



**AN INVESTIGATION ON ADMINISTRATIVE FACTORS RESPONSIBLE FOR
LATE COMING OF LEARNERS IN SELECTED DAY SECONDARY SCHOOLS OF
CHOMA DISTRICT, ZAMBIA.**

BY

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DECLARATION

I, Habbozya Wilken, hereby declare that this dissertation is a representation of my own work, that it does not incorporate any published materials from other dissertations and has not been previously submitted for a degree at Zimbabwe Open University in collaboration with The University of Zambia.

Signature.....Date.....

CERTIFICATE OF APPROVAL

This dissertation of Habbozya Wilken is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Educational Management.

EXAMINERS

Examiner..... Date.....

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DEDICATION

This piece of work is dedicated to my late father Mr Anderson Habbozya who supported and worked so hard to see me educated, but unfortunately answered God's call before he saw the fruits of his labour.

To my mother, Eddes Mungalu Habbozya, I say thank you because you have at times encouraged me during my studies. You have always desired to know how far I have gone, you have also encouraged me to pray to my God for His love He has shown. Indeed, your contribution can not go unrecognized.

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LIST OF ABBREVIATIONS AND ACRONOMS

NGOs.....	Non-Governmental Organizations
MOGE.....	Ministry of General Education
PTCs.....	Parents Teachers Committees
HODs.....	Heads of Department
DEBS.....	District Education Board Secretary
SDA.....	Seventh-Day Adventist Church
B.I.C.....	Brethren in Christ
MCA.....	Mboole Churches Association
BICCDP.....	Brethren in Christ Church Child Development Project
KDF.....	Kaluli Development Funds
MWB.....	Managers Without Borders
AGM.....	Annual General Meeting
TOD.....	Teacher on Duty
SU.....	Scripture Union

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ABSTRACT

This study focused on administrative factors responsible for late coming of learners in selected day secondary schools of Choma district, Southern Province. It was prompted by the learners' general late coming at day secondary schools which might have an effect on the learners' and teachers' performance. The sample comprised two out of the seven day secondary schools in Choma district of Southern Province, one rural and the other urban based. The research targeted 30 participants in total. These were; head teachers, Heads of Departments, subject coordinators, teachers, pupils and parents/guardians. The study used purposive sampling. It employed the qualitative data collection instruments which included interview guides and observation checklist. Qualitative data collection instruments were employed in order to ensure efficiency and accuracy in data collection. Data collected was analyzed thematically. The findings of the study revealed that some late coming cases among learners were as a result of administration failure to mitigate the problem. The following factors came out: leniency to late comers by the administration, lack of functional policy on late coming, lack of firmness by the teachers on duty, long distances covered by some learners as well as involvement of learners in domestic chores/activities assigned by parents/guardians. The study concluded that two main recommendations to policy makers, Education officers and school managers and these were: develop a policy on late coming and provide boarding facilities.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter explains the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, the conceptual and theoretical frameworks. Lastly, there is a summary.

1.1 Background

The background of the study is intended to provide the reader with information about the topic being studied by highlighting and expanding upon foundation studies conducted in the past, important historical events that inform why and in what ways the research problem exists (Hart, 1998). In other words, background information identifies and describes the history and nature of a well-defined research problem with reference to the existing literature. Therefore, the background information of this study is about an investigation on administrative factors responsible for late coming of learners in selected day secondary schools of Choma District.

Late coming to school by the learners has been one of the major challenges of most schools if not all in Zambia and the world as a whole. The challenge, however, has been critical in Primary as well as Day Secondary Schools where learners come from homes as opposed to their counterparts who are in boarding schools. Some learners report for lessons as late as 40 minutes, while others would report as late as 1 hour from the start of the first lesson of the day. The trend (late coming) may have implications on the school operations as well as pupil performance. Okpupara and Chuwuone (2007) assert that the impact of late coming to school cannot be overemphasized as it has contributed immensely in a negative way to the academic achievements of learners and the functioning of schools. According to Bataineh (2014), time is like a sword, if you did not cut it, it will cut you. The trend also may compromise on the vision 2030 and the Seventh National Development Plan which are aimed at reducing poverty levels in Zambia. The vision 2030 document reflects the collective understanding, aspirations and determination of the Zambian people to be a prosperous middle-income nation (Vision 2030). Improving the education sector is one of the aspects contained in the document. This may not be

tenable if late coming among learners remains high in the sense that the teaching and learning process might be affected negatively. The document also notes that education is critical in enhancing a country's social economic development. It builds people's abilities in terms of skills acquisition and development and ability to receive and process information for livelihood choices. The Seventh National Development Plan (SNDP) which is the subsidiary of Vision 2030 also has this to say, in relation to the improvement of the Zambian economy education, "Improved education and skills development are instrumental in creating societies that are better able to respond to social and economic challenges they face (Seventh National Development Plan, 2017-2021).

