
The Professional Relationship between School Managers and Teachers and its Impact on the Teaching of Science in Selected High Schools of Lusaka Urban

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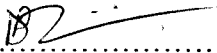
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DECLARATION

This dissertation presents my original work. This work has not previously been submitted to any other institution of learning for similar purposes.

Dines Phiri

Signature.....

ABSTRACT

The success of a school, like any other institution, rests primarily on the dynamics of inspiration, collaboration and team work between the school manager and other members of staff. However, in Lusaka district, concerns have been raised by some teachers, parents and other members of the public about the lack of good collaboration and team work between the school manager and teachers in some schools of Lusaka district.

The study examined the kind of professional relationship that existed between the school manager and teachers and its impact on teaching of science at four High schools in Lusaka urban. Four (4) high school managers [three (3) males and one (1) female] and forty (40) teachers of Science were sampled. Questionnaires were administered to the forty (40) science teachers, of which, 32 responded giving a response rate of 80%. In addition, interviews were conducted with the school managers and selected teachers of science from each school. Qualitative techniques were used to establish emerging themes and patterns, as well as categories of themes, while quantitative techniques were employed using Microsoft Excel Package in generating response frequencies on key questions and charts for analysis.

The findings suggest that most teachers of Science enjoyed a good relationship with their school managers and that the relationship inspired them to teach better. Collaboration and team work with their school managers inspired most teachers to teach better. However, other non- interpersonal de-motivating factors were cited such as the deplorable state of science laboratories in their schools.

The findings of the study seemed to highlight some issues that could be considered to improve high school education; these have been considered as recommendations for the study.

It is therefore important for school managers to maintain and foster cordial and professional interpersonal relationships with teachers to enhance the academic performance of pupils in high schools. Appropriate and objective measures must equally be put in place to monitor and correct school managers that have a tendency of frustrating teachers. Above all, the Directorate of Standards and Curriculum under Ministry of Education must address other non-interpersonal de-motivating factors by, for example, ensuring that high school laboratories are adequately stocked with supplies and equipment.

ACKNOWLEDGEMENTS

Education is the ceaseless pursuit of ideas. Ideas may offer possible solutions to society's problems. Yet these ideas have to be gathered, processed and polished to sort out society's crises.

I wish to most sincerely acknowledge and extend my gratitude to my Supervisor, Dr. D. M. Sibalwa for his guidance on this research work. Further thanks go to all those who offered help in this work in various ways, and above all the Almighty God who giveth us richly all things to enjoy.

DEDICATION

This research is dedicated to my husband Mr. Wilson C.K. Phiri whose love and support has helped me to aspire for higher academic heights. I also extend the dedication to my parents who educated me up to my first degree and to my beloved daughter Mphaso who was born in the second year of my Masters studies.

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LIST OF ABBREVIATIONS

ECZ – Examinations Council of Zambia

DEBS – District Education Board Secretary

MoE – Ministry of Education

NgO – Non-Governmental Organisation

PEO – Provincial Education Officer

CHAPTER 1:

INTRODUCTION

1.1 Background

The success of a school, like any other institution, rests on the dynamics of team work between the school manager and other members of staff. School administration requires collaboration and professional interaction to achieve set goals. The school manager needs to work closely with the teachers who play a critical role in the performance of pupils. This relationship between the school manager and teachers is characterised by various forms of interpersonal interactions, collaboration and team work.

Since, the teaching fraternity is characterised by a number of professional and interpersonal relationships that encompass various collegial interactions among the human resource in a particular school, the dynamism of these interactions with the school manager in a school tends to follow the kind of leadership that the school manager has established in the school.

Moreover, these interpersonal interactions seem to affect the level of motivation among the teachers. According to http://www.mdk12.org/progress/leading/p_indicators.html, creating a collaborative environment is the single most important school improvement initiative. Good communication between the school manager and staff helps to build participatory management, which is vital in establishing school management teams. These school management teams are empowered by the school manager as he/she delegates responsibilities to them. Effective communication also establishes the foundation for good professional interactions and a shared vision and mission.

In addition, the school's vision and mission helps to focus the attention of teachers and shows the learner the principles for which the school stands. Since the learner is the most important client in the school, there is need to harness his/ her potential to ensure excellent results.

The school manager must therefore work closely with members of staff to achieve the desired goals of the school. He/She must be aware of factors that affect the motivation of teaching staff. Some of these factors are intricately linked to the relationship between the school manager and the teachers. In addition, team work exhibited in a school contributes positively to the academic performance of pupils. Moreover, healthy and vibrant interpersonal interactions between the school manager and teachers foster good instructional output. They create a climate that helps the school manager and other staff to work closely as a team.

As regards the performance of pupils admitted to high schools in Zambia, it is estimated that less than two-thirds of the candidates obtain a full pass in School Certificate each year. The overall unsatisfactory performance in the school certificate is attributable in large measure to poor performance in mathematics and science (MoE,1996: 53). A number of reasons have been given for this kind of performance in public examinations. According to MoE (1996: 54), the distressing picture of poor in-school performance in mathematics and science could be attributed to deficiencies at school level in the facilities, resources or the teaching.

1.2 Statement of the Problem

There has been a growing concern by some teachers, parents and other members of the public about the lack of collaboration and team work between the school manager and teachers in some schools of Lusaka District, as well as other districts in the country. The District Education Board Secretaries (DEBS) in some school districts have received reports of some

bad relationships that some school managers and teachers have been experiencing. This may affect pupils' academic performance.

A look at the performance of pupils admitted to high schools in Zambia shows that less than two-thirds of the candidates obtain a full pass in the School Certificate each year. This has been attributed to poor performance in mathematics and science (MoE,1996: 53). Therefore, it became imperative to examine the relationship between the school manager and science teachers and how it could affect the teaching of science.

1.3 Purpose of the Study

The study endeavoured to examine the relationships that existed between the school manager and teachers of science as well as establishing whether collaboration and team work existed, and how this could affect teaching.

1.4 Objectives of the Study

The objectives of the study were as follows:

1. To examine the relationships that existed between the school manager and teachers of science.
2. To examine the effect that the relationship between the school manager and teachers of science had on teaching.
3. To examine the administrative methods of monitoring teacher performance.

1.5 Research Questions

The study tried to answer the following questions:

1. What kind of relationship exists between the school manager and teachers of science?
2. Does the relationship between the school manager and teachers of science affect teaching?
3. Does a good relationship between the school manager and teachers of science inspire teachers to teach better?
4. Is there collaboration and team work between the school manager and teachers of science and how does it affect teaching?
5. What administrative methods are used to monitor science teacher performance?

1.6 Significance of the Study

It was hoped that this study would help in understanding the relationships that existed between school managers and teachers and how they affected teaching. This study would also be helpful to the MoE and education practitioners in training, monitoring and evaluating administrative staff. It would also contribute to the existing literature on educational administration. Decision makers, researchers, ECZ., and NGOs might find the study helpful.

1.7 Limitations of the Study

Due to financial and human resource constraints, the study was limited to government-run high schools and four (4) of them were sampled out of eight (8) high schools in Lusaka Urban. It would have been worthwhile to include all the government-run schools and private high schools if resources were adequate.

1.8 Organisation of the Dissertation

The dissertation is organized as follows: Chapter I gives the background, the statement of the problem, purpose of the study, objectives, the significance and limitations of the study as well as the definition of terms. A comprehensive review of literature is presented in Chapter II and this is followed in Chapter III by the methodology of the study. In Chapter IV the research findings are presented and discussed in Chapter V, while chapter VI concludes and highlights recommendations.

1.9 Operational Definition of Terms

- Administration:** All those techniques and procedures employed in operating the educational organisation in accordance with established policies (Good, 1973: 13).
- Collaboration:** Teachers and administrators working together, in small groups and school-wide, to identify sources of student success and then struggle collectively to implement school improvement (http://www.mdk12.org/progress/leading/p_indicators.html).
- Interpersonal relationship:** The reciprocal influences that individuals exert upon one another in primary social groups (Good, 1973: 488).
- Method:** An established or systematic order for performing any act or conducting any operation (Good, 1973: 363).
- Performance:** Actual accomplishment as distinguished from potential ability (Good, 1973: 414).
- Relationship:** A continuing association between persons (Agnes, 2001: 1209).
- Team work:** A group of people interacting and co-operating in a work-related action. It involves hands-on working together, as well as processes of organisation planning, decision-making and development (Vogt, 2002: 1).

CHAPTER 2:

REVIEW OF LITERATURE

The literature review is a synopsis of some issues that are considered essential factors in fostering good professional interpersonal relationships. The first three sections comprise the following: (a) a summary on educational administrators, (b) the classification of educational administrators into instructional leaders and administrative leaders, (c) some school-based interpersonal relationships that exist in some schools. The remainder of the chapter will highlight some factors that affect the teaching of science, and the academic performance of high school pupils in public exams.

2.1 Educational Administrators

In each educational organisation, the right to govern or manage rests squarely on the educational administrator. Educational administrators are represented at any hierarchical level of any educational organisation. The educational administrators who supervise the school Province and District are the Provincial Education Officer (PEO) and District Education Board Secretary (DEBS) respectively. Those who manage basic and high schools are called school managers.

The school manager in any school is the cardinal person that determines the kind of policies, practices and procedures that the school adopts. In fact, school leadership is an important key to ensuring improved academic performance of all pupils. This entails that the school manager needs to work with heads of departments, teachers, counsellors and other staff in order to enhance the academic achievement of the pupils.

In addition, school managers “set the academic tone, hire, evaluate, and help to improve the skills of teachers and other staff” (<http://www.bls.gov/oco/ocos007.htm>). This establishes a

wide range of interpersonal relationships between the school manager and teachers, as well as support staff. The school manager also engages in a number of collaborative activities that must be characterised by team work and mutual communication, if they are to achieve their intended objectives. Therefore, there is need to develop strong interpersonal and communication skills because these are essential factors in an administrator's job.

