HEADTEACHERS' MANAGEMENT STYLES IN PRESIDING OVER ADMINISTRATIVE ISSUES. A CASE IN SELECTED PUBLIC SCHOOLS OF LUSAKA DISTRICT

BY

IVY SIMUNZA

ID: 5201920128

SUPERVISOR: DR R. CHIKOPELA

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Declaration

I, **IVY SIMUNZA**, declare that this thesis entitled 'Headteachers' management styles in presiding over administrative issues in selected public schools of Lusaka district' represents my own work and that it has not been previously submitted for a degree, diploma or other qualifications at this or another university.

Signature: _____

Date: _____

Certification of Approval

This thesis, of **IVY SIMUNZA** entitled 'Headteachers' management styles in presiding over administrative issues in selected public schools of Lusaka district' has been approved as a partial fulfilment of the requirement for the award of the Degree of Master of Educational Leadership and Management.

Examiner's Signature   Date

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Dedication

This study is dedicated to my children; Nkisu Chilongu, Mumuni Chilongu and Ntemesha Chilongu.

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Abbreviations

DEBS   District Education Board Secretary

MoGE   Ministry of General Education

Abstract

It is evident that the role of the Headteachers in effecting positive change in the administrative processes of the schools is vital. The issue of management styles is a major and basic concern for all organizations and institutions in various countries. Different countries around the world have been attempting to highlight and stress the concept of efficient management styles in various ways in their organizational daily activities, programs, and performance. In order to explore the subject at hand, the study aimed at assessing Headteachers' management styles in presiding over administrative issues in public schools of Lusaka district.

To that effect, the study had the following research objectives: to identify the management styles of Headteachers, to establish the administrative roles of Headteachers, to investigate teachers' views of Headteachers' management styles in presiding over administrative issues, as well as to suggest ways to improve Headteachers' administrative roles in public schools in Lusaka district. The study employed a mixed method with a convergent parallel design. The sample size of this study was twenty-two (22) respondents comprising four (4) Headteachers from public schools, two (2) representatives from the DEBS's office and sixteen (16) teachers from the public schools in Lusaka district under study.

The findings of the study revealed that there was a fairly equal distribution of management styles among Headteachers across the schools. Secondly, Headteachers' roles were to manage staff, curriculum implementation, financial plans, administration code of conduct and the flow of information. Thirdly, the management style and attitude of the Headteacher had a great bearing on the administration processes of the school. The last finding was that ways to improve Headteacher administrative roles included training and development, upgrade of qualifications and external monitoring and evaluation. As part of the recommendations, institutions of higher learning should incorporate relevant and current theories of leadership into their training programs for educational leaders. Further recommendation was that external monitoring and evaluation of Headteachers should be done in order to rate their individual leadership abilities and lastly, that the government seeks partnership with stakeholders to implement leadership development programmes for educational leaders to foster administrative efficiency.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter provides the background to the study, the statement of the problem and the purpose of the study. It also presents the objectives, research questions and limitations of the study. Lastly, it explains the significance, delimitation and limitations of the study, theoretical and conceptual framework and the definitions of the terms that will be used in the study.

1.2 Background of the Study

Education according to Farooq *et al.* (2011) is a first step for every human activity. To them education is a means of acquiring knowledge and skills required to increase individuals' productivity and improve quality in life. With a similar view Battle and Lewis (2002) posited that education plays an important role in the human capital development and is linked with an individual's well-being and opportunity for better living. In the same vein, Asikhia (2010) attests that education at secondary school level is supposed to be the bedrock and the foundation towards achievement of higher knowledge in tertiary institutions. Asikhia (2010) further contends that education is an investment as well as an instrument that can be used to achieve a more rapid economic, social, political, technological, scientific and cultural development in the country. Secondary education therefore is very important in national and individual development.

According to the Ministry of General Education (MoGE) (2016), Zambia has increased enrolment in almost all levels of education. Student enrolment is witnessed at all levels starting from elementary to primary and secondary schools. Considerable attention is paid to education for sustainable development, peace and stability. Such recognition makes education an indispensable means for effective participation not only in the socio-economic development but also in the on-going rapid globalization. Despite the above truth, the role of management style is a critical factor in performance and effectiveness of all levels of education in developed and developing countries (Okoth, 2000). Numerous studies on organization and management have consistently indicated that management style is a critical factor in organizational performance and effectiveness, which affect positively or negatively

organizational process and structure, patterns of social interaction, members' beliefs, attitudes and job behaviours (Shum and Cheng, 1997).

Candle (2010) posited that a good school requires effective leadership whereby school headteachers are able to handle both external operations as well as the school environment interaction implying that they are a critical factor in determining successful implementation of a school base. In support of this understanding, Mwangi (2009) comments that one of the key factors influencing school effectiveness is the nature and quality of the leadership style and management provided by each school. Farooq *et al.* (2011) reaffirm that "the quality of students' performance remains a top priority for educators". In light of their argument local, regional, national and global differences are created by education. With a similar view, Blumende (2001) attest that the decline in the quality of education cannot be ignored because of the significant role education plays as an instrument of societal transformation and development. Therefore, education has been seen to play a pivotal role in human and societal development agenda.

The Headteachers' role is very important for provision of quality secondary education (Mwangi, 2009). According to this study Headteachers role has been associated with high student achievement and to attain this teacher motivation, improved internal teachers' supervision and provision of more relevant textbooks and equipment for use in libraries and laboratories respectively should be enhanced. Sim (2011) is of the similar view that schools can make a difference to the level of students' performance; however, good or poor school depends on the person who leads it. Scott (2008) contends that strong Headteacher leadership can result in improved student achievement, despite a variety of environmental problems such as low socio-economic status, students' backgrounds, and limited parental participation in a child's education. According to Sim (2011), the Headteacher must play a role in the teaching and learning of teachers in terms of supervision, assessment, staff development and training services.

Knezevich (1975) asserts that the survival of an organization is dependent on quality of administrative services available. It is necessary that an individual centrally coordinate the individual efforts in an organization. Thus, in any organization, the most important figure is the leader since they are largely responsible for directing it towards the achievement of set goals. It is certain that every organization would like to be successful, that is, to be able to realize its aims and objectives yet, not all organizations have been able to live up to their

stated aims and objectives. The Headteacher plays a pivotal in the running of a school and the management styles employed by the Headteacher in presiding over administration of the school is one that has not been explored exhaustively. Therefore, this study sought to assess the Headteachers' management styles in presiding over administrative issues in public schools.

1.3   Statement of the Problem

The quality and effectiveness of an education system depends heavily on the quality and morale of its teachers because they are key persons in determining success in meeting the system's goals (MoE, 1996). The realization by the government was that school goals can never be achieved without proper management styles of headteachers, hence, the governments' effort to train Headteachers and other school administrators in leadership and management. However, despite the governments' effort to provide training in leadership management, they still seem to exhibit management styles that negatively affect administration processes as well as teacher morale and performance. Additionally, very little research has been done to assess Headteachers management styles and how they preside over administrative processes in public schools. Therefore, this study aimed at assessing Headteachers' management styles in presiding over administrative issues in selected public schools of Lusaka district.

1.4   Purpose of the study

The purpose of this study was to assess Headteachers' management styles in presiding over administrative issues in public schools of Lusaka district.

1.5   Research Objectives

The specific objectives of the study are to:

i.   Identify the management styles of Headteachers in selected public schools of Lusaka district.

ii. Establish the administrative roles of Headteachers in selected public schools of Lusaka district.

iii. Investigate the views of teachers on Headteachers' management styles in presiding over administrative issues in selected public schools of Lusaka district.

iv. Suggest ways in which Headteachers can improve in their administrative roles in selected public schools of Lusaka district.

As a way of addressing the above listed objectives, the research attempted to answer the following questions:

1.6 Main Research Questions

What are the management styles of Headteachers in selected public schools of Lusaka district?

1.6. 1 Sub Research Questions

i. What are the administrative roles of Headteachers in selected public schools of Lusaka district?
ii. What are the views of teachers on Headteachers' management styles in presiding over administrative issues in selected public schools of Lusaka district?
iii. In what ways can Headteachers improve their administrative roles in selected public schools of Lusaka district?

1.7 Significance of the Study

The underlying intention of this study was to increase understanding of management styles of Headteachers in relation to school administration. The findings of this study may prove to be useful to educational institutions working on improving the quality of education through management styles. Therefore, this study added to the existing literature on educational management, but it is unique in that it specifically assesses the Headteachers' management styles in presiding over administrative issues in public schools. In addition, the study will be important to educational leaders at district and provincial levels in that it has the potential of awakening them to the imperative of improving the management styles of educational managers with the view to improving teacher and pupil confidence, as well as the quality of teaching and learning.

1.8 Delimitations of the Study

The study at hand was delimited to Lusaka district. The study focussed on assessing Headteachers' management styles in presiding over administration in public schools of Lusaka district. Four public schools in Lusaka district were selected because they were within the researcher's place of residence; hence making the study convenient to undertake. The sampled schools were narrowed to secondary school level to avoid sample differences resulting from differences in administration.

1.9   Limitations of the Study

According to Best and Kahn (2009), limitations are referred to those conditions which are beyond the control of the researcher and may also place restrictions on the conclusions of the study. In view of this, the current study faced a number of limitations, such as failure of some participants to give adequately full information as desired by the researcher, scanty literature and unavailability of specific participants since those in authority, the school managers were not readily available due to their busy schedules. There was scanty literature required to conduct a conclusive study on Headteachers' management styles in presiding over administration in public schools, which posed a challenge for the researcher to pick up the references on the subject. Notwithstanding the imperativeness of this study, financial constraints also restricted the researcher to focus only on collecting responses from respondents of the four public schools of Lusaka district. Further limitation was faced by the researcher due to the interviewees' individual characteristics that posed a challenge to the smooth running of the study.

To mitigate the limitations of this study, a number of measures were carried out by the researcher. Firstly, to overcome the limitation of scanty literature, the study was framed as a case study intended to lay the groundwork for a more complete and broader research in the future. Furthermore, the researcher undertook a survey of literature available and related to this research in order to ensure that all relevant variables to be used in the study were correctly applied. Secondly, detailed data collection instruments were used to enable participants to give all the required information for the study without biasness in their responses. Furthermore, pre-appointments were made with the authorities of the schools under study in order to carry out a smooth data collection exercise.

1.10   Theoretical Framework

The study was based on Taylor's scientific management theory which advocates for training of staff for better performance (Taylor, 1991). This theory states that a leader's behaviour is contingent to the satisfaction, motivation and performance of his or her subordinates. It further postulates that the leader engages in behaviours that compliment subordinates abilities and compensate for deficiencies. This theory can be classified both as a contingency and as a transactional leadership theory. It is to do with the leader "clearing" the path for the followers to take. It was developed to describe the way the leaders encourage and support their followers in achieving the goals they have been set by making path that they should take clear and easy. In particular, according to this theory leaders should, clarify the path so

subordinates know which way to go, remove road blocks that are stopping them going there and increase the rewards along the route as leaders can take a strong or limited approach.

This theory explains that performance of Headteachers' instructional supervision practices depend upon effort. Instructional supervision of Headteachers' influence teachers' commitments in teaching, improved teaching and learning techniques, and improved academic performance. Headteachers can motivate teachers for academic performance. According to this theory, leaders who show the way and help followers along a path are effective in leading them. According to Kyayemagye and Kintu (2020), this approach assumes that there is one right way of achieving a goal and the leader can see but the followers cannot. However, in adopting the path goal theory for this study, the researcher is aware of its shortcomings. The role of other stakeholders in the schools, their creativity and innovations should be encouraged and nurtured. Team work and delegation of responsibilities should be encouraged. This theory casts the leader who is the Headteacher for this study, as the "knowing person" and the followers as "dependants". However, it assumes that the followers are completely rational and that appropriate methods can be deterministically selected depending on the situation (Kyayemagye and Kintu, 2020).

While the need to improve Headteachers' competencies to manage the dynamically changing secondary schools in Zambia exists, it is not clear on which skills are most needed and how to best provide effective management of administrative processes in public schools, thus the undertaking of this study. Taylor's scientific management theory is relevant to this study in that the theory seeks to improve organizational efficiency of task completion whose goal is to serve common interests of employers, employees and society.

1.11 Conceptual Framework

INPUT   OUTPUT

| **Management Style** | | **Efficient Administration** |

- Coaching
- Pacesetting
- Affiliative
- Democratic

PROCESS

Efficient Administration

- Planning
- Organizing
- Directing
- Coordinating
- Evaluation.

