



**THE UNIVERSITY OF ZAMBIA/ZIMBABWE OPEN UNIVERSITY**

**A COMPARATIVE STUDY OF TRAINED AND UNTRAINED HEADTEACHERS  
EFFECTIVENESS IN SCHOOL MANAGEMENT. A CASE OF SECONDARY  
SCHOOLS OF KAFUE DISTRICT**

**BY**

**THOMAS CHIPETA**

**A dissertation submitted to the University of Zambia and Zimbabwe Open University in  
Partial Fulfilment of the Requirements for the award of the Degree of Master of  
Education in Educational Management**

**Lusaka, Zambia**

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## AUTHORS DECLARATION

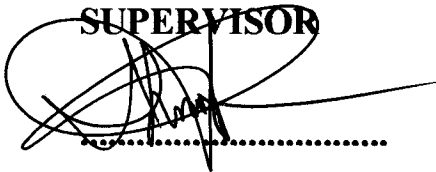
I, Thomas Chipeta, do hereby declare that this dissertation has never been submitted before and is my original work and where other people's works have been used the same have been acknowledged.

Signature

Date

.....

.....

**SUPERVISOR**  
  
.....

14/09/2016  
.....

**DR. T. NJOBVU**

**DATE**

**COORDINATOR**

  
.....

15/05/2016  
.....

**DR. MASAITI**

**DATE**

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THOMAS CHIPETA

University of Zambia/Zimbabwe Open University

2016

## **APPROVAL**

This dissertation of Thomas Chipeta is approved as partial fulfilment of the requirements for the award of the degree of Master of Education in Educational Administration by the University of Zambia and Zimbabwe Open University.

Name: .....

Signature: .....

Date: .....

Name:.....

Signature:.....

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## **DEDICATION**

This work is dedicated to my beloved wife, my children, my parents and the entire family members whose love influence and hard work enabled me come this far and for their moral support.

## **ABSTRACT**

The study was influenced by increased concern by the Head teachers and other stakeholders of the increased myriad administrative challenges encountered in management of the school organisation. The study sought to establish the following study objectives; establish the characteristics perceived by learners, parents, teachers and the community as effective management of the school, determine factors that contribute to well-organised and effective management of schools, ascertain if managerial training of head teachers has an impact on school administration effectiveness.

.A sample of ten public secondary schools from Kafue district was used for data analysis. The respondents were the district education board secretary, head teachers, teachers, parents and pupils from the selected schools. A sample was drawn using purposive and random sampling procedures. The data collection was done by the use of self-administered questionnaires while data was analyzed using descriptive statistics. From the findings, the study concluded that majority of the head teachers faced administrative challenges such as lacking of monitoring and induction skills which are key in management of the schools.

The study recommends that the government and other stakeholders should train and re-train in- service staff in educational management, build more schools to reduce over enrolment which are major administrative challenges facing head teachers in management. The government and other stakeholders should offer continuous training to the head teachers on school organisation management to keep them up-to date with skills that will assist them to run their schools effectively.

## **ACKNOWLEDGEMENT**

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### **ABBREVIATIONS AND ACRONYMS**

DEBS	District Education Board Secretary
ELM	Educational Leadership & Management
FNDP	Fifth National Development Plan
MOE	Ministry of Education

<b>NISTCOL</b>	<b>National In-service Teachers' College</b>
<b>NPQH</b>	<b>National Professional Qualification for Headship</b>
<b>PTA</b>	<b>Parent Teacher Association</b>
<b>SQH</b>	<b>Scottish Qualification for Headship</b>

# **CHAPTER I**

## **INTRODUCTION**

This chapter presented the background information, statement of the problem, purpose of the study, objectives, and research questions. It also contains the significance of the study, Ethical Considerations, theoretical and conceptual frameworks as well as the definition of terms.

### **1.1 BACKGROUND**

Management is the process of working with and through others to achieve organizational objectives in a changing environment. Franklin (2002) defines management as a distinct process consisting of activities of planning, organizing, actuating and controlling which is performed to determine and accomplish stated objectives with the use of human beings and other resources. In many parts of the world, including both developed and developing countries, there is recognition that schools require effective leaders and managers if they are to provide the best possible education for their students and learners.

The education policy (MOE, 1996) identifies educational management training programmes for school head teachers as a priority in order to make schools effective, efficient and qualitative in educational delivery. In Zambia the Ministry of Education has been working with various stakeholders to train head teachers in Educational Leadership and Management courses since the 1970s at various institutions in the country. The Ministry further highlighted the importance of head teachers' educational management training in the Fifth National Development Plan (F.N.D.P) and the subsequent National Implementation Framework (F.N.D.P, 2006). This led to the introduction of short educational management courses in the 1970s up to date involving primary head teachers, deputy head teachers and inspectors of schools as a method of Continuing Professional Development in order to have

quality and efficient human resource. This was meant to effectively run public education institutions which acted as a strong backbone to national development. Despite this effort, the prevalent situation in the 1980s and 1990s in most of the schools was far from the Ministry of Education's expectation of excellence in the way schools were run.

Generally government schools in the country were run on trial and error basis by school managers with less or no managerial skills (MOE, 1996). The majority of the head teachers were promoted to positions of head teacher with almost no skills of instructional leadership or educational management of running public organizations. This resulted in standards falling, misinterpreting of government policies, compromising quality, low performance of learners' progress to the next grade, and inefficiency in service delivery). Development in the education sector worldwide demands managers of schools to possess managerial and leadership skills to run public educational institutions (Balansikat and Gerhard 2005).

Educational administration according to Sidhu (2002) is a complex affair, because a school is not a single collection of things and persons. There is a vast, complexity in the form of integration of things with things, of things with persons and of persons with persons, and there are complexities within complexities. An educational institution is therefore always rich in administrative problems. Bolman & Deal (1977: 12-14) argue that leadership and management need to be given equal prominence if schools are to operate effectively and achieve their objectives.

Furthermore, challenges of modern organizations require the objective perspective of the manager as well as the flashes of vision and commitment which wise leadership provides Bolden, (2004). Management is considered essential to innovation in schools. School management matters a lot when it comes to improving learners' academic and skill performance for all members.

Despite the fact that some head teachers have had skills in management and leadership from colleges; there has been very little or no improvement on the effective running of public educational institutions. This study endeavours to find out the impact of head teacher's management training on organisational effectiveness in selected schools of Kafue district

## **1.2 STATEMENT OF THE PROBLEM**

The creation of Educational Boards in Zambia was meant to improve the performance and create effective management in school administration. Therefore, the research sought to do a comparative study of trained and untrained headteachers effectiveness on school management. A case of secondary schools of Kafue district, this was done in line with the following key questions, these were; what characteristics are perceived by learners, parents, teachers and the community as effective management of the school? What factors contribute to well-organised and effective management of schools? Does managerial training of head teachers have an impact on school administration effectiveness?. However the research used questionnaires to answer these questions as shall be seen in chapter four and five of this research report.

## **1.3 AIM OR PURPOSE OF THE STUDY**

The principal purpose of the study was to do a comparative study of trained and untrained headteachers effectiveness in school management with a specific focus on secondary schools of Kafue district. The study focused on the heads managerial skills on school organisation.

## **1.4 STUDY OBJECTIVES**

The research objectives of this study were to:

1. Establish the characteristics perceived by learners, parents, teachers and the community as effective management of the school.
2. Determine factors that contribute to well-organised and effective management of schools.
3. Ascertain if managerial training of head teachers has an impact on school administration effectiveness.

## **1.5 RESEARCH QUESTIONS**

Based on the objectives of this study the research questions were as follows:

1. What characteristics are perceived by learners, parents, teachers and the community as effective management of the school?
2. What factors contribute to well-organized and effective management of schools?
3. Does managerial training of head teachers have an impact on school administration effectiveness?

## **1.6 SIGNIFICANCE OF THE STUDY**

This research study is significant in that it will be an eye opener, to all teachers in the district and elsewhere who would find the findings useful as regards headteachers management of school institutions in relation to their managerial training. It is however with knowing that educational leadership management has gone through a sustained period of reform and restructuring for a long time. The old certainties have been shaken by the multiplicity of new demands placed in the efficient running of public learning institutions

like schools, colleges and universities in Zambia. Hence the findings of this study would further help Government through the Ministry of Education to effectively intensify its policies on retraining of senior education officers, teachers in educational management skills, identify characteristics to look for in individuals to entrust with the responsibilities of how to manage school affairs properly in the country.

Additionally, the findings of the study would help to improve head and staff working relationships and also improve their organisational effectiveness. This study further provided information and insights useful not only to policy makers and practicing educational administrators, but also to all stakeholders in the Zambian educational settings. The study additionally contributes to new knowledge and the availability of literature on educational management and administration. The study was carried out in partial fulfilment for the award of a master's degree in educational management.

## **1.7 THEORETICAL FRAMEWORK**

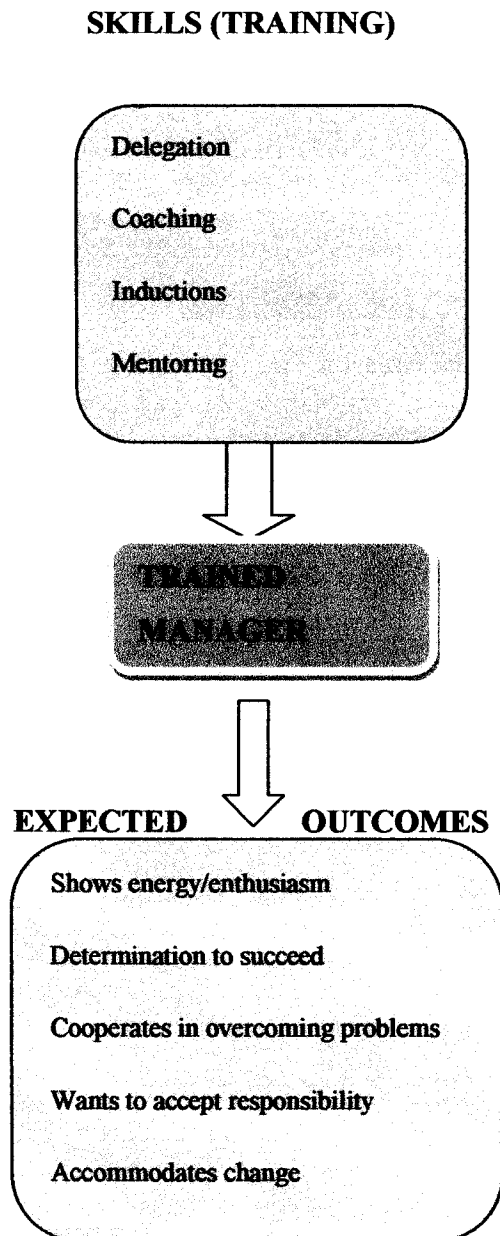
The study is based on Fredrick Taylor's Scientific Management Theory (Taylor 1911) which advocates for training of staff for better performance. However, this is also in line with Leithwood and Levin (2004) model which charts the relationship between leadership development, leadership practice and between the leader and his/her organizational context (e.g., school culture, community).

