



AN INVESTIGATION ON THE CHANGE MANAGEMENT
STRATEGIES OF SELECTED UPGRADED SECONDARY
SCHOOLS IN MPIKA DISTRICT, MUCHINGA PROVINCE,
ZAMBIA.

BY

CHIYEZHI JONATHAN

716814304

MASTERS DEGREE IN EDUCATIONAL MANAGEMENT

MDEA 570

A Dissertation submitted to the University of Zambia and Zimbabwe Open University in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Educational Management.

THE UNIVERSITY OF ZAMBIA

LUSAKA

2018

DECLARATION

I declare that the work presented in this dissertation entitled ‘An Investigation on the Change Management Strategies of selected Upgraded Secondary Schools in Mpika District, Muchinga Province, Zambia’ is to the best of my knowledge and belief that it is my own work and that it is original. The dissertation contains no material that has been accepted for an award of a degree or diploma by the University of Zambia or any other institution. All other works which are not mine are duly acknowledged in the dissertation.

Chiyezhi Jonathan

Signed:

Date:

COPY RIGHTS NOTICE

© 2018

Chiyezhi Jonathan

All copyrights reserved. No part of this dissertation may be reproduced, archived and communicated in any material form, whole or part or may be made available for loan and copying or otherwise without prior permission in writing from the researcher or the University of Zambia.

CERTIFICATE OF APPROVAL

We the undersigned recommend that this dissertation by Chiyezhi Jonathan be accepted in partial fulfillment of the requirements for the award of the degree of Masters of Education in Educational Management at the University of Zambia.

Signed: Date:

Signed: Date:

Signed: Date:

DEDICATION

I dedicate this work to my late father, mother and two sisters namely: John Chiyezhi, Joyce Manjimela Chiyezhi, Lilian Chiyezhi and Doreen Chiyezhi, respectively. May the souls of the deceased rest in eternal peace (MTSDRIEP). My dedication would be incomplete without mentioning these special persons; my dear and loving wife Mosca Taipi Chiyezhi and my lovely children: Nathan, Elizabeth, Dorcus, Esther and Emmanuel. Additionally my brothers, sisters and nieces: Graham, Florence, Julia, Patrick and Davy. Others are nieces namely; Lucy Musona and Metrude Mukwila.

ACKNOWLEDGEMENT

I wish to thank my heavenly father for protection and for answering my prayers to bring my course to fruition. Glory and honor be to you my God, the Creator of heaven and earth.

I would like to thank my supervisor Dr. Karisto Katongo Kalimaposo from the depth of my heart for his timely guidance and assistance towards the completion of this dissertation. Dear Doctor, without you, I would have achieved nothing. Keep up with your academic and professional advice.

I also acknowledge the necessary help I got from our course coordinator, Dr. Masaiti Mulefu Gift for his encouragement, positive criticisms and role model as a friend and mentor. Mrs. Malama and Dr.P.Chipindi who did a good job critiquing my presentation and helped to make positive changes to my dissertation.

I would like to thank my course mates who helped me in times of challenges and difficulties. A few among them were Sangenjo Anthony, Mukupa Clentious, Mweemba Mizinga, Mwansa Justine, Kalimaposo Catherine and Lombe Lucas.

Respondents also played a major role in the study. Without their information, there would be nothing to talk about, no data to analyze and no addition to the body of knowledge. These respondents were pupils, teachers and Headteachers. Others were the Parents Teachers Association Chairpersons and the District Education Board Secretary of Mpika District.

May I also thank close friends, relatives and neighbours who played a significant part in the completion of this study either directly or indirectly. Mr. Chileshe Remy and Mr. Mulenga Paul played a great deal of time to edit my entire dissertation. I also thank all God's children for their prayers and intercession for my success.

Finally, special thanks to my wife, Mosca Chiyezhi and my children: Nathan, Elizabeth, Dorcus, Esther and Emmanuel and my two brothers: Patrick and Davy who supported me socially, spiritually and economically when times became so hard to make ends meet, sometimes, monies meant for home use and school fees for children were spent on my postgraduate studies at the University of Zambia. Mr. Lungu Gideon, my headteacher, I say thanks to you for allowing me time off to attend to my research work instead of being in school.

TABLE OF CONTENTS

DECLARATION	i
COPY RIGHTS NOTICE.....	ii
CERTIFICATE OF APPROVAL	iii
DEDICATION	iv
ACKNOWLEDGEMENT.....	v
LIST OF FIGURES.....	viii
LIST OF TABLES.....	viii
APPENDICES	ix
ACRONYMYS.....	ix
ABSTRACT.....	1
CHAPTER ONE: INTRODUCTION	2
1.0 Overview.....	2
1.1 Background of the study	2
1.2 Statement of the problem	5
1.3 Purpose of the study.....	5
1.4 Objectives of the study.....	5
1.5 Research questions.....	5
1.6 Delimitation of the study.....	6
1.7 Significance of the study.....	6
1.8 Ethical considerations	6
1.9 Operational definition of key terms	7
1.10 Theoretical Framework.....	8
1.11 Conceptual Framework.....	13
1.12 Limitations of the study	14
CHAPTER TWO: LITERATURE REVIEW	16
2.0 Overview.....	16
2.1 Historical background.....	16
CHAPTER THREE: METHODOLOGY	36
3.0. Overview	36
3.1 Research approach	36
3.2.1 Study area.....	36
3.2.1 Map of Mpika District.....	37

3.3 Research design	37
3.4 Target population	37
3.5 Sample size	37
3.5.1 Demographic profiles and geographic location of teachers	38
3.5.2 Geographic location of PTA, Headteacher, DEBS.	38
3.6 Research sample and sampling procedure.	38
3.7 Research Instruments	38
3.7.1 Interview guides.....	39
3.7.2 Focus group discussion	39
3.8 Validity and reliability	39
3.9 Data collection procedure	39
3.10 Data analysis	39
3.12 Summary of chapter three	39
CHAPTER FOUR: FINDINGS	41
4.0 Overview	41
4.1 Objective one: To explore the views of stakeholder on the change management strategies	47
4.2 Objective two: To find out the challenges on change management strategies in upgraded schools.	53
4.3 Objective three: To investigate the strategies employed in handling change management in the three selected upgraded schools in Mpika District	55
4.4 Summary of chapter four	57
CHAPTER FIVE: DISCUSSION OF FINDINGS	58
5.1 Overview.....	58
5.2 Answers to the research objectives	58
5.2.1 Objective one	58
5.2.2 Objective two	61
5.2.3 Objective three	63
CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS	65
Overview.....	65
Conclusion	65
Recommendations.....	69
REFERENCES	71
APPENDICES:	77
APPENDIX A: AUTHORITY TO CONDUCT EDUCATIONAL RESEARCH.....	77

APPENDIX B: INFORMAL CONCERT FORM.....	78
APPENDIX C: INTERVIEW GUIDE FOR TEACHERS	80
APPENDIX D: PUPILS’ GROUP DISCUSSION INTERVIEW	84
APPENDIX E: INTERVIEW GUIDE FOR PTA CHAIRPERSONS.....	86
APPENDIX F: INDEPTH INTERVIEWS WITH HEAD TEACHERS	88
APPENDIX G: INTERVIEW WITH DISTRICT EDUCATION BOARD SECRETARY (DEBS).....	91
APPENDIX H: BUDGET.....	94
APPENDIX I: RESEARCH WORK PLAN.....	95

LIST OF FIGURES

Figure 1: Kurt Lewin’s Model of Change.....	9
Figure 2: Conceptual Framework	13
Figure 3: Map of Mpika District	37

LIST OF TABLES

Table 1: Position of the respondents.....	42
Table 2: Gender of respondents	42
Table 3: Period of Service by Teachers at the upgraded secondary school	43
Table 4: period of service by headteachers in position at the upgraded schools	44
Table 5:Period of teaching at these particular schools.....	45
Table 6: Table 6: The age of Teachers.....	46
Table 7: Marital status of Teachers.....	46
Table 8: Highest qualifications of Teachers	47
Table 9: Responses of teachers on if it was a good idea to upgrade the school in current status	48
Table 10: When the school was upgraded to a secondary school	49

APPENDICES

APPENDIX A: AUTHORITY TO CONDUCT EDUCATIONAL RESEARCH.

APPENDIX B: INFORMAL CONSENT FORM.

APPENDIX C: INTERVIEW GUIDE FOR TEACHERS.

APPENDIX D: PUPILS' GROUP DISCUSSION INTERVIEW.

APPENDIX E: INTERVIEW GUIDE FOR PTA CHAIRPERSONS.

APPENDIX F: INDEPTH INTERVIEWS WITH HEAD TEACHERS.

APPENDIX G: INTERVIEW WITH DISTRICT EDUCATION BOARD SECRETARY (DEBS).

APPENDIX H: BUDGET

APPENDIX I: RESEARCH WORK PLAN.

ACRONYMYS

DEBS – District Education Board Secretary

MOGE – Ministry Of General Education

NGO – Non Governmental Organization'

PEST – Political, Economical, Social and Technology

PF – Patriotic Front

PTC – Parent Teachers Committee

DREAMS – Determined, Resilient, Empowered, AIDS-free, Mentored and Safe

FAWEZA – Forum for African Women Educationalists of Zambia

CAMFED – Campaign for Female Education

USAID – United States Agency for International Development

MOE – Ministry of Education

IPM – Impressions Per Minute

SWOT - Strength, Weakness, Opportunity and Threat

ABSTRACT

The purpose of this study was to investigate the change management strategies of selected upgraded secondary schools in Mpika, Muchinga province, Zambia.

This study was a qualitative type carried out at Kabale, Mbola and Mpika Day Secondary Schools in Mpika. The specific objectives were: To explore the views of teachers and headteachers about the change management strategies in upgraded secondary schools in Mpika, to examine the challenges in the change management strategies of selected upgraded secondary schools in Mpika .and to investigate the strategies employed in handling change management in selected upgraded secondary schools in Mpika. Interview guides and focus group discussions were used to collect data from a population of 30 pupils, 3 PTC chairpersons, 3 Headteachers, 30 teachers and 1 DEBS and all the 3 selected upgraded schools targeted population responded to the administered study.

The study discovered that teachers, head teachers, PTC chairpersons and DEBS office were not engaged in establishing the upgraded secondary schools in Mpika district. Secondly, some of the strategies used to manage change were as follows: engaged Kurt Lewin's change model approach, used double-shift approach to maximize on teaching space and used mere classrooms in place of specialized rooms. By equally using nearby churches and vacant houses as classrooms. Pupils were forced to sit more than three per desk, while others brought their own furniture from homes and on critical areas, stones and pieces of wood were used as furniture. Teachers not confirmed in appointment were given first priority to attend financed workshops and seminars as part of motivation to accept change. Meanwhile, established schools nearby are used to confirm isolated cases in appointment. Financially, schools were using rotational system to pay for bills and support staff. In conclusion, it has been discovered that upgraded secondary schools were done in a hurry without engaging a wide spectrum of beneficiaries thereby giving a blind eye to great challenges that could inhibit the development of these schools. Selected strategies were used to overcome the change.

Therefore, the following recommendations were made to the Ministry of General Education and other vital stakeholders of the school: The government to construct new stand-alone secondary schools instead of upgrading Basic schools. Secondly, the government should engage the local community and teachers before upgrading any secondary school. Once a school is upgraded ,a fully- fledged secondary school status should be borne by putting in place all essential requirements like office accommodation, enough classrooms, specialised rooms and that grants are made available to pay for bills and wages for auxiliary staff. The upgraded secondary schools should be well established with their own pay points. This would allow the teachers to be confirmed on time to support change management strategies to take root.

CHAPTER ONE: INTRODUCTION

1.0 Overview

The chapter presents the background of the study, statement of the problem, purpose of the study, objectives, research questions and the significance of the study. Other aspects to be discussed in this chapter are the delimitation of the study, limitation of the study, operational definitions and organization of the study.

1.1 Background of the study

Hadon, (1979) defined Change as “the process of implementing an innovation in an organization”. Change can be planned or unplanned. Changes lead to a comprehensive transformation, as social as well as commercial, political, economic and cultural. When it comes to a specific organization structure of the institution, it is certain that the “traditional institutions have to change their business operations and direct them towards new technologies in order to remain competitive in the new conditions. It is evident that the success of the economy of the 21st century is based on the 3(Is) namely information, idea and intelligence” (Cvetkovic, 2007).

Effective change is not a random act, the goal should always be thoughtful and coherent change. To this end, change that is consistent with the policies and the strategic plan of the school is important. Every change initiative should begin as a trial, which may become a permanent practice if the evidence shows it to be successful or be abandoned if the evidence does not show it has met the aims of the initiative (IPM,2016).

Wilson, (1992) and Burnes, (1992) wrote in different books and argued that many modern organisations, including those in the public sector, now find themselves in a volatile environment whereby the need to introduce and manage change successfully has become a competitive

necessity. It is on this premise that the researcher intends to study on change management strategies to combat the untimely change in upgraded secondary schools in Mpika District.

Change management is a systematic approach which transform organizational goals despite resistance (Jukke, 2012). The quest of education for all scholars locally and abroad are concerned on challenges met in upgraded schools on effecting change ((Oakland, 2017) (Keryn, 2010)).

With reference to ‘access to education by all’, PF government ordered the Ministry of Education to upgrade all primary schools into basic schools which later should be turned into secondary schools (PF Manifesto, 2016). On the 27th February, 2015, MOE upgraded 220 basic schools into secondary schools, while 1800 more to be upgraded later (MOE, 2015). Its worth noting that Change Management in relation to pupils, teachers, infrastructure and culture can affect the school positively or negatively (Blancher, 2003). Since the upgrading of these schools was done prematurely without putting in place necessary logistics ,the teaching and learning in these schools faces a great challenge. It is compounded by poor infrastructure, poor working relationships, inability to confirm teachers in appointment due to lack of pay point and insufficient human resource. Other challenges found in these upgraded secondary schools include the biasness of sharing the assets between the old Basic School and the newly upgraded secondary schools. This outcome created tension between the two schools causing and adding more resistance to change. Headteachers,teachers,DEBS offices and the Parents Teachers Committee were not engaged from the onset of the upgrading process. In turn, the process lowers significantly the rate of achieving its intended goals and objectives.

