

An Analysis of the Effectiveness of Management Skills School Managers Employ in School Management in Creating A Positive School Environment: A Case of Four Selected Secondary Schools of Lusaka District

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Abstract: School management plays an important role in the development and improvement of the whole school system and problems in the education system can be considered to be related to management problems. It is the manager's duty to develop a positive organizational environment in schools, and the groups in the organisation are responsible for sustainable transformation. The manager's main tasks include, directing the school resources to organisation's aim in an efficient way and coordinating the educational program to achieve desired objectives. Hence, the study aimed at analysing the effectiveness of the management skills school managers employ in school management in creating a positive school environment in secondary schools. In managing secondary schools, school management is essential in ensuring that educational goals and aims are achieved. For a school to be effective, a manager should coordinate all resources through the process of planning, organizing, leading and controlling in order to attain set objectives. The study employed a mixed paradigm and descriptive survey design that sampled four schools, Head teachers, Deputy Head teachers, Head of departments, teachers and ancillary staff. Data was obtained from respondents by means of interviews, questionnaires and classroom observation schedules. Frequency, percentages, tables, graphs and pie-charts were used to analyze the quantitative and qualitative data obtained. Data was then analyzed by the use of software MS Access and MS Excel. The findings revealed that educational management in secondary schools involves the application of management values and skills in designing, developing and effecting resources towards achievement of educational goals as effective coordination in management is of great importance for the provision of quality secondary education.

Key words: Designing, education, leadership, management, planning, skills, quality.

1. INTRODUCTION

School management refers to the wide variety of skills which involves the application of management values and skills in designing, developing and effecting resources towards achievement of educational goals. The actions of school managers impact on school capacity and may either enhance or diminish pupils' achievement. School capacity is defined as the collective power of school staff to raise pupils' achievement (King and Youngs, 2011). The effective educational manager is one who has the ability to develop a school's capacity to enhance pupils' learning through the motivation of teachers, staff and pupils (Daley, Guarino and

Santibanez, 2014). Such leadership is determined by the followers and not the leaders (Bhindi, et, al. 2010). School managers who build school capacity through an effective leadership style may influence pupils' performance through teachers (Bergendahl, Magnusson, and Bjork, 2015). The school manager must develop the capacity to work with staff to focus on curriculum, instruction and pupil learning gains (Fullen, 2017). The perception of the school manager is often as a person who manages a school and not as a person who is an instructional leader. The school manager's daily activities and decisions reflect the pervasive focus and style of the school's leadership (Noonan and Walker, 2010). A teacher-focused leader works toward the development of school capacity which builds upon positive teacher capacity with the end results increasing pupil achievement.

According to (Parker 2013), management is the process of motivating people by organising and coordinating them so that they can come together and perform the duties that will help the organisation to achieve its goals. For (Han 2018), management is the process of reaching previously defined goals of an organisation by using the sources actively and efficiently with the help of planning, organising, leading and control functions. School management plays an important role in the development and improvement of the whole school system (Açıklan, 2016). Problems in the education system can be considered to be related to management problems. It is the manager's duty to develop a positive organizational environment in schools, and the groups in the organisation are responsible for sustainable transformation. The manager's main tasks include, directing the school resources to organisation's aim in an efficient way and coordinating the educational program to achieve desired objectives. Moreover, achieving this is based on the effective communication of managers and teachers (Wadsworth and Facer, 2016). In recent years, different concepts of the word "manager" have emerged and include such words as: Leader, Chief, Coach, Facilitator, Mentor, Enabler, Supportive (Koçel, 2010).

Managing the school really needs certain leadership skills and styles in order for the school administrators to become efficient and effective. Furthermore, in an era of rapid-educational change, the school management of today is faced with problems of such magnitude and diversity as to stagger the imagination of teachers' excessive conflicts, laissez faire attitude, absenteeism, delay of submission of reports, increased pupil drop-out and failure rate, vandalism and the like. No longer will such school management rule with dictatorial power or adopt rules and regulations that encompass nearly every facet of the teachers' professional and personal life. Teachers and pupils are demanding voices in the operation of the school and are ready, willing and able to take to the street to emphasize their satisfaction or dissatisfaction.

Educational problems arise because the school, with school administrators providing leadership, has to initiate and promote educational change in response to social changes. In fact, identifying instructional leadership characteristics and skill among school managers, leadership comes with a sense of urgency. This case may be true in a situation where there are many school leaders in management who are not trained in leadership skills (Openstax 2019). As the need for school leaders with competent and adequate leadership skills become the ultimate phenomenon among schools of today there is no doubt that school leaders have to be evaluated in order to figure out if they truly embody the type of managers who can manage and are capable to address the problems faced by the schools, particularly on raising the quality of education offered to stakeholders and the same that the society expects from them.

