MILITARY HEAD TEACHERS' LEADERSHIP STYLES AND THEIR IMPLICATIONS FOR TEACHER MOTIVATION AND PUPIL PERFORMANCE IN SELECTED ARMY AIDED SCHOOLS OF LUSAKA DISTRICT

BY

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ABSTRACT

For a school to perform well both in academics and in co- curricular activities, effective leadership is needed (Cole, 2004). The head teachers' leadership thus plays a critical role in influencing the teachers' performance to achieve the school's goals. Per Onyango 2001), the school leaders set the tone of the school, the climate of learning, the level of professionalism and the morale of the teacher. Any success or failure is attributed to the school head teacher. It is against this background that the study analyzed the military head teachers' leadership in relation to the Human Relations Theory which recognizes that the actions of a head teacher had a direct influence on the subordinates. The research data was collected using questionnaires and interviews. The mixed method research approach (qualitative and quantitative) was used in analyzing the data. The evidence from the literatures indicates that a blend of the leadership styles would be beneficial to head teachers for the motivation of the teachers as no single leadership styles provide answers in all situations. The study reviewed that the authoritative leadership was more dominant in the Army aided School. The authoritative leadership refers to an approach in which a manager maintains and runs an organization with a tight leash on the apparatus of power and in which failure to reach a consensus, coercion was used with a combination of threats and promises such as benefits and retributions. The implication of this leadership is that teachers are not sufficiently motivated to perform their duties adequately. At best, they feel compelled to discharge their duties. In the use of the democratic leadership style, (participative style) which per the findings was very minimal, the head teachers strived to involve employees in decisions making during staff meetings and delegated tasks to teachers through the various departments in the school. These motivated the teachers. The study also reviewed that among the things that affected the academic performance of the pupils in these schools were: Inadequate teaching and learning materials for effective learning; Enrolments which exceeded the recommended number of pupils as per Ministry of Education standard; None standardized school assessment policy; and the non-availability of incentives to motivate the teachers to carry out their duty diligently.

Key words: Leadership, Autocratic, Democratic, Motivation, Performance and Human Relations Theory

DEDICATION

To my late mother and father

ACKNOWLEDGEMENTS

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ACRONYMS AND ABBREVIATIONS

ABSS   Arakan Boys Secondary School

AGSS   Arakan Girls Secondary School

BSA   British South African Company

CPD   Continuous Professional Development

ECZ   Examination council of Zambia

GSS   Gondar Secondary School

MoE   Ministry of Education

MILTEZ   Military Establishment of Zambia Ministry

UNESCO   United Nations Educational, Scientific & Cultural Organisation

UNZA   University of Zambia

UN   United Nations

CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter presents the Background to the Study, Statement of the problem, the General objective and Specific Objectives of the Study, Research Questions, and Purpose of the Study, Scope of the Study, Definition of Key Terms, Limitations of the Study and the Significance of the Study.

1.1 Background to the Study

Education plays a vital role in the growth and development of people in any country. Kirk and Gallagher (1983) described education as the mirror of society as it showed a society's strengths, weaknesses, hopes, biases, and critical values of its culture. This may be one of the reasons why the United Nations Educational Scientific and Cultural Organization (UNESCO, 2001) declared education as a vehicle for and indicator of development. The United Nations Universal Declaration of Human Rights (1948), on the other hand, pointed out that education shall be free (World Conference on Education for All [EFA], 1990). The Jomtien (Thailand) Conference on EFA similarly affirmed that every child had a right to education. Therefore, access to compulsory primary education aimed at imparting knowledge, skills, and attitudes required by the young ones to become functional in their respective societies is regarded as an urgent priority. Educational institutions, on the other hand, are significant places where school leaders bear a heavyweight of responsibility. The success of any education organization crucially depends on its effective management, with the head teacher being the chief executive of control in the school.

The Republic of Zambia, a country with an estimated population of 17 million citizens, has made strands towards the provision of education to its citizens. To supplement governments' efforts in the provision of education, Education Directorate of the Zambia Army from time immemorial organized supervised literacy classes in the military cantonments to teach native soldiers to read, write and carry out simple calculations because nearly all the soldiers could neither read nor write (Phiri, 2011). The Directorate embarked on a programme to raise the educational standards of all its illiterate soldiers. This effort was aimed at helping them to understand their military equipment, which was continually changing in sophistication and application. In 1966, some courses were introduced at the Army School of Education, then based in the Military

Establishment of Zambia (MILTEZ) and all Barracks' Education Centres (Phiri, 2011). Units organized night-school classes as both soldiers, and academic instructors were co-located in Barracks. Shortly after Zambia's independence, a government proclamation was made to create more schools so that every seven-year-old could have access to education all over the country (Carmody, 2004). The military was not to be left. Sooner or later, primary schools began to be opened in some of the Army Barracks. Correspondingly the population placed a high demand on school places, making it difficult to get school places for the large number of pupils who dropped out of school every year. Under this arrangement the following secondary schools were established: Arakan Secondary School (ABSS) was established in 1976, and after ten years (1986) the following schools were established: Gondar Secondary School (GSS), Tug-Argan Secondary School (TASS), Taung up Secondary School (TSS) and Chindwin Secondary School (CSS) in 198. Education Directorate runs the primary and secondary schools in the Army Barracks in conjunction with the Ministry of Education (MOE). Both primary and secondary schools are headed by military officers and deputized by civilian teachers appointed by the Ministry of Education. The management of these schools, therefore, is the responsibility of both the Ministry of Education and the Ministry of Defence (MOD). Agi, (2002) observes that the military appoints head teachers through its Education Directorate at Army Headquarters in consultation with the Ministry of Education while the rest of the staff are supplied by the latter. These head teachers are appointed in order of superiority in accordance to the rank and file structure of the Zambia Army's Education Directorate. Secondary schools are headed by officers of the rank of lieutenant colonel, the highest level before becoming a member of General Grade. Primary schools are led by officers of the status of captain, the highest rank before attaining a field rank. Both categories of head teachers are commissioned officers of the Army. In addition to the teachers sent by the Ministry of Education to teach in the Army aided Schools, the Army posts military teachers. They are academically qualified to teach in these schools. This means that on the supply of human resources, the Zambia Army and the Ministry of Education are on an equal footing. To function effectively, Agi (2002) further states that the Ministry of Education does the financing of schools with support from the Army.

The military structure is based on a hierarchy, with leaders commanding respect and making themselves known as authoritative and respected figures and subordinates responding with loyalty and obedience to their respective superiors. The respect and distinction between the

subordinate and superior among the military can be seen with salutes, standing at the position of attention, and title usage, (Halbe 2011). The duty of the military superior is characterized by issuing orders and leading people. Non-compliance with an order, for instance, is considered disobedience and would result in disciplinary action being taken, and if it had severe consequences, it would be regarded as a military offence and legal measures would be taken. In this regard by "total institution" Goffman (1957) meant the integration into a strict hierarchy, the superior's great authority, which reaches as far as the subordinate's leisure time and personal life, and the high degree of control. This makes the military resemble a "total institution". The military is based on a command system. Orders are given top-down in a hierarchical manner. Military leadership, therefore, include authority, responsibility, loyalty, obedience and chain of command as the most critical dimensions. Military personnel, even those who do not possess a higher ranking, have high levels of responsibility and authority and have a high level of accountability for the successes and failures of their subordinates, (Hannah and Sowden, 2013). Military head teachers are therefore expected to practice leadership which is highly inclined to the military practice and orientation as enshrined in their training based entirely on command and control through the issuing of orders and strict adherence to those orders.

Unlike the civilian head teachers who only report to the Ministry of Education which is liberal and whose loyalty lies only in the Teaching Service Commission as their appointing authority, the military head teachers are faced with the dichotomy of reporting to both the Zambia Army (Education Directorate) which is highly bureaucratic, commandist and formalized and the Ministry of Education which is liberal and civil. Unlike their civilian counterparts whose leadership is based on administration and supervision, the leadership of the military coupled with the rank structure is based on command and control, the issuing of orders and leading people. In the military, an order is an order, and no one should question an order. The head teachers of military schools oversee both military and civilian personnel in the schools. Therefore, in the single-line system, military superiors have more far-reaching powers and authorities than their counterparts in civilian organisations. Civilian head teachers predominantly embraces a democratic approach to leadership where employees' feelings, interest, rights and freedom are administratively embraced by the leaders. Everybody is involved in the decision-making process, and so they have the right to question the instructions passed by the head teacher. Phiri (2011)

notes that head teachers in the Army aided Schools are not appointed to such positions through the normal managerial hierarchy as Class Teachers, Section Head, Head of Department, Deputy Head teacher and Head teacher like in the civilian-run schools. Head teachers in the military are appointed to such positions without having excelled through the normal managerial system of the education system such as teacher, section head, head of the department and finally head teacher. They are instead appointed to the critical position of head teacher without having passed through these critical managerial positions in the school.

For the civilian head teachers to discharge their duties effectively, the Ministry of Education policy restricts training in Education Management only to those in higher positions of responsibility (MOE, 2002). This is for them to have the necessary managerial skills needed to work effectively. In the army, the policy clearly states that head teachers of Army aided Schools must be military trained for security reasons and military representation and policy implementation, without necessarily having the education management skills (Phiri, 2011). Unlike the civilian head teachers who are university graduates, military head teachers are at times, not university graduates. The rank mattered more than one's academic/professional qualification. This is unlike the Ministry of Education Policy (1997), which states that the qualifications of a head teacher are a relevant university degree with some experience. Further, a study at the global level by UNESCO (2001) stated that all nations that are affiliated to the United Nations (UN) are to adhere to written instructions on the effective management of schools worldwide. Ministry of General Education as on the other hand put in place regulatory measures on the management of schools. Mbobola (2013), on the other hand, conducted a comparative study on the effectiveness of trained head teachers with those new and found that a high percentage of head teachers exhibited poor managerial skills. The lack of managerial skills affected teacher's morale performance. Mwanza (2004) observed that, play a vital role in the education of imparting knowledge, skills and attitudes in the learners. Therefore, teacher education and teacher management should be handled positively and progressively.

The leadership styles associated with the military tend to be predominantly autocratic leadership style, Mbithi (2007). The autocratic leadership centralizes powers and decision making. It is based on the use of command in providing leadership. The leader sets goals and objectives to be

accomplished and determines the roles to be performed. The subordinates carry out the laid down rules and regulations without questioning an order or directive. Military head teachers in the Army aided Schools, represent the Zambia Army whose character and competence continuously strive for and demand in their subordinates nothing short of the highest caliber of excellence. However, human nature exists, and this is where motivation, inspiration, and other transformational factors come into play. The leadership associated with the civilian is a democratic leadership style. In the democratic leadership style, power and authority are derived from the people. The subordinates' feelings, interest, rights and freedom are respected by the leaders. Everybody is involved in the decision-making process. Kabeta et al. (2015) note that in adopting these leadership styles, the head teachers affect the teaching and learning process in the way they relate and offer leadership to teachers.

1.2 Statement of the problem

Head teachers' leadership styles have a direct bearing on the overall effectiveness of school because both teachers and students are to perform under the leadership of the school head teacher (Florence, 2012). It has been found that effective leaders develop school climates and cultures that help motivate both the students and teachers, leading to the creation of better teaching and learning environments which are more conducive to higher levels of students' academic achievements. Besides, a school head teacher is required by the systemic authorities to improve student learning and is held accountable for it by building commitments in developing a shared vision for motivating and energizing teachers and students, Ross and Gray (2006). Even though school administration has been touted as being a critical determinant of students' academic performance, the problem is that it is a complicated and challenging process and not easy to associate with the performance directly. It is also evident that unless the head teacher is keen, the goals of the school cannot be realized. A school head teacher, therefore, plays a pivotal role in activating other school organs to function.

Synthesis of other studies shows that it is widely argued that the leadership styles by head teachers have a significant impact on pupil motivation and performance. However, there is a lack of information on the impact of leadership styles used by military head teachers and their impact on pupil motivation and subsequent performance. Furthermore, it is worth noting that none of these studies was done in the context of Army aided Schools but rather in civilian schools. It is

against this background that this research seeks to critically analyze the impact of leadership styles of the Head teachers in the Army aided Schools. The effect of the leadership styles on pupil motivation and performance in Lusaka District is also investigated. Thereby making known the problems that oscillate between the military head teachers' leadership in the Army aided Schools on pupil motivation and performance.

1.3 Purpose of the Study

This study analyses the leadership of the military head teachers in the army aided schools in Lusaka district and the impact of such styles on pupil motivation and academic performance.

1.4 General objective
To conduct a critical analysis of the leadership styles of the military head teachers and their implications on teacher motivation and pupil performance

1.5 Specific objectives
1. To examine the commonly practiced leadership style in the Army aided Schools in Lusaka District
2. To determine other possible factors affecting the motivation and performance of pupils in the Army aided Schools.
3. To evaluate the impact of the leadership styles adopted by military head teachers on pupil motivation and performance in army aided Schools.
4. To determine what could be done to improve the motivation and performance of pupils in the Army aided Schools in Lusaka District.

1.6 Research questions
The researcher was guided by the following research questions:
1. What leadership styles are commonly practiced in the Army aided Schools by the military head teachers?
2. What other factors affect the motivation and performance of pupils in the army aided schools?
3. What is the impact of the military head teachers' leadership on the motivation and performance of the pupils in the Army aided Schools?

4. What could be done to improve the motivation and performance of the pupils in the Army aided Schools?

1.7 Scope of the Study

This study examined the leadership styles adopted by the military head teachers in the Army aided Schools. It covered four (04) Army aided Schools in Lusaka District. The study critically analyzed the impact of leadership styles of the head teachers in the Army aided Schools on pupil motivation and performance. It evaluated the impact of the leadership styles adopted by military head teachers on pupil motivation and performance in Army aided Schools. Further, it determined other factors which affected the motivation and performance of pupils in the Army aided Schools. It suggested what could be done to improve the motivation and performance of pupils in the Army aided Schools in Lusaka District. The study covered military head teachers, civilian teachers and pupils in the three Army aided Schools.

1.8 Significance of the Study

Realizing that school leaders play a crucial role in achieving exemplary pupil performance, the achievement of excellent academic performance depends on organizations' leadership. This study analyzed the relationship between military head teachers' leadership and pupil motivation and performance. This information is useful to authorities who appoint and deploy school head teachers. Further, it guides decision-makers in the Ministry of Education and the Zambia Army towards setting leadership benchmarks and prioritizing the allocation of resources in schools. The study motivates future researchers to identify other factors (policy and allocation of resources) to establish the role each element plays in influencing the overall school performance. The study indicates the strength of leadership styles and their contribution to the welfare and performance of the schools. For those responsible for organizing induction courses for newly appointed school managers, the study provides lessons to draw on. Because of this, the study provides data and information useful to the Zambia Army and the Ministry of General Education for the formulation of policies, budgeting, planning, and decision making as a means of achieving the quality performance of the students. The study contributes to knowledge of the expectations of the head teachers. The researcher believes that the starting point to improve the performance of both the teachers and the pupils is to improve the school climate for effective teaching, thereby enhancing better academic performance

1.9 Theoretical framework

The study was guided by the Human Relations Theory from the behavioral school whose proponent was Elton Mayo in the 1930s in the USA. His work illustrated that if the managers took an interest in employees and cared for them, it had a positive effect on their motivation and performance. This theory generally describes how head teachers interact with their teachers and consequently with the pupils. For instance, when the school leadership stimulates more and better work, the school has effective human relations. When morale and efficiency deteriorate, its human relations are said to be ineffective. The theory focuses on management as a web of interpersonal relationships.

The underlying emphasis of the theory is on the solution of the problem and motivation, which is done by non-economic rewards. It further emphasizes excellent communication and conflict resolution between a facilitator and an understanding supporter. The theory-guided the researcher in the process of data collection by determining whether the kind of leadership provided for by the military head teachers effectively responded to the principles of the Human Relations Theory. The theory was about the promotion of human relations in school as an effective means of proving motivation among teachers and pupils and which consequently translated into better performance. The analysis of the research findings provided information on the effects of the leadership style adopted by the head teachers and how this affected the motivation and performance of the subordinates. The theory, on the other hand, guided the factors that would be effectively embraced to improve the motivation of teachers and pupils in a school to ensure improved academic performance.

