

**COMPLIANCE TO GOVERNMENT REGULATIONS IN THE
PROVISION OF EDUCATION IN SELECTED PRIVATE SECONDARY
SCHOOLS OF MAZABUKA DISTRICT IN THE SOUTHERN PROVINCE
OF ZAMBIA.**

BY

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DECLARATION

I, Nebby Malembeka solemnly declare that this dissertation is my own work and that it has never been previously been submitted for a degree at this or any other University.

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CERTIFICATE OF APPROVAL

This dissertation of Nebby Malembeka is approved a fulfilling part of the requirements of the award of degree of Master of Education in Educational Administration and Management by the University of Zambia.

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ABSTRACT

As alluded to by MOE (1996:57), “It is very undeniable that private secondary schools continue to play a great role in educational provision”. Private Secondary Schools being supplementary in educational provision to the government need to be in compliance to government regulations. Lack of compliance by private secondary schools, in education provision, may result into lowering the standards of education and this may necessitate them being closed by relevant authorities. There is little awareness as regards to private secondary schools’ compliance in operation of their institutions in following government regulations. So far no known study has been done in this area to provide information as regards to compliance on acceptable standards of private secondary schools. Therefore, this study endeavours to assess compliance to government regulations in the provision of education in selected private secondary schools of Mazabuka District of Southern Province of Zambia.

The study used a descriptive research design. The sample size comprised 187 respondents and purposive sampling was applied. The study used a questionnaire to 150 selected pupils, a focus group discussion of five groups of six teachers, and an in-depth semi-structured interview of two Standards Officers and five private secondary school head teachers. Observation check list was also used for triangulation of the data and then data were analysed thematically Statistical and use of Package for Social Sciences (SPSS). The findings of the study indicated that most of the private secondary schools in Mazabuka District of Southern Province were not compliant to Government regulations in the provision of Education. The research further revealed that most private secondary schools lacked appropriate infrastructure, instructional materials and qualified teachers for teaching in some subjects like in Mathematics and Science. The private secondary schools failed to adhere to the educational policies which call for the established private schools to have all the government documentation from the ministry of education and follow the prescribed curriculum of the country. The study recommended that the Ministry of General Education should regulate, monitor and standardise private secondary schools.

DEDICATION

This research report is dedicated to my wife Anny Namalambo Hamiyanda Malembeka, my sons: Brilliant, Seth, Nkambo, Joshua and Blessings and my only daughter Mamire for their understanding during my long absence in the process of my research writing.

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TABLE OF CONTENTS

DECLARATION	i
COPYRIGHT.....	ii
CERTIFICATE OF APPROVAL.....	iii
ABSTRACT.....	iii
DEDICATION.....	v
ACKNOWLEDGEMENTS.....	vi
TABLE OF CONTENTS.....	vii
LIST OF FIGURES	x
LIST OF TABLES.....	xi
ACRONYMS.....	xii
CHAPTER ONE.....	1
1.1 Preamble.....	1
1.2 Background	1
1.3 Statement of the Problem.....	2
1.4 The purpose of the Study	3
1.5 Research Objectives.....	3
1.6 The Research Questions.....	4
1.7 Significance of the Study	4
1.8 Delimitations	4
1.10 Operational definitions.....	5
1.11 Structure of the dissertation.....	6
1.12 Theoretical Framework	6
1.13 Summary	9
CHAPTER TWO	10
2.1 Preamble.....	10
2.2 Definitions of the term Private School.....	10

2.3	Private Schools in Selected Developed Countries	12
2.4	Private schools in selected developing countries	13
2.5	Adherence to Guidelines of Operations by Private Secondary Schools	15
2.6	Infrastructure/Equipment	18
2.6	Instructional Materials.....	21
2.7	Teacher Qualifications	23
2.8	Summary	25
CHAPTER THREE		26
3.1	Preamble.....	26
3.2	Research Design.....	26
3.3	Study Setting	26
3.4	Sampling Method	28
3.5	Sampling Procedure	28
3.6	Population.....	28
3.8	Data Analysis	31
3.10	Ethical Considerations.....	33
3.11	Summary	33
CHAPETER FOUR		34
PRESENTATIONS OF RESEARCH FINDINGS		34
4.0	Preamble.....	34
4.1	Theme: Compliance to Government Regulations	35
4.2	Theme: Standard of Infrastructure	40
4.3	Theme: The Availability of Instructional Materials.....	50
4.4	Theme: The Teacher Qualifications.....	55
CHAPTER FIVE		59
5.1	Preamble.....	59
5.2	Adherence to Government Operational Guidelines	59

5.3	Standard of infrastructure.....	61
5.4	Availability and Appropriateness of the Instructional Materials	64
5.5	Teachers’ qualifications in the private secondary schools	65
5.6	Summary of the Chapter	66
CHAPTER SIX.....		67
6.1	Introduction	67
6.2	Conclusions	67
6.3	Recommendations	68
6.4	Recommendations for future research.....	69
REFERENCES.		70
APPENDICES		77
APPENDIX 1: SEMI-STRUCTURED INTERVIEWS FOR HEAD TEACHERS		77
APPENDIX 2: TEACHER GROUP DISCUSSION		81
APPENDIX 3: Semi-Structured Interviews for Education Standards Officers.....		83
APPENDIX 4: OBSERVATION CHECKLIST.....		86
Appendix 5: Questionnaire for pupils		96
Appendix 6: RESEARCH OBSERVATION CHECK LIST SUMMARY OF FINDINGS.		Error! Bookmark not defined.

LIST OF FIGURES

Figure 1	.....	8
Figure 2	.....	28
Figure 3	.....	30
Figure 4	.....	37
Figure 5	.....	42
Figure 6	.....	42
Figure 7	.....	43
Figure 8	.....	43
Figure 9	.....	44
Figure 10	.....	45
Figure 11	.....	46
Figure 12	.....	46
Figure 13	.....	46
Figure 14	.....	46
Figure 15	.....	47
Figure 16	.....	47
Figure 17	.....	47
Figure 18	.....	47
Figure 19	.....	48
Figure 20	.....	48
Figure 21	.....	53

LIST OF TABLES

Table 1	.....	36
Table 2	.....	41
Table 3	.....	52

ACRONYMS

MOGE: Ministry of General Education.

MoI: Medium of Instruction

PACRA: Patents and Companies Registration Agency.

ZRA: Zambia Revenue Authority.

CHAPTER ONE

INTRODUCTION

1.1 Preamble

This Chapter introduces the background to the study, statement of the problem, purpose of the study, research objectives, research questions, and significance of the study, delimitations, theoretical framework and operational definitions.

1.2 Background

The provision of education by private schools can be traced from the time of the early missionaries that is from the 1890s to the 1900s (Mwale, 2011). In this study, private schools refer to all non-state educational provision by institutions which may be done by either missionaries or non-missionaries such as Non-Governmental Organisations (NGOs) and communities. However, in the context of this dissertation ‘Private Secondary Schools’ are restricted to those institutions run by individual proprietors.

New World Encyclopaedia (2015) commenting on Zambia’s early educational provision says, “... only private schools for whites existed during the Federal Government in the 1950s”. After gaining independence in 1964 the new Zambian Government in the quest to cut down racial segregation and in a bid to accelerate the provision of quality education to all Zambians, took over most of the private schools that had been run by non-state bodies and instead provided free education (Chilufya, 2006). This was done in line with the sociological ideology of the need to provide education for national development. In order to achieve this, a philosophical thinking known as ‘Humanism’ was developed which was about putting human beings at the centre of development. Hence, the state took the mandate of educational provision to all citizens (Ministry

of Education, 1976). Later on the coming in of democratic dispensation in the early 1990s brought in liberalisation which greatly allowed free running of private schools by missionaries, NGOs, communities and other people with resources to contribute to the expansion in the provision of education (Ministry of Education, 1996).

It is this scenario which saw a very large increase of several private primary schools that also later on extended their services to the provision of private secondary education especially in all urban towns. In confirming this the Ministry of Education (MOE) (1996:139) says that, "... the government adopted a more tolerant attitude and that saw private schools increased ...".

1.3 Statement of the Problem

As alluded to by MOE (1996:57), "It is very undeniable that private secondary schools continue to play a great role in educational provision". Private Secondary Schools being supplementary in educational provision to the government need to be in compliance to government regulations. Lack of compliance by private secondary schools, in education provision, may result into lowering the standards of education and this may necessitate them being closed by relevant authorities. There is little awareness as regards to private secondary schools' compliance in operation of their institutions in following government regulations. So far no known study has been done in this area to provide information as regards to compliance on acceptable standards of private secondary schools. Therefore, this study endeavours to assess compliance to government regulations in the provision of education in selected private secondary schools of Mazabuka District of Southern Province of Zambia.

1.4 The purpose of the Study

The purpose of this study is to assess whether the operations of individually owned selected private secondary schools, in Mazabuka District of the Southern Province, in Zambia are in adherence with government regulations in the provision of education in terms of instructional materials, teacher qualifications, and infrastructure and policy guidelines.

1.5 Research Objectives

- (i) To find out private secondary schools' adherence to government guidelines in the operation of schools;
- (ii) To assess the standards of infrastructure of private secondary schools;
- (iii) To investigate availability instructional materials in private secondary schools; and
- (iv) To investigate whether the teachers employed in private secondary schools met the minimum qualifications required by MOGE.

1.6 The Research Questions

The study sought to address the following questions:

- (i) Where the private secondary schools of Mazabuka district complying to set guidelines when operating schools?
- (ii) What was the current standard of infrastructure in private secondary schools of Mazabuka district?
- (iii) What kind of instructional materials were used in private secondary schools of Mazabuka district?
- (v) Where the employed teachers in private secondary schools in Mazabuka district meeting the minimum qualifications required by MOGE?

1.7 Significance of the Study

The study was carried out with the assumptions that it would bring on board better ways in which the Ministry of General Education (MOGE) would assist as well as regulate private secondary schools. Furthermore, it is hoped that, the study would also bring about required information on board pertaining to the maintenance of acceptable and quality standards in all private secondary schools. On the other hand, this study is also undertaken with a view that it would greatly act as a means of helping both stakeholders and citizens to have less bottle necks on issues patterning to quality assurance.

1.8 Delimitations

As the case has been with any study that has been conducted, this study would not go without delimitations. According to Msabila and Nalaila (2013:21), "... the delimitation of the study is

delimiting a study by geographic location, age, sex, population traits, population size...”. Therefore, the delimitation of this study was that it was conducted in Mazabuka District in the Southern Province of Zambia.

1.9 Limitation

In this research limitations were in ascertaining the validity and reliability of the collected data especially data collected through focus group discussions and use of questionnaires. In focus groups some respondents would not speak truthfully for fear of victimisation while respondents for questionnaires couldn't be probed. Also the limitation came in the researchers' personal experiences and knowledge which probably interfered with the research. Another limitation was that of labour intensive approach. Here the researcher had to record data, analysis it, obtains the required data from each group of respondents and finally then interpret the data. In summary, limitations were largely that of time consuming process as all methods of data collection were laborious except for the questionnaire.

1.10 Operational definitions

Compliance: Following set standards of the government in running private secondary schools.

Government Regulations: Stipulated guidelines in operating private schools in the provision of instructional materials, teacher qualifications, and infrastructure and policy.

Instructional material: Teaching and Learning Aids.

Infrastructure: Classrooms, laboratories, halls, specialized rooms, and sports arenas.

1.11 Structure of the dissertation

The study consists of six chapters. The first chapter presents the statement of the problem, purpose of the study and outlines the research questions, objectives; significance of the study, delimitation, definitions of the operational terms and the theoretical framework of the study. Chapter two presents literature review in related areas of the study and points out the gaps noted in the study. Chapter three presents methodology, the research design for the study, study setting, the sampling design/sample, sampling procedures, population, methods of data collection, data collection instruments, method of data analysis and ethical considerations. Chapter four presents the findings gathered from the participants during research. Chapter five discusses the findings from the interviews conducted, teacher group discussions, administered questionnaires and observations made on school documents and the schools in general in relation to the reviewed literature. Chapter six presents the summary, recommendations and conclusion of the study.

1.12 Theoretical Framework

The study proposes to adopt the rationalist and normative theories. These were fully utilised by Becker in a bid to reduce crime (Becker: 1974). According to the American Heritage Dictionary of English (2011), rationalist theory means, “Reliance on reason as the best guide for belief and action”. In addition, Random House Kernerman Webster’s College Dictionary of 2010 says that being rationalist is, “... the principle or habit of accepting reason as the supreme authority in matters of opinion, belief, or conduct”. Rationalism approach can manage to reduce non-compliance issues up to 5 per cent (Becker, 1968). Therefore, it is hoped that the rationalist theory would be utilised in convincing proprietors and stakeholders to accept the laid down procedures on issues to do with compliance to government regulations in the opening as well as

operation of selected private secondary schools of Mazabuka district. As for the normative theory Gordon (1998) explains that it deals with making a decision which, "... rest on consensus among a community ...". This later theory asks for proper sensitisation of proprietors and stakeholders on the benefits and importance of compliance to government regulations in the opening and running of private secondary schools so that they agree to comply and not get forced. In summary, the rationalist theory deals with application of sanctions upon dictation of non-compliance while the normative theory is about calling for more cooperative approaches to ensure compliance (Zaelke et al, 2005). In addition, Zaelke et al (2005:62) explain that, "Both ... models provide useful insights into behaviour that leads to compliance". Their use will provide a rich approach of compliance and implementation of government regulations, checking them out and adjusting. Hence, this will lead to creating a feedback loop that will enable dynamic readjustments of policy and practice (Grossman, 2005). Figure: 1 shows a flow chart that gives the relationships of the use of normative and rationalist theoretical framework for ensuring compliance to government regulations.

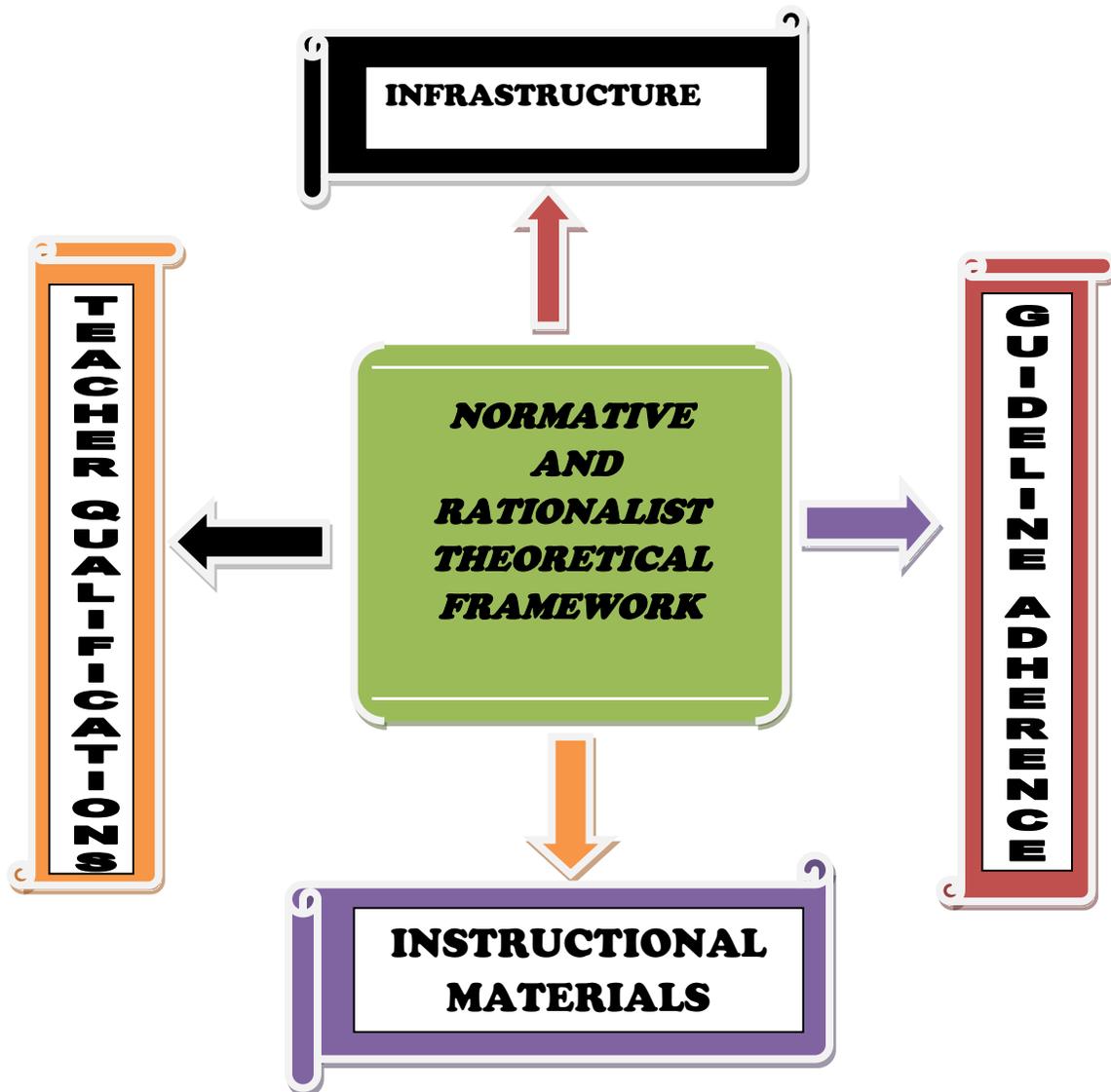


Figure 1: Theoretical framework flow chart.

