

**INFLUENCE OF HEAD TEACHERS' LEADERSHIP STYLES ON PUPILS'
ACADEMIC PERFORMANCE IN SELECTED PUBLIC AND GRANT AIDED
SECONDARY SCHOOLS IN EASTERN PROVINCE OF ZAMBIA**

**BY
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A dissertation submitted to the University of Zambia and Zimbabwe Open University in partial fulfilment of the requirements for the award of the degree of master in Educational management.

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DEDICATION

This work is dedicated to my parents; Edward Kapole Phiri and Prisca Tuzao Phiri, my dear husband Joshua Manda, our children Isaac, Wilson and Maria, my brothers and sisters for the support they rendered to me during my studies at the University of Zambia. May the almighty God bless them abundantly.

ABSTRACT

This study explored the influence of head teacher's leadership styles on pupil academic performance in grant aided and public schools in Zambia. A Case study design which used mixed method embedded correlational model was employed. Data was collected using semi-structured questionnaires and interviews. The sample consisted of 95 respondents, 84 Teachers, 6 Head teachers and 5 Education Standard Officers at the district level. The head teachers and teachers were drawn from three grant aided and three public schools in the Eastern province of Zambia. Purposive sampling procedure was used to select the schools and the Head teachers while simple random sampling was used to select the teachers. Qualitative data was analysed through thematic analysis. While quantitative data was processed and analysed using Statistical Package for Social Science(SPSS 16.0) and Microsoft Excel 2013 to generate frequencies, graphs and percentages.

Overall, the study established that the head teachers from grant aided schools exhibited democratic to autocratic leadership styles while their counterparts from public schools were more of autocratic to laissez-faire type of leadership. The study further established that teachers from grant-aided schools alluded their schools good academic performance to their Head teachers leadership styles which are exhibited through rewarding performing teachers and pupils, supervising teachers activities in schools, interacting freely with teachers and prioritising the buying of teaching and learning material for the school. On the other hand, the study also established that teachers from public schools alluded their schools average performance to their head teacher's leadership styles exhibited through inadequate supervision and not rewarding performing teachers as well as not prioritising the buying of teaching and learning materials for the school. Furthermore, the study established that from 2014 -2016 grant-aided schools have been performing better (above 98 %) while public school have been performing average (below 60%). The discrepancy in performance is attributed to a number of factors emanating from the choice of leadership style adopted by head teachers such as: inadequate supervision, inadequate and inappropriate teaching and learning materials, over enrolment, learner and teacher absenteeism among other factors.

Based on the findings, the study recommended that: Ministry of Education should make education management training mandatory to all Head teachers. This will help them enhance their leadership skills and in turn improve pupil academic performance. Education officers through Head teachers Associations should encourage Head teachers of grant-aided schools to twin with Head teachers from public secondary schools as a way of urging them to learn

from each other. Head teachers in public secondary schools to ensure that internal monitoring is taken serious and themselves should demonstrate this by supervising teacher's and pupils academic activities in school frequently this will make teachers to be proactive in their duties. Furthermore, Head teachers should make the procurement of teaching and learning materials in schools a first priority in order for the school to have sufficient academic resources. Head teachers should also develop a culture of rewarding performing teachers and pupils in school. This will in turn develop intrinsic motivation in both teachers and pupils

AUTHORS DECLARATION

I, Eunice Phiri do here by solemnly declare that this work is my own and has not been published by any person. All rights reserved. No part of this work may be reproduced in any form without written permission from the author. Any quotation from books and other sources have been acknowledged.

SIGN.....

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DATE.....

CERTIFICATE OF APPROVAL

This dissertation by Phiri Eunice is approved as a fulfilment of the requirement for the award of the degree of master of education in Educational Management of the university of Zambia/ Zimbabwe Open University.

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ACRONYMS

MOE: Ministry of Education

ESO: Education Standards Officer

DEBS: District education board secretary

ECZ: Examination council of Zambia

GRZ: Government of the republic of Zambia

CHAPTER ONE

Overview

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives and questions of the study, significance of the study, theoretical and conceptual frameworks and operational definitions

1.1 Background to the Study

Education plays a critical role to any nation because of its economic, social and political developmental benefits (ECZ, 2012). In recent years, Zambia has recorded a tremendous progress in economic growth because education builds human capital that is needed for economic development (MoE, 2015). It is through education that people are able to acquire necessary skills, knowledge, attitudes and values which they use in their day to day lives, thus leading to economic development of the nation (USAID, 2005). In addition, education promotes social and group relationship as stated by Maekae (2013) that education trains individuals to relate and interact meaningfully with others in the society and to appreciate the importance of effective organisation for human progress. Furthermore, education has made people to be more engaged in civic activities such as voting, voluntary work, interpersonal trust, personal tolerance of different viewpoints and political interest (Birdsalletal, 2005). This therefore means that for any country to develop economically. It has to have highly educated people. For anyone to be said to be educated they have to undergo examination, which enable them to progress to the next educational level and to develop in such a manner that can have an impact in this country and also globally (Clark, 2002).

Hence, the important role that education plays in national development cannot be overlooked. The Zambian government has since independence being investing heavily in the education sector. This can be confirmed by MoE (2015) which stated that funding to the sector has steadily increased. The increase was from 2.9 of GDP to 3.5 percent. In 2010 the education sector was allocated the all-time highest proportion of 19.9 percent of the national budget compared to 15.4 percent for 2008 and 17.2 percent for 2009. Despite, the huge investment made by government, the education sector is faced with a number of challenges such as learner absenteeism, inadequate infrastructure and funding, poor pupil-teacher ratio and lack of text books MoE (2015). These challenges have contributed to poor performance of pupils especially at grade 9 national examination. It is as a result of this that the Zambian government has put in place some interventions that can help to improve the performance of

learners. Some of these interventions includes: the introduction of feeding programme. According to MoE (2015) the nutrition status of learners has an impact on the performance of learners. Hence, the Zambian government has introduced the school feeding program as a means of enhancing pupil access to education as well as improving learner performance.

Furthermore, the Ministry of Education has also introduced the homework policy. MoE (2015) noted that homework enables learners have something to keep them busy at home. On the other hand, the frequent engagement of learners in academic work expands their cognitive functioning and enables them develop ways of solving new challenges. This in the long run, improves performance. In addition, MoE (2015) points out that continuous teacher's professional developments such as lesson study, head teachers in service meeting (HIMS) and teacher group meetings (TGM) is also one of the interventions schools have put in place as a way of improving pupil performance.

However, the introduction of these interventions has not yield the expected results. This can be seen from the Zambia's National Assessment Survey Report which indicates that most schools tend to show variance in student performance in the national examination (Moe, 2015). Therefore, it is imperative that another key factor, which is the leadership styles exhibited by head teachers are also looked into.

Currently, the Ministry of Education in Zambia is holding each province accountable for the education of all children through close monitoring of individual student data at the district and School level. It has set benchmarks for the attainment of quality education (Moe, 2015). The policy document Educating Our Future (1996) spells that excellence is not something that happens to a school. It is something that must be deliberately and painstakingly created and maintained. The person with the major responsibility for this is the school head teacher. Before everything else, the head teacher should be an instructional leader who can enthuse teachers and pupils, who can fire them with interest and satisfaction in their teaching and learning tasks, and who can establish an atmosphere that is conducive to the whole purpose of the school (Ocham, 2010)

Therefore, the core purpose of head teacher is to provide professional leadership and management for a school. This will promote a secure foundation from which to achieve high

standards in all areas of the school's work. To gain this success a head teacher must establish high quality education by effectively managing teaching and learning and using personalized learning to realize the potential of all pupils. Head teacher must establish a culture that promotes excellence, equality and high expectations of all pupils. He is the leading professional in the school accountable to the governing body. He/she has to provide vision, leadership and direction for the school and ensures that it is managed and organized to meet its aims and targets. The head teacher, working with others is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring that resource is effectively and efficiently used to achieve the schools aims and objectives and for the day-to-day management, organization and administration of the school

1.2 Statement of the Problem

One of the most pressing challenges facing public schools in Zambia today is the low performance of their pupils; if this problem is not addressed there will be continued failure and high dropout rate. MOE (2015) indicates that public schools had mean below the national means in all subjects at grade 9 level while most Grant - aided schools have continued to perform above the nation mean. In the 2014 National Assessment the national mean performance for learners was 35.3 percent, public schools 36.4 percent and 42.3 percent for grant aided schools (MoE, 2015). Furthermore, the 2015 grade 9 national pass rate was quite low at 49percent, public schools scored below the average while Grant- aided schools scored above average (MoE,2016) .The overall research problem to be addressed in this study was that despite poor pupil performance at grade 9 National Assessment in most schools in Zambia, some Grant – aided schools have continued performing well (above average) every year(MOE 2015), yet little has been done to find out how head teacher's leadership styles in these grant-aided schools have influenced pupil performance. 'What is the influence of head teachers' leadership styles on pupils' academic performance?'

In Africa, Studies have being done on the influence of head teacher's leadership style on pupil performance in Kenya (Richard Maite sigilai and Judith chemutai Bett, 2013); Kenya (Margaret, J. Kitavi, 2014); Ghana (Issaka, 2016) there focus was on public secondary schools. Therefore, this study focussed on the influence of head teacher's leadership styles on pupil academic performance in grant-aided and public secondary schools. This will help to

overcome problems such as continued failure rate and high dropout rate. It will as well help to attain the sustainable development goal number 4 which aims at ensuring inclusive and equitable quality education and promote life-long learning opportunities for all.

1.3 Purpose of the Study.

The purpose of the study was to establish head teachers' influence on pupils' academic performance.

1.4 Objectives of the Study

The study was guided by the following objectives;

1. To establish the leadership styles of head teachers in grant aided and public secondary schools
2. To assess teachers' views on the head teachers' influence on learners' achievement in grant aided and public secondary schools.
3. To analyse learners' academic performance in grant aided and public school in relation to the Head teachers' leadership style.

1.5 Research Questions

1. What are the leadership styles of head teachers in grant aided and public secondary schools?
2. What are the teachers' views on head teachers' influence on Learner achievement in grant aided and public secondary schools?
3. To what extent does the head teachers' leadership style influence learners, academic performance in grant-aided and public schools?

1.6 Significance of the Study

The findings of this study may inform policy makers, strategic planners and educators in designing management courses for head teachers that will enhance their leadership skills in the provision of quality education to learners. The findings of the study may also contribute data to the body of research on the influence of head teacher's leadership style on learner's achievement.

1.7 Delimitation of the study

The study confined itself to the following:

-It delimited itself to selected grant-aided and public secondary schools in Petauke and Sinda districts in Eastern province of Zambia.

-As head teachers in schools use different leadership styles, the study focused itself on the influence of head teachers' leadership styles on pupil academic performance.

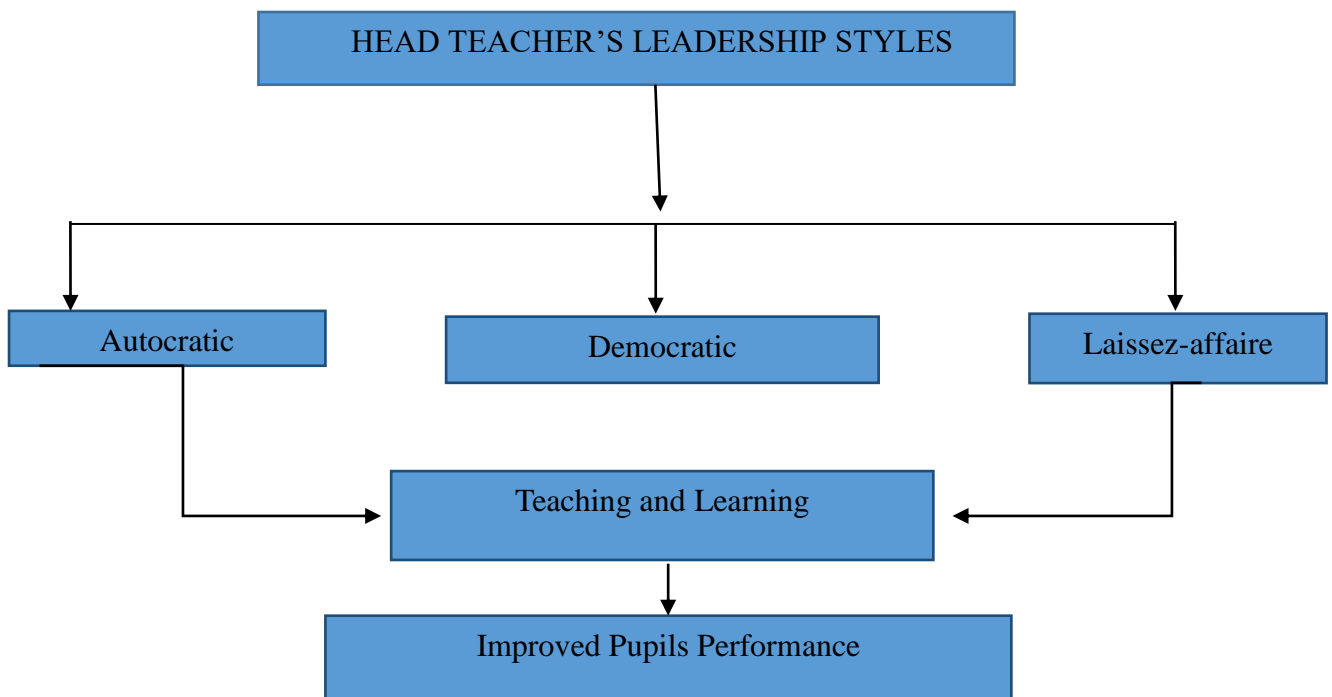
1.8 Limitations of the study

The study is limited to head teachers and teachers from the selected six schools as well as five Education Standard Officers from the DEBS office in Petauke and Sinda districts in the Eastern province of Zambia. The study was also restricted to a case study design. Therefore, the findings of the study may not be generalised to what might be happening in other grant aided and public secondary schools in the country as the research did not cover the whole country.

1.9 Conceptual Framework

Kuada (2012) pointed that the importance of conceptual framework is to bring about order, unity and relationship between variables. The study has conceptualised that pupil academic performance in a school is influenced by a combination of various variables, among them, the head teacher's leadership styles. Schools with effective leaders performed well in examinations.

Figure 1.0



Conceptual frame work of this study was designed to bring about order, unity and relationship between the input (head teachers leadership style) taken through teaching and

learning in secondary school and the output (improved pupil performance). The above figure focuses on the head teacher due to the fact he or she is at the centre of all the programmes going on in the school. The head teacher determines how, when and what should be done in the school. In so doing he/she employs various leadership styles among them: autocratic, democratic and laissez- faire. Autocratic or task oriented leadership style is where the leader makes decisions alone and announces, tasks are clearly defined and there is close supervision. This style can cause lack of creativity, fear and resentment. Democratic leadership style is where the leader presents ideas and encourages subordinates to participate in decision making. There is sense of belonging and enhanced work commitment. Laissez-faire leadership style is where the leader asks the group to make their own decisions within certain limits. With this leadership style there is freedom at work and creativity is promoted. However, the style can lead to unhealthy competition, chaos and confusion if not well observed. These leadership styles have different influence on the academic performance of pupil. An effective head teacher ensures that he/she employs a leadership style which nurtures and encourages effective teaching and learning in the school resulting into improved pupil performance.