1.10 Limitations of the Study

The study assumed the following constraints: the research was being carried out in some sampled schools (04) in Lusaka province. However, it would have been useful to include more schools to attain a broader understanding of the relationship between leadership styles, pupil motivation, and performance in Army aided Schools. This was constrained by the lack of adequate funds (resources). This narrowed the degree of national representativeness of the findings and the

process of deriving into statistical inferences. However, the limitation did not hinder the value of the conclusions of this study, as it is a case study by nature. Another limitation was the lack of recent literature relevant to the local Zambian situation as most of the accessible literature was from the Western countries, which were not necessarily relevant to the Zambian situation.

1.11 Definition of Key Terms

The key terms to be defined in this study are Leadership, Autocratic Leadership, Democratic Leadership; Military Head teacher; Civilian Head teacher, Civilian Staff, Army aided Schools, Pupil Motivation, and Academic Performance.

Leadership: the ability to influence people to willingly follow guidance and perform group tasks. It focuses on how the head teacher of a school; plans, organizes, and controls school programmes.

Autocratic Leadership: a management style wherein one person controls all the decisions and takes minimal inputs from other group members. Authoritarian leaders make choices or decisions based on their own beliefs and do not involve others for their suggestions or advice.

Democratic Leadership: also, known as participative leadership or shared leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process

Head teacher: a person who has undergone academic training as a teacher, charged with the responsibility of administration of a school who is also the chief executive of the school.

Military Head teacher: a head teacher working in the Zambia Army who has undergone military as well as academic training as a teacher at one of the higher education institutions in Zambia or outside.

Civilian Staff/Teachers: teachers who are not soldiers and are employed by the Ministry of General Education, but deployed in secondary and primary schools in military cantonments or barracks.

Army aided Schools: schools that receive equal attention in terms of funding and control from both the Military and the Government. They are not wholly owned by the government or the military by oscillating between aided and non-aided schools.

Pupil Motivation: the level of energy, commitment and creativity that pupils bring to their school work.

Performance: pupils' marks as released by the Examination Council of Zambia (ECZ) from the lowest grade E to the highest-grade A

1.12   Summary

The chapter has outlined the background of the study, the statement of the problem, the purpose of the study, the general objectives and the specific objectives of the study, the research questions, the scope of the study, the theoretical framework, the limitations of the study and the definition of the key terms. It is evident that the head teacher's leadership plays a pivotal role in the motivation of the teachers and the pupils, which subsequently results in the improved academic performance of the pupils. However, particular focus has not been given on the military head teachers. They belong to the military institution in which leadership is based on command and control, the issuing of orders, and leading and not necessarily the provision of motivation to the subordinates.   In this regard, the provision of leadership that enables the motivation of both the teachers and the pupils in the Army aided Schools by the military head teachers is necessary if the stated objectives can be attained. The next chapter outlines the literature review

CHAPTER TWO: LITERATURE REVIEW

2.0 Overview

This chapter presents the literature review of this study, which focuses on military head teachers' leadership and their implications for teacher motivation and pupil performance in selected army aided schools in Lusaka District. The chapter reviewed previously related local and international literature about the topic. The literature helped to limit the scope of the research problem, refine and define it better, and come up with critical specific objectives and research questions as well as the research methodology. This chapter is divided into four sections. The first section is the introduction to the chapter. The second looks at school leadership in general and the autocratic and democratic leadership styles. It analyses the theories of leadership, which are transformational leadership and transactional leadership. It tackles military leadership and analyses the various leadership styles as well as the motivation theories. A review of related works locally and internationally is after that given. The last section is a summary of the literature review chapter.

2.1 School Leadership in General

Using many scholars' findings, McCormack (2009) has acknowledged that the role of school leadership is the most significant in enhancing school performance and student achievements. Another study in agreement with McCormack (2009) is a study done by Malambo (2012) in Zambia, which looked at pupil performance is aided and Non-aided schools of the Western Province. Malambo found that to have excellent pupil performance, the Ministry of General Education needed to have regulatory measures for both aided and non-aided schools. The guidance was required on how significant stakeholders such as school managers could manage their schools and be subjected to regulatory measures for their effective management.

Leadership is the heart of any organization as it determines its success or failure. Likewise, Finn (2002) maintains that the most important thing to an organization is the quality of its leadership, particularly the quality of the head teacher in a school setting. Barker (2001) portrays the head teacher as an individual capable of creating the climate needed to arouse the potential motivation of staff and pupils. The study indicates that an effective head teacher can turn around a school

that lacks direction and purpose to be a happy, goal-oriented, and productive school. Thus, it may be argued that effective leadership is critical in increasing productivity and in transforming an unpromising circumstance in a school. The importance of leadership is reflected in every aspect of the school: instructional practices, academic achievement, students' discipline, and school climate, thereby boosting pupil's achievement. In effect, the head teacher is expected to communicate expectations for the continual improvement of the instructional programmes, engage in staff development activities, and model commitment to school goals.

Realizing that the Zambian education system is examination-oriented, the performance of a school is attributed to the leadership of the head teacher and his ability to delegate and conduct conducive administration through the head of departments and sections. Eshiwani (1983) attributed poor results of students to the armchair head teachers who does not know what goes on in the classroom. He further asserts that head teachers are instrumental in the pupils' performance, for they monitor all the activities in the school carefully. When a school performs well or poorly, it is the head teacher who is either praised or blamed. Achievement of national examination targets, therefore, entails a well-coordinated cooperation between the teachers and the students under an umbrella of the excellent leadership style of a head teacher.

Eshiwani (1983) found that schools that performed consistently well-tended to have sound and efficient leadership. Efficient head teachers can organize the learning process for their pupils, mobilize, and motivate the staff. Katuri (1984), points out that Hart (1985), in a study to determine the extent to which head teachers influence the instructional performance of schools, found that head teachers have a significant influence on the instructional performance of pupils. On the other hand, Eshiwani (1983) notes that the lack of competent, dedicated, and committed head teachers contributes to poor performance in national examinations. Although the leadership of schools is a complex phenomenon, the outcomes of successful school leadership are identifiable. Indeed, most schools are characterized by a combination of formal and informal leadership, as evidenced by teachers assuming responsibility for tasks and programmes.

Research exploring why some students achieve high academic performance than others; has revealed theoretically essential determinants. Eshiwani (1983), identified the following policy-

related factors that may cause poor academic performance; school plant and resources (textbooks, library and laboratory facilities), leadership styles of the head teacher (school administration and management), teacher characteristics (training, teacher certification, professional commitment, and experience and transfer index) and students' behavior (early childhood education, primary education and social characteristics). Even though there are other factors, which influence school climate, the head teacher's behavior is instrumental in enhancing a goal-oriented school climate. However, it is evident that there is no monopoly of a style of leadership claiming to be the perfect one leading to improved school performances and student achievements (McCormack et al., 2009). School head teachers are required to be more flexible in adapting appropriate leadership styles with the creation of collaborative working environments with higher levels of commitment, motivation, ownership, developing, trusting, and healthier school cultures, facilitating higher productivity and increased student achievements. The leadership styles adopted have also been found to influence job and program satisfaction of subordinates. However, the interpretation of various leadership models suggests that no single leadership style is adequate to run a school effectively. Instead, the combination of methods is effective if used appropriately as the situation demands.

It is evident that academic performance for pupils is dependent on the head teacher's ability to work harmoniously with teachers, thus having a significant influence on student academic performance. This means that the head teachers' leadership styles play a role either positively or negatively on the student academic performance. Kruglanski, Pierro, and Higgins (2007) found that the highest levels of workplace satisfaction results when leaders' styles match those preferred by the subordinates and those required by the objective. Thus, it appears leaders may need to have a proper understanding of their subordinates to adopt a style that will bring about the most cohesion and satisfaction for optimal performance, Surujlal; Dhurup (2012).

2.2 Leadership styles

2.2.1 Autocratic leadership
Autocratic leaders entail the kind of leadership where the leader uses force and commanding language to ensure results. Cunningham and Cordeiro (2000) observe that the autocratic leadership style of the schools' head teachers harms students' performance in secondary schools. Many arguments were advanced, including the fact that autocratic school managers tend to be

too strict and harsh, which discourages their subordinates from performing to the best of their ability. Whereas it might be easy to initiate and implement change from above (top-down), sustaining such reforms in an autocratic leadership environment might be difficult. Literature also points to head teachers employing autocratic leadership styles as a major impediment to the development of teacher leadership, as they militate against teachers attaining the autonomy and taking on leadership roles within the school. There is always fear and uncertainty leading to an overemphasis on control, as their prime mechanism in maintaining bureaucratic and hierarchical structures in the school. Such head teachers, in most cases, fear to disperse or distribute leadership to teachers either because of a lack of trust or the belief that teachers may not effectively perform to the required standards.

This style of leadership does not only demotivates staff but also discourages students and hence their learning achievement. It does not allow the teachers to give off their best. The study of Charlton (2000) stated that head teachers who use strict control measures are likely to face students' and teachers' resistance and increase indiscipline because the (teacher and student) tend to protest against dictatorial measures used. Historical evidence in education has shown that undemocratic administration and management of education and authoritarian leadership styles have persisted in Zambia since the colonial period. The British South Africa Company (BSA Co) neglected African education, but built and managed the Barotse National School in the Western Province in 1907 and even provided a headmaster, a Mr. Williams. He was both the headmaster and resident magistrate for the company. School head teachers dictated its policies, exercised strict control over its organisation and discipline of teachers and students, Snelson (1990).

After independence, observations and experience have shown that in the 1970s and 1980s, most of the secondary school heads exhibited the autocratic leadership style in managing schools and supervising their teachers. Studies done in the civil service in the 1980s and 1990s, managers in public service by Lungu (1990) and education by Phiri (1989) indicated the dominancy of autocratic leadership styles among school heads teachers in the Zambian education system, Chafwa (2012).

2.2.2 Democratic leadership

Democratic leadership, on the other hand, is the type of leadership that encourages everybody to participate in the affairs of the school. It entails the redistribution of power and authority between employees and managers to provide employee involvement in decision-making. The staff feels they are part of the school, and hence they are part of the leadership of the school. This motivates them to work hard and consequently all programs in the school are implemented and the overall performance of the school increases. Thomas (2001) notes that from the literature and practice, one factor that has consistently been found to enhance school effectiveness is a collaboration between teachers by establishing that there is a strong relationship between the democratic leadership style of head teachers and teacher leadership. These works together to shape the schools' improvement efforts.

Thrupp (1992) notes that a school that wishes to embrace teacher leadership would need to develop a culture that supports collaboration, participative decision-making, and partnership team teaching. These are all characteristics of a school whose head teacher believes in and practices a democratic leadership style. This is where a head teacher is willing to part with some of his powers to others. Empowering teachers to take on leadership roles enhances the teachers' self-esteem and work satisfaction, which in turn leads to higher levels of performance due to higher motivation. However, Bass (2008) observes that the possibility of the sidelining of leadership initiative because of the majority group decision.

2.3 Theories of leadership

2.3.1 Transformational leadership

Within a behavioral perspective, several theories have been developed describing the various behaviors that leaders may exhibit or possess. Per Burns (1978) and later expanded upon by Bass (1985), leadership is split into a dichotomy, consisting of transactional and transformational leadership styles. The former refers to those leaders who simply give orders, while the latter denotes those leaders who aid in the growth and development of their subordinates. More specifically, transformational leaders are those who utilize their charm and charisma in a way that convinces subordinates and other participants to put the needs of the organization above their needs (Bass, 2008; Maslow, 1954; McCleskey, 2014). The focus of a transformational leader is on the betterment and growth of his or her subordinates.

2.3.2 Transactional leadership

Contrastingly, transactional leaders are known as the givers, in the sense that they give the orders or the requests, Bleda (1978). These leaders focus more on a symbiotic relationship where there is an exchange between the leader and the follower, Kuhnert and Lewis (1987), where the exchange is carried out by a given command and a result. It is symbiotic in the sense that the leader gets the task completed and the subordinate gains more experience, or simply just gains more respect from the leader. The focus of a transactional leader is more on the result of the relationship. These leaders are trained in their duties and essential leadership skills, but they can exhibit whatever style they choose. This makes these leaders unique and desirable to look at when examining leadership styles.

It is interesting to note that leadership is imperative to the overall mission of the military, but it has also long remained ambiguous in the culture, Hutchison (2013). Transformational leadership styles relate more to the organizational structure of the military, but transactional leadership may also be useful, though not nearly as effective, due to the contingent rewards it brings about (promotions, promotion points and awards; Breevaart (2014), Farris et al., (2013). It was found that transactional leadership may also be associated with calculative commitment, although it decreases job motivation and affective commitment, Kane and Tremble (2000). With the nature of the job, the Army and its soldiers cannot afford to risk decreased levels of workplace cohesion, as it could very well mean the difference between life and death.

Additionally, researchers have demonstrated that transformational and transactional leadership styles have a significant relationship with workplace satisfaction, Ali, Sidow, and Guleid, (2013). The idea of increased levels of fulfilment leading to ideal performance is an interesting one within military contexts, as soldiers are continually training to be prepared for anything, so it could be found to be a key component in their training and preparations. Bleda (1978) found that overall satisfaction in the military was substantially related to leadership styles experienced. Further, it was found that those who experienced more "originator" leadership (leaders who formulated the ideas) rather than "giver" leadership (those who simply relayed the thoughts and messages) experienced more satisfaction. This idea is supported by other studies, where it has been found that transformational leadership is the most beneficial to increasing levels of job satisfaction among both enlisted soldiers and officers, Breevaart et al. (2014)

2.4 Military leadership

The military structure is based on a hierarchy, where subordinates respond to their respective superiors. This respect and distinction between the subordinate and superior can be seen with salutes, standing at the position of attention, and title usage, Halbe (2011). Within the military structure, it has been found that military leaders, even those who do not possess a higher ranking, have high levels of responsibility and authority and have a high level of accountability for the successes and failures of their subordinates, Hannah and Sowden (2013). The presence of transformational leadership in a military setting is a very prominent one, and much research has focused on the effects of its existence. Per Kane and Tremble (2000), leaders having transformational behaviours add significant variance to predicting extra subordinate effort and relating to increased job motivation; they also found that transformational practices can influence other growth and development of subordinates.

The development of subordinates can be seen in things such as cognitions, positive affect, and building a collective identity, Bois; Howell, (2009). Cheng, Yen, and Chen (2012) found that transformational leadership can have a positive influence on the job involvement of subordinates, which be supporting the Kane and Tremble (2000) finding of subordinates putting in the extra effort. In a study conducted by Bass et al. (2003), it was found that having high levels of transformational leadership (along with transactional leadership) helped units to maintain high levels of performance. Transformational leadership may also lead to group cohesion, which may be an essential factor in improving performance and satisfaction, Mannheim and Halamish (2008). Several studies have found that transformational leadership influences satisfaction, both job and overall, Chen et al. (2012), which may be necessary when determining proper training for those in leadership positions.

On the other side of the leadership dichotomy, transactional leadership has also been found to be present in military settings. Bass et al. (2003) have explained that using transactional leadership may be appropriate in the beginning, when trying to stabilize effective platoon performance. This is due to the rewarding nature of transactional leadership, which may provide clarity of expectations and structure, therefore possibly leading to more effective performance. Along these same lines, the authors also found that transactional leadership may help to establish base levels of trust in a leader by the subordinates. When a leader enters a transactional relationship

and shows that he or she can fulfil the promises made in that relationship, subordinates are better able to trust the leader. Once this trust is established, a leader may then switch to a more transformational style of leadership, which may further group cohesion and identification, Berson (2003). Transactional leadership has also been found to be positively correlated with a subordinate's satisfaction with his or her leader, though not as strongly as with transformational leadership, Deluga (1991).

It is known from previous research that transactional leadership does have a place in the military, due to the rewards and promotion system, Di Schiena, et al. (2013). Since it has been found that transactional leadership fits into the military environment, it makes sense that it may not have a significant adverse effect on program satisfaction. The cadets and soldiers are used to a system of rewards and doing things in exchange for rewards (such as accomplishing a specific task and receiving an award), so the contingent reward aspect of transactional leadership is inherently a part of the culture. The hierarchical model of the military (with its proper chain of command in place) may provide a framework for transactional leadership to be more effective than it otherwise would be. The subordinates already know that they are answering to the leaders, and they know that their performance will lead to either desirable or undesirable consequences. Transactional leadership may not stand out as having a negative effect on program satisfaction because the soldiers are aware that it is part of the system, so they are used to it and do not see it as anything out of the ordinary.