The researcher proposes proper use of the above cited theoretical frameworks as a means of improving struggling private secondary schools' compliance to government regulations.

1.13 Summary

Chapter one looked at the background to the study, statement of the problem, purpose of the study, research objectives, the research questions, and significance of the study, delimitations, operational definitions and theoretical framework. Chapter two will deal with literature review in detail.

CHAPTER TWO

LITERATURE REVIEW

2.1 Preamble

Chapter one provided the background to the study, statement of the problem, purpose of the study, research objectives, the research questions, and significance of the study, delimitations, theoretical framework and operational definitions. Chapter two reviews literature in related areas to the topic of the study. The review categorise broad categories of literature for examination based on the themes most widely present. This includes definition of private schools, private schools in selected developed and developing countries, adherence to guidelines operations, infrastructure of private schools, instructional materials used in private schools and teacher qualifications in private schools.

2.2 Definitions of the term Private School

The definition of the term private school has varied according to time and space. Private schools in USA are normally referred to as ‘Independent Schools’ (Grossberg, 2016). Some of the common names given to private schools are: ‘Non-Elite Private Schools’ or ‘Fee-dependent Private Schools’ and ‘Low-cost’ or ‘High-cost’ private schools (Ashley, 2014; and Mclouglin, 2013). Names in themselves tell a lot of stories. One can easily deduce from the first two sets of names above that the first one is for a school meant for those who may be of low class while the later name shows that the school’s operation finances were solely depends on fees paid by pupils. Further explanations on this subject of what really private schools are Komba and Yohana (2013) states that, “... private secondary schools consist of schools owned and managed by religious institutions (seminaries), parents’ associations, the military and other private individuals and

organisations”. This situation is also obtaining in Zambia as stated in chapter one that the Zambian government democratic dispensation and liberalisation of the 1990s allowed a lot of private secondary schools to be run by individuals, NGOs and religious institutions. As for military organisation schools, these were few secondary schools dotted in some military camps and being run by the Ministry of Education. In fact, in the Zambian situation the later type of schools did not qualify to be grouped in to private secondary schools because these were public schools which served children of the military officers in military camps. Also in Zambia, parents’ associations run secondary schools in conjunction with the school teachers under the title Parents and Teachers Association (PTA). Most of the parents associations run schools are Community Primary Schools.

Another explanation of private schools in developing countries is that given by Tabarrok and Cowed (2013) who describes private secondary schools in three categories, “...the best schools ... tend to be non-profit, private and run by catholic religious orders ... public schools are somewhere in the middle in terms of outcomes... schools with the worst records tend to be small, private and for profit ...”. The latter is normally said to cater for the lowest common denominator, accepting the lowest and toughest students and are normally run by individual proprietors (Tabarrok and Cowed, 2013). The above explained state of having three categories of private schools namely that of religious order and termed to be the best, followed by public schools as second best and the last or worst ones being private ones which may not be true for the Zambian setting. This is so because known studies in Zambia such as that conducted by Chilufya (2006), Phiri (2006), and Banda (2011) looked at well up to do private secondary schools and did not address aspect of struggling private schools run by individual proprietors. Whilst it may not be absolute true that private schools could be the worst, it is also worth

mentioning that this situation actually showed a gap for the need of carrying out this research. As a result of this lacuna, issues of compliance to government regulations are normally needed to be addressed especially when there seem to be so many private institutions providing education services. Therefore, this study endeavours to assess compliance to government regulations in selected private secondary schools in Mazabuka District of Southern Province of Zambia.

2.3 Private Schools in Selected Developed Countries.

According to Tabarrok and Cowed (2013:31) from the developed countries such as Germany it is argued, "...the term private school is probably not one would customarily use ...". Meaning that, all schools are fully taken care of by the government. Yet Shanker and Roseberg (1993) as cited in Tabarrok and Cowed (2013:30) contend that, "... there is a slight difference that exists for private schools in the United Kingdom, where private schools are meant for the rich people". The understanding here is that on one hand the issue of private secondary schools' compliance to government regulations does not arise in some of the developed countries as governments are mandated to provide or supplement all requirements in all educational institutions. However, on the other hand this is not in tandem with other developed countries like United States of America (USA) as private schools are not usually supported by the government (Department of Education (1997). This point of view shows that even in some developed countries there could be private schools which 'struggle'. Again in spite of literature revealing that in some developed countries education service provision by private schools is not aided by the government makes such schools similar to those found in developing countries like Zambia (Chilufya, 2006).

The literature revealed at this point also failed to show measures put in place as a means of ensuring compliance to government regulations in the provision of education by private

secondary schools in developed countries. Hence a gap for research appears and it is where this research comes in to assess the compliance to government regulations in the provision of education.

2.4 Private schools in selected developing countries

Developing countries like India and those in South Asia, still face challenges in educational provision. These had what Dixon and Tooley (2005:30) refer to as, “Private unaided schools ... run by private management and receive no grants from the State...”. Unaided private schools consist of two categories; those founded on academic success with well up to do facilities and teaching staff and those purely bent on profit taking and act as valves for recipients to students that cannot make it to the former schools (Tabarrok and Cowed, 2013). Dixon and Tooley (2005:30) actually argue that a recognized school, “... is supposed to comply with government regulations conferring recognition status—although in practice ... this is far from being the case.”

The above scenario of having two types of unaided private secondary schools suits very well for developing countries generally in Africa and Zambia in particular. However, the issue at hand is whether these private schools comply with government regulations in their provision of education. Therefore, this study sought to find out if such private secondary schools, in Mazabuka district actually adhered to government regulations in their operations.

For most of the developing countries such as Tanzania, Kenya and Zambia the issue of allowing private schools to flourish come due failure by the governments to meet the educational demands for its citizens. The privatisation of higher education institutions has been one of the key changes in the higher education sector nationally and internationally in recent years (Kamala-Raj, 2014).

It is further claimed that private higher educational institutions are pre-dominantly being run as businesses and, like other organisations, they are linked to and influenced by factors such as national and global economic, social and political developments (Kamala-Raj, 2014). For instance studies conducted in Tanzania showed very rapid expansion of most of these private secondary schools in the 1990s, stimulated by new government policies. This was a similar situation in Zambia during the democratic dispensation of the 1990s and in South Africa in 1994 as it formed its ever first democratic government (Kamala-Raj, 2014; Lassibille *et al*, 1999; MOE, 1996). Whilst such great development of private schools was taking place, governments ensured that regulatory instruments were also put in place for would be proprietors of such schools to comply with government regulations (Ellis and Steyn, 2014; and MOE, 1996). In Zambia, document such as “First and Second Schedule Registration Forms” where designed. Also requirements for registration of a private school and statutory documents were clearly spelt out (MOE, 1996). Nevertheless, the issue of compliance to these regulations needed to be found out. No known study has been conducted. So this study arises to the occasion to assess compliance to government regulation in selected private secondary schools in Mazabuka District of Southern Province of Zambia.

Early private secondary schools were more towards offering quality service as observed by Lassibille *et al*, (1999:4) that, “... private schools can be more effective than their public sector counterparts, delivering more value-added in student achievement per investment of resources”. In agreeing with this Chilufya (2006:58) noted that in Zambia, “Private Secondary Schools strive for and actually offer excellent ... education ...”. In this context, Chilufya (2006) was referring to notable private schools such as Lechwe on the Copperbelt, Baobab College in Lusaka and Nakambala Private Secondary School of Mazabuka. Well up to do schools had little to worry

about compliance to government regulations as most of them had a big financial muscle to put in place all that is required. However, even such schools needed to be checked so that they still operate within regulatory perimeters.

Development of private sector education is a policy issue, which strongly depends on the political and economic environment in a country (Nafula et al, 2007). From a survey which was carried out in Kenya the development of private sector education has been within the dual policy paradigm between the state and main forces within the Structural Adjustment Programmes (SAPs) and cost sharing policy reforms introduced in the 1990s. It is further said that the policies were aimed at stimulating cost sharing and cost reduction of public expenditures. This fact was already alluded to in Chapter one as in the case of Zambia. The arrangement to have supportive private schools in the education provision is an excellent idea now more than ever before because of population explosion which made developing countries unable to cop up with the demands. This being true but it requires an equal task to provide checks and balances lest the provided education becomes meaningless. The topic for this dissertation becomes therefore, more appropriate to be utilised in this research so as to fill in the identified lacuna.

2.5 Adherence to Guidelines of Operations by Private Secondary Schools

Considering the fact that higher education plays an important role in preparing a nation to become “globally and economically competitive in a fast-developing knowledge-based world” (King and Pavlakovichkochi, 2006; Obama, 2011; Kamla-Raji, 2014). It is actually of great significance that private schools are tarred to produce learners who can bring a desired developmental change in a country. Therefore, there has been an increase in the operations of private schools in most of the developing countries. To ensure quality and for the sake of public

interest, higher education is strictly regulated in many advanced societies (King, 2006). In line with international developments, the notion of the higher education regulatory state for the sake of quality assurance has also developed in most African countries such as South African Higher Education Sector (Ellis and Steyn, 2014). Zambia by 1991 was not left out in this wave of change as they would be proprietors of private schools were promised to be helped in accessing financial loans and acquiring of land, exemption from tax payments, provision of educational materials, and use of government trained teaching staff who were not deployed in order to allow more school age going people be educated (MOE, 1996). Nevertheless, after several years of being established, most of the proprietors of private schools were supposed to fully comply to set up operational regulation such as registration and full tax payment with the Zambia Revenue Authority but instead they shunned away from their required responsibility (Phiri, 2006; and MOE, 2011). With regards to payment of tax to the Zambia Revenue Authority by private secondary schools, literature has revealed that not all private secondary schools adhered. It is believed that this research will also establish as to why some schools are not in a position to pay tax to the Revenue Authority

Due to several positive reasons and the ill ones cited above, most of the African governments and the public sector in Africa were alarmed by the remarkable growth of the private higher education institutions. One of the reasons advanced according to the study which was conducted in South Africa by Ellis and Steyn (2014) was that private higher education providers would attract students from public higher education institutions. However, due to the large mushrooming of private schools it didn't take long before the government and public sector questioned the quality of facilities, staff, resources and value for money offered by private institutions (Ellis and Steyn, 2014). Here also the literature findings have shown that in some

developing countries they already saw the lack of compliance of some private schools in the area of facilities and the teaching staff. However, known Zambian literature has not yet made such discovery. Furthermore, even though the sited problems above were identified, there still remained the issue of measuring the extent of compliance and what to do with those private schools which failed to meet the basic requirement. Hence, this research is intended to make recommendations as a means of solution to such a situation. Therefore, it is imperative that this research be carried out in order to endeavour to assess compliance to government regulations in selected private secondary schools in Mazabuka District of Southern Province of Zambia.

In the recent past the Zambian Government introduced the ‘Revised Curriculum’ with a view of fostering appropriate education reform from the lowest level (Early Childhood Education) to Secondary School level (Grade 12). This was done, in order to groom future leaders with vocational and academic career pathways. For a nation to be patriotic of its country and value its culture and traditions the syllabi was adjusted to include the teaching of Zambian languages as a compulsory subject in the academic career path way (MOE, 2013). This meant that all schools, private secondary schools inclusive were to oblige to the new regulations. Some proprietors could not follow the given directives but instead showed a resistance as regard to the teaching of the local language, for each particular region, because of an attached element of being associated to having a school known as a ‘Local language’ private school as opposed to the usual reference name of ‘English language’ private school (Ndeleki, 2015). This situation in Zambia showed that the compliance by private schools faced some serious challenge. Curriculum implementation is a very serious issue which does not require compromising. Since a revised curriculum was introduced and that there was a requirement of all Zambian schools to put it into practice, the failure by some private schools to adopt became a sign that either there wasn’t good

sensitisation to stakeholders or the regulatory institutions were ineffective. Therefore, this study is aimed at assessing compliance to government regulations in selected private secondary school in Mazabuka District of Southern Province of Zambia as a means of discovering factors leading to such situations. This is necessary, because following the need to provide ‘Education for All’ as stipulated in the ‘Vision 2030’. It is imperative that all schools especially secondary schools meet required government regulations for their operation (MOE, 1996).

2.6 Infrastructure/Equipment

The success of any learning institution depends on the availability of physical resources such as infrastructure and equipment. What is meant here is that, the physical facilities in educational institutions play a key role in the development and provision of educational services. In some developed countries private schools take the lead in insuring that they offer better educational service than public school. For instance Macau Private Schools in China are ranked number one due to large enrolments and having good infrastructure while in Africa Zimbabwe (though a developing country) is also ranked number one for the same and in having good infrastructure in primary private schools (Toma, 2004). This is a clear indication that what matters most is setting rightful priorities first. China is among the ‘Asian Tigers’ who prioritised education as a means of fostering national development (Sarker, 2007). Equally Zimbabwe though struggling economically its education system as cited above has remained on top in terms of having better educational facilities in Africa (infrastructure).

However, the USA though being a developed country, private schools normally are said to receive less numbers of enrolments in comparison to public schools. This is because they are not aided by government and hence they have limited infrastructure and are deemed not to offer best

educational services to the citizens (West, 2004). This further is in agreement with the Kenya and Zambia's education experts who both observed that inadequate school facilities impact negatively on the quality of education (Kippra, 2003; MOE, 1996). It is not enough to only know what ill school infrastructure can cause to learners but finding out what is obtaining on the ground so that the findings are brought to light and recommendations are made, this is the whole essence of a good research. Now that there are so many private secondary schools in operation in Mazabuka District, it is therefore, of necessity that an assessment be carried out so as to establish private secondary schools' compliance to government regulation. After the findings are known the researcher would be in a better position to make recommendations to the rightful institutions in authority to provide solutions to the identified problems. Normally for a school to be registered the infrastructure at least must be of good eight classrooms and good four classrooms for primary and secondary schools, respectively (MOE, 1966). It is important that the school atmosphere is conducive to the learning and overall development of children. Among the grant aided private schools in Zambia the Catholic Church Schools are renowned for having very good performance because of having best facilities as compared to government schools (Chanda, 2011). In Zambia the advanced level in having wonderful infrastructure are normally achieved by multiracial private schools, mission schools, and company schools but such schools are rarely monitored by Standards officers (Chilufya, 2006).