Fulfilling teacher needs

- Motivation
- Proper Administrative System
- Conducive working environment
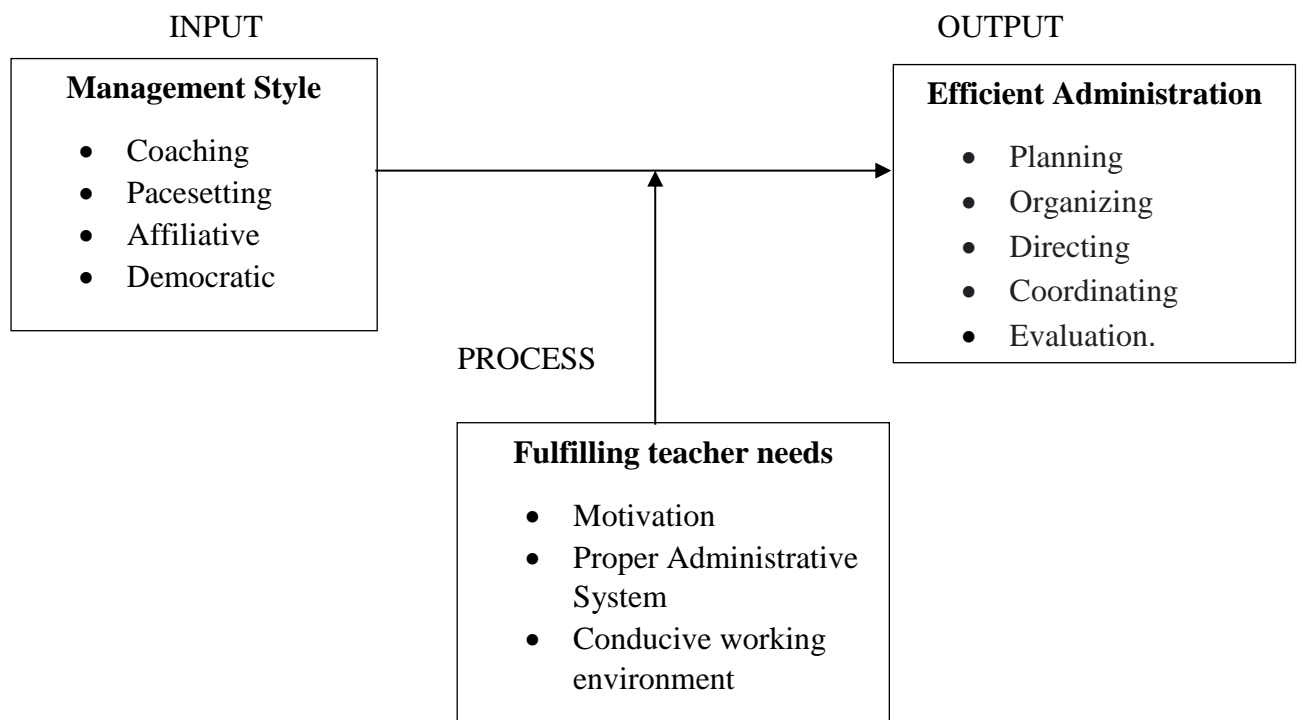
Figure 1: Conceptual Framework (*Source*: Researcher, 2021)

This study was designed to understand and to describe the Headteachers' management styles in presiding over administrative issues. Mullins (2002) argues that, management is efficient in climbing the leader of success, management style determines whether the leader is leading against the right wall. The management styles which include coaching, pacesetting, affiliative and democratic are independent variables which the headteacher may use to influence the teacher and other administrators hence lead to efficient administrative processes. An effective management style ensures that there is proper administrative systems, a conducive working environment and motivation among the administrators and teachers which lead to efficient administration, which is the dependent variable.

1.12 Definition of Terms

Administration   Refers to working with and through other people to achieve organizational goals.

Decision Making   The process of deciding between two or more conflicting ideas to come up with a rational alternative that meets the expectations of many.

Headteacher   Refers to the secondary school executive, male or female, who is in charge of running a school.

Leadership   The ability of a leader to influence others to bring out optimal output in their tasks.

Management   Refers to the term used to describe the process of developing objectives and striving to achieve them.

Management Style   Refers to the principles that underline the methods, abilities and techniques managers use in handling situations and expressing leadership within an organization.

1.13 Chapter Summary

This chapter presented the background of the study, the statement of the problem and the purpose of the study. It also presented the objectives of the study and the associated research questions that the study intends to give answers to. Lastly, it explained the significance of the study, delimitation and limitations of the study, theoretical and conceptual frameworks as well as definitions of the terms used in the study. This study, in brief, was aimed at assessing Headteachers' management styles in presiding over administration in public schools. The following chapter reviews the relevant literature on the Global, African and Zambian perspective in relation with the topic under study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1   Overview

This chapter focuses on the review of literature related to this study. The literatures reviewed in this study can be contextualized as global, African and Zambian studies. However, the literature reviewed opens with the understanding on the Headteachers' management styles in presiding over administration in selected public schools of Lusaka district. The literature was selected based on its relevance to the topic under study. This chapter therefore is reviewed in accordance with the themes of the study.

2.2   Management Styles of Headteachers

The concept of management overlaps with other similar terms, leadership and administration. Management is famous and used for instance in Great Britain, Europe as well as Africa, on the other hand, the term administration is preferred in the United States, Canada, and Australia. The concept of leadership is of tremendous interest in most countries in the developed World at the present times. Management refers to the set of actions and tasks in relevance to application of the highest order of organization and effectiveness to use resources within to achieve the objectives of the organization (Sapre, 2002). According to Bush (2003), Educational management may even be considered a logy by itself when it comes to the management of educational organizations. In essence, educational management is all about factual application of management principles in education fields.

According to Lamond (2004), controlling a complex organization with the view to achieving desired goals resulted in the evolution of management. Management includes all those people who are concerned with managing the organization. It is a sum of organized activities by a group of people. It is a process that involves four basic functions of planning and decision making, organizing, leading and controlling. Management involves decision making at various levels of the organization for getting this done by others.

Different experts have defined the term management in different ways. According to Lamond (2004), Fayol, a french manager defined management as follows "to manage is to forecast and plan, to organize, to coordinate, and to control." He further stated that management is a

distinct process consisting of planning organizing activating and controlling to determine and accomplish the objectives by the use of people and resources. Management is the art of getting things done through and with people in formally organized groups (Koontz and O'Donnell, 2011). Therefore, to sum it all up, management is simply the process of decision making and controlling over action of human beings for the express purpose of attaining predetermined goals.

As earlier alluded to, there are four basic functions of management. They have been classified differently by different experts. According to Koontz and O'Donnell (2011), the four fundamental functions of management are planning, organizing, controlling and leading. Planning is the function of management that is involved in systematically making decisions about the goals to be achieved and activities or actions needed to achieve those that an individual, a group, a work unit or the entire organization will pursue in the future (Carroll *et al*., 1980). In its simplest form, planning is all about setting an organization's goals and deciding where it should be in the future. It is a process used by a planner to identify and select appropriate goals and courses of action for an organization.

Planning is an initial stage in the understanding of the organization's environment. This function is also used in ascertaining where the organization is at a given time and where it should be in the future. Plans are developed at several levels from organizational level, to sections and work units and also at individual level for such periods of time. Activities in planning include analyzing the current situation, anticipating the future, determining the organizational objectives, deciding the activities to be involved in, choosing strategies and determining resources needed to achieve the set goals (Carroll *et al*., 1980).

Every plan needs to contribute positively towards the accomplishment of the objectives. Efficiency is measured by the contribution of the plan to the achievement of the objectives. According to Blandford (1997), Planning is primary and prerequisite for all the other managerial functions. Every action taken by the manager should follow a planning step. If more people in the organization use common and consistent planning, premises will be more coordinated. Planning helps an organization and managers to offset uncertainty, facilitate control and economical operation by minimizing costs and focus all attention on achieving objectives (Kimani, 2011). Building flexibility in planning is beneficial but the cost of building flexibility needs to be evaluated against the benefits. As a manager, there is need to periodically check what events are on the plan and redraw plans to maintain the move

forwards a desired goal. For example, at a school we plan at the beginning of the term or year what maintenance procedures should be adopted to ensure maximum utilization of the monetary and human resource already available. This is done by identifying the resource that it mandatory for the maintenance of the school. Estimation of monetary resource is done to complete the tasks well in time. This is followed by the comprehensive plan to execute the tasks (Blandford, 1997).

Organizing is another principle management function. It is one of the key responsibilities on an educational leader and manager to organize people and other resources necessary to carry out the plans and goals of the organization (Koontz and O'Donnell, 2011). In organizing as a managerial function there is assembling and coordinating human, financial, physical, information and other resources needed to carry out the objective. Its activities include specifying jobs into work units and resource allocation. This means that manager lay out lines of authority and responsibility between different individuals and groups then decide how to best coordinate organizational resources. Therefore, organizing is the process by which manager establish the structure of working relationships amongst employees for achieving goals efficiently and effectively. This involves grouping people into departments according to the kinds of job specific task to perform. The better the organizational structure reflects a classification of the tasks and activities required for the achievement of objectives and assists their coordination through creating a system of inter-related roles and the more these roles are effective and efficient an organization will be (Anderson and Pulich, 2002).

The more a position or a department has clear definition of results expected, activities to be undertaken, organization delegated and authority informational relationship with other positions, the more adequately individual responsibility can contribute towards accomplishing objectives. For example, responsibilities are delegated to the subordinates according to their level, ability and interest initially when they are posted. The areas of operation may be sports, production unit, and preventive maintenance to mention but a few. The assigning of responsibility is done with an appropriate level of authority and after sometime delegation of the other duties can be done in order to expand the radius of their experience and intellect (Anderson and Pulich, 2002).

Another managerial function is leading (Koontz and O'Donnell, 2011). This function requires the manager's effort to stimulate high performance by employees and includes directing, motivating and communicating with employees individually and in groups. In line with this

managerial function, activities to be untaken are directing the workforce, monitoring the subordinates, communicating with them and also providing leadership. Effective leading depends on the extent to which individual objectives in cooperative activity are harmonized with group objectives. The more completely and individual has a reporting relationship to a single superior the less the problem of conflict in instructions and the greater the feeling of personal responsibility for results. Effective leading requires that management supplement objectives methods of supervision with direct personal contact.

At one time, there was a managerial emphasis on directing the directional sense but the recent times the concept of directing has become more congruent with leading than with pushing. Therefore today, directing is more relating to leading and leadership styles. Leadership in this context means the process whereby a work environment is created in which people can do their best work and feel an interest of producing a quality product or service. To implement this function at a school, the members are given direction before the task, during the execution of it (Blandford, 1997). This works well because we ensure that there is no communication breakdown at all levels of teachers. We involve all the teachers in the three section namely the lower, the middle and the upper. The subordinates are well communicated to and monitoring of schedule tasks is done regularly. If there is any completion in the tasks due to any reason such as procurement of items, absenteeism or negative attitude towards work, such behaviors are corrected by changing the strategy of how to do things.

Controlling is a managerial function which involves monitoring the progress of the organization as it works towards achieves its goals so as to ensure effectiveness and efficiency in the achievement of goals (Koontz and O'Donnell, 2011). It also involves making the needed changes to make sure that the organizational goals are being achieved. Its activities include selling performance standard that indicate progress towards long term goals, monitoring staff performance through the collection of performance data and evaluation against standards, identifying performance problems by comparing performance data against the standards and take action. The task of control is to assure accomplishment of objectives by detecting potential deviations from plans early enough to permit effective corrective action. The primary responsibility of this exercise of control rests in the manager's charge with the execution of plans.

The more controls are designed to deal with and reflect the specific nature and structure of plans, the more effective they will serve the interests of the community and that of the

manager. This means that there is need for controls to be consistent with position, operational responsibility, competence and needs of the individuals who have to interpret the control measures and exercise control. Effective control requires objective, accurate and sustainable controls (Robbins and Coulter, 1999). This simply means that control systems tend to be more effective when they are integrated with planning and when they are flexible, accurate, timely and objective. Integration of control with planning entails that the more explicit and precise the linkage, the more effective the control system is. It is important that planning and control are integrated in order to account for it. The control should also be flexible enough to accommodate changes because we live in a dynamic world. Accuracy on the other hand is ideal because data must be presented from the control system at the time when it is needed. The information provided by the control system should be as objective as possible.

Sergiovanni *et al.* (1980) firstly defined administration as the process of working with and through others in order to accomplish organizational goals efficiently. Furthermore, they viewed administrators as those who are responsible for accomplishing certain objectives efficiently. Subsequently, Sergiovanni *et al.* (1980) viewed administration as the art and science of getting things done efficiently. Secondly, in terms of educational administration, according to Sergiovanni *et al.* (1980), "The governance and administration of education is a good example of the nature and importance of administrative activity in our society". In addition, the educational establishment ranks among the largest of public enterprises. Thus, educational administrators from all levels take their roles seriously in order to build quality education.

According to Namiq (2018), management style is best portrayed as a strategy of leadership that is utilized by supervisors. Namiq (2018) adds that management is the technique of working with and via others to successfully acquire the goals of the organization, through efficient use of the available resources. As management is a wide range subject and there are so many research's, publication and articles in this field, each one have different division and definition for the management styles used, the most common management styles used mostly all over the world are summarized.

At first, visionary or imaginative style in which this style is most proper when an organization needs another heading. Its objective likely moves individuals towards a new set of shared visions and goals. A visionary leader focuses on where a group is going and is not concerned on how it gets there. In other words, the focus is on the destination, not the road,

allowing individuals to advance, explore and take risks. Secondly, coaching style is the management style in which this one-on-one style centres on creating people, showing them how to improve their performance and aligning their goals with organization goals. The coaching style works best with employees who demonstrate activity and need more expert advancement. However, backfire is expected if it goes towards 'micromanaging' which will cause losing self-confidence and morale for the employee (Namiq, 2018).

