



**THE UNIVERSITY OF ZAMBIA IN COLLABORATION
WITH ZIMBABWE OPEN UNIVERSITY**

**CHALLENGES MANAGEMENT FACES IN SELECTED
PRIMARY SCHOOLS IN MUMBWA DISTRICT.**

BY:

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A dissertation submitted to the University of Zambia in collaboration with Zimbabwe Open University in partial fulfilment of the requirements for the award of a Masters in Education Administration and Management.

LUSAKA

2017

AUTHOR'S DECLARATION

I, **Nakamba Mirriam**, do solemnly declare that this research report represents my own work and that it has not been previously submitted at this university or any other university.

Signature:

Date:

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CERTIFICATE OF APPROVAL

This research report by Nakamba Mirriam has been approved as fulfilling the requirements for the award of Masters of Educational Administration and Management by the University of Zambia in collaboration with Zimbabwe Open University.

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Date:.....

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Date:.....

DEDICATION

This study is dedicated to all primary schools managers, teachers and pupils in Zambia. It is my sincere hope that they will find the information documented in this report useful. It is also dedicated to my family and friends: Dr, Dube, Salifya, Sibongile, Sibon and Fungw'a, whose consistent encouragement, financial support and understanding made me persevere in completing this report. Above all to God who is the pillar of my life.

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For us who believe in God, all things are possible because of Him. I, therefore, praise the Lord for making this road smooth despite the many obstacles that lay in my path, for I can do all things through Christ who strengthens me.

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Abstract

This study investigated challenges management faces in selected primary schools in Mumbwa District. The objectives of the study were: to identify management strategies employed by administrators in primary schools, establish management challenges faced in primary schools in Mumbwa, determine the perceived effects of management challenges on the teaching and learning process and propose strategies aimed at mitigating management challenges in primary schools in Mumbwa district.

The study employed a descriptive design. The population consisted of all teachers, head teachers and pupils in selected primary schools in Mumbwa district. A sample size of 35 teachers was randomly selected while the 3 head teachers and 12 pupils were purposively selected. Questionnaires and interview guides were used to collect data. Qualitative data were analyzed thematically, while quantitative data were analyzed by the use of descriptive statistics and results presented in form of percentages and frequencies.

The study revealed that strategies employed by management in selected schools included, administrators showing leadership of the team, directing all the activities of the school, negotiating for resources both human and material, communicating the details of school programmes and presenting annual reports to stakeholders such as parents.

Among management challenges faced by the selected primary schools in Mumbwa district were high enrolment levels, inadequate educational supplies, low staffing levels, inadequate classrooms and desks, dilapidated infrastructure, inadequate staff accommodation, low housing allowances to rent decent houses and teachers being overworked. The study further indicated that the perceived effects of challenges faced by management on the learning process were, poor educational attainment, reduced sessions time for learning, teachers not motivated, teachers being over worked, no regular homework and remedial work and lack of pupil comfort which resulted in absenteeism and high dropout rates among pupils.

Proposed strategies aimed at mitigating management challenges included, increasing funding, expand existing schools, build more schools, employ more teachers, supply enough desks, and educational materials, government improving staff retention through improved conditions of service and levying all pupils.

The study recommended that the Ministry of General Education should encourage all school administrators to undergo training in management to enable them better run their school and that it should employ more teachers to ease shortages, fund schools to enable them run efficiently and enhance teaching and learning.

CHAPTER 1

INTRODUCTION

1.0 Overview

This chapter presents the background, statement of the problem, purpose of the study, objects of the study, research questions, conceptual framework and the theoretical framework of the study.

1.1 Background to the study

Management or managing is the administration of an organization, whether it be a business, a not-for-profit organization, or government body. Management includes the activities of setting the strategy of any organization and coordinating the efforts of its employees or volunteers to accomplish its objectives through the application of available resources, such as financial, natural, technological and human resources. The term management may also refer to the people who manage an organization such as a school. However the functions of a school manager are to manage the school and formulate policies that best suit the needs of school, members of staff as well as the overall interest of learners themselves (Westerberg, 2013).

Thus the realization that there is still much to be learned about how school managers can successfully meet the educational needs of diverse pupil populations. But there has been a great deal of research concerning both school and classroom conditions that are helpful for students from economically disadvantaged families and those with diverse racial and ethnic backgrounds. Almost all of the early research conducted as part of the “effective schools” movement aimed to identify such conditions. In addition, a very large proportion of educational policy research concerning, for example, class size, forms of instruction, student group practices and school size has been conducted using evidence about and from such learners (Wiley, 2001).

Effective school management is vital to both learners and pupils because it brings about efficiency. This is so because effective school management will direct the human resource

who in this case are teachers to work to meet the set goals using the fewer teaching and learning resources. Effective school management on the other hand is important because it comes up with practical measures designed to secure the benefits of the learners. Effective management is mainly linked to efficient and systematic coordination of educational programs aimed at improving the performance of both the teachers and the pupils. This is only achieved if school members of staff closely collaborate and feel a sense of sharing responsibilities, organized purpose and dynamic approach. All this much needed work attitudes can be full attained if there is an effective school management that has the capacity to motivate teachers who in turn will motivate pupils to work hard academically (Marzano, et al, 2005).

The Effective Leadership and Pupil Outcomes Project is the largest and most extensive study of contemporary leadership to be conducted worldwide to date. Its sampling methods and innovative mixed methods design have enabled it to examine the work of head teachers and other school leaders in a range of primary and secondary schools nationally. All these schools are recognized as having achieved success in terms of improvement in pupil attainment measures and are highly effective in value added terms over at least a three year consecutive period (Duncan, 2013).

1.2 Statement of the problem

The education of primary school going children is affected by the way school managers carry out their leadership roles. According to the Ministry of Education (1996), the Education of primary school going children is mostly aligned to the quality of the management services offered at their school. It is generally acknowledged that management face challenges in their day-to-day operations. However little is known about challenges management face in primary schools in Mumbwa district, hence the relevance of this study.

1.3 Purpose of the study

The purpose of the study was to explore challenges faced by management in selected primary schools in Mumbwa district.

1.4 Objectives of the study

The objectives of the study were to;

1. Identify management strategies employed by administrators in selected primary schools in Mumbwa district.
2. Establish challenges faced by management in primary schools in Mumbwa.
3. Determine the perceived effects of management challenges on the teaching and learning process in primary schools in Mumbwa district.
4. Propose strategies aimed at mitigating challenges faced by management in selected primary schools in Mumbwa district.