Furthermore, according to the survey which was conducted in Kenya, there was a profound shortage of workshops and home science facilities. The survey found that change of land use was rampant in urban areas. Offices and residential buildings had been converted to learning institutions. Such institutions fell short of sports facilities and classrooms due to limited space. Some secondary schools were short of learning materials and teaching equipment (Kippra,

2006). In tandem with Kenya's revelation, Zambian researchers also observed that some private schools did not develop their infrastructure, which made them have a limited number of classrooms which only fitted the small number of enrolments they had (Kalaba, 1996; and Banda, 2002). Literature revelation here showed that some private schools actually operated either in residential houses or offices. It further showed that, such schools did not have enough classrooms due to limited space and that these situations lead them not to have sporting facilities. Though these findings were sighted, the issue of compliance to set government regulations was not stated. It is for this reason that this research was to be conducted in order to assess compliance to government regulations pertaining to appropriate infrastructure in private secondary schools in Mazabuka District of Southern Province of Zambia.

It is claimed by proprietors of private schools that land is the biggest challenge when starting a new school or when expanding space for classrooms, science laboratories, library, and sports facilities (Kippra, 2003). For instance in countries such as Kenya, according to government regulations on school registration, an investor was expected to have minimum land acreage of one acre for Early Childhood Development facilities, five acres for Primary School and five acres for Secondary School facilities. Real estate, particularly in urban areas, has become expensive, especially for sites that would be appropriate for locating educational facilities. The worst hit in terms of lack of adequate land is in private schools in low-income and informal settlements in urban areas. Furthermore, the study showed that private schools shy away from renting or leasing buildings in an effort to reduce their operating costs (Kippra, 2003). The study undertaken is meant to bring to light the obtaining situation in private secondary schools of Mazabuka district in this area.

2.6 Instructional Materials

According to MOE (1996:63) "... the provision of education and training is a costly undertaking which requires a multifaceted approach to the mobilisation of resources. The philosophy that should guide this approach and that should guide government, the private sector and donors in responding to it - is that education and training are an investment." The implication here is that the two constitute an investment in people and as investment they would in time yield the returns of the economic growth, social cohesiveness and personal well- being. It is worth stating that the above has been a testimony to East Asian economies' success in high performing due to proper investment in Education (Sarker, 2007). It is clear, however, that the Government alone cannot provide all the resources needed for education and training. The issue here therefore, is that all the stake holders must be involved in financing the education sector whether public or private. The mobilisation of instructional resources must therefore, be undertaken through a variety of measures, including those already in place such as establishing a conducive environment and providing incentives for... the private sector to manage finances.

School inputs such as curriculum instructional materials and equipment, physical facilities, school management, and teacher development and motivation are important in enhancing the effectiveness of an education system. According to Deolalikar (1998), "... instructional materials are key elements in learning". Many studies have found a positive effect between availability of learning materials and school effectiveness. The importance of availability of instructional materials in any school is of great importance. Therefore, instructional materials in institutions of learning act as the means for proper teaching and learning. It means that if proper and rightful instructional material are lacking then even though there be qualified teachers and good infrastructure still effective teaching and learning will not take place. The literature findings

showed that there was little information patterning to availability of appropriate instructional materials in private secondary schools in Zambia. Hence, this research rightly intends to assess compliance to government regulations as regards to availability of instructional material in private secondary schools in Mazabuka District of Southern Province of Zambia.

The Government of Zambia has always ensured that they make known of syllabi coverage for each grade level and has entrusted the Curriculum Development Centre (CDC) the mandate of educational material sourcing and production for the whole nation (MOE, 1996). For well up to do private secondary schools the issues of teaching and learning facilities is not a problem as they are very capable of providing them due to their financial muscle. Public secondary schools normally receive instructional materials from the Government. Some school of thought suggests that Government should still also provide these much needed instructional materials to struggling private secondary schools so that effective teaching and learning is achieved. This is necessary especially for private schools in low-income informal settlements and other marginalised areas (Kippra, 2003). It is actually recommended that all learning institutions should have ... instructional material ... and note that this does not exempt private schools (Kippra, 2003 and MOE, 1996). Compliance to government regulations is an issue which calls for constant checking of private secondary schools regardless of their status because even a well up to do school may actually fail short of the requirement. Adhering to regulations first requires one to know what is needed. It is in this line that this study endeavours to assess compliance to government regulations availability of enough and appropriate instructional materials in selected private secondary schools in Mazabuka District of Southern Province of Zambia.

2.7 Teacher Qualifications

Human resource development is key to delivery of quality goods and services. For efficient and effective education service delivery, a school should have adequate and qualified personnel. According to MOE (1992), "... the classroom effectiveness of the teachers depends heavily on their pedagogical skills". In fact, what is required is that teachers whether employed either in the public or private sector need to be given regular opportunities for self- improvement in their career path ways. Teachers as key individuals have a role in determining whether the school can bring its undertakings to fruition or not. Therefore, teachers should be proficient in the subjects they teach and be resourceful in converting their knowledge into effective learning experiences for their learners. To that effect it is of vital importance for teachers themselves to continue to be learners, advancing in their knowledge of their subjects and improving their teaching skills for this in turn would lead to quality education and finally leading to good performance among their learners. Teachers should always strive to satisfy firstly the learners being taught, then secondly the growing demands of parents or guardians who sent the learners and then lastly their supervisors who are mandated to the education provision in their schools (Banda, 2002). In other words the professional development of various categories of staff involved in managing the delivery of education and training is of paramount importance, as it is evident that the efficiency and effectiveness of educational provision in various ministries depends largely on the professional competencies of managerial and supervisory staff (MOE, 1996).

Available literature has given little information as regards to compliance in teacher qualification in private secondary schools. Instead this literature has only revealed the need of teachers to be knowledgeable in their specific fields of specialisation and that they need to teach effectively.

Therefore, the study will assess compliance to government regulations for teacher's qualification in private secondary schools in Mazabuka District of Southern Province of Zambia.

Trends in employment over the past five years show changes in the numbers of both permanent and non-permanent employees. Secondary schools had a higher proportion of permanent employees, but the fluctuations were higher than in primary schools. Between 1999 and 2003, the number of permanent staff in primary schools reduced by four per cent. This reduction is compensated by an increase in the non-permanent staff (Kippra, 2003; and Phiri, 2015). Following less conducted teacher deployments in the recent past, it is hoped that private schools will have enough teachers to provide them with the much needed quality services required. In spite of the seemingly availability of a good number of teachers for employment by private schools, Chilufya (2006) observed that teachers of Mathematics, Science and Business Studies were not sufficient in the secondary schools to teach and offer quality education. She went on to say that this scenario was also obtaining in public secondary schools whereby these available teachers in the said speciality normally had overloaded periods which lead to their effectiveness being compromised. Such teachers on high demand usually have a tendency of moving from one job to another in order to secure more lucrative jobs with better conditions than the previous ones (Mulenga, 1996).

The known literature above has established that there are trained teachers who are not yet employed by the Zambian government and can be utilised by private secondary schools. However, the literature has also revealed that there is a shortfall of teachers for Mathematics, Science and Business Studies both in public and private secondary schools. Whilst such is obtaining in secondary schools this research is intended to confirm these revelations as well as

assess if at all there are qualified teachers in other subjects in the private secondary schools in Mazabuka District of Southern Province of Zambia.

2.8 Summary

Chapter two reviewed literature in related areas of the proposed study at Global, Asia, Africa and Zambia in particular on private secondary schools' compliance to government regulations. The literature has further revealed that there were variations in the body of literature in a number of respects. In the first place most of the literature available talked more about how private secondary schools should operate in general and thus lacked specificity on whether private secondary schools operated in adherence with government regulations. Other than that the literature did not come out clearly on the type and state of infrastructure, instructional materials and the rightful qualifications of teachers of the private secondary schools needed in place for proper operation. Hence, there was a need for a research to be conducted. In going forward, chapter three will look at methodology, population, and sample and data analysis.

CHAPTER THREE

METHODOLOGY

3.1 Preamble

Chapter two reviewed literature in related areas of the proposed study at Global, Asia, Africa and Zambia in particular on private secondary schools' compliance to government regulations. Chapter three presented the methodology which was to be employed in the study. This consisted of research design, sample and sampling procedures, research setting, population, ethical considerations, research instruments, data collection, and data analysis.

3.2 Research Design

The study utilised a descriptive design because the purpose was to give a detailed description of the state of affairs as it existed (Kombo and Tromp, 2014). In addition Kombo and Tromp (2009) says, "... a descriptive design is a method of collecting information by either interviewing or administering a questionnaire to a sample of individuals". It is also further said that a descriptive design can be used when collecting information about people's attitudes, opinions, habits, experiences or... social issues (Kombo and Tromp 2009). Therefore, going by the above justification, a qualitative approach of data collection was employed in the above mentioned design in assessing whether the operation of Private Secondary Schools of Mazabuka district were compliance with government regulations in their provision of education.

3.3 Study Setting

The study was carried out in selected urban and the immediate peri-urban private secondary schools, in Mazabuka district. This was because Mazabuka has been one of the fastest growing

towns in the Southern Province. Furthermore, Mazabuka district has a total population of 339,081 people and an annual growth rate of 4% (Mazabuka Municipal Council, 2016). Of the total population, 168,625 (49.73%) are male and 170,456 (50.27%) are female. This population represents about 18.4% of the total Southern Province population and approximately 2% of the total Zambian population. Of the 339,081 people in the district, some 90,000 reside in the urban area. However, it is assumed that the number of people living in the urban area is much higher, (Mazabuka Municipal Council, 2015). The above population statistics imply that Government schools cannot cater for all the school going population especially in the urban area. Therefore, in meeting the needs of school education several private primary and secondary schools have mushroomed. Hence the above prompted the need to restrict the study to Mazabuka urban and the Pre-Urban. Figure: 2. compares the population percentage of that of Mazabuka district in relation to that of the province and that of the nation.

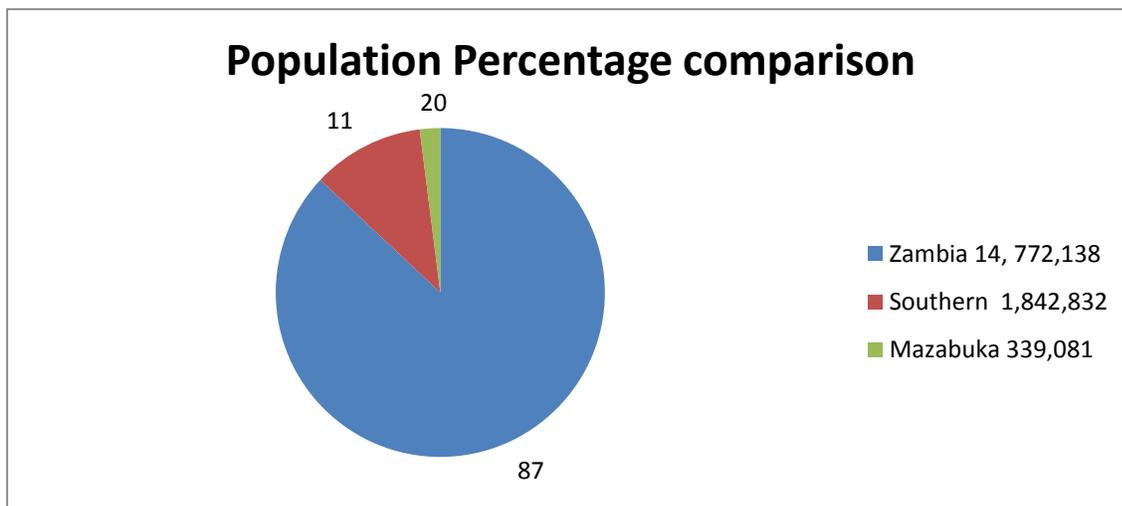


Figure 2: Population Percentage comparison.

Figure: 2 above shows the delimitation of the population sample in relation to the provincial and the national population. This further shows as to why the research findings may not be suitable for generalization as the district population is only 2 % of that of the whole nation.

3.4 Sampling Method

The sample design for the study was purposive sampling. Normally purposive sampling is used by qualitative researchers to select individuals, groups and settings that maximize understanding of the phenomenon (Leech and Onwuegbuzie, 2007; Msabila and Nalaila, 2013; Hancock et al, 2009). The study was to reveal whether or not private secondary schools which lack compliance where those which were purely bent on profit taking and take on students who fail to go to well to do and good academic performance private secondary schools as defined in chapter two. In this study's context purposive sampling was suitable due to its advantages with the use of participants (people) knowledgeable and in positions of the actually required selected private secondary schools. Nevertheless, simple random sampling was also used in picking pupils who took part in the research. Pupils counted numbers up to five and depending on the class size one or two numbers were picked for those to take part in answering the questionnaire.

3.5 Sampling Procedure

The Head teachers of Private Secondary Schools of Mazabuka district helped the researcher with the identification of the main participants and respondents in the study.

3.6 Population

The target population included 4 Education Standards Officers in the district, 7 urban and peri-urban Private Secondary Schools' Head teachers, 67 teachers and 757 pupils of Mazabuka

District (DEBS, 2015). Then the sample size consisted of two Education Standards Officers, five Head teachers and 30 teachers and 150 pupils. The sample size for the first three were either about half or more out of the target population except for pupils who were only 20 % of the target population. However, the representation was evenly obtained from each school's grade levels. The selected sample size is also shown in bar graph in figure: 3.

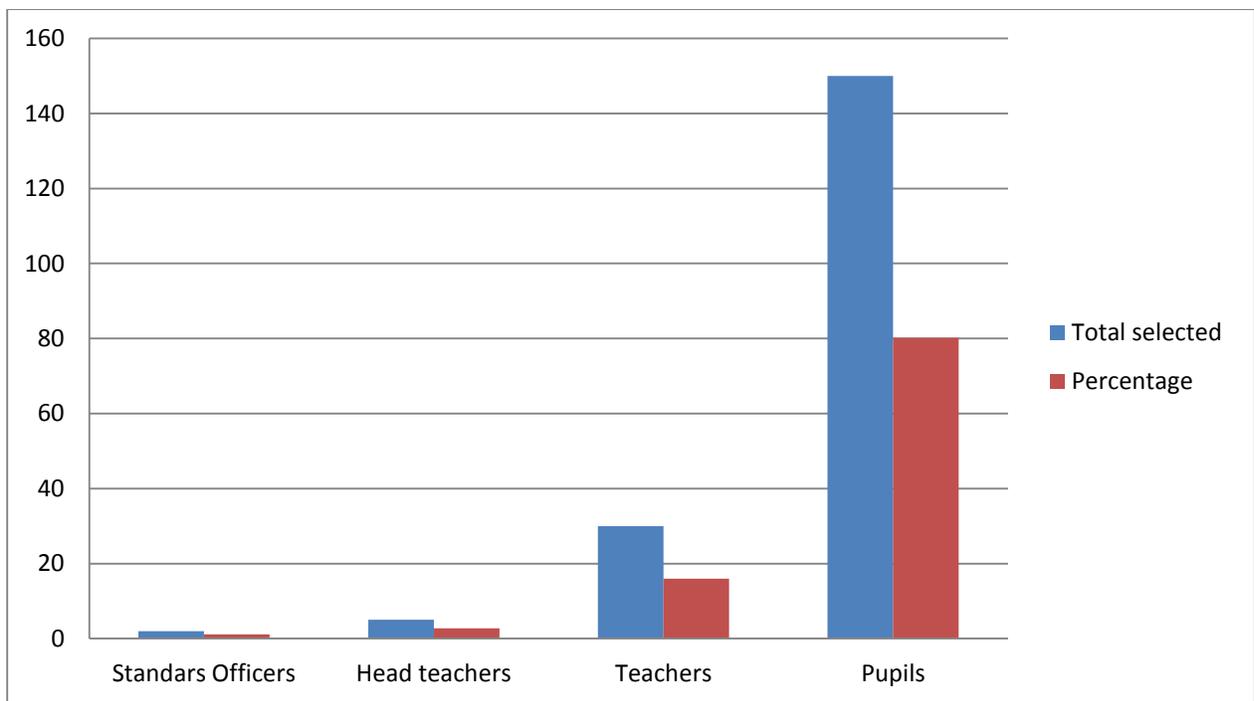


Figure 3: Bar graph showing total number of participants in the Research/percentage.