1.1 Statement of the problem

Despite the much emphasised desire to have schools managed properly, there is still perceived lack of essential management skills such as the exclusion of the teaching and non-teaching staff in many decisions involving their respective schools and lack of capacity building in the staff. Talent must not only be tapped but also enhanced in the working staff and motivation of staff should be the beginning point. The current trends in poor performance of pupils can in part be attributed to poor management or mismanagement of schools. At times, school managers may illegitimately use power in more dictatorial ways, thus, teachers in schools may be too passive and relaxed in handling of tasks at hand which are critical for school improvement as school managers seem not to create an atmosphere of team work and teacher motivation in schools. Most of school managers may use their authority and positions arbitrarily. They do not coach, train or delegate their functions and authority to their staff. It is one thing to talk about the elements of management as planning, organising,

coordinating, controlling, and directing, it is another to perform them legitimately, (Schermerhorn and Wright 2014). The creation of a pacified and united team in schools seems to be non-existent as school managers feel threatened when they delegate their functions and authority to their subordinates. This scenario if left unchecked can be perilous to the achievement of school goals and aims. It can decrease the levels of motivation and performance of staff and, subsequently, of pupils.

1.3 Purpose of the study

The purpose of this study was to analyse the effectiveness of the management skills employed creating a positive school environment in the four (4) selected secondary schools in Lusaka district of Lusaka province for the achievement of educational goals and aims.

1.4 Research objectives

1. To determine the effectiveness of the school management skills in four (4) selected secondary schools of Lusaka district in Lusaka Province of Zambia.
2. To evaluate the implications of the employed management skills on school improvement in four (4) selected secondary schools of Lusaka district in Lusaka Province of Zambia.
3. To suggest ways of improving management skills employed in four (4) selected secondary schools of Lusaka district in Lusaka Province of Zambia.

1.5 Theoretical Framework

This study was guided by Fiedler's Contingency Leadership Effectiveness Theory of 1951 which focusses on how situational variables interact with leader personality and behaviour, (Kendra, 2019). Fiedler believed that leadership style is a reflection of personality (trait-theory orientated) as well as behaviour (behavioural-theory orientated), and that leadership skills like styles are basically constant. Leaders do not change skills and styles; they change the situation. The contingency leadership model is used to determine whether a person's leadership style is task or relationship orientated, and if the situation matches the leader's style to maximise performance.

Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations (Janse, 2019). Truly effective leadership is not just about the qualities of the leader, it is about striking the right balance between behaviours, needs, and context. Good leaders are able to assess the needs of their followers, take stock of the situation, and then adjust their behaviours accordingly (Parker, 2013). Success depends on a number of variables including the leadership style, qualities of the followers and aspects of the situation. All these are the skills that a leader must possess to improve schools.

1.6 Significance of the Study

It is hoped that the findings of the study would contribute to the knowledge gap amongst all the stake holders interested in effectiveness management skills school managers employ in school management of secondary schools of Lusaka district such as the Ministry of Education, Curriculum development specialists, Non-governmental Organizations, education managers and teachers who can help promote the development of school management by fostering recognition of public and private responsibilities and encouraging adherence to the values and principles of school management.

2. LITERATURE REVIEW

2.1 Effective School Management and Leadership

There is a difference between a leader and a manager. A leader will inspire, motivate and influence those around him or her which will drive people to achieve their goals and objectives whilst working towards the bigger picture, (Baltazar et al 2010). On the other hand, a manager will focus on planning, organising and coordinating resources to manage tasks and deliver results, that is, by how much he or she has attained an objective using not only human resources but non-human resources such as money, materials, methods, machines, or time as well.

(Koontz and O'Donnell 2015) as cited by (Baltazar 2011) defined leadership as the art of inducing subordinates to accomplish their assignments with zeal and confidence and the ability to persuade others to seek defined objectives enthusiastically. By studying the characteristics of people who have been considered as leaders, researchers identified the following essential in the making of a leader, intelligence and scholarship; physical traits; personality; social status and experience and task (or work) orientation though there is still need to examine other variables that affect leadership like the environment, the leader's inner qualities, the characteristics and force in the subordinates or followers, and other intangibles such as time.

