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Implications and Exploratory Study of the Theories of Administration and Management in Secondary Schools in Zambia: A Case of Selected Secondary Schools in Lusaka District

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Abstract – **This study investigated the implications and exploratory application of theories of administration and management in secondary schools in Zambia, with specific focus on selected secondary schools in Lusaka District. The study was motivated by the increasing need for effective school leadership and management practices in improving institutional performance, teacher commitment, and the achievement of educational objectives. Although various theories of administration and management have been developed over time, their practical application within secondary schools in Zambia has received limited empirical attention. Therefore, the study sought to explore the theories applied by school administrators, examine their influence on leadership practices and decision-making processes, and identify challenges affecting their effective application. The study was guided by three objectives: to identify the major theories of administration and management applied in selected secondary schools in Lusaka District; to examine the influence of administrative and management theories on leadership practices and decision-making processes; and to assess the challenges affecting the effective application of administration and management theories in secondary schools. The study adopted a mixed-methods research approach using a descriptive case study design. The study was conducted in three selected secondary schools in Lusaka District, referred to as School A, School B, and School C for anonymity purposes. The target population consisted of school administrators and teachers, from which a sample of 120 respondents was selected. Data were collected using questionnaires, interviews, and focus group discussions. Quantitative data were analysed using descriptive statistics such as frequencies and percentages, while qualitative data were analysed thematically. The findings revealed that secondary schools applied various administrative and management theories, with Classical Management Theory, Human Relations Theory, and Participatory Management Theory being the most dominant. The study established that these theories influenced leadership practices by improving planning, coordination, communication, teacher motivation, accountability, and stakeholder participation in decision-making processes. The findings further indicated that participatory approaches enhanced teacher involvement and created a sense of ownership in school activities. However, the study identified several challenges affecting effective application of management theories, including inadequate leadership training, limited financial and material resources, heavy administrative workload, resistance to change, and bureaucratic limitations. The study concluded that theories of administration and management remained essential tools for effective secondary school leadership in Zambia. However, their successful implementation depended on administrators' theoretical understanding, availability of resources, continuous professional development, and supportive organisational environments. The study recommended strengthening leadership training programmes, increasing resource support, promoting participatory decision-making, and encouraging continuous professional development among school administrators and teachers.**

Keywords **- Administration, Management Theories, School Leadership, Decision-Making, Secondary Schools, Zambia.**

I. INTRODUCTION

This chapter presented the introduction to the study on the implications and exploratory study of theories of administration and management in secondary schools in Zambia, with a focus on selected secondary schools in Lusaka District. It outlined the background of the study, statement of the problem, purpose, objectives, research questions, significance, limitations, delimitations, definition of key terms, and chapter summary.

1. Background of the Study

Theories of administration and management have played a fundamental role in shaping the governance and performance of educational institutions across the world. Globally, education systems have increasingly recognised that effective school administration is essential for improving teaching quality, enhancing learner achievement, and ensuring institutional sustainability. According to UNESCO (2023), effective school leadership and sound management practices are critical drivers of quality education because they promote accountability, efficient resource utilisation, and continuous school improvement. Similarly, Bush (2020) argues that the application of administrative and management theories enables school leaders to make informed decisions, coordinate institutional activities, and achieve educational objectives effectively. As education systems continue to evolve, school administrators are expected to integrate classical and contemporary management theories to respond to increasingly complex organisational challenges.

The evolution of administrative thought has significantly influenced educational management worldwide. Early scholars such as Fayol (1949) proposed the Classical

Administrative Theory, which emphasised planning, organising, commanding, coordinating, and controlling as the primary functions of management. Weber (1947) further introduced the Bureaucratic Theory, advocating formal organisational structures, clearly defined responsibilities, and adherence to established rules to enhance organisational efficiency. However, these traditional theories were later criticised for placing greater emphasis on organisational structures than on human behaviour. Mayo (1933), through the Human Relations Theory, demonstrated that employee motivation, communication, teamwork, and interpersonal relationships significantly influence organisational performance. Robbins and Coulter (2021) further contend that modern educational institutions require a balanced application of administrative theories that combines efficiency with employee participation, collaboration, and innovation.

Within the African context, education systems continue to experience numerous administrative and managerial challenges despite ongoing education reforms. Many countries have implemented decentralisation policies aimed at improving school governance, accountability, and institutional performance. According to the African Union (2022), effective educational leadership remains central to improving learning outcomes and achieving sustainable educational development across Africa. Nevertheless, many secondary schools continue to experience challenges related to ineffective leadership, inadequate managerial capacity, limited professional development opportunities, and insufficient educational resources. Bush and Glover (2016) observe that many African school administrators possess limited formal preparation in educational management, thereby reducing the effective application of administrative theories in school leadership. Consequently, there remains a growing need to strengthen management competencies among school leaders to improve institutional effectiveness.

In Zambia, educational reforms have increasingly emphasised strengthening school leadership and management as key strategies for improving the quality of education. The Ministry of Education, Zambia (2023) recognises that competent school administration contributes to improved teacher performance, efficient resource management, effective curriculum implementation, and enhanced learner outcomes. School administrators are expected to apply appropriate management theories in planning, organising, supervising staff, resolving conflicts, and promoting collaborative decision-making. However, despite these expectations, secondary schools continue to experience challenges such as inadequate managerial skills, ineffective communication, limited stakeholder participation, and resource constraints that may reduce administrative effectiveness (MoE, 2023). Hoy and Miskel (2019) argue that educational leaders who fail to integrate relevant management theories into practice often experience difficulties in achieving institutional goals and maintaining organisational efficiency.

Although extensive literature exists on administration and management theories, there remains limited empirical evidence regarding their practical implications within secondary schools in Zambia, particularly in Lusaka District. Most previous studies have focused on educational leadership generally, with limited attention given to how specific administrative and management theories influence school operations, leadership practices, decision-making processes, and organisational performance in Zambian secondary schools. This knowledge gap necessitated the present study, which explored the implications and application of theories of administration and management in selected secondary schools in Lusaka District to generate evidence that may contribute to improving educational leadership and management practices.

2. Statement of the Problem

Although theories of administration and management provide important frameworks for improving organisational effectiveness, there remains limited empirical understanding of how these theories are applied and experienced within secondary schools in Zambia. Many schools continue to face challenges related to leadership practices, decision-making, teacher motivation, and resource management despite the existence of established administrative theories. According to Bush (2020), ineffective application of management principles can negatively affect school performance and institutional development. The existing gap is that limited studies have explored the practical implications of administrative and management theories within Zambian secondary schools, particularly in Lusaka District. This study therefore investigated how these theories influenced school administration and management practices.

3. Purpose of the Study

The purpose of this study was to explore the implications of theories of administration and management in secondary schools in Zambia, focusing on selected secondary schools in Lusaka District. The study sought to examine how administrative theories influenced leadership practices, decision-making processes, and the overall management effectiveness of secondary schools.

4. Research Objectives

The study was guided by the following objectives:

- To identify the major theories of administration and management applied in selected secondary schools in Lusaka District.

- To examine the influence of administrative and management theories on leadership practices and decision-making processes in selected secondary schools in Lusaka District.
- To assess the challenges affecting the effective application of administration and management theories in selected secondary schools in Lusaka District.

5. Research Questions

The study was guided by the following research questions:

- What theories of administration and management were applied in selected secondary schools in Lusaka District?
- How did administrative and management theories influence leadership practices and decision-making processes in selected secondary schools in Lusaka District?
- What challenges affected the effective application of administration and management theories in selected secondary schools in Lusaka District?

6. Significance of the Study

The study was significant in several ways. Firstly, it provided useful insights to school administrators regarding the importance of applying appropriate theories of administration and management in improving school operations. The findings could assist head teachers and education managers in adopting effective leadership strategies that promote better institutional performance.

Secondly, the study contributed to existing academic knowledge on educational administration and management by providing evidence on how management theories were applied within the Zambian secondary school context. Researchers and scholars could use the findings as a reference for future studies related to educational leadership.

Thirdly, the findings could benefit policymakers in the Ministry of Education by highlighting areas requiring improvement in school management training and leadership development programmes. Effective understanding of management theories could support the development of policies aimed at strengthening school administration.

Finally, the study was expected to benefit teachers and other stakeholders by promoting management practices that encourage participation, motivation, and improved working relationships within schools.

7. Limitations of the Study

The study experienced some limitations that could have influenced the research process. Some respondents may have provided socially desirable responses due to fear of criticism regarding school management practices. Additionally, limited time and financial resources could have affected the researcher's ability to collect data from a wider population of secondary schools. However, the researcher addressed these limitations by assuring participants of confidentiality and using appropriate data collection procedures to improve the reliability and validity of the findings.

8. Delimitation of the Study

The study was delimited to selected secondary schools in Lusaka District, Zambia. It focused specifically on theories of administration and management and their implications for school leadership and management practices. The study involved school administrators and teachers because they were directly involved in implementing administrative decisions and management practices within schools.

9. Definition of Terms

Administration: Refers to the process of planning, organising, directing, and controlling activities to achieve organisational objectives.

- Management: Refers to the process of coordinating human and material resources to accomplish institutional goals effectively.
- Administrative Theories: Refers to systematic ideas and principles that explain how organisations should be structured and managed.
- Management Theories: Refers to concepts and frameworks that guide managers in improving organisational performance and effectiveness.
- Educational Administration: Refers to the management and coordination of activities within educational institutions to achieve educational goals.
- School Management: Refers to the process of organising and controlling school activities, resources, and personnel to ensure effective operation.
- Leadership: Refers to the ability of school managers to influence, guide, and motivate staff towards achieving institutional objectives.
- Decision-Making: Refers to the process through which administrators identify problems and select appropriate solutions.
- Secondary Schools: Refers to educational institutions providing learning opportunities at the secondary education level.
- Organisational Effectiveness: Refers to the ability of an institution to achieve its intended goals through efficient use of resources and effective management practices.

10. Chapter Summary

This chapter presented the introduction to the study by discussing the background and importance of administration and management theories in secondary

schools. It highlighted the research problem, purpose, objectives, and questions that guided the study. The chapter further explained the significance, limitations, delimitations, and key concepts used in the research. The next chapter presented the review of related literature and theoretical framework guiding the study.

