

THE AUTHORITY STRUCTURE OF TWO SECONDARY BOARDING SCHOOLS
IN THE LUAPULA PROVINCE OF ZAMBIA AS REVEALED BY HEADMASTER-
TEACHER RELATIONSHIPS

BY

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DECLARATION

I, Simon Rabson Chomba, declare that this thesis
represents my own work, and that it has not been
A Dissertation submitted to the University
of Zambia in partial fulfilment of the
requirements of the degree of Master of
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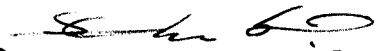
THE UNIVERSITY OF ZAMBIA

LUSAKA

1982

DECLARATION

I, Simon Rabson Chomba, declare that this thesis represents my own work, and that it has not been submitted for a degree at any other University.

Signed: 

APPROVAL PAGE

This dissertation of Simon Rabson Chomba is approved as fulfilling part of the requirements for the award of the Master of Education degree of the University of Zambia.

Dedicated to

all Heads of Secondary Schools in Zambia

and to my children whose future will be

shaped by education.

Amzalla

Signatures:.....

~~Amzalla~~ *Paddimba*

.....
M. S. S.
.....

.....

Dedicated to

All Heads of Secondary Schools in Zambia
and to my children whose future will be
shaped by education.


ABSTRACT

The research findings revealed that categories of respondents perceived the present study was carried out in two residential Secondary Schools in the Luapula Province, Zambia, to determine whether the school's authority structure was democratic, authoritarian, or laissez-faire. The research was based on the assumption that democratic leadership was one in which the head's bureaucratic authority was appropriately blended with his charismatic authority in the performance of his duties in a school.

The subjects of the research were the head of school, his deputy, the boarding master, heads of subject departments and the subject teachers in each of the selected boarding secondary schools.

The questionnaire and participant observation techniques were used to collect data. The administration of the questionnaire was done at Nchelenge Secondary School, and St. Mary's Secondary School between 22nd September and 22nd October 1981. The investigator taught a few classes in each school in order to get 'a feel' of the school's social climate. He also studied some documents of the school such as, the time-tables and minutes of staff meetings. Data were analysed by constructing frequency rating tables, and computing the percentages and the mean scores of each of the leader behaviour dimensions.

The authority structure of each school was analysed in terms of three types: democratic, authoritarian and laissez-faire. The democratic authority structure was characterised by high consideration, high initiating structure and high thrust. The authoritarian authority structure was described as one in which there was very low initiating structure and very low thrust. As for the laissez-faire authority structure, it was described as containing very low consideration, very low initiating structure and very low thrust. A headmaster was rated by four categories of teachers (the deputy head, the heads of subject departments, the boarding master and the subject teachers), the inter-group comparison of the head's performance helped ^{to} describe the nature of the authority structure of the school.



The research findings revealed that categories of respondents perceived differently the role performance of the head of school. Both heads scored highly on consideration for staff. Their scores on consideration were higher than those on initiating structure. The Headmistress of St. Mary's Secondary School obtained a higher score on the dimension of thrust than the headmaster of Nchelenge Secondary School. There was a percentage difference of 15 reflecting the type of leadership provided by two heads. Overall, the authority structure of Nchelenge Secondary School was laissez-faire whereas that of St. Mary's Secondary School was democratic.

It is suggested that a replication of the study involving a bigger sample of schools may throw light on the manner in which the heads of secondary schools are appointed in Zambia. Such a study should consider a large number of Likert-type statements for each of the leader behaviour dimensions, which should be tried in a "pilot study" to establish their individual reliability.

ACKNOWLEDGEMENT

I wish to express my grateful thanks to all those who helped me in the preparation of this work. Firstly, I am greatly indebted to Professor Ansu Datta, my supervisor, for his understanding, guidance and advice. I wish also to thank the Inspectorate officials of the Ministry of General Education and Culture, especially Mr. Franklin Kateule Chelub and Mr. William N. Gleason, for allowing me to review some documents in the Ministry which were relevant to this work.

The collection of data needs, as pre-conditions, the sympathy, cooperation and willingness of the research subjects. It is in this respect that I should record here my sincere thanks to the two heads of secondary schools and their teachers who constituted the subjects of investigation.

Initially my conceptualization about this study was sharpened by the fruitful discussions I had with Dr. G.F. Lungu and Ms Stella Kaabwe, both lecturers at the University of Zambia. I am sincerely thankful to them.

I wish to express my sincere gratitude to my wife, Chisanga and my children, for the encouragement, understanding and for bearing with me during my long days of absence from home.

TABLE OF CONTENTS

CHAPTER	PAGE
I INTRODUCTION	
Headmaster's Functions in the School -----	1
Headmaster's Office : the Apex of the Authority Structure -----	2
The Problem -----	4
Assumptions -----	5
Purpose of the Study -----	5
Definitions of Key Terms and Concepts -----	6
Rationale -----	8
Overview -----	8
II REVIEW OF LITERATURE	
Max Weber's Theory of Bureaucracy -----	10
Scientific Management School -----	17
Human Relations School -----	18
Structuralist School -----	20
An Appraisal of the Relevance of the three Schools of thought -----	21
Secondary School Management in Zambia -----	23
Synthesis: The Headmaster's Leadership Dimensions -----	29
III METHODOLOGY	
Selected Schools -----	33
Selection of Schools -----	36
Significance of the Selected Schools -----	36

III METHODOLOGY

Data Collection - - - - -	37
The Questionnaire - - - - -	37
The Respondents - - - - -	39
The Administration of Questionnaires -	41
Observation - - - - -	41
Teaching - - - - -	42
The Diary - - - - -	42
Meetings and School Assemblies - - - -	43
The Study of School Documents - - - -	43
Research Design - - - - -	43
Mode of Analysis of Data - - - - -	45
Limitations of the Fieldwork - - - - -	46

IV PRESENTATION OF THE FINDINGS

Findings on Nchelenge Secondary School - - -	48
The Authority Structure : Nchelenge	
Secondary School - - - - -	59
Findings on St. Mary's Secondary School - -	65
The Authority Structure : St. Mary's	
Secondary School - - - - -	72

V SUMMARY AND DISCUSSION

Summary - - - - -	77
The Problem - - - - -	77
Methodology - - - - -	77
Main Findings - - - - -	79

CHAPTER

PAGE

V SUMMARY AND DISCUSSION

Discussion - - - - -	80
Implications - - - - -	83
Organisational Structure of a Secondary School - - - - -	83
The Control Mechanisms - - - - -	85
Suggestions For Further Research - - - - -	86
BIBLIOGRAPHY - - - - -	87
APPENDICES	
A - Letters and Research Instrument - - - - -	95
B - Nchelenge Secondary School - - - - -	123
C - St. Mary's Secondary School - - - - -	147
D - Tables - - - - -	156

LIST OF TABLES

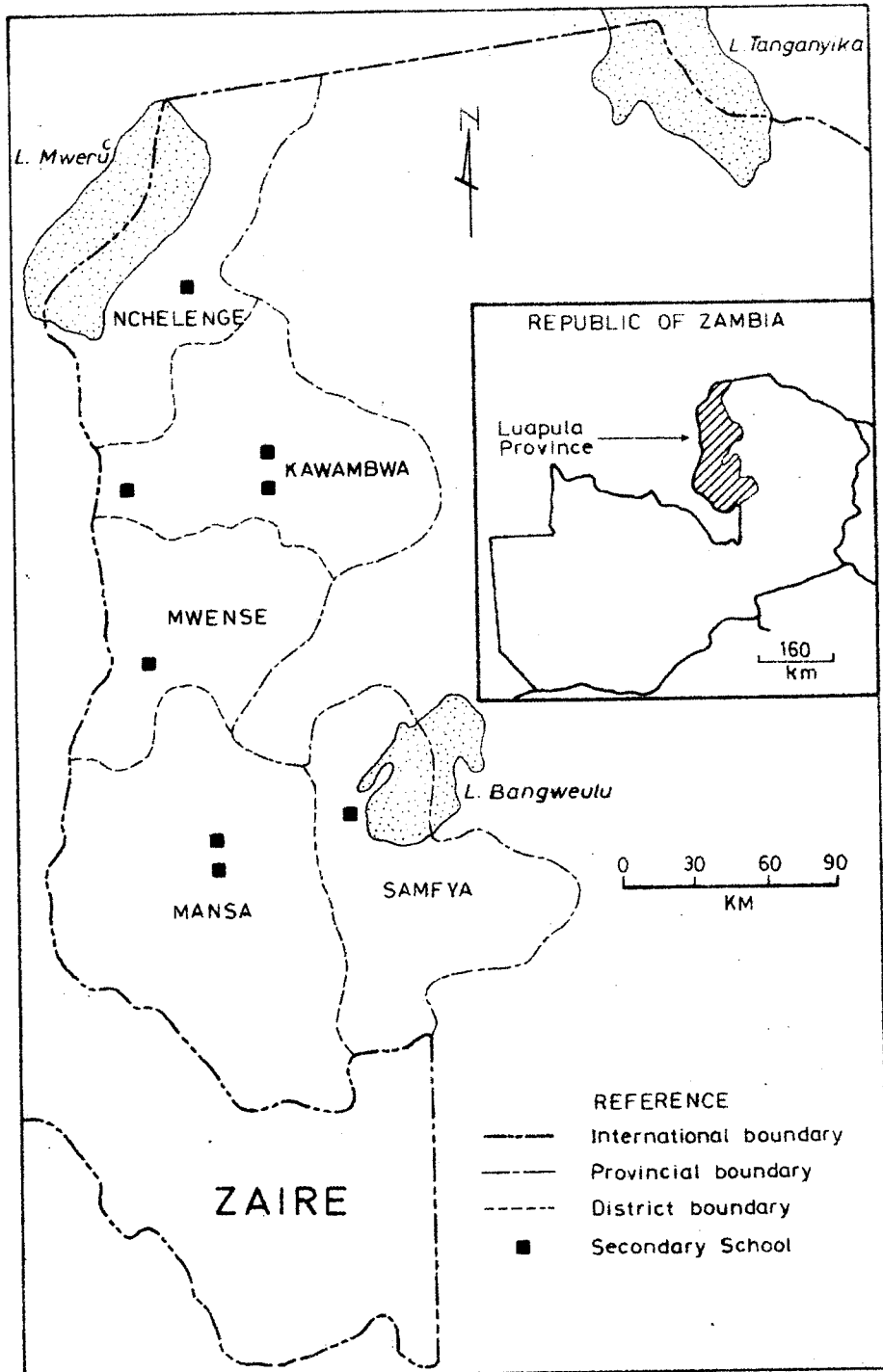
<u>TABLES</u>	<u>PAGE</u>
1. Summary of Main Features of Selected Schools -----	35
2. The Respondents of the Selected Schools -----	40
3. Teachers' Rating of Deputy Head-High and Low Scores Only- 58	
4. Teachers' and Deputy Head's Rating of Headmaster's Performance compared -----	60
5. Summary of Teachers' Self-Rating Scores -----	62
6. Q-Items whose Scores were less than 30 on Consideration	66
7. Q-Items on which Deputy Head Scored 40 or more -----	71
8. Summary of Teachers' Self-Rating Scores -----	74
9. Comparison of Headmistress' Percentage Scores as rated by Teachers and Deputy Head -----	75
10. Comparison of the Heads' Scores and Rated by the Heads of Subject Departments -----	82
11. Personal Characteristics of Teachers of Nchelenge Secondary School -----	156
12. Personal Characteristics of Teachers of St. Mary's Secondary School -----	159
13. Teachers' Rating of Headmaster on Consideration for Staff -----	162
14. Teachers' Rating of Headmaster's performance on initiating Structure -----	163
15. Teachers' Rating of Headmaster's Thrust in School Function -----	164
16. Heads of Subject Departments Rating of Headmaster's Performance -----	165
17. Headmaster's Performance as Rated by Head of Departments -----	166

LIST OF TABLES

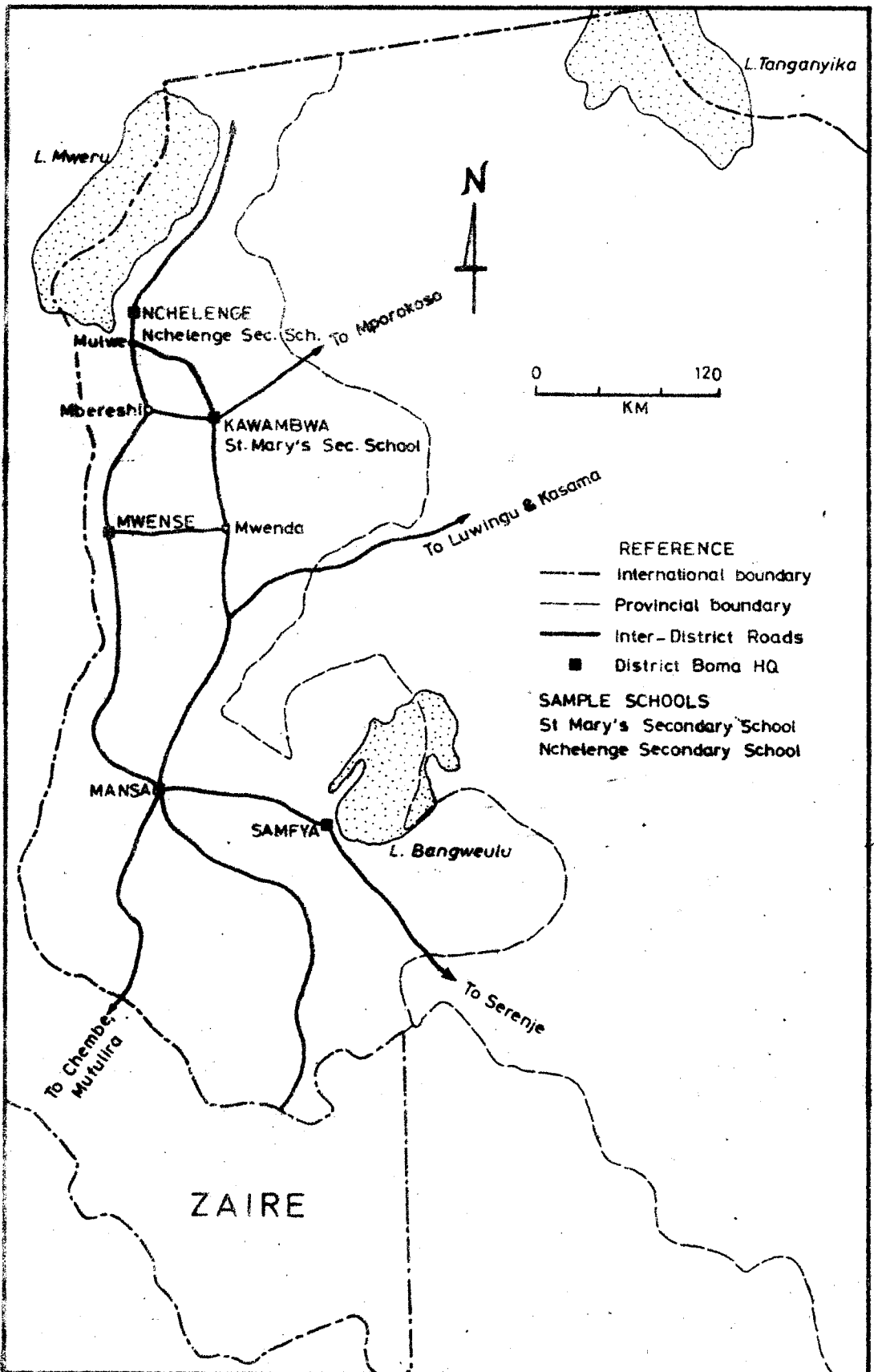
<u>TABLE</u>	<u>PAGE</u>
18. Teachers' Rating of Deputy Head's Performance -----	166
19. Deputy Head's Rating of Head's Performance on Three Dimensions -----	167
20. Boarding Master's Rating of Headmaster's Performance ----	168
21. Teachers' Self-Rating Scores -----	169
22. Teachers' Rating of Headmistress on Consideration for Staff	170
23. Teachers' Rating of Headmistress' Performance on Initiating Structure -----	171
24. Teachers' Rating of Headmistress' Thrust in School Functions -----	172
25. Heads of Subject Departments Rating of Headmistress' Performance -----	173
26. Headmistress' Performance as Rated by Heads of Departments	174
27. Teachers' Rating of Deputy Head's Performance -----	175
28. Deputy Head's Rating of Headmistress' Performance on Three Dimensions -----	176
29. Boarding Master's Rating of Headmistress' Performance ----	177
30. Teachers' Self-Rating Scores -----	178
31. Comparison of Heads' Scores as rated by their Heads of Subject Departments -----	179
32. Comparison of Heads' Scores as rated by their Boarding Masters -----	179

LIST OF FIGURES

FIGURE	PAGE
1. A Model of Compliance - - - - -	14
2. School Organisational Chart - - - - -	24
3. Authority Structure Model - - - - -	44
4. Comparison of Headmaster's Percentage Score as rated by Teachers and Deputy Head- - - - -	60
5. Comparison of Headmistress' Percentage Scores as rated by Teachers and Deputy Head - - - - -	75
6. Comparison of Heads' Percentage Scores as rated by their Teachers - - - - -	79



Map 1. DISTRIBUTION OF SECONDARY SCHOOLS IN LUAPULA PROVINCE.



Map 2. LUAPULA PROVINCE: ROADS CONNECTING DISTRICTS.

CHAPTER ONE

INTRODUCTION

HEADMASTER'S FUNCTIONS IN THE SCHOOL

The organisation of a Zambian secondary school broadly corresponds to the bureaucracy theory and practices of formal organisations. The Ministry of General Education and Culture is the central authority within the Zambian public bureaucracy which controls and promotes the education of the people in Zambia (Education Act, 1966:5; Dressang, 1975:114). At the base of the structural pyramid of the Zambian secondary school are the pupils, while the head of the school forms its apex. The teachers constitute the middle stratum linking the school administration (the head and his deputy) to the pupils (Inspectorate Guidelines For Heads of Secondary Schools, Zambia, 1972:25).

The head of the school occupies a prominent and powerful position in the school's authority structure as compared to his teachers and pupils. The present writer sees a head of school as an organiser, decision-maker, interpreter and executor of the official policies delegated to him for implementation by any higher office of the Ministry of General Education and Culture. He is ultimately responsible for the discipline of the school. All these constitute his official functions.

The present writer sees a head of a school as the holder of the Weberian legal-rational authority in the school bureaucracy. He is appointed by the Teaching Service Commission in terms of the Ministry's prescribed criteria which are briefly described as experience, training and qualifications (General Orders, Section B, 1976:1; Education Act, 1966:9). He is paid a salary for running the school on the basis of the general guidelines, rules and regulations laid down from time to time by the Ministry. The head continues to administer and direct the school so long as he does not violate major rules governing his behaviour pattern in running the school.

If he does, he will be penalised by either losing a job or demotion (General Orders, Section D, 1976:8). He has to control the subordinate officers (the deputy head and teachers) by applying sanctions (rewards and punishments) as one of his duties in the school. All the major functions of the school are distributed among the teachers and these functions are in turn coordinated and supervised by the headmaster. In performing the official duties, the head of school is expected to observe the established rules, regulations and procedures pertaining to his office (Education Act, 1966:38). His dealings with his subordinates (teachers and pupils) are expected to be ideally impartial. Presumed boundaries between offices in the school hierarchy ensure proper control structures and communication channels as one moves to the base of the authority pyramid.

The manner in which the head exercises his authority in the school should give character and tone to the school. Powers vested in the headmaster's office are exercised in the context of the school. In this process, the incumbent's personal qualities can be as important as the rights and duties attached to the office. It is upon this belief that consideration of some aspects of another of Weber's authority type, that which is based on charisma, may be called into play in the head's exercise of authority.

HEADMASTER'S OFFICE: THE APEX OF THE AUTHORITY STRUCTURE

The head of school is a leader per se. His leadership is manifested in the role he plays in directing, advising, organising, deciding, implementing and coordinating the affairs of the school. His personal application in performing the leadership duties cited above may largely depend on his personal attributes. Some of the head's

personal attributes may be cited as academic and professional qualifications, previous teaching and administrative experience, sex, tribe, nationality and religious background or church to which he belongs. All these are generally believed to have an influence on the type of headmaster's leadership in the school. It is, therefore, believed that his leadership style is the sum total of his personal responses to various school forces.

The head performs his leadership functions in the school's social, economic, political and psychological settings. In this study of the authority structure of two selected schools, the social setting of the school will be stressed. The head's office in the school's social structure is the "nerve-centre of the whole school" (Inspectorate Guidelines, 1972:2). Because of the centrality of the social position of the headmaster, it is believed strongly that all the social relationships of the school are likely to converge on his office. This may appear to be the case in more centralized rather than decentralized school systems. The relations of teachers, pupils and the head of school constitute some of the most important determinants of the organisation of teaching and learning in the school.

The regular interaction between the head of the school and teachers can be seen in the performance of the administrative duties of the head. The head's administrative duties include: Keeping records, reports, registers, files about teachers, statistical information, rules and other important school documents (Inspectorate Guidelines, 1972:2). He convenes staff meetings, addresses school assemblies of pupils and teachers; disciplines erring pupils and

teachers, and controls in every respect the affairs of the school by defining and executing the school time-table. This being the case, the Head's office is the highest in the school's hierarchy. The Head's interaction with his teachers can be seen to have some direct bearing on the teacher-pupil classroom contact. Hence the head's authority appears to be reflected in the teacher's lesson planning, time-table execution and in any other planned work in the school.

THE PROBLEM

In a legal-rational type of authority, power is justified by appealing to legal-rationality in terms of which authority is legitimised. By the Education Act of 1966, the office of the head of school is legally recognised and hence established (Education Act, 1966:37). The Teaching Service Commission appoints the head of school from the lower ranks of the teaching staff. The head's authority, therefore, appears to be imposed on the teachers. To make his authority legitimate his behaviour pattern will have to be directed at balancing his efforts in reducing teachers' discontent and frustration on the one hand and in achieving the high standards of teaching and learning on the other. Running the school with an iron hand may produce discontent and unhappiness among the teachers. On the other hand if the head's efforts in maintaining the structure of the school are very flexible and rules and regulations in running the school are not followed, then teaching and learning, and consequently the standard of education in the school, will be poor.

As it can be seen here, the potential sources of headmaster-teacher conflict lie in the head's attempts to balance his two roles in running the school. Usually teachers may like to participate in

making decisions related to the administrative affairs of the school. Therefore, the unsettled balance between the headmaster's exercise of legal-rational authority and the teacher's professional autonomy appears to constitute a serious problem in the organisation of teaching and learning. Furthermore, the head's attempts to achieve school goals have to be balanced with his consideration for staff. It can be stated that teachers' feelings about the way the headmaster exercises authority over them may reveal some aspects of the prevailing authority structure in the school.

In this regard the following questions may be asked:

- (a) What is the pattern of delegated authority in Nchelenge and St. Mary's Secondary Schools?
- (b) What is the degree of discontent among teachers in the Nchelenge and St. Mary's Secondary Schools?
- (c) What is the mode of communication in the Nchelenge and St. Mary's Secondary Schools?

ASSUMPTIONS

The study of the authority structure of the selected schools will be guided by the following assumptions:

- 1. The delegation of responsibilities to the Junior Officers not only improves relations between the subordinates and supervisors in an organisation but improves the morale of junior officers.
- 2. The maintenance of balance in the exercise of bureaucratic authority between the goals of an organisation and consideration for human factors produces a democratic authority structure in the organisation.
- 3. Job satisfaction of a worker is a result of his motivation and participation in decision making.

PURPOSE OF THE STUDY

This study was intended to determine the type of authority structure of two secondary boarding schools in the Lupaula Province

of Zambia and its relationship to teacher morale, communication effectiveness, delegation of responsibilities, and collective responsibility to school and pupil goals as revealed by the headmaster-teacher relationships. The headmaster-teacher relationships are manifested in the head's use of discretionary powers in assigning duties to his teachers. The teacher's teaching load per school week can be understood to constitute an expression of the head's authority in the school.

The study of the authority structure of each school was attempted in terms of:-

- (i) its size;
- (ii) its pattern and degree of delegated authority;
- (iii) the mode of communication used within the school's authority structure; and
- (iv) the degree of discontent among the teachers other than the headmaster and the deputy head.

However, these variables are not mutually exclusive. It is possible that each variable may tend to be influenced by some factors external to the school or by the individual characteristics of the academic staff of the school. For instance, the teacher's characteristics may include personal resources such as "intelligence, skill, knowledge, strength, experience, personality, power of leadership and appearance" (Newman, et al., 1968:5).

DEFINITIONS OF KEY TERMS AND CONCEPTS

Since the same words and concepts, except if they are scientific concepts, can have different meanings when used in different contexts, certain key terms and concepts have been defined in this study. Where it has been found necessary, definitions in line with this study have been adapted and citations have been indicated.

