "relationship with supervisors". Poor relationship with Headteachers caused dissatisfaction among teachers.

Favoritism may demotivate the teacher. For example, where the Headteacher gives responsibilities to particular teachers all the time leaving out the others even if they are capable of doing the tasks, such teachers may be demoralised. As a consequence, staff indiscipline arises. Longwe (1997:18) explains: " In a school where the Headmaster has favourites, where the Headmaster shows dislike of some teachers,

where he despises the hobbies and interests of his teachers, there is bound to be bad staff discipline".

When teachers are demotivated their performance may be low. According to Kelly (1991) the lack of motivation among teachers is probably undermining educational performance in Zambia. Teacher absenteeism may also be common. The Examinations Council of Zambia (2001) points out that absenteeism, late-coming and knocking off early continue to be a problem among teachers. The Ministry of Education also affirms that some schools are performing poorly. The Ministry of Education (2003) carried out a research in Choma to determine the factors contributing to poor school performance. Teachers' poor classroom performance was among the factors identified. There were complaints in some schools that teachers were not executing their teaching functions effectively. One of the reasons cited was conflicts between the teaching staff and management as they were not happy with the way the Headteacher and his deputy had been appointed. The success of a school depends on the commitment, competence and resourcefulness of teachers. Wamulwangwe (1999:14) observes that: "Teachers play a key role in education since they guide the learners to gain essential knowledge, skills and attitudes. Hence teacher education and teacher management should be handled positively and progressively". Currently, in most government schools, grades 8-12 pupils (even grade 12 school-leavers) are found wanting. A good number of them are unable to speak English fluently, read and write well, solve simple arithmetical problems and often they lack skills in problem-solving. For teachers to do a good job, they must receive adequate support from Headteachers. Care should be taken to ensure that the post of a Headteacher goes to a qualified person who has had special training, particularly, in

educational management. The low performance of teachers in most schools is not healthy for our nation.

1. 2. Statement of the Problem

The problem of poor teacher performance is multi-dimensional and is due to a variety of factors, one of which is poor management by school heads. As the Ministry of Education (1996) policy document observes, the effective delivery of education depends heavily on the quality of educational management. School Management can play a vital role in enhancing or inhibiting teacher performance. The majority of Headteachers (School Managers) were promoted to their positions due to successful classroom performance without pre-service or in-service training in Educational Management. As a result, most of them have displayed poor management practices which have adversely affected teacher performance. What was needed were studies that could explore the relationship between teacher performance and management practices.

In his study Lungwangwa (1991) reported that there was deterioration in the morale, commitment and professionalism of teachers. Lungwangwa's (1991) findings were supported by Kelly's (1991) study which said that teachers are relatively well educated and trained, but they were a demoralised and dispirited body. The morale of teachers was related to the kind of administrative support available. The Ministry of Education (1992) points out that among the factors of importance for the morale of teachers are those which deal with professional and administrative support they are provided with. The Ministry of Education (1992) goes on to say that teachers need efficient and prompt administrative support. Effective school management affects both teacher and student achievement. But despite the importance of school

management influence on performance of teachers, there had been no systematic study done to investigate teacher perception of school management practices and their influence on teacher performance. This study tried to fill this void.

Another reason why this study was being undertaken is that discussions with some senior education managers in Lusaka province revealed that some schools which were not being managed well were also performing poorly. Furthermore, perusal of some inspection reports revealed that some poorly performing schools were likely to be those that were not being well managed and where teacher performance was low and deteriorating. This study was designed to determine the relationship between school management practices and teacher performance.

1.3. Objectives of the Study

The following were the objectives of the study:

1. To determine the management styles used in schools run by effective and non-effective Headteachers.
2. To establish whether there was a relationship between school management practices and teacher performance.
3. To identify management practices of non-effective Headteachers and their influence on teacher performance.
4. To determine the level of the morale and commitment to work of teachers in schools run by effective and non-effective Headteachers.
5. To identify the attributes of poor teacher performance and their most likely consequences.

6. To recommend measures that may be taken in order to promote effective management and high teacher performance in high schools.

1. 4. Research Questions

1. What were the management styles used in schools run by effective and non-effective Headteachers?
2. Was there a relationship between school management and teacher performance?
3. What influence did non-effective Headteachers have on teacher performance?
4. What were the levels of morale and commitment to work of teachers in schools run by effective and non-effective Headteachers?
5. What were the attributes of poor teacher performance and their most likely consequences?
6. What measures should be taken in order to promote effective management and high teacher performance in high schools?

1. 5. Purpose of the Study

The purpose of the study was to explore and explicate teacher perception of school management practices and their influence on teacher performance in selected high schools of Lusaka.

1. 6. Significance of the Study

The study might inform the Ministry of Education (MOE) of effective management practices. This might assist the MOE to make informed decisions on the future training and recruiting of Headteachers. Headteachers need to be equipped with skills

and behaviours required for effective practice. The findings of this research may also be useful in contributing to the existing literature on education management.

1. 7. Delimitations

This study should have been extended to all the Headteachers in Lusaka province but was only limited to the Headteachers in selected schools due to time and inadequate funds.

1. 8. Limitations

Considering that the research was based on assessing the effectiveness of Headteachers, teachers may not have given the correct information. Their answers may have been prompted by fear in case their assessments were made known to their Headteachers. The teachers were, however, assured that the study was purely for academic purposes without hinging on security. A sensitive area like the effectiveness of Headteachers elicited hostility in some participants of the study, particularly, the ineffective Headteachers. Such Headteachers were concerned about protecting their self- image and reputation.

1. 9. Operational Definitions of Terms

The terms used in the study have the following meanings:

School Management	the administrative authority in the school
Headteacher/School manager	the person in charge of a school
Teacher Performance	the manner in which the teacher carries out his or her roles and the accomplishments of these roles.
Effective	Being able to attain one's objectives
Perception	Understanding/insight

Education Management Training

Learning activities in educational management offered to managers of educational organisations in order to help them improve their efficiency and effectiveness in running educational organisations.

CHAPTER TWO

2. 0. LITERATURE REVIEW

2.1. Overview

This chapter reviews literature related to several aspects of the study. It first presents the role of the Headteacher. Then management styles, leadership styles and other practices are looked at. Other works relating to effective Headteachers and non-effective Headteachers are also intensively reviewed.

2. 2. The Role of the Headteacher/School Manager

The role of the Headteacher (School Manager) tends to be fragmented, messy, untidy and event-driven. According to Bell (1989) the role of the school Headteacher, like that of many other people in managerial and leadership positions, is relatively an ambiguous one. The Headteacher is required to staff schools, meet pupils' needs, attend to teachers and support staff personal and professional problems, keep lines of communications of parents and community open and also handling paperwork, all within the constraints of time and energy. An example of a study which confirms the fragmentation in the Headteachers role was carried out in Chicago. Crowson and Porter-Gehrie (1980) conducted a detailed observational study over a period of time of 26 urban school Principals in the Chicago area. The overwhelming emphasis in their daily work was oriented toward maintenance, specifically: student disciplinary control; keeping outside influences (Central office, parents and so on) under control and satisfied; keeping staff conflicts at bay; and keeping the school supplied with adequate materials, staffing, and so forth. A good amount of the Headteacher's time seems to be consumed by maintenance or continuity issues.

The Headteacher has responsibilities beyond the confines of his or her school as he or she is responsible not only to his or her employer but also to the public, particularly, the community which his or her school serves. Headteachers, with the help of teachers have to exercise teamwork with families to respond to the special needs of the pupils. Mwansa argues that:

It is the responsibility of the principal to promote the best professional practice in the school, to confront shoddy or inappropriate practices in the classroom and in the school grounds by the professional staff, to celebrate outstanding work of both students and staff, and to provide professional development to keep the school community focused on the essential function of the school, namely, high quality teaching and high quality learning (Mwansa, 2002:35).

The Headteacher must exercise professional guidance in a school. Thus the Headteacher requires managerial and leadership qualities. Waters (1979:21) asserts: “Leadership without managerial skills can be both pointless and ineffectual, and do little for staff”. Hence the role of the Headteacher in relation to educational processes that occur within the school is a dynamic fusion of professionalism, leadership and management. The Headteacher has the role of being both a leader and a manager. Commonwealth Secretariat (1993) notes that the Headteacher is the leader of a team of professional educators, and is the manager of the supply and effective use of resources (human, time, financial and material). The Headteacher has the major responsibility of promoting excellence in a school. The Ministry of Education agrees with this view when it says:

Before everything else, the head should be an instructional leader who can enthuse teachers and pupils, who can fire them with interest and satisfaction in their teaching and learning tasks, and who can establish an atmosphere that is conducive to the whole purpose of the school (Ministry of Education, 1996:159).

Georgiades and Jones (1989:10) further explain: “While the tasks of the administration no doubt vary from site to site, nonetheless, it is the headmaster or

principal who is held responsible for the success or failure, operation or lack of operation of a school". The Headteacher must ensure that qualified teachers are employed to teach in the school. Dadey and Harber (1991) note that it is the duty of the Headteacher to ensure that his or her employer appoints qualified and competent teachers to his or her school. Qualified and competent teachers make good education.

2. 3. Management Styles, Leadership Styles and other Practices

Leadership and management can be differentiated from each other. Leadership is concerned with mission, inspiration and direction. Mwansa (2002:36) quoting Spillane, **et al** (2001), states: Leadership involves the identification, acquisition, allocation, coordination, and use of the social, material and cultural resources necessary to establish the conditions for the possibility of teaching and learning". The Government of the Republic of Zambia (2001:20) adds: "Leadership is both action and being; it must be able to empower, motivate and organize people to achieve a common objective and provide moral guidance".

On the other hand, management functions are concerned with the environment and coordinated and persistent problem-solving. "Management involves designing and carrying out plans, getting things done, working effectively with people" (Fullan, 1991:158). Bell (1989) quoting Higher (1985), explains further that the main components of management are as follows: planning-the identification of problems and the search for and selection of solutions; organizing the processes of implementation including communicating, delegating, consulting and coordinating; and controlling-the evaluation of the management process and effecting change.

Headteachers apply different management practices. Some Headteachers can be task oriented or people oriented, or they can be both task oriented and people oriented. Everard and Morris (1996) explain that the best known of the management style models are based on the premises that every manager has two main concerns: to achieve results (that is he or she is 'task' oriented; and for relationships (that is he or she is people oriented). This is illustrated by the Schmidt-Tannebaum continuum as follows:

Results		Relationships	
Autocratic (Tell)	Paternalistic (Sell)	Consultative (Involve)	Democratic (Codetermine)

Source: Tannebaum and Schmidt (1958) in Everard and Morris (1996:14)

A task oriented manager normally uses force to get tasks done. As a consequence, workers will do their work, not that they are satisfied with their work but that they have fear of their manager. On the other hand, where a manager is very much concerned about building relationships at the expense of achieving results little work will be done. Mullins (1996:262) observes that: "The Tannenbaum and Schidmt continuum can be related to McGregor's supposition of Theory X and Theory Y. Boss-centred leadership is towards Theory X and subordinate-centred leadership is towards Theory Y".

According to Chandrasekaran (1994) autocratic management is characterized by authoritarian attitude of the manager irrespective of a centralized or decentralized system. The manager dictates his or her own terms to the members of staff. He or she assigns the tasks without consulting members of staff. He or she chooses subordinates and seeks unquestioned conformity on the part of such persons. Basically, the manager just tells the members of staff what to do.

The manager can also consult members of staff in decision-making. A democratic manager usually involves staff in decision-making. According to Chandrasekaran (1994) democratic management is characterized by giving emphasis to group action and decision. The managers do not dominate but seek cooperation. Among the principles of democratic management identified by Chandrasekaran (1994) are as follows: principle of human relations, principle of sharing responsibility, principle of equality and principle of freedom.