The third style is known as an affiliative style which underlines the significance of collaboration and makes group harmony by strengthening peoples' communication. It is specifically important when you have to enhance the balance of the team, improve morale, and restore the broken trust and communications in the organization. However, it has its downsides, continuous positive feedback on the group performance might lead to poor performance to go uncorrected and persuade that insignificance will be endured. Another approach is democratic style. A democratic manager is a person who solves issues or makes changes with the aid of asking crew members for their feedback, recommendations, and ideas. This leader can be uncomfortable with making all of the decisions themselves. This approach can be catastrophic during crises, and in the times that quick and urgent decisions are needed. Also, it is time consuming and decision making process takes longer time (Namiq, 2018).

Furthermore, there is pacesetting style where the leader sets high standards for performance. He or she is obsessive about doing things better and faster and asks the same from everyone, this style destroys work environment, employees will experience overwhelmed by managers needs for excellence. Working guidelines might be clear for the manager, however, they do not clarify them properly and expects people to know what to do and how to thinks, it will lead to morale drop and failure feeling among people. But it has shrouded advantage: quick acquiring of the outcomes within the short time period. There will be a high-energy group with the terrific performance in terms of conducting tasks as well as the quality of the work itself. Further, the autocratic style is the style where the manager tells the employees what to do. Consequences awaits them if they fail to fall in line, employees are inspired generally via fear of discipline (Namiq, 2018).

According to Namiq (2018), the organization has precise, clear regulations that employees should comply with. The higher management have no interest in hearing feedbacks from the employees. All things considered, in emergency circumstances, when urgent action is

required, it can be a successful approach. Finally, there is laissez-faire style that is the inverse of autocratic where workers are permitted to settle most of the decisions, with management giving direction when required. The manager for this situation is viewed as an adviser instead of a leader. This style of management is mainstream in organizations where the risk taking is supported. It works well when a group of experts are working together and they have the success skills to achieve the desired goals.

2.3   **Administrative roles of Headteachers**

School, like any other organization, requires an administrator to harmonize the human and material resources in order to achieve set goals (Knezevich, 1975). The headteacher is the administrator of the school. According to Campbell (1983), the headteacher should be held responsible for seeing that an appropriate learning environment is established and maintained. The role of the headteacher is therefore crucial in running the administrative processes of the school. The students, teaching staff, non-teaching staff, parents, and education officers should team up with the headteachers to ensure discipline in their schools. But, the headteacher is responsible for the overall running and control of the school and for the maintenance of the tone and of all round standards. How the school performs in terms of effective teaching, efficient use of material resources, maintenance of good discipline and consequently high examination results depends to a great extent on the on the administrative skills.

Nxumalo (1992) asserts that in any school setting, the headteacher is the officer assigned to administer and manage the school. The headteachers' effectiveness in this role is determined by how, successfully they coordinate school activities in order to provide quality education programmes to a diverse student population (Nxumalo, 1992). Headteachers are expected by parents, teachers, students, members of the public as well as by their employer to head their respective schools to high standards, both academically and discipline wise (Duric, 1989). The headteacher must therefore, understand the purpose of the school and the expected responsibility. The headteacher must understand how to lay out goals, procure required materials, allocate labour, maintain unity among workers and be able to work co-operatively with the other members of the team (Knezevich, 1975). Secondary school headteacher tasks are even more demanding due to the fact that they deal with young and energetic individuals. At this level of education most of the students are at their adolescence. According to Ukeje *et al.* (1992), the adolescence stage is the most difficult and trying period in the life of any individual.

Keeler and Andrews (1963), maintains that the headteacher is the single most influential factor on the success of a secondary school and goes further to elaborate the qualities of a good headteacher, which include: The work of headteachers has been influenced greatly by the management theories, which were formulated in the twentieth century (Lunenburg, 1991). These theories were originally meant for business or formal organizations, but have with time, influenced the school system (Hughes, 1975). Lunenburg (1991) contended that to succeed, any organization must maintain dynamic, yet harmonious human relationships and introduced psychological insights into administration. To her, the key word was 'co-ordination'.

These approaches have significant implications to school administrators. In carrying out their tasks, headteachers apply the administrative process of planning, organizing, staffing, directing, reporting and budgeting (Olembo and Karangu, 1992). They further added that the headteacher must also recognize the indispensable role played by the human resources in the school. The headteacher must therefore, try to meet his or her personnel's need, in this case the students, teachers, support staff and sub-ordinate staff. Lunenburg *et al.* (1991) looked at the school as a social system involving two dimensions that are independent and interactive. According to Getzel and Guba, the first dimension is the institution with certain roles and expectations aimed at fulfilling the goals of the system (Nomothetic Dimension). The Second dimension is the individuals with personality and needs (Idiographic Dimension).

In a school, the headteachers, teachers and students have a role to play. They are expected to give quality performance. They also have their own personalities and differing needs. Discipline can only be achieved through the consideration of both the homothetic and idiographic dimensions. The headteacher must see to it that, the school goals as well as the staff and students needs are fulfilled simultaneously (Maranga, 1993). Educational administrators in schools should apply administrative theories in carrying out administrative tasks. When the application of these theories is neglected, the result may be made manifest through strained relationships between the headteachers, the staff and the students, hostile school community relations, inefficiency in the procurement and use of resources, indiscipline and consequently poor academic performance are likely to occur (Maranga, 1993).

In a study conducted by Eshiwani (1983), a strong link between administrative tasks and student performance was established. Poor performance in schools has always been attributed

to untrained headteachers and lack of experience in administrative work. However, studies conducted in this area presents contradictory findings. Kiilu (1987), found out that experience of headteachers did not relate to their knowledge of the activities performed under each operational area. Headteachers who undertook courses in educational administration were found to have better understanding of administrative tasks.

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Despite the fact that many studies have been conducted to investigate leadership styles and how they influence the overall performance of the school, still, there are unsolved problems over the years. From example, among the studies is the study by Wanjiru (2013) in Kenya on the effect of leadership styles on teachers" job performance and satisfaction among secondary schools in Nakuru, she found that teachers are more satisfied with leaders who are considerate or supportive than with those who are either indifferent or critical towards teachers. In addition, Nsubuga (2008) did a study on the analysis of leadership styles and school performance among secondary schools in Uganda; he found that a school leader who uses Authoritarian leadership style leads to poor performance because they adopt harsh leadership style which highly resented by their teachers. Machumu and Kaitila (2014) did a study on the influence of leadership styles on teachers" job satisfaction in Songea and Morogoro district in Tanzania and found that the democratic leadership style was the most dominant in best performance primary schools.

Another study was conducted by Andende (2016), in Zambia which aimed at exploring the effects of Headteacher's leadership styles on teachers' morale in selected primary schools of Zambezi District of the North-Western Province in Zambia. The study revealed that there was

a relationship between Headteachers' leadership styles and teachers' morale and performance in primary schools. The Headteachers were found to use any of the three leadership styles to manage the schools. The leadership styles used included democratic, autocratic and laissez-faire. Democratic leadership styles dominated most of the schools although some schools were dominated by the autocratic leadership style. The study further revealed that schools which were dominated by the democratic leadership style, teachers' morale and performance was better than those dominated by autocratic.

However, most of the reviewed studies were conducted outside Zambia and none of the studied explicitly assessed the Headteacher management styles in presiding over administration. This study expects to answer to fill the knowledge gap left and thus it is able to confirm or provide role variations of management styles on administration in selected public schools in Lusaka district.

2.4   **Teacher views of Headteachers' management styles in administration**

The manner, in which teachers perceive the conditions of their workplace, including their relationships and interactions with students and co-workers, is an important part of understanding how satisfied they are, which directly affects productivity. It has been demonstrated that new teachers, those without job experience, have higher expectations of themselves and their principals (Rogg *et al.*, 2001). As these teachers progress and receive praise for their work from their principal, their job satisfaction increases. At this point in their careers, teachers may feel extra motivation and will trend toward taking on extra job responsibilities (Sheridan *et al.*, 1984). These positive attitudes expressed by the teachers are partially the result of the principal's transformational leadership style (Rogg *et al.*, 2001).

Bass and Avolio (2000) found that leaders who use a transformational leadership style, which lead to positive changes in those who follow, can create significant changes within 20 schools and create a positive learning environment. The influence that principals possess in relation to teacher perceptions of the workplace environment is thus critical for success. However, not every principal is prepared to take on these types of challenges in the school. Woods and Weasmer (2004) found that some principals attempt to shy away from challenges in the workplace and do not confront teachers with problems they may observe. This failure to influence poor behaviors or attitudes may be seen as a failure within the leadership structure, leading to a lack of trust and job satisfaction.

2.5   Ways to improve Headteachers' administrative roles

Teaching today is increasingly complex work, requiring the highest standards of professional practice for high performance (Harris and Muijs, 2005). Teaching is the core profession which can change society. Teachers are the builders of the knowledge society. Leaders of schools can change schools and society through their strong influence. Development of leadership at all levels is one of the crucial elements of school improvement. In particular, schools must be led by Headteachers who coordinate the day-to-day work to implement the mission of their educational organizations. Various leadership styles are practised by educational leaders to improve their schools (Harris, 2004).

According to Fullan (2009), educational institutions need effective leadership in order to implement positive and desirable changes. Policy makers all over the world are now determined to enhance the capacity of educational institutions for sustainable growth of knowledge and skill to improve on their execution of responsibilities including administrative roles. To achieve this, educational leaders can play a vital role. However, Headteacher administrative roles are faced with a number of challenges and national governments and educational stakeholders seek to formulate was of improving educational leaders' administrative roles. Fullan (2009) is also of the view that educational reforms can reshape the education systems to attain long term targets, but educational reforms are not easy to put in place.

According to Sheikh (2011), Headteacher administrative roles can be improved through direction and sector engagement. Direction and sector engagement involves direction from the top combined with partnership within the field such as schools and district offices. It is neither top-down nor bottom-up, but rather a blended strategy. It involves an overall vision, a small number of ambitious and publicly stated goals, a guiding coalition, a leadership team at the top who work together, investment of resources, and a sense of flexibility with the schools and districts. Furthermore, Headteacher roles can be enhanced through capacity building linked to results as well as development of leaders at all levels. Instead of leading by insisting on accountability or compliance, which is currently commonplace in most developing countries, capacity building is at the heart of the strategies. This component consists of actions that mobilize capacity, defined as new knowledge, skills and competencies.

Managing distractors can also improve Headteacher performance in administrative roles. It is important to manage the distractions (Sheikh, 2011). In complex political systems, distractions are inevitable. Political pressure to recruit partisan candidates as teachers, budget allocation in favour of schools, and appointment of head teachers are all common problems in a developing country such as countries of the sub-Sahara. Leaders need to face and resolve those issues with skill. It is important to engage in continuous evaluation and enquiry into effective practices, what can be learned from specific examples of school and district success, and how this can be spread across the system. Furthermore, there should always be two-way communication between the government departments, the schools and district offices. This serves simultaneously to communicate the vision, to detect and respond to problems, and to mark and celebrate success.

The criteria by Fullan (2009) for school reform are an ideal to which Zambia and other developing countries could aspire; however, it is a long way from current practice of school leadership. The Ministry of Education and the schools need to have a common long-term vision in order for leaders to make positive changes in education. Thoughtful investment of resources by the government and flexibility at the field level, especially in training and development, can facilitate the change process. Knowledge, skills and competencies should be the main area of concentration for accountability in educational administration. Developing leaders for the future is also very important. Leaders can learn from the implementation process which may help them to avoid the same problems in future. It is also important to have a process of continuous evaluation to identify best practice and to implement this in the future.

2.6   Chapter Summary

The reviewed literature was useful to this study as it brings out important aspects of the management and administration in relation to Headteachers' management styles in presiding over administration in selected public schools of Lusaka district. The literature also shows that management style and practice depends greatly on the national and local school context. It is also evident that strong and effective school leadership can produce ongoing school improvement. The next chapter discusses the research methodology and techniques used in undertaken the study.

CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter presents the methodology that was used in the study. It describes the research design that was employed, target population, sample size, sampling procedures and research instruments. It also describes the procedure for data collection and how this data was analysed in order to answer the research questions. It also describes the ethical issues that were considered during data collection.

3.2 Research Paradigm

The study employed a mixed method design. Mixed methods research has been defined as a philosophically underpinned model of inquiry combining qualitative and quantitative models of research so that evidence may be mixed and knowledge is increased in a more meaningful manner than either model could achieve alone. In this study, certain research questions were best addressed using qualitative analysis while others using quantitative methods. Therefore, this method of inquiry was the most suited for addressing the research aims of this study.