The school manager determines the kind of teaching and learning morale that is exhibited in the school. This is due to the fact that the policies, practices and procedures that the school adopts inevitably affect teaching and learning. It is also worth noting that school managers are perceived to play an active role in teaching and learning when;

They visit classrooms, observe teaching methods, review instructional objectives, and examine learning materials. They actively work with teachers to develop and maintain high curriculum standards, develop mission statements and set performance goals and objectives
(<http://www.bls.gov/oco/ocos007.htm>).

Characteristics of effective leadership, entails the availability to pupils, teachers, parents, and others in the school. This implies that the school manager should not isolate himself/ herself. He/ she must maintain a high form of visibility and accessibility.

Since, good leadership is basic to excellence in schools; an initiative must be taken to ensure that the administrative structure of the school has values, ideas and policies that work towards making the school system effective. The school manager must also possess a drive to keep things under control.

In essence, a leader must not have a weak character but must handle stress and adverse conditions in a temperate manner. The school manager must not tolerate indiscipline among teachers and must ensure that time is not wasted by lack of punctuality by the teachers and pupils. Late coming of teachers causes pupils to lose interest in their school work. This is because the teacher portrays no enthusiasm in the material that he/ she presents to the class.

Therefore, a policy must be drawn in the school to inculcate school rules and practices in new members of staff. This will save the school manager time and effort in dealing with disciplinary cases. These rules must be well documented to enable quick and easy reference. The new members of staff must also be informed about the administrative structure of the school which must include who they should report to, who is responsible for what and other channels of communication.

In addition, effective administrators are generally tactful, tough, and ambitious. They ably conceptualise goals, believe in the efficacy of education and are determined to keep things under control. As perceived by Fullan (2001) in Edgerson & Kritsonis (2006), effective administrators are those who constantly foster purposeful interaction and problem solving, and are wary of easy consensus. Daily interpersonal interactions of a principal are important links that garner trust and support from teachers.

2.2 Instructional Leadership & Administrative Leadership

There are a number of challenges that school managers face in carrying out their daily school responsibilities. One of these is the balance of power between instructional leadership and administrative leadership. Instructional leadership involves facilitating change, providing teachers with a platform to work together, monitoring as well as furthering school improvement.

Examples of Instructional Leadership

- School manager has a passion to achieve the vision of the school
- School manager repeatedly clarifies the vision of the school so that it is understood by all members of staff
- School manager is greatly concerned about the academic achievement of the pupils
- School manager does not encourage the disruption of instructional time
- School manager makes sure that all members of staff are highly motivated to teach
- School manager believes in achieving the purpose and aim of education in the most efficient manner
- School manager ensures that members of staff and the pupils work diligently towards the achievement of instructional goals
- School manager makes sure that punctuality is observed in the school

Sarason (1982) has noted that administrative leadership centres on house keeping matters and maintaining order.

Examples of Administrative Leadership

- School manager is more concerned about his/ her paper work
- School manager spends more time out of the school
- School manager is not concerned about the punctuality of members of staff
- School manager is more interested in attending workshops where allowances are assured
- School manager does not express empathy for members of staff that have problems
- School manager is not concerned about poor academic achievement of pupils
- School manager works in isolation towards achieving the vision of the school
- School manager never consults members of staff over major changes in the school

The pressures of the day to day responsibilities forces most school managers to focus on pressing matters rather than following their own premeditated agenda. This is better noted by House and Lapan (1978:145) quoted by Fullan (1996:146).

The principal has no set of priorities except to keep small problems from becoming big ones. His is a continuous task of crisis management. He responds to emergencies daily. He is always on call. All problems are seen as important. This global response to any and all concerns means he never has the time, energy, or inclination to develop or carry out a set of premeditated plans of his own. Containment of all problems is his theme. The principal cannot be a change agent or leader under these conditions.

These dynamics in educational administration prompted Fullan (1996) to classify instructional leaders as effective, while administrative leaders were referred to as typical leaders (ineffective leaders). Effective principals act as instructional leaders, whereas leadership provided by typical principals is largely administrative. The primary goal of these principals is to run organisations smoothly with emphasis on keeping activities in the school manageable.

School managers are constantly plagued with the choice to keep things neat and tidy in the school or to focus on instructional objectives. Nevertheless, recent studies have indicated that the instructional leadership role of the school manager and the effectiveness of a school are directly related to each other. This implies that the efficacy of education in a school is the product of the leadership role of the school manager.

Fullan (1996) observed that, effective principals “showed an active interest by spending time talking with teachers, planning, helping teachers get together, and being knowledgeable about

what was happening. They all figured out ways of reducing the amount of time spent on routine administrative matters.” According to Edgeron & Kritsonis (2006) an essential feature to keep in mind is the fact that principals are instructional leaders of their campuses. This is a quality that all effective schools possess.

2.3 School Based Interpersonal Relationships

It is important to note that the school manager does not work in isolation in a school. The kind of interpersonal relationships that are established between the school manager and others, determines the kind of collaboration that is practised.

This collaboration has varying degrees and facets in any given school and the centrist point of view of the leader is likely to encourage the utilisation of the collective human capital available to a school and ultimately stifle school improvement efforts.

The best way to govern a school is by involving the teachers and parents in decision making. School managers must also pay attention to the concerns of parents, teachers, pupils and other members of the community when making administrative decisions. Their decisions should benefit the school, and also help the school to accomplish its instructional objectives. Kumuyi (2006:20) says,

the running of any organisation involves making decisions. While inputs come from members, it is the leader who sets the stage, garners the inputs and decides what holds and goes. Decision making is the most crucial aspect of leadership. If decisions are wrong, the organisation is heading for a storm.

In addition, the most satisfying schools must have a favourable climate for learning. This includes parents' interest in, and knowledge of, the schools and positive relationships between school managers and teachers and between teachers and students.

Interpersonal relationships seem to affect the level of communication, teacher involvement in school governance as well as teacher involvement in the formulation of school policies. Good communication has been cited by Edwards (1997) as a critical ingredient of effective schools as well as a constant flow of information between administrators, teachers, students and parents.

According to Johnson et al (1996), there must be fairness in leadership and fairness in decision making to create a healthy environment that promotes sound mental health among teachers and learners. Therefore, good administrators are viewed by Edwards (1997) as those who strive to protect teachers and students from interruptions during instructional time, supply necessary materials, create opportunities for faculty development, encourage new ideas, involve teachers in the formulation of policies, and provide aid to assist with routine work.

Furthermore, the interpersonal interaction between the school manager and teachers seem to be the fundamental ground upon which other relationships stem from. Fullan (1996) in quoting Barth (1990:19) says,

If the teacher- principal relationship can be characterised as helpful, supportive, trusting, revealing of craft knowledge, so too will others. To the extent that the teacher- principal interactions are suspicious, guarded, distant, adversarial, acrimonious or judgmental, we are likely to see these traits pervade the school. The relationship between teacher and principal seems to have an

extraordinary amplifying effect. It models what *all* relationships will be.

Fullan (1996) also considered the kind of interaction that exists between teachers and how it helps them to achieve desired change in the school. His findings show that many teachers consider interaction with colleagues on improvements essential and also appreciate direct support from principals. This suggests that they cherish the fruit of team work and collaboration.

Schools that exhibit such trends are termed as collaboratively led schools. Such schools experience more interventions and multiple target interventions, more action in consulting with teachers, more direction by the school manager, more action taken by the teachers, and more focus on students and learning. This is also supported by Edgerson & Kritsonis (2006) who have argued that with improved relationships things get better. If they remain the same or get worse, the other sectors of the organisation lose focus.

2.4 Factors that Affect Teaching

The success of teaching in a school seems to be a fundamental responsibility of the school manager. Through the utilisation of all its human and material resources the principal helps the school to achieve a high level of performance. Moreover, the school manager must have a clear understanding of his/ her subordinates so as to satisfy their individual work needs. The individual work needs among the teachers of science includes a wide range of laboratory equipment and facilities, chemicals and text books.

The availability of the equipment has been cited as one of the factors that affects teaching. Mbiti (1984, 113) says, "Equipment and supplies for any one school should be adequate and available on time. Teachers cannot be expected to teach well, no matter how qualified they

are, without supplies.” The equipment must not only be available on time but it must not be outdated. Therefore, the school manager must ensure that none of his/ her classes suffers as a result of using outdated equipment.

We must also note that science teaching is greatly influenced by the availability of science equipment and supplies. This implies that for a school to produce “well baked” pupils there is need to have adequate resources. The laboratory supplies and equipment seem to be some of the ingredients that make a science programme worthwhile.

Moreover, effective leadership exists when the school manager ensures that resources are available to provide adequate support to teachers, sufficient learning materials, and an adequate and well maintained learning facility. This clearly underscores the need for school managers to be more involved in the instructional objectives of the school.

In addition, “collegial collaboration, ... a central strategy of the Effective Schools model, ... shows that unusually effective schools are marked by productive communication and joint work among staff members” (<http://www.ed.gov/pubs/Reform/pt2d.html>). This suggests that the arrangement of physical space and free time affects the working patterns of teachers. Therefore, principals can affect the working patterns of teachers by arranging physical space and free time to encourage norms of collegiality and experimentation.

The school manager not only seeks means and ways of establishing collaboration and team work with the teachers but also looks at their objectives. Leithwood & Montgomery (1982:323) state,

objectives of the teachers’ entire program are reported to be of interest to both

effective and typical principals. Effective principals, however, are concerned with the establishment of clear priorities and emphases among objectives to serve as a focus for instruction. In contrast, typical principals devote little time to this matter, permit school objectives to be vague, and may become involved with such goals only in response to teacher' curriculum plans in order to modify them.

The school manager must also involve the teachers in decision making if the academic goals of the school are going to be achieved. This is important in the sense that, giving teachers a role in decision making helps the principal to empower and train them. This in turn, makes educators feel accountable for what they do at school and also enhances their satisfaction.

This empowerment enables the school manager to influence the teachers to achieve their instructional objectives. The empowerment of subordinates involves the sharing of influence with effective leaders and spreading of authority down the hierarchical lines. This also underscores the importance of establishing a shared vision and goals. The vision of the school manager if shared and well understood could motivate members of staff. Kumuyi (2006:20) states,

without vision, development isn't possible. For example, the people may be dissatisfied with the status quo and begin to press for novelties to turn the tide; but it takes a leader to conceive, characterise and crystallise the change so desired and then construct the mechanism for its realization.