1.10 Theoretical Framework

The study was guided by Fielders' contingency theory of leadership. The theory focuses on particular variables related to the environment that might determine which style of leadership is best suited for a particular work situation (Charry, 2012). The assumption derived from this theory is that no single leadership style is appropriate in all situations. Success of an individual or group depends upon a number of variables, including leadership styles, qualities of followers and situational features (Charry, 2012). Contingency theory was chosen to guide the study because performance of most grant aided schools has always been above average compared to public schools hence looking at good performance as variable emerging from the environment which in this case is the leadership styles of the Head teacher. Therefore, the contingency theory is very important to this study as it will shape the study by not only focusing on one leadership style but several of them from which a head teacher can adopt a leadership style that will yield good pupil performance.

1.11 Operational Definitions of terms

Head teacher refers to the executive head of a school institution or the highest authority in the school (Erskine, 2011).

Leadership style refers to strategies adopted by head teachers in school administration (David, 2014).

Influence refers to the effect of something on another.

National Examination is defined as standardised tests designed to measure the proficiency of the knowledge of the Learners or other candidates by oral, practical or written questions on various subjects that are in schools (MoE, 2015).

Pupil academic performance refers to scores that are obtained by pupils in examinations.

Grant-aided school refers to a school that receives 75% funding from government. For this study grant –aided school will be used simultaneous with mission school (Green, 2012).

GRZ School/Public school refers to schools which are funded and run by a governmental entity (GRZ, 2015).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview

The previous chapter looked at the background to the study, statement of the problem, purpose of the study, objectives and questions of the study, significance of the study, theoretical and conceptual framework and operational definitions. This chapter will now provide a summary of both local and international literature in line with the study objectives. The following headings guided the literature review: Establishing the leadership styles of head teachers in grant aided and public secondary schools, concept of leadership, leadership styles, types of leadership styles, head teachers and leadership styles, head teachers influence on learner's achievement and performance of learners in grant aided and public schools. At the end the chapter gives summary analysis of the literature reviewed leading to the problem under study.

2.1.0 Establishing the leadership styles of head teachers in grant aided and public schools

2.1.1 The Concept of leadership

Leadership involves authority and responsibility in terms of deciding the way ahead and being held responsible for the success or failure of achieving the agreed objective (Boateng (2012)). The success or failure of managers can be judged on their leadership qualities. In a constantly changing social, economic and technological environment, leadership is a more importantly attribute of management today than before. Educational leadership in the 21st century is expected to be focused for purpose of the Millennium Development Goals (MDGs) and vision 2030 especially in Zambia. This requirement necessitates a leadership that is clearly defined for all involved. Whereas managers are concerned with bringing resources together, developing strategies, organizing and controlling activities to achieve agreed objectives, leadership performs the influencing function of management. Leadership increases the effectiveness and proficiency of management and sustainable performance (Reed, 2005) and effective management resources.

Effective management of education institution requires that the head teacher should have wider knowledge in the key areas of education leadership. Leadership is the key factor in directing all institution components towards effective accomplishment of the institutional

goal. Armstrong (2005) defined Leadership as a process of influencing and supporting others to work enthusiastically towards achieving the objective. This entails that leadership occurs where one person attempts to influence the behaviour of an individual or group regardless of the reason.

Laurie and Mullins (2007) described leadership as a matter of making differences. According to them, it entails changing an organisation and making active choices among plausible alternatives, mobilising and developing them to get the job done. From the definition it is clearly evident that leadership involves being a change agent. The leader as a change agent should have the ability to affect behaviours and performance of followers. The nature and quality of the leadership and management that the head teacher provides determines the effectiveness of the school (MoE, 2015).

2.1.2 Leadership style

Boateng (2012) defined leadership style as the general manner, outlook, attitude and behaviour of a leader, particularly in relation to his or her colleagues and team members. It can be expressed in various ways including: what a leader says, how they say it, the examples they set, their body language and their general conduct and character. Leadership styles have a bearing on the achievement of organisation goals.

2.1.3 Types of leadership styles

There are different types of leadership styles which are common to school leaders, some of these includes autocratic, democratic, laissez-faire, transformational, transactional, bureaucratic, charismatic, servant, distributed, instructional, community and visionary leadership styles. However, for the purpose of this study, emphasis would be on autocratic, democratic and laissez-faire leadership styles

2.1.3.1 Autocratic leadership style

According to Pareek (2010) autocratic leadership style is also referred to as authoritarian. In this leadership style leaders retain as much power and decision making authority. They structure work for employees and tell them what to do. Employees are expected to obey orders without receiving any explanation and they are not consulted neither are they given chance to express their ideas or disagree with the leaders opinion and vision. Hackman and Johnson (2009) agrees with this when they point out that authoritarian leadership style is

being used when a leader dictates the policies and procedures, decides what goals to be achieved, and directs and controls all activities without any meaningful participation by the subordinates.

Furthermore (Pareek, 2010) asserts that this leadership style is beneficial in some instances such as situations that demands an on spot decision as well as stress full situations where work need to be accomplished quickly and effectively. However, Bass (1990) gave several studies which indicates that autocratic leadership style can be problematic in that there is lower acceptance of the decisions made by the leaders or management because they are made single handily. To add on, when problems arise there is lack of creative solutions; this affects the performance of the group (Owen, 1995). Autocratic leadership style can be effectively used when new, untrained staffs do not know which task to perform or which procedure to follow and also when time is limited in which to make a decision. The researcher felt that autocratic leadership style is not as good as it may sound because it discourages personal initiatives of members of staff as they are not given the opportunity to express their ideas or disagree with the leader's opinions or vision.

2.1.3.2 Democratic leadership style

Pareek (2010) alluded that democratic leadership style is also known as participative style. In this leadership style leaders have decentralised authority such that employees are involved in decision making and problem solving responsibilities. They are also informed about everything that affects their work. Similarly, Robbins and Judge (2009) alluded that democratic leadership style seek to build team and provides for interest of team through consensus measuring and input encouragement. Furthermore, Oyetunyi (2006) identifies the benefits of democratic leadership style as: it allows employees to become part of the team and allowed leaders to make better decisions, promoting high morale among workers, giving workers freedom to exercise their responsibilities and facilitating flexibility in the organisations. Good as it is, the concern expressed by Pareek (2010) is that the participative style of leadership waste time due to endless meeting and may lead to confusion and lack of direction.

2.1.3.3 Laissez-faire leadership style

Laissez-faire leadership style as alluded to by Pareek (2010) is also known as hands off style. In this style of leadership leaders have minimum involvement in decision making. They allow staff to make their own decisions and they are responsible for the outcome of their decisions. On the other hand, Okumbe (1998) described laissez-faire leadership style as a kind of leadership which encourages no rules in the organisation. It has no code of regulations, the leader is simply a symbol since there is no hierarchy of authority and the primary role of the leader is to supply materials needed by the group.

Pareek (2010) further alluded that this type of leadership style can be effective in situations where group members are highly skilled, trust worth, motivated and capable of working on their own. Okumbe (1998) identifies the advantages of laissez-faire leadership as: facilitating easy acceptance of decisions, employees providing their own motivation However, Robbins etal (2007) further stated that the demerit of this leadership style are that: since there is no control , chao and conflict arise due to unguided freedom, there is high rate of unhealthy competition among members of the organisation, projects can go off track and deadlines can be missed when team members do not get enough guidance or feedback from the leaders.

2.1.4 Factors influencing the choice of leadership styles

One of the factors that influence the choice of leadership styles is the size of the organisation. Bhaskar (2009) asserts that when organisations grow in size and become complex, decision making becomes centralised and participation of the employee in decision becomes weakened. So the leadership style tends towards the autocratic type as against the participative type in a small organisation. This is in line with the findings of Adebola (2014) who conducted a study on factors influencing the leadership styles of Nigeria small scale business entrepreneur where it was reported that 50 respondents out of 53 (94.3%) indicated that organisations that are small in size adopt the participatory leadership style while the complex organisations use the directional style of leadership.

To add on, degree of interaction among work group is another factor that influences the choice of leadership styles. Coleman (2000) alluded that in an organisation where employees interact and cooperate with others to achieve a given task, there is bound to be an open channel communication because functional specialisation promotes open communication since members must interact and share ideas. Under his arrangement, the democratic

leadership styles tend to prevail or be adopted. But in situation where the manager alone possesses the expertise and the technical know-how of the job, the autocratic or dictatorial style of leadership is likely to be adopted. This coincides with the findings of Adebola (2014) who revealed that out of the 53 retrieved questionnaires 40 respondents (75.5%) concurred with the assertion that degree of interaction among work group influence the choice of leadership while 13 respondents (24.5%) did not agree with the assertion.

Furthermore, the findings of the research conducted by Adebola (2014) in Nigeria revealed that out of the 53 distributed questions 52 respondents (98.1%) agreed to the assertion that goal congruent of employee's influences the leadership styles adopted by the Nigeria small scale business entrepreneurs. From these findings it can be established that that goal congruent among employees is another factor that influence the choice of leadership styles. This is in support of Fielder (1967) who stipulated that when the goal achievement of an individual employee or the employees is in tandem with that of the organisation, the leadership style is more of participatory rather than autocratic. In this context, there is perceived unity of direction and purpose as everybody works towards that attainment of a common goal.

2.1.5 Head Teachers and Leadership Styles.

Head teachers have a significant and crucial impact on the performance of the teachers and learners they led because they are a key factor in creating and sustaining an environment conducive for learning. For them to succeed in their work, head teachers adopt different leadership styles such as autocratic, democratic, laissez-faire and transformational. The particular leadership style adopted by the head teacher sets the tone of the school as well as pupil academic performance. Globally, a lot of research has been carried on the leadership styles used by head teachers in grant aided and public schools.

According to the research conducted by Naseer and others (2014) in Pakistan on analysis of leadership styles of head teachers in public secondary school level it was revealed that out of 294 head teachers, 175 head teachers were exercising the authoritative leadership style as they mostly concentrated on their authority and powers. They looked into each and every matter of the school and never involved staff members frequently in the process of decision making. In the same line, Linnet (2014) conducted a study on the effect of principal's

leadership styles on the academic achievement of students in public secondary schools of Lurambi division, Kenya. The findings revealed that majority of the principals (about 50%) use autocratic leadership style to manage their schools. This is regrettable because autocratic leadership has been known to be detrimental in the attainment of institutional culture and team work hence creating disharmony, suspicion and mistrust.

Furthermore, Cuthbert Majoni (2015) conducted a study on analysis of leadership styles of school heads and their impact on school administration in Zimbabwe the findings of the study revealed that most head teachers in public schools used the democratic leadership style, Democratic head teachers had good interpersonal relationships with their subordinates, encouraged team work and allowed his team to decide how the task should be tackled and who should perform which task. Similarly, Adeyemi and Bolarinwa (2013) conducted a research in Ekiti state, Nigeria on Principals leadership style and student academic performance. The findings revealed that democratic leadership style was the most prevalent leadership style used by principals of secondary schools in the state as they used participatory approach to decision making.

Another study conducted by Coll (2009) in Scotland on catholic school leadership: exploring its impact on the faith development of probationer teachers. It was revealed that most head teachers in faith schools (grant aided schools) used participatory leadership styles as it was part of the faith school ethos. Afful-Bron (2004) Further noted that In participatory leadership style the leaders has the primary role of guiding the rest of the group in arriving at the collective decisions, thus encouraging delegating, coaching, accepting responsibility and recognition of the ability and potentials of others.

Tilahum (2014) conducted a research in Agnwa zone at Gambella National Region in Ethiopia on the relationship of school principal's leadership styles to school performance in secondary schools, Of 184 teachers that participated in the study, 122 indicated that very few principals practiced laissez faire leadership style in Agnwa zone. As the principals left everything to the mercy of their teachers or partners, some of who may lack necessary skills and competence to execute the work. These findings are supported by the Chaudry and Javed (2012) who stated that laissez- faire leaders allow subordinates to work as they wish with minimum interference within the limits of authority given

According to the research conducted by Demir and kamile (2008)in Edine Turkey, the findings revealed that most teachers perceived their head teachers using transformational

leadership style due to the characteristics they exhibited such as involving teachers in the creation of policies, practices, visioning, mission statement and decision making for their schools. This led to teachers self -efficacy.

Furthermore, Lesomo (2013) revealed that school managers did not restrict themselves to one management style. No one leadership style is ideal for every situation, since a leader may have knowledge and skills to act effectively in one situation but may not emerge as effectively in different situations.

From the discussions above, it can be noted that autocratic, democratic, and laissez-faire leadership styles are the most commonly used leadership styles among Head teachers in secondary schools.

2.2 Head teachers influence on learner achievement.

Assessing the influence of head teachers in relation to learner achievement in grant aided and public secondary school is of great concern. The head teacher being the chief executive officer at school has a duty to influence pupil's academic achievement. Furthermore, Sergiovanni (2009) states that the head teacher is an instructional leader. He/ she are seen by most people as the most important, influential individual and powerful person in the school. Northouse (2007) further alluded that the way head teachers manages the school directly affects the implementation of key processes within their work structure, which indirectly influences the school climate and organisation at hierarchy and ultimately affects student performance.

Sergiovanni (2009) further argues that facilitating change, helping teachers work together, assessing and furthering school improvement are responsibilities of the head teachers which, if done effectively results into good academic performance. Furthermore, contemporary scholars such as Duke, Tucker, Salmonowicz and Levy (2007) have observed that a lack of effective leadership in schools lowers learner achievement: it often results in dysfunctional school organisation and programmes. They add that lack of appropriate leadership leads to unstable and discontented staff, learner's negative attitudes to academic work and discipline, an unhealthy school system or climate and lack of cooperation from parents or the community.

Furthermore, Moe(2015) asserts that the head teacher being an administrator head of staff, has overall responsibility for ensuring that all the activities of the school are focused on attaining national goals as stipulated in the national education policy. The head of each educational institution does not only draw up the local work plan but also undertakes follow – up activities and evaluates school results in relation to both national goals and those specified in the local work plan.

Globally, a wide range of studies have been carried out on head teachers influence on learner achievement and evidence has been found that head teachers have an important indirect influence on student outcome (Leithwood and Seashorelouis 2012: Robinson etal 2011: Robinson etal 2009: Walter etal 2003 and Reezigt 1996).

Another study was conducted by Ochieng (2001) and the findings revealed that teachers felt that School leaders who use the authoritarian leadership style lead to poor academic performance, because they adopt harsh leadership styles which are highly resented by their subordinates. The greater the use of autocratic principles, the poorer the learners academic performance will be. The coercive style leader often creates a reign of terror, bullying and demeaning his subordinates, roaring with displeasure at the slightest problem. Subordinates get intimidated and stop bring bad news or any news in fear of getting bashed or blamed for it and the morale of the workers plummets.