Authority: authority refers to the Weberian legal-rational type of authority characteristic of formal organisations like the school, church and army.

Authority Structure: in this study is taken to mean the hierarchical ordering of posts (offices) with specific areas of responsibility in the school administration for the organisation and execution of teaching and learning. In this study the head, deputy and the teachers constitute the authority structure.

A "closed authority" structure means that the school is headed by an authoritarian, rule oriented, non-considerate headmaster, who emphasizes the attainment of school goals irrespective of human limitations.

An "Open-closed" authority structure will refer to the exercise of authority by the head of school, who leads by being an example himself, thus setting standards for the school to aim at. He does not only maintain harmony among the members of staff and himself, but also maintains a balance between the institutional (school) goals and the good relationships with and among the teachers. By definition, the open-closed authority structure is democratic.

An "Open-open" authority structure is described as a laissez-faire type in which there is a very weak and lop-sided leadership. The head allows excessive freedom among teachers resulting in non-execution of duties. The rules and regulations are never completed with nor strictly enforced resulting in confusion and inconsistency. It is a "free-for-all" type in which the head tries to please every member of staff at the expense of school goals.

Bureaucracy

Max Weber's concept of bureaucracy as an ideal form of organisation in a modern society is characterised by a system of rules and regulations, a hierarchy of authority and impersonal relations among office holders. The office holders are appointed on merit. According to Cartwright (in Davies, 1967:10) a formal organisation is "an arrangement of interdependent parts each having a special function with regard to the whole."

Communication mode means various ways used to pass on vital information among members of the school's authority structure.

Delegated authority: is to be taken to mean that some of the head's duties and responsibilities are performed by the deputy head and the teachers on the authorization of the headmaster.

Headship in this study means the behaviour of the head of a school which is in conformity with the regulations and policies of the Ministry of General Education and Culture.

Leadership has been defined by Janna Lal Bayti (1968 : 345) as "the behaviour of an individual, when he is directing the activities of a group towards a shared goal." This definition is relevant in this study of the school's authority structure.

Management: in this study should be understood to mean the maximum utilization of the school's material and human resources in an attempt to achieve desired goals.

Teacher discontent over headmaster's and deputy headmaster's management means the dissatisfaction arising out of teacher's expectations conflicting with the head's or deputy head's role performance.

RATIONALE

School management is perceived by the present writer as being dependent on the personal capacity of the headmaster which includes intelligence, personality, experience, energy, appearance and academic qualifications. Heads of schools thus differ in capacities hence making school management problematic as there appear to be many styles of leadership. The head's school functions compel the head to enter into relationships with the teachers, pupils, ancillary and administrative staff, parents and the community. For the purpose of this study headmaster-teacher relationships would be considered only.

The study, therefore, seeks to throw light on one problem area of school management (headmaster-teacher relationships). Upon the findings, the headmaster's role may be re-defined with respect to his teachers for better relationships in the school. The findings may also necessitate the establishment of training courses in school administration and management in secondary teacher's colleges and the School of Education of the University of Zambia, in order to help trainee teachers understand and appreciate the headmaster-teacher partnership in running the school.

OVERVIEW

This chapter points out the central and important position of the headmaster in the secondary school structure. The organisation of the Zambia secondary school agrees, to a large extent, with Weber's bureaucracy criteria. The headmaster exercises legal-rational authority, but he cannot exercise this authority without showing some consideration for teachers, who claim professional autonomy in the administrative and academic life of the school.

Herein lies the problem of school management. This chapter points out the problem of the study, defines terms and concepts and briefly discusses the purpose and rationale of the study.

Chapter two examines the theoretical framework with reference to which the problem undertaken in this study should be tackled. The concept of bureaucracy and the major subsequent organisational theories namely scientific management, human relations, and structuralism, are considered in the light of Zambia secondary school experience.

Chapter three describes in detail the tools of the study: the questionnaire, participant observation and its limitations, and the research design. This chapter begins with a brief description of the selected schools and the basis for selection.

Chapter four comprises the findings of the study including the model of analysis used in describing the authority structure of each of the selected schools. Only important tables and figures are presented in the text and the rest of the tables are placed in the appendix.

Chapter five is titled Summary and Discussion. The findings on the two schools are brought together into Figure 6 and compared. Discussion is followed by looking at the organisational structure and control mechanisms of a Zambian Secondary School.

CHAPTER TWO

line of command. **REVIEW OF LITERATURE** Hierarchically ordered, each office with specific duties to perform. Officers are appointed on. In this chapter are discussed three schools of thought on formal organizations. Max Weber's theory of bureaucracy is discussed in some detail as related to the organization of the school in Zambia. This is followed by three schools of thought on formal organizations. These are the (1) scientific management school, the human relations school, and structuralism. Each of these explains from its distinctive viewpoint the worker's behaviour with respect to his employer or manager. The worker-employer relationship in the Zambian secondary school is compared to the Ministry of General Education and Culture. The relationship is found to be parallel in the relationships between the head of school and his teacher. Moreover, the school is a social institution in which the members of the school interact with respect to authority. These are charismatic and traditional (Ottaway, 1962:167). The school, therefore, has a structure of authority. In establishing this typology, legitimacy of authority which is social and depends on the role each member has to play in taken as the basic criterion for the understanding of actions in bureaucracy. The role is dependent on the position or office occupied by a member in the school bureaucracy.

Charismatic authority derives its legitimacy from the leader's

MAX WEBER'S THEORY OF BUREAUCRACY

unique personal qualities, charisma, which subordinates see in him.

Sociological writing on bureaucracy dates back to Max Weber. In other words, the leader derives legitimacy from his personal

Later writers like Taylor (1947), Peters (1959), Simon (1960), history, personal credentials and personal achievements which are

Etzioni (1961, 1964,) and Silverman (1970), and others have the manifestations of charisma (Peters, 1959:167).

acknowledged their intellectual indebtedness to Weber even when authority is concentrated in one person.

some of them have modified Weber's conceptual analysis.

The third type of authority is characterized as traditional

where the leader's authority is an inherited type

legal-rational organizations in which impersonal rules of the

offices are governed by laws, rules and regulations and

years. In this type of authority, succession to office takes place

lines of communication. Offices are hierarchically ordered, each office with specific duties to perform. Officers are appointed on merit to fill vacant posts and are paid a salary and other fringe benefits as official entitlements. The officer's tenure depends on how effectively he carries out his official duties. All these features of bureaucracy are applicable to the Zambian secondary school (Chapter One). Dresang (1975:117) writing on the structure of administration before and after independence in Zambia observes that the Zambian public bureaucracy, though fragmented and compartmentalized, consists of ministries each of which is headed by a cabinet minister. The Zambian secondary school belongs to the Ministry of General Education and Culture.

Weber contrasts bureaucracy with other forms of organisations with respect to authority. These are charismatic and traditional authority. In establishing this typology, legitimacy of authority is taken as the basic criterion for the understanding of actions in bureaucracy.

Charismatic authority derives its legitimacy from the leader's unique personal qualities, charisma, which subordinates see in him. In other words, the leader derives legitimacy from his personal history, personal credentials and personal achievements which are the manifestations of charisma (Peters, 1959:16). In this case authority is concentrated in one person.

The third type of authority is characterized as traditional where the leader guides because traditions and customs call upon him to do so. The subordinates conform to the rules of the traditional leader because "things have been done that way" for years. In this type of authority, succession to office takes place

according to long-standing customs.

According to Gouldner in Pugh, et al. (1971:25), Weber's theory of bureaucracy characterizing legal-rational authority should further be understood as constituting "the problem of establishing the legitimacy of authority in the face of opposition and a refusal to consent on the part of the governed." However, bureaucracy assumes automatic compliance with the established rules by the workers. Gouldner categorized three types of bureaucracy in terms of workers' compliance with the established rules. He called these: (a) mock, (b) representative and (c) punishment - centred. The "mock" type of bureaucracy has "foreign rules" imposed on the organisation by an outside body. Gouldner cites as an example the "No Smoking" rule in the Gypsum plant he was studying. Violation of this rule by the workers was rampant when outside inspectors left the plant premises. Rules had no direct bearing on the management and as such reinforcing them strictly might have bred conflicts in the whole plant.

In a representative bureaucracy, rules are seen as inevitable by both the management and workers lower in the work hierarchy. Rules are determined by the prevailing situation of the organisation. This is parallel to Weber's conception of bureaucracy based on the expert knowledge of those who govern in administrative enterprises. The punishment - centred bureaucracy, where sanctions are applied as rules are broken or when non-conformity occurs, is parallel to Weber's notion of bureaucracy by an authoritarian rule-oriented leader who sees rules as the ends and not the means to specific goals members strive for. Ideally, it is possible to find both types of bureaucracy operating in an organisation like the school.

Representative bureaucracy is democratic because it allows the management and the workers to participate in the formulation of rules and procedures of operation out of the study of the situation surrounding or affecting the organisation.

In the secondary school situation, bureaucracy is more than an administrative arrangement of the offices. The head of school exercises both the legal-rational and charismatic authority types. He exercises executive powers when he carries out policies of the higher offices. For this he applies his personal thrust on his duties as he strives with his teachers to better the academic results and standards. Achievements and methods of achieving them become the traditions of the school upon which headmaster's actions are rationalized.

However, handling human relations cannot only be based on the rules and procedures formally laid down. Gouldner (1955:26) shows that leadership based on representative bureaucracy rather than on either 'mock' or punishment - centred ideals establishes a partnership between the head of school and his teachers. This does not eliminate the question of a possible disagreement or non-compliance in the school situation.

Etzioni (1961:12) takes the question further and asks as to why people in organisations conform to orders and why they follow the standard of behaviour laid down for them. He observes compliance as a two-way process. On one hand are the "control structures" of the organisation. These are hierarchically ordered to ensure that values and formal procedures are followed at every level of the organisation. On the other side of compliance is the

question of members' commitment to achieving the aims and purposes of the organisation. He observes too that the nature of the control structures of a formal organisation produces a correspondingly subordinate involvement, and this in turn affects members' commitment to the realization of goals. The control structure has at its disposal three types of power. The first type involves the use of threat or coercion in order to elicit compliance from subordinates. However, at times, use of this approach results in a corresponding alienative subordinate involvement, that is the worker's withdrawal from the goals of the organisation or just sheer indifference to the purposes of the organisation. In the second type incorporating the remunerative power, management controls monetary and material rewards and tends to produce "calculative" and measurable involvement of the subordinate. The higher the pay, the greater is likely to be the input into productive work by the worker. The last type of power is "normative". Because it is deemed to be right to work hard, to obey rules, the worker puts in a corresponding amount of work. Involvement can be understood here to mean the subordinate's reaction (psychological) or response to management's control measures used in an organisation. Etzioni (1961:12) summarizes the kinds of involvement produced by three types of power into a model of compliance (see Figure 1 below).

KINDS OF POWER	KINDS OF INVOLVEMENT		
	Alienative	Calculative	Moral
Coercive	1	2	3
Remunerative	4	5	6
Normative	7	8	9

FIGURE 1: A Model of Compliance.

The most commonly occurring situations are 1, 5 and 9, "the coercive power tends to produce alienative response, remunerative power tends towards a calculative response, and normative power towards a moral response". (Gray 1977:74). However, Etzioni's model of compliance appears to have simplified the power relations in an organisation. The worker's feelings, values and needs may not be compatible with the goals, rules and purpose of the organisation. The worker's values and perceptions are taken to the work place and thus may affect compliance considerably. It is also true that the values of one worker may not be the same as those of another worker working in the same organisation.

The alienative, calculative and moral response can be produced in a variety of situations in the school authority structure. In a power relation of the head of school and the teacher whereby the head feels he is the boss, knows everything, allows no teacher-participation in decision-making and the like, the teacher's response would be alienative; the teacher withdraws from the goals of the school, or withdraws his support from the head of school. If the teacher is rewarded by the head's show of appreciation, effecting an appointment as head of department, or by positive encouragement, the teacher's response may be derived from his own understanding and appreciation of his role-set as a teacher in the school. In this case, the teacher's involvement in the school would be in agreement with the head's management style of the school.

Further the involvement of the workers in an organisation, their reactions to rules and the established procedures owe much to the quality of management by those at the top of the organisational

hierarchy. Fayol (1949) established the theory of management in formal organisations (industries). Summarizing the management activities of Fayol, Pugh, et al., (1971:57) write:

To manage is to forecast and plan, to organise,
to command, to coordinate and to control.

These activities sum up the functions of managers in their daily running of organisations. Effective management of any organisation calls for leadership. Management has, in this context, been defined by French, et al., (1975:247) as

The process, activity or study of carrying out the task of ensuring that a number of diverse activities are performed in such a way that defined objective is achieved .

The manager has to forecast the future of the organisation and plan the course of action. This involves building up proper structure of the organisation by coordinating both human and material resources of the undertaking. By coordinating the activities of the units, commands are issued to maintain uniformity of the activities of the workers and thus to ensure control. Control involves supervision of all the activities of the undertaking to maximise workers' efficiency (production relations) and the effectiveness (productivity) of the undertaking. In the school situation, the head of school, being a professional man as well as an experienced bureaucrat provides leadership in such matters as curriculum innovation, and in solving problems of the school. The management activities apply to the school situation in which the head is in the forefront to carry out these activities in running the school.

Understanding the relations between the worker and his capacity to work, the type of work and the reward for performing it effectively constitutes the central theme of ^{the} scientific management school.

THE SCIENTIFIC MANAGEMENT SCHOOL

An organisational management can either be the "master or servant" to the people in an organisation (Etzioni, 1964:5). The management can place too much emphasis on efficiency, impersonal rules and regulations and the application of appropriate sanctions when rules and regulations are violated. This type of management looks to increased productivity with subsequent large profits and wage increases for the workers. Efficiency, high productivity and cooperation between the management and the workers (production relations) constitute the underlying ideas of Taylor's (1969) theory of Scientific Management.

The key question which led to the theory of scientific management was: Why is there so much antagonism and inefficiency in organisations? Taylor suggested that one has to understand what he called the "science of work," which tries to understand the relations between work, the worker and rewards. According to Taylor, a manager should establish through scientific investigation the best way of performing each task; select and progressively develop workmen to use the most appropriate methods; and ensure close cooperation between management and workers. Taylor argued that what motivates man to join an organisation is the need to satisfy his basic economic needs. Monetary rewards will motivate him to work harder. In essence, the productive capacity of the worker is linked to his wages and the former determines the latter.

To a large extent scientific management runs parallel to the "payment by results" system, contained in the revised code of 1962 in the English school system, in which teachers were individually

paid salaries according to the examination results produced (Castle, 1970:195). However, the system did not improve the academic performance of schools and was abandoned. The Scientific Management School argued that if economic needs were satisfied by the production capacity of an organisation, antagonism would be replaced by good production relations, and thus efficiency would be maintained on the basis of an insatiable demand for higher wages for the workers and large profits for the management.

In the Zambian school system, teachers at both primary and secondary levels have continued to leave the teaching profession for "green pasture" where salaries are relatively high. Yet teacher salaries had been increased after the Mwanakatwe salary commission (1975) and the Muchangwe commission of 1980. Relative to other occupational categories, paying high salaries to teachers alone cannot sustain for a long time their motivation to work harder, let alone to continue teaching for many years till they retire. This has been shown by the relentless quest for improved conditions of service for teachers by the Zambia National Union of Teachers (ZNUT). Improved social conditions of teachers such as good house, recreation facilities, leave and leave benefits, pension schemes, reduced rental charges, and so on may as well play an important part in motivating teachers to work hard. The Human Relations School of thought discusses the social needs of the worker in an organisation.

THE HUMAN RELATIONS SCHOOL

The Human Relations School of management looks beyond the economic needs of the employee, in particular, the worker for a high work morale in the organisation. The founders

of the human relations movement, among whom were Chris (1960), and particularly Mayo (1949), looked at "the emotional, unplanned, non-rational" elements usually found in all organisations and which influence the worker's morale. They argued that the worker's happiness in the organisation does not depend largely on the organisation's ability to meet his basic economic needs. Besides meeting the basic economic needs (money), the worker has other things to worry about such as his family, housing, type of friends to go with, opportunities of taking part in sport or membership of a club. This school contends that the worker takes all these to the organisation and therefore the organisational management should not overlook them. It further states that informal relationships, usually not catered for by the management among the workers in an organisation, influence the work morale and the general performance in the organisation. Providing a useful definition of an informal organisation, Etzioni (1964:40) writes:

Informal organisation refers either to the social relations that develop among the staff or workers above and beyond the formal one determined by the organisation (e.g. they not only work as a team on the same machine but are also friends), or to the actual organisational relations as they evolved as consequence of the interaction between the organisational design and the pressures of the interpersonal relations among the participants...

Informal networks of friendships and social groupings of workers play an important part in improving workers' efficiency and production relations (Etzioni, 1961:20). Friendships among the workers tend to 'soften' the work-load, organisational routines, and invariably reduce the workers' tensions with the consequence of increased happiness. Organised social gatherings outside or within the work-place (organisation) such as get-together party, farewell

party, playing say golf or football, etc., where management and workers mix freely improve worker-management relations. The Human Relations School emphasizes the role of communication, participation and leadership which should centre on deliberate efforts to increase the happiness of the workers.

The Human Relations ideals above could, in most respects, be applied in the school situation whereby the head of school shows consideration for his teaching staff and the ancillary staff in his exercise of authority. His delegation of responsibility, communication and leadership in school affairs should increase staff participation in running the school and hence his role performance should aim at creating a happy social climate of the school.

THE STRUCTURALIST SCHOOL

The structuralist approach to organisations tries to synthesize the scientific management and human relations approaches. The structuralist "sees the organisation as a large, complex social unit in which many social groups interact" (Etzioni, 1964:41). Drawing on the works of Weber (1930) and to some degree on Marx (1848), the structuralists disagree with the "harmony" view of the Human Relations School. They contend that

the inevitable strains can be reduced but not eliminated between organisational needs and personal needs, between rationality and non-rationality; between discipline and autonomy; between formal and informal relations; between management and workers..... (Etzioni, 1964:41).

The structuralists perceive disagreement, resulting from the interplay of the management and the workers, to have an important

function in the organisation. They further view the interests of the workers to be different from those of the management. The workers and the management are the two social groups in the organisation which "might cooperate in some spheres and may compete in others" (Etzioni, 1964:41).

The incompatibility of interests in the work relations of the workers and the management, whom Marx (1948) might call the proletariat and the bourgeoisie respectively, tends to increase as the organisation passes through various stages of its development, from a simple type to an advanced complex organisation as a result of division of labour (specialization).

The head of school is the ultimate manager of the affairs of the school on behalf of the state. His subordinates (teachers and ancillary staff) may perceive the school in which they work differently. Their interests may tend to be in monetary terms or gains from the school. While the head of school may expect high standard of work by all, the teachers may expect the head to show consideration to their individual problems. Subject departments in the school's structure constitute the main examples of specialization. Each department may have specific interests which may not be in total agreement with the school's policies. In all this, there exists some amount of disagreement in the authority structure of the school.

AN APPRAISAL OF THE RELEVANCE OF THE THREE SCHOOLS OF THOUGHT

The fundamental issues presented by these three schools of thought appear to be relevant to the present study of the authority structure of two secondary schools. While scientific management

emphasizes, among other things, division of work, satisfying the worker's basic economic needs, viewing the worker as a separate entity from the management, and high productivity ensured from a good chain of command, the Human Relations school looks at the worker as a "social being" rather than as an 'economic man.' According to the Human Relations school, the amount of labour put in by a worker is determined not by his physical capacity but by his social "capacity" and the non-economic rewards play a central role in determining the worker's motivation and happiness. It argues too that workers, as members of groups, react to management, its norms and rewards (Etzioni, 1964:32).

The Structuralist School, basically critical of the Human Relations School, considers the organisation to have a structure into which positions are filled by individuals who are prepared to play specific roles, to maintain the functioning of the organisation. The roles categorize individuals of the organisation into workers and managers. In this case, conflict or disagreement is inevitable and crucially important for the organisation.

Fundamentally, these schools of thought discuss the relationship between the worker and the manager in an organisation; but the framework used by them can be applied, with some modification, to an analysis of the school situation in Zambia. Thus the head of secondary school constitutes the manager of school affairs on behalf of the state, and not the employer of the teachers (workers). The division of work (functions), the principal tenet of scientific management, is applicable to the distribution of the school's functions between the academic staff

(teachers) and the administrative and ancillary staff. The subject departments do specialize in executing functions related to individual subjects in the school. The head of school, the teachers and the supportive staff are all employed by the Ministry of General Education and Culture which pays them salaries. However, the head of school as a supervising officer has the administrative powers to recommend, as a disciplinary action, to withhold an erring teacher's annual increment to his permanent secretary (General Orders, Section D, 1976:9). There is need thus for teachers and the head of school to coexist in order to work well in the school. In his survey of literature on the principal-staff relationship, Watkins (1969:11) observes that "the way in which a group member perceives others affects his relations with them,...." and these relationships within a group determine "group effectiveness." It is in the light of the emphasis laid by the Human Relations School on 'harmony' - good social relationships perspective in an organisation, that the authority structure in the two secondary boarding schools of Zambia has been undertaken.

SECONDARY SCHOOL MANAGEMENT IN ZAMBIA

Inspection of the authority structure of the secondary school in Zambia reveals aspects of the bureaucratic organisation. The organisational chart of the secondary school as provided in the Inspectorate Guidelines For Heads of Secondary Schools (Zambia) (1972:25) describes the ideal management functions of the Zambian head in terms of (i) staff organisation, (ii) pupil organisation and (iii) general administration. In each of these categories of management, it is assumed that the head will "forecast and plan, organise, command, co-ordinate and control." (Pugh, et al., 1971:67). However, the suggested organisational chart (Figure 2) fails to reveal all that

is involved in a formal organisation (school), nor does it show the nature of the relations between offices. What is more, the school organisational chart does not tell us anything about the occupants of the positions. For instance, in a school authority structure where the head is male and the deputy female or vice-versa, the relationships between the incumbents at that level would be different in the two cases. Another factor which may influence the nature of the authority structure of the school is the personal characteristics of the head, his deputy and individual teachers. These personal characteristics may include tribe and church affiliation, academic qualifications, job experience, age and family background.

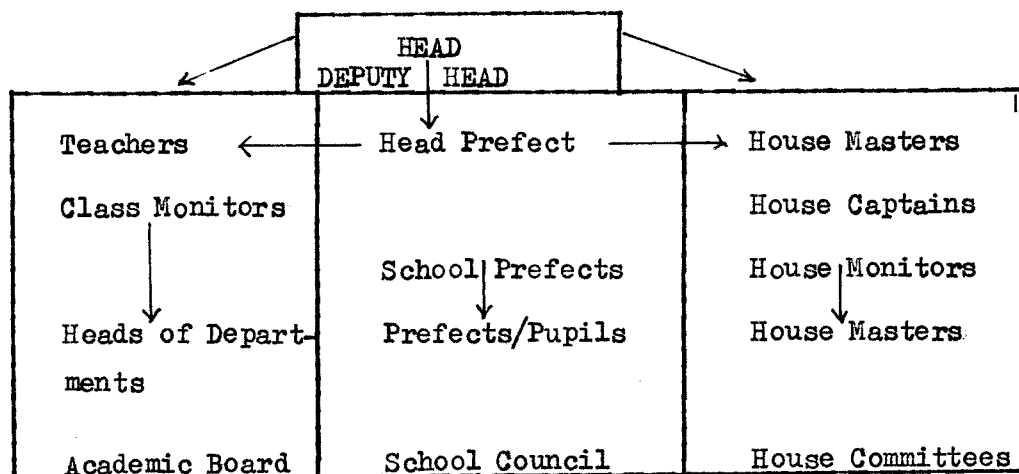


FIGURE 2: School Organisational Chart.

Source: Inspectorate Guidelines for Heads of Secondary Schools (Zambia, 1972 Page 25). (Note that the above figure has been reproduced as it is . For comments on the Chart see pages 83-84).

The communication channel suggested in the school organisational chart is a one-way process from top to bottom implying an authoritarian system. In practice, a two-way communication system operates in most schools and at different levels. The implied channel of communication to reach the top is not usually followed.

For instance, a subject teacher may not go through his subject head of department before he sees the head of school or a pupil can see the head or deputy head without necessarily telling his complaint to the head prefect.

The bureaucratic management of the school has to be seen in a broader perspective, that is, in relation to the administration of the education system as a whole. Like any other ministries in Zambia, the Ministry of General Education and Culture has field officers. There are nine Chief Education Officers^(CEO), one in each Province, and a District Education Officer (DEO) in each district. The Chief Education Officer is directly responsible to the Permanent Secretary of the Ministry of General Education and Culture. As in all cases, the implementation of policies depends largely on the calibre of staff at the grassroots level. The headmaster is such an officer in the school.

The major policies taken at the Ministry headquarters (Lusaka) are delegated, through the scalar chain, to the headmaster for implementation. The Chief Education Officer controls all secondary schools in his province. Furthermore, the officials of the Ministry Inspectorate (Lusaka) visit schools for subject and general school inspections.