The theories therefore, call for the training of head teachers in school leadership and management to be able to enhance performance in their schools in terms of management and organisational effectiveness.

## 1.8 CONCEPTUAL FRAMEWORK

This is a conceptual model of the relationships among several factors that have been identified as important to the problem.

Figure 1



Source: (Researcher's own conception 2016)

The diagrammatic illustration of the conceptual framework above, is a blue print of the skills which a headteachers is expected to acquire when they undergo managerial skill training, these skills include; delegation, coaching, induction and mentoring. Therefore, when these skills are acquired by those individual in administrative position, they will be expected to exhibit the following; they will show energy and enthusiasm, determination to succeed, cooperation in overcoming problems and will show responsibility by accepting other people's views within the organisation and thus being accommodative.

## **1.9 LIMITATIONS OF THE STUDY**

This study was confined to selected schools only in Kafue District in Lusaka Province. The study used a small sample size required for a case study design which could create problems of generalising the findings to other districts in Lusaka Province. The other major limiting factor to this study was time as respondents were usually busy or unavailable for a longer time.

## **1.10 ETHICAL CONSIDERATIONS**

Prior permission to conduct research was sought from the University. The Researcher provided adequate and clear explanation on the purpose of the study to the respondents and their voluntary participation and consent was sought. Respondents were also assured of confidentiality of the information that they provided, since they were not required to indicate their names on questionnaires thus concealing their identities.

## **1.11 OPERATIONAL DEFINITIONS**

The concept of educational management can only be explained clearly by first defining the following terms:

**Management** means overseeing efficiently and effectively current organizational arrangements. It involves an authority relationship between a manager and at least one subordinate that is intended to meet a specific goal. Management strives to maintain the stability of the organization.

**Training** is a process by which someone is taught the skills that are needed for an art, profession, or job.

**An Organisation** is a social unit of people that is structured and managed to meet a need or to pursue collective goals.

**Effectiveness**- being able to accomplish a purpose: functioning effectively or the degree to which objectives are achieved and the extent to which the targeted problems are resolved. It also implies doing the right thing.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

This section reviewed related literature under different sub-topics relevant to the study objectives. These include among others: school management in developed countries like America and Britain. Then later on it looks at school management in developing countries such as; Nigeria, Tanzania and Zambia in particular in order to respond to the objectives of this study which are: factors that contribute to effective, efficient and qualitative management of schools, finding out if managerial training of head teachers has an impact on school administration effectiveness, establishing the characteristics of a well managed school institution as well as assessing head's managerial training and its impact on effective school organization, the chapter ends with a summary.

The majority of the head teachers were promoted to the positions of head teachers with almost no skills of instructional leadership to run public institutions (Educating Our Future, 1996). It is line with the aforementioned that this study attempts to find out the impact of head teacher's management training on organisational effectiveness in selected schools of Kafue district. Additionally, literature from different and relevant educational leadership and management of schools from other countries will be reviewed.

#### **2.2 SCHOOL MANAGEMENT IN THE UNITED STATES**

Educational management of schools was viewed as the responsibility of individual states rather than the national government, and the states had made efforts to define the outcomes they sought from their education systems known as standards driven initiatives, where the standards constitute pronouncements from the state about the collective expectations for

what the school need to accomplish. Schools form an effective leadership that empowers to lead and make informed decisions that promote learning at school level. Hargreaves (2005) asserts that effective leadership principles of sustainable leadership creates and sustains learning, ensures success over time, depends on preparing both successors to the leader and those around the leader.

Fullan, (2005) identified sustainability as an adaptive challenge that contains eight elements some of these are: public service with a moral purpose, commitment to changing the context of the system at all levels, lateral capacity building through networks, intelligent accountability, deep learning that examines new ideas and facts critically. A quality public school recognizes that all students can learn provided that tools, support and connections that students need to reach their full potential are readily available.

Parents and the school community form strong bonds of partnership by actively supporting their schools in constructive ways. They hold school officials and themselves accountable for the results and general performance of the learners and this is done through parent teacher association.

The schools have highly qualified teachers who benefit from Continuing Professional Development to strengthen the learning and teaching process. The public schools have in place a rigorous instructional curriculum tied to high standards that build students' knowledge and strengthen ethical and critical thinking skills, while fair assessments monitor progress and measure what students know and can do. Schools have relevant, up-to date resources and technologies which are timely accessed by staff and learners with safe, sound facilities and student enrichment activities that support learners to learn how to learn and grow. All these things happen because of the strong, skilled and effective management in place at particular school. From this assertion, the significance of effective management is

of importance for the successful operations of schools, colleges, and Universities and this is widely acknowledged in the twenty-first century (Hargreaves, 2005).

The longstanding appreciation of the vital role of teachers is belatedly being marched by an understanding that skilled management is also required if schools are to thrive. The traditional view in many countries is that school head teachers, principals and senior teachers need only to be qualified and experienced teachers. While the wider population still appreciates the fact that, 'experience is the best teacher'. However; there is now an emerging recognition that management is a parallel, if not separate, proper professionalism requires preparation before assuming a management position (Yukl, 1989).

### **2.3 SCHOOL MANAGEMENT IN BRITAIN**

Bush, (2006) asserts that the landscape of leadership development in England has been transformed by the opening, and subsequent expansion of the National College for School Leadership (NCSL). The College provides a raft of programmes for middle leaders, deputy heads, new heads, aspiring heads, experienced leaders and teams. This is because of the widespread belief that the quality of management makes a significant difference to school and student outcomes. In many parts of the world, including both the developed and developing nations, there is recognition that schools require effective leaders and managers if they are to provide the best possible education for their students and learners. As the global economy gathers pace, more governments are realizing that their main assets are people who are highly skilled.

This requires trained and committed technocrats and leadership of highly effective principals with the support of other senior and middle managers to move the educational sector to greater heights. In England, the process of deciding on the aims of the organization is at the heart of educational management. There is a reliance on the relevance theory to

good practice and this serves to provide a rationale for decision-making underpinning practice in educational institutions (Glaser & Strauss, 1967). In some settings, aims are decided by the principal or head teachers, often working with senior colleagues and perhaps a small group of lay stakeholders.

In many schools, colleges and universities, however, goal setting is a corporate activity undertaken by formal bodies or informal groups. The school aims are often encapsulated in a vision or mission statement.

The goals and aims provide the crucial sense of direction which should underpin the management of educational institutions. Governments have the constitutional power to impose their will but successful innovations require the commitment of those who have to implement these aims. If teachers and leaders believe that an initiative is inappropriate for their children and students, they are unlikely to implement it with enthusiasm (Bush, 2003).

Furthermore, governments would like schools to have visionary leadership as long as the visions do not depart from government policies and imperatives. One dimension of the post-heroic management model, which has gained credence among the English researchers, writers and educational policy makers in recent years, is management. Southworth (2002) adds that, today there is much more talk about shared responsibility, teams and management than ever before. 'An increasing awareness of the importance of the social relations in the management contract, and the realization that no one individual is the ideal manager in all circumstances have given rise to the new management thought of the new school.' Distributed leadership is one of the most ancient leadership notions recommended for fulfilling organizational goals through people in Britain. This notion has long been reflected in adages associated with decision making in societies. Examples of these are the English adage 'two heads are better than one' and others from many of Britain's colonies which

point to the fact that knowledge and skills needed in the running of public schools and problem solving go beyond the capacity of a single person(Bolden 2004).

Gronn (2002) carried out a study on management styles in schools in the United Kingdom to determine the relationship between management style and teacher stress. The study employed six management styles (the inquiry, collegial, autocratic, bureaucratic, ambiguous, political and subjective). The study revealed that the most common management style was collegial (democratic), whereas ambiguous and autocratic styles were less prevalent. The data revealed a stressed teaching force, where the management style exhibited by a head of department was a probable factor in the level of stress reported by teachers

Bennet et al., (2003) observe that management is not something done by an individual to others, or a set of individual actions through which people contribute to a group or organization but it is a group activity that works through and within relationships, rather than individual action. It also emerges from a variety of sources depending on the issues and who has the relevant expertise or creativity. From the first of April 2004, the National Professional qualification for Headship became mandatory for all full time- class head teachers appointed to a post in the maintained sector of the UK education system to hold the National Professional Qualification for Headship (NPQH) or to have secured a place in the programme. The NPQH training focuses on the candidates' professional development needs.

The programme takes between four months and two years to complete. In Scotland, the standard for Headship under the (University of Edinburgh and Scottish executive 2001) The standard was developed to underpin the Scottish Qualification for Headship (SQH), which was first offered by a consortium of local authorities in Scotland in 1998. The standard

identified the key purposes of headship in a statement that emphasizes the head teachers' role in promoting an effective teaching and learning process. The head teacher is accountable for the quality of education achieved by the school. Depending on the national and local authority framework and available resources, she/he must ensure the school is managed in such a way as to support continuous improvement of the standards and raise the performance achieved by learners in relation to the curriculum framework.

The roles of educational managers range from administrative to professional staff in the education industry and should be concerned about how they manage resources allocated to them for the use as well as the control of their staff, students and schools. Miles and Darling-Hammond (1998) have observed strategies of resource reallocation used by high-performing schools to improve achievement within general constraints of existing resources as: reduction of specialized programmes, more common planning time staff and creative definition of staff roles and work schedules. School Managers are also faced with the responsibility of determining the priorities of management and the management styles to be used for achieving qualitative educational results.

#### **2.4 SCHOOL MANAGEMENT IN NIGERIA**

In order to have qualitative education, school managers' tasks in managing and leading of institutions should include the use of competent teachers and administrative supervisory personnel. They should promote new research and development to invigorate all educational activities (Arikewuyo (2004). Schools should use educational technologies with a view to increasing efficiency of the teaching and learning process. Dissemination of information to teachers and students should also be their task.

He further states that in order to fulfil the purpose of quality assurance in the Nigerian education system, there was need to identify educational management as a body of

systematized knowledge, based on general principles which are certifiable in terms of school practice.

Ogunsaju (2006) argues that, a school manager may manage with good or bad judgment, with great or little experience, with exemplary or undesirable character traits, that educational management functions for quality assurance in our education systems may be practiced in similar terms by all kinds of people, in all kinds of schools by educational managers.

The school Manager should ensure that the set goals and objectives are achieved through quality control systems which include:

- (a) An effective quality school system.
- (b) Periodical audit of the operations of the system
- (c) Periodical review of the school system to ensure it meets changing requirements.

However, for the school manager to perform his/her roles effectively in assuring quality in school, he/she should be able to play these parts: be a listener, an encourager, a dissuader, a reporter, a watcher, a judge, a critic, a decision taker and on occasion a model. Management in schools has today become a very complex phenomenon because of the complexity of the industry, social or political organization, globalization and technological advancement especially in information technology (Ogunsaju 2001).