These views were also echoed by Mbera (2015) who conducted a research in Kenya on relationship between leadership styles used by head teachers of public secondary schools and student academic performance. It was revealed that poor academic performance was attributed to head teachers who were rated as autocratic by their teachers. Nsunga (2005) had similar views, the findings of his study stated that students hate harsh administrators who make their academic record decline tremendously. Likewise, teachers do not want commanding authority because it makes them lose morale and they neglect their duty or even think of doing part – time teaching in another school hence increasing their labour turn over which eventually leads to ineffectiveness.

Makuto (2014) points out that autocratic leadership broods selfishness and self –centeredness which often leads to imbalance in the allocation and use of resources. This is why Ayot and

Briggs (1992) point out that poor results in education are related to the resources allocated to it. Management of teaching and learning resources involves among other things, collective decision making in relation to selection of the same. Furthermore, for the pupils to realize meaningful learning/experiences, availability of key learning resource materials is paramount. The head teacher therefore, should ensure that appropriate teaching methodology is applied while teaching and learning materials acquired for learning are also relevant and adequate. This can be done if the head teacher involves all relevant stakeholders in the identification, purchase, maintenance and usage of these resources. There should be clear school policies on procurement, sustainability and effective usage of these resources.

On the other hand, the findings of the researches conducted by Muli (2005), Wanga (2007) and Adeyemi (2011) the teachers revealed that people perform better under autocratic leadership style, students need to be coerced in order to make them perform effectively. Arguing to the findings of Muli (2005), Wanga (2007) and Adeyemi (2011) the researcher wish to state that it not possible that pupils can perform better when force is used, this is because they became frustrated and develop a negative attitude towards school, this in turn leads to poor academic performance.

Another study conducted by Wango (2010) revealed that laissez- faire leadership is associated with the highest rates of truancy and delinquency and with the slowest modifications in performance which lead to unproductive attitude and disempowerment of subordinates. Similarly, the findings of the research conducted by Katz, Maccoby and Gurin (2007) noted that groups were unproductive if their supervisors avoided exercising control over their subordinates. This indicates that laissez faire leadership style allows neglect and lack of follow up on activities which may water down concerns towards effective academic achievement. This confirms the views of Ochieng (2001) who stated that Head teachers who use laissez- faire leadership tend to fail to follow up on those they have delegated tasks to and consequently performance declines.

Furthermore, the findings of the research conducted by Linnet (2014) in Lurambi division, Kenya revealed that democratic leadership enhanced academic achievement. These findings were in agreement with study conducted by Akerele (2007) in Lagos, Nigeria. He found that there was a significant relationship between Principals democratic leadership styles and student academic performance in secondary school in Lagos state, Nigeria. These findings

corresponds with Goleman (2002) who pointed out that emotional intelligence displayed through a leader's personal attention to an employee through utilization of employee capacities, increase of employee enthusiasm and optimism reduces frustrations, transmits a sense of mission and indirectly increases performance. On the contrary, the study conducted by Di Vincenzo (2008) revealed that there is no relationship between leadership styles of head teachers and student academic achievement.

Njoki and Aluko (2014) also noted that most of the schools where democratic leadership style was used tend to perform better than those that used authoritarian and laissez-faire leadership approach. This is because in democratic leadership style head teachers allow participative communication. Open forums such as staff meeting and student councils are a common feature. In such meetings the head teacher systematically presents issues to be discussed and acts as a facilitator though with a view to getting a positive feedback for the benefit of the pupils.

Furthermore, Armstrong, (2003) asserts that the overall purpose of democratic leadership style in human resource management is to ensure that the organization is able to achieve success through people. It is there to ensure that the organization obtains and retains the skilled, committed and well-motivated workforce it needs. This means taking steps to address and satisfy future people needs and to enhance and develop the inherent capacities of people - their contributing, potential and employability by providing learning and continuous development opportunities. Democratic practises should enhance motivation and commitment by introducing policies and processes which ensure that people are valued and rewarded for what they do and achieve and for the levels of skills and competence they reach. Mustafa and Othman (2010) found that there is a positive relationship between motivation and work performance of the teachers. That is the greater level of motivation the high will be teacher job performance; that is if you provide a high level of motivation to teachers then their job performance will increase.

2.3.0 Analysis of Learner's Academic Performance in Grant-Aided and Public School

2.3.1 Performance of learners in general

The performance of learners in National examination in schools has been a topic of a large number of studies in the education sector globally. In most African countries studies focusing on performance of pupils in National Examination have been done: South Africa (Moloi and Strauss, 2005) Tanzania (Action aid 2005) these studies indicated that the performance of learners in National Examination is poor. Similarly, in Zambia the performance of learners at grade 9 National Examination is poor. This can be supported by increasing body of literature which indicates that there has been low level achievement at grade 9 between 2000 to 2014(MoE , 2003: MoE, 2014: MoE, 2015, ECZ, 2015).

2.3.2 Performance of learners in grant aided and public schools.

According to MoE (1977) grant aided educational institutions are those institutions to which government contributes 75% of the cost of their capital works in form of a grant and to which a grant on recurrent expenditure is also made to cover the payment of teacher's salaries, school requisites, boarding costs and many others. Examples of these categories are mission schools, teacher training colleges, trade training institutes run by mission agencies. MoE (1996) further stated that there are over 44 grant aided secondary schools school country wide, supporting over 15% of the total secondary enrolment in the country.

Globally, a number of researches have been conducted out on the performance of pupils in grant aided and public schools. Studies have been done: in Italy by Dronkers and Roberts (2003), the findings of this study revealed that private government dependent schools (Religious schools) are more effective than public schools with the same students, parents and social composition. The main explanation of this higher effectiveness is better school climate in the former in comparison to the later. Another study conducted in Italy by Robinson etal (2009) revealed that the available evidence does support the claim that students at maintained church schools do better academically and that the difference cannot be entirely accounted for by the prior attainment socioeconomic status of their intakes.

Similarly Mbozi (1989) carried out a research in Zambia which aimed at comparing the performance of pupils in government and grant aided schools and the factors affecting their performance in English examination certificate. The study revealed that grant aided schools

performed better than government schools in the school certificate. The study further revealed that factors such as leadership, distance, monitoring, teacher qualification and examination preparation had a significant relationship with the performance of pupils.

D' Souza (1994) pointed that leaders and their leadership style affects everyone and everything in their organisation. When leadership is bad, in an education institution poor performance will be the results but when leadership is good, good performance will be achieved. Similarly, Mbozi (2008) in her findings revealed that distance is another factor responsible for poor academic performance in some learning institutions. She further alluded that some learners covered up to 10 (ten) kilometres walking to school. This made them too tired to concentrate in class. They equally learnt few subjects each day because most of the time they reached school late.

Similarly, Musungu and Nasongo (2008) conducted a study in Kenya on the head teacher's instructional role in academic achievement in secondary schools. The findings of the study revealed that head teacher's instructional role that include the regular review of teachers professional records such as schemes of work, weekly forecast, lesson plans and class registers is critical to the overall effective operation of the school. The findings further indicated that 68.4% of the head teachers in the survey reviewed schemes of work on a termly basis. Class registers and lesson plans were reviewed daily at 37.5% and 45.7% respectively. The findings are an indication that some head teachers were not reviewing schemes of work, class registers and lesson plans as provided for in the policy document. Therefore, it can be reported that head teachers were not effectively supervising or monitoring the teaching and learning process.

Furthermore, professional qualification of teachers is very important in education. The professional skills of the teacher establish a productive classroom atmosphere from the start by means of good organisation and carefully planned teaching structures (Farrant, 1980). Professional competence often transforms into high quality of teaching with the expectations that this would influence the performance of pupils. Agyeman (1993) reported that a teacher who does not have both the academic and professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject and this affect pupil performance. This coincides with Wegner et al (1995) who argue that lack of highly qualified teachers in some schools in the U.S.A causes poor pupil performance. MoE

(1996) asserts that. This is in line with the findings of Etsey (2005) who conducted a research on causes of low academic performance of pupils in the Shama sub-metro of Shama Ahanta East where it was reported that there were more qualified professional teachers in high achieving schools than in the least performing schools (Shama sub-metro schools).

Another study was conducted in Zambia by Malambo (2012) the finding of the study indicated that the performance of grant aided schools during the period under review was above 90% pass rate while that of the non-grant aided high schools was below 80% pass rate and sometimes it dropped as low as 40% pass rate. This is a clear indication that grant aided schools perform better than public school. Furthermore, MoE (2014) '*ministerial statement*' pointed that in the 2013 examination when performance was analysed according to running agency, the following were observed: GRZ schools performed the least during grade 7 and 9 examination while grant aided schools performed better, reasons for grant aided schools performing better were attributed to a number of aspects such as: controlled enrolment, availability of adequate teaching and learning materials, adequate learner contact, good management and low absenteeism rate.

Similarly, MoE (2015) stipulated that the number of learners enrolled in a class is fundamental to day to day operations of a teacher. When the number of learners in a class is sizeable (35), each learner receives high attention from a teacher and resources such as text books could easily be accessed by learners. Asiedu-Akrofi (1978) indicated that since children have differences in motivation, interests, and abilities and that they also differ in social adjustment and creativity general good teaching is best done in classes with smaller numbers that allow for individual attention. Similarly, Kraft (1994) in his study of the ideal class size and its effects on effective teaching and learning in Ghana concluded that class size above 40 have negative effects on student achievement.

However, this is in contrast with the findings of Mbozi (2008) who reported that public schools recorded maximum class sizes of up to 60 learners in a class. Over enrolment of about 60 pupils in class made learners to fail to concentrate on their work while it also made teachers fail to mark learners work and avoid group work which is an effective mode of teaching. Similarly Ndoye (2007) asserts that most schools in Zambia are characterised by large enrolment which have a negative impact on the quality of education. This in turn results

in higher pupil-teacher ratios, pupil-classroom ratios, pupil-book ratios and pupil-desk ratios that eventually affect the performance of the learners.

MoE (2015) alluded that availability of teaching and learning materials such as text books impacted learning. Text books aid teaching and learning because pupils are able to see and feel what is taught. They stimulate ideas, demand an active response from the learners and provide enjoyment. The learner became for alive and understanding and grasping of the major concepts became easier. Broom (1973), further alluded that the use of a variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop.

Ausubel (1973) also stated that young children are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand. Similarly, “*Zambia National Assessment Survey Report -2013*” indicated that there was a relationship between availability of text books in the school and learner performance. in schools where head teachers said they had either no enough books to share or had no books at all, learners were performing lower than schools where head teachers had indicated enough books.

According to the research conducted by Etsey (2005) in Ghana on causes of low academic performance of pupils in Shama Ahanta East it was revealed that the high achieving schools had more teaching and learning materials (text books) than the least performing schools (Shama-sub metro schools). The study also revealed that high achieving schools had more learning hours than the low achieving schools. Similarly, MoE (2015) pointed that grant aided institutions had more average learning hours (contact hours) than GRZ schools at grade 8-9. At grade 9 grant aided schools had 6.7 hours compared to GRZ schools which had 6.2.

MoE (2015) asserts that learner absenteeism is one of the major challenges compromising quality education delivery. This is so because learners who frequently miss lessons lag behind and this affects performance. This is in line with the findings of Etsey (2005) who conducted a study in Ghana on causes of low academic performance of pupils in the Shama sub-metro of Shama Ahanta East were the results showed that 65.4% (51) teachers indicated that more pupils from Shama sub-metro schools absented themselves from school compared to high achieving schools were 34.5% (19) teachers indicated that pupils absented themselves from school. On the other hand, Das et al. (2005) stated that teacher absenteeism could influence

the overall quality of education. They said that it could reduce the overall effectiveness of the school, diminish pupil's achievement, damage the school's reputation; induce pupil absenteeism and display negative role models for learners

In the light of the findings above, it can be noted that pupils in grant aided school perform better in national examinations than pupils in public schools.

Summary of Literature Review

The Head teacher being an appointee of teaching service commission (TSC) is given the mandate to lead the teachers and pupils towards achieving the goals and objectives of the school. The way the Head teacher leads the teachers and pupils has an influence on pupil performance in National Examination. Related literature was reviewed on the general concept of leadership. The leadership styles discussed include: Autocratic, democratic and laissez-faire. Earlier studies conducted worldwide on the influence of Head Teachers leadership styles on pupil performance were mainly conducted in public schools which were not performing well in National Examination and they showed different findings. Some studies like Kitavi (2014) showed relationship between head teachers leadership styles and pupil academic performance while others did not. Therefore, very little research was done which focused on Head teacher's leadership styles in grant-aided schools in Zambia despite most of the grant-aided schools performing better than public schools (MOE 2015). Reasons for not establishing the leadership styles of Head teacher in grant-aided school in relationship to good learner performance are not clear in the literature reviewed. Therefore, this study seeks to fill up this knowledge gap.

CHAPTER THREE

METHODOLOGY

Overview

The previous chapter was looking at review of related literature; this chapter will now look at methodology that is the research design, study area, population, sampling procedure and research instrument, data collection methods and analysis of data.

Riazi (2016) defines research methodology as a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedures by which researchers go about their work of describing, explaining and predicting phenomena are called research methodology. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research (Kuada, 2012) therefore, the researcher presents methods and procedures employed to obtain data.

Research Design

A case study design which used mixed method embedding correlational model was used to collect and analyse data on the Head teacher's leadership styles and teachers' views on Head teachers' leadership styles and its influence on pupil academic performance. According to Yin (2014) a case study is an empirical inquiry that investigates a contemporary phenomenon (the case) in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. It is therefore, a systematic inquiry into an event or set of related events which aim to describe and explain the phenomenon of interest. Case study design was preferred because it enables a researcher to closely examine the data within a specific context. In addition, a case study method selects a small geographical area or very limited number of individuals as the subject of the study (Gulsecen and Kubat, 2006). Embedded correlational model is preferred because qualitative data is embedded within a quantitative design and it plays a supplemental role.

Both qualitative and quantitative research methods were used because the data generated consisted both numeric and non-numeric values. The reason for triangulation to this study was to provide in-depth information and validity in the study which a single method might not achieve (Martyn, 2008). Qualitative method involves an interpretive, naturalistic approach to its subject matter; it attempts to make sense of or to interpret, phenomena in

terms of the meaning people bring to them (Frankfort-Nachmias & Nachmias, 2008). Therefore, Qualitative methods were appropriate to this investigation as it produced detailed data from a small group of participants, while exploring feelings, impressions and judgments (Best & Kahn, 1989).

On the other hand, quantitative method makes use of questionnaires, surveys and experiment to gather data that is revised and tabulated in numbers, which allows the data to be characterised by use of statistical analysis (Martyn, 2008).

3.2 Study Area

The study was conducted at 3 grant-aided schools and 3 public schools in Petauke and Sinda districts in Eastern province of Zambia respectively.