2.5 Analysis of the leadership styles

Mwamuye (2012) noted that to improve students' performance head teachers are required to ensure that management of the schools is enhanced as effective headship by head teachers was a prerequisite to the excellent performance of schools. From the review of leadership theory and leadership style, it is evident that there is no one best leadership style. Roberts (2004) states leaders must come up with a method that would counter the varying personality of the subjects, a unique style and the one that renders a better leadership quality to the subject. Therefore, every leader has a unique style to counter the nature of the subjects. Allen (2009) and Rich (2003), however, suggest that leaders employ different leadership styles to tap the different situations that arise from the school, which may change under various conditions. Indeed, head teachers can make teachers' working lives so unpleasant, unfulfilling, problematic, and frustrating that

they become the overriding reason why some teachers do not perform as expected, and some should leave the profession. It can also be determined by the school climate as set by the head teacher. If the headteacher sets a conducive and supportive atmosphere in the school, the staff will be motivated. Teachers want to feel good and proud about what they are doing. They feel more valuable if they are meaningfully involved in real decisions that affect them.

Kibowen (1985), asserts that the primary reason why some schools performed better than others in examinations was that while some head teachers organized the learning process for their pupils, others leave it to chance. Kathuri (1984) examined the correlation between the school and administration and pupils' performance and found that a strong correlation existed between the quality of administration in a school and performance of that school in national examinations. He further found that the morale among teachers and students was influenced by effective administration as a school in which morale prevails is likely to have less disciplinary problems among teachers and consequently among students. Eshiwani (1983) found that excellent performance in schools is positively correlated with efficient leadership. In support of this Ogawa and Hart (1985), in their study to determine the extent to which head teachers influence the instructional performance of schools, found out that the head teacher has a significant influence on the instructional performance of pupils and that no one kind of leadership style was used in schools.

Mwanza (2004) investigated teacher perception of school management practices and their influence on teacher performance in selected high schools of Lusaka and found that effective head teachers exercised management styles that were contingent upon the situation. Non-effective head teachers used the democratic style occasionally but primarily used either the autocratic style or the laissez-faire style of management. Mwanza (2004), however, confirmed that there was a relationship between school management practices and teacher performance. In effective schools, where teachers were involved in the affairs of the school, such as decision making and being entrusted with responsibilities other than teaching, teacher performance was good. Also, teachers who had effective head teachers showed commitment and dedication to their work. Kelly (1991) states that a lack of motivation among teachers is probably undermining educational performance in Zambia.

2.6 Motivation theories

Motivation theories consider that we are motivated by the people around us. In this way, the crucial role of leaders is increasingly important in these uncertain times to help people to perform to their peak. So, understanding the importance of leadership is the core of an organization's success. Ramsey (1999) contends that, in an organization like the school, students and staff tend to live up to the image of the head teacher; because no school is high performing without an effective and efficient head teacher; he is the gospel that his/her staff and pupils read, a model of behaviour and work attitude to be copied by all. It implies that the head teacher is therefore expected to accept responsibility for whatever pupils and staff do. They must lead, both by word and action, creating a school climate that facilitates effective teaching and learning. Wilmore (2002) states that head teachers play diverse roles: they are responsible for effecting education policy, keeping track of all activities within the school, and ensuring that their schools run smoothly. Being a leader is a lot more complicated than just giving orders. One's influence on others can take many forms. The words, deeds, values talked about, the example set, actions are taken—on or off duty—are all part of the positive or negative influence on others.

2.7 Summary

This chapter reviewed literature related to leadership in a school with attention being paid to the leadership of the military head teachers. It considered leadership in general. It examined the types of leadership styles, such as the autocratic leadership style and democratic leadership. It pointed out the positive attributes of the leadership styles that can help to determine the effectiveness of any head teacher. Consideration was given to the transformational and transactional leadership theories. It analyzed the various leadership styles and military leadership. Local and international research work related to this subject was reviewed. Several lessons from the literature were learned, such as the need for managers to acquire appropriate training for them to be effective in their leadership roles and the need to effectively adopt a leadership style that would ensure the motivation of the subordinates.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Overview

This chapter discusses the research methodology of this study. It will be presented under research design, target population, sample and sampling procedures, research instruments, validity and reliability of the research instruments, data collection procedures, data analysis procedures, ethical issues in research, and any other research methodology related issue. The data were collected using semi-structured interviews, semi-structured questionnaires, observations, and the use of the examination results reports for the schools in the samples as well as secondary sources such as books and journals. The rich qualitative data from the interviews were supplemented by data from the questionnaires to yield empirical data to substantiate the qualitative data. The research approach was quantitative and qualitative. The target population included Army aided Schools in Lusaka District. A simple random sampling technique was used to select teachers and pupils in these schools. All the head teachers of the Army aided Schools participated in the study.

3.1 Research Design

The research was conducted as a case study involving four selected Army aided Schools in Lusaka District. It used descriptive qualitative and quantitative analysis. The case study was considered ideal for the study because of its ability to facilitate the collection of data on variables as found on the study site. This type of study made it possible for the researcher to provide a detailed description of the prevailing conditions in such sites. The qualitative techniques explained the research responses while the quantitative design categorized and summarized the data obtained from the research questions.

3.2 Target population

Borg and Gall (1989) observed that the target population is the real hypothetical set of people, events, or objects to which a researcher wishes to generalize the findings. In this study, therefore, the population consisted of 4 schools comprising of head teachers, teachers and pupils, in the selected Army aided Schools.

3.3 Population Sampling and Procedure

The study used a combination of purposive and simple random sampling to select the schools where the research was conducted, and the teachers and pupils to form the sampling frame,

respectively. Four Army aided Schools in Lusaka District out of a population universe of twenty Army aided Schools (ten secondary and ten primary schools) countrywide provided for the sample.

3.4 Sample size and sampling procedures

Mugenda and Mugenda (2008) define a sample as a small group obtained from the accessible population. This subgroup is carefully selected as a representative of the whole community. Fraenkel and Wallen (2006) also concur that a sample should be taken from the accessible population rather than using the target population. The sample comprised of 4 head teachers, 80 teachers, and 80 pupils, drawn from the selected Army aided Schools in Lusaka District. Each school contributed one head teacher, 20 teachers, and 20 pupils. For both the teachers and the pupils, an equal number of male and females participated in the study that is 20 males and 20 females per school. This was to ensure gender equality in selecting the sample size.

Table 1: Composition of the sample

Composition	Categories	Number of participants
1	Head teachers	4
2	Teachers	80
3	Pupils	80

According to Bless and Achola (2001), the sampling procedure refers to that part of a research plan that indicates how cases are selected for observation or participation in any given study. There are two distinct sampling designs, namely non-probability and probability sampling. Probability sampling design is one that involves randomization in the selection of respondents, thereby giving every member of a population an equal chance of being picked to take part in each study (Kombo, and Tromp, 2006). Sampling in this study was purposive and random. As much as possible, great care was taken to ensure that an equal opportunity of being picked in the sample was extended to all members of the target population. Teachers, as well as pupils, were

selected using the non-probability sampling procedure. The four head teachers were purposively picked because of their positions in the schools.

3.5 Research Instruments

In collecting data for this research, the following instruments were used: Semi-structured interview guides for one-on-one and questionnaires and observation schedules.

3.5.1 Interview Guides

The researcher used interview guides to interview head teachers, teachers, and pupils in all the selected Army aided Schools. The researcher's selection of interview guides as one of the research instruments was influenced by Kerlinger (1973), who observed that more people were willing to communicate orally than in writing and provide data more readily in an interview. The researcher probed the participants to give explanations and clarifications where necessary about the problem under study. Sidhu (2006) agrees that semi-structured interview guides are the right way of collecting information quickly and are relatively cheaper. In this kind of interview, the interviewer asked questions (semi-structured ones) and makes comments intended to lead the respondents towards giving data to meet the study objectives. This, therefore, justifies the use of interview guides in the study.

3.5.2 Questionnaires

Satorre (2012) states that a questionnaire is a research instrument consisting of a series of questions and other prompts for gathering information from the respondents. Apart from that, a survey also secures standardized results that could be tabulated and treated statistically. It places less pressure on the subject for immediate response and gives more time to the respondents to answer the questions. When preparing the questionnaires, the researcher took into consideration the social desirability and acquiescent responses of the informants; hence, it included both closed and open-ended questions while bearing in mind the representatives in the sample. Therefore, questionnaires were instrumental in gathering information from the teachers and school administrators for obtaining in-depth information. Besides, questionnaires were considered ideal for determining what civilian teachers knew, what they thought, or how they acted or planned to move in respect of job motivation and satisfaction.

3.6 Instrument validity

According to Borg and Gall (1989), validity is the degree to which a test measures what it is supposed to measure. Lankshear and Knobel (2004) refer to validity as the 'meaningfulness of the result.' It deals with how well an instrument measures what it is meant to measure. Punch (2003), however, claims that validity deals with how a respondent can candidly and meticulously respond to questions, which he believes partly depends on the respondents' attitude and mind condition. He relates it to the respondents' ability to answer the questions asked in the instrument. This, according to him, is usually taken care of at the pilot testing stage. It then follows that validity in this study was obtained through the careful choice of words in the questionnaire and interview guides to ensure clarity and relevance with regards to sentence construction. Pilot testing of the data collection instruments before actual administration enhanced validity.

3.7 Reliability of instruments

Fraenkel and Wallen (2006) observed that reliability is the consistency of scores or answers from one administration of an instrument to another and from a set of items to another. It is the stability of response to a data collection tool irrespective of the number of times the instruments are administered to the same respondents. To ensure the reliability of this study, the test-retest reliability method was used in which questionnaires were administered to the pilot group. After two weeks, the instruments were administered to the same individuals. This helped to ensure that the same responses were given even when the tests were repeated over and over.

3.8 Data Collection Procedures

Data collecting procedures are a way of collecting information about a phenomenon gotten from primary and secondary sources of data (Bless and Achola, 2001). In this study, therefore, data was being collected mostly through primary sources. To conduct this research, authority was sought from The University of Zambia Institute of Distance Education. Permit to conduct the research was sought from Zambia Army Education Directorate to interview school head teachers, teachers and pupils in the selected Army aided Schools in Lusaka District. The investigator wrote a letter of introduction and requested appointments with the head teachers and pupils of the schools who were to be involved. The researcher sent these letters two weeks before the actual visit.

The researcher distributed the questionnaires personally in the sampled schools and collected them immediately to avoid loss and to save on time. Data were collected by administering semi-structured interview guides for a one-on-one. Eighty questionnaires were distributed to the teachers, another eighty to the pupils, and four to the school administrators. Each school composed of twenty teachers and twenty pupil participants were randomly selected from teacher and class lists provided by the school. In the process of these interviews, the researcher came up with field notes from the interviewees' responses and tape recordings. Interviews were used to collect the participants' perspectives. This helps in understanding their divergent views and experiences. Open-ended questions in the questionnaires allowed the participants to say as much as they could be regarding the objective so that the researcher could have a deeper understanding of the outlined objectives in chapter one.

3.9 Data analysis

Hatch (2002) perceives data analysis in qualitative research as a logical search for meaning whereby data are sorted out in ways that enable the researcher to recognize patterns, pinpoint themes, and notice relationships. Mugenda and Mugenda (1999) observed that data analysis is the process of bringing order and meaning to the collected data. Qualitative data analysis needs to be handled methodically to make sense of it. The researcher analyzed the raw data immediately after it was obtained. Responses from every respondent were counter checked and then tabulated. In this study, data collected through interviews were analyzed by coding and categorization of the emerging themes.

Quantitative data were presented in the form of frequencies, percentages, and charts between head teachers' leadership styles and students' performance. Information from the questionnaires was presented in the form of summaries. One way of handling a study data that involves the use of an interview guide is to use the interview guide questions to organize the data into categories, Tesch (1990). Thus, significant themes derived from the objectives of the study were categorized, and narrations were made. The description of each theme was analyzed and interpreted critically and objectively to ensure uniformity, accuracy, and completeness of the information.

 3.10 Ethical Consideration

Before conducting this study, permission to conduct the study was sought from the Ethics Committee of the University of Zambia. The researcher considered research ethics by obtaining

an informed consent which contained the motive of the study and which the researcher used to inform the respondents of their rights to decline or to participate in the study or to withdraw from the study at any desired time. Leary (2001) argues that obtaining informed consent indicates that the researcher respects participants' privacy and provides them with *the* required information, which could help them decide whether to agree or decline to participate in the study. Ethical safeguards, like guaranteeing refusal to participate in the research and non- punishment in whatever form, which was included in the consent form, were sufficient to control potential ethical violations of voluntarism and right to information and self- determination. The use of the information sheet thus managed involuntary participation. The researcher considered anonymity by assuring and ensuring that respondents were not identifiable in whatever manner. The questionnaires did not have any identification marks except for the questionnaire number.

Furthermore, the confidentiality of the collected data was ensured. Respondents were informed that they would choose to answer the questionnaire in a secluded place that conferred privacy.' The researcher considered the use of alphabetical letters in place of the actual names of the schools.

3.11 summary

This chapter has presented the research methodology that was used in the study. To support the qualitative and quantitative research design, questionnaires and interview guides were used in the collection of the data. The study areas were simple randomly selected, and all the respondents were sampled using the simple random procedure expert for the head teachers of the individual schools who were purposively selected. Qualitative data were analyzed by coding and categorization of the themes that emerged. Quantitative data were analysed using Microsoft Excel to generate charts and figures. The next chapter presents the research findings

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.0 Overview

This chapter presents the findings on Military head teachers' leadership styles and their implications for teacher motivation and pupil performance in selected army aided schools of Lusaka District, obtained from both the questionnaires and the interview guides. The chapter is divided into three sections. Section one provides an introduction to the chapter. Section two presents the findings from the questionnaires, and section three presents the results from the interview guides with the individual head teachers. The chapter ends with a conclusion.

The sample involved four head teachers, 80 pupils, and 80 teachers. Out of the 160 questionnaires that were distributed, 150 were returned, giving a response rate of 93.75%. Out of these, only 140 were analyzed, giving an analysis rate of 87.5 % as the other ten could not be analyzed due to several inconsistencies. All the 04 head teachers in the sample were interviewed. The research findings were analyzed using the statistical package for social science

4.2 Background information of the respondent

Figure 1: Age distribution of respondents
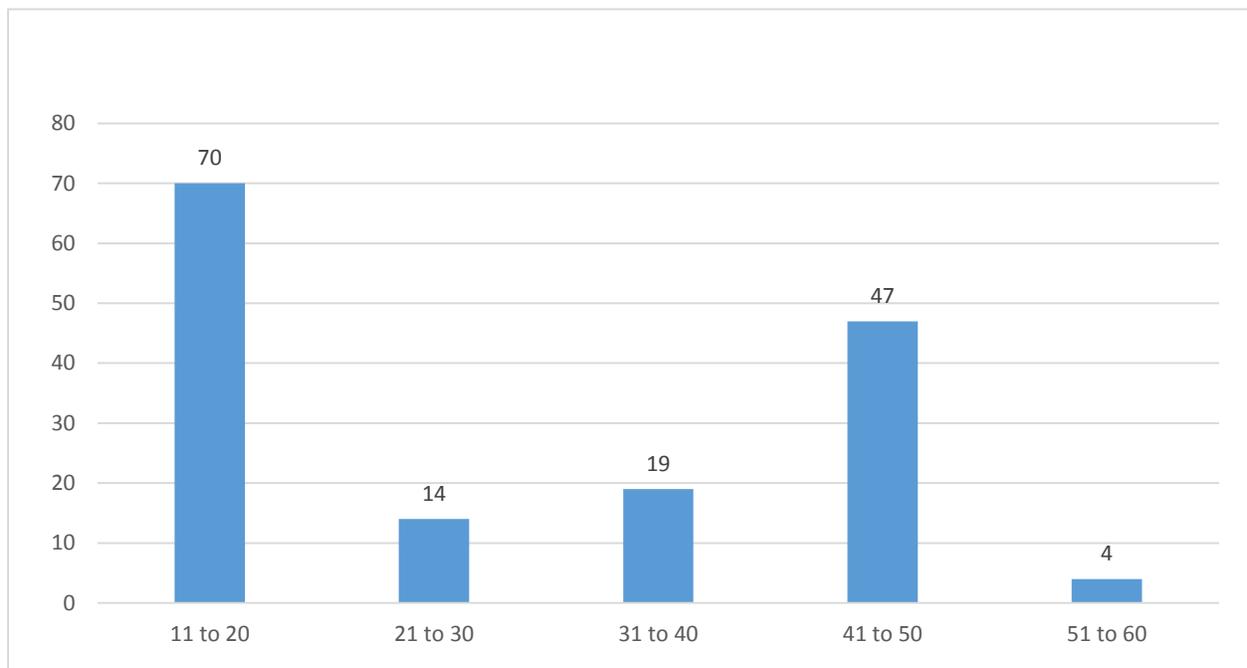
In terms of gender, all the head teachers were male military officers in all the four Army aided Schools. Asked whether the Army had any consideration of gender in the appointment of Head teachers, the study revealed that gender was considered except that there were currently more male officers than females under Education Directorate. They stated that except for Lusaka, three female head teachers were heading Army aided Primary Schools in the country. There were 40 female teachers and 40 female-male teachers and 35 female pupils and 35 male pupils

Table 1: Distribution of the respondents by Gender

Gender	Frequency	Percentage
Males	79	51.3
Females	75	48.7
	Total 154	**100**

In terms of service length of the respondents, three of them had served in the capacity of head teacher for more than five years, and one had only served for less than two years, this means that 3/5 of the respondents had gained sufficient experience as head teachers in terms of service length for at least four years.