The best model to achieve successful change in a school like upgrading secondary schools is by engaging the models of change. Lewin,(1951) indicates that there are three distinct stages which helps to bring about lasting change in an organisation.The Unfreezing stage which helps the

organizational members to be aware of the need for change. The head teacher involves the teachers in discussions, presentations, meetings and debates for and against. Unfreezing stage makes teachers and other essential stakeholders anxious to change (Gong et al,2009).

Immediately the workforce in a school are ready to change,the preceeding stage is the Moving or Changing process.This is the real and physical movement to implementation of the desired destination.Here, the teachers accept the change by attending to pupils needs,sharing of the materials and assets between the basic and upgraded secondary schools. Finally,Lewin (1951) indicates that once the changing is getting grounded in an organization, the refreezing phase comes in. Its all about the positive reinforcement of the intended outcome that internalises the new attitude and conduct.The good performers of the new act are rewarded. By and large,the Lewin's three step change model is a good tool in the hands of school managers to exploit whenever introducing any type of change. It is against this background that the study intends to look at what type of strategies the the management is putting in place to over come the shocks of these unprecedented and ill - planned upgraded secondary schools being opened at a faster rate. Unfortunately, there are non - deliberate plans on part of the government to put in place to counter react these challenges. It leaves school managers to find their own solutions to problems brought about as part of policies or mere politically motivated programs. This is the birth of the change management strategies school managers are battling out day in and day out (Lewin,1958).

A change management strategy is a plan on how to make something different. It describes specific ways in which an organization will address such things as change. The goal of establishing formal strategy is to ensure that any negative effects of change will be minimized. To effectively institute a change managemnet strategy, stakeholders must create a plan to recognise when a change is

needed, how to approve changes, how to implement changes and how to monitor changes to ensure that they have brought about a desired change (Rose et al, 2018).

1.2 Statement of the problem

The government of Zambia has upgraded so many secondary schools in the recent past to increase access to secondary school education and many more are still being upgraded (PF Manifesto, 2016). Despite this effort, there has been a number of challenges faced in these upgraded secondary schools bringing on board management changes. Therefore, this study sought to investigate change management strategies in selected upgraded secondary schools in Mpika District of Muchinga province, Zambia.

1.3 Purpose of the study

The purpose of this study was to investigate the change management strategies in selected upgraded secondary schools in Mpika District of Muchinga province.

1.4 Objectives of the study

1. To explore the views of Teachers and Headteachers about the change management strategies in upgraded secondary schools in Mpika District.
2. To examine the challenges in the change management strategies of selected upgraded secondary schools in Mpika District.
3. To investigate the strategies employed in handling change management in selected upgraded secondary schools in Mpika District.

1.5 Research questions.

1. What are the views of pupils, teachers and Headteachers about the change management strategies of upgraded secondary schools?

2. What are the challenges in the change management strategies in the upgraded secondary schools?
3. What are the strategies employed in handling change management in selected upgraded secondary school?

1.6 Delimitation of the study

The study was limited to some selected schools in Mpika of Muchinga Province in Zambia namely: Kabale, Mbola and Mpika day secondary schools, respectively. This selection of schools was based on the upgraded secondary schools in Zambia as the Ministry of General Education has upgraded so far 220 secondary schools and many more are still being upgraded. Participants involved in the study were 30 pupils, 30 teachers, 3 Headteachers, the 3 Parents Teachers Committee chairpersons and 1 DEBS for the district.

1.7 Significance of the study

It was hoped that this study would provide valuable information to educational administrators, policy makers and other stakeholders in change strategies of upgraded secondary schools. The findings of this study might influence policy on change management strategies as some schools seem to be failing to cope with the changes introduced by upgraded secondary schools. Furthermore, the study would open room for other researchers.

1.8 Ethical considerations

In order to adhere to research principles, aspects related to ethical issues were taken into account during data collection. It was expected that the researcher would uphold the research ethics. When the researcher arrived at every place of study, he sought permission from the site authorities to conduct a research. He further briefed them on the value of the research and the procedures to be used. The researcher also assured the school headteacher that participation by teachers, pupils and

parents was voluntary hence the filling in Informed Consent Forms. The same assurance was given to the DEBS. Participants were not coerced to participate in this study as a way of maintaining privacy. Furthermore, participants were assured that the data to be obtained would not be disclosed to any other persons. In respecting the research site, the researcher ensured minimum disruption of the smooth running of the sites. Finally, the researcher took full responsibility for the conduct of the study and ensured that all necessary ethical considerations were followed.

1.9 Operational definition of key terms

In this study, the following key terms are defined and given meaning in the context of the study;

Stakeholders – people or persons with a direct interest, involvement and investment in children’s’ education that is teachers, parents and the DEBS.

Change – a deliberate innovation or transformation attempted to improve practice in relation to certain desired objectives.

Policy – a program or course of action proposed or adopted by the Ministry of Education

Management – is a set of principles relating to the function of planning, organizing, directing and controlling, and the application of these principles in harnessing physical, financial, human and informational resources efficiently and effectively to achieve organizational goals.

Strategy – is a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.

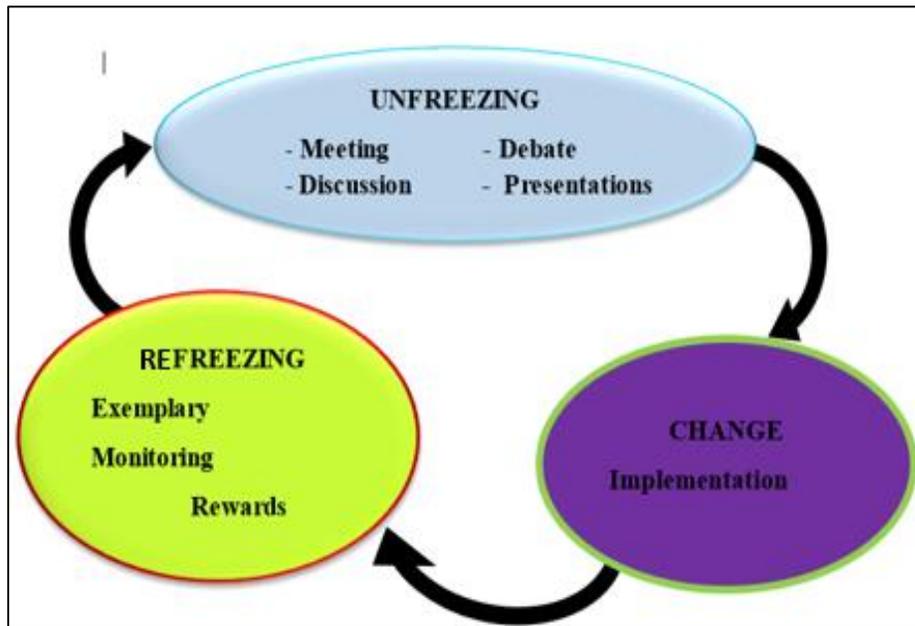
Change management – is the discipline that guides how we prepare, equip and support individuals to successfully adopt change in order to drive organizational success and outcomes.

Change management strategy – is a plan on how to make something different. A change management strategy describes specific ways in which an organization will address such things as changes in the in school requirements.

1.10 Theoretical Framework

This study was underpinned by Kurt Lewin's Model of Change (1951) which was used to manage change and overcome resistance to change in an organization. The Kurt Lewin's Model of Change has three (3) distinct stages which explains how best a strategic management leader can successfully deal with change and manage to overcome resistance to change in an organization. The three distinct phases are called unfreezing, changing or moving and refreezing respectively. Each stage will be explained and see how it works in the process of accepting change or else it will be indeed difficult for the school management to implement its strategies. (See figure 1).

Figure 1: Kurt Lewin's Model of Change.



Source: Kurt Lewin, 1951.

The first stage falls under the 'Unfreezing' of the present level. Initially, the school was a Basic oriented institution with a background of less infrastructure, lack of specialized rooms like laboratories and equipment. In this state all was fine for a Basic school. Now, shifting the current status into a secondary school, would need an overhaul of the entire system to fit into an upgraded secondary school. Teachers brought to this school are new whose expectation is quite high. This in turn create resistance among the teaching staff. It becomes even worse if the introduction of the upgraded secondary school had less or no consultation with vital stakeholders. Thus the only way out, is to employ the Kurt Lewin Model of Change and engage in its mechanisms that will cater for the gaps. Therefore, the Unfreezing stage is where the strategic leader in this case school manager makes the members of staff aware of the change. He employs the staff to accept the new change and that it has some founded advantages to their benefits. The school headteacher engages teachers

and other essential stakeholders in discussions, presentations and meetings whose aim is to create awareness and commitment in order to ‘unfreeze’ existing conservative attitudes and mannerisms.

Typically, the Unfreezing stage makes people to seek change as quickly as possible (Lewin, 1958).

The agent of change does all he could to convince the people because the moment the purpose is missed the take-off becomes a pipe dream. Hence the emphasis on presentations to explain to the people the possible merits of the new change. It is at this point that the staff are given chance to ask questions during meetings to make them understand the new idea. Furthermore, debates are also employed to allow members to bring out their concerns, fears and exploit possible reasons how the new change may affect their livelihood, security of their jobs and positions. If change is imposed on the people, it will not receive much support and that the planned outcomes and goals will not be achieved as expected. However, if the change receives enough sensitization and all stake holders are involved, then the next step of moving forward is guaranteed.

The moment people understand fully the purpose of the change and its possible benefits, the second stage called “Moving” or “Changing” becomes a reality. People are ready to change, embrace it basing their conviction on what transpired in unfreezing phase. The entire organization is moving towards the desired destination and state. In essence, the second phase involves the actual implementation of the desired system and actual operational mechanisms (Lewin, 1951). In case of upgraded secondary schools, acceptance by teachers could be witnessed when they are putting things in order and indicating the data of a secondary school in the registers and other storage documents. A good example is the changing of names from Kabale Basic School to Kabale Upgraded Secondary School imprinted on date stamps, walls and bill boards. Other examples may include stating the Vision and Mission Statement to tell the community how best they could make the school attain competitive advantage over other neighboring schools. Responsibilities, tasks and

duties will be shared among the new staff to suit the new environment. This is the most crucial phase of implementation. If things fail at this point then the change will not be appreciated. This could be characterized by great opposition through demonstrations, bitter reactions, strikes and work stoppage even demanding a reverse of the system. However, if the members of staff are seen to catalyze a positive change, then the new concept will gain grounds. In order to allow the new concept of upgraded secondary school grow root and well grounded, it is backed by the final and third stage known as “Refreezing.”

“Refreezing” in Kurt Lewin’s change Model is the third and final stage in grounding the desired change. This stage involves positive reinforcement of the expected outcomes and results. The reinforcement in a positive manner, will promote the internalization of new attitudes, behavior and set standards in conduct. Gong, et al (2009) adds that the members of staff who are seen by management living by new and acceptable patterns of behavior are well appreciated by way of awarding them differently. They are awarded by word of mouth. Others are written to. Some to appreciate their convincing change are promoted as focal persons for others to learn from them as role models. The lucky ones are made to supervise their friends in the continued implementation of the new program. These are the ones who are promoted as Heads of Department while others are appointed as Guidance and counselling Officers to help defaulters remain in tune of the desired change. In a school set up, refreezing is backed by frequent staff briefings and pupil assemblies so much so that those who would be straying away from the acceptable norms of conduct are warned quite early in case they influence their friends negatively. Occasionally, drama and poetry session times are organized in a competitive model to sensitize many on the merits of walking in –step of the new program. This is done as inter class and inter grades competition in the afternoon,

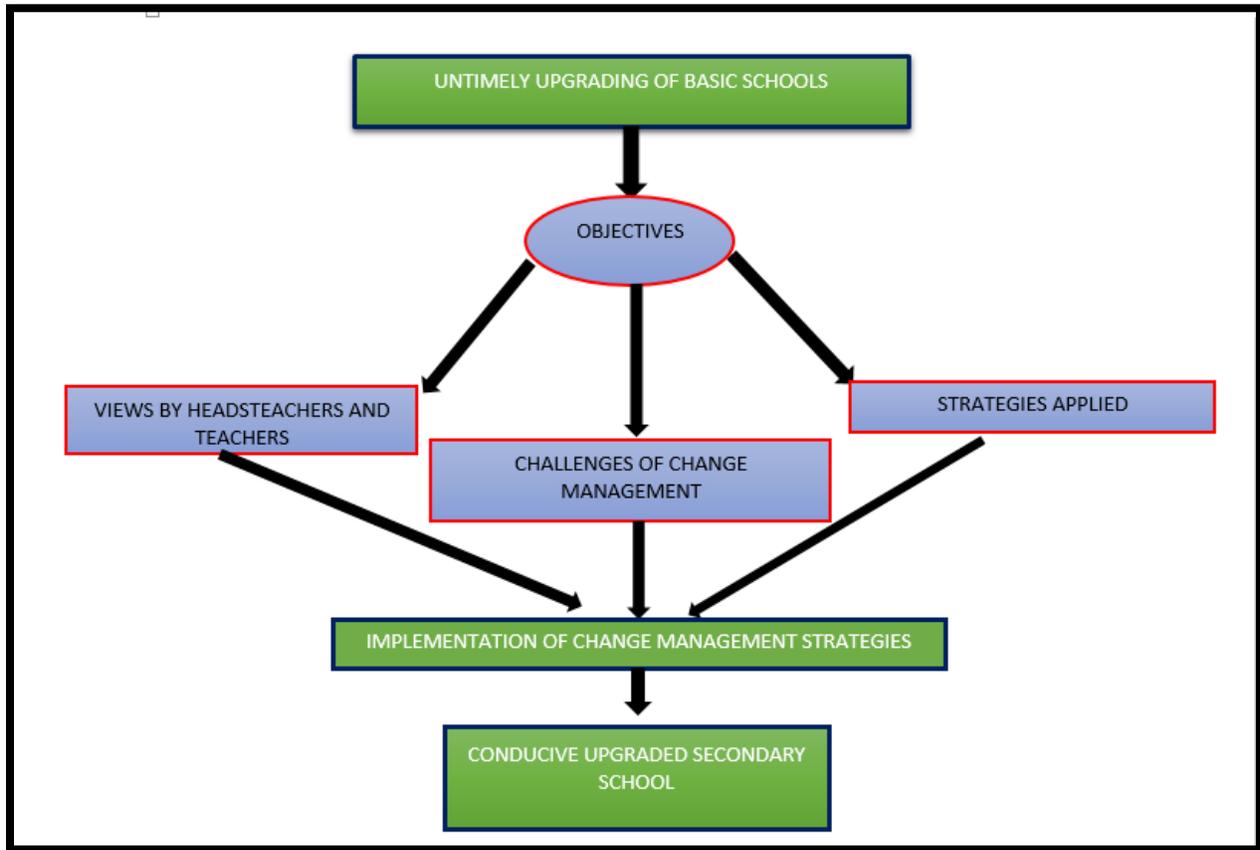
especially on Fridays, a day meant for clubs sessions. Best performers in each category are awarded accordingly.

