

**Investigating How Management of Secondary Schools Affect Students'  
Performance at MSCE: A Case of Catholic Grant-Aided Secondary Schools in the  
Northern Education Division**

By

**Omega Mercy Chisambiro**

A thesis submitted to the Faculty of Education in partial fulfilment of the requirements for the degree of  
Master of Education in Leadership and Management /Teacher Education

At

Mzuzu University

August, 2023

## **DECLARATION**

I declare that this research study is my original work and has not been presented in any other University or institution for certification. The references used in the study have been duly acknowledged.

Signature .....

Date .....

Supervisor's signature .....

Date .....

## **ACKNOWLEDGEMENTS**

First and foremost, I would like to thank God, who has been faithful throughout my life and who made it possible for me to finish this research work. To him alone belong all the praise and honour.

I am grateful to so many people who helped me and supported me throughout this study. I would like to thank the following:

Mr E. C Sangoma, my supervisor, encouraged and guided me throughout the study.

My Mum, Mrs E.W Chisambiro, for all the financial and material support towards my schooling. You are dearly loved.

My brothers Eliah, Samson & Samuel Chisambiro and my sister Grace for all your support and encouragement and for believing in me.

## **DEDICATION**

I dedicate this piece of work to my dear mother, Mrs E.W. Chisambiro who has never gotten tired of supporting me and encouraging me to further my studies. May God keep you and bless you. You are dearly loved, Mum.

## **ABSTRACT**

*The study investigated how management styles of Catholic grant-aided secondary schools affect the performance of students at the Malawi School Certificate of Education examinations (MSCE). Guided by the systems theory specifically the notion that inputs in a system affect the output, data was collected using unstructured interviews with head teachers and deputy head teachers, performance reports for the schools at the national level, and focus group discussions of heads of departments. The study revealed that with all factors being equal, performance in Catholic grant-aided schools is not uniform. The schools uses different management styles and that though there are similarities in how the schools enhance student performance the extent to which these are applied is greatly affected by the type of management at the school. The study also revealed that management practices that are adopted by schools are different with only few that are common and that the schools that are doing well have gone an extra mile to motivate teachers and learners in order to achieve quality performance at MSCE. Management styles affect personnel motivation, how different resources are utilized across schools, and this has affected student achievement.*

*The research recommends that the church and the government should work together to motivate teachers and train school management teams. The study is very important as it will help different schools with knowledge of good management styles and practices that can be applied to improve student performance.*

## **LIST OF ACRONYMS AND ABBREVIATIONS**

BoG	Board of Governors
DHT-A	Deputy Head Teacher School A
DHT-B	Deputy Head Teacher School B
DHT-C	Deputy Head Teacher School C
GST	General Systems Theory
HOD-A	Heads of Department School A
HOD-B	Heads of Department School B
HOD-C	Heads of Department School C
HT-A	Head Teacher School A
HT-B	Head Teacher School B
HT-C	Head Teacher School C
MANEB	Malawi National Examinations Board
MBE	Management by Exception
MBO	Management by Objectives
MBWA	Management by Walking Around
MOEST	Ministry of Education Science and Technology
MSCE	Malawi School Certificate of Education
NED	Northern Education Division
OIEC	International Office of Catholic Education
OST	Open Systems Theory
PTA	Parent-Teacher Association
VSA	Viable Systems Approach

VSM

Viable Systems Model

# TABLE OF CONTENTS

DECLARATION .....	
ACKNOWLEDGEMENTS.....	ii
DEDICATION .....	iii
ABSTRACT.....	iv
LIST OF ACRONYMS AND ABBREVIATIONS .....	v
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi
LIST OF APPENDICES .....	xii
CHAPTER ONE .....	1
1.0 Chapter Overview .....	1
1.1 Background of the Study.....	1
1.2 Research Problem .....	5
1.3 Aim of the Study.....	6
1.4 Rationale .....	7
1.5 General Objective .....	7
1.5.1 Specific Objectives .....	7
1.6 Significance of the Study.....	7
1.7 Theoretical Framework.....	8
1.7.1 A School as a System.....	10
1.8 Delimitations .....	12
Conclusion.....	12
Operational Definitions of Terms.....	13
CHAPTER TWO .....	14
LITERATURE REVIEW .....	14
2.0 Chapter Overview .....	14
2.1 Background of Catholic Education.....	14
2.2 Approaches or styles to Organisational Management .....	15
2.2.1 Classical Approach (Taylor, Fayol, Urwick, Mooney, Reiley & Brech).....	15
2.2.2 The Human Relations Approach .....	16
2.2.3 Systems Approach.....	17
2.2.4 Contingency Approach.....	17
2.3 Organisational Management .....	18



2.3.1 Management By Exception (MBE) .....	19
2.3.2 Management by Objectives (MBO).....	20
2.3.3 Management By Walking Around (MBWA) .....	20
2.4 Management of Organization .....	21
2.5 Education Management practices .....	23
2.5.1 Education Planning .....	24
2.5.2 Education Directing.....	25
2.5.3 Controlling.....	26
2.5.4 Evaluating.....	27
2.6 Management Structures .....	28
2.7 Performance of Students in Schools.....	30
2.7.1 Results Competencies and Management .....	30
2.7.2 Objective Achievement Strategies.....	31
2.7.3 Performance Model .....	33
2.8 Discipline as an Art of Achievement .....	35
Conclusion.....	37
CHAPTER THREE .....	38
RESEARCH METHODOLOGY .....	38
3.0 Chapter Overview .....	38
3.1 Research Paradigm .....	38
3.2 Research Approach .....	38
3.3 Research Design.....	39
3.4 Setting .....	39
3.5 Sample Size and Population .....	40
3.6 Sampling Techniques .....	40
3.7 Data Collection Methods .....	40
3.8 Data Analytical Techniques.....	42
3.9 Trustworthiness .....	43
3.10 Ethical Considerations.....	45
3.11 Data Management .....	46
CONCLUSION.....	47
CHAPTER FOUR .....	48
DATA PRESENTATION, INTERPRETATION, AND DISCUSSION OF FINDINGS .....	48
4.0 Chapter Overview .....	48
4.1 Demographic Information.....	49
4.2 Investigating Management Styles Used by the Head Teachers.....	50

4.2.1	Knowledge of Education Management.....	51
4.2.2	Decentralized Authority.....	56
4.2.3	Unity of Command.....	59
4.2.4	Management by Walking Around.....	61
4.3.	Exploring Management practices used by the Head Teachers.....	63
4.3.1	Motivational Factors.....	63
4.3.2	School Culture.....	69
4.3.3	Vibrant Peer Teaching.....	69
4.3.4	Enforcement of Discipline.....	70
4.4	To investigate how student performance at MSCE is enhanced in the Catholic grant aided secondary schools.....	73
4.4.1	Goal Setting.....	73
4.4.2	A competitive Academic Environment.....	75
CHAPTER FIVE.....		81
SUMMARY OF THE FINDINGS, RECOMMENDATIONS AND CONCLUSION.....		81
5.0	Chapter Overview.....	81
5.1	Summary of Findings.....	81
5.2	Implications of the Study.....	83
5.3	Area of Further Research.....	84
5.5	Conclusion.....	84
5.4	Recommendations.....	85
REFERENCES:.....		86
APPENDICES.....		101

## LIST OF TABLES

Table 2.1:School Management Structure.....	29
Table 4.1:Demographic Information of Respondents.....	49
Table 4.2:School Performance Summary for five years .....	78

## LIST OF FIGURES

Figure 1.1: School as a System .....	11
Figure 4.1: School Unity of Command.....	60

## **LIST OF APPENDICES**

APPENDIX 1 Head Teacher Interview Guide .....	101
APPENDIX 2. Deputy Head Teacher Interview Guide.....	102
APPENDIX 3. Head of Department Focus Group Discussion Guide .....	103
APPENDIX 4. Request Letter for Northern Education Division .....	104
APPENDIX 5. Request Letter for Schools .....	106
APPENDIX 6. Introduction letter.....	106
APPENDIX 7. Research Ethics and Regulatory Approval Permit.....	107

# CHAPTER ONE

## 1.0 Chapter Overview

This chapter presents the background to the study, the problem statement, the objectives of the study, the rationale of the study, the significance, the theoretical framework, the scope of the study, delimitations of the study and operational definitions and abbreviations.

## 1.1 Background of the Study

Education in Malawi was introduced and dominated by Christian missions such as Presbyterian, Evangelical, Anglican and Catholic. Malawi's present formal education was born out of the works of missionaries notably by Robert Laws of the Free church of Scotland who opened the first school at Cape Maclear in 1875 (Galimoto, 2008). In recognition of the missionary work the colonial government introduced a grant-aided system. Then in 1926, the government established the Department of Education which coordinated all missionary education activities. The first secondary school was opened in 1941 by the Protestant churches, and the curriculum was English-based (Chirwa & Naidoo, 2014). Even though faith-based education is generally not granted much attention in global education discourse, its contribution to various education systems is immense in societies where education provision to the masses is dependent on educational partnerships. Faith-based education remains one of the most reliable forms of education provision (Carmody, 2004). Catholic schooling globally takes the pinnacle position of providing two missions, namely academic mission and religious mission. Through religious missions, Catholic schools, primarily have a function of providing a form of education through which the essential doctrines and devotions of Catholicism are transmitted to learners in schools. The provision of this is non-negotiable. The academic mission implies the great effort such schools make to remain places of high academic achievement (Grace,

2002). In Malawi, the Catholic Church owns 30% of secondary schools. Many people in the country view Catholic schools as having an authoritarian type of management. This is concurred by Grace (2002), who argues that there is a misperception based upon outdated but still tenacious images of traditional Catholic schooling as a process of authoritarian indoctrination rather than a process of education. Catholic schools in Malawi have set their standards of academic excellence and this is also true in most countries. Today catholic schools are increasingly popular not only because of the good academic results they often achieve but also a growing view by parents that a Catholic school might help their children to develop the self-discipline, moral resilience and spiritual maturity needed in surviving exposure as young adults to the winds of secularism and materialism in our society (Grace, 2002). In education culture and discourse in which improvement, quality assurance, stakeholder confidence, success, effectiveness and excellence are dominant categories for the making of public judgments. Catholic schools have moved from a previously marginal position to a current centre-stage position of public and official endorsement (Carmody, 2004).

The purpose of secondary education in Malawi is to provide students with the knowledge, appropriate skills, values, and attitudes to enable them to earn a living, promote personal development, contribute to national development and pursue tertiary and higher education. (Ministry of Education Science and Technology, 2013). Secondary education in Malawi comprises four years with two national examinations. Even though the new and current curriculum emphasizes the use of continuous assessments to grade student achievement; performance at national examinations administered by the Malawi National Examination Board (MANEB) is used to separate those that are successful after four years from those that are not successful. It is the final assessment by MANEB that informs future teaching and learning and builds students' confidence in their ability to learn. Stakeholders, head teachers,

teachers, and students use this assessment information to make improvements in students learning (ESA, 2019).

Education management is usually borrowed from organizational management in general. Education management is a process of acquiring and allocating resources for the achievement of predetermined educational goals (Kimani, 2011). It involves the processes of planning, organizing, directing, and controlling the activities of the school by making good use of financial, material, and human resources to effectively and efficiently accomplish the teaching function and enhance student performance and achievement of goals. Education management takes on different styles that are also borrowed from organizational management. The styles include classical management, human relations management, systems management, and contingency management. The management practices that managers use also vary. They include Management by Walking Around (MBWA), Management by Exception (MBE), and Management by Objectives (MBO).

Education management and school improvement is always considered as being very important as far as improvement of students is concerned. Education and learning institutions needs to be well managed in order to meet the satisfaction of students and help them achieve quality performance. To improve students performance the management of the school has to make sure that students are provided with a conducive learning environment and this calls for improvements in schools where all resources for learning are available and accessible. School management has to make this happen as students performance at MSCE has been one of the concerns by education stake holders in the country. It is the duty of school management to make sure that the learning environment fosters student achievements and goal fulfillment (Luhanga et al. 2003).



Most school leaders and managers have tried to make it a point that their schools should produce good results at the national level and that a good number of their students are admitted into public universities. How schools perform in national examinations is attributed to so many factors, leading to some schools being deemed as performers and others underperformers.

Excellent academic performance is attributed to many factors which also relate to the management styles used. Education is not just about getting through school. The performance of students in national examinations is what counts (Tukula, 2018). Education pathway analysis and general school performance help to identify managerial gaps and motivational backlashes faced by teachers whose output is evidenced when students write national examinations.

In Malawian schools, managerial disparities start to show up early in secondary schools. According to 2013 Data, children from catholic and grant-aided schools perform outstandingly well in national examinations compared to those in other schools which are characterized by poor funding and lots of managerial disparities (MoEST, 2013).

In recent years, wealth-based disparities in performance rates have narrowed in many secondary schools and it shows that many students can attain and do well in secondary school education. However, the problem that is so glaring is the general performance of students in national examinations as it has manifested that students from well-managed schools (usually catholic and some grant-aided schools) tend to do well in national examinations (Usi, 2018).

The performance gap continues to widen at the start of senior secondary education and becomes clear at the school certificate of education examination results as greater proportions of students from catholic and some grant-aided secondary schools perform well compared to students from other schools. The secondary education handbook by MoEST (2013) stipulates that quality learning produces quality results at national examinations. But for quality learning to take

place, there must be quality teaching among other factors. Quality teaching happens if there is effective management of the institution. Apart from effective management a higher percentage of trained teachers leads to higher quality of education as it is assumed that trained teachers can transmit knowledge effectively (African Union, 2016).

Teamwork and school management have a symbiotic relationship. Schools as organizations, require leaders to motivate direct and drive teachers as well as administrative personnel to move the schools forward. A good management style develops and guides teachers and administrative personnel and can result in lower costs for the organization (Oster, 2012). A high level of job satisfaction among teachers and administrative personnel leads to a high level of productivity and consequently results in a good performance in national examinations.

According to Oster (2012), teamwork and good management style have become essential elements in the success of any school. He maintains that schools can reach their goals when they have inspiring leaders, well-qualified teachers, and well-defined goals or missions.

## **1.2 Research Problem**

Education was brought by missionaries and was later supported by the government by providing grants. The Catholic Church has proved to be a dependable and reliable partner to various governments globally in terms of education provision through Catholic institutes at all education levels. The education they provide is also of a high standard (Hambulo & Higgs, 2019). The role that the Catholic Church has demonstrated for the past decades offers a distinct perspective and approach toward education management systems for the production of desirable outcomes.

Good management style is increasingly gaining popularity in schools and hence plays a key role in achieving better school performance. This is because it has an impact on the motivation

levels and capabilities of teachers as well as the school environment, Phalane (2012). A good management style is likely to produce good results and can maximize learner's ability to understand concepts and finally, this potentially result into good performance in the national examinations.

The performance of students at national examinations has remained unsatisfactory over the past five years (MoEST, 2015). Although this is the case, some Catholic secondary schools have been dominating and have had high performance of students at national examinations in both quality and quantity with an over 75% chance of these proceeding to public universities (Malawi Institute of Education, 2013). However, little is known as to why such is the case. Although the argument has always been the calibre of students that go to these schools; Catholic grant-aided secondary schools receive the very same calibre of students and the very same funding from the government but within Catholic grant-aided secondary schools there have been variations in terms of performance. There is a need for this particular study to unravel factors that contribute to these variations in the performance of Catholic grant-aided schools. Are the factors attributed to management and leadership or the nature of students or the nature of examinations? It is also worth noting that the administration of national examinations is universal and uniform. Therefore, persistent and consistent variations within Catholic grant-aided secondary schools prompt this study to investigate the styles of management that are exercised in different Catholic grant-aided secondary schools.

### **1.3 Aim of the Study**

The aim of the study was to investigate how management styles of grant aided secondary schools affect student performance. The schools targeted were the schools found in the Northern Education Divison (NED).

## **1.4 Rationale**

The 2017 SACMEQ research showed that Malawi lags behind its regional neighbours in student attainment in various areas. The majority of schools fail to produce good results at national examinations. The researcher was prompted to investigate how Catholic schools are managed and how these management styles affect the performance of the students in the schools at the national level. Management styles outline the best ways to meet goals and objectives of institutions. Incorporating the best management styles in education can continuously improve the performance of students. Though that is the case, a lot of research on educational management omits its impact on students' performance (Donkor et al., 2023). Hence the researcher investigated how management styles differ among Catholic grant aided schools and how the differences affect students performance with all other factors being equal.

## **1.5 General Objective**

The general objective of the paper was to investigate the various school management styles used in catholic grant-aided schools and how the management styles affect students' performance in the national examinations.

### **1.5.1 Specific Objectives**

1. To investigate management styles used by Catholic grant-aided secondary school managers.
2. To explore the management practices used by the head teachers to create organizational awareness and objective attainment for teachers and students.
3. To investigate how student performance at MSCE is enhanced in Catholic grant-aided secondary schools.

## **1.6 Significance of the Study**

The study will benefit a lot of schools especially those that are not doing very well in terms of attainment of quality education by their students. The results of the study will potentially be an eye-opener to education managers and other stakeholders as they will get ideas on how to lead and manage their respective institutions and divisions to achieve good results. This will help the youthful population in capital development and help in achieving the Malawi 2063 vision.

The study will also help stakeholders to know the right investments that should be made in education to achieve its desired outcomes as stipulated in the national education curriculum.

The right investment in education is key for Malawi to develop as a country and if academic excellence is to be achieved, Malawi can be assured of achieving its 2063 vision.

### **1.7 Theoretical Framework**

The research project was guided by the systems theory in management. The theory stems from the general systems theory proposed by Ludwig Von Bertalanffy in 1956. A system may be described as a complex of interacting components together with the relationships among them that permit the identification of a boundary-maintaining entity or process (Laszlo & Krippner, 2018). Meadow (2008) defines systems as a set of things (people, cells, and molecules) interconnected in such a way that they produce their pattern of behaviour over time. The system may be buffeted, constricted, triggered, or driven by outside forces. However, the system's response to these forces is a characteristic of itself and that response is seldom simple in the real world. In other words, the way a system is organized has a lot to do with behaviour, the way a system works. The system largely causes its behaviour.