In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital linked with an individual's wellbeing and opportunities for better living Battle and Lewis (2002). It is also considered as one of social institutions that contributes significantly towards the construction and maintenance of social order. Education is additionally described as a process by which a young adult develops the abilities, attitudes and other forms of behavior which are of positive to the society in which they live. In line with this Saxton (2002) has described education as a process by which a young adult develops the ability, attitudes and other forms of behavior which are of positive value to the society in which he lives. He adds that education ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. Thomas, Smith and Diez (2013) define human capital as the people, their people, their performance and their potential in organization.

With the advent of human capital theory which emphasizes on investing in humans in order to realize high productivity in service industry as well as manufacturing industry, there is need to ensure that children receive quality education by working on issues that may hinder the acquisition of education such as late coming and absenteeism among others. Late coming may have a negative implication on learner performance which can later affect the quality of workforce. According to Coff and Raffle (2015) the twenty first century has witnessed the transition from the production economy to the knowledge economy, and there has been a paradigm shift in the way assets are viewed within an organization. Traditionally, the long held belief was that a firm's physical assets paved the way for economic success. However, the

understanding from a strategic management point of view, physical resources confer little advantage to organizations because they can be bought and sold on the open market with ease Rothaermel (2012). In a knowledge economy, it is the intangible abilities and skills of workforce and knowledge inherent within the organization's structures, routines, systems and process which can contribute towards the knowledge capital of the organization Grant (1996), Mahoney and Kor (2015). According to Zambia's Seventh-National Development Plan 2017-2021, the major challenge that the faces is that most workers enter the labour force after dropping out of school and without attaining basic numeracy, ICT and literacy skills. The government will in an effort to improve the skills of the workforce, promote a bias towards training programs and investments in technical and vocational skills that tend to promote self-employment, especially among the youths.

From the forgoing human capital theory, there is need to invest in the education of the general citizenry if there is to be high productivity and if learners report late for classes, the efforts to produce an educated citizenry will be futile. This will also affect Zambia's Seventh-National Development Plan and the Vision 2030 of being a prosperous middle-income nation.

Another theory that is very important with regards development which emanates from the educated citizenry is the modernization theory. Modernization is a progressive process which in the long run is not only inevitable, but desirable Reyes (2001). Modernity comes with it a lot of changes in the way in the way things are done such as building of houses, improvement in transportation among others. If a person acquires education, they will live a modern life which going to much with world over. Hence the need to emphasize on today's children acquiring quality education by not reporting late to school.

Technological advancements is yet another reason why education acquisition is placed high in all developing, underdeveloped and developed countries. Third world countries that are still lagging behind in terms of technological advancements must invest greatly in education if they are to make strides in economic development and Zambia is not an exception in this regard. This is the more reason why all distracters in the acquisition of education by the learners such as late coming must be fought at all costs so that Zambia can one day attain high technological advancement.

It is because of the above reasons that the quality of students' performance remains a priority for educators and government as a whole. It is meant for making a difference locally, regionally, nationally and globally. Education trainers and researchers have long been interested in exploring variables contributing effectively for quality performance of learners. These variables that affect students' quality of academic achievements are made inside and outside the school. And these may be termed as student factors, family factors, school factors and peer factors Crosnoe, Johnson and Elder (2004).

Lateness can be viewed as an outcome of laxity or system breakdown Peretemode (1991). Lateness is a function of time and as such time is usually used as the criteria for determining lateness. Late coming violates the principle of punctuality and if not checked at the onset, may become a habit with the individual involved and may have negative consequences Breeze, Markey and Woll (2010).

The importance of education is increasing and is regarded highly by the societies of the past are on the front rank of the world civilization on account of education, this educational system may be seriously hampered as a result of late-coming especially in senior secondary schools in Zambia. In most developing countries, Lateness is a major and a continuous administrative problem among high school learners Egbule (2004) and Dafiaghor (2011).

The aim of this study therefore was to establish the administrative factors responsible for late coming among Day Secondary School learners in selected schools, the study focuses on the schools located within Choma District.

1.2. Statement of the Problem

Kasonde-Ngandu (2013), suggests that the statement of the problem is an issue or concern that puzzles the researcher. The statement of the problem is a clear and unambiguous question/statement regarding the specific problem to be investigated. It is often followed by a more detailed discussion of the problem area and provides the reader with a more comprehensive understanding of the problem area to be studied. Thus, the following provided the basis for conducting this study.