(Manzanero 2018) stated that to maintain a productive school administrator must know how to be effective in the three areas of management which are leadership, staff development and human relations and the quality of classroom output in a teaching learning process depends partly on the managerial ability and skill of the school administrator. The school therefore, with the school administrator as a leader, should promote contentment among teachers who can be effective and instrumental in providing quality education. He or she should lead his or her teachers to work together in translating the shared goals in functional and valuable experiences for school children because no matter how good one is, he or she cannot do the job by himself or herself, but must create a situation wherein teachers will strive to do all their best. On the other hand, (Burr 2011) looked at the leader's personality, character and competence as key in effective management.

2.2 Managers Leadership Style and Staff mentorship

(Schermerhorn and Wright 2014) viewed the role of the school administrator as the instructional leader and transformational leadership as the style which best meets the needs of all stakeholders in the academic process. This approach advocates a shared leadership in which school administrators, along with faculty and staff, develop a shared vision, using distributed leadership, and building a school culture which is necessary in restructuring efforts. On the other hand, (McEwan 2010) provided also a different perspective of leadership suggesting that there are seven steps to effective instructional leadership: 1.) establish clear instructional goals, 2) be there for your staff 3) Create a school culture and climate conducive to learning, 4.) Communicate the vision and mission of your school, 5.) Set high expectation, 6.) Develop teacher leaders; and 7.) Maintain positive attitudes toward students, staff and parents. (Zapeda 2011) viewed instructional leadership as instructional supervision aligned with classroom observations and professional development for teachers. This cycle process is also used to assess the teachers' performance. As instructional leaders, school leaders should provide opportunities for teachers to work together on the basis of needs linked to what is observed by school leaders in classroom observation. Study groups, learning clusters and mentoring are some of the informal mechanisms for teachers to work together. On the basis of observations, school leaders can identify strengths and weaknesses of teachers, which lead to which teachers can serve as mentors and which teachers need mentors. Opportunities should also be provided for formalized professional development (Zapeda, 2011).

2.3 School Management and School Vision Setting

(Desamito 2010) explained on what it takes to be a leader and leadership consists of these parts: The first is to have a vision or an objectives or a goal. The second is to articulate that goal to other members of your team and to obtain their commitment to objectives. The third is to develop and implement a plan to attain that goal and good leadership is the effect of the careful application of these skills. Setting an example is probably the most important leadership skill. Everyday leaders or school administrators must make decision in order to attain their institution's vision and Mission (Dela Cruz, 2010). Likewise, leadership is earned through building good relationship with people. The formula to success is to know how to get along with people by making every person you meet feel needed, important and appreciated or treat him as the most important person on earth.

What the world needs now is moral leadership and being in power does not make one a leader.

A school manager can make things happen as he or she is a force for moral good, has positive attitude and knows that he or she will triumph in the end because he knows what he is doing, never violates his or her conscious just for expediency because he or she knows what is right and wrong. He or she possesses good talents and his or her track record is outstanding and has the ability to instil confidence in others hence bringing out the best in people and inspires them to achieve their dreams by being self-disciplined and

possesses effective communication skill. A visionary leader lives for a higher purpose and wants others to discover that freedom.

2.4 Effective School Management and Student Performance

Actions of the school manager can have widespread impact on many students. Effective educational leadership makes a difference in improving student learning (Leithwood & Jantzi, 2010; Nettles & Herrington, 2017). While there is evidence that a relationship between manager behavior and student achievement exists, it is unclear which specific manager behaviors contribute to increased student learning. Because causal relationships are unclear, researchers' focus on the direct effect of manager behaviour on student learning has been replaced by a focus on the overall influence manager's behaviour has on student achievement through their interaction with teachers and the school environment (Nettles & Herrington, 2017; Witziers, Bozkers, and Kruger, 2013). (Blasé and Blasé 2011) asserted that effective school leadership must include the manager in the role of the instructional leader. An instructional leader must: give feedback, model effective instruction, solicit opinions, make suggestions, support collaboration, provide professional development opportunities, and give praise for effective teaching. Stakeholder involvement as a descriptor of effective school leadership involves the manager's ability to build leadership capacity in teachers and staff, encourage team focus on school goals, use efficient and flexible organizational skills, and distribute leadership throughout the school (Rea, McLaughlin, and Walther-Thomas, 2013). High expectations for student performance held by the manager are an important component of effective school leadership (Leitner, 2009). Consistently communicating expectations to students has been correlated with increasing student achievement in schools (Leithwood and Jantzi, 2014). Hand in hand with high expectations for students, effective managers also have high expectations for staff, effective school leaders expect teachers to put student achievement before all else and focus time management toward instructional priorities (Nettles and Herrington, 2018). (Fritz and Arthur 2017) referred to this high expectation for performance as collegial influence. Finally, professional development is an area that has been heavily researched and supported in that much of a manager's success comes from the opportunities the manager provides for the staff (Dufour & Berkey, 2019). The leadership of the school manager affects the learning and working environment of students and teachers either positively or negatively (Pepper and Thomas, 2011). The school manager support influences the feelings teachers have about themselves and their work. Teachers characterizing managers as supportive found work more rewarding, enjoyed a more productive and motivating work environment, demonstrated lower turnover rates and experienced lower job-related stress and burn-out (Nettles and Herrington, 2015). Consequently, these factors may have affected how successful their students were. The manager has the power to establish and guide the positive progress of a school and develop and nurture relationships within the school community that impact the overall school climate (Day, 2011). The manager must establish an atmosphere of trust and camaraderie, as opposed to an atmosphere of competition and confrontation. Managers and teachers should interact in such a way that demonstrates mutual respect and caring, a relationship the students will witness and hopefully learn from.

