

**THE EFFECTIVENESS OF HEAD TEACHERS IN THEIR  
MANAGERIAL ROLES IN A DUAL ADMINISTRATIVE SCHOOL SYSTEM:  
THE CASE OF SELECTED ARMY-AIDED HIGH SCHOOLS OF ZAMBIA**

**BY**

**AMECK CHILEMBWE PHIRI**



**A Dissertation submitted to the University of Zambia in partial fulfilment of the requirements for  
the award of the Degree of Master of Education in Educational Administration.**

**University of Zambia**

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MEd  
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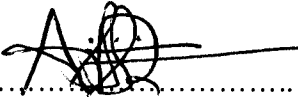
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### **Declaration**


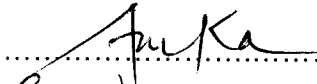
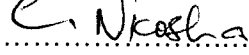
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Signed: ..........

## Approval

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

### Examiners' Signatures

1. Signed:  Date: 28-07-11
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## **Abstract**

Head teachers play a pivotal role in the management of schools as they are an important conduit between government and the community. As such, they are supposed to be adequately trained in Education Management for purposes of managerial effectiveness. As leaders, they should possess managerial skills such as vision, delegation, organizational and resource management, communication, policy formulation and analysis, motivation and conflict resolution to mention but a few.

Head teachers in Army-aided High Schools are appointed by the Director of Education of the Zambia Army as opposed to the Ministry of Education where they are appointed by the Teaching Service Commission. As such they are faced with the dichotomy of reporting to different systems that is, the Zambia Army (highly bureaucratic, commandist and formalized) and the Ministry of Education (liberal). Furthermore, these Head teachers do not have relevant Management training. This problem is compounded by their (Head teachers) being weaned from the normal school system at an early stage. This poses an administrative challenge as they are out of touch with current trends in the normal school system.

This study found out the views of immediate stakeholders in Army-aided High Schools on the effectiveness of selected Head teachers in their managerial roles. The sample was drawn from three provinces, four districts and four High Schools. All the Schools were headed by male Head teachers who were military personnel. The sample had a total of 115 respondents drawn as follows: four Head teachers; 40 teachers (male and female) who included Heads of Departments; 70 pupils (male and female) and one senior officer from the Directorate of Education of the Zambia Army.

Data on the roles of the Head teachers were derived from questionnaires and interviews with Head teachers. A number of variables relevant to managerial effectiveness were used. These included:

- i. Delegation
- ii. Vision

- iii. Communication
- iv. Resource Management
- v. Accountability/transparency
- vi. Motivation
- vii. Conflict Management
- viii. Monitoring and Assessment
- ix. Staff Turnover

From the responses and views of the respondents, the overall analysis was that Head teachers in Army-aided High Schools were not as effective as they ought to be because they were not trained in Education Management. Against this background, there is need for the Education Directorate (Zambia Army) to sponsor them. The study also revealed the following:

- a. There were no relevant teaching/learning materials which were current, and these were in short supply.
- b. The dual administrative school system did not have any negative effect on the managerial effectiveness of these Head teachers.
- c. Pupils were generally satisfied with the management of the dual administrative School system.

Although the majority of these Head teachers were not university graduates and had not been adequately trained in Education Management, the seminars organized annually by the Directorate of Education of the Zambia Army greatly sharpened their skills. Furthermore, the Head teachers would be more effective if there was policy harmonization between the Zambia Army and the Ministry of Education.

## **Dedication**

*To my Father and late Mother.*

## Acknowledgements

This piece of work would not have been possible without the support of many people. I am greatly indebted to my supervisor and lecturer, Mr. Henry J. Msango, who read through my numerous drafts and insisted on a quality piece of work. He found time from his busy schedule to fine-tune my research problem and objectives.

Thanks also to my course mates and fellow postgraduate students for their academic, moral support and encouragement so that I could finally present and defend my work during the presentations. These helped further refine my work. My most heartfelt gratitude also goes to Lieutenant Colonel F. Kafimbwa (Headmaster – Arakan High School Board) who made important prior arrangements for my travel to all the research sites. He also provided the much needed moral, financial and material support from the time I decided to embark on my postgraduate study up to this stage.

Many thanks also go to the following Headmasters for finding time from their busy schedule to be interviewed and allowing me to conduct this research in their Schools:

- Lieutenant Colonel Mwansa - (Chindwin High School Board, Kabwe)
- Lieutenant Colonel Malambo – (Gondar Day High School Board, Chipata)
- Lieutenant Colonel Mudolo – (Mikango High School Board, Chongwe)

I wish also to thank Mr. Msiya (Chindwin High School), Mr. Mgemzulu (Gondar Day High School) and Mr. Akufuna (Mikango High School) for sparing time to organize pupils and fellow teachers to respond to my questionnaires and for serving as Research Assistants up to the time I collected the questionnaires.

Many thanks also go to Colonel C. Choongo (Director of Education – Zambia Army), for his unwavering parental guidance and encouragement from the time he was my Headmaster to-date. He was my source of inspiration even when I almost gave up due to pressure of work and family commitments. To him I shall remain greatly indebted.

May I also thank the respondents for exhibiting an unparalleled spirit of co-operation during my research. Lastly but not the least, I thank my parents most sincerely for being on my side throughout my entire academic career spanning way back from 1982 to the present.

Finally, many thanks go to my wife Olia, my son Abel and my twin daughters Mphatso and Phezo for their endurance during my long absences and missing out on full economic enjoyment due to high tuition and other factors that gobbled much of what they should have received.

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## **List of Acronyms**

A.P.U.	:	Academic Production Unit
AIDS	:	Acquired Immune Deficiency Syndrome
C.P.D	:	Continuous Professional Development
E.M.S.	:	Education Management Scale
E.M.T.	:	Education Management Training
HIV	:	Human Immunodeficiency Virus
HOD	:	Head of Department
MoD.	:	Ministry of Defence
MoE.	:	Ministry of Education
MBWA	:	Management By Walking About
MoU.	:	Memorandum of Understanding
P.F.M.	:	Production Function Model
PTA	:	Parent Teachers Association
SPSS	:	Statistical Package for the Social Sciences
UNZA	:	University of Zambia

## CHAPTER ONE

### BACKGROUND TO THE STUDY

#### 1.1 Introduction

Success of any educational organization crucially depends upon its effective management. The Chief Executive of management in any School is the Head teacher. Therefore, as the Head is, so shall the institution be. Head teachers require relevant training in order to be effective in their managerial roles. The Ministry of Education (1996:145-6) has recognized this fact and states that “School heads, education officers, and inspectors need training in educational management and supervision”. Over the past two or three decades, there has been an increasing interest in the subject of organisational management. Longwe (1993) notes that this interest has been manifested in the numerous seminars, workshops and short courses in Education Management which the Ministry of Education organises time and again. This is in order to sharpen the managerial skills of those responsible for running Schools. These include teachers, Section Heads, Heads of Departments, Deputy and Head teachers. However, because of some constraints, such courses mainly target Head teachers and at times their Deputies.

A number of organizational theories which tried to explain organizational effectiveness sprang up in the 1930s. According to Cole (1996) one such theory was that which argued that people’s needs were a decisive factor to achieving organizational effectiveness. It was observed that for any organization to be effective there was need to motivate (empower) workers. Against this background, management should be people-centred. Owens (1995) supports this assertion when he argues that management should be people centred. He argues that organizational effectiveness heavily depends on the expertise of the workers and not on the authority of the administrator. Therefore, the role of a manager must be to create industrial harmony by ensuring that there is:

- i) Effective communication
- ii) Inclusive management and
- iii) Democratic leadership

This was the Human Relations Theory which stated that people's needs were decisive in the attainment of organizational effectiveness (Cole, 2004).

Unlike the Human Relations theories, the Behavioral Approach to management argued that there was no single best solution that existed to any given situation. According to this approach, managerial effectiveness was contingent upon situations (Cole, 2004). All these theories aimed at finding ways of making organizations effective in achieving organizational goals. This observation is also supported by Preedy (1993) who contends that there is no single universally applicable prescription to effectiveness.

Educational organizations are created and kept together by a group of people striving towards a common goal. All these organizations have plans on how to achieve set goals and the people responsible for executing these plans are called managers and they influence the success of their individual organizations. At school level, they are called Head teachers. The Head teachers and their deputies are appointed to those positions by the Teaching Service Commission. However, in Army-aided High Schools, this is not the case. Instead, the Head teacher is appointed by the Director of Education from the Zambia Army while the Deputy is appointed by the Teaching Service Commission. The position of Head teacher is held by military-trained personnel while that of Deputy Head is held by non-military staff. This is because these schools are situated right in military cantonments and so for security reasons, the Army must have adequate representation.

To this effect a Memorandum of Understanding (MoU) between the Ministry of Education (MoE) and the Ministry of Defence (MoD) exists where the Ministry of Education provides teachers, teaching/learning materials and financial resources. On the other hand, the Ministry of Defence, through the Zambia Army, provides school infrastructure, accommodation (where available), transport and medical facilities to civilian personnel. So far, this has worked well as the two parties seem to have learnt to co-exist.

Clearly, the position of the Head teacher is critical and fully recognized by government. Without the managers, most institutions would not be able to achieve their goals. From the above arrangement, we observe that the Head teacher at an Army-aided school has two

fronts to report to namely; the Ministry of Education through the respective superiors and the Zambia Army through the relevant Directorate. Other than that, they are also faced with the challenge of managing a school within a school, (emergence of Academic Production Units) thereby exerting undue pressure on the scarce educational resources. School managers, regardless of their set-up, play a very important role in the running of these educational institutions.

They are an important conduit between the Ministry and the community/society. They further have to effectively deal with their institutional problems. They have to plan, organize, lead, motivate, and control all the educational resources in order to meet educational goals. But how far this is so especially in Army-aided High Schools, remains a daunting task. Contrary to the Ministry of Education (1997) which states that the qualification for Head of Department or Head teacher is a relevant university qualification plus some experience, what obtains on the ground is the opposite probably because of the nature of the appointment. What is clear is that some of the High School Head teachers in these positions have not received the relevant training for their posts other than the so-called 'Induction Seminars' for one week upon appointment.

It should be noted, however, that the lowest rank of a Head teacher at these Army-aided High Schools is that of Major while the highest is that of Lieutenant Colonel. But does training, nature of appointment, managing a School within a school and qualification really have any negative effect on the managerial effectiveness of Head teachers in Army-aided High schools? This is what this researcher intended to investigate.

Clearly, for them to discharge their duties effectively and efficiently, they must have the necessary managerial skills especially that they may not have passed through the necessary stages before their substantive appointment (from class teacher to Section Head, Head of Department, Deputy Head to Head teacher). Furthermore, they may have been out of touch with the School system. In other words, there seems to be no nursery in the School system from where to appoint these Head teachers. In view of the fore-going, it is important for the Ministry of Education to re-look at its training policy which restricts training in Education Management only to those in higher positions of responsibility (MOE, 2002).

## **1.2 High Schools in Military Cantonment**

The idea of establishing schools in military cantonments was hatched in the early 1980s. The first of its kind was Arakan High School which was established in Arakan Barracks (in Lusaka) in 1984. This school falls directly under Army Headquarters. This milestone in education in military cantonments was as a result of the increasing demand for secondary education apart from the longer distances between the barracks and such schools. Although the idea was hatched specifically for children and dependants of military personnel, these schools began catering for children from all walks of life in the late 1980s.

The buildings in these institutions are far from a semblance of a normal school in Zambia. This is mainly because of space limitations where such schools could be built. Consequently, living quarters for some soldiers or military personnel were converted into class rooms for pupils. The establishment of these schools was done at great sacrifice as residents/tenants had to be displaced in order to create classroom space. This is why the idea to establish High Schools in military cantonments was a milestone.

Furthermore, these schools are within the vicinity of the houses, sports fields, parade square or training grounds for the Army brass band. As such, while pupils are learning in their classrooms, the brass band may be rehearsing or music may be played loudly in the nearby houses. Sometimes, gun shots may be heard as troops are training or as they practice their marching at the parade square. All these seem to pose a serious managerial challenge to Head teachers.

Currently, nearly all military cantonments in the country have either a Basic School (from Grade 1 up to Grade 9) or a High School (from Grade 10 to 12) or both. These, as alluded to earlier, cater not only for children from military personnel but also from people in all walks of life. In fact, it is important to note that members of staff in these schools are drawn from both the military and the civilian world. Both categories of staff are accommodated by the Zambia Army either within or outside the barracks depending on the availability of resources.

### **1.3 Statement of the Problem**

In general, High School Head teachers play a crucial role in the routine operations of their institutions. Head teachers in Army-aided High Schools are appointed by the Director of Education of the Zambia Army. As such they are faced with the challenge of the dichotomy of reporting to different systems that is, the Zambia Army which is highly bureaucratic, commandist and formalized coupled with the 'rank' factor and the Ministry of Education which is liberal. Further, they have to oversee both military and civilian personnel in their Schools.

In order to effectively manage these Schools, such Head teachers require relevant Educational Management Training (E.M.T.) but they are not trained in such. Moreover, because of the rigid entry requirements into military service, they join the Zambia Army without sufficient School experience. As such, they may lack sufficient cross-job enrichment (exposure). This poses a serious administrative challenge as they seem to be out of touch with the current trends in the normal School system. In other words, the problem is two-fold i.e. lack of relevant training and duality in reporting.

The above problem is compounded by the fact that Head teachers in Army-aided High Schools are not appointed to such positions through the normal managerial hierarchy as class teacher, Section Head, Head of Department, Deputy Head teacher to Head teacher. Instead, one is appointed straight to such a crucial position as Head teacher from a class teacher. Other than that, Head teachers in these Army-aided High Schools seem to be running a School within a School (emergence of A.P.U. sessions) thereby exerting undue pressure on the available resources. Furthermore, all Head teachers in Army-aided High Schools must be military-trained for security reasons as these Schools are within military cantonments. This allows for adequate military representation and policy implementation

### **1.4 Purpose of the Study**

The purpose of this study was to evaluate the effectiveness of Head teachers in Army-aided High Schools in the discharge of their managerial roles. This was as regards delegation, monitoring and assessment, motivation, communication, leading, and controlling of institutional resources. This was especially in the wake of increased

fraudulent activities reported in Zambia (Times Reporter, 2009). The study also aimed at finding out the challenges of managing a dual administrative school system (the dichotomy of reporting and managing a school within a school) and offer solutions or suggestions.

### **1.5 Objectives of the Study**

The main objective of this study was to assess the effectiveness of High School Head teachers in their managerial roles in a dual administrative school system.

The specific objectives were to:

- i. find out if Head teachers in Army-aided High Schools had knowledge of their managerial roles.
- ii. determine whether the dual administrative school system had any negative impact on the effectiveness and efficiency of Head teachers in Army-aided High Schools or not.
- iii. assess the effectiveness of Head teachers in Army-aided High Schools in their ability to mobilize, utilize and monitor educational resources.
- iv. find out whether pupils in Army-aided High Schools were satisfied with the management of the dual administrative school system or not.

### **1.6 Research questions**

The main research questions in the study were:

- i. Do Head teachers in Army-aided High Schools have knowledge of their managerial roles?
- ii. Does the dual administrative School system have any negative impact on the effectiveness of Head teachers in Army-aided High Schools?
- iii. Are Head teachers in Army-aided High Schools effective in their ability to mobilize, utilize and monitor educational resources?
- iv. Are pupils satisfied with the management of the dual administrative school system in Army-aided High Schools?