Managers can be concerned about both achieving results and building relationships or be concerned about none. Everard and Morris assert that:

However, it was not long before it was realized what managers were not either principally concerned to get results or principally concerned about both at the same time (how do I best get results through people?) or indeed, to be concerned about neither (Everard and Morris, 1996:14).

This is the concept which is recognized in many style models which put results and relationships on two different axes of the graph. For example, the Blake Grid. According to Everard and Morris (1996) the Blake Grid has named five style positions. These are assertive, solicitous, motivational/problem-solving, passive/political and administrative.

Everard and Morris (1996) further give the characteristics of these style positions as follows: assertive-the manager wants things done his or her way; he or she 'tells' rather than 'listens'; he or she does not worry too much about people's feelings or opinions; he or she checks upon staff; and he or she tends to be aggressive if challenged. Solicitous-the manager cares for people; he or she wants to be liked; as much as possible avoids open conflict; and he or she glosses over poor performance. Motivational/problem-solving-the manager together with the members of staff set goals and expect achievement; the manager monitors performance against goals; he or she helps members of staff find solutions to poor performance; he or she faces up to conflict calmly; he or she involves members of staff in decisions which affect them; he or she delegates clearly; and he or she is able to make decisions when need arises. Passive/political-the manager is neither concerned about results nor about people. Administrative-the manager goes 'by the book'; he or she maintains the existing system; and he or she tends to be conscientious.

Mullins (1996:259) points out: "The style of managerial leadership towards subordinate staff and focus of power can be classified within a broad three – fold heading". These are authoritarian (or autocratic) style, democratic style and a genuine laissez-faire style. Krech, et al (1962) and Mullins (1996) explain that the authoritarian style or autocratic style is where the focus of power is with the manager, and all interactions within the group or organization move towards the manager. It is only the manager who exercises decision-making and authority for determining policy, procedures for achieving goals, work tasks and relationships. He or she controls rewards and punishments. The manager prefers only one-way communication, that is, top-down communication. Though decision-making is done

quickly, it antagonizes the group members and adversely affects group morale. The democratic style is where focus of power is more with the group as a whole and greater interaction within the group exists. The manager shares his or her leadership functions with the group. He or she involves group members in decision-making, determination of policy, implementation of systems and procedures. In this way members have a sense of belonging. However, the decision-making process tends to be slow.

A genuine laissez faire style is where the manager observes that members of the group are performing tasks well on their own. The manager deliberately makes a decision to pass the focus of power to members of the group, to permit them freedom of action and not to interfere; but is readily available if help is needed. Mullins argues that:

There is often confusion over this style of leadership behaviour. The word 'genuine' is emphasized because this is to be contrasted with the manager who could not care, who deliberately keeps away from the trouble spots and does not want to get involved. The manager just lets members of the group get on with the work in hand. Members are left to face decisions which rightly belong with the manager (Mullins, 1996:260).

In such a situation, we would argue that the manager has abdicated his or her leadership functions. Chandrasekaran observes that:

Laissez- faire leadership is where the leader avoids contact with the group and there is free climate and non-interference from the leader. Though the members have freedom, there is no control and group members may try to realize their personal objectives rather than group goals, with the result that group cohesiveness is lost ultimately (Chandrasekaran, 1994:123).

Similarly, Chandrasekaran (1994) points out the Style theory has identified the autocratic style, laissez-faire style and the democratic style. However, the Style theory goes a step further by identifying the Blake and Mouton Managerial Grid style. This

is where the task orientation and the relationship orientation are combined, depending on the situation.

The Rensis Likert's four systems of management gives different management styles that a manager uses. According to Luthans (1989) Likert proposes four basic systems or styles of organizational leadership. Luthans explains that:

The manager who operates under a system 1 approach is very authoritarian and actually tries to exploit subordinates. The system 2 manager is also authoritarian but in a paternalistic manner. This benevolent autocrat keeps strict control and never delegates authority to subordinates, but he or she "pats them on the head" and does it for their best interests. The system 3 uses a consultative style. The manager asks for and receives participative input from subordinates but maintains the right to make the final decision. The system 4 manager uses a democratic style. This manager gives some direction to subordinates but provides for total participation and decision by consensus and majority (Luthans, 1989:477).

The Contingency theory of leadership builds on the presupposition that the leadership style that the leader exercises is dependent on a given situation or circumstances. Beare, et al (1989) and Cole (1982) point out that Contingency theories hold that there is no single style of leadership appropriate to all situations. An example of the Contingency theory is Fiedler's Contingency model. Mullins (1996:266) states that: "Fiedler suggests that leadership behaviour is dependent upon the favorability of the leadership situation". Very favorable and very unfavorable situations influence the leader to be task- oriented with a directive, controlling style while moderately favorable and unfavorable situations influence the leader to exercise the human relations type of leadership, where he tends to be lenient. Luthans points out that:

Through the manipulation of research findings, Fiedler was able to discover that under very favorable and very unfavorable situations, the task-oriented, or "hard- nosed", type of leader was most effective. However, when the situation was only moderately favorable or unfavorable (the intermediate range of favorableness), the human relations, or lenient type of leader was most effective (Luthans, 1989: 460).

Another example of the Contingency theory of leadership is the path-goal theory. Greenberg and Baron (1997) point out that the path-goal theory of leadership states that the performance of subordinates is affected by the extent to which the leader satisfies their expectations. Path-goal theory holds that subordinates will see leadership behaviour as a motivating influence to the extent that it means: satisfaction of their needs is dependent upon effective performance; and the necessary direction, guidance, training and support, which would otherwise be lacking, is provided. Kreitner (1998) alludes to the fact that the path-goal theory derives its name from the assumption that effective leaders can enhance subordinate motivation by clarifying the subordinate's perception of work goals; linking meaningful rewards goal attainment; and explaining how goals and desired rewards can be achieved. This implies that leaders should motivate their followers by providing clear goals and meaningful incentives for accomplishing them. Environmental pressures, personal characteristics of followers and demands on followers will all differ from situation to situation. Hence, path-goal theorists believe that managers need to rely contingently on four different leadership styles: according to Kreitner (1998) directive- tell people what is expected of them and provide specific guidance, schedules, rules, regulations, and standards; supportive- treat subordinates as equals in a friendly manner while striving to improve their well-being; participative- consult with subordinates to seek their suggestions and then seriously consider those suggestions in decision-making; achievement-oriented-set challenging goals, emphasise excellence and seek continuous improvement while maintaining a high degree of confidence that subordinates will meet the challenges in a responsible manner. Mullins notes that:

Path-goal theory suggests that different types of behaviour can be practised by

the same person at different times in varying situations. By using one of the four styles of leadership behaviour the manager attempts to influence subordinates' perceptions and motivation, and smooth the path to their goals (Mullins, 1996:270).

Another Contingency theory of leadership is the decision-making model by Vroom and Yetton. Kreitner (1998) points out that the model was originally proposed by Victor H. Vroom and Philip W. Yetton and was later refined by Vroom and Arthur G. Jago portrays leadership as a decision-making process. Vroom and Yetton identified different decision styles for varying situations managers typically encounter. Greenberg and Baron (1997) state that the Vroom and Yetton model outlines the following main management decision styles: autocratic (I) - the leader finds a solution to a problem or makes the decision alone using information available at the time; autocratic (II)-leader obtains information from subordinates but then decides on solution alone; consultative (I)-the problem is shared with relevant subordinates, individually. The leader then makes the decision which may or may not reflect the influence of subordinates; consultative (II) - the problem is shared with subordinates as a group. The leader acts as a chairperson rather than an advocate. Together the leader and subordinates generate and assess alternatives and try to reach group consensus on a solution.

According to Mullins (1996) research findings tend to reveal that democratic styles of leadership are more likely to produce effective performance from work groups. A human relations, people-oriented approach is more likely to result in job satisfaction and group cohesiveness. Mullins (1996) further notes that Likert and Likert found that authoritative, task-centred systems of management can lead to high productivity in the short term because of compliance based on fear, threats, and punishment.

However, long-term improvements in high productivity and in labour turnover are more likely to come about as a result of a participative, group oriented approach.

2. 4. Effective Headteachers and Ineffective Headteachers

This section will review relevant literature on effective Headteachers and non-effective Headteachers. Georgiades and Jones (1989) carried out a research about the Headmaster and the school. From the findings, an effective Headmaster has the following characteristics: knowledge, leadership, skilful, hardworking, ability to work well with others, problem-solving, fairness and a good use of judgement.

Kozberg (1982) cites Blumberg and Greenfield (1980) who did a research in the United States to determine the characteristics of effective principals. The findings reveal that effective principals are largely oriented towards people. They relate well with the people they serve; seem to be well organised; able to handle stress and tolerate ambiguity. According to Georgiades and Jones (1989) Gorton and McLntyre in their national study of secondary principalship in the United States (1978) effective principals have an ability to work with different kinds of people having various needs, interests and expectations.

Effective Headteachers create working and learning environments that are safe and secure. Kozberg (1982) quoting Blumberg and Greenfield (1980) explains that effective principals create learning environments that are psychologically safe and secure. These principals do not brush aside new ideas as potentially upsetting to the school instead they welcome and test new ideas. If the new idea fails, it is simply viewed as an idea that did not work, and does not have consequences for the integrity of the people involved. Thus, teachers' opinions are respected.

Kozberg (1982:109) quoting Blumberg and Greenfield (1980) points out that: "Effective principals are energetic and take proactive positions". These principals are continually alert for opportunities to make things happen, and if the opportunities are not available, they create them. Also, effective Headteachers are sensitive to the politics of leadership. Kozberg (1982) citing Blumberg and Greenfield (1980) explains that effective principals are not so much that they are political people, though they may be, as it is that they understand and are able to work with the requirements of the situation. They are aware of the need to set up alliances outside their schools in order to get things done, or if this proves possible, to establish a power base in their own school.

Effective Headteachers care about pupils and ultimately care about teachers. According to Blum (1990) effective principals portray learning as the most important reason for being in school; public speeches and writings emphasise the importance and value of high achievement. This encourages teachers to be dedicated and caring too. Blum (1990) further notes that effective principals set up systems of incentives and rewards to encourage excellence in student and teacher performance; they act as figureheads in delivering awards and highlighting the importance of excellence. All teachers have the opportunity to work for rewards; according to objective, explicit criterion and standards; student achievement is an important success criterion. Teaching excellence is recognised both formally and informally; at least some rewards are made publicly. From time to time reward and incentive structures are reviewed to ensure equity and effectiveness. In his study Kayungwa (2002) also reports that effective Headteachers offer help to their teachers when they need it, are

supportive to teachers, reward teachers for doing a good job and that there is little conflict or tension between them and the teachers. Essentially, incentives and rewards are used to build teacher motivation.

Effective Headteachers seek strong parent and community support. Blum (1990) explains that effective principals establish standard procedures, which guide parent involvement. Emphasis is put on the importance of parental support of the school's instructional efforts. Resources are sought from many sources, including parents and the community to ensure the effectiveness of instructional programs. There is frequent two-way communication with parents and the community.