3.3 Research Design

According to Bryman (2012), a research design is a structure that guides the execution of research method and analysis of the subsequent data. This implies that the design frames the study from the philosophical underpinnings to the interpretation of findings. In terms of design, a convergent parallel design was employed. A convergent parallel design entails that the researcher concurrently conducts the quantitative and qualitative elements in the same phase of the research process, weighs the methods equally, analyzes the two components independently, and interprets the results together (Creswell and Plano-Clark, 2011). With the purpose of corroboration and validation, the researcher aimed to triangulate the methods by directly comparing the quantitative statistical results and qualitative findings. In the research process, two datasets were obtained, analyzed separately, and compared.

3.4 Population

The Target population is referred to as the entire sources of information a researcher employs to guide a research (Kombo and Tromp, 2006). Borg and Gall (1979) further observe that a target population refers to all the members of a hypothetical set of people, events or objects to which we wish to generate the results of our research. The target population for this study consisted of Headteachers and teachers from public schools as well as representatives from the office of the District Education Board (DEBS).

3.5 Sample Size

According to De Vos *et al.* (2011: 194), a sample comprises of elements of the population considered for actual inclusion in the study, or a subset of measurements drawn purposively from a population in which researchers are interested. Sample size design is the technique of electing the number of observations to include in a sample. The sample size is an important feature of any study or investigation in which the aim is to make inferences about the population from a sample. An important consideration in sample design is the choice of sample size. Anderson *et al.* (2002) postulates that the best choice usually involves a trade-off between cost and precision. It is further noted that large samples provide greater precision but are more costly. With this view in mind, the sample only consisted of twenty-two (22) participants. These were comprised of four (4) Headteachers from four public schools, two (2) representatives from the DEBS's office and sixteen (16) teachers from the public schools in Lusaka district under study.

3.6 Sampling Techniques

The study employed purposive and simple random sampling techniques to select respondents from the teachers, Headteachers and representatives from the DEBS's office. Teachers from the four selected public schools were selected using simple random sampling method. Simple random sampling is defined as a sampling technique where every item in the population has an even chance and likelihood of being selected in the sample. Here the selection of items entirely depends on probability. Purposive sampling was used to sample Headteachers from selected public schools in Lusaka district. The study made use of a homogeneous purposive sampling that aimed at achieving a homogeneous sample; that is, a sample whose units or participants of the study share the same characteristics or traits. However, Goetz and LeCompte (1984) acknowledge that while purposive sampling may satisfy the researcher's needs, it does not represent the wider population.

3.7 Data Collection Instruments

Kothari (1997) defines a research instrument as a tool or device chosen by the researcher to collect the required information. The research instruments that were used in this study are the semi-structured interview guide and questionnaire to collect data from the 22 participants. All participants were required to answer specific questions related to the topic of study.

3.7.1 Questionnaire

The questionnaire was used to collect personal information and research related information from all the participants of the study. Open and closed ended questions were designed in order to solicit data from the participants. Kothari (1997) defines a questionnaire simply as a list of mimeographed or printed questions that is completed by or for a respondent to give his opinion. The main advantage and reason why the researcher opted for this tool was that large amounts of information could be gathered with relative ease.

3.7.2 Semi-Structured Interview

Due to the descriptive part of the study, semi-structured interviews were very instrumental in examining the responses of the participants on the Headteachers' management styles in presiding over administrative issues in public schools. Maree (2010) posits that interviews are a valuable source of rich descriptive data which helps to understand the participant's construction of knowledge and social reality. In this kind of interview, the interviewer asks questions, some structured and open-ended ones, or makes comments intended to lead the respondent towards giving data to meet the study objectives (Khan and Best, 2009). For this study, face to face encounters took place between the interviewees and the researcher. By use of a semi-structured interview guide, the researcher had a much more precise goal of gaining an insight into the topic of study. This research instrument was used because of the need to collect more specific and detailed information from the participants in order to facilitate comparison of the reactions of different participants. Semi-structured interviews was the main source of qualitative information.

3.8 Data Collection Procedure

According to Merriam and Simpson (1995), a data collection procedure is a process of finding data on the research. Primary data was collected using questionnaires and personal semi-structured interviews. In this study, the use of in-depth semi-structured interviews provided flexibility to the interviewees by not limiting them in the way they answer the questions as asked by the researcher. To start the Data Collection Procedure, appointments

were made with the key respondents for interviews in the selected schools and offices of the DEBS. This gesture was further extended to other participants. Consent from participants was obtained and conducive time for the interview was agreed upon by the participants and the researcher.

In this study, questionnaires were administered to teachers and Headteachers for collection of quantitative data, and on a later scheduled date, the researcher collected the questionnaires and conducted the semi-structured interviews with each participant of the study. The researcher had chosen to use interview technique so as to directly obtain information from the participants. The interviews were conducted with the 22 participants of the study. The interviews was held at the respondent's convenient place and time. For the Headteachers and representatives from the DEBS's office, the interviews were conducted in their offices while the school premises were used as interview site for teachers. In order to capture all the information from the interviews, the researcher made use of a sound recorder.

3.9   Data Analysis

According to Kombo and Tromp (2006), data analysis is the stage where the researcher interprets the information collected from the participants. In this study, the data responding to the research questions was analyzed qualitatively while data from the questionnaires was analyzed using quantitative analysis. For qualitative analysis, the data was analyzed through categorization of themes that would respond to the research questions of the study. During interviews, the researcher made use of a phone voice recorder and later transcribe the data without editing. Since it is a qualitative research, the first thing the researcher did was to listen through the audio data taken from the participants of the semi-structured interview through a phone voice recorder. Lastly, the researcher picked up the prominent and suitable themes and used them to analyze and interpret the data collected. Data from the recorder, discussions and interviews was transcribed, having read text files and listened to the voice recorders thoroughly for a general understanding. The researcher the developed themes based on the data collected in line with each questions broken down through the interview guides. Common themes were then identified and categorised further. In the process, the data was then reduced to its essence and representative, and most striking quotes was identified. Quantitative data from the questionnaires was analysed using statistical software such as SPSS to generate statistical information in form of tables, charts and graphs.

3.10   Trustworthiness

The validity and reliability of this study hinged on the truth value, the transferability and the consistency of the study. To achieve member checks or respondent validation, the researcher solicited for feedback on the data and the conclusions made from the research participants. Furthermore, a careful designing of research tools was done to make sure that the data collected is trustworthy. This involved refining the questions that was thought to be ambiguous in order to clarify them. It was also critical to employ the approach so that anyone assessing this study would access the evidence to authenticate the accuracy of the given accounts. Furthermore, the researcher made sure that data collection and analysis was logical, traceable and well documented. Prolonged engagement in the field, detailed field notes, high quality audio-recordings and use of multiple data sources also improved the credibility and trustworthiness of this study.

3.11   Ethical considerations

Beauchamp and Childress (2001) define ethical considerations as appropriate ways to treat and protect human beings, both fully functioning adults and vulnerable human beings. In line with the ethical requirements for the study, all participants in this study were to remain anonymous. In addition, during research, participants' responses were neither interfered with nor contested against by the researcher. The collection of data was done procedurally by first seeking permission from relevant authorities to visit the selected schools under study. In this study, the measures undertaken to ensure compliance with ethical issues include keeping the identity of participants' confidentiality and informing them that their names would not to be included in the study. Informed consent was obtained from both the participants and the people in charge of the places where the research was carried out. Lastly, all the participants received equal treatment regardless of their social status.

3.12   Chapter Summary

This chapter has explained the methodological design used in this study. A mixed approach was used in order for the researcher to interact with the participants of the study who are the holders of the information needed to carry out a conclusive study on Headteachers' management styles in presiding over administration in public schools in Lusaka district. The study employed the use of questionnaires and semi-structured interviews to collect and analyse quantitative and qualitative data in the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1   Overview

The present chapter presents and analysis the findings of the study on the Headteachers' management styles in presiding over administrative issues in public schools of Lusaka district. The findings presented in the study were based on the responses to the questionnaire and interviews with the participants conducted by the researcher.

As highlighted in Chapter One, the study sought to find answers to the following specific questions:

  i.   What are the management styles of Headteachers in selected public schools of Lusaka district?
  ii. What are the administrative roles of Headteachers in selected public schools of Lusaka district?
  iii. What are the views of teachers on Headteachers' management styles in presiding over administrative issues in selected public schools of Lusaka district?
  iv. In what ways can Headteachers improve their administrative roles in selected public schools of Lusaka district?

4.2   Characteristics of respondents

This section presents the background characteristics of some of the key respondents in the study. The information include sex, age, level of education, years of working experience of respondents and respondent category.

a. Sex

The figure 2 shows the distribution of respondents of the study according to gender.

Figure 2. Gender distribution
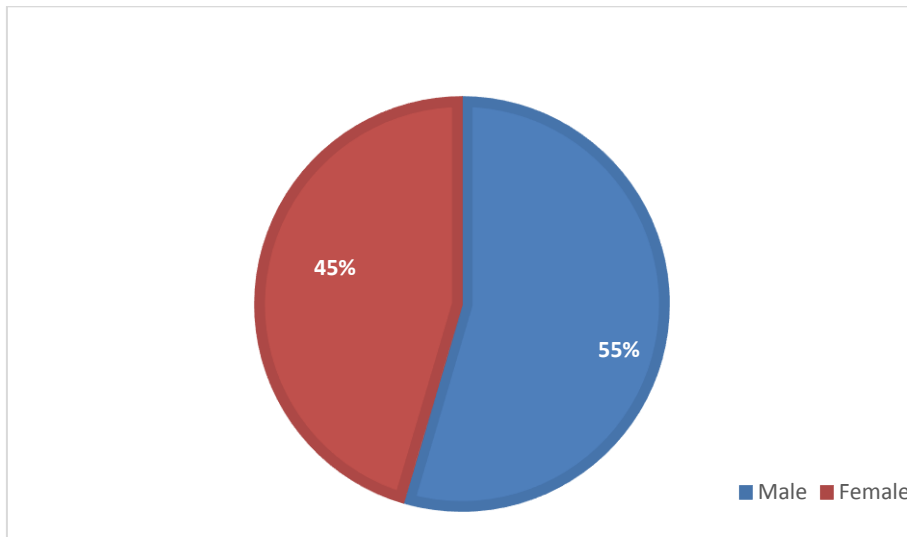
The figure 2 shows that male respondents were represented by 55% while 45% of the respondents represented female respondents. Therefore, in terms of gender, there was a fair representation of the respondents.

b. Age

The figure 3 shows the distribution of respondents of the study according to their age brackets:

Figure 3. Respondents' age brackets
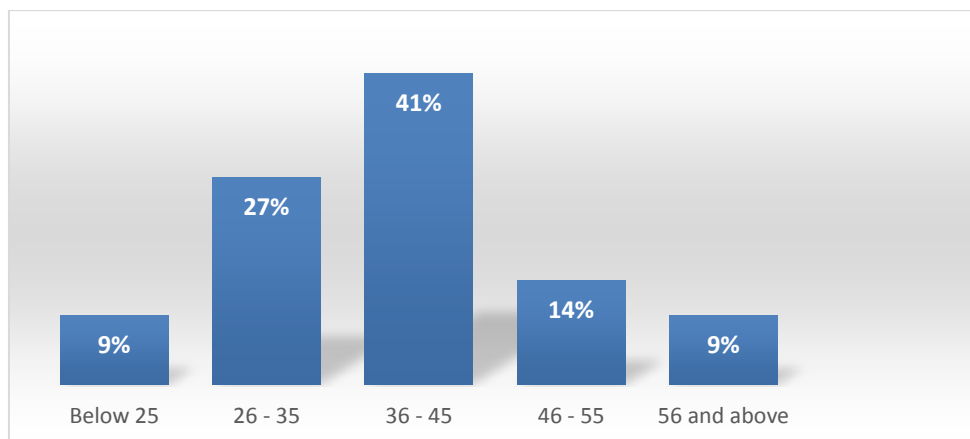
Figure 3 shows the age distribution of respondents. The majority of respondents were of ages aged between 36 and 45 representing 41% while 27% were of youthful age between 26 and 35. Participants between 46 and 55 represented 14% of the respondents. Furthermore, respondents below the age of 25 and those above the age of 55 represented 9% for each grouping.

c. Level of education of respondents

The figure 4 shows the distribution of respondents of the study according to their level of education attained.