One major effort to help improve secondary school management since independence was made by the Ministry of General Education and Culture in 1972, when heads of secondary schools, subject inspectors and other ministry officials held a conference. Its main objective was to compile useful information the head should know and follow in the execution of his duties. The information gathered was published

as a booklet by the Inspectorate of the Ministry titled, Inspectorate Guidelines for Heads of Secondary Schools. Presently, it serves as a reference booklet for all heads of schools, big and small. However, since its publication (1972) to date, it has not been revised to incorporate major policy changes that have taken place resulting from the amendments to the Education Act (1966) and subsequent statutory instruments. Additionally, the quick turnover of personnel leads to frequent assumption of headship by young and inexperienced teachers. This has resulted from the ministry's serious commitment to the policy of Zambianization of the posts of headmaster and deputy head since 1974. How useful then, is the Inspectorate Guidelines to the newly appointed head of school? Can the guidelines be taken to offer adequate information on the management skills the head requires to run the school confidently? Schools have now become complex, varied in type and the courses offered. Lack of expert knowledge in school management by heads of secondary schools distorts the "appointment on merit" principle. This is perpetuated by irregular inspectorate advisory visits and supervision, lack of in-service teacher education for secondary school teachers and the delay in implementing aspects of the Educational Reforms (1977:66) pertaining to teacher education, teachers' centres and professional seminars. The school authority structure whose members continue to improve their level of education systematically tends to respond favourably and positively to tasks and responsibilities dictated by the school. For instance an enlightened head and his teachers tend to resolve problems of the school professionally rather than by physical confrontation.

Mwanakatwe (1974:59 - 74), although he did not intend to write an encyclopedia on education in Zambia, records secondary

school expansion, increased enrolment figures and the Ministry's growing concern to improve the quality of education provided, without a mention of the Ministry's intentions to provide induction courses in school management to the would-be school heads and other administrators.

Mzeteka, writing on the role of the headmaster (1975: 9/10), gives some guides to the Zambian head on how to exercise authority in the school. After classifying heads into five types: (i) authority-centred (ii) inner-directed (iii) other-directed (iv) individual-centred and (v) work group-centred, he points out that the ^{last} type is "the most effective" headship style as it fulfils his democratic criteria. The 'authority-centred' headship style is a fluctuating type. However, Mzeteka does not provide empirical evidence to support his typology; and his reader is left to suspect that this typology is based on his personal experiences as a District Education Officer (DEO). Furthermore, his typology of five headship styles could not be taken to be mutually exclusive, a mixture of two or three types may exist in the head's exercise of authority at different times in different situations and problems. For instance, one finds it difficult to conceptualize the distinction between (iii) the other-directed type and (vi) the work group-directed type in the school situation.

According to Mzeteka the headship functions in the school include: "the delegation of responsibilities, sharing of decision-making role" and a correct attitude of mind which readily accepts "the fact that the head does not know all the answers." Failure to realize one's inadequacies as head and the right of teachers to question the head's actions and

policies produces incompatibility, which is detrimental to the smooth running of the school. Mzeteka puts it this way:

Some heads... are of the opinion that their authority should be accepted (by teachers) without question and as a result of this (attitude of mind), they find themselves to be very unpopular among their members of staff.

The unpopularity of some heads results from, among other things, the manner in which they exercise authority over their teachers. The Times of Zambia (21 May, 1981) reports a racial conflict between the Asian teachers, among whom was the principal, and the Zambian African teachers at Nkumbi College (a special secondary school) in Mkushi District. "The Zambian teachers charged that (the principal) was biased against them..." Later the principal informed the ministry official for technical education and vocational training that Zambian teachers were against him because he was an Indian." It is clear from this that there was a problem or disagreement of some sort between the principal and the majority of his teachers. Perhaps a possible explanation to this may be found in the inadequate utilization of communication channels by the principal and in his failure to show consideration for staff.

Chishimba (1981:22), too, argues that because schools have become more bureaucratized,

the organisational practices of the school have produced some dysfunctional results in initiating change, especially if the initiation of such a change comes from the lower ranks of the power structure of the school.

He draws this conclusion from his personal experience as a secondary school teacher at the time of Zambia's independence. However, what he seems to suggest is that in a closed authority

structure of the school, the decision-making process tends to be concentrated at the top of the school hierarchy.

Additionally, lack of the interdependence of the parts (head and teachers in this study) may result in the loss of confidence and trust in each other. An example of this may be furnished from the Times of Zambia (10th July, 1981) according to which the Mkushi Secondary School teachers and pupils demanded the removal or transfer of their headmaster to another school for calling teachers and pupils undisciplined. The Ministry of General Education and Culture heeded their demand and transferred the headmaster.

SYNTHESIS: THE HEADMASTER'S LEADERSHIP DIMENSIONS

This chapter has started off with a summary of Max Weber's theory of bureaucracy based on the legal-rational type of authority. Some of the manifestations of bureaucracy discussed are: hierarchical structure, impersonal relations between positions, appointment to posts of responsibility by merit, payment of regular salary to officers, and so on. Thereafter the Scientific Management^{School} which stresses the division of labour to maximise efficiency and production was discussed. The Human Relations School argues that the worker as a person desires to satisfy both the economic and social needs. The worker, according to this school of thought, needs a social climate conducive to his work and which produces happiness and raises morale to work in a friendly atmosphere. The Structuralist School argues that it is inevitable to experience disagreement and conflict in any organisation. These manifestations are universal and both workers and management should minimise conflict and disagreement.

The Scientific Management, Human Relations and the Structuralist approaches to management have been presented as further developments in the study of organisational behaviour. These schools of thought offered some explanations in terms of human behaviour in formal organisations through such concepts as management activities, compliance, incompatibility of interests and the interdependence of parts. It was shown too that Zambian secondary schools have been receptive to bureaucratic principles since these principles are operative in different spheres of administration in the country. Chishimba (1981:22) enumerates some of the tasks and responsibilities of the Zambian secondary school headmaster to include:

deciding what form the organisation (school) will take, initiating activities, setting the goals for departments, assigning extra-curricular activities to the teachers, conferring jurisdictions, determining the agenda for the meetings, and settling conflicts.

All these constitute the head's management activities in the school which can be analysed by looking at the leadership dimensions characteristic of his style. The first one is consideration for staff (teachers). It is the description of the head's behaviour indicative of an understanding between himself and the teachers in the school. The headmaster usually does little things for teachers to maintain good relationships among the staff. In other words, the head does something extra (out of the ordinary) for teachers individually or as a group. Consideration in this sense is characteristic of the "open-closed" authority structure of the school. However, it is strongly believed that the exercise of authority based on consideration alone produces an "Open-open" authority structure when institutional goals are considered less

important. The ~~second~~ headship dimension is initiating structure. The concept of structure is explained in terms of the functions performed by the members of the school. The structure of the school implies boundaries between functions. It is in this sense that initiating structure (production emphasis) refers to the head's behaviour which puts emphasis on a well-defined pattern of organisation, clear channels of communication and methods of procedure. He stresses the attainment of the school goals in a rigid authority structure. Hence he maintains a close supervision of staff in the school.

The third headship dimension is thrust. The head's leadership role is seen and explained in his attempt to "move the school" in the direction he wants. He has an ideal school in mind and works towards its realization. He mobilizes the teachers and pupils towards an ideal school. Changes will be initiated in order to achieve desirable aspects of the perceived ideal school. The headmaster motivates his teachers through being a model of hardwork and punctuality. His behaviour, though task-oriented, is legitimated by his leadership in the school. Thrust, in this sense, is, therefore, the "charisma" of the head of the school. However, in the performance of specific tasks and functions which are the prescriptions of his office, the head's position in the school is legitimated although legitimacy of his position can also be achieved by his leadership functions which require him to demonstrate his ability to implement and take decisions and to mobilize available resources in the school.

The fourth headship dimension is aloofness. A social distance exists between higher and lower offices within the school hierarchy. In very large formal organisations, the social distance increases as one moves away from the topmost office. Impersonal relations between offices predominate although these are reduced by informal relationships within and outside the work place. In the execution of his duties, the head is usually rule-oriented and his headship style is maintained by keeping himself "emotionally" at a distance from his teachers. Some manifestations of aloofness in the school's social structure are:-

- (i) strict adherence to the established channels of communication rather than face-to-face communication with subordinates;
- (ii) the deputy head acting as an intermediary between teachers and the head;
- (iii) frequent utilization of staff notice boards as media of communication; and
- (iv) the head's dependence on the deputy head to pass on information to staff members and pupils.

CHAPTER THREE

METHODOLOGY

THE SELECTED SCHOOLS

Data were collected about the authority structures of (a) Nchelenge Secondary School and (b) St. Mary's Secondary School, both situated in the Luapula Province of Zambia. While Nchelenge Secondary School is coeducational, St. Mary's Secondary School is a single-sex school for girls. Both are residential schools.

The study concentrated on the following factors: the size of the school; the pattern of delegated authority; the system of communication and the degree of discontent among teachers over whom the head exercises authority in the school.

Nchelenge Secondary School is a Grade I school. In 1981 there were 1,036 pupils in residence. The school's pattern is 6:3, meaning that there are 24 classes, 6 classes each of Form I to Form III, and 3 classes each of Form IV and V. The average class size in 1981 was 43 pupils. The school was opened in 1966.

St. Mary's Secondary School is a Grade II school with the school pattern of 4:2. There are 16 classes, 4 classes for each of the junior classes up to Form III and 2 classes for each of Forms IV and V. In 1981, there were 625 pupils in residence with an average enrolment of 39 pupils per class. It is a Catholic Mission School opened in 1963.

School grades in Zambia are determined by the number of classes and student population. For instance a grade I school may have 32 classes with a minimum number of 1,240 pupils, a grade II school may have 16 classes with 620 pupils and a grade

III school may have 13 classes with 500 pupils (Inspectorate Guidelines, 1972:24). For each of the junior classes there may be 40 pupils and 35 pupils for each of the senior classes.

The Teachers

At Nchelenge Secondary School there were altogether 40 teachers, 31 of whom were Zambian (77.5 per cent) and 9 expatriate staff (22.5 per cent). 30 Zambian teachers were trained at either Nkrumah Secondary Teachers College or Copperbelt Teacher Training College. The Zambian deputy head is a University of Zambia graduate holding a B.A. Ed. degree. There are 2 non-Zambians holding certificates in education, one male and the other female. The other 7 expatriates staff are University graduates. The mean age of the Zambian staff is 26.5 years and that of the expatriate staff 36.1 years. The mean teaching experience in Zambia for Zambian teachers is 4.6 years. An explanation for this (4.6 years) is that seven Zambian teachers started their teaching career at the primary school level and by the time they joined the secondary school they had already taught for over 10 years. This includes the Head and Deputy Head of the school. The mean teaching experience in Zambia of the expatriate staff of this school is 2.2 years (See Table 11.2 - Appendix D).

At St. Mary's Secondary School, there were 26 teachers including the head and the deputy head. Its staff establishment is 30. The 13 Zambian staff were recruited from the University of Zambia and the secondary teachers colleges. The expatriate staff were recruited by the Teaching Service Commission. The expatriate teachers are on Lay Mission Associate Teachers contract and hence the salary structure is different from that of the Zambian teachers who are on local conditions of service. Out of the 13 Zambian staff, 2 are University graduates holding the B.A. Ed. degree, and the rest (11) were trained at secondary teachers colleges.

All non-Zambian staff (13), except 1, are University graduates with various degrees. The Zambian staff have a mean teaching experience in Zambia of 5.2 years. The teaching experience of the expatriate staff in Zambia is 4.9 years. The mean age of all teachers in the school is 33.5 years (See Table 2, p. 40). Table 1 shows the summary of the main features of the selected schools.

TABLE 1: Summary of Main Features of Selected Schools

	SELECTED SCHOOLS	
	NCHLENGE	ST. MARY'S
1. GRADE: AGE	I 15 years	II 18 years
2. Student Population 1981	1,036	625
3. Streams	Form I-III: $3 \times 6 = 18$ Form IV - V: $2 \times 3 = 6$	Form I-III: $3 \times 4 = 12$ Form IV-V: $2 \times 2 = 4$
4. Teachers	Zambian - 31 (77.5%) Expatriates - 9 (22.5%)	Zambians - 13 (50%) Expatriate-13 (50%)
5. Qualifications		
Graduates	8 (Deputy Head inclusive)	14 (Deputy Head/Head inclusive)
Diplomates	30 (Head inclusive)	12
	2 teachers' qualifications not known	

The two selected schools were not a representative one as there were nine (9) secondary schools in Luapula at the time of the study, and hence the two selected schools constituted only 22.2 per cent of the total number of secondary schools of the province. However, the selection of these schools was based on the criterion that one school should be coeducational (mixed-sex) and the second one single-sex girls. A choice was made between Nchelenge and Samfya coeducational schools which were opened in the same year. These are the only mixed-sex schools. Mabel Shaw and St. Mary's secondary schools were for girls only. A choice had to be made between these two schools. Distance between the two chosen schools was taken into account to facilitate the writer's travelling. So St. Mary's and Nchelenge Schools were chosen as the selected schools.

SIGNIFICANCE OF THE SELECTED SCHOOLS

The two selected schools in this study have common characteristics. Some of these features are: they were opened in the 1960s and are strategically situated at the District Bomas. As residential institutions they constitute relatively stable school communities where teachers and pupils live on the same school premises. This common residence provides a frequent teacher-pupil and teacher-head interaction. Another important feature of boarding schools is that they assume apparently full responsibility for the education and care of pupils while in day secondary schools this responsibility tends to be shared between the home and the school. It is assumed too that the role of the head in a boarding school will be different from his counterpart in a day secondary school.

Furthermore, it is envisaged that the authority structure is influenced by this important feature of the boarding school. The other two contrasting features which are significant in this study are the size of the schools and the fact that one school is coeducational whereas the other is a single-sex school.

DATA COLLECTION

The survey method coupled with the writer's observation of the sample schools was used to collect data. The source of data in each selected school were the head, the deputy headmaster, department heads, boarding masters and teachers. For this purpose five separate semi-structured questionnaires were developed and administered to the head, deputy head, boarding master, head of subject departments and the subject teachers.

The Questionnaire

The questionnaire was composed of the precoded statements which were drawn and adapted from the Leader Behaviour Description Questionnaire (LBDQ) and the Organisational Climate Description Questionnaire (OCDQ). The LBDQ was originally developed by the staff members of the Ohio State Leadership Studies Group of the Ohio State University, Ohio, USA. The group studied leadership in the industries, the army, and the educational institutions. The OCDQ was developed by A.W. Halpin and Don B. Croft in 1963 in Chicago, USA. The OCDQ has eight dimensions: four of which describe the teacher's behaviour and the other four describe the head's behaviour are: aloofness, production emphasis (initiating structure), thrust and consideration. There are the same leader behaviour dimensions in the LBDQ.

Consideration for staff, appropriate initiating structure and personal thrust of the head of school constitute the leadership behaviour of the head of school. The Likert-type statements drawn from the "LBDQ Real" and OCDQ were randomly arranged into the Teacher's Questionnaire. There were 12 such statements for consideration dimension, 14 for initiating structure and 8 for thrust. Responses for each statement in each case were scaled to measure the frequency of the headmaster's behaviour towards his teachers and in his performance of school duties (Rarely = 1, Sometimes = 2, Often = 3, and Very Frequently = 4). The scaled responses with their corresponding values (assigned arbitrarily) were consistently used in all questionnaires for this study.

The OCDQ was used to describe the organisational climate of schools to determine how "open" and "closed" the organisational climate was. The LBDQ allowed the teachers to describe dimensions in the LBDQ.

In this study the OCDQ and LBDQ have been combined and adapted to study the authority structure of the selected schools. There are two main reasons for this. Firstly, it is assumed that the description of the leader (headmaster) by teachers tend to show agreement, and since the authority structure of the school is much determined by the kind of leadership at the top, teacher's description of the head on four dimensions will throw light on the leadership style in the school. Secondly, the OCDQ is more concerned with the description of the social group effectiveness manifested in social relationships in the school. This study focuses on the headmaster-teacher relationships. The leadership can be described as either (a) authoritarian, or (b) democratic, or (c) laissez-faire.

Each dimension of leader behaviour of the original "LBDQ Real" had 15 statements but some of these statements were adapted to suit

the Zambian circumstances and those which were found irrelevant after a pilot study at Monze secondary boarding school for boys (July 30, 1981) were replaced by appropriate ones from the OCDQ. Ten teachers were involved as respondents in the pilot study and rated the headmaster's performance by indicating after each Likert-type statement, either 1, or 2, or 3 or 4 corresponding to 'rarely', 'sometimes', 'often', and 'very frequently' respectively. Teachers were also asked to put a cross (x) against each unclear statement. Thus unsuitable statements were left out from the questionnaire after data were analysed.

The four dimensions of leader behaviour had an unequal number of Likert-type statements. There were 4 statements for the dimension of consideration; 12 for the dimension of initiating structure and 8 for the dimension of thrust. In each case, all statements were analysed and presented in tables (see Appendix D).

For each Likert-type statement in the Teacher's Questionnaire, the respondent was asked to indicate the response on the scale: 'rarely', 'sometimes', 'often', and 'very frequently'. These were weighted 1, 2, 3, and 4 respectively. In most cases, the values 1, 2, 3 and 4 appeared in this order. In very few statements like: No. 32 'makes rules which are later never questioned' (Appendix A 7) the values 1, 2, 3 and 4 put at the end of such statements were arranged in reverse order (4, 3, 2 and 1) not changing the scale. The reasons for this was that 'positive rating' of the head's behaviour would begin from rarely = 4 sometimes = 3 often = 2 and very frequently = 1 in this circumstances. The actual response, therefore, was a circle round one of these numbers corresponding to the respondent's choice.

The Respondent

For each selected school there were 25 respondents. These

included the head of school, deputy head, the boarding master, 10 heads of subject departments and 12 subject teachers. The 25 respondents constituted 96.1 per cent of the academic staff of St. Mary's Secondary School and 60.9 per cent of the academic staff of Nchelenge Secondary School. This information on the respondents in two selected schools is summarized in Table 2 as follows:-

TABLE 2: The Respondents of the Selected Schools

SCHOOL	TOTAL RESPONDENTS	DEPART. HEADS	SUBJECT TEACHERS	H/MAS	DEP. H/MAS.	BOARDING H/MASTER
Nchelenge	25(96.1%)	10	12	1	1	1
St. Mary's	25(60.9%)	10	12	1	1	1

The Headmaster's Questionnaire consists of five (5) sections whose open-ended questions asked for short answers to be filled in the spaces provided. These questions were about the head's personal characteristics, the basic factual information about his school, and the nature of teachers' morale and communication procedures used in the school.

The Deputy Head's Questionnaire consisted of 24 structured questions of the Likert-type and the Deputy head was asked to rate the headmaster's performance. In the Boarding Master's Questionnaire there were 7 structured questions of the Likert-type. The Teacher's Questionnaire asked the teacher to rate the head and the deputy head and to record his general impressions on the fellow teachers' morale in the school. The teacher's personal characteristics were asked in the first section of the questionnaire.

In all questionnaires except that of the head of school, respondents were assured of anonymity in answering questions. This is testified in the nature and format of each questionnaire which did not ask for the name of the respondent. All questionnaires are found in Appendix A.

The Administration of Questionnaires

The collection of data took twenty-eight days, fourteen days in each school. This was during the 3rd term of school, between 22nd September and 22nd October, 1981. The time factor was not considered to be of major influence in completing the questionnaires. During the first week at school, the head, the deputy and the boarding master, were given questionnaires individually to be completed within a week. In the second week questionnaires were distributed to the selected 10 heads of subject departments, and 12 class teachers, who had been chosen on one criterion that each teacher had taught in the same school under the same head for at least three terms or one calendar year. Although the instructions on how to answer questions were provided in the questionnaire, these were repeated verbally to the individual respondents. Each respondent was cautioned not to consult other teachers when completing his questionnaire as some took it home for completion. It was felt that teachers should not use teaching time for this exercise as it would have changed considerably the school's social atmosphere which was to be kept reasonably undisturbed. Observation was not going to be properly done if one did not do that.

Observation

In order to get "a feel" of the social relations and the

authority structure of each school. One had to employ the participant observation technique to supplement the questionnaire. The informal aspects of the school organisation cannot be studied adequately through the questionnaire technique alone but should be supplemented by an observation schedule. Although an observation schedule was not designed for this purpose, the writer taught six periods per week in each school and kept a small diary in which he recorded useful information about school routine, school assemblies, meetings and generally about the social atmosphere of the school.

Teaching The writer taught a minimum of six periods of Civics per week. This helped him establish rapport with the school community. The writer's acceptance into the school was facilitated because he performed the basic duties of a teacher. He taught two Form III classes in Nchelenge coeducational secondary school and three Form I classes in St. Mary's (Girls) secondary school. This allowed the writer to get information from teachers and heads of department informally.

The diary The extent of head's aloofness through the study of the communication procedures used in the school was established by recording his formal and informal interactions with the teachers and pupils. Striking events as they occurred were recorded in the diary. Announcements made by either the head or his deputy to the teachers or pupils were recorded. These were in the Staff-room or at the assembly of the whole school. Personal and informal meetings with the head or deputy head and individual teachers

(sometimes in local bars) provided additional information on the informal relations of the school. Personal impressions and reflections on each particular occurrence or event were also recorded.

Meetings and School Assemblies. The writer had the opportunity to attend the second staff meeting of the term in Nchelenge Secondary School on 25 September, 1981 whose main item on the agenda was "to select" the school captains. Teachers' attendance at tea-break was "compulsory" in St. Mary's Secondary School. The writer found these informal "gatherings" very useful to concretize earlier observations on the head's interactions with staff and teachers' reactions to the head's announcements made usually during tea-break in the staff room. In addition, two school assemblies (one per week) were attended in each school.

The Study of School Documents. The writer had access to the school's documents such as the School Time-Table, School Rules, Minutes of Staff Meetings, Staff Duty Rota, the Daily School Routine and any other published documents posted on the staff Notice Board. The study of these documents facilitated the general understanding of the head's role in organising the school's functions. Copies of some of these are appended to this study report. Additionally, the ordering of offices of the authority structure was clearly understood by the head's allocation of office accommodation in the school's administration building.

RESEARCH DESIGN

The study used a research design developed on the basis of the classical descriptions of authority namely: democratic, authoritarian and laissez-faire. The description variables of each of these

authority types are: initiating structure, consideration for staff and thrust. These are the same leadership behaviour dimensions presented earlier. Teachers rated their headmaster's performance on each dimension. A democratic authority structure is supposed to rank high on consideration, initiating structure and thrust and high scores can be between 60 per cent and 75 per cent. An authoritarian authority structure is supposed to rank very low on consideration, with percentage score of below 50, very high initiating structure over a 75 per cent score and a very low thrust, below 50 per cent. The laissez-faire authority structure consists of very high consideration - over 75 per cent score, very low initiating structure - below 50 per cent and very low thrust - below 50 per cent. This information is summarized into Figure 3 below:

Head's Dimension of	Laissez-faire (open-open)	Democratic (open-closed)	Authoritarian (Closed)
Consideration	Very High (over 75%)	High (60-75%)	Very Low (below 50%)
Initiating Structure	Very Low (below 50%)	High (60-75%)	Very High (over 75%)
Thrust	Very Low (below 50%)	High (60-75%)	Very Low (below 50%)

Key Very Low = below 50 per cent; Low = 50-59 per cent
High = 60 - 75 per cent, Very High = over 75 per cent.

FIGURE 3: Authority Structure Model

The dividing lines between percentages scores in the model were arbitrarily chosen based on the fact that leadership cannot be measured with precision but can be approximated on various dimensions of the leader behaviour continuum of authoritarian, democratic and *laissez-faire*.

Tables showing frequency rating scores were constructed for each dimension (consideration for staff, initiating structure, and thrust) in which the number of responses (RP) with its corresponding value or score (VA) for each scaled responses (rarely = 1, sometimes = 2, often = 3 and very frequently = 4) was indicated (see detailed discussion on page 38). The total score for each statement was obtained by adding the values across. From the total scores for all statements the grand composite score on each dimension was computed. Percentages and mean scores were also computed.

The same procedure was adopted in analysing and quantifying the ratings received by each head of school on the Heads of Department Questionnaire which had 9 Q-items. All these Q-items were analysed. All the Q-items in the Boarding Master's Questionnaire were analysed in the same way as in the Head of Department Questionnaire. However, in these two Questionnaires Q-items were not categorized into the four leader behaviour dimensions because they were on specific functions of the school. The Q-item serial numbers were retained in the tables for ease of reference.

The Deputy Head's Questionnaire was analysed in the same way as the Teacher's Questionnaire. The responses to open-ended questions in the Teacher's, ^{and} Deputy Head's Questionnaires provided, in the main, useful information and insight about the school and the respondent's feelings. However, these responses in the Teacher's Questionnaire were quantified and presented as percentages.