3. METHODOLOGY

3.1 Study Design

The aim of the study was to analyse the effectiveness of management skills school managers employ in managing secondary schools and their impact on staff and learners' academic performance. The study adopted a mixed methods approach which is a combination of quantitative and qualitative data. Exploratory and descriptive designs were as well considered appropriate as they also allowed for more flexible strategies of data collection in order to answer the research questions, (Best and Kahn, 2006). The research design was a descriptive survey, as (Kerlinger in Kombo and Trump, 2006) pointed out that a descriptive study may often result in the formation of important principles of knowledge and solutions to significant problems.

The study incorporated both qualitative and quantitative aspects of research. It was aimed at collecting information from respondents on the effectiveness of management skills on staff as well as learners' academic performance in secondary schools, highlighted factors affecting school management, curriculum implementation, manager-teacher and teacher-pupils engagement in classroom activities. Structured open-

ended interviews were conducted and questionnaires were used to respondents. The internet also supplemented data for the study.

3.2 Research sites

The study was carried out in the four selected secondary schools (Lukasa, Kabunga Girls, Kanana and Noman) in Lusaka district of Lusaka Province from which respondents were also sampled.

3.3 Population, Sample and Sampling procedure

The population for the study was purposefully drawn from the four schools. Purposive sampling procedure was used to select Head teachers (4), Deputy Head teachers (4), Head of departments (28) while the simple random sampling procedure was used to select the teachers (40) and ancillary staff (24), (Agesa,2012). The sample size comprised of 100 respondents. Also, the primary data was complimented by the secondary data which was derived from government policy documents, ministerial reports and relevant literature on the teaching and learning of initial literacy.

In the sampling of institutions, the study adopted the stratified cluster random sampling technique. Sampling was done zone by zone. Schools were clustered by zones. One zone was purposively selected based on highest number of schools. The sampling was done at three levels: Sampling zones and schools- level 1, Sampling learners-level 2, Sampling Head teachers, Deputy Head teachers, Heads of departments, teachers and ancillary staff -level 3.

3.4 Data Analysis

In this research, data was analysed qualitatively as the semi structured interviews and observation schedules were used as data collection instruments. Thematic approach was used, where data analysis started with the categorization of themes from the semi structured interviews and observation schedules Kombo and Tromp (2006). Charts and graphs were used to analyse data. The data gathered was analysed according to the themes of the study, the order of the research objectives. Data generated from the interview guide was analysed manually and also, a combination of software MS Access, SPSS and MS Excel was used to analyse data. Analysis was mainly descriptive, that is, mean, median, mode, range, and standard deviation. Related statistics were applied where possible. Statistical testing took the form of Analysis of Variance (ANOVA), correlation and regression both simple and multiple.

3.5 Ethical Issues

The researcher avoided pressuring respondents to take part in the research. Alternatively, permission consents, assents were obtained from respondents involved in the research and the research topic was strategically selected to ensure that there was no harm whatsoever to the research respondents. In this research, the researcher was fully conscious of the need to abide by the ethical rule of respecting the privacy of individuals taking part in the research. In the same way, all the respondents of the research were to remain unidentified to the public as all their valuable views, opinions and perceptions were only known by the researcher for use only in the research and participant's identities will forever remain hidden.