Therefore, collaboration and team work between the school managers and teachers can be categorically stated as some of the factors that are needed to effectively run a school. They also seem to affect the way teachers focus their role in the classroom.

This team work must not only be established with the school manager but also among the teachers. They must share ideas and also ask each other for advice and help. Such an environment is naturally established in the staff room where such interactions occur. This discourages teachers from working as 'lone rangers' and helps them to work as a team. This helps to reduce problems that surround teaching as well as establishing teacher consensus and oneness.

In addition, as cited by Edgerson & Kritsonis (2006) the most successful teachers are those who are inspired by the beautiful relationships developed with their principals, which motivate them to do their very best. These relationships make the teachers project their image of teaching and this inevitably makes them feel good about their role. As teachers begin to feel better about themselves and their collective mission, as a result of significant interactions with their principals, they become more effective in the classroom.

2.5 Academic Performance of High School Pupils in Public Examinations

Pupils are admitted to high schools based on their academic performance in the terminal examination (Junior Secondary School Leaving Examination). On the basis of the performance in this public examination "about 30% of the school candidates proceed into Grade10" (MoE,1996: 50). However, it is surprising to note that the general performance of this cohort of students is far from satisfactory in the grade 12 examination (Zambia School Certificate Examination).It is estimated that less than two- thirds of the candidates obtain a full pass in the School Certificate each year.

A number of reasons have been given for this kind of performance in public examinations. According to MoE (1996: 54)

This distressing picture of poor in-school performance in mathematics and science and subsequent inadequacy in these areas points to deficiencies at school level. The deficiency may be in the facilities, the resources or the teaching. It may be in the balance of the curriculum. It may be in the expectations that pupils set for themselves and that others entertain for them, since these are known to have a major impact on student performance.”

Legotho, Maaga & Sebege (2002) in their studies of causes of poor performance of pupils in grade twelve have noted that the major causes of poor student performance included lack of resources, lack of discipline and poor morale, problems concerning the implementation of policies, and inadequate parental involvement.

The lack of sufficient resources seems to be a factor that is considered to have a profound impact on the academic achievement of pupils in Grade 12. Students should not just be told about science but must practice science- gathering facts, generalising, speculating, checking, and criticising. These are necessary if they are to fully understand what science is and profit from their instruction. This attests to the fact that pupils who only encounter science that is presented in text books think that the subject is dull. This may also hinder them from developing skills that could help them to appreciate science in their every day lives.

Another problem that has been cited to be the cause of poor academic performance in Grade 12 is a poor culture of learning, which is caused by poor educator and learner motivation. It must be noted from Masitsa (2005) that when high academic standards are maintained, the educators and learners develop a work ethic whereas the contrary leads to laxity and complacency.

Moreover, staff stability ensures that there is room for building a school personality. Therefore, an effective school must have a stable staff. A school that is characterised by a continuous change of teachers has no way of creating good interpersonal ties between teachers and pupils as well as teachers and school managers. A school that is characterised by stability in staffing will develop mutual standard in terms of the academic achievement that will reflect the personality of the school.

Fullan (1996) stated how the interaction between teachers and students can affect their commitment in positive or negative ways. The commitment of teachers can be influenced by the feed back they get from pupils. Some teachers are highly motivated by the good academic performance exhibited by the pupils. However, some frustrated teachers place the blame on other factors such as pupils' family background, lack of firm leadership both at the school and district levels. When pupils are accorded respect, patience and care by their teachers in explaining and re-explaining a subject, they tend to exhibit good academic performance.

Another factor that is critical is the motivation of the pupils. It has been noted by Fullan (1996) that students who are not interested in going to college or university impatiently wait for the day that they will leave school and make money. This points to the fact that they are not interested in the curriculum, and therefore, they regard school as a place merely for social interaction with friends.

Moreover, the teacher is regarded as the source of inspiration according to the material that he/she presents to the class. Farrant (1991:114,115) says,

the teacher must play a part in selecting the material from which the child will learn. He can make the classroom a place rich in challenging and worthwhile experiences and, by selecting his material carefully, can save both himself and his pupils' time and effort. He can make the environment

of the classroom educational as well as his lessons. This double approach is most worthwhile.

This argument seems to suggest that there are some teachers' classroom practices that tend to affect the academic performance of the pupils.

Nevertheless, there are also some personal problems that seem to affect the availability and performance of teachers in the classroom. Some of these factors are sickness and conditions of service. In such moments the school manager should demonstrate empathy. The failure to demonstrate this attribute sometimes breeds de-motivation among the teachers. The school manager in such moments should not merely show his/ her concern but should seek some means of alleviating the problem.

Most literature in educational administration focuses on the role of the school manager in providing school leadership. However, the literature cited has tried to shed light on the importance of school manager and teacher relationships rather than leadership styles or behaviours in isolation.

CHAPTER 3:

METHODOLOGY

3.1 Research Design

The research incorporated both the quantitative and qualitative aspects. These were combined to provide a quantitative and descriptive analysis. On the qualitative side, a thematic approach was used in the presentation of evidence, and this was supported by quantitative aspects for mutual confirmation.

3.2 Target Population

The population of the study comprised eight (8) high school managers and eighty (80) teachers of Science in (8) high schools of Lusaka urban.

3.3 Study Sample

The sample comprised four (4) high schools. These were selected from the eight (8) government (G. R. Z.) run high schools in Lusaka urban. Therefore, four (4) high school managers [three (3) males and one (1) female] and forty (40) teachers of Science were sampled.

3.4 Sampling Procedure

The teachers were randomly selected by their heads of department in schools A, B and C, while in school D they were randomly selected by the assistant school manager. Of these, [21] 65.6% were males, while [11] 34.4% were females. The teachers selected indicated the major subjects they taught as follows: [9] 30.0% Biology, [12] 40.0% Chemistry [7] 23.3% Physics and [2] 6.7% Agriculture Science, while two (2) did not indicate the major subject they taught.

3.5 Research Instruments

Self administered questionnaires and interview guides were used to obtain data. Questionnaires containing both structured and unstructured items were used for the quantitative aspect while interview guides were employed for the descriptive component of the study. In addition, an informal discussion list was used to gather more information for analysis.

3.6 Objectivity, Reliability and Validity

The issues of objectivity, reliability and validity were addressed to make the study authentic. Objectivity was observed by allowing interviewees and respondents of questionnaires to express their views without distortion and subjectivity. In the case of interviews, for example, they were done on a one to one basis to ensure objectivity and confidentiality. Therefore, the phenomenon that was being studied was allowed to speak for itself.

The responses were reliable as the questionnaires were not doctored by the schools managers and the respondents were not required to give their identity to the researcher. Consistency was displayed among the responses to the self-administered questionnaires and interviews though they were not similar. Validity was insured by interview questions as well as those that were found in the questionnaire asking what they were intended to ask. The questions asked were closely linked to the aim of the study.

3.7 Data Collection

A semi-structured interview guide was administered to the school managers and to one selected teacher in each school. In school A the interviews with the school manager and teacher were recorded on a tape recorder and transcribed after the interview, while in schools B, C and D, notes were recorded during the interviews. It was only in school C where the

recording of the interview with the teacher was not successful, that notes had to be written after the interview.

In addition, self-administered questionnaires were used to solicit responses from the other teachers in the science department. The questionnaires were distributed to the teachers by the head of department in schools A, B and C, while in school D they were distributed by the assistant school manager. They were collected after they were completed by the teachers. Therefore, respondents were given enough time to express their views in writing.

3.8 Problems Encountered

The researcher experienced some problems during data collection. Sometimes she had to wait for long hours before she could be attended to. At other times, appointments with some interviewees had to be postponed due to their busy schedules. Some teachers did not fill in the questionnaires because they claimed to have been busy preparing for mock exams, while some members of staff were unwilling to cooperate fully with the researcher despite the fact that the school manager had granted permission to carry out the research. Some respondents did not respond to some of the questionnaire items.

3.9 Data Analysis

Data analysis was done by using both qualitative and quantitative techniques. The data that was gathered from the interviews was used in the qualitative technique to establish emerging themes and patterns, as well as categories of themes. The quantitative technique involved the use of the Microsoft Excel software to summarise responses for analysis. All the data obtained through the interviews and the questionnaires was analysed. In particular, notes recorded from the interviews were summarised to come up with emerging themes and patterns. Responses from the questionnaires were coded and summarised into frequency tables, which were used to generate charts by use of the Microsoft Excel software.

CHAPTER 4:

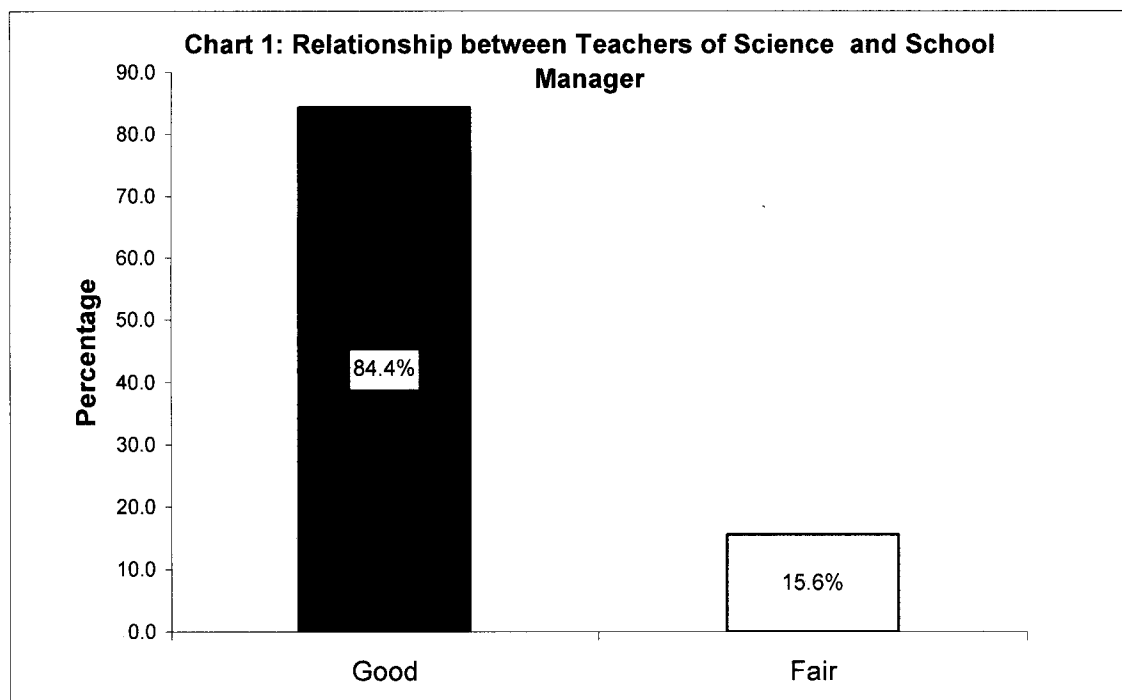
PRESENTATION OF RESEARCH FINDINGS

Findings of the study are summarised and presented in two parts; *firstly* the overall findings on each research question as obtained from the self-administered questionnaires and *secondly*, the interview responses.

