

**EFFECTIVE MANAGEMENT OF EARLY CHILDHOOD CENTRES IN  
GOVERNMENT PRIMARY SCHOOLS OF CHAVUMA DISTRICT IN  
NORTHWESTEN PROVINCE-ZAMBIA**

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A **dissertation** submitted to the University of Zambia in collaboration with Zimbabwe Open University in partial fulfilment of the requirements of the degree of Master of Education in Educational Management.

**THE UNIVERSITY OF ZAMBIA**

**LUSAKA**

**2016**

### **Author's Declaration**

I **Ndhlovu John** declare that this dissertation is my own work and that no one has ever submitted this work for a degree at this University or indeed any other institution of higher learning.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

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### Certificate of Approval

This dissertation of **Ndhlovu John** is approved as fulfilling part of the requirements of the award of the degree of Master of Education in Educational Management by the University of Zambia in collaboration with Zimbabwe Open University.

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### **Dedication**

To Catherine Ndhlovu my late young sister, your death in 1992 left a huge gap in our family. Judith Jikundula Ndhlovu my wife, my children Butemwe, Chimwemwe, Madalitso and Womba, you are so special to me. Your encouragement for me to pursue my post graduate degree and indeed your material, moral and financial support will always rekindle my love for all of you. My parents Mr and Mrs Dorothy and Joseph Banda, you are the beacon of my strength. Your prayers and blessings remind me about how you care for me. To all of you, I say that this work is dedicated to you because you have a special place in my heart. Thank you.

## **Abstract**

The study was conducted to investigate whether or not there was effective management of ECC's in government primary schools of Chavuma district in North Western Province. In order to successfully conduct this study three independent variable were tested and these were the provision of teaching and learning aids, support of teacher group meetings and teacher monitoring by educational managers charged with the responsibility. These independent variables were supported by the study objectives which mainly hinged on the role of educational managers in supporting, providing and implementing the study variables to achieve effective management of ECE in primary schools of Chavuma district. Others included teachers' views on school manager's support on effective management of ECC in the primary schools of Chavuma District. The other study objectives hinged on parental involvement on effective management of ECE and the various challenges school management faced when enforcing their roles on effective management of ECE in government primary schools.

The research design that was employed was a descriptive survey which was supported by a qualitative method. The targeted population was forty eight (48) which was both purposefully and randomly chosen. Data collection instruments used were questionnaires, interview guides and checklists. Data collected was later analysed using Microsoft Excel thematically, by document analysis and in verbatim form.

The study using the three independent variables showed that, for a teacher to be effective in his or her duty depends on the roles played by educational managers thereby proving the conceptual and theoretical frameworks employed in this study. The findings showed that there was adequate implementation of teacher monitoring and teacher group meeting support by educational managers at both DEBS and school management levels. On the other hand, the study indicates that there was inadequate provision of teaching and learning aids in the ECC as indicated in the findings. Some of the most pertinent teaching and learning materials which schools under this study lacked were infrastructure (classroom blocks) appropriate for learners at this level. Other findings also show that seventy-five (75) per cent of the parents interviewed prepared food for their children when going to school and at the same time provided some of the teaching and learning materials. On the challenges that school managers faced in enforcing their roles are; poor sanitations such as water points, lack of appropriate toilets for learners at this level and transfers of teachers from their schools to towns leaving behind pupils without anyone to attend to them.

The study recommended that government through the Ministry of General Education provide appropriate infrastructure such as classroom blocks for learners at this level. The study further recommended that government through the Ministry of General Education should procure appropriate teaching and learning materials such as crayons, balls, books and furniture, sink boreholes that provide running water for learners to use at this level. It was recommended that DEBS employ teachers willing to serve in rural area and that head teachers apply for funds from Constituency Development Fund and other Non Governmental organisations to put up infrastructure that can support the teaching and learning of pupils in ECEC's. In addition, it was recommended that head teachers make use of government grant and other sources of income to procure appropriate teaching and learning materials for learners at EC level and at the same time encourage teachers as much as possible to improvise teaching and learning aids for learners at this level.

### **Acknowledgement:**

This study was made possible with the contributions of so many individuals. Among many, I am very grateful to my supervisors, Professor Cheyeka Austin and Ms Sunshine Siafwa Malambo for their objective critics from the onset of proposal writing to the final day of compilation of the dissertation. I am also highly indebted to my special uncle, Mr Banda Christopher who has been always there for me to offer his moral, spiritual and material support.

I am further greatly indebted to my beloved wife Judith, my children; Butemwe, Chimwemwe, Madalitso and Womba, my nieces Bibusa, Bridget and Eunice, my nephew Harrison and my brothers Lyford and Jonathan for their understanding and patience during hard times when resources meant to feed them were used to pay for my tuition fees. I am grateful to my programme mates Mr Syulikwa Mwanawina Martin, Tembo Harrison, Zulu Saulos, Mulenga Charles, Phiri Moses, Mrs Violet Mutonyi Luputa, Mrs Monicah Kyembe Malichi and Mulobeka Patrick for their encouragement and teamwork spirit during our time at the University of Zambia. Mr Mungwala Isaac my Head of Department (Social Sciences) at Chavuma Day Secondary School deserves to be appreciated for the academic guidance and proof reading of this document.

May I also take this opportunity to thank all respondents for their participation and cooperation in this study. These included the District Education Standards Officer Mr Gift Nyundu Kasoka, ESO General Inspections Mrs Mercy Namutenda Kapwacha and the acting District Resource Centre Coordinator Ms Kaindama Womba , all head teachers, deputy head teachers, senior teachers and class teachers in all government primary schools providing early childhood education in Chavuma district. Others included the parents to the children at early childhood section. I am also greatly indebted to the District Education Boards Secretary Mrs Febby Manda Kilele for the several permissions that she gave me during my studies as well as for allowing me to conduct my research in her district. I am again grateful to Daniel Mukonda who helped me analyse data using Microsoft Excel.

Lastly, I am also greatly indebted to the University of Zambia for giving me an opportunity to pursue a post graduate degree in educational management.

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**Abbreviations:**

CPD	Continuing Professional Development
ECC	Early Childhood Centres
ECE	Early Childhood Education
ECEC	Early Childhood Education Centres
ESO	Education Standards Officer
DEB	District Education Board
DEBS	District Education Boards Secretary
DESO	District Education Standards Officer
DRCC	District Resource Centre Co-ordinator
GRZ	Government of the Republic of Zambia
MESVTEE	Ministry of Education Science Vocational Training and Early Education.
MOGE	Ministry of General Education
MOE	Ministry of Education
SADL	Southwest Educational Development Laboratory
SIC	School In-service Co-ordinator
TGM	Teacher Group Meeting
UNESCO	United Nations Education Scientific Cultural Organisation
USA	United States of America

## **CHAPTER ONE:**

### **1.0 Overview:**

The study was conducted to investigate whether or not there is effective management of Early Childhood Centres (ECC) in Government Primary Schools of Chavuma District in North Western Province. This chapter includes the background, statement of the problem, purpose of study, research objectives and questions. Other sub-topics include significance of the study, conceptual framework, theoretical framework, acronyms, operational definition, delimitation, limitation and organisation of the study.

### **1.2 Background to the study:**

Teacher effectiveness is a critical area in education throughout the world. Teachers cannot be effective in their work more especially in their classroom delivery if certain conditions are not met in schools such as the provision of teaching and learning aids, attending Continuing Professional Development Meetings and Teacher Monitoring to mention but a few. However, these important areas hinge on school managers who supervise teacher preparedness and implementation of what the teacher plans. Classroom management which is a pre-requisite to teacher classroom effectiveness should balance the needs of teachers and their learners, enabling students to take personal responsibilities that lead to self-discipline and improved well-being (Emmer et al, 2006; Chafoulcas et al, 2012).

School administrators report classroom management as well as teacher effectiveness are their greatest concern regarding new and struggling teachers (Ladd, 2000; Nixon et al, 2010). It is therefore pertinent to appreciate the fact that school management role in enhancing teacher classroom effectiveness is critical as the (MOE, 1996) notes that school heads and their deputies form a special group that stands in need of purpose-designed training programmes in management mounted by the Ministry. It also states that management training will become a permanent feature of the education system, to cater for newly-appointed personnel, to keep school heads abreast of changes and innovations, to extend their capacities for educational management and supervision, and to sharpen the organisational and leadership skills of this critically important group. The critical feature of school management includes the promotion of teacher classroom effectiveness which

is a pertinent feature of the school as an institution designed to provide quality education at all levels of education including ECE.

MOE (1996) says that Early Childhood Education is an organized form of educational provision for children between the ages of three and six. Such provision is made in the form of pre-schools. Pre-schools perform their function most effectively when they offer an informal type of social and educational experience to very young children, with much of the learning taking place through play. Pre-school learning is transitional between learning in the home and learning in the school. While ECE is fundamentally a positive, research-based and educational agenda, the intentional aid agencies and the MOE have encouraged its implementation without adequately assessing Zambia's educational situation or considering the financial and pragmatic implications of its promotion (Matthew and Carolyn, 2009).

Over-enrolment compounds the problems of inadequate materials and infrastructure. Class sizes continue to be large and teachers must frequently manage forty to fifty-five students in a class (UNESCO, 2006). Against this background, the EFA (2007) reported several initiatives that would need to be instituted in order to launch a successful ECE programme, many of which would require government funds (UNESCO, 2006). It is therefore critical that in order to provide a meaningful education for all primary and basic school-aged children comprising a much smaller student to teacher ratios, an increased number of teachers, an adequate number of desks, chairs and textbooks per classroom and available essential resources such as maps, charts, markers, poster paper and pencils are imperative before embarking on creating a national program for ECE.

In order to enhance school effectiveness, the MOE, (1996) affirms that material support needs to be increased in terms of classroom furniture, books, various types of learning materials, science apparatus and supplies, and classroom equipment. At school level, there are roles that school management should play in order to ensure quality education is delivered to the learners more especially those at Early Childhood level. These as earlier alluded to are provision of teaching and learning materials, implementation of teacher monitoring and supporting of Continuing Professional Development related programmes. The above noted programmes anchor the fundamental principle of an educational manager whereas quality education provision is concerned at any level.

Teaching methodologies need to place greater emphasis on self-initiated and self sustained learning. Dynamic and inspirational leadership on the part of the school head and other officers in the management team at school and other levels needs to be created. The school head and every member of the teaching staff must be enabled to engender pride in the school, communicating the expectation that each pupil will work hard and will excel academically. Important pedagogic routines, such as careful preparation of lesson plans and materials, frequent pupil assessment and feedback, and the regular assignment and marking of homework, need to be institutionalised (MOE, 1996).

Teacher monitoring is equally an important role that school management should play in order to enhance effective teacher classroom teaching at Early Childhood level. To this effect, the MESVTEE, (2015) observes that supervising and monitoring teaching in different subjects/ learning areas that learners are provided with an opportunity acquire knowledge in a broader context is an important element for the head teacher in school. This should be encouraged and practised by the head teacher in the school so that teachers are regularly reminded of their core business in the school.

Other than the above, MOE, (1996) argues that teacher education is a continuing process that must be extended throughout the individual's years of actual teaching. A vital education system is not static, but dynamic, promoting change, in response to the needs and expectations of society, in such areas as subject content, pedagogical approaches, pastoral care for pupils, assessment procedures, school organization and management, and relationships with parents and the community. MESVTEE, (2015) stated that one of the of Early Education strategies is to strengthen teacher support systems, including Continuing Professional Development for teachers. Continuing Professional Development at school is done by engaging teachers into Teacher Group Meetings to enhance their teaching skills. Enhancing teaching skills and knowledge in pedagogy is not only necessary to the teacher but also critical to the education system and the country at large. It says that knowledge helps to build the character in a child for that can contribute to national development. MEO, (1996) argues that there are essential competencies required in every teacher which are mastery of the material that is to be taught, and skill in communicating that material to pupils. In order to achieve this, the promotion of teacher group meetings, provision of teaching and learning aids and teacher monitoring must be enhanced by school management.

This study therefore attempted to investigate whether or not there is effective management of early childhood centres by taking into account whether or not the provision of teaching and learning aids, promotion of teaching group meetings and teacher monitoring are being enhanced by management to contribute to effective teaching at this level.

### **1.3 Statement of the problem:**

Early Childhood Education is considered as a developmental support for children aged 0 to 6 years (MESVTEE, 2013). In 2013 the Government of the Republic (GRZ) through the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) now Ministry of General Education (MOGE) incorporated this level of education to some selected government primary schools in the country. This new development calls for educational manager's adjustment in the area of teaching and learning material provision, teacher group meeting support and teacher monitoring implementation in order to enhance effective management of Early Childhood Centres in government primary schools. At the moment, there seem to be no research that has been conducted to probe this topic more especially at ECE level. For this reason, this study investigated whether or not there is effective management of ECC in selected five government primary schools of Chavuma District in North Western of Zambia.

### **1.4. Purpose of the study:**

The purpose of the study was to investigate whether or not there was effective management of Childhood Centres of Chavuma District of North Western Province of Zambia.