Additionally, in order to allow a fair play in the entire organization, the leader who in this case is the headteacher must be seen to lead by example (Lewin, 1951).By doing so, it will definitely quicken the refreezing phase to be reinforced. In conclusion, the Lewin's three-phase Model is a good guiding principles for institutional managers to live by when introducing any change in an organization. Great effort is needed to sensitize members at the place of work the necessity of change. The change to be introduced must be well planned and make necessary need analysis before embarking on it. However, it is not only at micro- level, even the government as a whole is encouraged to follow the same principle when upgrading secondary schools. If not the headteacher will find it hard to implement the school plans, goals and objectives. He will be made to dance to the tune deliberately imposed by the powers that be. It is in this frame of mind that since not all is set to warrant an upgraded secondary school, there is every need to conduct a research urgently on change management strategies used to manage change.

To upgrade some secondary schools, things are in pre-mature state, declarations are made, and then the head teachers have to find workable strategies to manage change amidst so many deficiencies. Deficiencies range from Human resource to teaching and learning artifacts. All these ought to be planned for in change management strategies to have a healthy school.

1.11 Conceptual Framework

Figure 2: Conceptual Framework



Source: Chiyezi, (2018): Own source.

A conceptual framework, is a plan, guide or a framework of some sort that explains either diagrammatically or in narrative form, the key and fundamental concepts to be studied. It clearly, indicates major ideas, factors and variables to be used and the underlying relationship among them (Miles et al, 2008).

Purposely, the conceptual frame work for the current study emanated from the various sources of literature read, censored and reviewed basing on the three –steps of change management as articulated by Kurt Lewin’s change Model. Basing the argument on this model, it could be easily seen that in order to introduce new changes at any level, the three steps are crucial namely: Unfreezing, Moving or Change and Refreezing. Sadly, any change is being implemented without following this model would face so many challenges. In trying to overcome these self-created hurdles, the school management is liable to bring on board change management skills coupled with selected strategies. These strategies employed will help to overcome the barriers to successful outcome of the program.

In order to have a sure successful story about upgraded secondary schools, first of all challenges must be identified by quizzing different stakeholders like head teachers, teachers and pupils. These challenges were brought about by introducing upgraded secondary schools prematurely. This is brought about resistance by the same mentioned stakeholders. However, strategies as solutions to these problems were put in place resulting in a viable upgraded secondary schools. Without introducing these strategies into the blood of the school, the school could become ungovernable ending in poor results and insolvent would be the order of the day.

1.12 Limitations of the study

The following were limitations faced during the research:

1. Long distances to the respondents especially those at Mbola and Mpika Day secondary schools.
2. Not all respondents were available at an agreed time.
3. There was also communication breakdown between the researcher and the respondents as some needed in-depth explanation to understand.

4. More time was needed to carry out the research.
5. Not all respondents were willing to avail the information as some were suspicious.

CHAPTER TWO: LITERATURE REVIEW

2.0 Overview

This chapter reviews literature related to the aspects of the study at hand considering the so many upgraded secondary schools that are being opened by the Ministry of General Education in Zambia.

2.1 Historical background

Zambia is a signatory to the world conventions. One of the basic rights is the right to education (UN, 2011). In order to fulfill this convention, the government of the Republic of Zambia has been trying its best to increase access to education for its citizens irrespective of creed, race, background, tribe and status. However, as the Ministry of General Education tries its best to implement the ordeal of providing education to its citizens, precautions must be followed or else it may lead to less quality of education being provided. From quick analysis, it may seem as if the Ministry of General Education could have been doing things in a hurry without considering the corresponding unripe conditions on the ground.

Patriotic Front Manifesto, (2011) states that in order to increase secondary school close to its citizens, 118 secondary schools were constructed across the country. Additionally, a total of 220 (22 per province) basic schools were upgraded into secondary schools. Plans were underway phasing out all basic schools across the country and replacing them with distinct secondary schools offering grades 8-12 and 1-12 separately.

With an assured road map, 1800 basic schools were to be turned into day secondary schools.

MOE (2011) also stated that all secondary schools constructed in the first republic would be fully rehabilitated to increase access to secondary education in the country. Additionally, GRZ (2011-2016), indicated that 120,000 grade 9s graduants who failed to make it to grade 10 were to be enrolled in upgraded secondary schools across the country.

The picture is clear as indicated in the Seventh National Development Plan. The plan shows that 255 classrooms were constructed at primary level. Hence it is clear to see that there are more classrooms at primary level than at secondary school level (GRZ, 2017).

From the above Literature Review, it clearly states that the number of students at the primary sector and its equivalent primary schools being opened is greater than at secondary school sector. It is against this background that the Ministry of General Education began upgrading these primary schools in a hasty. This process of upgrading secondary schools prematurely is an on-going process, thereby causing more challenges and changes in the management of schools.

Mpika district in Muchinga Province is no exception to these challenges. This notion of indiscriminately upgrading secondary schools in Mpika District has created a lot of change management constraints. Therefore, it is on this premise that this study was initiated to investigate the change management strategies being used in these upgraded secondary schools in Mpika District of Muchinga province. The solutions found, once amplified will not only help to solve these challenges in Mpika District but Muchinga as a province and Zambia as a whole.

The findings of this research are very critical and essential and must be implemented without much delay before upgraded secondary schools become insolvent. The performance of upgraded secondary schools will be poor at all levels if the solutions to the challenges are not put to practice.

Already the Ministry of National Development and Planning (2015 – 2021) in 7NDP laments that the main factor attributed to the lower rate of performance was the very slow pace of constructing educational infrastructure which did not much with the high rate of population seeking secondary education (MoNDP, 2017). Consequently, it has created a big challenge in upgraded secondary schools because of the imbalance between the population seeking secondary school education and the available classrooms.

In order to justify and emphasize the value of the topic of discussion “change management strategies” the scope of key terms must be explored in details.

Change

Hanson (1979) looks at change as the process of implementing an innovation in an organization like a school. Therefore, a change is noticed when a basic school is upgraded into a secondary school. Once established, these changes ought to be managed to avoid counter reactions in response to the change. Therefore, organizational change in an upgraded school set up is evident in the way in which structures, behavior, procedures, intentions or outputs from some part of the school are altered (Blancher, 2003). The shift from basic schools to an upgraded secondary schools is a very big organizational change which needs good management, failure to which can lead to and leave the school in a poor position than before.

Management

Management depicts the art of conducting, directing and to lead by the hand. In simple terms it is the process of leading and directing all or part of an organization through the deployment and manipulation of resources (human, finance, material, intellectual or intangible)(Cvelkovic,2007). Fuller, (1998) states that management is the art of getting things done through other people. This

implies that a good manager is supposed to only give organized strategic orders or directions to be followed by other people and not necessarily doing the actual work by self. For instance in a school environment, the Headteacher would delegate and assign some strategies and tasks to be done on his behalf. This notion is supported by Robbins et al (2002) who indicates that management involves the five function of management namely; planning, organization, leading, coordinating and controlling.

Robbins (2004) looks at management as a practice which involves directing, organizing and developing people, technology and financial resources to effectively achieve organizational objectives or goals by involving effective and efficient strategies.

In order to meet the set or desired objectives using well assessed strategies, employees should be motivated by management, adapting to change and constantly generating innovation of change for the success of an institution (Sidikara, 2011).

Change management

By twinning change and management to form change management brings on board a new term altogether.

Kotter, (2011) describes change management as an approach of transforming individuals, teams and organization to a desired future state. In simple terms it is a process which management uses to encourage the entire organization and individuals to deal with changes taking place at the place of work. The management in this case introduces or establishes new strategies that will make the institution to survive in the face of the change. The management talks about the advantages of the change to its beneficiaries. It also discusses the negatives or consequences to be encountered if the strategies put in place are not followed strictly.

Crawford, (2013) opines that change management is the process of putting in a place a plan agreed upon by transforming the existing change organization state into the required future state by developing and implementing the new change of operating model with its necessary functions and characteristics. ([http://crawford-consulting.org/Homepage .php](http://crawford-consulting.org/Homepage.php)).

This notion clearly reveals that change management introduces deliveries of quality outcome at optimum cost with fewer defects and maximum returns on school investment budget. This means that a change must come with new and better benefits or advantages to the institution in all its sectors such as in finance.

Strategies

The only way to overcome the resistance through change management is by employing meaningful strategies in the upgraded schools. Steiner, (1979) describes a strategy as the deployment of school resources like teachers, pupils, books, equipment, buildings and finances wisely and adopt tactics that give the institution a competitive advantage over its competitors. Therefore, these strategies when established in upgraded secondary schools would further help to minimize the level of resistance and pave way for development in upgraded secondary schools.

Change management strategies

In simple terms, change management strategies are the calculated plans enforced by the school management to help stop, reduce and diffuse possible resistance to change thereby becoming a barrier to possible development (Crawford, 2013). These are strategies that are used to minimize failure at a place of work upon the introduction of either planned or random shift in an organization. These help to reduce the rates of failure in an institution and thereby bringing about the desired outcomes. The outcomes in case of an upgraded secondary school can be pure and proper

performance by pupils, efficient and effective teaching methodologies by the teachers and good leadership by the heads of the schools. These outcomes could also include a sustainable environment in which the seeds of the growth can germinate and bring about desirable fruits to be seen and admired by all. The outcomes of a good change management strategies cannot be hidden because it is evident to everyone.

Theoretic theory quick look

Change is inevitable and it is natural. No one is capable of stopping change from taking shape in any given organization like a school. However, it is also natural to resist change in any institution. Members who resist change are called conservatives. This notion is well supported by Blinkhan (1990) who looks at conservatives as human beings who want to retain traditional values and social institutions in the context of culture. They are characterized by preserving things the way they are by resisting any change and maintain the status quo. In most cases, conservatives resist change because they are excited by and surrounded with the benefits of the existing status of the institution. For this reason, they are worried and afraid of losing their benefits in the face of a new change as a new change comes with its new and different environment from the previous one.

Sharon, (1989) indicates that employees' resistance is identified by workers avoidance of tasks, assignments and postponement of meetings. Some employees become hostile and always in uncompromising mood. When the mood of change become strong for the conservatives to bear some end up handling in letters of resignation to the management.

Blinkhan (1990) adds that some workers will be seen under performing in their duties while others act with an increased absenteeism from work deliberately. Another mode of reaction to change is by employees engaging themselves in sabotage behavior and vandalism to school assets.

All the under listed conduct by employees are some of the forms of resistance to management with a bid to quit the change. It is yet another justification to why the researcher decided to undertake a study on change management strategies. The strategies sought for will help the school management to avert the destructive situation of the institution. School management need to use other catalysts towards managing change peacefully. By referring to Kurt Lewin (1951), change model would ease the burden to managers when tackling changes in their respective institutions. However, following some change theories by great scholars can aid school managers manage change smoothly. Dewey, (1930) strongly supports and believes that theories are a hunch about the road map on how we should proceed to ground the change in a given organization. This is because these theories have been tested and have been found to be functional and effective. It is therefore true that given any environment, these theories could work the same way and bring about peace and harmony with every member of the institution and eventually reveal the brighter day of any company in terms of development.

In order to ground the change with its strategies, the Kurt Lewin's model of change would do and has been found to be very useful. This particular model of change has three distinct stages (Lewin, 1951).

The first stage is called unfreezing. At this stage the school management tries to make the change awareness to the members.

He persuades the members of staff to accept the changes. The benefits of the new change is well explained to the members. It is purposely done to unfreeze existing attitude and behavior. This is done through discussions, debates, demonstrations and meetings. Question time is equally given to allow the members of staff to seek the new change (Lewin, 1951).

Under unfreezing stage Marker, (2006) states that the main aim of this is to ensure that the workers concerns are addressed first. In order to avoid ambiguity, the purpose of the new change is made known to all stakeholders. Additionally they are encouraged by stating to them that they would be the main beneficiaries of the change. Basically, the ultimate benefits of the new change is revealed to them. Some of the benefits accrued to them would include promotion, possible increase in salaries once confirmed. The just discussed items are some of the strategies managers use to calm the tension (Gong, et al, 2009).

The second stage is called moving or change (Lewin, 1951). Immediately employees understand the purpose of the change and appreciate what is in stock for each one of them, they embraces the new change. This is characterized by adopting the new conduct according to the new acceptable change. This phase of moving is also referred to implementation stage.

Final stage in Kurt Lewin change model is called Refreezing (Lewin, 1951). This stage internalizes the new change in its in-depth understanding. However, the managers continues to control the behavior of the members. Awards are given to those doing fine (Lewin, 1958).

Possible hindrances to effective change management strategies

In as much as the management would like to implement the planned strategies to avert the resistance, the under discussed item if not well handled would make success null and void. The hindrances would therefore be:

1. Lack of ownership

Planning a good strategy is one thing, but to own it and implement is yet another thing. If no one is prepared to push it and show concern, the strategy is likely to fail. Additionally, the strategy would remain in the infancy stage if the headteacher fails to distribute duties and roles to the implementers. Successful strategies in change management have worked well in schools where the school management has taken the centre stage in pushing the agenda forward.

Guidelines must be clearly spelt out to what class teachers, Heads of Department, Deputy Headteachers ought to do in as far as the implementation of strategies is concerned.

Inability to delegate part of the strategy to vital stakeholders fails them to own the strategy, thereby it does not receive any support at all.

2. Plans developed without stakeholder involvement

As earlier alluded to, the inability to involve the suitable stakeholders in the introduction of a new change will not promote the success of any strategy (Mintzberg, 1997). This is a clear picture in the Zambian set up why upgraded secondary schools are performing poorly because vital stakeholders were not involved right from the beginning teachers, head teachers, Parents Teachers Committee and indeed the DEBS Office were not engaged in the setting up of upgraded Secondary Schools (MOE, 2015).

Mintzberg (1997) strongly advises that real organizational change can be fully effected only by a steady and gradual bottom-up process that does not demean the roles played by individuals as established in a school set up.