II LITERATURE REVIEW

1. Introduction

This chapter reviewed literature related to the implications and exploratory study of theories of administration and management in secondary schools in Zambia. The chapter examined the theoretical foundations that guided the study and provided analytical perspectives for understanding administrative practices in educational institutions. It further reviewed empirical studies from global, African, and Zambian contexts based on the research objectives. The chapter concluded by identifying the existing research gap and summarising the major issues discussed in the literature.

2. Theoretical Framework

A theoretical framework provides a foundation through which a research problem is examined and interpreted. According to Grant and Osanloo (2014), theories enable researchers to understand relationships between concepts and provide appropriate lenses for analysing phenomena under investigation. In this study, theories of administration and management were essential because they helped explain how school administrators applied management principles, exercised leadership, and organised institutional activities within secondary schools. The study was guided by two major theories: Classical Management Theory by Henri Fayol and Human Relations Theory by Elton Mayo. These theories were selected because they represent both the structural and human dimensions of administration, which are central to understanding school management effectiveness.

Classical Management Theory (Henri Fayol)

Classical Management Theory, developed by Henri Fayol in the early twentieth century, is one of the foundational theories of administration and management. Fayol (1949) argued that effective organisational performance depended on the application of systematic management principles and clearly defined administrative functions. The theory proposed five major functions of management, namely planning, organising, commanding, coordinating, and controlling. According to Fayol, managers were responsible for ensuring that organisational activities were properly structured and directed towards achieving institutional goals.

The theory further identified fourteen principles of management, including division of work, authority and responsibility, discipline, unity of command, unity of direction, centralisation, and order. Fayol believed that organisations could achieve efficiency when responsibilities were clearly assigned and when managers followed established administrative procedures. The theory therefore emphasised organisational structure, formal authority, coordination, and efficiency in achieving objectives.

In educational institutions, Classical Management Theory provides an important perspective for understanding how schools are organised and managed. Secondary schools operate through established administrative structures involving head teachers, deputy head teachers, heads of departments, teachers, and support staff. The effective coordination of these roles requires principles of planning, delegation, supervision, and control. As Lunenburg and Ornstein (2022) explain, schools are formal organisations that require clear administrative procedures to ensure effective service delivery.

In this study, Classical Management Theory was used as an analytical lens to examine how administrative structures and managerial principles influenced the operation of selected secondary schools in Lusaka District. The theory helped the researcher analyse issues such as planning processes, allocation of responsibilities, decision-making procedures, supervision practices, and the extent to which school administrators applied formal management approaches. Through this lens, the study explored whether administrative theories contributed to organisational effectiveness or whether rigid structures created challenges within school management.

However, although Classical Management Theory provides valuable insights into organisational efficiency, it has been criticised for paying limited attention to human behaviour and social relationships within organisations. Critics argue that excessive emphasis on rules, hierarchy, and authority may reduce employee participation and motivation. According to Robbins and Coulter (2021), modern organisations require management approaches that balance structural efficiency with consideration of human needs. This limitation led to the emergence of theories that focused more on interpersonal relationships and employee motivation.

Human Relations Theory (Elton Mayo)

Human Relations Theory emerged as a response to the limitations of classical approaches to management. The theory was developed from the Hawthorne studies conducted by Elton Mayo and his colleagues between 1924 and 1932. Mayo (1933) argued that organisational performance was not determined only by physical conditions and formal structures but also by social

relationships, employee motivation, communication, and participation.

The theory emphasised that employees are social beings whose attitudes and performance are influenced by recognition, belonging, teamwork, and involvement in decision-making. Unlike Classical Management Theory, which viewed workers mainly as components of an organisational system, Human Relations Theory recognised the importance of psychological and social factors in improving productivity.

In the context of educational institutions, Human Relations Theory is particularly relevant because schools depend heavily on relationships among administrators, teachers, learners, parents, and other stakeholders. Effective school management requires collaboration, communication, trust, and motivation among staff members. According to Hoy and Miskel (2019), schools function as social systems where leadership effectiveness depends on both organisational structures and interpersonal relationships.

The theory was used as an analytical lens in this study to examine the human aspects of administration and management in secondary schools. Specifically, it guided the investigation of teacher motivation, staff participation in decision-making, communication between administrators and teachers, and the role of collaborative leadership in school management. Through this perspective, the study assessed whether school administrators created supportive environments that encouraged teacher commitment and institutional improvement.

Furthermore, Human Relations Theory helped explain why some administrative practices succeed while others fail despite having clear structures. For instance, a school may have well-established policies and procedures, but poor communication and limited staff involvement may negatively affect implementation. Therefore, the theory provided an understanding of how relationships and human interactions influenced administrative effectiveness.

Nevertheless, the theory has also received criticism. Some scholars argue that focusing heavily on human relationships may overlook issues of organisational control, accountability, and efficiency. According to Bush (2020), effective educational leadership requires a combination of structural management approaches and attention to human factors. Therefore, integrating Classical Management Theory and Human Relations Theory provided a balanced framework for analysing administration and management practices in secondary schools.

Overall, the two theories complemented each other by addressing different dimensions of school management. Classical Management Theory provided insights into formal structures, administrative procedures, and organisational efficiency, while Human Relations Theory explained the importance of motivation, participation, and interpersonal relationships. Together, they provided suitable analytical lenses for exploring the implications of administration and management theories in selected secondary schools in Lusaka District.

3. Major theories of administration and management applied in selected secondary schools in Lusaka District

The application of administrative and management theories in educational institutions has received considerable attention globally because of the role these theories play in shaping leadership practices, organisational structures, and institutional effectiveness. Globally, scholars have demonstrated that schools operate as complex organisations requiring appropriate management approaches to coordinate human and material resources. In Austria, McKenney (2023) conducted a study examining the application of educational management theories among secondary school leaders using a mixed-methods research design involving 180 school administrators. The findings revealed that effective school leaders combined elements of classical administrative approaches with contemporary participatory management practices. The study established that planning, delegation of duties, and clear organisational structures improved institutional coordination. However, the study also found that excessive reliance on bureaucratic procedures sometimes limited innovation among teachers. These findings are relevant to the current study because they demonstrate that administrative theories influence how school leaders organise and manage educational institutions, although their effectiveness depends on contextual adaptation.

Similarly, in the United Kingdom, Hallinger and Wang (2022) investigated leadership and management theories influencing secondary school effectiveness through a quantitative survey involving 250 school leaders. The study found that transformational and human-centred management approaches were increasingly adopted alongside traditional administrative models. The researchers argued that successful school management required a balance between formal administrative procedures and the ability of leaders to motivate and engage teachers. Unlike Fayol's classical approach, which primarily emphasises structure and authority, the study highlighted the growing importance of collaboration and shared decision-making. This suggests that contemporary school administrators require diverse theoretical

knowledge rather than depending on a single management model.

In another study conducted in the United States, Leithwood et al. (2021) explored the relationship between leadership theories and school improvement using a sample of 320 principals. The study employed a longitudinal research design and found that schools applying distributed leadership theories recorded higher levels of teacher commitment and improved organisational performance. The researchers established that leadership effectiveness was strengthened when responsibilities were shared among staff members rather than concentrated among school administrators. Although the study focused on developed educational systems, its findings provide useful insights into how administrative theories can influence school practices in developing contexts such as Zambia.

Within the African context, the application of administrative theories in schools has been influenced by challenges related to resources, leadership capacity, and institutional structures. In South Africa, Mthethwa (2022) examined management practices among secondary school principals using a qualitative case study approach involving 20 school administrators. The findings indicated that principals applied elements of bureaucratic management theory through formal reporting structures, supervision systems, and policy implementation. However, the study revealed that successful schools combined these approaches with participatory leadership practices that encouraged teacher involvement. The study therefore demonstrated that administrative theories were not applied in isolation but were adapted according to institutional needs.

Furthermore, in Kenya, Otieno and Waweru (2021) conducted a study on the influence of management theories on secondary school administration. The researchers used a descriptive survey design involving 150 teachers and school administrators. Findings indicated that principles associated with scientific management, such as planning, coordination, and performance monitoring, were commonly applied in schools. However, respondents reported that limited understanding of contemporary management theories affected the ability of administrators to address emerging challenges. The study supports the argument that theoretical knowledge is important in strengthening administrative decision-making.

In Nigeria, Adeyemi (2020) explored administrative approaches used by secondary school principals and their influence on organisational performance. Using a mixed-methods design with 200 respondents, the study found that schools applying participatory management practices experienced improved teacher cooperation and reduced administrative conflicts. The study contrasted with traditional authoritarian approaches, which were found to reduce staff involvement in decision-making. These findings demonstrate the importance of integrating human relations principles into school administration.

In Zambia, studies on administration and management theories have mainly focused on leadership effectiveness, school governance, and institutional performance. Banda (2022) examined leadership practices among secondary school administrators in Central Zambia using a descriptive survey involving 120 teachers and 15 school administrators. The findings revealed that most administrators relied on traditional administrative approaches characterised by hierarchical decision-making, supervision, and adherence to Ministry of Education guidelines.

However, the study found that schools with greater teacher participation demonstrated improved cooperation and commitment among staff members.

Similarly, Phiri and Mulenga (2021) investigated management practices affecting school performance in selected Zambian secondary schools using interviews and questionnaires involving 100 participants. The findings showed that effective planning, delegation, and communication were important factors influencing administrative effectiveness. However, the researchers identified inadequate training in educational management theories among some school administrators as a major challenge. This finding suggests that while administrative theories exist, their practical application may be limited by the professional preparation of school leaders.

Furthermore, Chanda (2023) examined the role of school leadership theories in improving institutional performance in Lusaka Province through a qualitative study involving 25 school managers. The findings indicated that administrators who combined structured management practices with collaborative leadership approaches achieved better relationships with teachers and improved school coordination. The study was significant because it highlighted the need for balancing classical and human relations approaches within Zambian schools.