The training of school principals is critical as they serve as leaders for student learning. They must rally students, teachers, parents, local and health and family service agencies, youth development groups, local business and other community residents and others around the common goal of raising student performance (The Institute of Educational Leadership 2000).

Debora (2002) observes that among the factors responsible for the failure of educational policies and programmes is leadership and lack of managerial and administrative skills required to succeed. These skills can only be acquired through learning. School leaders are agents of change. Systematic change is not well understood even by experts and school leaders have little training to prepare them for the challenges in the school. Trained Managers have the managerial skills and knowledge to exercise authority to pursue tasks to be achieved in a given period.

Schools are large multipurpose organizations likely to have more than one culture. Organisational culture emphasizes the development of shared norms and meanings of life. The assumption is that interaction between members of the organization or its subgroups, eventually leads to behavioural norms that gradually become cultural features (ethos) of the school, college or university (Morgan, 1997).

## **2.5 SCHOOL MANAGEMENT IN TANZANIA**

The policy and practice of educational management in Tanzania in recent years has been influenced by two major initiatives. These are the Education and Training Policy (ETP) and the Education Sector Development Programme. Education and Training Policy From the mid-1960s through to the early 1990s, education in Tanzania was guided by the philosophy of Education for Self Reliance. The ETP takes into account the historical background of the Tanzanian education system especially on the philosophy of Education for Self-Reliance by emphasizing the need for the curriculum to reform for the purposes of integrating the theory with the acquisition of practical life skills and the linkage of education plans and practices with the national socio-economic development and the world of work. Government also enhanced private partnership in the provision of education. Cost sharing was introduced in the liberalization of the economy (United Republic of Tanzania, 1999).

However, the Education Sector Development Programme focused on the problems and the new challenges resulting from the macro-economic, social and political reforms. It was implemented within the policy framework of the education and training policy. As in the foregoing, the government of Tanzania had a deeper concern on the role of the school and management in providing quality education for its citizens (Levacic, 1995).

Bush & Glover (2003) suggest that the most important variable may be that of culture, both societal and organizational of the school. They also warn of the simplistic assumptions that management styles may be universally applicable.

In the same way, Oduro & Macbeath (2003), in talking of school management, argue that much of the work is premised on competences or individual qualities of management which, is assumed to travel not only across institutional boundaries but also transverse national and cultural borders. He urged researchers to beware of the fragility of generic competences.

Oplatka (2004) suggests that limited autonomy, autocratic management styles and lack of instructional managerial functions in developing countries are issues far removed from the day to day concerns of school managers, where there is a greater emphasis on distributed leadership and a more proactive approach to school management. However, in Tanzania, the challenges presented to school managers by restructuring are perceived as being far from easily managed, especially for school managers whose earlier careers were forged under a more centralized management systems. These managers face decisions as to which roles, relationships and practices to retain, forge, and discard. Nor are conditions necessarily any easier for recently appointed school managers, who with relatively little experience to call on, strive for effectiveness in the fast changing and unpredictable educational environments (Dimmock, 1999).

The current education reforms and school restructuring in Tanzania require the formation of new decision-making structures at school level, such as school councils, key task group and planning policy committees. These structures are accompanied by new ways of working. Many of them necessitate more on collaborative work relationships, requiring team perspectives and participative decision making skills (Burns, 1978). Heads of schools and teachers are expected to work more closely than ever with parents and the local community members.

Power and influence relations change between major stakeholders, that is, head of schools, teachers, students, parents and the local community members, district and central ministry staff, and school must assume more responsibility and discretion while being held to account. Furthermore, many of the recent reform generate entirely new tasks and responsibilities for the school to perform.(Leithwood et al,1999) Some of the tasks include school development planning, evaluation, accountability and performance management and appraisal (Cheng, 1996). Since the implementation of large scale educational reforms requires major changes in the organization of schools, traditional management is not sufficient. This is because traditional management involves maintenance of the status quo rather than change.

Nevertheless, the concept of transformational leadership had emerged and figured prominently in the early decades of the 1970s and 1980s, particularly in response to the wide spread changes occurring in the world of business which needed new conceptions of management to be able to motivate and maintain workers in order to prepare them for the change process. Two leadership forms were identified and distinguished at this time namely, transformational and transactional (Bass, 1985). In the former the emphasis is the capacity to engage others in a commitment to change, while the latter involves maintenance of the status quo. According to Conger and Kanungo (1998), the essential management skills

which should be seen in the head of the school include the following: changing the status quo, engaging in creative and visioning for the future of the organization, promoting appropriate change in follower's values, beliefs, attitudes and behaviours by using empowering strategies and tactics.

However, it has thus, been argued that, if schools are to run successfully, demand for effective management in each school is crucial. The changing policy context with its emphasis on improving access and quality of education in Tanzania renders the maintenance of the status quo irrelevant, since schools need to search for greater effectiveness in securing improved student learning through improved managerial skills which is one of the promising forms of leadership in the present context. There is accumulated empirical evidence from research of the positive effects of managerial skills other than traditional forms in building successful schools in times of rapid social change and large scale school reforms (Geijsel et al, 1999). Additionally, school based management intends to encourage active participation of various stakeholders in the school affairs including the teachers, pupils, parents and the larger community.

## **2.6 SCHOOL MANAGEMENT IN ZAMBIA**

When Zambia attained its independence in 1964, one of its major tasks was to have an educated human resource to run and reform the economy which was based on a segregative type. Therefore, the UNIP government embarked on the elimination of racially segregated schools, expansion of educational provision and achievement of rapid output of high-level manpower due to rapid population growth. In order to implement these priorities, a number of bold decisions had to be taken. The structure and organization of education changed; tuition and boarding fees were abolished; the capacity of the system was substantially increased as the investment programmes of the Emergency, Transitional, First and Second

National Development Plans were executed as a result many children entered school and remained at school for a longer period of time. The expansion and diversification of adult, technical, teacher and higher education was embarked upon; the University of Zambia was established in 1966 and developed rapidly resulting in government expenditure on educational services increasing at unprecedented rates The MOE (1977).

By 1969, government felt that the education system was not growing fast enough, and that the quality of education was declining implying that the structures of leadership were failing to meet the expectations of the majority of the Zambians. The Education System emphasized the elimination of learners from the system rather than preparing learners for adult life. Such views were expressed and examined at the first National Education Conference, convened by the Minister of Education in September 1969. A guiding principle in a humanistic society, such as the Zambian society, was that human life was precious, regardless of race, creed, tribe, status and ability. The socialization of the Zambian society meant that beliefs of our natural heritage, moral and spiritual values which embraced individual human beings should be upheld and acted as a solid foundation of the Zambian education system.

On the other hand, the challenge on government was ignoring the clause of having trained educational managers with the necessary skills to run these schools as observed in the developed nations. Most schools during this period were run by head teachers through experience, trial and error. Head teachers depended mostly on their leadership traits.

In Zambia there was no mandatory training for head teachers as existed in developed nations. The MOE (1977) on in-service training of teachers proposed that it was essential for all those who were involved in one way or another in the educational enterprise to participate in various in-service programmes for teachers in primary, secondary schools,

Heads of institutions and others in supervisory capacity to attend in-service training. This clause had not been strengthened by government over a long period of time to become a policy for all school head teachers in the country.

Nevertheless, through Ministry of Education, Cooperating partners, the Teacher Education Directorate proposed to expand the scope of training head teachers in Educational Leadership Management in response to the education policy -Educating Our Future (MOE, 1996) which identified educational leadership management training programmes for school headteachers as a priority so as to make schools effective, efficient and qualitative in educational delivery.

The Ministry of Education and the University of Zambia rolled out to other Colleges of Education a two year distance course in Educational Leadership Management programme for the school head teachers, Deputy Head teachers, senior teachers, teachers and other senior officers in the Ministry to attend short tailored courses in the 1980s (MOE, 1996). This was to equip teachers and other officers in the Ministry with educational leadership skills of how to manage schools effectively in line with the changes taking place in the educational sector of the 21 st century and attempting to meet the vision 2030 of automating the Educational system. The sustainability of the program also poses a big challenge to all concerned parties in terms of funds (Vision, 2030). However, colleges, and Universities should step up beyond the limits defined by our experiences and imagination, of efficient and qualitative schools that meet children's immediate needs and survival. Most Zambian schools were based on ideas that were appropriate for a different time.

It is perceived that, schools, colleges and universities are places where children learn to pass examinations by memorizing what the teacher wrote on the chalkboard. A qualitative school should aim at helping children learn by learning to do and addressing the holistic

developmental needs of the child. Nurturing the cognitive, social and ethical development of the children should be a key task of quality schools of the 21<sup>st</sup> century.

On social development, an efficient school develops children's self-confidence and ability to trust their own judgment and thought through respectful relationships. Ethical developmental in schools should be seen through democratic and accountable structures, role modelling values and children's ability to uphold certain norms and core values of the community in which they live. A good school cultivates clear ethical, moral standards and values that help students internalize a lifelong value system. Therefore, a strong managerial leadership plays an important role in creating a safe space for learning.

In the Zambian context of running public schools, the majority of the head teachers performed managerial tasks in their position with less skill in management contributing to the falling standards in the education sector. The new evolution worldwide demanded public schools to be managed by outstanding managers with a vision which must be communicated in a way that secures commitment among members of the school.

It is worth to note that leaders of institutions should tirelessly labour to ensure that the shared vision of the academic excellence pervades the day to day activities so that the shared vision illuminates their ordinary activities with dramatic significance (Beare et al. 1989).

Head teachers must be experts in all statutory and regulatory matters so that they react to directives issued by the central authority with confidence and foresight. The Commonwealth Secretariat, (1993) urges managers to be proactive in interpreting government policies that convince and win over support of pupils, teachers and the community. The other task performed by the school head teachers is that of public relations. According to the Commonwealth Secretariat (1993) head teachers must not only be resourceful and dynamic but also seen to be able to communicate and interact well with people within and outside

school. The school head teacher should be an effective communicator. Internal memos should quickly pass on to members of staff if they concern them in good time. Besides, public relation duties, the school head teachers performed daily office duties such as planning. (Chung 1998) states that administration can be a great deal more effective when it is preceded by careful and sound planning. These help the head teacher to prioritise work and avoid missing any important planned meetings. One of the most important responsibilities of the head teacher is dividing the work amongst departments, committees and individuals. This skill requires a great deal of thoughts and judgment of sound character.

A school head teacher should identify competencies of the staff, their abilities and weaknesses. Chishimba (1999) noted that the 'Head teachers should hold two staff meetings in school. The first meeting should be held at the beginning of the term as an administrative meeting outlining the expectations of the institution and members as a whole. Apart from the administrative one the head teacher conducts periodical Assemblies which are brief, for the learners even the teachers to be informed of the latest developments and emergencies in the school.'