### **1.7 Significance of the Study**

It was hoped that the study would help bridge the gap between the Ministry of Education and the Zambia Army in addressing the administrative challenges in Army-aided High Schools. It was further hoped that this study would help in policy formulation especially as regards staff development. We observe therefore, that further capacity-building of staff already in the field would help bridge the knowledge gap (the case of upgrading some Teacher Training colleges into University colleges is a good example) as this would create a reservoir of trained personnel.

Further, it was hoped that the study would help the appointing authorities especially from the Army to take into account pertinent issues as they made such appointments. Moreover, this study should help the Head teachers to deal effectively with the challenge of managing a school within a school as well as the dichotomy of reporting. Apart from that, the study would also complement the existing literature on the managerial roles of Head teachers in a dual administrative school system and further help fill the gaps left by earlier researchers such as Muchelemba (2001), who looked at managerial effectiveness of female Head teachers in Lusaka district.

### **1.8 Delimitation of the Study**

The study involved four established Army-aided High Schools drawn from four Districts and three Provinces of Zambia. These were: Arakan High School (Lusaka, Lusaka Province), Chindwini High School (Kabwe, Central Province), Gondar High School (Chipata, Eastern Province) and Mikango High School (Chongwe, Lusaka Province).

### **1.9 Limitations of the Study**

This researcher had intended to visit all the seven Army-aided High Schools in the country but because of financial constraints and time, this was not possible.

### **1.10 Operational Definitions**

**Effectiveness** – refers to role accomplishment in relation to expectations and satisfaction of the Head teachers, deputy Head, Head of Department, teachers, pupils and ministry officials. In defining effectiveness, Commonwealth Secretariat (1993) states that

it relates to efficiency, improvement, quality, development, evaluation, monitoring, appropriateness, accountability, performance, transparency to mention but a few. In a School set-up, it is measured in terms of pupils' examinations results, social and personal development in individual learners (Preedy, 1993: 1). In other words, it is the degree to which the organization achieves its goals. Reddin, in Cole (2004:10), defines effectiveness as 'the extent to which a manager achieves the output requirements of his position'.

**Role** – is a responsibility that a person is entrusted with and is expected to efficiently accomplish as per expectations of his or her supervisor and other authorities.

**Unit of Command** – this is where an employee receives orders from one and only one superior in an organization. Or in other words, an employee reports to only one supervisor. Mullins (2007) observes that dual command may be a source of conflict as authority may be undermined, discipline, order and organizational stability may be put under serious threat.

**Management** – is a way of organizing a group of people and other resources from day to day to achieve set goals. This also involves constant review of progress to address possible short comings. According to Cole (2004), Management is a collection of activities involving planning, organizing, staffing, motivating and controlling. Planning involves making decisions about organizational objectives, policies and how to meet them. Mullins (2007) observes that planning takes place against the background of:

- i. the organization's internal environment and
- ii. the organization's internal strengths and weaknesses.

Without any form of planning, no organization can be effective. This activity can either be long term (strategic planning) or short term (under a period of one year). For planning to be effective, it has to come from the bottom and not the other way round. Further, planning must be done collectively. This means that key stakeholders must be involved in this whole process. These plans have finally to be put into operation which involves a detailed organization and coordination of tasks and the human and material resources needed to

carry them out. This process is called Organizing. Cole (2004: 10) summarizes the key management areas as:

- Planning - deciding the objectives or goals of the organization and preparing how to meet them.
- Organizing - determining activities and allocating responsibilities for the achievement of plans; coordinating activities and responsibilities into an appropriate structure.
- Motivating - meeting the social and psychological needs of employees in the fulfillment of organizational goals.
- Controlling - monitoring and evaluating activities, and providing corrective mechanisms.

**Organization** - Knootz and O'Donnel (1984: 46) defined an organization as a 'group of individuals who perform distinct but inter-related and coordinated functions in order that one or more tasks can be accomplished'. Indeed all organizations exist in order to achieve organizational objectives and to provide satisfaction for their members. This definition is supported by Mullins (2007: 75), who says organizations are:

*Social constructs created by groups in society to achieve specific purposes by means of planned and coordinated activities. These activities involve using human resources to act in association with other inanimate resources in order to achieve the aims of the organization.*

These organizations can either be formal (public or private) or informal by nature. The public formal organizations are those run and owned by government while the private formal are run or owned by individuals. Both formal and informal organizations have at least three factors. Mullins (2007) lists these as:

- i. people
- ii. objectives
- iii. structure.

And because these people are given specific responsibilities and tasks to accomplish, they form another feature of an organization called Management. An organization has two basic components which are:

- a. the operating component which is divided into:
- the **Operational core** concerned with the direct performance of or actual task activities of the organization for example classroom teaching.
  - **Operational support** concerned indirectly with the technical or productive process but closely related to the actual flow of operational work. For instance, progress planning, people working in quality control.
  - **Organizational support** concerned with the provision of services for the whole organization including the operational core but which are usually outside the actual flow of operational work. Examples include personnel unit, canteen, accounting, transport. All these are supporting units.
- b. and the administrative components. These are divided into:
- **top management** concerned with broad organizational objectives and policy, strategic decisions, the work of the organization as a whole and interactions with the external environment.
  - **Middle management** which deals with coordination and integration of activities and providing links with operational support staff and between the operational core and top management.

**Head teacher** – is a teacher tasked to be in charge of a school. In this study, School Manager may be used synonymously with Head teacher. The Head teacher is assisted by the Deputy Head in the case of High and Basic Schools.

**Head Of Department** – refers to a teacher in charge of a department in a School, for example; Natural Science, Social Sciences, Languages, Mathematics, Expressive Arts, Home Economics, and Business Studies.

**Head of Section** – larger departments such as Natural Sciences which have a number of subjects are subdivided into smaller manageable units called ‘Sections’. For example, Biology, Chemistry, Physics and Agriculture together fall under the Department of Natural Sciences. Subjects like History, Religious Education and Civic Education fall under the

Social Sciences department. A teacher in charge of a Section is called Head of Section commonly referred to as 'Section Head'.

**School Committees** – these are groups of people (in this case, group of teachers) charged with specific tasks in the management of the school. These may have at least three but not more than seven members. The number of such committees may vary from one School to another depending on the size, location and other peculiarities of the School (MoE, 2003). For example, Disciplinary committee, Projects committee, Finance committee, Audit committee, Tender committee, Distress committee, Time-table committee, Entertainment committee, and Fundraising committee.

**Grade of a School** – according to MoE (2003), this refers to status of a school depending on the number of classes during a learning session. For instance, at High School level, a Grade One school must have a minimum of 24 classes and maximum of 42. A Grade two High School has a minimum of 12 classes and a maximum of 23 classes while a Grade three High School has a maximum of 11 classes.

**E.M.S.** – stands for Educational Management Scale in which School Head teachers fall. This is also dependent on the Grade of the School. Further, the Grade of the School has a direct bearing on the status and effectiveness of the Head teacher.

**Rank** - is a system of hierarchical relationships in the armed forces or civil institutions organized along military lines. A rank may include; Sergeant, Captain, Major, Lieutenant Colonel, Colonel.

**Commissioned Officer** – is a member of the service who derives authority from a sovereign power and as such holds a commission and ranks as second lieutenant or above and holds a position of authority or command and generally receive training as leadership.

**Soldier** – a person who serves in an army or engaged in military service and trained to take orders regardless of what it takes even if it means death.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter covers the literature done by various scholars at different times which I reviewed in relation to the topic of study. This chapter is important because it helped me have an insight into previously related research work either locally or internationally. This chapter further helped me to limit the scope of the research problem, refine and define it better and come up with important specific objectives and research questions. This review also helped this researcher gain sufficient exposure to various research methodologies applied by other researchers. By so doing, this researcher learnt and refined limitations of certain methodologies thereby adopting the most suitable ones.

This chapter is divided into four sections. The first section is basically the introduction to this chapter. The second section looks at the position of Head teacher in general and at an Army-aided High School in particular. The third section is a review of related works locally and internationally. The fourth section is the summary.

#### **2.2 The Position of Head teachers in Military Cantonments**

The position of Head teacher is extremely important in the education system. This position forms an important conveyor belt between the government and the local community. Head teachers perform various managerial roles in schools for the attainment of educational goals and societal expectations. All these constitute an important ingredient for managerial effectiveness of such schools. This is the more reason Head teachers are at times referred to as School Managers and exist in their own salary scale (E.M.S. 4, 5) though depending on the grade of the school. As such, it is expected that they should effectively and diligently discharge their managerial roles (Mullins, 2007). However, this may not be the case probably because of little or no guidance or lack of comprehensive training in educational management thereby running these schools through trial and error methods.

All High schools in military cantonments in Zambia are headed by military trained personnel who have a teaching background. The lowest rank for these is that of 'Major'

with the highest as Lieutenant Colonel. However, and because of the 'rank' factor, these Head teachers may not necessarily be university graduates as we may see in Chapter 4 of this dissertation. This is contrary to the Ministry of Education Policy (1997) which states that qualification for Head teacher is a relevant university degree with some experience. A number of factors affect their managerial effectiveness due to the nature of their work. For instance, they may not be very open to the outside world for security reasons. This obviously makes it difficult for them to be resourceful enough (to be professional beggars for their institutions). It is also important to note that all the Head teachers in these schools are male probably because soldiering was considered predominantly a male career.

Furthermore, none of these Head teachers was at one time Head of Department or Section in a school before joining the Army but that from class teacher moved to the position of Head teacher. This could pose a serious managerial challenge as it deprives them of sufficient cross-job enrichment which is crucial to managerial effectiveness. So far, there is no literature on this topic with a thrust on Head teachers in Army-aided High Schools in Zambia. It is further interesting to note that some of these Head teachers have acquired university degrees through mature age entry while already serving in the Zambia Army probably because it is the rank that matters more than one's academic/professional qualification. In other words, there seems to be more emphasis on military training (soldiering), which is the core-business of the Army, than on education. Despite this less emphasis on education, it is important to have Head teachers who are adequately trained in education management to fill the crucial position of High School Head teachers in military cantonments. This will no doubt make such Head teachers more effective in their managerial roles.

### **2.3 Related Works locally and internationally**

A number of studies locally and internationally have been undertaken to critically look at the issue of effectiveness in organizations. Contributing to this debate, Harris, et al. (1997) outlined a number of factors that were cardinal for effectiveness. These included employee turn-over, vision, delegation, resource management, and conflict resolution, to mention but a few. Clearly, the management roles that High School Head teachers are expected to play demand that they be eminently qualified for such positions. Cole (2004) stresses this fact

and adds that effective management involves planning, organizing, leading, and controlling the resources of the organization to meet the set goals as efficiently as possible.

Drucker (1989) observed that the manager is a life-giving element in every business. He further argued that without their leadership, the resources of production remain as such and never become production. In like manner, the education resources in any school are virtually meaningless without the effectiveness of the Head teacher. Paula (1983) also observed that educational effectiveness is assessed by numbers taught and the changes achieved with minimum cost. In other words, Paula adds another important aspect of management which is efficiency. Commenting on the same debate, Mullins (2007) observed that effectiveness is concerned with doing the right things while efficiency is concerned with doing things right and relates to inputs and what the manager does while effectiveness relates to outputs.

It is however, important to state that managerial effectiveness results from a combination of personal attributes (leadership qualities) and dimensions of the manager's job in meeting the demands of the situation and satisfying the requirements of the organization. It is against this background that Stewart (1999) suggests that effectiveness is more important than efficiency. In fact, Drucker (2006) has argued that effectiveness is an important discipline which can be learned and must be earned.

Other research works on managerial effectiveness were conducted in Nigeria in the year 2008 (*Journal Of Social Sciences*, Vol. 16. N0. 3: 205-208, 2008). This study aimed at finding out the levels of managerial effectiveness among heads of academic departments in Nigerian universities. The results of that particular investigation revealed that the managerial effectiveness of Heads of Academic Departments in Nigerian universities was high irrespective of gender. This result was attributed to the appropriateness of the appointments.

From the above, we observe that effectiveness of Head teachers in Army-aided High Schools can be enhanced by further training among other factors. Mizinga (2005: 12) has argued that the Zambia Army is not as efficient and effective as it should have been

because of low professionalism, proficiency, growth and development of employees. This observation is valid and true even for the Corps of Education. While I agree with his assertions though, he has not gone further into the pertinent issues that surround the appointment of staff to certain positions and the dichotomy of reporting. He has further not elaborated more on the 'rank' factor in the management of these units.

Contributing to this debate, Seth and Rastogi (2004: 741) argued that effectiveness involves contributing to a customer's success by increasing the perceived benefits of using the product or service. This is true for the education system. Mullins (2007: 461) has echoed this by stating that "effective managers are defined in terms of the quantity and quality of standards of performance, and the satisfaction and commitment of subordinates".

In stressing his understanding of managerial effectiveness, he points out such factors as:

- strength of staff motivation/commitment and morale
- success of their training and development
- creation of a conducive organizational environment in which staff work willingly and effectively
- staff turn-over
- absenteeism
- poor time-keeping

Commenting on the subject of commitment and passion towards one's work, Switzer (2005) argued that quality suffers where there is lack of commitment among staff. The staff should have professional know-how, maximize the use of time and maintain the momentum. Where things are going on well, the manager should not be contented but rather conserve the good trend. Furthermore, successful training and development of managers is crucial in the attainment of managerial effectiveness. Mullins (2007: 768) substantiates this argument by stating that managerial effectiveness:

*requires a combination of on-the-job-training through delegation and empowerment, project work, coaching and guided self-analysis, trial periods and simulation and off-the-job-learning through external short courses. This training and learning should be aimed at providing a blend of technical competence, social and human skills, and conceptual ability.*

However, Mizinga has restricted his study to the junior commissioned officers while in fact, the situation is the same even among the senior commissioned officers in the Corp of Education. For instance, 95 percent of the Head teachers in these Army-aided High

Schools are not university graduates and are not trained in Education Management despite having a background of teaching.

Muchelemba (2001: 2) has argued that ‘organizational effectiveness was seen as heavily dependent on the expertise of the workers and not on the authority of the administration’. While this is true, there are other salient factors that contribute to organizational effectiveness and let alone the effectiveness of the Head teachers. As Preedy (1993: 17) has observed “School leadership becomes more effective when it includes the sharing of responsibilities for decision-making and planning”, Muchelemba has ignored the negative effects of staff turn-over. Harris, et al. (1997) observed that low staff turn-over is very important for school effectiveness.

Moreover, while Muchelemba’s research was conducted in Lusaka district, some pertinent issues that are unique to Army-aided Schools did not receive adequate attention. For instance, the question of appointment of Head teachers in Army-aided High Schools and the unity of command does not seem to have a place in that particular study. Apart from that, the dichotomy of reporting, relevant qualification and commitment to duty remain silent. All these factors greatly contribute to the success of any educational organisation.

From the above literature, it is clear that managerial effectiveness is the ability of the Head teacher to realize the educational goals through proper collegiality, shared vision, decision-making, setting goals, capacity-building, commitment, resourcefulness of both teaching and learning materials, monitoring and continuous evaluation as well as staff turn-over/motivation (Musaazi, 1991). Another equally important attribute for managerial effectiveness is leadership style. Further, the importance of accountability and transparency in managerial effectiveness can not be over-emphasised.