Figure 4. Respondents' level of education
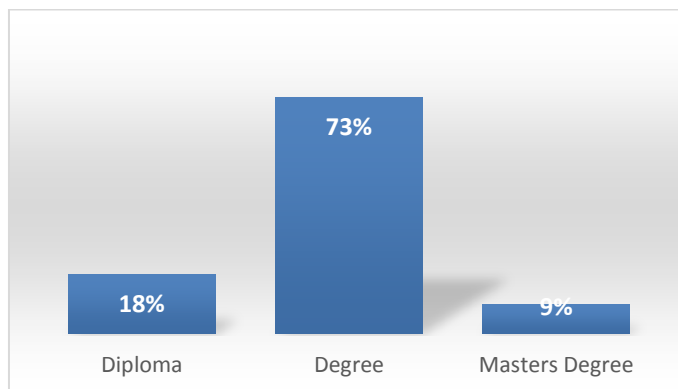
In this study, the majority of the respondents, representing 73%, were categorised as having attained bachelor's degree level of education. Likewise, 4% of the respondents were categorised as having attained diploma level of education and 9% of the respondents had attained masters degree level.

d. Years of working experience of respondents

The figure 5 shows the distribution of respondents of the study according to their years of working experience:

Figure 5. Respondents' work experience
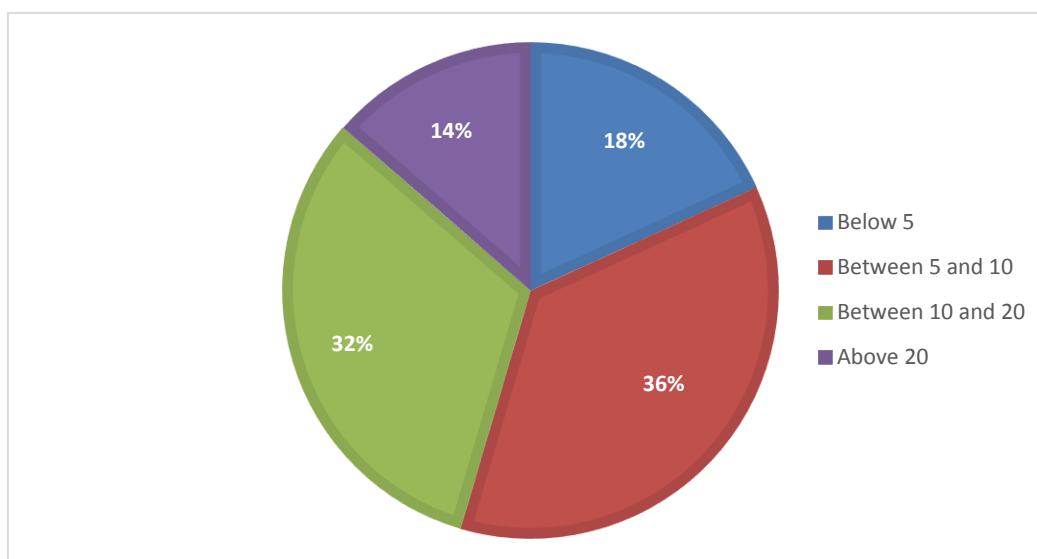
The figure 5 shows that the majority of respondents (36%) had a work experience of between 5 and 10 years, followed by those with work experience of between 10 and 20 years, representing 32% of the respondents. Those with work experience of below 5 years represented 18% while 14% of respondents represented those with work experience of above 20 years.

e. Staff category of respondents

The figure 6 shows the distribution of respondents according to their staff categories in the organization.

Figure 6. Respondents' staff category
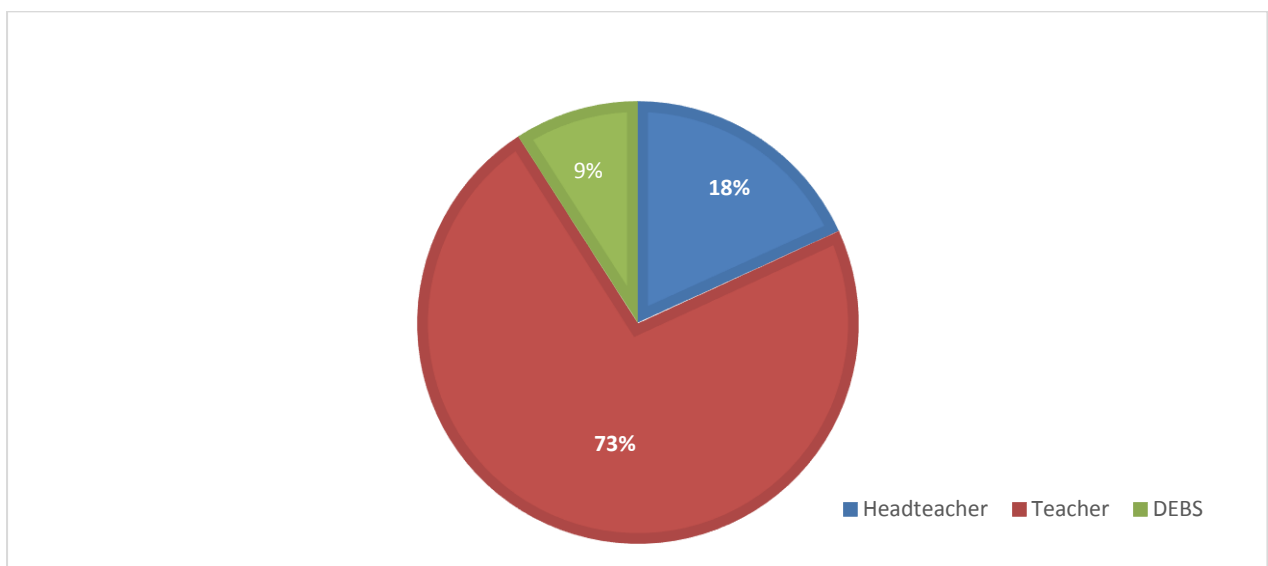
Figure 6 shows the categories of respondents where 73% represented teachers from public schools while 18% represented headteachers and 9% represented the representatives from the DEBS. These categories are according to the target population and sample of the study.

Having presented the demographic characteristics of the study participants, the next section presents the results of the study. The results obtained for each of the objectives and their corresponding questions that were investigated are presented separately.

4.3   Management Styles of Headteachers

The researcher sought to identify the management styles of Headteachers in selected public schools by use of the questionnaire.

To do that, teachers were asked, firstly, to identify the management styles of the Headteachers at their school, and secondly, they were asked to indicate which Headteacher

management style motivated them to work. The figures 7 and 8 show the responses as recorded through the questionnaire.

Figure 7. Management styles of Headteachers
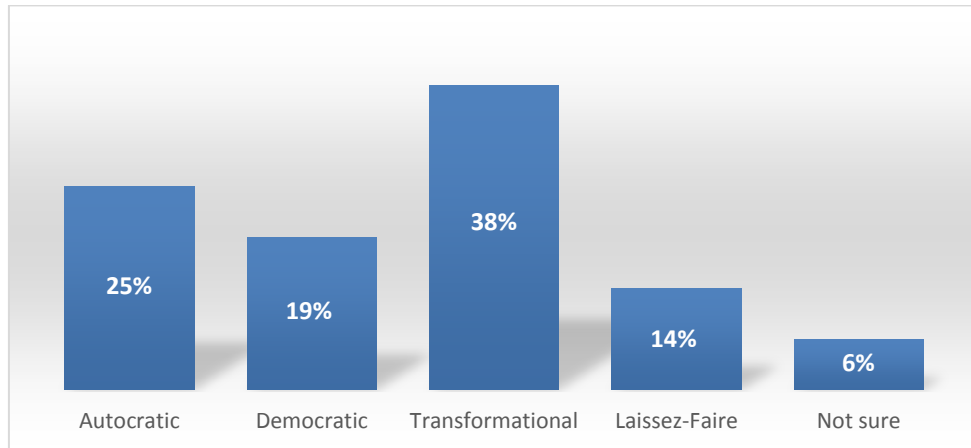
Figure 7 presents the data indicating the management styles of Headteachers in public schools as identified by teachers. The findings revealed that the majority of teacher respondents, representing 38%, identified transformational management style in their headteachers, followed by 25% who identified the autocratic style of management. The study further revealed that 19% identified the democratic management style and 14% were of the view that their Headteachers exhibited a laissez-faire management style while 6% were not sure. The results shows that the public schools under study were mould with a variety of management styles.

Figure 8. Management styles of Headteachers that motivated teachers
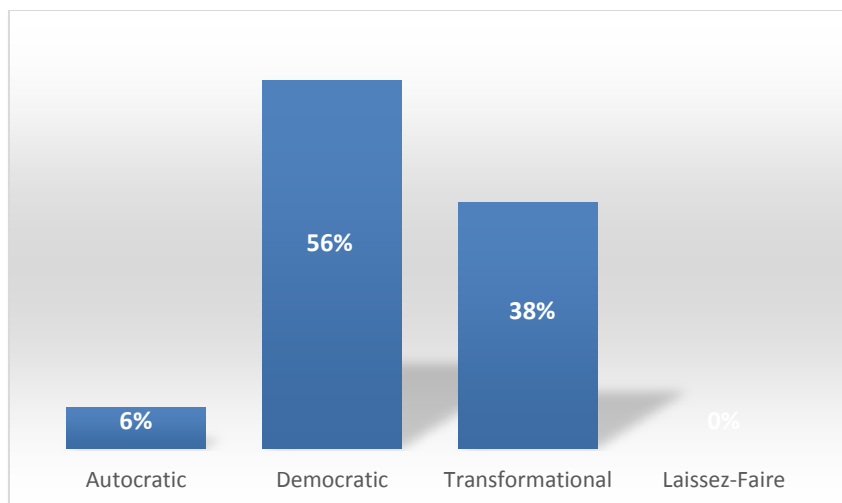
Figure 8 revealed that 56%, representing the majority of the respondents, believed that a democratic management style would motivate them to perform desirably at work while 38% were of the view that they would be motivated by a transformational Headteacher. Furthermore, 6% of the respondents indicated that an autocratic leader was more motivating while 0% settled for a laissez-faire management style.

Secondly, the researcher sought to find out what management style. Participants of the study, by use of a questionnaire, were asked to indicate whether they develop a sense of self-worth when I see their inputs being considered and implemented to unravel the existing problems. Figure 9 shows the responses.

Figure 9. Participants view on sense of worth when their inputs are considered and implemented
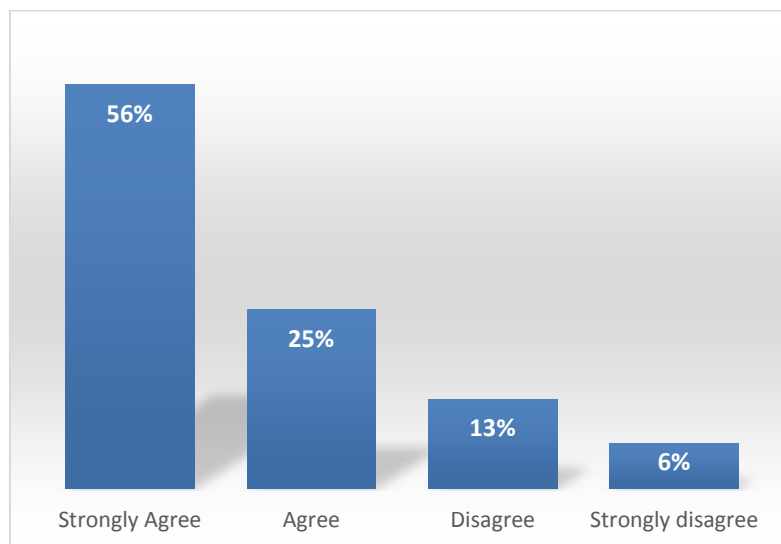
Figure 9 presents the statement that evaluated the management styles of Headteachers in public schools under study. For the statement "As a teacher, I develop a sense of self-worth when I see my inputs being considered and implemented to unravel the existing problems" 56%, 25%, 13% and 6% strongly agreed, agreed, disagreed and strongly disagreed respectively. The total Agreement and Disagreement to the statement was 81% and 19% respectively. The response from the participants of the study shows that the teachers were in agreement that they developed a sense of self-worth when their inputs were considered and implemented to solve existing school problems.

4.4   **Administrative roles of Headteachers**

The researcher sought to the administrative roles of the Headteachers in the selected public schools. By use of semi-structured interviews, the researcher solicited answers from the participants of the study. The emerging themes from the study included managing staff, managing curriculum implementation, managing finances, managing administration code of conduct and managing the flow of information.

4.4.1   **Managing staff**

The respondents of the study were asked to identify the administrative roles of Headteachers. Managing staff in the administrative roles emerged as one of the predominant themes. One of the Headteachers, **A**, from one of the schools **W** indicated that:

> *We have huge tasks on our hands in as much as administration is concerned. But, with a clear description of the job, we are able to separate some of the roles so as to be effective. One of the most important role of Headteachers is managing the people that we work with, especially in the line of administration. Therefore, we manage teachers, senior teachers and other support stuff so that the administration processes can be successful.*

Another Headteacher, **C**, from one of the schools **X** indicated that:

> *Of course, we have a number of roles and each depends on the situation at hand in a school. However, the role of ensuring that man power is well managed is one of the most important roles in administration. To work, we need people, and people should be well managed in order for one to get the best out of them.*

In the same vein, a representative from the DEBS, **D**, said that:

> *Headteachers have a big mandate to deliver quality administrative duties. But, all that depends on how they work with the staff. Therefore, managing the staff around them is a very critical role. The success of the administration processes will always depend on how the whole team performs under the leadership of the Headteacher.*

When asked how the Headteachers collaborated with the rest of the school members in executing their administrative roles, Headteacher, **B**, from Public School **Z** indicated that:

We collaborate in many ways with other support staff. It is important for us to give them space to be involved in decision making regarding administration. Therefore, our staff are engaged in most of the levels of decision making processes in as much as administration is concerned.