On four leader behaviour dimensions, the head of school was rated by 12 teachers and 10 heads of departments constituting 88 per cent of the total (25) respondent at each school (see Table 2 above).

The field investigation of 14 days at each school may be considered too short to carry out any participant observation effectively. The writer kept in mind that over-staying at one school would have changed the actual school atmosphere considerably, and hence the questionnaire results were going to be affected. Although an effort was made by the writer not to cause too much anxiety and undue suspicion among the respondents, over-staying was going to be misconstrued to mean "school inspection."

The observer of a social phenomenon faces two major problems, namely, to observe the social phenomenon objectively and to make an objective inference. These problems of observation also apply to participant observation used in this study. However, a participant observer usually fails to observe objectively a social phenomenon in which he participates without changing the same phenomenon. It is in this respect that in this study the writer does not claim to have avoided this major demerit of participant observation. His observation of each school could not be claimed to be value-free. However, the short period of fieldwork at each school was supplemented by the writer's personal experience as a secondary boarding school headmaster in Zambia. Nonetheless, the use of participant observation in this study enabled the writer to enter into the life of the school community.

Furthermore, the limited research funds at the disposal of the writer did not allow him a long period of study at one school.

Additionally, the field work had to be completed before the schools engaged in serious preparations for public examinations which take place in the months of November and December each year.

During this period, usually tension and anxiety build up in the school. Thus the study could not be allowed to run through the month of November.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

This chapter presents the research findings on each selected school. By using the research design presented in chapter three, the authority structure of each school is described. Findings on each leader behaviour dimension for each selected school are presented separately. The findings on the Teacher's Questionnaire, Head of Department Questionnaire, Deputy Head's Questionnaire and Boarding Master's Questionnaire on each of the sample schools are presented in that order.

FINDINGS ON NCHELENCE SECONDARY SCHOOL

Twelve teachers rated the headmaster's performance on the dimensions of consideration, initiating structure and thrust. The findings are presented below.

Consideration For Staff

Job satisfaction might arise from a number of factors. In the school situation housing of teachers, the subjects the teacher is "given" to teach, promotion prospects and the teacher-teacher working relations constitute some of the factors that contribute to the teacher's job satisfaction and general happiness in the school.

The responses as to whether teachers liked teaching (Q-item 15) showed that 10 (83.3 per cent) liked teaching, while 2 (16.6 per cent) did not. In response to question No. 16: 'Do you generally feel happy to teach in this school?' 5 (41.6 per cent) said yes and 6 (50 per cent) replied negatively, while 1 (8.3 per cent) said that much depended on the subject he was given to teach. Teachers' group solidarity was demonstrated by 9 teachers (75 per cent) who felt that they were working as a team in response to Q-item 17. These 9 teachers were

between 21 and 30 years old. The age group (20 - 30 years) comprised a total number of 22 teachers, accounting for more than 50 per cent of the total number of teachers in the school. (See Table 11 on Page 156).

Adair (1968:28), in his article: "Keeping Teachers Happy", concluded that teachers were highly motivated when they experienced "a sense of achievement, successful job performance, ... a feeling of recognition of having achieved (something) in the performance of the task ..." He further observed that

inadequacy of school organisation and management is a factor responsible for the greatest number of dissatisfied teachers. Second is the job structure, which includes teaching assignment, load, scheduling, extra duties and placement of students. Interpersonal relations with administrators and supervisors (who could be heads of departments) has high potential for producing negative feelings.

In all these the head of school is partly responsible. Adair identified, as explanations, areas of potential teachers' dissatisfaction in the school where the apparent cause appears to be found in how the headmaster performs duties. These factors which produce teachers' dissatisfaction appear to be similar and relevant to the secondary school situation in Zambia.

What was the degree of discontent among teachers in Nchelenge Secondary School? Discontent may arise from, among other sources, the failure on the part on the head to meet the teachers' professional expectations in addition to his failure to show some consideration to teachers as they perform school duties. Teachers were, therefore, asked to rate the head's performance on consideration for staff. The responses on consideration are presented in Table 13, Appendix D.

From this table and according to the theoretical model of this study, it is seen that teachers felt that their headmaster showed low consideration for them as they performed duties (55.7 per cent). The headmaster scored 38 on Q-item 49 which read:

"Headmaster allows and encourages teachers freedom to use their judgement and initiative in teaching." 38 out of a total possible score of 48 on Q-item 49 constituted 77.3 per cent. However, his performance scores on Q - items 35 and 36 were very low. These Q-items read: "Headmaster consults teachers each day" and "Headmaster makes secretarial service (typists) available for teachers' use" respectively. In the latter case 11 teachers (91.6 per cent) rated the head's performance in category "Rarely = 2". This could be taken as a negative rating. The head's attitude towards teachers' accessibility to the services of the typist and other administrative staff (the office orderly in particular) was confirmed during the staff meeting of 25th September, 1981 which the author had the privilege to attend. At this meeting the majority of teachers demanded to know the job description of the registry staff. The reason behind this demand was that the office orderly and the typist had persistently refused to do simple jobs asked of them by the teachers. One teacher complained that the office orderly had refused to take and cash his cheque at Nchelenge Boma where the office orderly usually went for school mail. The office orderly justified his refusal by saying: "We are not allowed to do anything for teachers without authority from the headmaster or his deputy."

A careful study of the responses on Q-items 25 and 29 under consideration revealed that the headmaster received very low scores. The score on Q-item 25 which read: "Headmaster does personal favours for teachers" was 22 (45 per cent of 48) and the score for Q-item 29 which read: "Headmaster looks out for the personal welfare of teachers" was 22 (45 per cent of 48). At the staff meeting referred to above most teachers wanted to know from the headmaster why the Nchelenge Township Council, of which the headmaster was a member,

had failed to supply adequate water to school for the past two months. Some teachers wanted to send a written petition to the chairman of the Township Council, who was the District Governor of Nchelenge District. Others suggested that they should boycott teaching. Teachers had been paying a fixed water bill of K5 per household per month despite the inadequate supply of water.

It was learnt too that the Kashikishi village, adjacent to the school had sufficient supply of water for the two months in question. The headmaster did not support the staff directly or indirectly in seeking an explanation from whoever was responsible for supplying water to the whole township. The headmaster seemed to have reasons for the stand he took on the issue as implied by his concluding remark on the same: "We cannot disturb the good relations that exist now between the Boma and the school."

On the foregoing bases, there appeared to be an unhappy atmosphere among the teachers which was manifested, as noted, in teachers reporting for work late, missing teaching periods and their remarks about the school. This, perhaps, might account for 6 teachers (50 per cent) who said that they were not happy to teach in the school (See page 48). All the same, the headmaster was rated low (55.7 per cent) on consideration for staff.

Initiating Structure

Initiating structure has been defined simply as that aspect of the head's behaviour which puts emphasis on a well defined pattern of organisation, the attainment of the school's goals, adherence to established rules and regulations and hence a close supervision of staff by the head (See Table 14, Appendix D).

Table 15 shows the rating scores obtained by the headmaster on

The headmaster scored 329 (48.6 per cent) out of the total possible score of 676.

On the Q-items 24, 39 and 52, the rating scores were slightly higher than those on the other items. All these emphasise the headmaster's apparent determination to achieve the objectives of the school. In contrast to these scores, low scores were recorded on Q-items 22, 27, 32, 45 and 47. Their scores were 20, 15, 18, 19 and 20 respectively. The Q-items 27 and 47 read as follows: "Headmaster checks the subject-matter ability of teachers," and "Headmaster works hard to keep the morale of teachers high at this school" respectively. The rating category "Rarely= 1" received 9 responses accounting for 75 per cent of the 12 possible responses for the Q-item 27, and 8 responses accounting for 66.6 per cent of the 12 possible responses for the Q-item 47.

According to this study's authority structure description model, the headmaster's performance on initiating structure (48.6 per cent) was very low. This could be attributed to the headmaster's apparent inadequate supervision of teachers' work as low scores on Q-items 27 and 47 indicated.

The present headmaster was the 4th since the school opened in 1966. However, he had been heading the school for 3 years. At the staff meeting of 25th September, 1981 (referred to earlier), the headmaster indicated to the staff members that he would establish in the future, for the first time, an Academic Board of teachers whose terms of reference would be (a) to review the academic performance of the school, (b) to advise the head on academic matters of the school, (c) to liaise with the heads of subject departments. His intentions were in line with the Inspectorate's recommendation to heads of

secondary schools to institute an academic board, advisory to the head (Inspectorate Guidelines, 1972:42). The implementation of what the Ministry (Inspectorate) has recommended largely depends on the headmaster's thrust and appreciation of what is recommended. The absence of the Academic Board in the school since 1966 may, to some extent, have been reflected in the academic performance of the school for the years 1976 to 1979 (See Table 11.3). For instance in 1977 29 obtained School Certificates, while 55 obtained Zambian Certificates (Division 4); in 1978 31 obtained full school certificates and 56 Zambian Certificates; and in 1979 there were 33 School Certificates and 65 Zambian Certificates.

Thrust in School Functions

From the definition of thrust in this study, the personality traits and other attributes of the head of school influence the nature of the authority structure in the school (See chapter 2). His ability to move the school towards his standards determines the head's thrust in the performance of duties. How far was the head of Nchelenge Secondary School an example and model of hard work, dedication, punctuality, and so on? Thrust was the head's behaviour dimension and an approximate measure of what was posed in the question above. The summary results of the head's performance on thrust are presented in Table 15. Data from Table 15 show that the head scored 200 (52.0 per cent) out of the total possible score of 384 on thrust.

Q - item 23 read: "Headmaster sets an example by working harder himself." The 12 scores on "Sometimes = 2" category constituted 54.5 per cent of the 22 total scores for Q-item 23. It should also be noted that 6 teachers (50 per cent) and 4 teachers (33.3 per cent) or a total of 10 teachers (more than 83 per cent) rated the headmaster's performance between "Rarely = 1" and "Sometimes = 2" category on

Q-item 23. The present author recalled that the headmaster began his office duties each morning not earlier than 10.00 hours. School Assemblies were scheduled and conducted by the headmaster every Monday at 11.40 hours to 12.00 hours before the 7th period. The two assemblies the author attended were begun late and thus ran through the 7th period. It was overheard, too, just before the staff meeting of 25th September, 1981 that, "He is not punctual and for him there are no short meetings." This was a remark made by one teacher referring to the headmaster, because the meeting started at 15.55 hours instead of 15.30 hours.

The 52.0 per cent score on thrust by the headmaster is low, judged by the criteria set out in Figure 3, page 44.

Heads of Departments Perception of Head's Performance

The academic duties of the school are organised into subject departments each of which is headed by an appointed member of staff, a specialist in the subject. A senior teacher in the subject is usually recommended to the Inspectorate of the Ministry of General Education and Culture for approval for appointment to the post of head of the department. The post carries an annual allowance of K240 (Inspectorate Guidelines, 1972:5) and Muchangwe Salary Commission Report (1980:42). Only English, Mathematics, Science, Zambian Languages and Production Unit heads of departments receive this allowance.

The academic performance of the school depends, among other factors, upon how effectively individual subject departments have been organised by those appointed as heads of departments. Although the headmaster is one of the teachers, accountability for the academic performance of his school rests largely on him. The head

of school gives departmental heads directives and guidelines of the school and additionally defines their supervisory powers over teachers in their departments. Furthermore, he coordinates their work and keeps a "fatherly" eye on their individual performance and advises them accordingly.

The Heads of Department Questionnaire had 9 Likert-type statements about the headmaster in relation to each department. The 10 heads of departments rated the head's performance and the summarized scores are presented in Table 16.

Data from Table 16 show that the score for the head's performance was 71.1 per cent of a total possible score of 360. Generally heads of subject departments rated the performance of the headmaster relatively equally on the six statements. Heads of departments felt that they had been given authority to make class allocation to teachers and that the head was responsive to the problems of individual departments. The responses to Q-items 6 and 7 (scores) reflect this common feeling of the heads of departments towards their headmaster. The 10 subject departments, selected at random, whose heads took part in rating the performance of the headmaster, were, Agricultural Science, Civics, Commerce, English, Geography, History, Industrial Arts, Mathematics, Religious Education and Science (refer to Table 17, page 166).

Table 17 shows the rating scores awarded to the head's performance by an individual department. The headmaster received low scores from heads of Civics 18 (50 per cent) and Commerce 14 (38.8 per cent) departments and very high scores from heads of Religious Education 36 (100 per cent), Geography 31 (86.1 per cent), Mathematics 29 (80.5 per cent) and English 29 (80.5 per cent). The head of Civics department was qualified to teach Mathematics and Civics.

The sister of the head of Commerce department, who was doing Form V, was suspended from school and was waiting for the final decision of the Chief Education Officer from ~~Mansa~~. These could be possible reasons for their low rating of the headmaster's performance. On the other hand, the heads of Religious Education and Geography departments were Zambian teachers who had teaching experience of 7 and 12 years respectively. The latter, an elderly man who had begun his teaching career at the primary school, was also Chairman of the Disciplinary Committee of the school. He mixed with the headmaster socially outside school.

The heads of Mathematics and English departments were expatriates. It was learnt that the latter drove the headmaster on official trips since the headmaster had no car. The head of Civics department made an observation about school administration in general as follows:

He (head of the school) appears to favour a certain group of teachers in certain administrative activities. ... This has brought about the atmosphere of "unstable cooperation" between the administration and some teachers.

Perhaps this was a common feeling of most teachers when one observed the number of teaching periods some teachers were given. Some teachers taught 32-34 periods per week, whilst others had less than 20 periods per week. One of the latter happened to be an ordinary teacher of Biology who had been appointed "a helper" to the Deputy Head in time-table making. He did not hold any post of general responsibility like head of department. It was observed that even the head consulted him every day. He was 29 years old, with 3 years teaching experience, belonging to the same ethnic group as the deputy head. This state of affairs might explain why an expatriate

elderly man (48 years old), a former secondary school headmaster in Sri Lanka, was overheard whispering to a Zambian male teacher in the staff room: "When he (headmaster) is making a change- especially appointing a teacher to supervise other teachers, he should consult and inform teachers especially senior teachers."

From all these it is evident that a headmaster's rating can be influenced by extraneous circumstances or his relationship with individual staff members.

The deputy head has to play the role of a linkman or liaison officer between the head and the teachers. He is the person who should know both sides well (Inspectorate Guidelines, 1972 : 3). As the deputy head can take over the running of the school should an occasion arise, the head and deputy are inseparable authorities in the life of the school. In this respect, the teachers were asked to rate the deputy head's performance. Their responses are summarized in Table 18. Data in Table 18 show that the deputy head scored 467 out of a total possible score of 672. This constituted 69.4 per cent.

It is noted in Table 3 (see page 58) that the deputy head scored highly on Q-items 53, 54, 57, 58, 59, 60, 64, and 65. However, he received low scores on Q-items 61, 62 and 66. The other three Q-items 55, 56 and 63 which demonstrated extremely low scores have been left out.

The teachers, therefore, felt that the deputy head performed well as a linkman between them and the headmaster.

TABLE 3: Teachers Rating of Deputy Head-High and Low Scores Only.

	1	2	3	4	SCORE
Q53 Cooperates			12	32	44
Q54 Accessible and friendly			12	32	44
Q57 Attends to daily routine needs			15	28	43
Q58 Respected by teachers			12	24	38
Q59 Literally runs the school	3	1	4	28	37
Q60 Cares for teachers' welfare		2	12	24	38
Q61 Does personal favours for teachers	6	6	6	4	22
Q62 Provides teachers with material resources	6	4	9	4	23
Q64 Supervises teachers closely		2	27	8	38
Q65 Is influenced by a few teachers	32	3	2	2	39
Q66 Checks teachers' schemes and records of work	8	4	6	-	18

Headmaster - Deputy Head Relationship

What is the working relationship like between the deputy head and the headmaster? In the Deputy Head's Questionnaire, the deputy was asked to evaluate the head's performance on consideration, thrust and initiating structure as specified by each statement. (Refer to Table 19 for the deputy head's summarised responses).

The score for consideration was 24 (100 per cent), for initiating structure 18 (75 per cent) and for thrust 19 (79 per cent). The high percentage score might be explained in terms of the fact that the deputy and the head "think" as one and both are responsible for school administration. These

high scores according to this study's model of analysis, might be summarized as: highest consideration, high initiating structure and very high thrust. As a possible explanation for these high scores, one might suggest that the headmaster enjoys the full support from the deputy head.

Relationship Between Head and Boarding Master

Among the problem areas of the school, the headmaster mentioned boarding as the most pressing problem of the school. The author recalls that on Tuesday, 29th September, 1981 pupils went on what they called "A hunger strike" by refusing to eat salted "boiled samp meal." As a result afternoon classes and other activities had to be cancelled.

The boarding master rated the head's performance on 7 Likert-type statements. The boarding master's rating responses are summed up in Table 20. Table 20 reveals that the headmaster scored 15 (53.5 per cent) out of a total possible score of 28. The headmaster scored highly on Q-items 3, 4 and 7. The Q-items and the scores are presented below as follows:-

Q-1 approves within limits budgetary plans	3
Q-4 encourages you to work through Food Committee	4
Q-7 has made your work clear as Boarding Master	3

THE AUTHORITY STRUCTURE: NCHELENGE SECONDARY SCHOOL

In this study, dimensions of the headmaster's leadership behaviour relate to the authority structure of the school at different points. The head's performance on consideration, initiating structure and thrust were measured by 12 teachers and the deputy head. In the subsequent paragraphs one may examine if

there is an agreement in the description of the performance of the headmaster by both teachers and the deputy head. Table 4 followed by Figure 4 below summarizes the two sets of responses.

TABLE 4: Teachers' and Deputy Head's Rating of Headmaster's Performance Compared:

Head's Leadership Dimension	Teachers' Rating Scores	Deputy Head's Rating Scores	% Difference
Consideration	55.7%	100%	44.3
Initiating Structure	48.6%	75.0%	26.4
Thrust	52.0%	79.1%	27.1

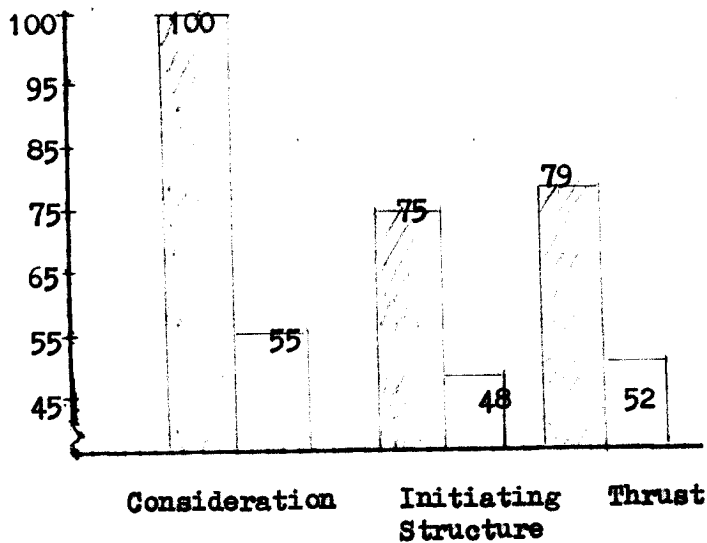




FIGURE: 4 A comparison of Headmaster's Percentage Rating by Teachers and Deputy Head.

Key

 Deputy Head's Rating

 Teachers' Rating

The following deductions can be made from the above bar graph. First, the headmaster's performance was rated "highest" on consideration by both teachers and the deputy head. Second, on consideration, the deputy head rated the head's performance by 44.3 per cent higher than the teachers' rating score. Third, the percentage rating scores on initiating structure by both teachers and deputy head were lower than those on consideration; and their percentage difference was 26.4. Fourth, the difference between the ratings given by the teachers and the deputy head to the head's performance on the dimension of thrust was 27.1 per cent. Fifth, the percentage rating scores on the dimension of thrust were higher than the percentage rating scores on the dimension of initiating structure. Sixth, in each case, the percentage differences between initiating structure and thrust dimensions were 26.4 per cent and 27.1 per cent indicating that there was an agreement in rating the headmaster's role performance by both teachers and the deputy head. Seventh, the deputy head, as compared to the teachers, generally rated the headmaster's performance higher. The summary description of the authority structure from Figure 4 according to the theoretical model used in this study is: Consideration Low to very High; Initiating Structure Very Low to High; and Thrust Low to Very High.

One might reject the low to very high thrust and low to very high consideration as unreal rating of the same leader by two groups. Obviously, the headmaster's role performance was perceived differently by teachers and the deputy head. If only the ratings of the teachers were allowed, a new picture of the authority structure might arise: Low Consideration - Very Low Initiating Structure - Low Thrust. Since the percentage rating score on the dimension of consideration was

higher than those on the dimensions of initiating structure and thrust as rated by the teachers, one might conclude that the authority structure of Nchelenge tends to move towards laissez-faire type. This is a tentative conclusion.

The teachers' discontent, though usually latent, might be related to the authority structure of the school. In Section E of the Teacher's Questionnaire, the teacher was asked about aspects of teacher behaviour which had some bearing on the collective functioning of the school (see Table 24 - Page 169).

Table 24 shows that teachers' discontent was high 222 (66 per cent) of the total possible score of 336. The teachers' self-rating score is summarized in Table 6 as follows :-

TABLE 5: Summary of Teachers' Self-Rating Scores

Q-item	Meaning	Score	Mean Score
67	seek favours from him	24	2.0
68	stay by themselves	35	2.9
69	talk about leaving this school	38	3.1
70	socialize in small groups	38	3.1
71	work with others	27	2.2
72	show school spirit	30	2.5
73	spend time helping students after school	30	2.5
Altogether		222	2.6

Studying the above scores, there seemed to be an agreement in the rating scores on Q-items 68, 69 and 70.

The headmaster's low consideration for teachers is one of the factors that are likely to demoralise teachers' efforts. In the Nchelenge School, the low consideration of the head is further weakened by very low initiating structure. This proposition might be confirmed by teachers' responses to Q-item 16, which asked them to indicate whether they were happy to teach in the school. Six teachers (50 per cent) said no; 5 teachers (about 41.6 per cent) said yes and 1 teacher (about 8.3 per cent) said his happiness to teach in that school depended much on what subject he was given to teach. From this one might say that there are factors other than head's consideration for teachers which influence teachers morale.

The major function of an efficient communication system in the school is that it bridges the superordinate offices to the subordinate ones. Communication should, therefore, be a two-way process. This is necessary for two leader behaviour dimensions, namely, initiating structure and aloofness, one of which, aloofness, may aggravate teachers' discontent.

The teachers' workplace, besides the class-rooms, is the staffroom. The head and deputy head, besides holding staff meetings and school assemblies, communicated with teachers by using staff notice boards in the staffroom. There were 5 such notice boards in the staffroom at Nchelenge Secondary School. They seemed full of printed notices (time-table, school rules, school routines, and so on). Teachers received personal mail and official memos delivered by the office orderly. One of the 5 notice boards was a small chalkboard bearing the heading of "URGENT". It was

positioned strategically as one entered the staffroom. Urgent messages, announcements about changes in the school time-table or any school routine were written on this chalkboard. Teachers, heads of departments and the deputy head used this medium of communication.

It was observed that teachers had more access to the deputy head's office than to the head's because of the headmaster's irregular office hours. Teachers who were referred to the headmaster had to try and "catch" him to get his ruling. The deputy head was always available. Perhaps, this might explain the 69.4 per cent rating score the deputy head received when teachers rated his performance (see Table 18).

To sum up, the authority structure of Nchelenge Secondary School was laissez-faire. Its leadership was weak in terms of initiating structure and thrust.

The absence of an Academic Board to review the school's academic performance (standards) seemed a key factor contributing to the poor school standards (very low initiating structure). In addition, there was a high degree of aloofness (head's) and as a result teachers worked as individuals.

Because of low thrust, supervision of teachers' work was inadequate. Furthermore, a combination of low consideration, very low initiating structure and low thrust supports this study's assumption that an appropriate blend of legal-rational and charismatic authority types to achieve democratic leadership is problematic in the school situation.

FINDINGS ON ST. MARY'S SECONDARY SCHOOL

St. Mary's Secondary School is one of 23 Secondary Schools belonging to the Zambian Episcopal Conference of the Roman Catholic Church. Besides offering secular education, the spiritual aspects of the individual pupil have been emphasized through the teaching of Religious Education as a subject and strict observance of the pupil's praying day (Saturday or Sunday - See Appendix C.3).

Consideration For Staff

In this study, the authority structure of the school has been measured in terms of leader behaviour dimensions of consideration, initiating structure, and thrust as perceived by the teachers in the school. Using the same arbitrarily chosen values of 1, 2, 3, and 4 corresponding to scale responses of 'Rarely', 'Sometimes', 'Often' and 'Very Frequently' respectively, teachers' responses were scored, analysed and tabulated for each of the leader behaviour dimensions. Other computations followed from these for each table. The headmistress' score on consideration for staff as estimated by staff using Likert-type rating scales is presented in Table 21.