Figure: 3. above shows a bar graph which indicates that there were more participants from pupils with a very wide margin in comparison to teachers, Head teachers and Standards Officers. However, even though the latter's numbers were small they were suitable to provide detailed information than the former. Therefore, this method of data collection helped in the triangulation

of the data and hence made it very appropriate for descriptive design selected for use (Kombo and Tromp, 2006).

3.7 Data collection methods

This study only utilised qualitative methods. Although, it is worth mentioning that the study's utilisation of qualitative methods does not attempt to dismiss the relevance of quantitative methods of data collection. This is because the questions to be addressed in the study should always guide the selection of the methods (Dawyer, 2001; Silverman, 2001; Kitchin and Tate, 2000). For the data collected from pupils using a questionnaire it was qualitative data. This study used teachers' focus group discussion, in-depth semi-structured interviews for Standards Officers and Head teachers, questionnaires for pupils and an observation check list in collecting of data which more dealt with qualitatively.

3.7.1 Focus Group Discussions

Focus Group Discussions (FGDs) was employed in the study. This is defined as group interviews or collective or "staged" conversations. This method was used to teachers (Krueger, 1994; Cronin, 2002; Fontana and Frey, 2005). This type of discussion enabled the researcher to assess whether he could draw a common conclusion from the experiences of participants in the study. A group discussion was conducted when the researcher had become familiar with respondents to the extent that he could easily identify their individual voices on the recorder and avoid mixing up their views during transcription. This was also facilitated by keeping the groups small and manageable. A group of six teachers per school were involved in the focus group discussions. The researcher played the role of facilitator or moderator directing the discussion towards specific issues. For respondents who dominated discussions and the other extreme of those who

were reserved or what Fontana and Frey (2005: 704) refer to as “recalcitrant respondents”. This was countered by the other respondents by allowing those who freely wanted to share information to do so and then also asking the reserved respondents to give their views and this prompted them to share more such that the data were obtained from the entire group. A total of five FGDs were used.

3.7.2 Observation Checklist

An observation checklist was used in order to assess required statutory documents for operation, infrastructure, availability of instructional materials, and teachers’ qualifications. In addition, the semi-structured interview was used to guide and to solicit for detailed data from two Educational Standards Officers and five Head teachers. The interviews were preceded by informal discussions with key informants familiar with private secondary school operations. This enabled the researcher to reconsider and edit some of the questions that had been designed before proceeding to the field (Fielding and Thomas, 2002).

Pupil respondents used a questionnaire based on Likert scale. As alluded to by Bowling, (1997), “Likert type scale is frequency scales which is used to fixe choice response format and are designed to measure attitudes and opinions”. For pupils to follow, statements were designed which had components of categorized responses which were rated into strongly agree, agree, disagree, and not sure. The statements were formatted basing on the research objectives. Then pupils were asked to tick in a box with an answer which reflected their views.

3.8 Data Analysis

The data that were collected in this study were analysed qualitatively. The data that were collected using in-depth interviews were also qualitatively analysed using thematic analysis after

verbatim transcription of the interviews from a digital voice recorder. Thematic analysis is a search for themes that emerge as being important to the description of the phenomenon (Fereday and Muir-Cochrane, 2006). The process involved the identification of themes through a, "... careful reading and re-reading of the data" (Fereday and Muir-Cochrane cited in Ezzy and Rice, 1999: 258). It is a form of pattern recognition within the data, where emerging themes become the categories for analysis. This approach complemented the research questions by allowing the tenets of social phenomenology to be integral to the process of deductive thematic analysis while allowing for themes to emerge direct from the data using inductive coding.

The coding process involved recognising (seeing) an important moment and encoding it (seeing it as something) prior to a process of interpretation Fereday and Muir-Cochrane (2006) as cited in (Boyatzis, 1998). A "good code" is one that captures the qualitative richness of the phenomenon (Boyatzis, 1998). Encoding the information organised the data for identification and developing of themes from them. Boyatzis (1998:161), defines a theme as "... a pattern in the information that at minimum describes and organises the possible observations and at maximum interprets aspects of the phenomenon". The main idea of utilising verbatim transcription is to capture both the 'what and how' of speech. According to the qualitative methods which were used in data collection, patterns were emerged from recorded interviews that were done. Kvale (2007: 103) points out, "... the process of analysing interviews calls for the researcher's craftsmanship". In the case of this study the quantitative data that were also collected using a questionnaire and analysed using Statistical Package for Social Sciences (SPSS) which also helped in coming up with tables and figures.

3.10 Ethical Considerations

The research first sought clearance from the University of Zambia ethics committee before being used on any human participants. The researcher explained what the whole research was about. Furthermore, permission was sought from the District Education Board Secretary (DEBS) and an introductory letter was given for the researcher to use in the selected private secondary schools. The participants were also asked to sign the informed consent form without duress. The participants were also assured of confidentiality and privacy of all the information that they would provide. Anonymity was observed by not disclosing respondents' schools and names. An assurance that the information collected was kept in privacy and that it was only used for no other purpose than academic research.

3.11 Summary

Chapter three discussed issues of methodology, population, and sample, sample size and research instruments, data analysis and ethical considerations. This justified as to why the qualitative research methodology was adopted. Chapter four presents the findings that emerged from this study.

CHAPETER FOUR

PRESENTATIONS OF RESEARCH FINDINGS

4.0 Preamble

Chapter three looked at the selected methodology for use and the sample, sample size and research instruments and data analysis. These justified the type methodology adopted for use descriptive design. Chapter four presents the findings from pupils, teachers, Head teachers and District Education Standards Officers on Private Secondary Schools' compliance to government regulations in the provision of Education, in Mazabuka District. The presentation of findings will follow the stated research specific objectives in chapter one. The following were the research objectives:

- (i) To find out private secondary schools' adherence to government guidelines in their operation of schools;
- (vi) To assess the standards of infrastructure of private secondary schools;
- (vii) To investigate availability instructional materials in private secondary schools; and
- (viii) To investigate whether the teachers employed in private secondary schools meet the minimum qualifications required by MOGE.

In this study, findings were presented in two parts. The first part presents findings from the 150 respondents who were pupils in the selected private secondary schools of Mazabuka District (directly learning at the schools under research) through a questionnaire. The second part presents findings from five focus group discussions with teachers (who totalled up to 30), each comprising of six members, conducted semi-structured interviews to five Head teachers of the

same selected private secondary schools, and carried out semi-structured in-depth interviews to two District Education Standards Officers of Mazabuka District and also triangulated the data collected by use of an observation check list (Appendix 6).

4.1 Theme: Compliance to Government Regulations

Part One: Based on administered questionnaire to pupils.

Part one is a representation of research findings obtained by an administered questionnaire to 150 pupil participants in order to find out selected private secondary schools' compliance to government regulations in their operation, in Mazabuka District. It is based on the first question of the study as indicated above.

For pupils to follow questions were designed which had component of compliance which were about Grade nine and Grade twelve Examinations being written at their schools. Then pupils were asked to tick in boxes with answers which reflected their views. Table: 1. shows their responses.

Table 1: Showing whether Grade 9 and 12 Examinations written at the school.

TYPE OF RESPONSE	NUMBER OF PARTICIPANTS OUT OF 150	PERCENTAGE
Strongly agree	12	8
Agree	23	15.3
Disagree	100	66.7
Not sure	15	10
Total	150	100

Table: 1. above showed that 12 participants representing 8 per cent of the respondents strongly agreed and 23 participants representing 15.3 per cent of the respondents just agreed that their school had Grade 9 and Grade 12 Examinations written at their school. Then 100 participants representing 66.7 per cent of the respondents disagreed and 15 participants representing 10 per cent were not sure. Figure 4: below further shows this given information in a more clearer way.

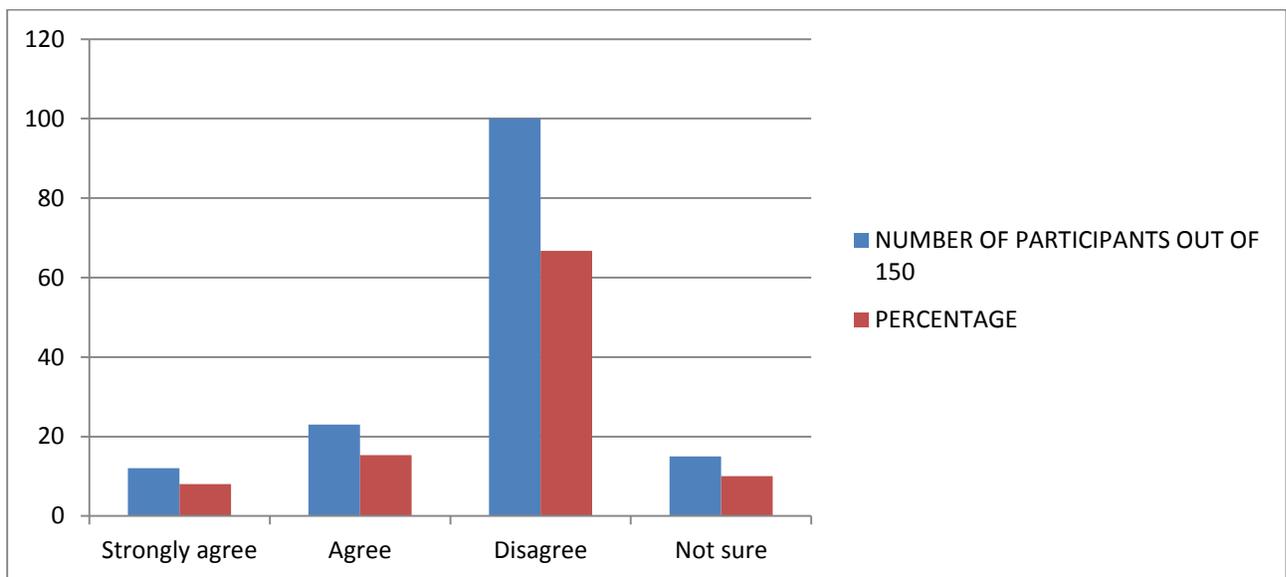


Figure: 4. Bar Graph showing Grade 9 and 12 Examinations written at the School

Part Two: Use of focus group discussion and in-depth interviews

Part two is a representation of research findings also on the first research question obtained by interviewing District Education Standards Officers and Head teachers, and through teacher focus group discussions in order to find out selected private secondary schools’ compliance to government regulations in their operation, in Mazabuka District of Southern Province of Zambia.

Use of focus group discussion

When a question was asked to teachers on how they adhered to set government guidelines when teaching in relation to teacher preparedness, following of revised curriculum syllabi, use of teachers' guides and pupils' books and time tables in schools, a number of responses came up. It was established that teachers in group discussions stated that they followed the latest revised curriculum syllabi and that the school time tables were drawn in line with the new timings. One respondent said, *"I have few periods now because Civics and History have been combined in a subject of social studies."* Another teacher was quick to mention that, *"I am now teaching ICT which is a new subject with the computer knowledge I have."* When it came to adequate preparations for teaching and use of teachers' guides and pupils' books, respondents established that they prepared their teaching plan for the day for all classes from home with some challenges for others. One respondent noted, *"I have all the teaching and learning material for the subjects I teach. So planning for my class is not difficult."* Another respondent gave a divergent view that, *"The school has not yet bought the pupil's books in Mathematics so that learners could be following like the way teachers of English teach."* Another respondent revealed that, *"My schemes is not met in most cases because the school does not buy chemicals for science practical, this is a challenge for me."* Despite the challenges noted, the respondents were in agreement that teaching and learning went on well as the main scheme was planned.

Use of in-depth interview (Head teachers/ Standards Officers)

Use of in-depth interviews-Head teachers

Head teachers of selected private secondary schools were asked if their schools complied to set government regulations in operation and also to show documentation as proof of adherence of their schools. It was discovered that most of them indicated that their schools followed government guidelines as they were implementing the revised curriculum, ensured that their teachers adequately prepared and taught. Searching questions enabled and revealed some challenges which the head teachers faced. One respondent said, *“We have a challenge in obtaining teachers’ guides and pupils’ books due to lack of enough funds.”* Another respondent revealed, *“We already registered with the local Council, PACRA and ZRA, though not yet registered by MOGE.”* Then another respondent added, *“Our school is still under construction and most of the facilities are not in place.”* In addition another respondent said, *“We have not yet completed the school laboratories and hence our school is not fully registered by the Ministry of General Education.”* The responses showed the challenges and successes which the operations of the selected private schools had and the levels of policy compliance in the education sector.

Use of in-depth interviews -Standards Officers

District Education Standards Officers in responding to the same question on Private Secondary Schools’ compliancy to Government regulations in their operation of schools provided a variety of views. One respondent revealed that, *“Some private secondary schools are not aware of regulations and hence, they continue operating illegally.”* Another respondent stated that, *“private school owners do not adhere in the implementation of the revised curriculum such as the compulsory teaching of Zambian Languages in the academic career pathway”.*

U se of Observation check list.

Through observation check list the researcher discovered that the teaching of Zambian language was not welcome in most of the private secondary schools. It was further established that on the basis of not teaching certain compulsory subjects, it would be the basis for not allowing such schools to renew their licenses when they expire. With regards to the measures the district office took to curb such behavior, the researcher observed that there was no immediate punishment which was normally given for those who operated without proper requirement and so they felt as though they had a right to go ahead with the wrong doings. The researcher also discovered that registrations with the local Council, PACRA and ZRA, MOGE was not done by some of the Private Secondary Schools as they failed to produce evidence of registration forms and certificates of authorization. Further the findings from the observations revealed that if the law can be provided to allow standards officers to close those private secondary schools which did not comply, the private operators of such schools would improve their standards. The researcher further found out that there was a need to carry out regular monitoring in all schools.

4.2 Theme: Standard of Infrastructure

Part One: Based on administered questionnaire to pupils.

Table: 2 Responses on Availability of Infrastructure/sporting Equipment.

Types and availability of infrastructure/ sporting equipment.	Strongly agree	Agree	Disagree	Not sure	Total
Enough classrooms.	33	62	49	6	150
Enough and good water born toilets.	23	20	94	14	150
Science laboratories.	13	15	104	18	150
School play field for netball and football.	16	30	89	15	150
Average frequency	21	31.8	84	13.2	150
Average Frequency percentage	14	21.2	56	8.8	100

Table: 2 above showed that a frequency of 21 participants representing 14 per cent of the respondents strongly agreed, and then a frequency of 31.8 participants representing 21.2 per cent of the respondents just agreed, also a frequency of 84 participants representing 56 per cent of the respondents disagreed while a frequency of 13.2 participants representing 8.8 per cent were not sure on availability of various infrastructure in their schools. Again for clear understanding figures: 5 to 8 presents the information in a graphical form for each category of the said infrastructure by the 150 pupils' responses.