4.4.2   Managing curriculum implementation

The study also revealed that the respondents of the felt that one of the administrative roles of Headteachers was to manage the curriculum implementation process. In his account of information surrounding his administrative role, Headteacher, **C**, said:

We also have a very big role to play in ensuring that the planned framework of the curriculum is implemented successfully. Curriculum implementation is one of the core activities of our offices and administratively, we have to see to it that resources and necessary motivation are managed so as to produce the desirable results.

Another Headteacher, **A**, when as asked to indicate the administrative role of Headteachers said:

As Headteachers, we are also concerned with how administrative works are used to implement the curriculum. Off course, curriculum implementation is a process of collective participation from all interested parties, however, we manage the process so that we achieve our goals.

4.4.3   Managing finances

One of the emerging themes of the study with regards to the administrative roles of Headteachers in public school was finance management. Regarding this issue, one respondent, Headteacher, **E**, from one of the public schools indicated that:

At our school, being a public school, the Headteacher should be well vested with the tools to manage the finances of the school while working together with the finance department and the other staff members. Therefore, we manage the administrative processes during the budget planning process as well as its implementation.

In agreeing with that, Headteacher, **B**, added that:

> *Finances are the lifeblood of any organization. If the financial plans are not well done, we are likely to face a mountain of challenges. We therefore look closely on how the finances are managed in the school so as to provide guidance on how we can put it to the rightful use.*

Another respondent, a representative from the DEBS, **F**, had this to say:

> *Finances are the lifeblood of any organization. If the financial plans are not well done, we are likely to face a mountain of challenges. We therefore look closely on how the finances are managed in the school so as to provide guidance on how we can put it to the rightful use.*

4.4.4 Administration code of conduct

A recurrent theme regarding the administrative roles of Headteachers in public schools was a sense amongst participants that Headteachers managed the administration code of conduct. For example, Headteacher, **C**, indicated that:

> *We also have a role to play to ensure that the code of conduct is in place and working as desired. A code of conduct is the root of all order in our schools and it is therefore an important part of our responsibilities as Headteachers. We are liable for everything that happens in terms of code of conduct.*

In the same vein, Headteacher, **E**, was also of the view that:

> *We also need to ensure that order is maintained in the school so that we get the best of all the educative programmes that we have. It is one thing to produce excellent results and it is another thing to produce excellent results with a well formed conduct needed for a responsible society. It is therefore a huge role for us in as much as the code of conduct is concerned.*

4.4.5 Managing flow of information

This theme came up in the discussion of events surrounding the administrative roles of Headteachers in public schools. A variety of perspectives regarding the management of the flow of information being an administrative role were expressed by the respondents of the study, but one of the Headteachers, **B**, said that:

We also manage the flow of information among the administrators and other members of staff. We are constantly making sure that all members are updated on administrative programmes that we carry out. Information is an important resource and it has to be managed properly for it to give us the desired outcomes. We are therefore committed to ensure that information is properly administered in our school.

4.5 **Teachers' views of Headteachers' management styles in administration**

In order to provide answers to the third research question on the views of teachers on Headteacher management styles, the researcher sought to find out from the teacher respondents of the study if the most widely used management style by a Headteacher determined the effectiveness of the administrative processes of the school. Figure 10 shows the results of findings as collected by the use of personal questionnaires.

Figure 10. Effect of the most widely used management style on administrative processes
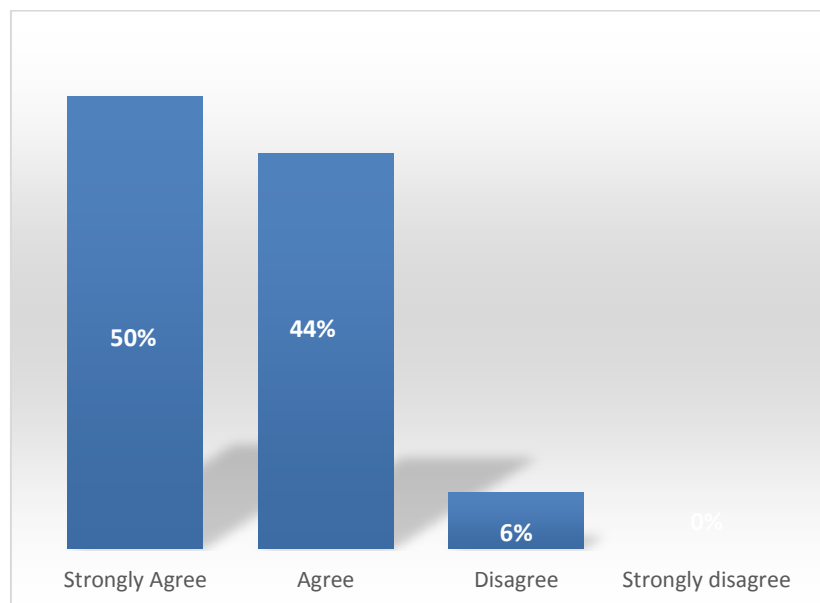
Figure 10 reveals that for the statement 'The most widely used management style by the Headteacher determines the effectiveness of the administrative processes', 50%, 44%, 6% and 0%, strongly agreed, agreed, disagreed and strongly disagreed respectively. The total Agreement and Disagreement to the statement was 84% and 6% respectively. The results also indicated that the state of administration was a reflection of the Headteacher management styles.

In the same vein, the researcher sought to find out from the teacher respondents if the state of our administration processes is a clear reflection of the management style employed by our Headteacher. By use of a questionnaire, teachers were asked to agree or disagree to the statement that 'the state of our administration processes is a clear reflection of the management style employed by our Headteacher'. Figure 11 shows the results as obtained from the research participants.

Figure 11. State of administration process as clear reflection of Headteacher management style
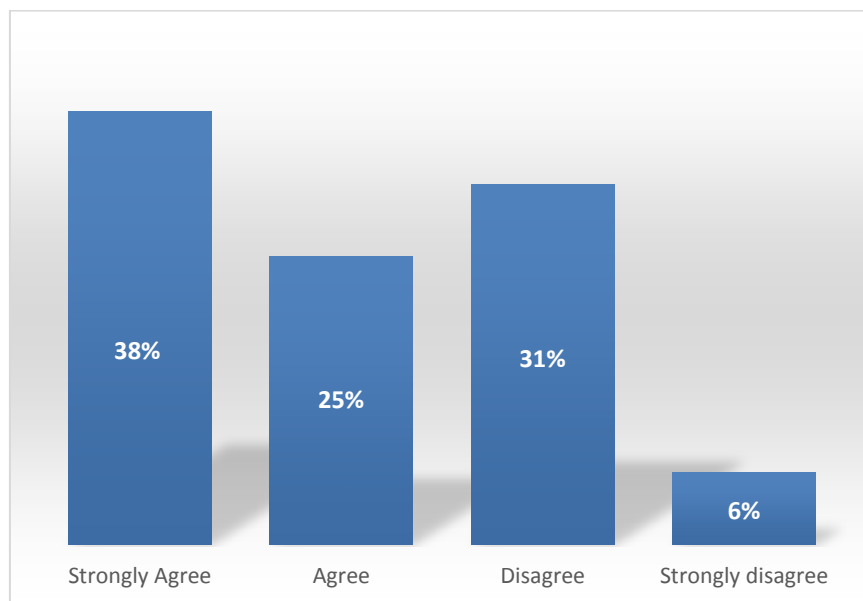
Figure 11 reveals that for the statement 'The state of our administration processes is a clear reflection of the management style employed by our Headteacher', 38%, 25%, 31% and 6%, strongly agreed, agreed, disagreed and strongly disagreed respectively. As seen, the total Agreement and Disagreement to the statement was 63% and 37% respectively. The results show a relatively broad distribution of responses from the participants. The results imply that the state of their administration process was not solely a reflection of the management style employed by their headteachers but of other factors as well.

Furthermore, the researcher asked the teacher participants of the study to indicate if the working attitude of the Headteacher is positive to the administration process of their school. Figure 12 shows the results as obtained from the distributed questionnaires.

Figure 12. Teacher perception of Headteacher working attitude in administration process
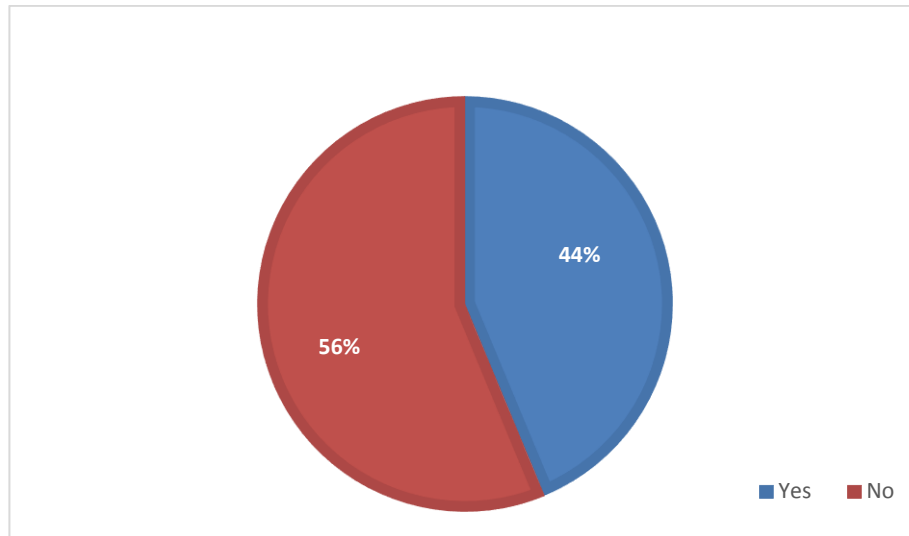
From the data in figure 12, it is apparent that a slight majority of teacher did not agree to the fact that their Headteachers' working attitudes were positive to the administration processes of their schools. As seen in the chart, 56% were of the view that the working attitudes of Headteachers towards the administration process were not positive while 44% had a contrary perception. This result shows that the schools under study had an almost equal distribution of positive and negative attitudes.

4.6   Ways to improve Headteachers' administrative roles

The study also sought to find ways to improve Headteacher administrative roles in public schools. The themes that recurred throughout the study regarding ways to improve Headteachers' administrative roles include training and development, upgrade of qualifications and external monitoring and evaluation.

4.6.1 Training and development

Training and development was one of the salient themes regarding ways to improve Headteachers' administrative roles in public schools. Some interviewees argued that training was the most important strategy for improving competence of Headteachers. One of the teachers, **G**, from a public school said this:

> *Training is very important for any profession to improve on their competence of doing the work. It is not enough to just suggest other ways without mentioning the role that training plays in the development of skills in any field. So, for me, we all need to be trained.*

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Another Teacher, **F**, from one of the schools mentioned that:

> *I think all educational leaders, especially Headteachers, should undergo training and development to up their skills in handling administration processes. Most of the inefficiencies we have are a result of lack of training and development. Even we, the teachers need to undergo training so that we support the administration in the most efficient manner possible.*

In the same manner, a representative from the DEBS, **D**, said:

> *Teachers, Headteachers and other support staff need to be trained so as to build the capacity for them to perform well in their responsibilities as administrators. Therefore, we need to provide programmes that develop the capacity of our Headteachers at all levels of administration. So as the government, we know the challenges and so we have to put our thoughts together and come up with programmes that help our men at district level to perform better.*

4.6.2 Upgrade of qualifications

Upgrade of qualifications was one of the main themes resulting from the question on ways to improve Headteachers' administrative roles in public schools. One of the representatives from DEBS, **F**, had this to say regarding upgrade of qualifications:

> *I believe that personal development is very important in becoming a better leader of the desired competence. Therefore, Headteachers need to pursue higher qualifications so as to become better managers of the administrative works. We encourage them to advance their studies as well as we help them with training and development. I believe investment in personal development is always the best investment one can ever have.*

Another representative from the DEBS, **D**, had this to add:

> *Headteachers should pursue to upgrade their studies in higher institutions of learning so as to become better administrators. We are very fortunate to have a number of schools offering education management programmes which have a great impact on one's ability to manage their areas of responsibilities. It is very important that as much as other ways to improve may work, that personal education development is not neglected.*

A teacher, R, from one of the schools also mentioned that:

> *Headteachers should never feel satisfied with the levels of education that they have attained. I feel there is always more to learn in education because no body of knowledge and skills can be exhausted by an individual. Therefore, opportunities for learning have to be ceased in every place to improve the qualifications and being better at what one does.*

4.6.3 External monitoring and evaluation

Another salient theme regarding the ways of improving Headteachers' administrative roles in public schools was the implementation of external monitoring and evaluation programmes. One of the teachers, **K**, mentioned that:

> *I think external inspection of administrators would help our managers to improve on their management styles in administration processes.*

Another teacher, **L**, from a public school was in line with the rest of the respondents regarding external monitoring and evaluation being ways to improve Headteachers' administrative roles. He said:

> *External inspections has always been one of the best ways to keep everyone on their toes to improve their service delivery at all levels. I therefore feel that if the presence of external inspectors can be enhanced then we would have better ways of managing administrative tasks by our Headteachers.*

A representative from the DEBS, **F**, also mentioned that:

> *Constant inspection is very important in as much as improvement of administrative processes are concerned. We therefore need to intensify the monitoring and evaluation of school administration programmes if we are to get the best results.*

4.6   Chapter Summary

This chapter presented the findings of the study in line with the research objectives. It first identified the management styles of Headteachers in the public schools under study through the use of questionnaires. The emerging themes from the study included managing staff, managing curriculum implementation, managing finances, managing administration code of conduct and managing the flow of information. Secondly, the administrative roles of

Headteachers in public schools were presented. Furthermore, the researcher presented teachers' perception of Headteacher administrative roles in schools under study. Lastly, ways to improve Headteacher administrative roles were suggested by the respondents. Salient themes included training and development, upgrade of qualifications and external monitoring and evaluation.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1   Overview

This section discussed the findings as presented in the previous section. In this chapter, like the preceding chapter, data has was organized and discussed according to the sequence of the four objectives of the study starting with the management styles of Headteachers, the administrative roles of Headteachers, teachers' views of Headteachers' management styles as well as ways to improve Headteachers' administrative roles in public schools in Lusaka district.