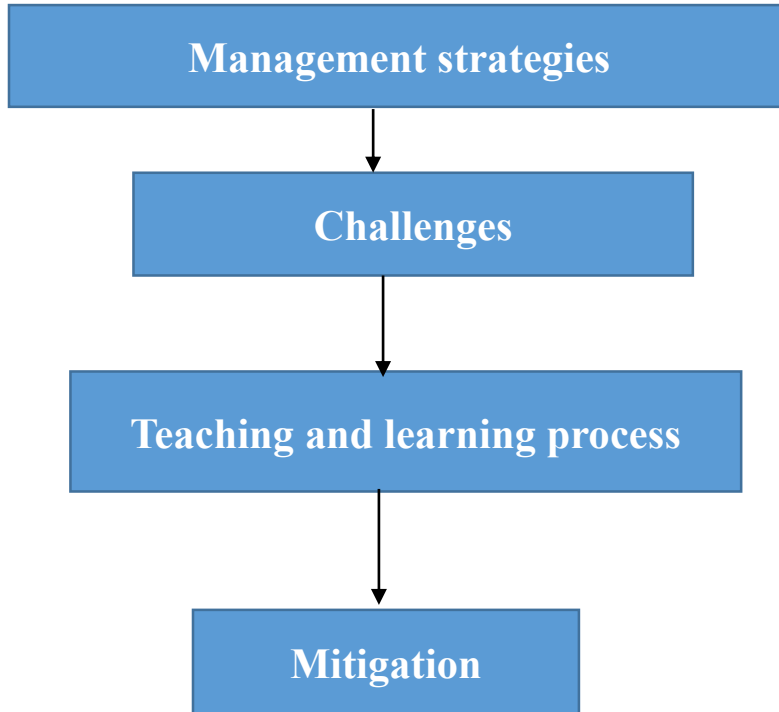
1.5 Research questions

The following were the research questions;

1. What management strategies have been employed by administrators in primary schools in Mumbwa district?
2. What challenges does management face in selected primary schools in mumbwa.
3. How do challenges faced by management affect the teaching and learning process in selected primary schools in Mumbwa district?
4. Which strategies can be put in place to mitigating challenges faced by management in selected primary schools in Mumbwa district?

1.6 CONCEPTUAL FRAMEWORK

Below is the conceptual framework employed by the study:



This conceptual framework relates to the study in that the framework helps to understand how different variables relate to each other. School administrators employ several management strategies which have been discussed in the findings of this report. Despite management undertaking aggressive and robust management strategies to run their school using the few resources challenges are inevitable. The various management challenges have direct and indirect effects on the teaching and learning process. As a result of the effects of management challenges on the teaching and learning process school administrators embark on different measures to mitigate the challenges. These strategic measures will have a bearing on the management strategies that administrators will employ and the chain will continue like that.

1.7 Theoretical framework

There is enough disagreement among management writers on the classification of managerial functions. This study designates Henri Fayol's theory as a theoretical

framework. Fayol, (1861), identifies five functions of management that is, planning, organizing, commanding, coordinating and controlling.

1. Planning

Planning is the most fundamental and the most pervasive of all management functions. If people working in groups have to perform effectively, they should know in advance what is to be done, what activities they have to perform in order to do what is to be done, and when it is to be done. Planning is concerned with 'what', 'how, and 'when' of performance. It is deciding in the present about the future objectives and the courses of action for their achievement.

Every manager including primary school managers performs all these planning functions, or contributes to their performance. In some organizations, particularly those which are traditionally managed and the small ones, planning are often not done deliberately and systematically but it is still done. The plans may be in the minds of their managers rather than explicitly and precisely spelt out: they may be fuzzy rather than clear but they are always there. Planning is thus the most basic function of management. It is performed in all kinds of organizations by all managers at all levels of hierarchy.

Planning is relevant to this study because it helps managers in schools to formulate goals and objectives which relate to the philosophy of the school. It entails making decisions from alternatives and the selection of procedures and policies for achieving the desired goals. The goals missions or objectives results from need analysis of the school (organization) and quality of the desired products (Koontz and O' Donell 1968). The emphasis is on planning as this is the most basic function and it is the prerequisite for all other activities.

2. Organizing

Organizing involves identification of activities required for the achievement of enterprise objectives and implementation of plans; grouping of activities into jobs; assignment of these jobs and activities to departments and individuals; delegation of responsibility and

authority for performance, and provision for vertical and horizontal coordination of activities. Every manager has to decide what activities have to be undertaken in his department or section for the achievement of the goals entrusted to him. Having identified the activities, he has to group identical or similar activities in order to make jobs, assign these jobs or groups of activities to his subordinates, delegate authority to them so as to enable them to make decisions and initiate action for undertaking these activities, and provide for coordination between himself and his subordinates, and among his subordinates.

The importance of the concept of organization to this study is that organization basically means process of combining and integrating human, physical and financial resources in productive interrelationships for the achievement of enterprise objectives. It aims at combining employees and interrelated tasks in an orderly manner so that organizational work is performed in a coordinated manner, and all efforts and activities pull together in the direction of organizational goals.

3. Directing

Directing is the function of leading the employees to perform efficiently, and contribute their optimum to the achievement of organizational objectives. Jobs assigned to subordinates have to be explained and clarified, they have to be provided guidance in job performance and they are to be motivated to contribute their optimum performance with zeal and enthusiasm.

Directing is important to this study because it describes how managers, supervising training and orienting subordinates in skills of task performance achieve the objectives. This entails job description, motivation, communication channels and coordination of different post holders activities (stoner, 1982).

4. Commanding

Commanding is the function of establishing such relationships among various parts of the organization that they all together pull in the direction of organizational objectives. It is thus the process of tying together all the organizational decisions, operations, activities and efforts so as to achieve unity of action for the accomplishment of organizational objectives.

Commanding is important to the study because it sees to it that the objectives and activities of separate departments are integrated so as to achieved organizational goals. The essence is that as soon as the school is divided into specialization function and department, each department must have clearly formulated objectives and it's the duty of management to see to it that all different departments work together harmoniously. As a result each department must be informed about the objectives and activities of the departments (Owens, 1981).

5. Controlling

Controlling is the function of ensuring that performances are consistent with the predetermined objectives and goals. Deviations from objectives and plans have to be identified and investigated, and correction action taken. Controlling implies that objectives, goals and standards of performance exist and are known to employees and their superiors. Controlling is vital to this study because it seeks to compel events to conform to plans. Thus controlling measures performance and corrects any negative deviation so as to accomplish the goals or plans of the organization. Controlling or monitoring implementation is purposive and leads to improved performance.

1.8 Summary

This chapter has presented the background, statement of the problem, purpose of the study, objects of the study, research questions, conceptual framework and the theoretical framework to the study. The next chapter will present the literature review of the study.

CHAPTER 2

LITERATURE

2.0 Overview

This chapter presents literature relevant to the study on challenges faced by management in selected primary schools in Mumbwa district. This literature is reviewed under the following themes: definition of management, the importance of engaging appropriate management strategies in primary schools management challenges faced in schools and strategies to improve effective school management.