Punctuality is said to be the soul business, and there can be nothing more fundamental to the school business than punctuality Emore (2005). Thus punctuality could be seen in two dimensions that is coming to the school at the right time and closing at the right time. This attitude of punctuality is both the business of the teachers and students.

Despite measures being put in place by the school administration, teachers and other stakeholders like the Non-governmental Organizations (NGOs), the late coming trend in schools remains worrying. There are times when only very few learners arrive early to school while the majority of the learners are still on the way; the teacher might have no choice but to wait for the late comers so that they begin the lesson at the same time. This makes teachers not succeed in finishing the syllabi especially those that might not be able to do remedial tasks. The failure by the teachers to accomplish the syllabus might have a negative bearing on the performance of the learners in the final examinations.

1.3. Purpose of the Study

The purpose of the study was to investigate the administrative factors responsible for late coming of learners in selected day secondary schools of Choma District of Zambia.

1.4. Objectives of the Study

The objectives of the study are as follows:

General Objective

To investigate the administrative factors that are responsible for the late coming of Learners in selected day secondary schools of Choma District, Zambia.

Specific objectives

- (i) To establish the administrative factors influencing late coming of learners.
- (ii) To assess the effects late coming had on both teachers' and learners' performance.
- (iii) To examine the mitigation measures put in place by the administrators and teachers to curb late coming in schools.

1.5. Research Questions

- (i) What are the administrative factors influencing late coming among learners in selected Day Secondary in Choma District?
- (ii) How does learner late coming affect their academic performance?
- (iii) How do school administrators and teachers try to mitigate the late coming of learners?

1.6. Significance of the Study

There are a number of important aspects that this study accrued to the policy makers and stakeholders. Firstly, the findings of this study might be useful in policy formulation by the policy makers in the Ministry of General Education (MOGE). Secondly, the findings might be considered as the basis for review of start time for lessons especially for morning learners to allow for them to move from their respective homes to school. Thirdly, the findings might help the Zambian government and school administrators to come up with mitigation measures to late coming among learners. The findings might also help in the improvement of academic results in schools captured in the study and other schools in Zambia and beyond.

Finally, we should mention that the choice of this study was appropriate as the results might motivate teachers to report for work on time.

1.7. Limitation of the Study

The first challenge that the researcher faced was that teachers were too committed to have an interview with him. Additionally, the administrators were not available in their offices at the time the researcher wanted to meet them. The last challenge that was that the respondents did not give clear information on the measures taken to mitigate late coming. Nevertheless, the researcher relied on whatever findings he found useful.

1.8. Operational Definition of Terms

- **Mitigation Measures:** Methods of solving a problem.
- **Factors:** A circumstance, fact, or influence that contribute to the result.
- **Curb:** A check or restraint on something.
- **Eradicate:** Destroy completely; put an end to.
- **Responsible:** The cause of something.
- **Alleviate:** Make a problem less severe.
- **Lateness:** A state of reporting late for classes or lessons.
- **Non-Governmental Organizations:** Non-profit organizations independent of government and international governmental organizations.
- **School administration:** The team of people who oversee the daily operations of schools, colleges, universities, day care centers and preschools.
- **Scourge:** A whip used as an instrument of punishment.
- **Punctuality:** Reporting early for lessons
- **Absenteeism:** The perpetual pattern of absence from school
- **Detrimental:** Causing damage or harm
- **Commencement:** Starting or beginning the lessons
- **Escalate:** Going up or high
- **Connote:** imply or suggest
- **Tardiness:** The habit of reporting late.

1.9. Conceptual Framework

In this research, we sought to investigate the administrative factors responsible for the late coming of learners in selected day secondary schools in Choma district Southern province. The investigation was considered at five levels; these were: head teachers, Heads of Department, subject coordinators, teachers, pupils and parents/guardians that were directly involved with the learners. The following concepts were considered in this research: administrative factors, poor academic performance, mitigation measures and recommendations for improved late coming.

Below is the graphic presentation of the conceptual framework.