The reviewed studies collectively demonstrate that administration and management theories remain essential frameworks for understanding school leadership and institutional effectiveness. International studies emphasised the movement from purely bureaucratic approaches towards more participatory and transformational models, while African studies showed that contextual factors such as resources, leadership capacity, and organisational culture influence the application of these theories. Zambian studies similarly

revealed that although school administrators apply several administrative principles, gaps remain regarding the effective integration of contemporary management theories into daily school practices.

However, most existing studies have concentrated on general leadership effectiveness rather than specifically examining the implications of different administration and management theories within secondary schools. Additionally, limited empirical research has explored how these theories are applied within selected secondary schools in Lusaka District. Therefore, the current study sought to address this gap by exploring the theories of administration and management used in secondary schools and examining their practical implications for school management.

4. Influence of administrative and management theories on leadership practices and decision-making processes

Administrative and management theories have significantly influenced leadership practices and decision-making processes within educational institutions globally. School leadership has increasingly shifted from traditional approaches that emphasised authority and centralised decision-making towards approaches that encourage collaboration, participation, and shared responsibility. Scholars have argued that the effectiveness of school administrators depends on their ability to apply appropriate management principles when making decisions, managing staff, and responding to institutional challenges.

In Canada, Leithwood and Sun (2022) conducted a study examining how leadership theories influenced decision-making practices among secondary school principals. The study employed a mixed-methods approach involving 220 school leaders and teachers. The findings revealed that schools that adopted distributed leadership approaches experienced improved collaboration between administrators and teachers because decision-making responsibilities were shared among different stakeholders. The researchers established that participatory management strengthened teacher commitment and enhanced ownership of school programmes. However, the study noted that some administrators continued to rely on hierarchical approaches due to accountability pressures. These findings demonstrate that while traditional administrative structures remain important, modern school leadership requires flexibility and stakeholder involvement.

Similarly, in Australia, Gurr (2021) investigated the relationship between educational management theories and leadership effectiveness in secondary schools using a qualitative case study design involving 30 school principals. The study found that successful school leaders combined elements of transformational leadership, human relations approaches, and strategic management theories. The findings indicated that administrators who involved teachers in decision-making were more successful in implementing institutional changes compared to those who relied exclusively on authority-based approaches. This study supports the argument that management theories influence not only administrative procedures but also the quality of relationships between school leaders and teachers.

In the United States, Grissom, Egalite, and Lindsay (2021) examined how principal leadership approaches affected school performance and organisational decision-making. The study used a large-scale quantitative design involving more than 1,000 school administrators. Findings showed that effective principals demonstrated strong skills in communication, planning, teacher motivation, and collaborative problem-solving. The study further revealed that leadership practices based on human relations principles contributed to higher teacher satisfaction and improved school climate. However, the researchers argued that successful administrators still required strong organisational structures to maintain accountability and consistency.

Within Africa, educational leadership and decision-making have been influenced by both colonial administrative traditions and contemporary management reforms. In Ghana, Oduro and MacBeath (2020) conducted a study on leadership practices among secondary school heads using interviews and questionnaires involving 120 participants. The findings indicated that many school administrators relied on bureaucratic management practices characterised by formal authority structures and compliance with government regulations. However, schools that incorporated participatory decision-making recorded stronger relationships between administrators and teachers. The researchers concluded that African schools required management approaches that combined organisational discipline with collaborative leadership.

In South Africa, Ngcobo and Tikly (2021) examined how school management theories influenced leadership practices in secondary schools. The study adopted a qualitative research design involving 25 principals and teachers. The findings revealed that effective school leaders applied a combination of administrative planning, instructional leadership, and human relations principles. The study found that principals who encouraged teacher participation were better able to manage change and improve institutional performance. Nevertheless, resource limitations and administrative demands sometimes

restricted the ability of leaders to apply participatory approaches effectively.

Similarly, in Kenya, Kilonzo and Orodho (2022) investigated the influence of management approaches on decision-making effectiveness in secondary schools. Using a descriptive survey design involving 180 teachers and administrators, the study found that schools practising collaborative decision-making experienced improved teacher morale and stronger implementation of school policies. However, the study also identified that some administrators lacked adequate training in modern educational management theories, resulting in continued dependence on authoritarian decision-making styles.

In Nigeria, Yusuf and Adigun (2020) explored the relationship between leadership theories and school administration effectiveness among secondary school principals. The researchers used a mixed-methods approach involving 160 respondents. The findings indicated that principals who applied human relations principles achieved better staff cooperation and improved communication compared to those who relied mainly on bureaucratic procedures. The study highlighted that effective leadership required administrators to understand both organisational structures and human behaviour.

In the Zambian context, the influence of administrative and management theories on leadership practices has become increasingly important due to demands for improved educational quality and accountability. In Lusaka Province, Mwansa (2022) conducted a study examining leadership practices among secondary school administrators using a descriptive survey design involving 140 teachers. The findings showed that most school leaders applied elements of classical management theory through planning, supervision, and formal delegation of responsibilities. However, the study revealed that limited teacher involvement in decision-making affected motivation and institutional commitment.

Furthermore, Tembo and Zulu (2021) investigated participatory management practices in selected Zambian secondary schools using a qualitative research approach involving 18 school administrators and teachers. The study established that schools where administrators encouraged consultation and teamwork experienced improved communication and reduced conflicts. However, the researchers noted that some schools continued to operate under centralised decision-making systems due to traditional administrative cultures. These findings suggest that although human relations approaches are recognised, their implementation remains inconsistent.

A study by Chileshe (2023) explored the role of management theories in strengthening school leadership effectiveness in Lusaka District. The study used interviews and questionnaires involving 90 respondents from selected secondary schools. Findings indicated that effective administrators combined planning, coordination, supervision, and staff motivation strategies. The study further revealed that leadership effectiveness depended on administrators' ability to adapt management theories to specific school contexts. This finding is closely related to the current study because it focuses on secondary schools in Lusaka District and examines how theoretical principles influence administrative practices.

The reviewed literature demonstrates that administrative and management theories have a significant influence on leadership practices and decision-making processes in schools. Globally, studies indicate a shift towards participatory and transformational leadership approaches, while African studies reveal the continued influence of bureaucratic traditions alongside emerging collaborative practices. Zambian studies further show that school administrators apply various management principles, but challenges remain regarding teacher involvement, leadership training, and practical application of contemporary theories.

Although previous studies have examined leadership practices and school management effectiveness, limited attention has been given to exploring the specific implications of administration and management theories as analytical frameworks within Zambian secondary schools. Most studies have focused on general leadership outcomes rather than examining how different theories shape administrative decisions, relationships, and organisational practices. Therefore, the current study addressed this gap by exploring how administration and management theories influenced leadership practices and decision-making processes in selected secondary schools in Lusaka District.

5. Challenges affecting the effective application of administration and management theories

The effective application of administration and management theories in educational institutions is often influenced by various organisational, human, and contextual factors. Although management theories provide frameworks for improving leadership, coordination, and institutional performance, their implementation in schools may be affected by challenges such as inadequate managerial training, limited resources, resistance to change, bureaucratic constraints, and weak stakeholder involvement. Globally, scholars have emphasised that understanding these challenges is important because theories can only improve educational outcomes when they are effectively translated into practical management strategies.

In the United States, Darling-Hammond et al. (2021) examined challenges affecting the implementation of effective school leadership practices using a mixed-methods study involving 300 school administrators. The study found that inadequate preparation of school leaders was one of the major barriers affecting the application of management theories. Many administrators possessed general teaching qualifications but lacked specialised training in educational administration and leadership. The researchers further established that insufficient professional development limited administrators' ability to apply contemporary management approaches such as distributed leadership and strategic management. These findings are relevant to the current study because they demonstrate that knowledge and capacity among school leaders are critical factors influencing the successful application of administrative theories.

Similarly, in Finland, Sahlberg (2021) investigated factors influencing the effectiveness of school management reforms through interviews with 50 educational leaders. The findings revealed that successful implementation of management theories depended on supportive institutional cultures, continuous professional learning, and trust between administrators and teachers. The study found that excessive administrative demands and rigid accountability systems sometimes reduced leaders' ability to adopt innovative management approaches. Unlike contexts where management is highly centralised, the Finnish experience demonstrated the importance of flexibility and professional autonomy in effective school administration.

In the United Kingdom, Bush and Glover (2022) conducted a study on challenges facing educational leadership practices among secondary school managers using a qualitative research design involving 40 school leaders. The study revealed that many administrators struggled to balance managerial responsibilities, policy implementation, and instructional leadership. The researchers found that limited time, increasing administrative workloads, and inadequate leadership preparation affected the effective use of management theories. The study argued that even well-developed administrative theories may have limited impact when school leaders operate under excessive institutional pressures.

Within the African context, challenges affecting the application of administration and management theories have been linked to broader educational system limitations. In South Africa, Van der Vyver and Steyn (2021) examined barriers affecting school leadership effectiveness using a survey of 200 teachers and school administrators. The findings showed that inadequate resources, insufficient leadership training, and high administrative workloads affected the ability of principals to apply effective management practices. The study established that while school leaders understood the importance of participatory management, operational challenges often forced them to rely on traditional bureaucratic approaches.

In Kenya, Wanjala and Kimutai (2022) investigated challenges affecting the implementation of management practices in secondary schools using a descriptive survey design involving 150 respondents. The findings indicated that lack of professional development opportunities, limited financial resources, and resistance from staff members affected the application of modern management theories. The study further revealed that some teachers perceived administrative changes as additional responsibilities rather than opportunities for improving school performance. These findings highlight the importance of stakeholder involvement when introducing new management approaches.

Similarly, in Nigeria, Okafor and Eze (2020) examined factors influencing the application of educational management theories among secondary school principals. The study employed a mixed-methods approach involving 180 participants. The findings indicated that poor leadership preparation, inadequate infrastructure, and weak communication systems were major barriers affecting effective administration. The researchers argued that management theories should not only be introduced through policy documents but should also be supported through practical leadership training and continuous professional development.