It should be borne in mind that public schools with their bureaucracy as hierarchical set up coupled with streamlined systems should have been taken advantage of to have a smooth introduction of upgraded secondary schools. Sadly, the opposite is the case, the Ministry of General Education has taken the top-bottom approach which has resulted in resistance at various levels (MOE, 2015).

3. Strategy setting and its execution seen as ‘the heavy job’

In any given organization such as the school, it is the prerogative of the school manager with a few selected teachers to come up with meaningful strategies. Sadly, the stakeholders left out in the formulation of strategies, would automatically refrain from implementing process. They would emotionally conclude in the top management the bone to chew.

4. Inability to prioritize

In order for a successful change management strategy to take ground, it is prudent that the school management carries out a sequential approach. Haphazardly set strategies will not yield desired results. Lewins, (1951) states that the change management model should be key for the change management strategies to bear fruits.

It is practically impossible to start with refreezing and end with unfreezing in the quest to establish change. The change of mindset should be dealt with first before the successful building up the required change management strategy. (Lewins, 1951). This means that the conservatives’

5. Cold or non-exciting goals to staff

Change management strategies can only be achieved if the school manager brings out strategies that will be enticing, stimulating, beneficial and profitable to the wellbeing of all stakeholders like teachers, pupils and the community at large.

Support from teachers would be guaranteed if at all the outcome of the strategies from the new change will directly or indirectly change the way of the life in shortest possible time. This means that strategies which would take a very long time to be put into effect should be eliminated to avoid spending resources such as money and others on a plan which might be long awaited but would not even bring out the desired goal. For this reason, items like accommodation, increase in status and monetary gain would persuade teachers and pupils to toll the line with proposed strategies. However, strategies that are not appealing, frustrating, dull and not showing even a dim light at the end of the tunnel may not receive support from the vital stakeholders. If anything such poor condition promote high level of resistance at a wide range of levels.

Plans to improve infrastructure, increase in teaching and learning materials or any improvement which would make the working environment conducive will be highly supported and easy to implement.

6. Feedback – inability to give feedback

In attempt to manage change, the outcomes of the strategies ought to be made known to vital stakeholders. Successes and failures should be openly revealed to pupils, teachers, Parents Teachers Committee and indeed to school supervisors like DEBS, PEO and the Ministry Permanent Secretary. Immediately the information is hidden from teachers and other essential workers, the workforce will be left in disarray; whether to maintain the status quo, accelerate or slowdown in implementing the set strategies.

Inability for the school manager to give feedback on the outcome so far done to the workforce demotivates the teachers from implementing the said plans. Thus, a schedule be put in place to give out progressive reports either weekly, monthly, termly and annually (MOE, 2015).

Therefore, planned meeting between management and the workforce is essential to share the pros and cons of the organization implementation strategies. This would give teachers and other essential beneficiaries room to air - out their concerns for the betterment of the institution (IPM, 2016).

7. Analysis of internal and external influences (PEST – political, economic, technological, ecology – LEGAL and SWOT analysis.

Change management strategies success and failures are largely influenced by both internal and external environment. Different scholars have highly debated for or against the degree of influence of the two phenomena.

Porter, (1990) states that macro-environment can be analyzed using the PEST analysis model and that it has both direct and indirect impact on the rate at which strategies can be grounded in an institution. The word PEST is an acronym standing for political, economic, social and technology. The other two added letters in 'PESTEL' stands for ecology and legal respectively.

It is prudent to understand that in as much as an institution could be in a hurry to implement strategies, it would be essential to understand what has happened, what is happening and is likely to happen in the world outside the school environment. Additionally, critical attention should be scanned in the threats and opportunities of the external changes present to the institution (Stanley, et al, 2005).

Porter (1990) argues that one of the external factors which can affect an organization's success implantation of strategies are political factors. This means that the laws of the country, policies, legislation and regulation and government policies affects the operations of a school. The said

influences may be positive or negative on the school's realization of its dreams in the process of implementing the change management strategies.

A good example is that the Ministry of Education has directed all schools to conduct practicals in Science and Home Economics in a conducive environment or face reprimand (MOE, 2017).

Sadly, the government has lamentably failed to build special room like laboratories and Home Economics in schools. This is very common picture in upgraded Secondary Schools (MOE, 2017).

This is another reason why this study was taken to find out what substitute plans are upgraded secondary schools using to conduct practical lessons and examinations in the absence of these specialized rooms. The study is entitled "change management strategies in upgraded secondary schools in Mpika District of Muchinga province.

Currently, the Ministry of General Education is stressing on quality delivery of education with quality results at Grade 9 and 12 respectively (MOE, 2017). Now, how can these quality results be realized in the absence of specialized rooms. If anything this study is long overview in that if it had been carried out years back it would have helped many upgraded secondary schools in Mpika District, the province and indeed Zambia as a whole to have quality results.

ECONOMIC FACTORS

Well planned and calculated change management strategies can be negatively affected during global melt down (Rose, 2018). Its presence affects regional, national and local economic factors. Inflation becomes the order of the day. The mammoth prices shoot up due to inflation and as a result, prices of books, chinks and other essential teaching and learning materials goes up. This means that the chance of meeting the set objective becomes a pipe dream. This also entices the

research to conduct the study as to how upgraded secondary schools are coping up in implementing strategies amidst poor performing economy.

There would be shortage of foreign currency, exchange rates, interest rate and government interventional influences in the way business is done at the learning institution.

Economically, the schools are doing poorly and worsened by inability of the government to provide grants to upgraded secondary schools (MOE, 2017).

Despite the ministry of education pronouncing the policy on cost sharing in Secondary schools, schools are unable to do well because parents are not paying for their children. A good example is at Kabale Day Secondary where almost every school-going child is coming from a home whose parents work at TAZARA either directly or indirectly. TAZARA workers in Mpika District are going month ends without getting their salaries. This has in turn affected the school not collecting user fees from such families thus affecting the successful implementation of strategies.

SOCIAL FACTORS

Morally, it's the duty of the school to promote social values found in the community. Bautol, (1991) state that community culture, belief system, customs and other social values directly or indirectly influences the type of strategies to be embarked on.

In order to avoid school-community conflict the school management is obliged to select neutral strategy that would not be in controversy with the society. This means that the selected strategy may not be the best to evert the change in fear of the conflict (Bartol, 1991).

Once in a while best strategies may be dropped in, other plans include transmitting knowledge, skills, values and attitudes to the learners (Crawford, 2013)

For instance, a girl child by nature is expected to be home early, however due to double-shift approach at school, the girl child from afar is forced to dodge at break time to reach home early before darkness falls. By missing lessons part of the change management strategies may not be fulfilled as expected (Bryson, 1990)

TECHNOLOGICAL FACTORS

Candoli (1991) explains that technology advancement has caused an uphill battle in running schools. The use of internet and mobile phones has exposed the learners and indeed teachers to foreign beliefs and attitudes which may be at crossroads with school ethics and that of the community.

Therefore, the school management is expected to analyze the pros and cons of internet and use of mobile phones (Gorski, 1991).

SWOT ANALYSIS

Generally, the purpose of SWOT analysis is to assist identify the vital internal and external factors towards implementing the set goals.

SWOT analysis is a technique credited to Albert Humphrey who led a convention at the Stanford Research Institution in the 1960's and 1970's using the data from 500 companies to assess its vitality in competitive advantage (Humphrey 1980).

Humphrey (1980) asserts that the SWOT analysis is a technology used as a strategic planning method to evaluate the strength, weaknesses, opportunities and threats of a business, products, services and clients segmentation.

Gorski (1991) adds his voice by suggesting that in SWOT analysis, internal factors look at strengths and weaknesses of the internal part of the institution meanwhile. External factors deals with opportunities and threats on the external environment part of the institution.

Strengths must be enhanced so that the school responds to the needs of the community. It is achieved by tapping from the vast knowledge and skill which teachers have. The other strength, for example at Kabale Secondary School are more retirees settled within TAZARA compound who worked for TAZARA Company and other line Ministries. These retirees take all their children to the nearest school which is Kabale Secondary School.

Similar situation is obtained at Mpika Day Secondary School. The scenario is quite different at Mbola Secondary School with a very small enrolment due to its poor allocation.

Talking about organizational weaknesses, Gorski, (1991) narrates that there are certain characteristics that take place within the changed school at a disadvantage when delivering change. Some of the notable weaknesses in schools are: poor infrastructure, lack of proper school security and computers. Security of the school is compromised since most of them do not have wall fences. Secondly, dealing with demotivated teachers for failure to be confirmed in appointment directly or indirectly contributes to relaxed mood to implement strategies.

Externally, there are a few notable potential opportunities that may help to implement planned change management strategies. Bryson (1990) spells out that opportunities are external chances available to improve performance. The absence of opportunities will negatively affect the implementation of the plans. On the positive part, the presence of hospitals like Michael Chilufya Sata Hospital can help provide medical services to both teachers and pupils. A healthy school could easily target carrying out its strategies well. Mpika College of education and Trinity College

of Education in Mpika District becomes part of a potential part of teachers to teach at these upgraded secondary schools. Sadly, these few potentials are not fully exploited as the government is not keeping the number of upgraded secondary schools in relation to the rate of recruiting teachers. A good example is Kabale Secondary School where currently there is only one Zambian language teacher covering grades 8 to 12 who at the moment is on vacation leave. Inability to tap available potential human resource contributes to poor attainment of the expected outcome.

Potential threats

Porter, (1990) states that “threats refers to the capabilities, competencies that could derail the working of the school to attain its planned strategies. A good example of threats in these upgraded secondary schools under study are; the presence of boarding schools like Mpika Boys and Lwitikila Girls Secondary schools. Most parents would rather take their children to a boarding school than to a day secondary school. So in this way there is a higher concentration of pupils in these big boarding schools than in upgraded secondary schools.

Another threat to these upgraded secondary schools would be the high poverty levels. Most of the families earn less than a dollar a day. Lack of job opportunities in the district does not inspire students to see the value of the school. This is so because of these brothers and sisters who have finished secondary school education and tertiary level are seen languishing at their homes. Lack of role models has led to increased marriages and absentees from school.

A look at the study outside Zambia, Nyungwa (2015) researched on the impact of change management on the performance of ZIMBRA Region in Zimbabwe. He did a good study but did not look at strategies to find solutions to such problems explicitly. Additionally, his study explored the impact of the effectiveness of the change management on Domestic Taxes employees. Yet the

focus of this research is to investigate the change management strategies in upgraded secondary schools in Mpika District of Muchinga province in Zambia. True to the fact is that the existing literature does not look at strategies employed to manage change in a school set up. Therefore, this study will answer so many concerns over the wellbeing of randomly upgraded secondary schools without laying a strong foundation to uphold secondary education.

Similarly, Bongonko Risper Asnath Keruboth (2015) carried out a study on “Challenges of Change Management in secondary schools of Trans-Nzioa country in Kenya”. From his study, he found out that the main challenges were legal challenges, consensus building and poor weather. Other finding were that of community and religious interferences.

Different from his study, this study looks at Change Management Strategies in upgraded secondary schools. While his study concluded that the main challenges that triggered change were legal issues and religious differentiation. Mine would be linked to the cause emanating from premature approach in upgraded secondary schools in Mpika District. It is so interesting to look forward to what timely issues this study will uncover in sorting out the strategies to combat change in upgraded secondary schools.

In simple terms, change which means the ‘result of a process’ is not only the source of a crisis but also a response to the crisis. This means that change can be a challenge and also at the same time a response to the challenge (Alibabić, 2010). A change when managed correctly can shake the institutions old system into a new and better one.

However these changes lead to a comprehensive transformation. This transformation may be social, commercial, political, economic or even cultural. However it is important that specific traditional organizational structure of an institution such as a school are changed towards new

technologies in order to remain competitive in the new conditions. With the current development, it is evident that the success of the economy of the 21st century based on the three Is: information, ideas and intelligence (Cvetković, 2007).

These change can sometimes result into conflicts in institutions, the ministry of education report (July, 2008), indicated that some strikes in public schools is triggered by management change particularly in the provision of essential services. The study by Oyaro, (1997) revealed that when such confusion arise with the management, the strategies applied in instilling discipline on learners is corporal punishment. However with reference to his research, the findings indicated that corporal punishment impacted on the psychological and intellectual development of students. Hence this study failed to make clarity on whether this punishment could have any measurable influence on academic performance of the learners in the school. It was against this wrong approach of corporal punishment strategy that this study sought to find new and better change management strategies that would influence the psychology of the learners in a positive and productive direction.

Scientific views however explores and elaborates in details on the management of change. With reference to scientific views, change management is associated with the work of institutions that are changing under the constant influence of the environment, or by the action of institutional innovations. Phalan ,(2005) argues that change management is a very complex process and requires quality strategies because in the beginning there are some resistances to change by the majority of those to whom the changes are directed and concerned. These people who try to resist a change when it comes are called conservatives. The basis of management changes leads to establishment of strategic management. However, the final outcome of change management is

determined by quality skills and abilities of all the participant in the process of implementing changes (Kuka, 2012).

Alibabić, (2010) reveals the requirements needed to implement new management changes. He elaborates that any change to be implemented should have its own institutional framework and contents. A typical example of such a framework is the “learning organization”. Management change reflects a shift from the traditional (conservative) organization to a modern one. It should be noted that human capital is considered a fundamental factor for the institution’s existence and competitive advantage in the modern world of work. However in a changing and turbulent environment, learning new strategies is “a fundamental prerequisite for the development of core competence of an organization and its success in response to the new managerial challenges” (Alibabić, 2010).

On commenting on change management Burnes, (2004) elaborates that there is no one widely accepted, clear and practical approach to organizational change management that explains entirely what changes organizations need to make and how best to implement them with optimal organizational performance.

CHAPTER THREE: METHODOLOGY

3.0. Overview

This chapter discusses the study area, research approach, research design, target population, sample size, research sample and sampling procedure and research instruments. Others are validity and reliability of the research study, data collection procedures, data analysis and a reflection on ethical issues in the conduct of the study.