3.3 Study Population

Creswell (2014) defines population as a group of individuals, objectives or items from which samples are taken for measurement. For this study the population consisted of Education Standard Officers, Head teachers and teachers from selected grant-aided and public secondary schools in Petauke and Sinda districts in Eastern province.

3.4 Study Sample

Daniel and Sam (2011) defines a sample is a subset containing the characteristics of a larger population. He further mentioned that a sample should represent the whole population and not reflect bias toward a specific attribute. Therefore, in this study the sample consisted of 14 teachers from the six secondary schools which gives a total of 84 teachers plus the 6 Head teachers. Additionally, 5 Education Standards Officer were also interviewed.

Table 3.1: Gender Distribution of the 84 Teachers that Responded to the Questionnaire.

Gender

	Frequency	Percent
male	51	60.7
female	33	39.3
Total	84	100.0

Table 3.1 shows that out of the 84 teachers that participated in the study from the 6 schools 51 were males and 33 were female. Furthermore, out of the six head teachers that participated in the study, 5 were male and 1 female. figure3.

Table 3.2 shows the Gender Distribution of Head teachers per School

School	Type of School	Gender of Head teacher
School 1	Grant-aided	Male
School 2	Grant-aided	Female
School 3	Grant-aided	Male
School 4	Public	Male
School 5	Public	Male
School 6	Public	Male

Table 3.3: Gender of Education Standards Officers and their years of experience as Standards Officers

SN	Education Standard Officer	Gender	Years As A Standard Officer
1	ESO 1	M	3 years
2	ESO 2	M	5 years
3	ESO 3	F	4 years
4	ESO 4	M	4 years
5	ESO 5	M	5 years

Table 3.3 shows the gender distribution of the 5 Education Standards Officers and their years of experience as Education Standards Officer

3.5 Sampling Techniques

Purposive sampling that is typical purposive sampling was used to select six schools, three grant aided that have been recording above 96% at grade 9 National Examination for the past 3 years were sampled and three public secondary schools that have been performing averagely were also sampled. Kuada (2012) asserts that purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study.

Typical purposive sampling was preferred because it targets a group of people believed to be familiar and reliable for the study for they will help to answer the research questions and to meet the objectives (Daniel & Sam, 2011). On the other hand, simple random selection was used to pick the teachers and Education Standards Officer. According to white (2003) simple random sampling is a selection technique that provides each population element an equal chance of being in the sample. In this research, two types of paper marked Yes and No were put in a box for teachers and Education standard officers to pick, according to gender, randomly. Those who selected Yes pieces of paper were involved in the research thus each teacher and education standard officers had an equal chance to be selected for the sample. The head teachers were chosen using typical purposeful sampling because they were few and were the experts in the education industry.

3.6 Data Collection Instruments

Data was collected using questionnaires and interview guide.

- (a) According to Oso and Onen (2008) a questionnaire is collection of items to which a respondent is expected to react to by writing. In his study questionnaires with closed ended and Semi Closed questions were administered to Head teachers and teachers. Questionnaires were considered appropriate because there was no bias on the side of the researcher and the respondents, it also saved time and allowed uniformity in the way the questions are asked thus, ensuring greater comparability in the process. The questionnaire for Head teachers had three sections that is section A, B and C. Section A had 4 items on back ground information while section B had 4 items on school information while section C also had 12 items on leadership styles. The questionnaire for teachers had two sections that is A and B. Section A contained four items which included; respondents gender, age, level of education and years in service while section B had three items these were; teacher perception on head teachers leadership styles, head teachers management practices that influence pupil performance and relationship between head teachers leadership styles and pupil academic performance. The questionnaire were administered to the respondents using drop and pick technique of visiting the selected schools to distribute the questionnaires then come to pick them from the head teacher after 5 days.

(b) Interviews that is one on one interviews with semi-structured interview guide approach were used to collect data from the Education Standard Officers. The interview guide consisted of 8 questions soliciting data on head teachers leadership styles and academic performance of grant aided and public schools. Interviews were preferred because the researcher wanted to get first-hand information directly from some knowledgeable informants. In addition, interviews are flexible and allow the interviewee to provide more information (Flick, 2006). The interview guide was constructed in line with the set objectives of the study.

3.7 Instrument validity and reliability

According to Flick (2006) validity is the degree to which an instrument measures what it purports to measure. In other words validity is the degree to which results obtained from the analysis of the data accurately represents the phenomena under study. Therefore, validity has to do with how accurately the data obtained in the study represents the variables of the study. On the other hand reliability is a measure of the degree to which instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003).

To enhance validity of the instrument, triangulation was used. Johnson and turner (2003) described triangulation as collecting data using multiple data sources in an investigation to produce understanding. The researcher collected data using questionnaires and interviews. The reason for using triangulation was that the different ways of gathering information can supplement each other, hence boosting the validity and reliability of the data,.

3.8 Data Collection Procedure.

First, permission was sort from the Head teachers of the two schools in the Month of April, 2017. Secondly, the questionnaires were distributed to the respondents in the fourth week of term two. The respondents were only given five days to respond to the questionnaires. Standards Officers were also interviewed in the month of June 2013, therefore, all the data was collected in the second term of school calendar by the researcher. Interview schedules were also recorded.

3.9 Data Analysis

Data analysis consisted of content analysis of interview responses and item analysis of the questionnaire responses.

- a. Qualitative data was analysed through thematic analysis. A Constant comparison method was used to develop themes (Riazi, 2016). This procedure was followed for each data analysed
- b. Quantitative data was processed and analysed using Statistical Package for Social Science Research (SPSS) to be specific descriptive statistics and Microsoft Office Excel, 2013. Data obtained was presented in bar graphs, pie charts and frequency tables under sub themes.
- c. A summary of all analysed data was compiled in which sub-themes were compared to come up with overall themes under each objective that was later be used to report the findings of this study.

3.10 Ethical consideration

Before any assessment was carried out in any school, permission was first sought from the relevant authority at the University of Zambia and DEBS offices. After this permission was granted, further permission was requested from the Head teachers of the six schools. Participants were assured that their responses would be kept confidential and that no one known to them would have access to the information provided and no one can link the data to their names. It will be observed that even in the reporting of the study findings, no real names are mentioned in order to protect the identity of the respondents and school.

3.13 Summary

In this chapter we have described the methods used to collect data. A case study design was employed in the study and triangulation was used to provide in-depth information and validity in the study which a single method might not achieve. Purposive sampling was used to come up with the six schools because of their discrepancy in academic performance. On the other hand, Simple random sampling gave an equal opportunity to the Teachers, and Education Standards Officers to be included in the sample. In the next chapter we have presented the findings of the study.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.0. Overview

This chapter presents the findings of the study to establish the influence of head teachers' leadership style on pupil performance in selected grant-aided and public secondary schools in Eastern province of Zambia. The findings are presented according to the research questions under investigation. The following are the research questions: What are the leadership styles of head teachers in Grant aided and Public secondary schools? Assessing teacher's views on the head teachers' influence on learner achievement in grant aided and public schools and analysing learner's academic performance in grant aided and public school.

4.1 What are the leadership styles of head teachers in Grant aided and Public secondary schools?

A. Responses from Teachers

4.1.1: Delegation

Figure 4.1

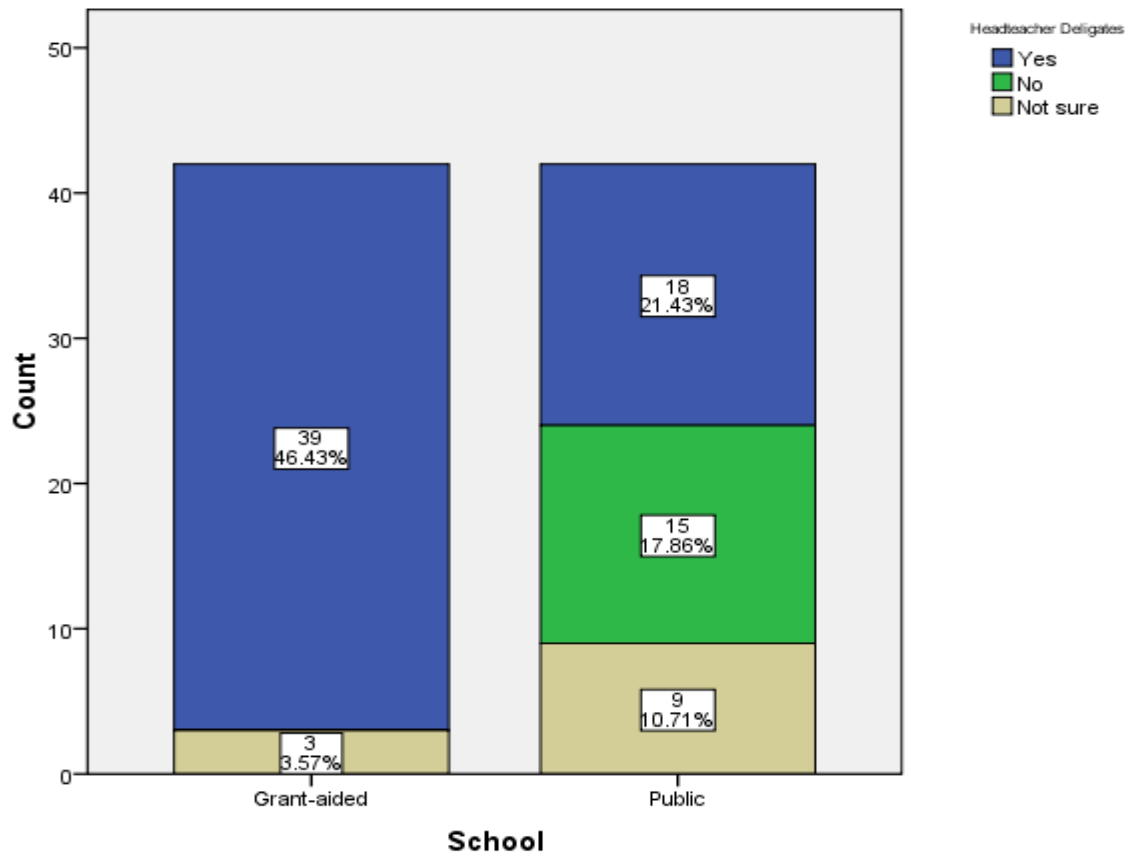


Figure 4.1 above shows the responses from the 84 teachers, 42 from the Grant-aided school and 42 from public school that responded to the questionnaire as to whether their head teacher practiced delegation. Out of the 42 teachers from the grant-aided school, 39(46.43%) teachers said yes that their head teacher does delegate duties effectively while 3(3.57%) were not sure. On the other hand, 18(21.43%) teachers out of the 42 teachers from the public school said yes their head teacher does delegates while 15(17.86 %) said no and 9(10.71%) were not sure.

4.1.2: Teacher Participation in Decision Making.

Figure 4.2

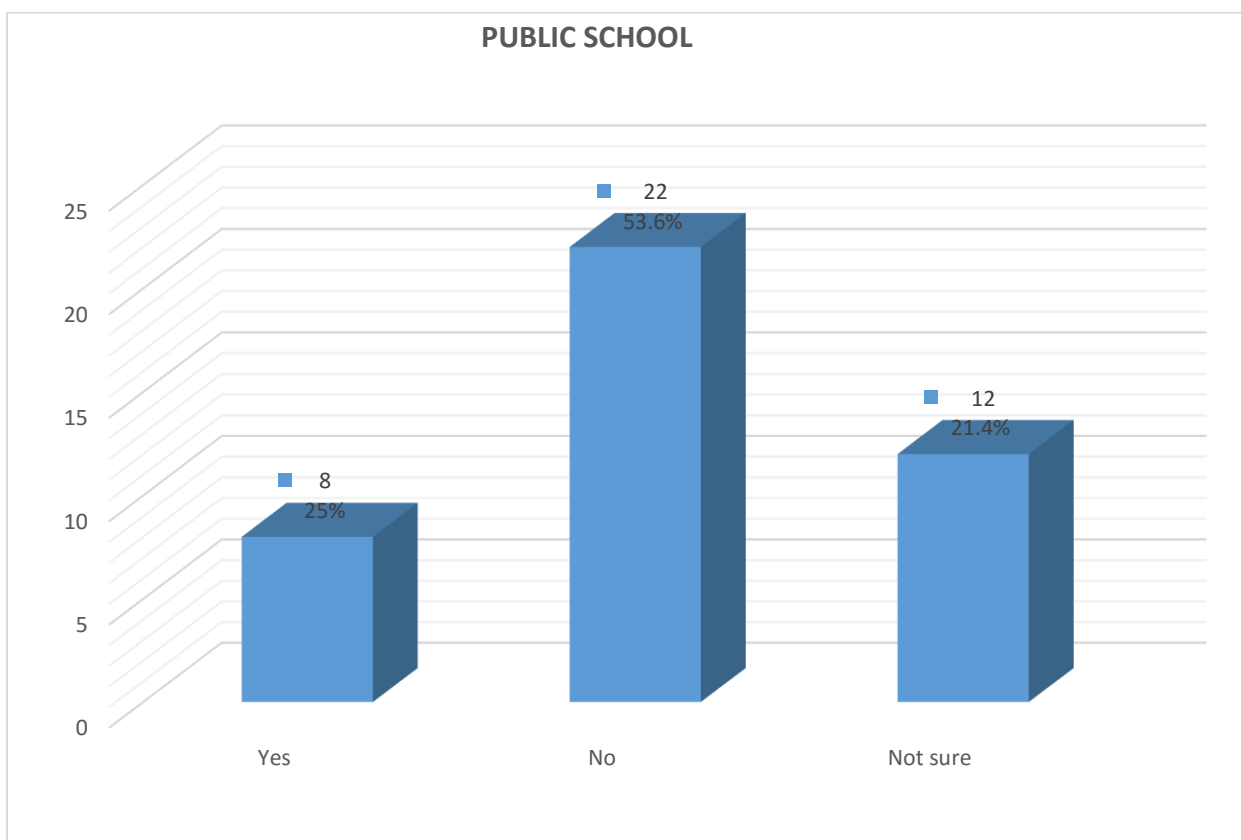
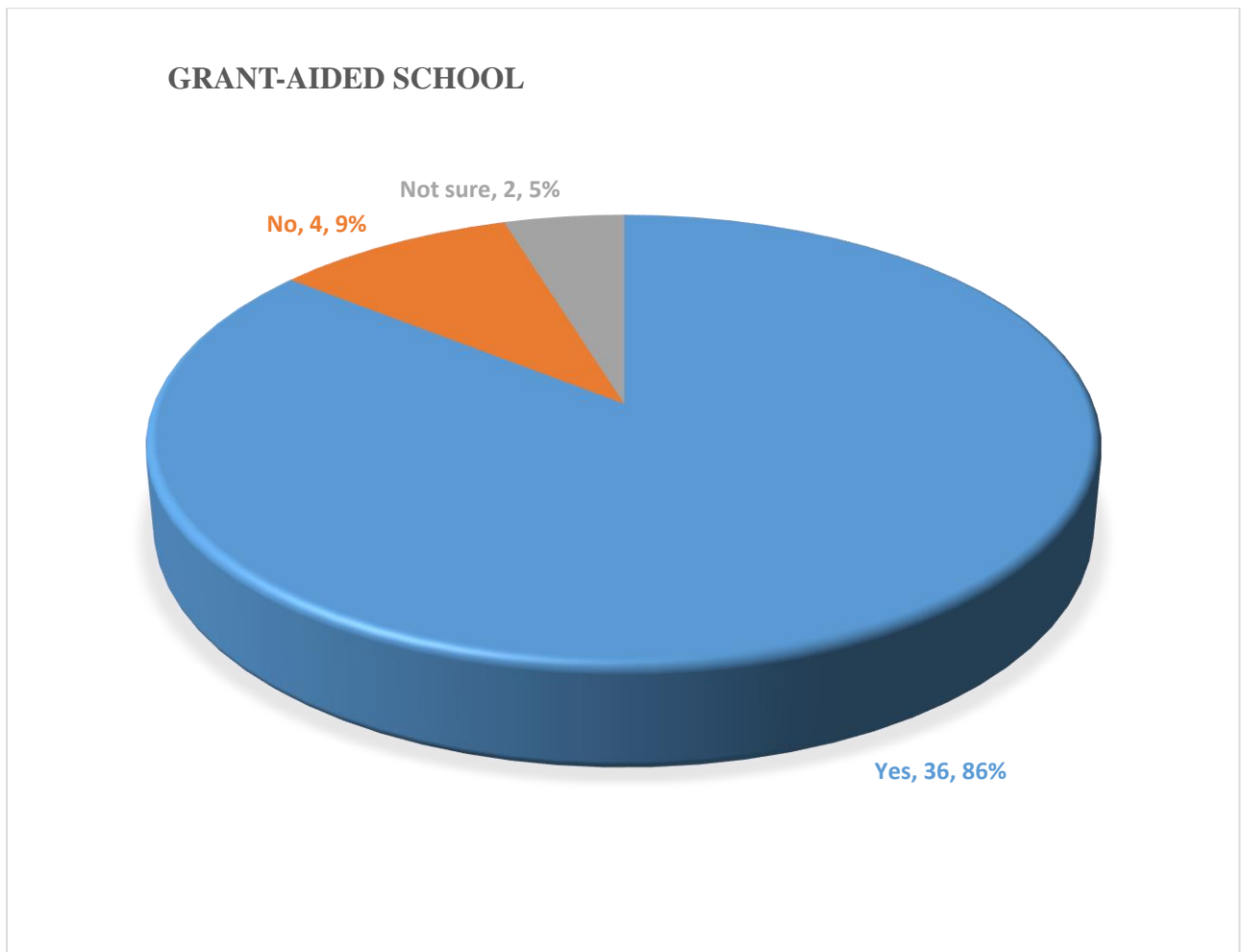