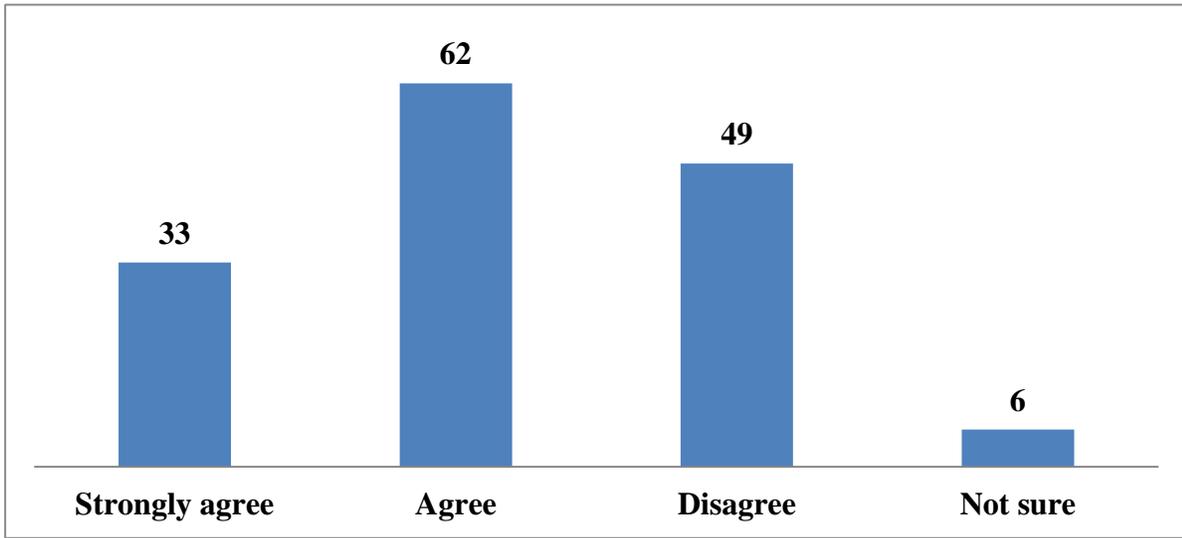


Figure: 5. Availability of quality-classrooms

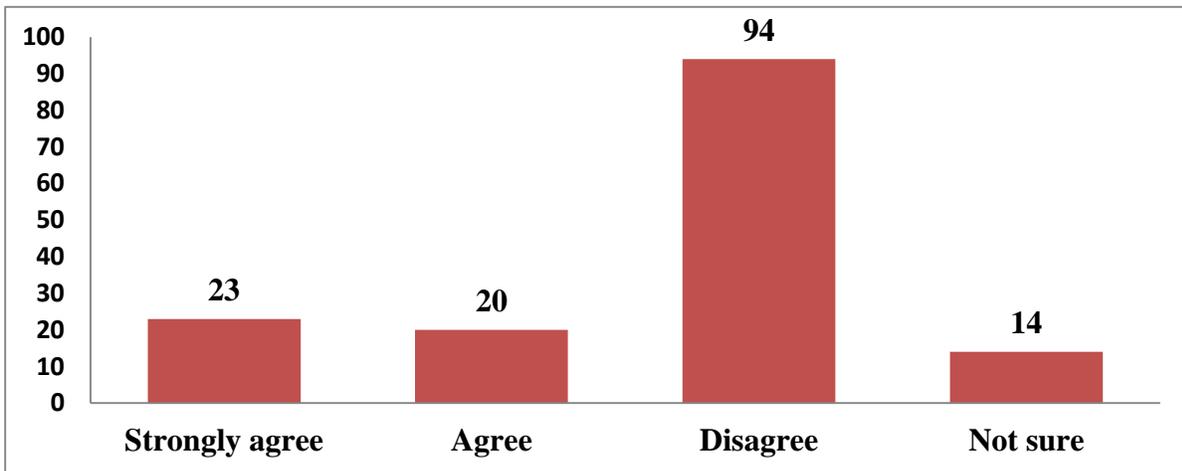


Figure: 6. Availability of good water born toilets

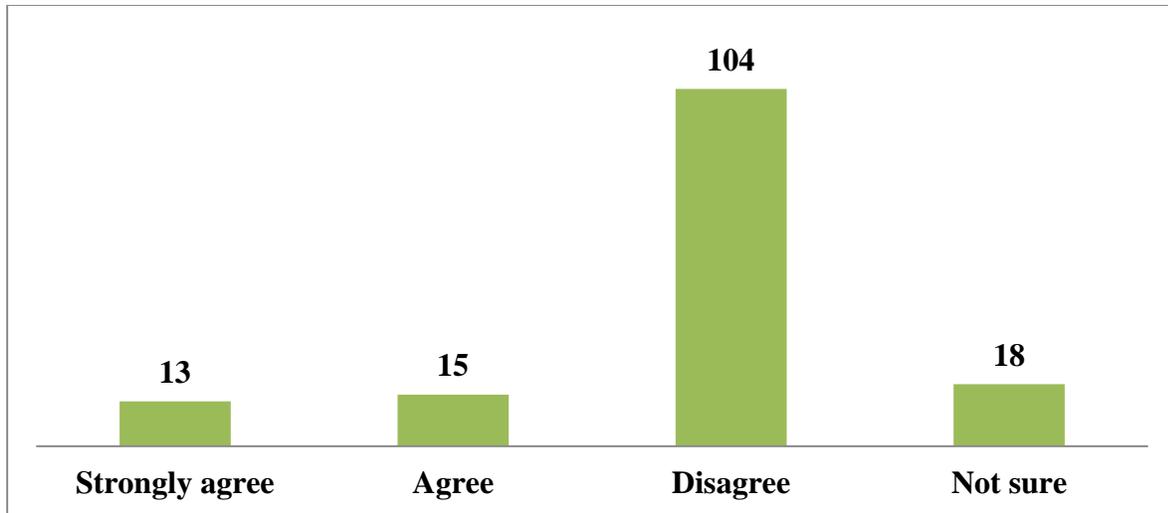


Figure: 7. Availability of Science laboratories in Private Sec. Schools

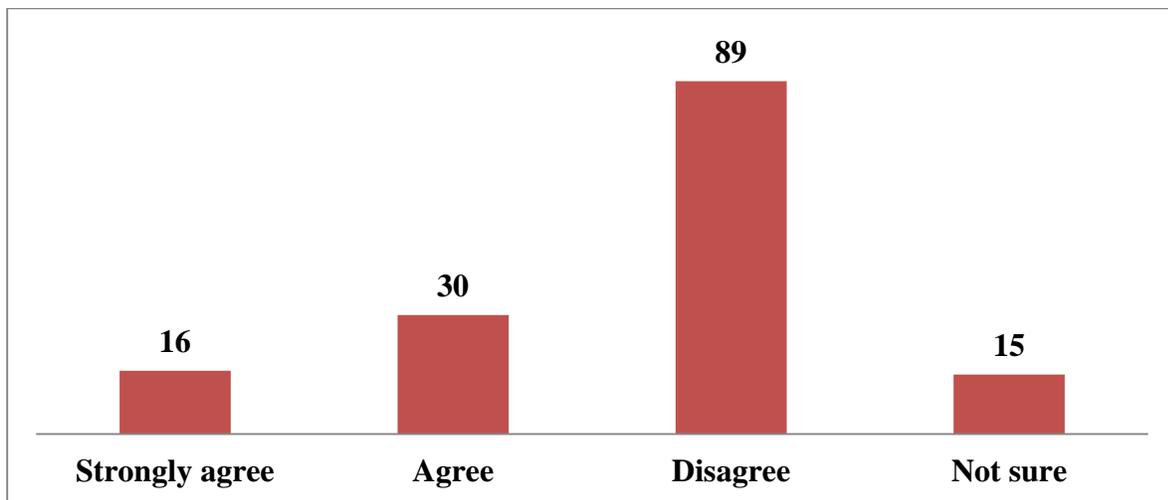


Figure: 8. Availability of School play field for netball and football

In addition figure: 9. presented a summary on responses made by the pupils as regards to availability of appropriate infrastructure in the selected private secondary schools in Mazabuka District.

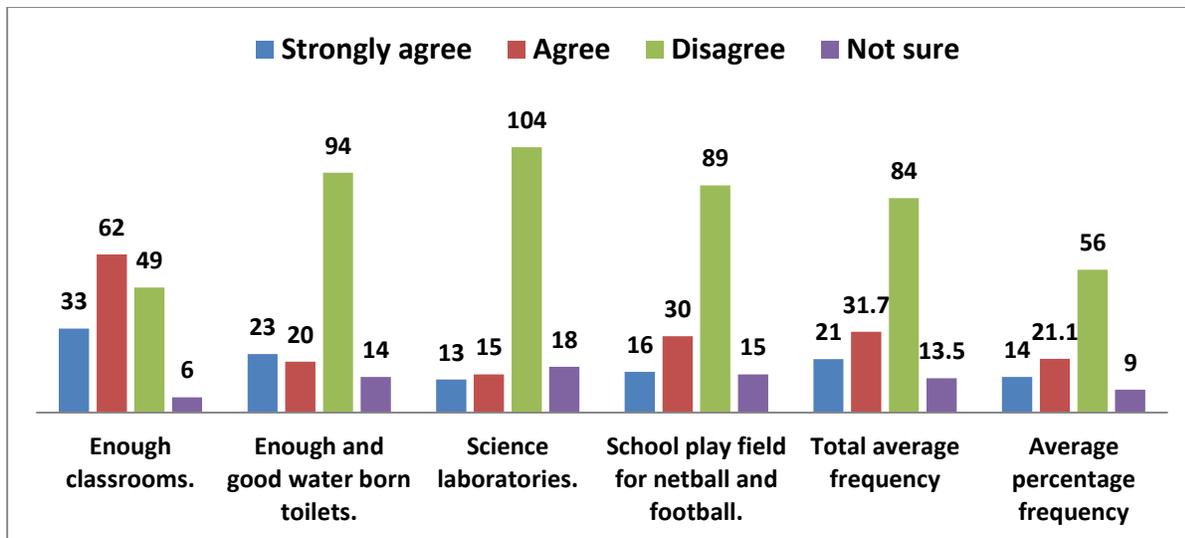


Figure: 9. Bar graphs showing summary of availability of infrastructure

The bar graph above (figure:9) on the total average frequency showed that the highest green bar represents (84 %) response disagreeing that the selected private secondary schools had enough and appropriate infrastructure in the schools while the other average frequencies were below 32 % (blue, red and purple). In fact apart from that it was only the bar graph for classrooms which showed a highest (red 62 %) agreeing response to enough infrastructures. Then Figure: 10. pupils' responses of where they go to play their ball games.

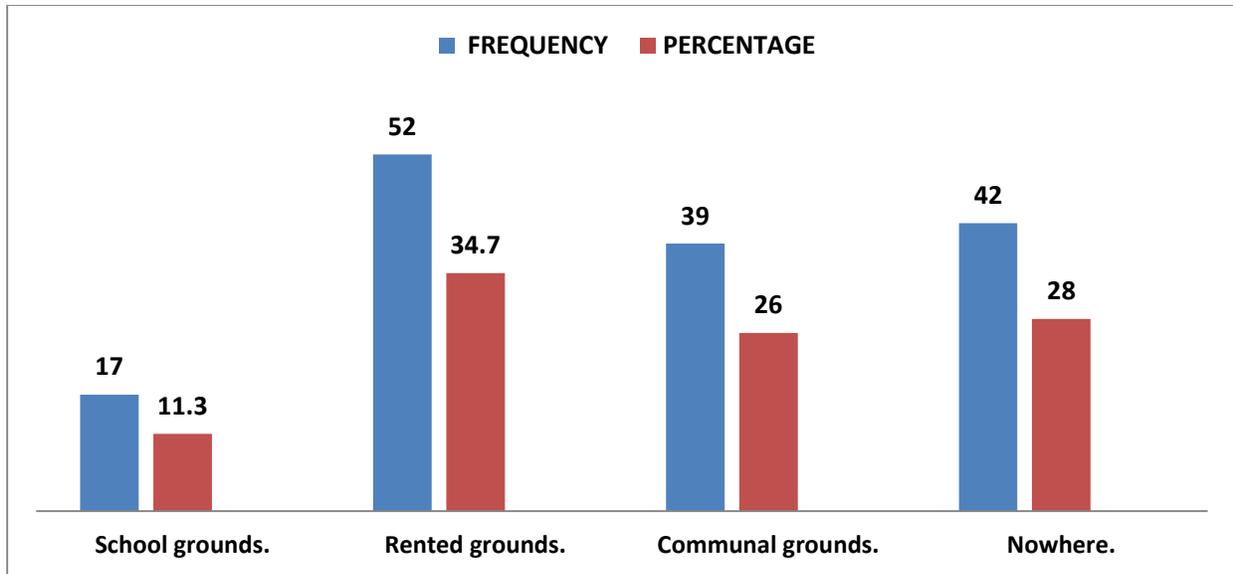


Figure: 10. Bar graph showing where pupils play ball games.

The bar graph above (Figure: 10) show the findings that most of the pupils' responses in the selected private secondary schools use rented play grounds.

Through observations more information on infrastructure was availed in Figures: 11 to 20 show some of the pictures captured by the researcher to show the type of infrastructure fund in some of the selected private secondary schools of Mazabuka District. Permission was sort to take pictures whilst conducting the research from the District Education Board Secretary Mazabuka and the Head teachers of the visited Private Secondary Schools as alluded to in 3.10 'Ethical Consideration'. Also confidentiality was assured and anonymity of the schools where the research was conducted was observed.



Figure: 11. Incomplete 1 X 3 CRB.



Figure: 12. De-marketed class/dormitory.



Figure: 13. Make shift toilet for boys.



Figure: 14. Bathing room for girls



Figure: 15. Dormitories attached
to 1 X 4 classes

Figure: 16. Pit latrine/Rubbish pit.



Figure: 17. A school in shops
infrastructure.

Figure: 18. A shop classroom
without proper lighting and
ventilation.



Figure: 19. A school in a residential House.



Figure: 20. Attached classrooms behind the main house.

Part Two: Focus Group Discussion and in-depth interviews

Part two research findings presentations were based on the second question which sought to determine the current standard of infrastructure in private secondary schools of Mazabuka District. In order to respond to the second question, a structured interview was also carried out to the Head teachers and District Standards Officers and teacher group discussions were conducted. Also an observation check list was used as a means of triangulating collected data.

Focus Group Discussion

Teachers in group discussions were asked whether the private secondary schools' infrastructure were learner friendly (compliance to government regulations). The respondents established that most their schools did not have the standard laboratories for science lessons. One respondent mentioned, *“Our school does not have a lab for science practical so we just teach them theoretically.”* Another respondent pointed out, *“We use one of the classrooms to carry out science experiments because the school has not constructed a lab for the children.”* Further findings indicated that students did not have regular practical to enable them perform well in

their examinations and equip themselves for the world of applied sciences due to lack of laboratory infrastructure.

Respondents further revealed that the schools did not have standard and appropriate toilets and bathing rooms for use. In most selected private secondary schools' structures used were makeshift buildings such as fenced with iron sheets. A respondent said, *"The school has no well built toilet for boys, they use one which is being constructed but it is covered with iron sheets."* Another respondent pointed out that, *"The school rented some shops within town centre for classroom use."* A female respondent noted, *"Girls sleep in a classroom. The only boundary is a board and there are no decent beds and mattresses."*

Use of in-depth interviews (Head teachers/Standards Officers)

Use of in-depth interviews -Head teachers

The head teachers had a number of observations in their responses regarding the infrastructure the schools had in the private secondary schools they headed. Findings from head teachers indicated that their school infrastructure was not according to the required government standards as they were either still under construction or yet to build to standard ones, and that they had no science laboratories. For example, one respondent explained, *"The classrooms are attached to pupil's dormitories because we do not have enough money yet to build standard dormitories."* In another one addition pointed out that,

"The house infrastructure is not suitable as it was not meant for a school. The room capacity was not to standard and the rooms' ventilation and light was limited."