Lungwangwa and Mwikisa (1998) carried out a research about Education Indicators, Costs and Determinants of Primary School Effectiveness in Zambia. The findings were that in effective schools all the Headteachers had reached grade twelve level of academic achievement. Among the Headteachers in non-effective schools, 33.3% of the total sample had reached grade twelve and the rest 66.7% had grade nine level of education. In terms of professional qualifications Headteachers in effective schools had diplomas and University degrees while the majority of the Headteachers in non-effective schools had primary teachers' certificates and only one had a teachers' diploma and none had a university degree. Educated Headteachers who proved to be effective ensured that in their schools qualified teachers were recruited. According to Lungwangwa and Mwikisa (1998) teachers in effective schools had stronger academic backgrounds as they tended to have acquired more years of pre-service and in-service training than teachers in non-effective schools. Teachers with more training tended to be more effective than those with less. Mwanalushi (1992:42) quoting Tom Peters

states that: "There are no limits to the ability to contribute on the part of a properly selected, well-trained, appropriately supported and above all committed person". Reynold et al, (1997) identified factors that make some British schools effective. Among them is professional leadership-the importance of the Headteacher's leadership is one of the clearest of the messages from school effectiveness research. Successful leadership is associated with strength of purpose, involving proactive management, an emphasis upon recruitment of persons who 'fit' the school and the generation of consistency and purpose within the school's management team.

Apart from recruiting qualified teachers effective Headteachers ensure that there are ongoing programs of professional development for teachers. Blum (1990) observes that effective principals make resources available to support ongoing programs of professional development for teachers. Adequate time is set aside for teacher development activities, and at least part of the time is made available during the regular work day. Dunne and Delisio (2003) point out that at Mother Hale Academy, an effective school in New York, there were ongoing programmes of professional development for teachers.

An effective Headteacher communicates with his or her teachers. He or she communicates to them about the various activities of the school. Longwe states:

Information on how the various activities will be carried out and coordinated is of vital importance; the whats, whens and wheres of every activity are very crucial for the proper running of the school because unless everybody in the school knows where to go, what to do, why to do it and how to do what is expected of him or her, there will be total confusion in the school (Longwe,

1997:10).

When teachers are kept informed they become responsible as they do their teaching work. Mwanalushi (1992:42) quoting Jan Carlson stresses: "An individual without information cannot take responsibility; an individual who is given information cannot help but to take responsibility".

Martinko and Gardner (1983) conducted a research to find out about the behaviour of high performing education managers in Florida, United States of America. They found that high performing principals applied inter-personal, interactive, and face-to-face communication skills.

An effective Headteacher is visible and accessible to the people that he or she serves. Kunkhuli (1988:30) quoting Rogers, et al (1984) stresses: "Management is not just sitting in an office, but to be a visible management and MBWA- Management By Walking About". This implies that the head of an organisation should not only sit in his or her office doing administrative work but must also move around the work premises, in this case school premises. Heneveld (1994) observes that an effective Headteacher maintains high visibility and accessibility to pupils, teachers, parents and the community as a whole. Effective Headteachers use the staff-room for interaction with the teachers. In this way, teachers feel valued. Riches (1997) asserts that valuing of colleagues is of importance in an organisation.

Where teachers know what is expected of them and they are recognized, good discipline exists in a school. Good staff discipline is very vital for the success of the school as what occurs in the school depends on the support the teachers give to the

policies in the school. Longwe (1997:16) asserts: “Well disciplined teachers are cooperative, well dressed, hard working and speak about what goes on in the school with one voice”. Teachers tend to be well disciplined if they are involved in decision-making.

Everard and Morris (1996:26) write: “Where staff at any level are ‘involved’ in decision taken by their superiors, peers or subordinates, all the motivators are brought into play. This is particularly the case where the decision under discussion will affect the person ‘involved’ ”. Also, Everard and Morris note:

By involving people we show them recognition and increase their sense of responsibility. The interest of their job should be increased and we are providing them with the broader view which provides both a learning opportunity and experience which may be of use in seeking advancement (Everard and Morris, 1996:26).

Effective Headteachers ensure that there is frequent inspection of teachers’ performance. Lungwangwa and Mwikisa state:

Unlike non-effective schools, effective schools according to the Headteachers were regularly inspected. Two thirds of the Headteachers in the effective schools or (66.7%) said that their schools were inspected regularly. The proportion of Headteachers in non-effective schools who pointed out that their schools were never inspected was 62.5% (Lungwangwa and Mwikisa, 1998:29).

Inspection of teachers’ performance is used as a tool for helping teachers improve in their teaching and not as a threat to the teachers. Besides, effective Headteachers encourage cooperation among teachers. Blum (1990) observes that in effective schools teachers learn from one another through peer observation/ feedback and other collegial learning activities. Collegiality is the norm; it is expected that teachers will routinely share ideas and work together toward the end of improving the instructional

program. O'Leorg (1997) citing Hannaway (1991) and Bryk (1993) observes that teachers are pleased with this orderly and personal environment which fosters collegiality. Teachers display high levels of morale, motivation and job satisfaction. Whereas, their principals report a higher degree of teacher commitment and less instances of teacher absenteeism than their counterparts in less effective schools. Besides, teachers enjoy the flexibility afforded to them by their management to solve problems in the schools themselves. Dunne and Delisio (2003:5) give an example of Mother Hale Academy, an effective school in New York: "Staff members have learned to work cooperatively; they plan together and meet for common preparations. The growth this school has shown is because the teachers all work together and they stuck it out, Kavourias explains" (Kavourias was a staff developer and facilitator of the success for All reading program at Mother Hale).

Lashway (2003) quoting Jerald (2001) argue that while high poverty and limited resources are not trivial challenges, some schools succeed despite the odds. Uncoordinated Curriculum, superficial instructional strategies, scattershot professional development, and limited leadership are some of the factors that may hold schools back.

Blum (1990) in his research findings about effective schooling observes that effective principals ensure that school events are scheduled to avoid disruption of learning time. Everyone in school understands time-use priorities; and school communications highlight the need for time for learning. Effective Headteachers ensure that during the school day, unassigned time and time spent on non-instructional activities are minimal. In-service activities are provided to help teachers make appropriate time

allocations and increase student time on tasks; improvement of classroom management skills is a focus of in-service activities. Student pull-outs from regular lessons are minimised. The amount of student pull-out activity is monitored and corrective measures taken as necessary to keep things in a balance. Edmonds (1979) points out that research literature on effective schools reveals that effective schools have a climate of high expectation; and school's atmosphere is orderly and not rigid, quiet and not oppressive, and generally conducive to the business at hand. Principals ensure that the progress of pupils is frequently monitored; and pupil acquisition of basic school skills is given priority over all the other school activities.

In a study of school effectiveness, Fullan (1991) quoting Teddlie, Kirby, and Stringfield (1989) who conducted a research in Louisiana observes that the principal at one effective school was described by one observer as "having her finger on the pulse of the school." She was frequently seen in the hallways and the classrooms, she was observed in her not infrequent role of teaching a class. She seemed knowledgeable regarding every significant innovation in every classroom and saw to it that teachers were exposed to new and creative ideas. On the other hand, the principal at a non-effective school has had a teaching career marked with honors. This principal said that she had excellent and dedicated teachers. Although never observed in the classroom, she was visible in the hallways. She welcomed visitors, conveying a "nothing-to-hide" attitude...she praised her school and staff, saying everything was "just great." "Everything was just great", stated one observer, "until we went into the classrooms."

Whereas, effective Headteachers have a vision for the school, ineffective Headteachers normally do not. Lungwangwa and Mwikisa (1998:94) observe: "It seems to be a trend in schools especially outside the towns and even those within some of these towns have a headmaster who is just there with a title but no work vision". Lashway (2003) also observes that a research in Texas about high-performing schools revealed high-energy, hands-on principal leadership that articulates the vision and keeps the school focused on instruction; broad-based planning that sets clear instructional priorities and meaningful benchmarks for improvement; and continual monitoring and assessment. Longwe (1997:16) has argued that the Headteacher "... is like a man carrying a torch while leading a group of people on a dark road". Blum (1990) further asserts that effective principals have a clear understanding of the school's mission and are able to state it in direct, concrete terms. These principals assertively seek to recruit and hire teachers who will support the school's mission and contribute to its effectiveness.

Effective Headteachers have a clear ethos of the school. O'Leorg (1997: 60-61) notes that: "A successful "ethos" creates a pleasant working environment for both teachers and pupils alike". O'Leorg (1997) further notes that researchers assert that a positive climate with high teacher morale and motivation are integral characteristics of effectiveness for low-income catholic schools. O'Leorg (1997) points out that the Yeager **et al** (1985) study asserts that administrators indicated that morale was high among teachers in low-income catholic schools. This study argues that teachers are most motivated by a desire to teach in these educational environments; the second strongest motivator was their view of teaching as a ministry; and third, love of

teaching. Besides, although the majority of the teachers believed that they did not earn a decent salary, general job satisfaction was high among them.

2.5. Summary of the Literature Review

Chapter two has reviewed the related literature in three broad categories: the role of the Headteacher/School manager, Management styles, Leadership styles and other practices, and effective and ineffective Headteachers.

Blumberg and Greenfield (1980), Blum (1990), Fullan (1991), Lungwangwa and Mwikisa (1998) and other writers have written a lot about management practices of effective and non-effective Headteachers. Among others, effective Headteachers are largely oriented towards people while ineffective Headteachers are not. Effective Headteachers seem to be well organised. Conversely, ineffective Headteachers tend to be disorganised. Effective Headteachers ensure that there is frequent inspection of the performance of teachers while ineffective Headteachers do not. However, no systematic research has been conducted in Zambia on teacher perception of school management practices and their influence on teacher performance. This study endeavoured to fill this void.

CHAPTER THREE

3. 0. METHODOLOGY

3. 1. Overview

This chapter discusses the research methods used in this study. It describes the population, sample size, sampling procedure, research design, research instruments, data collection procedure, data collection techniques, problems encountered during data collection, data analysis and data interpretation.

3. 2. Research Design

In this study, descriptive research was used to collect data from respondents. Descriptive research gives an accurate account of the characteristics of a particular phenomenon, situation, community or person. It also gives the estimate of how frequently some events happen or of the proportion of people within a certain population which share certain views or behaving in a certain way.

Descriptive research was chosen among the many research designs, as it is easily applicable to various social problems especially in Zambia. It is mainly concerned with the data collection and is also concerned with the interpretation of data.

3. 3. Population

The population consisted of Headteachers and teachers. These were adults whose ages ranged from 21 to 55 years. They were all employed by the Ministry of Education and were working in Lusaka.

3. 4. Sample Size and Sampling Procedure

A sample of 8 School Managers and 160 teachers was drawn from the population using stratified random sampling procedure. High schools were divided into two strata comprising effective and non-effective schools. Four schools were randomly selected from each strata. Schools were divided into effective and non-effective schools with the help of Ministry of Education officials and University of Zambia education experts. This was done on the basis of strong administrative leadership in schools, high pupil performance especially in examination performance, quiet and orderly environment, clean surroundings, and quality school buildings and facilities. In order to select a sample of 8 School Managers and 160 teachers and to ensure that both categories of schools were equally represented, 1 School Manager and 20 teachers were randomly selected from each of the 4 schools in each strata. However, only 143 teachers participated in the research due to non-cooperation by some teachers and restricted time. In spite of this, the researcher was able to collect adequate data.

3. 5. Research Instruments

The data collection instruments employed in the study were questionnaires, semi-structured interviews, observation checklists and documentary analysis. The structured questionnaire for School Managers (Headteachers) comprised 22 questions. The questions were based on personal profile, staff size, school management practices and styles, teacher commitment and morale, and education management training. The structured questionnaire for teachers also comprised 22 questions. The questions were based on personal profile, school performance, teacher performance, school management practices and styles, and education management training.

The semi-structured interview schedule for school managers consisted of a list 12 questions while that for the teachers comprised 11 questions. The flow of the interview determined the order in which these questions were asked.

