

## **The Effects of Primary School Headteachers' and Deputy Headteachers' Administrative Strategies on the Job Performance of Primary School Teachers' in Chibombo District of Central Province, Zambia**

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### **ABSTRACT**

The study investigated the eventuality of Primary School Headteachers' administrative strategies on the job achievement of Primary School Teachers' in Chibombo District of Central Province, Zambia. The research approach was mixed method research approach that involved the compilation and examination of data using both quantitative and qualitative approach. The research sample was comprised of 20 primary school headteachers and 150 primary school teachers. In the quantitative area of the research, systematic random sampling strategy was utilised in the selection of sample for the study. In the qualitative area of the research, non-probability sampling was used. Purposive sampling was utilised for the identification of participants to be incorporated in the sample. Questionnaires and structured interviews was used in this study. Quantitative data was analyzed deductively using the statistical Package for Social Sciences (SPSS). Elseways, qualitative data was analyzed inductively by grouping it into categories according to emerging themes. The result of the research revealed that 90% of the participants showed that the administrative techniques utilised by head teachers affected them negatively while 10% of the participants showed that they were affected positively. Furthermore, according to the results of the research, the following recommendations emerged: Encouraging teamwork among teachers and head of the school, encouraging head teachers to appreciate their teachers' efforts, caring for educators and pupils, increasing monitoring of teaching and learning processes, encouraging

participatory decision making processes, encouraging free communication among the teachers and the head of the school, creation of protected working environments, increasing enthusiasm of teachers and becoming people-oriented leaders

**Keywords--** effects; administrative strategies; Teaching; Headteacher and Job performance.

### **INTRODUCTION**

Empirical research evidence has shown that the headteachers are the most important persons in any given Secondary or Primary School setting [1]. This is owing to the fact that headteachers act as the keys, the director of transportation, the coordinator of correspondence, the divisor of complex schedules, the director of public relations and the instructional leader. Mwanza, 2004 adds that primary headteachers are people who "walk ahead" and the effectiveness in the delivery of education policy is dependent on them [2]. This means that Head Teachers should lead and be ahead of their subordinates in the activities of the school. This also entails that the Headteachers' are administrators who manage the daily affairs of the school.

It is known that Headteachers' cannot work in isolation; they need the technical aspect of teacher to be brought to reality so that the job of every employee of the institution which is connecting with one another is realized. That is why; teacher's job achievement or performance is defined in so many ways by different researchers, educationalist and scholars. For example, Lydiah & Nasongo, 2009 states that

teachers' job performance is an activity accomplishing or executing a given task [3]. Kozberg, 1982 states that teachers' performance are the duties that a teacher perform at a particular time in the school with an aim of achieving educational goals [4]. It can be noted that teachers only execute their work according to the responsibilities given to them by the Headteachers and the job achievement of teachers is only evaluated and recommended by the Headteachers'. That is why the administrative strategies which Headteachers' use, largely affect the job achievement of teachers. If the Headteachers uses the strategies which are not familiar to teachers' job description then both the Headteachers and the Teachers are bound to fail. Elseways, if the Headteachers no nothing or have less knowledge on the relevant strategies to use in school then the whole school can collapse.

This is the reason why the administrative strategies that headteachers use in their schools have a greater weight on the job achievement of employees. For example in a study by Onyeike and Nwosu (2018), which examined principals' administrative roles for teacher job effectiveness in schools in rivers state of Nigeria, it was found that when headteachers used effective administrative strategies teachers became motivated in their jobs [5]. Therefore, the administrative techniques utilised by the Headteachers indicate that, it is either motivates the teacher or demotivates the teachers' job performance.

However, in Zambia the Ministry of General Education and the general public have expressed concerns on the issues of primary school teachers' poor job performance (Ministry of Education, 2016) [6]. The job achievement of primary school employees has been reported in national surveys and reports to be steadily poor. Noticing the persistent poor job achievement of primary school teachers, the Ministry of General Education introduced many tactics in an effort of mitigating the undesired situation. Among the many interventions introduced by Government was the job on training programme for teachers at primarylev since the 1980s to equip

primary school teachers with knowledge and competence to increase the job performance of these teachers. An example of such programs is the Teacher Group Meeting (TGMs). In Teacher Group Meetings, teachers met to discuss on various issues surrounding the teacher-learner processes. Perfecting the Teacher performance is a continuous activity which needs a balance between the educator and active involvement of learners in class. To beef up the proper learning background of learners at lower level, the Government of the Republic of Zambia through the Ministry of General Education have introduced the exercise of the seven local languages in teacher-learner process so that learners can be thought and learn in their familiar language [7]. This practical move can help the students to improve their prior understanding , thereby, improving the satisfactory job achievement of the teachers.