Figure 2: Service length of head teachers and teachers at the present location
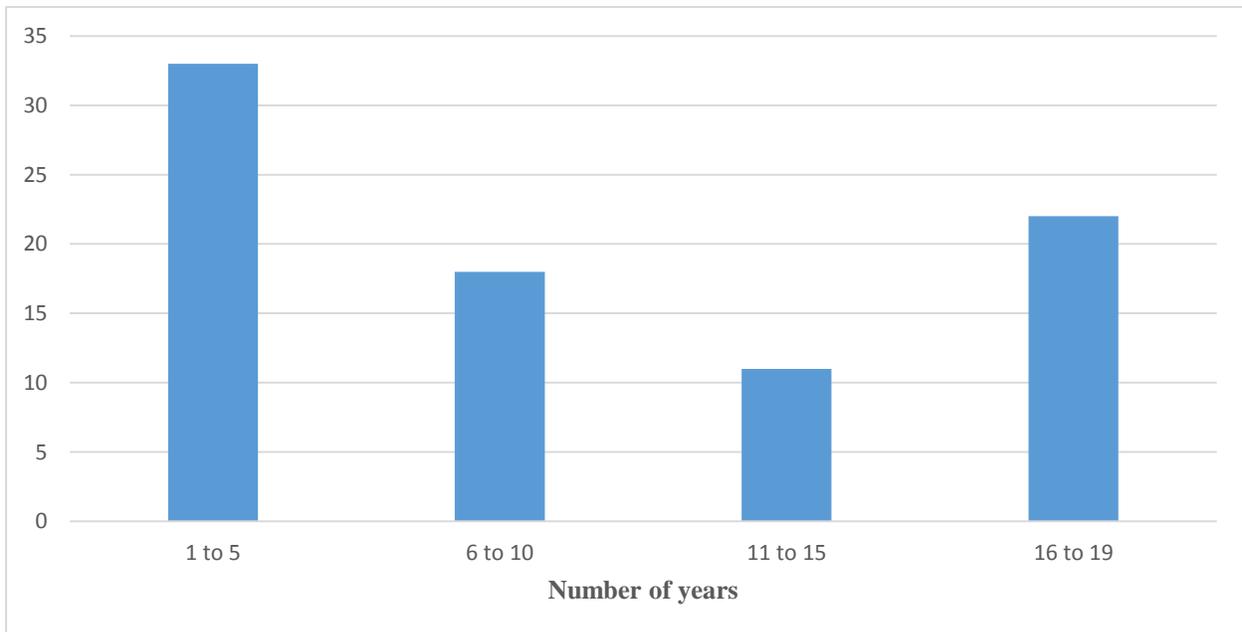
While three of the respondents had served in that capacity as head teacher for more than five years, one had only served for less than two years; this means that ¾ of the respondents had gained sufficient experience as a head teacher in terms of service length for at current location at least for years.

Table 2: Academic qualifications of the Head teachers and Teachers

Academic Level	Frequency	Percentage	CF
Postgraduate	1	1.2	1
Masters	15	17.9	16
BAED	45	53.6	61
Diploma	23	27.4	84
∑F	84	100	

In terms of the professional qualifications of the head teachers, two were masters' holders, and the other two were diploma holders. Of the teachers, 23 were diploma holders' 45-degree holders and 15 masters' holders. Despite the government's policy of having only degree holders at the higher school level, there remained a vacuum in terms of teacher qualifications. All the head teachers indicated that they had never held a leadership position such as being head of a department before being appointed as head teacher. They rose to the position of head teacher without having passed through the administrative ranks. This, therefore, posed a challenge on the kind of leadership that they provided as they lacked the necessary leadership experience that went with having held the crucial administrative position as per Ministry of Education standard before one is appointed to such a critical position as head teacher.

The section has presented the background information of the respondents. The age of the respondents ranged from 11 to 60 years. This indicates that it crossed a broad range

representation of respondent age. The gender distribution of the respondents was 75 females and 79 males. This suggests that there was no bias in terms of gender presentation of the respondents as both genders were well represented. The service length of the head teachers and teachers ranged from 1-19 teachers. This presents a wide distribution of the years that the respondents had at their various stations. The academic qualification of the head teachers and teachers ranged from postgraduate, masters, bachelors, and diploma holders. The distribution of the educational qualification of the teachers and head teachers shows that there still some head teachers who were diploma holders. This thing was not in line with the Ministry of Education standard of the academic qualification of a head teacher. The distribution further shows that some teachers were teaching in secondary schools, which were still diploma holders, a qualification contrary to the Ministry of Education's recommendation of the qualifications of a secondary school teacher. The next section will present the general findings from the teacher and pupil respondents in line with the research objectives.

4.2: General findings from the teacher and pupil respondents

4.2.1 Examining the commonly practiced leadership styles in the Army aided Schools
In terms of examining the commonly practiced leadership style in the Army supported Schools, 14 (17.50%) teacher respondents stated that their head teacher used democratic leadership. In comparison, 61 (76.25%) teacher respondents said that their head teacher used the autocratic type of leadership whenever a conscience could not be reached with the teachers. 5 (6.25%) of the teachers did not give any answer. In the autocratic type of leadership practiced, the respondents indicated that their head teacher' leadership was concerned with influencing and directing the school processes which included; explaining to teachers their expected standard of performance; Reminding teachers on the need to follow the set rules and regulations; Showing teachers how to perform complicated tasks; Encouraging teachers to inform the school top administration on issues that were hindering their performance; Actively monitoring teacher's performance and providing them with feedback to that effect; Giving teachers clear deadlines of completing allocated tasks; Educating teachers on methods of improving performance; Rewarding teachers who performed exceptionally well for the classes that participated in the National Examinations; The head teacher having the final say in the decisions made at the school, communicating very little and that at times using threats and punishments in order to persuade the   teachers and pupils to perform to the expected level; and always actively

monitoring both the teachers and the students by taking walks around the school and checking lesson plans and student's books on a weekly basis. When not able to monitor the school, the deputy head teacher was delegated to do so. In the democratic type of leadership practiced by the head teacher, the teachers were involved in the management of the school through their control of the classrooms and the delegation of tasks in the school.

Figure 3: Leadership Practiced
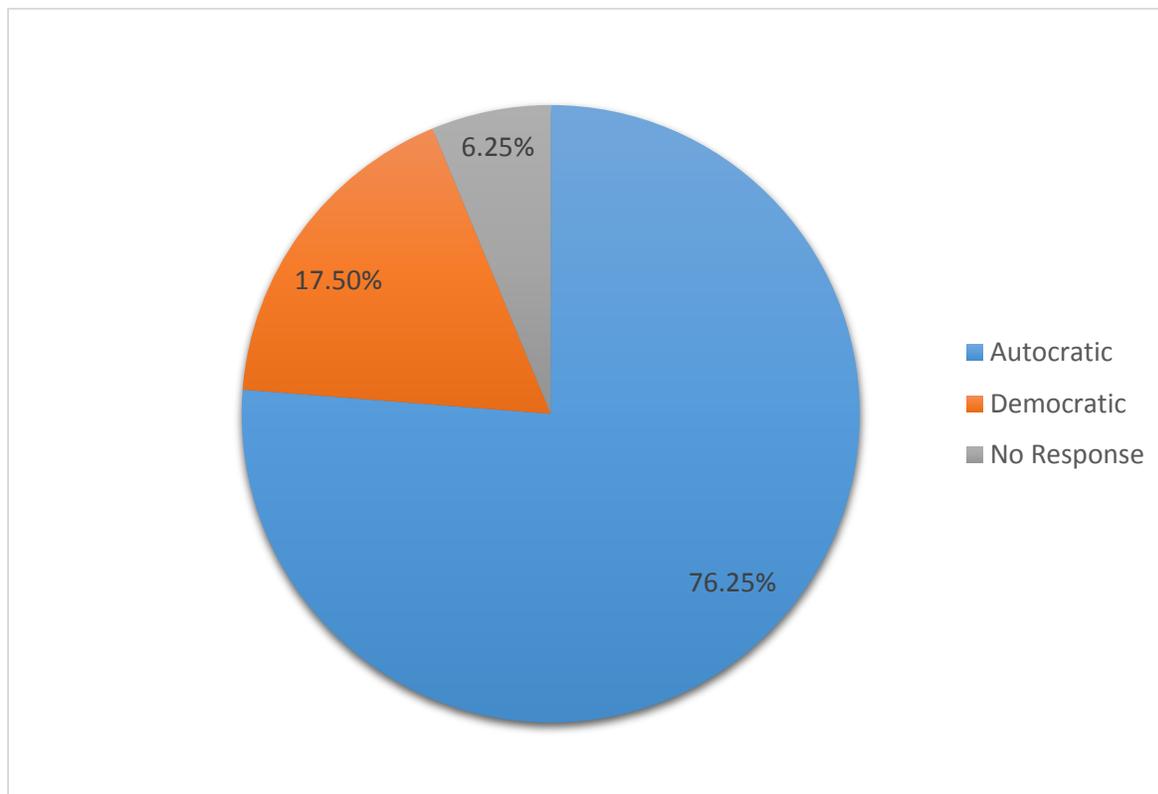
In terms of allowing for opinions and suggestions during staff meetings, 28 teacher respondents stated that their head teacher allowed for views and ideas during staff meetings on matters related to the management of the school and the implementation of the curriculum. This allowed for innovativeness and use of initiative by teaching staff in decision making if he is made aware of the decision before it is put into effect and had the final say. Meanwhile, 46 teachers indicted that their head teacher was rigid and that even though they were allowed to express their opinions during staff meetings. He was, however, the final authority. In terms of approachability, 62 teachers indicated that their head teacher was not easily approachable. At the same time, 12 of the respondents stated that it was just a matter of finding the right way of

approaching the head teacher. In terms of command and directives from the Army, all the teacher respondents indicated that they had to conform to the security requirement obtaining in the military unit where they worked or resided as though they were military personnel. In terms of order and sanity, five teachers indicated that there were much order and rationality and the level of discipline for both the teachers and pupils was exemplary under a military leader who came not really as a result of respect but rather the fear of them. However, 15 teachers indicated that they were not sure if there was any difference with the civilian head teachers.

Figure 4: Head teachers' leadership
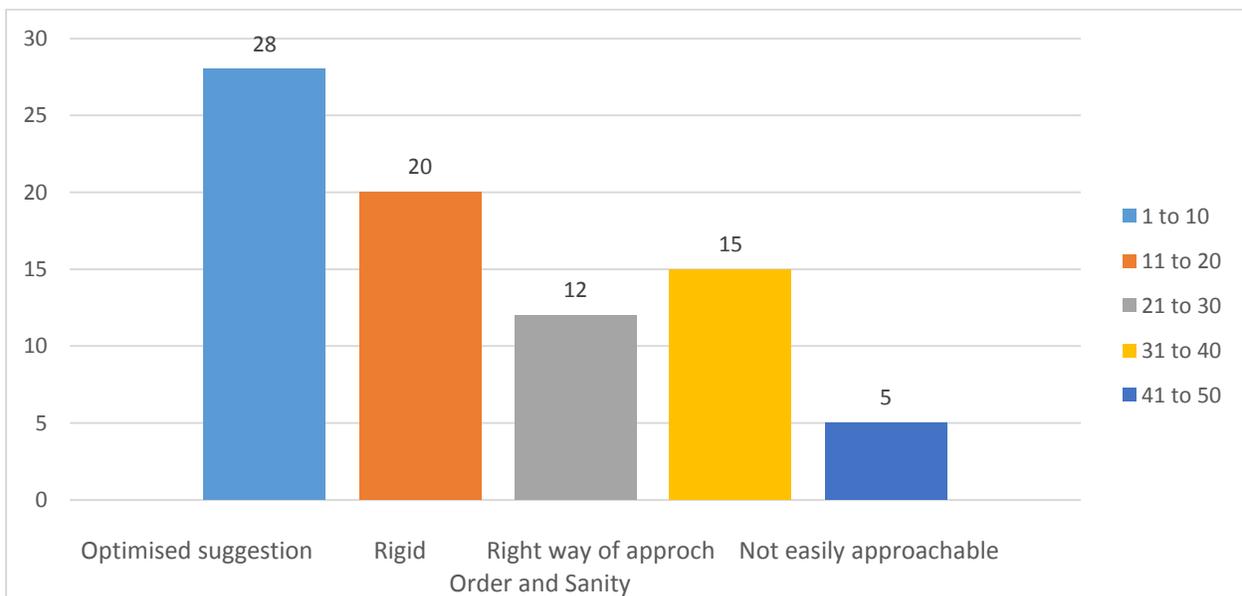
4.2.2 Evaluating the impact of the leadership style adopted by the military head teachers on pupil motivation and performance

In evaluating the effect of the army head teachers on the pupil motivation and performance, 45 teacher respondents disclosed that the democratic leadership style involved teachers in decision making through consultations, discussions for the betterment of the institution and the daily running of the school and that there was effective communication in a democratic leadership environment. The democratic leadership delayed decision making through lengthy processes, and channels of communication indicated five teacher respondents. The autocratic type of leadership

led to punctuality and active time keeping and ensured that work was done at a fast rate, stated 06 teacher respondents. On the other hand, 23 teachers noted that the autocratic leadership did not adequately involve teachers in the decision-making process of the school as their freedom of expression was restricted. The practice of the authoritarian type of leadership in which the head teacher always remained the teachers to follow the set rules and regulations, giving them deadlines for completing allocated tasks such as preparing schemes of work and lesson plans still affected the academic performance of the pupils in the sense that the more teachers feel intimidated by the autocratic type of leadership, the more the performance of the pupils got affected negatively as they usually work out of fear of the head teacher. The awarding of only teachers whose classes had performed well in the national examinations affected the motivation of the other teachers and subsequently the performance of the pupils. Teachers expressed their frustrations that despite their efforts, only those with subjects in national examination classes were awarded despite them having initially prepared the learners at an earlier stage for the examination classes. The schools had never created a system where such teachers were awarded for their hard work. This demotivated them to work even harder as they knew that their work would go unrecognized.

The practice of the autocratic type of leadership affected the teachers and, consequently, the performance of the pupils in the sense that the more teachers got scared of their head teacher, the more they developed defensive mechanisms, which therefore resulted in their poor attitude towards work. The lack of adequate interaction, on the other hand, between the head teachers and the teachers attributed to the autocratic type of leadership style, intimated the teachers not to perform to their level best but acted in fear of the authority of the head teacher. Teachers contented that they did not expect the head teachers to show them how to perform complicated tasks, especially in their teaching subjects, as they felt that the head teacher did not have much confidence in them being equal to the task of delivering quality lessons.

The practice of the democratic type of leadership in which teachers were involved in the running of the school through the delegation of tasks in their departments motivated them. It made them feel part and parcel of the school administration at the level of the department and section, respectively. This made them work hard and ensure that the best results were recorded in their department. Being able to express their views and opinions at staff meetings characteristic of the

democratic environment motivated the teachers to uphold the decisions that were made in a consultative manner. This, however, was affected by the fact that the head teacher was the final authority of whatever decisions were made at the school, and in the case, that conscience could not be reached, the head teacher made the final decision. This, therefore, demotivated the teachers who did not feel a self-ownership of individual choices that were made at the school, especially those that were imposed by the head teacher. Such situations demotivated the teachers and consequently affected the performance of the pupils as the product. This was because teachers felt they did not own those decisions.

