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Abstract

The study was conducted to examine administration skills adopted by Handmaid of the Blessed Virgin Mary Principals in Grant-Aided and private secondary schools which, enhance high student academic performance in Lusaka District, Zambia. The study was guided by the following research questions: What are the administration skills used in Handmaid of the Blessed Virgin Mary Grant-aided and private schools in enhancing student academic performance in Lusaka District? Why is there a higher student academic performance in Handmaid grant-aided and private schools compared to government managed schools in Lusaka District? How effective are the administration skills in achieving high student academic performance in Lusaka District? What challenges are encountered by principals in executing the administration skills in handmaid schools in Lusaka District? What strategies can be put in place by the school administrators in enhancing better student academic performance? The study employed Symbolic Interactionism theory by Max Weber, (1864-1920) which deals with individuals and how these individuals relate to society. The population of the study comprised of 5 (five) principals, 180 teachers, and 2500 students. Mixed methods design was used which is a combination of quantitative and qualitative designs. In qualitative design, survey design was used while in qualitative design phenomenology design was used. The study used both probability and non-probability sampling techniques. The questionnaires and interview guide were used to collect data from Principals, teachers, and students. Quantitative data were analysed using descriptive statistical Package for Social Science (SPSS) to make a descriptive analysis to give percentages and frequency distribution which displayed data systematically for reporting. Inferential statistics were used to check the relationships between the study variables

and presented by using tables and graphs. Qualitative data that was generated in the study was organised in themes and patterns, grouped through content analysis and then tabulated. All ethical considerations were observed. The findings show that principals who use administration skills acquired through frequent in-service training and workshops prepared by their schools, attain high student academic performance. These principals achieve high results by motivating their teachers to work hard through different incentives and this promotes effective teaching. The perception of the teachers about their principals in Handmaid schools is that, through acquired administration skills, they promote team work and time management which helps in accomplishing school syllabuses and all other activities in time. Usage of technology in Handmaid schools proved to be a contributing factor to achieving better results. When evaluating learner participation in attaining better results, students' perception is that, they take school work seriously and that through motivation by their principals and teachers, turn to enjoy doing their homework and other school activities. The study makes several recommendations such as: The government, through relevant ministries and departments need to invest in and embrace the introduction of compulsory in-service training and workshops for managers and teachers. This will serve as an alternative to administration and teaching education, for them to achieve better academic performance in their schools. Further, more emphasis should be put on learner centred activities. This can be achieved students through their homework and full participation in school activities that in turn contribute to their learning effectiveness.

Keywords: *Principal's Administration Skills, Principals' Administration Cardinal Skills, Student Academic Performance, Handmaid Grant-Aided And Private Secondary Schools Lusaka District.*

1.1 Background of the Problem

Education in Zambia is considered by many stakeholders as an effective tool for national development. One of the most considered educational goals for Zambia is 'Education for All, 2015 Plan. The goal here was to improve all aspects of quality education and learning. This goal and plan can be achieved by ensuring excellence in education. This will result in having measurable and defined learning outcomes. (Incheon, Republic of Korea, 19-22 May 2015).

According to Muindi (2011), Education is vital investment for human and economic development and is influenced by the environment within which it exists. Change in technology, labour market patterns and general global environment, all require policy response. The role of education in national development is that, it is important for development because it gives people the skills they need to help themselves out of poverty or, in other words, into prosperity hence it is education which can lead a person from poverty to prosperity. How can this education be attained? Education can be attained at different levels in school that is at primary, secondary and tertiary level. However, the concentration for the study is secondary education which is important because those are the years before entering the bigger and serious part of education that is career. It is extremely important to focus during these years. Students get into their teenage and are all excited about so many things.

The above statements and goals are the spring boards used by the Ministry of Education in its National Review Policy to set up aims and objectives that are to be followed by both public and private schools. This stance in itself, facilitates educational development.

In fostering these aims and objectives, the school administrators have important roles to play. Among these roles, there is one which calls upon principals to provide effective administrative skills in enhance better student academic performance. However, the

effectiveness of the administrators in performing these roles and skills has been a matter of concern to many in the educational sector. (Fika, Ibi & AJI, 2015). Principals are directly involved in influencing the activities of the students and school towards goal setting and goal attainment. Hence need for understand the administration skills to be used in Handmaid of the Blessed Virgin Mary grant-aided and private secondary schools to achieve better student academic performance. To enhance a clear understanding of administration, different concepts will be explained and outlined.

1.2 Statement of the Problem

The study was hinged upon following issues on administration skills which enhance student academic performance in handmaids grant-aided and private schools in Lusaka District. These skills are perceived as the special competence and ability by school administrators to perform their duties effectively and efficiently towards goal achievement in schools which in this study is commonly known as ‘better student academic performance’. According to Hollis, (2009). Administration skills in an educational institution involve providing administrative support to an academic term of teachers to attain student better academic performance. It involves Human skills which include motivation, delegation and team work. Conceptual skills involving staffing, time management, decision making. Technical skills involve curriculum, syllabus and subject activities.

1.3 Research Questions

The study sought to establish the principal’s administration skills in influencing student academic performance in Handmaid grant-aided and private secondary schools in Lusaka District. To do so, the article will be guided by the two questions below:

- i. What are Principals’ administration cardinal skills used in Handmaids of the Blessed Virgin Mary schools that aid to high student academic performance in Lusaka District?
- ii. Why is there high academic performance in Handmaid schools compared to government managed schools in Lusaka District?

1.4 Theoretical Framework of the Study

The researcher employed Symbolic Interactionism Theory by Max Weber, (1864-1920). This theory deals with explaining how individuals related with each other. It is a theoretical orientation, which contains assumptions proposing that the social world is made up of symbols, which beings use as a means of interaction. According to this theory human beings do not act individually but interact with each other, thus reacting to each other. (Kombo and Tromp 2011).