The problem researched, was the management styles of Catholic grant-aided secondary schools and how they affect students' academic performance. In line with the systems theory, a school is viewed as a system in which management decisions like teams to be formed, rules and regulations, teaching and learning schedules, and allocation of resources interact and are

processed to give the desired output, which is the academic performance of the school. How these are applied differs from school to school. The research aimed at analyzing how plans and inputs are processed into desired outputs in Catholic schools.

The general system theory (GST) by Ludwig Von Bertalanffy describes a system as a complex of interacting elements. Many approaches were developed from the GST, which are open systems theory (OST), viable systems model (VSM), and viable systems approach (VSA). OST focuses on relationships between an organization and its environment.

This deals with how the organization adapts to changes happening in its environment. VSM views a system as an entity that is adaptable to survive in its changing environment (Mele, 2010). In organizations, VSM focuses on conceptual tools for understanding the organization of systems to redesign them through:

- Change of management
- Understanding the organization as an integrated whole
- Evaluating the essential functions of implementation, coordination, control intelligence, and policy, (Christopher 2007)

VSA focuses on subsystems and supra systems. Sub-systems focus on the analysis of relationships among the enterprise's internal components. Supra systems focus on connections between enterprises and other influencing systematic entities in their context, Barile, (2008).

Education management is the complex process of planning, organizing, directing, and controlling the activities of an institution by utilizing human and material resources to effectively and efficiently accomplish functions of teaching, extension work, and research. It is also defined as the process of acquiring and allocating resources for the achievement of predetermined educational goals (Kimani, 2011). It is within this background that performance

is spotted out of education management. Furthermore, it is practically impossible to achieve the objective of this research without imaging the rooted understanding of management theories.

### 1.7.1 A School as a System

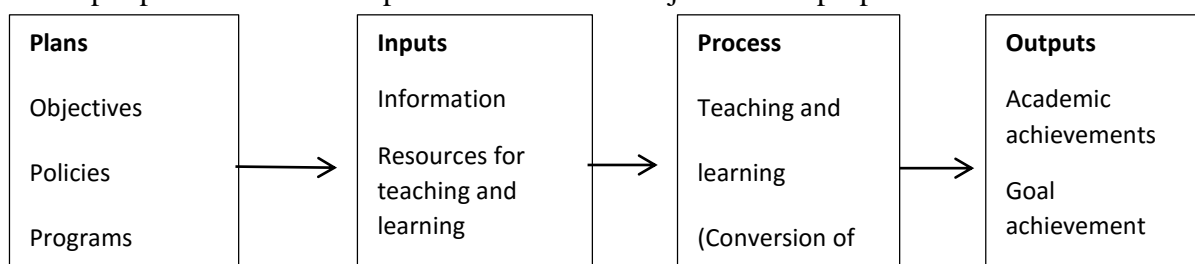
In the education setting, there are relationships and interdependencies. Benathy, (1989) identifies four sub-systems in education, which are:

- The learning experience: the cognitive information processing of the learner
- The instructional system: the production of the environment or opportunities for learners to learn by the school management (teachers and instructional designers)
- The administration system: decision making of resources allocation by administrators based on instructional need and governance input
- The governance sub-system: the production of policies that provide direction and resources for the education enterprise to meet the needs of owners

All these can be summarized that a school is a system and some interactions take place within it. A school as an organization is taken as a whole and as a component of a larger environment. That is why any part of schools' activities and decisions affects all the other parts. A school as a system has three significant parts:

- It is goal-oriented and has a purpose or objective to be attained
- There is a necessary arrangement of components
- Inputs of information, material, and other resources are allocated for processing as

per plan so that the output can achieve the objective and purpose of the school



### **Figure 1.1: School as a System**

Narrowing down the broader concept of management, it is logically comprehensive to deduce education management from the same. Education management has three major fields of study, which are human resources, learning/material resources, and facility and finance resources (Surya, 2011). In other words, the available human resource, learning, and financial resources determine the attainment of the set objectives. These determinants are taken as inputs that are necessary for every school in preparing the learner to attain academic goals. In extension, education management does not divert from the concepts of planning, implementing, and controlling. How management allocates finance and material resources as well as human resource differs from school to school and the same may be attributed to the variations that are seen in the output produced.

A school manager plans programs, schedules objectives that have to be executed by the staff members, and monitors and evaluates them. Due to this, the performance of the learners within the school setting necessitates and validates the outcomes of the evaluation exercise (Ribbins, 2007). It is equally inferential that the systems theory marries both the basic management functions of the school and the pivotal elements of education management. However, how a manager achieves this is dependent on the management style adopted, and that automatically affects the outcomes of the institution.



## **1.8 Delimitations**

The study focused on boys grant-aided Catholic secondary schools only, and it focused only on the schools found in the northern education division. There are so many factors that affect students performance however, the researcher only looked at how management styles affect students' performance. The other factors were kept constant as the nature of schools researched on is the same.

## **Conclusion**

In conclusion this chapter has given the background information on the origin of grant aided secondary schools, general management of education institutions and performance expectations of schools. The chapter has also presented the main research problem and the objectives that guided the research as well as the theoretical framework that was used to explain the phenomena. Different operational definitions of terms have been given as well.

## **Operational Definitions of Terms**

**Academic management:** is an integral sub category of management it focuses on students and teachers and on supporting learning activities and modalities.

**Academic performance:** is the extent to which a student has attained short or long term educational goals.

**Education management:** this is the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research.

**Management style:** this is a way in which a manager works to fulfill their management goals, it includes the way a manager plans, organizes, makes decisions, delegates and manages their staff.

**Motivation:** these are steps managers can take to inspire their teams to achieve more and support their work place experience.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Chapter Overview**

This chapter provides an overview of the relevant literature concerning education management styles, practices that are incorporated into institutional management and how these practices differ. It also reviews different performance models and how they push learners to learn.

#### **2.1 Background of Catholic Education**

The White Fathers of the Catholic Church opened their first secondary school in Zomba in 1942. In Malawi, the Catholic Church owns about 30% of secondary schools. Globally, the Catholic Church offers secondary education to 19.4 million children of which 5.4 million are in Africa (Grace & Wodon, 2021)

There is a general perception in the literature that Catholic schools may perform better than public schools as measured through student performance on standardized tests (OIEC, 2020; Hambulo & Higgs, 2019). The perception of quality among Catholic schools is based in large part on pioneering studies done in the United States of America. Many other studies also suggest positive effects, which may be related to the values practised by the schools in terms of good school management. Whether Catholic schools themselves perform better than other types of schools remains debated and a few studies suggest that this may not be the case. It is a fact that in many countries there is a strong demand from parents for a Catholic education due to the beliefs and views held by the communities that catholic schools comparatively produce high-quality education and that their schools are strict on disciplining students.

The African continent as a whole, can boast of the greatest contribution made by the Catholic Church. The Catholic education system has remained a system that has survived political and economic turmoil and still offers skills and hope to millions of Africans. The Catholic Church is an education expert; one cannot conceive of the traditions of education in the world today without acknowledging the indispensable role that the Catholic Church has played in its emergence (Wodon & Ying, 2009). Nolan and John (2009), argue that the Catholic education tradition is both rich and varied. It is a living tradition that continues not only as a body of work but also as a way of doing things, the outcome of centuries of experience, prayer, action, and critical reflection.

## **2.2 Approaches or styles to Organisational Management**

There are four approaches to management and these are classical approach, the human relations approach, the systems approach and the contingency approach.

### **2.2.1 Classical Approach (Taylor, Fayol, Urwick, Mooney, Reiley & Brech)**

Places emphasis on the planning work, the technical requirements of the organization principles of management and the assumption of rational and logical behaviour. Attention is given to the division of work, clear definition of duties and responsibilities and maintaining specialization and coordination. Emphasis is on the hierarchy of management of formal organization relationships (Mullin, 2005; Sindhu, 2012; Hoy & Miskel, 2013). It says that efficiency can be improved by improving the organizational structure. Rules and regulations are followed that give solutions to common problems of organizational management.

This approach has been criticized for putting too much emphasis on organizational needs and neglecting human needs. It emphasizes the authoritative operational roles of management. Critics note that too much dependency on the authoritative operation of the management demotivates the working force.

Classical style of management is also applied in the education set up. It is seen in schools that enforces rules and regulations as a means of controlling as well as disciplining both teachers and learners. This management styles focuses much on rewards and punishmenets and it is built on the fact that money can be used to motivate people to work hard and achieve the vision and goals of the school. It also focuses on the use of money to win over trust and friendship. This type of management is likely to affect the school's teaching and learning environment and can affect the performance of schools as too much restrictions lead to high indiscipline cases. Likely, some Catholic grant aided secondary schools have adopted this type of management so us to instill discipline among its learners and motivate their staff members and in so doing enhancing the performance of students.

### **2.2.2 The Human Relations Approach**

Elton Mayo's Hawthorne experiments also provide a centrepiece for the emergence of the notion of management. Mayo's approach provides an understanding of people's psychological and social needs at work as well as improving the process of management. Informal relationships at work are important, and the work environment itself is equally important as it has an impact on how workers perform their specific tasks (Mullin, 2005; Sindhu, 2012; Hoy & Miskel, 2013).

Unlike the classical theories of management, which believed in aligning tasks to wages, the human relations approach advocates for the autonomy of workers and creates a work environment that is motivating. Looking at the school setting, the interaction aspect between learners and teachers, teachers and administration, and learners and administration needs to be scrutinised to test if they affect the outcome of the institution. This research will narrowly evaluate the impact of informal relationships in secondary schools and their correlation to the

outcomes of the institution and in this case the overall performance of students at MSCE in the Catholic grant aided secondary schools.

### **2.2.3 Systems Approach**

This blends the classical approach to management and the human relations approach to management. Organizations are seen as systems that are either open or closed and they can be affected by the environment (Mullin, 2005; Hoy & Miskel, 2013). In a school setting, this notion can be observed through the roles played by other informal stakeholders i.e., Parent-Teacher Association (PTA). The performance of the students is affected by family size and income, positive associations, involvement in co-curricular activities and administration strategies (Daniyal, et al. 2011).

### **2.2.4 Contingency Approach**

It highlights possible means of differentiating between alternative forms or organization structures and systems management. That is the structure of the organization and its success are dependent upon the nature of the tasks with which it is designed to deal and the nature of environmental influences. It implies that the organization should not seek to suggest the best way to structure or manage the organization but should provide insights into the situational and contextual factors which influence management decisions (Mullin, 2005; Sindhu, 2012; Bush, 2008).

Contingency style of management in schools sees to it that schools are not run based on one type of management. This type is situational as decisions are made based on the situation that is on the ground. This type of management in schools promotes flexibility and it avoids a situations of traditional ways of doing things at the school. This forces both teachers and learners to work hard and achieve quality performance. Catholic grant aided schools are likely to differ on the type of management style adopted. The study scrutinized the application of such a type of

school management and if it has an effect on levels of student and teacher motivation, teaching and learning environment and the performance of students in the schools.

### **2.3 Organisational Management**

Management of an organisation should focus on releasing potential in its workforce. It should strive on gaining commitment and support from them. This can be done by providing an environment in which workers should grow and develop as individuals. School management should focus on teacher and student motivation to gain support and commitment. Bush & Moloji, (2003) argue that teacher motivation influences classroom practice and both of these influence student's beliefs and attitudes thus teacher motivation level can enhance or weaken student performance. MIE, (2013) argues that motivating and leading which deals with creating an enabling environment and giving direction to teachers and support staff to effectively carry out their responsibilities is one of the good aspects of good school management. How the school management carries out their managerial duties will have an impact on the motivational levels of teachers, support staff as well as students. Management practices will either make or break a school and hinder it from producing results. Glewee & Muralidharan, (2015) argues that it is possible for similar schools with students from similar backgrounds to achieve similar educational outcomes but with different levels of resources. This raises questions about school efficiency, first whether schools have the basic resources and infrastructure to function effectively and efficiently and second the extent to which resources are used efficiently to improve quality and increase learning outcomes. A robust school management system or practices can help with the mismanagement of resources and ensure teacher and student motivation. A question of disparities in performance is a result of management practices that creates a conducive environment for teaching and learning or not. Educational management practices may follow the following model:

### **2.3.1 Management By Exception (MBE)**

This is an employee empowerment and management practice, policy, or philosophy where managers intervene only when an employee fails to meet performance standards or when things go wrong (Mullins, 2005). Kushwasha & Hasija, (2019) identify two types of management by exception, which are:

#### ***2.3.1.1 Management By Exception Active (MBEA)***

A manager keeps check on the performance of his workforce and directs when needed. The manager ensures task achievement with full efficiency and effectiveness. The management team focuses on deviations and errors.

In MBEA, the manager concentrates on errors but helps employees in dealing with errors. The manager keeps reminding the workers of their failures to boost them for achieving and set standards. Management adjusts actions to situations, thereby taking corrective actions which sometimes prove to be negative but the approach is effective in the long run. In an education setup, evaluating teacher performance enables management to see where there are errors, and teachers are reminded of previous performances that were not good to push them to do more in their subject area. MBEA when applied in education can be effective but it depends on how the school head teachers communicate with all staff members. Relationships among members of staff in the researched schools differ and this has an impact on how correction of errors are seen and are adopted. This in the end has an impact on the performance of students.

#### ***2.3.1.2 Management By Exception Passive (MBEP)***

Managers wait for mistakes to happen and then take action. It is a reactive approach. In this approach, the management punishes an employee for the discrepancies. MBEP is the putting-out-fire approach. The relationship is quite negative in nature as the management gives feedback only when mistakes occur. In education, this is mostly applied to students on an



almost daily basis where punishments are administered when the students fail to perform some tasks or fail to meet some standards as set by the school. Punishments are given to put behaviour into place and to make sure that focus is on the teaching and learning process but it usually develops a negative attitude in students toward their school and in so doing they get demotivated and sometimes they lead to a lot of indiscipline among learners.

### **2.3.2 Management by Objectives (MBO)**

Management by objectives describes a style or a system of management which attempts to relate organizational goals to individual performance and development through the involvement of all levels of management (Mullins, 2005). It involves setting objectives and targets to be achieved these may be at the classroom level then the departmental level and at the end school level. It also involves participation by individual managers in agreeing to unit objectives and criteria for performance. Lastly, it involves continual review and appraisal of results. MBO believes in setting goals and motivating staff as well as students to achieve those goals, training them efficiently, and creating an environment in which all members of staff work willingly and effectively.

### **2.3.3 Management By Walking Around (MBWA)**

Management by walking around is defined as management that emphasizes the importance of personal contact relations among individuals, open assessment, and realization (Serrat & Serrat, 2017). It is considered to be one of the methods that build and improve performance in an institution. Various studies done in different educational settings have shown that there is a moderate to high relationship between MBWA and teacher performance (Sabah, 2012; Outum, 2012; Shannuck, 2016)

MBWA enables management to know what is going on around them and they remain in direct contact with students as well as staff members to identify their real needs and hear multiple

viewpoints. It requires personal involvement, good listening skills, and the recognition that most people in the school setting want to contribute to its success. MBWA builds trust and relationships, it motivates staff by suggesting that management takes an active interest in people. Encourages staff to achieve individual and collective goals. Strengthens ability to drive cultural change for higher organizational performance. Refreshes organizational values and makes work less formal (Poston & English, 2010). MBWA should not be forced and should not be a charade. It works if management displays sincerity, and civility and is genuinely interested in the staff and their work.

In conclusion, management styles that are applied from school to school may be different depending on the nature of the school and the nature of the management team. This research study investigated management styles that are used by managers in Catholic grant aided secondary schools using the systems theory systems of management. Management styles are inputs that will affect the output of the school which is student performance in this case. Management styles have an impact on student and teacher motivation as well as creating an environment that is conducive for pupil learning or not.

## **2.4 Management of Organization**

From various scholarly works, there has always been a sporadic relationship between management and performance. The derivative emergence of management throbs from the field of management, sociology and/or political discipline (Ribbins, 2007). Within the very concept of management lies the leadership phenomenon that cut across the complexities of multifaceted variables ranging from pupils, teachers, school programs, educational technologies, school partnerships, and others. The interconnected and relativity of different elements and styles is the theoretical base on which this project leans. A multidimensional concept, management

attracts careful forecasting, prioritizing, and establishing work efforts to accomplish intended objectives within any institution or organization.

The uttermost essence of management centres on implementing and executing decisions and preserving the effective functioning of any institution. Management involves planning, organizing, directing, coordinating and controlling. It centres on managing human resources, material resources and financial resources (Headship Manual, 2020; Ali & Mahomed, 2017). In this case, the effectiveness of institution managers is recognized through planning, problem resolution, goal setting, performance reviews and budgeting. The performance of any institution is measured by the fulfilment of the intended outcomes. It is also worth noting that, Catholic schools, as institutions, cannot be exempted from any form of management of the system. The key players in school systems are the most distinguishing elements of academic institutions from other forms of institutions. However, within the academic system, there are functional disparities that put secondary schools at different levels. (Bloom, et al., 2015; Huaisheng e al., 2019)

Although many texts have focused on the effectiveness of different management models and their applications in various institutions and the corporate world. In reviewing the growing number of literature available on the subject, it has emerged that there is zero focus on the distinct functionalities of Catholic Secondary Schools in Malawi, and the inclusion of management styles that in return, bring forth astounding performance. The questions still stand out: what is it that other schools are missing? Are management styles contributing to the effectiveness? How effective are the methodologies adopted by Catholic Secondary Schools? How do Catholic schools develop performance implementation plans? Are their performance policies just in compliance with the Ministry of Education's policies, since they are responsible

for the national policy on education and often a gateway to tertiary education? (Ramunė Kasperavičiūtė-Černiauskienė, 2016).

In the wake of literacy advocacy, the emergence has been witnessed over the years. Education systems have been boosted through resources, improvisation and technology Melinde Coetzee (2014) contends that education institutions are not driven by profits and productivity but are rather fuelled by good outcomes in the form of supreme performance. In this regard, the national result performance for secondary schools has always been topped by Catholic schools. At the core of any institution lies the resolve to excel using set principles and parameters. Among other functional aspects, management effectuates the attainment of pre-determined objectives through a universal approach that puts on board the policies, learners, teachers and institutional values. All these fundamental aspects play a huge role in achieving the marketing strategy, performance record, and institutional sustainability (Ribbins and Greenfield, 1993).