Figure 1.1 Conceptual Framework

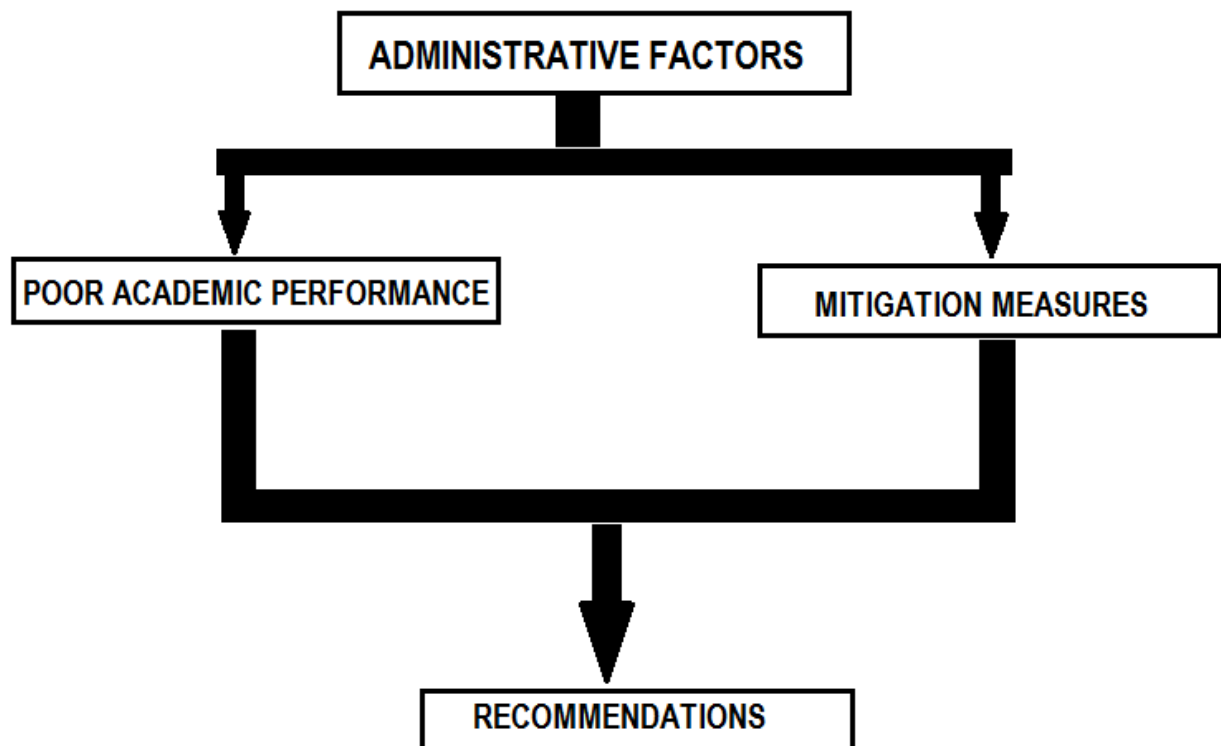


Figure 1.1.A Conceptual Framework showing the administrative factors Responsible for late coming of learners in selected day secondary schools of Choma District Southern Province.

1.10. Theoretical Framework

The research was guided by B. F Skinner's Behaviorism or Operant Conditioning theoretical framework. Breakwell, Hammon, Fifa-Schaw and Smith (2007), define theoretical framework as the structure that can hold or support a theory of a research study. To understand why the average middle/secondary school student is chronically tardy, we must understand what the student is experiencing or expressing by performing the tardy behaviour. According to some theorists, the behaviour could be conditioned upon stimuli prior to or resulting from the behaviour, while others may suggest that it is based upon a lack of sleep, anxiety, low self-esteem or even depression Santillano (2010). The theory Behaviourism or Operant Conditioning by Skinner is based upon the idea that learning is a function of change in overt behaviour. Changes in behaviour are the result of an individual's response to events (stimuli) that occur in

the environment. A response produces a consequence such as defining a word, hitting a ball, or solving a math problem.

When a particular Stimulus Response(S-R) pattern is reinforced (rewarded), the individual is conditioned to respond. The distinctive characteristic of operant conditioning relative to the previous forms of behaviorism is that the organism can emit responses instead of only eliciting response due to an external stimulus. Reinforcement is the key element in Skinner's S-R theory. A reinforce is anything that strengthens the desired response. It could be verbal praise, a good grade or a feeling of increased accomplishment or satisfaction. In this case if a learner is coming to school early, they must be praised or even given a tangible award as a way of reinforcing that early coming behavior.

The theory also covers negative reinforcers, any stimulus that results in the increased frequency of a response when it is withdrawn (different from aversive stimulus) punishment which result in reduced responses. A great deal of attention is given to schedules of reinforcement and their effects on establishing and maintaining behaviour. The negative reinforcement can be given to learners that come late to school so that they can change and start reporting to school early. For example, disallowing them in, giving them manual work among others. One of the distinctive aspects of Skinner's theory is that it attempted to provide behavioural explanations for a broad range of cognitive phenomena. For example, Skinner (1957) explained drive (motivation) in terms of deprivation and reinforcement schedules tried to account for verbal learning and language within the operant conditioning paradigm.