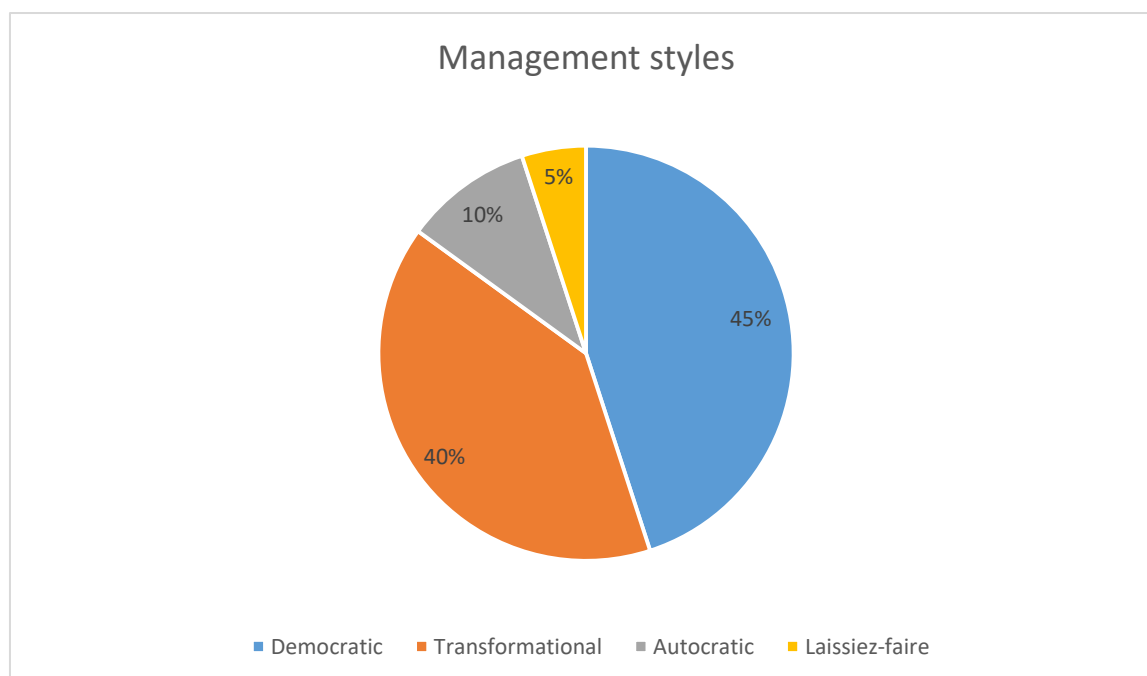
The Researcher got permission from the District Education Board Secretary to interview Head teachers and from the Head teachers to interview Deputy Head teachers, Head of departments, teachers and ancillary staff. The names of respondents would remain anonymous for the sake of confidentiality, (Bergendahl, Magnussson and Bjork, 2015). However, the identity of respondents was concealed in the thesis but for identification in the thesis, the forty teachers were allocated numbers 1 to 40, the twenty eight HODs were allocated ordinal numbers 1st to 28th, the twenty-four ancillary staff were allocated letters A to Z, the four Head teachers were allocated primary colours Blue, Black, Green and Red while the four Deputy Headteachers were allocated names of famous shanty compounds in Lusaka-Bauleni, Mandefu, Kuku and Kabanana.

4. FINDINGS AND DISCUSSIONS

4.1 Employed Management styles in selected schools

According to study results, school managers in the selected secondary schools employed four major management styles; autocratic, democratic, laissez-faire and transformational management leadership styles in the day to day management of schools and this was evidenced by responses from all the respondents in the four selected secondary schools who were asked about the management leadership styles used by their school managers in school management. The highly employed style was Democratic style at 45%, followed by Transformational style at 40%, then Autocratic style at 10% and the least employed was Laissez-faire style at 5%. Their responses were recorded as shown in Figure 1 below:

Figure 1: Employed Management styles in selected schools



The study showed that the most employed management leadership style was Democratic at 45%. This leadership style is also known as participative management as it involves the people being led. Democratic leaders often seek feedback and input from subordinates and also, they encourage conversation and participation in the decision-making process (Parker 2013). This leadership style values collaboration and affirmation of followers and the process focuses on group equality and the free flow of ideas though the lead of the group is there to offer guidance and control (Wadsorth and Facer, 2016). The study showed that the second most employed management leadership style employed by managers in selected secondary schools was transformational management leadership style at 40%. Transformational leadership is a leadership approach that causes change in individuals and social systems (Han 2018). In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. The focus of transformational leadership is transforming others to support each other and the organisation as a whole and the followers of a transformational leader responds by having trust, admiration, loyalty and respect and are more willing to work harder than expected (Fritz and Arthur, 2017).

The study also revealed that school managers employed Autocratic or Authoritarian management leadership style which was at 10% and these leaders often have ultimate authority and power over others and tend to make choices based upon their own ideas alone and do not listen to their team or seek input from others (Bergendahl, Magnusson and Bjork, 2015). The least employed management leadership style is the Laissez-faire style at 5% and laissez-faire leaders have an attitude of trust and reliance on their employees, they don't micromanage or get involved and they don't give too much instruction or guidance. Instead, laissez-faire

leaders let their employees use their creativity, resources and experience to help them meet their goals (Schermerhorn and Wright, 2014).