### **1.5 Study Objectives:**

#### **(a) Main Objective:**

The study main objective was to investigate whether or not there was effective management of ECC in government primary schools in Chavuma district of North Western Province of Zambia.

#### **(b) Specific Objectives:**

These study specific objectives covered a number of issues bordering Effective Management of Early Childhood Centres in Government Primary Schools of Chavuma District.

- (1) To ascertain the roles of District Education Board support on effective management of early childhood centres (ECC) in government primary schools of Chavuma District.
- (2) To determine the role of school management on teacher classroom effectiveness in Early Childhood Centres (ECC) in Chavuma District for quality education.
- (3) To assess teachers' views on school management support for effective management of early childhood centres (ECC) in government primary schools of Chavuma District for quality education.
- (4) To establish the involvement of parental by school management on effective management of early childhood centres (ECC) in Chavuma District.
- (5) To establish the challenges that school management face in trying to enforce their roles to improve teaching in early childhood centres.

#### **1.6 Research Questions:**

- (1) What support does the District Education Board offer for effective management of early childhood centres (ECC) in government primary schools of Chavuma District?
- (2) What are school management roles on teacher classroom effectiveness in early childhood centres (ECC) in government primary schools of Chavuma District?
- (3) How do teachers view school management support for them to be effective in their work at early childhood centres (ECC) in Chavuma District?
- (4) What contribution do parents have on the management of effective teaching of Early Childhood pupils at school in Chavuma District?
- (5) What are the challenges that school management face when enforcing their roles to improve teaching in early childhood centres in government primary schools of Chavuma District?

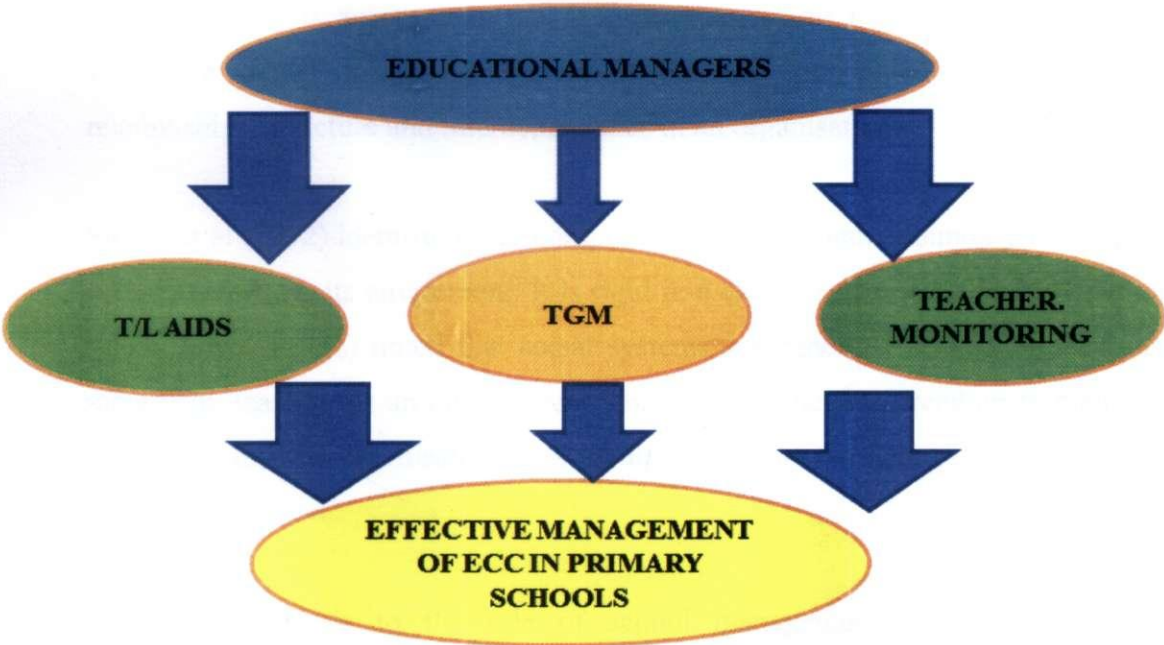
#### **1.7 Significance of the study:**

The study might provide valuable information on effective management of early Childhood Centres in Government Primary Schools of Chavuma District in North-Western Province. The findings of the study might be useful to educational practitioners, policy makers and other stakeholders on how to improve management of effective teaching in Early Childhood Centres in government primary schools. The study might also contribute to the existing body of knowledge on Management of Effective Teaching in Early Childhood Centres in Zambia.



**1.8 Conceptual Framework:**

The diagram below illustrates how the study in question is expected to unfold. School management discharges roles that teachers are expected to oblige with, and participate in, in order for them to become effective. Some of the roles include the provision of teaching and learning aids; promoting school based continuing professional development programmes or teacher group meetings and monitoring the teaching of the teacher. Performing the above roles, it is expected that teachers should be effective in the delivery of their lessons at all levels including early childhood.



Freigberg et al (2008) observed that management relies on control and compliance. In the above illustration educational management is at the core of all the activities leading to teacher classroom effectiveness. Teacher effectiveness in the work depend mainly on educational management to provide certain incentives such as Teaching and learning aids, support Continuing professional development to sharpen teacher skills and teacher monitoring by both internal and external monitors. Rahman et al ( 2010) notes that there is a need for leadership based on knowledge rather than on authority; on intrinsic motivation rather than on extrinsic motivation; and on preventing problems from occurring rather than punishing students after a problem behaviour has occurred. It is, therefore, necessary to promote and maintain a balanced approach conducive for learning and growth. The above noted aspects and many others are essential in achieving teacher classroom effectiveness for quality education at early education level.

### **1.9. Theoretical Framework:**

The theory is a thought process, a way of thinking about reality to better understand that reality and describes it more accurately (Owen, 1995). Hawkins et al (1991: 676) describe the concept as a set of ideas formulated by reasoning from known facts to explain something.

The theory that underpinned this study is the systems theory and in particular the open system. Lemmer et al (1997) noted that the system approach emerged in the 1950's which emphasises the relationships between subsystems and their function as a whole. Systems theory is an entity in which everything relates to everything else (Henry, 1999). In other words, the system is basically concerned with problems of relationships, structure and interdependence in an organisation.

Stoner et al (1992) identified four components as the systems boundary that separates each system from its environment. It is rigid in a closed system and flexible in an open system. Owen (1981) noted that social systems are generally open systems. In the same vein, teaching is an open system where the teacher has freedom to manage the classroom and the organisation as a whole applies to the education institution as a social organisation.

Relating the above to the role of school management on teacher classroom effectiveness refers to the interdependence that exist among all individuals involved in the provision of education in the school organisation. At primary school level, the management consist of the headteacher, the deputy headteacher and the senior teachers. In order to achieve teacher effectiveness for quality education all the stakeholders in management and the teachers must work as a system that is soleray dependant on each other. Thus this study unfolded using the Open system theory.

### **1.10. Operational Definitions:**

**East Bank** refers to the eastern side of the Zambezi river which is fairly populated in Chavuma District.

**Early Childhood Centres** refers to a primary school section that provide early childhood education.

**Early Childhood Education** refers to the education that is offered children before they are enrolled into Grade One

**Educational Managers** refers to teachers legally appointed as head or deputy or senior teacher to run the school day to day administrative roles.

**Education Standards Officer** means a Ministry of General Education official responsible for ensuring that educational standards are followed.

**District Education Boards Secretary** is a Ministry of General Education official responsible for education administration in the district.

**District Education Standard Officer** refers to a Ministry of General Education official responsible for teaching and learning standards in the district.

**Teacher Effectiveness** refers to to the teachers' ability to deliver according to the laid down standards in the Ministry of Education.

**Teacher Monitoring** refers to a systematic form of evaluation aimed at finding out how a teacher is performing in his day to day work which include the actual teaching of the pupils.

**Teacher Group Meetings** concept is synonymous with Continuing Professional Development. TGM's are a form of CPD's done in primary schools where teachers meet to discuss challenges in their profession more especially that directly linked to their work.

**Teaching /Learning Aids** refers to different materials that are used by teachers to reinforce the teaching and learning of a pupil.

**School Continuing Professional Development** refers to meetings done in schools to improve teacher performance in delivery of classroom lessons.

**West Bank** refers to the western side of Zambezi river which is poorly populated and has a lot of geographical obstacles in Chavuma District.

#### **1.11. Delimitation:**

This study was carried out in Chavuma District of North-Western Province of Zambia which is about 1227 kilometres away from Zambia's capital city (CSO, 2010). The study was conducted in all government primary schools providing Early Childhood Education in the district.

#### **1.12. Limitations of the study:**

Like any other research conducted, this study encountered a number of challenges. Among many challenges encountered include the following:

- The distance from Lusaka where the supervisor resides is far away from where the researcher resides. As already alluded to above, the distance from Chavuma to Lusaka it is 1227 kilometres (CSO, 2010). Therefore, there was less physical contact between the supervisor and the researcher which delayed the completion of the study.
- The geographical obstacles (terren) such as sandy roads and water logged plains on the west bank affected the pace of study completion as the researcher waited for the floods to dry-up.
- The research study period was done concurrently with course work, this impacted negatively on the research completion period as researcher was expected to study both for examinations and conduct research at the sametime.
- The study was limited to only five government primary schools where government first piloted and implemented ECE in the district.

#### **1.13. Ethical Considerations:**

The respondents were informed early about the study and were issued with letters of informed consent. The head teachers were also written to well in advance about their schools chosen for the study. The participants names in this study remained pseud implying that their names remained secret. Other than the above, the researcher sought permission from District Education Boards Secretary to carry out research in the district.

#### **1.14. Organisation of the study:**

This study comprises of six chapters. Chapter one includes the background to the study, statement of the problem, purpose of the study, study objectives, research questions, significance of the study, conceptual framework, theoretical framework, acroynms, operational terms, delimitation, limitation and organisation of the study. Chapter two comprises of literature review on conceptualisation of educational management, conceptualisation of teacher effectiveness, definition of quality education, Relevance of Early Education in Africa, Parental Involvement in ECE, the history of Early Education in Zambia and Studies undertaken on Early Childhood Education. Chapter three deals with research methodology, research design, population, sample population, sampling techniques, data collection instruments, data collection procedures, data analysis, validity and reliability. Chapter four consist of presentation of the findings. Chapter five comprises of the discussion of the findings and chapter six consit of conclusions, recommendations of the study and for the future research.

#### **1.15. Summary of the chapter one:**

This chapter centred on the background to the study, statement of the problem, purpose of the study, research objectives and questions. Included in this chapter are also the significance of the study, conceptual and theoretical frameworks, operational definitions, delimitation and limitation of the study, ethical conconsideration and organisation of the study.

The next chapter presents literature review related to this study on conceptualisation of school management, effective teaching and quality education. other literature includes relevance of early education in Africa, parental involvement in the education of their children and studies undertaken on early childhood education.

## **CHAPTER TWO:**

### **2.0.Literature Review:**

#### **2.1.Overview:**

This chapter reviews literature done by different authors on conceptualisation or definitions of school management, teacher classroom effective and quality education. Other literature includes Parental Involvement in the education of their children, the relevance of early education in African and the studies undertaken on early childhood education.

#### **2.2.Conceptualisation of School Management:**

The concept educational management has been explained by many scholars. Ferrant, (2011) noted that educational management has to do with the control of resources and processes in a production operation by those charged with authority. This implies that good school management requires that resources are used in the most efficient way possible and high quality is maintained. School management at primary level includes the head teacher, deputy head teacher and senior teachers. MOE, (2005) denote that school management refers to the day to day running and operations of the school. The leader of the school in this case the head teacher main role is that of managing and co-ordinating effectively the provision of all academic programmes in order to ensure quality education delivery. Some of the skills include planning the programme of learning and teaching of pupils, decision making concerning resources, organising routine matters and pupils' learning activities. Others include co-ordinating learning in the classroom with learning from other resources; communicating with pupils parents and evaluating the effectiveness of the teacher's work (Ferrant, 2011). These and many other management skills contribute significantly to teacher effectiveness in the school organisation.

#### **2.3.Conceptualisation of teacher classroom effectiveness:**

Teacher classroom effectiveness relates to effective class management. Class management is the art of carefully preparing, presenting, disciplining and controlling class activities as observed by (Kasambira, 1993). MOE, (1996) observed that the school head and every member of the teaching staff must been able to engender pride in the school, communicating the expectation that each pupil will work hard and will

excel academically. Important pedagogic routines, such as careful preparation of lesson plans and materials, frequent pupil assessment and feedback, and the regular assignment and marking of homework, need to be institutionalised. Kasambira, (1993) noted that effective class managers seem to be those teachers who have a well-planned and relevant lesson which they encourage students to take seriously, who make it clear what the class rules are to teach disciplinary skills with as much as they teach academic skills, who realise what kinds of things stimulate student attention, and who know and enjoy each one of their students. However, for the teacher to work effectively needs the support of school management as already defined above. For example school management must promote the teacher group meetings as they sharpen the teacher's skills, provide teaching and learning aids to teachers and monitor teachers teaching.