4.1. Overall Findings from the Questionnaire

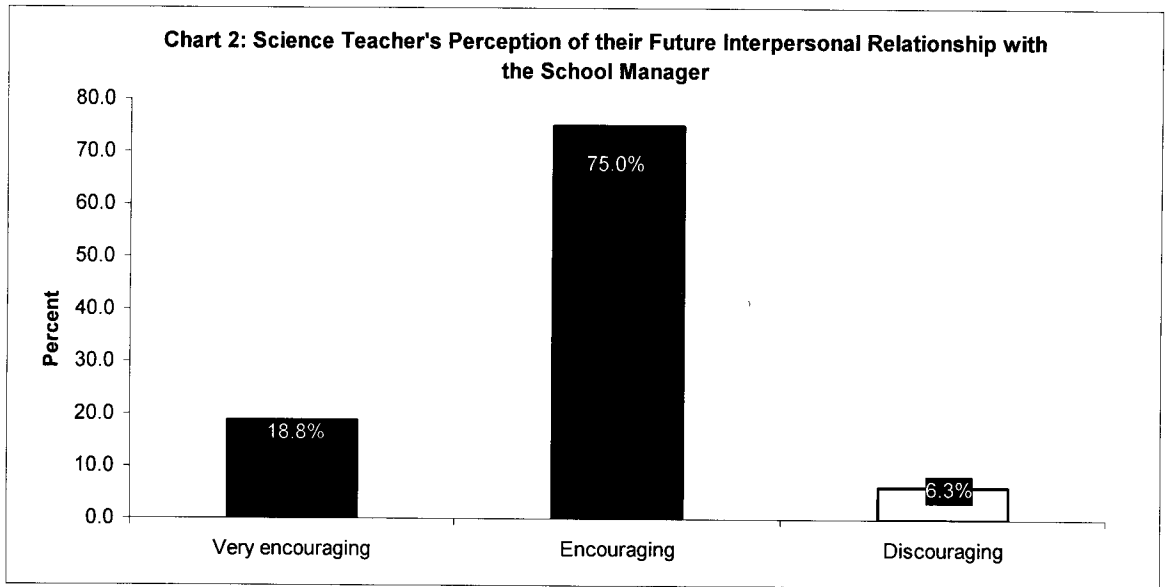
Research Question 1

Summary of responses of science teachers on their relationship with school managers.



Source: Annex 1 Qn.11

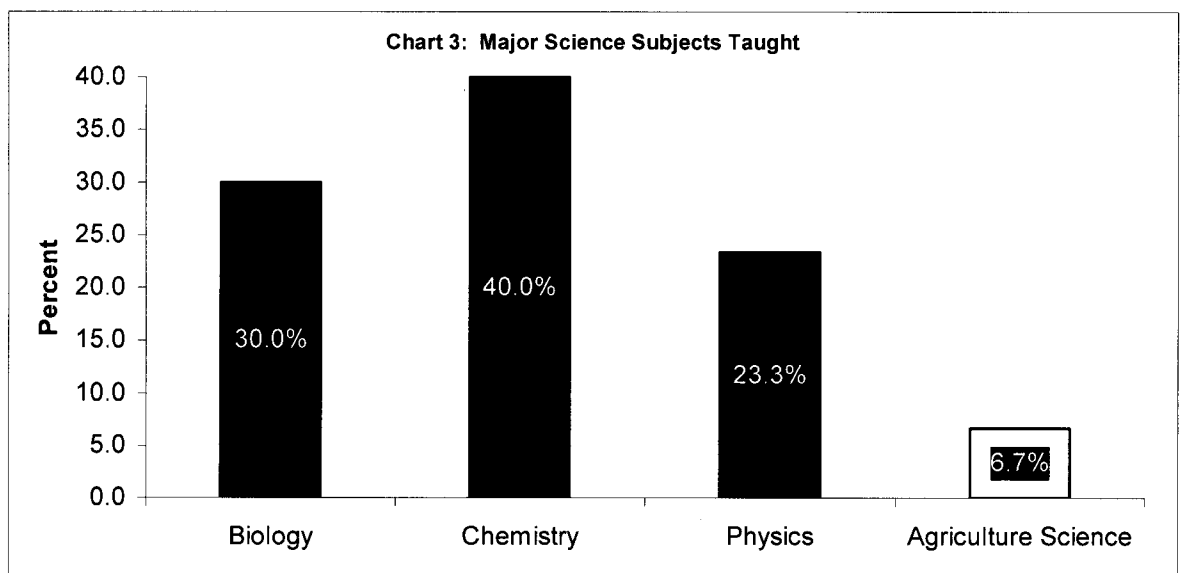
Overall results show that out of the 32 science teachers who responded; 84.4% [27] had a good relationship with the school managers in their schools while 15.6% [5] had a fair relationship. None [0] of the respondents indicated that they had a poor relationship with their school manager (See Chart 1 & Annex 1Qn.11).



Source: Annex 1 Qn.14

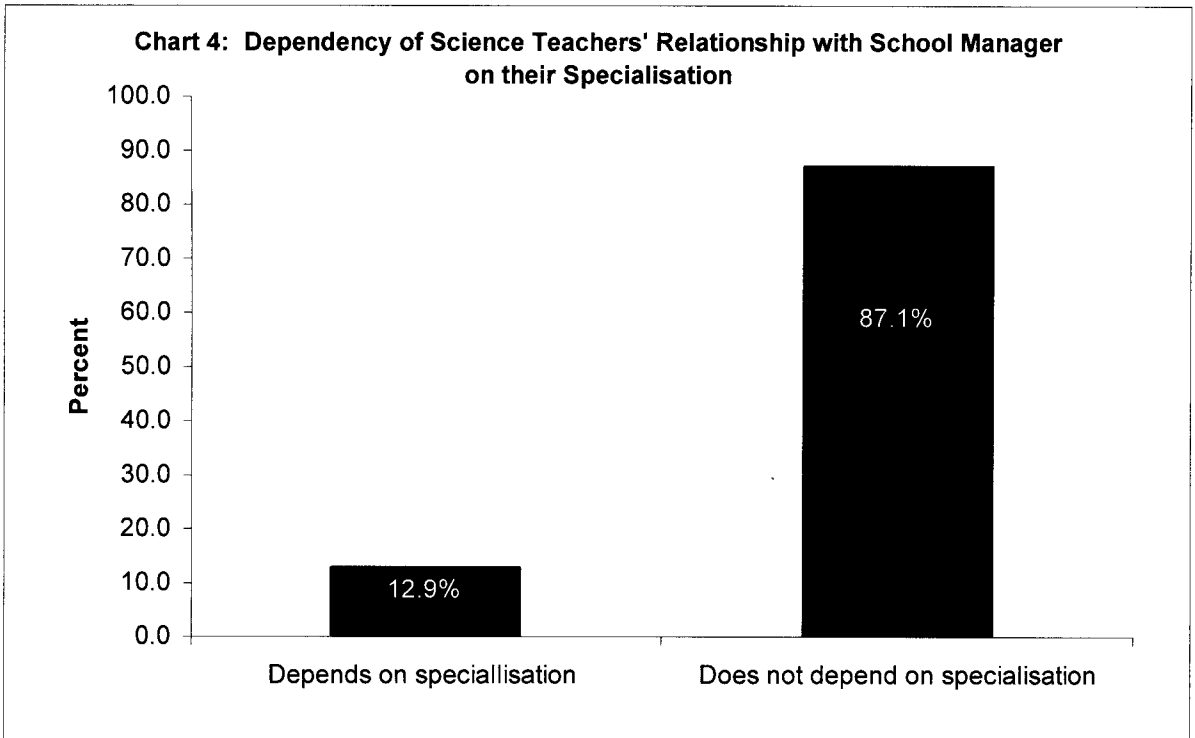
With regard to the teachers' perception of their future interpersonal relationship with their school managers, out of the [32] who responded; 75% [24] perceived an encouraging future interpersonal relationship, while 18.8% [6] indicated that their future interpersonal relationship with their school managers was very encouraging, and only 6.3% [2] said that the future interpersonal relationships with their school managers looked discouraging (*See Chart 2 & Annex 1 Qn.14*).

Summary of the major science subjects that the teachers taught in their schools.



Source: Annex 1 Qn.3

In terms of the major science subjects taught, in the schools, it is interesting to note that out of the [30] who responded to this question, 40% [12] taught Chemistry, 30% [9] taught Biology, while 23% [7] taught Physics and 6.7% [2] taught Agriculture science (See Chart 3 & Annex 1 Qn.3).