Harris, et al. (1997: 151) outlines the specific attributes for effectiveness as:

- (i) Delegation
- (ii) Vision
- (iii) Monitoring
- (iv) Resource mobilization and management
- (v) Staff turn-over
- (vi) Motivation

- (vii) Conflict Management
- (viii) Assessment
- (ix) Strong and motivational leadership styles

All these variables are crucial to managerial effectiveness of any chief executive of an organization. Mullins (2007) agrees with these variables of managerial effectiveness and summarises them into three broad categories, namely;

- Interpersonal roles
- Informational roles and
- Decisional roles

i) **Delegation**

Cole (2004: 200) has defined Delegation as:

*a power-sharing process in which individual managers transfer part of their legitimate authority to subordinates or team members, but without passing on their own ultimate responsibility for the completion of the overall task which has been entrusted to them by their own superiors.*

Mullins (2007: 693) notes that “Delegation is a process of entrusting authority and responsibility to others throughout the various levels of the organization”. This he contends is possible when a manager temporarily takes over the work of a subordinate who may be absent through illness or delegates laterally to another manager at the same level. He further agrees with Cole (2004) when he notes that delegation is usually interpreted as a movement downwards. Harris (1997) talks of delegation of tasks as *collegiality*. Managerial effectiveness is about delegating tasks to others with clearly defined functions. This promotes team-work and makes subordinates feel they are part and parcel of the organization. However, some managers feel insecure to delegate. Cole (2004: 200-201) notes that good practice in delegation should include:

- Clearly defined objective or objectives;
- Clear level of authority granted;
- Standard of performance required
- Adequate allocation of resources (staff, equipment, expenses)
- Clear reporting arrangements
- Encourage subordinate to request further help if needed
- Inform subordinates that early mistakes will be used as learning opportunities; and
- Thank the individual for their efforts.

There are practical and idealistic reasons for delegation in any organization. According to Cole (2004: 201), practically delegation:

- enables decisions to be taken nearer to the point of impact, and without the delays caused by frequent reference upwards
- gives managers the opportunity to experience decision-making and the consequences of their decisions
- encourages managers to learn how to cope with responsibility
- enables organizations to meet changing conditions more flexibly, especially at the boundaries of their system
- contributes to staff development and motivation while idealistically, delegation:
  - is a good thing for individual growth, and contributes to staff morale
  - helps to enrich individuals' jobs and humanizes work

Mullins (2007: 695) summarizes the above when he observed that the principle of delegation is that “decisions should be made at the lowest level in the organization compatible with efficiency. Delegation should therefore lead to the optimum use of human resources and improved organizational performance”.

## ii) **Vision**

The importance of a vision in any organization cannot be over-emphasized. A shared vision is crucial to managerial effectiveness because it gives direction of purpose. MoE (1996: 16) states that “... excellent schools must have a clear vision of what they are supposed to be doing”. This vision must be expressed and propagated by its leadership, in this context, the Head teacher. Against this background, Beare, et al. (1989: 36) defines vision as:

*a mental image of a possible and desirable future state of the organization ... as vague as a dream or as precise as a goal or mission statement, a condition that is better in some important ways than what now exists.*

It is an expression of very deep values that the leader cherishes as it includes some important ideas about the excellence of an organization. Therefore, for the purposes of managerial effectiveness, a Head teacher must have values that he or she cherishes and share with other members of the school. In other words, an effective Head teacher will be marked by a clear sense of shared vision which should not die with their transfer,

resignation, retirement or death. Against this background, a visionary leader is one who perceives challenges and growth opportunities before they happen, positioning people to produce extraordinary results that make real contributions to life.

### iii) **Monitoring**

Monitoring can be defined as a regular observation and recording of activities taking place in a programme. This involves giving feedback about progress to the implementers and beneficiaries. Monitoring serves a number of purposes some of which include:

- determining whether the inputs are well utilized
- identifying problems or bottlenecks facing the community and finding corrective measures
- ensuring all activities are carried out properly by the right people and on time

Against this background, we observe that monitoring is indeed a method of enhancing the efficiency and effectiveness of any programme implementation.

In essence, this means that for any manager to be effective there must be consistent monitoring and evaluation of all staff of the organization. In terms of a school, the Head teacher must constantly monitor and evaluate both staff and pupils. Tuohy (1997) notes that almost every school activity squarely depends on the personal involvement and guidance of the Head teacher. Chandala (2006: 15) has observed that monitoring and evaluation is an important part of the Production Function Model (P.F.M) which is structured thus:

Inputs → Processes → Outputs → Outcomes

He contends that any negligence or lack of knowledge of the importance of the P.F.M leads to ineffectiveness in terms of goal attainment. The Head teacher can be sure of goal attainment through constant monitoring, evaluating and observing pupils and all staff in the school. Mullins (2007: 458) notes that the approach of “Management by Walking About (MBWA) together with informal communication processes, is often heralded as a positive management practice”. It is indeed through monitoring that managers will be able to appreciate and understand the difficulties of staff in their organizations. Through monitoring, the Head teacher will ensure that homework and quick feedback is given,

classroom testing is done, punctuality among both pupils and staff is observed and school discipline is maintained (Ozigi, 1977).

The major stakeholders of the school are capable of monitoring and evaluating its successes and failures. Therefore, managerial competence, extensive knowledge and sustained commitment to duty are very important aspects of leadership. Against this background, the Head teacher must be professionally trained in his or her field of operation in order to discharge the managerial roles effectively and efficiently. Niem (1988: 4) stresses this point when he argues thus: 'the aim is to equip workers with the knowledge and skills needed to fill the current position or to make lateral or upward moves within the organization'. Nadler (1979) also observes that through training, the employee can be provided with the necessary skills and knowledge needed to perform effectively and efficiently in their current and future job assignments. Sadly however, the most common monitoring tool in most schools is the use of records of work which are subject to faking or cheating. The Head teacher must find time to sit in class and attend some lessons or better still, check pupils' books once in while.

#### **iv) Resource Mobilization and Management**

The effective management of resources is crucial in every organization. This is because of the large number of competitors for the same resource. Some of the main resources in any school include; Time, Space, Materials, Financial and Human resources.

The Head teacher must at always ensure that these resources are effectively and efficiently used for the benefit of the learner and ultimately the school. Mullins (2007) has argued that one attribute or quality of any successful manager is the effective use of time. Indeed the most important members of staff in any sound organization to be managed are the managers themselves (personal management). According to Mullins (2007: 467-8) the essential requirements for good time management include:

- clear objectives
- careful forward planning
- the definition of priorities and actions
- the ability to delegate successfully, and
- flexible working

Drucker, in Mullins (2007: 467), has referred to time as:

*the limiting factor for effective executives. Time is a unique resource – you cannot rent, hire, buy or otherwise obtain more time. The supply of time is totally inelastic; time is totally irreplaceable and everything requires time.*

The Head teacher must always ensure that time as an irreplaceable resource is always put to good use. Core (2004: 230) echoes this when he states that “personal effectiveness at work is primarily a function of the individual’s management of his or her time”. In the context of education, an effective School is where learning time is maximized. This is basically where the learners are actively engaged either within the confines of the four walls or otherwise but with a teacher.

The Head teacher equally has a duty to ensure that the learner is provided with a conducive (serene) learning environment at all times. This implies that the school must be orderly with good pupil and staff discipline. It also means good and friendly teacher attitudes, sense of business-like and higher learning expectations. In other words, there must be sufficient and comfortable space for effective teaching and learning to take place. Ozigi (1977: 35) observed that “the pupil is the centre of the educational process and all activities in the School should aim at developing his total personality to the fullest”. Thus, all the activities in the school should focus on the learning and development of the pupil. Moreover, it is incumbent upon the Head teacher to ensure that enrolment of pupils is done at the right time taking into account the available facilities and resources. Truly no effective teaching and learning can take place in an overcrowded classroom. Mitter (1991) has observed that where teacher-pupil ratio is large, coupled with stiff competition for meager resources such as books, learning is greatly compromised.

As a manager, the Head teacher must be creative and resourceful. He or she must mobilize these resources through external contacts with the corporate world. The Head teacher should adopt an open-door policy and become a professional beggar for the institution. Such resources that may not be enough in most schools include current and relevant text books for pupils and teachers in the library, wall charts, laboratory equipment for sciences, and finances. Ozigi (1977) however notes that the Head teacher should ensure that the

school is able to do with what is available in an effective and most efficient way. Solutions to some of the institutional problems must be generated from within.

Issues of accountability and human resource mobilization are crucial to the managerial effectiveness of every executive. One of the priorities of every Head teacher is to mobilize a good, cooperative, qualified, determined, committed, and passionate team that will always strive to achieve school objectives (Beare, et al. 1989). The Head teacher must ensure that the teachers available not only know their subject content but are also committed to the ideals of the school. This is so because without a committed cadre of teachers, then the whole purpose of having a school is defeated.

It must be pointed out here however, that commitment on the part of the teachers is through constant intrinsic and extrinsic motivation. Mwanalushi (1992) has observed that motivation is an indispensable ingredient for the satisfactory accomplishment of tasks. This can be done by involving staff in decision making and by delegating certain responsibilities to them. Motivation can also be done through the creation of '*cosmetic*' appointments which can help individual staff gain some experience through cross-job enrichment and increase their commitment. Commenting on the importance of commitment, Switzer (2005: 66) said "Quality suffers when there is lack of commitment among staff. The staff should have professional know-how, maximize use of time and maintain the momentum".

Further, motivation may not only be in terms of wages and allowances that the Head teacher stakes for the staff. Other factors may include and as is the case in Army-aided Schools; accommodation to staff (where and when available), free Army transport for those who live far away from their work places, and provision of medical facilities to all staff in these schools including their family members. Those with lower qualifications can be encouraged or even partially sponsored (where resources allow) to colleges or universities for further studies while processing their documents for confirmation.

Although financial matters may be left to the school bursar or accounting officer, as they are sometimes called, in most schools there is need to put in place an intelligent internal

control mechanism. There is a danger in leaving all financial matters in the hands of one person especially in the wake of numerous fraudulent cases happening in the country.

Modern management will demand that the Head teacher graduates from the tradition of being a back-bencher and take the lead. Managerial effectiveness demands that all managers must be pro-active and not reactive. By so doing, they will ensure that public funds are not only used in the most effective and efficient way but that there is accountability (Ozigi, 1977). Indeed continued financial or facilities support either from the community or government crucially depends on accountability through transparency. A survey conducted in Kenya on school governance and accountability, stressed the need to include the community in school management in order to improve on accountability and transparency (Giordano, 2008). Indeed increased interaction between the School and the community can play a pivotal role in improving resource mobilization.

It is important to note further that usually, the word ‘accountability’ is more often than not associated with funds. It is high time that Head teachers as managers of these Schools broadened their scope and look at the bigger picture. They need to understand and appreciate the word ‘accountability’ as it relates to responsibility and authority. Their understanding could be widened to capture such areas as: material resources, for example, text books, computers, office furniture, vehicles and how these are utilized. They also need to be accountable for their members of staff to at all times know who is studying what, where and when they are graduating as well as who is on their pay roll and drawing a salary legitimately. This will help minimize incidences of ghost-workers and help safeguard state funds.

If the above variables are properly harnessed, then quality teaching and learning can be assured. The Head teacher can also reinforce this by ensuring that there are opportunities for in-service training (Beare, et al. 1989). Where there are serious limitations, the Head teacher can encourage departmental meetings where personal and professional experiences can be shared. This would enable both inexperienced and some experienced teachers adopt a variety of new teaching strategies. Sadly, however, some Head teachers perceive

academic or professional advancement on the part of their teachers as a serious threat to their authority and position.

#### v) **Staff Turn-over**

Ruby (2002) has defined *staff turnover* or labour turn-over as the rate at which an employer gains and loses employees. It is the frequency of staff movement within, into, or out of the organization. In a school set up, it can be in form of changes in classes or between grades. It can also be staff leaving or coming into the organization for one reason or another. Mullins (2007) has argued that high staff turn-over is not good for any organization as it may suggest managerial ineffectiveness. High staff turn-over can be very harmful to the productivity of any organisation if skilled, qualified and experienced workers are often leaving.

This is true with the education sector especially the case if those leaving either are key to its success. If teachers are frequently leaving a school, pupil performance may be negatively affected because the learners have to adjust to new situations (teachers' methods) every now and then. Harris, et al. (1997) states that actually low staff turn-over is an important feature for effective schooling. However, too low staff turn-over is equally not healthy as it may suggest an element of stagnation (staff not moving up the echelons of power or laterally and may become complacent). It could suggest that staff are not advancing in their professional qualifications or are not fit to assume positions of higher responsibility altogether.

#### **Causes of High Turn-over**

High turn-over often means that employees are unhappy with the work or compensation, but it can also indicate unsafe or unhealthy conditions in a particular organisation. High turn-over can also be attributed to lack of career opportunities and challenges, dissatisfaction with the job-scope or conflict with management. In other words, leadership styles can influence staff turn-over for instance, a Head teacher who runs their school by threats or who does not accept divergent views can scatter his or her staff. It is common to hear unpleasant overtones from Head teachers or indeed their deputies such as *'if you paddle in the opposite direction, I will throw you overboard, or I will surrender you to the*

*Ministry*'. By surrendering, the Head teacher is only increasing staff turn-over and transferring a problem to others. Therefore, a manager must always try to build capacity in their subordinates and not to destroy them through intimidation or mediocre leadership styles. Contributing to this debate, Wellborne (2005) argued that poor leadership is one cause of managerial ineffectiveness. She contends that leaders (in this context, Head teachers) should be magnanimous enough and give room to their staff to air out their views and concerns and accept their suggestions, contributions and opinions. This is indeed the hallmark of true leadership.

On the contrary, the predictors of low turn-over may sometimes differ from those of high turn-over. Aside from the fore-mentioned, career opportunities, salary, corporate or organisational culture, and a comfortable workplace seem to impact employee's decision to stay with their employer. According to Hackman (1976), other factors may include decent housing for staff especially in urban areas and individual employee investments which should minimize external voluntary turn-over. He argues that low turn-over may indicate the presence of employee 'investments' (also known as '*side bets*') in their position. Indeed certain fringe benefits may be enjoyed while the employee remains employed with the organisation, which would be lost upon resignation or transfer. These benefits may include staff loans, free health care, free transport and free accommodation to mention but a few. Clearly, such employees would be expected to demonstrate lower intent to leave than if such '*side bets*' were not present. It is therefore, incumbent upon the Head teachers to ensure they maintain low or normal staff turn-over or apply *succession planning* (put together and regularly review your plans for covering and replacing leavers and capacity-building those available).

#### **vi) Conflict Management**

Conflict can be defined as the active efforts by an individual or group to attain their preferred outcomes which if attained, prevents others from attaining what they would prefer thereby leading to hostility. According to Mullins (2007: 94), conflict is "behaviour intended to obstruct the achievement of some other person's goals.... It can be viewed at individual, group or organization level". It can either be negative or positive depending on the way it is handled. Therefore, the Head teacher should have skills and tact on how to

deal with conflict. In its positive sense, conflict can be ‘an aid to incremental improvement in organization design and functioning and to the decision-making process. Conflict can be an agent for evolution, and for internal and external change (Mullins, 2007: 94).

From the above, we can argue that conflict may sometimes be necessary for the following reasons:

- it helps to raise and address problems.
- it energizes work to be on the most appropriate issues.
- it helps people be ‘real’ i.e. it motivates them to participate.
- it also helps people to learn how to recognize and benefit from their differences.

However, when poorly managed, conflict can be a serious organisational problem. This may manifest itself in the following ways:

- Lowers staff morale.
- Hampers productivity.
- Causes more and continued conflicts.
- Causes inappropriate behaviour.