## **2.5 Education Management practices**

Educational management is now gaining importance and has become one of the most researched areas. Effective managerial skills and managerial styles can change the school and make it produce exceptional results at the national level. Rasool et al (2019) argues that there are some expedient managerial skills, which include conceptual, technical, and interpersonal skills, adopted by head teachers that result in the effectiveness of the schools. Educational management is derived from the management of organisations. Management is portrayed as a formal authority to direct and coordinate others. It is the power to influence others with or without authority (Firmina, 2015). On the other hand, educational management is defined as the administration of the education system in which a group combines human and material resources to supervise, plan, strategize and implement structures to execute an educational system ( Ribbins, Thomas & Hughes, 1985). Ahmed (2012) defines educational management

as the process of planning, organizing, directing, and controlling the activities of an institution by utilizing human and material resources to effectively and efficiently accomplish the function of teaching, extensional work and research. He further says that educational management aims at achieving the institution's objectives, creating and enhancing the efficiency and effectiveness of infrastructure, enabling job satisfaction, creating and maintaining a congenial and cohesive atmosphere. The MIE Head Teachers Manual (2013) explains that education management is about making things work to produce results. The school manager has to make teaching and learning take place to produce expected learning outcomes. The manual further says that the aspects of good school management are; planning, organizing, directing, controlling, motivating and leading.

### **2.5.1 Education Planning**

Planning involves setting objectives to meet specific targets. Planning helps in setting organizational goals that help in achieving the desired results that are used for assessing performance. As a function of management, the school management team has to develop forecasts, objectives, policies, programs, procedures, schedules, and budgets (Singh, et al., 2016). School managers have to prepare a good plan for making decisions and implementing them as this affects the overall accepted behaviour of both teachers, support staff as well as students. Managers have to take into account that the school as an organization is a combination of complex people, materials and other resources. Management, therefore, must combine the different resources into an efficient and reliable variable enterprise and achieve different goals in the end. This job alone requires careful planning on what to use, how to use them and where to use them. Effective and efficient resource allocation (human, material and financial resources) requires proper planning to bring out the intended results. How a school is managed will affect the process of planning. For a school with a centralised type of management, the

process of planning is left to the school's head teacher alone. The result is a lack of ownership of the planned activities by the members of staff as well as students and such plans are likely to fail. For a school with a decentralized type of management plans are made from a consensus. Teachers as well as students contribute to the planned activities and there is an ownership of them as such schools tend to do better. Mahlangu, (2019), argues that the dysfunctionality of schools is the result of poor governance and poor management. Some school principals are contributory factors to glitches or malfunctions happening in the school. The Planning of school activities is vital as it gives both learners and teachers direction for their teaching and learning, respectively.

### **2.5.2 Education Directing**

This is also one of the major functions of education management. This involves giving directions to teachers as well as support staff to effectively carry out their responsibilities. (MIE, 2013). Directing teachers, support staff and students in the proper direction is defined as the part of management that directly involves supervising, guiding, influencing and motivating employees to achieve organizational goals (Singh et al 2016). They further explained the directing functions as follows:

- **Supervision**

This is an act of supervising and directing the work of subordinates by the management team.

- **Motivation**

It is an act of inspiring and encouraging employees and co-workers to perform better by giving the correct feedback, praise, and incentives for performance excellence.

- **Leadership**

It is a method by which managers guide and influence the performance of co-workers in the right direction.

- **Communication**

It may be defined as a method of sharing information, experiences and opinions between teams, leading to an increase in knowledge and understanding.

Directing is very effective as it helps the/school achieve goals, directing both teachers and students on the right path to take and the right things to do. Efficient teaching and learning process, development of innovative teaching methods, the use of appropriate teaching and learning aids and effective classroom management can only be ensured through a proper process of directing. Schools will likely produce different results depending on how school managers carry out this function.

### **2.5.3 Controlling**

Controlling involves measuring and monitoring performance per plans and taking corrective action when required. It establishes performance standards based on objectives, and measures and reports actual performance, compares the two and takes preventive or corrective action as necessary. It focuses on the difference between planned and actual performance (MIE, 2013; Ribbins et al 1985). School management must make sure all activities planned are bringing in desired results. Controlling is important as it ensures strict adherence to what was planned as deviations from them decrease chances of good performance. Singh et al. (2016) state that controls in education management involves the following:

- Establishment of performance standards to be maintained
- Measurement of actual performance level
- Comparison of performance with predefined standards i.e. evaluation of actions to interpret results

- Taking corrective measures.

School managers have to bear in mind that controlling is just monitoring the teaching and learning process. They should not impose any restrictions on staff members and students by making the whole school structure rigid due to so many rules and regulations as this may lead to indiscipline among students and demotivation among teachers. The management of the school has to promote teachers' creativity and personal reflections about their work. Staff members and students need to know that control is primarily done to ensure that teaching and learning are successful. do Catholic grant aided secondary school managers use this aspect of management to increase performance or to impose restrictions of staff members? This notion of management especially its application in school by the managers will affect the performance of students.

#### **2.5.4 Evaluating**

Ahmed & Qazi (2012) define evaluating as a process of measuring and assessing the achievement of objectives while providing insight into strengths and weaknesses and planning for future endeavours. Thus evaluating helps to determine the effectiveness of plans for stakeholders and administration. Evaluating documents, what has been met and providing information to students, teachers, parents and the proprietors regarding achievement, obstacles and corrective action for improvement. Evaluating may be done at the departmental level and school level. An effective and efficient school evaluate its performance on a termly basis as this allows the school to correct errors and modify the teaching and learning process to enhance better performance. Evaluating focuses on how the plan being carried out in terms of teaching and learning is fairing, achievement of objectives (outcome) and effect of the plans initiated (impact). Ribbins (1985) stipulates that evaluating an education setup focuses on the following areas:



- Goals and objectives of the school
- Content selection, validity, relevance and appropriateness.
- Process. These are teacher activities, instructional material and teaching methods
- Outcome, assessment and feedback

Evaluation helps schools to know its successes and failures and to come up with clear and better goals. Likely Catholic school managers carry out the process of evaluation differently. In some schools evaluations may be done termly where in others it may be done yearly. How evaluation is done in the schools will affect the achievement of goals and objectives of the school. in the end this may affect the overall performance of students as how checks and balances are implemented is different.

## **2.6 Management Structures**

Every institution has its structure which shows the commanding lines for that particular institution. Management styles adopted by an institution make the structures to be either flexible or rigid. Hoy & Miskel (2013) classify school structures into two categories: enabling school structures and hindering school structures. These have characteristics as highlighted in the table below:

**Table 2.1: School Management Structure**

	<b>Enabling structure</b>	<b>Hindering structure</b>
Formalization	Promotes flexible rules & procedures Views problems as learning opportunities Values differences Encourages initiatives Fosters trust	Enforces rigid rules & procedures Views problems as constraints Demand consensus Punishes mistakes Fosters suspicion
Centralisation	Facilitates problem-solving Promotes cooperation Encourages openness Protect teachers Encourages innovations Seeks collaborations	Demands compliance Embraces control Fosters mistrust Punishes teachers Discourages change Rules autocratically
Processes	Participative decision making Problem-solving	Unilateral decision making Enforcement
Context	Teacher trust Truthfulness & authenticity Cohesiveness Teacher Sense of power	Teacher distrust Truth spinning & deception Teacher's sense of powerlessness & conflict

How a school is structured by its management is bound to have an effect on the teaching and learning process and in the end the overall performance is affected as well. While an enabling school structure finds ways to help teachers to succeed and help learners perform and achieve a hindering school structure does the opposite. Bloom et al (2015) posit that the way schools are managed which greatly leans on its organisational structure has an effect on the overall performance of the school and that there are management disparities in schools. Can the same be said about catholic grant-aided secondary schools are the differences in performance due to

management styles which create either an enabling structure for learner achievement or a hindering structure that hinders learning?

## **2.7 Performance of Students in Schools**

Daniyali et al. (2015) pinpoint that the performance of students revolves around the concepts of nature versus nurture. Despite the learners' intrinsic capabilities, the extrinsic factors should not be ignored. (Daniyali et al, 2015) further contend that it is the responsibility of the students that they should give their best efforts during their whole academic career. This argument still falls under the key part that needs to be played by the students. While this remains the case, it is also important to look at strategic measures laid out by the Management of Catholic schools to maintain the quality of students. Hence the question of investigating management styles also comes into play. The linkage that relates management styles and performance varies based on institutional values and principles. And that gives validity to this paper to methodologically examine the mutuality between the two concepts.

Consequently, Bloom et al (2015) have already noted that there are some major disparities in school management across and within countries. It also found that there are major disparities in the quality of education within countries and regions especially across types of schools. It is logically imperative that disparities bring about result differentiations among schools in Malawi.

### **2.7.1 Results Competencies and Management**

The process of management is an ongoing managerial cycle involving planning, organizing, directing, coordination, and controlling (Aquinas, 2007). In an ideal school setting, the linkage of planning, directing, coordination, and controlling leads to successful performance. It is within the scope of this project to put to test Catholic schools under Henri Fayol's six binding

principles of administrative management: division of labour, duty and responsibility, unity of command, Unity of direction, discipline, remuneration, centralization and subordination of personal interest to the general interest.

On the off chance in which history is to be viewed, one could still contend that the Malawian education system has encountered two political phases; pre-democratic and post-democratic eras. The logical argument is that these transitions within these have imperatively affected the quality of education in terms of policy and quality. These transitions have contributed to the standards of education including the performance of the students. Such transitions influence the management of public office and administration theory (Ribbins, 2007).

The booming in the education systems has institutionally given birth to the precept of performance management, which is syntactically the combination of performance and management. While this remains intact, the most palpable aspect of excellent performance is institutional awareness. In an academic institution, it is of paramount importance that every participating member in the achievement cycle is well-informed in terms of clear objectives and purposeful targets. Riego de Dois & Lapuz, (2020) argue that pleasing performance is easily achieved when the crucial elements, which include institutional management, teachers, and students, are aware of what needs to be achieved and the roles that each element needs to take. However, they are also quick to point out that what ought to be achieved is principally influenced by management styles which also puts the environment into consideration.

### **2.7.2 Objective Achievement Strategies**

Measuring the performance of any academic institution is a process not a one-day activity. It involves putting together a set of indicators that will generate valid and reliable results. Any assessment that aims at generating a concrete result argument ought to be guided by a set of parameters (Samier and Stanely, 2008). And it is also a critical step to evaluate how those

parameters maintain the performance standards. Performance management holds integral value in any organization and is defined as a set of parameters established by the organization to analyze the value of organization system policies, an employee, and their contribution towards the institution's functionalities. This indicates that to take future actions, considering the actions in the past is important, and analyzing the roles of students, and teachers in the previous settings are important as well. Measuring efficiency and effectiveness in secondary education institutions can be a challenging task but previous studies conducted by a wide range of scholars concerning the Malawian setting prove that Catholic Schools have carried the flags of exceptional performance for decades. Practitioners have rated this tool as the most appropriate tool for the adaptation and implementation of project management in a higher educational institution

In this respect, it is argued that performance should be directed to measure the outcomes as such and the task directly links to the strategic success of the organization (Rogers, 1994). Therefore, a school too needs to have a performance indicator that distinguishes the school from the rest of the institution. Rogers (1994) is quick to point out that it would appear to be somewhat of a limiting description particularly considering that some academic institution outcomes can be difficult to measure if we are to focus on resource disparities and exposure. It may be more appropriate within this construct to look at measurement which encompasses knowledge, behaviour, and skills as well as outcomes as a multi-dimensional aspect of performance measurement (Mwita, 2003). We still need to be focused on the strategic aim of the academic institution and how the appraisal system will help in the achievement of these aims

### **2.7.3 Performance Model**

In any well-structured academic institution, it is of paramount importance to come to terms with the model(s) that the organization implores. Are there well-known institutional contingencies that coordinate the activities of the institution? Institutional contingencies that facilitate the attainment of set goals include; planning, setting standards, monitoring the actual performance, balancing measurement and outcomes, and pragmatic action. Purposeful planning involves clarity of intended objectives and establishing the standards of performance. Planning also requires a checklist of outcomes together with systematic feedback designed to either maintain or improve performance (Mullin, 2005). What model do Catholic Schools use to achieve acute performance? It is not rocket science that students just pass abruptly. There must be a strategic methodology that elevates Catholic schools to the heights of better-performing schools.

#### ***2.7.3.1 Social Cognitive Career Theory Performance Model***

It is concerned with predicting and explaining aspects of performance which are classified into two. The aspects of performance are the levels of success that people attain in education and occupational pursuits and the degree to which they persist in the face of obstacles (Hackett, 2017). SCCT focuses on the influences of ability, self-efficacy, outcome expectations, and performance goals on success and persistence. Self-efficacy is a dynamic set of beliefs that are linked to a particular behaviour. They are key motivators for behaviour. Bandura (1976) defines self-efficacy as the belief in one's capabilities to organize and execute courses of action to produce a given attainment. Ability is assumed to affect performance and persistence directly. For example, students that perform very well tend to do better and persist longer and the same can also be said about that produce good results. In this case, the ability is seen as a combination of intrinsic potential and acquired knowledge. Ability is also theorized to influence

performance and persistence through the intervening paths of self-efficacy and outcome expectations. Self-efficacy offers motivation and a combination of motivation and ability enhances performance. A higher self-efficacy combines with ability leads to higher performance.

The social cognitive theory performance model is in line with the idea of goal setting. Goal setting involves a choice of goals that eventually leads to the choice of behaviour and that can be to performance goals on success and persistence. Choice of goals helps people to organize, direct and sustain their behaviour. They are key motivators for behaviour. Goals are set to direct both the mental and physical actions of individuals by increasing attention to the immediate task. They increase effort capacity expended on activities and setting goals increases performance. The bigger question is do all the schools apply these ideas to enhance the performance of students? There are likely to be differences in how the Catholic grant aided schools enhance performance of their students and this is greatly affected by the type of management the Catholic schools have adopted.

### ***2.7.3.2 Proposed Model by Petersen, Louw, Dumont & Malope***

The model identifies some psychosocial factors that predict academic adjustment and academic performance. These are; academic motivation, self-esteem, academic overload, and help-seeking. Academic motivation is the internal state that stimulates a person to engage in a particular behaviour. It is the explanation of meditated choices among different alternatives (Petersen et al 2009, 2010). These are intrinsic motivation, extrinsic motivation, and motivation. Students that are intrinsically motivated display autonomy and employ self-initiated exploring strategies and take a personal initiative to learn. Students in school will be extrinsically motivated as they seek approval and external signs of worth. On the other hand,

motivation occurs in students who do not value activity or when they believe they cannot do well.

Self-esteem has to do with the student's attitude towards what they do. It can be positive or negative. Positive self-esteem equals higher academic performance and adjustment. Negative self-esteem equals lower academic performance and adjustment. Schools that create an atmosphere where students have positive self-esteem are likely to do very well. This is in line with the management's duty of creating a positive school culture as it leads to success.

Academic overload negatively impacts both adjustments and performance (Petersen et al., 2009; Petersen et al., 2010; Chamber & Curral, 2005). Many students find it hard to manage academic overload. Schools have to plan work in line with the calendar as this makes to have work that can be managed. This has to do with how the teaching and learning process is managed. Good management of the teaching and learning process avoids academic overload. It is also worth noting that help-seeking facilitates informal and formal interactions between students and teachers and between and/or fellow students and this can enhance performance and adjustment.

The most astounding phenomenon in model generation revolves around academic performance antecedents. Without deviating from historical facts, several factors need to be considered. These factors include but are not limited to economic, selectivity, retention ability, attitudes and expectations, motivation, exposure, school activities, self-efficacy, help-seeking, attendance, affective factors, self-conception, self-esteem, stress, active learning, extracurricular activities, adaptability, class management and discipline instilling measures of academic performance. The crucial and analytical evaluation should have a constant reflection on the aforementioned factors.

## **2.8 Discipline as an Art of Achievement**



Discipline is logically interlinked with the multidimensional model of performance. Discipline is a necessity for the proper functioning of a school and is essential for effective learning and the quality of school life (Management Handbook, 2014). Looking at the pyramid model of activity coordination, and discipline cuts across the whole academic institution. Its effective manifestation ranges from students, teachers even the institution as a whole. Discipline as a key performance indicator is a procedure that is implored to evaluate and assess institutional personnel, behaviour, students, and the modalities in which results are achieved. Discipline, as an assessment too, is used to distinguish elements between and/or among institutions that carry the same role of strengthening education values and standards.

In dealing with discipline at the institutional level, an influential scheme has been Max Weber's formulation of charismatic, traditional, and rational-legalistic administration with their corresponding modes of leadership that technically facilitate planning, implementation, and evaluation (Hodgkinson, 1996). The smooth functioning of a school depends on the maintenance of discipline and coordination among the head teacher, teachers, students, and other staff of the school. The maintenance of discipline and coordination generates the academic climate of a school which leads to the growth and development of the school, teachers as well as students. The discipline factor is one of the input factors that will affect the output according to the systems theory. How a school disciplines its students will have a reflection on how the students behave and how they attend to their learning. Most schools have been vandalized due to discipline issues and these have affected the results produced by the schools. School management is there to create a school climate of discipline or not and this largely depends on how managers carry out their managerial duties which are reflected in their management styles.

## **Conclusion**

In conclusion the literature reviewed in the study has looked at relevant and significant management styles and practices that can be applied in a school set up to enhance students' academic performance. The literature has also explained models that when applied can increase academic performance. Literature has also explained the role discipline of both teachers and students play in enhancing performance and help in the achievement of institution's objectives and goals as well as vision. Management styles and practices are input factors that are deliberately taken by school management and these input factors are processed through the maximum utilization of all resources available at the school to bring about quality output which is the exceptional performance of students in this case.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Chapter Overview**

The chapter describes the research paradigm, approach, design, sampling techniques, data collection techniques, data collection methods, data analysis, trustworthiness, and ethical considerations that were employed in the study.