3.1 Research approach

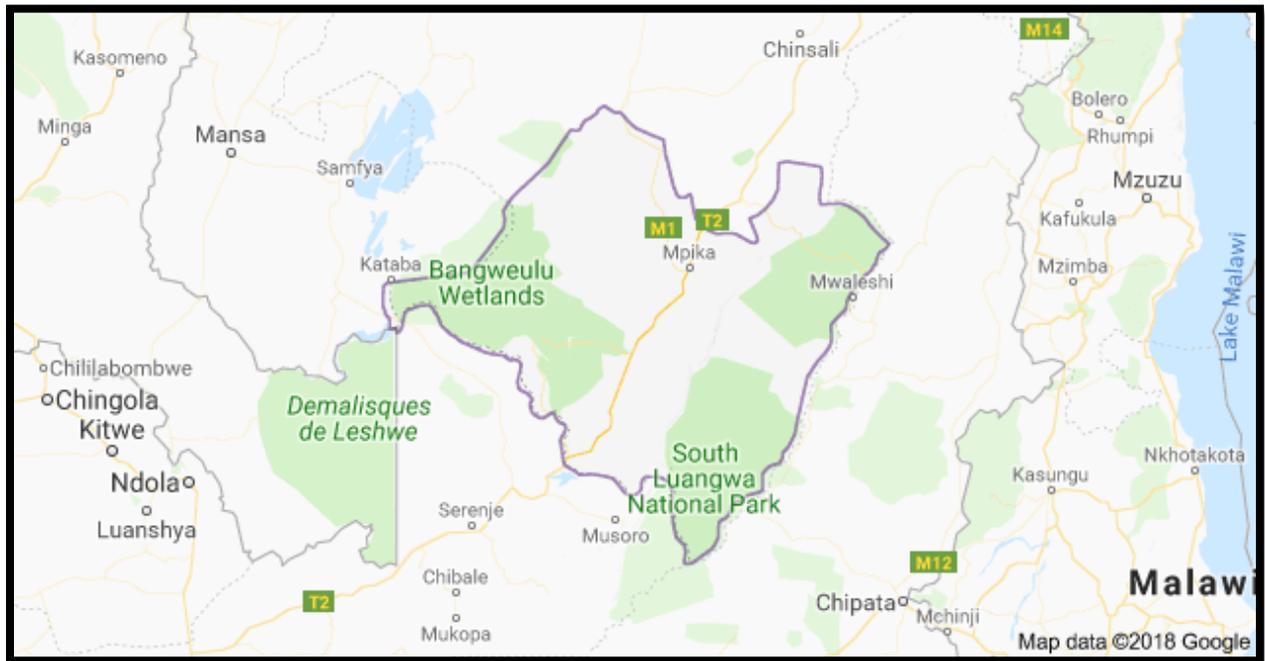
The researcher picked on the qualitative approach as opposed to quantitative research because it unearths the true happenings on the ground. It also allows the respondents to reveal as much data as possible in answering questions in the interviews guide. Furthermore, it allowed one to have an in-depth understanding of change management strategies in upgraded secondary schools in Mpika District in Muchinga province. Kombo (2002) supports that Qualitative research relies on a strategy that is flexible, interactive, and that feelings and insights are highly considered to be very important in report writing.

3.2.1 Study area

This research was conducted in three selected schools in Mpika District in Muchinga province of Zambia namely: Mbola, Kabale and Mpika Day Secondary Schools respectively.

3.2.1 Map of Mpika District

Figure 3: Map of Mpika District



Source: (Google Map, 2018)

3.3 Research design

The research design opted for was qualitative research employing descriptive survey technique. Under descriptive technique in qualitative data collection, the study exploited observations, interviews and focus group discussions.

3.4 Target population

The study targeted the three schools namely; Kabale, Mbola and Mpika Day Secondary Schools in Mpika District of Muchinga province, Zambia.

3.5 Sample size

The sample size for the study was 67 respondents comprising of 30 pupils, 30 teachers, 3 Headteachers, 3 PTC chairpersons and 1 DEBS.

3.5.1 Demographic profiles and geographic location of teachers

Very few teachers live within the school compound due to limited number of houses and mostly these teachers are primary trained teachers who were accommodated long before the schools were upgraded to secondary schools. Most of the secondary school teachers posted to these upgraded schools live outside the school.

3.5.2 Geographic location of PTA, Headteacher, DEBS.

Most of the parents live in the nearby compounds around the schools and among them are the chairpersons for PTA. Very few parents stay in distant places because the nearby schools are not upgraded for their secondary aged school going children. The Headteachers stay within the school compounds while the debs lives in town.

3.6 Research sample and sampling procedure.

This study was qualitative and data was collected in form of responses from the interviews conducted from the three upgraded secondary schools of Mpika District namely; Kabale, Mbola and Mpika day secondary schools. The pupils in the groups were randomly picked and two groups of fives were picked from each school. The data from pupils were collected using focus group discussion in randomly stratified sampling. The data from teachers were randomly collected using random stratified sampling, too. The teachers were randomly selected from these respective schools and were interviewed individually. The data samples that were collected were assumed to be representative of the upgraded schools in the whole District of Mpika.

3.7 Research Instruments

Interview guides were used as instruments to collect and gather necessary data for the research. The interviews were conducted with the 30 pupils in focus group discussion of five per group, 30 teachers – 10 from each school, 3 Headteachers and 3 PTC chairpersons from the three selected

upgraded secondary schools, and one DEBS of Mpika District. Their responses were noted and presented in the tables and other methods of data presentations.

3.7.1 Interview guides

Special types of interview guides were prepared for the 30 pupils, 30 teachers, 3 Headteachers, 3 PTC chairpersons and one DEBS in Mpika. Their responses to the interviews were tabulated and used to generate findings and conclusions.

3.7.2 Focus group discussion

Focus group discussions were allowed among the groups of pupils since some of them could not manage to respond on their own. Hence they were grouped in 5s and they were interviewed as such in their respective groups.

3.8 Validity and reliability

To ensure that validity and reliability were observed in this study, evidence in participants' own word was provided through face to face interviews and focus group discussion

3.9 Data collection procedure

The data collection was done using face to face interviews and focus group discussion.

3.10 Data analysis

The data were gathered using open ended questions in the interview guide and were analyzed qualitatively. The data which were collected from closed ended interview guides were analyzed by use of descriptive statistics in form of percentage and frequencies using Microsoft excel 2013.

3.12 Summary of chapter three

In conclusion, the chapter has described fully how the research was carried out describing the research design, target population, sample size, sampling techniques and research instruments. The

chapter also clearly showed the validity and reliability of the research, data collection, data analysis and reflections on ethical issues in the conduct of the study. Lastly, the chapter described the research methodology.

CHAPTER FOUR: FINDINGS

4.0 Overview

This chapter presents the findings of the study. The findings obtained for each of the variables that were investigated are presented separately in tables and themes. Interview guides, in-depth interview schedules and focus group interviews were used with stakeholders. The stakeholders targeted included: 30 pupils, 30 teachers, 3 Headteachers, 3 PTC chairpersons and 1 DEBS.

The study was guided by the following research questions:

1. What are the views of stakeholders (pupils, teachers, headteachers, PTC chairpersons and the DEBS) on the change management strategies of upgraded secondary schools?
2. Find out the challenges in the change management strategies in the upgraded secondary schools?
3. Investigate the strategies employed in the handling of change management strategies in selected upgraded secondary schools.

Demographic information

1. Position of the respondents.

The stakeholders targeted included: 3 (4%) Headteachers, 30 (45%) teachers, 30 (45%) pupils, 3 (4%) PTC chairpersons and 1 (2%) DEBS

Table 1: Position of the respondents

Position	Frequency	Percentage %
Headteachers	3	4
Teachers	30	45
Pupils	30	45
PTC chairpersons	3	4
DEBS	1	2
TOTAL	67	100

2. Gender of respondents

The table showed gender of respondents as tabulated in the table below.

Table 2: Gender of respondents

Position	Frequency		Total
	Males	Female	
Headteachers	1	2	3
Teachers	14	16	30
Pupils	12	18	30
PTC chairpersons	3	0	3
DEBS	0	1	1
TOTAL	30	37	67

3. Period of services by Teachers at the upgraded secondary school

Out of the 30 teachers who participated in the study, 15 (50%) have served as teachers for a period between 0 – 5, 4 (13.3%) for 6-10 years, 4 (13.3%) for 11-15 years and 7 (23%) for 16-20 years period. The table below shows period of service by teachers. This entails that the majority of the teachers had served for less than 5 years.

Table 3: Period of Service by Teachers at the upgraded secondary school

	Period	Frequency	Percentage (%)
A	0-5	15	50
B	6-10	4	13.3
C	11-15	4	13.3
D	16-20	7	23.3
TOTAL		30	100

4. Period of service by headteacher in position at the upgraded school

The study revealed the following as the years of service by headteachers at the upgraded schools. The headteacher for Kabale Day Secondary School and headteacher for Mpika Day Secondary Schools had served for five years respectively while Mbola Day Secondary School headteacher had only served at the upgraded school for four months. The table below shows the information.

Table 4: period of service by headteachers in position at the upgraded schools

Position	Service in position
Kabale day secondary Headteacher	5 years
Mpika day secondary Headteacher	5 years
Mbola day secondary Headteacher	4 months

5. Service in the position of PTC chairperson

The study showed that of the 2 PTC chairpersons served for two years, the other one for one year. The study also revealed that the three Headteachers for the three selected schools were not consulted about the establishment of upgrading schools.

6. Period of teaching at these particular schools

The study showed that 18 (60%) out of 30 teachers had worked at the selected schools for a period between 0 and 5 years. 8 (27%) had worked from 6 to 10 years, 4 (13%) of the respondents worked from 11 to 15 years while none of them had worked above 15 years at the three selected schools in Mpika District.

Table 5: Period of teaching at these particular schools

Period	Frequency	Percentage (%)
0 – 5 years	18	60
6 – 10 years	8	27
11 – 15 years	4	13
16 – 20 years	0	0
21 – 25 years	0	0
Above 25 years	0	0
TOTAL	30	100

7. Age of teachers who responded in the study

The table below shows the age of the teachers who responded to the study in the three selected upgraded secondary schools in Mpika. Out of 30 teachers who were the respondents, 6 (20%) were 25 years and below, 6 (20%) were 26 to 30 years of age, 6 (20%) were 31 to 35 years of age, 8 (27%) were 36 to 40 years of age and 4 (13%) were above 41 years. This indicates that the majority of the respondents were 36 to 40 years of age and few were above 41 years of age.

Table 6: Table 6: The age Teachers

Age	Frequency	Percentage (%)
25 and below	6	20
26-30	6	20
31-35	6	20
36-40	8	27
Above 41	4	13
Total	30	100

8. Marital status of Teachers

The table below gives information about the marital status of the 30 teachers who were the respondents in the study. 20 (67%) of them were married, 10 (33%) were single. This means that none of them were widowed, divorced nor separated and also that the majority of the teachers in Mpika were married.

Table 7: Marital status of Teachers

Marital	Frequency	Percentage (%)
Married	20	67
Single	10	33
Widowed	0	0
Divorced	0	0
Separated	0	0
	30	100

8. Highest Qualification of teachers

The study showed that out of the 30 teachers, respondents in this case, 10 (33%) were certificate holders, 12 (40%) diploma holders and 8 (27%) degree holders. A large number of teachers who participated in the study had the highest qualification of a diploma followed by the certificate holders representing the highest qualification of the majority of the teachers in Mpika district. None of the teachers had a masters, doctorate nor any other.

Table 8: Highest qualifications of Teachers

Qualification	Frequency	Percentage (%)
Certificate	10	33
Diploma	12	40
Bachelor	8	27
Masters	0	0
Doctorate	0	0
Other	0	0
Total	30	100

4.1 Objective one: To explore the views of stakeholder on the change management strategies

1. If it was a good idea to upgrade the school in current status

Out of 30 respondents, 13 (43%) said yes it was a good idea while 17 (57%) said it was not a good idea to upgrade the school in the current status.

Table 9: Responses of teachers on the upgrading of schools if it was good in their current status

Response	Frequency	Percentage (%)
Yes	13	43
No	17	57
	30	100

2. School infrastructure

On the following school infrastructure: assembly hall, home economics room, art room, industrial art room, sports room, expressive art room, music room, computer laboratory, theater room, staff room, science laboratory, language laboratory. The discoveries were that, one school out of the three did not have any of the rooms stated, another had only one (staff room) while the third school had the home economics room, computer lab, language lab, staff room and science lab. This implies that two schools were not yet ready to be upgraded.

3. Relationships among teachers.

On relationships among teachers from primary and secondary sectors, different answers were given by the 30 respondents. 16 (53%) respondents said that the relationship was very good in that they were able to share infrastructure for example the Home economics room. 8 (27%) respondents explained that the relationship was not very good because the primary school teachers complain that secondary school teachers despise or belittle them. 6 (23%) respondents said that the relationship was lukewarm. This implies that relationship among teachers Mpika is fair.

4. When was the school upgraded?

The researched study revealed that the three selected upgraded schools were upgraded as follows;

Kabale-2012, Mpika day- 2012 and Mbola -2017.

Table 10: When the school was upgraded to a secondary school

Name of the school	Year in which upgraded to secondary school
Kabale Day Secondary School	2012
Mpika Day Secondary School	2012
Mbola Day Secondary School	2017

5. Perceptions on upgrading policy

The study revealed that out of the three Headteachers from three selected upgraded schools, two Headteachers brought out merits and demerits while one out of three said that it was a welcome move as listed below:

Merits

- Decongesting boarding schools
- Distance shortened from home to school
- Affordable fees in day schools
- Job creation for Teachers
- Access to secondary education is enhanced.

Demerits

- Lack of specialized rooms
- Lack of trained teachers according to career pathway
- Poor infrastructure
- Unequal distribution of items and materials
- Poor selection of pupils from grade 9 to 10 due to reduced competition
- Restrained relationships between secondary and primary over positions
- Schools are not gazzeted hence there are no pay points
- Lack of pay point yields inability to confirm teachers in appointments.
- Serving for too long without confirmation in position yields demotivated work force
- No pay points not salary increase
- Positions for teachers and management is not equal to salaries.
- Lack of accommodation for teachers
- Poor allocation of periods because of limited infrastructure and double session for example Home Economics from 12 periods to 6 periods per week.
- Due to lack of teachers in upgraded school, few teachers are forced to teach subjects they are not trained into.

6. Problems with combination of primary and secondary schools

The study showed that there was a problem with combination of both primary and secondary school teachers as the primary teachers felt inferior and downgraded by the secondary school teachers.

7. Responses to what could have triggered the government to upgrade secondary schools

The study showed the following:

1. Promoting education for all
2. To increase access to secondary education
3. To reduce literacy levels
4. To fulfill the PF manifesto that every 10km there should be a secondary school.