An observation checklist for school managers comprised the role of the Headteacher, and management practices. An observation checklist for teachers consisted of teacher's role in a school as regards commitment and dedication to work.

3. 6. Validity of instruments

When selecting the instruments to be employed in this research, validity was taken into account. Fisher, et al (1991) state that validity is the extent to which an instrument measures what it is supposed to measure.

In this study, descriptive research was used to collect data from respondents. Therefore, questionnaires, semi-structured interviews and observation checklists were used as instruments. The methods of data collection were influenced by the following: the nature of the data to be collected, the research questions to be asked, scope of the study and ways of maximising reliability and validity of the data.

3. 7. Data Collection Procedure

The collection of data was from 23 February to 1 April 2004. The researcher sought written permission from the Lusaka Provincial Education Officer in order to obtain data from the sampled schools. At every school, the researcher first saw the Headteacher in order to seek for permission. The Headteachers were assured that the

data collected from their schools were purely for academic purposes and that the information would be treated with strict confidence.

3. 8. Data Collection Techniques

The following were the techniques used to obtain data:

3.8.1. The administration of structured questionnaires to teachers and Headteachers

One set of questionnaires was administered to 143 randomly selected high school teachers. Another set of questionnaires was administered to 8 Headteachers. Before the questionnaires were filled in, teachers and Headteachers were given instructions on how to complete them. In most cases, all the selected teachers filled in their questionnaires in their free time while the researcher waited. The filling in of questionnaires by teachers was done in staffrooms or in teachers' departmental store rooms while the Headteachers used their offices.

Teachers and Headteachers were not allowed to write their names on the questionnaires in order to ensure anonymity and confidentiality.

3.8.2. Interviews with Teachers and Headteachers

Semi-structured in-depth interviews were conducted with teachers and Headteachers who had completed the questionnaires.

3. 8.3. Observation Checklist

Direct observation of school activities, school management practices, and teachers' commitment and dedication to work was done by the researcher. The researcher had an observation checklist. In most cases the first day at a given school was used purely

for observation. Observations continued in subsequent days as questionnaires and interviews were being administered. Field notes were taken by the researcher.

3.8.4. Documentary Analysis

Documentary analysis was used in order to collect more information about teacher perception of school management practices and their influence on teacher performance and also to verify data from questionnaires, interviews and observations. This involved reviewing relevant documents such as research reports and books including the National Education Policies.

3.9. Problems encountered during data collection

The researcher encountered a number of problems while collecting data. Some teachers refused to fill in questionnaires while others who had completed the questionnaires refused to be interviewed. In spite of persuasion by the researcher they claimed to be too busy and others said openly that they did not like completing questionnaires and being interviewed.

At some schools, teachers were genuinely busy as these schools were understaffed, so the researcher had to wait for the whole working day or several days for the teachers to fill in the questionnaires and for them to be interviewed. At one particular school, the total number of teachers was less than the researcher's sample size. In spite of this the researcher managed to interview teachers while the other teacher was bereaved.

At one school teachers spent little time in school. As a result, the researcher was forced to visit this school several times for the teachers to be found. School activities

such as talks which involved the teachers hindered the researcher from administering the questionnaires/ interviews at that particular time or day.

During interviews with Headteachers, there was exaggeration in answering certain questions. This might have been done to please the researcher.

3. 9. Analysis of Data

The quantitative data collected through the questionnaires were analysed using the computer software called Statistical Package for Social Sciences (SPSS) to generate tables of frequencies and percentages. In order to present statistical information, bar graphs were also used.

Interview data were analysed qualitatively by coding and emerging themes were grouped into categories using the constant comparative analysis technique. The themes and categories of the initial data were examined side by side with those in subsequent interviews. Thereafter the categories were regrouped to generate the most significant categories and themes. Observation data were manually organised and coded into common themes.

The researcher also used the triangulation technique in data analysis. This allowed the researcher to test one source of data against another. As a result, there was improvement in the quality of data and accuracy of the findings. In this study, the researcher employed triangulation technique by using different sources of data. Data collected through documentary analysis were compared with data from observations, questionnaires, and interviews.

3. 11. Data Interpretation

Ghosh (1992) points out: "Interpretation refers to the analysis of generalisations and results. Through interpretation, the meanings and implications of the study become clear". Quantitative and qualitative data were gathered in this research. Interpretation of quantitative data included the use of tables of frequencies, percentages and the Likert scale. The general views from respondents were derived from responses with the highest frequencies or percentages. Qualitative data from semi-structured interviews were interpreted by considering the most significant categories and themes. The most significant categories of themes were those responses that represented the most reoccurring themes, which were actually the views of the majority of respondents. Qualitative data from observations were manually organised and coded into common themes.

CHAPTER FOUR

4. 0. PRESENTATION OF RESEARCH FINDINGS

4. 1. Introduction

This chapter presents the findings of the research on teacher perception of school management practices and their influence on teacher performance. The presentation of the findings is done under full headings drawn from the objectives of the research. The headings are subdivided into age, sex, highest academic level of respondents and length of service for Headteachers. Then management styles used by effective Headteachers, management styles used by non-effective Headteachers, preference of management styles, management style effect on teacher performance, and management practices of both effective and non-effective Headteachers are covered. Subsequent sub-headings are: performance of teachers, commitment to work and level of morale of teachers in schools run by non-effective and effective Headteachers, and attributes of poor teacher performance and their most likely consequences. Next teacher perceptions of the characteristics of effective Headteachers, teacher perceptions of the characteristics of non-effective Headteachers, teachers' evaluation of Headteachers, promotion of high teacher performance, promotion of effective management in high schools and Headteacher training are looked at. The final sub-heading looks at areas of training for Headteachers.

4. 2. Age of respondents

Eighty-two percent (82%) of the respondents were aged between 20 and 40 years. And 18% were over 40 years. This shows that both the young and old respondents were covered in the study.

4. 3. Sex of respondents

62% of the respondents were male while 38 % were female. The information reveals that the majority of the participants in the study were males.

4. 4. Highest academic level of respondents

62 (43%) of the teachers were degree holders, 80 (56%) of them were diploma holders and 1 (1%) of them possessed a Master's degree. This implies that all the schools had qualified teachers. Additionally 75% of the Headteachers had degrees and only 25% of them had diplomas.

4. 5. Length of Service for Headteachers

The data revealed that 50% of the Headteachers had served in the teaching service for a period of more than 25 years, 12.5 % had served for a period of between 21 and 25 years while 25% of the Headteachers had worked in the teaching service for a period of between 16 and 20 years and 12.5 % had served in the teaching service for a period of between 11 and 15 years. It can be said that the Headteachers had a lot of experience in the teaching service.

4. 6. Management styles used by effective Headteachers

Quantitative data from questionnaires showed that the majority of the teachers in effective schools, specifically 80 % of them, felt that their Headteachers exercised the democratic style of management. But 17 % of the teachers felt that their Headteachers were autocratic and 3 % of them felt that their Headteachers were laissez faire.

However, data from interviews revealed that teachers were of the view that their Headteachers used the democratic, autocratic and laissez faire management styles depending on the situation. The Headteachers also felt that they used the democratic, autocratic and laissez faire management styles depending on the situation.

4. 7. Management styles used by ineffective Headteachers

From the data collected through questionnaires 63.5 % of the teachers indicated that their Headteachers used the democratic management style while 21.6 % of the teachers indicated the autocratic and 14.9 % indicated the laissez faire. At one particular school, 35 % of the teachers stated that the Headteacher used the autocratic style, 35 % stated the democratic and 30% indicated the laissez faire.

However, qualitative data from interviews showed the following teachers' views: "Our Headteacher is an autocrat. She wants to do all things herself, even the deputy head is sidelined "(Teacher, School A). Another teacher said this: "Our Headteacher uses the autocratic style as he does not communicate effectively with the teachers and he also uses the laissez faire style as he spends a lot of time seated in his office without knowing what is happening in school. For example, one day, inspectors visited our school (from 8: 00 hours to 11: 00 hours) and the Headteacher was not aware of it. He was just in his office" (Teacher, school C). From field observations, the researcher observed that these Headteachers spent most of the time either out of the school premises or seated in the offices. Besides, they did not even walk to the staff-room to check on the teachers at least the time the researcher was visiting. On the whole, the findings generally revealed that ineffective Headteachers tended to

exercise both autocratic and laissez faire styles of management or largely exercised the autocratic and occasionally the democratic style of management.

4. 8. Preference of Management Styles

The research revealed that 95.8 % of the teachers preferred the democratic style of management and only 2.1 % of the teachers preferred the autocratic and 2.1 % of the teachers preferred the laissez faire. Data collected using the qualitative method through semi-structured interviews and observations was more revealing. Generally, the study showed that teachers had a preference for a management style that was contingent to the situation.

4. 9. Management style effect on teacher performance

84 (58.7 %) of the teachers strongly agreed, 57 (39.9 %) of the teachers agreed and 2 (1.4 %) disagreed that management styles do influence teacher performance.

Information generated by the questionnaires indicated that the majority of the teachers felt that management styles used by Headteachers did affect teacher performance.

All the Headteachers (100 %) agreed that management styles did have an effect on how teachers performed their work.

4. 10. Management Practices of both effective and ineffective Headteachers

4. 10. 1. Frequency of staff meetings

Teachers were asked about how often their Headteachers held staff meetings. The research findings are shown in Table 1. Schools A-D are non-effective while schools E-H are effective schools. At school A, 95 % (19) of the respondents said that staff meetings were held twice a term and only one teacher (5%) said that staff meetings

were held once a term. At school B, 95% (19) of the respondents indicated that staff meetings were held twice a term and one teacher (5%) stated that staff meetings were held once a month. Respondents (100%) at school C indicated that staff meetings were held once a term. Respondents at schools D and G said that staff meetings were held twice a term. However, respondents at school G were quick to mention that staff briefings were held often by their Headteacher. At schools E, F and H, all the respondents stated that their Headteachers held staff meetings once a week.

Table 1: Teachers' responses on frequency of staff meetings

School	Not at all	Once a week	Once a month	Twice a month	Once a term	Twice a term
A	0.00%	0.00%	0.00%	0.00%	5.00%	95.00%
B	0.00%	0.00%	5.00%	0.00%	0.00%	95.00%
C	0.00%	0.00%	0.00%	0.00%	100%	0.00%
D	0.00%	0.00%	0.00%	0.00%	0.00%	100%
E	0.00%	100%	0.00%	0.00%	0.00%	0.00%
F	0.00%	100%	0.00%	0.00%	0.00%	0.00%
G	0.00%	0.00%	0.00%	0.00%	0.00%	100%
H	0.00%	100%	0.00%	0.00%	0.00%	0.00%

Generally, effective Headteachers held meetings frequently with their teachers. On the other hand, ineffective Headteachers rarely held meetings with their teachers.

4. 10. 2. Free expression of opinions in staff meetings

The respondents felt that their Headteachers allowed them to express their opinions in staff meetings in that 83 % of them in effective schools and 76 % of them in non-effective schools indicated 'yes' in their questionnaires. On the contrary, data collected through qualitative approaches indicated that Headteachers in non-effective

schools were defensive and that teachers did not freely express their opinions. For example: “When you give a suggestion which the Headteacher does not like, he easily gets annoyed and blacklists you” (Teacher, school C).

Generally, in effective schools, teachers had the freedom to express their opinions while in non-effective schools teachers either had that freedom or did not at all. In other words, teachers in effective schools had more freedom than teachers in non-effective schools to express their opinions.