Table 3: Impact of the leadership styles

Teacher Responses	Frequency	Percentage
Democratic leadership		
Effective Communication	45	56.25
Delayed decision making	5	6.25
Autocratic leadership		
Punctuality and effective timekeeping	6	7.5
Non-involvement in decision making	24	30
	$\sum$**F** **80**	**100**

When asked whether learning was maximized at their school and in all the departments, (45) 65% pupil respondents affirmed, (21) 30% urged that knowledge was not fully maximized and (4) 5% stated that they were not sure of

4.2.3 Determining possible factors affecting the motivation and performance of the pupils in the Army aided Schools

When asked to approximate the number of pupils in the respective schools, 48 pupils indicated that in their classes they were above 70 pupils a thing they regarded as being too enrolled over; 14 pupils stated it was normal. In contrast, 8 of the pupil indicated that they were not sure if they were over-enrolled as they did not know what the recommended number per class was. Teacher respondents numbering 56 stated that the pupils were too overenrolled in their classes. This was

because the number of pupils in the classroom was above 45, which was recommended by the Ministry of Education. On the other hand, 14 teachers indicated that it was reasonable considering the population in the area and the number of schools around while ten teachers stated that they were not sure whether their schools were over enrolled or not. Over enrollment of the pupils in the class, therefore, harms their motivation and, subsequently, their performance as they are too many to be given the individual attention or the clarity they required in the case that they do not understand something.

Table 4: Enrolments in the Schools

Enrollment by pupils	Frequency	Percentage
Overenrolled	48	68.6
Normal	14	20.0
Not sure	8	11.4
	∑ F 70	100
Enrollment by teachers	Frequency	Percentage
Overenrolled	56	70
Normal	14	17.5
Not sure	10	12.5
	∑ F 80	100

In terms of the demotivators in the school, 22 (27.5%) teachers stated that they were at often times sidelined as the head teacher gave more attention to the military teachers especially officers who would freely walk in the military head teachers' office and talk about whatever concerned them as they belong to the same family of administrators. On the other hand, 21 (26.25%) teachers indicated that the soldiers and officer teachers often distanced themselves from them as civilian teachers and were not always willing to accept the authority of the Deputy Head teachers and the Heads of Department. Asides that, 19 (23.75%) indicated that interference from the Army and Education Directorate on the running of the school was at most times uncalled for a while 12 (15%) teachers were dissatisfied with the behavior of the indiscipline pupils as there were too many restrictions when it came to disciplining of the pupils in the school.

Figure   5: Dissatisfiers in the School
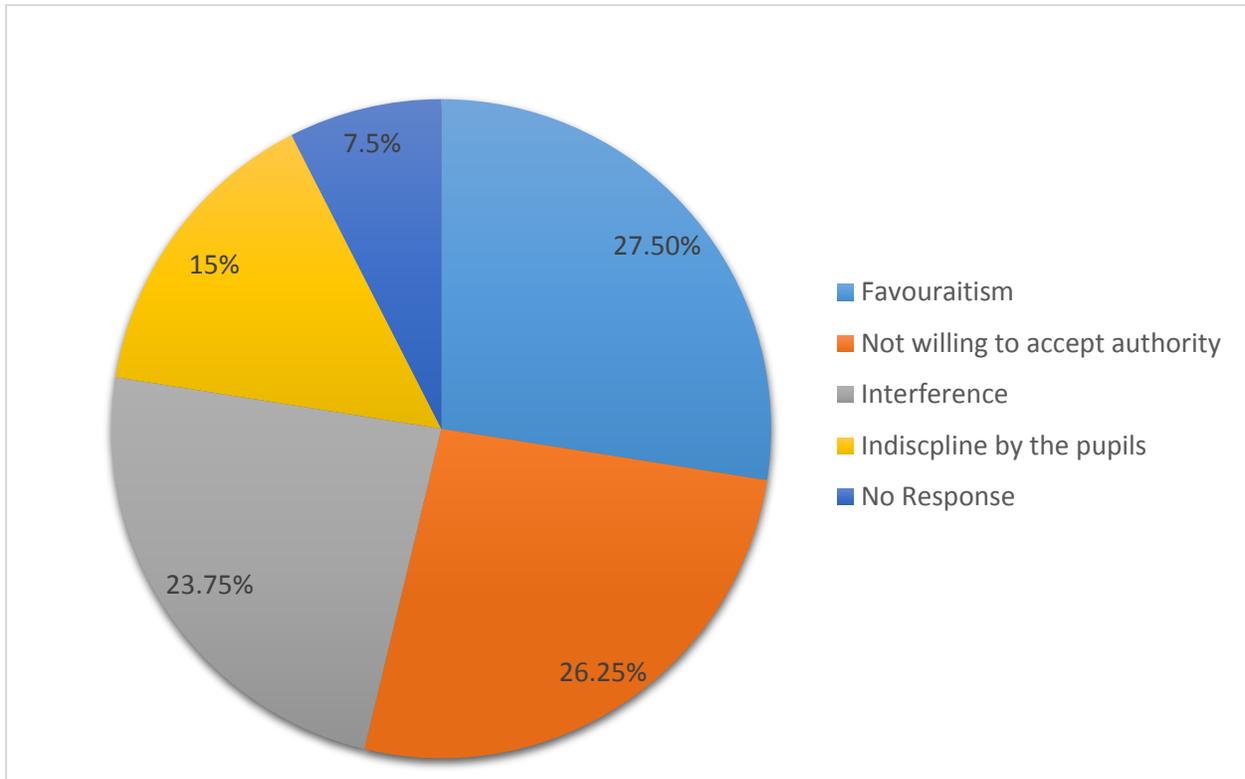
With regards to learning materials, all the 80 teachers indicated that they did not have what they would term as adequate books because the learning materials were limited as they had to share a copy by four pupils or more. All the 70 pupil respondents indicated that there were no enough textbooks at the school for them to use during lessons and during their time of the private study. Asked whether there were charts and maps in their classrooms, 35 out of the total number of 70 pupils responded in the affirmative, 25 said they had not seen any charts or maps, and four pupils did not respond. They added that their schools did not have enough textbooks for both teachers and pupils to effectively correspond with the pupil respondents in a classroom situation.

Table 5: Adequacy of Teaching and Learning Materials

Pupil responses	Frequency	Percentage
Yes	35	50
No	25	35.7
No response	10	14.3
∑F	70	100

In terms of communication in the school, 23 teacher respondents stated their head teacher communicated to them during staff meetings and at most times through their respective Heads of Departments and at rear occasions directly to the teachers on any serious matter that affected the individual teachers. In contrast, 39 teachers indicated that most of the communication was done through their various heads of departments. In the same vein, 12 pupil respondents stated that their head teacher communicated to them mostly during assemblies, while six pupils indicated that the head teachers communicated through announcements and notices.

Table 6: Communication in the Schools

Communication with the teachers/pupils	Frequency	Percentage
Staff meeting	23	28.75
Heads of department	39	48.75
Assemblies	12	15
Announcements and notices	6	7.5
	∑F 80	100

Regarding their involvement in decision making, 60 teacher respondents stated that their head teacher involved them in making school decisions by allowing them to present their suggestions at staff meetings and school general meetings but had the final say over whatever was discussed. The head teacher always came with already preconceived decisions about the way he wanted the school to operate stated 14 teachers. These come as directives, and so there is no two way about them and that they are to be carried out as they are presented. However, 6 teachers did not respond. In terms of transparency and accountability in the management of school resources, the teacher respondents assumed that management ensured that all the books of accounts and formal procurement procedures are adequately followed.

Table 7: Involvement of the teachers in the decision making of the School

Teacher responses	Frequency	Percentage
Involved	60	75
Not Involved	14	17.5
No Responses	6	7.5
∑F	80	100

With regards to the incentives to motivate the teachers, 12 (15%) teacher respondents stated that in terms of decision making, tact and ability to handle conflict, their head teacher was average. In comparison, 13 (16.25%) teachers said was above average. This motivates the teachers because they tended to feel protected around their head teacher. In the same vein, 12 (15%) teachers indicated that they were motivated by their head teachers' commitment to duty and their ability to keep and their ability to keep and manage time efficiently typical of a military person. The common saying of the head teachers inspired them, 'it's better to lose war then time'.

On the other hand, 12 (15%) teachers indicated that they were motivated by their accommodation in the military barracks whenever available. In comparison, 17 (21.25%) teachers stated that they were motivated by incentives such as tea break provided by the school and awards given to those who performed exceptionally well during the year. These were

awarded on teachers' and Labor Day, respectively. They, however, expressed dissatisfaction with the discriminative nature of rewarding awards to the teachers as rewards were accorded to teachers who achieved set targets in national examinations, while those who achieved targets in internal examinations were in most cases, not awarded.

In terms of the delegation of tasks, 4 (5%) stated that they were motivated by the delegation of tasks by the school management whenever there was a need. In comparison, 2 (2.5%) teachers indicated that they were motivated by the school training policy in which continuous professional development lessons were conducted for and by the teachers in which they supported each other's professional development in the various departments. However, 6 (7.5) teachers did not answer.

All the teacher and pupil respondents indicated that the school environment was conducive for learning and that nothing made them stand out from the other school environments. They had a teacher's centered approach to instruction – teaching in front of the classroom for most of the period with pupils listening and taking notes. Most of the classroom reading and activities came directly from the textbooks. They, however, indicated that they did not have adequate learning materials for effective teaching and learning. This was beside the fact that the planning of instruction relied heavily on provided materials from the teachers' manual bools and the pupils' textbooks. This consequently hurt the teaching and learning process.

 In terms of creating a pleasant work environment, 45 (56.25%) teachers from the four schools stated that school head teachers worked to ensure that a pleasant work environment was created. This was through initiatives such as providing tea break requirements and taking an interest in the personal welfare of the respondents whenever they had a bereavement. On the other hand, 23 (28.75%) teachers stated that their head teacher made minimal effort to improve the work environment of the teachers. In comparison, 6 (7.5%) of the teachers stated that they were not sure if any effort was being made to enable a productive work environment.

Figure 6: Dissatifiers in the School
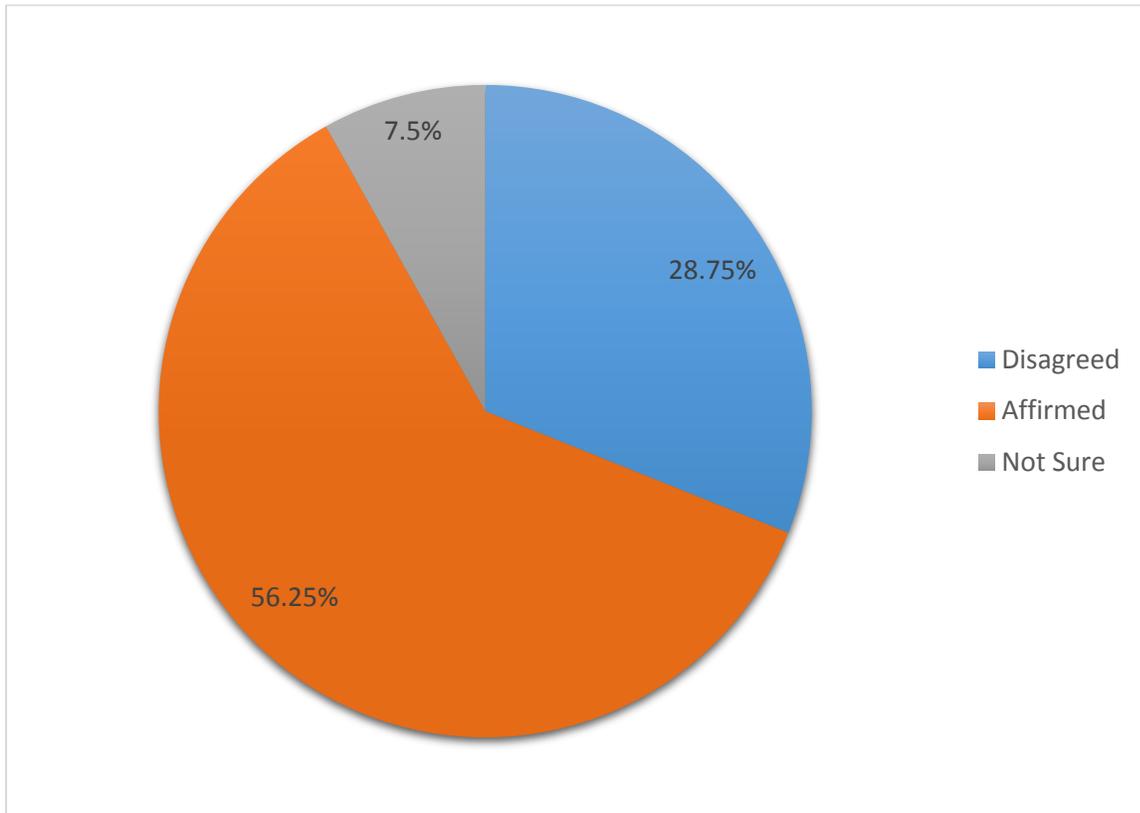
In terms of maximization of the learning time, 65% of the respondents indicated that learning was not fully maximized, 30% indicated that learning was maximized, and 5% were not sure.

Figure 7: Maximisation of the learning time
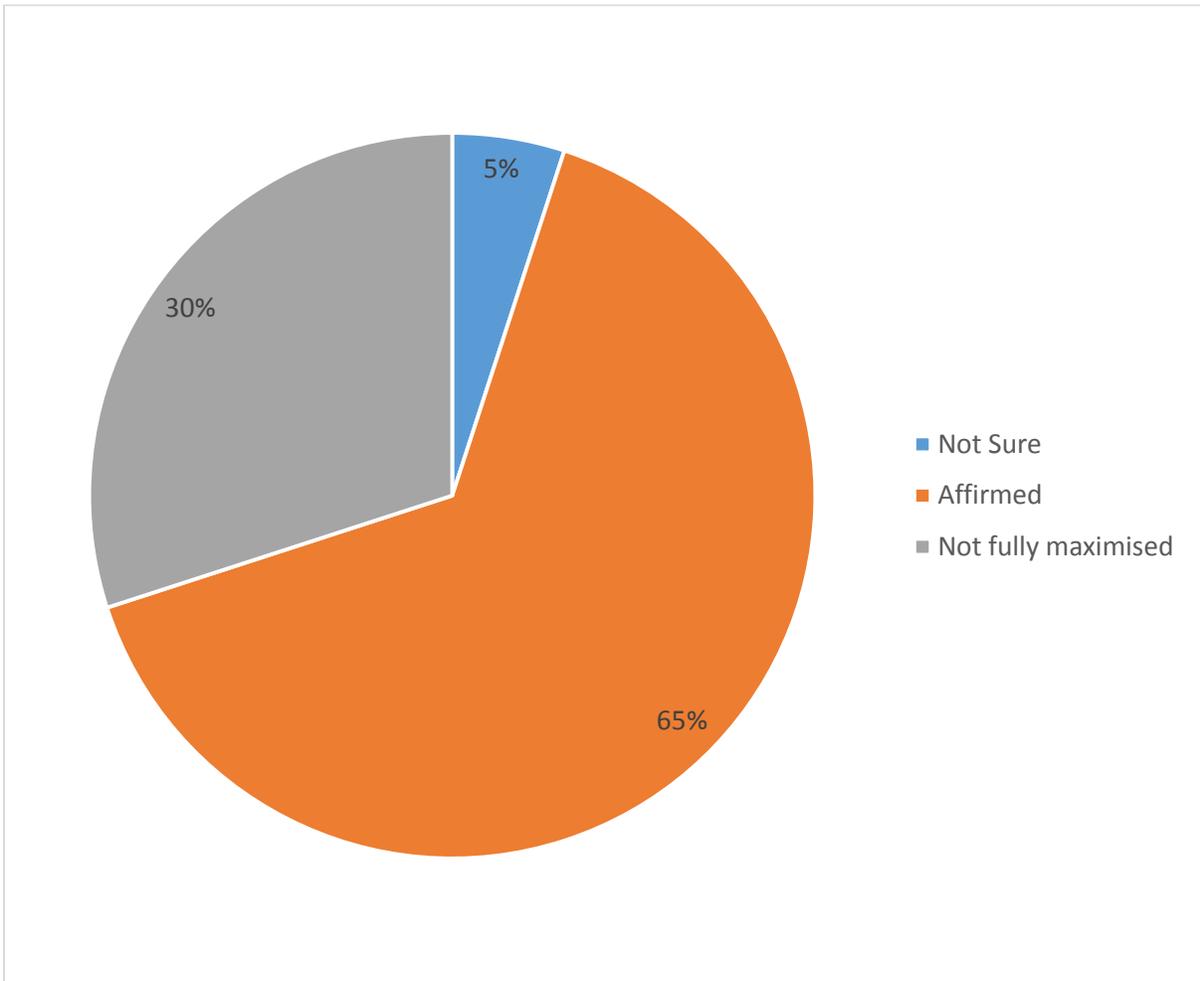
All the respondents affirmed that the school had a coordinated assessment policy, as tests were administered during and at the end of each term, and results were recorded for easy referencing. Pupil respondents affirmed that they were given tests during and at the end of each term, and their exercises and home works were at most times marked. The teacher respondents affirmed to giving tests during and at the end of each term as well as checking and marking the homework.