Data from Table 21 show that the headmistress received 372 (64.5 per cent) of the total possible score of 576 on the leader behaviour dimension of consideration. Data on the personal characteristics of teachers indicate that 11 teachers respondents were Christians and 10 out of these 11 teachers were Catholics as the headmistress. The headmistress was a religious person (a nun of the Sisters of Charity).

However, on consideration dimension, scores less than 30 were recorded on Q-items 25, 28, 29, 33, 35 and 44. The values of these are presented as shown below.

TABLE 6: Q-items Whose Scores were less than 30 on Consideration

Q-item	Meaning	Score	Mean Score
Q 25	does personal favours for teachers	25	2.0
Q 28	helps staff settle minor differences	26	2.1
Q 29	cares for personal welfare of teachers	22	1.8
Q 33	is easy to understand	28	2.3
Q 35	consults teachers each day	24	2.0
Q 44	supports teachers in the presence of pupils	28	2.3
<u>Altogether</u>		<u>153</u>	<u>2.0</u>

Mean Score = 12.75

It is noted that for Q-item 29, six out of 12 teachers rated the headmistress on this item in "Rarely = 1" category, 3 in "Sometimes = 2" category, 2 in "Often = 3" category and only 1 in "Very Frequently = 4" category.

Initiating Structure

On the initiating structure of leader behaviour dimension, the headmistress scored 398 (59.2 per cent out of the highest possible score of 672). (See Table 2₃).

Data from Table 2₃ indicate that the headmistress' score on Q-item 47 is 42 out of the total possible score of 48. The item read as follows: "Headmaster works hard to keep the morale of teachers high at this school." Collectively, the statements presented might give one the impression that the headmistress was mindful of the academic performance of the entire school. The Q-item

45 read: "Headmaster uses force to implement his policies involving teachers." On this 8 teachers (66.6 per cent) rated the head's performance in "Rarely = 1" category. Teachers generally felt that school guidelines/decisions got their approval before implementation.

The head's concern for high standards of teaching was reflected in her ruling during the staff meetings of 10th April, 1980 when she said to the staff: 'Personal differences should not be allowed to interfere with the work of the school. Willingness to do work allocated by those in authority should be displayed by all' (Staff Meeting Minutes, 10th April, 1980). On the contrary, a female teacher of English confided to the researcher during an informal discussion of the academic performance of her school:

The school atmosphere is not examination-oriented. The Headmistress does not listen to our suggestions on how to improve the academic standards of this school.

The school's results in public examinations for four years (1976 - 1979) are shown in Table 12.3. Data from Table 12.3 show that in 1976, 26 obtained full school certificates while 35 obtained Zambian Certificates, in 1978, 49 obtained full school certificates while 24 obtained Zambian Certificates and in 1979, 22 obtained full School Certificates and 50 obtained Zambia Certificates. These results were far from being satisfactory. The school's daily routine indicates how time is utilized in a boarding school for academic and non-academic purposes from Monday to Sunday.

If one studied the daily routine of St. Mary's, one would observe that pupils were officially required to be in their classrooms for a 2-hour supervised study between 18.30 - 20.30 hours from Monday to Friday, and on Saturday for 2 hours (09.00- 11.00).

But one also might note that morning prayers took place every day from Monday to Saturday between 06.15 hours and 07.00 hours before breakfast, and on Sunday between 08.00 hours and 12.30 hours before lunch. The 4½ hours given for Sunday Church Services were "to allow pupils of various denominations to attend church services outside the school" (Daily Routine). There was no supervised study on Sunday.

One teacher felt that study periods were insufficient for school results to improve. He said the reason partly was that "teachers fail to motivate pupils to work harder" and as a result "this school comes last among Catholic Mission Schools in the country." However, there could be many other alternative explanations for this.

Thrust in School Functions

Thrust was defined (Chapter 2) simply as the head's behaviour to "move the school" in the direction in which he wants to achieve desirable objectives of the school. Teachers' responses in rating the head's thrust in her performance of duties in the school are presented in Table 24.

Data from Table 24 reveal that the headmistress scored 261 (67.9 per cent) out of a total possible score of 384 on the leader behaviour dimension of thrust. The Q-item 23 with a score of 42 reads as follows: "Headmaster sets an example by working harder himself." This score constituted 87.5 per cent of the total possible score of 48 on the item. It was noted that the headmistress worked in her office from 14.00 hours to 17.00 hours each school day although all classes finished at 14.50 hours.

The headmistress scored 37 (77.0 per cent) out of 48 on Q-item 50 which reads as follows: "Headmaster exercises leadership in promoting teacher participation in decision making and problem - solving."

Her example to render service to the school could be further confirmed in the manner in which the 'Tea for Staff' was organised before break at 10.40 hours. Each teacher (male or female; husband or wife!) had his/her turn to prepare tea for all members of staff. The author learnt that it was compulsory for teachers to belong to the Staff Tea Club by paying one Kwacha per school term. In normal circumstances the office orderly prepares tea for staff at tea break.

Departmental Head's Perception of Headmistress' Performance

The subjects taught in the school are organised within subject departments. The organisation of the teaching of subjects is the responsibility of the heads of departments. Heads of subject departments supervise the teaching of the subjects. Therefore, teachers belong to subject departments depending on the subjects they teach. However, understaffed departments utilize services of even those teachers who were not trained to teach such subjects. It should be noted also that the academic performance of the school depends, to a large extent, on how effectively subject departments have been organised and the teachers' command of excellence in subject matter. The relationship between the heads of departments and the head of school is crucial to the academic life of the school. (see Table 25). The rating responses of the 10 heads of departments, presented in Table 25, throw light on the relationship between the head of school and the heads of subject departments.

Altogether the headmistress scored 226 (62.7 per cent) out of a total possible score of 360.

Data from Table 2⁶ reveal that the score for Agricultural Science department 13 (36.1 per cent) out of a total possible score of 36 was the lowest among the departments. It was learnt that this was a newly established department in the school which seems to be beset with many problems. The headmistress scored 17 (47.2 per cent) out of 36 from Mathematics department. The head of Mathematics department made general comments about what he felt about headmistress-teacher relationships in the school. These comments are quoted.

Our head is hardworking and dedicated. However, she has a definite problem when it comes to her relationships with her staff. You rarely, if ever, find (her) giving positive reinforcement to her teachers. (She) is also rather a nervous person who has trouble in working calmly. This sometimes leads to an unnecessary rise in the level of tension of the school....

In response to Q-item 18, the headmistress listed four ways in which she was helping teachers to improve teaching in the school, namely : buying adequate teaching aids, verbally stimulating them (teachers) to work harder, showing interest in what they are doing, and letting them try out their own ideas to see how they succeed.

In the Organisation Chart presented in Figure 2 page 24, the head and the deputy head appear in the same box. The two offices are basically considered as one. It is in this respect that the rating of the performance of these officers might help one to understand the nature of the authority structure of St. Mary's Secondary School.

In St. Mary's Secondary School teachers were asked to rate the performance of the deputy head. Their responses appear in Table 27. Data from Table 27 show that the deputy head scored 439 (65.3 per cent) out of 672.

The deputy head scored more on the following Q-items out of 48:

TABLE 7: Q-items on which Deputy Head Scored 40 or More

Q-item	Meaning	Score	Mean Score
Q 54	is friendly and approachable	45	3.7
Q 57	attends to daily routine matters	40	3.3
Q 58	enjoys respect from teachers	46	3.8

The author noted that the deputy head was renowned for his jovial mood and sociability after school work. Teachers (male) enjoyed his company indeed.

Headmistress - Deputy Head Relationship

Although in principle the head and the deputy head of the school seem inseparable authorities, their offices are looked at and assessed separately by teachers. The deputy head takes directives from the head of school. The relationship is, therefore, that of a superordinate and subordinate. In their official capacities, what is the relationship like? The deputy head assessed the head's performance on three leader behaviour dimensions (see Table 28). Data from Table 28 show that the headmistress scored 14 (58.3 per cent) for consideration, 12 (50 per cent) for initiating structure and 11 (45.8 per cent) for thrust. Using this study's

model the results are: low consideration, low initiating structure and very low thrust.

The deputy head, a graduate of the University of Zambia, obtained his present post in 1976. He acted as head more than twice while the headmistress went on long home leave in Holland. The headmistress had just returned from one such leave 4 days before the research work began at the school. The deputy head was handing over "power" during the first week of research work.

Relationship Between Headmistress and Boarding Master

Among the key problem areas of the school, the headmistress mentioned 'boarding' in response to Q-item 34. The rating scores of the headmistress on the Boarding Master's Questionnaire are presented in Table 2.9.

Data from Table 2.9 show that the headmistress scored 12 (42.8 per cent) out of a total possible score of 28. The boarding master (male) is in full charge of the kitchen hands and cooks. He decides on appropriate measures in case of indiscipline by any of his workers - cooks and kitchen hands, and he gets full support from the headmistress.

THE AUTHORITY STRUCTURE: ST. MARY'S SECONDARY SCHOOL

Referring to the need for effective communication in a social group, Marshall (1970:15) writes:

Communication skills are essential tools for a leader and group members alike in understanding the needs, values, attitudes, feeling and perceptions, as well as ideas, of those people who constitute the group.

In St. Mary's Secondary School there were formal ways of communication from the leadership to the staff members. These were school assembly, staff meeting and during tea break. The school

assemblies were attended by the teachers, the deputy head and the pupils. Officially, two school assemblies per school week were scheduled. Not less than two staff meetings comprising the head, deputy head and staff were held per school term. The headmistress felt the most effective method of communication with teachers was "seeing teachers individually or collectively" rather than serving them with written memos. She also said that teachers were free to arrange with her at "tea break" when they intended to see her and a suitable time would be arranged. This was made clear at one staff meeting:

Time to see the Headmistress - The Headmistress' schedule is, without doubt, very tight. Teachers are, therefore, requested, if they want to see her on matters not requiring immediate attention, to tell her beforehand, preferably at tea break, of their desire to see her. For her part she will inform teachers when she can see them (Staff Meeting Minutes, 25th February, 1981.)

Another conscious effort by the headmistress to have regular communication with staff was during tea break at 10.00 hours. Presence of all teachers at tea break (in staff room) especially on Mondays and Fridays was made compulsory. The headmistress or the deputy head usually made some important announcements at such times. Public examination time tables (Form III and V), and the arrival date of an expected new teacher were announced at one such "tea break".

The headmistress mentioned social gatherings, like farewell parties, picnic at Ntumbacushi Falls and 'get-together' parties in the school as some of the informal channels of consolidating group solidarity among teachers. The headmistress felt too that the morale of teachers "in general" was "good" and the deputy head described the morale of teachers as "very high."

In simple terms the high morale of teachers signifies job satisfaction and general happiness in the school. In the last section of the Teacher's Questionnaire (Section E) questions on teachers' self-rating were included (see Table 30). Table 8 below shows that teachers' discontent was low as indicated in the teachers self-rating score of 192 (57.1 per cent) out of 336.

TABLE 8: Summary of Teachers' Self-Rating Scores.

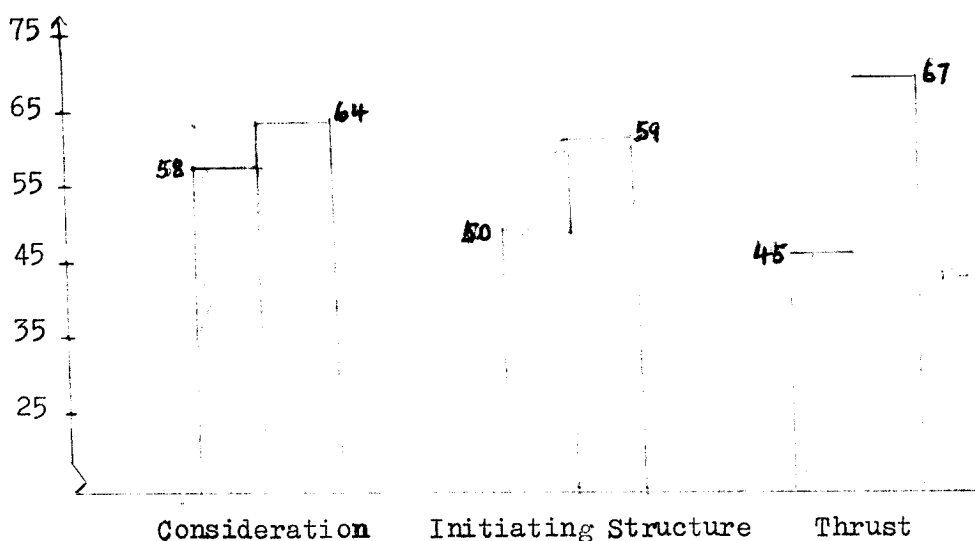
Q-item	Meaning	Score	Mean Score
67	seek favour from him	24	2.0
68	stay by themselves	20	1.6
69	talk about leaving this school	23	1.9
70	socialize in small groups	31	2.5
71	work with others	33	2.7
72	show school spirit	35	2.9
73	spend time helping students after school	26	2.1
Altogether		192	2.2

It is noted that Q-items 71 and 72 had highest scores of 33 and 35 respectively.

From all these results, what is the nature of the authority structure of St. Mary's Secondary School? Table 9 below summarizes the results of the teachers' rating scores and those of the deputy head on the headmistress' leader behaviour dimensions of consideration, initiating structure and thrust. These results are compared.

TABLE 9: Comparison of Headmistress' Percentage Scores as Rated by Teachers and Deputy Head.

Headmistress' Leadership Dimension	Teachers' Rating Scores	Deputy Head's Rating Scores	% Difference
Consideration	64.5%	58.3%	6.2
Initiating Structure	59.2%	50.0%	9.2
Thrust	67.9%	45.8%	22.1





KEY  Deputy Head
 Teachers

FIGURE 5: Comparison of Headmistress' Percentage Scores as Rated by Teachers and Deputy Head.

The following conclusions emerge from Figure 5: First, the teachers rated the performance of the headmistress on all leader behaviour dimensions more highly than the deputy head. Second, the teachers and the deputy head seem to agree in rating the head's performance on consideration. Third, the consideration score was higher than the score on initiating structure in each case. Fourth, the headmistress' scores on consideration and thrust by the teachers were about equal.

The authority structure of St. Mary's Secondary School as it emerges from Figure 5 and according to the model of analysis of this study, can be summarized as comprising low to high consideration, low initiating structure and very low to high thrust.

On the basis of the fact that the teacher-group (12) was larger than the deputy head's group (1), one might allow only the rating scores of the teachers as representing a realistic picture of the authority structure of St. Mary's Secondary School. However, teachers and the deputy head, as the above findings indicate, perceive differently the headmistress' role performance in the school. This state of affairs makes organisation of teaching and learning difficult.

Considering too the other rating score of the headmistress by the heads of departments (10) which was 62.7 per cent, high consideration, low initiating structure and high thrust combination seems to be a realistic description of the authority structure of St. Mary's Secondary School. According to the theoretical model used in this study the authority structure of the school could be described as democratic (See Figure 6, p. 79).

CHAPTER FIVE

SUMMARY AND DISCUSSION

SUMMARY

Democratic leadership is not only desirable in formal organisation like the school but preferable to authoritarian and laissez-faire type. In the school situation, democratic leadership may breed job satisfaction and happiness, participation and a feeling of belonging to the school.

The problem ,

The problem of the present investigation was stated in chapter one as that of the unsettled balance between the head's legal-rational authority and the teachers' professional autonomy in the organisation of teaching and learning in the school. While the head strives to attain goals of the school he has to show consideration for staff. The study of the authority structure of two boarding secondary schools as revealed by headmaster-teacher relationships was further guided by the assumption that the appropriate balance of bureaucratic authority and the consideration for staff tends to produce a democratic authority structure in the school.

Methodology

According to Ohikhena and Anam (1974:84), leadership in every group is directed at fulfilling two universal needs, namely, "goal achievement and group maintenance." This applies to the school as well.

In this study, 'group maintenance' embraced leadership behaviour dimensions of consideration for staff, and partially, thrust in the leader's performance of duties. 'Goal achievement' is operationalised in terms of the leadership behaviour of initiating structure.

Data were collected by means of the questionnaire and participant observation techniques. The Likert-type statements drawn from the LBDQ and OCDQ formed the Teacher's Questionnaire, the Head of Subject Department Questionnaire, the Deputy Head's Questionnaire and the Boarding Master's Questionnaire. The Headmaster's Questionnaire consisted entirely of open-ended questions. Each of these questionnaires, except that of the Headmaster, aimed, in the main, at establishing the respondent's perception of the headmaster's role performance.

The Likert-type statements which were randomly arranged in the questionnaire (Teacher's and Deputy Head's) were classified under each of the leadership behaviour dimensions of (i) consideration, (ii) initiating structure and (iii) thrust. The scaled responses (rarely = 1, sometimes = 2, often = 3, and very frequently = 4) were computed by adding the values of each statement and constructing frequency tables. Scores on all statements on each dimension were presented in tables. The percentage scores and the mean scores were computed for each table (see Mode of Analysis of Data for details page 45).

The authority structure of each sample school was described on the basis of a theoretical model: a democratic authority structure was characteristic of high consideration (HC), high initiating structure (HIS) and high thrust (HT); an authoritarian authority structure was described by very low consideration (VLC), very high initiating structure (VHIS) and very low thrust (VLT); and a laissez-faire authority structure was described by very high consideration (VHC), very low initiating structure (VLIS) and very low thrust. The general scale for the adjectives: very high, high, low and very low has been discussed in detail in chapter three

regarding the theoretical model of analysis of data.

Main Findings

The findings of the investigation regarding each sample school according to the theoretical model used in this study show that the authority structure of Nchelenge Secondary School was laissez-faire, and the authority structure of St. Mary's Secondary School was democratic.

Using the percentage scores on each leadership behaviour dimension as rated by teachers, the two schools' findings can be compared. Statistical comparison of the two schools enabled one to identify common aspects of and differences between the schools' authority structures. Figure 6 below brings together the two sets of the heads' percentage scores as rated by their teachers in two schools.

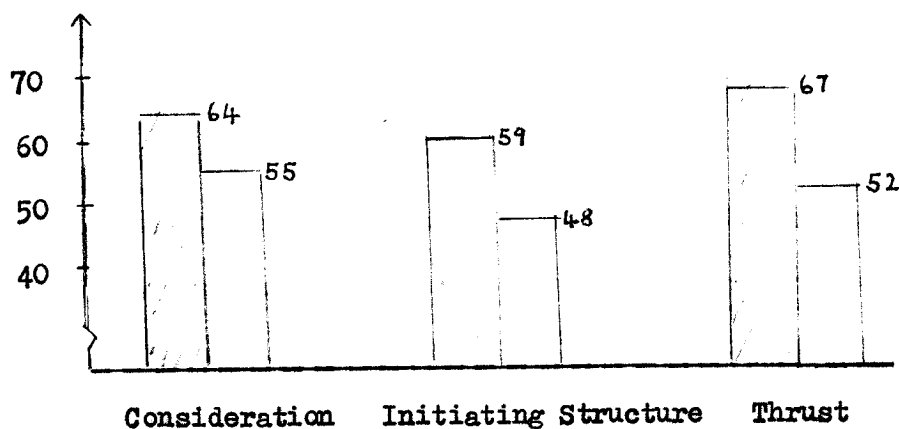




FIGURE 6: Comparison of the Heads' Percentage scores as Rated by their Teachers

KEY

-  St. Mary's Secondary School
-  Nchelenge Secondary School

From Figure 6 it is self-evident that the headmistress of St. Mary's scored higher than the headmaster of Nchelenge by the percentage score difference of 9 on the dimension of consideration.

The percentage scores for both heads on initiating structure dimension were lower compared to the percentage scores on consideration. On initiating structure, the percentage scores of head of St. Mary's was 11 per cent higher than that of the head of Nchelenge.

There was a difference of 15 per cent between the percentage scores on the dimension of thrust for both heads. The headmistress scored 15 per cent more than the headmaster on the dimension of thrust.

DISCUSSION

In the sample schools it has been established that different groups in the school's social structure perceive differently the head's role performance. Moreover, the heads did not score equally highly on all dimensions.

Bayti quoting Stogdill (1956) states that an ideal head of school is described by respondents "as one who scored high on both consideration and initiating structure (p. 349)." Although both heads in the sample schools scored highly on consideration, these high scores did not match the scores on initiating structure. The balance between consideration for staff and initiating structure is difficult to achieve in the exercise of authority in the school. The head of school who is friendly, approachable, and helpful to his teachers may not be an effective supervisor of the teachers' duties assigned to them as individuals. For instance, a teacher's personal and extend family problems appear, in the Zambian and African situation, to be appreciated by the head at the expense of the teacher's teaching duties. Attending funerals of the teacher's relations which predominate the extended families affect the teaching

duties in the school. Consideration may take different forms. For instance, consideration may be based on "problem-avoidance" rather than on moral and democratic principles. The head of school may tend to agree to and implement anything that is suggested by some teachers who are known to be critics of his administration and management. In St. Mary's Secondary School, Christian virtues appear to influence leadership in the school organisation and management. High consideration for staff in this case tends to increase with the leader's thrust in the performance of duties.

In both schools initiating structure was low compared to consideration. Initiating structure may be influenced by such factors as the size of school, calibre of teachers with their personal characteristics such as sex, tribe and religious affiliation, the Chief Education Officer's influence on the school, the Parent-Teacher Association, the local community and so on. In essence, initiating structure is about the organisation of teaching and learning. Teaching is organised through subject departments; and according to the recommendation of the Inspectorate of the Ministry of Education and Culture all heads of subject departments should constitute the academic board of the school (Inspectorate Guidelines, 1972:42). If the academic board of the school is strengthened, it should provide a reservoir of expert knowledge needed to raise academic standards of the school. The head of school should utilize this. The absence of the academic board in the organisation of teaching and learning handicaps the process of decision-making about school standards. In such cases school performance cannot be effectively evaluated.

Bates (1980) identifies two structures within the school at which the head exerts control, namely, administrative structure and

the structure of knowledge. It is to the latter that the heads of departments in the school belong. Depending on the nature and type of the authority structure of the school, the structure of knowledge may be autonomous and fragmented or controlled and unified. The data presented in Table 10 below show that the headmaster's total score as rated by the individual heads of departments at Nchelenge is 256 and the headmistress' total score at St. Mary's is 226 out of a total possible score of 360 in each case. The head of Nchelenge scored 71.1 per cent while the headmistress of St. Mary's scored 62.7 per cent.

TABLE 10: Comparison of the Heads' Scores as Rated by the Heads of Subject Departments.

School	Total Score	Mean X	%
Nchelenge	256	25.6	71.1
St. Mary's	226	22.6	62.7

N = 10 per school; Total possible
Score per School = 360

In a laissez-faire authority structure (Nchelenge) the head's score of 71.1 per cent may imply that subject departments were, to a large extent, autonomous, whereas in a democratic authority structure, (St. Mary's) where the head's score was 62.7 per cent, each subject department was closely supervised by the head of school. In this latter case, coordination of the departments' efforts is likely to be effective. Consultation with the head of school by the head of department appears to be frequently used in trying to reach a decision in a democracy. The head avails himself of this.

Paper work in the headmaster's office takes a lot of time and typical bureaucrats perceive this as their main work. Low

thrust signifies this bureaucratic perception of the work by the headmaster himself. Where high thrust occurs with low initiating structure, office work takes up more time. In a secondary boarding school, the head will do better if he can go out and talk to administrative staff or teach a class. He should be a field worker with planned activities outside his office. His work should also involve an effort to facilitate the work of teachers and the supportive staff. Balancing such varied aspects of the role may not be an easy job and should not be left to self-instruction. The role performance expected of the headmaster in a modern society is so complex that an appropriate in-service training in school management may supplement his administrative experience acquired on the job. On the contrary, it is noted that the head's responses to question 4 in Head's Questionnaire indicate that heads had no special training in school management prior to their appointment as heads.

IMPLICATIONS

Although the size of our sample does not warrant any generalizations, the findings of the investigation point to an apparent unsatisfactory way of running the two schools investigated. It appears that the principle of "training-on-the-job" adopted at independence is still applied in appointing officers to high positions of responsibility in the public service even after 18 years of Zambia's independence.

Organisational Structure of a Secondary School

The intentions for good organisation of the secondary school shown in the suggested ideal organisational chart (Figure 2) are not applied effectively by all heads of schools. Lack of

appreciation of these by heads of schools affects their individual performance as school leaders. Important structural units like the academic board, house committee and the school council as coordinating committees aimed at improving communication are not fully implemented in the organisation of the school. Communication is manifested in the meetings, visits, discussions, consultations, school assemblies, in which personal interaction is experienced between the head and the members of staff, both academic and ancillary staff (Inspectorate Guidelines, 1972:20).