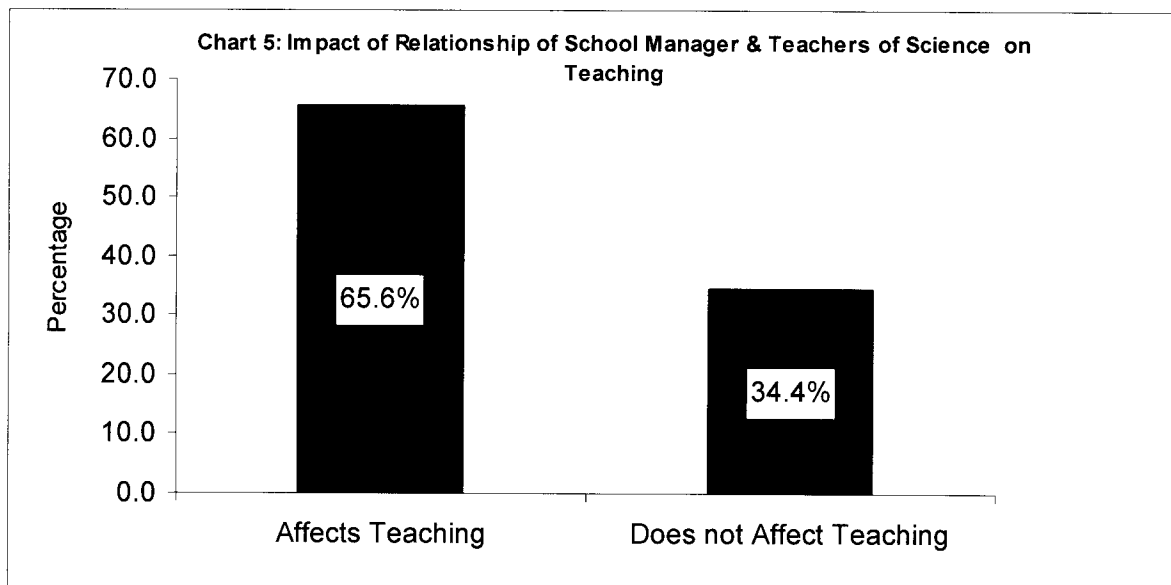


Source: Annex 1 Qn.16

Even though some teachers indicated that their relationship with their school manager affected teaching, from the [31] who responded to this question; 87.1% [27] stated that their relationship with the school manager did not depend on the teachers' specialisation. Only, 12.9% [4] said that the relationship with the school manager was affected by the teachers' specialisation (See Chart 4 & Annex1 Qn.16).

Research Question 2

Summary of the effect that the relationship between the school manager and science teachers had on teaching.

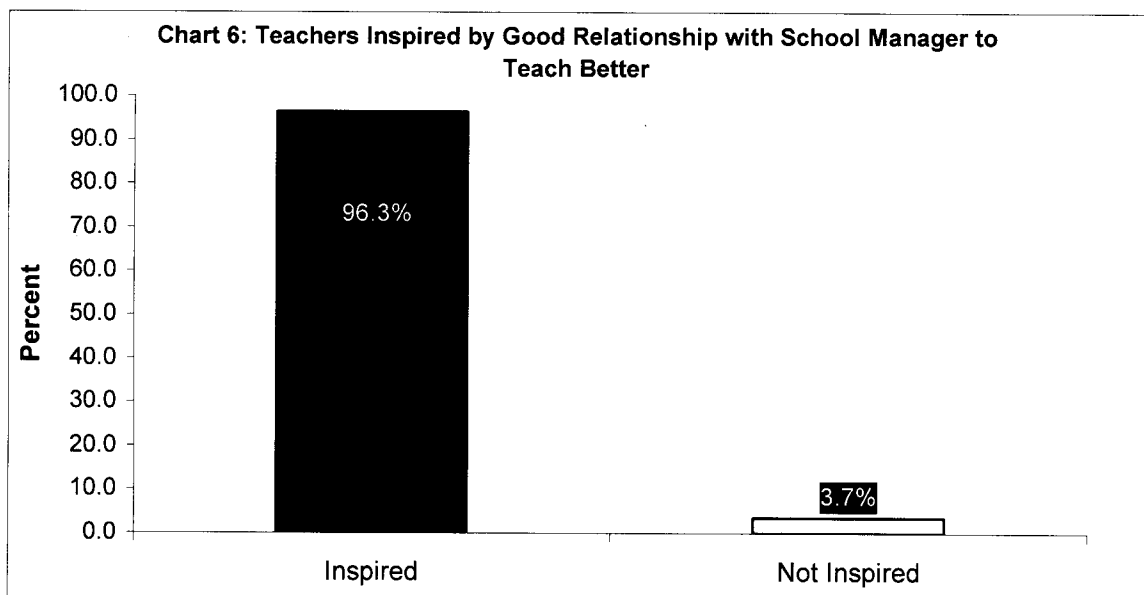


Source: Annex 1 Qn.15

As regards the impact of the relationship between school manager and teachers on teaching, from the 32 teachers of science who responded; 65.6% [21] of the teachers stated that their relationship with the school manager affected teaching, while 34.4% [11] said their relationship with the school manager did not affect teaching (*See Chart 5 & Annex 1 Qn.15*).

Research Question 3

Summary of how the teachers were inspired by the good relationship with their school managers to teach better.

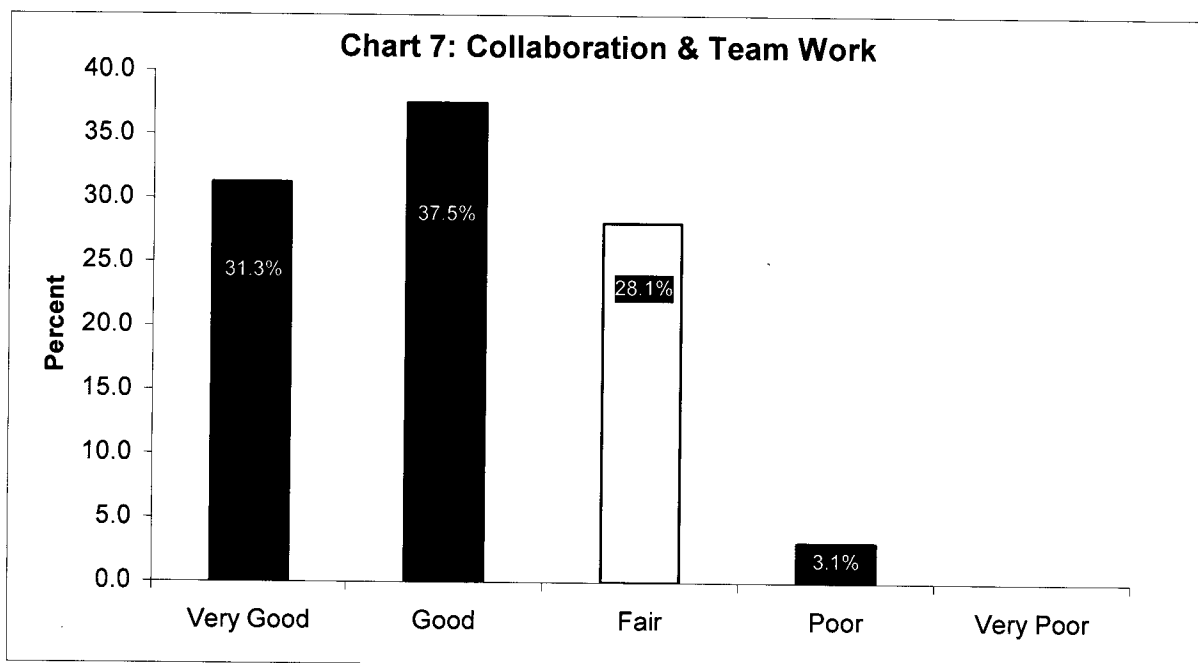


Source: Annex 1 Qn.12

With regard to whether the relationship between the school manager and teachers inspired them to teach better or not, out of the 27 teachers of science who enjoyed a good relationship with their school manager; 96.3% [26] indicated that they were inspired to teach better and only 3.7% [1] said they were not inspired (See Chart 6 & Annex 1 Qn.12).

Research Question 4

Summary of the kind of collaboration and team work that existed between the teachers of science and the school managers.

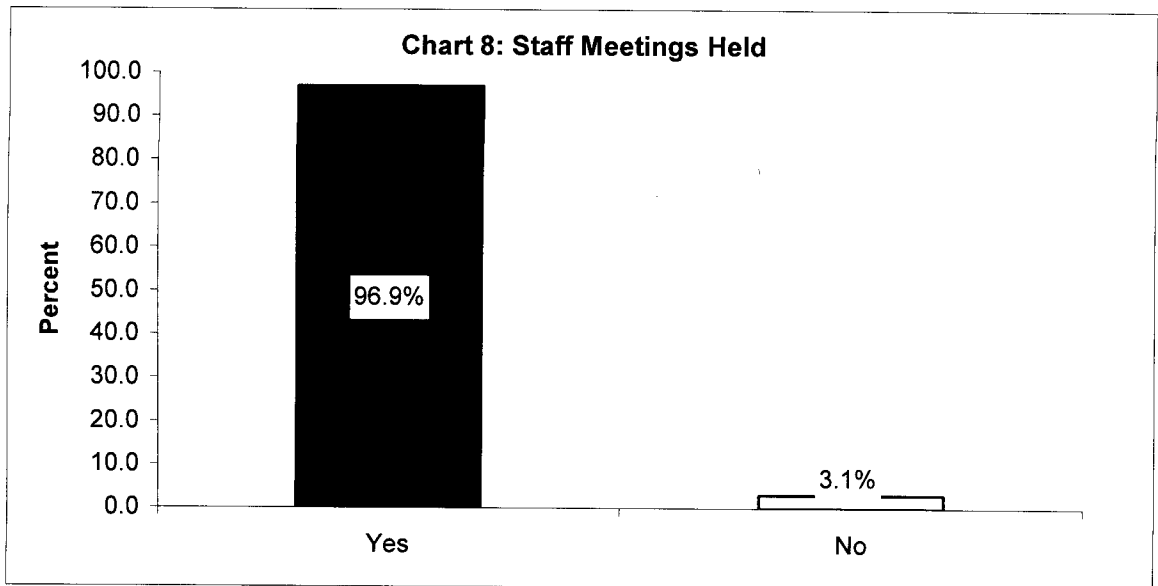


Source: Annex 1 Qn.13

The findings of the study show that of the [32] teachers of science who responded; 37.5% [12] had good collaboration and team work with their school managers and 31.3% [10] of the respondents enjoyed very good collaboration and team work, while 28.1% [9] indicated that they had fair collaboration and team work. Only 3.1% [1] had poor collaboration and team work with their school managers. None [0] of the respondents indicated that they had a very poor collaboration and teamwork with their school manager (See Chart 7 & Annex 1 Qn.13).