In Ghana, Asare and Mensah (2023) explored challenges experienced by school administrators in applying contemporary leadership theories. The study used interviews with 35 secondary school administrators. Findings showed that centralised decision-making structures,

limited autonomy, and inadequate funding constrained administrators' ability to apply participatory management practices. The study concluded that educational reforms should consider the realities faced by school leaders at institutional level.

In Zambia, the application of administration and management theories has also been affected by several institutional challenges. Phiri (2022) examined the challenges faced by secondary school administrators in implementing effective management practices using a mixed-methods study involving 130 teachers and administrators. The findings revealed that inadequate leadership training, limited resources, and increased administrative responsibilities affected the ability of school leaders to effectively apply management principles.

The study recommended strengthening leadership development programmes for school administrators.

Furthermore, Mulenga and Chanda (2021) investigated factors influencing school management effectiveness in selected Zambian secondary schools using questionnaires and interviews involving 100 respondents. The study established that although administrators understood the importance of planning, delegation, and communication, implementation was often affected by insufficient resources and limited involvement of teachers in decision-making. The researchers argued that management theories could only improve school performance when supported by appropriate institutional conditions.

In Lusaka District, Banda (2023) conducted a study examining challenges affecting administrative effectiveness among secondary school leaders. The study adopted a descriptive case study design involving 60 participants from selected schools. The findings showed that administrators experienced challenges related to workload pressure, inadequate managerial training, limited financial resources, and difficulties in balancing policy demands with daily school operations. The study further revealed that some administrators applied traditional approaches because they were more familiar and easier to implement within existing structures. Similarly, Zulu and Phiri (2024) explored the relationship between school leadership capacity and effective management practices in Lusaka secondary schools. Using a qualitative approach involving 25 participants, the study found that continuous professional development and collaboration were essential for improving the application of management theories.

However, the researchers noted that inconsistent training opportunities and limited institutional support remained major barriers.

The reviewed studies demonstrate that the effective application of administration and management theories is influenced by multiple factors operating at organisational and systemic levels. Globally, challenges have mainly centred on leadership preparation, accountability pressures, and balancing traditional and contemporary approaches. African studies have

highlighted resource limitations, centralised decision-making structures, and inadequate professional development as significant barriers. Similarly, Zambian studies have identified gaps in leadership capacity, resource availability, and practical application of management knowledge within schools.

Despite the contribution of previous studies, most research has examined general challenges affecting school leadership and management rather than specifically exploring the implications of administration and management theories within secondary schools. Furthermore, limited studies have focused on selected secondary schools in Lusaka District to understand how administrators experience and apply these theories in their daily practices. Therefore, the current study sought to address this gap by examining the challenges affecting the effective application of administration and management theories in secondary schools in Lusaka District.

4. Research Gap

Although existing studies have extensively examined educational leadership and management practices, limited empirical attention has been given to the specific implications and practical application of administration and management theories within Zambian secondary schools. Previous studies have mainly focused on leadership effectiveness, leaving insufficient understanding of how different theories influence administrative processes, decision-making, and institutional performance. This study therefore addressed the identified gap by exploring the application, influence, and challenges associated with administration and management theories in selected secondary schools in Lusaka District.

5. Summary of the Chapter

This chapter reviewed literature related to administration and management theories in secondary schools. Theoretical perspectives from Classical Management Theory and Human Relations Theory guided the study. Empirical studies demonstrated the influence, application, and challenges of management theories globally, in Africa, and Zambia. The chapter identified gaps in existing knowledge, providing justification for conducting the present study.

III. RESEARCH METHODOLOGY

1. Introduction

This chapter presented the methodology that was used in the study on the implications and exploratory study of theories of administration and management in secondary schools in Zambia. It focused on selected secondary schools in Lusaka District, namely Kamwala South Secondary School, Libala South Secondary School, and David Kaunda Secondary School. The chapter described the research approach, design, study area, population, sample and sampling procedures, data collection instruments, data collection procedures, data analysis methods, and ethical considerations.

2. Research Approach

The study adopted a mixed-methods research approach by combining quantitative and qualitative methods. The approach was selected because it enabled the researcher to

obtain numerical information and detailed explanations concerning administration and management theories in secondary schools. Creswell and Creswell (2023) explained that mixed-methods approaches provide a comprehensive understanding of research problems by integrating statistical evidence with participants' experiences. Questionnaires provided quantitative data, while interviews and focus group discussions generated qualitative information.

3. Research Design

The study employed a descriptive case study research design because it focused on examining administration and management practices within selected secondary schools. The design enabled an in-depth investigation of leadership practices, decision-making processes, and challenges affecting the application of management theories. Yin (2018) stated that case study designs are appropriate when researchers investigate contemporary issues within real-life settings. Therefore, the design was suitable for exploring how administrative theories influenced school management.

4. Area of the Study

The study was conducted in three selected secondary schools in Lusaka District, Zambia, namely Kamwala South Secondary School, Libala South Secondary School, and David Kaunda Secondary School. The schools were selected because they operate within the same educational environment while providing diverse administrative experiences. The area was suitable for examining the application of administration and management theories because the schools involved administrators and teachers responsible for implementing leadership and management practices.

5. Research Population

The research population consisted of school administrators and teachers from Kamwala South Secondary School, Libala South Secondary School, and David Kaunda Secondary School. The population included head teachers, deputy head teachers, heads of departments, and classroom teachers because they participated directly in school administration and management activities. According to Mugenda and Mugenda (2019), selecting participants with relevant knowledge enables researchers to obtain accurate and meaningful information related to the research objectives.

6. Research Sample and Sampling Procedure

The study selected a sample of 120 participants from three selected secondary schools, namely Kamwala South Secondary School, Libala South Secondary School, and David Kaunda Secondary School in Lusaka District. The sample consisted of head teachers, deputy head teachers, heads of departments, and teachers. Purposive sampling was used to select head teachers, deputy head teachers, and heads of departments because they possessed direct knowledge and experience in school administration and management practices. Simple random sampling was used to select teachers to ensure equal chances of participation and improve representativeness. Creswell and Creswell (2023) noted that combining purposive and random sampling techniques in mixed-methods research enables researchers to obtain both expert perspectives and broader views from participants.

For the qualitative component, the three head teachers, three deputy head teachers, and twelve heads of departments participated in interviews, while teachers participated in focus group discussions. Teachers were organised into smaller groups of five members to encourage interaction and allow participants to freely discuss their experiences regarding leadership practices, decision-making processes, and challenges affecting the application of administration and management theories. This sampling arrangement enabled the study to obtain comprehensive information from both administrative leaders and teaching staff.

7. Instruments of Data Collection

The study used questionnaires, interview guides, focus group discussion guides, and document analysis checklists as data collection instruments. The use of multiple instruments allowed the researcher to collect both quantitative and qualitative information regarding management theories and administrative practices. According to Yin (2018), using different sources of evidence enhances the credibility of findings through triangulation. The instruments provided a comprehensive understanding of leadership practices, decision-making processes, and challenges.

Questionnaire

A structured questionnaire was used to collect quantitative data from teachers at Kamwala South Secondary School, Libala South Secondary School, and David Kaunda Secondary School. The questionnaire contained closed-ended questions and Likert-scale items focusing on management theories, leadership practices, decision-making, and administrative challenges. Questionnaires were selected because they enabled the researcher to collect information from many respondents efficiently. Kothari (2019) stated that questionnaires provide standardised data suitable for statistical analysis.

Interview Guide

A semi-structured interview guide was used to collect qualitative data from head teachers, deputy head teachers, and heads of departments. The interviews focused on participants' experiences regarding the application of administration and management theories in their schools.

The flexible nature of interviews allowed participants to explain their views in detail. Merriam and Tisdell (2016) explained that interviews are useful for understanding perceptions, experiences, and meanings attached to social phenomena.

Focus Group Discussion Guide

Focus group discussions were conducted with teachers from the selected schools to obtain shared views regarding leadership and management practices. Teachers were organised into groups of five participants to encourage interaction and active participation. The discussions focused on administrative approaches, decision-making processes, and challenges experienced in school management. According to Krueger and Casey (2015), focus groups provide detailed information by allowing participants to discuss and compare their experiences collectively.

Document Analysis Checklist

A document analysis checklist was used to examine relevant school documents, including administrative policies, strategic plans, and management records. The instrument helped the researcher understand existing structures and procedures guiding school administration. Bowen (2009) explained that document analysis provides important contextual information that supports findings obtained from other research instruments. The documents reviewed complemented information collected through questionnaires, interviews, and focus group discussions.

8. Procedure for Data Collection

The researcher obtained permission from relevant authorities before conducting the study in the selected schools. After approval was granted, questionnaires were distributed to teachers, while interviews and focus group discussions were conducted with administrators and teachers. Participants were informed about the purpose of the study and their rights before providing information. The researcher ensured that data collection procedures were conducted systematically to maintain accuracy, confidentiality, and reliability.

9. Data Analysis

Quantitative data obtained through questionnaires were analysed using descriptive statistics, including frequencies and percentages. The findings were presented using tables and figures to simplify interpretation. Qualitative data collected through interviews and focus group discussions were analysed using thematic analysis. Braun and Clarke (2021) explained that thematic analysis enables researchers to identify patterns, categories, and meanings from qualitative information. The integration of both analyses provided comprehensive findings.

10. Ethical Considerations

Ethical principles were observed throughout the research process. The researcher obtained informed consent from all participants and ensured that participation was voluntary. Confidentiality and anonymity were maintained by protecting respondents' identities and research information. Permission was obtained from relevant educational authorities and school administrations before data collection. According to Creswell and Creswell (2023), ethical considerations are important because they protect participants' rights and promote responsible research practices.

IV. PRESENTATION AND ANALYSIS OF FINDINGS

1. Overview

This chapter presented and analysed the findings of the study on the implications and exploratory study of theories of administration and management in secondary schools in Zambia, focusing on selected secondary schools in Lusaka District. The chapter was organised according to the study objectives. It first presented the demographic characteristics of respondents, followed by the presentation and analysis of findings based on the research objectives. The findings were obtained from questionnaires, interviews, and focus group discussions involving school administrators and teachers. The study objectives were as follows:

- To identify the major theories of administration and management applied in selected secondary schools in Lusaka District
- To examine the influence of administrative and management theories on leadership practices and decision-making processes in selected secondary schools in Lusaka District.
- To assess the challenges affecting the effective application of administration and management theories in selected secondary schools in Lusaka District.