This is one of the many theories in social science which claims that all interactionist agree that the source of data is human interaction. Moreover, there is a general agreement among the symbolic interactionist that perspectives and empathy developing abilities of participants are the key subjects of symbolic interaction. Symbolic interaction is a dynamic theory because according to this theory objects feature meanings within themselves and individuals formulate their activities in the direction of their evaluation. The theory is linked to student academic performance because the school administrator does not work in isolation. They have to interact with the teachers through supervision, motivation, delegation, team work and evaluations to attain high student performance. The principals have to interact with the students to encourage them work hard to achieve better examination results.

1.5 Conceptual Framework

The study used an analytical tool of administration skills and academic performance involved in the research. These elements are essential in better performance in schools. The diagram showing the independent variables, dependent variables and intervening variables and how they relate to each other.

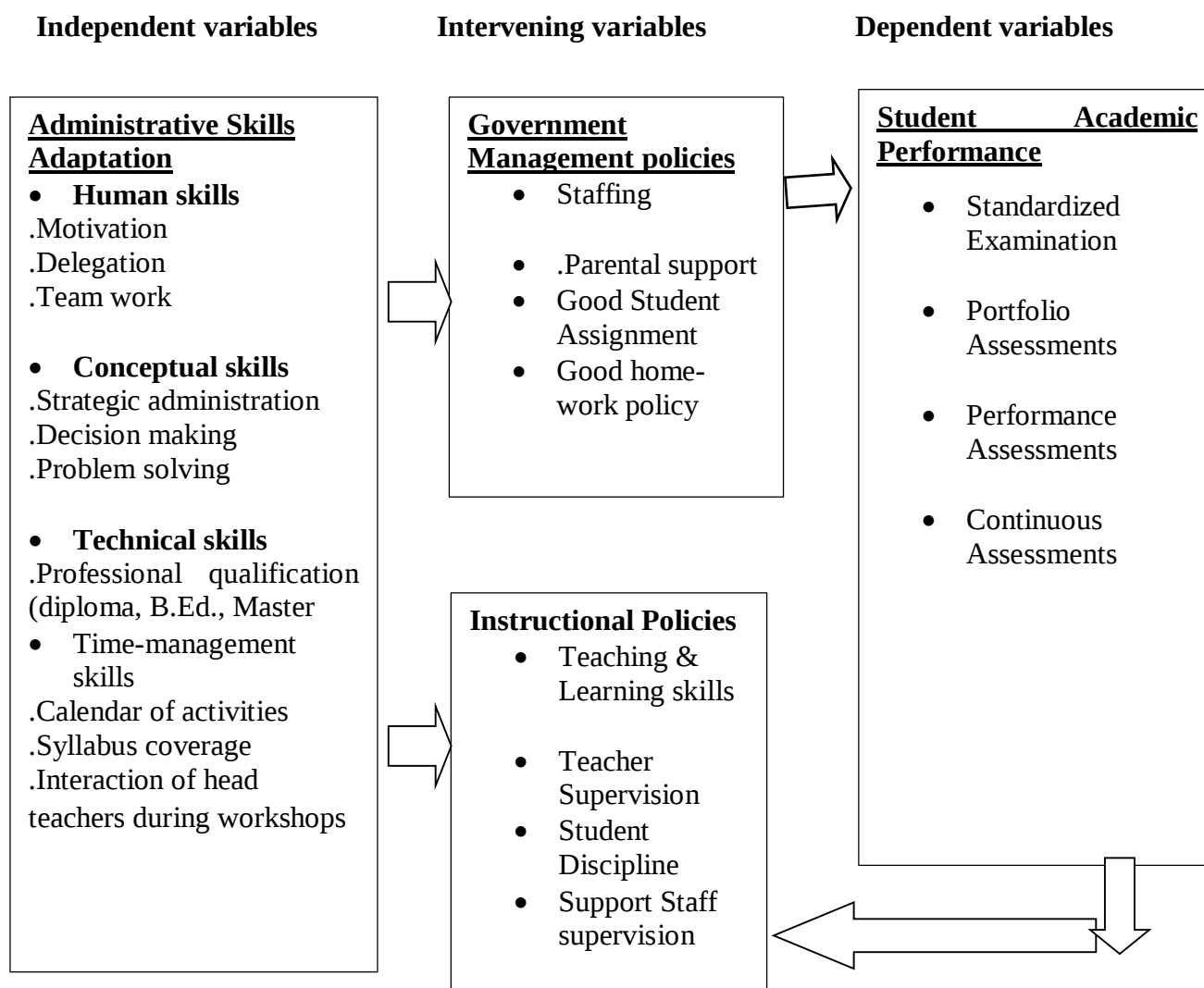


Figure 2: The Conceptual Framework

Source: Regina (2019)

From the figure 1 it is evident that student's performance is dependent on the competence of the school principal's administration skills. These skills include the level of education and professional training of the principal. These are necessary for him/her to fully understand what the teachers should do to achieve success.

2.0 Review of Related Literature

2.1 Introduction

This chapter focused on past literature from other scholars on administration skills adopted in secondary schools in enhancing student academic performance. It covered critical

review of theories which included McGregor's theory X and theory Y. It also covered Frederick Herzberg: Motivation Hygiene theory also known as Two Factor theory. Review of empirical studies according to Principal administration skills in enhancing student academic performance, their challenges and strategies used. The chapter gave a summary of literature review and identification of knowledge gaps.

2.2 Review of Related Theories

The researcher reviewed global perspective on Principal administration skills adopted in handmaid's schools in enhancing student academic performance. These Principals' administration skills are critical involving the ability to encourage students towards better academic performance. Some scholars who explored in motivational theories include McGregor's theory X and Y, and Fredrick Herzberg Two Factor theory was looked at in brief. Why these theories because the two theories are related to the study in the sense that they are both motivation theories which is one of the main skills used by school principals in influencing teachers towards achieving their goals which is student performance

2.2.1 Fredrick Herzberg: Motivation Hygiene Theory/Two Factor Theory

To better understand employee attitudes and motivation, Frederick Herzberg performed studies to determine which factors in an employees' work environment caused satisfaction or dissatisfaction. He published his findings in the 1959 book. The motivation to work. The studies included interviews in which employees where asked what pleased and displeased them about their work. Herzberg found that the factors causing job satisfaction (and presumably motivation) were different from those causing job dissatisfaction. He called the satisfiers motivators and the dissatisfies hygiene factors, using the term 'hygiene' in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction but that by themselves do not provide satisfaction.