There are a number of sources of conflict which occur at three different levels namely;

**a. Organisational**

At organizational level, conflict may occur as sections, units or departments compete for scarce resources. It may also manifest itself in autonomy of a group or an individual. Sometimes there is a problem of territoriality (ownership). This may be compounded by ambiguity in responsibility as well as authority. Furthermore, authority structure, leadership style and managerial behaviour can be serious sources of conflict at organization level. Truly if the leadership is biased and followers/subordinates feel unequally treated, this can cause serious conflict in an organisation. The only remedy is to have a clear job description and roles.

**b. Inter-personal**

At the inter-personal level, conflict may be caused through:

- **faulty attributions or gossip** which can be termed as loose talk that is scandalous or sensational, about someone that is not true

([www.blurtit.com/q985629.html](http://www.blurtit.com/q985629.html). accessed 11th February, 2011) It consists of exaggerated facts, and almost never is there concrete proof and usually spreads rapidly from one person to another through word of mouth. Gossip is good but generally very bad.

In its healthiest form, gossip shows that you are taking an interest in what is going on around you. Sometimes, it is good for sparking off creative ideas or keeping an eye on new trends that might affect our lives. On the contrary, gossip becomes downright bitchiness if the person telling the story has a hidden agenda. They may want to make someone look bad in front of friends or management. The intention could be to destroy someone's reputation in order to steal their job or mate.

Generally, gossip exists as a common problem in workplaces as well as in relationships (Mullins, 2007). Some of the many dangers of gossip may include; stress to those involved; hurt feelings; destroys teamwork or team spirit; destroys the desire for people to share any meaningful vulnerabilities; prevents communication that requires trust by encouraging people to keep their mouth shut; and creates undeserved reputations.

Against this background, gossip must be battled through positive influence in response. Some of the actions management can take against gossip may include:

- i. Ignoring it by**
  - a. avoiding people who gossip and never give any opportunities for them to spread it.
  - b. leaving the room or conversation when gossip starts.
  - c. not engaging in any gossip-based conversations.
  
- ii. Prevent it**
  - a. change the topic whenever a conversation leads to gossip.

- b. refuse to listen or respond to any gossip you are faced with.
  - c. hide any hurt feelings or dramatic reaction to gossip. This fuels the gossips to continue as it is often what gossips want to generate.
- iii. Confront it**
- a. polite request that you would prefer to talk about that person when they are present.
  - b. if you hear someone start some gossip, offer to go to that victimized person with the gossiper right away to discuss it.
  - c. state that you do not talk about others unless it is to help or support them.

In fact, it is advisable and healthier for the Head teacher never to entertain gossip in their schools because of the serious dangers already alluded to. If entertained, gossip has the potential to swallow the Head teacher let alone the school as a whole. At times gossip can go as far as discussing those seen to be closer to management in order to bring disillusionment. It can further compel you as a manager to make dangerous and costly decisions. Therefore, the Head teacher should quickly identify gossip. It could sound like this: Did you hear what James said to Martha?, or I heard that John bought a big latest car on the market ...,

- **faulty communication.** For instance, there could be no communication, wrong communication, late communication, someone knowing something negative concerning you before you know it, unpalatable language tone.
- **Personal characteristics** – such as attitudes, personality characteristics or particular personal needs, illness (especially in the era of HIV and AIDS) or stress can be potential sources of organizational conflict.

**c. Criticism**

Essentially, criticism is feedback which can either be constructive or destructive. Of the two, it is important that as a manager, you have to be biased towards constructive criticism. This is because constructive criticism is considerate, non-threatening, is timely, focuses on

performance and not the person. It also gives guidelines for improvement and as such, it is not resented.

On the contrary, negative criticism angers the recipient, blames the person and is threatening. It generally adopts the 'pull him/her down' (Phd) syndrome. As such this kind of criticism is resented by the recipient as it hurts thereby abating conflict (Mullins, 2007). This therefore calls for magnanimity among those in positions of responsibility. They require a lot of perseverance in order to be effective managers. Above all, they should not be bullish in their approach to their subordinates.

Against this background, it is incumbent upon the manager to also have adequate skills of managing conflict in their organizations. Mullins (2007: 98) outlines these strategies for managing conflict as:

- Compromise – a problem has to be split down into manageable parts.
- Competition – you have to implement an unpopular decision on an important issue.
- Avoidance – you 'buy time' in order to let feelings simmer down.
- Appeasement/accommodation – you think that the outcome is more important for the other party than it is for you.
- Collaborative – reaching commitment and consensus is paramount.

Managerial effectiveness entails that the manager must possess the necessary skills and dynamism in handling both individuals and groups (group dynamics). The manager should have knowledge of how to deal with both driving forces and restraining forces in their organisation.

#### **viii. Assessment**

An important aspect of the education system that the Head teacher must ensure is quality control. Quality control refers to the operational techniques and activities which are undertaken to fulfill requirements for quality (MoE, 2003: 3). These include activities which verify that teaching and learning have taken place. One of these includes assessment. It is important but sad to note that parents or the community are concerned with the first and final level of the school process as thus:

Input → Process → Output --- Outcomes

One way of addressing this problem is by the use of a 'Family Pac' where parents are invited into the classroom to listen as a lesson is being delivered to their children. But this does not seem to be realistic as most parents go for work while others engage in various income generating ventures. The most reliable method is therefore, the use of assessment tools such as class monthly tests, mid-term tests or end of term tests. Because of the community's perspective and expectations, even institutions of learning have become more biased towards the end product than the actual process of learning the required skills (Arnold, 1990). Rather, the education process of the child should be viewed in terms of a parabola with the learner in the centre while the parent and the teacher take the opposite ends.

Commenting on the importance of assessment, Harris, et al. (1997: 151) said "pupils find it motivating to work for short term targets – a very useful way of diagnosing pupil strength and weaknesses". In fact, teachers should be working on having their students pass examinations with good knowledge and attitudes, understanding of the material and gain survival skills and be able to apply the same in life. The Ministry of Education (1996: 57) agrees with the importance of assessment thus:

*Without some method of determining individual and institutional success in attaining stated goals for the system, the vision for education may come to consist of little more than sterile clichés. The Ministry will seek to develop evaluation procedures that can assess not merely narrowly intellectual areas but also attitudinal and dispositional outcomes, and such areas as innovativeness, problem-solving ability, and capacity for self-initiated and self-sustaining learning.*

The Head teacher must therefore, initiate a consistent, supervised and general assessment programme that can help the school identify weak and strong pupils. Thereafter, the respective departments can take remedial measures to help the 'slow' learners. In other words, the Head teacher must ensure that the school has a coordinated assessment policy with immediate feedback to both the learner and the teacher in line with the Ministry of Education policy.

Emphasis on the importance of assessment is further stressed by the Ministry of Education (2001: 49) thus:

*Continuous assessment is an important aspect of teaching and learning. It provides the basis for measuring and assessing whether the school achieves its educational objectives. Continuous assessment is a method for teachers, the learners and the entire school to know what has been learned, where the failures and successes are.*

From the above quote, it is clear that continuous assessment is an indispensable aspect of any effective school. As such the Head teacher must ensure that this is part of the school routine and forms the basis for the schools' core business. This assessment provides a basis for the relevance of the curriculum, teaching methods and materials used in the whole process.

#### **ix. Leadership Styles**

Mullins (2007: 363) defined Leadership as “getting others to follow” or “getting people to do things willingly” or “the use of authority in decision-making”. In modern management, leadership is not about command and control but rather about inspiring and influencing other people and creating a vision with which others can identify. Leadership is dynamic with the ‘leader-follower’ relationship being reciprocal. It is essential to large-scale improvements in any organization. Cole (2004: 53) echoes this definition when he states that:

*Leadership at work is a dynamic process whereby one individual in a group is not only responsible for the group's results, but actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context and against the background of a particular national culture.*

A leader must have followers without whom the word *leadership* loses its meaning. In order to get maximum and best results from subordinates, the manager must have regard for the need to encourage high morale, a spirit of involvement and co-operation, and a willingness to work. In other words, the manager's style of leadership is also crucial to his or her managerial effectiveness. This ‘style of leadership’ is basically the way in which the functions of leadership are carried out, the way in which the manager typically behaves towards members of the group (Mullins, 2007: 371). The many dimensions of leadership

style include dictatorial, unitary, bureaucratic, charismatic, consultative, participative and abdicatorial which can be classified into three broad leadership styles namely;

- Authoritarian (or autocratic) style – where the focus of power begins and ends with the manager and all interactions within the group or organization move towards the manager. It is the manager alone who makes important decisions and he or she is the only authority for determining policy, procedures for achieving goals, work tasks and relationships, control of rewards or punishment;
- Democratic or (consultative/participative) style – where the focus of power is more with the entire group and there is greater interaction within the group. Decisions, policy determination, and implementation of systems and procedures are all done collectively. No one person is bigger than the group or organization; and
- Laissez-faire (genuine) style – here, the focus of power is with the members who are allowed by their leader, freedom of action to do as they think best and not to interfere; but the leader is readily available if help is needed.

Managerial effectiveness therefore, entails strong and appropriate forms of leadership. Mullins (2007) lists these as transactional, transformational and inspirational or visionary leadership. One's leadership style has the potential to affect managerial effectiveness. While transactional leadership is based on legitimate authority within the bureaucratic structure of the organization, transformational leadership stresses canvassing higher levels of motivation and commitment among followers. Transactional leadership emphasizes the clarification of goals and objectives, work tasks and outcomes, organizational rewards and punishment. It is based on a relationship of mutual dependence and an exchange process of *'I will give you this if you do that'*. On the contrary, transformational leadership emphasizes creating a vision for the organization and the leader's ability to appeal to higher ideals and values of followers, and creating a feeling of justice, loyalty and trust. Transformational leadership is seen as the same as charismatic, inspirational or visionary leadership (Mullins, 2007). Charismatic leadership is also referred to as transforming employees to pursue organisational goals over self-interests. Indeed charismatic leaders transform followers by creating changes in their goals, values, needs, beliefs and

aspirations. Such leaders are identified by their ability to provide a strong vision and sense of mission, arousing strong emotions in followers and a sense of identification with the leader.

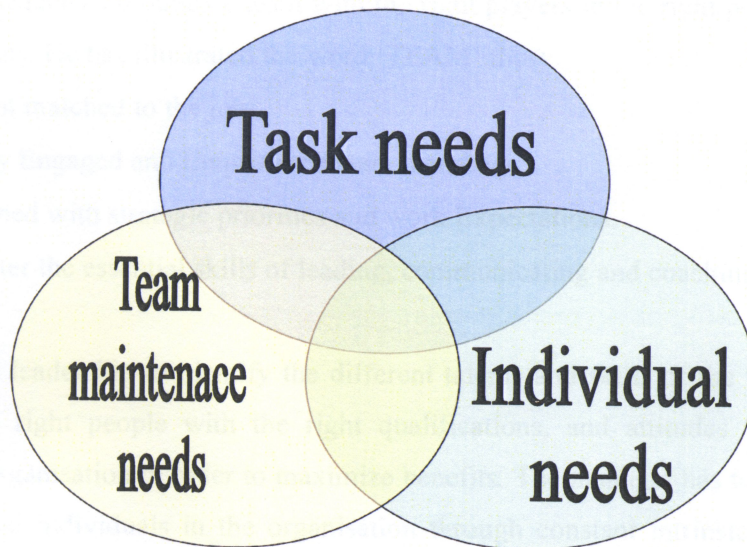
A Head teacher must therefore be visionary, creative, and impartial with all the members of his or her organization. He or she must also not be too rigid by sticking to unnecessary bureaucratic tenets but must be reasonably flexible. Commenting on leadership, Wellbourne (2005) observed that poor leadership in most organizations was the major cause of ineffectiveness. She argued that leaders needed to give room to their staff to air out their views, concerns and accept their suggestions and opinions.

Of considerable importance, is the ability to assimilate a lot of material very quickly and relate that information to other situations. In order to take such risks, the Head teacher should have essential and appropriate professional skills. These include courage, confidence, concentration, passion and values (Beare, et al. 1989; Mullins, 2007). Modern management demands that the manager must be adequately and appropriately trained in order to deal effectively with current management challenges. Therefore, Head teachers need appropriate training so as to avoid trial and error or laissez-faire attitudes in the management of their institutions.

Contrary to Wall (1977) who argued that there is need for continual refreshment or refurbishing of skills and time to take stock of professional experience in the growth of knowledge, the Zambia Army places less emphasis on the education, development and growth of its commissioned officers where Head teachers fall (Mizinga, 2004: 13). It is therefore suicidal to fill positions for the sake of it as it can be destructive and retrogressive. This calls for a systematic way of doing things if managerial effectiveness has to be achieved. The Ministry of Education has recognized this fact (MoE, 1996: 115) thus states:

*a vital education system is not static, but dynamic, promoting change, in response to the needs and expectations of society, in such areas as subject content, pedagogical approaches, pastoral care for pupils, assessment procedures, school organization and management and relationships with parents and the community.*

As a leader, the Head teacher must continue to search for knowledge excellence on how to effectively manage his or her school. He or she must possess an organizational philosophy based on three cardinal areas of work with each influencing the other. Mullins (2007: 369) outlines these as: task needs; team maintenance needs and; individual needs.



*Source: Mullins (2007: 369)*

From the above diagram, a leader must not only be concerned with achieving organizational goals and objectives but the needs of the members in the organization as a group and individuals. Anything contrary to this can bring frustration and impede on the attainment of the set goals. In fact, the ideal situation is where a complete integration of the three areas of need is achieved. Building the team and satisfying individual needs would include leadership. Trethowan (1991: 125) outlines the effective management style of a leader as hereunder:

- Tell – giving knowledge (instructions).
- Sell – giving skills (coaching).
- Participate – giving support (discussing problems).
- Delegate – giving freedom to operate.

The above entails that the management responsibilities of a Head teacher are heavy and complex especially as they invariably have to be discharged in addition to a full teaching load (Waterhouse, 1983: 57). He has further underscored the importance of division of labour, the lines of communication and answerability. Unless the Head teacher provides positive and sustained leadership and direction, the school will not operate as effectively as it ought to do. Moore (*www.effectiveness.com*. Accessed 13<sup>th</sup> April, 2009) has observed that an effective leader who builds a team with the right players in the right positions with the right skills wins. He has illustrated the word 'TEAM' thus:

- T = Talent matched to the job.
- E = Fully Engaged and Empowered team members.
- A = Aligned with strategic priorities and work Expectations.
- M = Master the essential skills of leading, communicating and coaching.

It is important in leadership to identify the different talents and skills of the followers in order to put the right people with the right qualifications, and attitudes in the right positions in the organisation in order to maximize benefits. The manager has to pull all the differently talented individuals in the organisation through constant intrinsic motivation towards achieving set organisational goals.

What has come out clearly in the above literature is that managers require appropriate training in order for them to be effective in their managerial roles. Further, the literature reviewed has shown that the Zambia Army stresses less emphasis on professionalism, proficiency, growth and development of employees (Mizinga, 2005: 12). This is because the core business is soldiering with little or no preparation for re-integration into society after active military service.