In the area of play grounds, respondents indicated that they rented play grounds except for netball. Another respondent mentioned that, *“The school itself has no play field but pupils do games in the community grounds.”* In terms of sanitation, a few respondents indicated that they had flushable toilets though not enough but many stated that pit latrines were used by the learners although they were also not enough.

Use of in-depth interviews-Standards Officers

In relation to theme number two on standards of infrastructure in selected private secondary schools, the following were the responses brought out by District Education Standards Officers during the carried out interviews. The officers revealed that the schools had insufficient classrooms, science laboratories, toilets for pupils, and playground space for school pupils. One officer lamented, *“Most unregistered private secondary schools have a challenge of lack of laboratories, school space and play grounds.”* Another officer further revealed that, *“Mushrooming private secondary schools do not seek advice from MOGE and do not follow the government procedures in infrastructure construction.”* From the findings, it was concluded that the district inspectors of schools were aware of non-compliance by the private school owners regarding the set out guidelines in private school establishment of standard infrastructure and yet their powers were limited.

Use of Observation check list.

The researcher had a number of observations regarding the infrastructure the schools had in the private secondary schools. Findings by observation check list indicated that most of the private secondary schools’ infrastructure was not according to the required government standards as they were either still under construction or yet to be built to standard and that they had no science

laboratories. For example the classrooms were attached to pupil's dormitories as shown in figure 12 were the researcher captured a photo graph. In addition to observations the researcher discovered that the house infrastructure was not suitable as it was not meant for a school. The room capacity was not to standard and the rooms' ventilation and light was limited as shown in figures 18, 19 and 20.

In the area of play grounds, it was observed that they rented play grounds except for netball. In terms of sanitation, it was observed that a few had flushable toilets though not enough in some cases but most of the learners made use of pit latrines although these were also not enough and not user friendly as shown in figures 13, 14 and 16.

4.3 Theme: The Availability of Instructional Materials

Part One: Based on administered questionnaire to pupils.

Part one presentation was based on the third question which meant to find out instructional materials' availability and use by teachers in private secondary schools of Mazabuka District. In establishing pupils' responses, a Likert scaled questionnaire was used to rate the availability of instructional materials and equipment in their schools. Table 3 shows the pattern of responses obtained.

Table: 3 showing responses of pupils on availability of instructional materials/ equipment.

Availability of instructional materials	Strongly agree	Agree	Disagree	Not sure	Total Respondents.
Enough books.	29	35	56	30	150
Use of Learning and Teaching Aid.	39	54	33	24	150
Laboratory equipment.	18	28	84	20	150
Sporting equipment.	23	37	56	34	150
Average total frequency	27.25	38.5	57.25	27	150
Percentage	18.2	25.7	38.1	18	100

As regard to availability of instructional materials in the selected private secondary schools table three above revealed that an average frequency of 27.25 for participants representing 18 per cent of the respondents strongly agreed. Then an average frequency of 38.5 for participants representing 25.7 per cent of the respondents just agreed, also an average frequency 57.25 for participants representing 38.1 percent of the respondents disagreed while an average frequency of 27 for participants representing 18 per cent were not sure on availability of various infrastructure and sporting equipment in their schools. Also for clear understanding this information is presented in a graphical form in figure 21. This information was important as it helped the researcher to determine what kind of infrastructure was available, if it was enough, and also if it was learner friendly in the selected private secondary schools of Mazabuka district.

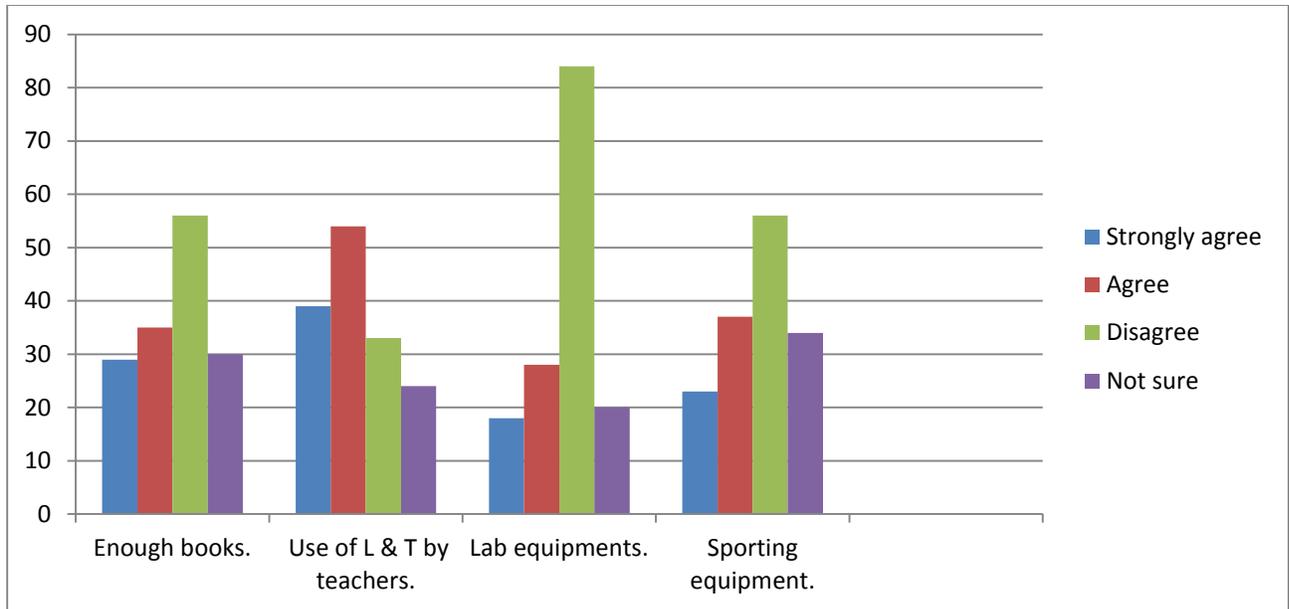


Figure: 21. Bar graph: Showing pupils' responses on availability of instructional materials.

Figure: 21 showed the highest bar graph responses in green (56, 84, and 56) of disagreeing in three out of four categories about availability of enough instructional materials in the selected private secondary schools.

Part Two: Focus group discussion and In-depth interviews

The findings on the third research question were meant to establish the instructional materials used in selected private secondary schools of Mazabuka district. In responding to the above an in depth semi-structured interview questionnaire was carried out to the Head teachers and District Standards Officers and teacher group discussions were conducted.

Focus group discussion -teachers

The study established that private schools of Mazabuka District had the revised curriculum syllabi but did not have enough pupils' books except while one school reported to be having

enough material. One teacher respondent revealed, *“In my case I have only one personal History book. The school doesn’t have any books.”* Another respondent mentioned,

“My school has a book for every learner. As a teacher I bring books to class in every subject and every pupil is usually catered for.”

The study further established that they learnt science subjects theoretically due to lack of science apparatus and materials. Teachers also cited lack of school libraries and room for laboratory for effective teaching of sciences. *“There are no science equipment and materials for use during practical. So I improvise. When teaching an experiment which needs use of heat I just use a candle to provide the required heat,”* one respondent narrated. Another respondent expressed her views in the following words, *“On the issue of books, I think it is a challenge because we only have books for teachers and we do not have pupils’ books in all the grades.”*

Use of in-depth interviews (Head teachers/Standards Officers)

Use of in-depth interviews-Head teachers

When head teachers were asked about availability instructional materials in their schools they indicated that revised curriculum syllabi in all subjects were being used but had challenges in securing teachers’ guides and pupils’ books due to lack of enough finances and that at times the new books were difficult to find. A respondent pointed out, *“We only have a few teachers’ guides and also only a few pupils’ books in some subjects.”* The respondents mentioned that there was need to purchase more books in all subjects if the private secondary schools were to be effective in teaching and learning of pupils.

Use of in-depth interview-Standards Officers

Interviews with the District Education Standards Officers revealed that most of the unregistered private secondary schools did not have enough teachers' guides and pupils' books. The officers also bemoaned the lack of the rightful equipment and materials to use for teaching science. One officer noted, "*Most of these private schools fail to buy chemicals for science practical because they are expensive and their income is not enough.*" The research findings also indicated that the District Education Board (DEB) was not mandated to provide private schools with teachers' guides, pupils' text books, science equipment and materials as these were supposed to be bought by the schools since they charged fees. On information about changes in syllabi and use of new books the standards officers explained that the private schools were mainly informed through meetings and in writing about the new changes and thereafter advised to buy syllabi and new books and also either photocopy or cut CDs.

Use of Observation check list

Through observations, the researcher obtained a list of prescribed textbooks for pupils and teacher's guide in each subject and conducted an audit of how many were available in schools as compared to the number of pupils and teachers in each grade. It was discovered that majority of the private secondary schools did not have enough teachers' guides and pupils' books. On average they had about 10 pupils' books per grade against an average of 35 pupils per grade. It was also observed that teachers in all grades had of an average of 3 teachers guide per grade against 5 teachers per grade as shown in appendix 6 (ii). It was further observed that most teachers preferred buying their personal teachers guide as some of the school could not manage to procure enough materials.

4.4 Theme: The Teacher Qualifications

The fourth specific research objective sought to find out teachers' qualifications in private secondary schools of Mazabuka District. Responses to the above question were obtained through structured interview carried out with Head teachers and District Standards Officers and the conducted teacher group discussions. Again an observation check list was used as a means of triangulating the used methods in data collection.

Use of Focus discussion group -teachers

Findings from focus group discussions with teachers revealed that the teachers were adequately qualified to teach in the private secondary schools. The teachers' qualifications ranged from a Secondary School Teachers' Diploma to a Bachelor of Education Degree obtained from approved and recognized institutions. In addition, respondents established that they taught according to their specialities except one participant who said that she was helping in teaching Business Studies due lack of enough teachers as she explained, "*I have been helping teach Business studies after the teacher was employed by government although I am languages trained teacher.*" Further findings established that some departments did not have enough teachers such as in mathematics and science. A respondent said,

"In my case, my time table runs from 07:20 hours to 15:20 hours. I only break for one hour at lunch time because I am the only science teacher who teaches Biology in the school.

Further findings investigated that teachers of some subjects worked longer hours because they were understaffed and getting degree holders proved a challenge. The study established that diploma holders taught grades ten to twelve in most schools.

Use of in-depth in-interviews (Head teachers/Standards Officers)

Use of in-depth interview-Head teachers

Findings from the interviews with head teachers also revealed that private schools had qualified teachers who taught according to their speciality. However, two Head teachers reported that their schools were not fully staffed due to the distance from town (Mazabuka) and lack of built accommodation in their schools. So one said, *“I have failed to keep some degree holders in Mathematics and Science because they demanded accommodation which the school failed to provide.”* Then the other one in responding explained, *“I have diploma holders because they are easy to find and keep. They do not demand too much payments and logistics.”* They further explained that they were still looking for some teachers especially in Mathematics and Science.

Use of in-depth interview-Standards Officers

Responses from the interviews with Standards Officers on teachers’ qualifications in private secondary schools revealed that there were enough qualified teachers at the disposal of all private secondary schools due to government’s lack of enough deployment of teachers in the recent past. One respondent mentioned, *“There are a lot of teachers with degrees and diplomas who are not employed. Private schools can pick some from them.”* However, another respondent was quick to point out that there was a shortage of trained teachers to teach Mathematics and Science even in government schools. *“We do not have enough Degree holders to teach Mathematics and Sciences in government schools. We also use diploma holders,”* one officer responded. This scenario resulted into both the private and public secondary schools to provide education services in some subjects which was compromised.

Use of Observation check list

Through observations the research discovered that most selected private secondary schools did not have enough qualified teachers for them to carry out effective teaching and learning. The standard requirement for one to qualify to be a secondary school teacher is that they must possess a minimum of a degree in the relevant field of specialization or teaching subject. It was observed that majority of the teachers in private secondary schools possessed diplomas and certificates in some specific subject areas. On average only 1 out of 5 teachers per grade had a qualification of a degree as shown in appendix 6 (iii).

4.5 Summary of the Chapter.

The chapter presented findings on compliance to government regulations in the provision of Education, in selected private secondary schools of Mazabuka District of Southern Province, in Zambia. Through the use of observation check list, administered questionnaires, teacher group discussions and in-depth conducted interviews with Standards Officers and Head teachers revealed a number of findings.

Firstly, the study established that the private schools complied with the government regulations in certain aspects while they also failed in other aspects. The schools had the revised syllabi for all the grades while the provision of teaching and learning material like books was a challenge. The schools did not teach Zambian language which was against the policy and the revised curriculum. Some schools were not licensed to fully operate as secondary schools and they did not pay tax to the Zambian Revenue Authority.

The second objective established that the private schools did not have enough infrastructure to enable them fully operate as fully fledged secondary schools. The schools did not have

laboratories to enable them carry out science practical. Playing fields were a challenge, toilets and classrooms were not sufficient for the enrolment. Dormitories were improvised which was against the infrastructure development policy for the ministry of education and the establishment of a private school.

The third objective showed that private secondary schools had a challenge as regards to availability of instructional materials. Most of the schools lacked enough pupils and teachers' guide books. Even though they were up to date with the use of the revised curriculum they did not have funds to purchase the latest learning and teaching books. It was also discovered that DEBS' Office were not mandated to supply instructional material to private secondary schools.

The last objective established that the private schools had qualified teachers with diplomas and degrees but had a shortage in certain key subjects like Mathematics, Sciences and Business Studies. There was also mass exodus of qualified teachers into government because of emoluments.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.1 Preamble

The previous Chapter presented findings on compliance to government regulations in the provision of Education, in selected private secondary schools in Mazabuka District of Southern Province of Zambia. Through the use of questions; observation check list, administered questionnaires to pupils, teacher group discussions and in-depth conducted interviews with Standards Officers and head teachers brought forth a rich mixed method of data collection which provided the findings.

Henceforth, chapter five presents the discussion of these findings on compliance to government regulations in the provision of education of selected private secondary schools of Mazabuka district. The discussion is based on four objectives (themes) which were to:

- (i) find out private secondary schools' adherence to government guidelines in the operation of schools;
- (ii) assess the standards of infrastructure of private secondary schools;
- (iii) investigate availability instructional materials in private secondary schools; and
- (iv) investigate whether the teachers employed in private secondary schools met the minimum qualifications required by MOGE.

5.2 Adherence to Government Operational Guidelines

On the first objective, the study established that Zambian language was not taught in the private secondary schools of Mazabuka District despite the schools affirming to be following the revised

curriculum. The findings do not comply with the new policy of teaching Zambian language in the secondary schools of Zambia (MOE, 2013). The academic career pathways being followed by the private schools called for the teaching of Zambian language as a compulsory subject. The finding is also in agreement with Ndeleki (2015) who noted the private schools that had applied the new language policy of using the local language as the means of instruction were the ones referred to as “local language private schools” and the ones that were still using English as Means of instruction as “English language private schools.” The schools felt inferior to those which did not offer Zambian language as a subject in their curriculum. The implication was that the schools which were to offer Zambian language would be equated to the public schools and the parents would withdraw their children. It was therefore arguable that Zambian language should be taught in the private secondary schools for the sake of policy compliance at the expense of the business and reputation of these private schools.

The study also established that some schools were not licensed to fully operate as secondary schools and they did not pay tax to the Zambian Revenue Authority. The finding was in conflict with the vision of the government. The government recognises the significant role the private schools played in the country. MOE (1996:35) says, “... *the Ministry will also facilitate the access of private school proprietors to finance, tax exemptions, land allocation, educational materials, and training for their teaching staff.*” It was not justified why some private schools were operating without full registration when the law supports them. However, this could be due to weak mechanisms put in place by institutions mandated to carry out such obligations. The finding is also in agreement with Phiri (2006) whose findings indicated that private school owners did not pay tax to the Zambia Revenue Authority hence they even shunned to declare the full enrolment and consequently the registration of the schools. The implication is that the

government is losing funds in uncollected taxes and the schools risk closure thereby sending parents and learners into panic. If this takes place then it may increase the enrolment in the already over enrolled public schools, further bringing down the fallen standards of education.