#### STATEMENT OF THE PROBLEM

Having a Headteachers who are well vested with the Administrative Strategies can improve the welfare of the educator and learner even in the midst of less teachers, lack of teaching material, lack of necessary incentives to motivate teachers among others. Therefore, the objective of this research was to find the effects of primary school Head teachers and Deputy Head Teacher's administrative strategies on the job performance of primary school teachers in Chibombo District of Central Province in Zambia.

#### THEORETICAL FRAMEWORK

This research was anchored by the theory proposed by Graham, K., Hudson, P., & Willis, J. (2014) in which he observed that observed that there a certain universal principles on which an institution should be controlled and operated [6]. According to Fayol, he states that 'all the actions that take place in an organization or an industrial undertaking could be grouped into technical, commercial, financial, security, accounting and administration and these included: division of labor, authority and responsibility, discipline, unity of command, unity of

direction, subordination of individual interest, remuneration of personnel, centralization, scalar chain, order, equity, stability of tenure of personnel, initiative and esprit de corps'. The administrative theory was significant for this study because it focused on how the entire institution should be controlled and managed in order to improve job achievement of teachers. In the section below, a brief literature review that is related to the research was presented.

### LITERATURE REVIEW General Administrative Principles

Studies have shown that various administrative strategies can be adopted by the School Principal in their day to day running of the schools in order to increase the educational performance of educators thereby enhancing the learners' performance. Graham, Hudson & Willis (2014) identified relational skills such as valuing staff, being approachable, being consistent with staff interactions, having good interpersonal skills and developing staff strengths as administrative strategies that can enhance the job achievement of teachers [6].

Johnson (2006) conducted a study that focused on Instructional Leadership and Academic Performance in Tennessee High Schools [8]. The purpose of this research was to institute the differences in instructional leadership behavior that could exist between principals of high achieving, high-performing and low-achieving, low-performing schools. The outcome of the study showed that there were no statistical differences was found between soaring and non-achieving schools. However, when accomplishment and presentation data were combined, statistical significance was found in four domains of instructional leadership: making school goals, shielding instructional time, maintaining high visibility, and promoting professional development.

Kozberg (1982) indicated that when a School Principal is largely people oriented then the achievements of the teachers would increase [4]. This was carried out in the United States of America which was meant at finding out the characteristics of effective Head teachers. It is said that a Headteachers who is

people oriented is goal oriented because it is by working with one another as a team that the goals of the institution can be realized. People oriented managers cannot work alone but involve all the players in every activity of the institution were necessary.

### Effects of primary school Head teachers administrative principles on the job performance of primary school teachers

Yousaf, Usman and Islam's (2018) conducted a study intended to explore the administration practices of school managers related to staff progress and its rapport with teachers work performance and development in primary schools [9]. The results, obtained from link and regression analyses, indicated that management practices of principals related to staff progress are indeed supportive in attaining better presentation of teachers and their overall growth. Further, it was discovered that there is not much difference between staff development practices of male and female school principals.

Brown and Owusu (2014) conducted a study in Ghana that attempted to focus at and clarify how school managers informal relationship with teachers serves as a incentive for teachers to work to attain institutional goals [10]. The study discovered that most teachers see their heads as superior and not as friends. Again, it was discovered that though teachers were drawn in in decision making, the real setting of objectives for a school were left in the hands of the school managers and the school management team. It was therefore suggested for school managers to assume the Management by Walking About and Management by Objective in order to get closer to their teachers in the organization of schools.

The research above indicates that the management styles used by Head teachers had an control on the motivation of teachers. This research was relevant to the present study in that it shows the influence of management styles on the motivation of teachers. However, it is significant to note down that the present study focuses on the impact of administrative techniques utilised by School Head on the job achievement of teachers.