4.2.4 Determining what could be done to improve the motivation and performance of the pupils in the Army aided Schools

In terms of determining what could be done to improve the motivation and performance of the pupils in the schools, 55 (68.75%) teacher respondents stated that ensuring the dominance of the democratic leadership style because when teachers are involved, they will feel part and parcel of the school's decision, therefore, take personal ownership of the school's activities. In

comparison, 14 (17.5%) suggested the availability of teaching and learning materials. However, 6 (7.5%) suggested the creation of a conducive environment was good at yielding excellent performance for any school, and 05 (6.25%) teachers suggested delegation of tasks through the established committees helped to ensure subordinates' job description which later maximized staff ability and potential.

Figure 8: Factors to improve the motivation and performance of pupils
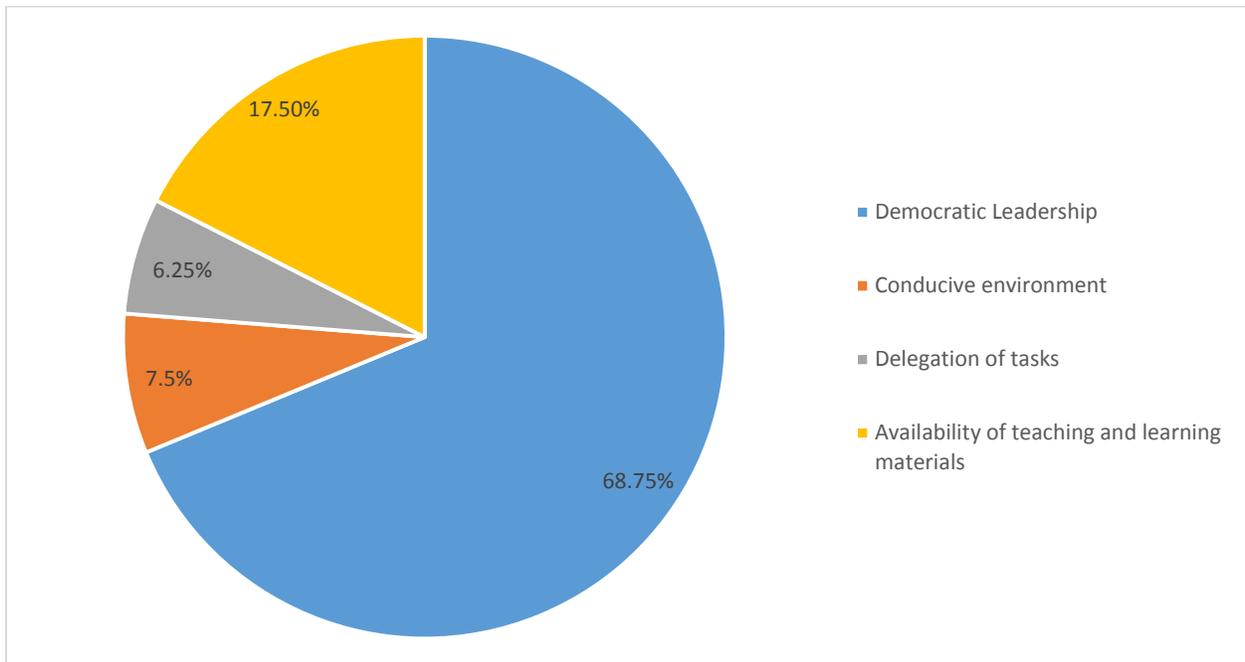
The section has presented the general findings from the teacher and pupil respondents following the research objectives which were to: examine the commonly practiced leadership style in the army aided schools; evaluate the impact of the leadership style adopted by the military head teachers on pupil motivation and performance; determine possible factors affecting the motivation and performance of the pupils in the Army aided Schools and to determine what could be done to improve the motivation and performance of the pupils in the Army aided Schools. The findings show that in terms of examining the commonly practiced leadership style in the Army aided School, it was discovered that the military head teachers used both the democratic and the autocratic type of leadership. However, it was evident that the practice of the autocratic type of leadership was more dominant. The dominant practice of the autocratic type of leadership affected the motivation of the teachers who as a result worked only out of fear of the head teacher. This consequently had a negative effect on the pupil's academic performance as

they did not receive the best output from their teachers. In evaluating the effects of the leadership style adopted by the military head teachers, it is evident that close monitoring and provision of direction to the teachers negatively affected the confidence of the teachers who felt they were not equal to the task of delivering quality as expected by the head teacher.

Further, the teachers did not have an enormous influence on the decisions made at the school as the head teacher had the final say in most of the decisions in which a conscious could not be reached. In terms of determining the other possible factors that affected the motivation and performance of the pupils in the Army aided School, it was discovered that over the enrollment of the pupils in the classes played a critical role as it made it impossible for the teachers to give the needed individual attention to every pupil. This was coupled with the inadequacy of teaching and learning materials, which led to an ineffective teaching and learning process. The inadequate communication between the head teacher and the teachers, on the other hand, negatively affected the morale of the teachers as they did not know what was expected of them by the head teacher. In terms of determining what could be done to improve the motivation of the pupils in the Army aided Schools, the dominance of the democratic leadership was most recommended, and that practice of the autocratic type of leadership be reduced to the minimal. The sourcing of more teaching and learning materials and the creation of a conducive environment were recommended through the delegation of tasks in which the teachers could feel part and parcel of the management of the school. The next section will cover the general findings from the head teachers about their rank, educational qualifications, and the leadership styles which they practice in their schools.

4.3: General Findings from the Head teachers

/4.3.1 Rank and Educational Qualification
All the head teachers stated that in their system, it was the rank that one had that mattered most. The professional educational qualification was secondary; for this reason, the lowest rank of the head teacher heading a primary school was that of principal in the normal situation. They stated that it is only currently that officers as low ranked as lieutenants were holding positions of head teacher because of the limited number of officers at Education Directorate. In other words, the rank was a more powerful symbol of authority (command) than ones' professional qualification for the sole purpose of easy command and control as per Army.

In terms of the pupils' performance, all the head teachers of the schools stated that the performance of their schools was at average a thing they attributed to many factors, which as limited resources, equipment and facilities at the school including the limited textbooks for use in their study and during lessons. They attributed the tried performance of the pupils to the effort put in by both the teachers and the learners in ensuring that learning was active and time for personal study.

All the four head teachers stated that at times they felt it was not easy to work with the civilians because having a military background and bearing, where everything was a command, they feel the civilians are too slow to react to orders or directives in the manner that a military person would. Worse keeping time was usually a challenge, and so for work to move fast and effectively, they felt they had to use some force.

In terms of military teachers' turn over, all the four head teachers stated that their turnover and that of the soldier and officer teachers was high as their core business as military personnel was army duty (war). At the same time, the provision of education through the running of schools was just a service provided to the community during peacetime. This implied that they were to leave their offices unexpectedly for even more extended periods of time on peacekeeping operations whenever duty demanded. The turnover of the civilian teachers was low, on the other hand, except for transfers.

All the head teachers stated that they had not individually undergone specialized training in school leadership upon their appointment as head teachers. The only leadership and administration skills they had attained was during their tertiary level of education. They, however, stated that Education Directorate organized seminars annually. These are aimed at training the military head teachers in leadership as well as an update on the current trends and practices in the Ministry of Education. These seminars were conducted during holidays in order not to interrupt the school calendar.

4.3.2 Military head teachers' leadership styles
Concerning the rewarding of the teachers, all the four head teachers indicated that it was not possible to offer material awards to all teachers who achieved the set targets because of the inadequacy of resources. Others were just commended through congratulatory letters, words of recognition, and public pronouncements for a job that had been well executed. Teachers were

always awarded during Labor Day and teachers' day annually. When asked about how they communicated with the teachers, all the four head teachers stated that they communicated with the teachers through staff briefs every week and staff meetings. The head teachers stated that they had created what's up to groups with the other top administrative staff of the school, such as the deputy head teacher, the heads of departments, and the accountant of the school. They used both the WhatsUp platform and telephone calls to communicate amongst themselves as the school administration, especially on urgent issues.

In terms of committees in the school, all the teacher respondents in the various schools indicated that there were various committees in the school, which included the disciplinary, finance, audit commit, transport, payroll management unit, sports, fundraising, housing, preventive maintenance and distress committees. Through these committees, various teachers were assigned responsibilities to run the various sub-committees, thereby ensuring the delegation of tasks at different levels as these committees had subcommittees.

All the head teachers indicated that they talked to the soldiers regularly and whenever they needed to communicate with them an order or instruction and to remind them that even though the schools were co-administered by the Army and Ministry of Education, they should not feel that they were more superior to the civilians or that they had the upper hand.

In terms of the language used to address the teachers in the school, the head teachers stated that

> *For the soldiers, they were no way of running away from the military orientation and the military way of doing things. An order was an order, and so should be taken as such*.

When addressing civilian teachers, open addresses were mostly used. They further stated that it was only at certain times that they addressed both the soldiers and civilians at the same time.

> *In case of disciplinary cases, the head teacher and military staff were posted to designated units such as Major Units, Regions, Brigades and Army Headquarters accordingly*, narrated one head teacher.

All the four head teachers stated that the Dual School System had no adverse effect on their managerial effectiveness as they possessed the competencies to coordinate activities and strike a balance in terms of reporting to their superiors both at the Ministry of Education and the Army

(Education Directorate). They stated that the structures of reporting were clear and so they did not have any problems as they felt very secure in their appointments.

The head teachers stated that the civilian administration and teaching staff living and teaching at schools in military cantonment were not subject to military law and discipline but were expected to conduct themselves in a manner not to be of bad influence on the discipline of military personnel and the security of the unit and Army at large. In this regard, they disclosed that they used a combination of the democratic and the autocratic type of leadership towards them at most times. *We want them to jack up and not feel that they are special and to take a lassie-faire attitude towards work*, narrated head teacher A.

We want them to have a military efficient like military teachers, narrated head teacher B.

If I am too soft on them, they will influence the military teachers also to relax; that is why I am sometimes hard on them, narrated head teacher C.

The head teachers further disclosed that the civilian teaching staff was expected to be security conscious always and to conform to the security requirement obtaining in the military unit where they worked or resided. In providing leadership to the civilian teachers, the head teachers said that the civilian teachers were free to belong to their respective teacher unions. They were, however, not to take part in active union matters nor hold any office. Teachers were, however, free to belong to professional, extra-curricular associations, like the head teachers' associations, sports associations, teaching subjects associations. They were, however, forbidden from taking part in go slow or strike actions or work stoppage organized at the local level such as school or national broad labor withdrawal. This was to forestall the possibility of influencing the soldiers, a thing that would ultimately compromise security in military cantonments.

As military head teachers, we instead emphasize the need for pupil learning as the core business of the school, narrated head teacher D.

The head teachers indicated that teachers were given the expected standards of performance at the beginning of each school term. The head teachers indicated that there was a need for the teachers to be reminded to follow the set rules and regulations of their school as a failure to do so led to tasks not being executed as expected. All the head teachers indicated that was the best

way of ensuring maximized performance as teachers tended relaxing if sure reminders were not made regularly and concurred with an observation.

> *I want to achieve set targets; that is why i frequently remind teachers the school rules and regulations which facilitate timelines for finishing allocated tasks. This ensures that teachers accomplish their tasks accordingly and within the required time*, narrated head teacher A.
> *Telling teachers the expected deadlines enabled them to plan work accordingly*, narrated head teacher B

The Head teachers indicated that they always encouraged teachers to inform them of issues hindering their performance and always ensured that the problem was attended to with the utmost urgency. All four head teachers indicated that they could effectively strike a balance between the civilian teachers and the military teachers. In dealing with disciplinary cases of the civilian teachers and the military teachers, the head teachers followed different guidelines and procedures, respectively. Even in terms of promotions, courses, leave, allowances, accommodation, the head teachers were guided by different acts and procedures which they exercised accordingly. One of the head teachers narrated, *I charge soldiers using the defence act and give the extra duty to the soldier who had committed an offence of which I could not do to the civilian teachers. In dealing with the civilian teacher, I am guided by the Ministry of Education procedures and guidelines*. In the same manner, they would effectively handle the civilian teachers using the Ministry of education disciplinary procedure, they handled the soldiers as per army disciplinary procedure of charging them using the defence act.

The section has presented the general findings from the head teachers who were presented under the rank, educational qualifications, and the leadership styles of the military head teachers. It is evident from the findings that following the military way of appointing personnel to positions of responsibility, it was the rank and years of service that one had which mattered most than their academic qualification. It is for this reason that some head teachers were still diploma holders. It is also evident that the Ministry of Education had no part to play in the appointment of the head teachers in the Army aided Schools as that was solely the responsibility of the director of education at the Zambia Army. The finds show that the military head teachers had no problem

with reporting to two different ministries in terms of administration that is the Ministry of Education and the Ministry of Defence under the Zambia Army Education Directorate. In terms of the leadership practiced in the schools, it is evident that the head teachers expressed satisfaction that even though they had not undergone any training in education management before they were appointed head teacher that had being organized either by the Zambia Army or Ministry of Education, they were confident that they possessed the necessary leadership and administration skills which they had acquired during their initial military training and that they found nothing complicated in the management of a school. In terms of communication between the head teachers and the teachers, the findings suggest that the head teachers communicated with the teachers through the normal established channel of communication, which was through their immediate supervisors and addressed them during staff meetings whenever it was necessary. Teachers were by virtue of them being in a military cantonment expected to abide and conform to the discipline of military personnel and the security of the barrack. This was to ensure that discipline and security as core values of the army were upheld at all times. Dissatisfaction was however expressed by the head teachers who have a military background, where everything was command and control, felt it was not always easy to work with the civilian teachers whom they regarded as being slow to react to orders, unlike their fellow military personnel to whom a directive or an order was taken for what it was and with the utmost urgency. The next chapter presents a discussion of the research findings

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Introduction

This chapter discusses the research findings on Military head teachers' leadership styles and their implications for teacher motivation and pupil performance in selected Army aided Schools of Lusaka district. The discussion is presented in accordance with the research questions that were derived from the research objectives. The discussion is strictly based on the data collected from the respondents in the questionnaires and the interview guides. All related variables are discussed jointly.

5.2 The leadership practiced

It is evident from the findings that the head teachers used the democratic and the autocratic type of leadership in the management of the schools, with the autocratic leadership being more dominant. In the use of autocratic leadership, the head teachers used command and control through the issuing of orders and directives in the school. The practice of the autocratic type entails that the head teacher always remained the teachers to follow the set rules and regulations, and gave clear deadlines for completing allocated tasks. The autocratic leadership was also used in the sense that the head teacher was the final authority of the school, especially where a conscious could not be arrived at with the teachers. This leadership is used by the head teacher to ensure that through the use of command and directives, results are attained as personnel tend to relax when one is soft on them. With the practice of the autocratic type of leadership, teachers were not fully involved in the decision-making process of the school as their freedom of expression was restricted with the head teacher being the final authority in the decisions of the school. Teachers were, on the other hand, always reminded of the need to abide by the set rules and regulations such as giving them deadlines for completing the writing of schemes of work and lesson plans. The awarding of only teachers whose classes had performed well in the national examinations was characteristic of the autocratic type of leadership in the sense that the other teachers in the non-examination classes were always left out as their efforts went unrecognized and they had no say about it. The autocratic type of leadership entails that the communication between the teachers and the head teachers in the school was not effective as the head teacher mostly communicated with the teachers through their immediate supervisors such as HODs and notices and rarely on a one to one basis with the teachers to get the first-hand information. The

autocratic type of leadership is, therefore, evident by the head teacher's overemphasis on control, as a prime mechanism in maintaining bureaucratic and hierarchical structures in the school. With them being the final authority of the school, they oversee even the delegated tasks because of a lack of trust or the belief that teachers may not effectively perform to the required standards and for fear that they are the ones to be answerable to the top authorities in the Zambia Army or Ministry of Education in case of any queries. However, the practice of the autocratic type of leadership has adverse effects on both the teachers and the learners as will be discussed in the next subsection.