Figure 4.2 shows responses from the 42 teachers that responded to the questionnaire from the public school as to whether they participate in decision making in school. The results show that out of the 42 teachers, 8(25%) said yes they were participating in decision making while 22(53.6 %) said no and 12(21.4%) were not sure. On other hand figure 4.3 below shows responses from the 42 teachers from the Grant- schools, 36 (86%) said yes they were participating in decision making while 4(9 %) said no and only 2(5%) were not sure.

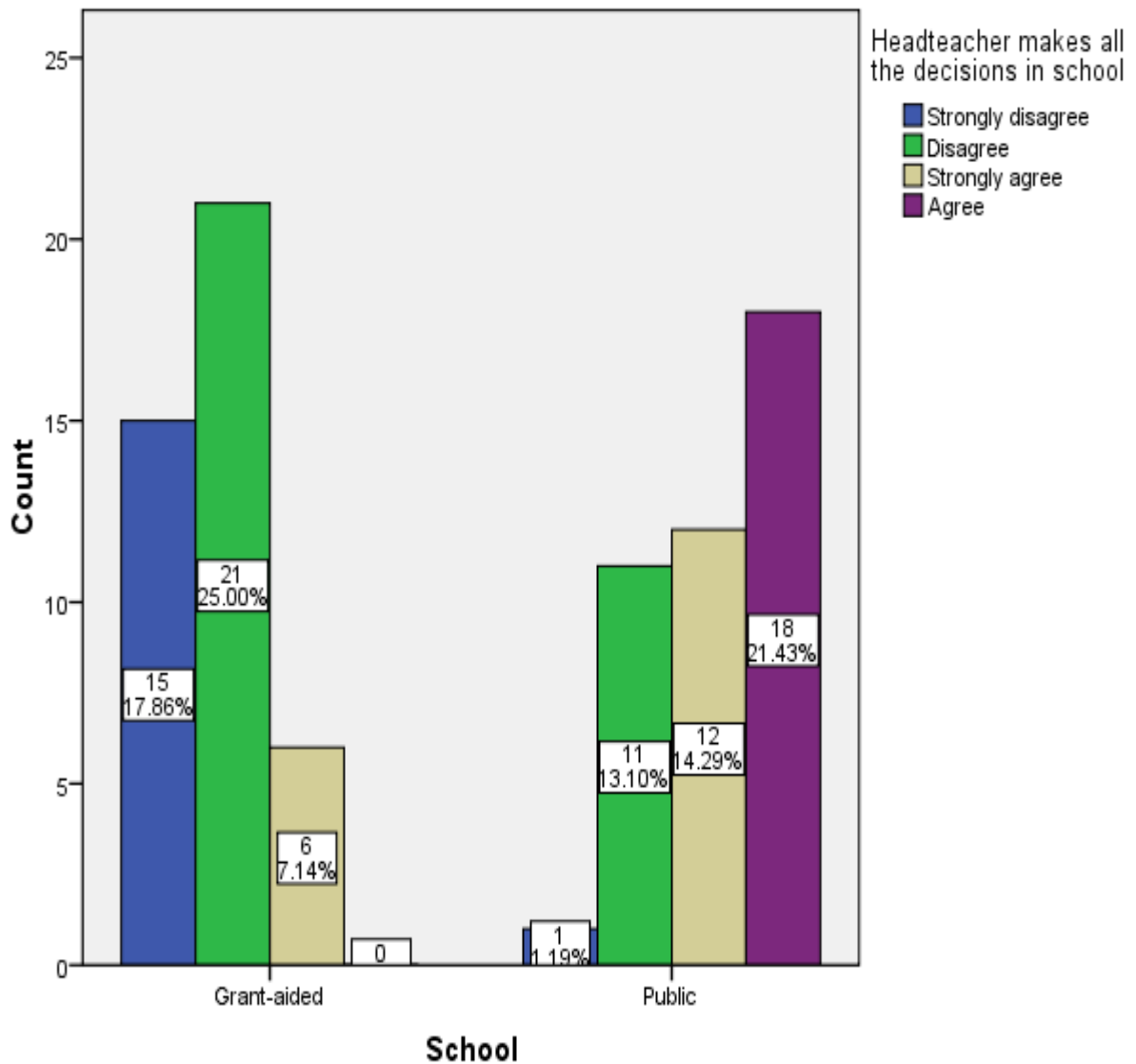
Figure 4.3



4.1.3. Head teacher makes most of the decisions in school

Furthermore, Figure 4.4 below shows the responses from the 84 teachers, 42 from the Grant-aided school and 42 from public school that responded to the questionnaire as to whether their head teacher was making most of the decisions in school. Out the 42 teachers from the grant-aided school, 15 (17.86 %) strongly disagreed that their head teacher was making most of the decisions in school while 21 (25.00 %) disagreed, but 6 (7.14%) strongly agreed. On the other hand, 12 (14.29 %) teachers out of the 42 teachers from the public schools strongly agreed that their head teacher was making most of the decisions in school while 18(21.43 %) just agreed, but 11(13.10 %) disagreed and 1(1.19%) strongly disagreed.

Figure 4.4



However, the head teachers from the two schools (Grant-aided and Public) strongly agreed that they frequently used the democratic approach as opposed to the autocratic and Laissez faire leadership style.

B: Responses from Head teachers

Similarly, both head teachers also strongly agreed that they usually varied their leadership styles depending on a given situation, have the capacity to motivate and maintain staff, set high standard for themselves and others, believe that setting goals for the school is your duty, Show confidence and trust in others as see table 4.1 below.

4.1.3 Self-Responses from the Head teachers

Table 4.1.

S/ N	STATEMENT	HT 1	HT 2	HT 3	HT 4	HT 5	HT 6
1	Has the capacity to motivate and maintain staff	SA	SA	SA	SA	SA	SA
2	Set high standard for yourself and others	SA	SA	SA	SA	SA	SA
3	Believe that setting goals for the school is your duty	SA	SA	SA	SA	SA	SA
4	Show confidence and trust in others	SA	SA	SA	SA	SA	SA
5	Allow staff to think for themselves and make their own decisions	SA	SA	SA	SA	SA	SA
6	Can work well with wide range of people	SA	SA	SA	SA	SA	SA
7	Vary the leadership style depending on a given situation	SA	SA	SA	SA	SA	SA
8	Does not accept criticisms	SD	SD	SD	SD	SD	SD

KEY: HT- Head teacher SA-Strongly Agree A= Agree SD = Strongly Disagree D = Disagree

4.2.0. What are the Teachers views on the Head teachers' influence on Learner Achievement in Grant aided and Public Schools?

A. Responses from Teachers

Table 4.2

S/N	STATEMENT	GRANT – AIDED SCHOOL				PUBLIC SCHOOL			
		Strongly Agree	Agree	Strongly Disagree	Disagree	Strongly Agree	Agree	Strongly Disagree	Disagree
1	Head teacher gives rewards to performing Teachers and Pupils	35 83%	7 17%	0	0	1 2%	9 21%	12 29%	20 48%
2	Head teacher Supervises activities in School	40 95%	1 2.5%	1 2,5%	0 0%	7 17%	10 24%	6 14%	19 45%
3	Head teacher	19	23	0	0	5	29	3	5

	Interacts freely with Teachers	45%	55%	0%	0%	12%	69%	7%	12%
4	Head teacher	28	13	1	0	0	7	16	19
	Prioritize buying of Teaching & Learning Materials	67%	31%	2%	0%	0%	17%	38%	45%

4.2.1: Views of Teachers

Table 4.2 below shows the responses from the 84 teachers, 42 from the Grant-aided school and 42 from public school that responded to the questionnaire as to whether their head teacher gave rewards to performing teachers and pupils. Out of the 42 teachers from the Grant-aided school, 35(83%) strongly agreed while the remaining 7(17%) just agreed. However, out of the 42 teachers from the public school, 1(2%) strongly agreed, 9(21%) just agreed but 12(29%) strongly disagreed and 20(48%) also disagreed that their head teacher gives rewards to performing teachers and pupils. Similarly, on the statement whether the head teacher supervises activities in school, 40(95%) teachers out of the 42 teachers from the grant-aided school strongly agreed that the head teachers supervises activities in the school while 1(2.5 %) just agreed and 1 (2.5%) strongly disagreed. But 7(17%) teachers out of the 42 teachers from the public school strongly agreed that their head teacher supervises activities in school while 10(24%) just agreed, 6(14%) strongly disagreed and 19(45 %) disagreed.

Furthermore, table 4.2 also shows that 19(45 %) teachers out of the 42 teachers from the grant-aided strongly agreed that their head teacher interacted freely with the teachers, while 23(55 %) just agreed. Similarly, out of the 42 teachers from the public school, 5 (12%) strongly agreed that their head teacher interacted freely with them while 29(69%) just agreed and 3 (7 %) strongly disagreed and 5 (12%) disagreed. On the statement on whether their Head teachers Prioritize buying of Teaching & Learning Materials, 28(67%) teachers out of 42 teachers from the grant aided school strongly agreed that their head teacher prioritise buying of teaching and learning materials while 13 (31%) just agreed and 1(2%) strongly disagreed. However, 7(17%) teachers out of the 42 teachers from the public school agreed that their head teacher prioritize the buying of teaching and learning materials in school while 16 (38 %) strongly disagreed and 19(45 %) disagreed.

4.3.0 To what extent does Head teachers' leadership styles influence learners' Academic Performance in Grant aided and Public secondary Schools?