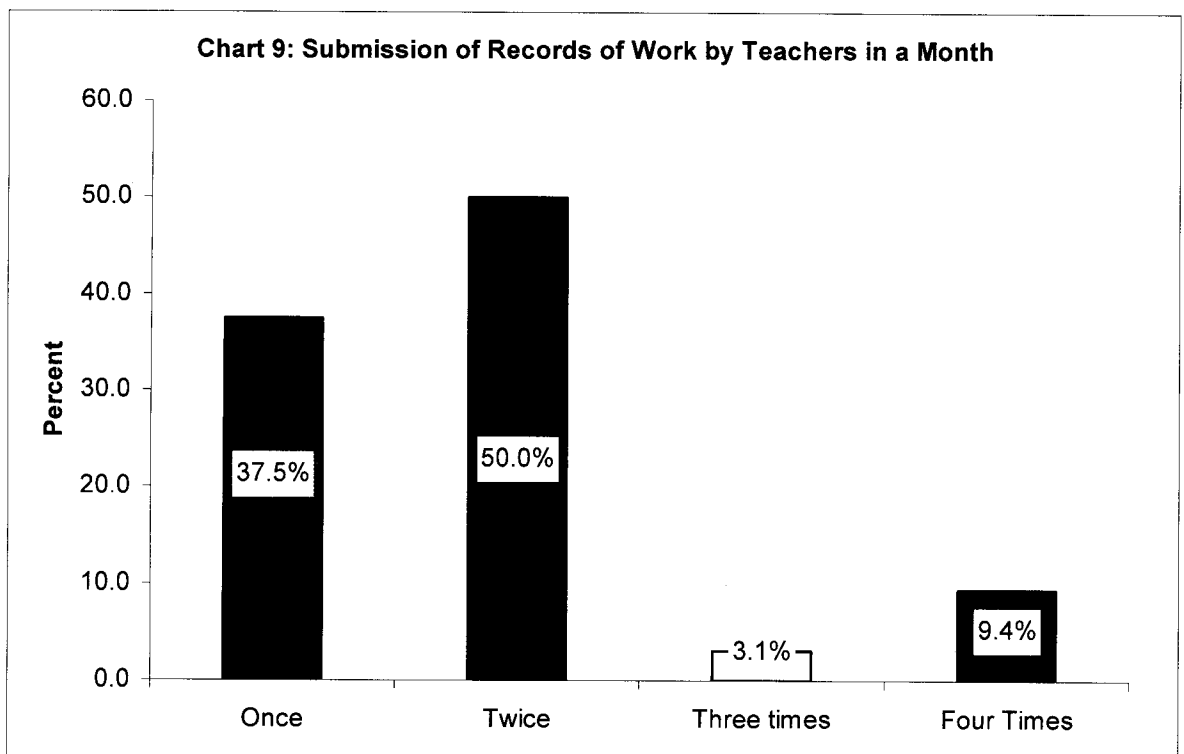
Research Question 5

Summary of teachers' responses whether staff meetings were held in the schools.



Source: Annex 1 Qn.6

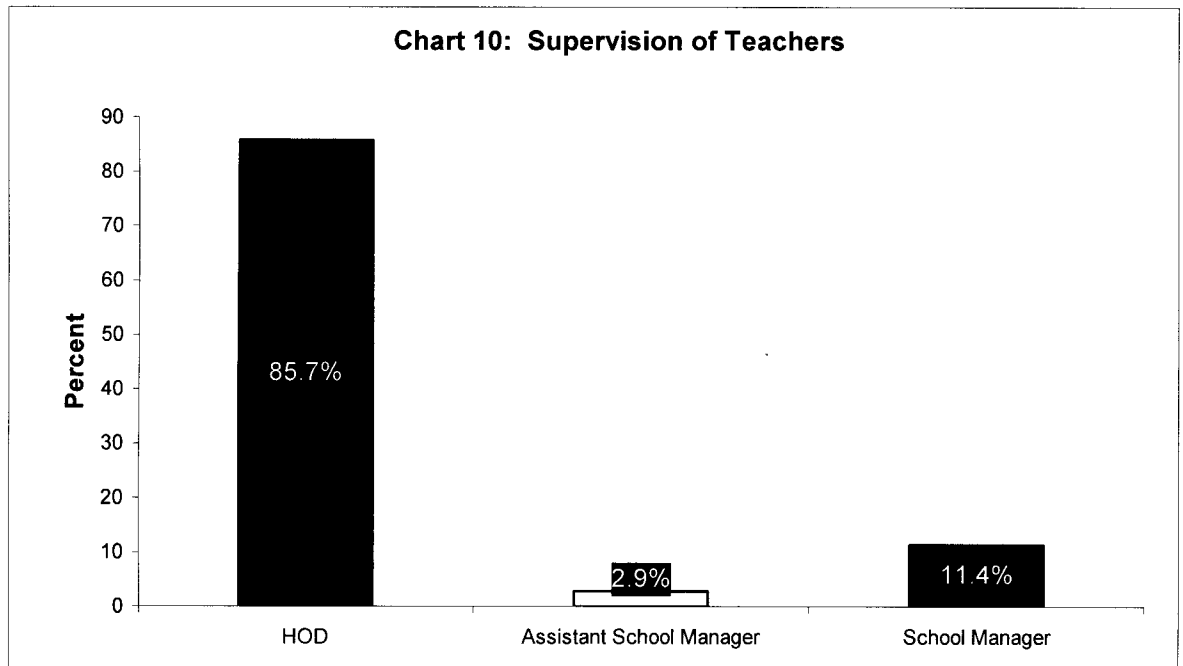
Concerning the holding of staff meetings, of the [32] who responded, 96.9% [31] said staff meetings were held, while only 3.1% [1] indicated that staff meetings were not held (*See Chart 8 & Annex 1 Qn.6*).



Source: Annex 1 Qn.8

In as far as submission of records of work in a month is concerned, out of the 32 teachers of science who responded; 50.0% [16] indicated that they submitted the records of work twice in a month, 37.5% [12] once in a month, 9.4% [3] Four times a month and 3.1% [1] three times a month (See Chart 9 & Annex 1 Qn.8).

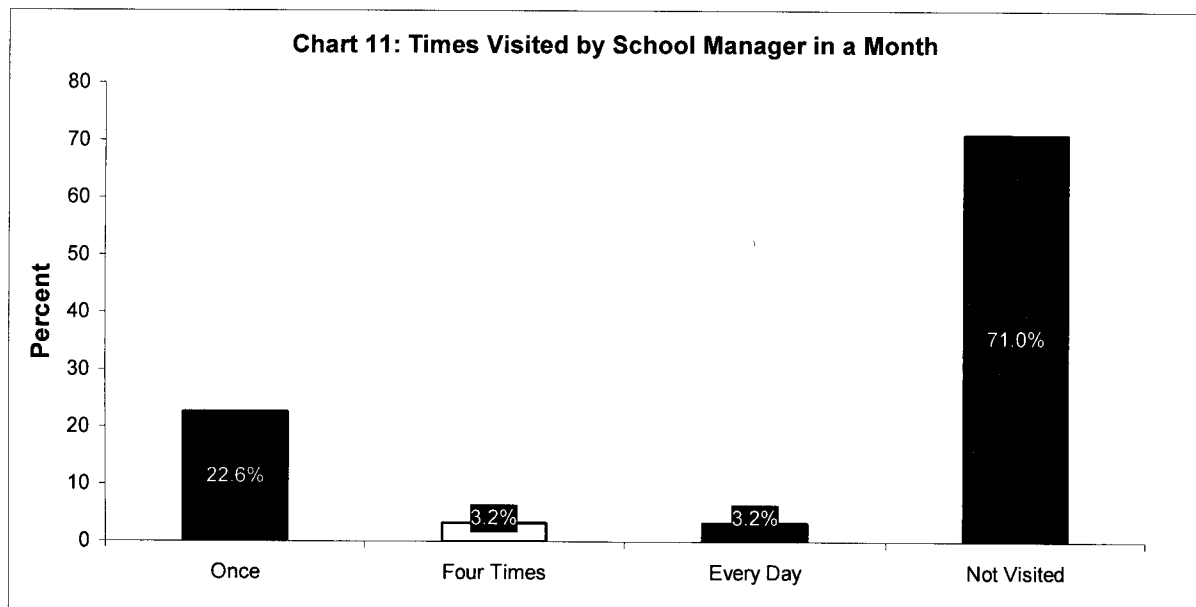
Summary of who was responsible for the supervision of the teachers of science.



Source: Annex 1 Qn.7

In terms of supervision of the teachers of science, from the 32 who responded; 85% of the teachers said that they were supervised by the head of department, while 11.4% indicated that they were supervised by the school manager and only 2.9% said they were supervised by the assistant school manager (See Chart 10 & Annex 1 Qn.7).

Summary of the number of times that the school manager visited classroom sessions in a month.



Source: Annex 1 Qn.5

Though most of the teachers indicated that they enjoyed a good relationship with their school managers, out of the 32 who responded; 71.0% [22] of the teachers said they were not visited by the school manager in a month, while 22.6% [7] said they were visited once, and 3.2% [1] said they were visited four times and every day (See Chart 11 & Annex 1 Qn.5).

4.2 Interview Responses

4.2.1 School manager's perception of their relationship with science teachers

Asked how their relationship with the teachers of science was, the school managers from all sampled schools said they had good relationship with the science teachers and that they enjoyed good collaboration and team work. According to them, this inspired these teachers to teach better.

4.2.2 School Managers' Rating of the Performance of Teachers of Science

School managers were asked how they rated the performance of the teachers of science. They all rated the performance of the teachers as 'good'. In addition, the school managers attributed the good teacher performance to exposure, experience, interest, good pupil-teacher relationship, continuing professional development, discipline, commitment, hard work, knowledge of one's job, preparation of lessons, confidence, organisation in teaching and seriousness.