#### **3.1 Research Paradigm**

A paradigm is defined as a type of belief system that influences the types of knowledge researchers seek to obtain and how they interpret any research evidence they may collect (Morgan, 2007).

The study took an interpretivism paradigm. Cohen et al. (2007) describe an interpretive paradigm as a paradigm that aims at understanding the subjective world of human experience. The interpretive paradigm believes that reality and knowledge are constructed and reproduced through communication, interaction, and practice. There is always mediated knowledge through the researcher. The research aimed at investigating management styles that are there in catholic grant-aided schools as such the knowledge of management of these schools was constructed when collecting data and interacting with the managers of the schools.

#### **3.2 Research Approach**

The research took a qualitative study approach. Qualitative research is the collection, analysis, and interpretation of comprehensive, narrative, and visual (i.e. nonnumerical) data to gain insights into a particular phenomenon of interest (Gay & Mills, 2016). The qualitative approach aims at exploring a problem and developing a detailed understanding of a phenomenon

(Creswell, 2016). Qualitative research allows for an in-depth collection of data as it emphasizes a detailed description of a particular activity. Qualitative research posits that all meaning is situated in a particular perspective or context which is not controlled or manipulated and people are studied in their naturalistic environment. Qualitative approach fits into the interpretivism paradigm as the researcher wanted to find out the understanding, knowledge and styles of management in the schools that were sampled.

### **3.3 Research Design**

The researcher used a case study design. Gay & Mills (2016) defines a case study design as a type of qualitative research in which researchers focus on a unit of study known as a bound system. Yin (2012) defines a case study as a research strategy that is an all-encompassing method covering design, data collection techniques, and specific approaches to data analysis. The researcher opted for a case study approach as its data collection tools allow for an in-depth Collection of data and the cases that were picked gave the researcher an insight into how catholic grant-aided schools are managed. Case studies are said to be particularistic, descriptive, and heuristic (Gay & Mills, 2016). Particularistic means that, it focuses on the phenomena. Descriptive means that, the result of the case study narrative includes thick or detailed descriptions of the phenomena and heuristic refers to the fact that case studies illuminate the readers' understanding of the phenomena under study. The researcher aimed to extensively explore and understand the management styles of catholic grant aided schools and not confirm any hypothesis and quantifying variables.

### **3.4 Setting**

The research was conducted in the northern education division of Malawi. The Northern education has been chosen as it has catholic grant-aided secondary schools that are doing well at a national level and the schools have withstood the test of time.

### **3.5 Sample Size and Population**

The study population comprised head teachers and/or principals of the selected schools as well as two members of the school's management team. Three catholic schools from three districts in the northern education division were sampled. The total number sampled was 15 as 5 participants were drawn from each school. The deputy head teachers were chosen as they are responsible for academic management while the heads of departments are responsible for the allocation of classes and subjects to teachers.

### **3.6 Sampling Techniques**

A purposive sampling technique was used. Purposive sampling is the process of selecting a sample that is believed to be a representative of a given population. The sample is selected using the researcher's knowledge of the group to be sampled (Gay & Mills, 2016). In purposive sampling, the sample is chosen because they have particular features or characteristics which will enable detailed exploration and understanding of the central themes and puzzles which the researcher wishes to study (Patton, 2002). Fraenkel, Wallen & Hyun (2012) further say that in purposive sampling the researcher does not simply study whoever is present or available but in selecting the sample judgments are made to select a sample that they believe in. This is based on the prior knowledge of the researcher. The researcher purposively picked the sample as she believed that they are a representation of the population and that they possess the necessary required information.

### **3.7 Data Collection Methods**

Data was collected using unstructured interviews, focus group discussions, and document analysis. The three methods were used for easy triangulation of data. Kumar, (2011) defines an interview as a verbal interchange often face-to-face or through the phone in which an

interviewer tries to elicit information, beliefs, or opinions from another person. Unstructured interviews were done as they are more flexible and they allow a researcher to probe more and seek clarifications. Interviews are also good in that they are suitable for difficult circumstances and can be used in collecting in-depth data. Information from interviews can be augmented and where the respondent isn't understanding clarifications can be made. Interviews were used to collect qualitative data. Interviews were conducted with school head teachers and school deputy head teachers. The interviews were conducted to get information on general school management and academic management that is they were done to answer to objective 1 and 2. The interviews were conducted using an interview guide see appendix 1 and 2.

Data was also collected using document analysis. Document analysis is a systematic procedure for reviewing and evaluating documents both printed and electronic. (Bowen, 2009). Documents to be analyzed are performance results at the national level for the selected schools for a period of five to ten years. The results were looked at in terms of quantity as well as quality. The researcher also considered the number of candidates that qualified for public university admission to the schools. Bowen (2009) further explains that documents are useful in that they provide data on the context within which participants operate. They provide background information and historical insights hence enabling researchers to understand the historical roots of specific issues and can indicate the conditions that impinge upon the phenomenon being currently investigated. Data from documents can also be used to contextualize data during interviews. Documents also provide information that can suggest some questions that need to be asked and situations that need to be observed as part of the research. The documents will provide supplementary research data information and insights. They will also provide a means of tracking change and development.

Data was also collected using focus group discussions (FGDs). In focus group discussions the interviewer asks a group of people to think about a series of questions. FGDs are meant to get what people think about an issue in a social context where the participants can hear the views of others and consider theirs accordingly (Fraenkel et al, 2012). The focus group discussion involved other members of the management team (heads of departments). The focus group discussions were done using a focus group guide which is listed in the appendices (appendix 3). Data collected through focus group discussions answered to objective number 3. Data collected through the FGDs also helped in triangulating the data that was collected through interviews and in so doing enhancing validity and reliability.

### **3.8 Data Analytical Techniques**

Data were analyzed through thematic content analysis. Content analysis is a technique that enables researchers to study human behaviour indirectly through an analysis of their communications, on the other hand, thematic analysis is a form of interpretation that requires the researcher to engage in an iterative process of critical thinking, questioning, and categorizing (Creswell, 2016)

The researcher read through the data to obtain a general sense or understanding of it. The data was then organized. Data obtained from interviews and focus group discussions were organized by the school. Data were later organized into file folders which were according to the schools. Data were then transcribed. Transcription is the process of converting voice recordings or field notes into text data (Creswell, 2016).

Codes were then developed from the transcribed data. Coding is the process of segmenting and labelling text from descriptions and broad themes in the data. The coding process involves making sense of the data. Data is divided into text, images, and segments. The segments are then labelled with codes; then the codes are examined for overlap and redundancy (Cohen et

al 2011). Codes were categorized and later themes were developed which form the major ideas in the database. The themes were then analyzed to give meaning and interpretation to the raw data collected.

### **3.9 Trustworthiness**

The trustworthiness of this research was achieved through credibility, transferability, and confirmability, to prove the extent to which the measurement process in carrying out this research is free from errors (Shenton, 2004). The scale is said to be reliable if it yields the same results when repeated measurements are made under constant conditions. Reliability will be ensured by using the same set of questions on the different sets of respondents, using the same method.

As principally qualitative research, trustworthiness is implored to achieve the intended objectives of this study. As such, it is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure. Putting it in other words, trustworthiness is the extent to which differences found with a measuring instrument reflect true findings of the targeted phenomenon (Shenton, 2004). A study is considered valid if the findings are accurate according to the researchers' situation, explanation, and prediction.

The researcher was very well aware of how important is the concept of reliability and validity to this study. Mills & Gay (2016) explain validity in qualitative research as the degree to which qualitative data gauge accurately what it is trying to measure and reliability is the degree to which the study data consistently measure whatever they measure. McMillan & Schumacher (2010) defines validity in qualitative research as the congruence between explanations of the phenomena and the realities of the world. The researcher agrees that a good quality research study provides evidence of how all these factors have been addressed. This is important as it helps in evaluating the validity and reliability of the research.



To enhance validity and reliability many strategies are used for collecting data. This was achieved through triangulation. Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour (Cohen, et al. 2000). Triangulation is an entity in credibility that validates the findings. It is the use of multiple methods to collect and analyze data on the same subject. By combining different types of data sources, triangulation is there to strengthen the validity of one's findings in a study. Triangulation enhances validity, creation of a more in-depth picture of a research problem, and questions ways of understanding a research problem. In other words, triangulation helps validate research findings by checking that different methods or different observers of the same phenomenon produce the same results (Shenton, 2004). Triangulation, by combining theories, methods, or observers in a research study, can help ensure that fundamental biases arising from the use of a single method or a single observer are overcome. Triangulation is also an effort to help explore and explain complex human behaviour using a variety of methods to offer a more balanced explanation to readers. It is a procedure that enables validation of data and can be used in both quantitative and qualitative studies. The processes of triangulation are complex and require skilled analysts. However, the benefits of triangulation outweigh the challenges in it (Shenton, 2004). The researcher allocated enough time for this exercise to reap benefits of it.

To achieve the intended objectives, the selection of tools and techniques before the actual research becomes integral. A pilot study was conducted to ensure the trustworthiness of the data collection instruments, and member checking was conducted to check for accuracy and resonance with participants' experiences. Participants were asked the same questions to ensure they agreed with the data that the researcher collected when interviewing them and in case of alterations and changes of ideas.

### **3.10 Ethical Considerations**

Research ethics are a set of ethical guidelines that gives a guide on how research should be done and disseminated. The informants were given consent forms. Ethics are rules that oversee our expectations and behaviour as well as those of others. Research ethics are meant to guard and protect research participants, their self-worth, rights, and welfare (Creswell, 2016). Research ethics also help to make sure that research is directed in a manner that assists the well-being of persons or groups. In addition, ethics assists to scrutinize particular research events and patterns for their ethical dependability with thought to issues such as regulation of risk, protection of privacy, and progression of informed consent. To ensure that the rights, dignity, and welfare of participants are protected the following ethical considerations were made.

Maintainance of confidentiality. Confidential information was protected in this study. Only accurate information was given to potential participants and an agreement was made with the participant about how the study will access, use, transfer, store, and present their information. Codes were used to label data and no names have been used and a separate list of code-to-name match-ups will be kept.

The researcher asked for consent before engaging participants in the study(appendices 4 and 5). The researcher also got ethical clearance from the Mzuzu University Ethical Clearance Committee(see appendix 6). Informed consent is the procedure in which individuals chose to participate in an investigation after being informed of facts that would likely influence their decisions (Crundal, 1978 in Cohen et al., 2011). This is much related to the autonomous right of the individual to participate in the study. Participants in the study were informed about the research objective and their role in the study. Participants were given consent forms and were asked to provide permission by signing the form.

The study also protected the integrity of participants as deserved. This was achieved by ensuring that all agreements and promises are fulfilled. The researcher did not create false expectations or make false promises to participants.

Participants were respected. There was no discrimination in this study. The researcher did not discriminate against participants in this study based on age, sex or ethnicity, or any other factors. This is understood as a violation of human rights something which is not related to the study.

The study was conducted lawfully with beneficiaries and respondents. The researcher did everything possible, to be honest about the findings and methodology of the research. Being honest will extend to other direct and indirect stakeholders of the study.

### **3.11 Data Management**

Research data management (RDM) is a term that describes the organization, storage, preservation, and sharing of data collected and used as a research project. It is an ongoing activity throughout the data life cycle (Sheffield University, 2020). The researcher made sure to file the data in different files with easily accessible names. The files will be saved in different formats other than Word. For storage purposes, data was stored in google drive. Multiple versions have been stored if some alterations are made previous files will still be stored for future reference.

## **CONCLUSION**

This chapter has explained the methodology that was used to collect data. The researcher took an interpretivism paradigm and the research design was a case study research design using a qualitative approach. The chapter has also explained issues of ethical considerations and data trustworthiness. This chapter has also explained methods and instruments that were used for data collection. The chapter has also explained how data was first transcribed and analysed to give it meaning.

# **CHAPTER FOUR**

## **DATA PRESENTATION, INTERPRETATION, AND DISCUSSION OF FINDINGS**

### **4.0 Chapter Overview**

This chapter presents the findings of the study. The findings are from data collected from interviews with head teachers and deputy head teachers and focus group discussions of heads of departments as well as analysis of performance reports at the national level from the year 2017-2021. The chapter also discusses different themes and how they relate to the three objectives of the study. The study aimed at investigating how the management of schools affects students' performance at MSCE: A case of catholic grant-aided secondary schools in NED. The study was carried out to answer the following specific objectives:

- To investigate management styles used by the catholic grant-aided secondary school managers
- To explore the management practices used by the head teachers to create organizational awareness and objective attainment for teachers
- To investigate how performance at MSCE is enhanced in the catholic grant-aided secondary schools

Ludwig Von Bertalanffy's systems theory guided the study. The findings of the study align themselves with the concept of systems theory. The systems theory talks about the principle of input and output. What is put in the system determines what the output will be like. The study investigated the inputs like human resource management, material and financial resource management, and management practices that the school's management uses to attain organizational goals and enhance academic performance. The targeted school managers were

asked questions on the management of the school deputy head teachers and heads of departments were asked about the academic management of the school.

#### 4.1 Demographic Information

**Table 4.1:Demographic Information of Respondents**

School	Qualification of participants	Experience of participants	Student enrollment at the school
<b>School A</b>	<ul style="list-style-type: none"> <li>➤ Headteacher: BA Theology &amp; UCE</li> <li>➤ Deputy headteacher: BA ed</li> <li>➤ Heads of dept: BSC &amp; BA ed</li> </ul>	<ul style="list-style-type: none"> <li>➤ 29 years; 12 years as a school head</li> <li>➤ 15 years; 4 years as a deputy's head</li> <li>➤ 10 – 15 years</li> </ul>	80 students each year 65% selected by the government and 35% selected by the church
<b>School B</b>	<ul style="list-style-type: none"> <li>➤ Headteacher: MA ed</li> <li>➤ Deputy headteacher: BA ed</li> <li>➤ Heads of dept: Dip. Edu, Bsc ed&amp; BA ed</li> </ul>	<ul style="list-style-type: none"> <li>➤ 34 years;26 years as a school head</li> <li>➤ 28 years; 4 years as a deputy's head</li> <li>➤ 11- 33 years</li> </ul>	120 students 65% selected by the government and 35%by the church
<b>School C</b>	<ul style="list-style-type: none"> <li>➤ Headteacher: BA &amp; Dip ed</li> <li>➤ Deputy head: BA ed</li> <li>➤ Head of the dept: MA ed &amp; BA ed</li> </ul>	<ul style="list-style-type: none"> <li>➤ 32 years; 20 years as a school head</li> <li>➤ 24 years; 5 years as deputy's head</li> <li>➤ 10 – 12 years</li> </ul>	80 students each year 65% selected by the government and 35% by the church

The schools were given the following codes school A, B and C. The head teachers deputy head teachers and heads of department for the schools were coded as HT-A that's the head teacher for school A. HT-B and HT-C that's the head teacher for schools B and C respectively. For deputy head teachers the codes are DHT-A, DHT-B and DHT-C that's deputy head teachers for schools A, B and C respectively. The codes for heads of departments for the schools are HOD-A, HOD-B and HOD-C that is the head of departments of school A, B and C respectively.

Data were analyzed by objective simply because it draws together all the relevant data for the exact issue of concern to the researcher and preserves the coherence of the material. The method enables patterns, relationships and comparisons and qualifications across data types to be explored conveniently and clearly (Cohen et al 2007)

#### **4.2 Investigating Management Styles Used by the Head Teachers**

School head teachers were asked to explain their general understanding of education management and academic management. They were also asked to explain how well they think schools should be managed while deputy head teachers and heads of departments were asked about their perception about the general management of the school. Headteachers were also asked if they feel that the management of their institution is different from others and how and why is that so. They were also asked how they manage church and government policies. Several explanations were given which focused much on the process of directing, planning, organizing and controlling the activities of an institution by fully utilizing material, human and financial resources for efficient and effective teaching and learning process. The idea was to establish their understanding of management to ascertain how they manage their schools and the process of teaching and learning. The researcher found out that the schools uses different management styles to manage the schools and these have affected the utilization of human, material and

finance resources which are important if the teaching and learning process is to be effective. From responses that came out, the following themes emerged.

#### **4.2.1 Knowledge of Education Management**

To identify the kind of management that the schools apply; the researcher asked managers what they know about education management. The definitions given by the school's head teachers were as follows:

HT-A *“That is looking at the processes of teaching and learning. Seeing to it that the process of teaching and learning is taking place and that the learners are getting the intended outcomes. These intended outcomes are that the knowledge that they acquire should be of use after they graduate.”*

HT-B *“That’s a very broad question but let me talk about administration. Administration is something which is bureaucratic in nature it is governed by rules and regulations which are already set and cannot be broken so that all schools in the government is administered in the same way because we follow the same rules and regulations. When we now come to issues of management in this regard it simply means working within and among members of staff and inspiring them to work hard so that you achieve the goals of the school. This is why schools differ significantly because of this person called a manager. The way I manage this school will be different from how someone will run the school. In management sometimes we take risks and make decisions that will benefit the organization.”*

HT-C *“Educational management has a very broad definition because of the way education and management are in general. If we come to school when we say education management we talk about the structure of the school and school organization. When we say education management is a broad aspect which covers the general performance of the school in terms of how students succeed in their national examinations and it is also a broad aspect of how the teachers and support staff fair in that particular institution in their day to day undertakings how they perform and the relationship between the teaching staff and the support staff. So it depends on whether those things go well or not. It has got a broad effect when we say education management it covers a number of things how affairs run whether positive or negative at the institution regarding the workers but mostly how successful an institution is especially in national examination.”*

The above definitions capture much of the day-to-day activities of the school and how these affect the outcomes which are in this case the achievement of students at the national level. The head teacher's explanations are in line with the secondary management handbook, MIE (2013)



which defines educational management as making things work to produce results. It further says that the school manager makes teaching and learning take place to produce expected learning outcomes. Amadi (2008) defines educational management as the process through which the school administration arranges and coordinates the resources available in education to achieve system goals which entail academic achievement. However, the literature shows that education management is a process and as a process, it has to incorporate a lot of things just to ensure that objectives are met and that students achieve the expected outcomes.