A leader is supposed to be eminently qualified in order to have a better understanding of issues around and globally. In other words, relevant training will enable a leader to think globally and act locally. A leader must not be vindictive but must be magnanimous enough to accept divergent views as magnanimity is a hallmark of true leadership. For instance, they need to have a better understanding of government policy for effective implementation. Without a solid understanding of policy matters, it would be difficult to

explain to either staff or the wider social fabric hence the need for sufficient training. Ericksen (1989) stresses the importance of policy in every organization. Leaders should understand the need to formulate and analyse policy. It is important that they know why certain policies are put in place by not only government but also by their own institutions. The Head teacher (School) is the first line of communication with the Ministry of Education. Head teachers must therefore, be well-versed with all policies relating to Education. It is what goes on in the School that reflects the effectiveness of the whole education system.

**x. Communication and Commitment**

**a. Communication**

Effective communication and manager's communication skills are an extremely important issue for managerial effectiveness (Cole, 2004). Communication can either be internal (between management and employees) or external (between the school's staff, and clients such as parents, pupils and the community. Lack of effective communication may lead to among other things; misunderstanding, lack of information, decrease in employee performance and morale, rumor mongering, frustration and disillusionment among employees, conflict between staff and management

If the Head teacher is able to communicate their ideas clearly, so that the employees definitely know what is expected of them, the subordinates will, consequently, perform their jobs correspondingly. A good style of management, as well as a positive approach to communication, ensures that an employee and a supervisor understand each other, and are more effective at the workplace. However, it is important to note that communication is a two-way process. Information must flow from the top to the bottom and vice versa or laterally. Effective communication entails that different modes are used as opposed to the traditional announcements during School assembly or staff meetings. For example, circulars from the Ministry or elsewhere can be posted on the bulletin boards in the staff room or on pupils' notice boards placed at strategic locations.

Effective communication skills may include the following:

- **Make eye contact.** Whether you are speaking or being spoken to, looking into the eyes of the person you are in conversation with makes the experience much more successful. Indeed eye contact conveys interest and encourages your partner to be interested in you in return. However, when making a speech or when in front of several people, holding the eyes of different members of your audience can personalize what you are saying and maintain attention.
- **Beware of what your body is saying.** Body talk (language) can say so much more than a mouthful of words. An open stance with arms to your side suggests that you are approachable and open to listening. On the other hand, arms crossed and shoulders hunched, suggest disinterest in the conversation or unwillingness to communicate.
- **Courage to say what you think.** When you are aware of what you believe in on certain issues, you can better convey those thoughts to others. The courage to say what you think can afford you the opportunity to learn more than you did before but above all, be a good listener.
- **Speak loudly enough to be heard.** When you are saying what you think, have the confidence to say it so as to be heard. Use appropriate vocabulary and appropriate language overtones to keep your audience attentive throughout. An appropriate language tone and volume ensure that your listeners (audience) hear exactly what you are saying and decreases room for misunderstanding.

*Source: (www.selfgrowth.com/articles/Definition\_Effective\_Comm.accessed 11th Feb. 2011)*

#### **b. Commitment**

A sense of commitment to the organisation among staff contributes greatly to a healthy organisational climate. This is what will greatly influence the level of work performance and attainment of set organisational goals. According to Mullins (2007: 731) organizational commitment has been defined as: ‘typically conceived of an individual’s psychological bond to the organisation, including a sense of job involvement, loyalty and a belief in values of the organisation’. In fact, success is largely a result of both commitment and hard work. This is true for effectiveness. It calls for commitment on the part of those concerned. Commitment is often a strong work ethic, an openness to learning and a strong

drive to do the best you can as a leader. It is an indispensable ingredient to managerial effectiveness. People with commitment, learn from their mistakes and take calculated risks while remaining resolved to live with the consequences of their decisions.

Commenting on the importance of commitment, Drucker ([www.humanresources.about.com](http://www.humanresources.about.com). Accessed 11<sup>th</sup> February, 2011), said: 'Unless commitment is made, there are only promises and hopes... but no plans'. From this quote, the importance of commitment can not be over-emphasized. There can be no meaningful attainment of institutional or personal goals without commitment. It is clear that one can not be effective without also being committed.

## **2.4 Conclusion**

This chapter reviewed literature related to the managerial effectiveness of Head teachers. It also considered a number of factors that determine managerial effectiveness of Head teachers. Related research works on this subject locally and internationally were reviewed. From the literature reviewed, a number of lessons can be learnt. Most authors indicated that Head teachers were managers and leaders who occupy a crucial position in the education system as a whole. Some of the managerial roles that they have to accomplish are seen through such themes as collegiality, vision, conflict management, resource management, motivation to mention but a few.

Furthermore, the literature reported the importance of training in educational management or orientation before one assumes such crucial positions as Head teacher. It also emphasises the need for policy improvements as regards training in relation to managerial effectiveness. It came out clearly that government policy on training is highly discriminatory. All teachers, section heads, heads of departments are managers and thus, potential Head teachers. Therefore, they must be availed management training especially if they had already acquired their first university degrees. Finally, the literature also revealed that the Head teachers in Army-aided High Schools are not as effective and proficient as they ought to be because emphasis is put on soldiering as opposed to education (Mizinga, 2005).

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Research Design**

This research was conducted as a case-study involving four selected Army-aided High Schools. It mainly used descriptive (qualitative) and quantitative analysis. The case-study design was chosen because of its ability to facilitate collection of data on variables as found in the study sites. This type of research design made it possible to provide a detailed description of the prevailing conditions in such sites. The qualitative technique was used to give descriptions of research responses while the quantitative design was mainly used to categorize and summarize data obtained from research questions.

#### **3.2 Target Population**

The population of the study was all Army-aided High Schools, Head teachers and Deputies, teachers and pupils. These Schools were: Arakan High in Lusaka (urban) district; Mikango High in Chongwe (rural) district; Gondar High in Chipata (urban) district; and Chindwini High in Kabwe (urban) district. The researcher carefully picked on High Schools that are in both rural and urban locations in order to get a balanced view.

#### **3.3 Sample size**

The sample comprised 115 respondents drawn from the four High Schools as follows: four Head teachers; 40 teachers (ten from each school who included Heads of Departments); 70 pupils (20 from each of the two Grade One schools and 15 from each of the other two Grade Two schools) and one senior officer from the Education Directorate of the Zambia Army.

#### **3.4 Sampling Procedures**

Purposive sampling was used to select the responding Army-aided High Schools in the country. A stratified random sampling technique was then used to select respondents other than Head teachers. These techniques allowed for a desired representation in areas such as age, status, and gender distribution. Further, the techniques allowed the researcher to choose respondents who he thought were relevant enough to contribute to the study.

### **3.5 Research Instruments**

In this study, data were collected through questionnaires and interview guides with the individual Head teachers only. These instruments were reliable and more economical in this type of study. Questionnaires were, however, not without their flaws. These ranged from misunderstandings of items in them; respondents filling information in a hurry and the low percentage of returns. Therefore, the use of interview guides, in some way, bridged the gap arising from the weaknesses associated with questionnaires.

### **3.6 Data Collection**

Two techniques were used to collect data from respondents namely: questionnaires and oral interviews. Questionnaires were distributed to all the respondents. The respondents were allowed to complete them in their spare time after giving instructions on how to fill them in. The interviews were conducted on a one-on-one basis with individual Head teachers during their own spare time.

### **3.7 Data Analysis**

Data were analyzed in two stages. Quantitative data generated from the study were analyzed by means of computer software called the Statistical Package for Social Sciences (SPSS) for the purpose of obtaining descriptive statistical information. These provided frequencies, mean, standard deviations and percentages which were used to draw tables in the presentation of the findings. Qualitative data were manually organized first by reading through. By means of codes, the researcher grouped data into categories and sub-categories. Thereafter, the categorized data were subjected to the thematic analysis while the emerging themes were interpreted in line with the objectives of this study.

## CHAPTER FOUR

### PRESENTATION OF RESEARCH FINDINGS

#### 4.1 Introduction

This chapter presents the findings captured from both the questionnaires and interview guides from the selected respondents. It is divided into three sections with section one introducing this chapter. Section two deals with the research findings from the questionnaires and the third section covering the findings from the interview guides with individual Head teachers. Sections two and three were further divided into sub-sections. The last presentation in this chapter is the conclusion.

Out of a total number of 115 questionnaires that were distributed, 107 were returned from the respondents, giving a response rate of 93.04%. Of these, only 92 were valid while 15 could not be analyzed because of a number of inconsistencies. The excellent response rate was as a result of consistent personal follow-ups by the researcher. The other reason could be attributed to the use of teacher research assistants stationed at the various research sites. These research assistants could easily follow respondents in their departments where the researcher could not have reached.

#### 4.2 Background Information of Respondent

All the Head teacher respondents were male in all the seven Army-aided High Schools. This is probably because soldiering was predominantly a male career. Further investigation revealed that there were no females in the entire Education Directorate of the Zambia Army. This means that we did not expect a female Head teacher in these Army-aided High Schools in the next five years or so.

##### 4.2.1 Qualification of Respondents

In terms of professional qualification, 22 respondents had diplomas while ten were university graduates representing 31.3%. This means that despite government policy of having only Degree holders at High School level, there still remained a vacuum probably because of poor conditions of service among other factors. On the other hand, only one

out of the four Head teachers, who were interviewed, had a Degree in Education while the rest were Diploma holders but holding the rank of Lieutenant Colonel.

#### **4.2.2 Service Length Head teachers**

While two of the respondents had served in that capacity as Head teacher for at least five years, one had served in the same capacity for less than five years. This means that  $\frac{3}{4}$  of the respondents had garnered sufficient experience as Head teachers. In terms of service length at current station, all the three respondents had served at their current stations for at least three years.

#### **4.2.3 Respondent from Education Directorate (Zambia Army)**

As the appointing authority of Head teachers in Army-aided High Schools in Zambia, the Directorate of Education of the Zambia army was also sent a questionnaire which was filled in by a senior officer. The responses on the background information were as shown below:

- i. Professional qualification - Diploma
- ii. Service length in position - 1 to 5 years

### **4.3 General Information on Effectiveness**

This section provides general findings of the study on managerial effectiveness of Head teachers in Army-aided High Schools in Zambia. The respondents who included pupils, teachers and Head teachers themselves were asked a variety of questions to help determine managerial effectiveness.

#### **4.3.1 Teacher Respondents**

When the respondents were asked to indicate whether learning time was maximized in their School, 25 (78.1%) responded in the affirmative way while 7 (21.9%) argued that learning time was not maximized. Another category of respondents (all Head teachers) also said learning time was maximized. This means that more emphasis was stressed on pupil learning.

**Table 1: Maximized Learning Time**

Maximized Learning Time	Frequency	Percent
Yes	25	78.1
No	7	21.9
Total	32	100.0

But when the respondents were further asked to state whether their institutions had a coordinated assessment policy, 28 (87.5%) responded in the affirmative, two (6.3%) said No while another two (6.3%) did not answer. The respondents from other categories that is, pupils and Head teachers also showed a similar pattern. The results are as shown in the tables below

**Table 2: Availability of Assessment Policy**

Availability of Assessment Policy	Frequency	Percent
Yes	28	87.5
No	2	6.3
No response	2	6.3
Total	32	100.0

The responses in Table 3 below showed that out of the 56 respondents who answered this question, 48 said they were given tests during and at the end of each term. Seven said they were given tests only at the end of each term.

**Table 3: Tests for Pupils during each Term**

Tests for Pupils during each Term	Frequency	Percent
only at the end of term	7	12.5
during and at the end of term	48	85.7
Non of the above	1	1.8
Total	56	100.0

### **Holding of Continuous Professional Development (C.P.D)**

On average 50% of the respondents indicated that they held such meetings thrice in a term, 12.5% said twice while 37.5% indicated once. This shows that in general, all Head teachers in the Schools surveyed encouraged Continuing Professional Development (C.P.D.) meetings. The results were as shown in the table below

**Table 4: Frequency of holding CPD meetings**

<b>Frequency of holding CPD meetings</b>	<b>Frequency</b>	<b>Percent</b>
Once	12	37.5
Twice	4	12.5
Thrice	16	50.0
Total	32	100.0

Table 5 below gives a summary of the rate of pupil performance. These results indicate that eight (25%) of the respondents indicated that their pupils' performance was very good, 12 (37.5%) said their pupils' performance was good while another 12 (37.5%) said the performance was average.

**Table 5: Rate of Pupil Performance**

<b>Rate of Pupil Performance</b>	<b>Frequency</b>	<b>Percent</b>
Very good	8	25.0
Good	12	37.5
Average	12	37.5
Total	32	100.0

The above performance could be attributed to the availability of a School library in some Schools. Table 6 below indicates that out of 32 respondents, 21 (71.9%) said that their School had a library while nine (28.1%) said they had no library. In numerical terms, only one out of the four Schools did not have a School library. However, Head teachers of these

Schools made an effort to ensure that each department was stocked with text books though there was still room for improvement.

**Table 6: Availability of library**

Availability of library	Frequency	Percent
Yes	23	71.9
No	9	28.1
Total	32	100.0

On the contrary, out of a total number of 32 respondents, 22 (68.8%) said that they did not have adequate teaching and learning materials, while 4 (12.5%) said they had adequate teaching materials. Six (18.8%) did not respond. Table 7 below gives a summary of these results

**Table 7: Adequacy of teaching/learning materials**

Adequacy of teaching/learning materials	Frequency	Percent
Yes	4	12.5
No	22	68.8
No response	6	18.8
Total	32	100.0

In terms of involvement in the running of their Schools, 23 (71.9%) of the respondents said they were involved in the affairs of their respective Schools while 9 (28.1%) said they did not take part. The table below summarizes the area of inclusive management.

**Table 8: Inclusive School Management**

Inclusive School Management	Frequency	Percent
Yes	23	71.9
No	9	28.1
Total	32	100.0

Effective management is about, among other factors, transparency and accountability. The table below indicates that out of 32 respondents, 20 (62.5%) said that management was transparent and accountable in the handling of institutional resources while 10 (31.3%) disagreed. These resources include finances, time and other material resources. Two (6.3%) did not to answer.

**Table 9: Transparency/accountability**

<b>Transparency/accountability</b>	<b>Frequency</b>	<b>Percent</b>
Yes	20	62.5
No	10	31.3
No response	2	6.2
Total	32	100.0

Another area that has been a subject of debate is whether government policy is adequate in terms of age, qualification and appointment of High School Head teachers. When asked on the question of adequacy of this policy, 11 (34.4%) of the respondents answered in affirmative while 17 (53.1%) disagreed. On the other hand four (12.5%) did not answer. The table below gives a summary of the above responses.

**Table 10: Adequacy of Government Policy**

<b>Adequacy of Government Policy</b>	<b>Frequency</b>	<b>Percent</b>
Yes	11	34.4
No	17	53.1
No response	4	12.5
Total	32	100.0

When asked about staff and/or Head teacher turn over, out of 32 respondents, 3 (9.4%) said it was high while 4 (12.5%) said it was low. Another 25 (78.1%) indicated that the turn-over was normal. The summary is as presented in Table 11 below.

**Table 11: Staff and/or Head teacher turn over**

<b>Staff and/or Head teacher turn over</b>	<b>Frequency</b>	<b>Percent</b>
High	3	9.4
Low	4	12.5
Normal	25	78.1
Total	32	100.0

Table 12 below reveals that out of 32 teachers who responded to this question, 25 (78.1%) clearly understood the School mission and vision whereas 7 (21.9%) did not clearly understand it.