#### **2.4. Defining quality education:**

In all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the centre. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction (Bernard, 1999). In to achieve this, MESVTEE (2013) observed that quality education requires the availability and used of educational materials. In fact the acquisition of relevant knowledge, skills and appropriate attitudes requires that appropriate teaching and learning materials; the infrastructure such as classroom blocks, good sanitation and the actual tools used by the teachers such as chalkboard inclusive.

Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity and quality have often been used synonymously (Adams, 1993). Considerable consensus exists around the basic dimensions of quality education today, however. Quality education includes:

- Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;

- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace;
- Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities;
- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

This definition allows for an understanding of education as a complex system embedded in a political, cultural and economic context. It is important to keep in mind education's systemic nature, however; these dimensions are interdependent, influencing each other in ways that are sometimes unforeseeable.

This definition also takes into account the global and international influences that propel the discussion of educational quality (Motala, 2000; Pipho, 2000), while ensuring that national and local educational contexts contribute to definitions of quality in varying countries (Adams, 1993). Establishing a contextualised understanding of quality means including relevant stakeholders; key stakeholders often hold different views and meanings of educational quality (Motala, 2000; Benoliel, O'Gara & Miske, 1999). Indeed, each of us judges the school system in terms of the final goals we set for our children our community, our country and ourselves (Beeby, 1966). With regards to this study, quality education relates to teacher effectiveness in lesson delivery to pupils in classroom lesson delivery.

## **2.5.Relevance of Early Education in Africa:**

Education is a right for each individual; it is also a means for enhancing the wellbeing and quality of life for the entire society. The Government's role in education arises from its overall concern to protect the rights of individuals, promote social well-being and achieve a good quality of life for every person through all-embracing economic development. The Government must therefore seek to create, promote and support conditions within which education can realise its potential in society (MOE, 1996).



In fact, education is the corner stone for sustainable development; it is a tool for producing and managing human resources; for inculcating values, thus ensuring the common bond of humanity in a global village; a tool for scientific research and technology (UNESCO, 2006). UNESCO, (2006) further argues that African countries realize and embrace the fundamental importance of education, for without education; there can be no meaningful development. This also means that education should be provided to all citizens of a nation at all levels, early, primary, secondary and tertiary.

Addressing African Union Ministers of Education in Johannesburg, former Deputy President of South Africa, Phumzile Mlambo-Ngcuka is reported by Mwamwenda, (2014) to have said in the pre-ambled of her speech as follows: “as Ministers of Education of the 53 member- states of the African Union, your task, destiny and even privilege is to do your bit even against all the odds to take an African child from the worst possible background, invest in them through education and change their reality for ever” . She went on to point out that the reason the African Union is committed to education is that it transforms lives and contributes to success and prosperity in society.

It is against this background that Mwamwenda, (2014) quoted the deputy chairperson of the African Union Commission who asserted that Africa has for some time now, decided to anchor its development of education. For a country or a continent, there is no greater wealth than well-trained human resources. Well trained human resource is therefore critical for effective teaching of all pupils including those trained to teach children at early childhood centres. The Education Act, (2011) denote that a child has the right to free basic education.

## **2.6.Parental Involvement in the education of their children:**

Parental involvement is defined as the level of participation that a parent has in the child's education and school. Many parents are tremendously involved, often volunteering to help in their child's classroom activities, communicating well with their child's teachers, assisting with homework, contributing towards school infrastructure development and understanding their child's individual academic strengths and weaknesses. Unfortunately, there are also some parents who are not directly involved with their child's education. Many schools have programs aimed at

increasing parental involvement such as games and sports, home activities, and assorted opportunities for volunteers. MOE (1996) noted in agreement that in a country-wide demonstration of self-reliance, communities — rich and poor, rural and urban — have mobilized themselves to provide the labour, materials, or funds needed for the construction of classrooms. This is a clear indication that community participation is central to school development. At the same time it must be appreciated that without community participation in the holistic development of the school, very little progress can be achieved by school management in their day to day welfare.

Kurdek et al (1995) report observed that when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school. The report, a synthesis of research on parent involvement over the past decade, also found out that, regardless of family income or background, students with involved parents are more likely to; earn higher grades and test scores, and enrol in higher-level programs, be promoted, pass their classes, and earn credits, attend school regularly, have better social skills, show improved behaviour, and adapt well to school (SEDL, 2002).

After many years of intense effort to increase parent involvement in schools, the results are beginning to appear in educational research. The news is good for schools where parent involvement is high, and the benefits for children are encouraging. When parents are involved in children's schools and education, children have higher grades and standardized test scores, improved behaviour at home and school, better social skills and adaptation to school. Education activities in school include provision of instruction materials, attendance of parents meeting, attending sports day, annual academic day commonly known as 'academic clinic day', parents seminars and participation in different groups like Parent teachers association (PTA) (Hoover, 1997).

Research on the demographics of parents who are involved in their child's school finds that parents with higher educational attainment and income attend school conferences, volunteering at schools, and supporting school events to enrich their children's learning achievement. Parents at all socioeconomic levels can "level the playing field" in their child's education by taking the time to get involved. Teachers

give kids more attention when they know their parents from school visits (Hoover, 1997). So it makes parents to give school events first priority for attendance and this can help to support children education. One kind of parental involvement is school-based and includes participating in parent-teacher conferences and functions, receiving and responding to written communications from the teacher. Parents can also serve as school volunteers for the library or lunchroom, or as classroom aides.

Parents can participate in their children's schools by joining Parent Teacher Associations (PTAs) or Parent Teacher Organizations (PTOs) and getting involved in decision-making about the educational services their children receive. Almost all schools have a PTA or PTO, but often only a small number of parents are active in these groups (Grolnick, 1994). Such associations and organizations provide flexible scheduling for school events and parent-teacher conferences, inform parents about what their children are learning, and help parents create a supportive environment for children's learning at home (Grolnick, 1994). Many schools have responded to the needs of working parents by scheduling conferences in the evening as well as during the day, and by scheduling school events at different times of the day throughout the year (Grolnick, 1994).

For many parents, a major impediment to becoming involved is lack of time. Working parents are often unable to attend school events during the day. In addition, evenings are the only time these parents have to spend with their children, and they may choose to spend time with their family rather than attend meetings at school. The variables which will be addressed in this study under parental participation on study objective four are; home environment, parent participation on early childhood education activities both at home and at school. This has been studied in USA and African countries like Nigeria and Uganda (UNESCO, 2000).

## **2.7. Studies undertaken on Early Childhood Education:**

Although there has been tremendous improvement in the recruitment of preschool teachers by government in government schools, their incorporation means that they should be exposed to the actual challenge of teaching of the pupils in the school. This also entails that there is need for them to be exposed to methodology about teaching through Teacher Group Meetings organised by the School In-service coordinators

(SIC). Michael (1987) indicated that new teaching methods should move in a continuous way, from the old teaching methods of the expository kind to the new child-centred method. However, the new methods must be coupled with teaching and learning aids which enhance the child's retention, the teacher must use learning aids (whether visual, audio, tactile or audio visual). This will help them form mental images and hence facilitate proactive learning. In addition, children's work display initiates competition and appreciation of their own learning efforts as they manifest their prowess (Wachiye, 1996).

In addition, for these teaching and learning aids to come by they should be procured by school management. The MESVTEE, (2015) denote that one of the head teachers' role is adjusting the allocation of learning resources and remedial measures recommended by teachers. At times and if not many times teachers fail to deliver effectively due to inadequate resources and this derails the teachers working pace. Studies done by Shikwesa (2014) showed that schools in rural/peri-urban areas in Kambopo are denied availability of specific teaching and learning aids for Early Childhood Education. At the same time this conflict with the learners' ability to progress in their academia regardless of the fact that ECE builds a strong foundation for a child's on-going education, learning and development.

Other than the above, Teacher Group Meetings are critical for a new teacher to be integrated into. MOE, (1996) noted that teacher education is a continuing process that must be extended throughout the individual's years of actual teaching. In agreement with the above, Forrest and Parkey (2001) observed that collegiality and sense of community-teachers, administrators and staff at successful schools work well together not only for students learning but also for their own professional growth and development. The foundation laid in the pre-service programme may be sound and adequate as a start, but it is not sufficient for life. Regardless of the ownership of the institution where they underwent training, teachers enter a unified teaching profession that responds to the needs of all the children of Zambia.

Therefore, this should include teachers from the ECE section to improve their teaching methods for the benefit of the learner at that level. Lack of adequate inservicing of mathematics teachers leaves the teacher with only the traditional methods

of teaching. Some of these are obsolete and do not address the current challenges of lower primary school mathematics. These approaches lead the child learner to boredom and hate of mathematics (Eshiwani, 1984). Group work must be viewed as the most important tool for teacher collegial interaction and sharing of the ideas for the benefit of the learner in a learning organisation.

For a pre-school teacher to be effective in his or her teaching, the aspect of monitoring is paramount. Austrian Development Cooperation (2009) defines monitoring as a continuing function that uses systematic collection of data on specified indicators to provide management and main stakeholders on an on-going development intervention with indication of the extent of progress and achievement, objectives and progress in the use of allocated funds. In so doing, ECE teachers are supposed to be monitored to evaluate their effectiveness by school management or indeed the external monitors from the district office. This is good for teacher personal improvements in the areas of difficulties in his or her subject area.

The role of school management on effective teaching is important suffice to say that it is an integral instrument for the school organisation. School management role is to ensure that teachers take their work seriously. In order to achieve this in Early Childhood Centre, school management should supervise and monitor teaching in different subjects or learning areas so that learners are provided with an opportunity to understand knowledge areas in a broader context (MESVTEE, 2015). Early Childhood Centres are also important areas for building strong foundation for a child's on-going education, learning and development. To achieve the above a journal conducted by Osakwe, (2009) in Nigeria recommends that Early childhood education should be encouraged by the government by providing pre-primary educational facilities (classrooms, instructional materials, and equipment) needed for the success of the programme.

Teacher monitoring is also key for teacher classroom effectiveness as the (MESVTEE,2015) note that the one of the professional role of a standard officer is to monitor teaching and learning and further goes on to say that the head teacher should constantly monitor teachers and class performance. Studies done by Kunkhuli (1989) showed that evaluation and assessment are systematic where learning is monitored

closely so that teachers and the school administrators are constantly aware of pupil progress in relation to established goals. This also applies to early childhood teachers who should be constantly monitored to ensure that teaching and learning is effective for the learners as the core business of teaching is to ensure that learners acquire the necessary skills and knowledge for their own benefit and their country future endeavours (MOE, 1996). In fact, managing effective teaching at early childhood level is critical to the lifetime of ones education as it is a foundation of all levels of education. A citizen with poor education background can hardly progress in his or her successful educational levels and cannot contribute significantly to the development of the country. It is among many of the reasons outlined above that management of effective teaching at early childhood education is central to the promotion of quality education in a county.

## **2.8. Summary of chapter two:**

This chapter reviewed literature on conceptualisation of school management, teacher classroom effectiveness, definition of quality education, relevance of early education in Africa, parental involvement in the education of their children and studies undertaken on early childhood education.

Chapter three introduces the methodology which covers subtopics such as research design, study area, study population, study sample, sampling techniques, and instruments for data collection, procedure for data collection, data analysis and validity and reliability.

## CHAPTER THREE:

### 3.0. Methodology:

This comprises the following sub-headings: Research Design, study area or site, study population, study sample, sampling techniques, instruments for data collection, procedure for data collection, data analysis, validity and reliability.

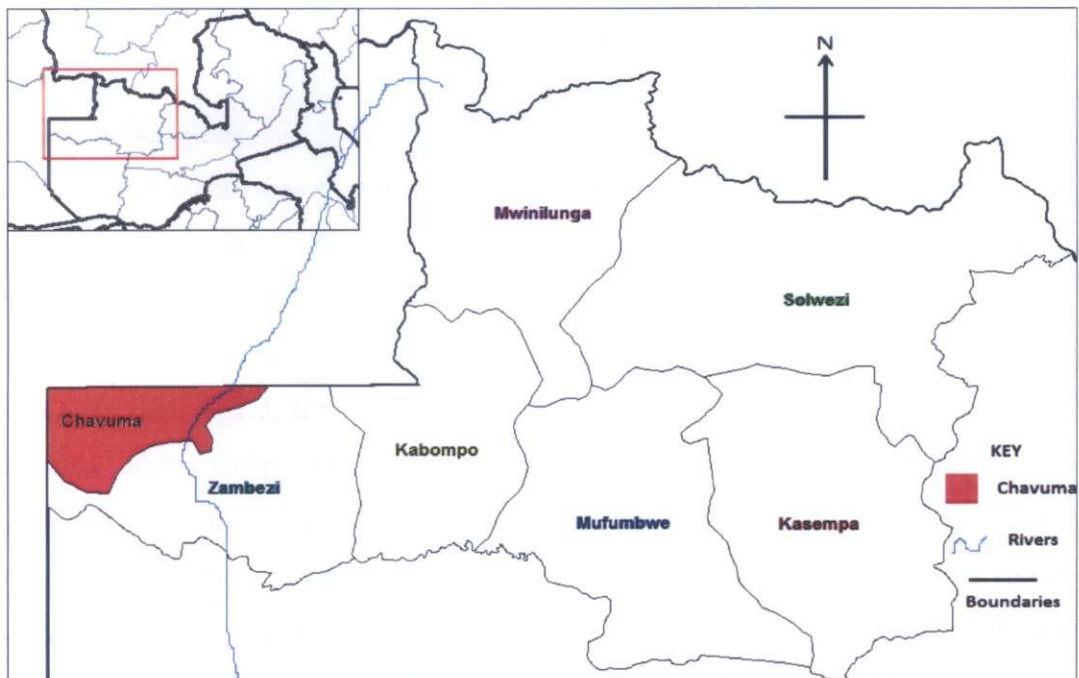
### 3.1. Research design:

This study used a descriptive survey and employed a qualitative method. Borg and Gall (1989) noted that a descriptive survey in the number of variables, descriptive survey subject variables for analysis. On the other hand, Orodho (2005) defined descriptive survey as a method of collecting information by interviewing or administering questionnaires to a sample of individuals. By using qualitative method, charts, pie charts, histograms and frequency tables were generated.