Operant conditioning has been widely applied in clinical settings thus behavior modification as well as teaching thus classroom management and instructional development such as programmed instruction. The theory is guided by three principles which are: behaviour that is positively reinforced will reoccur, information should be presented in small amounts so that responses can be reinforced (shaping) and reinforcements will generalize across similar stimuli. In view of the above theory of positive and negative reinforcements, the head teacher could apply B.F Skinners' positive and negative reinforcements to mitigate late coming among learners.

1.11. Summary

This chapter presented the introduction to the study outlining the vital features. These are; background to the study, statement of the problem, objectives of the study, research questions delimitation of the study, limitations of the study, significance of the study and definition of terms. The chapter that follows provides a review of relevant literature related to the study.

CHAPTER TWO

LITERATURE REVIEW

2.0. Overview

This chapter reviewed the literature on the administrative factors responsible for late coming from scholars who attempted to do a similar research; it will however start by looking at a related issue which is absenteeism which has been investigated by some scholars. In reviewing literature, the researcher revealed what had been discovered to be the factors responsible for late coming and there are three levels that had been identified in the literature by the scholars and these being; age, family commitments, change of jobs on the part of parents and health problems. The others were social status, educational level of parents or guardians and the role of gender in child schooling, among others.

2.1 Definition of Late Coming

Literally, the term “late coming” implies a situation where an individual arrives after the proper, scheduled or usual time Oxford Advanced Learners Dictionary (2010). It could also be seen as a term used to describe people who failed to show up on the agreed time Lauby (2009). In some instances, lateness may seem synonymous with “tardiness”, which implies being slow to act or slow to respond, thus not meeting up with proper or usual timing Breeze (2010). Lateness can be seen as a “less severe” form of withdrawal that eventually escalates into the “more severe” forms of absenteeism and turnover Koslowsky, Sagie, Krausz and Dolman-Singer (1997). Late coming is therefore viewed as a violation of the principle of punctuality. In most cases, when condoned, it breeds a bad habit and an attitude detrimental to success in numerous enterprises in life.

Furthermore Lauby (2009) defined late coming as inability of an individual or group of people to arrive at an agreed venue at the agreed time. Late coming to school is an act of arriving at school after the official hour of commencement of the days learning activities. According to the official time table for schools in Zambia, lessons commence by 08.00hrs, however, there are other activities that take place before the commencement of lessons, which learners are expected to participate in such as assembly and registration. This therefore implies that all students are expected to be in school before 08.00hrs so that they can participate in these important activities.

A situation where students do not attend these pre-lesson activities and are not present at the commencement of the first period is considered as late-coming to school.

From literature above, much emphasis was placed on school absenteeism with little attention on lateness in schools. With regard to absenteeism, this could either be in the form of authorized and unauthorized absenteeism Thambirajah, Grandson and De-Hayes (2008) and Reid (2005). Authorized absenteeism simply refers to the situation where a prior approval has been sought from the school administration with consultation from the parents while unauthorized absenteeism, on the other hand, refers to a situation where permission to be absent or late for the class was never granted Whitney (1998). From the foregoing, the authorized absenteeism involves the cooperation or good working relationship between the learner's family and the school authority. However, lateness may imply partial absence for some minutes for a particular lessons or non arrival on time for classes.

2.2 Reasons for Late Coming

Several factors have been identified in different literature as some of the reasons why students come late to school. Chiu Mochi (1993) identified factors such as age, family commitments, change of jobs on the part of parents and health problems as some of the factors that might affect late coming among secondary school students.

The habit of lateness, according to Peretomode (2001) and Egbule (2004) could be learned from family members. They gave an example of a person who sees his or father reporting late for work could also either learn the habit, thus going late to the lecture also. This is supported by Peretomode (2001) and Egbule (2004) when they elaborated the concept of nature-nature as it affects an individual's habits. Moreover, late coming could be due to lack of parental supervision, domestic violence, poverty, and differing attitudes toward education (U.S. Department of Justice, 2001).

Another research which was carried out in Asia, Israel in 2007 was based on Israeli teachers' perceptions on of lateness: A gender comparison. The research was conducted by Orly Shapira-Lishchisley. The study examined the relationship between distributive justice and teachers' lateness focusing on the mediation effect of organizational commitment and taking into account gender differences. The sample consisted of 1, 016 teachers from 35 high schools in Israel.