4. 10. 3. Communication between Teachers and Headteachers

Quantitative data from questionnaires showed that in both effective and non-effective schools the level of communication between teachers and their Headteachers was generally good. In effective schools, 39 % of the respondents said that the level of communication between teachers and Headteachers was very good, 54 % said it was good, 3 % stated that it was poor, and 4 % very poor. On the other hand, in non-effective schools, 18 % of the respondents stated that the level of communication between teachers and their Headteachers was very good, 72 % indicated it was good, 9 % stated it was poor and 1 % stated it was very poor.

However, interview data and notes from field observations indicated that in non-effective schools communication between teachers and Headteachers was generally average or poor in non-effective schools.

4. 10. 4. Briefing teachers on decisions by Headteachers

72 % of the teachers in effective schools and 66 % of the teachers in non-effective schools felt that their Headteachers briefed them on important decisions made by the senior Management Board. This 66 % of the teachers in non-effective schools is quite high as the teachers' responses were prompted by fear in case their responses were made known to their Headteachers.

4. 10. 5. Explanation of reasons for decisions made by Headteachers

Most of the teachers (78 %) stated that their Headteachers gave reasons as to why important decisions were made. This was in both effective and non-effective schools. The favourable evaluation of Headteachers could have been because of fear on the part of teachers in case their evaluations were made known to their Headteachers. In interviews and observations, however, it was revealed that non-effective Headteachers generally did not give reasons for decisions made to their teachers.

4. 10. 6. Delegation of tasks to Teachers

About 85 % of the teachers in effective schools stated that their Headteachers delegated tasks to them. Similarly, in non-effective schools about 70 % of the teachers indicated that responsibilities were delegated to them by their Headteachers. Again, the teachers' answers were prompted by fear of victimisation in case their answers were made known to the Headteachers. For two non-effective schools, the findings are shown in Table 2.

Table 2: Responses on Headteacher delegation of tasks to teachers.

Delegate Tasks	School A	School C
No	2 (10%)	0
Sometimes	10 (50%)	9 (64.3%)
Yes	8 (40%)	5 (35.7%)
Total	20 (100 %)	14 (100%)

Data gathered through interviews and observations were more revealing. At one school, teachers said that their Headteacher over- delegated such that he was seen as doing ‘nothing’ in school. At other schools teachers made it clear that their Headteachers did not like delegating. Where they delegated responsibilities, it was mostly to their favourite teachers. For example: "our Headteacher delegates only to his favourite teachers" (Teachers, School C). Another teacher said this: "To some of us, he delegates". This was testimony to show that where non-effective Headteachers delegated responsibilities, it was to their favourite teachers without taking into account teachers' abilities.

From field observations, the management practices of ineffective Headteachers were as follows:

- i) They spent little time in school. Some left the school without delegating tasks and without informing their deputy head or even their secretary where they had gone to. At one school, the teachers even knew that by 11:00 hours their Headteacher would have left the school premises.

- ii) When these Headteachers were in school, they spent a good amount of time doing some administrative work in their offices. These Headteachers rarely or did not move around the school.
- iii) They rarely held staff meetings. Some held meetings just once a term. In this way, teachers were not given fora to express their opinions on school affairs.
- iv) They did not show humility and did not accept positive criticism. Teachers who offered positive criticism were blacklisted.
- v) They did not consult regularly with teachers on matters concerning the running of the school.
- vi) They did not promote amicable working relationships with their teachers. Teachers claimed that their Headteachers were unfriendly. For example, one teacher commented: "Sometimes our Headteacher doesn't greet, it feels bad".
- vii) They had favourites.
- viii) They did not work diligently to resolve the difficulties that teachers were facing regarding statutory conditions of the Ministry of Education.
- ix) Generally, they did not show concern for teachers' problems.
- x) They claimed to be too busy with administrative duties and, therefore, were not involved in the actual teaching of pupils.
- xi) They rarely communicated school mission and vision to teachers and pupils.
- xii) They did not like delegating tasks.
- xiii) Most often, they did not use initiative to acquire resources in the school. They claimed that resource provision such as teaching materials was the Ministry of Education's responsibility.
- xiv) They did not enforce discipline in the school both among pupils and teachers.

4. 11. Performance of Teachers

Teachers were asked about performance in their work. Their responses are shown in Table 3. In the first four schools (non-effective, A-D) the performance of teachers was generally poor while in the last four schools (effective, E-H) the performance of teachers was good.

Table 3: Rating of Teachers' performance by teachers themselves.

School	Very Good	Good	Average	Poor
A	0.0	21 %	42.0 %	37 %
B	0.0	41 %	12.0 %	47 %
C	0.0	20 %	50.0 %	30 %
D	0.0	50 %	15.0 %	35 %
E	33.0 %	67 %	0.0	0
F	35.0 %	55 %	5.0 %	5 %
G	23.5 %	53 %	23.5 %	0
H	50.0 %	50 %	0.0	0

4. 12. Commitment to work and level of morale of teachers in Schools run by non-effective Headteachers and effective Headteachers

The research revealed that 87.5 % of the Headteachers were of the view that teachers' commitment to their work was good and only one Headteacher (12.5 %) said that teachers' commitment to work was average.

Qualitative data from interviews and observations revealed more. In non-effective schools, some of the teachers' comments were: "Our Headteacher largely uses the laissez faire style of management, so I can go the whole day without teaching and she cannot even know. I just teach to clear my conscience". Another teacher said this: "I don't give a lot of class-work and actually I don't give home-work to pupils to avoid doing a lot of marking". The researcher observed that at two particular Schools, teachers spent most of their time chatting in the staff-room and little preparation of lessons was done. There was another school that the researcher visited which was quite interesting, teachers spent little time in school. Going round the school revealed that a good number of classes had no teachers and there was a lot of noise in those classes. In trying to find out why those classes had no teachers the researcher was told that some teachers absented themselves and the Headteacher did not 'notice'. It had somehow become 'normal' to see classes without teachers. Further observation, showed that some teachers chose to sit in the staff-room and gave notes to pupils to write on the board on their own.

In effective schools, qualitative data from interviews and observations revealed that teachers spent a good amount of their time in school, teaching and marking pupils' tasks.

The research findings generally revealed that teachers' commitment to work in non-effective schools was either average or poor. On the other hand, in effective schools, teachers' commitment to work was good.

In effective and non-effective schools, 87.5% (7) of the Headteachers perceived that teachers' morale in their schools was moderate and only one (12.5%) of the Headteachers felt that teachers' morale in his school was high. However, field observations showed that teachers' morale in non-effective schools was low.

4. 13. Attributes of Poor Teacher Performance and their most likely

Consequences

All the Headteachers stated that the attributes of poor teacher performance were poor lesson preparation and delivery, no home-work given to pupils, poor class management, late-coming and knocking off early. Field observations revealed that teachers who were performing poorly did not teach all the lessons allocated to them and did not communicate fully with pupils.

All the Headteachers agreed that poor performance among teachers usually resulted in poor pupil class results and exam results. The research further revealed that about 70% of the pupils taught by poorly performing teachers were indisciplined (not co-operative and dodging lessons).

4. 14. Teacher Perceptions of the Characteristics of Effective Headteachers

Teachers were asked about what they thought the characteristics of effective Headteachers were. They stated that effective Headteachers were hardworking, able to manage time, good communicators, good listeners, visible in school, able to monitor teachers' work, able to delegate responsibilities, able to make decisions, involve teachers in decision-making, firm and fair. Additionally, teachers perceived that

effective Headteachers were intelligent, creative, confident, and morally upright, lead by example, had a vision, were team leaders, encouragers, and sympathetic, possessed interpersonal skills and did not have favourites.

4. 15. Teacher perceptions of the characteristics of ineffective Headteachers

Teachers were further asked about what they thought the attributes of ineffective Headteachers were. They said ineffective Headteachers were not visionaries, poor time managers, poor communicators, did not monitor teachers' work, were not visible in school, did not delegate, were disorganised, did not implement decisions, were rigid, did not consult and did not readily accept positive criticism. In addition, teachers were of the view that ineffective Headteachers were uncaring, unfriendly, had favourites and not confident.

4. 16. 0 Teachers' Evaluation of Headteachers

4. 16. 1. Assessing Headteachers on the Administration of the School

Quantitative data from questionnaires revealed the following: in effective schools, 33% of the respondents felt that the administration of their school by their Headteacher was very good, 51 % felt it was good, 13 % felt it was average and only 3 % stated that the administration of their school was poor. Generally, the study showed that the administration of schools in effective schools was good. On the other hand, in non-effective schools, 10.8 % of the respondents stated that the administration of their school was very good, 54 .1 % indicated that it was good, 28.4 % stated that it was average, 5.4 % of the respondents felt that it was poor and 1.3 % of the respondents indicated that it was very poor. This showed a discrepancy with what was obtaining in non-effective schools. Teachers' answers could have been

prompted by fear. At two non-effective schools, the specific findings were as follows:

Table 4: Responses on Headteachers' administration of Schools

Administration	School A (non-effective)	School C (non-effective)
Very Poor	0	1 (7.1%)
Poor	1 (5%)	3 (21.4%)
Average	12 (60%)	5 (35.7%)
Good	6 (30%)	5 (35.7%)
Very Good	1 (5%)	0
Total	20 (100%)	14 (100%)

The researcher observed that pupils were frequently disturbed during learning time to do some digging. The researcher also observed a lot of loitering among pupils during learning time. The school environments had high noise levels. This was confirmed during interviews when teachers said that most pupils were indisciplined in their school and did not receive support from their Headteachers. One teacher said: "There is indiscipline among pupils in this school. Pupils do a lot of loitering. I would not mind to have a soldier as my Headteacher so that he can enforce discipline in this school".

Generally, in non-effective schools, the study revealed that the administration of by Headteachers was average.

4. 16. 2. Rating Management ability of Headteachers by Teachers

On management ability, teachers in effective schools had the following ratings:

37.7 % of the teachers took the position that the managerial ability of their Headteacher was very good, 53.6 % of the teachers indicated good, while 5.8 % of the teachers indicated poor and 2.9 % of them indicated very poor. These results, notes from field observations show that the managerial abilities of Headteachers in effective schools were good though they still needed to improve on them.

In non-effective schools, the quantitative data were as follows: 11 % of the respondents indicated that the management ability of their Headteachers was very good, 70 % of the respondents stated that the management ability was good, 19 % of the respondents indicated that it was poor.

Although the quantitative data shown here does not clearly indicate so, it was established in interviews and field observations that there was a fair amount of dissatisfaction among the teachers of the Headteachers' managerial abilities. For example, at one school the researcher informally asked a teacher how the Headteacher knew whether a teacher had reported for work or not. The teacher replied: "The Headteacher spends most of the time in the office, so sometimes she does not know whether a teacher has come or not".

4. 16. 3. Evaluation of Headteachers on Motivation Skills

Teachers were also asked to assess their Headteachers' abilities in motivating staff. In effective schools, the ratings were as follows: 25 % of the teachers rated their Headteachers as very good, 39 % of teachers indicated that their Headteachers' motivation skills were good, 20 % of the teachers rated them as average, 13 % of the teachers them as rated poor and 3 % rated their Headteachers' motivation abilities as very poor.

On the other hand, in non-effective schools, 13.7 % of the teachers indicated that their Headteachers motivation skills were very good, 34.2 % of the teachers rated them as good, 35.6 % of the teachers rated their Headteachers' motivation skills as average, while 13.7 % rated them as poor and 3 % of the teachers rated their Headteachers' motivation skills as very poor. In the questionnaires, the teachers rated their Headteachers quite favourably for fear of victimization in case their ratings were made known to their Headteachers. In interviews, teachers opened up and talked about their Headteachers negatively, rating them poorly, particularly, in non-effective schools.