### 3.2. Study Area:

This study was conducted in Chavuma District of North-Western Province which has five ECC's in government primary schools situated on both the East and West Banks of the Zambezi River. Chavuma is found near the entrance of the mighty Zambezi River into Zambia from Angola.

#### MAP OF NORTH-WESTERN PROVINCE –ZAMBIA



Source: internet

**3.3.Study Population:**

The study population included district education managers (standards section); school managers, their deputies, senior teachers and preschool teachers and parents of the pupils at early childhood section in government schools providing ECE in Chavuma district. These schools include Chiyeke, Moses Luneta, Lukolwe, Sanjongo and Nyathanda primary schools.

**3.4.Study Sample:**

The total population of the study sample comprised of ten pre-school teachers and fifteen school managers. School manager comprises of the five school head teacher, five deputy head teachers, five senior teachers from the five schools under this study. Others were two Education Standard officers, and the District Resource Coordinator at district level. Twenty parents were interviewed; four from each school. The total number of the study sample was forty-eight (48) respondents as shown in the following table.

**Representation of respondents by category and percentage:**

Table 1

Category of Respondents	Number of Respondents	Frequency	Percentage of Representation
Officers from DEBS	3		6.30%
School managers	15	++++ +++++ +++++	31.30%
Class teachers	10	++++ +++++	20.80%
Parents	20	++++ +++++ +++++ +++++	41.60%
Totals	48		100%

**3.5.Sampling techniques:**

The sampling techniques that were employed in this study were purposeful in nature and random sampling. Cohen et al (2007) describe the purposeful sampling technique as a strategy the researcher selects of the population for inclusion in the sample for a clear reason why one thinks that it is the most appropriate element for inclusion in the sample. In this regard, this technique involved five government primary schools in Chavuma where early childhood education is being offered. In addition, this was purposeful because it involved all school managers that included the head teachers, deputy head teachers and senior teachers who are involved in the day to day running of the schools. It was also purposeful because teachers involved in this study were pre-school or early childhood teachers meant to teach at this level.



Random sampling has multifaceted types from simple, systematic, stratified, cluster and areas sampling to mention but a few. The study therefore used a simple sampling technique. Msabila and Nasaila, (2013) stated that in simple sampling technique, each member has equal chance of being selected as a subject. In this regard, parents were selected using this technique. In other words, parents were randomly chosen and interviewed.

### **3.6.Instrument for Data collection:**

The instruments used for data collection in this research included questionnaires, interviews guides and checklists. The reason for using the questionnaire was to give respondents ample time to study them. Questionnaires were administered to school managers including the head teacher, deputy head teachers and senior teachers. Interviews guides were also conducted to randomly selected parents and purposely chosen Education Standards Officers from DEBS office and early childhood teachers. Checklist were used to collect information on whether teacher monitoring implementation, teacher group meetings support, the availability and appropriateness of teaching and learning aids are being provided by educational managers in the study.

### **3.7.Procedure for Data collection:**

The researcher first distributed questionnaires to school managers to fill in the needed information two weeks prior to collection date. After two weeks, the researcher travelled to centres of ECE in government primary schools to collect questionnaire, interact using interview guides with pre-school teachers and parents respectively to learn more about the problem. This was done using semi-structured interview guides. The researcher also interviewed officers from DEB using the interview guides. The conversations collected using the interviews conducted were recorded on a smart phone in audio version. Photos were taken basing on issues to do with the provision of teaching and learning aids and highlighting on the challenges school managers face in trying to promote teacher effectiveness in the school.

### **3.8.Data analysis:**

After collecting data on whether or not there is effective management of early childhood centres (ECC) in Government Primary School of Chavuma district, the

researcher used Microsoft Excel to have it analysed. By using Microsoft Excel, bar charts, pie charts, histograms, charts and frequency tables were generated. On the other hand, simple statistics to explain management of teaching in early childhood centres (ECC) in government primary schools for quality education were also used. Data collected from interviews were grouped together answering a particular objective and later analysed in verbatim form and graphs. Photos were also taken based on the independent variables; teaching and learning materials, teacher monitoring and teacher group meetings to authenticate information collected using interviews on the same themes and also used in data analysis. The main reason for this was that the research largely hinges on qualitative method which falls under social science for an organisation.

### **3.9. Validity and Reliability**

Validity is a measure of how well a test measures what it is supposed to measure. Orodho (2003) defines validity as the accuracy and meaningfulness of inferences which are based on the research. Reliability on the other hand, is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). In order to achieve both validity and reliability, different instruments of data collection such as a questionnaire, interview guides and checklists were employed. Through the use of different data collection instruments, data collected was compared and this ensured triangulation. To authenticate data collected, photographs of vital documents such as monitoring schedules, teacher group meeting schedules and places important for teaching and learning activities were also taken and used in data analysis.

### **3.10. Summary of chapter three:**

This chapter presented research design used in the study. It also included study area, population, sample, sampling techniques, research instruments, procedure for data collection in the study. It also includes data analysis, validity and reliability. The following chapter (four) presents the findings which were based on the objectives.

## **CHAPTER FOUR**

### **4.0. Presentations of the findings:**

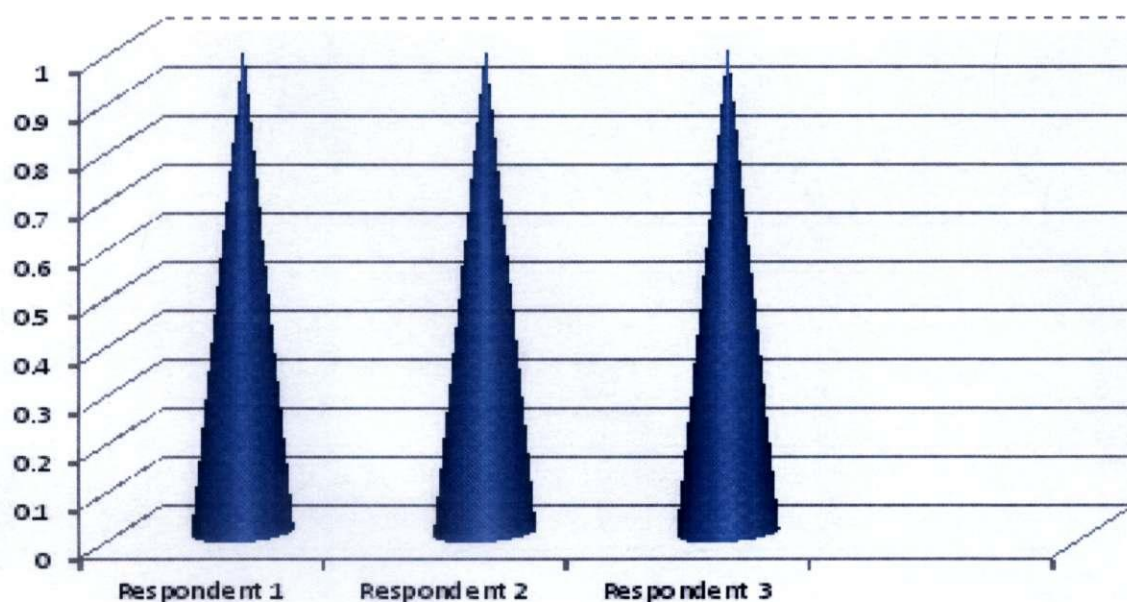
The chapter presents findings of this study which were based on the following five objectives:

- (1) To ascertain the roles of District Education Board support on effective management of early childhood centres (ECC) in government primary schools of Chavuma District.
- (2) To determine the role of school management on teacher classroom effectiveness in Early Childhood Centres (ECC) in Chavuma District for quality education.
- (3) To assess teachers' views on school management support for effective management of early childhood centres (ECC) in government primary schools of Chavuma District for quality education.
- (4) To establish the involvement of parental by school management on effective management of early childhood centres (ECC) in Chavuma District.
- (5) To establish the challenges that school management face in trying to enforce their roles to improve teaching in early childhood centres.

#### **4.1.(Objective one): *Roles of DEB office support on effective management of early childhood centres (ECC) as gathered through the interview with respondents from DEBS office:***

- Encourage school management to use available resources to procure teaching and learning aids.
- Encourage school management to hold Teacher Group Meeting in the school on weekly basis.
- Monitor teacher effectiveness through teaching in a classroom environment.
- Encourage teachers to spend sixty (60) per cent of the learners' learning hours playing outside the classroom.

**Figure 1: Teacher monitoring Frequency in a term by DEB Office:**



In the above illustration (bar graph) out of three (3) respondents from DEB (officers) through one on one (face to face) interview with the researcher said that they monitored preschool (early childhood) teachers once in the previous term.

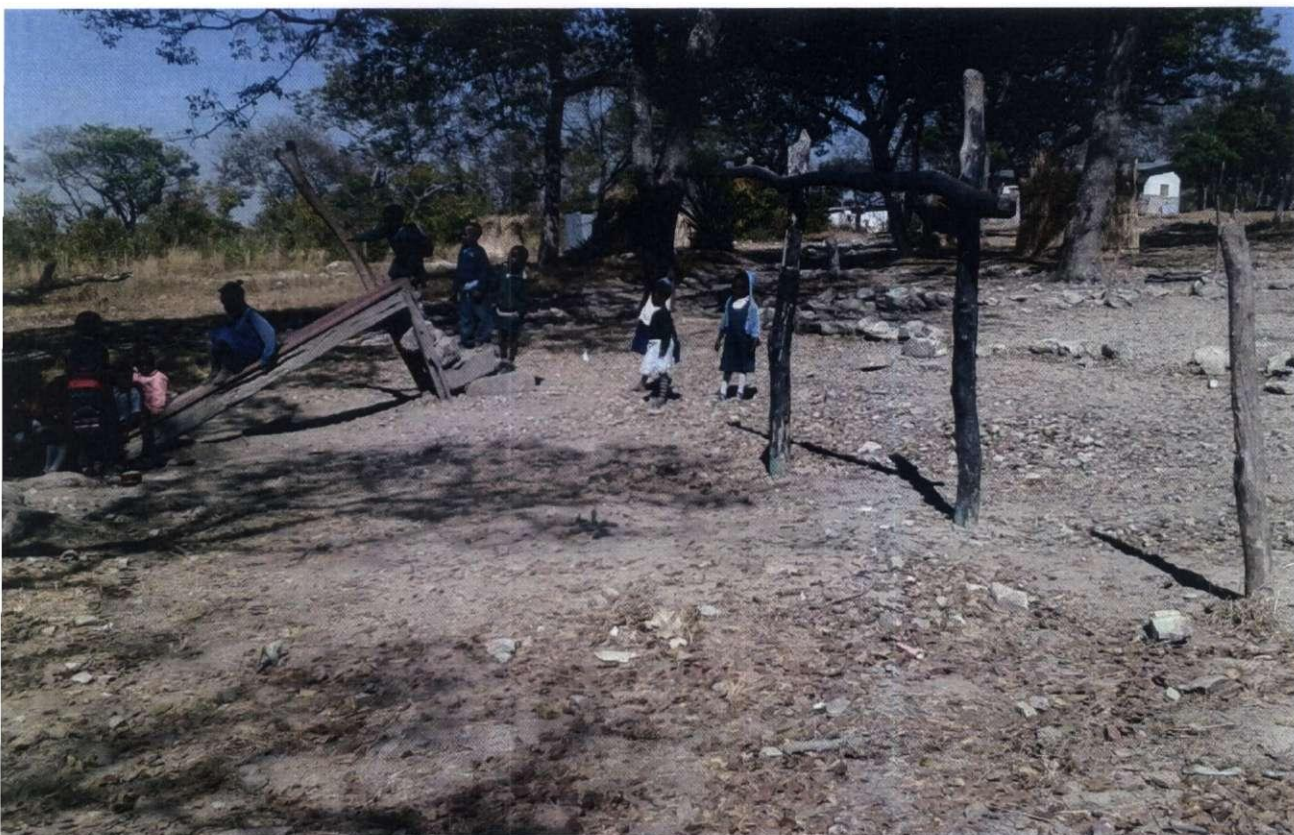
**Provision of teaching and learning aids in ECC as observed by DEBS respondent:**

Through one on one (face to face) interview with the researcher, one respondent from DEB office said the following:

*“Teaching and learning aids are very important tools that enhance the teaching at this level but the biggest challenge is that the said teaching and learning aids are expensive, are only accessed from towns far away from here and funding to this section is not only erratic but also poor. As if this is not enough, the infrastructure for children at ECE stage are using is not appropriate for them as it was meant for pupils starting year one and the proceeding grades.”*



**Picture 1: Showing preschool learners playing at one of the improvised play park.**



**Field Data- 2016**

**4.2. (Objective two): *Determining the roles of school management effective teaching in ECE:***

**Responses from school management their roles to support effective management of ECC (effective teaching) gathered from questionnaires:**

- To promote Teacher Group Meetings in the schools so as to capacity build teachers professional skills.
- To provide Teaching and Learning materials for teachers to use them when executing their work.
- To monitor teacher effectiveness in the classroom at least three times in a term.
- Check teachers' teaching and learning documentation such as lesson plans, weekly forecast and schemes of work and many more others.