4.3.1 Performance of Pupils in Grant-aided and Public schools for the past 3 years.

Figure 4.5

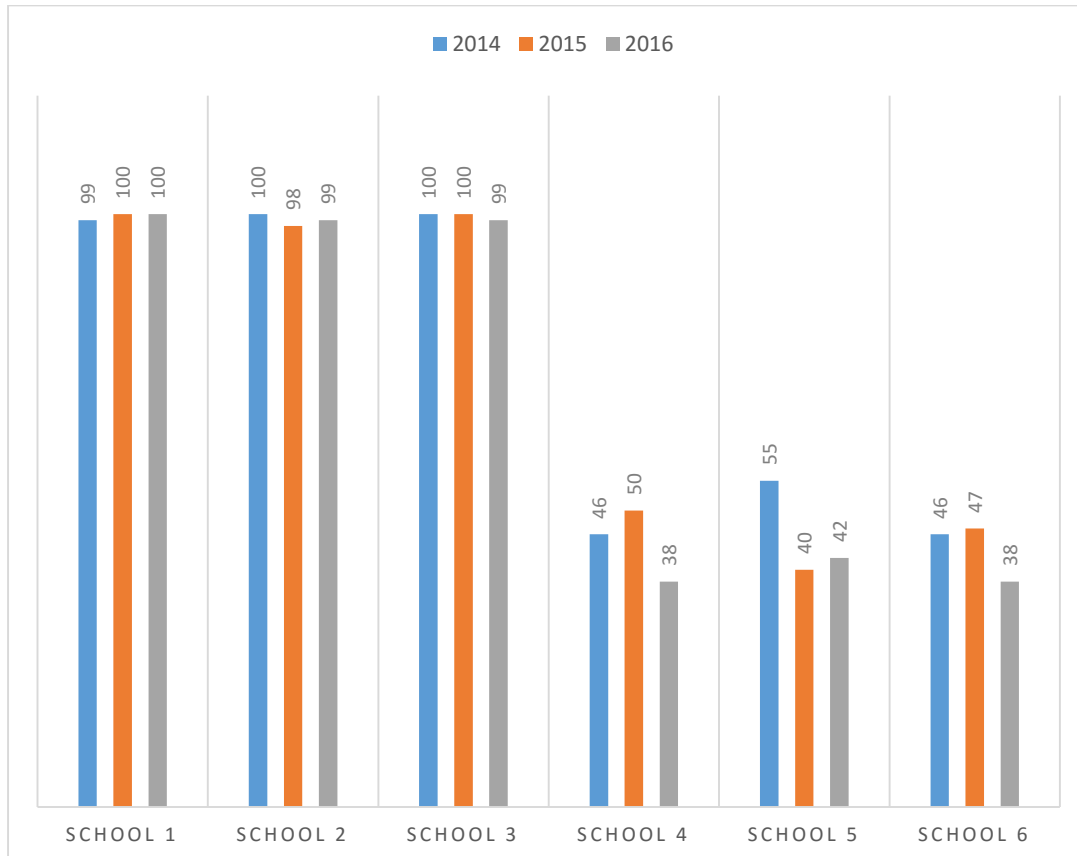


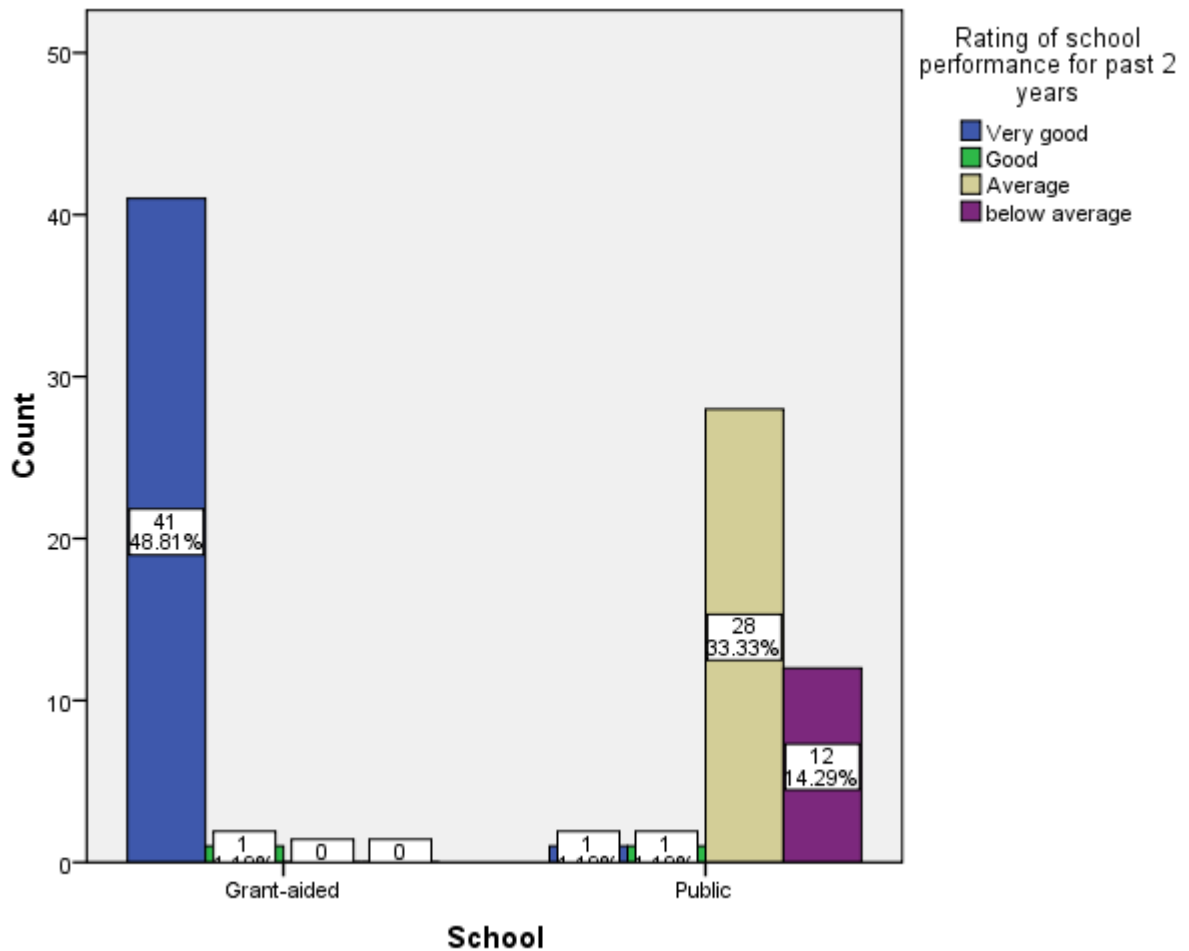
Figure 4.5 above shows that schools 1, 2 and 3, which are grant-aided have been performing extremely well for the past 3 years in the grade 9 National Examination scoring above 90%. On the other hand, schools 4, 5 and 6, which are public schools have been performing averagely for the past 3 years having the highest score of only 55%.

4.3.2 Teachers Rating of school performance for the past 3 years

The results of the study in figure 5 below revealed that in grant aided schools 41 (48.81%) of the teachers that participated in the study rated their school performance for the past 3 years as very good while 1 teacher rated their school good. However, in public school out of the 42 teachers that participated in the study 1 teacher rated their school performance for the past 3 years as very good, 1 teacher also rated good while 28(33.33%) rated average and 12 (14.29%) rated below average. Interestingly, only 1 teacher in public school rated their school as very good. What this means is that all the teachers from the grant aided school that

participated in the study were very much aware of the fact that their school performed very good in the academic circles while the majority 28 (33.33%) of the teachers from the public school alluded to the fact that their schools, academic performance was average.

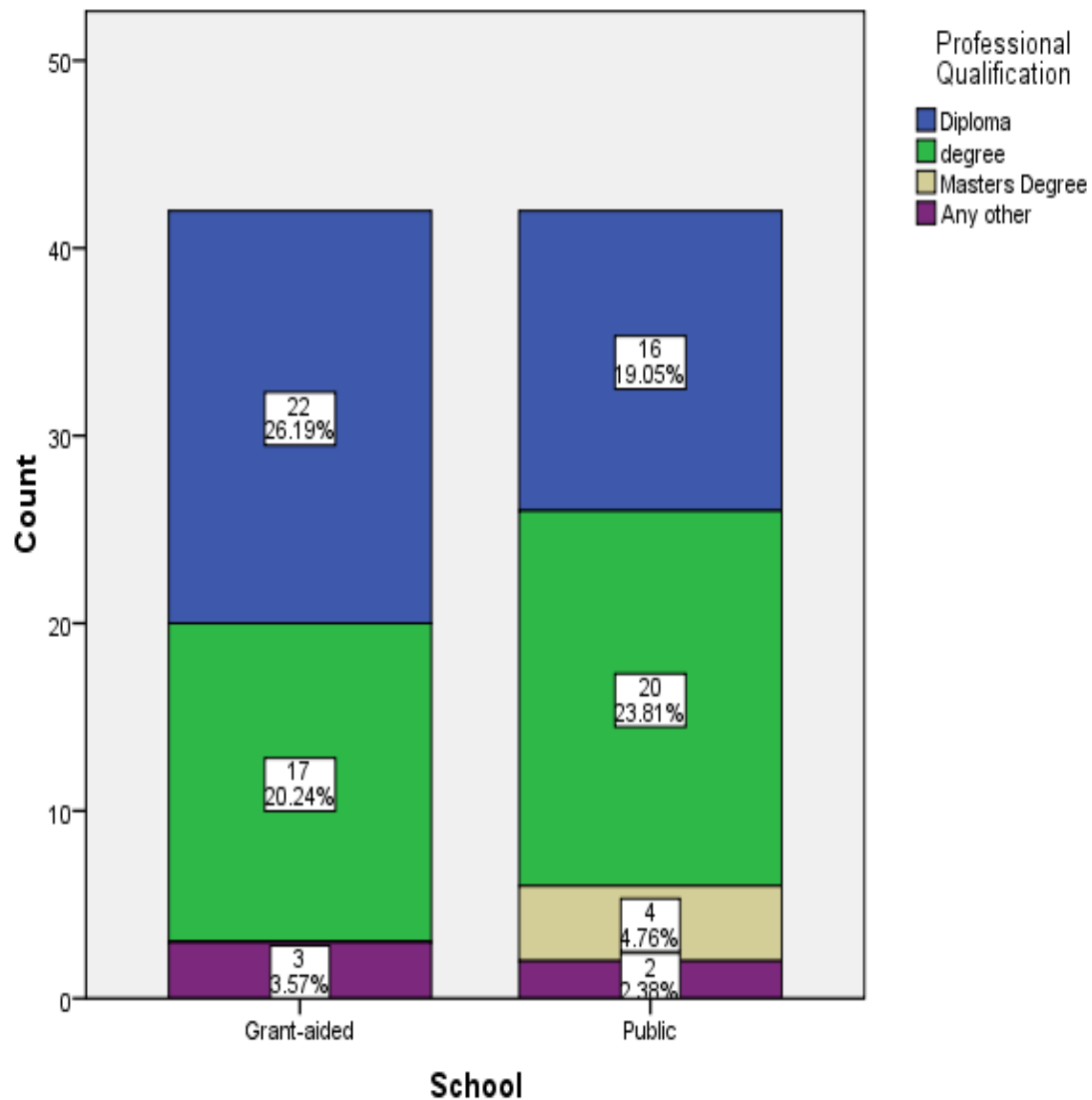
Figure 4.6



On the other hand, out of the 5 Education Standards Officers(ESOs) interviewed , ESO 1, 2, 4 and 5 agreed with the assertion that grant-aided schools were performing better than most of the public schools while ESO 3 said it is a 50- 50 situation. ESO 3 said that;

“I wouldn’t really say that I agree with the assertion that grant-aided schools perform better than public schools. For me it is a 50-50 situation because unlike grant- aided schools, public schools have a lot of finances than grant-aided schools which can be channelled into procurement of teaching and learning resources.”

However, figure 4.7 below shows that despite the grant-aided schools performing better than the public schools for the past 3 years; public schools have more qualified teachers than grant-aided schools. Grant-aided schools have got 22(26.19%) teachers with Diplomas, 17(20.24%) with Degrees and 3(3.57%) with any other qualification. On the other, public schools have got 16(19.05%) teachers with Diplomas, 20(23.81%) with Degrees, 4(4.76%) with Masters Degrees and 2(2.38%) with any other qualification.



4.3.3 Factors that cause discrepancy in academic performance of grant-aided and public schools

A. Responses from Education Standards Officers.

ESO 1 pointed out that the main cause of the discrepancy in the performance of grant-aided and public schools were mainly to do with the head teachers' leadership style. He further said

that there is serious monitoring of the teaching and learning process in grant-aided schools than in public schools. Furthermore, he pointed out that there was availability of teaching and learning materials in grant-aided schools, i.e teacher's text books and pupils 'text books. Similarly, ESO 4 had this to say

“As Education Standards Officers we do monitoring in both grant-aided and public schools but in grant-aided schools there is serious internal monitoring by the head teacher, Deputy Head teacher and heads of Departments whilst in public school you really need to force them to do internal monitoring.”

Furthermore, ESO 2 pointed out that one factor that caused this discrepancy is the enrolment, the head teachers in grant-aided schools adhere to the standard of 35 to 40 per class while in public schools the head teacher does not adhere to the standards. You will find over 70 pupils in one class which makes it difficult for one to one learning. ESO 4 further pointed out that prioritising procurement of Teaching and learning materials is also cardinal. He said most of the grant-aided schools, especially those run by Catholics and Anglicans headed by Priests, Brothers or Sisters who are selfless they would rather buy teaching and learning materials than get an allowance but most of the head teachers running public schools would rather get the allowance at the expense of teaching and learning materials.

On the other hand, ESO 3 had this to say regarding factors that cause discrepancy in academic performance of grant-aided and public schools;

“As earlier alluded to public schools tend to have a lot of resources to their reach than grant aided schools. Grant-aided don't have a lot of finances to buy teaching and learning materials as compared to public schools.”

Furthermore, ESO 5 pointed out that another factor that cause discrepancy academic performance of grant aided and public schools is absenteeism of both pupils and teachers especially in public schools. He further had this to say;

“Because of strict adherence to internal monitoring, in grant-aided schools there is less pupil absenteeism and almost 90% teacher attendance unlike in public schools where pupil and teacher absenteeism is eminent because of lack of internal monitoring by the head teacher”

4.3. 3 Head teachers Leadership Style influences Learner Academic Performance

Table 4.3

Head teacher leadership style influences pupil academic performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	72	85.7	85.7	85.7
	Disagree	5	6.0	6.0	91.7
	Not sure	7	8.3	8.3	100.0
	Total	84	100.0	100.0	

Table 4.3 shows that out of the 84(100%) that responded to the questionnaire as to agree or disagree to the statement that says that ‘*Head teacher leadership style influences Learner academic performance*’ 72(85.7%) agreed with the statement while 5(6.0%) disagreed and 7 (8.3%) were not sure.

Similarly, all the 5 Education Standards Officers agreed with the assertion that head teachers’ leadership style influences learner academic performance. ESO 2 said that he 100% agree with the assertion. He justified his agreement by saying that if there is bad leadership style exhibited by the head teacher, it will trickle down to the teachers and learner performance will be affected. Similarly, in agreeing with the assertion ESO 1 had this to say:

“I have earlier said that there is a bit of relaxation in monitoring in government schools, so if the head teacher does not monitor the Deputy Head teacher and Heads of Department that will have a trickle-down effect on the teachers and eventually the pupils, so that is what I would call a lassie affaire type of leadership style and that will have an impact on the results. But if the head teacher is an authoritarian type he is able to monitor, correct there and then, this will also trickle down to his subordinates.”

Furthermore, ESO 3 had this to say in relation to the assertion that head teachers’ leadership is cardinal in pupil academic performance;

“I think when you have a head teacher that is really concerned with the academic performance of pupils and makes sure that pupils get involved in academic competition that are happening at district or national level it goes to show that he is concerned with the academic performance of pupils rather than a head teacher who is only interested in sports and drama activities.”

ESO 4 also agreed with the assertion by pointing out that head teachers that exhibit democratic leadership style will level the working field as teachers will be free to approach him and give cardinal advice with regards to enhancing pupil performance.

4.4.0 Summary

The majority of the teachers from the public school confirmed that their head teacher makes most of the decisions in school, they rarely participate in decision making; there is little or no delegation. On the other hand, the majority of teachers from the grant aided school confirmed that they do participate in decision making in school and their head teacher delegates some duties to his subordinates. Similarly, the majority of the teachers from the grant aided school alluded their school's good academic performance to their head teachers' leadership style while most of the teachers from the public school alluded their school's average academic performance to their head teacher's leadership style. Furthermore, the majority of the teachers from both grant aided and public schools, Education Standards Officer agreed that a school's academic performance is influenced by the head teacher leadership style.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Overview

The previous chapter presented the findings of the study; this chapter now discusses them in the same sequence as presented in the proceeding chapter.

5.1.0 Establishing the leadership styles of head teachers in grant aided and public schools.

5.1.1 Delegation

The study has revealed in figure 4.1 that the majority of the teachers (46.43%) from the grant aided school agreed that their head teacher delegated duties to the subordinates while a few (3.57%) were not sure. This shows that their head teacher delegated duties to other members of staff. On the other hand, the same figure 1 also indicated that in the public school there was little delegation of duties by the head teacher. The majority of the teachers (26.79%) from the public school disagreed that delegation exist at their school while only 16.07% of them agreed that it does exist and 7.14% were not sure. These percentages clearly indicate that their head teacher does not usually delegate the duties. He/she does most of the duties alone. This simply means that their head teacher is more autocratic.

5.1.2: Teacher Participation in Decision Making

Similarly, figure 4.2 revealed that the majority of teachers (54%) from the public school said they do not participate in decision making in school while figure 4.3 also revealed that the majority of teachers (86%) from the grant aided school confirmed that they do participate in decision making in school.