## METHODOLOGY

The research approach was a mixed method research that involves the compilation and scrutiny of data using both quantitative and qualitative research. Creswell & Clark (2011) states that 'the purpose of mixed research methods is to improve the research outcomes as it provides a better understanding of research problems than using alone approach' [11]. In a mixed research approach both qualitative and quantitative research techniques are combined to form one coherent research outcome; neither qualitative nor quantitative research is adequate enough to produce the relevant results or to make the analysis of data to be well coordinated in completely revealing the impact of School Principal's administrative strategies on the job achievement of primary school teachers.

### Research sample and data analysis

The study targeted all Primary school Principals and Primary Teachers of Chibombo District of Central Province in Zambia. The total sample size of this research Was 170. The research sample involved 20 primary school Head teachers and 150 primary school teachers.

Participants were purposively and then randomly selected. The entire Head Teachers' were deliberately chosen because they are the principal custodian of the school. The teachers were randomly selected. The random sampling approach enabled the researcher to have a detailed sampling frame for selected teachers for the entire target area. A questionnaires and semi-structured interviews. Questionnaires were utilized for the collection of quantitative data whereas semi-structured interviews were employed for the collection of qualitative data for the study. Questionnaires were used in the collection of information from the primary school teachers whereas semi-structured interviews were used in the collection of information from primary school head teachers. Quantitative data was analyzed by utilising the statistical package for social sciences (SPSS) and qualitative data was analyzed thematically. In the next section, the researcher presented and discussed the result of the study.

## RESULTS AND DISCUSSION

In order for teachers, Head and Deputy teachers to perform according to the expected standards, they should have the required qualification to execute their duties.

The administrative strategies which the employees of the said schools know were indefied as follows from both the questionnaire and the planned interviews for: 150 from the Head Teachers, Deputy and primary school teachers indicated that people oriented, teamwork, participatory decision making and protection of educators and learners were the most significant administrative strategies, 100 indicated that incentive of teachers through rewards, free communication and care for educators and learners, 90 indicated the Creation of psychologically safe working environment and Appreciation of successful teachers and learners and 80 of the responses indicated that Open to criticism was vital for the administrative strategies to be used by headteachers.

The paper shows that all the 150 teachers were involved in the study indicated a no response to the question that sought to uncover whether primary school Managers used the administrative strategies that were acknowledged by the teachers.

The article are shows that the popular of the participants of 135 (90%) registered that the administrative approaches utilised by the School managers impacted negatively on their job performance while 15(10%) showed that the administrative approaches used by the headteachers impacted positively on their job performance.

*When teachers were queried Why the school headteachers' administrative strategies impacted negatively on the job achievement, they gave the following reasons:* the 150 respondants indicated that headteachers were dictators and used intimidation, 140 responses indicated that headteachers did not appreciate their teachers for the hard work they did and that headteachers worked in isolation, 110 indicated that headteachers were inconsistent in their monitoring of teacher-learner processes and 100 responses indicated that headteachers had uncoordinated responses to teachers, not consult teachers on various issues and did not motivate teachers.

## CONCLUSION AND RECOMMENDATIONS

It is noted that, a serious need for the School Managers to focus on the plight of the learners by making sure that teachers become conversant and implement the administrative strategies formulated by the School Head to make sure that learning and teaching become effective. The Head and Teachers' need to work hand in hand with the teachers and supervise their work regularly and also to find possible ways of motivating the teachers with an outstanding performance. It can be concluded that most headteachers' and Deputy Headteachers' administrative strategies on the job achievement of primary school teachers' had a unhelpful effect or impacted negatively on the job presentation of teachers. With the consideration of the negative effects of School Managers administrative strategies on the job performance of teachers, the respondents identified lack of morale, commitment, self-confidence, cooperation and loyalty among teachers and poor pupils' academic performance and unsafe and unsecure working environment. The majority of 90% of participants showed that the administrative approaches used by head teachers affected them negatively while 10% of the participants showed that they were affected positively. Furthermore, the following recommendations emerged: Encouraging teamwork among teachers and head teachers, encouraging School Managers to appreciate their teachers' efforts, caring for educators and learners, increasing monitoring of teacher-learner processes, encouraging participatory decision making processes, encouraging free communication among the teachers and with the School Managers, creation of safe working environments, increasing incentive of teachers and becoming people-oriented leaders

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