2.1 Definition of management

Management or managing is the administration of an organization, whether it be a business, a not-for-profit organization, or government body. Management includes the activities of setting the strategy of any organization and coordinating the efforts of its employees or volunteers to accomplish its objectives through the application of available resources, such as financial, natural, technological and human resources. The term management may also refer to the people who manage an organization such as a school. However the functions of a school manager are to manage the school and formulate policies that best suit the needs of school, members of staff as well as the overall interest of learners themselves, (Westerberg, 2013)

2.2 The importance of engaging appropriate management strategies in primary schools.

Evidence suggests that the impact of school management trickles down to how setting directions. This set of practice by school managers is aimed at helping colleagues who in this case are teachers develop shared understandings about the school organization and its activities and goals that can under gird a sense of purpose or vision. Members of staff are motivated by goals which they find personally compelling, as well as challenging but achievable. Having such goals helps teachers make sense of their work and enables them to find a sense of identity for themselves within their work context. It is therefore inevitable to conclude that when teachers are less motivated to teach the pupils learning and finally performance will be affected. The opposite is also true, where teachers are motivated by

management to teach, pupils will definitely perform well academically. More-specific sets of leadership practices significantly and positively influencing these direct experiences include, for example: offering intellectual stimulation, providing individualized support and providing appropriate models of best practice and beliefs considered fundamental to the school organization (Duncan, 2013).

Different forms of school leadership are described in the literature using adjectives such as “instructional,” “participative,” “democratic,” “transformational”, “moral”, “strategic” and the like. But these labels primarily capture different stylistic or methodological approaches to accomplishing the same two essential management objectives critical to any school organization’s effectiveness: helping the organization set a defensible set of directions and influencing members to move in those directions. Leadership is both this simple and this complex. “Instructional leadership,” for example, encourages a focus on improving the classroom practices of teachers as the direction for the school. Transformational leadership, on the other hand, draws attention to a broader array of school and classroom conditions that may need to be changed if learning is to improve. Both democratic and participative management of schools are especially concerned with how decisions are made about both school priorities and how to pursue them (DuFour & Marzano, 2011).

Teachers are key, of course, and impressive evidence suggests that their “pedagogical content knowledge” (knowledge about how to teach particular subject matter content) is central to their effectiveness. So, too, is the professional community teachers often form with colleagues inside and outside their own schools. At the classroom level, substantial evidence suggests that student learning varies as a consequence of, for example, class size, student-grouping practices, the instructional practices of teachers, and the nature and extent of monitoring of student progress (Westerberg, 2013).

At the school level, evidence is quite strong in identifying, for example, school mission and goals, culture, teachers’ participation in decision making, and relationships with parents and the wider community as potentially powerful determinants of effective school management. District conditions that are known to influence student learning include, for

example, district culture, the provision of professional development opportunities for teachers aligned with school and district priorities and policies governing the leadership succession. Districts also contribute to student learning by ensuring alignment among goals, programs, policies and professional development (Hargreaves, 2001).

Indeed, a number of researchers points to the role of transformational school leadership and to the head-teacher capacity to build a “shared vision”. Involving the teachers in a process of shaping their schools will cause them to be more motivated and to teach differently. Thus, this process will make a difference to the learning and motivation of students (Elmore, Peterson and McCarthy, 1996). Leithwood and Jantzi (1999) suggest that “transformational leadership” has strong direct effects on school conditions, which in turn have strong direct effects on classroom conditions.

Wiley (2001) supports this claim and suggests that transformational leadership is mostly effective within a strong professional community. Moreover, the more distributed the leadership is throughout the school community, in particular to teachers, the better the performance of that school in terms of pupils outcomes (Silins & Mulford, 2002). The existence of distributed leadership is especially crucial in case of shocks that can leave the school without its leader. To this respect, McMahan indicates that head-teachers’ departure could be followed by an unstable period of leadership detrimental to teacher cohesion and pupils academic performance (McMahan, 2001).

Moreover, if we split the impact of the head teacher activities by level of student’s highest level of parental education, we can see how 70% time spent on leadership activities is especially beneficial to students of lower level of parental education, 70% time spent on management is especially beneficial to students of higher level of parental education. The effect is consistent also for the other levels of specialization, although the differences are a little less emphasized. This effect suggests that head-teachers highly concerned with educational issues obtain relevant results in terms of equity and create environments with characteristics supportive for the low achievers. On the other hand, head-teachers with a strong managerial focus create resource-rich environments that are best profitable for

pupils' performance. In this sense, the focus on management could be related to excellence (McMahon, 2001).

Effective school leaders apply strategies in ways that are sensitive to school and student background characteristics, to nationally defined needs and to their core educational ideals for maximizing pupils' achievement across a range of academic, social and personal competencies. Three school improvement profiles were identified, each with different contextual characteristics. Low start, in the project 66% were high disadvantage contexts defined as Free School Meal Band with histories of poor pupil behavior, attendance, high staff and leadership turnover and inexperienced heads (Leithwood and Jantzi, 1999).

2.3 Management challenges faced in schools

The managerial problems of school head teachers are closely related to their duties and responsibilities. The problems encountered at primary schools may arise from students, teachers, school setting, management skills and the school's physical conditions.

Mese (2009) showed that 43.3 percent of the participating school managers are faced with political pressure, political manipulation in managerial appointments, and encumbering tasks assigned by higher authorities. 56.7 percent of the principals, a significant percentage, complained that higher authorities overlook their thoughts. He further stated that, the second most common problem is the failure of disciplinary regulations to resolve students' problems. Although head teachers are expected to spare most of their work time for teaching leadership, they spend more time on bureaucratic errands.

Another study showed that decision-makers' failure to take the qualifications of (well-trained) primary school managers into account as an appointment criterion is regarded as one of the causes of problems associated with school management. Management should not be acquired by luck or connection, it needs specially trained professionals who can do the job right the first time round, and not suitors and pretenders that feel threatened at every corner in the school (Mathibe 2007).

According to Mese (2009), overpopulated classes pose problems for 63.4 percent of the participant head teachers. His study showed that principals had some problems arising

from the lack of pedagogical training, and they face fewer problems with teachers than with (inappropriate behaviours of) students. He further claim that principals today are at more risk than in the 1980s, and violence and discipline-related problems at schools are gradually increasing.

Productivity at education institutions is achieved not with machines but humans; therefore involving emotion is crucial to the achievement of productivity. This is unlikely to be achieved with exhausted and offended people. Considering that the motivation of school managers is to be able to achieve previously set goals, their enthusiasm plays a key part in the success of the system because a school manager too is a human. The employment of effective, creative, visionary, motivating, knowledgeable, and principled school managers is crucial to sorting out the encountered problems and improving the education offered at primary schools (Wallace & Weindling, 1999).

Similar problems were found in the related literature. McMahon (2001), revealed that primary school managers suffer from problems originating from insufficient pedagogical training and students inappropriate behaviors. He suggests that primary school heads lack proper pedagogical training and suffer from associated problems. Moreover few school managers participate in in-service trainings which means that primary school heads attend professional development seminars less frequently than required.