The Zambian society of the 21<sup>st</sup> century and beyond needs selfless leaders in schools who would be visionary so that government's burden would be lightened through effective leadership of public institutions. This realization could be achieved only if the existing Educational Leadership Management Course at (NISTCOL) Chalimbana and other selected Colleges of Education was fully strengthened by making it a mandatory policy for officers aspiring to occupy positions of head teacher to attend. It has been observed today that, most schools, colleges and universities, especially with the influx of privately owned colleges and universities are facing a very serious crisis of providing quality Education Leadership Management purely because of lack of managerial skills. This has led to mediocre type of

academic achievement in most schools for most learners (Kelly, 1999). The short-tailored course at an institution like NISTCOL is aimed at sharpening teachers' pedagogical skills in certain areas where there seem to be some gaps in the execution of duties by teachers. The short-tailored courses should cover all aspects of the teaching professional structure thereby strengthening the leadership and management aspects needed in the provision of quality education to the nation.

According to Spillane et al. (2004), research studies suggest that initiatives such as local school management, external inspection, organization development or staff appraisal only indirectly affect learner performance. This implies that psychological needs, instructional and home environment are key variables to high levels of learner's achievement. It is clear to involve parents and the learners as active participants, and expanding the teaching and learning repertoires of teachers and students respectively. However, this is facilitated by best principles and practices related to effective leadership.

In summary, this chapter tried to review literature on the effectiveness of Educational Management in developed and developing countries and how best we can fill the gaps that are in the Ministry of Education by bringing in positive change. Both developed and developing countries had embarked on policies to improve the welfare of its citizens through the provision of quality education and training. Skilled leaderships is crucial in the management of schools. Management in schools has become a complex phenomenon because of the technological advancement. Managers should initiate programmes in schools that involve parents and learners as active participants. Managers should be effective communicators and visionary. Debora (2002) observes that among the factors responsible for the failure of educational policies and programmes is leadership and lack of managerial and administrative skills required to succeed. These skills can only be acquired through learning. The next chapter deals with the types of method used to carry out the study.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 INTRODUCTION**

This Chapter began with the description of the research design, the population, sample size, sampling procedures, and data collection instruments and data analysis. It also outlines the procedures that were used to collect the necessary information required to achieve the research objectives and methods that were used to analyze the collected data.

#### **3.2 STUDY POPULATION**

The population of the study was taken from one district (Kafue of Lusaka Province). Kafue was purposely chosen because that is where the researcher resides. DEBs, head teachers, teachers, parents and pupils of secondary schools were as units of data collection and analysis.

#### **3.3 STUDY SAMPLE**

The sample of this research consisted secondary school head teachers from public schools of Kafue district. The other stakeholders included the DEBS, teachers, pupils and parents who acted as independent respondents to the head teacher's managerial administration; this was, however, done through administering of separate questionnaires to each stakeholder. The sample of the research was drawn from ten government secondary schools in Kafue District. That is 1 district education board secretary, 10 head teachers, 20 teachers, 30 pupils and 10 parents, giving us a total sample of 71 respondents. The distribution of these respondents is further highlighted in table 1.

### 3.4 SAMPLING TECHNIQUES

Purposive sampling procedure was used to select the schools, Teachers and learners were picked using simple random procedure from the 10 sampled schools to answer the questions on how their respective schools were being managed by their head teachers, the headteachers where purposely chosen from all the ten secondary schools in the district, DEBs for the district was part of the respondent and 10 parents each representing one of the 10 secondary schools, the researcher then used these responses as a basis for evaluating the head teacher's managerial skills for effective school organisation.

### 3.5 INSTRUMENTS FOR DATA COLLECTION

Self-administered questionnaires were used to collect data from 71 respondents; these respondents were distributed as indicated in table 1 below. Questionnaires contained both closed-ended and open-ended questions that were constructed according to the objectives. Additional data was collected using an unstructured interview were it was appropriate.

**Table 1: Distribution of respondents**

RESPONDENTS CATEGORY	NUMBER OF RESPONDENTS PER CATEGORY
Debs	1
Head teachers	10
Teachers	20
Pupils	30
Parents	10
Total	71

The primary source of data collection used in this study was questionnaires and study of documents was used as secondary. The approach was used due to the fact that it created an opportunity to obtain in-depth information from the point of view of the people on the ground. The researcher also used unstructured interviews with a view of trying to understand the complexities underlying certain negative tendencies in head teachers not to be effective in the management of public institutions.

### **3.6.0 DATA ANALYSIS**

Data analysis refers to the process of using specific procedures to work through data collected (Denzin & Lincoln, 1998). All Data analysis was done in line with the study objectives. Questionnaires were systematically organized and subjected to statistical analysis using Microsoft excel. Later they were summarized into tables, frequencies and graphs. The researcher translated all interviews from all the participants qualitatively and quantitatively in order to assess the impact of head teacher's management training on organisational effectiveness.

The primary source of data collection used in this study was questionnaires and study of documents was used as secondary. The approach was used due to the fact that it created an opportunity to obtain in-depth information from the point of view of the people on the ground. The researcher also used unstructured interviews with a view of trying to understand the complexities underlying certain negative tendencies in head teachers not to be effective in the management of public institutions. Themes and sub-themes of the findings from the data collected were formulated and discussed as presentations of findings in the next chapter four (4).

### **3.7 SUMMARY**

This chapter examined the content on research methodology. These includes research designs, data collection method, population and sampling procedure, research instruments, data collection procedure and data analysis. The next unit focuses on data presentation, analysis and interpretations.

## **CHAPTER IV**

### **DATA PRESENTATION, ANALYSIS, INTERPRETATIONS**

The previous chapter discussed different methods used in the study in order to collect the necessary data. It also discussed the population, sample size, sampling procedures, data instruments used and how data were analyzed. This Chapter presents and analyses the findings. It presents the findings of the study according to the study objectives. The qualitative data were summarized using the narrative reports while quantitative data were presented in frequencies, percentages, tables and graphs.

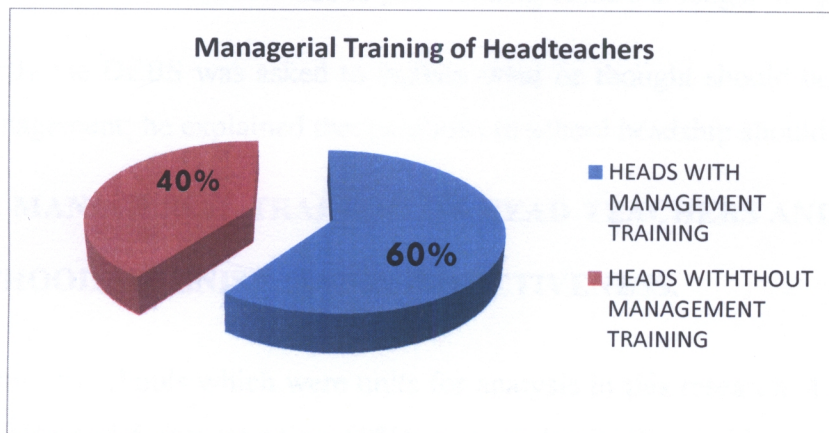
#### **4.0 QUESTIONNAIRE RESPONSES**

All the 71 dully completed questionnaires were returned hence the achievement of 100% response rate, thanks to the respondents for their cooperation.

#### **4.1 FACTORS THAT CONTRIBUTE TO WELL-ORGANISED AND EFFECTIVE MANAGEMENT OF SCHOOLS.**

When the DEBS of Kafue district was asked how many public schools were in the district, he told the researcher that there are 33 primary and 10 secondary schools and an addition of 9 private schools. However, the DEBS did not have the information on how many head teachers of these schools had done educational management training. Nonetheless, when the head teachers where confronted with this question, it was confirmed that 60% (6) out of the 10 schools which were selected for the purpose of this research had managerial training, the 40% (4) head teachers had no management training. This information is presented in the pie chart below.

**Figure 4.1 managerial training of headteachers**



Source: Researchers Findings, 2016

When the researcher asked DEBS the general conduct of teachers in the district, the DEBS indicated that the conduct of teachers in the district was normal; the DEBS further indicated that the performance of learners in the district was normal in that there are no extreme cases of bad conduct of pupil's as well as very low performance compared to other districts.

The researcher further asked the DEBS to describe what a visionary head teacher ought to be, the response was that the head who is visionary is one who is able to implement the policies well and motivate the teachers and learners to greater height in learner performance.

The DEBS indicated that head teachers should exhibit management skills, supervisory skills as well as numerical skills in order to effectively manage public institutions such as school.

The question on stating two ways that makes a community qualify a good school, in his response, the DEBS indicated that a good school should embrace inclusiveness and be friendly. Secondly the DEBS indicated that for a school to be qualified to be good school, it should produce better results in terms of pupil performance.

The researcher asked the DEBS to state some challenges that came with being a district education board secretary; he was free to state that in his position as DEBS Kafue, management of human resources on payroll system due to non-existence of PEMIC establishment posed much of the challenge. This means that some teachers in Kafue district

do not have their PEMIC numbers from Kafue district, hence the challenge in managing any abnormalities that arise from henceforth, he brought in the issue of discipline, and learner performance as been low due to poor reading culture amongst the pupils.

Lastly the DEBS was asked to explain what he thought should be done to improve school management; he explained that positions to school headship should be done on merit.

#### **4.2 MANAGERIAL TRAINING OF HEAD TEACHERS AND THEIR IMPACT ON SCHOOL ADMINISTRATION EFFECTIVENESS.**

Of the 10 schools which were units for analysis in this research, 4 (representing 40%) were females and 6 (representing 60%) were males in the position of head teacher, when the headteachers were asked how long they have been heading these schools, it was interesting that 90% of these headteachers, which is 9 out of 10 head teachers of the secondary schools where heads of their respective schools for more than 6 months.

When the researcher asked the head teachers to state their communication channels in school affairs their responses where as shown in the table below.