8. Factors considered in upgrading secondary schools

On factors considered when upgrading secondary schools, the study showed the following responses:

1. Government funding
2. Population levels
3. Infrastructure
4. Specialized rooms like, industrial arts workshops, home economics, laboratories
5. Teaching staff at secondary

9. Changes by government at the school

When asked for changes by government at the school, the PTC chairpersons said that the school had been upgraded, at first as a basic school and then to secondary school. Other changes noticed

were in terms of staffing. They said that they had noticed heads of department being sent to the schools. Then they also noticed a change in the knocking off time.

10. Premature upgrading of secondary schools

The study showed that some schools were upgraded due to political influence and to fulfill campaign promises and win more votes in the next election. Due to lack of funds, government opt to upgrade the old existing schools than to build new and expensive secondary schools.

11. Responses to assess if it was a good idea to bring change management at their school

The PTC chairpersons responded to that in two ways: ‘our children who are supposed to go to boarding schools are now accessing education in nearby schools. The school fees are less in day schools than boarding schools. Our children are now being taught by secondary school teachers.’

12. Responses to views on change management strategy

The PTC chairpersons responded that it was a good idea because their children were able to access school places in nearby schools. They could then be able to negotiate with administration on mode of payment of school fees or pay in kind by moulding bricks for school infrastructure as demanded by the school.

13. Responses to how they would use PTC funds with the current situation

The PTC chairpersons’ response on the use of PTC funds was to be used to build infrastructure such as a school library.

4.2 Objective two: To find out the challenges on change management strategies in upgraded schools

1. Merits and demerits faced by the school management in the upgraded schools.

The 30 teachers who were interviewed individually brought out the following merits and demerits:

Merits

1. Distance to schools for pupils has been shortened.
2. Access to school places by pupils especially the local pupils
3. Teachers are promoted as Heads of departments
4. School fees are not as high as in boarding schools
5. Enrollment numbers in some schools are manageable.
6. Reduces congestion in township day secondary schools.
7. Overstaffed schools will be redistributed to rural parts of the district so as to reduce the teacher/pupil ratio and to be promoted.

Demerits

1. It is a great challenge as schools are just upgraded without funding for the necessary teaching materials needed.
2. The teachers are too few for the many classes in upgraded schools
3. No infrastructure to be used for example utility rooms such as workshop rooms for industrial arts, Home economics and computer laboratory.
4. Shortage of teaching staff
5. Teachers cannot be upgraded because the schools are not established

2. Problems with combination of primary and secondary schools

The study showed that there was a problem with combination of both primary and secondary school teachers as the primary teachers felt inferior and downgraded by the secondary school teachers.

3. Challenges with enrolment in upgraded secondary schools

The study revealed that there was less enrolment in the schools due to shared demands with close neighboring schools. The other challenge was on less or no feeder schools. Pupils opt to go for a full-fledged secondary school with all essential learning environment than limping upgraded secondary schools.

4. Challenges with regard to pay point

The study revealed the following challenges from the three Headteachers.

- Teachers and management are not confirmed in appointment for a long period of time.
- No salary increment equitable to the position held.
- Relationships among teachers and management is soured. Teachers think the Headteachers sit on their plight because they see other teachers in neighboring schools being confirmed.
- Teachers cannot access responsibility allowance because of poor enrollment.
- Very few teachers accept to teach in such schools
- Teachers feel downgraded when transferred from an established secondary school to an upgraded secondary school.

5. Responses to challenges being faced by parents

The chairpersons revealed that the challenges faced by parents were teenage pregnancies and early marriages by their children.

4.3 Objective three: To investigate the strategies employed in handling change management in the three selected upgraded schools in Mpika District

1. Strategies in ensuring that teachers and administrators are put in rightful salary scales

The study revealed that the DEBS does not just sit idle seeing teachers work in wrong salary scales but lobs the Ministry of Education to have these schools established with a pay-point. Secondly, the DEBS requests schools with vacant PEMC numbers to allow troubled teachers in wrong salary scales to be moved to the rightful salary scales. At times, they take advantage of teachers who have retired, died, dismissed and resigned to give room to teachers from upgraded secondary schools.

2. Strategies to acquire funding for the school

The study revealed that since the fundings to schools were irregular and insignificant, schools sort other means to see the program of the schools running such as local fundraising ventures like, civilian day, careers day/professional days. Charging parents for failure to collect report forms. Others were running school tuck-shop, sales of Agricultural products such as vegetables, sweet potatoes, maize. Other sources of funds came from orphaned and vulnerable children sponsored by NGOs: CAMFED, USAID, CHURCHES, FAWEZA, and DREAMS.

3. Strategies used to harmonize relationships among teachers.

The study revealed the following strategies:

- ✓ Holding meetings together.

- ✓ Combination of teachers in task assignment for example sports and production unit.
- ✓ Counseling and guidance
- ✓ Combination of teachers from the two sections on duty per week.
- ✓ Conducting of fundraising activities together.

4. Strategies on harmonizing the work cultures of the two deputy heads.

On harmonizing the work cultures of the two deputy heads, the study revealed that the Headteachers were not treating the two deputies equally in combined schools.

5. Message to fellow parents on new management strategy

The PTC chairpersons said that the message to their fellow parents was to encourage them to bring their children into school to learn and not involving themselves in early marriages.

6. Responses to what change management strategies they would employ in running the school

The PTC chairpersons said that they would work hand in hand with the school administration to get their schools to greater heights.

7. Responses to challenges being faced by parents

The chairpersons revealed that the challenges faced by parents were teenage pregnancies and early marriages by their children.

8. Responses to what change management strategies they would employ in running the school

The PTC chairpersons said that they would work hand in hand with the school administration to get their schools to greater heights.

9. Responses to how they would use PTC funds with the current situation

The PTC chairpersons' response on the use of PTC funds was to be used to build infrastructure such as a school library.

10. Responses on the advice to the government over upgrading of schools in future

The PTC chairpersons suggested that the government should consider infrastructure available at a school to be upgraded and space available for school expansion. It should also consider feeder primary schools that will get into secondary school and the nearby primary schools where the small ones would be offloaded.

4.4 Summary of chapter four

The chapter presented findings of the study with regard to the respondents: 30 pupils, 30 teachers, 3 Headteachers, 3 PTC chairpersons and 1 DEBS on the change management strategies in three upgraded secondary schools in Mpika District, Muchinga province. The study reviewed the views of pupils, teachers, Headteachers, PTC chairpersons and the DEBS on the change management strategies in selected upgraded schools in Mpika District. It also examined the challenges in the change management strategies and investigated the strategies employed in handling the change management strategies in the three selected schools in Mpika District.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Overview

This chapter discusses the findings of the study on the change management strategies in three selected schools in Mpika District of Muchinga province. The discussions are arranged according to the research objectives and research questions being: to explore the views of pupils, teachers, headteachers, PTC chairpersons and the DEBS about the change management strategies, to find out the challenges in the change management strategies and to investigate the strategies employed in the change management strategies in the three selected upgraded secondary schools in Mpika District of Muchinga province.

5.2 Answers to the research objectives

5.2.1 Objective one

To explore the views of the pupils, teachers, headteachers. PTC chairpersons and the DEBS on the change management strategy

The study revealed that out of 30 teachers, 17 (57%) teachers said that it was a good idea to upgrade the schools in their current status while 13 (43%) said that it was not a good idea to upgrade the schools in their current status. The findings were that, one school out of the three did not have any of the rooms stated, another just had one (staff room) while the third school had the home economics room, computer lab, language lab, staff room and science lab. This implies that two schools were not yet ready to be upgraded. On factors considered when upgrading secondary schools, the study showed the following responses:

- Government funding
- Population levels

- Infrastructure
- Specialized rooms like, industrial arts workshops, home economics, laboratories
- Teaching staff at secondary Responses to what could have triggered the government to upgrade secondary schools

The study showed the following as the strengths to upgraded secondary schools:

- Promoting education for all
- To increase access to secondary education
- To reduce literacy levels
- To fulfill the PF manifesto that every 10km there should be a secondary school.

The following factors could have triggered the government to upgrade secondary schools as revealed by the study.

- Promoting education for all
- To increase access to secondary education
- To reduce illiteracy levels
- To fulfill the PF manifesto that every 10km there should be a secondary school.

With regards to whether if it was a good idea to bring change management at the selected schools. The study revealed that it was a good idea as children who were supposed to go to boarding schools are now accessing secondary school education in nearby schools. Additionally, the fees are less in day schools than boarding schools.

The change management strategy was viewed by the PTC chairpersons as a good idea because their children were able to access school places in nearby schools. They could then be able to

negotiate with administration on mode of payment of school fees or pay in kind by moulding bricks for school infrastructure as demanded by the school.

With reference to the premature upgrading of secondary schools, the study showed that some schools were upgraded due to political influence and to fulfill campaign promises and win more votes in the next election. Sadly, due to lack of funds, government opted to upgrade the old existing schools than to build new expensive secondary schools.

Teachers were divided between diploma and certificate holders. Secondary diploma holding teachers celebrated the change because they believed that they would now be appropriately placed away from primary schools. However, certificate holders feared loss of status which came with teaching Grades 8 and 9 in the basic school structure. They observed that longer distances would be created between the primary schools and the nearest secondary school, thereby disadvantaging younger learners and especially girls.

Most pupils were happy with the shift, seeing it was an opportunity to access infrastructure that was not available in many basic schools. They also felt that spending five years in one institution, gave their teachers an opportunity to understand and guide them appropriately in their academic work.

Most of the primary schools upgraded to secondary status were meant to operate as primary schools in the first place. When they were upgraded to secondary schools so that they could take on Grades 10 to 12. However, they still lacked the necessary space and facilities fitting a senior secondary school. It was some of these same schools that had since been further upgraded to secondary schools status without matching space and facilities. Some of the basic schools

upgraded did not have necessary science laboratories for senior classes. Thus, there would have been a great demand on infrastructure, facilities and required equipment.

Upgrading of schools has not necessarily motivated teachers in terms of salary scales, promotion to positions of leadership, on one hand, but as long as the schools still remain ungazetted the whole issue remains a pipe dream. Unfortunately, enough teachers being shifted from old and established secondary schools to upgraded ones, feel demotivated. This is due to poor working environment.

5.2.2 Objective two

To find out the challenges in the change management strategies

The study revealed the following challenges in upgraded secondary schools:

1. There was less enrolment in the schools due to shared demand with close neighboring schools.
2. The other challenge was on less or no feeder schools. Pupils opt to go for a fully-fledged secondary school with all essential learning environment than limping upgraded secondary schools.
3. Lack of specialized rooms
4. Lack of trained teachers
5. Poor infrastructure
6. Unequal distribution of items and materials.
7. Poor selection of pupils from grade 9 to 10 due to reduced competition.
8. Restrained relationships between secondary and primary teachers over positions
9. Schools are not gazetted hence there are no pay points
10. Lack of pay point yields inability to confirm teachers in appointments.
11. Serving for too long without confirmation in position yields demotivated work force

12. No pay points nor salary increase
13. Positions for teachers and management not equal to salaries.
14. Lack of accommodation for teachers
15. Poor allocation of periods because of limited infrastructure and double session for example Home Economics from 12 periods to 6 periods per week.
16. Due to lack of teachers in upgraded school, few teachers are forced to teach subjects they are not trained in.
17. It is a great challenge as schools are just upgraded without funding for the necessary teaching and learning materials needed.
18. The teachers are too few for the many classes in upgraded schools
19. No infrastructure to be used for example utility rooms such as workshop rooms for industrial arts, Home economics and computer laboratory.
20. Shortage of teaching staff
21. Teachers cannot be upgraded because the schools are not established.
22. Less enrolment in the schools due to shared demand with close neighboring schools.
23. The other challenge was on less or no feeder schools. Pupils opt to go for a fully-fledged secondary school with all essential learning environment than a limping upgraded secondary schools.

Despite the many challenges revealed by the study, a few strengths were also shown such as the reduction of congestion in township day secondary schools, reduction in distances which pupils have to cover to access secondary education at the nearest learning institution and also the overstaffed schools would be redistributed to rural parts of the district so as to reduce the teacher/pupil ratio and to be promoted.

5.2.3 Objective three

To investigate strategies employed in handling change management

The study however explored a number of strategies being employed in handling change management. Some of the strategies are discussed below:

1. Strategies on harmonizing the work cultures of the two deputy headteachers.

On harmonizing the work cultures of the two deputy heads, the study revealed that Headteachers treated both deputies equally in case of combined schools. Roles and tasks were done interchangeably.

2. Strategies on sharing school infrastructure.

The study revealed the following strategies on sharing school infrastructure from the three Headteachers that were interviewed that sharing be based on demand and timetable. Double shift was being employed where by in the morning the classes were used by senior secondary school section ending at 12:30 hours, followed by junior classes and lower basic school classes from grades 1 to 4 section the case of Mbola secondary school. In extreme cases churches nearby were used as classrooms. In place of using conventional specialized rooms, mere classrooms were turned into temporal laboratories and Home Economics Rooms. Sometimes, defunct mobile labs were used during examination times, though for some of them the pieces of wood were falling off because of poor storage. Sanitary workers who cleaned pupils and staff toilets were being paid on monthly rotational basis.

3. Strategies to acquire funding for the school

The study revealed that since the fundings to schools were irregular and insignificant, schools sort other means to see the program of the schools running such as local fundraising ventures like civilian day and careers day/professional days. Charged parents who failed to collect report forms for their children during school-open days. Others were running school tuck-shop, sales of Agriculture products such as vegetables, sweet potatoes and maize. Termly market days were used regularly to raise money for the schools. Other sources of funds came from orphaned and vulnerable children sponsored by NGOs: CAMFED, USAID, CHURCHES, FAWEZA, and DREAMS.

4. Strategies in ensuring that teachers and administrators are put in rightful salary scales

The study revealed that the DEBS does not just sit idle seeing teachers work in wrong salary scales but lobbied the Ministry of Education to have these schools established with a pay-point. Secondly, the DEBS requested schools with vacant PEMC numbers to allow troubled teachers in wrong salary scales be moved to rightful salary scales. At times, they took advantage of teachers who had retired, died, dismissed and resigned to give room to teachers from upgraded secondary schools.

5. Responses to what change management strategies they would employ in running the school

The PTC chairpersons said that they were working hand in hand with the school administration to move their schools to greater heights. Employed double session in teaching pupils, engaged and communicated to teachers each time change was needed.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter looks at the conclusions and recommendations of the study

Conclusion

In conclusion, the study revealed that the ultimately upgrading of secondary schools posed a big challenge to management. The environment of the school was the same when they were turned into upgraded schools. It is only the name which changed and the new arrivals in terms of school management and members of staff.