On the other hand, Cukadar (2003) found that school managers face moderately serious problems concerning staff services. The most frequent third problem encountered by school managers is the problems caused by the teachers' absence due to health problems and related leaves.

It seems that new schools (of 7-9 years) face more problems. Socio-economic conditions of schools can be considered as a notable source of problems. As the community's socio-economic situation is improved, problems tend to decrease, or vice versa. Indifferent parents, lack of communication and ineffective PTA can be listed among the problems of principals.

2.4 Strategies to improve effective school management

Effective school leaders are required in order to develop and sustain effective motivated teachers and increase student achievement. The Wallace Perspective (2013) is a broad review and synthesis of over 70 research reports and significant publications on effective school management. The comprehensive perspective revealed effective school principals perform five key practices. The first is shaping a vision of academic success for all students. The second is creating a climate hospitable to education; the third is cultivating leadership in others; the fourth is improving instruction, and the fifth is managing people, data and process to foster school improvement. Research from the University of Minnesota and Toronto by (Louis, Keithwood, Wahlstrom, et al (2010), indicated that teachers extolled principals more when an encouraging climate for instruction was created, and higher evaluations were received by principals who encouraged and developed leadership among the faculty. According to Honig, Copland, Rainey, et al (2010), researchers at the University of Washington, found that effective principals focused on the quality of instruction by defining and promoting high expectations and lessening teacher isolation. Further, effective school managers are highly visible in the school and focus on making formative observations about learning and professional growth while providing direct and immediate feedback.

In an open-ended questionnaire, Blase & Blase (2000) surveyed 800 educators asking teachers to pinpoint and describe characteristics and actions of school managers who had contributed to the improvement of their classroom instruction and the impact this experience had on instructional practices. Blase & Blase (2000) identified two main themes, the impact of principals talking with teachers to promote reflection and the significance of promoting professional growth accompanied by supporting strategies. Some of the key supporting strategies were providing feedback, modeling effective instructional strategies, and giving authentic praise. As for modeling, Blase and Blase (2000) found that, according to teachers, effective principals demonstrated teaching techniques in classrooms and during conferences; they also modeled positive interactions with learners. These forms of modeling were viewed as impressive examples of instructional leadership that primarily yielded positive effects on teacher motivation as well

as on reflective behavior. This research also demonstrated how praise significantly affected teacher motivation, self-esteem, efficacy, and fostered, “teacher reflective behavior, including reinforcement of effective teaching strategies, risk taking, and innovation/creativity” (Blase & Blase, 2000).

Secretary of Education, Arne Duncan, in his address to the National Association of Secondary School Principals directly addressed the need to strengthen school leadership and find better ways to train school principals. Duncan reported that 70 percent of principals stated traditional school leadership training programs were, “out of touch with the realities of what it takes to run today’s schools” (Duncan, 2013). In this address, Duncan compared being a manager in today’s schools as a sink-or-swim experience and suggested school leaders must shape the school’s culture and be instructional leaders first and foremost. In closing Duncan stated, “Great school manager’s nurture, retain, and empower great teachers. Poor principals run them off.

Marzano, Waters, and McNulty (2005) conducted a meta-analysis that included 69 studies, highlighting over 2,800 schools with an estimated 14,000 teachers and 1,400,000 students. From the findings authors created a list of 21 responsibilities that make an effective school leader. A few of the most critical responsibilities listed were being a change agent, engaging in productive communication with and among teachers and students, providing intellectual stimulation that ensures awareness of the most current theories and practices, collaborative involvement with curriculum, and knowledge about current curriculum, instruction, and assessment practices. Authors concluded that all 21 responsibilities are significant to the effective execution of leadership in schools.

DuFour and Marzano (2011) examined how district, school, and classroom leaders are able to improve student achievement in Leaders of Learning. DuFour and Marzano named a major section of this work, “school management is an Affair of the Heart”. To discuss the significance of leading by example and helping individuals develop a sense of self-efficacy through actually becoming more capable. DuFour and Marzano asserted that school management’s dispositions and attitudes are contagious and will spread throughout an

organization which in this case is a school if the leader addresses the issues within an individual's control and then holds the individual accountable for growth and improvement. Through broad polling on leadership, people were asked to think about the best leader they have known and the correlating relationship; respondents in this case concluded that the best school managers take actions that made individual teachers feel competent and capable.

Westerberg (2013) reviewed significant research literature to write about leadership incorporating relevant experiences from his work as a principal to create a list of ten behaviors that separate successful leaders from the irrelevant. According to Westerberg, effective leaders clearly articulate a vision of effective instruction and assessment and provide precise examples of what this vision looks like. Also important, a common language and terminology is established and used by all to communicate instructional and assessment concepts. Westerberg asserted that every principal must remain intimately familiar with the technical core of teaching by reading professional literature, attending conferences, and working with a professional learning network. Additionally, leaders must be willing to share what they have learned with teachers as colleagues and partners with a common goal. Effective principals can utilize faculty meetings as a place to model high-quality instruction and should take an active role in planning, implementing, and evaluating quality professional development for teachers. Administrators must be viewed as a partner in collaborative productive relationships and be able to demonstrate knowledge and skill in pedagogy. This research explores teacher perceptions when such practices are implemented within a rural school setting.

Schools in more challenging contexts, heads should give greater attention to establishing, maintaining and sustaining school wide policies for pupil behavior, motivation and engagement, teaching standards, the physical environments, improvements in the quality of teaching and learning and establishing cultures of care and achievement. There are strong grounds for ensuring that schools serving disadvantaged communities appoint heads who are able to bring stability of leadership and staffing over a minimum prescribed period; and these heads should receive training in the specific strategies and practices that have

been identified as effective in meeting the needs of pupils from disadvantaged communities in promoting their motivation, engagement and performance.

2.5 Summary

This chapter presented literature relevant to the study on challenges faced by management in selected primary schools in Mumbwa district. The next chapter will present the methodology of the study.

CHAPTER 3

METHODOLOGY

3.0 Overview

This chapter presents the research design, study population, sample size sampling design, instruments of data collection, data analysis and ethical considerations.

3.1 Research design

A research design can be thought as the structure of research. It is the glue that holds all of the elements in a research project together. Therefore it is the scheme outline or plan that is used to generate answers to research problem (Oradho, 2003). This study employed a descriptive research design which necessitated the describing of events in the state of affairs in which they are, through identification and clarification of responses, analyzing and interpretation of data.

3.2 Study population

A population is a group of individuals, objectives or items from which samples are taken for measurement (Oradho, 2003). The population for this study comprised school managers, teachers and pupils from selected primary schools in Mumbwa.

3.3 Sample size sampling design

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). Sampling is a process of selecting a number of individuals or objectives from a population such that the selected group contains elements representative of the characteristics found in the entire group (Oradho, 2003). This study had a sample size of 50 respondents which was drawn purposively. The breakdown of the sample was as follows; three head teachers, thirty five teachers and twelve pupils.