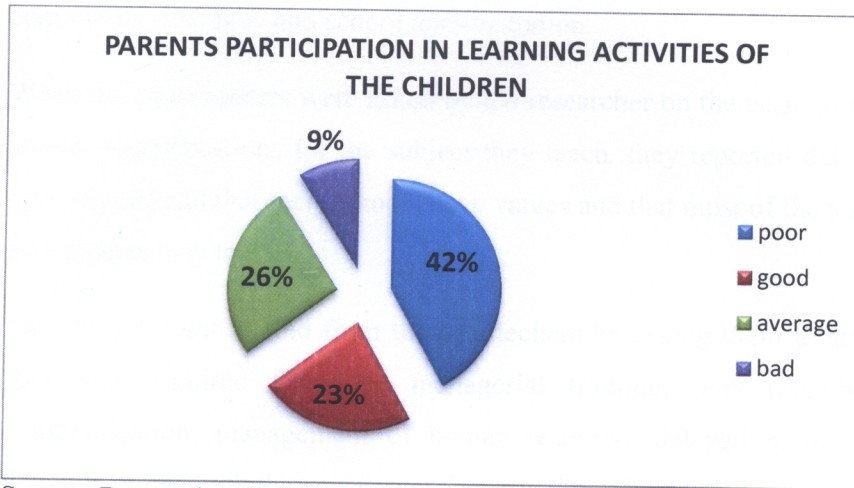
**Table 4.1 headteachers communication channels**

<b>Response</b>	<b>frequency</b>	<b>Percent (%)</b>
Very good	6	60%
good	2	20%
average	1	10%
poor	1	10%
<b>Total</b>	<b>10</b>	<b>100%</b>

Source: Researcher's findings, 2016

When the head teachers were asked to rate the participation of parents in the learning activities of their children, their responses where as indicated in the pie chart below.

**Figure 4.2 parents participation in learning activities of the children**

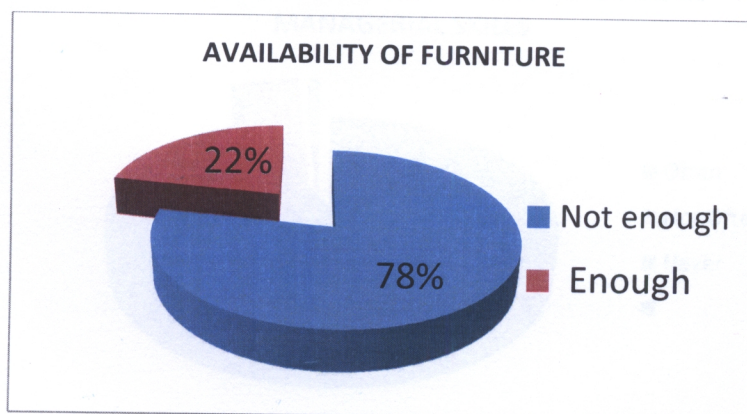


Source: Researchers findings, 2016

Data from figure 4.2 above shows the findings on parent's participation in learning activities of their children. The researcher asked the headteachers what the motto/vision of their schools were and a lot of different motto/visions came up most of which were cantered on education and success; they further explained how they were implementing these motto/vision (s) to make them a reality.

Data indicate that when the headteachers were asked whether they had enough furniture at their schools for learners and staff, the responses were as indicated in the pie chart below.

**Figure 4.3 Availability of furniture**



Source: Researcher's findings, 2016

Further, the researcher asked the headteachers to rate their relationship with the community and about 64% indicated that they had good relationship with the community; only 36% said they had difficulties with the community because of lack of cooperation among the community members and school administration.

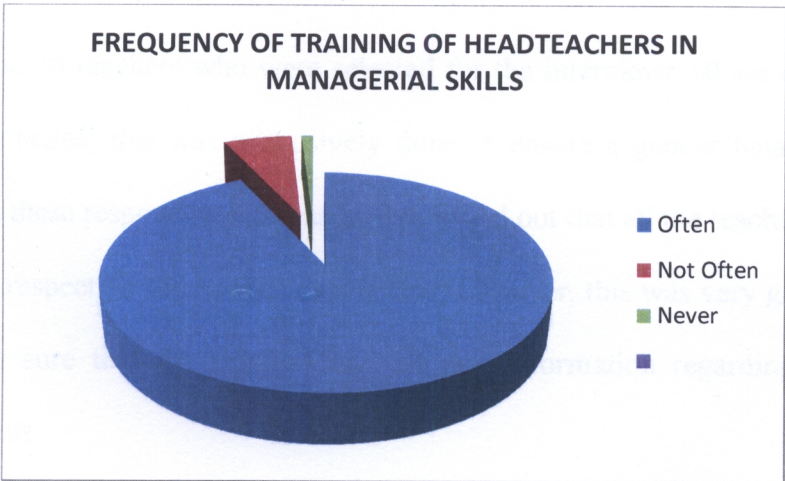
When the headteachers were asked by the researcher on the issue of punctuality, values and teachers qualifications for the subject they teach, they reported that most of their teachers are punctual and that their schools have values and that most of the teachers are qualified for the subjects they teach.

The study sought to find from the headteachers by asking them to state skills that they felt they had acquired from the managerial training, they brought up skills such as communication, management of human resource, delegation, mentoring among others, which is in line with the conceptual framework in chapter 3.

The study sought to find out from the headteachers what factors contributed to effective running of a school, the two factors that came out strongly were communication and planning, headteachers also cited time management, team work and team building as key to headteachers of public schools.

The question on how often headteachers thought management skills should be offered to them, their responses were as shown in the pie chart below.

**Figure 4.4 Frequency of training of headteachers in managerial skills**



Source: Researchers findings, 2016

Additionally, the researcher asked the head teachers to give descriptions of how the community in the areas looked at the way the head teachers managed the school affairs and how it affected their pupil's lives. The head teachers affirmatively said the communities were happy in the way they managed the schools and that they are well represented in the administration through the PTA.

Finally the researcher asked the teachers to explain briefly what they thought should be done to improve school management. Some of the responses were as quoted below;

“Government should fund schools adequately because a poorly funded school is difficult to run”

“Parents to be involved in the day to day learning process of their children (family Pac)

“To control the enrollment of the pupils by considering the teacher pupil ratio”

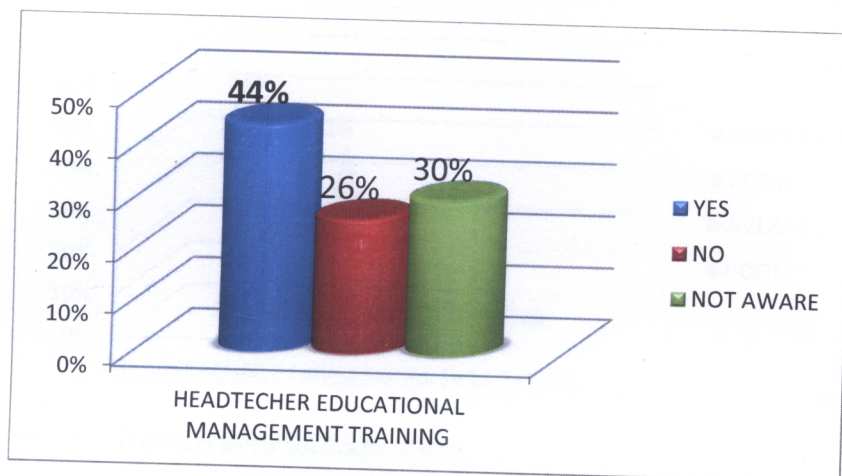
“Qualification and commitment should be considered when making appointments of the teachers to senior positions”

#### **4.3 CHARACTERISTICS PERCEIVED BY LEARNERS, PARENTS, TEACHERS AND THE COMMUNITY AS EFFECTIVE ON THE MANAGEMENT OF THE SCHOOL.**

Of the 20 teachers who were selected for the interviews 10 were females and the other 10 were males, this was purposively done to ensure a gender balance in terms of responses from these respondents. It was further found out that all the teachers interviewed had been at their respective schools for over a year, however, this was very good for the researcher as it made sure that the teachers had enough information regarding the management of the schools.

From the finding, when the researcher asked the teachers whether their headteachers had some form of educational management training, the results were as indicated in the bar graph below.

**Figure 4.5 Head teacher educational management training**



Source: researcher's findings, 2016

The researcher wanted to know from the teachers, if their school vision/mission was been realised in the way the school institutions were run, the responses were as indicated in table below.

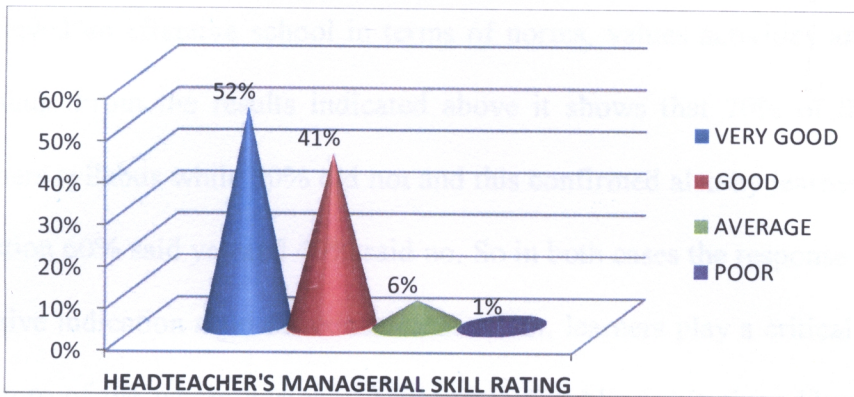
**Table 4.2 Realization of school vision/mission**

Responses	Frequency	Percent (%)
Yes	15	75
No	5	15
<b>Total</b>	<b>20</b>	<b>100</b>

Source: Researcher's findings, 2016

The table above indicate that most teachers 75% (15 out of 20) said the mission/vision of their respective schools were been realized by their schools, were as 5% (5 out of the 20) were not realizing the visions/missions stated by their schools..

**Figure 4.6 Head teacher's managerial skill rating**



**Source: Researchers findings, 2016**

The study sought to find out from the teachers how they rated the managerial skills of their headteachers, from the data presented in the diagram above, we can tell that, the teachers had some mixed feelings concerning the managerial skills of their head teachers.

**Table 4.3 Teacher's response on the provision of a syllabus to learners.**

Response	Frequency	Percent
Yes	11	55
No	9	45
<b>Total</b>	<b>20</b>	<b>100</b>

Source: Researcher's findings, 2016

From the table above we can say that most schools provide their pupils with school syllabuses as indicated in the table above 55 % (11 out of the 20) teachers informed the researchers that they do give syllabuses to their learners and only 45 % (which is 9 out of the 20) affirmed that they do not provide their learners with syllabuses.

**Table 4.4 Pupils' response whether they were given a subject syllabus.**

Response	Frequency	Percent
Yes	18	60
No	12	40
<b>Total</b>	<b>30</b>	<b>100</b>

Source: Researcher's findings, 2016

Data from 30 learners drawn from different grades and schools on how the community perceived an effective school in terms of norms, values activities and also in providing a syllabus. From the results indicated above it shows that 70% of the teachers give their learners syllabus while 30% did not and this confirmed also by learner response to the same question 60% said yes and 40% said no. So in both cases the response is above 50% this is a positive indication as in the educational sector, learners play a critical role because they are the core of the whole business. Managers of public institutions like schools, colleges and universities need to provide a road- map (syllabus) to the learners thus avoiding ambushing the learners

The study sought to establish from both teachers and pupils whether they go through the class exercise after making. Both teachers and learners all confirmed that they do go through the class exercise after marking which is a good indication for effective learning and school management, the researcher further asked the teachers as to whether they are observed by their headteachers and the responses were as indicated in the table below.