Some of the challenges among so many problems included the following: poor infrastructure, lack of furniture, lack of specialized rooms like workshops, laboratories, Home Economics, Language laboratories and insufficient office accommodation. Others were poor relationship between primary school teachers and secondary school teachers. In administration cases, by having two Deputy Headteachers, relationship became unsafe especially when the headteacher took sides with the Deputy Head under secondary sector because of huge income from user fees.

Lack of funding created a challenge to handling issues that required funding because it became a problem to pay workers and electricity bills. Payment of board members' wages per month paused another snag. Enrollment became another challenge because close schools were turned into upgraded secondary schools in the same catchment area. This created competition among the schools to scramble for pupil enrolment. By the end of the day, it was discovered that some secondary schools had more enrollment than others.

By sharing the same toilets and grounds, it created another challenge as to who becomes responsible for cleaning them and paying wages to cleaners.

Another challenge brought by the presence of these upgraded secondary schools was the issue of pay points. Since the schools did not have established status, the schools did not have pay points of their own. This scenario resulted in teachers and management not to be confirmed in appointment for many years. There were some Heads of Departments who had worked for more than ten years without being confirmed. This created much demotivation and frustration among the teachers and part of management too. It created resistance to change among teachers and community as whole in support of teachers as part of solidarity and unity of purpose.

In order to manage these changes, the school management had no option but to introduce change management strategies. By employing the Kurt Lewin's theory of change model. The management tried to minimize and reduce resistance. Teachers who used to go back on transfer due to poor working environment are staying on. Teachers and school management got engaged in meetings, debates and presentations to air-out their concerns. These reactions from teachers helped management to coin special strategies in line with their concerns.

To help the environment to be conducive for teaching and learning and also cater for their teachers well-being .Strategies were well planned and introduced steadily. On infrastructure cases, the management introduced double shift approach. Senior classes would use classes up to 12:30 hours, followed by junior grades who would go in up to 17:30 hours. Churches which were near the school were used as alternative rooms. Though the environment was not so ideal for real learning, it made a difference.

In place of ideal special rooms the management used the mere classes as a substitute. Pupils who owned the classes permanently as part of special rooms were made to wait outside or at a nearby improvised shelter, at times under trees when practical lessons were being conducted. Recently

the government donated mobile laboratory kits to schools. Sadly, they could not do so well because of poor storage. Most if not all kits brought, the planks were falling off.

Sanitary officers cleaned all the toilets both for primary and secondary school sections. Wages and salaries were paid on rotational basis. If the secondary sector paid wages for January then the primary school authority would pay for February respectively. A similar system was used when schools had a shared borehole for water and meter boxes for electricity. Electricity bills were being paid for on rotational basis.

On the on-set of upgraded secondary schools, the pupils who stayed nearby schools were encouraged to bring some pieces of furniture from their homes This strategy was employed with a bid to caution on furniture shortage. Pupils who stayed far from schools could use bricks, stones and pieces of wood as part of sitting arrangement substitute. Even if desks were shared among the schools, they were not enough to go round. Instead of sitting 2 pupils per desk, they were sitting 3-4 pupils instead. This reduced the life span of the desks.

Motivation of teachers is very vital to manage change. Teachers and Heads of Departments not confirmed for a long time were given first priority when attending financial and sponsored workshops and seminars within the district and outside. Meanwhile, the management through the offices of the DEBS and PEO carried out a search throughout the province scouting for any PEMC vacancy to slot in the overdue confirmation staff cases.

Relationships between and among the teachers is being promoted by having social program like field trips, outings, ball games and game viewing trips since Mpika District is near Luangwa National Park. School based end of term and year come together parties were being promoted as a way to manage stress and emotions for demotivated teachers. The come together parties and

outings were also meant to raise the morale and improve unity of purpose since the working environment was not appealing. It indirectly helped to implement the introduced strategies.

Schools with two deputy head teachers were harmonized by the head teacher by interchanging roles and tasks monthly and termly respectively. Each time the headteacher held a meeting with teachers of either section, he used both of them to talk to the teachers as witnesses and that both of them were equal important for the school to run effectively.

Money issues if not well handled in schools become sources of conflicts. It is even worse if money is scarce in school. Different strategies were employed to raise monies for these schools. Tuck-shops were running at both Mpika Day and Kabale Day Secondary Schools. Major clients were the local pupils, teachers and the nearby communities. Civilian and professional days were the other sources of income for the schools. Once in a term schools held 'Market Days' spearheaded by teachers. This was another huge money spinner. Different goods and edible items were contributed by pupils cheaply and later sold to both teachers and members of the community at a relatively higher price than the original ones. Additionally, Zambia being a Christian country, has seen so many churches mushrooming all over the townships. Some of them rent school-classrooms as temporal churches at a fee. By the end of the year, so much money is raised for the school.

On another good note, due to cost sharing between the government and schools, with the little cash flowing into schools through user fees, some schools are able to build one or two classroom blocks. These construction projects when strictly monitored by PTA, it helps to reduce on critical shortage of classroom space. A Good example is the 1x4 classroom block built at Kabale Day Secondary School and commissioned by the Muchinga Provincial Minister on 4th April, 2018.

Recommendations

- ✓ The Parents Teachers ‘Committee to improve community knowledge and capacity to access available donor and government funds for housing, in the absence of Education Boards
- ✓ Ministry of Education and donors to consult with civil society organizations to establish a clear communication channel to allow teachers to participate in policy dialogue
- ✓ The government should employ more secondary school teachers to schools where their services are needed.
- ✓ The Ministry of General Education should deploy teachers to areas of need.
- ✓ The DEBS to redistribute teachers to secondary schools according to career pathways following the revised curriculum.
- ✓ Headteachers to surrender excess teachers to the DEBS office.
- ✓ The government to improve infrastructure in schools for better delivery of work.
- ✓ Parents to make sure that they enroll their children into the upgraded secondary schools and avoid early marriages.
- ✓ Government should not upgrade any secondary school without laying a strong foundation for a secondary school.
- ✓ Stakeholders like teachers, Heads of Department, Parents Teachers Committee and Headteachers should be strongly engaged in consultations before upgrading of the schools.
- ✓ Unconfirmed teachers and HODs should be rightly confirmed by allocating a point to an upgraded secondary school to avoid demotivating the staff.
- ✓ Construction of special rooms vital for proper upgraded secondary school. The best idea is that the government should just construct new secondary schools than upgrading old ones. This system is slowly killing primary schools.

REFERENCES

Aioanei, I. (2006). Leadership in Romania. *Journal of organizational change management*, 19, 705 – 712.

Atkinson, P. (2005). *Managing resistance to change: Managing services*, spring 2005. Vol.49.

Available at: <http://searchcio.techtarget.com/definition/change-management-strategy>

Available at: <http://www.prosci.com/change-management/what-is-change-management>

Available at: <https://www.prosci.com/change-management/what-is-change-management>

Bartol, K.M. (1991). *Management*. New York: McGraw Hill Inc.

Battelle, Y. (2011). *Management for Kids in School*. New York: Houghton Mifflin.

Blancher, T. (2003). *School Management*. Nairobi: University Press.

Bryson, J. M. (1990). *Strategic Planning for Public and Non-profit Organization*. San- Francisco, CA: Jossey – BassInc .

Bogonko Risper Asnath Keruboth, (2015). *Management Challenges in Secondary Schools of Trans-Nzioa County*. Nairobi: University Press.

Burnes, B. (. M. C. A. S. A. t. O. D. (. E. H. P. B. H., (2004). *Managing Change: A Strategic Approach to Organizational Dynamics*. 4th Ed. London: Pitman.

Burnes, B.(1992). *Managing Change: A strategic Approach to Organizational Development and Renewal*. London: Pitman Publishing.

Candoli, I. J. (1991). *School System Administration. A Strategic Plan for School based Management*. Lancaster, P A: Technomic Publishing Company, Inc.

Correlli, C. (2009). Ten ways to help employees adapt to change. <http://cedmag.com/article-detail.cfm?cd=10925381.downloaded.04/09/2018>.

Crawford, J. (2012). *Building an Effective Change Management Organization*. London : Oxford.

Crawford, J. (2013). *Strategy for Change Management*. London: Oxford Press.

Cvetković, N. & Kotlica, S., (2007). *Nova ekonomija u svetu koji se menja*. Nairobi: University Press.

Daft, H. (2006). *Management*. 6th ed. Australia: Thomson.

Dallin, T. (1973). *The World Crises in Education*. Oxford: Oxford Universities.

Dewey, J. (1930). *Individuals old and new*. New York: Minton, Bolch.

Fullan, M. (1982). Change Processes and Strategies at the Local Level: The Elementary School Journal Volume 85, No 3, Chicago University.

Fred, N. (2016). Four Strategies for Managing Change. Winston : New York.

Gong, Y., Huang, J., Faith, J. (2009). Employee Learning, Orientation, Transformational Leadership and Employee Creative Self Efficacy. Academy of Management Journal, 51, 1-17.

Gorski, S. E. (1991). The SWOT Team – Focusing on Minorities. Community Technical and Junior college Journal, 61(3), 30-13.

Government Republic of Zambia. (2017). Seventh National Development Plan 2017 -2021. Lusaka: Government Printers.

Government Republic of Zambia. (2016). Patriotic Front Manifesto. Lusaka: Government Printers.

Hanson, M. (1979). Educational administration and organizational behavior. London: Allyn and Bacom. Inc.

Humphrey, M., Brown, A. D. (2002). Dress and Identity: A Turkish case study. Journal of Management Strategies. 39(7), 927-952.

Ministry of Education, Science, Vocational Training and Early Education. (2015). Standards and Evaluation Guidelines. Lusaka: Government Printers.

Ministry of Education, (2015). Appraisal of Zambian Education 2011-2015. Lusaka: Government Printers.

IPM, (2016). PPTA Education Change Management toolkit.

Jukke, P. (2012). Change Management. London: Oxford. [Online].

Kaplan, R.M. (1997). The Balanced Scorecard: Measure the Drive Performance. Harvard Business Review, January –February, 71-79.

Keryn, T. (2010). Management. [Online].

Khamete, C., (2005). An Investigation into Head teacher's Administrative Role in Conflicts in Secondary Schools in Ikolomani Division, Kakamega District. Catholic University of Eastern Africa.

Kotter, J. P., (1996). Leading change. Boston: Harvard Business School Press.

Kotter, J. (2011). The Heart of Change: Real Life Stories of How People Change their Organization. Boston: Harvard Business School Press.

Kombo, K.D. (2014). Proposal and Thesis Writing. Nairobi: Pauline Publications.

Kombo, K. (2002). Research Book: Introduction. Nairobi: Pauline Publications.

Kuka, E., (2012). Menadžment u obrazovanju. Nairobi: University Press.

Lewin, K. (1951). Field Theory in Social Sciences. New York: Harper and Row.

Lewin, K. (1958). Group Discussion and Social Change. New York.

Mbwesa, J. K., (2006). Introduction to Management Research, a Student's Handbook.

Mintzberg, H. (1997). Towards Healthier Hospitals. Health Care Management Review, 22, 8-18.

Ministry of Education, (2015). Education Sector National Implementation Framework. Lusaka: Government Printers.

Ministry of Education, (2011). Education Act, 2011. Lusaka: Government Printers.

Nyungwa, C. (2015). Kuwart Chapter of Arabian Journal of Business and Management Review Vol.4, No 6, February, 2015.

Oakland, J. (2007). Total Quality Management: The Route to Improve Performance .Butterworth: Heinemann.

Oyaro, D. (1997). School Discipline. London: Paul Chapman.

Pascale, R., (1999). Extract from Complexity and the unconscious, in J. Henry, Creativity, Innovation and Change Media Book, Milton Keynes. Open University Press.

Phalan, M. (2005). Cultural Revitalization Movements in Organization Change Movement. Journal of Change Management, 50, 46-57.

Porter. M. E. (1990). The Competitive Advantage. New York: Free Press.

Porter, M.E. (1990). How Competitive Forces Shape Strategy. Harvard Review 57 Number 2 March- April.

Prosci, Y. (2018). What is Change Management? [Online].

Robbins, S.P., Boulter, M. (2002). Management. New Delhi: Prentice Hall of India.

Rouse, M. (2018). Change management strategy. [Online].

Stanley, D.J., Meyer, J. (2005). Employee Criticism and Resistance to Organizational Change. Journal of Business and Psychology, 19, 428-460.

Senge, P., (1999). The Dance of Change, Currency Doubleday. New York

Steiner, G. (1979). Strategic Planning. London: Oxford University.

Taylor, F. W., (2018). Taylor's Principles of Scientific Management. London: Routledge.

Van, de Ven, A. H., Poole, M.S. (1995). Explaining Development and Change in an Organization. The Academy of Management Review, 20, 510-540.

Web finance, (2018.) Business dictionary.

Wilson, D. C., (1992). A strategy of change. London: Routledge.

APPENDICES:

APPENDIX A: AUTHORITY TO CONDUCT EDUCATIONAL RESEARCH

The University of Zambia

Directorate of Research and Graduate Studies

P.O Box 32379

LUSAKA

U.F.S the Provincial Education Officer.

Muchinga Province

P. O Box

CHINSALI

TO: The Headteacher

Kabale Day Secondary School

RE: FIELD WORK FOR MASTERS' STUDENT; CHIYEZHI JONATHAN

The bearer of this letter Chiyezhi Jonathan (Mr.), Computer number 716814304 is a duly registered student at the University of Zambia, School of Education.

He is taking a Masters of Education in Educational Management. The programme has a fieldwork component which he has to complete. He is seeking your authority to allow him carry out an educational research in the schools within Mpika District of Muchinga Province.

Yours faithfully,

Dr. Simwinga - ASSISTANT DIRECTOR

APPENDIX B: INFORMAL CONSENT FORM

Dear Respondent,

This serves to give you an understanding of the purpose of this research and procedures that will be followed. Further implications for your explanations are given below. Finally you are being asked to sign this to indicate that you have agreed to participate in this exercise.

Thankyou in advance

Description

This exercise is an educational research, the researcher is a student at the University of Zambia pursuing a Master of Education in Education Management. The research is a major requirement for the researcher to complete his programme. Therefore this exercise is purely academic.