**Teaching and learning aids:** Appropriate T/L Aids as observed by school Managers in primary schools providing early childhood education:

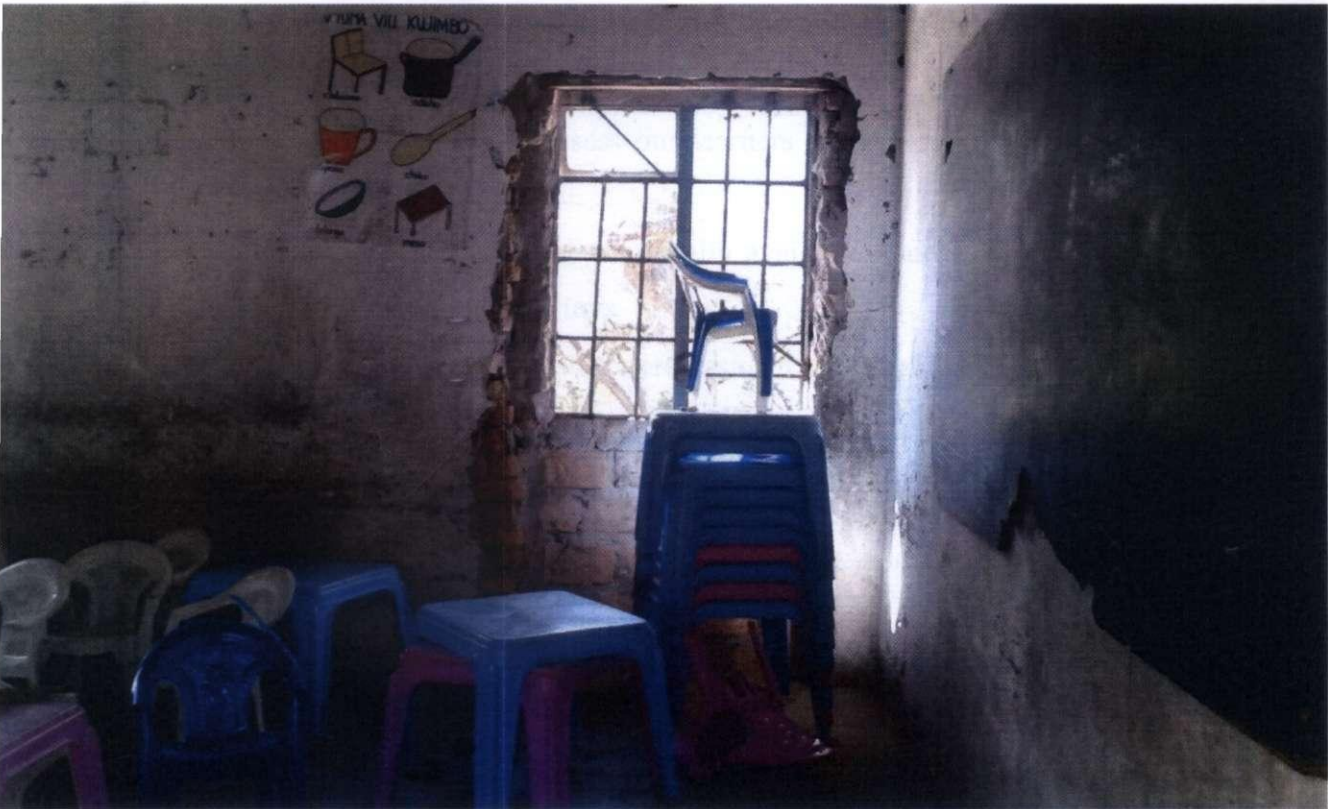
- Crayons
- Markers
- Word cards
- Bottle tops
- Counter beads
- Toys assorted
- Balls
- See-saw
- Puppets
- Play park
- Building blocks
- Jig puzzles
- Water colours
- Placticine ladders
- Sliders

**Table 2: Provision of appropriate teaching and learning aids**

	Frequency	No of school managers
Appropriate		6
Not appropriate		9
Total		15

Out of 15 school managers, six (6) school managers representing 40% said that they use appropriate T/L aids while nine (9) out of 15 school managers representing 60% said that the teaching and learning were inappropriate.

**Picture 2: Showing a part of a classroom block and a chalkboard for early childhood learners in a dilapidated state in one of the research sites.**



**Field Data-2016**

**Figure 2 : School Management Responses about frequency of holding Teacher Group Meetings in their schools:**



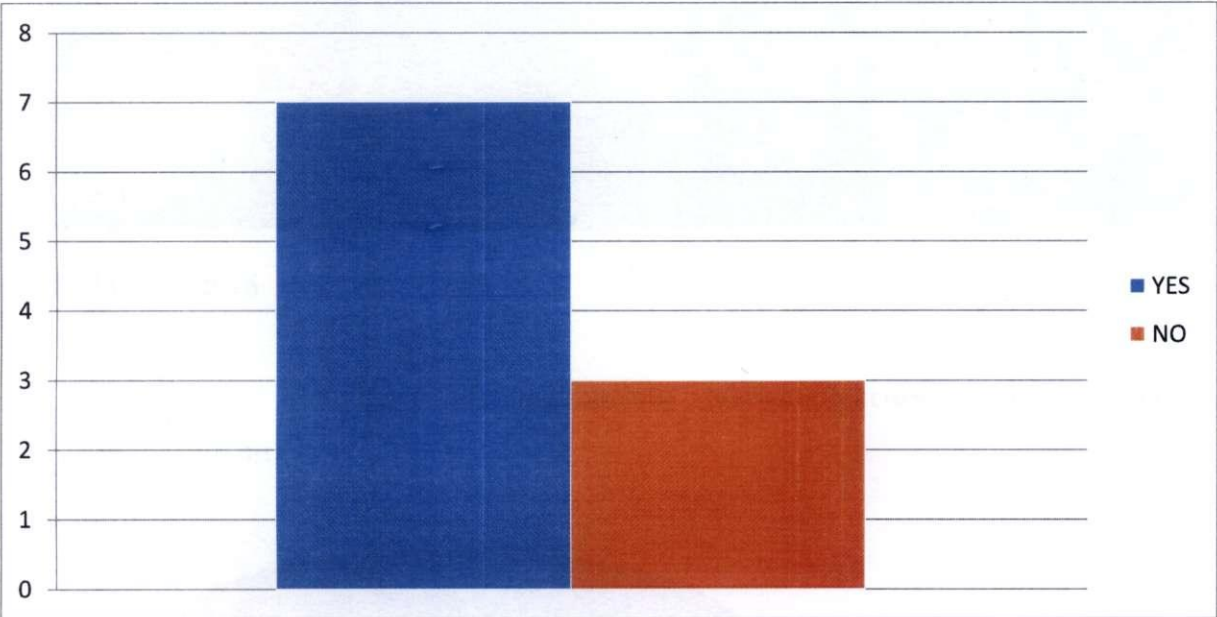
The information collected from the school managers using questionnaires indicated that (3 out of 15) representing 20% said that they did not hold teacher group meetings on the regular basis (less than 5 times) while 80% (12 out of 15) confirmed that they managed to hold teacher group meetings regularly (more than 5 times).



4.3. (Objective three): *Teachers’ views about school management support on teacher effectiveness in ECC in government Primary schools.*

- They always advise us to prepare schemes, weekly forecast and lesson plans.
- They always advise us to be punctual for work.
- They always advise us to assess our learners work monthly to ascertain their progress in their academic life.
- They always advise us to use the locally available materials to make teaching and learning aids - moulding toys.
- They always advise us to attend professional meetings such as teacher group meeting

Figure 3: Are lesson documents checked before teaching?



Out of ten (10) early childhood teachers interviewed, seven (7) said they had their schemes of work and lesson plans checked before teaching while three (3) out of ten (10) said that their lesson plans were not checked before teaching.

Table 3: Number of Monitoring of Teachers by school management - teachers’ responses

No of Monitoring	Trs responses (F)	%
1		20
2		60
3		20
Total	+	100



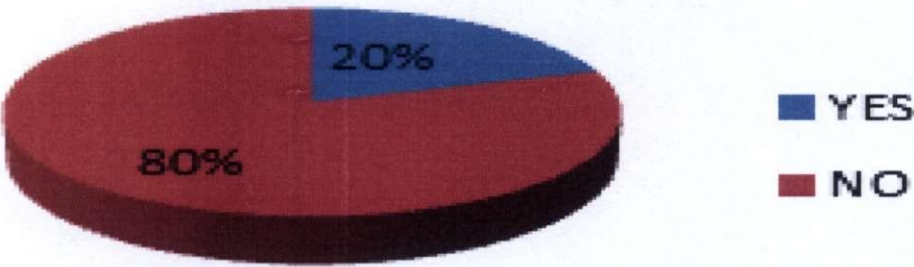
Out of ten (10) teachers, two (2) teachers said that they were monitored once by school management representing 20%, six (6) teachers said that they were monitored two(2) times representing 60%. On the other hand, two (2) teachers said that they were monitored three (3) times.

**Picture 3: Showing an internal monitoring schedule for all grades starting with preschool to grade seven at one of the research sites.**

MOSES LUNETA PRIMARY SCHOOL						
2016 TERM 2 INTERNAL MONITORING SCHEDULE						
DATE	DAY	WEEK	NAME OF TEACHER	MONITOR	GRADE	SUBJECT
24/05/16	Tuesday	3	MRS NELIYS	MR KALWU	1A	LITERACY
26/05/16	Thursday	3	MR CHIMANDA	MS MARISSA	1B	MATHS
31/05/16	Tuesday	4	MR TUMBO	MS MARISSA	2B	ENGLISH
02/06/16	Thursday	4	MR LUMBA	MR KALWU	6B	INT SCI
07/06/16	Tuesday	5	MR CHITUMBWE	MR KALWU	7A	MATHS
09/06/16	Thursday	5	MRS NJAPU	MS MARISSA	2A	LITERACY
14/06/16	Tuesday	6	MRS KAWUNDWE	MS MARISSA	5A	S/S
16/06/16	Thursday	6	MR CHISITA	MR KALWU	5A	TECH/STUD
21/06/16	Tuesday	7	MRS CHELEKA	MR KALWU	5B	SCIENCE
23/06/16	Thursday	7	MRS MULENGA	MS MARISSA	6C	LITERACY

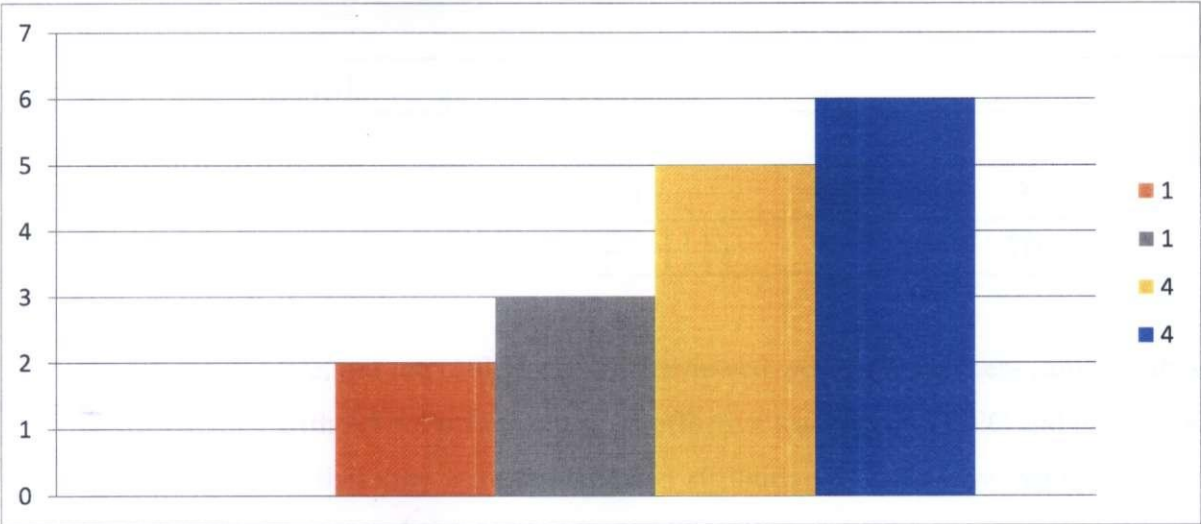
Field data 2016

**Figure 4: Provision of appropriate teaching/learning aids by school management:**



In the above illustration (pie chart), two (2) teachers (ECE) representing 20% said that they had appropriate teaching and learning aids while eight (8) teachers representing 80% said that they did not have appropriate teaching and learning aids in their schools.