As evidenced by the findings, the military head teachers practiced the democratic type of leadership to a minimal. In the practice of the democratic type of leadership, teachers are involved in the running of the school through the delegation of tasks in the various departments where they hold various areas of responsibility and are accountable to their immediate supervisors. This, therefore, helps in the redistribution of power and authority between the administration of the school and the teachers. Teachers are involved in decision-making, even at a much lower level as a department. This motivates the teachers to feel part and parcel of the school administration at the level of the department and section, respectively. They thus work hard to ensure that the best results are recorded in their department. The democratic type of leadership is, on the other hand, practiced when during staff meetings, teaches are free to express their views and opinions although, to a more considerable extent, the head teacher has the final say over the decisions that are collectively made. The democratic type of leadership is, therefore practiced when the head teachers support collaboration, participative decision-making, and partnership team teaching. This is done through teachers collaborating with each other and enhancing their own professional development through organized continuous development programmes with their fellow teachers. The effects of practicing the democratic type of leadership will be discussed more in the later subsection.

5.3 Factors affecting motivation and performance

In terms of the other factors that influenced pupil performance in the Army aided Schools, it is evident that several other factors rather than the leadership of the military head teachers affected the motivation and the performance of the pupils. This is so because, despite government's policy of having only degree holders as head teachers in public schools, a vacuum remained in

the Army aided schools as the military rank of the head teacher mattered most than their academic qualification. Being command-oriented, the appointment of these head teachers based on the rank was for the sole purpose of easy command and control of the subordinates without necessarily focusing on the academic qualification that they had. It is for this reason that those who may have a higher qualification may not be appointed to the position of head teacher because their rank could be lower than one with the higher rank. This, however, possesses a great challenge and compromises on the mentorship of the head teacher in the schools, especially where the subordinates had much higher qualifications. Some teachers may have less regard for the head teacher whose qualification is lower than theirs and so are less motivated because there is nothing to aspire for.

The school infrastructure, on the other hand, posed a challenge as it was inadequate and usually in a bad state. There were no enough departmental rooms, and the sizes of the staff rooms were not adequate to accommodate all the teachers. The infrastructure was not conducive to working, and the rooms had no air conditions. This affected the ability of the teachers to perform to the expected level. However, there was no information on if anything was being done to improve the school infrastructure to create an enabling work environment for the school staff. As Army aided Schools, there was a need to intensify the creation of academic production units in ordered to raise funds to improve the infrastructure. The same funds could be used to create a revolving fund which could be used to give soft loans to teachers as a way of motivating them to teach as opposed to them missing their classes in search of money.

Communication, on the other hand, was not adequate in the Army aided Schools. This is contrary to Cole (2004), who contended that communication was an essential aspect of managerial effectiveness. Using a variety of communication media could help those who may have been absent during the assembly or staff meeting to read on their own or get to know the significant pronouncements without any distortions if at all they were to hear from their colleagues. Cole (2004) further contended that internal memos, letters, formal reports, minutes of the meeting, statements of accounts, invoices, bulletins and notices formed principle forms of communication as opposed to announcements during assembly or staff meeting. Communication was, therefore, biased towards verbal communication than other forms. Teachers, in turn, found it challenging to approach a head teacher who would not communicate with them adequately.

The inadequacy of teaching and learning materials negatively affected the teaching and learning process because often, pupils could not have a full view of what was in the textbook during a lesson. Further, a topic or subject could not be taught by different teachers in different classes because of the limitedness of the books. The teachers had to book the books in advance for a topic as failure to do so ended in them teaching a topic that they had not planned for. Pupils, on the other hand, could not borrow books to study at home. The availability of teaching and learning materials was an issue of great concern as it defeated the whole purpose of any learning institution, which was to ensure quality delivery of teaching and learning. This is in line with Mitter (1991) in which he stated that lack of adequate libraries and required books had been cited as a significant cause of poor performance in schools.

There was rampant over-enrollment in the Army aided Schools. Even when classes were full, the head teachers were left with no choice but to enrol especially those who came from the senior officers' and military personnel homes despite them not necessarily meeting the cut-off point of the school. Loyalty to the superiors was more important in the Army. However, this act compromised on the calibre of the pupils enrolled in a grade. Further, this negatively affected the teaching and learning as the teacher-pupil ratios in the classrooms could not effectively correspond. Consequently, fast learners were forced to move at the pace of slow learners. These dissatisfiers effectively related to Herzberg's theory which stated that when they are dissatisfied in an organization, work suffered.

5.4 Impact leadership styles

In terms of how the leadership adopted affected the motivation and performance of the pupils, the autocratic leadership was more dominant in the Army aided Schools for maintaining order and discipline, prevention of power struggle, clear directions and quick decisions. It, however, affected the motivation of the teachers, which subsequently affected the pupils because of the imposed decisions by the head teacher on them. Furthermore, it blocked the teachers' innovative and creative thinking resulting in a lack of personal development. With these, head teachers were viewed to be after fulfilling their own desires, unlike making teachers feel comfortable in school. This practice was contrary to the Human Relations Theory, which recommends the involvement of employees in the smooth running of the schools. Hardman (2011), on the other hand, suggested that teachers who were abandoned to teach independently without knowledge or

accountability to the school's mission experienced a negative perception of their leader. Thus, the lack of involvement of teachers in the decision making of the school negatively affected their morale and performance and subsequently affected the pupils' performance.

The practice of the autocratic type of leadership in which the head teacher always reminded the teachers to follow the set rules and regulations; gave clear deadlines for completing allocated tasks, consequently, affected the academic performance of the pupils. The more the teachers felt intimidated by the autocratic type of leadership, the more the performance of the pupils got affected negatively. Teachers tended to develop defensive mechanisms which consequently resulted in their poor attitude towards work. This observation is in line with Mbiti (2014) when he notes that the more workers got scared of management at a working place, the more they tended to develop defensive mechanisms thereby resulting into the poor attitude towards work. The lack of adequate interaction, on the other hand, between the head teachers and the teachers attributed to the autocratic type of leadership style intimated the teachers not to perform to their level best. Still, it acted in fear of the authority of the head teacher. Being too strict on the teachers made them develop a negative kind of feeling towards their head teachers whom they felt did not have much confidence in them being equal to the task of delivering quality lessons.

The awarding of mostly teachers who had classes that performed well in the national examinations affected the motivation of the other teachers in the school. Subsequently, on the performance of the pupils as teachers expressed their frustrations that despite their efforts, only those of their friends with subjects in national examination classes were awarded. This demotivated the other teachers in the non-examination classes to work even harder as they knew that their work would go unrecognized.

It is evident from the study that head teachers used the autocratic type of leadership as a means of inducing fear and consolidating their authority. The use of threats, punishments and been reported to the Ministry of Education demotivated the civilian teachers to put in their best and to develop the confidence in their head teacher to solve the problems in the school. The inadequate communication with the teachers in an autocratic/bureaucratic environment negatively affected the teachers as they were not able to express themselves to the head teacher even when they had problems which affected their morale towards work. This consequently affected the performance of the pupils as the product.

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The frequent directive leadership practice in which the head teacher explained to the teachers the expected levels of performance, the school rules and regulations and outlined clear deadlines for completing allocated tasks negatively affected the motivation of the teachers. Subsequently, this affected the performance of the pupils as teachers felt that their head teacher did not consider them to be mature enough to take full responsibility for their actions in maintaining the standards of performance per the laid down laws. The findings were in line with Robin (2012) when he asserted that monitoring teachers' performance was a common leadership practice, a key feature of directive leaders. In terms of the relationship between the head teachers' leadership and the students' performance, the military head teachers were very committed to work as per military training and standard and so expected their subordinates to develop the same attitude. This agrees with Mullins (2007) when he states that commitment greatly influenced the level of work performance and the attainment of the set organizational goals. The findings further agree with Switzer (2005) when he urged that where there was a lack of commitment among staff, quality and goal attainment suffered.

The head teacher's leadership emphasized the observation of the Training policy in which continuous professional developments (CPDs) for the teachers were conducted. These were an essential filter for refresher courses for staff in which they shared their professional experience with colleagues. Departments did these within a school or between the same departments of different schools. This practice is in line with Wall (1977) where he urged of the need for continual refreshment or refurbishment of skills and professional experience in the growth of knowledge. It is however evident from the study that there was a need for improvement as more resources needed to be allocated towards these exercises for them to be conducted regularly to be more effective

The head teachers' leadership made to ensure that learning time was put to good use in all the schools. These findings agree with Mullins (2007), who argued that one trait of any successful manager is the effective use of time. Drucker in Mullins (2007) stated that wasted time was irreplaceable and everything required time. It is, therefore, incumbent upon all head teachers to guard against any wastage of time for it cannot be replaced once lost. Cole (2004) urged that personal effectiveness at work is primarily a function of the individual management of his or her

time. This was coupled with the head teacher, ensuring that the school environments were conducive for learning and teaching.

School assessments, on the other hand, were categorized into the criterion-referenced evaluation and norm-referenced summative evaluation assessment. These research findings agree with the MoE (1997), which states that assessment was the basis for measuring and assessing the school's educational objectives. Ministry of Education (2001), on the other hand, states that continuous assessment is an import aspect of teaching and learning. The formative assessments were, however, not coordinated in the research sites as they were conducted haphazardly with individual teachers giving tests to individual classes at different times and on different topics. This did not encourage stiff competition among pupils, let alone between classes. In some cases, these tests were taken as a formality by both the learners and the teachers. Results on the other did not constitute any score towards the summative assessment, thereby rendering them all together irrelevant.

In terms of how the democratic type of leadership practiced by the head teachers at certain times ensured effective delivery of instruction in the teaching and learning process, the availability of committees and sub-committees prepared teachers for future endeavors as each of them belonged to a committee. This aspect of delegation of responsibilities in a school is in line with Prasad et al. (2010). They stated that responsibility was being entrusted with full responsibility and accountability for specific tasks, or the performance of others and having control over deciding how and when tasks are to be done. Teachers, on the other hand, agreed to accept credit and blame for the way in which they carried out their assigned work. Effective delegation in the Army aided Schools should, therefore, involve setting standards and objectives in which staff members would participate in the process of formulating objectives and agree on the criteria for measuring performance.

The personal and professional discipline of the civilian teaching staff was the responsibility of the respective School Administration and Ministry of Education. The civilian administration and teaching staff living and teaching in the Army aided Schools were not subjected to military law and discipline (command) but were expected to conduct themselves in a manner, not of bad influence on the discipline of military personnel and the security of the unit and the Army at large. It is therefore incumbent upon the school leadership to use the respective procedures when

dealing with the civilian and military personnel. It is sad to note that this kind of approach in dealing with disciplinary cases of the military teachers belittled the authority of the school deputy head teacher. They had no input in their discipline or promotion as different acts guide them.

The implication of using the democratic type of leadership is that teachers felt appreciated, developed a sense of ownership of the decisions made within the school and so worked to ensure that they were effectively attained. This motivation tricked to the pupils who developed an interest in learning there attaining good results. This is in line with Nsubuga (2009) who observed that the school head teachers who used the democratic leadership style built trust, respect and commitment in teachers to have a say in decisions that affected their goals and work. When democratic tenants are embraced in the running of any school, good relationships are fostered between the teacher, pupils and management and worked towards the success of the school.

In terms of how the leadership adopted affected the motivation and performance of the pupils, the autocratic leadership was more dominant in the Army aided Schools for maintaining order and discipline, prevention of power struggle, clear directions and quick decisions. It, however, affected the motivation of the teachers, which subsequently affected the pupils because of the imposed decisions by the head teacher on them. Furthermore, it blocked the teachers' innovative and creative thinking resulting in a lack of personal development. With these, head teachers were viewed to be after fulfilling their desires, unlike making teachers feel comfortable in school. This practice was contrary to the Human Relations Theory, which recommends the involvement of employees in the smooth running of the schools. Hardman (2011), on the other hand, suggested that teachers who were abandoned to teach independently without knowledge or accountability to the school's mission experienced a negative perception of their leader. Thus, the lack of involvement of teachers in the decision making of the school negatively affected their morale and performance and subsequently affected the pupils' performance.

The frequent directive leadership practice in which the head teacher explained to the teachers the expected levels of performance, the school rules and regulations and outlined clear deadlines for completing allocated tasks negatively affected the motivation of the teachers. Subsequently, they

affected the performance of the pupils as teachers felt that their head teacher did not consider them to be mature enough to take full responsibility of their actions in maintaining the standards of performance in accordance with the laid down laws. The findings were in line with Robin (2012) when he asserted that monitoring teachers' performance was a common leadership practice, a key feature of directive leaders. It is, therefore, evident from the finding that the use of the autocratic type of leadership harmed pupil performance in the Army aided Schools under study. It, therefore, follows that being appointed as a head teacher did not transform the head teachers to be an expert on improving performance and teacher motivation. Effective leaders, therefore, should strict a balance between the leadership styles they practice in the school to encourage and support the staff to create a positive work environment to ensure increased teacher motivation and subsequent pupil performance

5.5 Enhancing motivation and performance

In terms of what could be done to improve the teacher and pupil motivation in the army aided schools, there is a need for the dominant use of democratic leadership. The democratic type of leadership will help to sure that there is effective communication between the head teacher and the teachers as the upper and lower management of the school for the effective attainment of the school's goals and objectives. With the practice of the democratic type of leadership, communication will be enhanced as teachers will be free to share views and ideas which would adequately address the issues affecting their classroom and them as individuals. This will help them develop a sense of belonging, as they will tend to develop trust and confidence in the leadership of their head teacher. Improving communication between the teachers and the head teacher would greatly improve the motivation of the teachers to a larger extent. The practice of the democratic type of leadership will, on the other hand, help to ensure the effective delegation of duties and responsibilities amongst the teachers. In this way, teachers will feel that they are part and parcel of the management of the school and so will work at ensuring that the outlined goals and objectives of the school are effectively attained. With the practice of the democratic type of leadership, the sharing of knowledge, experiences and ideas between the teachers and the head teacher will be enhanced, and this will enable the teachers to develop shared ownership of the decisions of the school as well as the vision of the head teacher for the development of the school. They will thus work in support of their own decisions to ensure that they are effectively

and efficiently attained. This will further spur the morale of the teachers as the managers of the school at the classroom level to improve their performance with regards to the teaching and learning process and enhance their knowledge and skills through continuous professional development with their fellow teachers and also upgrading their academic qualifications. The effective practice of the democratic type of leadership in a school is therefore in line with Kitavi (2011) who observed that the democratic leadership styles, when applied by head teachers, came second to academic performance as those who applied the autocratic leadership style had a dismal academic performance. Olum (2004) on the other hand stated that the Human Relations theory was for the view that a leader's attitude towards human nature has a large influence on how that person behaved as a leader and how it affected the employee under the leader. Therefore, head teachers needed a new mix of competencies of which the dominance of the democratic type of leadership should be most prevalent in order for them to properly shape and develop their teachers. The democratic dimension of leadership is, therefore, a better predictor of teachers' morale, job satisfaction and school achievement. The recognition of the efforts of the other hard-working teachers rather than just those with examination classes could help to boost the morale of the other teachers to have a positive attitude towards work. This is so because the teachers who are not awarded because they do not teach pupils in the examination classes tend to feel demoralized because their efforts tend to go unrecognized. This is in line with Herzberg's theory which talks of recognition as an important factor for the improvement of morale in an individual. This is further in line with Handy (1984), who stated that motivation often depends on personal assessments of how far situations satisfy needs at any given moment. It is therefore evident that with such incentives, teachers' morale is raised, thereby ensuring higher performance and increased job satisfaction. Enrolling pupils in numbers recommended by Ministry of Education, on the other hand, could greatly improve the motivation of the teachers and the subsequent performance of the pupils in the sense that the teacher will not be fatigued by having to teach a larger number of pupils than that recommended by the Ministry of Education. They could, however, have adequate time to mark and check the books of the pupils and so provide adequate guidance of both the fast and the slow learners. This could help to ensure that all pupils in the class move at the same level. The involvement of the teachers in the decision-making process of the school could, on the other hand, greatly improve the motivation and performance of the pupils. This is so because teachers are in direct contact with the pupils at the

classroom level and so are well knowledgeable of the effectiveness of the teaching and learning process in the school. They understand what challenges and what motivates the pupils. This entails that the thing of teachers not having a larger input in the decision of the school affects the performance of the pupils because the decisions made by head teacher when he imposes certain decisions do not respond to the needs of the pupils at the classroom level. Furthermore, the teachers do no develop a sense of collective ownership of the decisions as they feel they are the decisions of the head teacher. They will thus not work to ensure that the decisions which are made by the head teacher of which they are not part and parcel are achieved. This consequently affects the pupils whose teachers are not motivated by the work environment in the sense of them being involved in the decision-making process of the school. In order to ensure pupil motivation and performance, there is an urgent need to procure adequate teaching and learning materials to cater for all pupils if the teaching and learning process has to be effective. Having fewer books to use in the learning and teaching process and also to lend to the pupils to use for their study motivate neither the teachers nor the pupils to do a personal study or to prepare for the next lessons to revise through their work. This, therefore, affects their ability to perform better in their school work. To improve the motivation and performance of the pupil, there is also the need for the head teachers to undergo training in educational management for them to acquire the necessary skills and knowledge needed of them in effectively addressing to the leadership demands. Having effective knowledge in educational management will help the head teachers to manage both the human and material resources in the school effectively. The effective management of both the human and material resources in the school will, in turn, motivate the teachers and the pupils in the school.