**Table 4.5 headteachers observing teachers**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	3	15
No	17	75
<b>Total</b>	<b>20</b>	<b>100</b>

Source: Researcher's findings, 2016.

From the table above, we can deduce that headteachers in Kafue district do not observe their teachers as can be seen from the figures indicated above, 15% said that they were been observed by their head teachers and 75% indicated to the researcher that they were not observed by their headteachers.

The respondents briefly explained what they thought should be done to improve school management? These were some of the responses from the teachers;

“Meetings should be considered to evaluate the performance of school management once in a while so that recommendation could be made”

“Actualize responsibilities to ensure quality delivery and also provision of adequate educational requirements”

“For Management to improve the teachers who have stayed long enough should be rotated as those long lived teachers tend to be a problem when it comes to management”

The data in the table below shows how parents rated the head teacher’s managerial skills in terms of communication, transparency, accountability and coordination.

**Table 4.6 headteachers rating of managerial skills**

Managerial skills	Skills Rating				Total
	Very good	Good	Average	Poor	
Communication	0	4	6	0	10
Transparency	0	3	7	0	10
Accountability	1	8	1	0	10
Coordination	3	5	2	0	10

Source: Researcher’s findings, 2016

From the table above we can see that in terms of communication, the parents rated the headteachers as average 60% and 40% as good, transparency 30% good and 70% average, accountability 1% was very good, 8 % good and another 1 % average. Then in terms of coordination the parents rated the headteachers as 3% very good, 50% good and 2 % average.

From these figures indicated we can tell that the managerial skills of headteachers as regards;

communication, transparency, accountability and coordination were quite good with most ratings being good and average.

The researcher asked the parents to state their participation in the activities of the school

Their responses were as indicated in the table below:

**Table 4.7 parent's participation in the activities of their children**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Very good	5	50
Good	3	30
Average	2	20
Poor	0	0
<b>Total</b>	<b>10</b>	<b>100</b>

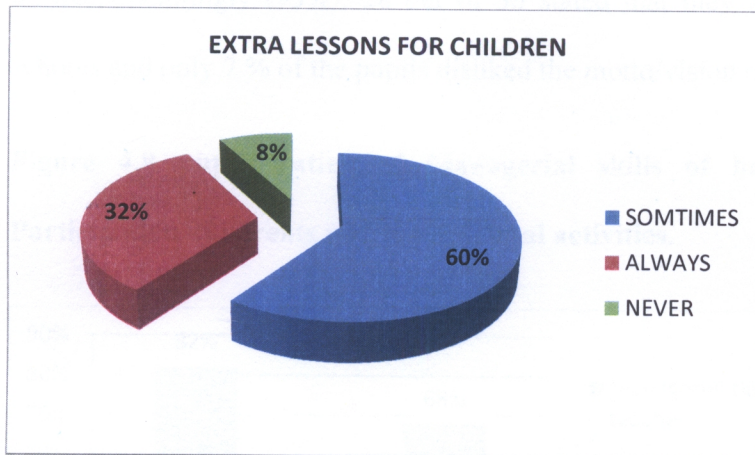
Source: Researchers findings, 2016

In meeting the objectives of the research, the study wanted to know if the schools provided their children with syllabuses, it was found out that of the 10 parents who were respondents, 40% (4) confirmed that their children had syllabuses provided to them by their teachers in some subjects while 60% (6) informed the researcher that their children were not provided with any syllabus.

The researcher further asked the parents whether they went through their children's school work, of the 10 parents 70 % (7) confirmed that they went through their children's work where as 30 % (3) of the parents confirmed not going through their children's work, this however was a good indication of parent's participation in their children's school work.

The study endeavoured to establish whether the parents took their children for extra lessons, their responses were as indicated in the pie chart below.

**Figure 4.7 Parents response on the provision of extra lessons for their children**



Source: Researchers findings, 2016

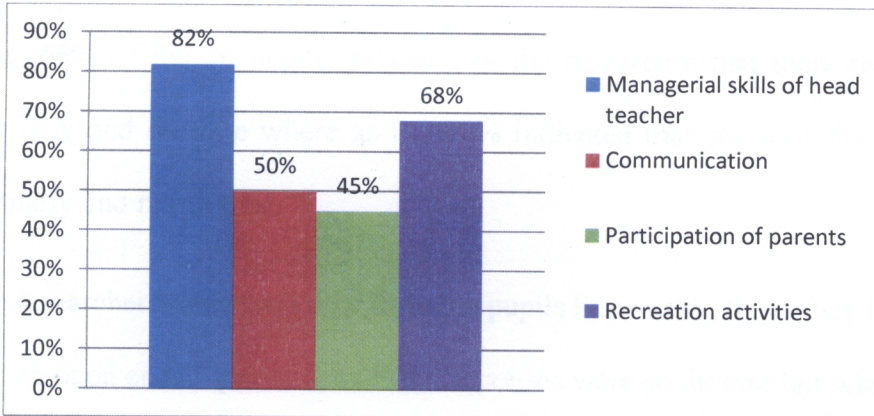
The study sought to find out from the parents if they were aware of any preventive maintenance activities at their children's respective schools it was found out that, of the 10 parents, only 2 confirmed of such activities at the schools were their children went to and 8 said they were not aware of any preventive maintenance activities at their children's schools. In addition to this these parents were asked to about the school surroundings/environment, these parents rating were that of the 10, 60% (6) stated that the school surroundings were good and 40% (4) of the parents stated that the surroundings were bad and required some agent attention.

Finally the researcher asked the parents to briefly explain what they thought should be done to improve school management and some of the ideas brought forward were that teachers should be monitored to ensure that they cover the syllabus.

In this research study, the researcher administered 30 questionnaires to the 30 pupils from the 10 schools who where sampled that is three (3) from each school so as to obtain the diverse views of the respondents. Of the thirty pupils 15 were boys and the other 15 were girls, this was done on purpose by the researcher.

The study sought to establish whether pupils whether liked the motto/vision of their schools, an overwhelmingly (93%), 28 out of 30 stated that they liked the motto/vision of their schools and only 7 % of the pupils disliked the motto/vision of their schools.

**Figure 4.8 pupils rating of Managerial skills of headteachers, Communication, Participation of parents and Recreational activities.**



Source: Researcher's findings, 2016

The data in the diagram above shows the responses of pupils on the managerial skills, communication, parents participation and recreation activities, from the figures above we can tell that most of the pupils were happy in the manner the their schools where been run.

The response from the pupils on whether their schools had rules which they followed, they all acknowledged having school rules, though some of them are not strictly followed, the researchers went on to ask the pupils on the numbers of pupils per class, the results were that 22 out of the 30 about 73% of pupils informed the researcher that their classes had over 50 pupils and only 8 (which is about 27%) out of the 30 said they were less than 50. Some of the reasons they advanced for their variations of responses were that, they have few teachers, less furniture, less classroom accommodation and hence they tend to be

overcrowded. The pupils also informed the researcher that they have 40 periods per week which was the case for all the pupils.

The study wanted to know from the pupils whether they do extra lessons, 95 % of the pupils said they do not have extra lessons and only 5% stated that they do some extra lessons.

The research also asked the pupils whether their teachers came to class regularly and on time, 68% of the 30 pupils indicated to the researcher that their teachers come to class regularly and on time whereas the 32% indicated that some of the teachers don't report regularly and not in time.

The researcher wanted to know from the pupils how many times they had test in a term, this was an open ended question, and the responses were so diverse but what came out most was that the pupils informed the researcher that they have test at least twice a term. The researcher also wanted to know from the pupils whether they do any preventive maintenance of their school surroundings and the response was not encouraging as only 12 out of 30 respondents confirmed participation in preventive maintenance.

#### **4.6 DISCUSSIONS OF FINDINGS**

From the presentation of the findings above, in the responses from the DEBS, the headteachers, parents as well as the teachers themselves, it was found that for effective management of schools, headteachers should be trained regularly to update their managerial skills, teachers should be monitored regularly, teachers should make sure that the syllabus is covered; supervision of duties should be properly delegated to ensure smooth operations of the schools.

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

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

#### **4.6.1 District Education Board Secretary (DEBS)**

The District Education Board Secretary told the researcher that the whole district had 10 secondary schools of which only 6 head teachers had done an Educational Management Course and 4 had not. From the information given it was clear that the Ministry of General Education had a huge task of encouraging institutions of higher learning to design short courses for head teachers to train ( for instance at unza and Chalimbana University among the few). It was further observed that performances of schools with poor administrative culture contributed greatly to poor outcomes.

#### **4.6.2 Head teachers in the field.**

The study findings showed that there was need for head teachers to be trained in educational management courses as reflected in the number of head teachers who had undergone training. We can deduce that the quality and effectiveness of managing educational institutions had been compromised. This is in line with literature by Debora (2002) who observed that among the factors responsible for the failure of educational policies and programmes is lack of managerial and administrative skills required to succeed. These skills can only be acquired through learning as has been illustrated in the conceptual framework. School headteachers are agents of change. School headteachers have little training to

prepare them for the challenges in the school. Trained Managers have the managerial skills and knowledge to exercise authority to pursue tasks to be achieved in a given period. This has also been observed in Britain where the standard for Headship under the (University of Edinburgh and Scottish executive 2001) was developed to underpin the Scottish Qualification for Headship (SQH), which was first offered by a consortium of local authorities in Scotland in 1998. The standard identified the key purposes of headship in a statement that emphasizes the head teachers' role in promoting an effective teaching and learning process.

On the other hand, when asked how the management skills were impacting the community, some head teachers talked to told the researcher that education brought important benefits to both the learners and society in the sense that public education stood at the intersection of two legitimate rights, the right to a democratic society and the right of families to decide the right ways in which their children would be moulded and the influences to which their children will be exposed. The benefits include enlightening citizens among the general population which is important in a democratic form of government. It also fosters a sense of common set of values, identity and knowledge which schools promote in the community and among the diverse population. Hence, for the community to trust the school, management should ensure that the school had enough learning/teaching resources to benefit the learners' needs.

The head teacher is accountable overall for the quality of education achieved by the school. In Zambia, school head teachers play crucial roles in ensuring that government programmes are implemented with fewer problems from the community. For schools to be efficient and effective they should know what to do. The head teachers, teachers and pupils should create a connection of openly engaging in learning activities rather than slaying on time, this is line with findings by (Cheng, 1996) who stipulates that, since the implementation of large scale

educational reforms requires major changes in the organization of schools, traditional management is not sufficient. This is because traditional management involves maintenance of the status quo rather than change. Anticipatory is the acquisition of new knowledge and building the new knowledge into the organization so that objectives and goals can be met in the ever changing environment.