Furthermore, the organisational chart itself has most of the "arrows" pointing downwards (from top to bottom) allowing authoritarian tendencies of those at the top of the management. Yet the head of school is advised to establish internal communication in the school "based on the principles of participatory democracy and conducted in a humanistic manner," (Inspectorate Guidelines, 1972:20). Participation presupposes a flow of information, ideas and suggestions from the top to the bottom of the school structure. Additionally, the "scalar chain" principle (i.e. line of authority) characteristic of organisational charts seems to be completely ignored. For instance, on the extreme left column: "Teachers" category is followed by "Class Monitors", then "Heads of Departments," and lastly, "Academic Board". This arrangement makes it difficult to understand relations between the structural positions and their corresponding functions in the school. By definition the "Academic Board" is supposed to be closer to the office of the Headmaster than what is suggested in the organisational chart. Lack of proper structural positions in the organisational chart raises the question of accountability. This latter demerit points to the problem of control in the school organisation.

The Control Mechanisms

Although the Ministry of General Education and Culture ultimately controls all schools in the country, the way a particular school is run is the business of the headmaster. The Ministry does not impose methods and procedures of running the schools except when it comes to sending School Returns and other important correspondence from schools. School inspections seem not to exert a great influence on the way schools are run. Nor are schools inspected regularly. Provincial Inspectors (Regional Inspectors - Secondary) have become administrators and not "field officers" who are supposed to go out and assist and guide heads and teachers professionally. Where the Parent-Teacher Association (PTA) is strong (organised usually by the head of school, who is its Secretary), parents come to identify themselves with what the school is doing. Poor school performance, in such cases may be questioned and the head may have to account for this.

Like the pupil who is socialized into the culture of the school, the new teacher is made to acquire the standards of behaviour prevalent in the school. If standards are low at the time of teacher-socialization, the teacher should not be expected to perform "miracles". The head of school can help a new teacher attain high standards of performance in his subjects and other areas of responsibility given to him. The school timetable and school routine schedules help to socialize and influence the new teacher's behaviour. The head of school can play an important role in socializing the new teacher although senior teachers and pupils can also contribute to the process. This becomes difficult if old-timers (teachers) have concluded that low standards in the school are acceptable or that the school performance cannot improve in normal circumstances.

SUGGESTIONS FOR FURTHER RESEARCH

The replication of this study with a representative sample of secondary schools is likely to result in generalizations about the authority structures of secondary schools in Zambia.

Leadership in school is a complex concept which needs further investigation. Areas of research in school administration should include the following:

1. The merit principle versus seniority in the selection of heads of secondary schools;
2. Class size as a factor of school academic standards;
3. Pastoral care and guidance of pupils in the boarding secondary school;
4. Establishing criteria for a successfully run school;
5. The concept of leadership in school among heads of secondary schools.
6. Utilization of school time for learning in the secondary school.

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APPENDIX A

	<u>PAGE</u>
A.1 Letter to the Head of School -----	96
A.2 Letter to the Respondent -----	97
A.3 Headmaster's Questionnaire -----	98
A.4 Deputy Head's Questionnaire -----	105
A.5 Boarding Master's Questionnaire -----	109
A.6. Head of Subject Department Questionnaire -----	111
A.7 Teacher's Questionnaire -----	113
A.8 Classification of Q-items in Teacher's Questionnaire of Section C in terms of Three Leader Behaviour Dimensions -----	120

University of Zambia,
School of Education,
Department of Education,
P.O. Box 32379,
LUSAKA.

24th August, 1981.

The Headmaster,

_____ Secondary School,

P.O. Box _____,

_____.

Dear Sir,

VISIT TO YOUR SCHOOL FOR RESEARCH.

You would be pleased to know that your school has been chosen to take part in answering questionnaires on the Authority Structure in some selected secondary schools of the Luapula Province with particular reference to the Headmaster-teacher relationships. The study has been undertaken as part of the Master of Education degree programme of the University of Zambia.

This study has been approved by the University of Zambia, School of Education and is fully supported by the Ministry of Education and Culture. I wish, therefore, to inform you that I shall visit your school as from _____ to _____ inclusive and I am expected to stay in the school campus.

The whole exercise will need you and your deputy, 10 heads of subject departments, the boarding-master and 12 teachers who have served at the school for at least a year. Please, arrange this for me before hand. All information will be treated in strict confidence.

I shall very much appreciate your school's cooperation.

Thank you once more.

Yours faithfully,

Simon R. Chomba, B.A.Ed.,
GRADUATE STUDENT

The University of Zambia,
School of Education,
Department of Education,
P.O. Box 32379,
LUSAKA.

24th August, 1981.

Secondary School,

P.O. Box _____,

_____.

Dear Friend,

The Master of Education degree programme which I am undertaking requires me to study the authority structure in the secondary school with particular reference to the Headmaster-teacher relationships. Your school has been chosen for this study.

I would be most obliged to you if you could spare some of your precious time filling in the attached questionnaire as your practical assistance to me in my study. The instructions on how to answer the questionnaire are indicated on the questionnaire itself. All information you will give will be treated in strict confidence.

I wish once more to thank you for your cooperation, help and willingness to participate in this exercise.

Yours sincerely,

Simon R. Chomba, B.A. Ed.,
GRADUATE STUDENT

APPENDIX A.3THE UNIVERSITY OF ZAMBIASCHOOL OF EDUCATIONDEPARTMENT OF EDUCATIONMaster of Education Programme

The Headmaster's Questionnaire for the study of : The Authority Structure in Some Selected Secondary Schools of the Luapula Province; A study of the Headmaster-Teacher Relationships.

Instruction:

Answer the questions in the spaces provided after each question.

A. Personal Characteristics

1. Date of appointment as head of this or other school _____
2. Total teaching experience (years) _____
3. College/University where trained _____
4. Any special training in school management prior to your appointment as head of this or other school : _____
5. Sex: _____ Age: _____ (years)

B. Basic information (facts) about the School.

6. Name of school _____ Age of school _____
7. School pattern and Grade _____

APPENDIX A.3 p.2

8. Number of classes and number of pupils: _____
 Classes: _____ Pupils _____
9. Number of teachers (now): (a) Male _____
 (b) Female: _____
10. Total number of teachers required as per
 establishment: _____
11. Number of staff houses: _____ Number of
 more staff houses required immediately for
 occupation: _____
12. What are this school's objectives or goals?
 (a) _____
 (b) _____
 (c) _____
 (d) _____
13. Are the objectives or goals of this school
 written? _____
14. Are the school rules written? _____
15. What does the authority structure of the
 school consist of? _____

APPENDIX A.3 p.3

16. Name the school committees and state, for each one, the specific duties assigned to it:

C. Teachers' Professional Needs

17. Among the following, which ones are the professional needs of your teachers in this school?

(Please check)

- (i) A good salary _____
- (ii) Good accommodation _____
- (iii) Adequate teaching aids and
material resources _____
- (iv) A good staff library _____
- (v) Recreation facilities _____

18. In what ways are you helping teachers to improve their teaching?

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____

19. What is the teachers' morale like in this school?

APPENDIX A.3 p.4

20. How many times do you hold staff meetings per term? _____

21. Do you face any problems from teachers?
Yes _____ No _____

22. If 'yes' in No. 21, what are these problems?

23. Do you feel that most of the teachers are behind your headship in this school? Please explain your viewpoint.

24. Do you confide in some teachers about school matters? Yes _____ No _____

25. What time of the day or school week do you specifically allow teachers to discuss their personal or school matters with you?

26. Do you strongly feel that some teachers question your headship?

D. Communication Procedures

27. How many times do you hold school assemblies per week? _____

28. How many times do you meet the Prefects Committee per week? _____

29. How many times do you hold review meetings with your Deputy Head per term? _____

30. How many times did you use the Deputy Head to communicate your decisions to the teachers during the past two weeks? _____

31. Do you insist on teachers following official channels of communication to lodge complaints?
Yes _____ No _____

32. How many times per week do you drink tea with teachers (staff room) during 'tea break?'

33. What do you think is the most effective method of communication with teachers among the following and why?

(a) writing memos _____

(b) face-to-face meeting with teachers _____

(c) through the deputy head _____

(d) through notice board _____

APPENDIX A.3 p.6E. General Questions

34. From which of the following areas of the school do you receive most of the problems? (Rank them using numbers from 1 to 6).

- (a) pupils _____
- (b) boarding _____
- (c) heads of subject departments _____
- (d) teacher-teacher relationships _____
- (e) teacher-pupil relationships _____
- (f) any other (specify) _____

35. To what extent do you agree to the statement that "~~would-be~~ headmasters of secondary schools should be trained in school management before they are considered for appointment to headship?" (check ~~one~~ of the following)

- (a) Strongly agree _____
- (b) Agree _____
- (c) Strongly disagree _____
- (d) Disagree _____

36. Who, do you think, is an effective headmaster among the following types? (check one).

- (a) an authoritarian headmaster _____
- (b) a laissez-faire headmaster _____
- (c) a democratic headmaster _____

APPENDIX A.3 p7

37. Do you normally hold get-together staff parties
in this school? Yes _____ No _____

38. If 'yes' in No. 37, how many times per term or
per year?
Per term _____
Per year _____

39. By what means do you control teachers in this
school?

APPENDIX A.4 p2

	<u>R E S P O N S E</u>			
4. finds time to listen to teachers	1	2	3	4
5. keeps to himself	4	3	2	1
6. looks out for the personal welfare of individual teachers	4	3	2	1
7. refuse to explain his actions	4	3	2	1
8. acts without consulting you and the teachers	4	3	2	1
9. backs up teachers in their actions	1	2	3	4
10. treats all teachers as his equals	4	3	2	1
11. is willing to make changes	1	2	3	4
12. is friendly and approachable	1	2	3	4
13. makes teachers feel at ease	1	2	3	4
14. puts suggestions made by teachers into operation	1	2	3	4
15. gets teachers' approval in important school matters before going ahead	1	2	3	4
16. makes his attitude clear to teachers	1	2	3	4
17. tries out his new ideas with the teachers	1	2	3	4
18. runs the school with an iron hand	4	3	2	1
19. criticises poor work	4	3	2	1
20. speaks in a manner not to be questioned	1	2	3	4

APPENDIX A.4 p.3

	<u>R E S P O N S E</u>			
21. assigns teachers to particular tasks	1	2	3	4
22. maintains definite standards of performance	1	2	3	4
23. emphasises meeting deadlines	1	2	3	4
24. has a few teachers as friends who seem to have greater influence on him in decision-making	4	3	2	1

Section B.

Answer the following questions in the spaces provided.

25. Date of appointment as deputy head at this school. _____
26. Total teaching experience (years) _____
27. College/University where trained _____
28. Sex _____ Age _____
29. Any special training in school management prior to your appointment as deputy head _____
30. What is the teachers' morale like in this school? _____
31. Do you feel that most of the teachers are loyal to you and the headmaster? _____
- _____
- _____

APPENDIX A.4p.4

32. Do you face any problems from teachers?

Yes _____ No _____

33. If 'yes' in No. 32, What are these problems?

APPENDIX A.5

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATION

Master of Education Degree Programme

The Boarding Master Questionnaire for the study of the Authority structure in some selected secondary schools of the Luapula Province with particular reference to the Head-teacher Relationships.

Name of School: _____

Instructions

Rate the headmaster's performance on each statement below by putting a circle round a number corresponding to your choice.

- Key:** 1 = rarely occurs
 2 = sometimes occurs
 3 = often occurs
 4 = very frequently occurs

Example: The headmaster is friendly and helpful

1 2 (3) 4

The headmaster.....

R E S P O N S E

- | | |
|--------------------------------|---------|
| 1. approves within limits your | |
| budgetary plans for boarding | 1 2 3 4 |
| 2. works hand in hand with you | 1 2 3 4 |

APPENDIX A.5 p.2

- | | | |
|----|--|---------|
| 3. | is always on your side whenever
things go wrong in the boarding | 1 2 3 4 |
| 4. | encourages you to work through the
Food Committee of the school | 1 2 3 4 |
| 5. | leaves boarding matters in your
hands - not concerned much | 4 3 2 1 |
| 6. | is helpful in solving some of
your problems | 1 2 3 4 |
| 7. | has made your work clear as
boarding-master | 1 2 3 4 |

Any other information, please write below:

APPENDIX A.6THE UNIVERSITY OF ZAMBIASCHOOL OF EDUCATIONDEPARTMENT OF EDUCATIONMaster of Education Degree Programme

The Head of Department Questionnaire: for the study of the
Authority Structure in some selected secondary school
of the Luapula Province with particular reference to the
Headmaster-teacher relationships.

Name of school: _____

Instructions.

Rate the headmaster's performance on each statement
below by putting a circle round a number corresponding
to your choice.

Key: 1 = rarely occurs
2 = sometimes occurs
3 = Often occurs
4 = very frequently occurs

Example: The headmaster is pleasant to work with

1 2 (3) 4

The Head of Department: Subject: _____

The headmaster

R E S P O N S E

- | | |
|--|---------|
| 1. consults you when he intends to
make changes about your subjects | 1 2 3 4 |
| 2. fosters and stimulates professional
growth in each teacher | 1 2 3 4 |

APPENDIX A.6 p.2

		R E S P O N S E			
3.	encourages more department meetings	1	2	3	4
4.	accepts invitation to department meetings	1	2	3	4
5.	allows you to make decisions with your members (teachers)	1	2	3	4
6.	allows you to make tentative class allocations to teachers	1	2	3	4
7.	is willing to discuss your department problems	1	2	3	4
8.	is helpful to your department generally	1	2	3	4
9.	has made your powers clear within the school	1	2	3	4

Any other information, please write below:

APPENDIX A.7THE UNIVERSITY OF ZAMBIASCHOOL OF EDUCATIONDEPARTMENT OF EDUCATIONMaster of Education Degree Programme

The Teacher's Questionnaire: for the study of the Authority structure in some selected secondary schools of the Luapula Province with particular respect to the Head-teacher Relationships.

Instructions

Answer the questions in Section A and B by writing the answers in the spaces provided.

Section A.

1. Name of School _____
2. Your age _____ (years) Male or Female _____
3. Single or married _____
4. Year of appointment (teacher) in Zambia _____
5. Teaching experience in Zambia _____
6. Teaching experience elsewhere (expatriate) _____
7. Where trained: Name of College of University _____
8. Position of responsibility in school _____
9. Professional and academic qualifications _____
10. Religious denomination - name of church _____
11. Nationality and place of birth _____
12. Your mother tongue _____

APPENDIX A.7 p.2

Section B.

13. What was your first impression of this school when you first arrived at this school?

14. Are you properly accommodated in this school?

15. Do you like teaching? Very much/~~much~~/~~not~~/~~much~~/
not very much? (check)

16. Do you generally feel happy to teach in this school? _____

17. Would you say that teachers in this school work as a team? _____

18. Do you feel that teachers in this school are friendly to each other? _____

Section C.

Each statement is about the headmaster. Please rate his performance as headmaster by putting a circle round a number corresponding to your choice.

- Key: 1 = rarely occurs
2 = sometimes occurs
3 = often occurs
4 = very frequently occurs

Example: The headmaster is pleasant to work with
1 2 (3) 4

APPENDIX A.7 p.3

	The headmaster	<u>R E S P O N S E</u>			
19.	is friendly and approachable	1	2	3	4
20.	goes out of his way to help teachers	1	2	3	4
21.	helps teachers solve personal problems	1	2	3	4
22.	organises staff meetings according to a tight agenda drawn up by him. . .	4	3	2	1
23.	sets an example by working harder himself	1	2	3	4
24.	schedules work for teachers	1	2	3	4
25.	does personal favours for teachers	4	3	2	1
26.	uses constructive criticisms	1	2	3	4
27.	checks the subject matter ability of teachers	1	2	3	4
28.	helps staff members settle minor differences	1	2	3	4
29.	looks out for the personal wel- fare of teachers	1	2	3	4
30.	is well prepared when he speaks at school functions	1	2	3	4
31.	corrects teachers' mistakes	1	2	3	4

APPENDIX A.7 p.4

		<u>R E S P O N S E</u>			
32.	makes rules which are later never questioned	4	3	2	1
33.	is easy to understand	1	2	3	4
34.	makes sure that teachers work to their full capacity	1	2	3	4
35.	consults teachers each day	1	2	3	4
36.	makes secretarial service (typists) available for teachers' use	1	2	3	4
37.	explains his reasons for criticisms to teachers	1	2	3	4
38.	posts extra duty for teachers on staff notice board conspicuously	1	2	3	4
39.	informs teachers of an inspector's visit to the school	1	2	3	4
40.	seeks staff approval on important matters before going ahead to implement	1	2	3	4
41.	rules out the majority approved school policy	4	3	2	1
42.	talks a great deal	4	3	2	1
43.	helps teachers in their teaching work by providing them with material resources	1	2	3	4

APPENDIX A.7 p.5R E S P O N S E

44.	is on the side of a teacher in the presence of pupils (teacher- pupil misunderstanding)	1	2	3	4
45.	uses force to implement his policies involving teachers	4	3	2	1
46.	sets an example by being punctual for school duties	1	2	3	4
47.	works hard to keep the morale of teachers high at this school	1	2	3	4
48.	respects the opinions of teachers	1	2	3	4
49.	allows and encourages teachers' freedom to use their judgement and initiative in teaching	1	2	3	4
50.	exercises leadership in promoting teacher participation in decision- making and problem solving	1	2	3	4
51.	clarifies duties in such a way that mutual understanding of duties is developed	1	2	3	4
52.	knows the duties to be performed by each member of staff	1	2	3	4

APPENDIX A.7 p.6Section D.

Rate the Deputy Headmaster's performance in the same way as in Section C.

- Key: 1 = rarely occurs
 2 = sometimes occurs
 3 = often occurs
 4 = very frequently occurs

The deputy headmaster.....	<u>R E S P O N S E</u>
53. works in cooperation with the head	1 2 3 4
54. is friendly and approachable	1 2 3 4
55. forms an effective link between teachers and the head	1 2 3 4
56. constructs school time-table	1 2 3 4
57. attends to daily-routine matters	1 2 3 4
58. enjoys respect from teachers	1 2 3 4
59. literally runs the school	1 2 3 4
60. looks out for the personal welfare of teachers	1 2 3 4
61. does personal favours for teachers	4 3 2 1
62. helps teachers in their teaching work by providing them with material resources	1 2 3 4
63. helps teachers solve personal problems	1 2 3 4

APPENDIX A.7 p.7R E S P O N S E

- | | | | | | |
|-----|--|---|---|---|---|
| 64. | makes sure that teachers work to
their full capacity | 1 | 2 | 3 | 4 |
| 65. | has a few teachers as friends who
seem to have greater influence on
him in decision making | 4 | 3 | 2 | 1 |
| 66. | checks schemes and records of work
of teachers | 1 | 2 | 3 | 4 |

Section E.

Do the same in this section about other teachers.

The teachers.....

R E S P O N S E

- | | | | | | |
|-----|---|---|---|---|---|
| 67. | seek special favours from the
headmaster | 4 | 3 | 2 | 1 |
| 68. | stay by themselves | 4 | 3 | 2 | 1 |
| 69. | talk about leaving this school
(transfer) | 4 | 3 | 2 | 1 |
| 70. | socialize together in small select
groups | 1 | 2 | 3 | 4 |
| 71. | accomplish their work with great
vim, vigor and pleasure | 1 | 2 | 3 | 4 |
| 72. | show much school spirit | 1 | 2 | 3 | 4 |
| 73. | spend time after school with students
who have individual problems | 1 | 2 | 3 | 4 |

APPENDIX A.8CLASSIFICATION OF Q-ITEMS IN TEACHERS QUESTIONNAIRE
OF SECTION C IN TERMS OF THREE LEADER BEHAVIOUR DIMENSIONS(i) Consideration

Q-item No.

- 19. is friendly and approachable
- 21. helps teachers solve personal problems
- 25. does personal favours for teachers
- 28. helps staff members settle minor differences
- 29. looks out for the personal welfare of
teachers
- 33. is easy to understand
- 35. consults teachers each day
- 36. makes secretarial service (typists) available
for teachers' use
- 40. seeks staff approval on important matters
before going ahead to implement
- 44. is on the side of a teacher in the presence
of pupils (teacher-pupil misunderstanding)
- 48. respects the opinions of teachers
- 49. allows and encourages teachers' freedom to use
their judgement and initiative in teaching

APPENDIX A.8 p.2(ii) Initiating StructureQ-item No.

22. organises staff meetings according to a tight agenda drawn up by him
24. schedules work for teachers
27. checks the subject matter ability of teachers
31. corrects teachers' mistakes
32. makes rules which are later never questioned
34. makes sure that teachers work to their full capacity
38. posts extra duty for teachers on staff noticeboard conspicuously
39. informs teachers of an inspector's visit to the school
41. rules out the majority approved school policy
42. talks a great deal
45. uses force to implement his policies involving teachers
47. works hard to keep the morale of teachers high at this school
51. classifies duties in such a way that mutual understanding of duties is developed
52. knows the duties to be performed by each member of staff

APPENDIX A.8 p.3(iii) Thrust

Q-item No.

- 20. goes out of his way to help teachers
- 23. sets an example by working harder himself
- 26. uses constructive criticisms
- 30. is well prepared when he speaks at school
functions
- 37. explains his reasons for criticisms to teachers
- 43. helps teachers in their teaching work by
providing them with material resources
- 46. sets an example by being punctual for school
duties
- 50. exercise leadership in promoting teacher
participation in decision-making and problem
solving

APPENDIX BNCHELENCE SECONDARY SCHOOL

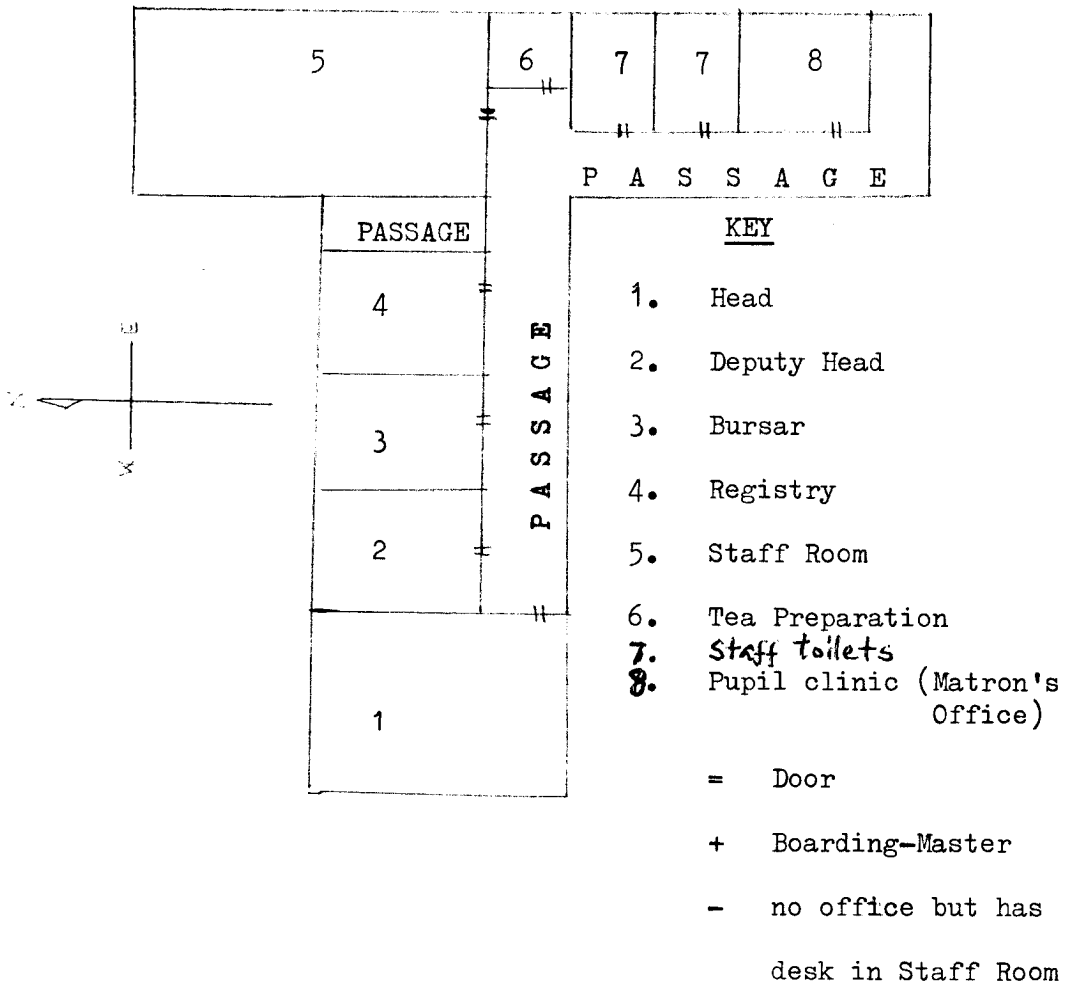
	<u>PAGE</u>
B.1 A plan of Administration Building- - - - -	124
B.2 A copy of School Rules- - - - -	125
B.3 A copy of School Routine Time-Table- - - - -	131
B.4 A copy of Staff Guidelines - - - - -	133
B.5 A copy of Prefects Guidelines - - - - -	142

APPENDIX B.1

NCHELENGE SECONDARY SCHOOL

A PLAN OF ADMINISTRATION BUILDING*

OFFICE ACCOMMODATION



*Plan not drawn to scale

APPENDIX B.2NCHELENGE SECONDARY SCHOOLA COPY OF SCHOOL RULES

1. All pupils are expected to behave in a sensible, orderly and honest manner and to use their common sense at all times; failure to use common sense will be considered a breach of the school rules and punished.
2. Pupils should be courteous and helpful both at school and outside and should remember that to the general public they represent at [sic] [the] school. A pupil's conduct at school, outside school and at home should be above reproach.
3. Pupils must cooperate with Staff, Prefects, Monitors and obey all their instructions. Respect for those in authority is a principle of Zambian Humanism.
4. All pupils must cultivate the habit of punctuality and be present on time for all school lessons, school functions and duties.
5. Bounds and Exeats [Passes]
 - (a) Exeats may be obtained from Housemasters/Mistresses at times stipulated by them.