The above research finding scenarios showed the need of Becker's two theories of normative and rationalist to come into play as a means of reducing non-compliance in the teaching of Zambian language and payments of tax to the Zambian Revenue Authority by private secondary schools (Becker, 1974). District Educational Standards Officers should first use consultative approach so as to ensure compliance by the private secondary schools' proprietors (normative). When the proprietors fail to adhere through consensus then sanctions ought to be used against non-complaints (rationalist). The understanding here is that policy issues first need to be explained to stakeholders so that they agree as the right direction and acceptable way of doing things. After matters of compliance have been laid plain to stakeholders only then can proper enforcement of a policy take place (Zaelke et al, 2005).

5.3 Standard of infrastructure

The second objective established that most private secondary schools did not have enough infrastructure to enable them fully operate as fully fledged secondary schools. This finding is in tandem with West (2004) who posited that the private schools in the USA were not preferred by parents because they did not offer the best education to the citizens due to the limited infrastructure compared to the public schools. The finding was not in congruent with Toma (2004) whose study found that Macau in China was ranked number one in the world with most (94%) of its student enrolled in private schools while Zimbabwe in Africa was ranked second with also most (88%) of students in the private schools at the primary level. The reason was

because the private schools had the best infrastructure unlike the most of the public schools. Unlike the research finding in Mazabuka were most private secondary schools lacked laboratories to enable them carry out science practical. The research further established that private secondary schools in Mazabuka were not running effectively to provide the best alternative education to the parents who sought it for their children. The implication could be that children were not prepared for the future like the way their friends in the public and grant aided schools were. This may lead pupils to fail to compete favorably when they enter colleges and universities to study science and related courses. It is money wasting for the parents of Mazabuka District to take their children to such private secondary schools with a deficiency instead of government or grant aided secondary schools.

The study further established that the private school of Mazabuka District did not have play fields for extra curriculum activities, toilets and classrooms were also not sufficient for the enrolment. The findings are in agreement with Kalaba (1983) who stated that private schools had limited infrastructure according to the number of children they enrolled. Further studies by Chanda (2011) also revealed that students from catholic schools performed very well during the final examinations and in colleges because the schools had the best facilities compared to the government schools. Good sanitation and classrooms are a recipe for good performance by children in schools at secondary school. As children learn effectively after exercising using the sports facilities, it was then evident that the most individually owned private schools in Mazabuka District provided substandard quality of education to the residents since they lacked infrastructure for effective learning as per government requirement.

The lack of proper infrastructure emanated from the non-supervision of the private secondary schools by the district education office, the province and the national standards officers. The Inspection of private schools have to be regular if the education standards have to be maintained and uplifted by the owners of the private schools. These conclusions are in agreement with Chilufya (2006) whose findings indicated that some private schools have earned international reputation despite the fees being high for the majority Zambians. She added that the Ministry of Education rarely inspected the multiracial secondary schools. A school's reputation is built through investment in viable infrastructure which moves towards the provision of quality education in the area.

The findings by Banda (2002) revealed that private schools did not develop infrastructure and teacher capacity to meet the growing demands from the parents. These sentiments are in line with this study's findings which indicated that dormitories were improvised in the private schools of Mazabuka District which was against the infrastructure development policy for the ministry of education and the establishment of a private school. The National Bulletin (2012) reported that most private schools did not operate as per guidelines they were established for. Private Schools which barely fit to operate as Day Schools were turned into boarding schools while those partially fit to operate as Private Primary Schools were operating as secondary schools. This was the reality in Mazabuka District hence the quality of education is compromised in most of private secondary schools while the government and grant aided secondary schools were a better option for the parents.

On infrastructure the research discovery demands the use of only one of Becker theory and that is of rationalist approach in management of issues of compliance (Grossman, 2005). The area under discussion requires urgent readjustment of practices as a means of re-forcing policy.

Matters which hinge of safety of children as in respect of infrastructure cannot be compromised. Lack of proper toilets is a very serious issue and so is the ill built or ill light and ventilated classrooms are of a great danger to the would be young future leaders of the country. Therefore, if some proprietors of private secondary schools fail to comply with the basic standards of educational provision they defiantly need to be closed. At this point institutions mandated to make checks and balance need to rise to the occasion and provide justice on behalf of society (Education Standards Officers and Health Inspectors).

5.4 Availability and Appropriateness of the Instructional Materials

The findings of the study established that the private schools in Mazabuka District did not have laboratory chemicals to enable the students have practical in science and other practical oriented subjects. This finding agrees with Mulenga (1996) who noted that the standards of education are compromised in most private secondary schools because the schools lacked teaching and learning materials for effective execution teaching and learning. Children leave such schools ill baked for the world of work.

Lack of enough and appropriate instruction materials in a school renders such as school useless. Such a school will not deliver even when they have other things in place. The study revealed that some of the private secondary schools in Mazabuka District lacked enough pupil's and teachers' prescribed books for use at the secondary school level. This finding coincides with the National Bulletin (2012) whose findings reported that most secondary schools, both private and public, did not have sufficient stocks of teaching and learning materials like books for pupils and teachers. This information showed a tip of the ice berg about our country that there could be a lot

of improvisation taking place in the private secondary schools. So far it was also not clear how quality education was provided amidst shortage of such cardinal teaching and learning materials.

As regards to availability of proper and appropriate instructional materials the study's findings showed that it would be difficult to use Becker theories. This is so because even the public schools had a challenge in having enough teaching and learning materials. Worse still was the revelation of the study that actually points out that some books in the revised curriculum had been difficult to find by private secondary schools who wanted to buy for their schools.

5.5 Teachers' qualifications in the private secondary schools

The last objective investigated that the private schools had qualified teachers with diplomas and degrees yet there was still a shortage in certain key subjects like Mathematics, Sciences and Business Studies. This finding was in affirmation with Banda (2011) who observed that teachers of Mathematics and Sciences were not sufficient in the secondary to teach and provide quality education. The foregoing discussion was also supported by Chilufya (2006) who said that private schools were short of teachers of Mathematics and Sciences and they were overloaded with classes thereby reducing their effectiveness. With such shortages of qualified teachers in certain key subjects, it is clear that the individually owned private secondary schools of Mazabuka District were struggling in their provision of quality education to its clients in the district.

The other finding revealed that there was also mass exodus of qualified teachers into government because of emoluments. The finding is supported by Mulenga (1996) who noted that teachers moved from one job to another as long as the new job had lucrative conditions than the previous one. Indeed, teaching is a noble career hence the trained teachers with degrees and diplomas work in other sectors of the economy. It is equally true that most of the Mathematics, Science

and Business Studies teachers do not last long in the low cost private secondary schools as they quickly get fused in to public schools which offer better services to them.

The above revelation is quite worrisome as it does not only affect private secondary schools but also public secondary schools especially in not having enough teachers in certain subjects like Mathematics and Science Chilufya (2006). Again Becker's theories of normative and rationalist cannot be put in to play. Instead private secondary schools should think outside the box and probably start to develop human resource in areas of challenges (Mathematics and Science).

5.6 Summary of the Chapter

The discussions of this study revealed that Zambian language was not taught in the majority of the private secondary schools of Mazabuka District which was evidence of noncompliance to the private school regulations despite the schools affirming to be following the revised curriculum. Furthermore, most private schools did not pay tax to ZRA and some were not fully registered as secondary schools. Infrastructure was not sufficient while the teaching and learning materials were also not in schools. The majority of the teachers were not very qualified as they possessed diplomas instead of degrees and hence the quality of education was compromised by most of the individually owned private secondary schools.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The previous chapter discussed the findings of the study. This chapter gives the conclusions drawn from the research. It further makes recommendations and proposes areas for further study based on the findings of the study.

6.2 Conclusions

A number of conclusions can be drawn from the discussion of the findings with regards to the compliance to government regulation in the provision of education by selected private secondary schools in Mazabuka District of Southern Province of Zambia. Using the research objectives and questions, the following were the conclusions of the study:

- 6.2.1 There was noncompliance to the Ministry of General Education terms and conditions by the private secondary schools of Mazabuka District. The private secondary schools failed to adhere to the educational policies which call for the established private school to have all the government documentation from the ministry of education and follow the prescribed curriculum of the country.
- 6.2.2 The standard of infrastructure was substandard for them to operate as private secondary schools and enroll learners in their schools. The lack of important infrastructure like well-ventilated classroom, laboratories, enough sanitary facilities and dormitories compromised the quality of education provided in the private secondary schools of Mazabuka District.

- 6.2.3 The standards officers from the district, province and national level were not inspecting private secondary schools to ensure quality and compliance to infrastructure and general education standards is maintained in the private secondary schools of Mazabuka District. This was so because they (district) knew the problems which were in the private schools and yet they did not intervene to control the situation.
- 6.2.4 Teachers were not well qualified. Not all secondary school teachers were degree holders but the majorities were diploma holders and also some subjects lacked teachers. The lack of sufficient and qualified teachers in key subjects like Mathematics and Sciences leaves the private secondary schools of Mazabuka District in limbo as their purpose to the community was not being followed. Therefore, most of them provided low quality education to the students in their schools.

It can therefore be concluded that the private secondary schools of Mazabuka District did not comply with the requirements and benchmarks set by the Ministry of General Education to ensure that private schools provided quality education to the communities they operated from.

6.3 Recommendations

From the conclusions above, the study recommended the following:

- 6.3.1. There should be effective monitoring by standards officers of teaching content, teaching and learning material coupled with classroom observations to ensure the prescribed books and syllabus were followed so that quality education is provided to learners in Private Secondary Schools.
- 6.3.2. There is a need for Standards Officers to be submitting quarterly reports on the operation of private schools in their district/s to the provinces as evidence of

inspecting such schools. This will help the private schools to comply with the government regulations in provision of quality education.

6.3.3. There is a need for the already existing private secondary schools without sufficient infrastructure to be partnered with grant aided or public secondary schools to enable pupils' access proper infrastructure.

6.3.4. Proprietors of private secondary schools to ensure that they hire qualified human resource in all subjects and also develop a career development plan for their staff to acquire the needed skills.

6.4 Recommendations for future research.

Studies related to compliance to the government regulations in the provision of education by private schools are a complex study with a number of areas which need exploring. The following are some of the fertile grounds for future research.

6.4.1 Effects of noncompliance to government regulations in the provision of education by private schools.

6.4.2 Policy on infrastructure development by private schools in their quest to expand infrastructure and enrollment.

6.4.3 Motivation and retention of recruited teachers in private secondary schools.

6.4.4 Possibilities of Public and Private Secondary Schools Partnership (4Ps) in educational provision.

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APPENDICES

APPENDIX 1: SEMI-STRUCTURED INTERVIEWS FOR HEAD TEACHERS

I am Nebby Malembeka a postgraduate student at the University of Zambia doing a research in Master of Education in Educational Administration and Management. Kindly feel free to participate in this research interview as all information collected will be treated with high confidentiality.

A. Private Secondary Schools' adherence to government guidelines in operation of schools.

- (i) How does your Private Secondary Schools adhere the Government of the Republic of Zambia (GRZ) guidelines in its operations?
- (ii) If yes, do you have documentation?
- (iii) If no, justify how you operate as a private secondary school without approved documents?

B. Assessing the standards of the infrastructure of Private Secondary Schools.

- (i) How many pupils by gender do you have at this school?
- (ii) How many streams does your school have?
- (iii) How many pupils do you have per class?
- (iv) How many classrooms does your school have?
- (v) How many teachers by gender does your school have?
- (vi) What type of infrastructure does your school have in the following categories;

Table 1: Categories of Infrastructures

S/N	TYPE	NUMBER	STANDARD	CONDITION	NOT THERE	REASON FOR NOT BEING THERE
01	Classrooms					
02	Laboratories					
03	ICT					
04	Home Economics and Hospitality Studies.					
05	Design and technology					
06	Art and design					
07	Sports fields					
08	Hostels/Dormitories					
09	Toilets by Gender					
10	Kitchen and Dining Hall					
11	Staffroom					
12	Administration Offices.					
13	Desks					
14	Stools					
15	Tables					
16	Chairs					

C. An Examination of Instructional Materials used in Private Secondary Schools.

- (i) What Teaching and Learning Materials do you use in your school?
- (ii) Does each and every subject offered in the school have instructional materials?
- (iii) What type of instructional materials do you have in the following subjects;

Table 2: Instructional Materials per Subject

S/N	SUBJECT	TEACHERS' BOOKS	PUPILS' BOOKS	CHARTS	EQUIPMENT	MADE APPARATUS	IF NOT AVAILABLE STATE THE REASON FOR THAT
01	English						
02	Mathematics						
03	Science						
04	Physics						
04	Chemistry						
05	Biology						
06	Agriculture						
07	History						
08	Religious Education						
09	Home Economics and Hospitality Studies						
10	Design and Technology						
11	Creative Arts and Music.						
12	Expressive Arts and Sports						

D. Teachers' Qualifications in Private Secondary Schools.

What and how many teachers have the following qualifications in your school.

Table 3: Teachers' Qualifications.

S/N	QUALIFICATION	SUBJECT SPECIALIT	NUMBER OF TEACHERS	COMMENTS/REASON
01	Masters			
02	Degrees			
03	Diplomas			
04	Certificates			
05	Others (specify).			
	TOTAL			

APPENDIX 2: TEACHER GROUP DISCUSSION

I am Nebby Malembeka a postgraduate student at the University of Zambia doing a research in Master of Education in Educational Administration and Management. Kindly feel free to participate in this group discussion as all information collected will be treated with high confidentiality.

A. Private Secondary Schools' adherence to Government guidelines in operation of schools.

(i) How are you as teachers of Private Secondary Schools adhering to GRZ guidelines in teaching (Teaching preparation, Syllabi, Teachers and Pupils' Books, Time Table)?

B. Assessing the standards of the infrastructure of Private Secondary Schools.

(i). Do you have specialised rooms to use for teaching of specialised subjects such as science and others?

(ii). If Yes, are your specialised rooms according to Government Standards?

(iii). If No, Explain how you teach specialised subject at your school.

(iv). Is your school infrastructure teacher and learner friendly?

(v). If Yes, How is your school infrastructure teacher and learner friendly?

(vi). If No, Explain how your school infrastructure is not teacher and learner friendly?

C. An Examination of Instructional Materials used in Private Secondary Schools.

(i) Does the school administration provide you adequate and appropriate Teaching and Learning Materials?

(ii) If Yes, how efficiently and effectively do you use these instructional materials and what proof do you have?

(iii) If No, what reason does the school administrators give for not availing the L and T Aids and what have you done yourselves to alleviate this situation?

D. Teachers' Qualifications in Private Secondary Schools.

(i) At this school do you teach according to training speciality?

- (ii) If Yes, Are you adequately staffed?
- (iii) If Not, Explain some of the challenges you face in teaching.
- (iv) What qualifications as a teacher at this private school do you possess?

Table 1: Teachers' qualifications.

S/N	QUALIFICATION	SPECIALITY	SUBJECT/S TAUGHT
01			
02			
03			
04			
05			
06			
07			
8			
09			
10			

APPENDIX 3: Semi-Structured Interviews for Education Standards Officers.

I am Nebby Malembeka a postgraduate student at the University of Zambia doing a research in Master of Education in Educational Administration and Management. Kindly feel free to participate in this research interview as all information collected will be treated with high confidentiality.

A. Private Secondary Schools' adherence to Government guidelines in operation of schools.

- (i). Do you monitor Private secondary schools in your district to check on their adherence to GRZ guidelines in operation of their schools?
- (ii). If Yes, how many of private secondary schools adhere to GRZ guidelines in their operations and how many do not?
- (iii). If No, what do you think makes them operate as private secondary schools without following the laid down government regulations?
- (iv). What do think can be done to ensure that private secondary school start operating following the required government regulations?