5.2   Management styles of Headteachers

The findings of the study regarding the management styles of Headteachers in public schools under study stating that there was a fairly equal distribution of management styles among Headteachers across the schools. The study showed that the schools under study had transformational, autocratic, democratic and laissez faire management styles. This implies that the management style exhibited by the Headteacher was purely a perception of the teachers around them. The management style leaders choose to perform their roles will determine whether they will accomplish the task at hand and long-term organizational goals or not, and whether they will be able to achieve and maintain positive relationships with staff. This is in line with Mckee (2017) who stated that whether a leader emphasizes the task or human relations is usually considered central to their followers' perception of their leadership style.

Todays organizations need successful leaders who have impact and are able to understand the complexities of the rapidly developing global environment. If the task is well structured and there is a good relationship between the employees and the leader, then effectiveness will be more on the part of the employees. Management style is an important part which helps any organization to succeed due to its impacts on the employees' performance. In a constantly changing economic, technological environment, and social leadership is a vital assign of management nowadays which before was not like this. Whereas leaders and managers are concerned with getting resources together, organizing all the developing strategies and

controlling the task activities for gaining agreed objective results; leadership performs the affecting function of management.

The importance of employee centered management styles cannot be overlooked. Also, the importance of a particular management style, as seen in the findings, depends on the situational occurrences in a particular school. For example, Transformational leadership is a type of leadership that draws on different competencies and methodologies to an organization and thus creates different benefits for the organization. A transformative leader-driven executive is integral and delivers clear corporate goals to subordinates or followers. Transformational is known that helping the followers in every time and when they working at the motivation and shows the directions to their followers to obtaining the goals of the establishments, so that style is so important in the organizations for improving the employees and their skills. It can therefore be assumed that a transformational Headteacher in a school has the ability to motivate the teachers in achieving administrative goals in a school.

The autocratic management style tends to sound quite negative. It certainly can be when overused or applied to the wrong groups or situations. However, autocratic style of management can be beneficial in administration of the school, such as when decisions need to be made quickly without consulting with a large group of people. Some projects require strong leadership to get things accomplished quickly and efficiently. When the leader is the most knowledgeable person in the group, the autocratic style can lead to fast and effective decisions. This allows other members of the organization to focus on performing specific tasks without worrying about making complex decisions. This also allows group members to become highly skilled at performing certain duties, which is ultimately beneficial to the success of the entire group. Group members can end up feeling that they have no input or say in how things or done, and this can be particularly problematic when skilled and capable members of a team are left feeling that their knowledge and contributions are undermined.

On the other hand, laissez-faire-type management is at the other end of autocratic style continuity. With this style, the leaders are trying to pass judgment on their decision-making responsibility. The group is loosely structured because the leader does not trust leadership skills. Decision making under this leadership style of management is carried out by every person who is willing to accept it or everyone can make a decision at workplace. The Laissez-faire leadership style works well with less motive tricks because there is little control.

Headteachers set goals and members of staff are free to do what is appropriate to get these goals. Some Headteachers give their members of staff flexibility as long as goals that can increase employee satisfaction are reached. This leadership style cannot be helpful to employees who need help from their leaders.

In the study, teachers indicated that they would feel motivated to feel part of the decision making process as is possible in the democratic management style. Consulting democratic management style with subordinates and evaluating their opinions and suggestions before making decisions is the core of this participative style of management. On the basis of the results of the statistical calculations used in the previous chapter, it is concluded that the impact on the teaching performance of democratic leadership is positive and important. This finding is in resonance with Basri *et al.* (2020) who asserted that democratic leadership has a positive and important impact on the performance of teachers, if the style of democratic leadership is effective, the teacher performance increases and democratic leadership is not impermeable.

The various management styles of school headteachers have their respective advantages and disadvantages, but what must be considered is that the implementation of the leaders' management style must be adjusted to the conditions that occur in educational institutions today. Each headteacher is expected to have an ideal management style according to the conditions and demands of the times. The problem is that not for all school leaders have the ability to be able to adapt to the demands of change, coupled with the lack of knowledge of school leaders regarding the transformation of school headteachers leadership in this century.

5.3 **Administrative roles of Headteachers**

In terms of the administrative roles of Headteachers, the emerging themes from the study included managing staff, managing curriculum implementation, managing finances, managing administration code of conduct and managing the flow of information. In terms of managing the members of staff, the most important clinically relevant finding was that the success of the administrative role of the teacher depended on how well they managed and related with members of staff. For example one of the respondents mentioned that:

> *Headteachers have a big mandate to deliver quality administrative duties.*
> *But, all that depends on how they work with the staff. Therefore, managing*
> *the staff around them is a very critical role. The success of the*

administration processes will always depend on how the whole team performs under the leadership of the Headteacher.

These findings corroborates the ideas of Olembo and Karangu (1992) who suggested that the headteacher must also recognize the indispensable role he plays in human resource management in the school. The findings are also in agreement with Maranga (1993) who stated that headteachers must see to it that, the school goals as well as the staff and students needs are fulfilled simultaneously. This study has been able to demonstrate the indispensable role of the Headteacher in management of members of stuff in the administration process.

In terms of curriculum development, the respondents of the study in ensuring successful implementation of plans in terms of the curriculum. For example, one of the respondents said that:

We also have a very big role to play in ensuring that the planned framework of the curriculum is implemented successfully. Curriculum implementation is one of the core activities of our offices and administratively, we have to see to it that resources and necessary motivation are managed so as to produce the desirable results…

This finding mirror the suggestion by Hawkins and Shohet (2012) that educational leaders must employ Development of skills, receiving information, other perspectives concerning the teacher's work, evaluation and feedback for curriculum implementation. This ensures that the teacher is validated and supported both as an individual and as a teacher. The head teacher must ensure that the educational objectives of their school and the means of achieving them are clearly spelt out by the professional staff. Ensure effective teaching is observed in the school through regular supervision of classroom instruction. As a school manager the head teacher should make teaching possible by stimulating desired changes in the professional behaviour of the teachers. Effective instructional leadership demand that he or she must be a competent teacher and should keep abreast to recent developments in curriculum in general and instruction supervision in particular.

In particular, the headteacher must check the teaching standards by reference to scheme of work, lesson notes, and records of works, pupil's exercise books, and also actual visit to classroom to see the individual teacher teach. This means that effective and efficient running of the school depends on the headteacher's instructional management role. Headteacher must schedule, assign work, coordinate and oversee performance and make sure that work is done

in time. In highly effective schools, as well as schools which have reversed a trend of poor performance and declining achievement, it is the head-teacher who sets the pace, leading and motivating pupils and staff to perform to their highest potential by the management of the curriculum. One anticipated finding regarding the administrative roles of headteachers included financial management. In terms of managing finances, respondents of the study were of the view that financial management of the administrative processes through budgeting was one of the most important roles of the headteacher. One of the respondents school said:

> *The Headteacher should be well vested with the tools to manage the finances of the school while working together with the finance department and the other staff members. Therefore, we manage the administrative processes during the budget planning process as well as its implementation…*

The findings of the study are consistent with Matimbe (2014) who stated that staff who constitute the head of the administration structure are responsible for the strategic direction of the school and should have a significant role in making the decision on the financial accounting and management aspects of management. Although management of school finances is not the sole responsibility of one person, it is the role of the headteacher to ensure that all stakeholders in financial accounting and management execute their tasks as expected. The financial function of the educational manager deals with the appointment of the financial committee to supervise all income and expenditure of the school. In any organisation, financial management helps in the achievement of goals. For example, it helps maximizing teaching and learning through allocation of funds to new and marketable programmes to be offered to students.

The also brought out the management of the administration code of conduct as one of the administrative roles of the Headteacher. The respondents of the study were of the view that Headteachers played an important role in ensuring that the code of conduct is implemented in the school. One of the respondents commented that:

> *We also have a role to play to ensure that the code of conduct is in place and working as desired. A code of conduct is the root of all order in our schools and it is therefore an important part of our responsibilities as*

> *Headteachers. We are liable for everything that happens in terms of code of conduct…*

The findings of the study are in line with Duric (1989) who argued that Headteachers are expected by parents, teachers, students, members of the public as well as by their employer to head their respective schools to high standards, both academically and discipline wise. Codes of conduct are instruments that formulate positive ethical principles for the profession and provide specific guidance on the conduct and practices expected from teachers. In some countries they are developed and adopted at government level, but in a number of countries they are produced by professional bodies of teachers and other educators. The policy framework for implementation, monitoring and possible disciplinary action based on the code differs to a great extent between countries.

In countries where they have the most impact, the codes and the related implementation measures guide, support and professionally socialise teachers. In particular they help to introduce new teachers into the profession and encourage them to adhere to the highest professional standards and to commit to their mission. Codes are also used as a means of communicating the profession's standards to other key stakeholders; students, their parents and society at large. The successful implementation of codes of conduct closely depends on the methods of developing and disseminating codes and the extent to which they are geared towards the real experiences and circumstances of the teaching profession. The headteacher is also liable for the management of flow of information in the school, in public setting. General information should be made available to all and specifics to individuals assigned to a particular task. Techniques of how to perform an activity must be given at all times. The school must arrange and participate in staff training. In that regard, one of the participants of the study indicated that:

> *We also manage the flow of information among the administrators and other members of staff. We are constantly making sure that all members are updated on administrative programmes that we carry out…*

The findings of the study resonated with the research carried out by Adegun (2014) who found out that the predominant mode of disseminating information is by the school principal and heads of department while the level of decision making participation of teachers is moderately high to certain extents. It was further revealed in his study that there was positive relationship between information dissemination and decision making. News bulletins and

circulars can be utilized to disseminate new ideas and information about modern trends, practices and innovations, among teachers. Thus the isolation prevailing among schools can be broken and tried out good practices existing in one school can be propagated among others for encouraging the innovator and for reaping the good fruits of such innovations.

It is well known that the key to successful driving task performance is efficient information gathering and processing. Information is a precious resource only when it is able to be shared and used by more people and thus be transformed into knowledge. This state is consistent with the education system which aims at spreading information and knowledge to everyone, in order to improve their capabilities, to create new ideas and generate new knowledge. Information flow is a term used to describe the way information moves throughout the education system. In a theoretical context it is the transfer of information from one place to the other. It examines the channels of communication, but more importantly it involves examination of the mutually shared meaning which makes communication possible. Wholly, this implies that the management of the flow of information by the Headteacher is one the most vital roles in the administrative process.

5.4   Teachers' views of Headteachers' management styles in administration

The researcher also set out to investigate the views of teachers on Headteacher management styles. The study revealed that the predominant management style used by the Headteacher had an effect on the administration process of the school. As it was apparent from the findings of the study, a slight majority of teacher did not agree to the fact that their Headteachers' working attitudes were positive to the administration processes of their schools. This implies that the management style and attitude of the Headteacher had a great bearing on the administration processes of the school.

The results of the study are consistent with those of Bass and Avolio (2000) who found that leaders who use a transformational leadership style, which lead to positive changes in those who follow, can create significant changes within schools and create a positive learning environment. The influence that Headteachers possess in relation to teacher perceptions of the workplace environment is thus critical for success. This is possible due to heads of administration who utilize supportive leadership will help teachers to overcome their work problems thus teachers will have morale in working which will lead to their working effectiveness. The study was congruent with Sureeporn's (2006) study. Sureeporn (2006)

found that the behaviors of supportive leaders, participatory leaders, and coercive leaders were the predictors of teacher motivation in their work practices.

The possible explanation to the views of the teachers on Headteacher management styles in presiding over administration might be related to how they have closely followed the management attitude of the Headteacher and the result seen in the administrative processes of the school. There may be several other factors and conditions underlying the inadequacy and weakness of the present system of education. In the process of education, several variables are involved which determine, partially if not wholly, the quality of education. The human factor consisting of the school managers who manage the affairs of education is, however, the most versatile. It cut across all other factors and conditions operating in the educational institution.