No pupil [will be] allowed to leave the school premises without an Exeat except on Saturday Morning

APPENDIX B.2 p.2

after Inspection for purposes of shopping and Sunday to attend church services. Girls may not visit Nchelenge [Boma] at any time without an exeat.

- (b) Boys are forbidden to enter girls' dormitory area; breach of this rule will result in instant suspension.
- (c) Between supper and prep girls must stay in their dormitory area and boys must stay in their dormitory area or inside classrooms studying.
- (d) The kitchen is out of bounds to pupils.
- (e) Pupils must not visit staff housing areas or workers' compound. This does not apply to Prefects reporting emergencies.
- (f) The Staff room, laboratories, storerooms and the tuckshop are out of bounds.
- (g) Pupils are not allowed to stay away from school overnight without special permission from Housemaster/ Mistress in writing, countersigned by the Form Teacher. On return, the pupil must report to the Housemaster/ and Form Teacher.

6. Sickness.

- (a) Sick pupils will be treated by the Matron at the Sick Bay (clinic) at times announced by the Matron.
- (b) No pupil is allowed to remain in bed during the day

APPENDIX B.2 p.3

time without the Matron's permission obtained either by the pupil or, if he/she is too sick, by the House Captain.

- (c) Pupils falling ill during the day should report to the Matron for treatment. During the evening, sick pupils should report to the Master on Duty. Very serious cases should be reported to the Housemaster/Mistress immediately.
- (d) No pupil may go to the hospital without the Matron's permission. In cases of real emergency very sick pupils will be taken to hospital by a member of staff.
- (e) It is an offence for a pupil to pretend to be sick or to ~~exaggerate~~ illness.

7. (i) Dress.

Uniform must be worn when attending lessons, going out of school bounds, attending school functions, attending inspection whenever required by the school authorities.

It is forbidden for pupils to wear make-up, nail polish, jewelry, mini-skirts, tight trousers and fancy hats. Shirts and blouses must be tucked in.

(ii) Appearance.

Pupils must look clean and tidy at all times. Hair must be combed.

APPENDIX B.2 p.4

8. Meals

- (a) All food must be consumed in the Dining hall;; food for sick pupils who have permission to stay in bed may be taken to them by the Prefect with the permission of the Boarding master.
- (b) All pupils must behave in an orderly manner at meals.
- (c) All pupils must stand quietly while Grace is being said and announcements being made in the Dining Hall.
- (d) No pupil may miss a meal without permission [~~sic~~]/[~~from~~] the Boarding master.
- (e) No pupil may remove eating utensils, kitchen equipment or furniture from the Dining Hall.
- (f) No pupil will be provided with a special diet.
- (g) It is forbidden for pupil to cook food.

9. No pupil is allowed to drink any form of alcohol or to smoke. Visiting bars and drinking places is strictly forbidden.

10. Chairs and desks may not be removed from the classroom unless on a teacher's instructions. Furniture (including mattresses) may not be moved from the dormitory without the Housemaster/mistress' permission.

11. Mockery is prohibited. It is contrary to the principles of Humanism.

APPENDIX B.2 p.5

12. Absence from lessons, school functions and duties is contrary to the Education Act and will be punished [sic]/[punishable].
13. All pupils must play a full part in school activities such as sports, clubs etc.
14. Participation in Production Unit projects is compulsory.
15. Every pupil must assist in keeping classrooms, dormitories, ablution blocks, etc. clean and healthy. It is an offence to scatter litter and rubbish on the school premises.
16. It is forbidden for pupils to interfere with electrical installations. Only monitors may switch lights on and off.
17. It is forbidden for pupils to waste water or tamper with taps, valves and pipes, etc.
18. Roll Calls:

These will be held at any time without prior warning being given to pupils. All pupils must be present at roll calls.
19. House Rules:

House rules made by Housemaster will be obeyed by all the pupils.
20. No pupils may have in his possession a key to any door in the school without permission of a member of staff.

APPENDIX E.2 p.6

21. Pupils will pay for any lost book or item of school [or for] equipment lost or damaged. This also applies to furniture, building and windows.
22. All pupils are expected to be familiar with the principles of Zambian Humanism and to strive to live in accordance with them.

APPENDIX B.3NCHELENGE SECONDARY SCHOOLA COPY OF SCHOOL ROUTINE TIME-TABLETERM III 1981MONDAY TO FRIDAY

0530-0645	House Cleaning: pupils washing
0650-0700	Registration Period
0700-0740	1st Period
0740-0820	2nd Period
0820-0900	Breakfast Break
0900-0940	3rd Period
0940-1020	4th Period
1020-1100	5th Period
1100-1140	6th Period
1140-1200	Assembly Break
1200-1240	7th Period
1240-1320	8th Period
1320-1420	Lunch Break
1420-1520	Prep. time [supervised]
1520-1700	Manual Work, Games, Clubs.
1700-1800	Supper
1800-1900	Relaxing Period: Girls at their dormitories
1900-2030	Evening Prep. [supervised]
2100	Lights Out

SATURDAYS

0900-1020	House Inspection
1020-1200	Shopping (1st Saturday of the month)

APPENDIX B.3 p.2

1230-1300	Lunch
1400-1700	Games
1700-1800	Supper
1800-1900	Relaxing Period
1900-2100	Intertainments
2130	Lights Out

SUNDAYS

0900-1200	Church Service
1200-1230	Roll Call
1230-1330	Lunch
1400-1700	Games
1700-1800	Supper
1900-2030	Prep.
2100	Lights Out

APPENDIX B.4REPUBLIC OF ZAMBIANCHELENCE SECONDARY SCHOOLSTAFF GUIDLINES1. INTRODUCTION

The success or failure of any institution depends on co-operative effort or lack of it on the part of those operating in it. A good school is one where the pupils apply themselves to their work and play with ~~consistent~~ and successful zeal while at the same time showing due respect to authority. Pupils are what we teachers make them. We must keep in mind that very often there are no bad soldiers but bad officers. We must have ~~some~~ of firmness and justice and it is our duty to make the pupils understand the relationship between freedom and responsibility.

Pupils are not our equals in age, experience or academic qualifications and must be treated accordingly. We must be firm but fair.

We as teachers are expected to be sincere and industrious in school work inside and outside the classroom.

We must prepare our lessons well, make effective use of teaching aids, set and correct homework regularly, and conduct the necessary tests/examinations with minimum supervision. We must always remind ourselves that our function in the classroom is not to make our teaching brilliant but to make our subject seem wonderfully simple. We must realise that a lesson is not taught until it is understood.

APPENDIX B.4 p.2

Let us be co-operatively organised to achieve our goal in a nutshell is to create a praiseworthy school in every respect.

GENERAL AND ADMINISTRATIVE.

1. For personal correspondence use the U.F.S. (under the seal) system i.e.

The Permanent Secretary,
Ministry of Education & Culture,
P.O. Box 50093,
LUSAKA.

u.f.s. The Chief Education Officer,
..... Region,
P.O. Box,
DISTRICT.

u.f.s. The Headmaster,
..... Secondary School,
Address of School.

2. When writing official correspondence delegate (d) by the Head concerning your department, you write:-

The Permanent Secretary,
Ministry of Education & Culture,
P.O. Box 50093,
LUSAKA.

u.f.s. The Chief Education Officer,
.....etc.

End you letter as follows:-

Yours faithfully,

Name
for/HEADMASTER

APPENDIX B.4 p.3

This should be the system followed even between school(s) or other Departments. There's no need of (sic) (for) copying the letter to this office but you must remember to put a copy in the school file.

3. For visits to the Regional Headquarters obtain a written permission from this office.
4. For leaving the station for more than 24 hours inform this office leaving your itinerary and this should be the case be it weekend or school holiday. This is very important particularly in case of eventualities..

PROFESSIONAL

1. In case of absence, the Head must be informed in writing, ideally, before the school starts. This should be repeated for each day of absence.
2. On returning the teacher should always report to the Head/ Deputy immediately. He should not leave it for his return to be found out by accident, hearsay or not at all.
3. Lateness always calls for an explanation and apology.
4. Punctuality should be observed especially when going to class.
5. Attendance at school assembly is compulsory and absence call(s) for an explanation.
6. All duty rotas should be strictly adhered to and exchange of duties between teacher(s) will be allowed if the office is notified at least a day before.
7. All teachers should remain in the school during their free

APPENDIX B.4 p.4

periods. If they wish to go home for more than 15 minutes the office should be informed first. At no time should teachers leave the school premises without informing the office. School premises include the teachers compound and the Sports field but does not include the Workers compound.

8. A Teacher is not allowed to smoke, drink coffee/tea or chew gum while in class. This also applies when invigilating an examination, supervising a class or during a demonstration outside the classroom.
9. A teacher should not leave his class or dismiss it before the bell.

CLASS MANAGEMENT

1. We should expect exact obedience from pupils. We should not allow a pupil who has disobeyed an instruction to get away with it.
2. We should not repeat a warning or order or instruction. Once only must be the habit and the rule and then action should follow BUT WE SHOULD NEVER LAY A HAND ON a pupil.
3. We should not punish the whole class for an offence when we cannot find the actual culprit. It is unfair and the consequences might be more harmful than good.
4. We should not allow pupils to leave the classroom for visits to the ablution block, collection of a pen or pencil from the dormitory under any circumstances.

APPENDIX B.4 p.5

5. We should not start by trying to be popular, by familiarising ourselves with pupils hoping that respect will follow--familiarity breeds contempt. We must first establish our authority and then popularity or better still, liking or affection may follow in the time as long as we are Firm But Fair. This might take some time but we should not be in a hurry to relax our hold.
6. A pupil who makes a smart or sarcastic remark may be best dealt with by "the long glare and long silence treatment." If a pupil shows disobedience or insolence in Public, we should decide on the best way of handling the situation - either argue with him there and then or leave him for an appropriate place and occasion. Usually the former proves to be disastrous while the latter has all the advantages.
7. We should not shout or make a threat we cannot do or do not intend carrying out. We may be challenged and that might turn out to be catastrophic.
8. We should not teach while seated. We shall not be able to see all the pupils, properly. If at all we must sit, it must be in a place where we can be able to see what most of the pupils are doing. Sitting on a table, window seat or a chair for no reason is a sign of indolence. If we are seated because we are marking pupils books we should not allow ourselves to be besieged by pupils. They should form a queue or BETTER STILL we should move from pupil to pupil while they remain seated.

APPENDIX B.4 p.6FORM TEACHERS

1. A Form teacher should at all times take an active interest in the well being of his class and each and every member of the class.
2. He must complete his register with all the information at the beginning of each term.
3. During registration, besides checking on absentees, the Form teacher should also check that:-
 - (a) all pupils are in Uniform
 - (b) the classroom is swept and window panes are clean
 - (c) remind all members of his class to turn up for maintenance if that is their day and should deal with absentees.
 - (d) desks and chairs are in order.
4. At the end of the term the Form teacher should fill in the basic information on the pupils report forms and it is his duty to ensure that these forms are completed in all respect before handing them over for the Head's comment.
5. The Form teacher restricts his comments to academic performance and behaviour in class.
6. After the holidays, the Form teacher should submit the list of absentees to the Deputy Head by break time on the day of opening schools. Late arrivals should be sent to the office before allowing them to attend classes.

APPENDIX B.4 p.7

7. It is also the duty of the Form teacher to submit the list of pupils who leave school before the closing day. This list should include pupils who are absent from last registration.

HOUSEMASTER/MISTRESSES

1. A Housemaster should make every effort to know all the pupils in his house.
2. Should visit his house often, everyday if possible, at different times to check on cleanliness and general discipline. An occasional evening visit is recommended.
3. He should encourage beauty and comfort in and outside the dormitories at all times and not only at Inspection.
4. He should take an active interest in inter-house competitions in order to develop loyalty and pride to the House.
5. He should work with the House Prefects in the maintenance of discipline so that most House problems are dealt with at the level and not at school level. At the same time he should help pupils with personal problems.
6. He is responsible for issuing exeat to members of his house after satisfying himself that the reasons for the request are genuine. With those pupils who intend spending a night or nights out of the dormitories, the Housemaster should ensure that the exeat is Counter-signed by the Form teacher and shown to the Deputy Head before handing it over to the pupil.

APPENDIX B.4 p.8

7. He is responsible for all tools and equipment given to the House. He should therefore take stock of these items, including mattresses and beds at the end of each term and report losses or damage together with the culprits to the Head. Any damage to the school Hostels should also be reported to the office immediately together with the culprits.
8. In collaboration with other House teachers, he should organise inter-house competitions in activities like Football, Netball, Volleyball, Badminton, Basketball, etc.
9. It is the duty of each individual House teacher to organise suitable punishment for defaulter(s) who break school rules like missing afternoon activities, late from general exeat, missing House Inspection or roll-call, coming late from Saturday shopping or Church. services.
10. The house teacher's comments on pupils' report Form should be restricted to character and attitude outside class e.g. co-operativeness in the House or lack of it.

HEADS OF DEPARTMENT

1. Each Head of Department should ensure that relevant syllabuses are given to each individual teachers.
2. With the assistance and suggestions from members of his Department, he should draw up schemes of work for each Form indicating topics to be covered each term and make sure that these are available to each teacher teaching the subject.

APPENDIX B.4 p.9

3. He is responsible for all the equipment, apparatus, books, periodical magazines, etc., in the Department. He should take stock at the end of each term and compile a list of losses and damage and cause each teacher to submit the list of culprits. These should be handed over to the Careers Department for record. At no time should he allow each individual teacher to collect payments for losses or damage. To avoid this he should know exactly how much of what he gives to each teacher.
4. He should guide the other teachers as to the policies of the Department. These policies should be first discussed with the Head.
5. He should ensure that a record of work file is kept up-to-date and that pupils' note/exercise books are being corrected.
6. He should hold regular departmental meetings and a copy of the minutes forwarded to the Head.
7. He should compile an annual report on the Department and forward it to the Head.

APPENDIX B.5PREFECTS GUIDELINESINTRODUCTION

School Prefects form a very important group of pupils in any secondary school. A school with poor prefects will never achieve its aims and aspirations whereas a school with a strong prefects body reduces the burden of the Head and staff immeasurably and helps them to organise and administer their school. Prefects are not between the administration and the teachers, rather they are assistants to the authorities and the word authorities here refers to the Head and his Staff. As such, it is the duty of those on duty to contact the masters on duty to find out in which way they could be of assistance. Besides their scheduled duties, all Prefects are on duty at all times and therefore should not hesitate to take action on any pupil who misconducts himself. They should not wait for the Prefects who actually are on duty on the particular day.

GUIDELINES AND DUTIES

1. In order for all Prefects to carry out their duties effectively, they must know the aims and aspirations of the school. Our goal at the moment is to turn the school into a praiseworthy school i.e. a school which is free from blame in all respect.
2. Instructions will normally be given to the Headboy and the Headgirl and in turn these will convey them to the Prefects body. Any Prefect who is asked by the Headboy or Headgirl to carry out certain directives will (sic) (must) comply.

APPENDIX B.5 p.2

3. It is the duty of prefects to uphold the reputation of the school and inspire a like (same) attitude among the rest of the pupils. They should be punctual, neat in appearance and show respect towards teachers. In this way they will find their work easier as they will be leading by example.
4. Prefects should meet regularly to discuss school matters and general welfare of the pupils and advise the Head accordingly and suggest ways and means for improvement through their Chairman (Headboy). They should also report pupils' ideas and suggestions.
5. It is the duty of every prefect to take (sic) (show) concern for pupils who need help. If every prefect carried out this duty properly and made pupils aware of this, the relationship between pupils and prefects will positively improve for the better. The pupils will no longer look at prefects as simply Federal-days Policemen but as people to be relied on for help. Of course this does not mean shielding offenders.
6. Prefects should realise that Punishment is intended to correct unacceptable behaviour. They are allowed to decide on any punishment that they feel suitable for the offence BUT they are not allowed to beat. Corporal punishment can only be administered by the Headmaster and nobody else.

APPENDIX B.5 p.3

7. Prefects should also realise that punishment is the only way of correcting misbehaviour. Advice in certain cases could have the same effect if not better. It is suggested that in as far as possible, Prefects practise the system of warning or advising first before resorting to punishment.
8. During prep, prefects should make sure that there's absolute silence and there is no up-and-down movements between classrooms or between classroom blocks and dormitories or ablution blocks. They should take roll call and submit the names of absentees to the Master on duty who in turn will book them for detention. This list of absentees should be handed over to the Master on duty through the Headboy or his Deputy. Each house prefect should submit the names of pupils who are too sick to attend prep to the Headboy in case of boys and to the Headgirl in case of girls. The Headboy and Headgirl will then ensure that the names of this pupils are deleted from the list of absentees before the list is submitted to the Master on duty.
9. All prefects are under obligation of (sic) (to) refuse show(ing) due respect not only to teachers but to any elderly people or any visitors around the school. They should direct visitors to the relevant authority.
10. It is the duty of prefects to report pupils who refuse advise on wearing uniforms or those who temper with electrical switches. They should also report breakages,

APPENDIX B.5 p.4

leaking, leaking taps, faulty electrical switches and dangerous pot-holes.

11. Prefects should prevent noisy and boisterous scenes.
This should be the case whether the person causing the disorder is a pupil or a non-pupil Youth irrespective of whether the disorder [is inconvenience] (sic) affects the pupils or the teachers as long as it is within the school campus. This should also apply (to games in general, particularly football).
12. During entertainment, prefects should discourage pupils going in dark corners and should insist on pupils being in their places. Those who do not feel like attending the particular entertainment should go to their dormitories and not hang around the classroom area.
13. The Headboy and Headgirl and their Deputies have a task of getting the team of prefects working together for the good of the school. They should advise any prefect who tries to act to the contrary and report him/her should he/she persist.
14. Prefects should never be part of a pandemonium in the school or anywhere else where the participants are pupils. If there is any such scene, it will be their duty to report the matter to the nearest authority and remain neutral or better still assist in restoring order.
15. The Head and the teachers do not take pride in punishing prefects. They would rather establish and maintain a healthy

APPENDIX B.5 p.5

relationship with them except in cases of extreme nature. It is therefore the duty of every prefect to avoid making any of the teachers take a painful decision of punishing him. Just one prefect on punishment tarnishes the image of the entire prefects body.

16. Galantry, vigilance and respect to authority and elders as well as among ourselves will undoubtedly assist us in quickly achieving our goal.

[Name]
HEADMASTER
NCHALLENGE SECONDARY SCHOOL

APPENDIX CPAGE

C.1.	A Plan of Administration Building -----	148
C.2.	A Copy of School Rules -----	149
C.3.	A Copy of School Routine Time-Table-----	153

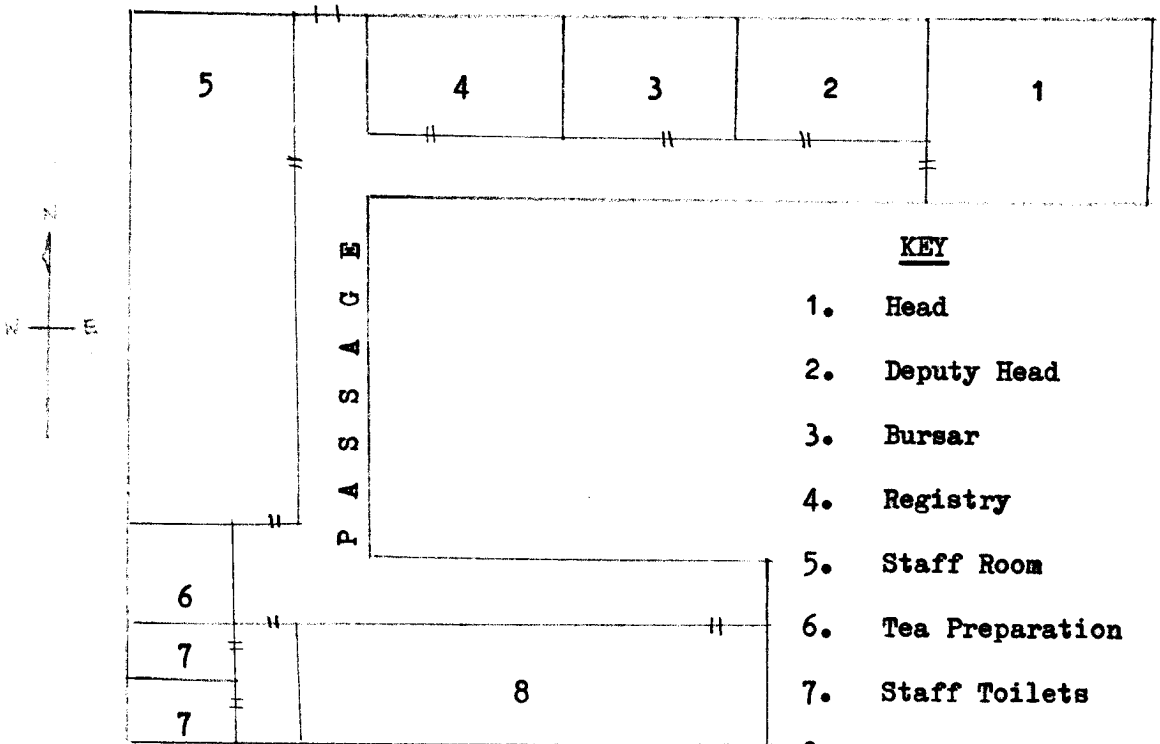
APPENDIX C.1

ST. MARY'S SECONDARY SCHOOL, KAWAMBWA

A PLAN OF ADMINISTRATION BUILDING*

OFFICE ACCOMMODATION

ENTRANCE



KEY

- 1. Head
- 2. Deputy Head
- 3. Bursar
- 4. Registry
- 5. Staff Room
- 6. Tea Preparation
- 7. Staff Toilets
- 8. School Library

= Door

+ Boarding-Master has a desk in the Staff Room

++ Matron - School Clinic as office.

*Plan not drawn to scale

APPENDIX C.2ST. MARY'S GIRLS' SECONDARY SCHOOLP.O. BOX 47, KAWAMBWAA COPY OF SCHOOL RULES1. OBEDIENCE AND ORDER

- (a) Each pupil must obey punctually the school timetable, whether this is for lessons or study time. During study silence must be observed.
- (b) She must show respect to all in authority.
- (c) She is strictly forbidden to leave the school premises without the permission of the Head or Deputy Head. If she has permission to leave she must always wear her school uniform only.
- (d) The teachers' compound, cooks' compound and school kitchen are out of bounds to the girls unless a member of staff gives specific permission to visit these places, or in cases of emergency.
- (e) English must be spoken at all times during the term.
- (f) Girls must keep silence in the dormitories after night prayers.

2. MONEY

- (a) Uniform and other fees must be paid on the opening day of the school.

APPENDIX C.2 p.2

- (b) No money is required for school purposes and girls should not ask parents and relatives for anything which is not on the list of the requirements given before the beginning of the year.
- (c) Pocket money or transport money should be sent by Registered Post only, not by Telegraphic Order. It can be sent through the Head if people wish to do so.
- (d) If girls have money, - they want to keep safely - , they can deposit this with the Head for safekeeping. No responsibility is accepted by the school for loss or theft of any valuables.. That is the reason why every girl should have a suitcase which they [sic] [she] can lock.

3. LETTERS

- (a) All letters, incoming and outgoing, may be censored.
- (b) Girls should write regularly to their parents but other correspondence should be limited.

4. VISITORS

- (a) Relative and friends are allowed to visit the girls on every weekday (if necessary) from 15.00 hours - 17.00 hours not on Saturdays and Sundays.
- (b) Nobody will be allowed to visit the girls at any other time, and surely not during the class time, and surely not during the class time, since it is

APPENDIX C.2 p.3

very disturbing, when you are teaching. Therefore, you should not be surprised if you get a refusal to see your relatives, if they come outside the permitted hours.