Purpose

The researcher wishes to find out the Perspectives of Headteachers, Teachers and PTC chairpersons (Stakeholders) on the Chang Management Strategies in selected Upgraded Secondary Schools. The researcher is interested on the Stakeholders' perceptions on the change management strategies upgraded secondary schools,. To examine the challenges and available strengths and to establish the effect of change management strategies.

Consent

Participation in this exercise is voluntary. You are free to decline to participate in this exercise.

Confidentiality

All data collected from the research is treated with utmost confidential. Participants are assured that they will remain anonymous and untraceable in this research.

Rights to respondents

All efforts will be taken to ensure that the rights of participants are protected and respected.

Participants are assured that they shall suffer no harm as a result of participating in this exercise.

Participants are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

Declaration of Consent

I have read fully understood this document. I therefore agree to participate in this exercise.

Signature Date

APPENDIX C: INTERVIEW GUIDE FOR TEACHERS

THE UNIVERSITY OF ZAMBIA IN CONJUNCTION WITH ZIMBABWE OPEN UNIVERSITY

Dear Respondent,

I am Chiyezhi Jonathan holder of NRC No 169461/24/1 computer number 716814304 a distance enrolled student with the University in conjunction with the Zimbabwe Open University for a Master's Degree program in Educational Management. The topic under discussion is entitled Change Management Strategies in Selected upgraded secondary schools in Mpika District of Muchinga Province. As you may be aware that in the recent past, the government has introduced a policy increasing access to as many school-ages possible by turning so many primary schools into secondary schools. Hence this study to look at the pros and cons of this declaration therefore by sampling technique, you have been identified to be among the respondents to give information on this study. Be informed that all the information collected from you will be used for academic purpose only and that the same data will be treated with much confidentiality as it deserves.

Secondly you do not have to submit your name, NRC No or any other vital information which may reveal your identity during your interview session. Lastly you are humbly thereby requested to be in a relaxed mood and give out as much information as you could possibly utter. All the data collected from you will be used to improve and readdress the challenges faced in upgraded primary into secondary school in selected schools of Mpika District within Muchinga Province.

SECTION A

Demographic Data

Tick where applicable

1. For how long have you served as a teacher?

A. 0-5 years { }

B. 6- 10 years { }

C. 11 – 15 { }

D. 16 -20 { }

E. 20 and above. { }.

2. What is your gender?

A. Male { }

B. Female { }.

3. What is your age?

A. 25 years and below. { }.

B. 26 – 30 years { }.

C. 31 – 35 years { }.

D. 36 -40 years { }.

Above 41 years { }.

4. What is your marital status?

A. Married { }.

B. Single { }

C. Widowed { }.

D. Divorced { }

E. Separated { }

F. Cohabiting { }.

5. What is your highest qualification attained?

A. Certificate { }

B. Diploma { }

C. Bachelor { }.

D. Masters

E. Doctorate { }

D. Other { }.

6. How long have you been teaching at this school?

- A. 0 – 5 years { } B. 6-10 years { } C. 11-15 years { }.
- D. 16- 20 years { } E. 21 -25 years { } F. 26 and above. { }

SECTION B

Tick where applicable

7. Was it a good idea to upgrade the school in its current status?

- A. yes { } B. No

8. How is the current status of the school?

- A. Excellent { } B. Good { } C. Average { }

- D. Below average { } E. Poor { }.

9. To what extent do you appreciate the upgrading of the school?

- A. Very Satisfied { } B. Satisfied { } C. Luke Warm satisfied { } D. Dissatisfied { }.
- E. Very dissatisfied

10. Say Yes or No if the following infrastructure is available or not at your school?

a. Assembly hall-----

b. Home economics room -----

c. Art room -----

d. Industrial Art room-----

e. Sports room-----

f. Expressive Art room-----

g. Music room-----

h. Computer Laboratory-----

j. Theatre room-----

k. Staff room-----

l. Science Laboratory-----

m. Language Lab-----

11. How do you relate to one another with those at Primary sector where you once belonged to?

12. By upgrading your school, what the merits and demerits do you think the school management is facing?

THE END. THANKS A LOT.

APPENDIX D: PUPILS' GROUP DISCUSSION INTERVIEW.

THE UNIVERSITY OF ZAMBIA IN CONJUNCTION WITH ZIMBABWE OPEN UNIVERSITY.

I am Mr. Chiyezhi J. a distance student enrolled for a Master's Degree in Educational Management at the University of Zambia. The topic of study is the Management Implications in the selected upgraded secondary schools in Mpika District with in Muchinga Province. By using random sampling your school was chosen to be part of this study. The questionnaire .will be used to gather necessary data from you and your friends respectively. Do not be afraid, because all the information collected from you will be utilized for academic purposes only. All the data you will give will be treated in confidence without divulging it to the public at all. Secondly, in keeping all the information collected private, you do not need to write your names or anything that may help to reveal who you are on the questionnaire. Finally, you are therefore requested to be as free as possible to fill in the questionnaire with all the necessary information as required.

You are also free to decline from taking part in this study when need arises, it's purely on voluntary bases. However, the data collected will help the Ministry of Education and other stake holders to raise the standards of education to acceptable levels in Mpika and Zambia as whole.

1. What grade are you?
2. How is the learning environment? Ans: Good /Average / Poor. Tick the answer.
3. Give a reason for your answer given?
4. What can you say about school administration? Excellent/ good/bad. Tick the answer.
5. Where do you hold the assemblies?

6. Outline or explain the school program on daily basis

.....

.....

.....

.....

7. How many are you in your class?

8. Are pupils in your class able to read and write?

9. What is the state of the classrooms?

THE END. THANK YOU VERY MUCH.

APPENDIX E: INTERVIEW GUIDE FOR PTA CHAIRPERSONS

THE UNIVERSITY OF ZAMBIA IN CONJUNCTION WITH ZIMBABWE OPEN UNIVERSITY

Dear Respondent,

I am Chiyezi Jonathan holder of NRC No 169461/24/1 computer number 716814304 a distance enrolled student with the University in conjunction with the Zimbabwe Open University for a Master's Degree program in Educational Management. The topic under discussion is entitled Change Management Strategies in Selected upgraded secondary schools in Mpika District of Muchinga Province. As you may be aware that in the recent past, the government has introduced a policy increasing access to as many school-ages possible by turning so many primary schools into secondary schools. Hence this study to look at the pros and cons of this declaration therefore by sampling technique, you have been identified to be among the respondents to give information on this study. Be informed that all the information collected from you will be used for academic purpose only and that the same data will be treated with much confidentiality as it deserves.

Secondly you do not have to submit your name, NRC No or any other vital information which may reveal your identity during your interview session. Lastly you are humbly thereby requested to be in a relaxed mood and give out as much information as you could possibly utter. All the data collected from you will be used to improve and readdress the challenges faced in upgraded primary into secondary school in selected schools of Mpika District within Muchinga Province.

ORAL QUESTIONS

1. For how long have you served in the position of PTC chairperson at this school?
2. What changes by government have you noticed at this school?
3. Was it a good idea to bring about change management at this school?

4. How do you view the change management strategy at your school, good or bad? Probe
5. What challenges are you facing as parents in the change management strategy?
6. What message do you have for your fellow parents now that the school is upgraded into a secondary school and there is a change?
7. What change management strategies would you employ in the running of the school in terms of parents teachers committee?
8. How would you like PTA fund expended?
9. What advice would you give to the government over the future of the upgraded schools?

THE END, THANKYOU VERY MUCH FOR YOUR COOPERATION

APPENDIX F: INDEPTH INTERVIEWS WITH HEAD TEACHERS

THE UNIVERSITY OF ZAMBIA IN CONJUNCTION WITH ZIMBABWE OPEN UNIVERSITY

Dear respondent, am Mr. Chiyezhi Jonathan, NRC No 169461/24/1 a distance enrolled student with the University in conjunction with the Zimbabwe Open University for a Master's Degree program in Educational Management. The topic under discussion is entitled Change Management Strategies in Selected upgraded secondary schools in Mpika District of Muchinga Province. As you may be aware that in the recent past, the government has introduced a policy increasing access to as many school-ages possible by turning so many primary schools into secondary schools. Hence this study to look at the pros and cons of this declaration therefore by sampling technique, you have been identified to be among the respondents to give information on this study. Be informed that all the information collected from you will be used for academic purpose only and that the same data will be treated with much confidentiality as it deserves.

Secondly you do not have to submit your name, NRC number or any other vital information which may reveal your identity during your interview session. Lastly you are humbly thereby requested to be in a relaxed mood and give out as much information as you could possibly utter. All the data collected from you will be used to improve and readdress the challenges faced in upgraded primary into secondary school in selected schools of Mpika District within Muchinga Province.

Remember to introduce yourself to the respondent and also outline to him/him the purpose of the interview and the research.

ORAL QUESTIONS

1. What is the name of your school?
2. When was the school upgraded?
3. For how long have you served in that position?
4. Were you consulted when the school was being upgraded into a secondary school?
5. How do you look at the upgrading policy (merits and demerits)
6. What are your management strategies? (Strengths and weaknesses)
Probe: training, barriers, challenges and type of a leader he is
7. Interpret your vision, motto and mission in relation to managing the school.
Probe: so far linkage to success /failure
8. Do you have any problems with the combination of primary and secondary school teachers?
9. Which strategies do you use to harmonize relationships among teachers?
10. How do you harmonize the school routine with the two sectors?
11. How do you harmonize work culture of the two deputy head teachers and yourself?
12. How do you share the school infrastructure between the two sections?
13. What challenges do you face as regard to pay point?
14. What influence does the primary school pupils have in terms of language on the secondary school pupils?
15. Are you comfortable with staffing levels in secondary section?
16. Do you find any difficulties when you hold staff meetings with the combination of the two sections?
17. How do you manage the 8hour policy with the two sectors?

18. How effectively do you monitor your teachers in terms of reporting time, teaching and knocking off time?
19. How do you perceive the running of the primary and secondary school in the same environment?
20. Which strategies does your school employ to improve performance?
21. Do you need any help from the ministry or government? if so specify
22. What challenges do you face in the management of your institution?
23. Does your school have its own establishment or pay point? If not how would you make sure that your teachers get confirmed in their positions?
24. How do you motivate your teachers?
25. Do you face any challenges with your teachers? If so, list down the challenges?
26. What impact is on teachers coming from distant places on teaching?
27. How do you intend to sort out accommodation problems for teachers not accommodated in the teacher's compound?
28. What are the major challenges pupils face in upgraded schools?
29. What challenges do you face in financial management of the school

APPENDIX G: INTERVIEW WITH DISTRICT EDUCATION BOARD SECRETARY (DEBS).
THE UNIVERSITY OF ZAMBIA IN CONJUNCTION WITH ZIMBABWE OPEN UNIVERSITY

Dear Respondent,

I am Chiyezhi Jonathan holder of NRC No 169461/24/1 computer number 716814304 a distance student with the University of Zambia in conjunction with the Zimbabwe Open University for a Master's Degree program in Educational Management .The topic under discussion is entitled 'Management Implications in Selected Upgraded Secondary Schools in Mpika District with in Muchinga Province. By randomly sampling technique, you were selected to be one of the respondents to give information in the study. Be informed that all the information collected from you will be used for academic works only and that the same data will be treated with much confidentiality as it deserves.

Secondly, you do not need to submit your name, NRC or any other vital information which may reveal your identity but which we want to secure at all cost during the interview session. Lastly, you are humbly requested to reveal as much information as you could possibly do to help in the study. The data collected from you will be used to improve and readdress the challenges faced in the newly upgraded schools in Mpika District and Muchinga Province.

ORAL QUESTIONS.

1. How long have you served in Mpika District?
2. When did you come to Mpika District?
3. What is your current position?
4. For how long have you served in your current position?

5. When did the government start upgrading primary schools into either combined or mere secondary schools?
6. What could have triggered this move?
7. Where you consulted on the upgrading of schools?
8. Which document was used to declare this move?
9. What factors do you consider when upgrading a school into secondary school status?
19. In comparisons form, it has been found that these up graded schools have a big challenge with enrolment. Why? What could be the way forward?
20. Do we have adequate infrastructure to accommodate both the primary sector and the secondary?
21. Why do we disadvantage one group in order to accommodate the other? Is it necessary? Why the panic?
22. Why do you upgrade these schools in the absence of specialized rooms?
23. Are you not the one promoting failure?
24. What strategies are you putting in place to construct infrastructure in the upgraded secondary schools?
25. Is it necessary to upgrade new schools when the old ones are not yet gazzeted?
26. Do these schools have pay points? What is the probability that appointed teachers and management team will get confirmed soon?

27. Are you aware that a demotivated teacher is a danger to school development when time unnecessarily drags on?
28. What are you doing to ensure that these teachers and administrators are put in rightful salary scales?
29. Funding is yet another major challenge, what strategies are schools using to deliver quality education?
30. Can quality education be attained amidst poor funding?
31. What can be affected when funding and lack of resources becomes the order of the day?
32. Generally, what challenges are faced by these schools?
33. What is the picture like in these schools when you go monitoring?
34. What has been the successes and failures in these schools?
35. Pass a comment on the ratio of the desks and text books in classrooms during lesson times.
36. How has been the performance like at both grade 9 and 12 final examinations in these schools?
38. At what rate should the upgrading of schools be carried out in Zambia?
39. What advice would you give the following stakeholders as regard the upgraded schools?
- A. Government B. School management C. Pupils D. Teachers
40. What should schools do in relation to management implication, discipline, infrastructure and finances in order to improve performance in upgraded schools in Mpika District?

THE END. MANY THANKS.

APPENDIX H: BUDGET

SN	ITEM	QUANTITY	UNIT PRICE (K)	TOTAL (K)
1	Bond paper	5 reams	75.00	375.00
2	Printing of documents	5	400.00	2 000.00
3	Photocopying			650.00
4	Scanning			750.00
5	Binding documents			250.00
6	Accommodation			7 800.00
7	Transport			4 000.00
8	Food			5 000.00
9	Miscellaneous			3 000.00
	TOTAL			23 825.00

APPENDIX I: RESEARCH WORK PLAN

DATE	ACTIVITY	EVALUATION/ COMMENTS
January/February 2018	Preparation and presentation of proposal	
March 2018	Chapter one – introduction	
April 2018	Chapter two – Literature review	
May/June 2018	Chapter three – Research Methodology	
July 2018	Chapter four – Findings	
August 2018	Chapter five --- Discussion of Findings	
September 2018	Chapter six – Conclusion and recommendations	
October 2018	Submission of Draft	
November 2018	Final Draft submission	