Figure 5: How often do you hold teacher group meetings (TGM)?



In the above illustration (bar graph), one teacher out of ten (10) said that he attended TGM two times while another teacher said that she attended TGM three times. Four (4) teachers interviewed said that they attended TGM five (5) times and the last four (4) teachers said that they attended TGM six (6) times.

Picture 4: showing a work plan for term one (1) 2016 at one of the research sites in Chavuma District

DATE	TOPIC	FACILITATOR	SECRETARY	CHAIRPERSON
08.02.16	LITERACY	MS. NTAIRAKU	MR.	MRS.
09.02.16	LESSON	MS. MUSELI	ALASEKA	KABWIBONG
12.02.16	QUESTIONING	MS. NTAIRAKU	MS. R.	MS.
19.02.16	TECHNIQUES	MS. CHISENGI	HANAMBA	CHALWA
	TEACHING	MR. M.	MR. P.	MS.
	METHODS	CHITEMBANI	SAKWAMBA	NSANA
	HOW TO WRITE	MR. TEMBO	MS.	MS.
26.02.16	MINUTES	MS. CHISEYA	MBILIKITA	KALAKESHA
	PLANNING		MS. P.	MS. C.
		MS. KALWITI	KALULU	NSWANA

Field data- 2016

**Table 4: Are you satisfied with the role of school management?**

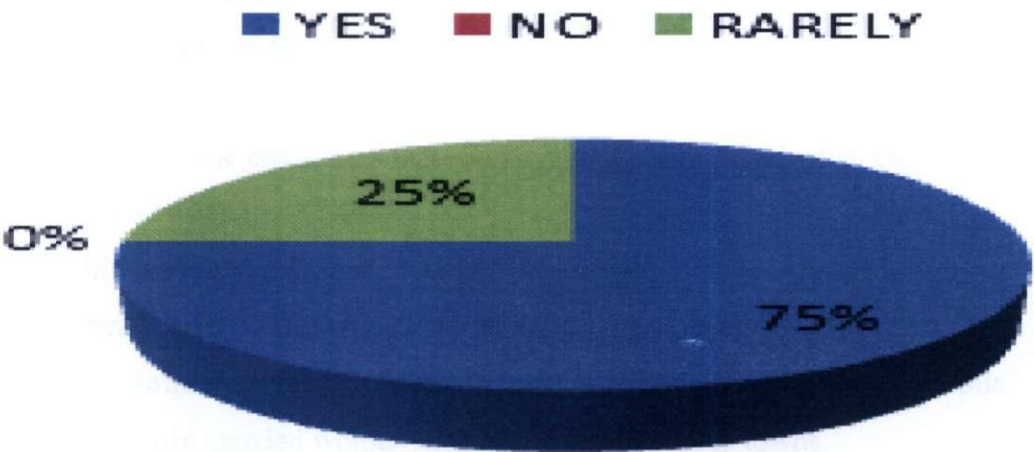
RESPONSE	Frequency	
YES	++++ ++	7
NO	+++	3
TOTAL	++++ +++++	10

In the above table, out ten (10) teachers interviewed, seven (7) teachers said that they were satisfied with school management on effective teaching in ECEC and only three (3) teachers said that they were not satisfied attributing to failure by management to provide appropriate teaching and learning aids.

**4.4. (Objective four): Contribution of Parents on effective management in early childhood. Responses from parents regarding their contribution to effective teaching in ECC:**

- Providing materials like exercise books, pencils, crayons among many for our children to use at school.
- Providing food for their children /learners when going to school so that they eat while at school.
- Helping their children with homework from school.
- Helping school management to build school infrastructure through the provision of upfront material.

**Figure 6: Do you prepare food for your children before going to school?**



Out of 20 parents interviewed on face to face (one on one) fifteen (15) parents said that they always prepared food for their children when going to school while no one said that they did not prepare food for their children when going to school. On the other hand, only five (5) parents said that they rarely prepared food for their children when going to school.

On parental participation in learning of their children, one parent said that:

*“We always buy teaching and learning materials such as crayons, pencils, escort our children to school and also participate in constructing school infrastructure.”*

On homework, one parent said the following:

*“I help my child doing her pre-writing skills such as holding pencil to write things like letters and numbers.”*

#### **Forums where children welfare are discussed between teachers and parents:**

The following were forums where most of the parents said that they interacted with teachers to discuss learners' performance at ECE level:

- PTA Meetings
- Open days
- Class routine work
- Teacher -parent interaction on request.

#### **4.5. (Objective five): Challenges faced by School Management when enforcing their roles to improve teaching at ECE level:**

Using the questionnaire and document analysis (checklist) with school management, the following were the challenges that school management noted when enforcing their roles to improve teaching in ECC:

- Lack of facilities to use such as play parks.
- Lack of materials such as crayons, books, syllabus and teachers' hand books.
- Lack of proper infrastructure such as classrooms as they were meant for old pupils.
- Transfers especially married women move from rural areas to towns.



- Lack of information on ECE is taught/handled more especially that almost all of were not trained in ECE.
- Class management seems as all learners are combined in on one class.
- Lacks toilets for ECE as the toilets were meant to accommodate pupils from grade one to seven.
- Inadequate teaching staff as many teachers prefer teaching in towns considering Chavuma is considered rural/remote district.

**Table 5: Document analysis on the availability of necessary documents and other pertinent things needed for effective management of early childhood education in government primary schools based on (CHECKLIST INSTRUMENT USED)**

Item	Out of Five Schools		
	Available	Not available	available but not appropriate
Play park		5	
Classroom block			5
sanitation (toilets and water points)			5
Sir book	5		NA
Observation schedules	3	2	NA

In the above document analysis conducted using the part of checklist shown on appendix (F) in the five schools, five (5) out of five (5) schools had no play parks, five (5) out of five (5) schools had their pupils learn in classroom blocks but were not appropriate for learners at this level, five (5) out of five (5) schools indicated that they had water points but they were inappropriate for use by learners at this level, all school had sir-books in place and three (3) out of five (5) schools showed that they had observation schedules were available while two (2) schools did not have observation schedules.

The following are picture illustrations depicting the various challenges school managers are facing in trying to implement their roles to enhance teacher effectiveness some of the research sites.

**Picture 5: showing toilets with no water points to wash hands after using them.**



**Field Data-2016**

**Picture 6: showing pupils playing on a stony paly park.**



**Field Data -2016**

#### **4.6. Summary of chapter four:**

The chapter presented findings based on the objectives formulated. The findings are presented in graphs, tables, pictures and verbatim form. The following chapter (five) presents discussions of the findings. This chapter relates literature review and the findings presented in chapter four. It determines whether the information in the two chapters agrees or disagree.

## CHAPTER FIVE

### 5. Discussions of the findings:

This chapter presents the discussions of the findings of the study which were based on the following study objectives:

- (1) To ascertain the roles of District Education Board support on effective management of early childhood centres (ECC) in government primary schools of Chavuma District.
- (2) To determine the role of school management on teacher classroom effectiveness in Early Childhood Centres (ECC) in Chavuma District for quality education.
- (3) To assess teachers' views on school management support for effective management of early childhood centres (ECC) in government primary schools of Chavuma District for quality education.
- (4) To establish the involvement of parental by school management on effective management of early childhood centres (ECC) in Chavuma District.
- (5) To establish the challenges that school management face in trying to enforce their roles to improve teaching in early childhood centres

#### 5.1. *Role of District Education Board support on Effective Management of Early Childhood Centres in Government Primary Schools of Chavuma District:*

The findings on objective **one** and specifically on monitoring of early childhood teachers by three (3) District Education Board office respondents on Figure 1: indicates that they monitored early childhood teachers at least once in a term. This is in line with MESVTEE (2015) document which recommended that teacher monitoring is key for teacher classroom effectiveness. MOE (1996) also agrees with this observation as it noted that early childhood teachers should be monitored constantly to ensure teaching and learning is effective for the learners. Thus, the above observation shows that DEBS office is carrying out its role of monitoring teachers to ensure teachers at early childhood section become effective in their work.

On the provision of teaching and learning aids, one of the respondents from DEBS office had this to say:

*“Teaching and learning aids are very important tools that enhance the teaching and learning at this level but the biggest challenge is*



*that the said teaching and learning aids are expensive, are only accessed from towns far away from here and funding to this section is not only erratic but also poor. As if this is not enough, the infrastructure for children at ECE stage are using was meant for pupils starting year one and the proceeding grades."*

The above finding agrees with Picture 1 which shows inappropriate play park infrastructure. The play park for learners at one of the research sites pre-school as shown the picture indicates the stony environment which is a danger to the learners. This exposes the learners to injuries as they can fall on the stones at any time. In fact, one of the teachers interviewed indicated to me that it is common for learners to throw stone at other and further said one of the boys was stoned by a friend and bled a lot.

However the above observation is against a journal conducted in Nigeria by Osakwe (2009) who recommended that early childhood education should be encouraged by government by providing pre-primary facilities such as classrooms, instructional materials, and equipment needed for the success of the programme. By providing adequate and appropriate teaching and learning facilities, it leads to greater improvement in their academic lives. Much as DEBS office is supposed to make the said teaching and learning available to these schools, it depends heavily on funding from the central government suffice to say that various educational managers should be innovative in resource mobilisation and put up infrastructure that support learning at early childhood level in government primary schools.

On Teacher Group Meeting support in schools by the DEBS office, on respondent from DEBS office observed that such meetings must be promoted as they sharpen the professional skills of the teacher. The respondent further said that they encouraged school management through SIC's to hold Teacher Group Meetings in schools on weekly basis. This view is supported by MOE (1996) Educational Policy document which stated that education is a continuous process that should be extended throughout the individuals' (teacher) year of the actual teaching.

## ***5.2. Determine the role of school management on teacher classroom effectiveness in Early Childhood Centres in Government Primary Schools of Chavuma District for quality education:***

Objective **two** centred on determining the role of school management on teacher effectiveness. Using the questionnaire for data collection, the most prominent answers from the school managers about their role on the promotion teacher effectiveness were:

- To promote Teacher Group Meetings in the schools so as to capacity build teachers professional skills.
- To provide Teaching and Learning materials for teachers to use them when executing their work.
- To monitor teacher effectiveness in the classroom at least three times in a term.
- Check teachers' teaching and learning documentation such as lesson plans, weekly forecast and schemes of work and many more others.

On whether or not the schools under the study used appropriate or inappropriate teaching and learning aids in schools as indicated on Table 2, out of the fifteen (15) school managers, six (6) school managers representing forty (40) per cent indicated that they used appropriate teaching and learning aids while nine (9) out of fifteen (15) school managers representing sixty (60) per cent indicated that the teaching and learning they had in schools were inappropriate. This observation is in agreement with the observation by DEBS standard officer who also observed that school infrastructure being used by children at early childhood was meant for old learners starting from Grades one to seven. In the same line, picture 2 shows a dilapidated infrastructure (classroom block and the chalkboard) where learners at ECC level are learning from. This is against Wachiye (1996) findings which showed that good teaching learning aids enhance the child's retention where a child initiates competition and appreciation of their own learning efforts as they manifest their prowess.

On the frequency of holding Teacher Group Meetings support by school management shown on Figure 2, twenty 20% (3 out of 15) of the school managers said that they did not hold TGM on a regular basis (less than five times) while 80% (12 out 15) confirmed that they held TGM on a regular basis (more than five times). This finding is in

agreement with Picture 3 which shows part of the monitoring schedules at one of the schools where a class teacher teaching REC meaning ‘reception’ is also included on the monitoring schedule. This implies that there was adequate holding of TGM in the ECC in the primary schools in the district.

This is in line with Eshiwani (1984) who noted that teacher professional development should include teachers from the ECE section to improve their teaching methods for the benefit of the learner at that level. This finding is however against Shikwesa (2014) finding in a study which was conducted in Kambopo in which he documented that Continuing Professional Development (CPD) meetings with ECE class teachers were not conducted since the ECE centres begun operating. This is an indicator that in the district where this study was conducted teachers meet to discuss matters of profession development with the view of sharpening their teaching skills; implying that school management was playing its role to support these pertinent meeting in the school.

### ***5.3. Assess teachers’ views on school management support for effective teaching in Early Childhood Centres of Chavuma District for quality education.***

On objective **three**, through face to face interviews with the teachers about how school management support them in their work. The following were their prominent views:

- School managers encourage us to prepare schemes of work, weekly forecast and lesson plans.
- School managers encourage us to be punctual for work.
- School managers encourage us to assess our learners monthly to ascertain their progress in their academic life.
- School managers encourage us to attend professional meetings such as Teacher Group Meetings.
- School manager encourage us to use locally available materials to make teaching and learning aids (improvising) toys.