2.3 Review of Empirical Studies

The researcher reviewed global perspective on Principal administration skills adopted in handmaid's schools in enhancing student academic performance. These Principals' administration skills are critical involving the ability to encourage students towards better academic performance. Some scholars who explored in motivational theories include McGregor's theory X and Y, and Fredrick Herzberg Two Factor theory was looked at in brief. Why these theories because the two theories are related to the study in the sense that they are both motivation theories which is one of the main skills used by school principals in influencing teachers towards achieving their goals which is student performance.

2.3.1 Administration Skills Adopted by Handmaids of the Blessed Virgin Mary school Principals

McEwan, Ruissen, Eys, Zumbo, and Beauchamp (2017) studied on the Effectiveness of Teamwork Training on Teamwork Behaviors and Team Performance: A Systematic Review and Meta-Analysis of Controlled Interventions in Netherland. The objective of this study was to conduct a systematic review and meta-analysis of teamwork interventions that were carried out with the purpose of improving teamwork and team performance, using controlled experimental designs.

A literature search returned 16,849 unique articles. The meta-analysis was ultimately conducted on 51 articles, comprising 72 (*k*) unique interventions, 194 effect sizes, and 8439 participants, using a random effects model. Positive and significant medium-sized effects were found for teamwork interventions on both teamwork and team performance. Moderator analyses were also conducted, which generally revealed positive and significant effects with respect to several sample, intervention, and measurement characteristics. Implications for

effective teamwork interventions as well as considerations for future research are discussed. The study used experimental design and was a training on employees but the current study will use the mixed method designs and it on school principal administration.

Belle (2013) in South Africa researched on similar studies on successful urban school leadership styles. He concluded that principals' role as community leader including high visibility in the community and advocacy led to trust and rapport between school and community. Consequently parents who were hesitant to support school changed their relationship with school, and supported head teacher of handling their children. This led to improved academic outcomes for students. In Kenya, Waiyaki (2017) carried a study and the main purpose of his study was to examine the effect of motivation on the performance of employees using the case of Pam Golding Properties, Nairobi. Motivation plays an integral role in all organizations, whether private or public. In order for organizations to achieve their objectives, they must motivate their employees to work towards them.

It is easier for an organization to achieve its goals when its employees are motivated towards their personal, professional and organizational objectives. It is important for organizations to establish motivational programs that improve motivation and consequently, performance of both the organization and the individual employee. Delegation of responsibilities was embraced as another skill promoting trust amongst teachers in the school. Waiyaki (2017)'s population study comprised of all the employees of Pam Golding Properties in Nairobi. The target population for the current study comprised of all principals, all teachers, all pupils and parents in Zambia.

2.3.2 Academic performance in Handmaid of the Blessed Virgin Mary Schools

Academic performance is the scholastic standing of a student at a given moment. It is how an individual is able to demonstrate his or her intellectual abilities. The scholastic standing could be explained as the grades obtained in a course or groups of courses taken. Harries and Guardia, (2013) carried a study at Orientac University USA and attempted to provide a summary of contributing reporting empirical evidence over the last few years concerning the factors influencing academic performance in statistics.

The vital question to undertake and a vital clement in any discussion of the academic performance of students at whatever stage of their education, is just how we might define academic performance and similarly, determine which indicators can be used in its measurement. In general, the question of academic performance has been posed as a global question and has usually been the object of very broad, general proposals as well as of theoretical models concerning its conceptual definition. The study was conducted in a different continent that is USA while the current study carried out in an African Continent. Therefore, the findings might be not similar from the other continent. Wynn, (2014) United States did a study on parental involvement in a child's education along with environmental and economic factors may affect child development in areas such as cognition, language and social skills. Numerous studies in this area have demonstrated the importance of family interaction and involvement in the years prior to entering school. Research findings have also shown that a continued effort of parental involvement throughout the child's education can improve academic performance. (Driessen, Smit and Sleeper, 2013) Academic failure has been linked with risk behaviours and negative outcomes such as: Substance abuse, delinquency, and emotional and behavioural problems.

Thapa (2013) in Tanzania researched on school academic performance in Morogoro southern district. Results showed that the best performing schools are Seminaries that are private and congregational schools followed by government owned schools because of disciplinary assignments policies put in place at these schools and not necessary the selection

of students to higher secondary education. Muli (2014) in Kenya researched on Effects of discipline and dedication of pupils, as attributes on academic performance in Catholic secondary schools in home-bay County, Kenya. Findings were that, Improvement in pupil performance was as a result of discipline and dedication of pupils in educational affair. The Ministry of Education try to post people of the highest education management qualification to head schools with hope that they can better employ the best principal with precise administrative attributes. However, few out of the many qualified head teachers help in improving pupil academic performance in government schools. While the scenario was different in Catholic schools, the same trained head teachers once employed by the church schools perform even better. This is attributed to instilled discipline policies and dedication skills of students in these schools, anchored by developing continuous programmes put in place.

In Zambia, the situation of high student academic performance in schools according to (Ministry of Education 2016) reviewed shows that most schools with adequate teaching and learning material and technology equipment experience high pupil academic performance. This is proved by high National Examination outcome in Catholic and private schools. The numbers would have even better if all school principals executed their skills effectively. Other contributing factors making Handmaid schools score better marks than government owned schools include, Good home-work policy, continuous pupil assignment involving the parents, conducive school environment, improved teacher to student ratio and Critical Monitoring and Evaluation of National, District, Denary and school examination. Therefore, the current study provided an overview of student academic performance literature that examined the nature and purposes of school principal and its relationship to academic improvement. It provided a particular focus on the links between Principals administration skills and student academic performance, in particular examining how administration skills enhanced and supported better pupil achievement in handmaid grant-aided and private secondary schools in Lusaka district, Zambia. This was because no such research was studied in these schools.