- (c) Visitors have to be received on the school premises and will never be allowed to the Boarding site.
- (d) Visitors should seek permission first from the Head or Deputy Head.

5. DRESS

- (a) A list shows what clothing should be brought to the school.
- (b) Uniform must be worn by all pupils at all time specified by the Head. The uniform is as follows:- black flat shoes, red skirt, white short sleeved blouse, navy blue sweater.
- (c) They should be decently dressed ~~worn at all times.~~

6. SCHOOL PROPERTY

- (a) Proper care must be taken of all school and boarding property, books and equipment. If books or equipment are damaged or destroyed, pupils who are responsible must pay.

7. SICKNESS

- (a) If a girl is ill, the House Prefect is responsible for reporting the fact to the Matron.

APPENDIX C.2 p.4

- (b) If a girl has to visit the hospital during class hours she should get a permission slip from the Matron, on which is indicated what the reason is for her going to the hospital. The Form teacher should be informed about the girl's absence, which is the duty of the Matron.

8. COMPLAINTS

These must be made in a proper manner through the Form teacher in classtime and through the Prefects at any other time.

Every girl does her utmost through her example to make St. Mary's Secondary School a happy and healthy place to live and work.

9. CHURCH SERVICES

- (a) Each girl is allowed to go to her own church.
- (b) For good discipline when going there, each pupil should follow the system laid down by the school authority. [Wearing of school uniform].

APPENDIX C.3ST. MARY'S SECONDARY SCHOOL - KAWAMBWAA COPY OF DAILY SCHOOL ROUTINE (3rd Term 1981)MONDAY

0530	Waking up
0615	Morning Prayers
0700	Breakfast
0730	Assembly
0800-0840	First Period
0840-9020	Second Period
0920-1000	3rd Period
1000-1040	4th Period
1040-1100	Tea Break
1100-1140	5th Period
1140-1220	6th Period
1220-1300	7th Period
1300-1410	Lunch Break
1410-1450	8th Period
1500-1700	Production Unit Work and Club activities
1730-1830	Supper
1830-2030	Night Study [Supervised]
2030-2045	Roll Call by Matron and Prefects
2100	Lights Out

TUESDAY

Same Routine as on Monday except for Assembly and
Breakfast. Breakfast is at 0715 instead of at 0700.

APPENDIX C.3 p.2WEDNESDAY

Same Routine except that instead of having Production Unit Work and Club activities from 1500-1700 there is Station Upkeep from 1500-1600.

THURSDAY

Same Routine as on Tuesday.

FRIDAY

Same Routine as on Monday.

SATURDAY

0530	Waking up
0615	Morning Prayers
0715	Breakfast
0730	Dormitory and Classroom Cleaning
0900-1100	Study

N.B. Dormitory and Classroom inspection is done by the Headmistress and Deputy Head respectively during study.

1230	Lunch
1400	Weekend, House/class competitions Netball, Volleyball.
1700	Roll Call done by teachers on duty.
1730	Supper

APPENDIX G.3 p.3SATURDAY

- 1830 Weekend entertainment, - Singing/
fashion show, cultural dance,
sketches and plays organised by
the Cultural Committee of the
Prefects Body.
- 2130 Roll Call by the Matron and
the Prefects
- 2200 Lights Out

SUNDAY

- 0530 Waking Up
- 0700 Breakfast
- 0800 Church Service of various
denominations outside the
school
- 1230 Lunch
- 1700 Roll Call
- 1730 Supper
- 1830 Possibly any entertainment
organised by the Cultural
Committee of the Prefects Body
- 2045 Roll Call in dormitories by the
Matron and the Prefects
- 2100 Lights Out

APPENDIX D. (TABLESTABLE 11PERSONAL CHARACTERISTICS OF TEACHERS OF NCHELENGE
SECONDARY SCHOOL

11.0

AGE

<u>Age-Groups</u>	<u>Number of teachers</u>
Over 40	2
36 - 40	8
31 - 35	6
26 - 30	9
20 - 25	13

N = 40

Teachers' Mean age = 30.5 years

Mean age:

(i) Zambians = 26.5 years

(ii) Expatriates = 36.1 years

N.B. Age of 2 teachers unknown

11.1

ACADEMIC QUALIFICATIONS BY SEX

<u>Zambians</u>	<u>Female</u>	<u>Male</u>	<u>Total</u>
Unza Graduate	0	1	1
Diploma in Education	2	28	30
<u>Non-Zambians</u>			
University Graduates	0	7	7
Diploma in Education	1	1	2
<hr/>			
TOTAL:	3	37	40

11.2

TEACHERS' TEACHING EXPERIENCE IN ZAMBIA

	Up to 1 year	2 years	3 years	4 years	5 years	Up to 10 years	Over 10 years	Total
Zambians	4	7	6	2	3	2	7	31
Non-Zambians	2	2	4	0	0	0	0	8
Total	6	9	10	2	3	2	7	39

Mean (i) Zambians = 4.6 years

(ii) Non-Zambians = 2.2 years

Teaching experience of 1 teacher unknown

Source: (all tables above): Ministry of Education

Staffing Returns:

ME/STAFFING/STAT/1 of term III 1981.

TABLE 11.3

NCHLENGE SECONDARY SCHOOL (F068)
SUMMARY OF CAMBRIDGE SCHOOL CERTIFICATE
EXAMINATION RESULTS FOR 1976-1979*

YEAR	D I V I S I O N S							COSC%
	1	2	3	4	F	A	T	
1976	2	9	16	43	3	11	73	36.9
1977	2	8	19	55	1	4	85	34.1
1978	2	4	25	56	1	4	88	35.2
1979	1	10	22	65	2	3	100	33.0

Notes: There are 3 classes of Form 5 pupils.

Divisions 1,2,3 - are full school certificate divisions.

4 - Zambian Certificate - in a few subjects.

F - Fail

A - Absent for all subjects

T - Total number of candidates which sat for examinations.

*Source: Ministry of Education & Culture Compiled COSC
 Results for each year produced by Educational
 Services Centre, Lusaka.

TABLE 12PERSONAL CHARACTERISTICS OF TEACHERS OF ST. MARY'SSECONDARY SCHOOL

12.0

AGE

<u>Age-Group</u>	<u>Number of Teachers</u>
Over - 40	6
36 - 40	5
31 - 35	6
26 - 30	6
20 - 25	3

N = 26 Teachers' Mean Age = 33.5 years.

Mean Age:

- (i) Zambians = 28.6 years
- (ii) Expatriates = 40.6 years

ACADEMIC QUALIFICATIONS BY SEX

12.1

<u>Zambians</u>	<u>Female</u>	<u>Male</u>	<u>Total</u>
Unza graduate	1	1	2
Diploma in Education	3	8	11
<u>Non - Zambians</u>			
University graduate (Degree)	7	5	12
Diploma in Education	1	0	1
Total:	12	14	26

12.2 TEACHERS' TEACHING EXPERIENCE IN ZAMBIA

	Up to 1 year	2 years	3 years	4 years	5 years	Up to 10 years	Over 10 years	Total
Zambians	0	3	4	0	2	1	3	13
Non - Zambians	1	5	2	0	1	2	2	13
Total	1	8	6	0	3	3	5	26

N = 26; Mean teaching Experience:

(i) Zambian = 5.2 years

(ii) Non-Zambians = 4.9 years

Source: Ministry of Education Staffing Returns:

ME/STAFFING/STAT/1 of Term III 1981

TABLE 12.3

ST. MARY'S SECONDARY SCHOOL, KAWAMBWA (FO59)SUMMARY OF CAMBRIDGE SCHOOL CERTIFICATEEXAMINATION RESULTS FOR 1976 - 1979*

D I V I S I O N S								
YEAR	1	2	3	4	F	A	T	COSC %
1976		3	23	35		5	61	42.6
1977	1	6	15	47			69	31.8
1978	1	12	36	24	1	3	74	66.2
1979	3	4	15	50		1	72	30.5

DIVISIONS: 1, 2, 3 - are full school certificate
divisions.

4 - Zambian Certificate in a few subjects

F - Fail

A - Absent for all subjects

T - Total number of candidates which sat
for examinations.

Note: There are 2 classes of Form 5 pupils.

*Source: Ministry of Education & Culture - Compiled COSC Service
Centre, Lusaka.

TABLE 13

TEACHERS' RATING OF HEADMASTER ON CONSIDERATION FOR STAFF

FREQUENCY RATING SCORES

Q-item No.	Rarely = 1		Sometimes = 2		Often = 3		Very Frequently = 4		TOTAL	
	RP	VA	RP	VA	RP	VA	RP	VA	RP	SCORE
19	1	1	6	12	3	9	2	4	12	30
21	3	3	4	8	3	9	2	8	12	29
25	5	5	3	6	1	3	2	8	11	22
28	4	4	4	8	2	6	2	8	12	26
29	6	6	2	4	4	12	0	0	12	22
33	2	2	5	10	0	0	5	20	12	32
35	8	8	2	4	2	6	0	0	12	18
36	11	11	0	0	1	3	0	0	12	14
40	3	3	4	8	1	3	4	16	12	30
44	2	2	5	10	2	6	3	12	12	30
48	1	1	5	10	4	12	2	8	12	31
49	2	2	0	0	4	12	6	24	12	38
TOTAL:	48	48	40	80	27	81	28	112	143	321

N = 12; Total Score = 321; Total Possible Score = 576

Per cent of total Possible score = 55.7; Composite Mean Score = 26.7

RP = response; VA = value

TABLE 14

TEACHERS' RATING OF HEADMASTER'S PERFORMANCE ON INITIATING STRUCTURE

FREQUENCY RATING SCORES

Q-item No.	Rarely = 1		Sometimes = 2		Often = 3		Very Frequently = 4		TOTAL RP SCORE	
	RP	VA	RP	VA	RP	VA	RP	VA	RP	VA
22	7	7	3	6	1	3	1	4	12	20
24	1	1	5	10	6	18	0	0	12	29
27	9	9	3	6	0	0	0	0	12	15
31	2	2	6	12	4	12	0	0	12	26
32	6	6	6	12	0	0	0	0	12	18
34	3	3	2	4	7	21	0	0	12	28
38	5	5	5	10	1	3	1	4	12	22
39	2	2	6	12	1	3	3	12	12	29
41	5	5	4	8	1	3	2	8	12	24
42	4	4	5	10	3	9	0	0	12	23
45	7	7	0	0	4	12	0	0	11	19
47	8	8	1	2	2	6	1	4	12	20
51	1	1	7	14	4	12	0	0	12	27
52	4	4	2	4	3	9	3	12	12	29
TOTAL:	64	64	55	110	37	111	11	44	143	329

N = 12; Total Score = 329; Total Possible Score = 676;

Per cent of Total Possible Score = 48.6, Composite Mean Score = 27.4

RP = response; VA = value

TABLE 15

TEACHERS' RATING OF HEADMASTER'S THRUST IN SCHOOL FUNCTIONS

FREQUENCY RATING SCORES

Q-item No.	Barely = 1		Sometimes = 2		Often = 3		Very frequently = 4		TOTAL	
	RP	VA	RP	VA	RP	VA	RP	VA	RP	SCORE
20	5	5	5	10	2	6	0	0	12	21
23	4	4	6	12	2	6	0	0	12	22
26	4	4	5	10	2	6	1	4	12	24
30	4	4	5	10	1	3	2	8	12	25
37	2	2	4	8	3	9	3	12	12	31
43	5	5	2	4	3	9	2	8	12	26
46	9	9	1	2	1	3	1	4	12	18
50	2	2	2	4	5	15	3	12	12	35
TOTAL:	35	35	30	60	19	57	12	48	96	200

N = 10; Total Score = 256; Possible Mean Score = 384;

Per cent of Total Possible Score = 52.0; Composite Mean Score = 16.6;

RP = responses; VA = value

TABLE 16

HEADS' OF SUBJECT DEPARTMENTS RATING OF HEADMASTER'S PERFORMANCE

Q-item No.	Barely = 1		Sometimes = 2		Often = 3		Very frequently = 4		TOTAL SCORES	
	RP	VA	RP	VA	RP	VA	RP	VA	RP	SCORES
1	2	2	3	6	2	6	3	12	10	26
2	4	4	2	4	2	6	2	8	10	22
3	0	0	4	8	2	6	4	16	10	30
4	4	4	1	2	1	3	3	12	10	21
5	2	2	1	2	2	6	5	20	10	30
6	0	0	0	0	2	6	7	28	10	34
8	1	1	2	4	4	12	3	12	10	29
9	1	1	2	4	3	9	4	16	10	30
TOTAL:	14	14	17	34	20	60	37	148	90	256

N = 10; Total Score = 256; Total Possible Score = 360;

Per cent of Possible Score = 71.1; Composite Mean Score = 25.6

RP = responses; VA = value

TABLE 17

HEADMASTER'S PERFORMANCE AS RATED BY HEADS OF DEPARTMENTS

Subject Department	Score	%	Subject Department	Score	%
Agricultural Science	23	63.8	History	24	66.6
Civics	18	50.0	Industrial Arts	25	69.4
Commerce	14	38.8	Mathematics	29	80.5
English	29	80.5	Religious Education	36	100.0
Geography	31	86.1	Science	27	75.0

N = 10; Total Possible Score per department = 36;
 Mean Score = 25.6; Percentage mean score = 71.0

TABLE 18

TEACHERS' RATING OF DEPUTY HEAD'S PERFORMANCE

FREQUENCY RATING SCORES

Q-item No.	Rarely = 1		Sometimes = 2		Often = 3		Very frequently = 4		TOTAL	
	RP	VA	RP	VA	RP	VA	RP	VA	RP	SCORE
53-66	37	37	21	42	52	156	58	232	168	467

N = 12; Total score = 467; Total Possible score = 672;

Per cent of total Possible score = 69.4; Composite Mean score = 33.3
 RP = responses; VA = value

TABLE 19

Deputy Head's Rating of Head's Performance on Three Dimensions

Dimension	FREQUENCY RATING SCORES								TOTAL		%
	Rarely = 1		Sometimes = 2		Often = 3		Very frequently = 4		SCORE	Possible SCORE	
	RP	VA	RP	VA	RP	VA	RP	R VA			
Consideration	0	0	0	0	0	0	6	24	24	24	100.0
Initiating Structure	2	2	0	0	0	0	4	16	18	24	75.0
Thrust	1	1	0	0	2	6	3	12	19	24	79.1

N = 1 RP = response

VA = value

TABLE 20

BOARDING MASTER'S RATING OF HEADMASTER'S PERFORMANCE

Q-item No.	FREQUENCY RATING SCORES								TOTAL SCORE	
	Rarely = 1		Sometimes = 2		Often = 3		Very frequently = 4		RP	VA
1	0	0	0	0	1	3	0	0	1	3
2	0	0	1	2	0	0	0	0	1	2
3	1	1	0	0	0	0	0	0	1	1
4	0	0	0	0	0	0	1	4	1	4
5	1	1	0	0	0	0	0	0	1	1
6	1	1	0	0	0	0	0	0	1	1
7	0	0	0	0	1	3	0	0	1	3
TOTAL:	3	3	1	2	2	6	1	4	7	15

N = 1; Total Score = 15; Total Possible Score = 28;

Per cent of Total Possible Score = 53.5; Composite Mean Score = 2.1

RP = responses; VA = value

TABLE 21

Teachers' Self-Rating Scores

FREQUENCY RATING SCORES

Q-item No.	Rarely = 1		Sometimes = 2		Often = 3		Very frequently = 4		TOTAL	
	RP	VA	RP	VA	RP	VA	RP	VA	RP	SCORE
67	5	5	3	6	3	9	1	4	12	24
68	0	0	5	10	3	9	4	16	12	35
69	1	1	1	2	5	15	5	20	12	38
70	1	1	2	4	3	9	6	24	12	38
71	1	1	7	14	4	12	0	0	12	27
72	1	1	5	10	5	15	1	4	12	30
73	1	1	5	10	5	15	1	4	12	30
TOTAL:	10	10	28	56	28	84	18	72	84	222

N = 12; Total Score = 222; Total Possible Score = 336; per cent of Total Possible Score = 66.0

RP = responses ; VA = value Mean Score = 31.7

TABLE 22

TEACHERS' RATING OF HEADMISTRESS' CONSIDERATION FOR STAFF

Q-item No.	FREQUENCY RATING SCORE								TOTAL	
	Rarely = 1		Sometimes = 2		Often = 3		Very frequently = 4		RP	SCORE
	RP	VA	RP	VA	RP	VA	RP	VA		
19	1	1	2	4	6	18	3	12	12	35
21	1	1	6	12	2	6	3	12	12	31
25	3	3	7	14	0	0	2	8	12	25
28	2	2	7	14	2	6	1	4	12	26
29	6	6	3	6	2	6	1	4	12	22
33	2	2	5	10	4	12	1	4	12	28
35	3	3	7	14	1	3	1	4	12	24
36	2	2	1	2	3	9	6	24	12	37
40	0	0	2	4	5	15	5	20	12	39
44	0	0	2	4	3	9	4	16	9	28
48	0	0	4	8	4	12	4	16	12	36
49	0	0	3	6	2	6	7	28	12	40
TOTAL:	20	20	49	98	34	102	38	152	141	372

N = 12; Total Score = 372; Total Possible Score = 576;

Per cent of Total Possible score = 64.5;

Composite mean score = 31.0 RP = responses; VA = value

TABLE 23

TEACHERS RATING OF HEADMISTRESS' PERFORMANCE ON INITIATING STRUCTURE

Q-item No.	Rarely = 1		Sometime = 2		Often = 3		Very frequently = 4		TOTAL	
	RP	VA	RP	VA	RP	VA	RP	VA	RP	SCORES
22	2	2	5	10	4	12	1	4	12	28
24	4	4	3	6	4	12	0	0	11	22
27	4	4	1	2	3	9	4	16	12	31
31	2	2	5	10	3	9	2	8	12	29
32	6	6	4	8	2	6	0	0	12	20
34	2	2	1	2	4	12	5	20	12	34
38	5	5	2	4	2	6	3	12	12	27
39	2	2	1	2	4	12	5	20	12	26
41	5	5	4	8	0	0	2	8	11	21
42	3	3	5	10	1	3	3	12	12	28
45	8	8	1	2	1	3	1	4	11	17
47	1	1	1	2	5	15	6	24	12	42
51	1	1	4	8	6	18	1	4	12	31
52	2	2	2	4	4	12	4	16	12	34
TOTAL:	47	47	39	78	43	129	36	144	165	398

N = 12; Total score = 398; Total Possible score = 672;

Per cent of total possible score = 59.2; Composite mean score = 28.4
 RP = responses; VA = value.

TABLE 24

TEACHERS' RATING OF HEADMISTRESS' TRUST IN SCHOOL FUNCTIONS

Q-item No.	FREQUENCY RATING SCORES								TOTAL	
	Barely = 1		Sometimes = 2		Often = 3		Very frequently = 4		RP	SCORE
	RP	VA	RP	VA	RP	VA	RP	VA		
20	2	2	5	10	4	12	1	4	12	28
23	0	0	1	2	4	12	7	28	12	42
26	5	5	4	8	1	3	1	4	11	20
30	0	0	1	2	7	21	3	12	11	35
37	0	0	6	12	2	6	3	12	11	30
43	2	2	3	6	3	9	4	16	12	35
46	0	0	4	8	4	12	4	16	12	36
50	0	0	2	4	7	21	3	12	12	37
TOTAL	9	9	26	52	32	96	26	104	95	261

N = 12; Total score = 261; Total possible score = 384

Per cent of total possible score = 67.9; Composite mean score = 21.7

RP = responses; VA = value

TABLE 25

HEADS OF SUBJECT DEPARTMENTS RATING OF HEADMISTRESS' PERFORMANCE

FREQUENCY RATING SCORES

Q-item No.	Rarely = 1		Sometimes = 2		Often = 3		Very frequently = 4		TOTAL	
	RP	VA	RP	VA	RP	VA	RP	VA	RP	SCORE
1	1	1	1	2	5	15	3	12	10	30
2	2	2	4	8	1	3	3	12	10	25
3	2	2	3	6	4	12	1	4	10	24
4	5	5	0	0	1	3	0	0	6	8
5	1	1	1	2	4	12	4	16	10	31
6	1	1	1	2	3	9	4	16	10	28
7	1	1	2	4	3	9	4	16	10	31
8	1	1	2	4	5	15	2	8	10	28
9	3	3	3	6	3	9	1	4	10	22
TOTAL:	17	17	17	34	29	87	22	88	86	226

N = 10; Total score = 226; Total possible score = 360;

Per cent of total possible score = 62.7; Composite mean score = 25.1

RP = responses VA = value.

TABLE 26

HEADMISTRESS' PERFORMANCE AS RATED BY HEADS OF DEPARTMENTS

Subject Department	Score	%	Subject Department	Score	%
Agricultural Science	13	36.1	History	29	80.5
Bemba (Language)	20	55.5	Homecraft	24	66.6
Civics	21	58.3	Mathematics	17	47.2
Commerce	23	63.8	Religious Education	25	69.4
English	27	75.0	Science	27	75.0

N = 10; Total Possible Score per department = 36;

Mean Score = 22.6; Percentage Mean Score = 62.7

TABLE 27
TEACHERS' RATING OF DEPUTY HEAD'S PERFORMANCE

FREQUENCY RATING SCORES

Q-item Nos.	Rarely = 1		Sometimes = 2		Often = 3		Very Frequently = 4		Total	
	RP	VA	RP	VA	RP	VA	RP	VA	RP	SCORE
53-66	18	18	41	82	49	147	48	192	158	439

N = 12 Total Score = 439; Total Possible Score = 672;

per cent of Total Possible Score = 65.3

RP = responses; VA = value Mean Score = 31.5

TABLE 29
DEPUTY HEAD'S RATING OF HEADSTRESS'S PERFORMANCE ON THREE DIMENSIONS

Dimension	Rarely = 1		Sometimes = 2		Often = 3		Very Frequently = 4		T O T A L		
	RP	VA	RP	VA	RP	VA	RP	VA	SCORE	POSSIBLE SCORE	SCORE%
Consideration	0	0	4	8	2	6	0	0	14	24	58.3
Initiating Structure	0	0	6	12	0	0	0	0	12	24	50.0
Thrust	3	3	2	4	0	0	1	4	11	24	45.8

RP = responses; VA = value

TABLE 29

BOARDING MASTER'S RATING OF HEADMISTRESS'S PERFORMANCE

Q-Item No.	FREQUENCY RATING SCORES								TOTAL	
	Rarely = 1		Sometimes = 2		Often = 3		Very Frequently = 4		RP	SCORE
	RP	VA	RP	VA	RP	VA	RP	VA		
1	0	0	1	2	0	0	0	0	1	2
2	0	0	1	2	0	0	0	0	1	2
3	1	1	0	0	0	0	0	0	1	1
4	1	1	0	0	0	0	0	0	1	1
5	1	1	0	0	0	0	0	0	1	1
6	0	0	0	0	1	3	0	0	1	3
7	0	0	1	2	0	0	0	0	1	2
TOTAL	3	3	3	6	1	3	0	0	7	12

N = 1; Total Score = 12; Total Possible Score = 28;

Per Cent of Total Possible Score = 42.8; Mean Score = 1.7

RP = responses

VA = value

TABLE 30

TEACHERS' SELF-RATING SCORES

FREQUENCY RATING SCORES

Q-Item NO.	Rarely = 1		Sometimes = 2		Often = 3		Very Frequently = 4		TOTAL	
	RP	VA	RP	VA	RP	VA	RP	VA	RP	SCORE
67	4	4	3	6	2	6	2	8	12	24
68	6	6	4	8	2	6	0	0	12	20
69	5	5	5	10	0	0	2	8	12	23
70	1	1	6	12	2	6	3	12	12	31
71	1	1	5	10	2	6	4	16	12	33
72	0	0	5	10	3	9	4	16	12	35
73	0	0	7	14	2	6	1	4	12	26
Total:	19	19	31	70	13	39	16	64	84	192

N = 12; Total Score = 192; Total Possible Score = 336;

per cent of Total Possible Score = 57.1

RP = responses; VA = value; Mean Score = 27.4

TABLE 31COMPARISON OF HEADS' SCORES AS RATED BY THEIR HEADS OF SUBJECT DEPARTMENTS

SCHOOL	N	TOTAL SCORE	MEAN SCORE	% OF TOTAL SCORE
Nchelenge	10	256	25.6	71.1
St. Mary's	10	226	22.6	62.1

Total Possible Score = 360

TABLE 32COMPARISON OF HEADS' SCORES AS RATED BY THEIR BOARDING MASTERS

SCHOOL	N	TOTAL SCORE	MEAN SCORE	% OF TOTAL SCORE
Nchelenge	1	15	2.1	53.5
St. Mary's	1	12	1.7	42.8

Total Possible Score = 28