2. Demographic Information of Respondents

This section presented the demographic characteristics of respondents who participated in the study. The demographic information included sex, age, education level, and teaching experience. These characteristics were important because they provided an understanding of the background of participants and their suitability in providing information regarding administration and management practices in secondary schools.

Sex of Respondents

The study sought to establish the sex distribution of respondents who participated in the research. Understanding the sex composition of participants was important because it provided information on the

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representation of male and female views regarding administration and management practices in selected secondary schools.

Table 1: Sex Distribution of Respondents

Sex	Frequency	Percentage (%)
Male	68	56.7
Female	52	43.3
Total	120	100

The findings in Table 4.1 show that male respondents constituted the majority at 56.7%, while female respondents represented 43.3% of the total participants. This indicates that both male and female respondents were adequately represented in the study.

Age Distribution of Respondents

The study examined the age distribution of respondents because age could influence participants' experiences, professional exposure, and understanding of administration and management practices. The information helped to determine whether respondents had sufficient maturity and experience to provide reliable information.

Table 2: Age Distribution of Respondents

Age Group	Frequency	Percentage (%)
21–30 years	25	20.8
31–40 years	45	37.5
41–50 years	35	29.2
Above 50 years	15	12.5
Total	120	100

Table 4.2 indicates that most respondents were aged between 31 and 40 years, representing 37.5%. Respondents above 50 years constituted the smallest group at 12.5%. This suggests that the study involved participants with varying levels of professional experience.

Educational Level of Respondents

The study determined the educational qualifications of respondents because academic qualifications influence professional knowledge and understanding of school administration and management theories. The educational background of participants was therefore important in assessing the reliability of information provided.

Table 3: Educational Level of Respondents

Educational Qualification	Frequency	Percentage (%)
Diploma	30	25.0
Educational Qualification	Frequency	Percentage (%)
Bachelor's Degree	70	58.3
Master's Degree	20	16.7
Total	120	100

The findings show that the majority of respondents possessed bachelor's degrees at 58.3%, followed by diploma holders at 25%. Respondents with master's degrees represented 16.7%. This indicates that most participants had adequate academic qualifications relevant to the study.

Teaching and Administrative Experience of Respondents

The study examined respondents' years of teaching and administrative experience because experience influences understanding of leadership practices, decision-making processes, and management challenges within schools.

Table 4: Teaching and Administrative Experience of Respondents

Years of Experience	Frequency	Percentage (%)
Below 5 years	20	16.7
5–10 years	40	33.3
11–15 years	35	29.2
Above 15 years	25	20.8
Total	120	100

The results indicate that respondents with 5–10 years of experience formed the largest group at 33.3%, while those with less than five years formed the smallest group at 16.7%. This shows that most of the respondents had considerable professional experience in education.

3. Awareness of Administration and Management Theories among Respondents

Respondents were asked whether they were familiar with theories such as Classical Management Theory, Human Relations Theory, Scientific Management Theory, and Participatory Management Theory.

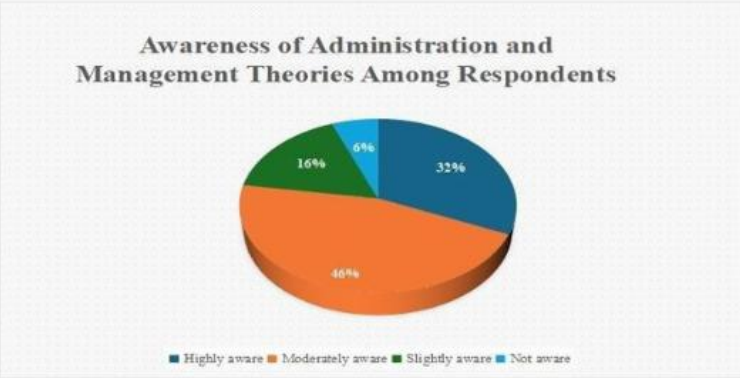


Figure 1: Awareness of Administration and Management Theories among Respondents Interpretation

This suggests that although management theories were known among most teachers and administrators, some respondents required further professional development to strengthen their theoretical understanding. The findings implied that awareness levels could influence how

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effectively administrative theories were translated into practical school management strategies.

Major Administration and Management Theories Applied in Secondary Schools

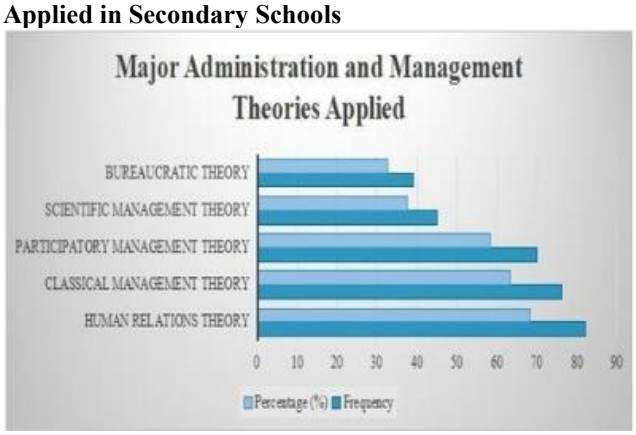


Figure 2: Major Administration and Management Theories Applied

Interpretation

The findings presented in Figure 2 show that Human Relations Theory was the most commonly applied theory, with 68.3% of respondents identifying it as a dominant approach in their schools. Classical Management Theory followed with 63.3%, while Participatory Management Theory was identified by 58.3% of respondents. Scientific Management and Bureaucratic Theory recorded lower responses.

Application of Classical Management Theories in School Administration



Figure 3: Application of Classical Management Theory Principles

Interpretation

The findings indicate that practices such as delegation of duties, departmental organisation, supervision, and planning remained important components of school administration. However, the lower percentage for complete application suggests that schools had incorporated other modern approaches alongside classical principles.

Application of Human Relations Theory in School Management

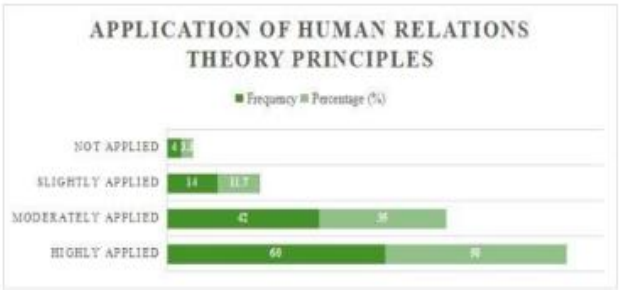


Figure 4: Application of Human Relations Theory Principles

Interpretation

These findings indicate that human-centered management approaches played an important role in shaping administrative practices within the selected schools.

Influence of Participatory Management Approach in Secondary Schools

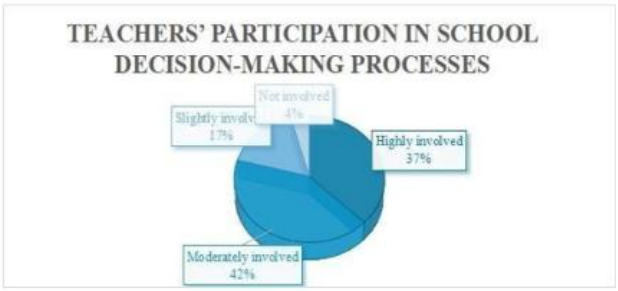


Figure 5: Teachers' Participation in School Decision-Making Processes

Interpretation

The findings presented in Figure 5 demonstrated that participatory management was an important administrative approach in the selected schools. The involvement of teachers promoted cooperation, improved communication, and strengthened relationships between administrators and teaching staff.

Management Approaches Preferred by School Administrators

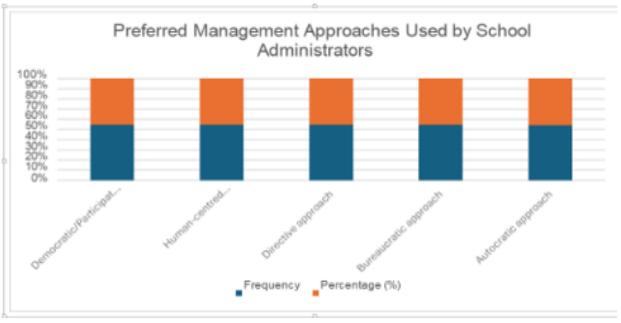


Figure 6: Preferred Management Approaches Used by School Administrators

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Interpretation
The findings suggest that school administrators were moving away from rigid leadership approaches and increasingly embracing management theories that emphasised cooperation, communication, and staff involvement. However, the continued presence of directive and bureaucratic approaches showed that traditional administrative practices remained relevant in certain situations requiring control and accountability.

Challenges Affecting the Application of Administration and Management Theories

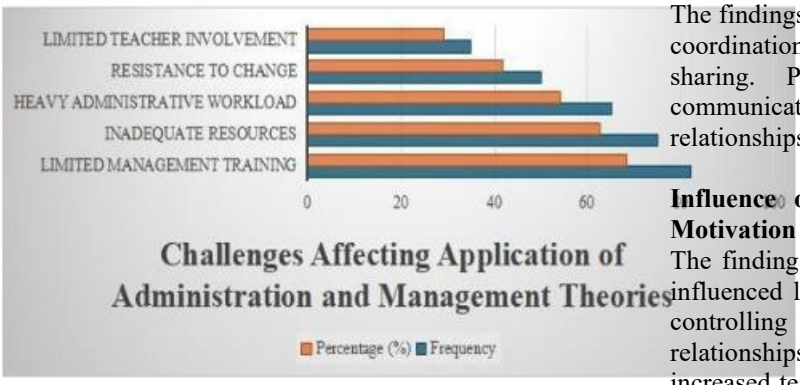


Figure 7: Challenges Affecting Application of Administration and Management Theories

Interpretation
The findings demonstrate that the application of administration and management theories required not only theoretical knowledge but also institutional support, adequate resources, and continuous professional development.