Hopkins (2015) contends that education management particularly in secondary schools takes into deliberation the application of management policies in designing, developing and producing resources towards the achievement of educational goals. MIE (2013) handbook on management outlines the following as aspects of good school management:

- Planning- setting objectives to meet specific targets
- Organizing- placing teachers and support staff in relevant positions, mobilizing and having appropriate school facilities and resources
- Motivating and leading- creating an enabling environment and giving direction to teachers and support staff to effectively carry out their responsibilities
- Controlling, monitoring and evaluating- ensuring that activities are properly guided and progress towards an intended goal is assessed

The researcher was also interested to know from the participating schools' head teachers how they carry out the managerial functions of planning, organizing, and motivating both teachers and learners as well as controlling and evaluating activities that are done at their respective schools. The participants came up with the following explanations as presented below:

#### **4.2.1.1 Work Environment**

All participants agreed that managers should manage the working environment of the school if the process of teaching and learning is to be effective and efficient. Effectiveness in education is defined as whether or not specific resources have a positive effect on the achievement of goals and if so how large this effect is. Efficiency refers to the comparison of inputs and related outputs. (Lockhead & Hanushek, 2014). HT-A described the working environment as a structure of all relationships that are there at an institution. Which include both formal and informal relations, he talked about relationships among teachers and the school management. HT-B and HT-C brought in the other environment showing the relationship between academic and non-academic staff, learners and academic staff, learners and non-academic staff and the relationship between the school and the parents as well as the proprietors of the school in this case, the church. The head teachers argued that having a good working environment has the following advantages:

#### **4.2.1.2 Enhancing teamwork**

Formal relationship among staff members enhances team teaching, and school discipline, and encourages openness and oneness as well as transparency as they enhance trust among the four groups. Teamwork is an important component of effective and efficient schools. Ballangrund et al. (2017) define teamwork as the ability to work with others through cooperation and communication to accomplish a common goal. Medwell, (2009) defines team work as when individual experts gather as a work group and set goals, communicate, cooperate and make decisions together combining their knowledge and abilities to compile work plans that will enable them accomplish their goals. The participants explained that the school management with their style of managing the schools has made the environment possible for creating teams within departments and teachers usually work in teams. Baumer & Lichon, (2014) explain that

teamwork among teachers is enhanced by school management, principals are tasked with developing a culture of teamwork among teachers. This is concurred by Beneliel & Schechter, (2018) that principals must pull teachers away from the comfort of their closed classroom doors and instructional routines and allow them to take risks of learning and doubting with colleagues to ensure school success. Leonard & Leonard, (2013) point out that teacher collaboration is unlikely to develop in a toxic school culture. A hostile environment and other stressors in the teaching profession such as lack of support from administrators and poor communication can lead to working in isolation and has caused a rise in attrition rates.

One participant argued that a teacher isn't good at teaching everything which is in the syllabus this is where the team comes in and working in teams isn't only for teaching purposes he also argued that the idea of working in teams has also made it much easier for them to keep a track of their student's performance across subjects and it has also helped their school to maintain discipline among students. This notion is supported by Datnow (2011); Raes & Kyndt, (2015) who argue that teamwork not only deters teachers from working in isolation it also improves pedagogical practices and advances student acumen and achievement. They further say that team work goes beyond teaching and learning as it is also applied to student discipline.

Another participant argued that the collaboration among teachers has made them work and make decisions as one; he had this to say:

HT-A *“Teamwork among us has created a sense of unity among us teachers and students always notice this. This has also made us to instill discipline easily and students know that if one teacher is telling me to do this then this has come from the office and has authority. We hear our friends saying that our students don't respect the decisions we make because they are always overruled by the higher office ndiye ana amatidelerwa kwambiri chifukwa amadziwa kuti akapita kwa ena akawauza kuti musapange zimenezo,(the students disrespect us as they know that the decisions we make do not hold any water). That doesn't happen here at all. It's as the saying goes together we stand and divided we fall.”*

#### ***4.2.1.3 Student-teacher relationship***

When learners and staff form positive relationships learners are motivated to work hard and discipline is instilled.

One of the participants had this to say:

*DHT-B “At this school we have made sure that we involve our students in each and every management activity as well as decision this is achieved through the school prefect council. We make sure that we relate with them very well as they are a link between us and their fellows at the hostels and besides that they are also the eyes of the administration when we are not around. Most indiscipline cases usually happen when teachers are not on campus and when there is that positive relationship between us and them they are able to control their friends.”*

The enabling school structure as explained by Hoy & Miskel (2013) is created by the management of the school and such a structure will either enhance or derail the teaching and learning process. HT-B said that managers have to take risks and make some management decisions that will not be for everyone but they will help the school in creating a good working environment.

The participants also stressed the need of maintaining a very good relationship with the church as the proprietors of the school. They all said that the church is responsible for the appointment of the head to run their schools and they are at liberty to ask the government to move both teachers and the head teacher from the school if they feel that they are working against the ethics and teachings of the church and if they feel that the school is not performing according to their set of standards.

HT-B had this to say when asked about the relationship between the school and the church:

*“To be a head at a catholic school one should be a dedicated catholic and must be aware of the catholic teachings. The church will make sure that you follow what it wants from the students and the good thing at this school the church has got its own boarding master who is an ordained brother but he does his work and he doesn’t interfere with what the boarding master chosen by the school does so they work independently but all of them takes the interests of the students at heart. If there are issues that he feels the school administration should address then he comes to me directly or through the BoG.”*

The idea of creating a working environment that is conducive for all the stakeholders is not a simple task and the management of the school is solely responsible for that. Mullins, (2005) puts it that management has become more about managing people than managing operations. Unless we have harnessed the full potential of our people even the best plans are likely to be less than successful. Furthermore, it has become more evident that releasing the potential of our people involves more than simply providing them with the best training and a clear strategy. We have to gain their commitment and support by providing an environment in which they thrive as individuals.

The researcher asked the respondent how they achieved the duties that they outlined and this is where the issue of how they manage their schools was highlighted. The respondents outlined the following as ways in which they ensure the management of the schools.

#### **4.2.2 Decentralized Authority**

The respondents also talked about how duties are assigned. The head teachers of the schools said they are concerned with the general management of the school which is human resource management, material resource management and financial resource management. The deputy head teachers deal with academic management while the heads of departments deal with making sure that the teaching and learning process is happening at the school. Education decentralization is described in terms of decision-making powers and responsibilities being transferred from the central authority to local government and departments at the school level (Winkler & Yeo, 2007). Bush, (2010) says that decentralization brings more opportunities for

innovation. This is also concurred by the OECD (2012) which says that decentralization is beneficial as greater autonomy in schools leads to greater effectiveness through greater flexibility in the use of resources, professional development, and better financial decisions.

One respondent had this to say about school authority.

HT-A *“At this school decisions to do with the process of teaching and learning, purchasing of resources, allocation of classes, allocation of other duties are usually done at department level and what they have agreed is communicated to my office and then I take it up with the head.”*

HOD-A also had this to say about decisions made on the general discipline of the students

*“Our discipline committee usually doesn’t resolve a lot of discipline issues and we have never had issues of students vandalizing school property for the past five years or so. This is so because the student’s prefect body is empowered by school management to make sure that grievances raised at the hostels or in classrooms are immediately reported to school management and besides that ana athu ife nkhani amapanga resolve okha and amangobwera kwa chairman wa discipline committee kudzapanga report kuti (the prefects resolve minor discipline issues and will only come to us to report) we had this issue but we have already solved it and we have administered the punishment to the offenders. They will only bring to our attention cases that they have failed to resolve or that they had repeatedly warned or punished such a student and he has failed to change.”*

When asked why they feel such a way of managing the schools is good the respondents said the following:

- Allowing teachers to make decisions about their work gives them some form of autonomy and they feel trusted this pushes them to work extra hard as they feel that management recognizes the inputs they put into the school
- Students are also given special recognition as they feel that they are respected by management in so doing they make sure that they concentrate on their studies
- When decisions are made by everyone like coming up with goals and objectives for the school they make the teachers and students own them and they try as much as possible to achieve them as failing to do so will make them failures
- It encourages the self-management of both teachers and students

Decentralization brings more opportunities for innovation. Bloom et al (2015) contend that autonomous schools that are more decentralized have higher management scores than schools that are more centralized and management is strongly correlated to pupil performance. Decentralization emphasizes schools as the locus of decision-making that will result in school improvement in the quality of education. It involves deconcentration which is, the relocation of authority from the main dominant authority to the lower level. It is also concerned with devolution which is the transfer of authority over financial and administrative pedagogical matters permanently and cannot be repealed. Lastly, decentralization involves delegation which entails the transfer of tasks or set of tasks resources including funds and responsibility to carry out work from one person to another with appropriate professional support (Mwinjuma et al. 2015).

Though that is the case it was found that in one school though they said they have a decentralized way of managing the teaching and learning process the researcher noted that the deputy head teacher and head teachers office usually make decisions more. Like the researcher asked how effective the student council of the school is and these are the responses that the researcher got from the heads of department.

*HOD-C “our students council is so useless we don’t rely on them to make any decisions and we haven’t given them any authority to do so except that of making sure that their friends have worked in the hostels and on the campus which they even fail to do. The council is a bunch of useless kids”*

The deputy head teacher of the same school was also asked how the school makes decisions on the academic calendar and he said he sits down and comes up with the calendar of events when he was asked further about the teacher's inputs and those from matrons and patrons of clubs and societies that was when he changed to say he incorporates their ideas and make the calendar of events. This was noticed at school C and when the researcher was going through the documents showing the performance of students at the school she noticed that the quality

of results was poor in comparison to the other two schools. Quality in this case was seen as about a quarter of the students scored between the highest points and twenty points. The analysed results will be presented later in the chapter.

### 4.2.3 Unity of Command

Finkelstein & D’aveni (1994) & Fox & Meyer (1998) define unity of command as an organizational principle that each person within the line of authority should be responsible to only one person. They further argue that an employee who is responsible to various persons in authority will presumably be confused, ineffective and irresponsible, while an employee receiving commands from one superior is presumably methodically efficient and responsible. This is shown in how the school management has structured the line of authority and how the schools are structured is just the same. On how the principle of unity of command has helped the management of the school the head teachers had this to say:

HT-B *“Madam I don’t want to be looked at as if am on the neck of these teachers as well as the support staff. When I just came at this school I first had a meeting with the academic staff and I told them who should report to who and I even gave them reasons why will that be the case. Then I also had a meeting with the support staff for the school and I told them that if they have anything they want to bring to the knowledge of my office then they have to be directed through the bursar who is their boss.”*

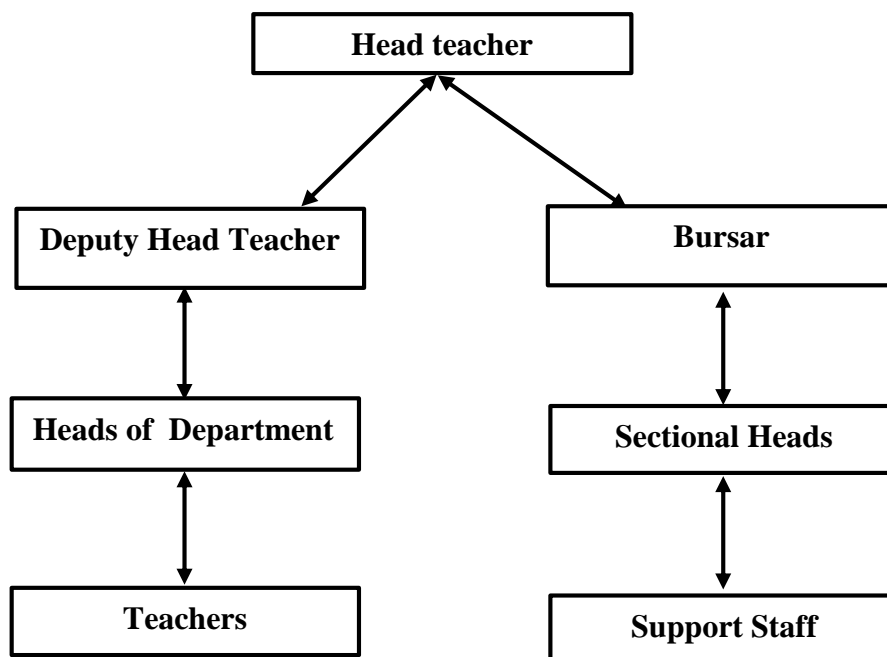
This was also the answer given by the other heads and they said that this principle of unity of command is helpful simply because it doesn’t complicate communications made and we usually run away from people misinterpreting the communications made. One participant even said this:

HT-A *“Zimawononga kwambiri zinthu madam pa school ndi zinthu zoti school sinapange bwinobwino kuti kodi uyu akuyenera kupanga report kwandani and so on. Izi zimabweretsa mauthenga aja omati a head akuti mutere anthu mkumaona ngati a head ndiye choopsezera (this brings in a lot of confusion and disturbances as people take advantage and start issuing threats to their fellow members lying that that’s the command from the head teacher). But when modes of command are open people know whom to ask and whom to report to.”*



Meaning that the principle of unity of command help to avoid confusion among workers. This notion is supported by Marume & Jubenkanda (2016), who said that span of control or unity of command avoids confusion among workers, and conflict among superiors and creates a better relationship between workers and management. At each level, the superiors are allowed to make decisions. Though the notion of the structure is that communication made should not be one way it was seen at school C that the mode of communication was usually one way. It was observed that the command line was usually not followed most times when making decisions as mostly top management was responsible for that with little input coming from the bottom. The deputy head teacher for school C told the researcher that he usually has to attend to the needs of the kitchen as it is seen that the staff is incompetently asked if he has ever made any effort to discuss issues with the bursar and the cooks on the observed problems he said the bursar is usually on the side of his staff and the kids, as a result, it slows down some of the operations of the school.

The schools' unity of command is illustrated below



**Figure4.1: School Unity of Command**

#### 4.2.4 Management by Walking Around

The respondents also mentioned that they manage the teaching and learning environment by walking around. Bilal et al. (2018) define management by walking around as a management that emphasizes the importance of personal contact relations among individuals, open assessment and realization. It is considered to be one of the methods to build and improve performance. When asked what they understand and how they implement MBWA the respondents gave the following responses

*HTA “I believe in management by walking around a lot as it gives me time to interact with students, support staff and teachers. This is not just a strategy of making your presence felt on campus this is a way of motivating staff and students.”*

*HTB “management by walking around is where a manager moves around interacting with staff members on professional and personal matters. I believe the aim is to build a positive working relationship where you break the manager-subordinate boundary and instead, you create a colleague boundary. In so doing the school environment is made conducive for both learners and teachers and in the end, the school achieves its plans as it is also one way of motivating both students and teachers.”*

*HTC “management by walking around is where a manager leaves all the paperwork and moves around the school to observe workers as well as students and to interact with them on a professional and personal point of view in so doing enhancing mutual relationships that build a conducive environment for both teachers as well as students”*

When asked how they implement it, an observation was made that, at school A and school B, where the concept is applied professionally and at school C it is used as one way of scaring off students as the deputy head teacher for the school stipulated that he moves around a lot to check who is at the hostels, outside class or in class. When asked if there are proper reasons for such he just brushed the researcher off by saying students lie a lot and one cannot take their word so they are punished without hearing their side of the story. He was even happy to tell the researcher how students run away and do what they are supposed to do that time when they see him moving around. The researcher asked if he doesn't see that as a negative thing but he was quick to say that still more students are kept in check.

MBWA is an active person-to-person process that relies on deeds, involvement and participation to create better schools (Tucker & Singer, 2015; Serrat & Serrat, 2017). From the findings, the researcher found out that the schools have the very same management concepts and beliefs but there are great differences in how these are implemented hence in one school they are a means of motivating teachers as well as students while at another school the same concept is taken as a means of controlling learner's behaviour.

In summary, there is a general uniformity in how the schools are managed but there are differences in how their management styles are applied for general day-to-day management of the schools. The researcher observed that at school A and school B, the idea of MBWA was applied by the school head teachers to get to know all members of staff better and address any concerns that they may have in their respective working areas and that has enabled the head teachers to create a good working environment. This was expressed by the heads of departments themselves when they were asked about the overall management of the school. It was also observed that at school C the MBWA principle was being applied as a policing activity. The heads of departments for the school said that the deputy head moves up and down the school and teachers are always rushing to be in class when they see him even the students will run into classes or the library if they see him. Though the concept they use is the same its application is different in two schools it is taken as a motivating factor while at one school it is taken as a means of creating fear and not respect. This is in line with the systems theory in that the inputs into the system determine the output as is evidenced in the overall performances of the schools at a national level.

The researcher also observed that schools A and B are more decentralized and decisions about teaching and learning are usually made by the concerned departments. at school C it was observed that decisions that affect the teaching and learning process are usually from the office

of the Deputy headteacher who is responsible for academic management and these decisions are communicated to the departments for implementation. There is little or no flexibility at the school. This then clearly shows that schools A and B practice a contingent style of management while school C uses a classical approach where rules and regulations are used to solve common problems and they stem from the higher offices to the lower offices with little or no contribution from the lower offices.

### **4.3. Exploring Management practices used by the Head Teachers**

Management in education involves processes of directing, planning, coordinating and controlling the activities of the school for effective and efficient teaching and learning and achievement of goals set by the school. The school managers were asked several questions to find out how the four main functions of management are achieved. The questions asked were how do you work with staff members to make sure that they align their tasks with the goals and objectives of the school? How do you ensure maximum achievement of learners in the subjects within the department? How do you make sure that teachers finish the work that they have planned within an academic year? A lot of responses were given by the respondents and out of the many given, the following are what emerged as the themes for the management practices that are carried out by managers to ensure maximum achievement of learners:

#### **4.3.1 Motivational Factors**

All the respondents outlined different motivational factors that the management of the schools implement just to make sure that teachers, as well as students, work hard for good results at MSCE. Mullin. (2005) describes motivation as being concerned basically with why people behave in a certain way. He further says that it is not the behavior itself and it isn't performance. Motivation concerns action and the internal and external forces which influences a person's choice of action. Motivation is the driving force within individuals by which they attempt to

achieve some goals so that they fulfil some need or expectations. These motivational factors are applied to both teachers as well as students. Teacher motivation influences classroom practice and both of these influence students' beliefs and attitudes. Teacher motivation level can enhance or weaken student performance (Kocabus, 2009, Tandon & Pointer, 2007)

Student motivation has been defined in various ways. Seifert, (2004) defines it as being a process of cultivating student's interests in learning. Motivation revolves around stimulating the desired learning environment in terms of maintaining class sizes characterized by a seating arrangement where students are not squeezed and which maximizes student opportunities to effectively listen to their teachers (Johnson, 1985)

The respondents outlined several activities done by the schools which were both extrinsic and intrinsic motivators.