B. Assessing the standards of the infrastructure of Private Secondary Schools.

- (i). How often do you check on the standards of infrastructure in private secondary schools?
- (ii). If you do check on your private secondary schools' infrastructure how are the standards in comparison to Public and/or Grant Aided secondary schools?

Table 1: Standards of School Infrastructure.

S/ N	TYPE	YES	NUMBER	STANDARD	CONDIT ION	NOT THERE	REASON FOR NOT BEING THERE
01	Classrooms						
02	Laboratories						
03	ICT						
04	Home Economics and Hospitality Studies.						
05	Design and technology						
06	Art and design						
07	Sports fields						
08	Hostels/Dorm itories						
09	Toilets by Gender						
10	Kitchen and Dining Hall						
11	Staffroom						
12	Administratio n Offices.						
13	Desks						
14	Stools						
15	Tables						
16	Chairs						

(iii). If they are any private secondary schools without adequate infrastructure, do you think proper teaching and learning takes place in these schools.

(iv). What do you think would be the best solution in dealing with private secondary schools in order to ensure that proper teaching and learning takes place?

C. An Examination of Instructional Materials used in Private Secondary Schools.

- (i). Do your private secondary schools in your district get involved in the initiatives which bring about new changes in the Ministry of General Education (CPDs, TGs, HIM, Revised Curriculum).
- (ii). If Yes, how much are they involved?
- (iii). If No, how do they get to know about the new changes?
- (iv). Are private secondary schools also availed the necessary instructional materials?
- (v). If Yes, were/are the private secondary schools given Teachers' Text Books and Pupils' Text Books for the revised curriculum?
- (vi). If No, what measures has the district put in place to ensure that these schools also have the required instructional materials?

D. Teachers' Qualifications in Private Secondary Schools.

- (i). What are the minimal qualification for a teacher to teach at a secondary school?
- (ii). Do all private secondary schools have qualified teachers to teach at a secondary school?
- (iii). If Yes, are there teachers with degrees in Science and Mathematics in all private secondary schools?
- (iv). If Not, do you think the standards for education provision is being compromised and what do you think should be done to the private secondary schools with senior classes who do not have teachers with degree qualifications?

APPENDIX 4: OBSERVATION CHECKLIST.

I am Nebby Malembeka a postgraduate student at the University of Zambia doing a research in Master of Education in Educational Administration and Management. My research will require examining some documents in your school. Kindly be informed that the collected information will be treated with high confidentiality.

1.0 SCHOOL PARTICULARS.

1.1 Name of school:

2.0 Administrators particulars

Name of Head teacher: Sex:.....

Academic Qualifications:.....

Professional Qualifications:.....

Date of Birth:

Date of appointment to present post:.....

Confirmed / Not confirmed:.....

Comments:

2.0 STAFFING:

* Establishment: (Teachers' Qualifications)

No.		Sex		Total
		Male	Female	
1	Current number of teachers			
	Student teachers			
	Teachers on contract			
	Untrained Teachers			
	Assistant Teachers			
	Others (Specify) Volunteer			
2	Qualifications:			
	Masters			
	Degree			
	Advanced Diploma			
	Diploma			
	Primary Degree			
	Primary Diploma			
	Others			
	Certificate			
3.	Leave:			
	Vacation Leave			
	Paid Study Leave			
	Unpaid Study Leave			

	Maternity Leave			
	Local			
	Paternity Leave			
	Sick Leave			
	Bed ridden			
4.	DEATHS:			
	Ancillary Staff			
	GRZ Pay Roll			
	Other e.g. Board, PTA etc.			

Comments:.....

3.0 ENROLMENT:

3.1 Regular classes:

GRADE	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
No. of Classes													
Boys													
Girls													
Sub-total													

Comments:.....

3.2 Academic Production Unit/Open Classes

GRADE	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
No. of classes													
Boys													
Girls													
Sub-total													

Comments:.....

3.2 Orphans/Vulnerable:

	BOYS	GIRLS	TOTAL
Lost Mother Only			
Lost Father Only			
Lost Both Parents			
Vulnerable			
Total			

Comments:.....

3.3 Type of bursaries for children:

TYPE OF BURSARY	SEX		TOTAL
	M	F	

Comments:.....

4.0 RECORDS:

U = Unacceptable, S = Satisfaction, G = Good, O = Outstanding

	O	G	S	U	Remarks
Admission Register					
Attendance register					
Syllabuses					
Punishment					
Stock Books					
Minutes of school meeting, staff , dept, PTABoard, Mgt etc meetings					
Correspondence files					
Records of extra curriculum activities (Subject Associations, Clubs, Societies)					

Financial records					
Statutory document- 1. Education Act 2. Terms and Conditions 3. Disciplinary code Of conduct Etc.					
INSET Activities (SPRINT or Others) SIR BOOK					
Log Book					
Diary					
Visitors Book					
Others (specify)					

Comments:.....

5.0 ASSESSMENT AND EXAMINATIONS:

5.0 Evidence of Continuous Assessment in classrooms:

5.1 Examinations:

Centre Number;

Grade	Internal	External (APU)	GCE
7			
9			
12			

5.2 Security of Examination materials:

Metal trunk with padlocks and two sets of keys:.....

Strong room with burglar bared door, windows and roof:.....

6.0 INFRASTRUCTURE:

6.1 Rooms and Furniture and Houses

STRUCTURE	NUMBER	COMMENT
Class Rooms (Standard)		
Staff Rooms		
Store Rooms		
Offices		
Hall		
Laboratories		
Library		
Home Economics		
Art and Design		
Metal Work		
Technical Drawing		
Language Rooms		
Sick Bay		
Computer Room		
Hostels:		
• Ablution Blocks		
• Mattresses		
• Lockers		

• Beds		
Staff Toilets:		
• Male		
• Female		
Pupils Toilets:		
• Boys		
• Girls		
Shower Rooms:		
• Boys		
• Girls		
Kitchen		
Dining Room		
Furniture		
• Office Tables		
• Classroom Tables		
• Classroom Chairs		
• Pupils' tables		
• Pupils' Chairs		
Desks		
• Single Seater		
• Double Seater		
• Triple Seater		
Benches		
Stools		

Comments:.....

6.2 Teachers Accommodation (Permanent Structure)

Number of Houses required	Number of houses available	House occupied by		Number of teachers not accommodated	
		Male	Female	Male	Female

6.3 Preventive Maintenance

Rehabilitation	
Maintenance	
Projects	
Daily Program	

Comments:

7.0 EDUCATION PROGRAMMES

S/NO.	Type of programme	Evidence of implementation
	Equity and Gender	
	School Health and Nutrition	
	<ul style="list-style-type: none"> Personal Hygiene and Sanitation Education (PHASE) 	
	<ul style="list-style-type: none"> Nutrition Education in Basic Schools (NEBS) 	
	<ul style="list-style-type: none"> Health Promoting Schools Initiative (HPIS) 	
	<ul style="list-style-type: none"> School Feeding Programmes (SFP) 	
	HIV/AIDS	
	INSPRO (Inclusive School Programme)	

	PIP(
	<ul style="list-style-type: none"> • THRASS (Teaching Handwriting, Arithmetic, and Social Studies) 	
	<ul style="list-style-type: none"> • CPD (Continuous Professional Development) 	
	<ul style="list-style-type: none"> • TGs (Teacher Groups Meetings) 	
	<ul style="list-style-type: none"> • ASSOCIATIONS 	
	Production Unit	
	Others	

Comments:.....

8.0. DEVELOPMENTAL PROJECTS

Planned projects for the year:	Stage of implementation

Planned Project for the year:

Current Projects:

8.1 Projects completed in the last 1 year:.....

Comments:

9.0 TEACHING AND LEARNING RESOURCES:

NB: Attach a list of Teaching and Learning materials and equipment.

9.1 General comments:.....

.....

NB: Attach a list of Teaching and Learning and equipment

10.0 SCHOOL ENVIRONMENT AND SPORTING RESOURCES

Facility	Availability	Condition
School surroundings		
Out door play fields e.g basketball football, high jump, javelin etc		
In door playing facilities		
Sporting materials and Equipment		

Comments:

11.0 GENERAL OBSERVATION:

.....

12.0 CONCLUSION

.....

Appendix 5: Questionnaire for pupils

Introduction to respondents;

My name is Nebby Malembaka a post graduate student pursuing a Master’s program in Education in Educational Administration and Management at the University of Zambia.

I am carrying out a research in order to find out private Secondary Schools’ compliance to government regulations in their education provision. Please be truthful and feel free to answer this questionnaire. Kindly be assured that responses will be treated with the highest confidentiality.

Guidelines;

- (a) Kindly answer all the questions by ticking {√} on the answer that reflects your views
- (b) Where a set of ticking answer are not given, please write the answer about your opinion in the provided space.

1. (i) Grade Nine (9) and Twelve (12) are written at my School

Strongly agree	Agree	Disagree	Not sure

2. (i) My School has very good and enough classrooms

Strongly agree	Agree	Disagree	Not sure

(ii) There are Science Laboratory in School

Strongly agree	Agree	Disagree	Not sure

(iii) My School has playground for football and netball

Strongly agree	Agree	Disagree	Not sure

(iv) My School has sporting equipment

Strongly agree	Agree	Disagree	Not sure

3. (i) My School has enough latest books on the revised curriculum

Strongly agree	Agree	Disagree	Not sure

(ii) Teachers at my School use teaching and learning aids when teaching

Strongly agree	Agree	Disagree	Not sure

(iii) My School has laboratory equipment for use during science lessons

Strongly agree	Agree	Disagree	Not sure

(iv) Does your school take part in ball games (such as netball and football)?

Yes	No

(v) If yes where do you go for practicing?

School grounds	Rented grounds	Communal grounds	No where

(vi) If no choose one of the following

There are no sports activities at the School	Sports activities though not done are necessary	Sports activities are not important	Not sure

Thank you.

Appendix 6: RESEARCH OBSERVATION CHECK LIST RESULTS

OBJECTIVES:

- (i) To assess the standards of infrastructure of private secondary schools;

TYPE OF PRIVATE SCHOOL	GRADES OF THE SCHOOL	STANDARD CLASSROOMS	STAFF ROOM	SCIENCE LABORATORIES	SCHOOL LIBRARY	COUNSELLING ROOM	SICK BAY	TOILET PUPIL RATIO	GIRLS - SHOWERS	SCHOOL KITCHEN	DINNING	DORMITORIES	DOUBLE SEATER DESKS	TEACHERS - CHAIRS	TEACHERS - CLASSROOM TABLETS	STAFF TOILETS	STAFF ACCOMMODATION
NO. A DAY	8-12	1 The rest in a house.	1 OK AY	Nil Only uses one science mobile	Nil	1	Nil	Girls 1:44 Very poor. Boys 1:21 Fairly okay	2 Okay	N/A	N/A	N/A	67 + 21 Extra	Nil	Nil	1 Poor	N/A

				lab.													
NO. B DAY	8-12	6 But ill ventilated, and have poor lighting.	1 Ill ventilated.	Nil Tea ch orally.	Nil	1 But ill ventilated & very few computers.	Nil	Girls 1:23 Poor Boys 1:18 Okay	1 Not enough.	N/A	N/A	N/A	40 + 35 Extra	Nil	Nil	2 Okay	N/A
NO. C BOARDING	10-12	3	1 Incomplete.	3 Incomplete and not in use.	Nil	Nil	Nil	Girls 1:26 Poor Boys 1:46 V. Poor	1 Not enough	Nil	Nil	1 For boys but incomplete. Girls use demarked classrooms.	40 Single +29 Double + 29 Extra	Nil	Nil	1 Poor	2 Offices for 4 male Trs. Matron sleeps with the girls in a demarcated classroom
NO. D	8-12	5		1 Inc	Nil	Nil	Nil	Girls 1:12	1 Not	Nil	Nil	1 Inco	53 + 17	20	10	Nil Unac	Only the matron

BOARDING				om plet e and not in use.					Good Boys 1:8 Okay	eno ugh.			mple te for Boys . NB Girls use a 2 class roo ms.	Extra			cepta ble.	who sleeps with the girls in one classroom. The rest of the teachers travel from town covering 12 km.
NO. BOARDING	E 10-12	3 Attach ed to dormit ories/i ll ventila ted.	Nil.	Nil.	Nil	Nil	Nil	Girls 1:12 Okay Boys 1:17 Okay	Nil Una accep tabl e.	Nil	Nil	2 for boys and 2 for girls whic h are attac hed to class roo ms. Are ill vent ilate d and	30 + 30 Extra .	Nil	Nil	2 Okay	Only the matron who sleeps with the girls in a classroom. The rest of the teachers travel from town covering 18 km.	

												do not have enough lighting.						
--	--	--	--	--	--	--	--	--	--	--	--	------------------------------	--	--	--	--	--	--

NB The Observation Checklist revealed that Selected Private Secondary Schools had a challenges as regards to having appropriate infrastructure for them to carry out effective teaching and learning.

(ii) To examine instructional materials used in private secondary schools;

TEACHERS’ GUIDES AND PUPILS’ BOOKS

TYPE OF	MATHS	ENGLISH	SCIENCE	SOCIAL STUDIES	BUSSINESS STUDIES/ COMPUTER SCIENCE	R.E	ZAMBIAN LANGUAGES	OTHERS
PRIVATE SCHOOL				(GEO, HIST, & CIVICS)				
NO. A DAY	10 copies per Grade	20 copies per grade	3 for teachers’ guide	10 copies per Grade	10 copies per Grade	10 copies per Grade	10 copies per Grade	

NO. B DAY	Only Trs' Guides.	Only Trs' Guides.	Only Trs' Guides.	Only Trs' Guides.	Only Trs' Guides.	Only Trs' Guides.	Only Trs' Guides.	
NO. C BOARDING	4 copies per Grade	8 copies per Grade	Only Trs' Guides.	3 copies per Grade	2 copies	Only Trs' Guides.	Only Trs' Guides.	
NO. D BOARDING	5 copies per grade	6 Copies per Grade	3 copies per Grade	4 copies per Grade	Only trs' Guide	5 copies per Grade	Only Trs' Guide.	
NO. E BOARDING	Only Trs' Guides.	3 copies per Grade	Only Trs' Guides.	4 copies per Grade	Only Trs' Guides.	1 copy per Grade	Only Trs' Guide.	

NB The Observation Checklist revealed that Selected private Secondary Schools did not have enough instructional materials (Teachers' and Pupils' books) for them to carry out effective teaching and learning.

- (iii) To investigate teachers' qualifications in the private secondary schools.**

TEACHERS' QUALIFICATIONS

TYPE OF	MATHS	ENGLISH	SCIENCE	SOCIAL STUDIES (GEO, HIST, & CIVICS)	BUSSINESS STUDIES/ COMPUTER SCIENCE	R.E	ZAMBIAN LANGUAGES	OTHERS
PRIVATE SCHOOL								
NO. A DAY	1 Degree	2 Diploma	1 Degree	3 Diploma	1 Diploma	1 Diploma	Nil	Nil
NO. B DAY	1 Degree	2 Diploma	1 Degree	2 Diploma	1 Diploma	1 Diploma	1 Diploma	1 Certificate.
NO. C BOARDING	1 Degree	2 Diploma	1 Degree	3 Diploma	1 Diploma	1 Diploma	1 Diploma	1 Diploma
NO. D BOARDING	2 Diploma	2 Diploma	1 Degree	2 Diploma	1 Diploma	1 Diploma	1 Diploma	1 Diploma
NO. E	1 Diploma	1 Diploma	1	Nil	2 Diploma	Nil	1 Diploma	Nil

BOARDING			Diploma					
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NB The Observation Checklist revealed that Selected private Secondary Schools had enough and qualified teachers for them to carry out effective teaching and learning.