Influence of Administrative and Management Theories on Leadership Practices and Decision-Making Processes in Selected Secondary Schools in Lusaka District

The findings were analysed thematically, and several themes emerged regarding the influence of administrative and management theories on school leadership and decision-making. The major themes included administrative theories as frameworks for effective leadership, promotion of participatory decision-making, enhancement of communication and coordination, improvement of teacher motivation and professional relationships, strengthening of accountability and institutional control, and challenges affecting the application of management theories.

Administrative Theories as Frameworks for Effective School Leadership
The findings suggested that administrative theories remained relevant in secondary school leadership because they promoted order, coordination, and effective utilisation of available resources. However, participants also emphasised that administrators needed flexibility when applying theoretical principles because schools involved human interactions and changing circumstances.

Management Theories and Promotion of Participatory Decision-Making
The findings showed that although participatory management was encouraged, school decision-making remained influenced by broader administrative structures.

Management Theories and Improvement of Communication and Coordination
The findings indicated that management theories improved coordination by promoting teamwork and information sharing. Participants also reported that effective communication reduced misunderstandings and improved relationships between administration and teachers.

Influence of Human Relations Theory on Teacher Motivation and Professional Relationships.
The findings demonstrated that Human Relations Theory influenced leadership practices by shifting attention from controlling employees towards building positive relationships. This approach encouraged collaboration, increased teacher commitment, and improved institutional harmony.

Administrative Theories and Accountability in School Management
This finding suggested that effective administration required a balance between accountability and professional autonomy. While administrative theories promoted order and discipline, successful school management also required trust and empowerment of teachers.

Challenges Affecting the Application of Administrative and Management Theories in School Leadership
The findings demonstrated that the successful application of administrative and management theories depended on more than theoretical knowledge. It required continuous professional development, adequate resources, supportive policies, and willingness among staff members to embrace improved management practices.

Summary of Findings on the Influence of Administrative and Management Theories on Leadership Practices and Decision-Making Processes
The findings under the second objective established that administrative and management theories significantly influenced leadership practices and decision-making processes in the selected secondary schools. The study revealed that administrative theories provided structures for planning, delegation, supervision, and accountability, while human-centred theories promoted teacher

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motivation, collaboration, and positive professional relationships.

The findings further showed that participatory management approaches encouraged teacher involvement in decision-making, improved ownership of school programmes and strengthened cooperation between administrators and teachers. Communication and coordination were also enhanced through the application of management principles, allowing schools to operate more effectively.

However, challenges such as inadequate leadership training, limited resources, heavy workloads, and resistance to change affected the effective application of these theories. The findings therefore suggested that strengthening professional development programmes for school leaders and providing adequate institutional support would improve the application of administrative and management theories in secondary school leadership and decision-making.

5. Challenges Affecting the Effective Application of Administration and Management Theories in Selected Secondary Schools in Lusaka District

The qualitative data were analysed thematically, and the findings revealed several challenges affecting the application of administration and management theories. The major themes that emerged included inadequate leadership training, limited financial and material resources, heavy administrative workload, resistance to change, insufficient teacher involvement, and policy-related constraints. Quantitative information from the questionnaire responses was also incorporated to show the extent to which these challenges were experienced among the 120 respondents.

Table 5. Challenges Affecting the Application of Administration and Management Theories

Challenge	Frequency	Percentage (%)
Inadequate leadership and management training	82	68.3
Limited financial and material resources	76	63.3
Heavy administrative workload	65	54.2
Resistance to change among staff	50	41.7
Limited teacher participation in management activities	38	31.7
Policy and bureaucratic limitations	35	29.2
Total Respondents	120	100

Interpretation

The findings in Table 4.5.1 indicate that inadequate leadership and management training was the most frequently reported challenge, accounting for 68.3% of respondents. This was followed by limited resources at 63.3% and heavy administrative workload at 54.2%. The findings suggested that although administrators understood the importance of management theories, their practical application was affected by institutional and professional limitations.

Inadequate Leadership and Management Training

The findings demonstrated that continuous professional development was essential in strengthening the capacity of school leaders. Without adequate training, administrators may understand management theories conceptually but experience difficulties applying them effectively within real school contexts.

Limited Financial and Material Resources

The findings suggested that the effectiveness of administrative theories depended not only on leadership skills but also on the availability of resources. Therefore, resource limitations reduced the ability of administrators to translate management principles into practical outcomes.

Heavy Administrative Workload

The study also revealed that heavy administrative workload affected the effective application of management theories. Participants explained that school administrators performed numerous responsibilities, including academic supervision, reporting, meetings, disciplinary issues, and administrative documentation.

Table 6: Influence of Administrative Workload on Management Effectiveness

Response	Frequency	Percentage (%)
Workload greatly affected management practices	65	54.2
Workload moderately affected management practices	38	31.7
Workload had little effect	17	14.1
Total	120	100

The results in Table 4.6 show that more than half of the respondents (54.2%) indicated that administrative workload greatly affected management effectiveness. This implies that excessive responsibilities reduced the time available for strategic leadership, consultation, and implementation of management approaches.

Resistance to Change Among Staff Members

The findings showed that successful implementation of management theories required effective communication, involvement of staff members, and proper change in management strategies.

Limited Teacher Participation in Management Activities
The findings suggested that increased teacher participation could improve ownership and effectiveness of management practices.

Policy and Bureaucratic Constraints
The findings indicated that while management theories encouraged flexibility and participation, administrative decisions were sometimes influenced by external regulations.

6. Summary of Findings on Challenges Affecting Application of Administration and Management Theories in Selected Secondary Schools
The findings under the third objective revealed that several factors affected the effective application of administration and management theories in selected secondary schools in Lusaka District. The major challenges included inadequate leadership training, limited resources, heavy administrative workload, resistance to change, limited teacher participation, and bureaucratic restrictions. The qualitative findings demonstrated that administrators understood the importance of management theories but faced practical barriers when applying them. The study therefore established that improving leadership training, increasing resource availability, strengthening teacher participation, and reducing unnecessary administrative burdens would enhance the effective application of administration and management theories in secondary school management.

V. DISCUSSION OF FINDINGS

1. Introduction
This chapter discussed the findings of the study on the implications and exploratory study of the theories of administration and management in secondary schools in Zambia, focusing on selected secondary schools in Lusaka District. The discussion was guided by the three research questions that corresponded with the study objectives. The findings presented in Chapter Four were interpreted and compared with existing scholarly literature to establish similarities, differences, and contributions to the existing body of knowledge. The discussion focused on the major theories applied in school administration, their influence on leadership practices and decision-making processes, and the challenges affecting their effective application.

2. What are the major theories of administration and management applied in selected secondary schools in Lusaka District?
The first research question sought to identify the major theories of administration and management applied in selected secondary schools in Lusaka District. The findings revealed that school administrators and teachers were aware of different management theories, with Human Relations Theory, Classical Management Theory, and Participatory Management Theory being the most commonly applied approaches. The findings further indicated that although some respondents had limited theoretical knowledge, many participants demonstrated practical understanding of management principles through their daily administrative experiences.

The finding that Human Relations Theory was one of the most dominant approaches applied in schools was consistent with the argument of Mayo (1933), who emphasised that organisational effectiveness depended significantly on understanding human behaviour, motivation, and interpersonal relationships. The current study revealed that administrators placed importance on communication, teamwork, recognition, and teacher involvement. This suggested that secondary schools in Lusaka District had moved beyond purely structural approaches and increasingly recognised teachers as important stakeholders in achieving institutional goals.

The findings also supported the views of Lunenburg and Ornstein (2022), who argued that schools were social organisations where effective administration required attention to both organisational structures and human interactions. The application of Human Relations Theory in the selected schools demonstrated that administrators understood that leadership was not only about issuing instructions but also about creating supportive environments where teachers could perform effectively. The qualitative findings from head teachers and teachers confirmed that encouragement, appreciation, and consultation contributed to improved teacher commitment.

The study further established that Classical Management Theory remained relevant in the administration of secondary schools. Respondents indicated that principles such as division of duties, delegation of responsibilities, supervision, and coordination were commonly practised. This finding was in agreement with Fayol's (1949) administrative theory, which identified planning, organising, commanding, coordinating, and controlling as essential functions of management. The findings suggested that even though modern educational institutions had evolved, classical administrative principles continued to provide a foundation for organising school activities.

However, the findings also showed that classical approaches were not applied independently but were combined with more participatory approaches. This supported the argument by Robbins and Coulter (2021) that modern organisations rarely depend on a single management theory but integrate different approaches depending on organisational needs. In the context of secondary schools, administrators combined structural

approaches with human-centred strategies to address both administrative demands and interpersonal challenges.

The application of Participatory Management Theory was another significant finding of the study. The results indicated that teachers were involved in decision-making processes, especially in matters concerning academic programmes, departmental activities, and school development initiatives. This finding corresponded with Bush (2020), who argued that effective educational leadership required collaboration among stakeholders because schools operate as complex social systems. The involvement of teachers suggested that administrators recognised the importance of shared responsibility in improving school performance.

The findings were also consistent with Fullan's (2020) argument that successful educational change requires participation and ownership among those implementing policies and programmes. By involving teachers in decision-making, school administrators created conditions that encouraged commitment and reduced resistance to institutional changes. The findings therefore demonstrated that participatory approaches were increasingly becoming important in contemporary school management.

Furthermore, the study found that Scientific Management Theory and Bureaucratic Theory were applied to a lesser extent compared to Human Relations and Participatory approaches. Scientific Management Theory, associated with Taylor (1911), emphasised efficiency, standardisation, and productivity through systematic work methods. Although these principles were visible through supervision and performance monitoring, respondents indicated that strict efficiency-based approaches were less dominant because schools involved complex human relationships.

The lower application of bureaucratic approaches was also significant. Weber's (1947) Bureaucratic Theory emphasised formal rules, hierarchy, and clearly defined authority structures. While elements of bureaucracy existed in schools through policies, reporting systems, and administrative procedures, the findings indicated that administrators increasingly relied on flexible approaches. This reflected the changing nature of educational leadership where collaboration and responsiveness had become essential.