Managerial training is a process and therefore a necessary element in any organisation. It can thus, be perceived as a set of personality traits, a particular formal position or status. In every regard management has been recognized as an imprecise concept. It can be rooted in values, actions or power. Hargreaves, (2005) has argued that reculturing schools to produce a culture of trust, openness and mutual collaboration is a central issue in the educational management. Head teachers of schools should display a superb cognitive ability especially when interpreting large amounts of information in order for the community to trust the schools on matters of policy.

When the researcher asked the head teachers of the 10 selected schools in Kafue district, whether they have had had some form of educational leadership management course from any recognized institution in the country, the researcher discovered that four head teachers had never had any training, while six have had some form of training in educational management skills, either obtained separately or as a component of other studies at diploma or degree level.

Headship is the most vital factor in the determination of successful and effective school educational management activities. So effective school management in education or in school will be also concerned with ability to manage and motivate people and to organise the work of the school. Therefore, for school heads to be effective they require a variety of skills such as leadership, mentoring, induction and motivational skills to influence effectively perform. Finally, this qualitative data gathered from interviews showed that for

the school head teacher to be effective, there must be continuous update and upgrades of managerial skills.

The school head plays a crucial role in promoting a school environment which stresses the importance of learning and which encourages trust, effort and mutual respect among students and teachers (MOE. 1992). Farrant (1990) has described the central role of the head in the school in various ways: educational administrator, leader, school principal, supervisor, school administrator or school head. This can also be seen in this research study that, the head teacher is at the centre of development of any school and hence his/her managerial skills are very important for an effective school management.

#### **4.6.3 Teachers**

The teachers' responses on administration was that, managerial tasks in any given organization were intended to give stability and credibility to an institution or organization which is hinged on promoting change in persons or the environment. When asked on the provision of course outlines to their learners some teachers agreed while others were not too sure. This was an indication of lapses in educational management and leadership skills at classroom level. Ideally, efficiency on the part of teachers entails the ability to be consistent in class activities. Teachers should inculcate in themselves a sense of self supervision and ownership which was believed to be a common observable fact among workers in government institutions rather than avoiding being followed or reminded to do a particular type of task.

From the data gathered it was established that management faced a lot of challenges in ensuring that learning/teaching took place. In ensuring that efficiency, effectiveness and quality were to be realized in the management and leadership of public institutions, a collective effort was needed in order to meet the intended goals of the organization. In developed countries like USA, Britain, and some developing ones in Africa like Nigeria and Tanzania, managers/leaders of educational institutions are made accountable for the community's education system. On the core values, norms and activities which were

perceived by learners, parents, teachers and the community as effective to the management of the school. From the data gathered we can deduce that Management, teachers, parents and learners should form strong bonds of relationships and balance both learning and practical work. Learners should be taught to be punctual and responsible citizens for example keeping the environment clean and taking care of the public property. The researcher asked teachers whether they provided learners with a school syllabus. The teachers' responses were that 11 of the 20 teachers said they gave the syllabus to their learners while 9 said they do not give the syllabuses to their learners. Overall, this was a good indication of good management of public institution, as the syllabus plays a very important role in providing a road map for the learners.

#### **4.6.4 Pupils**

The distribution of the pupils was done according to grades and was as follows three from each school; grades 10, 11 and 12 totalling up to 30 and were gender balanced. When asked about factors that contributed to effective, efficient and qualitative schools in terms of having highly qualified school teachers in most subjects learners said that they had highly qualified teachers in most subjects, while a few said that there was a critical shortage of highly qualified teachers in most subjects. This response was an indication of the so many challenges encountered by the Ministry of General Education in Zambia and arising from so many factors.

However, Pupils have the right to education hence an effective and efficient school should meet the learners' needs by following the curriculum and equipping learners with lifelong skills. Helping pupils to enjoy school as a team, develop a sense of pride in the school and the environment. Pupils should learn core values that will help them be good citizens in the community.

#### **4.6.5 Parents**

Most parents indicated to the researcher that they had a reluctant approached when it came to school management as they were mostly busy with their own work trying to fend for their

families' daily needs, however such a response is a clear indication to the researcher that, this was done at the expense of their children's education. Children who had been in school should skilfully, morally be upright showing to the community what school had done to him/her.

The school is the basic organised community in education. The Ministry of Education (MOE, 1992: 91) views the school head as the pivot of the school community because he/she is shouldered with the total management and administration of the school and also providing the vision and appropriate leadership for school improvement and effectiveness.

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

This chapter discussed the findings in relation to the objectives of the study and the views of the respondents. The next chapter concludes the discussion and makes recommendations.

## **CHAPTER V**

### **INTRODUCTION**

This chapter gives the conclusion and recommendations of the study. It is important to build a composite view on the effectiveness of educational management in public schools and synthesize on the challenges raised in the study. The study highlights its findings, draws its conclusion on the topic and makes recommendations.

#### **5.1 CONCLUSION**

It can be concluded that refresher courses in management could be necessary so that head teachers are updated on how best they can run their schools as most head teachers both trained and those not trained had deficiencies in the way they managed government schools, these deficiencies include coaching, delegation, mentoring as well as induction skills as has been framed in the conceptual framework in chapter one of this report. Basically, the headteachers of a school is the hub of the education process in that he/she oversees all the activities of a school organisation. He/ she can make or mar a school by his/her administrative deficiencies or incompetence. He occupies the central place in the entire structure of the school. Various authors such as; Debora (2002), Ogunsaju (2006) and Southworth (2002) et al, have recognised and emphasized his/her importance in different words;

“Just as every group needs a leader, so also a school must have a leader who would stimulate and directs its work” (Southworth, 2002).

“The character of a school reflects and proclaims the character of the headteachers”  
(Debora, 2002.)

“Schools are good or bad, in a healthy or unhealthy mental, moral and physical condition, flourishing or perishing as the headteachers is cable, energetic and of high ideals or the reverse” (Ogunsaju , 2006).

“The reputation of the school and the position that it holds in society depends in a large measure on the influence of that he/she exercises over the colleagues, his/her pupils and the general public” (Southworth, 2002).

Nonetheless, the distinction between the trained and untrained headteachers was slippery, as in most schools the way schools were managed had no direct impact on the community, this was evident in this study as it was established that very few parents took an active role in the affairs of the school administration. However, Society has a right to expect proficient and effective performance from people holding public offices through their service delivery or quality of products, in the case of the school, pupils performance being the products, and quality education being the service, hence leadership in a school organisation cannot be a matter of copying conventional behaviour but the need to comprehend complex human action on the basis of relevant action under novel conditions. The study further established that, the managerial skill of monitoring exhibited by headteachers within the school was elementary in most schools.

From the side of parents, the difficulties are regarding their indifferences to school work, their busy life and lack of time with them to contact teachers, ignorance on their part, that they can render any assistance to the teachers in their work and their suspicions regarding the motives of school authorities. This had preoccupied many families at the expense of educating their children. There was need to intensify managerial and courses in most educational institutions.

## 5.2 RECOMMENDATIONS

In view of the foregoing, the following are some of the recommendations:

- The two ministries responsible for educational provision (general/higher education), to introduce short intensive courses in educational management for all those that are aspiring for headship in government schools before promotion.
- The two ministries charged with the responsibilities of educational provision should intensify capacity building in management skills at places of work.
- The Ministry of General Education, to motivate managers who show good management and governance skills and creativity in the school administration.
- There is an urgent need to reform the education system administratively by equipping managers with technical skills to manage Public institutions effectively and qualitatively.
- Capacity Building ought to be an ongoing process to propel the organization to achieve its desired targets. Head teachers should be trained in managerial skills as their tasks greatly affect many stakeholders in service delivery.

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## APPENDIX 1

### **A COMPARATIVE STUDY OF TRAINED AND UNTRAINED HEADTEACHERS EFFECTIVENESS IN SCHOOL MANAGEMENT. A CASE OF SECONDARY SCHOOLS OF KAFUE DISTRICT.**

#### **Questionnaire for the Teachers.**

I'am a postgraduate student at the University of Zambia/Zimbabwe Open University, School of Education, carrying out a study in which your assistance will highly be appreciated. My study is based on the title above. This questionnaire is intended to help you provide us with information regarding the head teacher's management skills on organisational effectiveness at your school. Kindly answer the questions below. The information given will be treated with utmost confidentiality and shall be restricted to the purpose of this research

#### **Instructions:**

- Do not write your name on the questionnaire.
- (Tick  $\sqrt$  in appropriate box)

#### **SECTION A (Demography)**

1. School .....

2. Post.....

3. State gender      male [ ]    female [ ]

4. How long have you been at this school? Less than 6 months [ ]    more than 6 months [ ]

#### **SECTION B (Relating to efficient and effective management)**

5. Does your school Head Teacher have some form of Educational management training?

Yes  No  Not aware

6. Is the School Vision/Mission being realised in the way the institution is run?

Yes  No

7. How are the managerial skills of your head teacher? Rate each managerial skill in the table below by ticking the most appealing.

MANAGERIAL SKILL	Skill Rating			
	Very Good	Good	Average	Poor
Delegation				
Coaching				
Induction				
Monitoring				

8. How is the communication system on school affairs like?

Very Good  Good  Average  Poor

9. How is the participation of the parents in your learning activities?

Very Good  Good  Average  Poor

10. Are there any recreation activities in your school? Yes  No

**SECTION C (Relating to Impacts of Managerial Skills)**

11. Do you have School rules? Yes [ ] No [ ]

12. Does your school have highly qualified teachers in most subjects?

Yes [ ] No [ ]

13. Do you provide course outlines to your learners? Yes [ ] No [ ]

14. How many learners do you have in class?

Below 30 [ ] below 50 [ ] Above 50 [ ]

15. Give reason (s) for your answers to Question 15

(i).....

(ii).....

**SECTION D (Relating Characteristics of Well Managed School Institution)**

16. How many Periods do you have in a week? .....

17. How often do you mark in class?

Always [ ] Sometimes [ ] Not at all [ ]

18. Do you go through the class exercises with your learners after marking?

Yes [ ] No [ ]

19. Are you observed by the Head teacher?

Yes [ ] No [ ]

20. Do you conduct extra lessons? Yes [ ] No [ ]

21. Do you as a teacher come to class on time Yes [ ] No [ ]

22. How many times do you have tests in a term? -----

**SECTION E (Relating To Managerial Impacts on Effective School Organisation)**

23. Do you do preventive maintenance in school? Yes [ ] No [ ]

24. How is your school surroundings/environment?

Good [ ] Bad [ ] Dirty [ ]

25. Are you punctual for the lessons?

Always [ ] Sometimes [ ] Never [ ]

26. Briefly explain what you think should be done to improve school management?

.....  
.....  
.....

***THANK YOU VERY MUCH!! WE VALUE YOUR CONTRIBUTION***

## APPENDIX 2

### A COMPARATIVE STUDY OF TRAINED AND UNTRAINED HEADTEACHERS EFFECTIVENESS IN SCHOOL MANAGEMENT. A CASE OF SECONDARY SCHOOLS OF KAFUE DISTRICT.