When asked whether or not the teachers had their lesson plans and other documentations checked before teaching in Figure 3, out of ten (10) teachers interviewed, seven (7) agreed that they had their lesson documents checked while three (3) disagreed. On average, this means that school management performed its roles on teacher effectiveness

in ECC in Chavuma District. MESVTEE (2015) justifies effective monitoring as it noted that school management should monitor teaching in different subjects or learning areas so that learners are provided with an opportunity to understand knowledge area in a broader context.

Further on teacher monitoring by school management shown on Table 3, out of the ten (10) teachers interviewed only two (2) teachers representing twenty (20) per cent of the study population said that they were monitored once, six teachers representing sixty (60) per cent of the ECC teacher study population said that they were monitored two times and two (2) teachers representing twenty (20) per cent said that they were monitored three times. Thus on overage which is two and three times representing eighty (80) per cent shows that there was adequate monitoring on the part of school management, a good indicator for the promotion of quality education. This finding is in agreement with MESVTEE (2015) which justifies effective monitoring as it noted that school management should monitor teaching in different subjects or learning areas so that learners are provided with an opportunity to understand knowledge area in a broader context.

Figure four (4) shows an analysis on the provision of appropriate teaching and learning aids by school management as observed by teachers. The pie chart indicates that out of ten teachers, eight (8) representing eighty (80) per cent said that they were not provided with appropriate teaching and learning aids by school management while two (2) respondents out of ten (10) representing twenty (20) per cent said that they were provided with appropriate teaching and learning aids in the school. This finding is in line with Shikwesa (2014) findings when he documented that there was inadequate or inappropriate infrastructure to favour pre-schoolers, lack of ECE-specific teaching/learning materials, lack of both indoor and outdoor play equipment, over enrolment due to free education policy, among others. Lack of the said materials has an adverse impact on the provision of quality education at this level. This is an indicator that up to now in most government primary schools where early childhood education has been implemented, there still exist a challenge on the part of educational managers to provide appropriate teaching and learning materials to enhance effective teaching at this level.

Through the face to face interview with the teachers on how often they attended Teacher Group Meetings in a term as indicated in Figure 5, out of ten (10) teachers one teacher said that he attended two (2) times while the other one said that she attended three (3) times in the term. Four teachers said that they attended five (5) times and the last four said that they attended more than five times. Therefore, the eight (8) respondents representing eighty (80) per cent which is above average corresponds very well with the school management responses through the questionnaires as shown in figure four (4) who indicated that they held Teacher Group Meetings for more than five times in a term.

Findings on document analysis based on Picture three (3) shows that in one of the sites (school) planned for TGM and that the school administration ensured its implementation were carried out on weekly basis. This is good for the provision of quality education; as such meetings focus on learning which strengthens the capabilities of children to act progressively through the acquisition of relevant knowledge, useful skills and appropriate attitudes for children (Bernard, 1999). This implies that as teachers sharpen their professional skills through Teacher Group Meetings, they also have a positive impact on their work which eventually improves the learning of the children in schools.

In Table 4, on teachers satisfaction on school management roles, out ten (10) teachers interviewed, seven (7) teachers said that they were satisfied with school management on the support effective teaching in ECEC and only three saying that they were frequently monitored and that they supported Teacher Group Meetings in the school while (3) teachers said that they were not satisfied attributing to failure by management to provide appropriate teaching and learning aids. This observation is in agreement with Educating our Future (MOE, 1996) which clearly states that provision of desirable education involves prescribing specifications for furniture, equipment, aids and infrastructure. In fact the provision of appropriate teaching and learning aids stimulates learner's interest in learning.

#### ***5.4. Contribution of Parents on effective management in early childhood in government primary schools of Chavuma District:***

On objective **four**, this focuses on parental involvement on effective management of teaching in ECC in government primary schools. The findings on Figure 4 shows that; out of 20 parents interviewed on face to face (one on one) fifteen (15) parents said that they

always prepared food for their children when going to school while no one said that they did not prepare food for their children when going to school. On the other hand, only five (5) parents said that they rarely prepared food for their children when going to school. This finding is in agreement with Adam (1993) when he noted that Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities. This also means that learners who feed before going to school and at the same time carry with them food when going to school are able to concentrate during lessons and participate actively.

This finding also shows that there was adequate parental participation in ensuring that their children feed or carry food with them while going to school. The finding clearly shows that parents are involved in the learner's welfare at school. This is in line with Kurdek et al (1995) report in which found out that, when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school. The finding also agrees with the UNESCO (2000) report on studies in the both the USA and African countries like Nigeria and Uganda which indicated that home environment, parent –school communication are critical in enhancing the children education. Thus home environment includes the provision of food to children which improves the learners' concentration at school.

In addition, some of the parents interviewed said that they bought some teaching and learning materials such as crayons and pencils. They further said that they escorted their children to school and also participated in the construction of the school infrastructure through the provision of the upfront materials such as stones. MOE (1996) noted in agreement that in a country-wide demonstration of self-reliance, communities — rich and poor, rural and urban — have mobilized themselves to provide the labour, materials, or funds needed for the construction of classrooms. This observation however proves that parental involvement is critical to promoting effective management of ECC in the government primary schools. Parents for children at ECC level should ensure that they actively participated in their children welfare which is concerned about school development where they learn from. Thus parents for children at this level can contribute towards material mobilisation for classroom infrastructure expansion more especially for learners at this level.

Through the face to face and specifically on one on one interview with the parents; most of them said that they interacted with teachers about their children/learners academics through the four major forums namely;

- PTA Meetings
- Open days
- Class routine work
- Teacher -parent interaction on request.

In this regard, there is a clear indication that parents participated in the learner's welfare which (SEDL, 2002) report, a synthesis of research on parent involvement over the past decade, also found out that, regardless of family income or background, students with involved parents are more likely to; earn higher grades and test scores, and enrol in higher-level programmes, be promoted, pass their classes, and earn credits, attend school regularly, have better social skills, show improved behaviour, and adapt well to school. In the same understanding, Grolnick (1994) documented that such associations and organizations as Parent Teacher Associations (PTA) now Parent Teachers' Committees (PTC) provide flexible scheduling for school events and parent-teacher conferences, inform parents about what their children are learning, and help parents create a supportive environment for children's learning at home. This implies that parental involvement in the learner's school life is fundamental to the academic life progression of the learner. Using these forums, parents have an opportunity to get first hand information about their children /learners performance. They also have an opportunity to receiving advice from a teacher about how they can better improve their children/learner's academic progression at school. This helps immensely into contributing to effective management of ECC in government primary schools.

#### ***5.5.Challenges faced by School Management when enforcing their roles to improve teaching at ECE level:***

On objective **five**, using the questionnaires and document analysis several challenges were outlined as regards to school management face enforcing their roles to improving teaching in ECC. These are some of the challenges they face as shown in the findings.

- Lack of facilities to use such as play parks.
- Lack of materials such as crayons, books, syllabus and teachers' hand books.

- Lack of proper infrastructure such as classrooms - meant for old pupils.
- Transfers especially married women move from rural areas to towns.
- Lack of information on ECE is taught/handled more especially that almost all of were not trained in ECE.
- Class management seem to be a challenge as all learners are combined in one class.
- Lacks toilets for ECE as the toilets were meant to accommodate pupils from grade one to seven.
- Inadequate teaching staff as many teachers prefers being transferred to towns considering Chavuma is considered rural/remote district.

Data obtained from the checklist obtained using Table 5 shows that in all five schools, five (5) out of five (5) schools had no play parks, five (5) out of five (5) schools had their pupils learn in classroom blocks but were not appropriate for learners at this level, five (5) out of five (5) schools indicated that they had water points but they were inappropriate for use by learners at this level, three (3) schools had sir-books in place and five (5) out of five (5) schools showed that they had observation schedules in place while two (2) schools did not have observation schedules. Lack of play parks in schools finding is against the respondent observation from DEBS office which he said, “learners at early education level should spend sixty (60) per cent of their school learning hours playing in the school play park.” In line with this finding, Picture six (6) shows an improvised play park which is inappropriate coupled with other physical challenges such as stones which can injure learners at anytime. Thus this observation about lack of play parks in ECC in government primary schools clearly indicates that it greatly affects learning at this level.

Although the responses from the interviews with some of the parents showed that they bought some of the teaching and learning aids for the learners at early childhood level, a good number of the learners from poor homes could not afford to buy them more especially that this study was conducted in a rural district. Despite the provision of teaching and learning aids having a positive impact on effective teaching and learning at this level, there is unprecedented poor provision of teaching and learning material at this level as also shown in Pictures 1, 2 and 5.



The above finding is against a journal conducted by Osakwe, (2009) recommendations in Nigeria, where he documented that early childhood education should be encouraged by the government by providing pre-primary educational facilities (classrooms, instructional materials, and equipment) needed for the success of the programme. Unfortunately and considering a number of other compelling factors faced by government, the implementation of this level of education is done in phases and may take sometime for it to be fully implemented in all government primary schools. The onus is on educational managers and other cooperating partners to supplement government efforts where as the provision of adequate and appropriate teaching and learning materials is concerned.

Other than the provision of the teaching and learning materials which showed that they were the biggest challenge faced by school management in the study, transfers of teachers more especially female teachers who asked to be transferred to towns to join their husbands proved to be another challenge that affected the learning of pupils at this level. This has an adverse impact on the provision of education at this level as class management becomes a problem due to the big numbers of student against few trained teachers at this level.

Other challenges that were obtained using the questionnaires and document analysis indicates that in all the research sites there were no appropriate toilets for learners at early childhood level which is depicted in Picture five (5). The toilets they were using were made of grass, lacked running water and not appropriate for learners at EC level. This is against MESVTEE, (2015) which states that one of the head teachers' roles is adjusting the allocation of learning resources and remedial measures recommended by teachers. In other words, school leadership is expected to provide those appropriate and pertinent infrastructures for pupils at this level to learn effectively. In view of the above, the government through the MOGE should provide some of these facilities such as the provision of water which pupils can use after using toilets and for drinking while school management role is to ensure that such proper facilities put in put by government are protected and sustained.

On the other hand, picture 6 depicts the challenge of lack of appropriate infrastructure for learners to spend their sixty (60) per cent of their learning playing outside as noted earlier on by an official from DEBS office. The improvised play park is not suitable for learning

more especially for learners at this level. The play park has plenty of stones and is not fenced to secure it from intruders. In addition, the stones in it can easily injure the learners. Much as the efforts from the school management can be appreciated for the improvisation, the provision of appropriate teaching and learning aids (Play Park) by government and other stakeholders at this level should be considered for effective management of early childhood centres in government primary schools.

#### **5.6. Summary of chapter five:**

This chapter presented a comprehensive discussion of the findings. The discussions of the findings were presented in themes regarding the objectives set. The following chapter (six) presents conclusions and recommendation of the study. The conclusion highlights the relationship between the study variables and both the conceptual and theoretical frameworks. Other recommendations are based on the proposed future research to be conducted by interested individuals.

## **CHAPTER SIX**

### **6.0. Conclusions and recommendations:**

#### **6.1. Overview:**

In this chapter, conclusions drawn from literature and the results are presented. It also presents the recommendations made based on the findings of the study and a proposed future research.

#### **6.2. Conclusion:**

There was considerable evidence from the data collected which was later analysed based on the three independent valuables namely; teaching and learning aids, teacher group meetings and teacher monitoring which depended on educational managers that they were being promoted but at different levels and did not reach perfection. Data gathered from teachers, school managers, district education officials and the parents highly depended on the open systems theory which promotes interaction between individuals in a social organisation more especially that schools are social organisations as observed by (Owen, 1981). This implies that for teachers to be effective in their duty in ECC in the study area of Chavuma District, they have to depend on the provision of teaching and learning aids, support of teacher group meetings and to be monitored by educational managers. At the same time, they need the support from parents in the provision of education to the learners. Parents support learner's welfare through the supply of learners to schools who are supposed to be well fed in order to actively participate and concentrate in the learning process more especially that they are expected to spend sixty per cent of their learning hours playing requiring them to use more energy on physical activities.

However, this study shows the following major findings in relation to the study objectives:

- That there was adequate teacher monitoring by both DEBS officials and school management which accounted for 80% of the yes answer against the 20% for a no answer by both school management and teachers in government primary schools that provided ECE.
- That DEBS office encouraged school management to improvise and procure teaching and learning aids.