#### ***4.3.1.1 Awarding Performance***

Respondents said that the recognition that the schools give after the national examinations is a means of motivating teachers as well as students to work extra hard. All the schools talked about monetary awards that are given to teachers at the end of the year. Apart from awarding teachers, students that have done well at MSCE are also awarded. These monetary awards are initiated by the school BoG and the school PTA. HOD-A said this about how learners are motivated:

*“We usually take those that have done well for a luncheon outside the school at best restaurants and we have noticed from this initiative that the students that are taken out always change from time to time and besides that we also have a special hostel which is the best among the hostels that we have. This hostel is usually reserved for students that are in the top five in all classes so the students also keep on changing from time to time this has motivated our students to become competitive and we usually don't have one student who is always number one”*

#### 4.3.1.2 *Training and Educational Visits*

Teacher development and capacity building is also one way in which management motivates teachers. The participants acknowledged that the school management will usually initiate school in-service training which is sometimes facilitated by the members of staff and sometimes they invite item writers, markers and other people that are in other sectors other than teaching to come and train them on what the school feels is lacking. Besides those initiated by the schools, some are also done by the church. The church usually trains head teachers on leadership and management skills and HT-B said this about how these management trainings organized by the church have helped him:

*“I was sponsored by the diocese to go and attend a leadership and management course at an institution called Christian organization research and advisory trust (CORAT). This is the norm within the diocese that once you are appointed as a head teacher for their schools they fly you there to be trained in leadership and management.”*

Besides taking teachers on educational visits which are also taken as learning trips the schools also boast of taking support staff as well as school prefects on such trips. HOD-A and HOD-B said that the schools decided to take their prefects for educational visits to other schools for them to interact with their fellow students for them to learn about what others are doing and they are encouraged to learn all about the school and observe the environment. Later when they come they hold a meeting with them and they implement what they feel will help the schools to progress.

DHT-B had this to say:

*“We organize trips for our prefects as they are part and parcel of school management. We ask them to identify a school that they should visit and when they do we go there. We have implemented a lot of things here after they suggested. For example, we now have a board on one of the walls which they use to solve problems and other things and this was copied from one of the schools they visited.”*

The respondents said that a motivated student is much more disciplined and these prefects are respected by their fellow students and when they see that they are being recognized by management they feel responsible for the wellbeing of the school.

#### ***4.3.1.3 Accommodation of Teachers***

Another way in which teachers are motivated is that the schools have tried as much as possible to have 95% of their teaching staff within institutional houses which are paid for as low as K7000 per month. All the participants agreed that the provision of institutional houses is a motivating factor as they don't trek long distances to come to school and this has also encouraged them to work even outside working hours just to make sure that they finish the syllabus. They also said they have peace of mind as they don't struggle with issues of having unreasonable landlords and this has made them to be psychologically balanced to some extent. They also said that the money that is paid for renting the house doesn't cause a headache.

#### ***4.3.1.4 Incentives and Inducements***

It was also found that the schools' management offers different incentives to teachers, students and non-academic staff. The incentives that are given to staff members are both monetary and non-monetary. The schools give both monetary and non-monetary incentives. The incentives that the schools give are to motivate teachers extrinsically and intrinsically. Some of the incentives that the schools give are:

##### **Soft loans**

School B management said that they give soft loans to their teachers and these loans are paid back without any interest. Asked where they source the money from the manager said the

money is for the school. In the explanation given on why this idea was initiated, the manager said that most times teachers were found in trouble by “katapira” guys and this usually psychologically affected their output at schools. To make sure that the teachers are mentally balanced the school management sat down and introduced the loans and so far this has helped a lot of teachers. One of the respondents had this to say

*“sizachilendo madam kuti aphinzitsi amatchuka ndikutenga ngongole kwambiri zomwe mwambiri mwayizo zimakhala katapira. Ngongole zikachuluka munthu amakhala stressed and amakhala uja omangokhalira kukalipa komanso sagwirizana ndi anthu (its not surprising madam that teachers are known for having a lot of loans that they even fail to pay this usually comes with a lot of stress and it affects working relationships). This has a very bad result on how this teacher teaches and how he relates with his colleagues such loans brings restlessness and psychological problems and such a teacher can never deliver and to run away from such situations we came up with these non interest loans.”* HT-A.

HOD-B was even happy to say that the loan that the school offered helped him a lot when he was buying his car from Japan. He even said that most teachers at the school have managed to buy cars because of such loans.

### **Spouse trips**

The management of one of the schools also said that they do not only look at the welfare of their staff alone but they also reach out to their spouses.

They said that every year during Mother’s Day the school organizes a trip for the spouses who are females and they are asked to choose a place that they want to visit if the school can afford that then they go and this has been happening for the past four or five years. The management said they came up with this as family is the first place for motivation and if spouses feel that they are part of the school they encourage their spouses to work hard. They also said that this creates a sense of belonging to the teachers and they are motivated.

These motivational factors, as ways of trying to make teachers and students work towards achieving good results, agree with what the literature says about motivated staff and the output



they produce. Ofoegbu, (2004) and Watt & Richardson (2013) contend that teacher motivation influences classroom practice and both of these influence students' beliefs and attitudes thus teacher motivation levels can enhance or weaken student performance. Moloi & Bush, (2006) further argues that dissatisfied teachers will most likely produce low-quality students. This also agrees with the notion of one approach to management; management by objectives which talks about the management of organizations in general. MBO stipulates that a manager's effectiveness may be assessed in part by factors such as:

- Strength of motivation and morale of staff
- The success of their training and development
- The creation of an organizational environment in which staff work willingly and effectively (Mullins, 2005)

The extent to which the schools applied these motivational factors to enhance staff and student performance was slightly different. The researcher observed that at two schools, that is school A and school B management has come up with a lot of ways to try to motivate teachers unlike at school C where the only motivating factor that they mentioned was awards given when MSCE results are out. The extent to which management goes to motivate its learners and teachers to make sure that the school is producing excellent results is dependent on the nature of the manager and his team. HT-B acknowledged that school managers are different and that though they may attend the same in-service training and they may have the very same qualification but how they will run their schools will be different because according to him it also takes some personal attributes to manage and motivate your staff members. Though such is the case; motivation in management differs and different individuals are usually motivated differently as the drive is also different.

### **4.3.2 School Culture**

Organizational culture refers to shared values and patterns of beliefs and behaviour that are accepted and practised by members of a particular organization. Culture includes work practices, and it defines how managers and workers treat each other and can expect to be treated (Parnell, 2014). School culture, on the other hand, describes the environment that affects the behaviour of the entire school community. It can be defined as the quality of character of school life experiences and reflects norms and goals, values, relationships, teaching practices and the structure of the organization (Hallinger & Heck, 1998). The schools have embraced some cultures that have helped both teachers and learners to align what they do to achieve the objectives of the school. The following were the customs that the schools have embraced for several years though the extent to which these are applied is different.

### **4.3.3 Vibrant Peer Teaching**

On how they make sure that the students are meeting the objectives of the school, HOD-A and HOD-B said that the students organized themselves and they came up with this idea and since then it has become the norm of the school. HOD-A said this

*“Our students organized themselves some four years ago and they started teaching each other. This started when we teachers were on a sit-in. one of the students who was in form four then organized his fellows and they selected some who were given tasks to be teaching. So they started doing this and that year the results were exceptional and the guy who came up with this idea scored 7 points and since then the other students have embraced that culture and that is the norm here.”*

When asked how this has helped the school. The participants said that when teachers are not around you will never hear them making noise and you will never see the students loitering around. They check what is on the timetable and student teachers for that subject will stand and teach the class, they said that the teachers are for all subjects and they choose anyone. This is not done by teachers but by the students themselves. The teacher further said this:

*“We thought that they don’t really help each other but we noticed that when we give them simple tests on what they have taught each other they perform very well.”*

Participants from the other schools also talked about the same culture where students teach each other and that the culture has helped in yielding better results. The schools have embraced a culture of learners actively taking part in their learning. This agrees with what the literature says about a pervasive focus on teacher and student learning. It says that schools that have made a shift from a teaching focus to a learning focus are the ones that are doing well. It further says that a school that has “they learned it culture” is far much better than a school that has the “I taught it culture.” This culture turns it from what it offers it begins with what students require (Brown, 2004). Kharusi, (2016) further says that peer teaching helps students to reinforce their learning by instructing others and that students feel more comfortable and open when interacting with a peer.

#### **4.3.4 Enforcement of Discipline**

The schools have created an environment where discipline is paramount. The discipline of students doesn’t only centre on following what has been laid down as the official rules and regulations of the schools. The schools have also made their students follow to the latter the timetable for academic and non-academic activities at the schools. The participants said that their school day starts at 4:00 am with a one-hour prep. This is followed by one hour of cleaning. Then they go and receive their breakfast. At 7:00 am everyone is supposed to be seated in class waiting for classes that start at 7:30 am. The participants said that though the schedule is very tight no student is found at the hostels during times that they are supposed to be in class or to be at the chapel. The levels of student discipline were a bit different in the schools. Though this is the case the schools have uniform measures applied to instill discipline among the students.

Besides the strict adherence to time table, the schools also have school rules and regulations that lay down the kind of behaviour that is supposed to be portrayed. The schools say that they have expelled some students who had failed to comply. One participant said this:

*“We have laid down rules and regulations at this school and they apply to every student those selected by the church and those selected by the government. We usually recommend to the ministry if we have expelled a student and the ministry has always trusted our decision. If the kid was selected by the church then that is easy because what we write is just a letter to the parents notifying them that their ward has been expelled with reasons of course.”*

Discipline is important as it secures consistent behaviour per the acceptable norms of the institution and this makes it easier for the schools to achieve their objectives as discipline helps students to manage their time and to monitor their learning and they spend much of their time doing academic work and not doing punishments. A school culture that enhances student discipline directs students’ actions towards the completion of the goals and objectives of the school. Sindhu, (2015) argues that the smooth functioning of the school depends on the maintenance of discipline and coordination among the head teacher, teachers, students and other staff members.

Additionally, discipline of students differs from school to school. Many stakeholders have argued that Catholic schools are an exception when it comes to student discipline which they link to the outstanding performance of many Catholic schools. Not all of them enforce discipline the same way. The schools that were studied preached about believing in the discipline of the child as one of the key factors that lead to outstanding academic performance. School C believes that a student is always unruly and for each case rules and regulations must be applied, as such they said that they have some strict rules that are used to monitor student behaviour. School A said that rules and regulations are revised from time to time just to incorporate emerging issues in education, the school also said that to make sure that students

feel considered they have given some authority to prefects to resolve issues. The same remarks were concurred by school B management.

In conclusion, these management practices and how they are implemented to make sure that both students and teachers work towards achieving school goals depend largely on the management style that the schools have adopted. Managerial practices greatly depend on the school structure and how communications are made. The researcher observed that School C believe that money is the only motivator for teachers. The school management hasn't come up with any other interventions just to motivate learners and teachers. Besides that the school doesn't believe that students are responsible for their learning and that they are taken as empty slates, there is no enhancement of proper peer teaching unless they are group presentations facilitated by the subject teacher, school A and school B, on the other hand, believe that money isn't a motivating factor and that no amount of money is ever enough to satisfy the needs and wants of a person as they are new each day. As such the schools have come up with different other interventions for motivating teachers the schools believe that a happy home makes a satisfied and motivated teacher as such they have incorporated some activities that involve teacher spouses. Besides the schools also have placed great emphasis on peer teaching as they believe that students are responsible for their learning teachers at these two schools are just taken as facilitators of learning and students have been trusted with a bigger role of independent and peer learning. The practices in these schools are highlighted in the classification of school structures Hoy & Miskel (2013). Schools A and B are seen to have an enabling school structure that promotes flexible rules and regulations, there is participative decision-making, encourages innovations and seeks collaborations which are summarized in formalization, centralization, process and content of the structure. On the other hand school C is observed to have a hindering school structure that believes in enforcement of rigid rules and regulations, demands

compliance and consensus and embraces control. Due to these factors, the performance and discipline of students is a problem.

#### **4.4 To investigate how student performance at MSCE is enhanced in the Catholic grant aided secondary schools.**

The third objective sort to find out what the schools used to model the performance of the students. This is to find out how they make sure that they maintain their academic standards and break out and perform even more. The questions that were asked to establish this were; how is the performance of the school assessed? Does your school use any performance models and if yes what are they? How do these help learners in reaching their maximum potential? The participants gave a lot of explanations on how their school gets good results and the following emerged the most.

At school C they believed that as long as teachers are paid it was enough to keep them motivated. Schools A and B believed that to create a healthy working environment, home was the biggest motivation for a teacher. While most of the teachers were males, spouses are allowed to accompany the teachers on holiday trips and given a forum to share their contributions towards the success of the schools where their husbands are employed. Because most teachers are victims of ‘loan sharks’, the schools provide soft loans which are paid back without any interest. These loans help to keep spouses occupied with entrepreneurial adventures which in turn help keep homes sufficiently provided for.

##### **4.4.1 Goal Setting**

Improving academic performance is one of the main concerns of authorities in the education field. A goal is a statement about values and priorities it reflects the beliefs of the individual (Hoerr, 2014). The schools have encouraged their learners to set their own academic goals.

These goals are set by each class. The goals that the kids set are always about their performance as they always want to beat the academic performance record that the schools have set. The participants said that they usually encourage this as it is one way through which the students develop a positive attitude towards their learning and this has a positive impact on how they perform. They further said that if students are allowed to come up with goals then they develop a strong drive of trying to achieve that goal. The heads of department for one school said this;

*HOD-A “we have had a culture where each department set goals about what they want to achieve at the end of an academic year and besides that all our classes have their own goals that they set and they are pasted in each and every class these kids really work hard to achieve the goals that they have set and with this we do not push them or force them to learn as already they are aware of what is expected of their class.”*

The idea of setting goals agrees with the two types of models that are in literature which are the social cognitive career theory and the performance model by Petersen et al., (2010) and it also agrees with the goal-setting theory of Locke and Latham, (1990). Goal setting theory in its simplest terms explains that the simplest and most direct motivational explanation for why some people perform better than others is because they have different performance goals. Studies have shown that performance is a linear function of goal difficulty. Another study by Fortier, (1995) revealed that perceived academic competence and perceived academic self-determination positively influence autonomous academic motivation which is an important factor in school performance.

The participants also said that what the school does is support the learners fully and with all the resources and intensive teaching and assessments so that the goals that they set are achieved. This is in line with what Fortier, (1995) said. He said that teachers, parents and the school administration's behaviour towards students influence students' perception of competence and autonomy. The less autonomous social agents' behaviours are the less positive students' perceptions of competence and autonomy. Hoerr, (2014) further says that students who feel

incompetent in the academic domain and feel controlled in the school may experience a loss of academic motivation that drops their performance eventually. Setting goals direct both the mental and physical actions of individuals. This is achieved because goal setting increases the attention to the immediate task and the effort capacity that is expended on school and learning activities and in the end increases performance.

Goal setting is psychological and it drives the self-efficacy of a learner. Uniform goals may be set but how the learners behave towards achieving the goals may be different. The school management is responsible for the creation of an environment that will cause learners to have an inner drive of wanting to achieve more. Management may also create an environment that will limit the performance of the students. This is in line with the idea of the systems theory of management which stresses that quality inputs into the system will result in quality management and vice versa.

#### **4.4.2 A competitive Academic Environment**

The schools have also made sure that there is some sort of positive competition among the students. The participants said that they encourage this a lot as it fosters good performance amongst their students. To achieve this they said that they always make sure that those that are doing well are encouraged and they also make sure that those whose performance hasn't been satisfactory are motivated to do even well. The schools will usually post the results for any other test that they sit for so that everyone should see them. Besides pasting terminal tests or weekly test results the schools also paste MSCE results so that those that are sitting for their national examinations that year should see and know where they have to work hard.

A competing culture also goes as far as the teaching staff. The HOD-A said that they always have a trophy that is given to the best-performing department. When asked how they think this helps enhance performance they said that this has made them to be working hard and it has



made each department see to it that students are coming out with good grades in their respective subjects.

*“This has made teachers employ an extra gear in how they teach and every department makes sure that the teaching and learning resources are available to support the process of teaching and learning.”*

A competitive culture motivates both teachers and students as they are encouraged to do more to beat records and set new ones. This makes teachers and students commit to objectives and goals set by the school it creates a capacity and environment for creativity, and solving problems both teachers and learners are motivated to become self-actualized.

A competitive environment and setting goals have much to do with the management systems of the schools. Efficient and effective management styles by the schools will make students set goals that are attainable and realistic. All these depend on the ability of the school management to make resource, teacher management and curriculum decisions that suit their context and circumstances. The researcher observed that because of the constant meetings and interactions that happen among the Catholic schools, the schools have all taken in the same ideas which are working in some schools and others are failing simply because of how the management manages resources. The researcher observed that school B has managed to surpass the other two schools as students are given a lot of time to learn on their own and as such the students have learnt a lot about managing their time and adapting to the daily activities of the school as they don't feel forced. For school C, it was observed that most of the activities are forced down on students as well as teachers as most of the goals are set by the management and not the learners as well as teachers as it is done in the other schools.