4.2 Teaching, learning and school management

On pedagogical leadership, almost all Head teachers (99.5%) agreed that it is their responsibility to help teachers teach better in schools and they pointed out that three most important duties of Head teachers were; ensure quality teaching (41.5%), ensure children learning (35.9%) and ensure availability of materials (23%). With regard to leadership style, many Head teachers exercise pedagogical leadership by communicating often with teachers (24.1%), encourage team work among teachers (23.9%) and share Head teacher's knowledge and vision with teachers (19.4%). The top three strategies on how Head teachers assess quality of teaching were classroom observation (29.6%) learners' marks or test results (23.3%) and teachers' performance reviews at 16.2%. This result was consistent with those on how Head teachers identifies teachers that need help, with classroom observation ranking top followed by teacher performance reviews and then learners' marks. Similarly, if a teacher has a problem, a Head teacher mostly discusses the problem area in teacher group meetings (23.8%), observes teacher's class (20%) and sometimes pairs them with a good teacher (16.5%).

4.3 Effectiveness of employed management skills

On the effectiveness of management skills employed by school managers in all the four sampled secondary schools, 20 (20%) out of 100 respondents indicated that school management skills are very effective, 45 (45%) indicated that school management skills are effective, 25 (25%) indicated that school management skills are less effective while 10 (10%) indicated that school management skills are not effective.

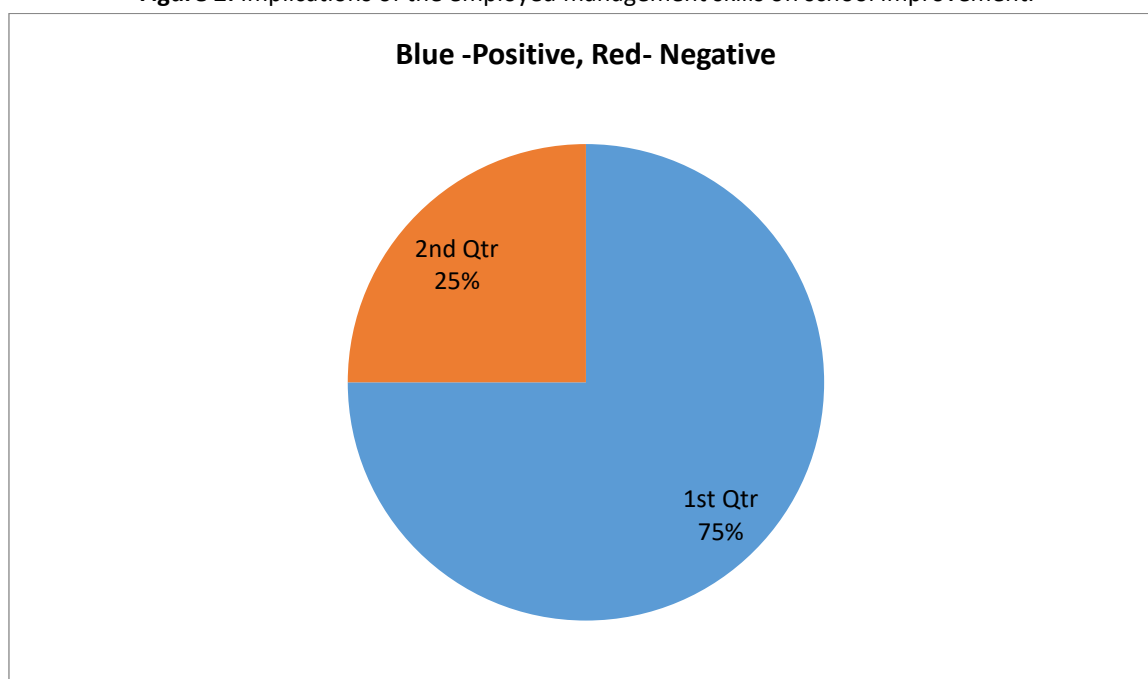
The results of this study revealed that in terms of the impact of the school management skills on teaching and learning, the skills were very effective because (65%) of the respondents from the sampled secondary schools felt that management skills were being implemented correctly. It can be assumed that the bigger percentage of the respondents felt that the management skills employed in the mentioned schools was solution based. One reason from some teachers was that the management skills were being implemented with adequate and appropriate teaching and learning materials. The literature reviewed showed that management skills effectiveness can succeed if it is resourced with good quality management and member of staff materials (Vilma et, al. 2016). Manzanero (2018) supported that as the presence of appropriate management materials such textbooks has been found to have a positive impact on the success of effectiveness in applying managerial skills in schools.