**Table 12: Clear mission and vision at school**

<b>Clear mission and vision at school</b>	<b>Frequency</b>	<b>Percent</b>
Yes	25	78.1
No	7	21.9
Total	32	100.0

But when further asked to rate their Head teachers in terms of tact, decision-making and ability to handle conflict, 18 (56.3%) of the respondents said the Head teacher was above average, 13 (40.6%) said average while one (3.1%) chose not to answer this question. The table below gives a summary of these responses

**Table 13: Head teacher intelligence**

<b>Head teacher intelligence</b>	<b>Frequency</b>	<b>Percent</b>
Above average	18	56.3
Average	13	40.6
Below average	1	3.1
Total	32	100.0

In terms of commitment to duty, 20 (62.5%) of the respondents said their Head teacher was very committed, 11 (34.4%) said the Head teacher was committed while one (3.1%) did not answer. Table 14 below gives a summary of these findings.

**Table 14: Head teacher commitment to duty**

<b>Head teacher commitment to duty</b>	<b>Frequency</b>	<b>Percent</b>
Very committed	20	62.5
Committed	11	34.4
Not committed	1	3.1
Total	32	100.0

The table below shows that out of 32 teachers who responded to this question, 31 (96.9%) said the Head teacher communicated verbally while one (3.1%) said the Head teacher did not communicate in any medium

**Table 15: Head teacher communication medium**

<b>Head teacher communication medium</b>	<b>Frequency</b>	<b>Percent</b>
Verbally	31	96.9
Never at all	1	3.1
Total	32	100.0

On whether their Head teacher was a visionary, 29 (90.6%) out of 32 respondents, responded in the affirmative while three (9.4%) disagreed. Table 16 below gives a summary of these responses.

**Table 16: Whether Head teacher is a visionary**

<b>Whether Head teacher is a visionary</b>	<b>Frequency</b>	<b>Percent</b>
Yes	29	90.6
No	3	9.4
Total	32	100.0

In terms delegation of responsibilities by Head teacher, 31 (96.9%) of the teachers who responded to this question said the Head teacher delegated some of his responsibilities while one (3.1%) disagreed. These findings are as tabulated in table 17 below

**Table 17: Delegation of responsibilities**

Delegation of responsibilities	Frequency	Percent
Yes	31	96.9
No	1	3.1
Total	32	100.0

#### 4.3.2 Pupil Respondents

**Table 18: Adequacy of pupils' text books**

Adequacy of pupils' text books	Frequency	Percent
Yes	10	17.9
No	45	80.4
No response	1	1.8
Total	56	100.0

The table above indicates that out of 56 respondents, 10 (17.9%) said they had adequate text books while 45 (80.4%) said they did not have adequate or enough text books. One (1.8%) did not answer. This is a worrisome picture as it defeats the core business of any learning institution.

The above finding is compounded by the results in table 19 below. When the respondents were asked to state whether they had wall charts or maps in their classroom, 9 out of a total of 56 responded in the affirmative while 46 said they did not have any wall charts or maps. One out of the 56 respondents did not answer.

**Table 19: Availability of wall charts/maps in classroom**

Availability of wall charts/maps in classroom	Frequency	Percent
Yes	9	16.1
No	46	82.1
No response	1	1.8
Total	56	100.0

When the respondents were asked to state whether their Head teacher attended some of their lessons, 42 (75.0%) out of 56 responded in the affirmative while 13 (23.2%) said their Head teacher never attended any of their lessons. Of these one chose not to answer this question as shown in the table below.

**Table 20: If Head teacher attends Pupils' Lessons**

<b>If Head teacher attends Pupils' Lessons</b>	<b>Frequency</b>	<b>Percent</b>
sometimes	42	75.0
Not at all	13	23.2
No response	1	1.8
Total	56	100.0

**Table 21: Giving of Tests**

<b>Giving of Tests</b>	<b>Frequency</b>	<b>Percent</b>
only at the end of term	7	12.5
during and at the end of term	48	85.7
Non of the above	1	1.8
Total	56	100.0

The respondents in this category were further asked whether their School gave tests during and at the end of each School Term. The results in table 21 above indicate that out of the 56 pupils who responded to this question, 7 said they were given tests only at the end of each term while 48 said they were given tests during and at the end of each term. One respondent did not answer.

Still on assessment, the respondents were further asked if they were given Home work by their teachers. Out of 56 respondents, 51 (91.1%) responded in the affirmative while 5 (8.9%) said they were not given. Table 22 below summarizes these findings

**Table 22: Giving of Homework to Pupils**

<b>Giving of Homework to Pupils</b>	Frequency	Percent
Yes	51	91.1
No	5	8.9
Total	56	100.0

The respondents were further asked whether their Home work and class exercises were marked and revised with their subject teachers. Table 23 shows that 32 (57.1%) said their class exercise and home work were always marked while 19 (33.9%) said it was rarely marked. Only 5 (8.9%) said that both were not marked at all.

**Table 23: Marking of Pupils' work**

<b>Marking of Pupils' work</b>	Frequency	Percent
Always	32	57.1
Rarely	19	33.9
Not at all	5	8.9
Total	56	100.0

Table 24 below indicates that 48 (85.7%) of the respondents said that the curriculum was relevant to what they wished to do in future while 8 (14.3%) said the curriculum was not relevant to their future aspirations.

**Table 24: Relevance of curriculum for respondent**

<b>Relevance of curriculum for respondent</b>	Frequency	Percent
Yes	48	85.7
No	8	14.3
Total	56	100.0

The respondents were further asked to state the medium of communication used by their Head teacher. The results indicate that out of 56 respondents, 52 (92.9%) said their Head teacher communicated to them through announcements during Assembly while two (3.6%) said there was no communication at all. Another two (3.6%) did not answer. These responses are as shown in table 25 below.

**Table 25: Medium of Communication with Pupils**

<b>Medium of Communication with Pupils</b>	<b>Frequency</b>	<b>Percent</b>
Announcements	52	92.9
None of the above	2	3.6
No response	2	3.6
Total	56	100.0

### **4.3.3 Head teacher Respondents**

Another category of respondents was that of Head teachers. Out of the four Head teachers who were given questionnaires, only three returned the completed questionnaires.

#### **Number of pupils in School**

When they were asked to approximate the number of pupils in their respective Schools, one (33.3%) said they had between one hundred and five hundred pupils while two (66.7%) said they had between one thousand and one thousand five hundred pupils.

#### **Maximisation of learning time**

When the respondents were asked to state whether learning time was maximized in their School, all of them responded in the affirmative. This means that the Head teachers in all the research sites stressed the need for pupil learning as it was the core business of any school.

#### **Availability of Assessment policy**

Two respondents stated they had an assessment policy at their respective Schools, while one did not have any existing assessment policy.

### **Possession of Accounting Knowledge**

These respondents were further asked on whether they possessed any knowledge of Accounting. None of them had any knowledge of Accounting.

### **Education Management training prior to appointment**

When asked to state whether these respondents had received any training in Educational Management prior to their appointment as Head teachers, only one responded in the affirmative while two said they did not have any such training. This was because the Zambia Army stressed emphasis on soldiering rather than on education. The only respondent who had Education Management training acquired this from the University of Zambia during his Bachelor's degree program.

### **Staff or Head teacher turnover**

The Head teachers were asked to state the levels of staff or Head teacher turn over in their respective schools. They all stated that the turn over was normal.

### **Head teacher relationship with PTA/Board or community**

Critical to effective School management is the relationship between the School and the community. In this case, the respondents were asked to rate their relationship with the community. Two had a very good working relationship with the community while one had a good relationship.

### **Adequacy of government policy on Management training**

When asked on what they felt on government policy on management training, two said the policy was inadequate while one chose not to answer.

### **Whether dual reporting affected Head's managerial effectiveness**

These respondents were also asked whether the reporting pattern had any negative effect on their managerial effectiveness as Head teachers. The respondents were further asked to state whether they felt secure in their appointment as Head teachers. They all stated that reporting pattern (to two superiors) did not affect their managerial effectiveness in any way. Furthermore, they all stated that they felt secure in their appointments.



### **Availability of Organisational structure**

Any formal and effective organization is distinguished by the existence of a clear managerial structure with clear roles and reporting pattern. These respondents were asked if they had an organizational structure in their institution. Their responses were that they all had this structure in the Head teacher's office and the staff room.

### **Budgetary allocation to teaching/learning materials**

Another critical area to effective School management is the ability to allocate a reasonable percentage of financial resources towards teaching and learning materials. These respondents were asked to approximate their budgetary allocation towards teaching/learning materials. They all allocated at least 70% towards their core business.

### **Availability of committees in respondent's School**

The three respondents were asked if they had Committees in their respective Schools. All of them said they had committees implying that they delegated some of their responsibilities. This is another equally crucial aspect for managerial effectiveness.

### **Availability of current, relevant and enough text books**

Lastly the respondents were asked to state whether their various institutions had current, relevant and enough text books for both teachers and pupils. All of them did not respond in the affirmative thereby agreeing with what the pupils and teachers said on the same question.

## **4.3.4 Education Directorate Respondent**

### **a. Number of Army-headed High Schools in Zambia**

There were seven (07) High Schools in the country that were in military cantonments and headed by military personnel. All these Head teachers were apparently male with only three who possessed a university degree in Education.

### **b. Official and/or unofficial visits to schools**

The Directorate of Education of the Zambia Army as a managing agency made efforts to visit/inspect these Schools though not quite often. In terms of meeting deadlines by these

Head teachers, the Directorate said that the Head teachers were effective. Further, research shows that the Directorate was satisfied that all the Head teachers were knowledgeable enough for their appointments as Head teachers.

**c. Transparency and Accountability**

In terms of transparency and accountability, the Head teachers were rated as being transparent and accountable in the way they managed institutional resources. It was further argued that this was the more reason why the Directorate had continued to provide both financial and material support to these schools. This transparency and accountability was attributed to the management training given to all Head teachers in military cantonments on an annual basis and prior to taking these appointments as Head teachers.

**d. Human, Material and Financial Resources**

The Directorate of Education did not have a nursery in the normal School system from which to appoint Head teachers for their Schools in military cantonments. This posed a serious challenge for both the Directorate and the new appointees as they had to adjust to current trends in the normal School system. This problem was compounded by the fact that as military officers, they at times left their stations for longer periods on peace-keeping missions abroad. As such new Head teachers had to be appointed to keep the school running.

Other than the lack of a nursery, the Directorate would wish that adequate financial resources were allocated and timely released to these schools. Further, the Directorate also felt that more suitably qualified teachers should be posted to these Army-aided Schools to move in tune with the Ministry of Education policy.

**e. Dual administrative School System**

The Directorate of Education of the Zambia Army felt that the dichotomy in reporting did not affect the managerial effectiveness of the Head teachers in these Army-aided High Schools. In fact the military trained Head teachers were able to strike a balance between the civilian and military personnel. Further, research showed that the 'dual' School system had helped in changing the face of such Schools because the A.P.U. supplemented the

Regular session. It also helped boost staff morale as they would no longer trek to the District Education Board offices or Provincial Education offices for salary advances or any other financial assistance. In general, the education Directorate feels the 'dual' School system has helped improve the effectiveness of Head teachers in Army-aided High schools and that these schools were better off with the status quo.

Other than that, it was felt that where the Ministry of Education was unable to respond favourably and on time, the Directorate of Education of the Zambia Army was always on hand to come in. Put arbitrarily, managing these institutions in partnerships had proved to be more beneficial than when single handedly.

#### **f. Monitoring**

The Directorate of Education of the Zambia Army attached value to quality education and so had a monitoring mechanism to improve on the running of these schools. The only limitation like any other government department was erratic funding to undertake this noble cause.

### **4.4 Interview Schedule with Head teachers**

#### **a. Education Management Seminars**

All Head teachers reported that the Zambia Army organized seminars on a yearly basis on Education management. This was usually during the School holidays in April to avoid interrupting the School calendar.

#### **b. Orientation upon appointment**

The interview revealed that all Head teachers were given comprehensive role definition and/or orientation upon being appointed Head teacher but before they took up the appointment.

#### **c. Dichotomy of Reporting**

All the Head teachers interviewed stated that they reported to the Zambia Army through the Director of Education and the Ministry of Education through the relevant offices. They further stated that the dichotomy of reporting did not affect their managerial effectiveness.

**d. Facility with Education Policies**

Out of the four Head teachers who were interviewed, only one said he was conversant with the Education policies while three said they just received such policies from the Ministry. They also stated that they did not fully understand these policies.

**e. Training Policy**

All Head teachers stated that they had a School training policy and supported their staff when resources could allow. This was a motivating factor to the teachers.

**f. Follow-up Mechanism**

Despite having a school training policy in place, three of the Head teachers did not have a follow-up mechanism on what teachers were studying. This in most cases allowed a situation where teachers studied disciplines not in line with education. Upon completion, they left their Schools and the Ministry altogether.

**g. Operational Budget**

All Head teachers interviewed had a copy of their operational budget for the calendar year representing a hundred percent on this score.

**h. Availability of Strategic Plan**

None of the Head teachers interviewed had a strategic plan either in their office or in the School. This shows that they did not plan for the future but for the current year.

**i. Head teachers' Vision**

Other than the school vision, three out of the four Head teachers interviewed had an imaginary picture of what they wanted their School to be like in two or so years' time.

**j. Register of Accountable documents**

All the Head teachers interviewed kept a Register of Accountable documents in their office lockable cabinets. This is in order to safeguard institutional funds.

**k. Committees/units in School**

Disciplinary committee, Finance committee, Time-table committee, Audit committee, Transport unit, Pay roll Management unit, Sports committee, Entertainment committee, A.P.U. committee, Fundraising committee, Housing committee, Preventive Maintenance committee, Distress committee.

**l. Dealing with Gossip**

Three out of the four Head teachers did not allow gossiping and to curb this, they always invited the person being gossiped about to be present as the Gossiper did what they knew best. This helped minimize cases of faulty attributions which is a potential source of conflict at personal level.

**m. Rank and Educational qualification**

All the head teachers stated that in their system, it was the rank one held that mattered most. The educational (professional) qualification was secondary. For this reason, the lowest rank for Head teachers was that of 'Major' while the highest was that of 'Lieutenant Colonel'. In other words, the rank was a more powerful symbol of authority (or command) than one's professional qualification. Therefore, these positions also went with one's rank otherwise they would have very little authority or command.

## CHAPTER FIVE

### DISCUSSION OF THE FINDINGS

#### 5.1 Introduction

This chapter discusses the findings of the investigation on the effectiveness of Head teachers of Army-aided High Schools in Zambia. The discussions were based on the selected variables which pinpoint the managerial roles of the High School Head teachers in general. These discussions were strictly based on the data that were collected from the respondents. All related variables were discussed jointly.

In order to assess the effectiveness of Head teachers in their managerial roles, discussions were done by comparing the responses from the four categories of the respondents. These were pupils, teachers, senior staff from the Directorate of Education (Zambia Army) and Head teachers themselves. These discussions were based on the following variables: vision, collegiality, resource mobilization and management, communication, conflict management, commitment to duty, motivation, assessment policy, accountability and transparency.

#### 5.2 Discussion

##### 5.2.1 VISION

###### Teachers

Table 12 shows that out of 32 respondents, 25 (78.1%) indicated that they clearly understood their school's mission and vision (YES). This means that the Head teachers effectively communicated this important aspect of management. However, 7 (21.9%) respondents said they did not clearly understand the mission and vision for their respective schools (NO). On the same variable (table 1.17), 29 (90.6%) out of 32 respondents indicated that their Head teachers were visionary as opposed to three (9.4%) who disagreed. What this reveals is that Head teachers in Army-aided High Schools were not only visionary but they tried to communicate and share their vision with three quarters of the members of staff. Clearly this is a positive aspect on managerial effectiveness.