In general, the study revealed that effective Headteachers had good motivation skills and ineffective Headteachers had motivation skills ranging from average to poor.

4. 16. 4. Assessment of Headteachers' Human and Public Relations Skills

In effective schools, 26 % of the teachers indicated that their Headteachers were very good at Human and Public Relations skills, 51 % of the teachers were of the view that their Headteachers were good, while 19 % of the teachers indicated them as average.

In addition, 1 % of the teachers indicated them as poor and 3 % of the teachers indicated that their Headteachers were very poor in the area of Human and Public Relations.

On the other hand, 17.6 % of the teachers in non-effective schools, indicated that their Headteachers were very good at Human and Public Relations skills, 44.6 % of the teachers indicated that their Headteachers were good, 20.3 % of the teachers stated that their Headteachers were average, 14.9 % of the teachers indicated that they were poor and 2.7 % of the teachers indicated that they were very poor. Looking at the data from two non-effective schools gives a picture of what is obtaining on the ground.

Table 5: Headteachers' Human and Public Relation Skills

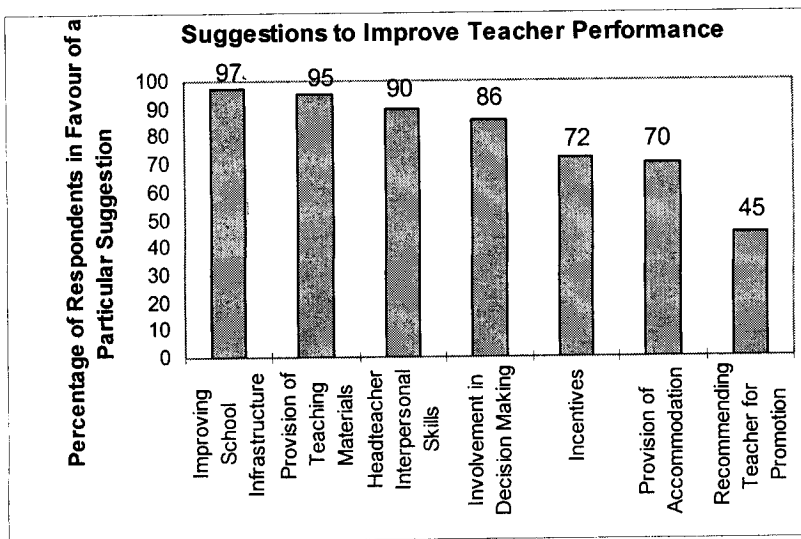
Human and Public Relations	School A	School C
Very Poor	1 (5%)	1 (7.1%)
Poor	7 (35%)	3 (21.4%)
Average	7 (35%)	5 (35.7%)
Good	5 (25%)	5 (35.7%)
Very Good	0	0
Total	20 (100%)	14 (100%)

On the whole, the findings generally showed that ineffective Headteachers were either average or poor at Human and Public Relations skills.

4. 17. Promotion of high Teacher Performance

A total of 136 respondents participated in the interviews. Respondents were asked what should be done to promote high teacher performance. Each respondent gave more than one suggestion. 97 % (132) said that there must be improvement in school infrastructure, 95 % (129) said that there must be availability of teaching materials, 90 % (122) felt that Headteachers must possess interpersonal skills, 86 % (117) stated that teachers must be involved in decision-making, 72 % (98) said that incentives must be given to teachers and 70 % (95) felt that School Management Boards should provide accommodation to the teachers. Furthermore, 45 % (61) of the teachers felt that the Headteachers should be able to recommend teachers for promotion. This must be based on merit and must be done fairly. . It can be said that teachers must be motivated in order to improve their performance.

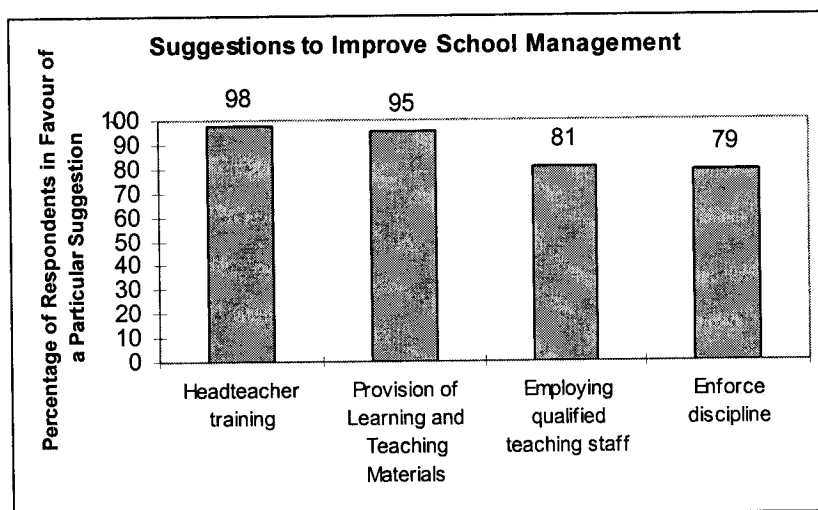
Figure 1: Suggestions of the Respondents to enhance teacher performance



4. 18. Promotion of effective Management in High Schools

Respondents were further asked about what measures should be taken in order to promote effective school management in relation to teacher performance. Each respondent gave more than one view. The information revealed that 98 % (133) of the respondents were of the view that Headteachers must be given training in education management, 95 % (129) said that there must be availability of teaching materials, 81% (110) felt that qualified staff including teachers must be employed, and 79 % (107) said that Headteachers should enforce discipline in schools.

Figure 2: Respondents' views on the promotion of effective management in high schools



4.19. Headteacher Training

The research findings showed that 5 Headteachers had done some short courses in educational management through private arrangement while 3 Headteachers had not done any training. All the Headteachers covered in the study expressed the need for educational training, as they had not been trained by the Government through the Ministry of Education.

4.20. Areas of Training for Headteachers/School Managers

Table 6 shows the areas that teachers felt Headteachers should undertake training in. Other areas mentioned were counselling, gender, and disciplining skills. Teachers thought their Headteachers should be trained in these areas for them to function effectively and efficiently.

Table 6: Distribution of the respondents according to the training needs for the Headteachers

Response	Frequency
Communication skills	65
Human and Public Relations	55
Time management	39
Delegation	35
Motivation of staff	52
Planning and Monitoring work	32
Total	278

CHAPTER FIVE

5. 0. DISCUSSION OF FINDINGS

In this chapter Teacher perception of School Management Practices and their influence on Teacher Performance and the need for Headteacher training are discussed.

It is evident from the results that school management practices do influence teacher performance. Firstly, all Headteachers interviewed agreed that management practices did affect teacher performance. Secondly, this could be clearly seen where 58.7 % of the teachers strongly agreed that management styles did influence teacher performance, 39.9 % of the teachers agreed while only 1.4 % teachers disagreed. The findings were consistent with Pace (2002:38) who pointed out: "Leadership practices contribute positively or negatively to the work environment". In this vein, we can rightly state that both effective and ineffective Headteachers do influence the performance of teachers.

The majority of the teachers in effective schools (Table 3) indicated that their performance was either very good or good. They attributed this to their Headteachers' management practices where they communicated a hard working culture in schools; encouraged team-work; supported teachers by providing adequate teaching-learning materials; attended to teachers' problems; did not show favouritism; encouraged teachers to think creatively and have fun in schools, delegated responsibilities to teachers, involved teachers in decision –making and allowed them to express their

opinions. In this regard, teachers were motivated to be committed and dedicated to their work. The findings were in line with what Basu (1994: 146) stated: "Motivation can do miracles as a motivated worker can achieve more than an expert with no motivation". It was amazing to observe teachers showing commitment to their work in spite of being lowly paid. To them a sense of belonging, recognition and achievement mattered most.

However, some teachers (17 %) in effective schools, among those who had stated that their performance was very good or good, felt that their Headteachers did not involve them in decision –making and did not create an atmosphere where they were free to express their opinions. Further investigations revealed that on the whole teachers in effective schools were involved in making decisions, which affected them and were able to express their opinions freely.

Further research also revealed the following management practices of effective Headteachers: they provided them with adequate teaching and learning materials. Muchelemba (2001:80) argues that: "This correlates well to the requirements of school management effectiveness as the availability of resources in schools may motivate teachers to work hard and improve the performance of pupils". They held staff meetings frequently. Usually the Headteachers held staff meetings once a week, apart from the briefings which occurred when need arose. In addition, communication was done through Heads of Department and lists of notices were placed on the notice boards in the staff-rooms.

It was also found that effective Headteachers had a vision for their schools. The vision was shared with the teachers. This encouraged teachers to work towards achieving

goals of the school. This finding was in line with Mwanalushi (1992) who pointed out that effective leadership communicates the vision successfully, empowers employees and commits the whole organisation to a programme of change to move towards the attainment of the goal embodied in the vision. Musaazi (1988) adds that people always co-operate more effectively if they can communicate with one another. Also, effective Headteachers emphasised high academic pupil performance to their teachers. Lists of Exam results were placed in staff-rooms and general notice- boards. This was to encourage both pupils and teachers to work hard.

The study also showed one effective Headteacher who was an instructional leader. This Headteacher was a model to the teachers as he was involved in the actual teaching of pupils. This entailed preparing lessons for pupils, being punctual for lessons, and marking pupils' tasks. This was in line with what the Ministry of Education (1992) stated that Headteachers were expected to provide academic leadership in their work, the organisation and management of their classes, their punctuality and orderliness, their instructional techniques, and evaluation of students.

The study revealed that effective Headteachers had interpersonal and personal skills. This enabled the Headteachers to interact with their teachers and to be able to understand individual behaviour of their teachers. In this way, teachers found such Headteachers approachable especially when they had needs, which were required to be met.

Furthermore, the researcher found that effective Headteachers moved around the school and were accessible to pupils, teachers, parents and generally the community as a whole. This finding is in line with Heneveld (1994) who pointed out that effective

leadership exists in a school when the head maintains high visibility and accessibility to pupils, teachers, parents and others in the community.

The research also revealed that effective Headteachers enforced discipline in school both among teachers and pupils. The Headteachers gave support to the teachers in maintaining discipline in their particular schools. Also, they talked to teachers who showed some uncalled for behaviour to find out the cause for such behaviour. In this regard, the Headteachers would know how to solve the problem. This finding is consistent with the findings of O' Leorg (1997) who found that in Catholic schools administrators including Headteachers approached teacher misbehaviour in an understanding, caring manner by consulting privately with the teacher to see if he/she had a particular problem which was affecting his/her attendance/punctuality in the school.

The study revealed that ineffective Headteachers were too authoritarian especially at two particular schools, which were covered in the research. This adversely affected the performance of teachers (as seen in Table 3, schools A-D). Teachers attributed their poor performance to among other reasons, their Headteachers' dictatorial type of management. This had caused resentment among the teachers. Teachers' views were in line with the findings of Fineman (1991) which observed that in classical organisations where managers tended to be too authoritarian, in the short term, there was increased productivity mainly because of workers' fear of their employers. However, in the long term there was high absence and labour turn over, errors, strikes and violation of safety rules which led to low productivity.

From the research findings, the majority of the teachers (95.8 %) preferred the democratic style of management. This is because it is participative in nature. However, they were quick to point out that some of their colleagues did not show commitment to work where the Headteacher was too democratic. They did not like the Laissez faire style of management either as seen by the 2.1 % preference by teachers. Teachers were of the view that Headteachers should exercise the management style which suited the situation. This teachers' view is consistent with Cole (1982), Luthans (1989), and Mullins (1996) who stated that there was no one 'best' style of management/leadership. The leader ought to adopt an appropriate leadership style, which was contingent upon the situation.