3.4 Instruments of data collection.

The instrument that were used in the collection of data were a self-administered questionnaire and interview schedules.

3.5 Data analysis

Qualitative data were analyzed thematically and information presented in narration while quantitative data were analysed by the use of descriptive statistics and results presented in form of percentages and frequencies.

3.6 Ethical considerations

The purpose and outcome of the study as well as the benefits of the study were made known to the stake holders. Participants were assured of their privacy, confidentiality and anonymity.

3.7 Summary

This chapter has presented the methodology of the study with the following sub-themes: research design, study population, sample size sampling design, instruments of data collection, data analysis and ethical considerations to the study. The following chapter will be on the presentation of findings.

CHAPTER 4

PRESENTATION OF FINDINGS

4.0 Overview

This chapter presents the study findings of the study whose objectives were; to identify management strategies employed by administration in primary schools in primary schools in Mumbwa district, to establish challenges faced by management in selected primary schools in Mumbwa, to determine the effects of management challenges on the teaching and learning process in selected primary schools in Mumbwa district and to propose strategies aimed at mitigating management challenges in selected primary schools in Mumbwa district.

4.1 Management strategies employed by administrators in selected primary schools in Mumbwa district

The first objective sought to establish management strategies employed by administrators in primary schools in Mumbwa district. Table 1 below shows the strategies:

Table 1: Management strategies employed by school administrators

Category	Frequency	percentage
Administrators showed leadership of the team.	12	24%
Directing all the activities of the school.	9	18%
Negotiating for resources both human and material.	3	6%
communicating the details of the school programmes	14	28%
Presenting annual reports to the stakeholders such as parents.	12	24%

Total	25	100%
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The table above shows responses from the respondents on the questions with regards to what management strategies are employed by school administration in primary schools. 9 teachers as respondents who constitute 24% of the total number of participants said that the school administration employs leadership of the team by leading by example. Further 9 respondents who constitute 18% revealed that the primary school administration employed directing of all the activities as a management strategy. On the other hand 6% that is, 3 of the participants said primary school administration employ negotiating for resources both human and material as a management strategy. 14 participants which is 28% also held the view that primary school administrators use communication of the details of the school programmes as a management strategy. The remaining 24% coming from 12 participants said that presenting annual reports to stakeholders such as parents was one of the strategies employed by primary school administrators as a management strategy.

One grade seven pupil said: *“Our head teacher is a good head teacher, he always leads by example. He is the teacher of our friends in grade seven B, because of that a lot of teachers do not complain when teaching because they see him teach.”*

A head teacher from Kalilwe day school revealed that: *“We have a lot of strategies that we undertake as a school management to see the school moving forward. But one of the major strategies we employ is directing all school activities. This is done either through delegation or giving directives on day to day school activities. However it is cardinal to take precautions because teachers can be less motivated if we don’t delegate some decision making powers.”*

4.2 Challenges faced by management in selected primary schools in Mumbwa district.

The second objective sought to establish challenges faced in primary schools in Mumbwa district. Table 2 below shows the challenge:

Table 2: Challenges faced by management in selected primary schools.

Response	Frequency	Percentage
Increased enrolments.	9	25
Inadequate educational materials.	7	20
Indiscipline.	7	20
Socio-economic Challenges.	6	17
Lack of funding.	4	11
Poor infrastructure.	2	7
TOTAL	35	100

Table 2 above indicates that 9 participants who constitute 25% of the entire population said the major management challenge is due to increased enrolment. 7 respondents making 20% said that there is no or rather inadequate educational materials for teaching and learning. 7 other participants (teachers) constituting 20% associated management challenges in primary schools to indiscipline among members of staff and pupils. However the other challenge according to 6 respondents that constitute 17 % of the sample stated that management in the selected schools faced socio-economic challenges. 4 of the respondents amounting to 11% of the entire sample on the other hand said that the main management challenge was due to lack of or inadequate funding from both government and other well-wishers. The remaining 2 participants making 7% of the sample said the main school management challenge was poor or lack of infrastructure in schools. One head teacher indicated that: *“We faces a number of challenges at our school, as you have seen when we were moving around the school, classes are too huge for teachers to handle and by the way in case you didn’t know some of those classes consist of pupils from different grades. The reason we combine classes like that is because we have a challenge of inadequate infrastructure specifically classrooms.”*

One grade seven pupil from Mukanga primary school said that: *“Our school management faces a lot of challenges such as shortage of money. Our learning is affected because we cannot go for educational trips and the reason they give us is that the school doesn’t have money.”*

4.3 Perceived effects of challenges faced by management on the teaching and learning process in selected primary schools

The third objective sought to establish perceived effects of challenges faced by management on teaching and learning process. Table 3 below shows the effects.

Table 4: perceived effects of challenges faced by management on the teaching and learning process in selected primary schools

Effects	Frequency	Percentage
Poor educational attainment.	10	28
Sessions reduced time for learning	7	20
Teachers not motivated.	6	17
Teachers being, over worked	5	14
No regular homework and remedial work	4	12
Lack of pupil comfort which caused absenteeism and high dropout rates	3	9
TOTAL	35	100

Table 4 indicates that respondents gave several effects of school challenges faced by school management on the teaching and learning process in the selected primary schools. Ten participants who constitute 28% indicated that the effects of challenges faced by school management brings about poor educational attainment generally. Seven respondent making 20% of the entire sample described the effects of challenges faced by school management on the teaching and learning process as sessions reduced time for learning. The study also revealed that six out of 50 who constitute 17% of participants described the effect of challenges faced school management on the teaching and learning process that due to the challenges teachers are not motivated to teach. In addition 5 (14%) out of 35 participants indicated the effects of management challenges on teaching and learning because teachers are over worked due to shortage of members of staff. Further 12% coming from 4 respondents were of the view that the effect of management challenges on the teaching and learning process is that it results in no regular homework

and remedial work. The remaining 3 participants who constitute 9% when asked about the effects of management challenges on the teaching and learning process revealed that it results in lack of pupil comfort which caused absenteeism and high dropout this is so because pupils are made to sit on the floor due to shortage of furniture. One head teacher said: *“The literacy levels are in the range of 15% and 45%. This is a big challenge in almost all schools. The statistics at the DEBS office reveal that, in most schools, less than a quarter of class is able to read and write effectively. Pupils’ performance has been declining from time in memorial. Secondly, the classes are too large such that teachers are not able to attend to individual needs of pupils. The inadequate desks and dilapidated classrooms with no window panes also negatively affect pupils’ performance and attendance.”*

A grade seven pupil said that: *“The problems that the school faces affects our learning because at times we don’t learn because teachers go to teach other classes.”*