This result could be attributed to the appropriateness of the appointments and the annual induction seminars usually organized by the Directorate of Education of the Zambia Army for all Head teachers of Army-aided Schools in Zambia. These research findings agree with MoE (1996: 16) who states that ‘... excellent Schools must have a clear vision of what they are supposed to be doing’.

### **Head teachers**

All the four Head teachers who were available for an interview indicated that they had a clearly understood mission and vision by their members of staff. This represents 100% affirmative response to this question. They further stated that other than the school vision, they also had their own (but shared) vision of what they wanted their schools to become. This finding agrees in total with the responses from the teacher respondents. These findings further agree with those of Harris et al (1999), who observed that this vision must be expressed and propagated by its leadership, in this context, the Head teacher. Commenting on the importance of visionary leadership, Beare et al (1989: 29), states thus:

*their visions or intentions are compelling and pull people towards them. Intensity coupled with commitment is magnetic. Leaders do not have to co-erce people. They are so intent on what they are doing that like a child creating a sandcastle, they draw others in vision grabs. A vision must be communicated in a way which secures commitment.*

From above, it is clear that a vision is an essential ingredient of managerial effectiveness. Every leader must strive to envision the future of his or her organization otherwise they become ineffective in their managerial roles. Most importantly, this vision must not only be shared but also saleable at whatever cost so that even if the leader were to leave, his or her vision would continue to exist. For a vision to inspire positive change, it must be concrete and not just motherboard statements and must differentiate you from competitors.

## **5.2.2 COLLEGIALITY**

### **Teachers**

In terms of inclusive management (table 8), 23 out of the 32 respondents responded in the affirmative while 9 did not agree. This translates to 71.9% (YES) and 28.9% (NO). From this result, it is clear that those who did not agree were in the minority. On the same score,

the respondents were asked whether they felt that their Head teachers delegated some of their responsibilities to other members of staff. The results in table 1.18 showed that 96.9% responded in the affirmative (YES) while only 3.1% did not agree (NO). This therefore, shows that the Head teachers in Army-aided High Schools were effective as they delegated some of their responsibilities to their subordinates.

### **Head teachers**

From the interviews, and the returned questionnaires, all (04) the respondents stated that they had various committees in their institutions. These committees were run and chaired by various members of staff who had been given the freedom to make decisions and plan on behalf of the School. This arrangement agrees with the responses in tables 1.9 and 1.18 on inclusive management and delegation.

These research findings agree with those of the research conducted in Nigeria on the managerial effectiveness of heads of academic departments in Nigerian universities. Managerial effectiveness is about delegating tasks to others with clearly defined functions. However, it is important for the manager to know what to delegate, when, how and who to delegate to. Cole (2004) observes that delegation promotes team-work and makes subordinates feel part and parcel of the goings-on in the organization. Commenting on the importance of delegation, Mullins (2007: 201) sums it up by saying that the principle of delegation is that 'decisions should be made at the lowest level in the organization compatible with efficiency. Delegation should therefore lead to the optimum use of human resources and improved organisational performance'. In other words, the research findings agree with Mullins that delegation actually improves organisational performance let alone, personal effectiveness of individual managers. It also helps build or create a reservoir of would-be managers.

## **5.2.3 RESOURCE MANAGEMENT**

### **i. Maximized Learning Time**

#### **Teachers**

Table 1 shows that 25 (78.1%) out of 32 respondents stated that learning time was maximized while 7 (21.9%) did not agree. In other words, three quarters of the respondents

agreed that their respective Head teachers had their focus on pupil learning. This ultimately shows that even the teachers observed time.

### **Head teachers**

All the three subjects stated that learning time was put to full use in their respective schools. These research findings agree with Mullins (2007) who argued that one trait of any successful manager is the effective use of time. Drucker in Mullins (2007: 467) states that "... time is totally irreplaceable and everything requires time". It is therefore incumbent upon all managers to jealously guard against any wastage of time for it can not be replaced once lost. Further emphasis is supplied by Cole (2004: 230) when he argues thus: "personal effectiveness at work is primarily a function of the individual's management of his or her time". This is true with the education sector. The Head teacher must always stress the importance of proper time keeping among both pupils and staff to avoid last minute dashes.

### **ii. Financial Management**

The process of managing financial resources including accounting and financial reporting, budgeting, collecting accounts receivable, risk management, and insurance for a business is called Financial Management (*www.smallbusinessnotes.com* accessed 11<sup>th</sup> February, 2011). It should involve financial accountability and transparency. Modern management demands that the manager must be as transparent and accountable as possible when dealing with public resources. This will guarantee a constant or steady supply of such resources from either the corporate world or the community. Research conducted in Kenya, indicated that increased interaction between the community and school management entails improved accountability and transparency (Giordano, 2008).

Table 9 shows that out of 32 respondents, 20 stated that their Head teachers were accountable and transparent in the way they handled public resources. On the other hand, the respondent from the Directorate of Education (Zambia Army), stated that the Head teachers were transparent and accountable in dealing with school resources. This was substantiated by the fact that financial reports were prepared and presented to both the teachers/parents and the Directorate with minor queries. However, this score still presents

a rather worrisome picture with a lot of room for improvement. Management must endeavour to remove the veil that surrounds the handling of especially public finances. The Head teachers must always ensure that there is transparency and accountability in the management of institutional resources (Ozigi, 1977).

In fact, the induction and annual Head teachers' seminars conducted by the Directorate of Education of the Zambia Army are tailored towards equipping them with knowledge for the 21<sup>st</sup> century management challenges. The Head teachers are strongly urged to be proactive rather than to be reactive. They have to avoid, if they can, dicey situations such as waking up only to find all school funds are fraudulently siphoned. They need to begin to appreciate the lengthy, frustrating and life-threatening litigation process. As such it is better to avoid such situations by being pro-active which they have adequately adopted. They need to graduate from being placed at the mercy of the Bursar (or Accounting officer) by effectively segregating financial responsibilities within their schools.

#### **5.2.4 ASSESSMENT POLICY**

Generally, assessment was looked at in terms of class exercises, homework, weekly, monthly or mid-term tests and end of term tests. These are categorized into Criterion-referenced (Formative evaluation) and Norm-referenced (Summative evaluation) assessment. The research findings indicate that there was a combination of both criterion and norm referenced methods of assessment thereby agreeing with Harris, et al. (1997).

However, the formative evaluation in all the research sites was not coordinated. It was conducted haphazardly where individual teachers gave tests to individual classes at different times and on different topics. Clearly this did not encourage stiff competition among pupils let alone between classes. In fact, in some cases, these weekly or monthly tests were taken just as a formality by both the learners and the teachers. Worse still, these marks or results did not constitute any score towards the Summative assessment thereby rendering them altogether irrelevant.

## **Teachers**

Table 2 indicates that 28 (87.5%) of the respondents said that their schools had a coordinated assessment policy while 2 (6.3%) disagreed. Another two (6.3%) did not answer. This score indicates that the Head teachers effectively pushed their core business agenda in these schools which emphasises focus on child learning. These research findings agree with the Ministry of Education (1996), which states that the Head teacher must ensure that the school has an assessment policy with immediate feedback to both the learner and the teacher.

## **Pupils**

On the same score, 55 out of 56 respondents indicated that there existed an assessment policy in their Schools while only one (1.8%) did not answer. This high score on assessment clearly shows that the Head teachers are very particular with attaining the educational goals. These research findings strongly agree with MoE (2001: 49) which states thus: 'continuous assessment is an important aspect of teaching and learning. It provides the basis for measuring and assessing whether the school achieves its educational objectives'.

These research findings further showed that the pupils were subjected to various assessment tools by their teachers. For instance, table 2.6 shows 51 (91.1%) stated that they were given homework. Table 10 also shows that this homework and class exercises were marked 32 (57.1%) while 19 (33.9%) stated that marking was rarely done. The teachers further made an effort to revise the homework with their classes though there is still enough room for improvement (table 2.7).

## **Head teachers**

On the contrary, two of the respondents indicated that they had an assessment policy in their school while one stated that they did not have. This is a contrast because the teachers and the learners agree that there was an assessment policy while a certain percentage of the Head teachers disagreed. Probably the Head teachers are not very satisfied with the nature of the assessment tools thereby giving themselves sufficient room for improvement. It

could be that the assessment tools lack validity, reliability and fairness. Indeed, assessment provides a basis for the relevance of the curriculum, teaching methods and materials used in the whole process (MoE, 1997). “Assessment makes teaching into teaching ... assessment is not a discrete process, but integral to every stage of teaching, from minute to minute as much as module to module” (Atherton, 2010). Clearly, teaching without any form of assessment is not teaching.

### **5.2.5 TRAINING**

#### **Head teachers**

On training in Educational Management from recognized and established institutions such as the University of Zambia (UNZA), only one of the respondents indicated having been trained. The other two of the Head teachers were not trained apart from the annual seminars organized by the Directorate of Education (Zambia Army). Although this may make very sad reading, the consolation is that the nature of their training as ‘commissioned officers’ is tailored towards leadership. This is contrary to Wall (1977) who argued that there is need for continual refreshment or refurbishment of skills and time to take stock of professional experience in the growth of knowledge. These research findings agree with those by Mizinga (2004) when he argued that the Zambia Army placed less emphasis on the education, development and growth of its commissioned officers. For Head teachers to be effective in their managerial roles, they require appropriate management training.

#### **Teachers**

Although three quarters of these Head teachers are not trained in Educational Management, they have tried to capacity-build their teachers. Table 4 shows that the Head teachers organized Continuing Professional Development (C.P.D) meetings for their teachers at least once per year. These meetings though not taken seriously can form an important filler for refresher courses for staff. It is during these meetings that teachers can share professional experiences with colleagues. This can be within a department in a school or between same departments from different schools. There is therefore, enough room for improvement in this area both for the Head teacher and the teachers.

## **5.2.6 RELEVANCE OF CURRICULUM**

### **Pupils**

Research findings (Table 24) indicated that 48 (85.7%) out of the 56 respondents stated that the subjects they were doing at school had a direct relevance to what they wanted to become in future. They further stated that they would easily fit at any other school without major subject differences. These findings agree with MoE (1996) on the need for a relevant curriculum. It follows therefore that the Head teachers are fully implementing the Ministry of Education policy on what is supposed to be taught.

## **5.2.7 COMMITMENT TOWARDS WORK**

Critical to managerial effectiveness is personal or organisational commitment. All respondents who answered this question indicated that their Head teacher was either very committed or committed towards their work. None of the respondents disagreed. This research finding agrees with Mullins (2007) thus: commitment will greatly influence the level of work performance and attainment of set organisational goals. Indeed without commitment being shown, there are only promises and hopes ... but no plans. This research finding also agrees with the findings by Switzer (2005) when he stated that where there is lack of commitment, among staff, quality and goal attainment suffer.

### **Pupils**

Related to the above is the manager's ability to cultivate proper staff attitudes towards their work and attainment of organisational goals. These attitudes could be in terms of punctuality and responsiveness towards the learners, for instance, the willingness to attend to pupils' problems. When the pupil respondents were asked to give their teachers' attitude towards work, 39 (69.6%) stated that the attitude of their teachers towards work was good while 14 (25.0%) said that the attitude was very good. This means that the individual Head teachers worked hard to ensure that they cultivated positive attitudes towards work among their teachers.

## **5.2.8 AVAILABILITY OF TEACHING/LEARNING MATERIALS**

### **Teachers**

Table 6 shows that 23 out of 32 respondents representing 71.9% indicated that their school had a library while 9 (28.1%) said their school had nothing. In numerical terms, only one school out of the four that were visited did not have a library but were using some office to store text books. Similarly, table 7 indicates that 22 (68.8%) of the respondents stated that teaching and learning materials were inadequate. Head teachers were making frantic efforts to ensure that each department was equipped with current and relevant books.

### **Pupils**

On the same score, another category of respondents indicated that they did not have adequate current and updated text books either in the library or departmental offices. Tables 18 and 19 indicated that 45 (80.4%) and 46 (82.1%) stated that they did not have text books and wall charts or maps in their classes.

### **Head teachers**

All the subjects stated that they did not have current, relevant and enough text books. These research findings from the three categories tally and agree with each other as they all show the lowest score on the availability of current and relevant text books and teaching/learning materials. Without enough teaching and learning materials, the whole purpose of education is defeated. According to Mitter (1991) lack of proper adequate libraries and required books has been cited as the major cause of poor performance in examinations in most educational institutions

These research findings are a clear contrast of what the Head teachers said when they were asked to estimate their budgetary allocation on teaching/learning materials. In fact all the respondents said that they allocated 70% and above of their finances on educational materials. This is a sharp contradiction to what actually obtained on the ground. The findings present a very worrisome picture which requires immediate attention.

### **5.2.9 COMMUNICATION**

Table 17 shows that 96.9% of the respondents stated that their Head teacher communicated verbally while 3.1% disagreed. Furthermore, the results in Table 25 indicate that 92.9% of the respondents stated that their Head teacher communicated to them verbally while 3.6% disagreed and another 3.6% did not answer. What comes out clearly from these findings is that at least there was communication in these institutions. These research findings agree with Cole (2004) that communication is an important aspect of managerial effectiveness. He contends that lack of proper communication can lead to misunderstandings and conflicts in organisations.

What probably seems to lack is the aspect of variety of communication media. In fact, these research findings indicate that all the Head teachers were biased towards verbal as opposed to other forms of communication. For instance, the use of internal memos, letters, formal reports, and minutes of meetings, statements of accounts, invoices, bulletins and a variety of notices could form principal forms of communication as opposed to announcements during assembly or staff meetings (Cole, 2004). Using a variety of communication media can help those who may have been absent during assembly or staff meetings read on their own and get to know the major pronouncements without any distortions if they heard from colleagues.

## **CHAPTER SIX**

### **RECOMMENDATIONS AND CONCLUSIONS FROM THE FINDINGS**

#### **6.0 Introduction**

This chapter presents a summary, conclusion and the recommendations of this study. The first part introduces this chapter which divided into three sections. These are the introduction, conclusion and the recommendations.

#### **6.1 Conclusion**

The main purpose of this study was to evaluate the effectiveness of Head teachers in Army-aided High Schools in the discharge of their managerial roles in a dual administrative school system. This was done by getting the views of teachers and pupils, Directorate of Education (Zambia Army) and Head teachers themselves. Assessment was done through the managerial variables that included vision, conflict resolution, staff motivation, assessment, delegation, resource mobilization, allocation and monitoring. Head teachers in Army-aided High Schools would be more effective if there was policy harmonization between the Zambia Army and the Ministry of Education.

The results of this study generally showed that Head teachers in Army-aided High Schools were effective though not as they ought to be and that the nature of appointment was not a factor. The dichotomy of reporting was equally not a factor to their managerial effectiveness. This result could be attributed to among other factors: a combination of teaching and military experiences as officers are trained to lead, as opposed to soldiers who are trained to follow and take instructions. Although the Head teachers were generally effective, they faced a number of challenges which included poor staffing, insufficient funding and other material resources as well as the interference by the 'rank' factor in the running of these Schools. Generally, the 'rank' in the Army mattered more than one's educational qualification contrary to the Ministry of Education policy.

#### **6.2 Findings**

Through the assessment of the responses from the sampled population (teachers', pupils', Directorate of Education and Head teachers'), what comes out of this study is that:

- i.. Head teachers acquired some knowledge of their managerial roles through seminars but needed education management training.
- ii. Although these Head teachers were not trained in Education Management, the study found out that they were effective though not as they ought to be.
- iii. The dual administrative School system did not have any serious negative impact on their (Head teachers') managerial effectiveness.
- iv. Pupils were generally satisfied with the status quo.