#### QUESTIONNAIRES FOR PUPILS.

I am a postgraduate student at the University of Zambia/ Zimbabwe Open University, School of Education, carrying out a study in which your assistance will highly be appreciated. My study is based on the title above. This questionnaire is intended to help you provide us with information regarding the effectiveness of Management/administration in the teaching and learning at your school. Kindly answer the questions below. The information given will be treated with utmost

Confidentiality and shall be restricted to the purpose of this research.

#### INSTRUCTIONS

- Do not write your name on the questionnaire.
- (Tick  $\surd$  in appropriate box)
- Write in the spaces provided

#### SECTION A. (Demography)

1. Name of Your School .....

2. Tick your grade below

Grade eight [ ]    grade nine [ ]    Ten [ ]    Eleven [ ]    Twelve [ ]

3. State gender    Boy [ ]    Girl [ ]

4. How long have been at this school? Less than a year [ ]    More than a year [ ]

**SECTION B (Relating to efficient and effective management)**

5. Do you like the motto/vision of your school? Yes [ ] No [ ]

6. If your answer to question 5 is No, explain why (give two reasons)

(i).....

(ii).....

7. Is there enough furniture in your class room, dormitories and dining hall? (E.g. Desks, Chairs etc)

Yes [ ] No [ ]

**SECTION C (Relating to Impacts of Managerial Skills)**

8. How is the managerial /administration skill of your head teacher?

Very Good [ ] Good [ ] Average [ ] Poor [ ]

9. How is the communication system on school affairs like?

Very Good [ ] Good [ ] Average [ ] Poor [ ]

10. How is the participation of the parents your in learning activities?

Very Good [ ] Good [ ] Average [ ] Poor [ ]

11. Are there recreation activities in your school? Yes [ ] No [ ]

**SECTION D (Relating to Characteristics of Well Managed School Institution)**

12. Do you have School rules? Yes [ ] No [ ]

13. Does your school have highly qualified teachers in most subjects?

Yes [ ] No [ ]

14. Does your school provide you with a course outline? Yes [ ] No [ ]

15. How many are you in class? Below 30 [ ] below 50 [ ] Above 50 [ ]

16. Give reasons for your answers for your answer to Question 15

(i).....

(ii).....

**SECTION E (Relating To Managerial Impacts on Effective School Organisation)**

17. How many Periods do you have in a week?.....

18. Is your work marked in class? Always [ ] Sometimes [ ] Not at all [ ]

19. Do you go through the class exercises with your teacher after marking?

Yes [ ] No [ ]

20. Are you given Home Work? Yes [ ] No [ ]

21. Do you have extra lessons? Yes [ ] No [ ]

22. How often does your teacher report for work?

Regularly [ ] Irregularly [ ]

23. Do your teachers come to class on time? Yes [ ] No [ ]

24. How many times do you have tests in a term?

.....

25. Do you do preventive maintenance in school? Yes [ ] No [ ]

26. How are your school surrounding/environment?

Clean [ ]    Not very clean [ ]    Dirty [ ]

27. Are teachers punctual for the lessons?

Yes [ ]    No [ ]

***THANK YOU VERY MUCH!! WE VALUE YOUR CONTRIBUTION***

## APPENDIX 3

### **A COMPARATIVE STUDY OF TRAINED AND UNTRAINED HEADTEACHERS EFFECTIVENESS IN SCHOOL MANAGEMENT. A CASE OF SECONDARY SCHOOLS OF KAFUE DISTRICT.**

#### **Questionnaire for Head teachers.**

I am a postgraduate student at the University of Zambia/ Zimbabwe Open University, School of Education, carrying out a study in which your assistance will highly be appreciated. My study is based on the title above. This questionnaire is intended to help you provide us with information regarding the effectiveness of Management/administration in the teaching and learning at your school. Kindly answer the questions below. The information given will be treated with utmost Confidentiality and shall be restricted to the purpose of this research.

#### **INSTRUCTIONS**

- Do not write your name on the questionnaire.
- (Tick  $\checkmark$  in appropriate box)
- Write in the spaces provided

#### **SECTION A (Demography)**

1. Name of School .....

2. Post.....

3. State gender            Male [ ] Female [ ]

4. How long have you been in your current position?

Less than 6 months [ ] More than 6 months [ ]

#### **SECTION B (Relating to efficient and effective management)**

3. How is your communication channels in school affairs like?

Very Good  Good  Average  Poor

4. How is the participation of the parents in the learning activities of their

children? Very Good  Good  Average  Poor

5. What is the motto/vision of your school?

.....  
.....

6. Briefly explain how you are implementing the motto/vision.

.....  
.....

7. Is there enough furniture at school for learners and staff?

Yes  No

8. How is your managerial /administration skill with the community?

Very Good  Good  Average  Poor

**SECTION C (Relating to Impacts of Managerial Skills)**

9. Do most of your teachers report for work on time? Yes  No

10. Does your School have values? Yes  No

11. Does your school have highly qualified teachers in most subjects?

Yes  No

12. State one skill that you feel you have acquired from the Management training.

.....

13. Mention two factors that contribute to effective running of a school.

(i) .....

(ii) .....

14. Which managerial skills should be seen in the Head teacher of a public school?

(i) .....

(ii) .....

15. How often do you think managerial courses should be offered to head teachers of public schools? More often [ ]      Often [ ]      Not Often [ ]      Never [ ]

16. Briefly describe how the community in your area look at the way you manage the School affairs and how it affect their children's lives?

.....

17. Briefly explain what you think should be done to improve school management?

.....

***THANK YOU VERY MUCH!! WE VALUE YOUR CONTRIBUTION***

## **APPENDIX 4**

### **A COMPARATIVE STUDY OF TRAINED AND UNTRAINED HEADTEACHERS EFFECTIVENESS IN SCHOOL MANAGEMENT. A CASE OF SECONDARY SCHOOLS OF KAFUE DISTRICT.**

#### **QUESTIONNAIRE FOR PARENTS**

I am a postgraduate student at the University of Zambia/ Zimbabwe Open University, School of Education, carrying out a study in which your assistance will highly be appreciated. My study is based on the title above. This questionnaire is intended to help you provide us with information regarding the effectiveness of Management/administration in the teaching and learning at your school. Kindly answer the questions below. The information given will be treated with utmost Confidentiality and shall be restricted to the purpose of this research.

#### **INSTRUCTIONS**

- Do not write your name on the questionnaire.
- (Tick  $\checkmark$  in appropriate box)
- Write in the spaces provided

#### **SECTION A. (Demography)**

1. School .....
2. State Gender Male [ ] Female [ ]
3. How long has your child/children been at this school? .....

**SECTION B (Relating to efficient and effective management)**

4. Is the School Vision/Mission being realised in the way the institution is run?

Yes [ ] No [ ]

5. How can you rate the head teacher's management of the school? Tick where it is most appealing in the table below.

Managerial skills		Skills rating			
		Very good	Good	Average	poor
1	Communication				
2	Transparency				
3	Accountability				
4	coordination				

6. How is the participation of the parents in the activities of the school?

Very Good [ ] Good [ ] Average [ ] Poor [ ]

7. Are there recreation activities in this school for your children? Yes [ ] No [ ]

Not aware [ ]

**SECTION C (Relating to Impacts of Managerial Skills)**

8. Are there school rules for your children in this School? Yes [ ] No [ ]

9. Do you think the school has highly qualified teachers for most subjects?

Yes [ ] No [ ]

10. Does the school provide your children with course outlines? Yes [ ] No [ ]

Don't know [ ]

11. Do you go through your children class exercises? Always [ ] Sometimes [ ]

Never [ ]

12. Do you check your children's progress report? Always [ ] sometimes [ ] Never [ ]

13. Do you take your children for extra lessons? Always [ ] Sometimes [ ]

Never [ ]

**SECTION D (Relating to Characteristics of Well Managed School Institution)**

14. Are you aware of any preventive maintenance activities at this school?

Yes [ ] No [ ] Not aware [ ]

15. How is this school surroundings/environment?

Very Good [ ] Good [ ] Bad [ ] Very bad [ ]

16. Briefly explain what you think should be done to improve school management?

.....  
.....  
.....

***THANK YOU VERY MUCH!! WE VALUE YOUR CONTRIBUTION***

## APPENDIX 5

### A COMPARATIVE STUDY OF TRAINED AND UNTRAINED HEADTEACHERS EFFECTIVENESS IN SCHOOL MANAGEMENT. A CASE OF SECONDARY SCHOOLS OF KAFUE DISTRICT.

#### QUESTIONNAIRE FOR DEBS

I am a postgraduate student at the University of Zambia/ Zimbabwe Open University, School of Education, carrying out a study in which your assistance will highly be appreciated. My study is based on the title above. This questionnaire is intended to help you provide us with information regarding the effectiveness of Management/administration in the teaching and learning at your school. Kindly answer the questions below. The information given will be treated with utmost Confidentiality and shall be restricted to the purpose of this research.

#### INSTRUCTIONS

- Do not write your name on the questionnaire.
- (Tick  $\checkmark$  in appropriate box)
- Write in the spaces provided

#### SECTION A. (Demography)

1. District.....

2. Post.....

3. Qualifications.....

4. State gender    Male [ ]    Female [ ]

#### SECTION B

5. How many primary and secondary schools do you have in the district? .....

6. Mention how many head teachers have done the educational management training by gender in Kafue district. Male..... Females.....

7. Mention at least one characteristic of an effective school?

.....  
.....  
.....

8. What is the general conduct of teachers in the district?

Above average [ ] average [ ] below average [ ]

9. Explain the performance of learners in your district

Above average [ ] average [ ] below average [ ]

10. How would you describe a Visionary school head teacher?.....

.....  
.....  
.....

11. In brief, what skills do you think should be exhibited by managers of public institutions?

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.....

12. State at least two ways that makes a community qualify a good school?

.....

.....  
13. What do you think are the challenges that comes with being a District Education Board

Secretary?.....  
.....

14 Briefly explain what you think should be done to improve school management?  
.....  
.....  
.....

***THANK YOU VERY MUCH!! WE VALUE YOUR CONTRIBUTION***

## APPENDIX 6

### TIME LINE

Activity	Jan	Feb	Mar	April	May	June
Identification of research topic	✓					
Literature search		✓				
Writing a draft research proposal			✓			
Writing a final research proposal			✓			
Submitting the final research proposal			✓			
Data collection				✓		
Data Analysis				✓		
Writing a draft research report					✓	
Writing a final research report						✓
Submitting final research report						✓

## APENDIX 7

### EXPECTED BUDGET

Description/Item	Unit	Quantity	Unit/Cost Rate	Cost Zk
Printing of the Research Proposal	page	55	4	220
Binding of the Research report	75	4	150	600
4.0 Transport Logistics (fuel)	8.7	70 litres	600	600
Contingency				500
<b>Grand Total</b>				1920