Results, based on multi-level analysis showed that for women, organizational commitment and partially mediated the relation between perceived distributive justice and lateness. No effect was found for men. The findings are explained in terms of women using lateness behavior to establish a balance between their amount of effort and measure of their perceived reward.

Employee lateness which is ubiquity in many organizations, influences employees' perception and behavior as well as the organizational climate and effectiveness and carries financial costs Blau (1994) such as loss of productivity. In high schools, it causes loss of time for principals who have to find solutions for teachers' lateness. It also disrupts the daily schedule and affects learning effectiveness and student achievements. When lessons do not start on time, teachers who want to complete planned material often continue their lessons into the break, which detracts from needed down time and cause students to be late to their next class.

The study population in this research consisted of 3,220 teachers from 5 high schools in the largest technological high school network in Israel. Data were collected by questionnaires.

The research gap in this research above is that the research was on teachers' coming late and it was done in Asia and not Africa and Zambia in particular.

Another study that was conducted in Asia, Saudi Arabia by Bataineh Zaid in 2014 centered on reviewing the factors associated with student's lateness behaviour and dealing strategies. The researcher considered at least 24 papers and reports. The related journal papers and reports on factors associated with students' lateness behaviour and dealing strategies were downloaded with cut off limit from 1991-2013. The research gap in this research by Bataineh Zaid is that it focused on reviewing the factors associated with students' lateness behaviour and dealing strategies and not the administrative factors responsible for the late coming among learners.

Enamiroro Patrick Oghuvbu of Nigeria carried out a research in 2010. His research was on attendance and academic performance of students in secondary schools. The study identified the correlation between attendance and academic performance of students. It also analyzed the influence of gender and school location on attendance and academic performance of students in secondary schools in Delta State.

The design of his study was ex-post-facto in nature and followed the descriptive research format. Independent variable is attendance and the dependent variable is student's academic performance in secondary schools. The students in the 398 secondary schools in Delta constituted the population of the study. 2860 students were selected from 56 schools and 30 from 2 schools used in this study.

The instruments for data collection were check designed to collect students' attendance score for two years. Post graduate students resident in selected schools helped in the data collection. Descriptive statistics mean percentages and regression equation were used to answer the three research questions and Pearson r was used in the analysis of the analysis of the two hypotheses at 0.05.

The study revealed fairly positive relationship between attendance and academic performance of students in secondary schools in Delta State. It shows that 22% academic performance was influenced by attendance. In rural areas, influence of attendance on academic performance is higher than urban and semi-urban schools.

The gap in this study by Oghuvbu is that it considered looking at attendance and academic performance of students in secondary schools and it was also not done in Zambia while my research is based on the administrative factors responsible for late coming of learners.

A similar research was conducted in Nigeria and the following findings according to Okwelle (2003) were noted, among other factors, that learner may develop negative attitude towards school resulting in late coming or poor attendance because of non employment of school leavers, repetition of class and insecurity. The gap in this research is that the researcher did not look at the administrative causes of late coming, but gave the general causes of the phenomenon. The research was also not done in Zambia, but in Nigeria.

In a separate study, Alio (2003) highlighted social status and educational level of parents as factors that might influence school attendance and late coming. The study further pointed out that the geographical location of the school, students' attitude towards the first subject of the day and inadequate supervision of student's activities by teachers and parents and poor teaching methods might also affect lateness on the part of students.

The report of Okpukpara and Chukkwuone (2007) identified the role of gender in child schooling. From the study, female headed households had higher attendance in schools whereas educated fathers were more likely to have strong impact in increasing the probability of child school attendance than mothers. Furthermore, Emore (2005) reported that lateness was more common among female students than male students. This might be due to their involvement in domestic activities. The study further pointed to school location as one of the major causes of lateness among high school learners. Emore's study also focused on the general causes of late coming.

Lawrence Mboweni, a South African also carried out a related research in 2014. His research was on challenges and factors contributing to learner absenteeism in selected primary schools. The study was guided by the following objectives: to determine the responsibility which parents have towards their children's problem of absenteeism, to establish the roles and responsibilities of teachers in relation to learner absenteeism in school A and B, to determine the role of principals in the selected schools concerning learner absenteeism and also to provide an analysis of the systems that can be used to monitor and reduce learner absenteeism.

The study by Mboweni applied a qualitative research approach and this was aimed at exploring and analyzing the fundamental factors and challenges that contribute to learner absenteeism. This approach also attempted to unravel the social-economic circumstances under which absenteeism occurred. This was achieved by applying a holistic approach to the problem Bryman (1995). A case study design was used because it emphasized detailed contextual analysis of limited numbers of events, conditions and their relationships as illustrated by Yin (1994). This design is used in investigations where the researcher has little control over events and when the focus is on a contemporary phenomenon within a real life context as is the case with learner absenteeism Bryman (1995).