The findings were comparable with studies conducted in other African educational contexts. For instance, Bush (2020) observed that African schools often operated within environments requiring administrators to balance traditional bureaucratic systems with participatory leadership approaches. Similarly, Oduro and MacBeath (2021) noted that school leaders in developing contexts increasingly combined different leadership theories to adderss challenges related to resources, accountability, and teacher motivation.

Within the Zambian context, the findings supported the emphasis placed by the Ministry of Education on effective school leadership and management as a key factor in improving education quality. The continued application of various management theories reflected the need for school administrators to respond to challenges such as increasing enrolment, accountability demands, and resource limitations.

However, the findings also revealed a gap between theoretical awareness and practical understanding. Some teachers indicated that they applied management principles without necessarily knowing the formal theories behind them. This finding was similar to Hoy and Miskel (2019), who argued that many educational practitioners apply management concepts informally through experience rather than through explicit theoretical knowledge. This suggests the need for strengthening leadership training programmes so that administrators and teachers develop a deeper understanding of the theories guiding their practices.

Overall, the findings demonstrated that secondary schools in Lusaka District applied a combination of administrative and management theories rather than depending on one approach. Human Relations Theory, Classical Management Theory, and Participatory Management Theory were the most influential because they addressed both organisational requirements and human factors. The combination of these approaches reflected the complexity of modern school administration, where effective leadership requires balancing structure, participation, motivation, and accountability.

3. How do administrative and management theories influence leadership practices and decision-making processes in selected secondary schools in Lusaka District?

The second research question sought to examine how administrative and management theories influenced leadership practices and decision-making processes in selected secondary schools in Lusaka District. The findings revealed that administrative and management theories played a significant role in shaping how school leaders planned, organised, supervised, communicated, and made decisions. The study established that administrators used a combination of classical, human relations, and participatory management approaches to address institutional needs. These theories influenced leadership effectiveness by providing frameworks through which administrators coordinated school activities and interacted with teachers.

The finding that administrative theories improved leadership organisation was consistent with Fayol's (1949) administrative principles, which emphasised planning, organising, coordination, authority, and control as essential functions of effective management. In the current study, participants indicated that school administrators relied on structured systems such as delegation of responsibilities, departmental organisation, and supervision to ensure that institutional activities were effectively implemented. This suggested that classical administrative principles remained relevant in contemporary educational management despite changes in leadership approaches.

The findings also supported the argument by Robbins and Coulter (2021), who noted that management theories provide leaders with frameworks for making decisions, allocating resources, and achieving organisational objectives. In the selected schools, administrators used management principles to guide decisions relating to academic planning, staff responsibilities, discipline, and school development activities. This demonstrated that theories of administration were not merely academic concepts but practical tools that influenced everyday leadership practices.

Furthermore, the study established that management theories promoted participatory decision-making among administrators and teachers. The findings revealed that school leaders involved teachers in discussions concerning academic programmes, departmental activities, and institutional planning. This finding was consistent with the views of Bush (2020), who argued that effective educational leadership requires the involvement of stakeholders because schools are complex organisations where decisions affect different groups.

The importance of participatory decision-making was further supported by Fullan (2020), who explained that educational improvement depends on collaboration, shared responsibility, and collective commitment among those involved in implementing change. The current study demonstrated that when teachers were included in decision-making processes, they developed a greater sense of ownership and commitment towards school activities. This implied that participatory management contributed to stronger relationships between administrators and teachers.

However, the findings also showed that participation was influenced by institutional and policy limitations. Some participants indicated that although administrators consulted teachers, certain decisions were determined by government policies and regulations. This finding reflected the observation by Hoy and Miskel (2019) that educational organisations operate within formal structures where leaders must balance internal participation with external accountability requirements.

The study further revealed that administrative and management theories influenced communication and coordination within schools. Participants indicated that effective communication through staff meetings, departmental meetings, and consultations improved the implementation of school programmes. This finding was supported by Lunenburg and Ornstein (2022), who argued that communication is a fundamental element of educational administration because it connects organisational goals with individual responsibilities.

The role of communication in school leadership was particularly important because schools involve multiple stakeholders with different responsibilities. The findings showed that administrators who maintained open communication channels experienced better cooperation from teachers. This was consistent with the Human Relations Theory advanced by Mayo (1933), which emphasised that employees perform effectively when they feel recognised, respected, and included within organisational processes.

The findings further demonstrated that management theories influenced teacher motivation and professional relationships. Participants indicated that administrators who applied human-centred approaches created supportive environments where teachers felt valued. Recognition, encouragement, and consultation were identified as important practices that improved teacher morale and commitment.

This finding agreed with Herzberg's (1959) motivation theory, which suggested that recognition, achievement, and positive working conditions influence employee satisfaction and performance. Although Herzberg's theory was developed within organisational psychology, its principles were relevant to school environments where teachers' motivation directly influenced educational outcomes.

The findings also supported the argument by Sergiovanni (2009), who stated that effective school leaders should develop professional communities based on trust, cooperation, and shared values. In the current study, teachers indicated that supportive relationships with administrators encouraged teamwork and improved participation in school activities. This demonstrated that leadership effectiveness depended not only on formal authority but also on the ability of administrators to build positive relationships.

In addition, the study established that management theories influenced accountability and supervision

practices. Participants reported that clear allocation of duties, monitoring systems, and reporting procedures improved responsibility among teachers and administrators. This finding corresponded with Weber's (1947) Bureaucratic Theory, which emphasised formal structures, defined responsibilities, and accountability mechanisms within organisations.

However, the findings suggested that excessive reliance on bureaucratic procedures could sometimes reduce flexibility. Some participants indicated that teachers required professional autonomy to apply their knowledge and creativity. This finding was consistent with Bush (2020), who argued that effective educational leadership requires balancing control with professional empowerment.

The study also found that management theories influenced conflict management and problem-solving approaches. Participants explained that administrators applied communication, consultation, and negotiation when addressing disagreements among staff members. This approach reflected the principles of Human Relations Theory, which emphasised understanding people's needs and maintaining positive interpersonal relationships.

The findings were consistent with Lunenburg and Ornstein (2022), who noted that school administrators frequently deal with interpersonal challenges and therefore require leadership approaches that promote cooperation rather than confrontation. The use of collaborative problem-solving strategies demonstrated that administrators were applying management theories to maintain institutional harmony.

When compared with studies from other African contexts, the findings reflected similar patterns. Bush and Glover (2016) observed that African school leaders often combine different leadership approaches because educational institutions face complex challenges involving limited resources, accountability demands, and diverse stakeholder expectations. Similarly, Oduro and MacBeath (2021) argued that effective leadership in African schools requires flexibility because administrators must operate within both formal government systems and local school realities.

Within Zambia, the findings supported existing evidence that effective school leadership is essential for improving educational quality. The application of management theories demonstrated that school administrators play a central role in creating environments that support teaching and learning. The findings also highlighted that leadership effectiveness depended on administrators' ability to adapt theoretical principles to local circumstances.

Nevertheless, the study revealed that the influence of management theories was affected by challenges such as inadequate leadership training, limited resources, and administrative workload. This finding corresponded with UNESCO (2021), which identified leadership capacity and resource availability as major factors affecting school effectiveness in developing education systems. The implication was that strengthening leadership preparation programmes would enable administrators to apply management theories more effectively.

Overall, the findings established that administrative and management theories significantly influenced leadership practices and decision-making processes in selected secondary schools in Lusaka District. The theories provided frameworks for organising school activities, involving teachers, improving communication, motivating staff, and strengthening accountability. However, effective application required continuous professional development, adequate resources, and supportive institutional environments. The findings therefore confirmed that successful school leadership depended on the ability of administrators to combine theoretical knowledge with practical strategies suitable for their educational context.

4. What challenges affect the effective application of administration and management theories in selected secondary schools in Lusaka District?

The third research question sought to examine the challenges affecting the effective application of administration and management theories in selected secondary schools in Lusaka District. The findings presented in Chapter Four revealed that although school administrators applied various administrative and management theories in their leadership practices, several institutional and contextual factors limited their effective implementation. The major challenges identified included inadequate leadership and management training, limited financial and material resources, heavy administrative workload, resistance to change among staff members, limited teacher participation, and bureaucratic constraints. These challenges demonstrated that the successful application of management theories depended not only on theoretical understanding but also on the availability of supportive organisational conditions.

One of the major challenges identified in the study was inadequate leadership and management training among school administrators. The findings revealed that some administrators occupied leadership positions based on professional experience and teaching qualifications but had limited formal preparation in educational administration and management theories. Although administrators demonstrated practical knowledge of leadership practices, some participants indicated that they required continuous professional development to

strengthen their understanding and application of modern management approaches.

The finding was consistent with Bush (2020), who argued that effective educational leadership requires specialised knowledge and continuous professional learning because school management involves complex responsibilities beyond classroom teaching. According to Bush, administrators who receive adequate leadership preparation are more likely to apply appropriate theories when dealing with institutional challenges. The current study supported this view by demonstrating that theoretical knowledge enhanced administrators' ability to plan, make decisions, and manage human resources effectively.

Similarly, Hoy and Miskel (2019) emphasised that educational administrators require knowledge of organisational theories because schools are complex social systems. The authors argued that without adequate understanding of management concepts, leaders may rely heavily on personal experience rather than evidence-based approaches. The findings of the current study reflected this concern, as some participants indicated that administrators often learned management practices through experience after appointment rather than through structured leadership training.

The findings also corresponded with UNESCO (2021), which highlighted leadership capacity development as a major factor influencing school effectiveness, particularly in developing education systems. The implication from the current study was that strengthening leadership training programmes for school administrators would enhance the effective application of administrative and management theories in Zambian secondary schools.