3.0 Research Design and Methodology

3.1 Introduction

This chapter described the Research designed, Target population, Sample and sampling procedures. The chapter gave the description of research instrument, it tested the validity, pilot testing and reliability of the research instruments. This section also looked at the sources of data, the data collection methods and data analysis techniques to be employed.

3.2 Research Design

The study used mixed method designs which are a combination of quantitative and qualitative design. In quantitative research design, survey research design was used and dwelling on the statistical sampling determination and procedure, using a 5% significant level of (0.05) a minimum sample size was determined. This sample allowed the researcher to obtain proper variation in the responses. The design helped in describing a large population with flexibility by deciding how questions were administered. The survey design helped the researcher to learn people's attitude and opinions with the most appropriate applications being of qualified respondents in the area of study to provide the desired information.

In qualitative research design, phenomenology design was adopted because it is designed to understand the subjective, lived experiences and perspectives of respondents. The design attempts to do subjective, lived experience. Phenomenology is based on the principle that a single experience can be interpreted in multiple ways and that reality consists of each respondent's interpretation of the said experience. Thus phenomenology provides information

about unique individual experiences, offering a rich in-depth and complete description of experiences and meaning. The mixed method design was used and converge the two at the methodological stage as any information lacking in quantitative was filled up in-depth in the qualitative design.

3.3 Target population

The target population in this study consisted 5 School Principals of the Handmaid secondary grant-aided and private schools in Lusaka District. 180 Teachers. 165 Students from the same schools. The population was sufficient enough to give the researcher desired results. In the data collection an exercise of a 30% Rule was used.

Table 1: Sample and Sampling Matrix

Respondents	Target Population	Sample Size	Sampling Techniques	Percentage
Head teacher/Principal	5	5	Purposive	
Teachers	180	50	Simple Random	30%
Students	165	30(sufficient Estimated No)	Stratified/simple Random	30%

Sample and sampling procedures

Sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representatives of the characteristics found in the entire group (Tromp and Kombo, 2011).

The researcher used both probability and non-probability sampling procedure schemes as follows: The study first clustered Handmaid schools in Lusaka district. From the cluster, which was a sampling frame of five in ten teachers and students in each school, the researcher used random sampling technique. Purposive sampling was then used to sample school principals. This is because they were better informed to give information on administration skills and student academic performance needed for the study. Simple random sampling technique was then applied to sample teachers and students. According to Bryman (2008), a sample are groups that are relatively homogeneous with respect to one or more characteristics. The decision to pick this sample size was supported by Onwuegbuzie et al. (2004) who states that the size of a sample should be informed primarily by the research objectives, research questions and subsequently, the research design. For a cross-section survey, they propose 5 principals from the five schools. Tromp et al (2011) states that, this method of sampling aims to be theoretically representative of the study population by maximizing the scope or range of variation of the study. This method is mainly applied to find out how a small group, or a representative group, is doing for purposes of illustration or explanation.

4.0 Data Analysis, Presentation, Interpretation and Discussion

4.1 Introduction

This chapter deals with presentation of the study findings, their interpretations in relation to the research questions and their discussions of research findings based on research questions and hypotheses. The chapter also presents challenges facing the school principals in executing their administration skills which enhance students' academic performance in Handmaid of the Blessed Virgin Mary in Lusaka District, Zambia. It also dealt with the respondents' proposed solutions.

4.2 Response Rate

The questionnaires were administered in April before schools closed for term two holidays. The questionnaires were distributed among the five Handmaid schools to 50 teachers and 50 Students on different days of appointment, this was done during lunch time. The questionnaires were taken to respective schools by the researcher herself. The Principals interviews were done by the researcher after making appointment with them. The interviews were conducted using the interview guides. Qualitative interview responses findings, interpretations and analysis from 5 Principals that were conducted on the administration skills used in enhancing student academic performance in Handmaid Sisters grant aided and private schools in Lusaka District was converged with the quantitative analysis just as indicated in the research methods.

Table 2: Questionnaire Returns Rates for Teachers (n=49)

Category	QS	QR	%
Teachers	50	49	100
	50	49	98%
Total	50	49	98%

HBVM SCHOOLS = St. Mary's Girls, St. Patricks Girls, Ibex Hill, Handmaid Convent Girls and Mary Queen of Peace Girls.

As the data on Table 2 indicates 50 questionnaires were distributed to the participants in these schools, 10 to each school. The return rate for teachers' questionnaires for almost all the schools 98%. The overall return rate for the study as shown in the Table 2 is 98%, which is within the recommended norm of 70% by Baruch and Holtom (2008). However, as Baruch and Holtom (2008) observes, whereas higher return rate lead to higher probability of a sample being representative of the population, it is more important that the respondents be representative of the population being studied. In this study, the researcher ensured this by randomly sampling both gender of the teachers.

Table 3: Questionnaire Return for the Student (n=50)

CATEGORY	QS	QR	%
STUDENTS	50	50	100%
TOTAL	50	50	100%

HBVM Schools = St. Mary's Girls, St. Patricks Girls, Ibex Hill, Handmaid Convent Girls and Mary Queen of Peace Girls.

Data in table 3 shows that 50 questionnaires were distributed to the students' participants to five Handmaid schools. The return rate for these schools were 100% which is the overall return rate for the study as shown in the table which is within the recommended norm of 70% and above. The researcher used randomly sampling. This sample allowed the researcher to obtain proper variation in the responses.

4.3 Demographic Characteristics of teacher and students respondents

The study sought to establish the demographical information of respondents including gender, age, and highest qualification before joining handmaid school education, training, profession and their year of study. This was to ensure that the sample is representative as possible based on the demographic variables to avoid any bias and to capture the experiences of all the participants to give an overview of the respondents involved.