The results of this study indicate that (36%) of the teachers' views are in line with the literature reviewed in this paper that indicated that the following factors are key to successful implementation of effective school management skills. These are adequacy of resources, time, school ethos, professional support, professional adequacy, professional knowledge, professional attitude and interest (Elmore, 2012). Furthermore, Sweetland (2010) argued that for the school management skills to be fully implemented as planned the Ministry of Education should supply schools with adequate resources such as textbooks, teaching aids and stationary in order to enable Head teachers, Heads of Departments and teachers play their role satisfactorily in the curriculum implementation process".

4.4 Implications of the employed management skills on school improvement

Figure 1 below shows that when respondents were asked about the implications of the employed management skills on school improvement at Kanana Secondary, Kabunga Boys', Lukasa Girls and Noman secondary schools, out of 100 respondents, 75 representing (75%) indicated that the employed management skills have positive implications on school improvement whereas 15 (15%) indicated that the employed management skills have negative implications on school improvement.

Figure 2: Implications of the employed management skills on school improvement.



The results of this study revealed that out of 100 respondents, 75 representing (75%) indicated that the employed management skills have positive implications on school improvement whereas 25 (25%) indicated that the employed management skills have negative implications on school improvement.

The majority, 75% indicated that the employed management skills have positive implications on school improvement giving reasons that administrative authority in the selected schools was being decentralized. This decentralization of authority has a positive implication on motivating the members of staff as well as developing a sense of school ownership that leads to inclusive active participation among the members of staff resulting into good quality educational outcomes on the side of members of staff and also on the side of the learners. Employed management skills have a positive significant implication on school improvement. From the literature reviewed, Açıklan (2016) argued that School management skills play an important role in the development and improvement of the whole school system. Problems in the education system can be considered to be related to management problems. It is the manager's duty to develop a positive organizational environment in schools, and the groups in the organisation are responsible for the sustainable transformation. The manager's main tasks include, directing the school resources to organisation's aim in an efficient way and coordinating the educational program to achieve desired objectives. Furthermore, (Parker 2013) also argued that achieving this is based on the effective communication of managers and teachers through the use of effective school management skills.

The minority (25%) indicated that the employed management skills have negative implications on school improvement. This is because they felt that schools are infested with the managers who are ill-trained in terms of administrative skills and as a result the school management skills are employed are based on personal opinions hence resulting in conflicts in the mentioned schools.

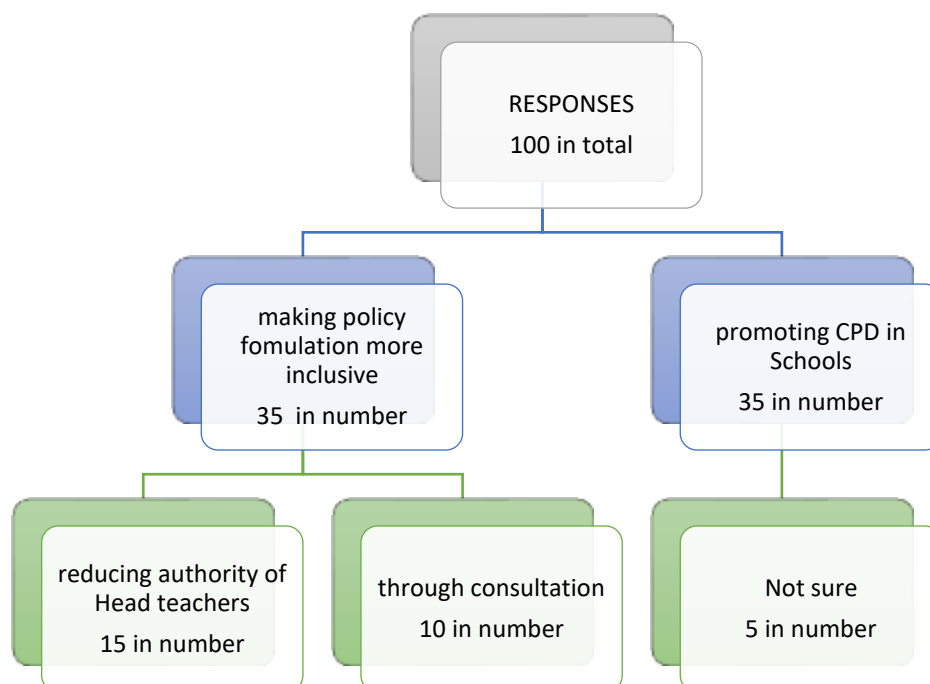
The minority view is in line with what (Han 2018) argues in the literature that the Head as school administrator was seen as perpetrating conflict amongst teachers when he/she exercises unfairness in the allocation/distribution of these resources which in most cases are scarce. This supports who asserts that 30-40% of the School Head's time is spent on preventing or resolving conflict, however, many conflicts find their sources in the Head's leadership skills as the major source of conflict.