Another significant challenge identified was limited financial and material resources. The findings revealed that inadequate resources affected administrators' ability to implement management strategies effectively. Participants explained that even when school leaders developed appropriate plans and applied management principles, implementation was often constrained by shortages of teaching materials, infrastructure, technology, and financial support. This finding supported the argument by Lunenburg and Ornstein (2022), who noted that effective school management requires adequate resources because leadership decisions must be supported by practical conditions. The scholars argued that administrators may possess strong leadership skills, but resource limitations can prevent institutions from achieving intended objectives.

The findings were also consistent with studies conducted in African educational contexts, where resource shortages have been identified as major barriers affecting school management. Bush and Glover (2016) observed that school leaders in many African countries operate within environments characterised by limited resources, requiring them to balance ambitious institutional goals with available support. The current study reflected this reality, as administrators were required to apply management theories while working under resource constraints.

Furthermore, the findings showed that heavy administrative workload affected the application of management theories. Participants explained that school administrators were responsible for numerous activities, including supervision, reporting, meetings, disciplinary matters, policy implementation, and academic monitoring. These responsibilities reduced the time available for strategic leadership activities such as consultation, innovation, and long-term planning.

The finding agreed with Fullan (2020), who argued that educational leaders require adequate time and space to engage in reflective leadership and organisational improvement. According to Fullan, excessive administrative demands can shift leaders' attention from transformational activities towards routine managerial tasks. The current study confirmed this argument by showing that workload affected administrators' ability to fully practise participatory and developmental leadership approaches.

The study further established that resistance to change among staff members was another challenge affecting the application of management theories. Participants explained that some teachers were hesitant to accept new leadership approaches, policies, or administrative practices because they were accustomed to traditional methods of operation.

This finding supported Fullan's (2020) argument that educational change is a complex process because individuals respond differently to new ideas and practices. Fullan noted that successful change requires communication, involvement, trust-building, and professional support. The current study demonstrated that administrators needed effective change management strategies to encourage teachers to embrace new approaches.

Similarly, Kotter (2012) argued that organisational change often faces resistance when individuals do not clearly understand the purpose and benefits of new practices. The findings suggested that communication and teacher involvement were essential in reducing resistance and improving acceptance of management innovations within schools.

Another challenge identified was limited teacher participation in management activities. Although the study found that participatory approaches were increasingly practised, some respondents indicated that teachers were not always fully involved in important institutional decisions. Some decisions remained centralised due to government regulations, administrative structures, or time limitations.

This finding was similar to the argument by Sergiovanni (2009), who stated that effective school leadership requires creating professional communities where teachers actively participate in shaping institutional direction. The scholar argued that teachers should not only be viewed as implementers of decisions but also as contributors to educational improvement.

The findings suggested that increasing teacher participation could strengthen the effectiveness of management theories such as Human Relations Theory and Participatory Management Theory.

When teachers were actively involved, they were more likely to support institutional decisions and contribute towards achieving school goals.

The study also identified bureaucratic and policy-related constraints as challenges affecting the application of administration and management theories. Participants explained that school administrators operated within government policies and regulations that sometimes limited flexibility in decision-making. Although bureaucratic structures provided accountability and consistency, they occasionally restricted innovation and independent decision-making.

This finding reflected Weber's (1947) Bureaucratic Theory, which emphasised formal authority, rules, and procedures as important elements of organisational management. However, scholars such as Bush (2020) argued that excessive bureaucracy can limit educational leaders' ability to respond effectively to local challenges. The current study demonstrated that administrators needed to balance compliance with policies and flexibility in addressing school-specific needs.

The findings further revealed that some challenges were interconnected rather than independent. For example, inadequate resources increased administrative pressure, while limited training affected administrators' ability to develop creative solutions. This demonstrated that school management challenges existed within a broader organisational environment where different factors influenced one another.

The findings were consistent with the systems perspective of organisations, which views schools as interconnected structures where changes in one area affect other components. Hoy and Miskel (2019) argued that schools should be understood as open systems influenced by internal and external factors. The current study supported this view by showing that effective application of management theories depended on the interaction between leadership capacity, resources, policies, and human relationships.

Compared with other studies in Africa, the findings reflected common challenges experienced by school leaders across developing education systems. Oduro and MacBeath (2021) noted that African school administrators often face difficulties implementing modern management approaches because of resource limitations, insufficient leadership preparation, and centralised decision-making structures. The current study contributed to this body of knowledge by demonstrating that similar challenges existed within selected secondary schools in Lusaka District.

In the Zambian context, the findings highlighted the importance of strengthening school leadership development programmes. Although administrators understood the value of management theories, their effective application required continuous professional support, adequate resources, and greater opportunities for collaborative decision-making. The study therefore suggested that educational authorities should invest in leadership capacity building and create enabling environments where administrators can effectively apply management principles. Overall, the findings established that the application of administration and management theories in selected secondary schools was affected by several challenges. While theories provided valuable frameworks for leadership, their practical effectiveness depended on institutional conditions, leadership preparation, resource availability, and stakeholder involvement. Addressing these challenges would enhance the ability of school administrators to apply appropriate management approaches and improve the overall effectiveness of secondary school leadership in Zambia.

5. Chapter Summary

This chapter discussed the findings of the study in relation to the three research questions. The discussion established that secondary schools in Lusaka District applied various administrative and management theories, particularly Classical Management Theory, Human Relations Theory, and Participatory Management Theory. The findings showed that these theories influenced leadership practices, decision-making, communication, motivation, and accountability. However, challenges such as inadequate training, limited resources, heavy workload, resistance to

change, and bureaucratic constraints affected their effective application. The chapter demonstrated that successful school management required a combination of theoretical knowledge, practical leadership skills, and supportive institutional conditions.

VI. CONCLUSION AND RECOMMENDATIONS

1. Introduction

This chapter presented the conclusion and recommendations of the study on the implications and exploratory study of the theories of administration and management in secondary schools in Zambia, with specific focus on selected secondary schools in Lusaka District. The chapter summarised the major findings in relation to the three research objectives of the study. It further provided conclusions drawn from the findings and proposed recommendations aimed at improving the effective application of administrative and management theories in secondary school leadership and management practices.

2. Conclusion

The study examined the implications and application of theories of administration and management in selected secondary schools in Lusaka District. The study established that administrative and management theories played an important role in shaping leadership practices, decision-making processes, and overall school management effectiveness. The findings demonstrated that school administrators applied a combination of management theories rather than relying on a single approach. The major theories identified included Classical Management Theory, Human Relations Theory, and Participatory Management Theory. These theories influenced how administrators organised school activities, delegated responsibilities, managed staff relationships, and made institutional decisions.

The study concluded that Classical Management Theory remained relevant in secondary school administration because principles such as planning, coordination, division of duties, supervision, and accountability continued to guide administrative practices. However, the study also established that modern school leadership required approaches that considered human factors. Human Relations Theory was found to be significant because it promoted positive relationships, teacher motivation, teamwork, and communication between administrators and teachers. Additionally, Participatory Management Theory contributed to improved decision-making by encouraging teacher involvement and shared responsibility in school activities.

The study further concluded that administrative and management theories positively influenced leadership practices and decision-making processes. The application of these theories enabled school administrators to improve organisational structures, strengthen communication systems, enhance teacher commitment, and promote accountability. The findings revealed that participatory decision-making created a sense of ownership among teachers, while effective communication improved coordination and implementation of institutional programmes. The study therefore concluded that effective school leadership depended on the ability of administrators to combine theoretical knowledge with practical leadership strategies suitable for their institutional contexts.

Furthermore, the study concluded that several challenges affected the effective application of administration and management theories in secondary schools. The major challenges identified included inadequate leadership and management training, limited financial and material resources, heavy administrative workload, resistance to change, limited teacher participation, and bureaucratic restrictions. These challenges demonstrated that the successful implementation of management theories required more than awareness of theoretical principles; it also depended on supportive organisational environments, adequate resources, and continuous professional development.

The study concluded that strengthening school leadership capacity was essential for improving the application of administrative and management theories in Zambian secondary schools. Continuous professional development, improved resource provision, and increased stakeholder participation were necessary to enable administrators to effectively respond to contemporary educational challenges. Overall, the study established that theories of administration and management remained valuable tools for improving school leadership effectiveness, but their success depended on how effectively they were adapted to the realities of secondary school environments.

3. Recommendations

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

- Strengthening Leadership and Management Training for School Administrators: The study recommended that the Ministry of Education and other relevant educational authorities should strengthen leadership and management training programmes for school administrators. Since inadequate knowledge and limited exposure to management theories were identified as challenges, continuous professional development programmes should be introduced to enhance administrators' understanding of

contemporary leadership approaches. Training should focus on practical application of theories such as Human Relations Theory, Participatory Management Theory, and strategic school management.

- Increasing Resource Support for Effective School Management: The study recommended that education authorities should improve the provision of financial, material, and technological resources in secondary schools. Since resource limitations affected the ability of administrators to implement management strategies effectively, adequate support should be provided to enable schools to translate administrative plans into practical outcomes. Improved resources would strengthen teaching, learning, supervision, and institutional development activities.
- Promoting Participatory Decision-Making in Schools: The study recommended that school administrators should continue strengthening participatory approaches by involving teachers and other stakeholders in decision-making processes. Increased teacher participation would improve ownership, commitment, and cooperation in implementing school programmes. Administrators should create platforms such as consultative meetings, departmental discussions, and committees where different stakeholders can contribute ideas.
- Enhancing Continuous Professional Development for Teachers and Administrators: The study recommended the establishment of regular professional development programmes focusing on leadership, communication, conflict management, and organisational effectiveness. Such programmes would enable administrators and teachers to acquire skills necessary for adapting to changing educational demands and applying management theories effectively.
- Reducing Excessive Administrative Workload Among School Leaders: The study recommended that measures should be introduced to reduce unnecessary administrative burdens placed on school leaders. Excessive workload limited administrators' ability to engage in strategic planning, consultation, and institutional improvement activities. Delegation of responsibilities and strengthening middle-level leadership structures, such as heads of departments, could help improve management efficiency.

4. Conducting Further Research

The study recommended that further research should be conducted in other provinces of Zambia to explore the application of administration and management theories in different educational contexts. Future studies could also examine the relationship between specific management theories and measurable outcomes such as learner performance, teacher retention, and school effectiveness.

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