4.3.1 Gender of Respondents teachers and students

The Researcher sought to know the gender of the respondents to ensure that the sample is as representative as possible in terms of gender to avoid bias and to capture the experiences of both female and male respondents regarding the phenomena under study.

Table 4: Gender of teachers in Lusaka district. (n=49)

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Teacher	Male	18	36.0	36.0	36.0
	Female	32	64.0	64.0	64.0
Total		50	100.0	100.0	100.0

Findings in table 4 show that 18 teachers consisting 36.0% of the total respondents of teachers were male as composed to 32 teachers consisting 64.0% who were female in grand-aided and private schools of the Handmaids secondary schools in Lusaka District. This is an indication that even though there are more female teachers than the male counterparts in Handmaid schools, both genders are represented. Information on the different age categories was also studied and is presented in table 4.

Gender of Students Respondents in Handmaid schools

Figure 2: Gender of students' respondents (n=50)

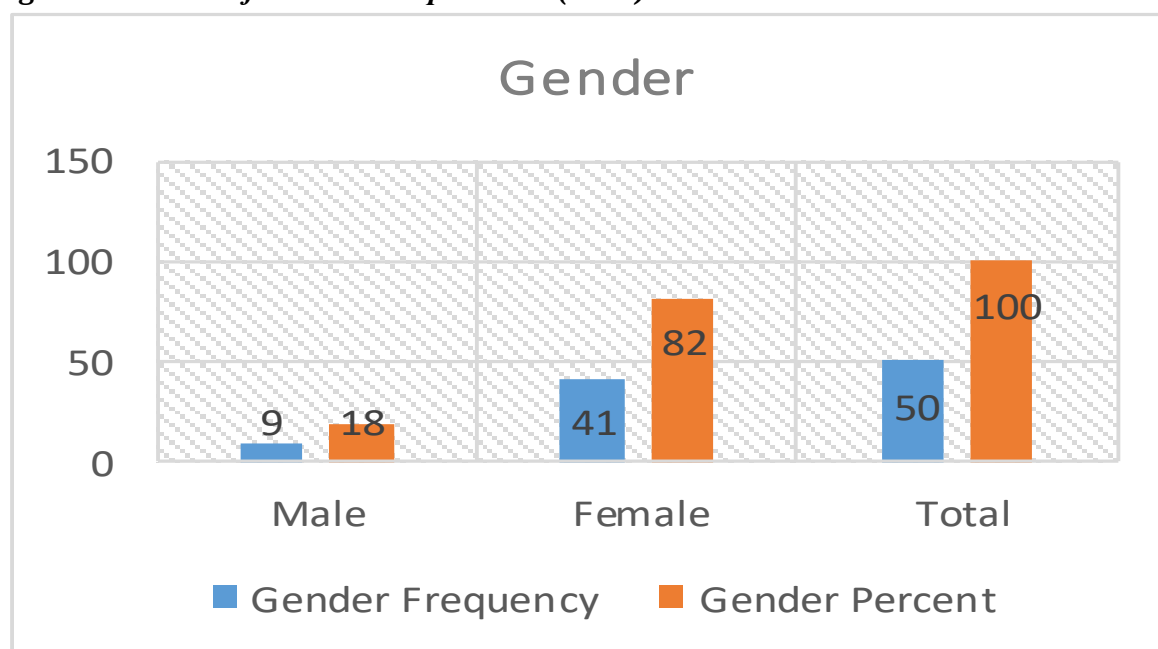


Figure 2 shows the gender distribution of the students that participated and 41 (82%) were female whereas 9 (18%) were male and the total was 50 (100%). Small number of boys was as a result of inclusion of Call school on board.

Table 5: Responses of Teachers on Principals' Administration Skills in Enhancing Student Academic Performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Provision of necessary teaching aids to teachers	6	12.0	12.0	12.0
	Awarding best students	8	16.0	16.0	28.0
	Organising more extracurricular activities for learners	7	14.0	14.0	42.0
	Giving too much home works to learners	5	10.0	10.0	52.0
	Understanding pupils at a personal level	5	10.0	10.0	62.0
	Introducing cooperative skills	7	14.0	14.0	76.0
	Motivating teachers	3	6.0	6.0	82.0
	Involving parents and teachers in setting objectives for the school	7	14.0	14.0	96.0
	No response	2	4.0	4.0	100.0
	Total	50	100.0	100.0	100.00

Table 5 indicates that, teachers support Principals' administration skills of human, conceptual and technical skills such as motivation through teachers and students awards, excellent follow up of methods and processes of syllabus through extra-curricular activities, good home-work policy, and Parents involvement were some of the necessary skills suggested by teacher and students respondents to improve academic performance in Handmaid schools. This view is shared in the literature review by Johnson (2014) of USA and Meadors (2014) who affirms that, apart from the basic three management skills there are also some other administration skills that would improve student performance.

Figure 6: Respondents of Students on Head teachers' Administration Skills of Student Motivation in achieving better academic performance