4.5 Improvement of management skills employed in secondary schools

Table 2 below that when respondents were asked about what could be done to improve management skills employed in four (4) selected secondary schools out of 100, the following were the responses; 35 (35%) suggested that policy formulation process should be made more inclusive in the sampled schools, 35 (35%)

suggested that Continuous Professional Development programs should be promoted in Schools, 15 (15%) suggested that authority should be reduced on the school central administration, 10 (10%) suggested that through consultations and 5 (5%) were not sure.

Table 1: Improvement of school management skills employed in selected schools



The results of this study revealed that when respondents were asked about what could be done to improve management skills employed in four (4) selected secondary schools, out of 100, 35 (35%) suggested that policy formulation process should be made more inclusive in the named schools (Fritz and Arthur, 2017), 35 (35%) suggested that Continuous Professional Development programs should be promoted in Schools, 15 (15%) suggested that authority should be reduced on the school central administration (Bergendahl, Magnusson and Bjork 2015), 10 (10%) suggested that through consultations and 5 (5%) were not sure. The respondents felt that the stated suggestions can improve school management skills in the four (4) selected schools because according to them the administrative offices in the named schools lacked adequate knowledge and skills for running the schools. When it came to the 5 respondents who were not sure, the reason could be fear of expressing themselves for unknown reasons. On the whole, it the study revealed that to increase leaders' influence in schools, leaders needed to play a more effective role in instructional leadership by monitoring and evaluating teacher performance, conducting and arranging for mentoring and coaching, planning teacher professional development and orchestrating teamwork and collaborative learning (Schermerhorn and Wright, 2014).

5. CONCLUSION

The actions of school managers impact school capacity and may either enhance or diminish learners' achievement. School capacity is defined as the collective power of a school staff to raise learners' achievement and the effective educational manager is one who has the ability to develop a school's capacity to enhance learners' learning through the motivation of teachers, staff and learners and such leadership is determined by the followers, not the leaders. School managers who build school capacity through an effective leadership style may influence learners' performance through teachers. However, the school manager must develop the capacity to work with staff to focus on curriculum, instruction and learner learning gains and the perception of the school manager is often as a person who manages a school and not as a person who is an instructional leader. The school manager's daily activities and decisions reflect the pervasive focus and style of the school's leadership. A teacher-focused leader works toward the development of school capacity which builds upon positive teacher capacity with the end results increasing learner achievement.

The causation of the complication of management is based on people and school management plays an important role in the development and improvement of the whole school system as problems in the education system can be considered to be related to management problems. It is the manager's duty to develop a positive organizational environment in schools, and the groups in the organisation are responsible for the sustainable transformation. The manager's main tasks include, directing the school resources to organisation's aim in an efficient way and coordinating the educational program to achieve desired objectives. Moreover, achieving this is based on the effective communication of managers and teachers and managing the school really needs certain leadership skills and styles in order for the school administrators to become efficient and effective. Furthermore, in an era of rapid-educational change, the school management of today is faced with problems of such magnitude and diversity as to stagger the imagination of teachers' excessive tardiness, conflicts, laissez faire attitude, absenteeism, delay of submission of reports, increased learner drop-out and failure rate, vandalism and the like. No longer will such school management rule with dictatorial power or adopt rules and regulations that encompass nearly every facet of the teachers' professional and personal life. Teachers and learners are demanding voices in the operation of the school and are ready, willing and able to take to the street to emphasize their satisfaction or dissatisfaction.

6. RECOMMENDATIONS

- School managers should ensure that policy formulation process is made more inclusive in the all the secondary schools,
- School managers should ensure that Continuous Professional Development programs are promoted in Schools in order to enable both teaching and non-teaching staff and administrators acquire new management skills required for effective school management.
- School managers should ensure that authority is reduced on the school central administration in order to make administrative powers more decentralized in the schools.
- School managers should make it mandatory for decisions to be made on staff consultation basis in order to come up with collective decisions.
- All members of staff ; Head teachers, HODs, teachers and ancillary staff have to understand the rational for change. This is because some members of staff showed that they had no choice of accepting or rejecting the decision made by their managers in the named selected schools.

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