In conclusion, the enhancers that are used to improve the performance of students in theory only are the same. In practice these enhancers are different. At school C there is a lot of interference by the management and this reduces the motivation and self-determination of both teachers and

students. Fortier, (1995) posits that a student who feels incompetent in the academic domain and feels controlled in the school may experience a loss of academic motivation that drops his or her performance eventually. The systems theory talks about a positive interaction of the parts within the system if the output is to be of quality. At schools A and B there is positive interaction and academic motivation and self-determination are there among the students hence the schools have managed to produce good results at MSCE. At school C impositions are making it impossible for the students to have academic motivation hence the students are underperforming and the quality of results at MSCE is not that good.

**A summary of the school’s performance for a period of five years.**

**Table4.2:School Performance Summary for Three years**

<b>Year</b>	<b>School A</b>	<b>School B</b>	<b>School C</b>	<b>National Level</b>
<b>2017</b>	<ul style="list-style-type: none"> <li>• Highest-9 points</li> <li>• 92.6% pass rate</li> <li>• 38 students between 9-20 points (50%)</li> </ul>	<ul style="list-style-type: none"> <li>• Highest-6 points</li> <li>• 99% pass rate</li> <li>• 63 students between 6-20 points (53%)</li> </ul>	<ul style="list-style-type: none"> <li>• Highest-6 points</li> <li>• 97% pass rate</li> <li>• 25 students between 6-20 points (34%)</li> </ul>	61.66% pass rate
<b>2018</b>	<ul style="list-style-type: none"> <li>• Highest- 10 points</li> <li>• 93% pass rate</li> <li>• 30 students between 10-20 points (36%)</li> </ul>	<ul style="list-style-type: none"> <li>• Highest- 7 points</li> <li>• 98% pass rate</li> <li>• 64 students between 7-20 points (50%)</li> </ul>	<ul style="list-style-type: none"> <li>• Highest-10 points</li> <li>• 100% pass rate</li> <li>• 117 students between 8-20 points (23%)</li> </ul>	63%
<b>2019</b>	<ul style="list-style-type: none"> <li>• Highest-8points</li> <li>• 94% pass rate</li> <li>• 30 students between 8-20 points (44%)</li> </ul>	<ul style="list-style-type: none"> <li>• Highest- 7 points</li> <li>• 99% pass rate</li> <li>• 62 students between 7-20 points (54%)</li> </ul>	<ul style="list-style-type: none"> <li>• Highest- 8 points</li> <li>• 100% pass rate</li> <li>• 15 students between 8-20 points (23%)</li> </ul>	50.36%
<b>2020</b>	<ul style="list-style-type: none"> <li>• Highest 7 points</li> <li>• 96% pass rate</li> <li>• 45 students between 7-20 points (58%)</li> </ul>	<ul style="list-style-type: none"> <li>• Highest 8 points</li> <li>• 91% pass rate</li> <li>• 62 students between 8-20 points (54%)</li> </ul>	<ul style="list-style-type: none"> <li>• Highest 12 points</li> <li>• 95% pass rate 21 students between 12-20 points (27%)</li> </ul>	41.42% pass rate
<b>2021</b>	<ul style="list-style-type: none"> <li>• Highest 11 points</li> <li>• 97% pass rate</li> <li>• 47 students between 11-20 points (62%)</li> </ul>	<ul style="list-style-type: none"> <li>• Highest 10 points</li> <li>• 91% pass rate</li> <li>• 49 students between 10-20 points (40%)</li> </ul>	<ul style="list-style-type: none"> <li>• Highest 12 points</li> <li>• 99% pass rate</li> <li>• 23 students between 12-20 points (30%)</li> </ul>	51.9%

The table above has clearly shown that it is very much possible for students from the schools to pass MSCE as the schools have had an above 90% pass rate each year for the past five years. Though such is the case the schools show a great difference in the quality of their results as school A has an above 50% of student scoring between the highest points and 20 points.

The school is seconded by school B and the last is school C. The school management outlined the very same difficulties that they face in terms of the type of students that they get as not all

of them score highly at Primary School Leaving Certificate Examinations. Besides that the schools also said that they get a lot of students as placements from the church and they pay all the necessary payments to the diocese which is uniform. The school management teams also said that the government support them in the same way by giving them grants and the schools are run on the fees that are paid by the students. EESSA, (2018) outlines that a lot of students in the country pass national examinations but the quality of the results is very poor the same is conquered by the SACMEQ report of 2017 which stipulates that the quality of achievement in terms of quality in the education system is very poor. The schools have shown such a great difference in terms of quality due to several factors that the researcher linked to how the schools are managed. The researcher observed that the school's management of the schools have brought into the school different management interventions that the management has implemented. The researcher observed the following in conclusion:

- a. School managers and school management teams are knowledgeable about what education management is and what it involves and what good school management results into. Though the knowledge is there the researcher observed that the application of best management practices is lacking in one school which is school C as such the school is behind the two other schools in terms of producing quality results.
- b. There is a general belief among the schools that the only viable type of motivation for teachers and students is monetary awards given when national results are out. Money is not the only motivator as sometimes people have some other needs other than monetary needs. The insight of going beyond awards as the only means of motivating teachers besides capacity building training was only observed at school A and school B where management has taken a further step of including spouses as well as issuing personal loans with no interest charged as teachers are always victims of loan sharks

and that affect their work. The two schools believe that happy homes make good teachers and that satisfied teachers yield better results.

- c. The schools have also cultivated a culture of competition among teachers as well as students. School A and School B, do not just wait for their students to pass national examinations with flying colours for them to be awarded. They have put in place different ways just to make sure that their students are competing and in so doing enhancing their performance. For instance, the schools have created special hostels for best-performing students with facilities different from ordinary hostels and students compete weekly to stay in the hostels through examinations that are administered weekly. Besides that best students are taken out for lunch along the lake just for them to relax and they are encouraged to work extra hard as they know that their friends are not just idle.

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, RECOMMENDATIONS AND CONCLUSION**

#### **5.0 Chapter Overview**

This chapter provides a summary of the findings, recommendations and conclusion based on the findings of the study.

#### **5.1 Summary of Findings**

The findings have revealed that catholic grant-aided secondary school managers use different styles in managing and running the schools. This has affected the results that the schools produce at the national level. Two schools have managed to decentralize the authority and have implemented management by walking around effectively. With a decentralized type of authority, the two schools have also managed to adopt a contingent management style with a lot of flexibility in terms of how rules and regulations are applied to different situations. The flexibility has allowed the schools to utilize both human and material resources effectively hence producing quality results. One school is more centralized with authority centred at the top and has failed to effectively implement the principle of management by walking around. The school has adopted a classical type of management with a lot of strict rules and regulations without any flexibility. School C believes that learners are lazy and dislike school and have to be pushed around, directed as a means of disciplining them and achieving great results. The differences in management styles have affected the results that the schools produce at MSCE. Two schools have managed to have quality MSCE results and have maintained their stand for a period of five years that is from 2017-2021. School A as seen in Chapter Four has had the best results with above 50% of students getting less than 20 points.

Having similar management practices hasn't brought any uniformity in terms of how the school perform. This means that the effectiveness of these practices depend on how the managers manage the school. The schools mentioned practices, teacher as well as student motivation, school culture, discipline enforcement and a lot of practices. Still, there are some gaps and differences in how these motivation factors are employed. Motivation is one key that will push teachers and students to work hard. The schools have come up with different ways of motivating both teachers and students. Two schools have gone beyond just awarding teachers and students for outstanding performance at MSCE they have brought in a lot of motivational factors and these have made students and teachers work hard and achieve great results. One school only award teachers as a means of motivating them. The extent to which management practices are implemented by the schools to bring organizational awareness depends greatly on how the schools are managed. Different management practices and their implementation has also yielded different results as seen in chapter four.

The schools also have the very same ways of enhancing students' performance. There was an idea of goal setting, and management creating a competitive environment for students as well as teachers but still the incentives that come with such are different and this has yielded differences. The ways of enhancing student performance came from the students in school A and school B while at school C the enhancers came from management. This is largely because the schools usually interact at the management level since they are all Catholic grant aided and have shared ideas on how they enhance performance.

In terms of the quantity of results, the schools are at par, but there is a wider gap in terms of the quality of the results. This has always been an issue even across the country as quantity percentages are usually higher than quality percentages. The study has attributed these major

differences to the way the schools manage all three human resources, material as well as financial resources.

Catholic grant-aided secondary school managers should adopt management styles that will enhance teamwork among teachers, motivate their staff members and students to work hard and produce exceptional results. Management should run away from imposing things on students as well as teachers as this results in demotivated teachers and high indiscipline cases among students. Systems theory says that input factors affect output. A good teaching and learning environment with all resources available is ideal for producing the best results.

## **5.2 Implications of the Study**

Education management is an important factor if the quality of results in national examinations is to be improved. Managers in Catholic grant-aided secondary schools must determine or come up with clear and precise objectives and select the input strategies that will be transformed into a quality product which is academic performance in this case through the productive process of teaching and learning. Creating a positive school culture and managing schools efficiently and effectively with sound and good management styles is very essential for quality results at MSCE.

The study revealed that Catholic grant-aided secondary schools in Malawi are run with little or no funding from the government and as such schools are forced to make ends meet with the money that they collect as school fees. Management of these schools should come up with proper interventions of utilising material and financial resources just to make sure that teaching and learning are not compromised.

To improve learning outcomes, these Catholic grant-aided schools should optimise teacher workloads, utilize non-teaching staff, and provide or support access to teacher professional



development activities. Management should also make sure that school infrastructure is maintained and renovated as most of the schools were built by the missionaries and little or no maintenance work has taken place.

### **5.3 Areas for Further Research**

The researcher suggests that the following areas can be ideal to be researched on:

- Further research on the management of secondary schools and how they affect student's performance at the national level is necessary with a focus on Catholic grant-aided girls' secondary schools
- Research on other factors other than management styles that affect the performance of students in national examinations can also be ideal.

### **5.5 Conclusion**

Catholic grant aided secondary schools use different styles of management and these have affected the running of the schools and the performance of the schools at national level (MSCE) as seen in table 4.2. Management practices that the researched three catholic grant-aided schools have adopted have greatly been affected by the type of management at the school which basically have a bearing on the culture and structure. While two schools have an enabling structure; one school has adopted a hindering school structure rendering the schools to be different in effectiveness and efficiency. Proper training of school management teams has to be done for them to understand people management, motivation and contingent ways of managing schools. Its so pitiable to note that school managers think that money is the only motivator while neglecting other motivating factors. This reflects the notion that that management influences performance either positively or negatively. Thus good management styles leads to high and quality performance while poor management styles leads to low and poor performance.

## 5.4 Recommendations

The following recommendations were made.

1. The school management team that is the deputy head teacher and heads of departments should be trained in leadership and management skills and should not be limited to school head teachers only as is the case currently.
2. The church should play a bigger role in helping the schools under them to perform well and educate disciplined learners. The church should not only participate in appointing head teachers to run their schools they should also make sure to train them with the necessary skills that are required in managing a school.
3. The school management team should be trained more in financial management and conflict resolution as these are the main problems that have caused transparency issues in the schools.
4. School management should know that awarding teachers when national examination results are out is not the only way of motivating teachers to perform. School managers should come up with several ways of motivating their members of staff and the church should also assist in this area unlike leaving it all to the government which does nothing to motivate teachers.

## REFERENCES:

- Abdalla, M. S., & Ali, I. A. (2017). Educational management, educational administration and educational leadership: definitions and general concepts. *International journal of Engineering, Business and Management* 5(3), 15-24.
- Africa, E. I. S. S. (2018). *The Efficiency of secondary education in sub-Saharan Africa EESSA project: The Case of Malawi*. DOI:10.13140/RG.2.2.29405.95200
- African Union, (2016) Agenda 2063: The Africa we want. Addis Ababa.
- Ahmed, I., & Qazi, T.F. (2012). A Look out for academic impacts of social networking sites. A student-based perspective. *African Journal of business management*. 5(12), 5022-5031.
- Ali, A.I. & Mahommed, M.S.A. (2017). Educational management, educational administration and educational leadership: Definitions and general concepts. *SAS Journal of Medicine*. 3(12), 326-329.
- Amadi, C.E. (2011). *An introduction to education administration*. Harey publications.
- Angrist, J.D., Pathak, P.A., & Walters, C.R. (2013) Explaining charter school effectiveness: *American economic journal applied economics*. 5(4), 1-27.  
<https://dx.doi.org/10.1257/app.5.4.1>
- Aquinas, P.G. (2007). *Management principles and organizational behaviour*. Excel books.
- Backiny-Yetna, P., & Wodon, Q. (2009) Comparing the performance of faith-based and government schools in the Democratic Republic of Congo.

- Ballanggrund, R., Husebo, S.E. & Hallord, M.L. (2017). Cross-cultural validation and psychometric testing of the Norwegian version of teams. Teamwork perception. BMC health services research, 17(1), 799-809.
- Bandura, A. (1977). *Social learning theory*. Prentice hall.
- Barber, P., Bertet, M., Czerwitzki, K., Fondzenyuy, N. F., Callizo, I. G. I., Choi, J., & Wodon, Q. (2020). *Christian Schools and the Futures of Education: A Contribution to UNESCO's Futures of Education Commission by the International Office of Catholic Education and the Global Pedagogical Network Joining in Reformation*. Rome and Hannover: OIEC and GPEN reformation.
- Baumer, P. & Lichon, K. (2014) Administrators as advocates for teacher collaboration. Intervention in school and clinics. 51(1), 95-102.
- Benathy, B.H. (1989) The design of evolutionary guidance systems. Systems research. 6, 289-295
- Benoliel, P. & Schechter, C. (2018). Teamwork doubling and doubling teamwork. Improving schools. 21(3), 225-239
- Birt, L, Scott, S., Cavers, D., Campbell, D., & Walter, F. (2016) Member checking a tool to enhance trustworthiness or merely a nod to validation? 26(3), 1802-1811. Sage.
- Bloom, N., Genakos, C., Sadun, R., & Van Reenen, J. (2011) *Management practices across Firms and countries*. Centre for economic performance.
- Bloom, N., Sadun, R., Van Reenen, J., & Lemos, R. (2015) Does management Matter in Schools? *The economic journal* 125(584), 1647-674.  
<https://www.jstor.org/stable/24737101>

- Bowen, G. (2009) Document analysis as a qualitative research method. *Qualitative research Journal*, vole 6 no: 2, 27-40.
- Bruin, J. (2006) New test: command to complete the new test. UCLA statistical consulting group. <https://stats.idre.ucla.edu/stata/ado/analysis>
- Bua, F. T., & Ada, J. N. (2013). Impact of total quality management (TQM) on secondary school education for national transformation: The case of Benue North-West Senatorial District of Benue State, Nigeria. *Journal of Education and practice*, 4(20), 68-76.
- Bush, T. (2007) Educational leadership and management: theory, policy and practice. *South African Journal of Education*. 27 (3), 391-406.
- Bush, T. (2010) *Theories of educational leadership and management 4<sup>th</sup> edition*. Sage.
- Carmody, B.P. (2004) *The evaluation of education in Zambia*. Book World.
- Chabra, S., Singh, S., & Gyanendra, N.T. (2016). *Administration and management of education*. Vikas publishing house.
- Chamber, A.J. & Curral, L.A. (2005). Stress in academic life: Work characteristics as predictors of students' wellbeing and performance. 54(1), 135-147. Chapman printing.
- Chirwa, G. and Naidoo, (2014) Curriculum change and development in Malawi: A historical Overview. *Mediterranean Journal of social sciences*. Vol 5, No 16, 336- 345
- Christopher, N.M. (2012). Teacher motivation as a factor in language teaching and learning in Nigeria. *Journal of NELTA*, 17(12), 45-53.

- Coetzee, M. (2014). Organisational culture and employee satisfaction. *South African Journal of human resource management*, 10(2), 1-11.
- Cohen, L., Manion, L., & Morrison, K. (2000) *Research methods in education*. Routledge
- Creswell, J.W. (2012) *Education research*. Pearson
- Creswell, J.W. (2016) *Educational research: Planning, conducting and evaluating quantitative research*. Sage.
- Daniyal, M., Nawaz, T., Aleem, M. & Hassan, A. (2011) The factors affecting students' performance. A case study of the Islamic University of Bahawalpur, Pakistan. *African journal of education and technology*, 1(2), 45-51.
- Datnow, A. (2011). Teacher collaboration. *Journal of education change*. 12(2), 147-158.
- Donkor, R., Donkor, J., Lee, W., & Twerefoo, P.O., (2021) Exploring the impact of quality education management on pupils academic performance: A case of basic schools in Ghana. *International journal of education development in Africa*, 1(1), 1-23.
- Durrah, O., Eltigani, M. & Bilal, Z.O. (2018). Practising management by walking around and its impact on service quality. *International Journal of Commerce and management research*. 5(4), 45-55
- Fajar, S., Hussain, M., Sarwar, H., Afzal, M., & Gilani, S. A. (2019). Factors affecting academic performance of undergraduate nursing students. *International Journal of Social Sciences and Management*, 6(1), 7-16.
- Finkelsten, S. & D'aveni, R.A. (1994). CEO quality is a double-edged sword. How the board of directors balance entrenchment, avoidance and unity of command. *Academy of management journal*, 37(5), 1079-1108.

- Firmina, T., (2015) *The impact of leadership and management on academic performance in secondary schools in Tanzania. The case of the Iringa region.* [Unpublished dissertation, University of Tanzania].
- Fortier, M.S., (1995) Academic motivation and school and school performance. Toward a structural model. *Contemporary educational psychology*. 20(3) 257-27.
- Fox, w. & Meyer, I.H. (1998) *Public administration dictionary*, 8(1). <https://doi.org/10.5788/8-1-964>
- Fraenkel, J.R., Wallen, N.E., & Hyun, H.H. (2012) *How to design and evaluate research in Education.* McGraw Hill.
- Galimoto, P. (2008) *Teaching practice as a component of teacher education in Malawi: An activity theory perspective.* [Unpublished PhD thesis, school of Education, university of Nottingham]. Nottingham
- Gay, L.R., & Mills, G.E. (2016) *Educational research competencies for analysis and applications 11<sup>th</sup> edition.* Pearson.
- Gbollie, C., & Keamu, H. P. (2017). Student academic performance: The role of motivation, strategies, and perceived factors hindering Liberian junior and senior high school students learning. *Education Research International*.
- Glenn, C. L. (2019). Does Catholic Distinctiveness Matter in Catholic Schools?. *The Review of Faith & International Affairs*, 17(4), 63-71
- Glewee, P. & Mularidharan, K. (2015). Improving school education outcomes in developing countries. *Rise working paper series*, 15(1), 10-25.
- Grace, G. (2002) *Catholic schools, mission, market and molarity.* Routledge.