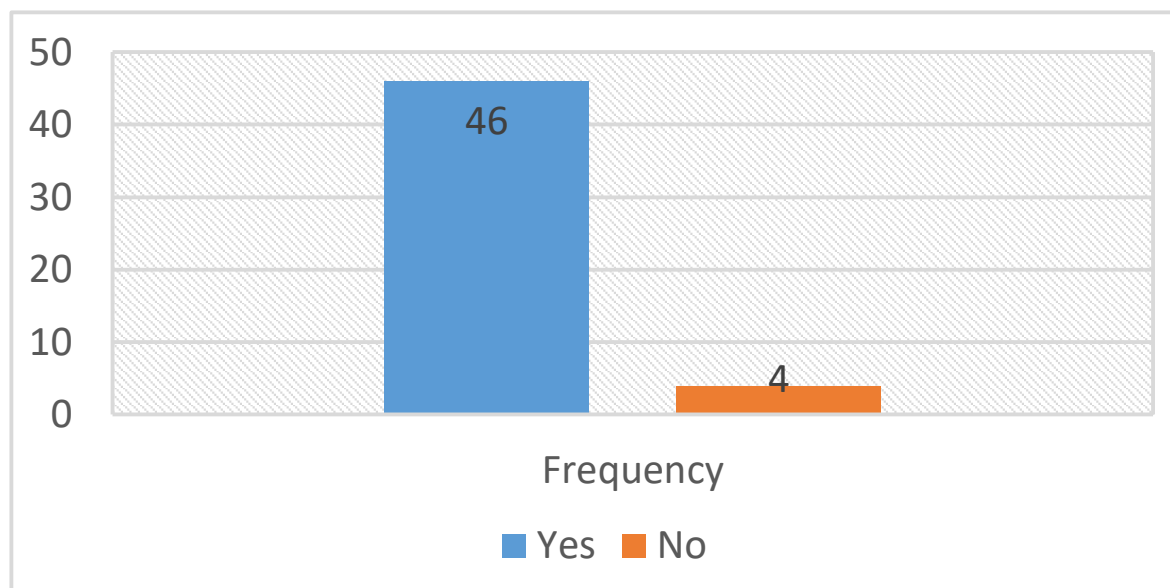


Figure 6 shows that 46 of the total 50 agreed to the head teacher being a contributing factor to good academic performance. This therefore implies that the head teachers play a cardinal role in Student's Academic Performance.

4.3.2 Students' Responses on Comparisons of Administration Skills between Handmaid Owned Schools and Government Owned Schools

Effectiveness of Principals administration skills depends on the efforts made by principals themselves and the monitoring and evaluation of the Management Boards who are the Government for public schools and Managing Agents of Handmaids schools

Table 6: Government Owned Schools (n=50)

Administration Skills	Frequency	Percent	Valid Percent	Cumulative Percent
Government admini skills	11	22.0	22.0	22.0
Government academics	8	16.0	16.0	66.0
Government student rate	9	18.0	18.0	78.0
Teaching Resources	10	20.0	20.0	85.0
Government Vision	10	20.0	20.0	100.0
Total	50	96	96	

Findings in table 6 reveals that Headteachers administration skills are less effective in these schools because there is no much serious monitoring and evaluation which

is not even strictly followed sometimes as done in Handmaid schools. More indications are as shown in the findings above table 6 of the Government owned school. The above findings show that Headteachers administration skills are vital in enhancing student better academic results hence need for serious monitoring and evaluation of these.

Table 7: Handmaid owned school

<i>Administrative Skills</i>		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	handmaid have good administration skills	26	52.0	52.0	52.0
	handmade are more serious with academics	12	24.0	24.0	76.0
	handmaid schools handle less students therefore more effective	6	12.0	12.0	88.0
	handmaid have more teaching resources for teachers and learners	4	8.0	8.0	96.0
	handmaid schools have a vision	2	4.0	4.0	100.0
Total		50	100.0	100.0	

Findings in table 7 indicates that Catholic schools/Handmaid of the Blessed Virgin Mary grant-aided and private schools of Lusaka district have good administration skills 26 (52.0%) and are more serious with student academic performance 12 (24.0%) compared to government schools in the district. While other respondents 6 (12.0%), 4 (8.0%) and 2 (4.0%) alluded to good number of teacher/student ratio, good supply of teaching and learning material and great school vision compared to government school. This implies that Headteachers administration skills are more effective in Handmaid schools because of their serious monitoring and evaluation which is strictly followed than in government schools. This is as indicated in the findings below table 14 of the Handmaid owned school.

Thapa (2013) in Tanzania in the literature Review researched on school academic performance in Morogoro southern district. Results showed that the best performing schools are Seminaries that are private and congregational schools followed by government owned schools because of disciplinary assignments policies put in place at these schools and not necessary the selection of students to higher secondary education. In Zambia, the situation of high student academic performance in schools according to (Ministry of Education 2016) reviewed shows that most schools with adequate teaching and learning material and technology equipment experience high pupil academic performance. This is proved by high National Examination outcome in Catholic and private schools. According to the statistics of this study, in Europe Government schools perform better than Private schools catholic schools inclusive

this is because the governments put in more finances in education to promote better results. On the other hand in Africa, Catholic schools seem to do better than public schools because of the high user fees hence Catholic schools perform better than government schools.

The interview with the principals recorded a 100% response in citing that there is a difference between government and Handmaid schools. The following reasons were given in supporting their statement. Effectiveness and efficiency is prominent in Handmaid schools than in Government owned as there is better administration skills. Additionally, the teacher student ratio in government schools which is too high spurs the difference for academic performance. Further, respondents added that, handmaid schools are serious as there is monitoring and evaluation of both local and national examination performance than government schools. According to one of the respondents he cited that “handmaid schools follow a strict code of conduct that promotes discipline among the staff and pupils”. Other responses were that members of staff from Handmaid of the Blessed Virgin Mary schools show more commitment to their duties unlike government owned schools’ members of staff and that learning and teaching materials are readily available for Handmaid schools than in Public schools. (Interview, 28th April 2019).