4.4 Strategies aimed at mitigating challenges faced by management in selected primary schools in Mumbwa district

The fourth objective set out to ask respondents to propose strategies aimed at mitigating challenges faced by management in selected primary schools in Mumbwa .Table 4 below shows the strategies:

Table 5: strategies to be put in place in order to mitigate the effects of challenges faced by management in selected primary schools

Strategies	Frequency	percentage
Levying all pupils through Parent Teachers Association (PTA) project funds.	7	20
Repair desks and request for desks from the government.	7	20
School administration and teachers need to emphasize on remedial work and home work policy.	5	14

Educate parents on the importance of education and the need of them to get involved.	5	14
Sustain and expand the already existing sessions.	4	11
Request for teachers from the ministry of general education through the DEBS office as well solicit for student teachers.	4	11
combined classes as well as multi-grade system	3	8
Soliciting for funding from government and involve cooperating partners for funding.	2	5
Improvise teaching and learning aids	1	2
Build temporary accommodation for teachers.	1	2

The table above shows how participants responded to the question on the measures to be taken to address the management challenges in selected primary schools of Mumbwa District. 7 participants said there is need for enough funds be allocated for learning of those with disabilities. 7 who make 20% of the participants felt that there need to start levying all pupils Parent Teachers Association (PTA) project funds. Other 5 respondents who constitute 14% said there is need to repair desks and request for desks from the government. Further 5 (14%) participants suggested that School administration and teachers need to emphasize on remedial work and home work policy. On the other hand 4 respondents (1%) said there is need to educate parents on the importance of education and the need of them to get involved. 4 (11%) participants advised that there is need to sustain and expand the already existing sessions. 8% that comes from 3 participants advised that the schools under study request for teachers from the ministry of general education through the DEBS office as well solicit for student teachers.

Findings show that 3 participant that amount to 8% of the sample said that to mitigate the school management challenges there is need to combine classes as well as come up with multi-grade system. How 5% coming from 2 participants stated that the strategy that can

be undertaken to address the management challenges in the selected primary school is Soliciting for funding from government and involve cooperating partners for funding. Further 1 participants that constitute 2% of the entire population said to reduce the challenges is by teachers improvising teaching and learning aids. While the other 1 (2%) participants said that there is need of building temporary accommodation for teachers as a way to motivate. One head teacher asserted that: *There must be an expansion of school infrastructure especially of the existing schools to match with the current population explosion. There must be regular and sufficient supply of educational free materials to schools. The government should employ more teachers and create incentives for the rural teachers so that more teachers are retained in rural schools. Funding should be regular and adequate for all the school requisites.*

One of the pupils said: *The school should ask for money from government or companies like world vision to help them with money to buy books, chalk and desks. They can also ask parents to be paying school fees fast.*

4.5 Summary

The chapter had presented the findings of the study based on the objectives. The next chapter will present the discussion of findings.

CHAPTER 5

DISCUSSION OF FINDINGS

5.0 Overview

This chapter presents the discussion of findings in line with objectives which were to: identify management strategies employed by administration in primary schools in primary schools in Mumbwa district, to establish challenges faced by management in selected primary schools in Mumbwa, determine the effects of management challenges on the teaching and learning process in primary schools in Mumbwa district and propose strategies aimed at mitigating challenges faced by management in primary schools in Mumbwa district.

5.1 Management strategies employed by administrators in selected primary schools in Mumbwa district.

The study sought to find out on management strategies employed by administrators in selected primary schools. The study established that among the most effective strategies employed by primary school administration was communicating the detail of the school plans and objects as well as projects to the stake holders. This communicating took place in PTA meetings. Termly the school administration notified parents through news letters that are given to pupils to take to their respective parents and guardians. The school administration likewise made sure that they gave annual reports of the school's achievements and constraints. Leadership of the team, was one of the critic strategies that management undertook. In that school managers were leading by example. This was so in that school managers took some classes to teach, this was done in order to motivate teachers who were few and handling huge classes.

Leithwood and Jantzi, (1999) state that effective school leaders apply strategies in ways that are sensitive to school and student background characteristics, to nationally define needs and their core educational deals for maximizing pupil's achievement across a range of academic, social and personal competencies. Elmore, Peterson and Mccarthey, (1996) postulate that involving a leader in a process of shaping their schools will cause them to be more motivated and to teach differently. Thus, this process will make a

difference to the learning and motivation of students. Leithwood and Jantzi (1999) suggest that “ transformational leadership” has strong direct effects on school conditions, which in turn have strong direct effects on classroom conditions.

Furthermore, Wiley (2001) supports this claim and suggests that transformational leadership is mostly effective within a strong professional community. Moreover, the more distributed the leadership is throughout the school community, in particular to teachers, the better the performance of that school in terms of pupils outcomes (Silins & Mulford, 2002). The existence of distributed leadership is especially crucial in case of shocks that can leave the school without its leader. To this respect, McMahon indicates that head-teachers’ departure could be followed by an unstable period of leadership detrimental to teacher cohesion and pupils academic performance (McMahon, 2001). Other strategies that were found to be very essential in the management of the school schools were: financial management skills, project monitoring and evaluation skills, technical skills, public relation and resource mobilization.

5.2 Challenges faced by management in selected primary schools in Mumbwa.

The study revealed that increase in pupil enrolment was one of the challenges faced by management in selected primary schools in Mumbwa. Between the year 2002 and 2017 there was a rapid increase in enrolments. There was an annual increase rate of about 4% in most school under study. This increase was to a large extent attributed to the introduction of universal primary. Additionally, all the participants of the study (teachers, pupils and head teachers) reported abnormal enrolments and they were of the opinion that this increase was attributed to the universal primary education policy.

The findings further indicated that the increased enrolments in selected primary schools resulted in increased pupil teacher ratios, pupil book ratios, pupil desk ratios and overcrowded classes. As a result, this increase became a challenge to management in that, most schools involved in the study, enrolments were above normal, there was overcrowding in classes, the supply of teaching and learning materials underwent a severe strain, the teachers encountered abnormal teaching loads and the desks were also few as compared to numbers of pupils in classes. These findings were consistent with

those reported by USAID/Zambia (2007) on Zambian Education. The Ministry of Education was supportive of Universal Primary Education which resulted in a massive increase in enrolment and led to overcrowding.

Furthermore, the findings were also similar in some way to Kamla (2009) who found that due to the introduction of free education, schools in Malawi had become overcrowded, poorly staffed, while teaching learning materials and other facilities were inadequate and sometimes not available. Similarly the population in the selected primary schools was high and it is due to primary education been free.