However, they highlighted some factors which they felt could contribute to poor teacher performance. These included: lack of interest, isolation, laziness of pupils, individual pupil problems, lack of adequate preparation, lack of organisation, not giving guidance to the pupils, lack of understanding of one's role as a teacher, and lack of labs and apparatus.

4.2.3 School Managers' Rating of the Performance of Pupils in Science

As regards the performance of the pupils in science, some school managers rated them good, some bad, while others said it had been going down. They attributed good pupil achievement to hard work, good pupil-teacher relationship, natural brilliance, interest, intellectual background, personal discipline and positive influence of teachers on pupils.

On the other hand, they attributed poor pupil achievement to: laziness, not inquiring from the teacher, individual pupil problems, pupils not working hard, lack of facilities, poor economic background, lack of parental guidance, perceiving school work as a pass-time activity and peer pressure.

CHAPTER 5: DISCUSSION OF FINDINGS

Discussion of Findings

In this chapter the findings of the study presented in Chapter 4 were analysed on the basis of the research questions.

According to Chart 1, the study revealed that 84.4% [27] of teachers of Science had a good relationship with their school manager, while 15.6% [5] had a fair relationship but none of them indicated that they had a poor relationship with their school manager. This shows that a considerably large number of teachers of science enjoyed cordial ties with their school manager and none had a poor relationship. This proves the fact that most school managers in Lusaka have established good collegial interactions with their teachers.

These hopes were further highlighted in Chart 2 where 75% [24] of the respondents indicated that the future interpersonal relationships with the school manager looked encouraging, while 18.8% [6] said that the future interpersonal relationships looked very encouraging, and only 6.3% [2] of them perceived a discouraging future interpersonal relationship with the school manager. The good professional interactions that existed between the school managers and teachers fostered bright hopes of good interpersonal relationships in the future. This means that teachers had bright hopes because they were happy with their present state.

The findings of the study also seemed to suggest that the relationship with the school manager did not depend on a teachers' science specialisation. That can be drawn from Chart 4 where 87.1 % [27] of the respondents indicated that the relationship with the school manager did not depend on a teachers' science specialisation, while 12.9% [4] of the respondents stated that the relationship with the school manager depended on a teachers' science specialisation. It is

evident that the school managers were impartial in their relationships with the teachers. It could also mean that they regarded each science subject as important, and that all sciences were of equal status.

The good relationship with the school manager inspired most of the teachers to teach better, since in Chart 6 96.3% [26] of the teachers of Science who had a good relationship with the school manager, indicated that they were inspired to teach better while only 3.7% [1] said they were not inspired. This underscores the fact that the teachers were inspired by the good relationships with their school managers, which motivated them to do their best.

Further, the findings show that other non-personal de-motivating factors affected the performance of the teachers, since, 78.8% [26] of teachers of science said the equipment in their Science labs were inadequate, and this discouraged the teachers from teaching effectively. These results support the argument by Mbiti (1984) that the availability of the equipment affects teaching. Teachers could not be expected to teach well, no matter how qualified they were, without adequate equipment. It seems the school managers had not addressed this problem in most schools.

In one school a teacher stated that one of the problems teachers of sciences faced with the school manager was:

Not responding promptly to the departments' request for materials needed in the laboratory.

Most of the teachers of science who completed the questionnaire stated that the equipment in the science laboratories was inadequate.

One respondent stated that what had contributed to this situation was:

Inadequate funding to the school by the government leading to non-replacement of old and broken equipment.

In a particular school the school manager said:

The school has no laboratories, we only have a mini-laboratory and apparatus is being bought every year mainly for exams.

These findings seem to suggest that most high school science laboratories are not adequately equipped and that most teachers tend to depend on improvisation to conduct their lessons.

According to Chart 6, 96.3% [26] of the teachers who said that they had a good relationship with the school manager stated that they were inspired to teach better and only 3.7% [1] said that they were not inspired. This clearly showed the effect of a good relationship between the teacher and the school manager. It could also mean that teachers' bad relationship with the school manager would discourage them from teaching better. This evidence suggests that the most successful teachers were those who were affected by the good relationships with their school managers.

This is also supported by Edgerson & Kritsonis (2006) who said the most successful teachers were those who were inspired by the beautiful relationships developed with their principals, which motivated them to do their very best. These relationships made the teachers project their image of teaching and this inevitably made them feel good about their role.

One teacher stated that:

If science teachers do not have a good relationship with the head they will be discouraged because they will consider the head an enemy and when encouraged to work hard they would think he's mistreating them.

In addition, the good relationship that the school managers enjoyed with their teachers was confirmed by the fact that the school managers who were interviewed rated their relationship with the teachers of science as either very good or good. The school managers also attested to the fact that they received co-operation for the decisions or changes that they made in the Science department.

The findings also suggest that most school managers and teachers of science enjoyed good collaboration and team work. This is clearly demonstrated by Chart 7 where 37.5% [12] of the respondents said they had good collaboration and team work with the school manager, 31.3% [10] indicated that they had very good collaboration and team work, while 28.1% [9] said they had a fair collaboration and team work, and only 3.1% [1] had a poor collaboration and team work with their school managers.

In fact "creating a collaborative environment has been described as the 'single most important factor' for successful school improvement initiatives" (http://www.mdk12.org/process/leading/p_indicators.html). This suggests that the school managers collaborated with the teachers in the school improvement process.

The study further revealed that most school managers in Lusaka urban had relatively little experience as school managers, since all the school managers that were interviewed indicated that they had been school managers for less than 4(four) years. Therefore, this good

relationship, and good or better collaboration and team work that most teachers and school managers had been enjoying might brighten further their future interpersonal relationship.

Magagula (1994) in his study of Head Teachers' Perceptions of Power Bases also found that,

“the majority of the 59 high school head teachers were relatively inexperienced as heads of schools, judging by the range of the number of years as heads. In fact, slightly above half (51%) of them had been heads of high schools for less than 7 years.”

Even though most of the teachers enjoyed a good relationship with the school manager, the study revealed that school managers rarely visited the classes. This can be drawn from the fact that 71% [22] of the respondents indicated that the classes were not visited by the school manager, while 22.6% [7] said that they were visited once per month. Only 3.2% [1] said that they were visited every day and 3.2 [1] said they were visited four times in a month (*See Chart 11*).

It is clear that Science departments were loosely controlled by the central administration in all the schools. The teachers of science were frequently supervised by the head of department, since 85.7 % [30] of the respondents said that they were supervised by the head of department (See chart 10). In addition, the method that was used to supervise the teachers of Science was the submission of records of work. That was conclusively seen from the fact that none of the respondents indicated that they did not submit records of work (*See Annex I*). Moreover, 96.9% [31] of the respondents indicated that staff meetings were held in their schools (*See Chart 8*).

This shows that school managers used a variety of tools to organise and analyse data and also suggests that school managers used regularly scheduled time with the members of staff (for

example, staff meetings) to monitor, communicate and direct the activities of the teachers. This could also mean that the school managers were not authoritarians and did not manage their schools by directives.

CHAPTER 6: CONCLUSION, RECOMMENDATIONS & SUGGESTION FOR FUTURE RESEARCH

6.1 Conclusion

Overall the study shows that most of the teachers of science in the sampled schools enjoyed a good relationship with their school managers and that encouraged them to teach better. This can be deduced from the fact that 84.4% [27] of the respondents indicated that they had a good relationship with the school manager, and 96.3% [26] of them were inspired to teach better (*See Charts 1 & 7*).

In addition, most teachers perceived that the future interpersonal relationships with the school manager looked encouraging. This was suggested by Chart 2 where 75% [24] of the respondents indicated that the future interpersonal relationships with the school manager looked encouraging, while 18.8% [6] said that the future interpersonal relationships looked very encouraging.

With regard to collaboration and team work; most school managers and teachers of science enjoyed good collaboration and team work. This was supported by the findings where 37.5% [12] indicated that they had had good collaboration and team work with the school manager, 31.3% [10] of the respondents indicated very good collaboration and team work, while 28.1% [9] indicated a fair collaboration and team work, and only 3.1% [1] had poor collaboration and team work with their school managers.

However, other non-interpersonal de-motivating factors were cited, such as deplorable state of science laboratories.

6.2 Recommendations

The findings of the study seemed to highlight some issues that could be considered to improve high school education; these have been considered as recommendations for the study.

6.2.1 It is therefore important for School managers to continue to maintain and foster cordial and professional interpersonal relationships with teachers to enhance the academic performance of pupils in high schools.

6.2.2 Appropriate and objective measures must equally be put in place to monitor and correct school managers that have a tendency of frustrating teachers.

6.2.3 Above all, the directorate of standards and curriculum under MoE must address other non-interpersonal de-motivating factors by, for example, ensuring that high school laboratories are adequately stocked with supplies and equipment.

6.3 Suggestion for future Research

Since this study focused on urban high schools future research could consider high schools in rural settings. They could also consider the relationship between the school manager and other subject specialisations since the study considered the Science department.

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<http://www.tcrecord.org/content.asp?contentid=11382>

www.makingstandardswork.com.