Figure 3: After Comparisons, Students Respondents on the Preferred schools in Lusaka District Preferable school (n=50)

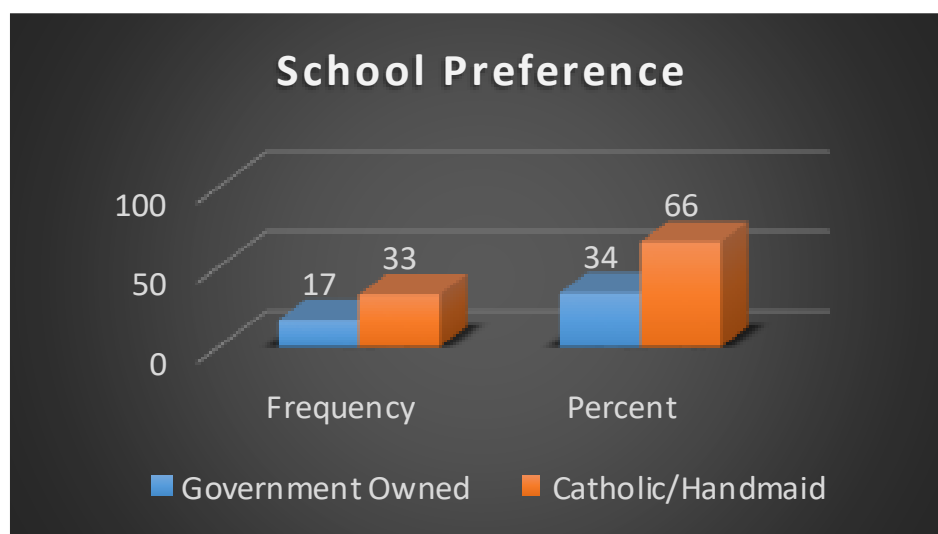


Figure 4 above shows the views of students’ schools preference. 17 students prefer government owned schools while 33 of the total 50 prefer Handmaid owned schools as shown in the diagram, Findings in the literature review indicated that, in Zambia, the situation of high student academic performance in schools according to (Ministry of Education 2016) reviewed shows that most schools with adequate teaching and learning material and technology equipment experience high pupil academic performance. This is proved by high National Examination outcome in Catholic and private schools. The numbers would have even better if all school principals executed their skills effectively. Other contributing factors making Handmaid schools score better marks than government owned schools include, Good home-work policy, continuous pupil assignment involving the parents, conducive school environment, improved teacher to student ratio and Critical Monitoring and Evaluation of National, District, Denary and school examination.

Figure 4: Students Response on Academic Performance and factors influencing it.

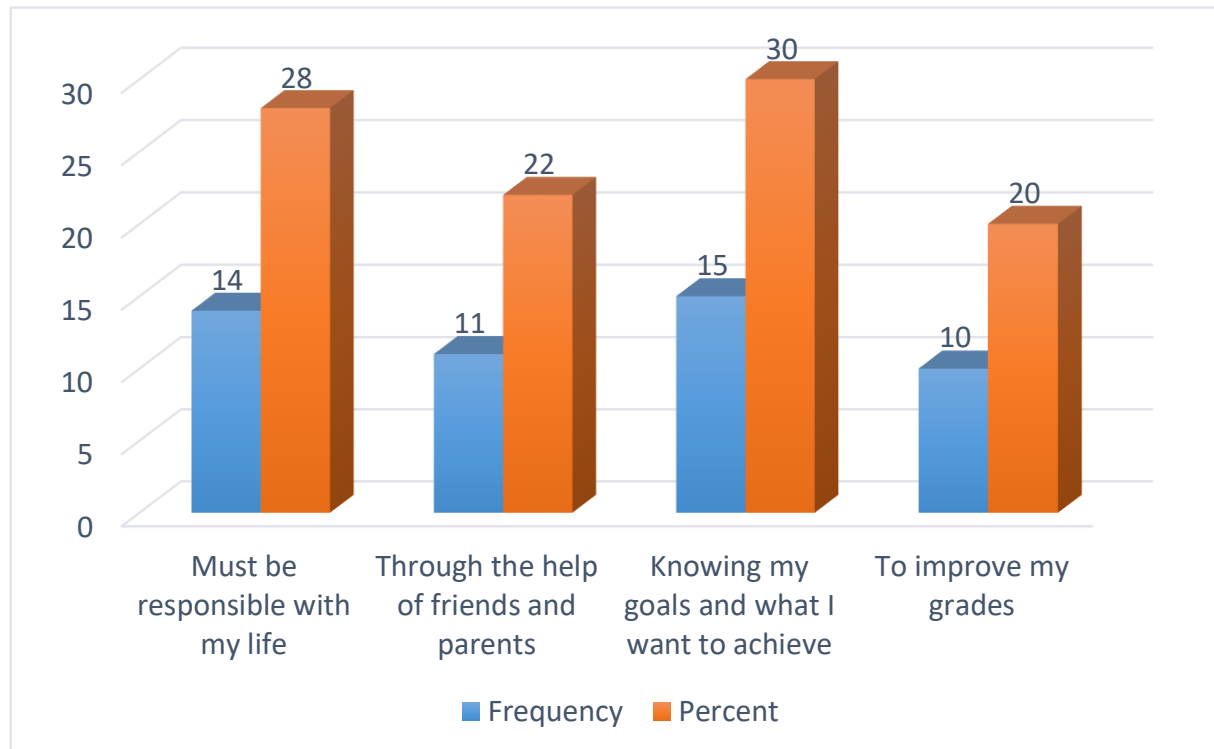


Figure 4 shows the distribution of student's view of how they are motivated to study on their own. Some students alluded to knowing their goals, and what they want to achieve, improvement of grades, taking responsibility, and the help of friends and family, all cited as key motivation elements to improving their grades.

Table 8: Frequency distribution of Teachers Responses on Effective Principals' administration skills in enhancing student academic performance.