The study further revealed that school management face a challenge of irregular and inadequate provision of free exercise books and other materials. It was also revealed that even though primary school was free, the Government was unable to provide all the school requisites and this constrained school management. For example, in one of the primary school under study, the government was only able to provide a maximum of four (4) text books per subject against many pupils this makes it difficult for the school management to allocate learning materials among teachers to meet the educational goal of high grade seven pass rate. Furthermore, the materials supplied were not only inadequate but they were also irregularly supplied. This contributed to the management problems of inequities and disparities to continue because those pupils who were not able, they dropped out of school. These findings are in agreement with IOB (2008), who report that disparities and inequities still exist between boys and girls, the privileged and the poor in Malawi and Kenya. As a result, of these and many other challenges management in the selected primary school was not able to fully meet the organizational goals and educational needs, thus not showing a good sign in the attainment of the sustainable development goal on quality education.

The study further revealed that as a result of the introduction of free primary education, enrolment was also characterized by over aged pupils who were regarded to be mature in terms of their age. These posed a challenge to the smooth administration of the schools. The over aged pupils were sometimes counterproductive in that they could not cooperate with teachers, they did not want to be controlled, some became bullies, and the majority

could not concentrate on school work. The serious difficulties revealed were: absenteeism, rudeness and unruly behavior which were difficult to manage. These have serious implications on the performance of a learner at every level of education. This circumstance brought about indiscipline in the selected primary schools. When it came to academic work, they were given the same work and at times the results were made public, this discouraged some of them who even dropped out of school. These findings were in conformity with those identified by UNESCO (2006) in Kenya. Furthermore, some of these learners dropped out of school because of early marriages, prostitution and unwanted pregnancies. This is why absenteeism and low literacy levels were ranked among the major management challenges. The situation in the selected primary schools was the same. Having looked at the attendance registers for many classes it was evident that there is absenteeism among pupils.

One of the reasons for not complying was that some parents were of the view that since education was free the government was supposed to provide all the schools' requisites. This meant that learners were still inhibited from accessing education due to lack of money despite free education. This state of affairs was attributed to the inadequate funding from the government.

The study indicated other reasons for inhibiting or dropping out of school for some pupils. These included lack of uniforms, nonpayment of PTA project fund, early marriages, pregnancies, long distance from school, lack of money and other socioeconomic reasons. In rural schools, the main reasons for dropping out of school were non appreciation of education by both parents and children coupled with socioeconomic challenges. For instance, some of the pupils dropped out of school because parents sent them to the fields known as "Majimi" in Kaonde or shifting cultivation. This is a system where communities shift from the villages to the fields covering long distances. The system disadvantaged school going children and resulted in high dropout rates. These findings were in line with those mentioned by Arenstrop (2004) on the experiences in Malawi, Uganda, Mozambique and Lesotho.

The study revealed that inadequate funding and delay in funding were ranked among the most serious management challenges in the selected primary schools that were surveyed. Most teachers and head teachers revealed that funding for was inadequate. As a result parents were being made to contribute extra levies in the name of the PTA project fund, civilian day, cobra fee, and security fee to pay the watchmen, sanitary workers and other service bills in schools. The study findings were confirmed by Meki (2004), who found out that grants though provided to schools, they were not adequate especially for most urban and big schools to pay for utility bills. The above findings were to a large extent in conformity with those cited by Kasonde (2003) who conducted an Assessment of the Education Policy, and observed that even if schools were ordered not to charge fees at lower and middle basic school levels, some schools were reported to be asking for various payments under different “labels” because government funds to schools were either not forthcoming or inadequate.

Additionally, the findings indicated that the inadequacy and delay in funding resulted in a delay in purchases of the materials needed for the running of the school like chalk, text books, exercise books, mathematical instrument sets, pencils, rulers, rubbers and other school requisites. The schools’ infrastructure could not be maintained resulting in dilapidated schools. Some schools reported to have used PTA project funds and reimbursed later. This was in an effort to pay for extra costs in the school and to maintain schools’ infrastructure and could not yield positive results.

This caused the schools’ environments to be unfavorable for teaching and learning activities. For instance, the classrooms had no “talking walls”; the classrooms were dilapidated with cracked floors, windows with no window panes, unpainted walls and others with potholes. The toilets were inadequate with poor sanitation, the water points were inadequate, for example one school with 4000 pupils had one water point and it was a well.

The study further revealed that the unfavorable conditions in classrooms and around the schools made learning to be unfavorable. Furthermore, the shortage of desks was also

experienced in many schools because of over enrolment. In most schools , not only were the desks few but they were also observed to be in poor condition, which made them to be uncomfortable for the learners, making the classrooms unsuitable places for learning. This situation discouraged learners from attending lessons regularly and others, though present, could not participate in class because they were uncomfortable and unhappy. Therefore, some pupils dropped out of school because they could not cope with these poor prevailing conditions.

The findings showed that the challenges of high ratios of the “3” Rs that is Pupil Book Ratio (PBR), Pupil Teacher Ratio (PTR) and Pupil Desk Ratio (PDR) impacted negatively on the delivery of education. The impact included: poor educational attainment, sessions reduced time for learning, teachers not motivated, teachers being over worked, no regular homework and remedial work and lack of pupil comfort which caused absenteeism and high dropout rates. Additionally, according to the findings of the study were that the frequent and major negative impacts of the management challenges on education delivery were: poor performance due to teachers’ inability to teach effectively. These resulted in small proportions of classes that were able to read and write.

Another impact of school management challenges as indicated by the study was inadequacy in teaching staff which prompted head teachers to rely on student teachers. This did not work well because student teachers only came during certain periods of the year and could not cater for all the schools in need. Therefore, the only way out was to combine classes while waiting for teacher deployment. These findings were in line with those stated by Sifuna (2003) on the illusions of UFP education in Kenya. The combining of classes was bad in that teachers found it difficult to monitor pupils’ work and this made it very difficult for head teachers to monitor closely the daily progress and eventually poor performance was attained.

Furthermore, according to the findings respondents revealed that very few learners in their schools were literate. The study indicated that the contributing factors to such a situation included: teachers taught more than one class which were large in proportions. This resulted in the teachers’ inability to attend to individual pupils, inability to execute

adequate home work, and inability to teach all subjects on the time table per day and inability to conduct remedial work. The study confirmed that the majority of the teachers taught more than one class. This meant that many teachers were overworked and were not able to attend to individual needs of the pupils.

The findings further revealed that most teachers were not able to attend to individual needs of pupils as they executed their teaching duties, few were able to execute home work on daily basis, and most teachers did not manage to teach all the subjects per day. This was not a good sign of quality education because the syllabi could not be completed and very little pupil attainments. These findings were consistent with those cited by (IOB, 2008) as being encountered in most developing countries.

5.4 Strategies aimed at mitigating management challenges in selected primary schools in Mumbwa district.

The fourth objective sought to establish strategies that could be put in place to mitigate management challenges in selected primary schools. Accordingly, respondents were asked to proposed strategies that they believed could be put in place to mitigate the challenges.

The respondents number of strategies. The first strategy was that schools should levy pupils through (P.T.A) to enable them carry out projects. They further proposed that to cope to with the challenges, there was need for regular and increased funding and building or expanding the existing schools to cater for the increased enrolments.