The study further revealed that teachers who had non-effective Headteachers performed poorly because their Headteachers rarely held meetings to tell the teachers what was expected of them. Research findings showed that in non-effective schools staff meetings were either held once or twice a term. Further investigations showed that information did not flow freely from the Headteachers to teachers in these schools. When meetings were held, they were mostly informative and did not give room for teachers to express their opinions. As a result the majority of the teachers in those non-effective schools were demotivated which adversely affected their performance. The study further revealed that non-effective Headteachers rarely communicated the school mission and the vision of the school to teachers including pupils. In this regard, teachers lacked direction as Headteachers were supposed to be 'torch bearers'.

The study also showed that teachers in non-effective schools were not involved in decision – making. In this way, teachers did not feel a part of the school. Owen (1998: 38) points out: " Sharing information with teachers and involving them in school decision making will help satisfy their basic needs for belonging and for recognition". Furthermore, Owen (1998:38) points out that: "Satisfying these needs will improve teacher morale and reduce resistance to formal authority".

Furthermore, the research findings showed that non-effective Headteachers did not like delegating responsibilities to teachers. Where delegation was done it was done to the Headteachers' favourite teachers. It is evident from the findings that this negatively affected teachers' performance. There was apathy among the teachers to put more effort into their work. The findings agreed with Pace (2002:38) arguments : "When leaders say and do things that others interpret as not trusting, unsupportive, hiding information, providing inadequate information, not being attentive to and listening to them, and encouraging low standards and inefficiency, then climates of apathy, hostility , defensiveness, and apathy tend to develop". Moreover, Basu (1994), Longwe (1997) and Muchelemba (2001) have asserted that without delegating responsibilities, it would be physically impossible for the head to carry on the entire tasks of the organisation himself/herself.

The findings of the research showed that all the Headteachers in non-effective schools were not instructional leaders. They did not have a class/classes to teach. In this way, they did not lead by example to the teachers. This undoubtedly had a negative influence on teacher performance. Interestingly, those non-effective Headteachers did not monitor teachers' work. Teachers felt no one in school was concerned about

them and, therefore, a good number of them put little effort into their work, which accounted for teachers' poor performance.

Further research revealed that there was irregular and inadequate supply of teaching materials in non-effective schools. Research data showed that Headteachers in these schools did not place text-books and other teaching materials as a priority and that they did not take the Ministry of Education to task to provide teaching materials. Teachers readily stated that they were performing poorly because, among other reasons, there were inadequate teaching materials. This finding was consistent with the finding of Bame's study in Ghana. Bame (1991) found that the main handicap that teachers faced was inadequate textbooks for children in some schools. Sometimes one found a class of forty-six children reading five or six textbooks. This was one of the reasons which were lowering standards and dampening the morale of teachers in the schools. Muchelemba (2001:80) adds: "School management effectiveness then becomes incomplete if the head does not ensure that textbooks are available in the school".

The study also showed that non-effective Headteachers did not encourage teachers to undertake in-service education training. Teachers also attributed their poor performance to lack of staff development programmes in schools. This finding was in agreement with what Banda (2002) quoting Burkes (2000) argues that the level of performance of teachers declines if not exposed to regular In-service Educational Training (INSET) programmes.

The research further revealed that a good number of non-effective Headteachers who were covered in the study did not show concern for the teachers' welfare. Thus, teachers were afraid to talk to them about their personal problems. In addition, the study revealed that these Headteachers lacked interpersonal skills. This adversely affected teacher performance as teachers felt no one cared for them and were, therefore, demotivated.

Furthermore, the study showed that non-effective teachers did not enforce discipline in the school especially among the pupils. Teachers also stated that they performed poorly as they did not receive enough support from Headteachers in the area of disciplining pupils. Teachers expressed the concern of high indiscipline among pupils which made teaching difficult.

The study revealed that the attributes of poor performance among teachers were poor lesson preparation and delivery, poor class management, little tasks given to pupils, minimal communication between pupil and teacher, late-coming, absenteeism and neglect of classes by teachers (teachers either sat in the staff-room or were out of school premises). The finding was in line with the findings of the O' Leorg study on School Effectiveness in the Southern Province of Zambia. O' Leorg (1997) found that in some Government schools teachers were reluctant to enter class and that they stayed in the staff-rooms throughout the day to pass time (playing cards, reading newspapers, doing general conversations and so on). Also, Preedy (1993) in her research on effective schools found that those teachers who spent higher proportions of their time not interacting with their pupils were less successful in promoting progressive development.

The research showed that the most likely consequences of poor teacher performance were indiscipline among pupils and poor academic performance of pupils both in class and in examinations.

It is evident from the study that Headteachers must undertake training in educational management. The respondents (teachers and Headteachers) were of the view that Headteachers must be trained once they are appointed to their positions. The study showed that Headteachers were promoted to their positions on the basis of good classroom performance and seniority. Thus, there was need for Headteachers' training, particularly, those in high schools since they have not been given an opportunity by the Ministry of Education to undertake a systematic training in educational management. Headteachers needed to keep upgrading and updating their knowledge. Blandford (2000:183) argues: "People with a high level of personal mastery live in a continual learning mode. They never 'arrive'. People with high level of personal mastery are acutely aware of their ignorance, their incompetence and their growth areas and they are deeply self-confident". Training would help Headteachers to improve their efficiency and effectiveness skills since they do influence teacher performance.

The study showed that Headteachers must be trained in the following specific areas of educational management: communication skills, Human and Public Relations skills, skills in the motivation of staff, time management, delegation, planning and monitoring work. This would help improve the management of schools. Other areas that were identified in the study in which Headteachers are to be trained are financial

management to ensure accountability in schools as they would be an assurance of proper use of school funds; counselling, gender and disciplining skills.

CHAPTER SIX

6. 0. CONCLUSIONS AND RECOMMENDATIONS

6. 1. Conclusions

The chapter concludes the findings of the research and makes recommendations based on the findings.

The study showed that effective Headteachers used the following management practices: they exercised all the three management styles (democratic, autocratic, and laissez faire) depending on the situation. They held that a Headteacher should assess the situation before he/she exercised his /her management style. Besides, they encouraged participative leadership where they shared their power through delegation and involved teachers in decision-making. They also ensured that communication flowed vertically and horizontally and laterally. Communication to the teachers was done through staff meetings or briefings, placing lists of notices on the notice boards in the staff-room and through the Heads of Department. A good number of effective Headteachers were able to admit that they did not have all the answers and were open to positive criticism. Additionally, effective Headteachers possessed interpersonal skills. This helped them in exercising the interactive leadership style. They were visible in school and exercised management by walking. They also ensured that teaching and learning were adequate in the school. All the above mentioned management practices had a positive effect to the work environment.

Conversely, non-effective Headteachers used the following management practices: they were either autocratic or laissez faire type and occasionally used the democratic style of management. They guarded information. They maintained little upward communication and little lateral communication. They exercised some downward communication which was viewed with mixed feelings by teachers. They rarely held staff meetings, only briefings when they felt like. When staff meetings were held, they were usually informative meetings. Teachers were not given fora to express their opinions on school matters. In short, they did not communicate regularly and effectively with teachers. They tended to be self-centred and displayed a 'know it all' attitude. In addition, they did not like delegating duties. They exercised some delegation to few teachers who were their favourites. They spent a good amount of time either out of school premises or just in their offices. In this way, they did not maintain high visibility and accessibility to pupils, teachers, parents and the community as a whole. They also failed to maintain discipline in school both among pupils and teachers.

Furthermore, they did not clearly and frequently state in concrete terms the school's mission and vision, and expected teaching behaviours. Besides, they did not source adequate teaching and learning materials to provide enough support to the teachers. Also, they did not see to it that classrooms were equipped with quality and adequate infrastructure such as desks and chairs.

The study established that there was a relationship between school management practices and teacher performance. Effective Headteachers encouraged teachers to participate in the running of the school. As a consequence, teachers felt a sense of

belonging and were, therefore, determined to work towards achieving the goals of the school. Teachers with effective Headteachers performed well in their work. They showed a good degree of commitment and dedication to work. Their morale was moderate. It was difficult to find teachers with high morale mainly due to low salaries being paid to them.

The study showed that non-effective Headteachers had an adverse influence on teacher performance. This was because they did not encourage teachers to participate in the running of the school. As a result, teachers did not feel that they belonged to the school and were, therefore, not determined to work towards achieving the goals of the school. Teachers who were managed by non-effective Headteachers performed poorly in their work. Their morale was low, apart from low salaries playing a role; school management practices also played a role in demotivating teachers.

The research revealed that the attributes of poor teacher performance were poor lesson preparation and delivery, poor class management, little tasks given to pupils, minimal communication between pupil and teacher, late-coming, absenteeism and neglect of classes by teachers. The most likely consequences of poor teacher performance are indiscipline among pupils and poor academic performance of pupils.

The study showed that Headteachers must be trained in educational management since their management practices did have an influence on teacher performance. Headteachers were appointed to their positions on the basis of good classroom performance and experience. Therefore, there is need for Headteachers' training, particularly those in high schools since they have not been given an opportunity by

the Government to undertake a systematic programme of in-service training in educational management.

6.2. RECOMMENDATIONS

Based on the findings and conclusions discussed above, the following recommendations are made to the government, Headteachers and teachers.

These are:

- The Government should have a deliberate policy where high school Headteachers must possess educational qualifications of at least a degree.
- The Government through the Ministry of Education (MOE) in collaboration with the University of Zambia, School of Education's Department of Educational Administration and Policy Studies should extend its training of basic school Headteachers to high school Headteachers as well.
- Headteachers with poor School management practices (through teachers', Education Board members' and MOE officials' evaluation) should be removed from office.
- The MOE must implement its policy of appointing Headteachers on contract for a specified period of time. This is to avoid a situation where the Headteacher is permanently in office and consequently might lead to abuse of office.
- The MOE should organise workshops on effective school management where there should be sharing of ideas among Headteachers of different schools.

- Headteachers must take a deliberate step to recognise and appreciate teachers' efforts by rewarding those with outstanding results. This should be materially, financially or by word.
- Accommodation provision for the teachers should be done in partnership with the Education Boards and the MOE.
- As stipulated in the Education National Policy of 1996: a School head must be an instructional leader, and Headteachers must put this into practice. They should be instructional leaders by being involved in actual teaching of pupils. Therefore, Headteachers should be leaders and not bosses.
- Headteachers should take a deliberate step to observe teachers' lessons once in a while.
- Headteachers must set up a school policy whereby teachers observe one another's lesson. They should emphasise to the teachers that these observations must not be threatening but must be a way of learning from one another in order to have continuous improvement in one's performance.
- Headteachers should evaluate teacher performance through Heads of Department. This can be done by teachers setting up objectives which they want to achieve in

their work as a teacher, for example, in a term or year. These objectives must be reviewed by teachers with their respective Heads of Department.

- Headteachers should urge teachers to keep records of pupils' academic progress and these records must be checked regularly. Where possible, pupils' books must be checked to find out if teachers are doing their work well. This can be done through Heads of Department.
- Each case of persistent poor teacher performance should be investigated thoroughly by the Headteacher and other relevant authorities.
- Headteachers should organise workshops on good teacher performance where teachers should be able to share ideas among themselves.
- Teachers should be availed with sponsorship schemes for them to go for refresher courses/programmes in order to improve their performance.
- Headteachers must introduce exchange school visits for them as individual heads and for the teachers.
- Since monotonous classroom teaching can be boring Headteachers should encourage educational tours for teachers and pupils in order to motivate pupils and teachers.
- Headteachers should involve all teachers in the running of the school through various committees.