- That school managers encouraged teachers to prepare teaching and learning tools for effective execution of their duties although appropriate teaching and learning were not only inadequate but also inappropriate to learners at early childhood education level as shown in figure 3.
- That there was inadequate provision of teaching and learning aids in the Early Childhood Centres as observed by one respondent from DEBS office (verbatim).
- That sanitary facility such as toilets critical for teaching and learning in ECC in government schools was inappropriate for learners at ECE and this was coupled with lack of water point as shown in picture 5.
- That teacher's documents were checked before teaching by school managers as a sign of adequate monitoring as shown in in table (3) of the findings confirming the role that school management is playing on teacher monitoring to enhance teacher effectiveness in ECC in government primary schools.
- That Teacher Group Meetings on above average were held on regular basis (more than 5times) as a sign of supporting activities by school management in order to sharpen teachers' professional skills.
- That seventy five (75) per cent of the parents interviewed indicated that they prepared food for their children when going to school as a measure to give students an opportunity to concentrate in class when learning.
- That some parents bought some of the teaching and learning aids for their children such as crayons.
- That some parents participated in the construction of the school infrastructure through the provision of upfront materials such as building sand and stones.

### **6.3.Recommendations:**

In the light of the findings of this study, the following recommendations have been made to the Ministry of General Education, District Education Board and the heads of primary government schools providing ECE in Zambia.

#### **6.3.1. Ministry of General Education:**

- That the government build appropriate infrastructure (classroom blocks and play parks) for learners at early childhood education as the infrastructure they are using was meant for learners from grades one to seven.

- That the government through the Ministry of General Education to procure appropriate teaching and learning materials such as crayons, balls, books and furniture for learners in ECC in government primary schools.
- That government through Ministry of General Education sink boreholes that provide running water for learners to use at this level as it was revealed that some schools lacked such facilities.

#### **6.3.2. District Education Board:**

- Employ teachers who are willing to serve in rural areas during the recruitment period to reduce teacher transfers from the district.
- Devise ways of teacher retention programmes in the district such as increasing on teacher awards during the Teachers' Day more especially for hardworking pre-school teachers serving in remote areas.
- Continue promoting CPD activities in order to sharpen teachers teaching skills and any other activity pertaining to their profession.

#### **6.3.3. Heads of Primary Schools providing ECE:**

- Apply for funds from Constituency Development Fund and other Non Governmental organisations to put up infrastructure that can support the teaching and learning of pupils in ECEC.
- Make use of government grant and other sources of income to procure appropriate teaching and learning materials for learners at EC level.
- Much as the study reviewed that most of the parents interviewed indicated that they prepared meals for their children before going to school, head teachers must encourage parents to prepare food that composes a balanced diet so that their children/learners grow up well as well as participating in activities of the school with all the zeal and energy.

#### **6.4.Recommendation for future research:**

The future research on Management of ECE should focus on the following proposed study topics:

1. Challenges of managing ECE in rural and remotes primary government schools.

2. The impact of teacher retention on the provision of ECE in rural and remote primary schools.
3. The role of community participation in the management of ECE in government primary schools in rural and remote areas.
4. The implications of incorporating ECC's to Primary schools: Management and discipline in government primary schools.

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## APPENDICES:

### Appendix A: The Budget

S/N	Requirements	Cost @	Amount required
1	Transport research sites		K2000.00
2	Printing and binding costs		K1200.00
3	Payment of research assistants	K700 each by 2 assistants	K1400.00
4	payment for data analysis using Micro Soft Excel		K1500.00
5	Food and beverages		K600.00
Totals			K6700.00

**Appendix B: TIME FRAME FOR DISSERTATION DATA GATHERING, COMPILATION AND PRESENTATION.**

5.0

	ACTIVITY AND DURATION	DURATION AND ACTIVITY	DURATION AND ACTIVITY	DURATION AND ACTIVITY	DURATION AND ACTIVITY	DURATION AND ACTIVITY
MONTH	Development of Research Instruments					
April	WEEK 1-3	Data Gathering				
May		WEEK 1-3	Compilation and interpretation of Data			
June			WEEK 1-3	Compilation and interpretation of Data		
July				WEEK 1-3	Compilation and interpretation of Data Week 1 - 3	
August						Presentation of dissertation to examiners at UNZA WEEK 1-3

## **Appendix C: INTERVIEW GUIDE WITH DISTRICT EDUCATION MANAGEMENT**

1. For how long has ECE been in existence in your district?
2. What is the minimum qualification for pre-school teachers to teach in preschools?
3. How many government schools provide Early Childhood Education in your district?
4. How many times has your office monitored the teachers teaching in primary schools at ECE section?
5. Do you think teachers are doing enough to improve the teaching and learning at this level? (a) Yes (b) No
6. What do you think are some of the challenges that teachers face in their work at this level where teaching is concerned?
7. Has government provided schools with appropriate teaching and learning aids at this level? (a) Yes (b) No (c) To some extent
8. Has your office advised head teachers to channel grant towards the procurement of teaching and learning at ECE section?
9. What measures do you think school management should put in place to improve teacher effectiveness at early childhood level?
10. What do you think are the roles of parents in improving teachers classroom effectiveness and the management early childhood education?

THANK YOU SO MUCH FOR THE INTERVIEW.

## **Appendix D: QUESTIONNAIRE FOR SCHOOL MANAGEMENT**

### **SECTION A**

The information required is meant for academic purposes and not any other purpose. Kindly be as honest as possible in your contributions.

#### **Preamble information**

1. Name of an Institution: \_\_\_\_\_
2. For how long have you been in your position? \_\_\_\_\_
3. What is your highest qualification? \_\_\_\_\_
4. When was ECE introduced at this school? \_\_\_\_\_
5. How many teachers did government send to this school at the time of ECE inception at your school? \_\_\_\_\_
6. What is the teacher –pupil ratio at ECE section at the moment? \_\_\_\_\_ ; \_\_\_\_\_

### **SECTION B**

7. Mention some of your roles that you must play as a school manager to improve teacher classroom effectiveness at your school.

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### **SECTION C (TGM/CPD)**

8. How often do you hold Teacher Group Meetings or Continuing Professional Development at your school? \_\_\_\_\_
9. What form of support does your school give to your teachers to hold TGMs in school? \_\_\_\_\_

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10. If there is any other support other than the above, state clearly

11. Do teachers at this section (ECE) attend TGM regularly? \_\_\_\_\_

12. If not, give a reason.

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### SECTION D (T/L AIDS)

13. What are some of the teaching and learning aids do teachers at early childhood level need in order to teach effectively? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
14. Are these teaching and learning aids readily available and appropriate for learners at this level in school?  
\_\_\_\_\_  
\_\_\_\_\_
15. If not, give a reason why these teaching and learning are not provided \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
16. Does your administration procure teaching and learning aids on regular basis for teachers at this section? (a) Yes (b) No
17. If yes or not, how has this impacted on teacher performance at ECC at your school? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### SECTION E (TEACHER MONITORING)

18. Do you have a monitoring schedule for your teachers at ECC in your school? \_\_\_\_\_  
\_\_\_\_\_
19. If yes, how often have you monitored the teachers at your school this term? \_\_\_\_\_  
\_\_\_\_\_
20. Are your teachers at early childhood section effective in their work? \_\_\_\_\_  
\_\_\_\_\_

21. If yes, give a reason for your answer\_\_\_\_\_
22. What are some of the challenges have encountered in performing some of your duties to improve teacher classroom effectiveness at ECE section as the school manager?\_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### **SECTION F (Parental involvement)**

23. Why do you think it is important to involve parents in the education of pupil at Early Childhood stage?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

24. How are parents involved the education of learners at EC stage at your school?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

25. Mention some of the forums you use to engage parents in their children education at this level

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**THANK YOU FOR YOUR PARTICIPATION**

## **Appendix E:**

### **INTERVIEW GUIDES FOR CLASS TEACHERS AT EARLY CHILDHOOD SECTION:**

1. Name of institution:
2. For how long have served as an Early Childhood teacher?
3. What is your current highest professional qualification?

#### **TEACHING AND LEARNING AIDS**

4. What type of teaching and learning aids are required at Early Childhood Education?
5. Are these materials provided by school management?
6. Mention some of the material needed at Early Childhood level.
7. Are they appropriate and adequate at this level?

#### **TEACHER GROUP MEETINGS/ CONTINUING PROFESSIONAL DEVELOPMENT**

8. Are these meeting taking places at your school?
9. How often have attended TGM at your school
10. How are they supported by school management?
11. Mention some professional matter you discuss pertaining to professional development at Early Childhood Education level.

#### **TEACHER MONITORING**

12. Does your school management monitor you teaching?
13. If so, how often?
14. What lesson items do they demand you to possess while teaching?

## Appendix F: CHECKLIST

SERIAL NUMBER	VARIABLE	ITEM REQUIRED AS EVIDENCE	AVAILABLE	NOT AVAILABLE	AVAILABLE BUT IN POOR CONDITION (For infrastructure)
	TEACHING /LEARNING AIDS	Play parks			
		Lesson plans, schemes of work and weckly forecast			
		Chalkboard/ text books			
		Classroom block			
		Sanitation (Toilets and water points)			
	TEACHER GROUP MEETING/ CPD	Sir-book			
		Minute book			
	TEACHER MONITORING	Observation schedules			
		Observation sheets			
		Log books			

## **Appendix: G: INTERVIEW GUIDE FOR PARENTS**

1. How many children do you have at this school learning at ECE section?
2. Do prepare food for your child/ children before they come to school?
3. What type of food do you prepare?
4. Is/are children given work to do at home?
5. Do help your child/children do home work at home?
6. Are you invited for meetings by school management to discuss your children welfare?
7. Mention some of the forums where the children welfare are discussed with you?
8. Are you happy with how teachers teach your children?
9. Give a reason for your answer
10. What do you think needs to be done to improve the learning of your children?

## **Appendix H: CONSENT FORM FOR EDUCATION MANAGERS, CLASS TEACHER AND PARENTS**

**TITLE OF PROJECT: EFFECTIVE MANAGEMENT OF CHILDHOOD CENTRES IN GOVERNMENT PRIMARY SCHOOLS OF CHAVUMA DISTRICT IN NORTHWESTEN PROVINCE-ZAMBIA.**

**Name of Researcher:** Ndhlovu John

You are being asked to join a research study. The goal is to investigate Management of Early Childhood Centres in Governance Primary School of Chavuma District In North-Western Province: Implications for Quality Education.

First, you need to know all about this study and what you will need to do if you join this study. We will answer any questions that you have. After we have told you everything and you understand, you can decide if you want to join or not. If you agree to join, you will need to sign. You can keep a copy and we will keep a copy.

### **Information Sheet**

It is your choice to join this study.

- You may choose not to join the study.
- If you choose to join the study, you can leave the study at any time.
- If you choose to join the study, you do not have to answer any questions that you do not want to.
- If you choose to join the study, no information about you will be given to anyone.

### **WHAT HAPPENS DURING THE STUDY?**

If you want to join this study, first you need to sign this form. When you join the study, you will need to answer questionnaires specifically designed for you. Kindly be as honest as you can in answering your questionnaire and your structured interviews.

### **BENEFITS TO YOU:**

By joining this study, you will appreciate Management of Early Childhood Centre in Governance Primary School of Chavuma District In North-Western Province: Implications for Quality Education.

### **COSTS TO YOU:**

It does not cost anything for you to join this study.

**YOUR RECORDS WILL BE PRIVATE:**

All communications should be addressed  
to the District Education board Secretary  
and not to individuals by name Telephone:



in reply please quote:  
TS : .....

**REPUBLIC OF ZAMBIA**  
**MINISTRY OF GENERAL EDUCATION**

CHAVUMA DISTRICT EDUCATION BOARD SECRETARY.  
P.O BOX 49.  
CHAVUMA.

**29th May, 2016**

**TO:** All Head teachers Chiyeke, Lukolwe, Moses Luneta, Nyathanda and Sanjongo Primary Schools.

**REF: RESEARCH ON EFFECTIVE MANAGEMENT OF EARLY CHILD EDUCATION IN GOVERNMENT PRIMARY SCHOOLS**

I wish to introduce Mr. Ndhlovu John a student from the University of Zambia, he is researching on the above captioned matter. The research is meant as a partial requirement of the award of master of Education in Educational management.

Kindly accord him the needed cooperation.

A handwritten signature in black ink, appearing to be 'F.P. Manda Kilele'.

/ F.P. Manda Kilele

DISTRICT EDUCATION BOARD SECRETARY.

CHAVUMA .



# THE UNIVERSITY OF ZAMBIA

## INSTITUTE OF DISTANCE EDUCATION

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Your Ref:

Our Ref:

P.O. Box 32379

LUSAKA, ZAMBIA

11<sup>th</sup> March, 2016

The District Education Board - Secretary,

P.O. Box 49,

Chavuma.

Dear Sir/Madam

**RE: CONFIRMATION OF STUDY**

Ndhlavu John

Reference is made to the above subject.

This serves as a confirmation that the above mentioned person of NRC No: 464952/52/1 and computer number 714800381 is a bonafide student of the University of Zambia in collaboration with Zimbabwe Open University (UNZA-ZOU).

The student is pursuing a Master of Education in Educational Management and that he will be carrying out a research on EFFECTIVE MANAGEMENT OF EARLY CHILDHOOD CENTRES IN GOVERNMENT PRIMARY SCHOOLS OF CHAVUMA DISTRICT

Any assistance rendered to him will be greatly appreciated.

Yours faithfully

Dr. D. Ndhlovu

**ASSISTANT DIRECTOR**

**INSTITUTE OF DISTANCE EDUCATION**