The results clearly indicated that in grant -aided schools head teachers used more of democratic leadership style while head teachers from the public schools used more of autocratic leadership style. Pareek (2010) asserts that in democratic leadership style leaders have decentralised authority such that employees are involved in decision making, problem solving and responsibilities while Hackman and Johnson (2009) point out that in authoritarian leadership style leaders dictate the policies and procedures, decide what goals to be achieved, and directs and controls all activities without any meaningful participation by the subordinates. Similar, findings were also reported in Scotland where Colls (2009) revealed that participative leadership style was seen as a particularly important part of this faith school's ethos. On the other hand, the findings of the research conducted in Pakistan by

Naseer (2014) reported that the head teachers in public schools were exercising the authoritative leadership style as they looked into each and every matter of the school and never involved staff members frequently in the process of decision making.

5.1.3 Head teacher makes most of the Decisions in School

Furthermore, the study revealed in figure 4.4 that significant percentages of teachers (17.86% strongly disagreed + 25% disagreed= 42.86%) in grant aided school felt that most of the decisions in schools were not made by the head teachers while 7.14% felt that head teachers made most decisions in school. On the other hand, figure 4.4 also indicates that significant percentage of teachers (14.29 % strongly agreed + 21.43% agreed = 35.72%) in public school felt that most of the decisions in schools were made by the head teacher while (13.10% disagreed + 1.19% strongly disagreed= 14.29%) felt that the head teachers were not making most of the decisions in school. These findings confirm the earlier assertion that democratic leadership style is more prominent in grant-aided school than in the public school and that autocratic leadership style is also more prominent in the public school than in the grant-aided school.

From the findings it can be established that head teachers used different leadership styles depending on the situation. This is in line with the findings of Nsubuga (2009) who revealed that no one kind of leadership style was used in schools depending on the situations in schools leaders tend to use different leadership styles. This is also in line with the assumption derived from the contingency theory that no single leadership style is appropriate in all situations. Oluremi (2013) asserts that a good leader can use all three styles, with one of them normally dormant while bad leaders tend to stick with one style.

5.2.0 Assessing Teacher's Views on the Head Teachers Influence on Learner Achievement in Grant Aided and Public Schools.

5.2.1 Head teacher gives Rewards to Performing Teachers and Pupils

The study revealed in table 4.2 that out of 42(100%) teachers in grant aided schools that participated in the study 35(82%) teachers strongly agreed while 7(17%) teachers just agreed that their head teachers give rewards to performing teachers and pupils. On the other hand, the same table revealed that out of 42(100%) from the public school, only 1(2%) + 9 (21%) teachers confirmed that head teachers in their schools give rewards to performing teachers

and pupils while majority of the teachers (20 = 48%) alluded that their head teachers never had a culture of giving rewards to academically exceptional pupils and hardworking teacher. From the findings above it can be clearly stated that head teachers in grant aided schools usually motivated their teachers and pupils by giving them rewards while in public schools motivation of teachers is usually not there.

This is in line with the views of Armstrong (2003) who stipulated that democratic practices should enhance motivation and commitment by introducing policies and processes which ensures that people are valued and rewarded for what they do and achieve for the levels of skills and competence they reach. Similarly, Aliauzu et al (2011) alluded that motivating teachers through various incentives and rewards helps them to perform better in their duties.

The findings of the current study coincide with the finding of Lockheed et al (1991) who indicated that lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affects the performance of students academically. The findings are also in line with the findings of Musa (2014) who conducted a study on the role of school leadership in motivating teachers in Tanzania where head teachers reported that they use a reward system to encourage teachers who have performed higher in their subject compared to other teacher's performance. By doing so the reward given motivates teachers to do their best and this in turn has led to improved pupil performance. Therefore, the researcher felt that the Head teacher as a leader in the school must have a concern in the ability of teachers and should encourage teachers to work harder by motivating them through various incentives and rewards.

5.2.2 Head teacher Supervises Activities in School.

Furthermore, the study revealed that in grant aided schools almost all the teachers (40 out of 42 = 95%) strongly agreed that their head teacher supervised most of the activities in school while only 1(2.5%) agreed and only 1(2.5%) teacher strongly disagreed with that. However, in public school the study established that 17(41%) teachers out of 42 accepted that their head teacher supervised the activities in school while the majority of 25(59%) alluded that their head teacher never supervised the activities in school. From the finding above it can be aptly concluded that head teachers in grant aided have taken supervision of activities in school seriously as compared to head teachers in public schools.

The results of this study are similar to the findings of Etsey, Amedahe and Edjah (2004) who conducted a study in 60 schools; from peri-urban (29 schools) and rural (31 schools) areas in Ghana and found that academic performance was better in private and grant aided schools than public schools because of more effective supervision of work. The findings are also in line with Malambo (2012) whose study revealed that teachers from Munyama secondary school (Grant aided school) reported that supervisors checked their work once per week and supervision was well planned and coordinated unlike at Mungule high school which is a public school where teachers revealed that their work was supervised once per month and at times supervisors never checked their work. This shows that the head teacher in public school tend to practice laissez- faire leadership style as opposed to constantly supervising and ensuring that teachers prepare and utilise professional document while teaching. Lack of head teacher's adequate supervision could be the reason for decline in academic performance in schools where head teachers use laissez-faire leadership style. The findings of Malambo (2012) concided with the findings of Musungu and Nasongo (2008) who reported that head teachers were not effectively supervising the teaching and learning processes in their schools.

Maiyo (2009) asserts that the responsibility of checking professional documents like teacher's schemes of work and lesson plan lies in the hands of the head teacher who is one of the internal supervisors. This may be done in person or he/she may delegate to the deputy or senior teacher. The head teacher has been mandated to go and observe lessons of any teacher in the school at any given time and make his observations, contributions and recommendations basing on the observed lesson. Therefore, it is the researcher's preposition that internal monitoring should start with head teacher who should check the teachers teaching file and observe lesson this will make the teachers proactive in their duties. The head teacher can do this himself /herself or can delegate to the deputy head teacher and heads of department.

5.2.3 Head teacher's Interaction with Teachers

Concerning the head teacher's interaction with teachers, the study brought to light that of the 42 respondents in grant aided schools; all of them (100%) indicated that their head teacher freely interacted with the teachers. As for the respondents in public school majority of the teachers 34 (81%) indicated that their head teacher freely interacted with the teachers while few a teacher's 8 (19%) disagreed with that. From the above finding it can be concluded that

both in grant aided and public school the head teachers interacts freely with the teachers. Njoki and Aluko (2014) assert that in democratic leadership style leaders allow participative communication like open and negotiative communication. Open forums included staff meeting. In such meeting the leader directly discusses issues with the subordinates and feedback is given immediately. On the other hand, the findings from the public schools with regards to head teacher interaction with teachers leaves much to be desired as they do not correlate with earlier results on delegation and teacher's participation in decision making.

5.2.4 Head teacher Prioritise Buying of Teaching and Learning Materials

Similarly, with regards to head teacher prioritising buying of teaching and learning materials the study has revealed that in grant aided schools out of the 42 respondents, 28 teachers (67%) strongly agreed that their head teacher prioritised the buying of teaching and learning materials while 13 teachers (31%) also agreed and only 1 teacher (2%) strongly disagreed with that. However, in public schools out of the 42 respondents, 7 teachers (17%) agreed that their head teacher prioritised the buying of teaching and learning material while 16 (38%) strongly disagreed and 19 (45%) disagreed. From the results, it is clear that in grant aided schools Head teachers prioritised the buying of teaching and learning materials hence this has resulted into grant aided schools having adequate teaching and learning materials. While in public schools' head teachers do not prioritised the buying of teaching and learning materials resulting into schools having inadequate and inappropriate teaching materials which further cumulates into poor academic performance of pupils.

Similarly, Farrant (1980) stipulated that adequate teaching and learning materials makes the process of teaching and learning easy thus improving the performance of learners and quality of education. This is in line with the Ministry of Education policy document of 1996 which insist that quality education provision require the supply of books, writing materials and education items in sufficient quantity to meet the needs of all students. The availability and use of these have a positive effect on student learning. In their absence, learning occurs only with difficulty.

The results of this study are similar to the findings of Malambo (2012) who researched on the factors affecting pupil performance in grant aided and non-grant aided schools in western province. It was found that Munyama secondary school which is a grant aided school had

adequate teaching and learning materials while Mungule high school a public school did not have adequate teaching and learning materials. These findings concur with the findings of Mbozi (2008) in his study of quality education in selected schools in Livingstone and Kazungula of the southern province of Zambia where it was established that limited text books were one of the factors that affected the performance of learners in non -grant aided schools. Furthermore, the findings also coincide with the findings of Etsey (2005) who conducted a study in Ghana where it was reported that high achieving schools had more teaching and learning materials (text-books) than the least performing schools (Shama sub-metro schools).

5.3.0 Analysis of learner's academic performances in grant aided and public secondary schools.

5.3.1 Performance of pupils in grant aided and public schools at grade 9 National Examination for the past 3 years.

The study in figure 4.5 publicised the examination analysis for grade 9 pupils in 3 grant aided and 3 public secondary schools from 2014-2016. The passing rate for the grant aided schools for the reviewed period were above 98% on the other hand, the passing rate for public schools were below 60%. From the findings above it can be concluded that the grant aided schools performed better than the public schools in the junior secondary school leaving examination in the period under review because they recorded above 98% in the grade 9 national examination from 2014-2016. This is in line with MoE (2014) which indicated that when performance was analysed according to running agency, the following were observed: GRZ schools performed the least during grade 7 and 9 examination while grant aided schools performed better.

The findings of this study coincides with the findings of Mbozi (2012) who established that the grant aided performed better than government schools in the school certificate.

5.3.2 Teachers Rating of School Performance for the Past 3 years

The results of the study in figure 4.6 revealed that in grant aided schools almost all the teachers (41 out of 42) that participated in the study rated their school's performance for the past 3 years as very good. However, in public school, out of the 42 teachers that participated in the study 1(1.4%) rated their school performance for the past 3 years as very good while 1

(1.4%) rated their school good and 28(33.33%) rated average and 12 (14.29%) rated below average. Interestingly, only one teacher in 3 public school rated their school as very good. What this means is that all the teachers from the grant aided schools that participated in the study were very much aware of the fact that their school performed very good in the academic circles while the majority 28 (33.33%) of the teachers from the public school alluded to the fact that their schools, academic performance was just at average.

Furthermore, out of the five Education Standard Officers (ESO) that were interviewed 4 ESO's that is; ESOs 1, 2, 4 and 5 claimed that grant aided schools were performing better than most of the public schools while ESO 3 had a different view that the performance of grant aided school and public school was the same. The assertion of the 4 Education Standards Officer is in line with the results of the study conducted in Italy by Robinson etal (2009) that revealed that the available evidence does support the claim that students at maintained church schools do better academically and that the difference cannot be entirely accounted for by the prior attainment socioeconomic status of their intakes.

5.3.2 Factors that cause Discrepancy in Academic Performance of Grant aided and Public Schools.

5.3.2(i) Internal Monitoring

Responses from the 4 Education Standards officers revealed that monitoring was among the factors identified as causing the discrepancy in academic performance of grant aided and public schools. Out of the 5 Education Standard Officers interviewed ESOs 1, 2, 4 and 5 stated that in grant aided schools there is serious internal monitoring by the head teacher, deputy head teacher and heads of departments while in public schools internal monitoring is not taken seriously by the head teacher hence, the performance of pupil's decline thus causing a difference with grant aided schools. MoE (2015) points out that the head teacher being both an administrator head of staff, has overall responsibility for ensuring that all the activities of the school are focused on attaining national goals as stipulated in the national education policy. The findings of this study concurs with the findings of Malambo (2012) who noted that Munyama secondary school (grant aided) performed better than Mungule high school (public school) because teachers at Munyama secondary school were more regularly supervised than their counterparts from Mungule.

Concerning internal monitoring the researcher felt that at school level, monitoring should start with the Head of department. The head of department should play a pivotal role in ensuring that teachers teaching files are checked frequently. These officers should then give a report to the head teacher who should as well check the teachers teaching files and observe their lessons. This will make the teachers proactive in their duties.

5.3.2(Ii) Enrolment

The study also revealed that enrolment was another factor that caused discrepancy in the academic performance between grant aided schools and public school. ESO 2 revealed that head teachers in grant-aided schools adhered to the standard of 35 to 40 per class while in public schools the head teacher does not adhere to the standards. You will find over 70 pupils in one class which makes it difficult for one to one learning. The observation made by ESO 1 is in line with the findings of study carried out by Mbozi (2008). Mbozi (2008) established that public schools recorded maximum class sizes of up to 60 learners in a class. On the other hand, MoE (2015) stipulated that the number of learners enrolled in a class is fundamental to day to day operations of a teacher. When the number of learners in a class is sizeable (35), each learner receives high attention from a teacher and resources such as text books could easily be accessed by learners.

5.3.2(Iii) Prioritising Procurement of Teaching and Learning Materials

Furthermore, they also revealed that prioritising procurement of Teaching and learning materials was also one cardinal factor that causes discrepancy in the academic performance between grant aided schools and public school. ESO 4 pointed out that most of the grant-aided schools, especially those run by Catholics and Anglicans are headed by Priests, Brothers or Sisters who are selfless they would rather buy teaching and learning materials than get an allowance but most of the head teachers running public schools would rather get the allowance at the expense of teaching and learning materials hence creating a shortage of teaching and learning materials in school. Moe (2015) asserts that it is expected that the availability of text books in the school impacts learning. Similarly, “*Zambia National Assessment Survey Report -2013*” indicated that there was a relationship between availability of text books in the school and learner performance. In schools where head teachers said they had either no enough books to share or had no books at all, learners were performing lower than schools where head teachers had indicated enough books.

The findings in the current study are in line with the findings of Lugayila (2014) in Tanzania who reported that most of the public school in the Maswa district faced a financial crisis which results into shortage of teaching and learning aids including textbooks, reference books, stationeries and laboratory materials. The problem contributed and hindered performance among the students and even teachers face some difficulties in practising their duties properly due to lack of teaching aids as the results, it directly influences the students' performance. With regards to prioritising procurement of teaching and learning materials the researcher felt that head of department should set the ball rolling by identifying the needed teaching and learning in their departments and then submit to the head teacher for further action.

5.3.2(IV) Pupil/Teacher Absenteeism

Similarly, the study also revealed that absenteeism was also a factor that causes discrepancy in academic performance of grant aided and public schools. ESO 5 justified this by pointing out that because of strict adherence to internal monitoring, in grant-aided schools there was less pupil absenteeism and almost 90% teacher attendance unlike in public schools where pupil and teacher absenteeism was eminent because of lack of internal monitoring by the head teacher". The findings of this study coincided with the findings of Etsey (2005) who conducted a study in Ghana where it was reported that more pupils in shama sub-metro school (least performing) absented themselves from school more than pupils in the high performing schools. In line with this, Das et al. (2005) stated that teacher absenteeism could influence the overall quality of education. They said that it could reduce the overall effectiveness of the school, diminish pupil's achievement, damage the school's reputation; induce pupil absenteeism and display negative role models for learners. On the other hand, MoE (2015) also asserts that learner absenteeism was one of the major challenges inhibiting quality education delivery. This was so because learners who frequently miss lessons lag behind and this affects performance.