It is therefore evident from the study that in order to improve pupil motivation and performance in the Army aided Schools, a number of factors need to be put in place which include: Ensuring the more use of the democratic type of leadership which calls for effective communication between the head teachers and the teachers; the delegation of tasks in a democratic environment ; the procurement of adequate teaching and learning material as well as the securing of proper and adequate school infrastructure; putting an end to over enrolment and training the head teachers in educational management; the urgent need of the head teachers to recognise the efforts of the other teachers whose classes are not in the examination classes and the need for the head teachers and the school as a whole to come up with incentives such as a school revolving funds

and other incentives that could help boost the morale of the teachers towards delivering quality lessons and attending to pupils academic needs.

The chapter has presented the discussion of research findings which were directed by the four research objectives of the study which were to: examine the commonly practiced leadership style in the Army aided Schools in Lusaka District; determine other possible factors affecting the motivation and performance of pupils in the Army aided Schools; evaluate the impact of the leadership styles adopted by military head teachers on pupil motivation and performance in Army aided Schools and determine what could be done to improve the motivation and performance of pupils in the Army aided Schools in Lusaka District. These were further directed by the four research questions, which were: What leadership styles are commonly practiced in the Army aided Schools by the military head teachers? What other factors affect the motivation and performance of pupils in the Army aided Schools? What is the impact of the military head teachers' leadership on the motivation and performance of the pupils in the Army aided Schools? What should be done to improve the motivation and performance of the pupils in the Army aided Schools? It is evident from the findings that there is a close relationship between the leadership of the head teacher and the pupils' motivation and performance in the army aided schools. The dominant use of the autocratic type of leadership negatively affects the motivation of the teachers, which in turn affect the motivation and performance of the pupils. The issuing of directives and commands at the teacher; not having them fully involved in the decision making the process of the school; awarding only those in examination classes while leaving out those who put in much effort to prepare the pupils for the examination classes and communicating with the teachers in a manner not considered to be effective negatively affected the performance of the pupils as the end product of the education process.

Furthermore, the autocratic type of leadership induced fear in the teachers, who thus tended to develop self-defence mechanisms all in fear of the head teacher. It is, therefore, true that these elements blocked the teachers' innovativeness to try out new ways of managing their classes to enhance learning and teaching. It is evident that besides the leadership provided by the head teachers, other factors played a role in reducing the motivation and thus the academic performance of the pupils. These included the inadequate school infrastructure, the over enrolment of the pupils in the classes and the inadequacy of the teaching and learning materials.

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It is therefore notable that to improve the performance of the pupils in the Army aided Schools, and there is need to practice more of the democratic type of leadership in which improved communication between the teachers and the head teacher will be ensured. Teachers should be made to feel part of the administration of the school and thus be effectively involved in the decision making body of the school. There is a need for the head teachers to develop trust and confidence in the teacher's abilities as qualified personnel who can deliver quality lessons. There is also the need to enrol pupils only in the recommended numbers as well as improve the infrastructure in the school so that it can be even more conducive. The next chapter will present the conclusion and recommendations

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.0 Overview

The previous chapter looked at the findings of the study. This chapter presents the conclusion of the study and the recommendations.

6.1 Conclusion

The study generally showed that military head teachers in the Army aided School were effective in the management of the schools, however not as effective as they ought to be. The dichotomy of leading in a Dual School System between Ministry of Education Personnel and the Army Personnel was not a factor in their provision of leadership to the school. The ability of the head teachers to ensure the motivation of the teachers through the Army's provision of incentives such as transport, health facilities, accommodation of teachers and their ability to ensure order and discipline in the school was itself a plus on their part.

The study discovered that head teachers were character builders and were directly in charge of teachers and pupils in schools. Each head teacher practiced both the democratic and the autocratic type of leadership in the management of the Army aided Schools. Democratic leadership style was the most favoured leadership style as it gave the teachers a platform to express their views regarding the affairs of the school thereby developing a sense of ownership of the school decisions and working to ensure their attainment. This motivation in a democratic environment would consequently be seen in their improved work output which would trickle down to their learners, thereby improving their motivation towards schoolwork and consequently improving their academic performance. Head teachers needed to create a conducive work environment as a way of motivating the teachers and creating an environment where they could interact freely in line with the Human Relations Theory, which emphases on interaction. This would, in turn, create satisfied teachers, who would work more enthusiastically and focus on the goals of the school. There was a need to ensure the effective delegation of tasks within the scope of subordinates or teachers' job description to maximize teachers' ability and potential. There was a need to put an end to over enrolment so that the teacher, pupil ratio would effectively correspond in the learning process if learning was to be effective.

6.2 Recommendations

The findings of this study prompted the proposal of the following recommendations: that

- The democratic leadership style should be the dominating leadership style adopted by the military head teachers to ensure effective teacher/pupil motivation and performance

- The autocratic type of leadership is used to the minimal by the military head teachers for ensuring sanity and discipline and not for influencing the decisions made by members of staff in the school.

- Military head teachers to undergo training in Educational Management before their appointment to improve their leadership skills

- Strict measures are put in place to stop over enrolment in the Army aided Schools so that the teacher/pupil ratio in a class effectively corresponded.

- Continuous professional development is intensified by the head teachers to ensure maximized teachers' performance.

- The Zambia Army through Education Directorate should create a reservoir of trained human resources to take up the position of head teacher in the Army aided School on a competitive basis.

- Military head teachers should use a variety of communication tools such as announcements, notices or securers on the bulletin boards as wat of ensuring effective communication.

- Head teachers should ensure coordinated formative and summative assessment policies in their schools.

- Zambia Army through Education Directorate needs to put in place conscious and direct plans to redirect the focus of bringing more women into the picture.

- Army aided. Schools should come up with fundraising ventures to raise funds for the prudent procurement of teaching and learning materials.

- The Army aided Schools should introduce fund schemes to help teachers in the school get soft loans and other incentives as a means of motivating them to spend time teaching.

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THE UNIVERSITY OF ZAMBIA

INTERVIEW GUIDE FOR MILITARY HEAD TEACHERS

Dear Head teachers,

I am a Post Graduate student at The University of Zambia. I am carrying out a study titled: Military head Teachers' leadership styles and their implications for teacher motivation and pupil performance in selected Army aided schools of Lusaka district.

The objective of this interview is to analyse the Military Head teachers' leadership styles and their implication for teacher motivation and pupil performance. Based on this background, you have been randomly selected to participate in the research by answering the questions posed by the researcher. Your response will be highly respected and accorded with the highest confidentiality.

Thank you.

1. **Background Information.**

    1.1.   What is your qualification and your teaching specialisation?

    1.2.   At which learning institution did you earn your qualification and in which year?

    1.3.   Have you served as a teacher before becoming Head teacher?

    1.4.   What positions did you hold in the school before becoming head teacher?

    1.5.   How long have you been Head teacher?

2. **Leadership, Pupil Motivation and Performance**

    2.1.   Have you undergone any training in leadership? If yes, kindly explain.

    2.2.   How do you communicate to your teachers?

    2.3.   Do you involve teachers in decision making in the school? If yes, kindly explain.

    2.4   Do you have committees in your school?

    2.4   What is the general attitude of your pupils towards academic work?

    2.5   What is the general attitude of your teachers towards work?

    2.6.   Do you delegate some of your responsibilities to the Deputy Head teacher?

    2.7.   Do you encourage the delegation of tasks at different levels?

    2.8.   Do you reward your staff for successful completion of tasks?

2.9. Has your leadership provided an enabling environment for teaching staff to perform well?

3.0 Do leadership styles/practices have an impact on staff motivation and performance?

3.1 Do leadership styles/practices have an impact on pupil motivation and performance?

3.2 How could you rate the motivation of the pupils in your school?

3.3. What things would you say affect the motivation of the pupils in your school?

3.4. How could you rate the motivation of the teachers in your school?

3.5. What could you attribute the level of the performance of your pupils to?

3.6. What do you think should be done to make your school even better?

3.7. How do you struck a balance between civilian and military head trained personnel

3.8 Would you say a dual school system affects your managerial effectiveness as a military head teachers

Thank You

THE UNIVERSITY OF ZAMBIA

MILITARY HEAD TEACHERS' LEADERSHIP STYLES AND THEIR IMPLICATIONS FOR TEACHER MOTIVATION AND PUPIL PERFORMANCE IN SELECTED ARMY AIDED SCHOOLS OF LUSAKA DISTRICT

Questionnaire for teachers

Dear respondent.

This questionnaire is intended to help you provide us with the necessary formation to augment this research work on the leadership of the military head teachers and pupils' motivation and performance. You have been randomly selected to participate in the research by completing the questionnaire. Kindly answer the questions below. Your responses will be accorded the highest confidentiality and shall only be restricted to the purpose of this research.

Thank you.

SECTION A: Background information   Please fill in or tick ☑ the appropriate answer where necessary in the space provided.

1.   How old are you?

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2.   What is your Sex?

a.   Male

b.   Female

3.   What is the name of the Army-Aided School where you work from?

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4.   What is your highest academic qualification?

a.   Diploma

b.   Degree

c.   Masters

d.   PhD

5. How many years of teaching experience do you have?

    a. 1 to 5 years

    b. 6 to 10 years

    c. 11 to 15 years

    d. 16 to 20 years

    e. Above 20 years

6. For how long have you being teaching at this particular school

    a. 1 to 5 years

    b. 6 to 10 years

    c. 11 to 15 years

    d. 16 to 20 years

    e. Above 20 years

SECTION B: INDEPENDENT VARIABLE – LEADERSHIP PRACTICE/STYLE

Instructions: This part of the questionnaire focuses on investigating the leadership styles adopted by Military Head teachers. Based on your opinion of the leadership practices adopted by your Head teacher, kindly rate the related statements using the following scale:

1=Strongly Agree   (SA) 2=Agree (A)   3=neither Agree nor Disagree (n)
4=Disagree (D)   5=Strongly Disagree (SD)

6. A. Decision Making in the School

No	Items	1=SA	2=A	3=n	4=D	5=SD
6.A.1	The Head teacher allows for opinions and suggestions from teachers on matters related to the management of the school and implementation of the curriculum					
6.A.2	The Head teacher considers suggestions raised by teachers					
6.A.3	I have been consulted before by the Head teacher prior to the passing of a final decision					
6.A.4	The Head teacher encourages innovativeness and use of initiative by teaching staff in decision making					

5. B. Communication

No	Items	1=SA	2=A	3=n	4=D	5=SD
6.B.1	The Head teacher communicates his vision, plans and goals to the teachers					
6.B.2	The Head teacher calls for meetings to share his ideas and views on matters related to work					
6.B.3	The Head teacher has called me personally when in order to advise me on how to improve in my work					
6.B.4	The Head teacher has called me personally to commend me for achieving an objective					
6.B.5	The Head teacher organises meetings to					

6. C. Delegation of Tasks

No	Items	1=SA	2=A	3=D	4=D	5=SD
6.C.1	The Head teacher delegates tasks to the Deputy Head teacher					
6.C.2	The Head teacher delegates tasks to individual teachers according to their specific experiences and skills					
6.C.3	The Head teacher supports the delegation of tasks at all levels					
6.C.4	The Head teacher has rewarded me for completing a delegated task					

SECTION C: DEPENDENT VARIABLES – TEACHER PERFORMANCE AND JOB SATISFACTION

Instructions: This section of the questionnaire focuses on the relation between the leadership practices adopted by Military Head teachers and Teacher Performance and Job Satisfaction. Based on the statements, select the options that directly represent your opinion and rate using the following scale:

1=Strongly Agree (SA) 2=Agree (A) 3= Neither Agree nor Disagree (n)
4=Disagree (D) 5=Strongly Disagree (SD)

7. A. Teacher Performance

No	Items	1=SA	2=A	3=n	4=D	5=SD
7.A.1	I make a significant contribution to the decision making in the school					
7.A.2	I am able to openly share my views with fellow teachers and the school management on improving performance of the school					
7.A.3	I give my best to ensure that the school's objectives are met					
7.A.4	I participate in extra-curricular activities in the school					
7.A.5	The environment in the Army-aided school enables me to work hard and excel in my career					

6. B. Job Satisfaction

No	Items	1=SA	2=A	3=n	4=D	5=SD
7.B.1	I am motivated to contribute to the improvement of the school					
7.B.2	The leadership attributes of the Head teacher motivate me to continue working in the school					
7.B.3	The Head teacher appreciates my services to the school					
7.B.4	I am happy to work in an Army-aided school					

SECTION D: DESIREABLE LEADERSHIP STYLES

Instructions: This part of the questionnaire seeks to gain your opinion on the ideal type of leadership required to enhance teacher performance and job satisfaction in the Army-aided Schools. Kindly tick ☑ or fill in the appropriate answers.

7.   What things motivate you in the school?

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8.   What things dissatisfy you in the school?

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9.   In your opinion, is there a difference between working under a Civilian Head teacher and a Military Head teacher?

      a.   Yes

      b.   No

10.   If 'Yes' to question 9 above, kindly explain the difference(s).

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11.   What, in your opinion is the most suitable leadership style that can be used by a Military Head teacher to enhance teacher performance and promote job satisfaction? Explain why.

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THE UNIVERSITY OF ZAMBIA

MILITARY HEAD TEACHERS' LEADERSHIP STYLES AND THEIR IMPLICATIONS FOR TEACHER MOTIVATION AND PUPIL PERFORMANCE IN SELECTED ARMY AIDED SCHOOLS OF LUSAKA DISTRICT

Questionnaire for pupils

Dear respondent.

This questionnaire is intended to help you provide us with the necessary formation to augment this research work on Military head teachers' leadership styles and their implications for teacher motivation and pupil performance in selected Army aided schools of Lusaka district. You have been randomly selected to participate in the research by completing the questionnaire. Kindly answer the questions below. Your responses will be accorded the highest confidentiality and shall only be restricted to the purpose of this research.

SECTION A: BACKGROUND INFORMATION   Please fill in or tick ☑ the appropriate answer where necessary in the space provided.

1.   How old are you?

…………………………………………………………………………………………………

2.   What is your Sex?

a.   Male

b.   Female

SECTION B: GENERAL INFORMATION

3.   Is the location of your school favorable for learning? Yes ☐   No ☐

4.   If your answer is No, what do you think can be done to improve it?

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5.   Is there enough furniture in your classroom? (Desks, Chairs, Borax, Stools) Yes ☐
No ☐

5.   Does your school give tests during and at the end of each term?   Yes [   ]   No [   ]

6.   Are you given home works? Yes [   ]   No [   ]

7.   Are your class exercises and home works marked? Yes [   ]   No [   ]

8.   Do you revise your class exercises with your teachers? Yes [   ]   No [   ]

9.   In general do you think your learning is maximized?   Yes [   ]   No [   ]

10.   What do you think should be done to improve the teaching and learning at your school?

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11.   What is the general attitude of your teachers towards work? Good [   ] Bad [   ]

fair [   ]

12.   Does your head teacher come to attend some of your lessons? Yes [   ] No [   ]

13.   How does your head teacher communicate with you? Through notices [   ] Posted on

the bulletin board [   ]   Announcement using assembly [   ]   None of the above [   ]

14.   Do your think the school management takes everyone on board in the running of the

school? Yes [   ]   No [   ]

15.   What is the general reputation of your school? Go [   ]   [   ]   [   ]

16. How would you describe your motivation as pupils towards school work? Good [ ]
Fair [ ]   Bad [ ]

17. How is the academic performance of your school? Excel[ ]   G[ ]   [ ]
Fair[ ]

18. What do you think should be done to improve the academic performance of pupils at your school?..
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THANKYOU