The sampling method was purposive sampling and the reasons for selecting the sample of participants have been explained. The participants included learners who were chronic absentees, their parents, class teachers from grade 4-7 in the selected schools and the two school principals. Data collection strategies in this study included in depth interview and focus group interviews, structured questions determined biographical data of participants and unstructured questions to probed factors and challenge that contributed towards learner absenteeism in school A and

school B. participants observation was also used in the light of documents studied generate data on learner absenteeism. Data analysis was inductive. The following were the findings regarding reasons for learner absenteeism: unstable family backgrounds, child abuse, teenage pregnancy, child labour, HIV/AIDS, poverty, lack of transport, initiation schools, social grants pay out days, union meetings and memorial services. The research gap in the research by Mboweni is that it focused on absenteeism and not the administrative factors responsible for late coming among learners which this research is focusing on.

Another research that was conducted in South Africa in 2017 was done by Simeon Maile and Mary Motolani Olowoyo. It was carried out in the township schools of Shoshanguve. Their research was based on the causes of late coming among high school students in Soshanguve, Pretoria in South Africa. A qualitative approach was used to conduct this research project. The strength of qualitative research revolved around its ability to provide complex textual descriptions of how people experience a given research issue. It provided information about the human side of an issue. This included the contradictory behaviors, beliefs, opinions, emotions, and relationships of individuals. Neumann (2000).

Data was collected through literature review, an examination of learner's attendance record, observation as well as interviews with the learners, some educators and the principal of each school. The interviews conducted gave a representative picture and provided a basis for interpretation. The interviewer ensured that all questions were answered and the interviewer's observations in terms of the quality of the interview and characteristics of respondents were included in the interview schedule. The participants were both males and females from grades 10 to 12 and grades 7 to 9 in the junior secondary schools. The participants were observed and interviewed in their natural setting. Their viewpoints, facts and insight into the problem were useful for the study. The research questions focused more on the causes of late coming to school among high school students.

The study design involved a multiple case study research. Multiple case studies design allowed the researcher to explore the phenomena under study, through the use of a replication strategy Yin (2004). The conclusions from one case were compared and contrasted with the results from the other cases. Two types of selections were used: the literal replication where the cases selected were similar and the predicted results were similar too. The theoretical replication where the

cases were selected based on the assumption that they would produce contradictory results Zach (2006).

In the research by Maile and Olowoyo, only samples (that is, a subset) of a population were selected for the study. The research objectives and the characteristics of the study population (such as size and diversity) determined which and the number of students that were selected. The sampling method in the research was purposive sampling. From each of the selected schools, two teachers each representing each grade (10, 11 and 12) and (7 to 9) in junior high schools were chosen and interviewed. Students for this study were given by the school principals because they had been known as perpetual late comers.

Interviews for educators and principals revealed the perceived effect of late coming on teaching, class morale, educator's morale and effects among others. To understand the reasons for coming late on the part of students, the targeted populations were students in grades 10, 11 and 12 as this forms the core of the adult students within the high school system in South Africa. Students from the grades mentioned were interviewed from six different schools within Soshanguve; a total numbers of eighty students, twelve educators and six principals were used for this study. All interviews were audio recorded, so that the facts of the interviewees were captured verbatim.

From the present research study, we report on the result of the interviews and the result was analyzed descriptively using a qualitative coding method. Strauss and Corbin (1990) explained that there are three types of coding namely: open, axial and selective coding. Similar responses from students were grouped together to form categories which were deduced from the questions asked the students (Open coding). Connections and relationships between the categories were also carried out by looking at the various conditions and consequences of their actions (Axial coding). Information received from different categories were related and validated in order to establish relationship and see if any common reason could not be established as the major factor for coming late to schools (Selective coding).

The findings gathered by Maile and Olowoyo from the interview conducted with the learners revealed that most learners were aware of the dangers of coming to school late but could not help in some cases. Most of the learners felt that the resumption time for school was way too early because they engaged in different activities before they slept at night and early in the morning

before they go to school. It appeared that lack of transportation and geographic distance was another reason that made late coming to school seems like an issue that could not be solved. Most of the learners lived far from school which posed a lot of difficulties for them especially during winter. In some cases, it seemed parents lacked control over their children behaviour. Some of the learners were left alone to do whatever seemed good to them; most learners watched movies till late and ended up waking up late in the morning.