The material recourses consisting of the institutional equipment, methodology of teaching, organization of teaching and other academic pursuits, the climate of the institution, student discipline and other involvement in the education process, teacher's identification with student and their active involvement in the teaching-learning process are quite a number of factors and condition that have been described to be the significant determinants of the high quality of education. But all these factors and conditions are truly peaking, manipulated by the school manager, who is the head of administration. Effective and desirable operation of all these factors is contingent upon the insight, competence and skills of the administrator. He occupies the most important in the field of education. Effectiveness as adequacy of educational system may, thus, be considered just an aspect, a function of administrative effectiveness.

5.5 Ways to improve Headteacher's administrative roles

The study also sought to suggest ways to improve Headteacher administrative roles through the data from the research participants. Recurring themes of the study included training and development, upgrade of qualifications and external monitoring and evaluation. For example, training and development one of the respondents highlighted the importance of training and development in stating that:

> *Training is very important for any profession to improve on their competence of doing the work. It is not enough to just suggest other ways without mentioning the role that training plays in the development of skills in any field…*

This finding revealed the indispensable role that training plays in building capacity of educational leaders. The finding match with the suggestion by Fullan (2009) who stated that thoughtful investment of resources by the government and flexibility at the field level, especially in training and development, can facilitate the change process. Staff training in this area requires identification of those areas that need to be improved as well as special analysis of the catalogue of roles played by school managers. An in-depth analysis in this area determines further professionalizing of the analyzed occupation and emphasizes the attractiveness of professional career in the school management sector. The variety and multi-level character of administrative activities require having a set of skills and competences which can be acquired through education and professional experience. Headteacher must also possess some crucial conceptual and personality traits for management of administrative processes.

Personal development also plays an important role in improving skills and competencies. Earning a personal advanced qualification is the first step toward transitioning into successful school administration. Administrators must understand the real classroom experience as well as leadership, curriculum development, and how to best engage students and parents. Educational professionals who earn their advanced studies show a deep level of understanding and commitment to the profession, allowing them to modify curriculum goals, adjust teaching methods, and enter leadership positions to enact the system-wide changes in education they wish to see. As one of the respondents mentioned:

> *I believe that personal development is very important in becoming a better leader of the desired competence. Therefore, Headteachers need to pursue higher qualifications so as to become better managers of the administrative works…*

Further findings revealed the importance of external monitoring and evaluation in improving Headteacher administrative roles. For any school organisation to function favourably, educational supervision must be implemented at every level. One of the respondents said:

> *External inspections has always been one of the best ways to keep everyone on their toes to improve their service delivery at all levels. I therefore feel that if the presence of external inspectors can be enhanced then we would have better ways of managing administrative tasks by our Headteachers…*

This finding is in line with Jahanian *et al.* (2013) who stated that educational supervision is one of the most important supports for the educational system and educator's professional development. The educational supervision is an integral part of the educational management, and is one of the important transactions in the educational system, especially in the learning and teaching processes. Educational supervision and guidance are among the most important duties, which are required for administration of a desirable educational system. Its main goal is to modify and to improve educational status. Available monitoring and evaluation, and guidance plans and quality of its perpetuation in materialization of educational goals play a determining role.

External supervision of educational leaders is an important aspect of educational administration. The implication of this suggestion is that educational efficiency depends upon the effective functioning of instructional supervisors. The success or failure of any system of education depends on the proper evaluation and guidance of the school programmes. Monitoring and evaluation is considered as the main coordinating agency in any school system. It integrates all educational efforts to create and develop favourable settings for teaching and learning. With the extension and expansion of education, it is also necessary to safeguard the quality and keep up its standards. Monitoring and evaluation is carried out in order to increase the efficiency of the educational leaders as well as their members of staff.

An effective system of monitoring and evaluation can be a valuable instrument in the hands of the Government in discharging its responsibility of providing public education and also for providing a means for professional support for teachers and headmasters in secondary schools. Monitoring and evaluation provides a link between the administrative authorities and the institutions. Furthermore, it can provide a means of personal communication between the two transmitting information and advice and helping to ensure that the necessary action is taken to improve the quality of education in the schools. Educational supervisors from their knowledge and experience of a broad range of education, disseminate creative ideas and practices and help headteachers and their members of staff in the process of change and innovation, through visits and instructional conferences.

5.6   **Chapter Summary**

This chapter discussed the findings of the study in line with the research objectives. It first discussed findings related to the management styles of Headteachers in the public schools. It was established that the various management styles of school headteachers have their

respective advantages and disadvantages, but what must be considered is that the implementation of the leaders' management style must be adjusted to the conditions that occur in educational institutions today. Secondly, the administrative roles of Headteachers in public schools were discussed as presented. Furthermore, the researcher discussed teachers' views of Headteacher administrative roles in schools under study. Lastly, ways to improve Headteacher administrative roles were discussed as suggested by the research participants.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The previous chapter discussed research findings on Headteachers' management styles in presiding over administration in public schools of Lusaka district. The study gives a comprehensive report on the management styles of Headteachers, their administrative roles, teachers' views of Headteachers' administrative roles as well as ways to improve Headteachers' administrative roles in public schools in Lusaka district. In this chapter, conclusions drawn from the investigation are also outlined. In addition, recommendations, based on the findings of the study are given.

6.2 Conclusion

It is evident that the role of the Headteachers in effecting positive change in the administrative processes of the schools is vital. The issue of management styles is a major and basic concern for all organizations and institutions in various countries. Different countries around the world have been attempting to highlight and stress the concept of efficient management styles in various ways in their organizational daily activities, programs, and performance. In order to explore the subject at hand, the study aimed at assessing Headteachers' management styles in presiding over administrative issues in public schools of Lusaka district.

Regarding the first objective, it can be concluded that stating that there was a fairly equal distribution of management styles among Headteachers across the schools. The study showed that the schools under study had transformational, autocratic, democratic and laissez faire management styles, implying that the management style exhibited by the Headteacher was purely a perception of the teachers around them. Regarding the second objective, evidence from the study showed that Headteachers' roles were to manage staff, curriculum implementation, financial plans, administration code of conduct and the flow of information. Regarding the third objective, one of the more significant finding to emerge from this study is that the management style and attitude of the Headteacher had a great bearing on the administration processes of the school. This implied that the influence that Headteachers

possess in relation to teacher perceptions of the workplace environment is thus critical for success. The last major finding salient from this study regarding ways to improve Headteacher administrative roles included training and development, upgrade of qualifications and external monitoring and evaluation which were drivers for educational efficiency.

6.3   Recommendations

Based on the findings of the study, the following recommendations were made:

1. It is recommended that the institutions of higher learning should incorporate relevant and current theories of leadership into their training programs for educational leaders to adequately prepare future headteachers to inspire a shared vision, model the way, and enable others to act within their schools.

2. External monitoring and evaluation of Headteachers should be done in order to rate their individual leadership abilities so that modifications for improvements can be made to help the Headteacher to lead effectively.

3. To boost Headteachers professional capacity, it is recommended that the government of Zambia seeks partnership with stakeholders to implement leadership development programmes for educational leaders to foster administrative efficiency.

6.4   Recommendation for future research

Further studies are required to assess the relationship between the styles of management and decision making in a school.

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APPENDICES

Appendix A: Questionnaire for Headteachers

CHALIMBANA UNIVERSITY

RESEARCH, POSTGRADUATE STUDIES AND CONSULTANCY

Dear Respondent, I am **Ivy Simunza,** a student of Chalimbana University currently undertaking a research on *Headteachers' management styles in presiding over administrative issues in selected public schools of Lusaka district.* The study is in partial fulfilment of the academic requirements for Award of Degree of Master in Education Leadership and Management. This questionnaire is purely for academic purpose and the information provided shall be treated with utmost confidentiality. I kindly request you to spare a few minutes and fill this questionnaire as genuinely as possible. Thank you.

INSTRUCTIONS:

- Indicate answers to questions by ticking in the boxes provided
- For the sake of confidentiality, do not write your name on the questionnaire

Part 1: Personal Information

1. Sex: Male ☐   Female ☐

2. Age Range:
   Under 25 years ☐
   Between 25 and 35 years ☐
   Between 36 and 45 years ☐
   Between 46 and 55 years ☐
   Above 55 years ☐

3. Level of Education:
   Diploma ☐

Degree ☐

Masters ☐

Other (Indicate) ……………………………….

4. Years of working experience.

Below 5 years ☐

Between 5 and 10 years ☐

Between 10 and 20 years ☐

Over 20 years ☐

Part 2: Administrative roles of Headteachers in selected public schools.

1. Mention the administrative roles of the Headteacher in your school.

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2. Explain how you collaborate with the rest of the school members in executing your administrative roles.

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THANK YOU

Appendix B: Questionnaire for Teachers

CHALIMBANA UNIVERSITY

RESEARCH, POSTGRADUATE STUDIES AND CONSULTANCY

Dear Respondent, I am **Ivy Simunza,** a student of Chalimbana University currently undertaking a research on *Headteachers' management styles in presiding over administrative issues in selected public schools of Lusaka district*. The study is in partial fulfilment of the academic requirements for Award of Degree of Master in Education Leadership and Management. This questionnaire is purely for academic purpose and the information provided shall be treated with utmost confidentiality. I kindly request you to spare a few minutes and fill this questionnaire as genuinely as possible. Thank you.

INSTRUCTIONS:

- Indicate answers to questions by ticking in the boxes provided
- For the sake of confidentiality, do not write your name on the questionnaire

Part 1: Personal Information

5. Sex: Male ☐   Female ☐

6. Age Range:
   Under 25 years   ☐
   Between 25 and 35 years ☐
   Between 36 and 45 years ☐
   Between 46 and 55 years ☐
   Above 55 years   ☐

7. Level of Education:
   Diploma   ☐

Degree ☐

Masters ☐

Other (Indicate) ………………………………

8. Years of working experience.

Below 5 years ☐
Between 5 and 10 years ☐
Between 10 and 20 years ☐
Over 20 years ☐

Part 2: Management styles of Headteachers

1. What is the management style of the Headteacher at your school? *Tick your answer.*

Autocratic ☐
Democratic ☐
Transformational ☐
Laissez-Faire ☐
Not sure ☐

2. Which of the following Headteacher management styles can motivate you? *Tick your answer.*

Autocratic ☐
Democratic ☐
Transformational ☐
Laissez-Faire ☐
Not sure ☐

3. As a teacher, I develop a sense of self-worth when I see my inputs being considered and implemented to unravel the existing problems. *Tick your answer.*

Agree ☐
Strongly Agree ☐

Disagree ☐

Strongly Disagree ☐

Part 3: Teacher views of Headteacher management styles

1. The most widely used management style by the Headteacher determines the effectiveness of the administrative processes. *Tick your answer.*

    Agree ☐

    Strongly Agree ☐

    Disagree ☐

    Strongly Disagree ☐

2. The state of our administration processes is a clear reflection of the management style employed by our Headteacher. *Tick your answer.*

    Agree ☐

    Strongly Agree ☐

    Disagree ☐

    Strongly Disagree ☐

3. Do you think that the working attitude of the Headteacher is positive to the administration process of your school? *Tick your answer.*

    Yes ☐

    No ☐

THANK YOU

Appendix C: Structured Interview for Teachers

<div align="center">

CHALIMBANA UNIVERSITY

RESEARCH, POSTGRADUATE STUDIES AND CONSULTANCY

</div>

Dear Respondent, I am **Ivy Simunza,** a student of Chalimbana University currently undertaking a research on *Headteachers' management styles in presiding over administrative issues in selected public schools of Lusaka district.* The study is in partial fulfilment of the academic requirements for Award of Degree of Master in Education Leadership and Management. These interviews are purely for academic purpose and the information provided shall be treated with utmost confidentiality.

1. Do Headteachers have specific ways of managing schools?

2. What management styles are used by Headteachers?

3. Which management style is practiced by the Headteachers in administrative issues in your school?

4. Are you comfortable with such a management style?

5. What are the administrative roles of the Headteacher in your school?

6. Do you view the management style of the Headteacher as one that can enhance proper administration of the school?

7. What are some of the specific effects of the said management style in (3) on school administration?

8. In what ways can Headteachers improve in their administrative roles in your school?

9. Do have anything more to say?

Appendix D: Structured Interview for representatives from the DEBS

CHALIMBANA UNIVERSITY

RESEARCH, POSTGRADUATE STUDIES AND CONSULTANCY

Dear Respondent, I am **Ivy Simunza,** a student of Chalimbana University currently undertaking a research on *Headteachers' management styles in presiding over administrative issues in selected public schools of Lusaka district*. The study is in partial fulfilment of the academic requirements for Award of Degree of Master in Education Leadership and Management. These interviews are purely for academic purpose and the information provided shall be treated with utmost confidentiality.

1. Do Headteachers have specific ways of managing schools?

2. What management styles are used by Headteachers?

3. What are the administrative roles of the Headteacher in your school?

4. What effect does the management style of the Headteacher have on the administration of the school?

5. What management style generally motivates teachers in schools?

6. What are some of the specific effects of the said management styles on school administration?

7. In what ways can Headteachers improve in their administrative roles in your school?
8. Do you have anything more to say?