The respondents went on to propose that more teachers should be deployed in schools in order to mitigate the challenges of teacher shortage. The further proposed that regular visits to schools by stakeholders should be undertaken every year in order to check on the progress made by schools in various areas of management. The respondent also said that there was need for schools to cooperate with Non-Governmental Organization (NGOs), companies and individuals to assist in infrastructure development as well as encourage teachers to attend in-service training to enable them acquire relevant skills and how to use a variety of methods and techniques in teaching.

The other strategies proposed by the respondents that could be employed by school management in order to overcome the challenges include: encouraging cost sharing at a minimum levy, funding from central government to be deposited in school accounts, the school programmes, provision of adequate accommodation for teachers or paying adequate housing allowance. These findings were in line with those stated by Obinaju (2001) in Nigeria on the global coping strategies on challenges of primary education.

5.5 summary

The chapter has presented the discussion of findings based on the objectives. The next chapter present the conclusion and recommendations of the study.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.0 Overview

This chapter presents the conclusion and recommendation of the study. The objectives of the study were to; identify management strategies employed by administration in primary schools in primary schools in Mumbwa district, to establish challenges faced by management in selected primary schools in Mumbwa, determine the effects of management challenges on the teaching and learning process in primary schools in Mumbwa district and propose strategies aimed at mitigating challenges faced by management in primary schools in Mumbwa district.

6.1 Conclusion

The study concluded that despite the fact that selected primary schools under the study had enabled many pupils to enroll in school regardless of their socio-economic status, respective school management was associated with challenges. Among challenges were inadequacy and delay of funding, over enrolment, inadequate educational supplies, inadequate teaching and learning materials, inadequate school equipment and facilities, enrolment of over aged learners, children dropping out of school, shortage of classroom space, inadequate toilets and water points, inadequate desks, under staffing, and dilapidated school infrastructure. These challenges brought about inequality between access and quality, exacerbation of low literacy levels, no balance between demand and supply in education and the perpetual presence of inequities and disparities in education accessibility.

The study further concluded that many head teachers were seriously constrained to improve the state of learning facilities and the teaching/learning activities because of the government's abolition of fees in schools.

The study also concluded that in order to cope with these management challenges, schools needed to come up with strategies such as levying pupils PTA project fund, combining classes, introducing new sessions and making new desks and repairing old ones.

6.2 Recommendations

Arising from the findings of the study the following recommendations were made:

1. The Ministry of General Education should encourage all school administrators to undergo training in management to enable them better run their schools.
2. Schools in collaboration with government should put in measures to ensure accountability and transparency in the use of funds so that the little available funds are put to proper use.
3. The government should consider employing more teachers to ease shortages.
4. The government should adequately fund schools to enable them run efficiently and enhance teaching and learning.
5. There is need for government to develop quality assurance frameworks and strategies for primary school management ensure qualitable learning.
6. Part of the constituency development funds from government should be used to put up classrooms and toilets or rehabilitate facilities in schools to provide pupils with a favorable learning environment.

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APPENDECIES

Appendix 1

RESEARCH SCHEDULE AND TIME LINE

Table 1: Time line, Research activities and expectations

Time Allocation	Activity	Expected outcome
January 2017	Preparing proposal	Research proposal
February 2017	Developing Research Instruments	Developed research instruments
February 2017	Collecting Data	Collected data
March 2017	Entering Data	Entered data
March 2017	Analyzing Data	Analyzed data
April - May 2017	Writing report	Written report
May 2017	Submitting report	Submitted report

Appendix 2

RESEARCH BUDGET

N0	Item	Research activities	Unit Cost	Quantity	Amount
1	Transport	For facilitation of movements to and from research study area and complimentary locations necessary for the research	K130.00	7 days	K910
2	Communication	Talk time needed to facilitate communication during the course of the research	K10.00	5 months	K1, 530
3	Logistics	Money used to facilitate the photocopying, printing, and binding	K 300.00	5 months	K1650.00
		Note books, pens	K200.00		
		Camera.	K500.00		
		Money needed to buy Audio Recorder.	K500.00		
		Rim of papers	K150.00		
	Total				K4090.00

APPENDIX 3
QUESTIONNAIRE FOR TEACHERS.

Dear Respondents

I am a postgraduate student at the University of Zambia Great East Road Campus, carrying out research on management challenges and their effect on the teaching and learning process in selected primary schools in Mumbwa district. You have been randomly selected to participate in the study.

All answers and comments that you will give will highly be appreciated. Be assured that the information will be treated as highly confidential and will only be used for academic purposes.

SECTION A

1. What is your gender?

Male { } Female { }

2. Kindly choose your age range below

Age 15-20 years { } Age 21-25 years { } Age 26-30 years { }
Age – 30 years and above { }

SECTION B

1. Describe the daily management activities undertaken by head teachers and the deputy at this school?

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.....
.....
.....

2. To what extent does the school management involve

(a) Teachers

.....
.....

(b) Pupils

.....
.....

3. What management challenges, in your view, are experienced at this school?

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.....
.....

4. What has been the effect of the management challenges you have highlighted on

(a) Teaching and teacher performance

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.....
.....

(b) Pupil performance

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.....
.....
.....

(c) How would good school management benefit the learners?

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.....

.....
.....

5. How have you resolved these challenges?

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.....

6. Please suggest the strategies or mechanisms that you think could enhance the management process at your school?

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.....
.....

7. Please highlight or anything else you wish to say or suggest on the subject under discussion.

Thank you for your Cooperation

INTERVIEW GUIDE FOR PUPILS

SECTION A

1. Age group: 5-8 years() 9-12 years () 13-16 years()
16 and above years ()
2. Sex: Boy Girls
3. What grade are you doing?
4. How would you describe the management style of the head teacher and his team at this school?
5. To what extent does the school management involve
 - (a) Teachers
 - (b) Pupils
6. What challenges, in your view, does management face in the running of this school?
7. What do you think has been the effect of the challenges you have described on
 - (a) Pupil performance
 - (b) The teaching and learning process
8. what are the advantages of active school management to your learning?
9. What do you think should be done to resolve the challenges faced by management and improve the management process at this school?
10. Is there anything else you want to say about the subject under discussion?

Thank you.

INTERVIEW GUIDE FOR HEAD TEACHERS

- 1) Please describe the composition of the management team at your school.
- 2) What management strategies do you employ to run the day-to-day affairs of your school?
- 3) To what extent do teachers play a role in the management of the day-to-day affairs of the school?
- 4) What challenges do you face in management of your school?
- 5) Please describe the effect these challenges have on the teaching and learning process.
- 6) How have you mitigated the challenges you have just described above?
- 7) Explain how the management challenges have affected
 - (a) Teachers
 - (b) Pupils.
- 8) What mechanisms or strategies do you think should be put in place to mitigate management challenges faced by your school and enhance the management process
- 9) Is there anything else you wish to say on the topic under discussion?