- Grace, G., & Wodon, Q. (2021). Catholic and faith-based schools in sub-Saharan Africa: introduction to the special issue. *International Studies in Catholic Education*, 13(2), 154-162.
- Hackett, G. (2017) Social cognitive career theory. *Career choice and development*. 4(1), 750-754
- Hallinger, P. & Heck, R.H. (1998). Exploring the principals' contribution to school effectiveness. *An international journal of research, policy and practice*. 9(16), 157-191.
- Higgs, L.G. & Hambulo, F. (2019) Social change and identity of catholic secondary schooling in Zambia's southern province: A catholic and Zambian national education policy analytical perspective since 1964. *Koers: Bulletin for Christian scholarship=koers bulletinvirChristelike84(1)* available at: <https://doi.org/10/19108/KOERS.84.1.2447>
- Hodgkinson, C. (1996) *Administrative Philosophy*. Oxford.
- Hoerr, T. (2016) Multiple ways to learn. *A journal of the department of supervision and curriculum development*, 7(2), 12-29.
- Hopkins, D. (2015) *Improving the quality of education for all: A handbook of staff development activities*. Routledge
- Hoy, K.W. et al (2013) *Educational administration: Theory, practice and research 9<sup>th</sup> edition*. McGraw hill: New York
- Huaisheng, Z., Manu, B.D., Mensah, I.A., & Mingyue, F. (2019) Exploring the effects of management functions on student's academic performance: A dilemma from public senior high schools in Ghana. *Journal of arts and humanities*. 8(6), 33-45. <https://dx.doi.org/10.18533/journal.v8i6.1665>.



- Ilo, S. C. (2018). The future of Catholic education in Africa: Narrating and documenting our own stories. *Bulletin of ecumenical theology*, 30, 6-38.
- Johnson, D.W., (1985) *The role of the teacher, the role of the student. The social psychology of education*. Rinehart & Winston
- Johnson, R.B, & Onwuegbuzie, A. (2007) Toward a definition of mixed method research: *Journal of mixed method research*. 1(2), 122-133
- Kharusi, D. (2016). What positive impact does peer tutoring have upon the peer tutors at SQU. *Journal of education and practice*. 7(22), 115-127
- Kimani, G.N. (2011) *Educational management*. Nairobi African Virtual University.
- Kivunja, C. (2017) Understanding and applying research paradigms in educational research. *Journal for educational research*. Vol 6, No, 5
- Kumar, R. (2011) *Research methodology: A step-by-step guide for beginners*. Sage publishers
- Kushwaha, V.S. & Hasija, K.G., (2019) A study of management by exception: Active, passive and laissez-faire leadership style of leaders at school B. *International journal of management and economics*, vol 11, 151-161
- Laszlo, A., & Krippner, S. (2018) Systems theories their origins foundations and development. 3(4), 47-74
- Leonard, L. & Leonard. P. (2003) The continuing trouble with collaboration. Teachers talk current issues in education. 15(3), 1-10.
- Locke, E.A. & Latham, G.P. (1990). *A theory of goal setting and task performance*. Prentice hall.

- Lockhead, M.E. & Hanusheck, E.A. (2008). Concepts of educational efficiency and effectiveness. 2(16), 1-17.
- Lodico, M.G., Spaulding, D.T., & Voegtle, K.H. (2006) *Methods in educational research from theory to practice*. A Wiley imprint.
- Luhanga, M.L., Mkude, D., Mbwette, D.J., Chijoringa, M.M. & Ngwira, C.A. (2003) *Strategic planning and higher education management in Africa: The university of Dar es Salam experience*. Dar es Salam University experience press.
- Mahlangu, V.P. (2019) Pertinent leadership and governance challenges facing schools in South Africa. *Education in modern society*. Vol 16, 136-142.
- Mahommed, T. (2014) Effects of educational supervision of students' academic performance in Nadowli district. *The international journal of humanities and social science*, 2(6), 326-341.
- Malawi institute of education, (2020) Head teachers training manual. Domasi
- Maluma, P., & Banja, M. K. (2019). *Factors Affecting Pupil Academic Performance at Grade Twelve (12) Level of Selected Grant-Aided Secondary Schools In Zambia*.
- Marume, S.B.M., & Jubenkanda, R.R (2016). The basic concepts and principles of unity of command and the span of control.
- Matemba, Y. H., & Addai-Mununkum, R. (2021). *Religious education in Malawi and Ghana: perspectives on religious misrepresentation and misclusion*. Routledge.
- McMillan & Schumacher (2010) *Evidence based enquiry*. 7<sup>th</sup> edition. Pearson.
- Meadow, D.H. (2008) *Thinking in systems*. Chelsea green publishing

- Medwell, J. (2009) *Developing a model of teacher-team building at secondary school in Thailand*. Longman
- Mele, C., Pels, J., & Polese, F. (2010) A brief review of systems theories and their managerial implications. *Service science* 2 (1-2) 126-136.
- Middlewood, D. & Lumby, J. (2008) *Human resource management in schools and colleges*. Sage
- Ministry of education science and Technology (2013) *Secondary school management handbook: A practical guide*. Lilongwe
- Ministry of education science and Technology (2019) *Malawi education sector analysis*. Lilongwe
- Ministry of education science and Technology (2019) *National teacher policy*. Lilongwe.
- Ministry of education science and Technology (2020) *National education standards*. Lilongwe.
- Ministry of education science and Technology, (2015- 2020) *Strategic Plan*. Lilongwe
- Mokhtarianpour, M. (2016) Islamic model of Iranian pattern development process model. The pattern of Islamic development of Iran. 4(8) 9-10
- Moloi, K., & Bush, T. (2006). An overview of education management in South Africa. *Management in education*. 20(5), 15-22.
- Morgan, D.L. (2007) Paradigms lost and paradigms regained: Methodological implications of combining qualitative and quantitative methods. 5(2) 92-100
- Mullins, L.J. (2005) *Management and organisational behaviour 7<sup>th</sup> edition*. Prentice hall

- Mwinjuma, J.S., Kadir, S., Azimi. & Basir, R.V. (2015). A review of characteristics and experiences of decentralization of education. *International journal of education and literacy studies*, (1), 34-41
- Mwita, J.I. (2003) *The role of motivation in performance management: The case of performance related pay schemes in British local authority*. [Doctoral dissertation University of Birmingham].
- Obeidat, L. M. N. (2016) The degree of practicing the Management by Wandering around (MBWA) by school principals at Bani Kenana Directorate of Education from their perspectives.
- Ofoegbu, F. (2004). Teacher motivation: A factor for classroom effectiveness and school improvement in Nigeria. *College student journal*. 38(1), 81-88.
- Orodho, J.A. (2012) *Elements of education and social science research methods: Bureau of education research*. Institute of research and development [Ph.D dissertation Kenyatta University]. Nairobi, Kenya
- Osorio, J. C. P., & Wodon, Q. (2014). Faith-Based Schools in Latin America: Case Studies on Fe Y Alegria [Escuelas religiosas en América Latina: estudios de caso sobre Fe y Alegría]. World Bank Publications-Books.
- Oster, K.V. (2012) Teamwork explained. <http://work.chron.org/teamwork-explained-826-html>
- Otoum, Y.A. (2017). The degree of practicing management by walking around by the heads of academic departments. *Educations psychology journal*, (58), 25-48.
- Parnell, P.A. (2014). *Strategic management: Theory and practice 4<sup>th</sup> edition*. Sage publications

- Patton, M.Q. (2002) *Qualitative research and evaluation methods 7<sup>th</sup> edition*. Sage publications.
- Petersen, I., Louw, J., & Dumont, K. (2009) Adjustment to university and academic performance among disadvantaged students in South Africa. *Journal of education psychology*. 29, 99-115.
- Petersen, I., Louw, J., Dumont, K., & Malope (2010) Adjustment to university and academic Performance: A brief report of a follow up study. *Journal of education psychology*. 30, 369-375
- Phalani, M.M (2012) *Experiences of secondary school management teams in Tshwane north district*. [Published MEd dissertation. University of South Africa]. South Africa.
- Poston, W.K. & English, F.W. (2011) *School budgeting for hard times: Confronting cutbacks and critics*. Corwin.
- Raes, E. & Kyndt, E. (2015). Teacher collaboration: A systematic review, 15(2), 17-40
- Rasool, F.S., Sama, M., Anjum, A., Munir, M. & Khan, T.N. (2019) Relationship between modern human resource management practices and organizational innovation. *International transactional journal of engineering, management and applied sciences and technologies*, 10(9), 1-13.
- Rasperaviciute, C.R. (2018) The adoption of ISO std within higher education institutions in Lithuania: Innovation diffusion approach total quality management and business excellence, 29(1 -2), 74-93.
- Ribbins, D.M. (2007) Leadership and management: What's in a field? *South African journal of education*. Vol 27 (3) 351-376

- Ribbins, P. & Greenfield, T. (1993). Education administration towards a human science. 21(2), 157-176.
- Ribbins, P. & Hughes, M. (1985). Managing education, the system and the institution. 14(3), 231-245.
- Ribbins, P. & Thomas, H. (2010). Education management and leadership. 38(5), 525-533.
- Riego, D. & Lapuz, A.M.E. (2020). The relationship between management style, performance appraisal and employee development of selected personnel from academic institutions. *International journal of science research in multidisciplinary studied*, 6(7), 1-6.
- Rogers, J.D. (1994) Increasing job satisfaction of service personnel. *Journal of services marketing* 8(1), 14-26.
- Rowland, V., & Birkett, K., (1992) *Succeeding in the classroom; personal effectiveness for teachers*. Simon & Schuster.
- SACMEQ (2017) *The SACMEQ IV project in South Africa: A study of conditions of schooling and the quality of education in South Africa*. Pretoria
- Samier, E., Stanley, A. (2008) *Approaches to Educational Administration and Leadership*. Routledge
- Seifert, T.L. (2004). Understanding student motivation. *Education research journal*, 46(2), 137-149.
- Serrat, O. & Serrat, O. (2017). Managing by walking around “knowledge, solutions, tools, methods and approaches to drive organizational performance, 321-324.

- Shanuck, R.M.(2010). *The degree of practising management by walking around among principals of vocational schools*. [Masters thesis. University of Iran]
- Sheffield University (2020) Research data management. Retrieved from <https://www.sheffield.ac.uk/library/rdm>
- Shenton, A.K. (2004) Strategies for ensuring Trustworthiness in Qualitative Research Projects. *Education for information*,22(2), 63-75
- Sindhu, I.S. (2012) *Educational administration and management*. Pearson.
- Singh, S., Darwish, K.W., & Potocnik, K. (2016) Measuring organizational performance: A case of subjective measures. *British journal of management*, 27(1), 214-224.
- Sobe, T.M. (2013). *Influence of principals' motivational practices on teacher performance in public primary schools in Ikerege division*. University of Kenya
- Surya, P. (2011) *Educational management: Handbook for school education student*. Yogyakarta State University.
- Taylor, L. M. (2011). *The importance of school culture in the advancement of 21<sup>st</sup> century learning environments: A qualitative study*. West Virginia University.
- Ten Bruggencate, G., Luyten, H., Scheerens, J., & Slegers, P. (2012). Modeling the influence of school leaders on student achievement: how can school leaders make a difference? *Educational administration quarterly*, 48(4), 699-732
- Tendon, D.S.C. & Pointer, L.V. (2007). Designing business school courses to promote student motivation: an application of the job characteristics model. *Journal of management education*, 31, 812-813

- Tucker, A.C. & Singer, S. (2015). The effectiveness of management by walking around. A randomized field study, 24(2), 253-271.
- Tukula, C. (2018) *Challenges of legal education leadership in Malawi*. [Unpublished Med Dissertation. University of Malawi], Chancellor College: Zomba.
- Usi, M.B. (2017) *Developing strategy to address low youth education attendance in Malawi*. [Unpublished dissertation. University of Bedfordshire].
- Wales, J., Aslam, M., Hine, S., Tawal, S., & Wild, L. (2015). *The role and impact of philanthropic and religious schools in developing countries*. University of Birmingham: Institute of Education University of London.
- Watt, H.M.G. & Richardson, P.W. (2013). Teacher motivation and student achievement outcomes. *International guide to student achievement*. 6(17), 271-273.
- Winkler, D.R. & Yeo, B.L. (2007). *Does education impact education quality?* Sage publishers
- Wodon, Q. (2019). *Catholic schools in Latin America and the Caribbean: Enrollment trends, market shares, and comparative advantage*. ESE. Estudios sobre educación
- Wodon, Q. (2019). Implications of demographic, religious, and enrollment trends for the footprint of faith-based schools globally. *The Review of Faith & International Affairs*, 17(4), 52-62.
- Wodon, Q. (2020). *Global Catholic Education Report 2020: Achievements and Challenges at a Time of Crisis*. Rome: International Office of Catholic Education. 0, 200(400), 600.



Wodon, Q. (2021). *Measuring the contributions of Catholic schools globally. In New Thinking, New Scholarship and New Research in Catholic Education* (pp. 129-143). Routledge.

Wodon, Q. (2021). Rise of Catholic Schools in the Global South and Implications for University Research. *Journal of Catholic Education*, 24(1), 270-284.

Wodon, Q., & Ying, Y. (2009). Literacy and numeracy in faith-based and government schools in Sierra Leone. Emerging Evidence on Vouchers and Faith-Based Providers in Education: Case Studies from Africa, Latin America, and Asia, 99-118

Yin, R.K. (2012) *Application of case study research 3<sup>rd</sup> edition*. Sage.

Zodiac online (2019) MANEB results

## APPENDICES

### APPENDIX 1 Head Teacher Interview Guide

Name of school.....

Highest qualification.....

Professional experience.....

Sex.....

1. What do you understand about education management?
2. How do you think schools should be managed?
3. Do you think the management of your institution is different from other catholic grant-aided institutions? If yes, how? If not, why?
4. What are the goals and objectives of this school?
5. How did the school arrive at the goals and objectives?
6. How do you work with all the staff members to ensure that they align their work schedules with the goals and objectives?
7. What management and administration roles does the church require from the head teachers' office?
8. How do you balance church activities and government activities required by your office?
9. How do you ensure that what you doing influences teachers' performance?
10. How does your management style lead to student performance at MSCE?

**APPENDIX 2. Deputy Head Teacher Interview Guide**

Name of school.....

Highest qualification.....

Professional experience.....

Sex.....

1. What do you know about academic management?
2. Besides academic management what can you say about the general management of the school?
3. How do you rate the performance of your school at the national level and why?
4. How do you plan and manage the academic activities that are to happen in a year?
5. As an academic manager, how do you make sure that the teachers finish their work in a year?
6. How do you assess and monitor the teaching and learning process at your institution?
7. How has the school's management impacted on the student's performance for the past five years?
8. Do you think if changes were brought into management styles results would be different? If yes or how? If not why?

**APPENDIX 3. Head of Department Focus Group Discussion Guide**

Name of school.....

Highest qualification.....

Professional experience.....

Sex.....

1. What do you think are the management duties of a head of department?
2. How do you rate the management of the institution?
3. Do you think the performance of students is linked to management? If yes how \? If not why?
4. How do you carry out the duties you have mentioned above?
5. How do you ensure maximum achievement of learners in the subjects within your department?
6. What do you think about the overall management of the institution?
7. How do you assess, monitor and plan students' and teachers activities in your department?
8. Do you use any specific performance models for your students? If yes, what are they and how do they work? If not, how is performance assessed?

#### **APPENDIX 4. Request Letter for Northern Education Division**

Omega M. Chisambiro

Mzuzu University

Private Bag 201

Luwinga

Mzuzu 2

Cell: + 265 888 393 565/992 570 997

Email: [nankhomeg@gmail.com](mailto:nankhomeg@gmail.com)

The Education Division Manager

Northern Education Division

P.O. Box

Mzuzu.

Dear Sir/Madam,

#### **REQUEST FOR PERMISSION TO CONDUCT A RESEARCH IN THREE SECONDARY SCHOOLS IN THE NORTHERN EDUCATION DIVISION.**

With reference to the above subject, I would like to ask for permission to carry out a study in the division.

I am OMEGA MERCY CHISAMBIRO and am a postgraduate student at Mzuzu University pursuing a Master of Education degree in leadership and management. My study is

**Investigating How Management Styles of Secondary Schools Affect Students' Academic Performance at MSCE: A Case of Catholic Grant-Aided schools in Northern Education Division.**

My study will involve head teachers, deputy head teachers and heads of departments. I will protect the institutions and the participants by using pseudonyms.

Your assistance will be appreciated.

Yours Faithfully

OMEGA MERCY CHISAMBIRO

**APPENDIX 5. Request Letter for Schools**

Omega M. Chisambiro

Mzuzu University

Private Bag 201

Luwinga

Mzuzu 2

Cell: + 265 888 393 565/992 570 997

Email: [nankhomeg@gmail.com](mailto:nankhomeg@gmail.com)

The Head Teacher

..... Secondary school

P.O. Box

Dear Sir/Madam,

**REQUEST FOR PERMISSION TO CONDUCT A RESEARCH AT YOUR  
SECONDARY SCHOOL.**

With reference to the above subject I would like to ask for permission to carry out a study at your school.

I am OMEGA MERCY CHISAMBIRO and am a post graduate student at Mzuzu University pursuing a Master of Education degree in leadership and management. My study is an

**Investigating How Management Styles of Secondary Schools Affect Students' Academic Performance at MSCE: A Case of Catholic Grant-Aided schools in Northern Education Division.**

My study will involve head teachers, deputy head teachers and heads of departments. I will protect the institutions and the participants by using pseudonyms.

Your assistance will be appreciated.

Yours Faithfully,

OMEGA MERCY CHISAMBIRO