Statement	SD	D	A	SA
	F %	F %	F %	F %
a. The Head teacher administration skills affects pupils' academic performance	3(6%)	3(6%)	19 (38)	25 (50)
b. A school should encourage strict adherence to the administration structures	0 (0%)	1(2%)	28(56%)	21 (42%)
c. Team work in a school contribute to Academic performance	1 (2%)	0 (0%)	3 (6%)	46 (92%)
d. It is important to have functional department/ committee school management team	0(0%)	0 (0%)	15(30%)	35 (70%)
e. Schools should have motto, vision and mission statement	0 (0%)	0 (0%)	12(24%)	38 (76%)
f: Objectives/goals to be achieved should be set for the school	0 (0%)	1 (2%)	7 (14%)	42 (84%)
g. Teachers should be involved in setting these objectives and goals	0 (0%)	1 (2%)	14(28%)	35 (70%)
h. Pupils should also be involved in setting the goals of achieving high national results	2 (4%)	4 (8%)	26(52%)	18 (36)
j. A school should have a calendar of activities for the whole year	0%	0%	10(20%)	40 (80%)
k. Introduction of computer technology in handmaid schools improve conceptual skills in pupils and this enhance their academic performance	0%	0%	11(22%)	39 (78%)

Findings in table 8 on the distribution of principals administration skills in enhancing student academic performance indicated that administration skills of the school principal enhances students1 performance this is approved by 49 (98.0%) teacher and student responses. While almost 50 (100.0%) teachers and students alluded to introduction of computers, involvement of teachers and students in setting school objectives and goals are principals' skills which improve student performance. School calendar of activities, creation of school management committees and having the school motto, vision and mission statement are some of the administration skills to help in achieving student performance. This implies that principals' knowledge and skills in school administration not only involves time management and sitting in the office checking on social media, but means understanding all the school activities involving the staff, students and all stakeholders. It involves having skills in understanding and providing for the indoor and outdoor school activities to enhance student academic performance.

5.0 Conclusions and Recommendation

The researcher made the following conclusions based on the findings of the study. First, principals' administration skills play a crucial role in students' academic performance. Secondly, School Principals need to poses and sharpen their skills to enable them make informed decisions in relation to attaining student academic performance. They also need to relate well with members of staff, students, parents and all stakeholders through the main basic administration skills of human, conceptual and technological. Thirdly, School principals need to mobilize and harness the resources at their disposal for improved student performance. Lastly, Teachers and students need to be involved fully and motivated as they both play an important role in enhancing better performance. Students involvement in school activities will make them enjoy the teaching and learning to achieve better results

Basing on the study findings and conclusion, the researcher made a number of recommendations. School Principals are considered to be the main source of administration by the staff, parents and stakeholders. It is hoped that if implemented, the recommendations would set agenda for boosting the quality of administration skills which would enhance student performance in the schools. This therefore calls for the school principals to be knowledgeable in educational and administration skills matters. Well qualified school principals in administration skills contribute to the improvement of students' academic performance through their attributes and competencies. Meador, (2017) concurs that great school leadership is a key to success in any school. The best schools will have an effective school leader or group of leaders. In a school setting, a principal must be multifaceted as they deal with other administrators, teachers, support staff, students, and parents on daily basis hence need for educational training. Administration skills of the school principal which include: Technical, human and conceptual skills. School Principal is supposed to be acquainted with the technical skills of education particularly involving methods and techniques and ability to analyse issues. The school principal need to appreciate the right way of doing things using the correct techniques.

As for human skill, interpersonal skills are of great assistance to when it comes to dealing with the aspect of human resources. The principal needs to get along with the other members of staff and students and possess good team building skills that would bring about motivation of staff members and students to enable them achieve the school objectives and goals. Some duties and responsibilities should be delegated to capable members of staff and merging challenges tackled from a team approach to make them easy and also to make

coordination of tasks easy within the school and bring about feelings of commitment and job satisfaction among the teachers to improve the teaching and learning of students and therefore enhance student academic performance.

Conceptual skill; As school manager, the principal are tasked with making decisions that determine the direction and progress of their schools and this should be done through consultations with their deputies, senior teachers, head of departments and teachers who play a role in school's decision making which will help school attain better results. For a school to effectively carry out its programmes to a successful completion, the time allocation has to be done so that there is adequate time to complete the tasks at hand. Time management skills will enable the principal to set goals and to prioritize tasks and allocate time according to the nature of task. The set goals should be written down and should be important for them to bring about desired impact. Time management skills also help the principal in prioritizing those tasks that must be undertaken first and those that may have to wait. Time management skills of principals will ensure the timetable is learner friendly and takes into consideration all other aspects of the school curriculum to avoid stalling other important school programmes. According to Tripathi and Reddy (2013) management skills involve conceptual skills, human skills, and technical skills.

Conceptual skills allow a manager to visualize the entire organisation and work with ideas and the relationship between abstract concepts. Human skills, also called human relation skills, require communication and attention to relationship with others in an organization to achieve its goals. While technical skills involves process or technique knowledge and proficiency. Managers use the processes, techniques and tools of specific areas. The governments, through the relevant ministries need to invest more on robust policy framework to strengthen principals' administration skills which would enhance students' performance. The government through quality assurance and monitoring bodies should formulate quality policy framework to guide school principals and head teachers training. Universities need to invest more in the management programs, they need to create enlightening leadership and management training, and Universities need to encourage scholarship in the field of continuing education through research and innovation. Universities need to collaborate with other sponsors to provide sponsorship to participants who cannot manage financially.

5.1 Suggestions for Future Research

Due to limitation of this study, the researcher suggests the following areas of further research in order to create more knowledge on the relationship between principals' administration skills and students' academic performance in Handmaid schools:

- i. Further research should be conducted on the influence of teachers on student performance in Handmaid of the Blessed Virgin Mary in Lusaka District, Zambia. This is because the current study focused on the principals' administration skills in enhancing student performance and yet ordinary teachers are the ones who are directly involved with students in matters to do with academics.
- ii. A similar study may be undertaken using analysis among both public and Catholic Church schools in Lusaka District and results compared with those of this study. This would generate wider knowledge about the influence of principals on students' academic performance in Handmaid schools.
- iii. A study should be conducted on the school principals' administration skills in enhancing student academic performance in Catholic schools using a longitudinal study over an extended period of up to 10 years. This would enable the researcher to determine the extent to which other factors such as entry behaviour of students. Change

in subjects teachers and even transfer of school principals in attaining high student academic performance.

- iv. Further still, a study on the importance of all school head teachers/principals attaining training in administration skills in achieving better student academic performance. This will help principals understand needs of teachers, students, parents, and all stakeholders in achieving high results in the schools.

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