### **6.3 Recommendations**

Generally, Head teachers in Army-aided High Schools should continuously perform their managerial roles as best as they can. They only need to be encouraged to do better so as to increase the percentage rating on the effectiveness scale. Further, the Zambia Army through the Directorate of Education needs to put in place conscious and direct plans to redirect focus on bringing women into the picture. However, the findings from this study brought out a number of factors that would make Head teachers more effective in their managerial roles. These are as follows:

- a. The Zambia Army, through the Directorate of Education, should sponsor its Head teachers in Educational Management Training (E.M.T) programs which are attainable at the University of Zambia and selected colleges. This could be through the provision of moral, material and financial assistance. The Directorate could also source for more funding to increase on the number of Head teachers' management workshops from the current once to thrice per year.
- b. The Directorate of Education of the Zambia Army should create a reservoir of trained human resources to take up the position of Head teacher in Army-aided High Schools on a competitive basis. This could be done by sponsoring those attached to the corps of Education in Education Management.
- c. The Zambia Army through the Directorate of Education should post teachers in High Schools who would in turn be exposed to various positions of responsibility such as

Grade teacher, Section Head or Head of Department (cross-job enrichment) before they could be given other more challenging assignments. This will make them be abreast with the current trends in the Education sector unlike the situation where those who undergo military training are quickly weaned from schools. This deprives them of the necessary cross-job exposure.

d. Educational Management Training (EMT) programmes should have a full package on Financial Management to include such topics as Auditing (Fraud/Fraudulent Accounting). This will minimize the increasing cases of fraud in these institutions.

e. Head teachers of Army-aided High Schools should establish a data base to track or monitor the courses and performance of those who are under their sponsorship. This will reduce unnecessary expenditure on programmes not relevant to education.

f. Head teachers of Army-aided High Schools are strongly encouraged to use a variety of communication tools such as announcements and/or use of notices or seculars posted on the bulletin boards. Further, Head teachers should encourage coordinated formative as well as summative assessment policies in their individual Schools.

g. The Zambia Army through the Directorate of Education should re-introduce and increase funding to these schools. Available data indicate that these schools last received financial assistance in 2005 and since then, nothing in terms of funding has come through thereby leaving the schools to solely depend on the Ministry of Education. This has posed a serious challenge in meeting operational costs.

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**APPENDIX I**

**THE EFFECTIVENESS OF HEAD TEACHERS IN THEIR MANAGERIAL ROLES IN A DUAL ADMINISTRATIVE SCHOOL SYSTEM: THE CASE OF SELECTED ARMY-AIDED HIGH SCHOOLS OF ZAMBIA.**

**Questionnaire for Pupils.**

Dear Respondent,

This questionnaire is intended to help you provide us with information regarding the effectiveness of your Head teachers in their managerial roles/duties. Kindly answer the Questions below. The information given will be treated in confidence and shall only be restricted to the purpose of this research. Do not write your name on the questionnaire.

**SECTION A. Background Information** (Tick  $\surd$  in the appropriate [ ])

- 1. Type of School. [ ] Private [ ] Public [ ] Boarding
- 2. Grade: [ ] Ten [ ] Eleven [ ] Twelve
- 3. Gender: [ ] Male [ ] Female
- 4. Age: [ ] below 17 [ ] between 17 and 20 [ ] Above 20

**SECTION B. General Information**

- 5. a) Is the location of your School favorable for learning? [ ] Yes [ ] No  
b) If your answer to question 5 is 'No', what do you think can be done?  
.....
- 6. Is there enough furniture in your class room (e.g. desks, chairs, borax, stools)? [ ] Yes [ ] No
- 7. How is the lighting in your class room? [ ] Very good [ ] Good [ ] Average [ ] Poor
- 8. Are there recreation activities at your School? [ ] Yes [ ] No
- 9. Do you have enough (enough may mean sharing 1 text book between two pupils during lessons) text books in your school? [ ] Yes [ ] No
- 10. Are there wall charts/maps in your classroom? [ ] Yes [ ] No

11. Does your Head teacher come to attend some of your lessons?  Sometimes  
 Not at all
12. Does your School give tests during and at the end of each term?  Only at the  
end of the term  during and at the end of the term  Non of the above
13. Are you given Home work?  Yes  No  Rarely
14. Is your class exercise and homework marked?  Always  Rarely  
 Not at all
15. Do you revise the exercises and homework with your teacher?  Yes   
No  Sometimes
16. Do your teachers come early for lessons?  Yes  No
17. What is the general attitude of your teachers towards work?  Good  
 Very good  bad  very bad
18. Do the subjects you take have any relevance to what you want to be in future?  
 Yes  No
19. What do you think should be done to make your School even better?  
.....
20. How does your Head teacher communicate to you?  Through notices posted  
on the bulletin board  announcements during Assembly  none of  
the above

**Thank you!**

## APPENDIX II

### **THE EFFECTIVENESS OF HEAD TEACHERS IN THEIR MANAGERIAL ROLES IN A DUAL ADMINISTRATIVE SCHOOL SYSTEM: THE CASE OF SELECTED ARMY-AIDED HIGH SCHOOLS OF ZAMBIA.**

#### **Questionnaire for Staff.**

Dear respondent,

This questionnaire is intended to help you provide us with information regarding the effectiveness of your Head teachers in their managerial roles and duties. Kindly answer the Questions below. The information given will be treated in confidence and shall only be restricted to the purpose of this research. Do not write your name on the questionnaire.

#### **SECTION A. Background Information** (Tick $\checkmark$ in the appropriate [ ] )

1. Type of School. [ ] Private [ ] Public [ ] Boarding
2. Sex: [ ] Male [ ] Female
3. Qualification: [ ] Certificate [ ] Diploma [ ] Degree
4. For how long have you been teaching? .....

#### **SECTION B. General Information**

5. In general, do you think learning time is maximized? [ ] Yes [ ] No [ ] Don't know
6. Is there a coordinated Assessment policy at your School? [ ] Yes [ ] No [ ] Don't know.
7. How many times in a term do you hold Continuous Professional Development (C.P.D) meetings in your department? .....
8. How would you rate your pupils' performance? [ ] Excellent [ ] Very Good [ ] Good [ ] Average
9. Does your School have a Library? [ ] Yes [ ] No
10. If your answer to question 10 above is Yes, are there enough teaching and learning materials? [ ] Yes [ ] No

11. Do you have access to these materials as a teacher?  Yes  No
12. What do you think should be done to improve the teaching and learning process at your School? (give your own opinion)  
 .....
13. Are you confirmed in your Appointment?  Yes  No
14. If your answer to Question 22 above is No, what do you think could be the problem?.....  
 .....
15. Do you think your School management takes every one on board in the running of the School?  Yes  No
16. In your opinion, would you say that your School administration is transparent and accountable in managing School resources (material & financial)?  Yes  No
17. Is government policy adequate in relation to age, qualification, remuneration and appointment of High School Head teachers?  Yes  No
18. What is your take on staff and/or Head teacher turn-over at your School?  High  Low  Normal (turn-over means “frequency of changes/transfers”)
19. If your answer to Question 19 is ‘High’, what could you attribute this to?  
 .....
20. Does your School have a clearly understood mission and vision?  Yes  No
21. How would you rate your Head teacher in terms of tact, decision-making, and ability to handle conflict?  Above average  Average  Below average
22. Rate your Head teacher in terms of commitment to duty.  Very committed  Committed  Not committed
23. How does your Head teacher communicate to you as staff?  through seculars  verbally during meetings  never at all
24. Generally, would you say that your Head teacher is a visionary?  Yes  No
25. Does your Head teacher delegate some of his/her responsibilities?  Yes  No

**Thank you!**

**APPENDIX III**

**THE EFFECTIVENESS OF HEAD TEACHERS IN THEIR MANAGERIAL ROLES IN A DUAL ADMINISTRATIVE SCHOOL SYSTEM: THE CASE OF SELECTED ARMY-AIDED HIGH SCHOOLS OF ZAMBIA.**

**Questionnaire for Head teachers.**

Dear respondent,

This questionnaire is intended to help you provide us with information regarding your Effectiveness in your managerial roles/duties. Kindly answer the Questions below. The information given will be treated in confidence and shall only be restricted to the purpose of this research. Do not write your name on the questionnaire.

**SECTION A. Background Information (Tick  $\sqrt$  in the appropriate [ ] )**

1. Type of School. [ ] Private [ ] Public
2. Grade of School. [ ] One [ ] Two [ ] Three
3. Sex: [ ] Male [ ] Female
4. Qualification: [ ] Certificate [ ] Diploma [ ] Degree
5. For how long have you been in this appointment? .....
6. For how long have you been at this station?.....

**SECTION B. General Information**

7. How many pupils are there in your School? .....
8. Do you think learning time is maximized? [ ] Yes [ ] No
9. What is your School's establishment?.....
10. How many teachers are currently teaching at your School?.....
11. How many of these teachers are confirmed in appointment?.....
12. Do you have any assessment policy? [ ] Yes [ ] No
13. List your sources of funding
  - i) .....
  - ii) .....
  - iii) .....

14. List any internal control measures you have put in place in your School  
 i) .....  
 ii) .....
15. Do you have any knowledge of Accounting?  Yes  No
16. Have you had any training in Educational Management prior to this appointment?  
 Yes  No
17. What is your take on staff and/or Head teacher turn-over at your School?  High  
 Low  Normal
18. How is your relationship with the PTA/Board or community?  Very good  
 Good  Average  Bad
19. What is your take on the Ministry of Education (2002) training policy which restricts training in management to those already in positions of responsibility?  
 Adequate  Inadequate
20. If you were the appointing authority, what considerations would you take when making such appointments?  
 i).....  
 ii).....
21. Does nature of appointment and reporting affect your managerial effectiveness as Head teacher?  Yes  NO
22. If your answer to Question 23 above is YES, explain how.  
 .....  
 .....
23. Do you as Head teacher, feel secure in your appointment?  Yes  No
24. Do you have an Organizational structure as a School which members of staff know of?  Yes  NO
25. What percentage of your budget is allocated towards teaching and learning materials?  Less than 50%  at least 70%  Above 80%
26. Do you have any committees in your School?  Yes  No
27. Is your library stocked with current, relevant and enough text books for both teachers and pupils?  Yes  No

**Thank you!**

## **APPENDIX IV**

### **THE EFFECTIVENESS OF HEAD TEACHERS IN THEIR MANAGERIAL ROLES IN A DUAL ADMINISTRATIVE SCHOOL SYSTEM: THE CASE OF SELECTED ARMY-AIDED HIGH SCHOOLS OF ZAMBIA.**

#### **Interview Guide for Head teachers.**

Researcher introduces himself and states the purpose of the interview questions.

1. Does the Army organize seminars on educational management?
2. Were you given a comprehensive role definition or orientation upon your being appointed Head teacher?
3. Does running of a School within a School (A.P.U.) have any negative impact on your managerial effectiveness?
4. Are you conversant with the various Educational policies Zambia has had since independence?
5. Do you have a training policy for staff as a School?
6. Do you have any follow-up mechanism on staff who go for studies?
7. Do you have your operational Budget for the calendar year in your office?
8. Do you have a Strategic Plan for your School?
9. Other than the School Vision, what is your vision for the School?
10. Do you maintain a Register of Accountable documents?
11. Who is the custodian of such Register and documents?
12. What type of Receipt books do you use as a School?
13. Mention any committees/units in your School?
14. Briefly explain how you would deal with gossip in your organization.
15. What matters more than the other between the rank and educational or (professional) qualification for the position of Head teacher?

## APPENDIX V

### THE EFFECTIVENESS OF HEAD TEACHERS IN THEIR MANAGERIAL ROLES IN A DUAL ADMINISTRATIVE SCHOOL SYSTEM: THE CASE OF SELECTED ARMY-AIDED HIGH SCHOOLS OF ZAMBIA.

#### Questionnaire for Education Directorate (Zambia Army)

Dear respondent,

This questionnaire is intended to help you provide us with information regarding the Effectiveness of the Head teachers in their managerial roles/duties in Army-aided High Schools in Zambia. Kindly answer the Questions below. The information given will be treated in confidence and shall only be restricted to the purpose of this research. Do not write your name on the questionnaire.

(Tick  $\checkmark$  in the appropriate [ ])

#### SECTION A. Background Information

1. Gender: [ ] Male [ ] Female
2. Qualification: [ ] Certificate [ ] Diploma [ ] Degree
3. Position: [ ] Director [ ] Deputy Director
4. How many High Schools are Army-Headed in Zambia? .....
5. How many of these Schools are female-headed? .....
6. Of these Head teachers, how many are university graduates? .....

#### SECTION B. General Information

7. How often do you visit these Schools officially or unofficially?  
[ ] More often [ ] Once in while [ ] Rarely
8. How do you rate the head teachers in terms of meeting deadlines?  
[ ] Very effective [ ] Effective [ ] Ineffective
9. Do you think the Head teacher is knowledgeable enough for his/her appointment?  
[ ] Yes [ ] partially [ ] No
10. How would you rate the Head teachers in terms of transparency and accountability?  
[ ] Highly transparent [ ] transparent [ ] Average

11. Do you as a Managing Agency provide any form of support to these institutions? ( material, financial or otherwise).  YES  NO
12. Do you provide any management training to these Head teachers prior to taking the position of Head teacher?  YES  NO
13. Do you have a nursery of teachers in the normal School system to take up the responsibility of Head teacher?  YES  NO
14. All things being equal, how would you want your institutions managed?  
.....  
.....
15. In your opinion, do you think the Head teachers are able to strike a balance between civilian and military trained personnel?  YES  NO  I don't know
16. Would you say that a 'dual school system' may affect the managerial effectiveness of your Head teachers?  YES  NO
17. What management challenges, if any, do your Schools experience?  
.....  
.....
18. Do you have a deliberate training policy for Head teachers of your Schools in Educational management?  YES  NO
19. Does your office have any monitoring mechanism of how these Schools are being run?  YES  NO  I am not sure
20. Kindly give details of the establishment of High or Secondary Schools in military cantonments. When and why the idea was hatched:  
.....  
.....  
Administrative or Managerial arrangements:  
.....  
.....  
Any Memorandum of Understanding (MoU) with MoE?  
.....  
.....
21. Any special reason for having a military trained Head teacher?  
.....

22. Would you say that High Schools in these cantonments would be effectively managed if all administrative and academic staff was military trained?  
[ ] YES                      [ ] NO                      [ ] I don't know
23. Which of the High Schools in military cantonments was the first to be established and when?
24. What is the minimum 'rank' for a Head teacher in these Army-aided High Schools?  
[ ] Captain      [ ] Major      [ ] above Major
25. Any particular reason /s for your answer in Question 24 above?  
.....

**Thank you!**

## APPENDIX VI

### Staff Motivation

The Zambia Army places a lot of emphasis on staff morale. As such, Head teachers of Army-aided High Schools always ensure that the teachers are highly motivated in order to attain institutional goals. Below, is a picture of teachers from one of the Army-aided High Schools where I conducted this research. Here, they were out in South Africa on one of their many annual educational/motivational tours at the Zambian High Commission in Pretoria. Apart from going out of Zambia, many also flew for the first time (28<sup>th</sup> August, 2010).



*Source: Arakan High School Board (memorabilia)*