ANNEX 1: RESULTS TABLE

Qn	Item	Options	Response/School [Frequency (f)]				TOTAL	(%)
			A	B	C	D		
1	Sex	Male	5	6	7	3	21	65.6
		Female	5	1	4	1	11	34.4
2	Age	20-29	5	2	4	1	12	37.5
		30-39	4	5	5	3	17	53.1
		40-49	1	0	2	0	3	9.4
3	Major Subject Taught	Biology	2	1	5	1	9	30.0
		Chemistry	5	3	2	2	12	40.0
		Physics	1	3	3	0	7	23.3
		Agriculture Science	0	0	1	1	2	6.7
4	Minor Subject Taught	Biology	1	0	1	2	4	16.0
		Chemistry	3	0	6	0	9	36.0
		Physics	5	3	1	2	11	44.0
		Agriculture Science	0	0	1	0	1	4.0
5	Times Visited by School Manager in a Month	Four Times	0	1	0	0	1	3.2
		Once	4	0	1	2	7	22.6
		Every Day	0	1	0	0	1	3.2
		Not Visited	6	5	9	2	22	71.0
						25	100.0	
						31	100.0	

Qn	Items	Options	Response/School [Frequency (f)]					TOTAL	(%)
			A	B	C	D			
6	Staff Meetings held	Yes	9	7	11	4	31	96.9	
		No	1	0	0	0	1	3.1	
							32	100.0	
7	Teachers of Science are supervised by	Head of Department	9	7	11	3	30	85.7	
		Assistant School Manager	1	0	0	0	1	2.9	
		School Manager	2	1	0	1	4	11.4	
		None	0	0	0	0	0	0.0	
							35	100.0	
8	Submission of records in a month	Once	1	4	7	0	12	37.5	
		Twice	6	3	3	4	16	50.0	
		Three times	0	0	1	0	1	3.1	
		Four Times	3	0	0	0	3	9.4	
		None	0	0	0	0	0	0.0	
							32	100.0	
9	Records of work checked by	Head of Department	9	5	10	2	26	59.1	
		Assistant School Manager	6	1	2	4	13	29.5	
		School Manager	0	4	1	0	5	11.4	
		None	0	0	0	0	0	0.0	
							44	100.0	
10	Status of equipment in science lab	Suitable	1	1	2	0	4	12.1	
		Unsuitable	0	0	0	1	1	3.0	
		Adequate	1	1	0	0	2	6.1	
		Inadequate	9	5	9	3	26	78.8	
							33	100.0	

Qn	Items	Options	Response/School [Frequency (f)]				TOTAL	(%)
			A	B	C	D		
11	Relationship with School Manager	Good	8	5	10	4	27	84.4
		Fair	2	2	1	0	5	15.6
		Poor	0	0	0	0	0	0.0
							32	100.0
12	Inspired by relationship to teach better	Inspired	8	5	9	4	26	96.3
		Not Inspired	0	0	1	0	1	3.7
							27	100.0
13	Collaboration & Team work (School Manager & Science Teachers)	Very Good	1	3	6	0	10	31.3
		Good	5	2	3	2	12	37.5
		Fair	4	2	1	2	9	28.1
		Poor	0	0	1	0	1	3.1
		Very Poor	0	0	0	0	0	0.0
							32	100.0
14	Perception of future interpersonal relationship between School Manager & Teachers of Science	Very encouraging	0	1	5	0	6	18.8
		Encouraging	10	6	5	3	24	75.0
		Discouraging	0	0	1	1	2	6.3
		Very discouraging	0	0	0	0	0	0.0
							32	100.0
15	Effect of Relationship of School Manager & Teachers of Science on Teaching	Affects Teaching	8	5	6	2	21	65.6
		Does not Affect Teaching	2	2	5	2	11	34.4
							32	100.0

Qn	Items	Options	Response/School [Frequency (f)]					TOTAL	(%)
			A	B	C	D			
16	Does the relationship with School Manager depend on Science specialisation	Depends on specialisation	2	2	0	0	4	12.9	
		Does not depend on specialisation	8	4	11	4	27	87.1	
							31	100.0	
17	Do Teachers of Physics enjoy better relationship with School Manager than Teachers of Biology	Yes	1	0	0	0	1	3.3	
		No	9	6	11	3	29	96.7	
							30	100.0	
18	Do Teachers of Biology enjoy better relationship with School Manager than Teachers of Chemistry	Yes	0	0	0	0	0	0.0	
		No	10	6	11	2	29	100.0	
							29	100.0	

Annex 2: Questionnaire for Teachers of Sciences

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND
POLICY STUDIES**

QUESTIONNAIRE FOR TEACHERS OF SCIENCES

Dear Respondent,

- a. It is hoped that this questionnaire will help to highlight factors which can be beneficial to educational administrators and teachers in building professional relationships in the teaching fraternity.
- b. Please feel free to respond to the questions and be assured that the information provided will be treated with a high degree of confidentiality. Therefore, there is no need for you to indicate your name.

INSTRUCTIONS

- a. Tick in the brackets to indicate the answer of your choice.

For example,

The capital city of Zambia is Lusaka.

a. Yes

b. No

- b. Fill in the blank spaces where required.

For example,

Name of the school

Name of the school Woodlands (A) Primary School

1. Sex

a. Male []

b. Female []

2. Age

a. 20- 29 []

b. 30- 39 []

c. 40- 49 []

d. Above 49 []

3. What is your major field of specialisation?

a. Biology []

b. Chemistry []

c. Physics []

d. Agriculture Science []

4. What is your minor field of specialisation?

a. Biology []

b. Chemistry []

c. Physics []

d. Agriculture Science []

5. How many times does your head teacher visit your classroom in a month?

- a. Once []
- b. Twice []
- c. Four times []
- d. Everyday []
- e. None of the above []

6. Are staff meetings held?

- a. Yes []
- b. No []

7. Who supervises the teachers of Sciences?

- a. The head of Department []
- b. The Deputy Head Teacher []
- c. The Head teacher []
- d. No one []

8. How many times do you submit records of work in a month?

- a. Once []
- b. Twice []
- c. Three times []
- d. Four times []
- e. None of the above []

9. Who checks the records of work?

- a. The head of Department []
- b. The Deputy Head Teacher []
- c. The Head teacher []
- d. No one []

10. How can you describe the condition of equipment in the science laboratory?

- a. Suitable []
- b. Unsuitable []
- c. Adequate []
- d. Inadequate []

11. If your answer to question 10. is either b. or d., what has contributed to the state of affairs?

.....

.....

.....

12. How is your relationship with the head teacher?

- a. Good []
- b. Fair []
- c. Poor []

13. If your answer in question 12. is a., does it inspire you to teach better?

a. Yes []

b. No []

14. If your answer in question 12. is c., does it discourage you from teaching better?

a. Yes []

b. No []

15. How are collaboration and team work between the head teacher and teachers of Sciences in your school?

a. Very Good []

b. Good []

c. Fair []

d. Poor []

e. Very Poor []

16. The future of the interpersonal interactions between the head teacher and teachers of Sciences in your school look very encouraging.

a. Strongly agree []

b. Agree []

c. Disagree []

d. Strongly disagree []

17. In your opinion, what do you think are the main problems teachers of Sciences face with the head teacher?

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

18. In your own opinion, does the relationship between the head teacher and teachers of Sciences affect teaching?

a. Yes []

b. No []

19. If your answer in question 18. is a., how does the relationship with the head teacher affect the teaching of Science?

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

20. Do you think the relationship with the head teacher depends on the Science specialisation that a teacher offers?

a. Yes []

b. No []

21. Explain your choice in question 20.

.....

.....

.....

22. Do teachers of Physics enjoy a better relationship with the head teacher than teachers of Biology?

a. Yes []

b. No []

23. Explain your choice in question 22.

.....

.....

.....

24. Do teachers of Biology enjoy a better relationship with the head teacher than teachers of Chemistry?

a. Yes []

b. No []

25. Explain your choice in question 24.

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

26. Do you have any suggestions to make?

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

You can send the questionnaire to:
Dines Phiri,
Deeper Life Bible Church,
P. O. BOX 37572, Lusaka.

Annex 3: Interview Guide for Head Teachers

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

AN INTERVIEW GUIDE FOR HEAD TEACHERS (A)

Introduction

I am a student at the University of Zambia currently studying for a Masters degree in Educational Administration. I am researching on the relationship between the Head teacher and teachers and its effect on teaching purely for academic purposes. Whatever information that I shall collect will be treated with the highest level of confidentiality.

1. How many teachers of Sciences do you have?
2. How many of these teachers offer Biology?
3. How many are not qualified to teach Biology?
4. How can you rate your relationship with the teachers of Sciences?
5. Do you always receive co-operation for the decisions or changes that you make in the Science department?
6. What reasons can you give for your answer?
7. Have you ever been a teacher of Biology?
8. How many years have you been a head teacher at your school?

9. How do you rate the performance of teachers of sciences?
10. What reasons can you give for good performance of teachers of sciences?
11. What factors contribute to poor performance of teachers of sciences?
12. How are collaboration and team work with the teachers of sciences?
13. What reasons can you give for your answer?
14. How do you rate the performance of pupils in science in your school?
15. What reasons can you give for good performance of pupils in sciences?
16. What factors contribute to poor performance in sciences?

Annex 4: Interview Guide for Teachers of Sciences

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

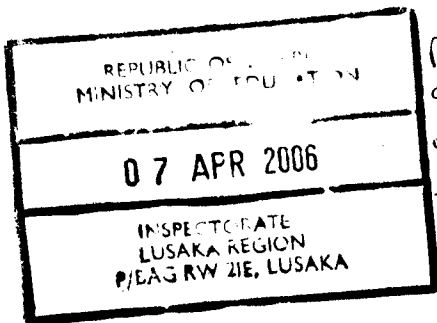
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

AN INTERVIEW GUIDE FOR TEACHERS OF SCIENCES(C)

Introduction

I am a student at the University of Zambia currently studying for a Masters degree in Educational Administration. I am researching on the relationship between the Head teacher and teachers and its effect on teaching purely for academic purposes. Whatever information that I shall collect will be treated with the highest level of confidentiality.

1. How many years have you been teaching in your school?
2. How is the work attitude of the teachers of Sciences?
3. What do you think affects the work attitude of teachers of Sciences?
4. What reasons can you give for your answer?
5. Do you always receive adequate teaching materials and support from the head teacher?
6. What has contributed to this situation?
7. Who is your supplier or source of materials (Free or you buy)?
8. Do you receive recommended materials by the ministry?
9. Are there any problems that are affecting the teaching of Sciences in your school?



Permission granted
Dean
ESOP
for
PCE



THE UNIVERSITY OF ZAMBIA SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

P.O. Box 32379
Lusaka, Zambia
Fax: +260-1-291381

21st February, 2006

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR M.ED STUDENTS

The bearer of this letter ~~Mr./Ms.~~ DINES PHIRI.....
Computer number 25546431..... is a duly registered student at the
University of Zambia, School of Education.

The student is taking a Masters Programme in Education. The Programme has a fieldwork component, which the student has to complete.

We shall greatly appreciate if the necessary assistance is rendered to the student.

Thanking you always.

Yours sincerely

P. C. Manchishi (Dr)
ASSISTANT DEAN (PG)

c.c. Dean, Education
Director, DRGS, UNZA