5.3.2(V) Teacher Professional Qualification

However, when it came to teacher qualification, an interesting scenario appeared. According to the obtained results, out of the 84 teachers who participated in the study, public schools had 20 (23.81%) degree holders and 4 (4.76%) master's degree holders while grant aided schools had only 17 (20.24%) degree holders. These figures clearly indicate that although public schools are performing poorly in the grade 9 national assessments they have more qualified teachers than grant-aided schools that are performing better. These findings

contradict with the findings of Etsey (2005) in Ghana who reported that there were more qualified professional teachers in high achieving schools than in the least performing schools (Shama sub-metro schools). The current findings are also at variance with Wegner school of thought who argued that lack of highly qualified teachers in some schools in the U.S.A causes poor pupil performance. Over the same, the researcher feels that teachers should simply be qualified not highly qualified to make pupils pass because you can have highly qualified teachers but if they are not motivated and work under unfavourable conditions they would be less dedicated to work hence, other factors such as Head teacher's leadership styles are at play to enable pupils perform well academically.

5.3.3 Head teachers Leadership Style influences learner in Pupil Academic Performance

The study revealed that in table 4.3 out of the 84(100%) teachers that responded to the questionnaire as to agree or disagree with the assertion that '*Head teacher leadership style influences Learner academic performance*' 72 (85.7%) teachers agreed with the assertion while 5 (6%) disagreed and 7 (8.3%) were not sure. Similarly, all the 5 Education Standards Officers agreed with the assertion that head teachers' leadership style influences learner academic performance. ESO 2 went on to justify his agreement by saying that if bad leadership style is exhibited by the Head teacher, it will trickle down to the teachers and learner performance will be affected. Over the same, ESO 1 also asserts that if the head teacher exhibits lassie affaire type of leadership style no monitoring will exist in school but if the head teachers' exhibits autocratic leadership style definitely monitoring will be there.

The observations made by the teachers and the Education Standards Officers coincides with the findings of Haymon (1990), Valesky (1992), Marzano and Mcnulty (2003) Muli (2005) and Wangui (2007) who confirmed that leadership styles influences pupil's academic performance. They noted that autocratic Head teachers had high mean scores than their democratic counterparts. Their studies further indicated that success or failure of a school depends on the leadership styles of the Head teacher. The Head teacher is responsible for creating conducive work atmosphere which affects the staff's and student's morale thus influencing the academic performance.

The current observations of the teachers and Education Standard officers are also in line with MoE (2015) which stipulates that the head of each educational institution does not only draw

up the local work plan but also undertakes follow –up activities and evaluates school results in relation to both national goals and those specified in the local work plan. These observations are also in line with Ochieng (2001) who stated that Head teachers who use laissez- faire leadership tend to fail to follow up on those they have delegated tasks to and consequently performance declines.

The researcher also feels that Head teachers influence pupil performance through their leadership styles if the head teachers uses more of autocratic leadership style teachers will be frustrated and demotivated this will be extended to the pupils thus affecting their performance and if the head teacher uses more of laissez-faire leadership style teachers will have all the freedom to be doing things their own way and at their time this will as well affect pupils performance negatively. The Head teacher who uses more of democratic leadership style motivates his/her teachers this makes them to be proactive to their duties thus producing good performance of learners.

5.4.0 Summary

Generally, the study revealed that learner’s academic performance is greatly influenced by head teacher’s leadership style because it has been established beyond any reasonable doubt that the leadership styles exhibited by the six head teachers from the six schools (i.e grant aided and public schools) were responsible for the discrepancy in academic performance for their learners. The study has established that the head teachers for the grant aided schools exhibited a democratic to autocratic leadership styles while their counterparts from public schools were more of autocratic to laissez affaire type of leadership. The head teachers from the grant aided schools influences good academic performance by rewarding performing teachers and pupils, supervising activities in school, interacts freely with teachers and prioritizing the buying of teaching and learning materials for their schools as opposed to their counterparts. Furthermore, the identified factors that are responsible for the discrepancy in academic performance between grant -aided and public schools i.e. internal monitoring, pupil enrolment, Prioritising Procurement of Teaching and Learning Materials, Pupil/Teacher Absenteeism and teacher professional qualification can be controlled or be re-enforced by the head teacher’s leadership style.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.0 Overview

The previous chapter discussed the findings of the study, this chapter concludes the study and makes recommendations based on the findings of the study.

6.1 CONCLUSION

The purpose of the study was to establish the influence of head teacher's leadership styles on pupil performance in grant aided and public secondary schools in eastern province of Zambia. Three objectives guided the study namely: To establish the leadership styles of head teachers in grant aided and public secondary schools, to assess teacher's views on the head teachers influence on learner's achievement and to analyse the learner's academic performance in grant aided and public secondary schools.

The study has established that head teachers in grant-aided and public secondary schools used various leadership styles depending on the situation. The head teacher in grant aided schools used more of democratic to autocratic leadership styles while head teachers in public schools used more of autocratic to laissez faire leadership style. The study also established that head teachers in public schools rarely use democratic leadership style but their counterparts in grant aided schools vary their leadership styles depending on the situation at hand.

The study also established that head teachers greatly influence the learner's academic performance through the leadership styles they adopt. The head teachers from the grant aided schools influenced good academic performance by rewarding performing teachers and pupils, supervising activities in school, interacting freely with teachers as well as prioritising the buying of teaching and learning materials as opposed to their counterparts in public schools. Head teachers from public schools rarely reward performing teachers and pupils, hardly supervise academic activities in school and do not prioritise the buying of teaching and learning materials. The tendencies exhibited by the head teachers from public schools as reported by their teachers are attributes of autocratic and laissez faire leadership styles.

The study also revealed that the performance of grant aided schools during the period under review that is 2014-2016 was above 98% pass rate while that of public secondary schools

was below 60% pass rate. This shows that grant aided schools performed better than public school in the grade 9 National Examination. Furthermore, the identified factors that are responsible for the discrepancy in academic performance between grant -aided and public schools are; internal monitoring, pupil enrolment, Prioritising Procurement of Teaching and Learning Materials, Pupil/Teacher absenteeism and teacher professional qualification.

Hence, lack of internal monitoring and high pupil enrolment as seen in public schools only results in poor pupil performance. Furthermore, failure to prioritise the procurement of teaching and learning materials results into inadequate learning and teaching resources which further cumulates into poor academic performance. Pupil/ teacher absenteeism also results into inconsistency learning hence compromising the standards of education. Therefore, all these factors that are responsible for the discrepancy in academic performance of grant aided and public schools are as a result of the leadership style(s) that the head teacher employs.

On the other hand, the study has also established that having highly qualified teachers is a panacea for good academic performance of pupils. Having highly qualified teachers in the absence of good leadership styles exhibited by the head teacher will always result in poor academic performance of pupils.

Therefore, the study concluded that head teacher's leadership styles have a great influence on learner's academic performance.

6.2 RECOMMEDATIONS

Based on the findings of the study the following recommendations are made to the Ministry of Education and heads of grant aided and public secondary schools in an effort to improve the performance of learners.

- (a) Ministry of Education should make instructional Leadership training mandatory to all Head teachers. This will help them enhance their leadership skills thus improving pupil performance.
- (b) Education officers through Head Teachers Associations should encourage head teachers of grant-aided schools to twin with head teachers of public secondary schools as a way of urging them to learn from each other.
- (c) Head teachers in public secondary schools to ensure that internal monitoring is taken serious and themselves should demonstrate this by supervising teacher's and pupils academic activities in school frequently this will make teachers to be proactive in their duties.
- (d) Head teachers should make the procurement of teaching and learning materials in schools a first priority in order for the school to have sufficient academic resources.
- (e) Head teachers should also develop a culture of rewarding performing teachers and pupils in school. This will in turn develop intrinsic motivation in both teachers and pupils

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APPENDICES:

APPENDIX 1: QUESTIONNAIRE FOR TEACHERS

Questionnaire to be completed by teachers from six selected Secondary Schools in Eastern Province of Zambia.

The University of Zambia / Zimbabwe Open University,
Institute of Distance Education,
School of Education.

Dear respondent,

I am a postgraduate student at UNZA/ZOU, studying Educational Management. I am carrying out a research project and you have been chosen as a sample. Be assured that the information you will give out shall be strictly kept as secret. The aim is not in any way meant to investigate you, but it's purely academic.

INSTRUCTIONS:

- This questionnaire is divided into two sections, section A and B
- Please complete each section according to the instructions.
- Do not write your name or name of the school.
- Please respond to all the question.
- Please put a tick where you think the response is most appropriate.

SECTION A: RESPONDENTS BIO DATA

1. What is your gender?

(a) Male [] b) Female []

2. What is your age?

(a) 20 – 30 years [] (b) 31- 40 years [] (c) 41 – 50 [] (d) 51 and above []

3. What is your professional qualification?

(a) Diploma [] (b) Degree [] (c) Masters' degree [] (d) Any other []

4. For how long have you been in service as a teacher?

(a) 1- 5 [] (b) 6- 10 [] (c) 11- 15 [] (d) 16 and above []

SECTION B

HEAD TEACHER'S LEADERSHIP STLYE

1. Does delegation of power to teachers exist at your school?
(a) Yes [] (b) No [] (c) Not sure []
2. Do teachers participate in decision making and problem solving processes?
(a) Yes [] (b) No [] (c) Not sure []
3. "Head teacher makes all decisions regarding school programmes" what do you say?
(a) Strongly disagree [] (b) disagree [] (c) agree [] (d) strongly agree[]
4. How do you perceive your head teacher's leadership style?
(a). Very Good []. (b) Good [] (c) Very Poor [] (d) Poor [] (e) Not Sure []
5. The head teacher leaves the running of the school to the deputy head teacher and heads of department.
(a) Strongly disagree [] (b) disagree [] (c) agree [] (d) strongly agree[]

TEACHERS VIEWS ON HEADTEACHER'S INFLUENCE ON PUPIL

PERFORMANCE

6. The Head teacher recognises and gives rewards to both teachers and pupils for work done.
(a) (a) Strongly agree [] (b) Agree [] (c) Strongly disagree [] (d) disagree[]
7. The head teacher supervises the activities in school closely.
(a) Strongly agree [] (b) Agree [] (c) Strongly disagree [] (d) disagree[]
8. The Head teacher involves pupils and teachers in school administration.
(b) Strongly agree [] (b) Agree [] (c) Strongly disagree [] (d) disagree[]
9. The head teacher interact freely with teachers
(a) Strongly agree [] (b) Agree [] (c) Strongly disagree [] (d) disagree[]

10. The Head teacher gives first priority to the buying of teaching and learning materials. (a) Strongly agree [] (b) Agree [] (c) Strongly disagree [] (d) disagree []

SCHOOL PERFORMANCE AT GRADE 9 NATIONAL EXAMINATION

11. How do you rate your school's performance at grade 9 level for the past 2 years?

- (a) Very good []
- (b) Good []
- (c) Average []
- (d) Below average []

12. If your answer in question 9 is

a. From A to B, what are the reasons for this performance

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

b. From C to D, what are the reasons for this performance

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

13. "Pupil academic performance at your school is influenced by the leadership style used by the head teacher". What do say about this statement

- (a) Agree []
- (b) Disagree. []

THANK YOU FOR YOUR CO-OPERATION

APPENDIX 2:
QUESTIONNAIRE FOR THE HEAD TEACHERS

INSTRUCTONS

- Please respond to the questions below by ticking [] the correct option where applicable
- Do not write down your name on any page.

SECTION A: BACKGROUND INFORMATION

1. What is your gender? Male [] Female []

2. What is your highest professional qualification?
Certificate [] Diploma [] Degree [] Master's Degree [] others []

3. How many years have you served as a head teacher?
0-5[] 6-10[] 11-15[] 16-20[] Over 20 years []

4. For how long have you been in this school as a head teacher?
0-5[] 6-10[] 11-15[] 16-20[] 20 years and above []

SECTION B: INFORMATION ABOUT THE SCHOOL

5. What is the number of pupils in your school?
Male [] Female [] Total []

6. What is the number of staff in your school?
Male [] Female [] Total []

7. Please indicate the grade 9 pass rate of your school for the last three years in the National Examination

YEAR	2014	2015	2016
PASS PERCENTAGE (%)			

8. Pupil performance at your school is influenced by your leadership style.
Strongly Agree [] Agree [] Strongly Disagree [] Disagree []

SECTION C: SELF-PERCEPTION PROFILE ON OWN LEADERSHIP STYLES.

Kindly indicate the correct option as honestly as possible by putting a tick [√] against one of the options to show the extent to which each statement below applies to your behaviour in relation to your leadership styles as the head teacher of the school.

To what extent do you feel that you as the head teacher:-

9. Has the capacity to motivate and maintain staff

Strongly Agree [] Agree [] Strongly Disagree [] Disagree []

10. Set high standard for yourself and others

Strongly Agree [] Agree [] Strongly Disagree [] Disagree []

11. Believe that setting goals for the school is your duty

Strongly Agree [] Agree [] Strongly Disagree [] Disagree []

12. Can work well with wide range of people.

Strongly Agree [] Agree [] Strongly Disagree [] Disagree []

13. Allow staff to think for themselves and make their own decisions

Strongly Agree [] Agree Strongly [] Disagree [] Disagree []

14. Show confidence and trust in others

Strongly Agree [] Agree Strongly [] Disagree [] Disagree []

15. Which leadership style do you frequently use?

Autocratic [] Democratic [] Laissez faire []

16. Do you vary your leadership style depending on a given situation?

Strongly Agree [] Agree Strongly [] disagree [] Disagree []

17. Listens to pupils grievances and gives immediate feedback.

Strongly Agree [] Agree Strongly [] disagree [] Disagree []

18. Does not accept criticisms

Strongly Agree [] Agree Strongly [] Disagree [] Disagree []

19. Uses time as required to improve performance

Strongly Agree [] Agree Strongly [] Disagree [] Disagree []

THANK YOU FOR YOUR CO-OPERATION

Appendix 3:

INTERVIEW GUIDE FOR STANDARDS OFFICERS

1. For how long have you worked as a Standards Officer?
2. What can you say about the performance of grant aided schools compared to public schools in National Examination?
3. Do you agree with the assertion that grants aided schools perform better than public secondary schools in National Examination?
4. What factors cause this discrepancy in academic performance between grant aided and public secondary schools?
5. What measure can help bridge the gap in academic performance between the grant aided and public schools
6. Do you agree with the assertion that the head teacher's leadership style is cardinal to pupil's academic performance?
7. If you agree, please justify your answer
8. In your view, which leadership skill(s) do you think the head teacher should employ to enhance pupil achievement?