- Headteachers should involve all teachers in decision-making especially those decisions which affect them and must ensure that those decisions are implemented.
- Apart from the staff meetings and briefings which may occur when need arises in the school, Headteachers should make it part of the school time-table of having a staff briefing once a week.
- Headteachers must keep communicating the school vision and mission statement to both the teachers and pupils with the view of promoting high teacher performance.
- Headteachers should avoid using management styles which are demoralising to the teachers.
- Headteachers should celebrate success of high pupil academic performance with their teachers with the view of motivating teachers.

However, there is need to take a longitudinal study of teacher perception of school management practices and their influence on teacher performance on a wider scale involving more than one Province. This would give a more accurate study of the impact of school management practices on teacher performance.

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APPENDIX A

THE UNIVERSITY OF ZAMBIA SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

Questionnaire on school management for Headteachers

Dear Respondent,

I am a postgraduate student at UNZA. You have been selected to participate in providing information to this research, which is part of my studies. This information is purely for academic purposes. You are requested to respond to the questions as truthfully as possible. The information given will be treated with strict confidence. Please note that you do not need to put your name on it.

Instructions

- Please put a tick [] in the brackets provided against your answer ; and
- Put your answer in the spaces provided.

1. What is your sex?

- a. Male []
b. Female []

2. What is your age?

- a. 20-25 years []
b. 26-30 years []
c. 31-35 years []
d. 36-40 years []
e. 41-45 years []
f. 46- 50 years []
g. 51-55 years []

h. 56-60 years []

3. Name the district you are living in: -----

4. The highest academic level you reached is:

a. Junior secondary certificate []

b. Form v/grade 12 certificate []

c. College certificate []

d. Diploma []

e. First degree []

f. Master's degree []

g. Doctoral degree []

5. How long have you been in the Teaching Service?

a. 0-4 years []

b. 5- 10 years []

c. 11-15 years []

d. 16-20 years []

e. 21-25 years []

f. more than 25 years []

6. How long have you been at this school?

a. 0-5 years []

b. 6-10 years []

c. 11-15 years []

d. 16-20 years []

e. More than 20 years []

7. How long have you been a Headteacher at this school?

a. Less than 5 years []

b. 6-10 years []

c. 11-15 years []

d. 16-20 years []

e. 21- 25 years []

f. 26 and above []

8. Your staff size or number of teaching, administrative and support staff is:

a. 0-9 []

b. 10-19 []

c. 20- 29 []

d. 30-39 []

e. 40-49 []

f. 50-59 []

g. 60-69 []

h. 70- 79 []

i. More than 79 []

9. Do you ignore certain faults in the work of teachers in order not to discourage them?

a. Yes []

b. Sometimes []

c. No []

10. Do you spend too much time sorting out problems that teachers ought to be able to deal with?

a . Yes []

b. Sometimes []

c. No []

11. I tell teachers exactly what they have to do and how I want it done?

a .Always []

b. Sometimes []

c. Rarely []

d. Not at all []

12. I encourage teachers to express their opinion/opinions during staff meetings.

a. Yes []

b. Sometimes []

c. No []

13. I tell teachers why I am making changes in the school?

a. Always []

b . Sometimes []

c . Rarely []

d . Not at all []

14. I brief teachers about relevant decisions made by Senior Management Team.

a. Yes []

b. Sometimes []

c. No []

15. If your answer to number 14 is yes, do you give reasons to teachers why Senior Management Team has made such decisions.

a. Yes []

b. Sometimes []

c. No []

16. Teachers' commitment to their work in this school is:

a. Very-good []

b. Good []

c. Average []

d. Poor []

e. Very poor []

17. Teachers' morale in this school is:

a. High []

b. Moderate []

c. Low []

18. From your experience, which management style do teachers react positively and in a motivated way?

a. Democratic []

b. Laissez faire []

c. Autocratic []

19. From your experience, which management style do teachers react negatively and in a demotivated way?

a. Democratic []

b. Laissez faire []

c. Autocratic []

20. Were you given an opportunity to undertake training in educational management?
since you were promoted to your position?

a. Yes []

b. No []

21. If your answer to question 20 is yes, specify the area/areas of training
_____, _____, _____,
_____.

22. If your answer to question 20 is No, would you want to do training in educational
management?

a. Yes []

b. No []

THANK YOU FOR YOUR COOPERATION. END OF QUESTIONNAIRE

APPENDIX B

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY
STUDIES**

Questionnaire on school management for Teachers

Dear Respondent,

I am a postgraduate student at UNZA. You have been selected to participate in providing information to this research which is part of my studies. This information is purely for academic purposes. You are requested to respond to the questions as truthfully as possible. The information given will be treated with strict confidence. Please note that you do not need to put your name on it.

Instructions

- Please put a tick [] in the brackets against your answer; and
 - Put your answer in the spaces provided.
-

1. What is your sex?

- a. Male []
- b. Female []

2. What is your age?

- a. 20-25 years []
- b. 26-30 years []
- c. 31-35 years []
- d. 36-40 years []
- e. 41-45 years []
- f. 46- 50 years []
- g. 51-55 years []

h.56-60 years []

3. Name the district you are living in: _____

4. The highest academic level you reached is:

- a. Junior secondary certificate []
- b. Form V/grade 12 certificate []
- c. College certificate []
- d. Diploma []
- e. First degree []
- f. Master's degree []
- g. Doctoral degree []

5. How long have you been a teacher?

- a. Less than 5 years []
- b. 6-10 years []
- c. 11-15 years []
- d. 16-20 years []
- e. Over 20 years []

6. How would you rate the performance of your school in delivering educational services to the nation?

- a. Very good []
- b. Good []
- c. Poor []
- d. Very poor []

7. How would you rate the level of communication between your Headteacher and teachers?

- a. Very good []
- b. Good []
- c. Poor []
- d. Very Poor []

8. How often does the Headteacher hold staff meetings?

- a. Once a week []
- b. Once a month []
- c. Twice a month []
- d. Once a term []
- e. Twice a term []
- f. Not at all []

9. Does the Headteacher encourage teachers to express their opinion/opinions during staff meetings?
- a. Yes [] b. Sometimes [] c. No []
10. Does the Headteacher brief teachers about important decisions made by the Senior Management Team?
- a. Yes [] b. Sometimes [] c. No []
11. If your answer is Yes to question 10, does the Headteacher give you reasons why Senior Management Team has made such decisions?
- a. Yes [] b. Sometimes [] c. No []
12. The Headteacher often uses the following management style:
- a. Autocratic []
- b. Laissez-faire []
- c. Democratic []
13. Which management style do you prefer?
- a. Autocratic []
- b. Laissez- faire [] c. Democratic []
14. How would you rate the attitude of the Headteacher to the problems faced by teachers in your school?
- a. Very Sympathetic []
- b. Sympathetic []
- c. Unsympathetic []
- d. Very unsympathetic []
15. How would you rate the management ability of your Headteacher?
- a. Very good [] b. Good [] c. Poor [] d. Very poor []
16. How would you assess the Headteacher of your school on the following:
- i) the administration of your school
- a. Very good [] b. Good [] c. Average [] d. Poor []
- e. Very Poor []
- ii) in motivating teachers
- a. Very good []
- b. Good []

c. Average []

d. Poor []

e. Very poor []

iii) Human and Public relations

a. Very good []

b. Good []

c. Average []

d. Poor []

e. Very poor []

17. The Headteacher of our school delegates tasks to other members of staff?

a. Yes []

b. Sometimes []

c. No []

18. In your opinion, can the performance of a teacher be affected by the Headteacher's management styles?

a. Strongly agree []

b. Agree []

c. Disagree []

d. Strongly disagree []

19. Quite often, do you feel like staying home rather than going to school?

a. Strongly agree [] b. Agree [] c. Disagree []

d. Strongly disagree []

20. How would you rate the performance of teachers in this school?

a. Very good []

b. Good []

c. Average []

d. Poor []

e. Very poor []

21. Should Headteachers undergo training in educational management ?

a. Yes []

b. No []

22. If your answer to question 21 is Yes, the Headteacher should undergo training in the following areas:

- a. Communication skills []
- b. Human relations []
- c. Skills in the motivation of staff []
- d. Time management []
- e. Delegation []
- f. Planning and monitoring work. []
- g. Others, specify _____, _____

THANK YOU FOR YOUR COOPERATION
END OF QUESTIONNAIRE.

APPENDIX C

SEMI-STRUCTURED INTERVIEW GUIDE FOR HEADTEACHERS

1. What is the teachers' attitude towards work?
2. What are the things that consist of poor teacher performance?
3. What are the likely consequences of poor teacher performance?
4. How is the performance of teachers in this school?
5. What should be done to promote high teacher performance?
6. What are the levels of morale of teachers in this school?
7. What are the attributes of effective schools?
8. What management styles do you exercise in this school?
9. Why do you use these management styles?
10. Generally, do management styles have any effect on teacher performance?
11. What problems do you face in executing your duties?
12. What measures must be taken in order to promote effective school management?

APPENDIX D

SEMI-STRUCTURED INTERVIEW GUIDE FOR TEACHERS

1. Does your Headteacher encourage teamwork and staff participation in decision-making?
2. Does your Headteacher communicate with you to tell you what is expected of you?
3. What management styles does your Headteacher exercise?
4. Do management styles that Headteachers exercise have any effect on how teachers work in school?
5. Can you say you are performing well in your work?
6. If yes, what makes you say so?
7. What should be done to promote high teacher performance?
8. Do you enjoy doing your work as a teacher?
9. What are the characteristics of an effective Headteacher?
10. What are the characteristics of a non-effective Headteacher?
11. What measures must be taken in order to promote effective school management?

APPENDIX E

OBSERVATION CHECKLIST FOR THE HEADTEACHER

1. Is he/she a role model to the teachers?
2. Does he/she have a class / classes to teach?
3. Does he/she observe lessons in the classrooms?
4. Does he/she move around the school?
5. Does he/she delegate tasks to other members of staff e.g., teachers?
6. Does he/she hold meetings with the teachers?
7. Does he/she brief teachers about what is happening in the school?
8. Does he /she interact with the teachers?
9. Is he/she accessible to the pupils, teachers, parents, and the community as a whole?
10. What is the amount of time that he/she spends in the school?
11. Does he/she encourage and support teachers in their work?
12. Does he/she have a vision for the school?
13. Does he/she emphasise high pupil performance?
14. Is he/she concerned about the cleanliness of the school surroundings?

APPENDIX F

OBSERVATION CHECKLIST FOR TEACHERS

1. Are teachers punctual for work?
2. Do teachers teach all the lessons allocated to them?
3. Do teachers give class work and homework to pupils?
4. Do teachers mark the tasks given to pupils in good time?
5. Is there maximum communication between teachers and pupils?
6. How much time do teachers spend in school?
7. Do teachers show commitment as they do their work?
8. Do teachers always complain about their work, Headteacher, etc?



REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION

PROVINCIAL EDUCATION OFFICER
LUSAKA REGIONAL HEADQUARTERS
PRIVATE BAG RW 21E
LUSAKA

TO: ALL DEBS
HEADTEACHERS
LUSAKA

RE: PEGGY MWANZA: UNIVERSITY OF ZAMBIA

This serves to inform you that the bearer of this letter is a Master of Education Student at the University of Zambia. She is conducting a research in line with her studies.

You are requested to cooperate with her and give her the help she needs to complete her research. Your usual cooperation will be greatly appreciated.

A handwritten signature in black ink, appearing to read 'D.S. Bowasi', with a horizontal line underneath.

D.S. BOWASI
PROVINCIAL EDUCATION OFFICER
LUSAKA