Discouragement is another issue of concern; some learners were discouraged from attending a particular class because of the teacher that teaches the subject. Some felt the teacher hate them and would decide to come late to school whenever that particular teacher would be teaching early in the morning. Learners were sometimes influenced by their friends, most of the learners walked to school in peers, chatting and dragging their feet on their way to school and thereby got to school late. Some learners went as far as visiting their friends in other schools in the morning before going to school. In summary, the investigation showed that most of the problems associated with late coming were beyond the learners control while in some cases, learners need to discipline themselves and focus on the more important things. The gap in the study by Simeon Maile is that it concentrated on the general causes of late coming contrary to the present one which focused on the administrative causes of late coming. The other gap is that it was considering schools in urban set up while the current study focuses on both rural and urban schools.

In Zambia, a closely related research was conducted in 2015 by Ireen Nandila Moola. Her study focused on factors affecting academic performance of learners in Continuing Education Schools in Zambia. It was prompted by the learners' general poor performance in class, termly assessments, the Junior Secondary School Leaving Examinations and the General Certificate of Education Examinations. The sample comprised four out of thirteen continuing education schools in the country; two rural based and two urban based. The research targeted 152 participants in total. These were categorized into three groups namely: head teachers, teachers and pupils. The age of the participants ranged from sixteen to fifty and comprised both males as females.

The study used both purposive and simple random techniques of sampling. It employed both the qualitative and quantitative data collection tools which included questionnaires, interview guides,

a focus group discussion guide and observation. Both qualitative and quantitative data collection tools were employed in order to ensure efficiency and accuracy in data collection. Qualitative data was analyzed thematically by coding, while information from questionnaires was analyzed by use of Statistical Package for Social Sciences (SPSS) which generated the tables and percentages.

The findings of the study revealed that the unsatisfactory academic performance of learners in continuing education schools was due to a number of factors such as: inadequate teaching and learning materials, lack of proper infrastructure, over-enrolment, low teacher morale, few qualified teachers, rampant teacher and pupil absenteeism, insufficient funding and low staffing levels. In line with its findings, the study made a number of recommendations to policy makers and school managers and these were: (i) MOE should increase funding to continuing education schools, (ii) MOE and school boards should find ways of motivating teachers and raising their morale, (iii) measures should be taken by school administrators to curb absenteeism among teachers and pupils and (iv) MOE should increase supervision and carry out routine monitoring and evaluation of educational standards in Continuing Education Schools for quality assurance.

Another similar study that was carried out in Zambia by Kabutu Lubasi in 2016 was to examine learner absenteeism in public school examinations. The purpose of this study was to examine learner absenteeism in public school examinations. The four objectives were; to establish the relationship between learner absenteeism from class during learning time and learner absenteeism during public examinations; to examine the relationship between learner absenteeism from public examinations and socio-economic backgrounds; to ascertain whether learners where teachers' absenteeism in class is high are more likely to be absent during public examinations; and to explore the ways of improving learner absenteeism in public examinations.

The study was carried out by using quantitative study that was mainly through a questionnaire. It also used desk research and literature search in nature. The primary respondents were the former learners who absented themselves from any of the public examinations, the learners who are in examination classes, community members and education standards officers. The research was a case study of Senanga District of Western Province of Zambia and involved the collection of primary and secondary data in order to arrive at an informed decision. A sample of 100 respondents was selected using purposive sampling from the communities. The sample for the

study was drawn from schools, communities and district education offices within Senanga district. The study found that learner absenteeism from examinations was prevalent in the district and quite high especially at Grade 9 level. The average absenteeism rates over the 5 year period, from 2011 to 2015 were 14.3 percent during Grade 7 examinations, 16.7 percent during the Grade 9 examinations and 5.3 percent during the Grade 12 examinations.

The research revealed that learner absenteeism in public examinations was caused by a number of factors which included; personal factors, socio-economic factors and institutional factors. However, the personal factors and socio-economic factors were most prevalent. The study recommends that Government implements effective and functional learner orientation and learner support programmes, and ensures that all the stakeholders in education sector are involved in addressing learner absenteeism in public examinations

In conclusion, this chapter has given an overview of the literature review; it further gave the definitions of late coming as understood by some scholars. The last presented the reasons for late coming.

2.3 Research Gap

From the literature that has been cited above, much attention has been given to absenteeism, with little or no attention to lateness. It should, however, be noted that absenteeism cannot be substituted for late coming; the latter means partial absence for a few hours or period in a day while the former refers to total absence for a particular lesson or in a day. Absenteeism can be ‘partial’ meaning that the students may be absent for part of the day or missing out on some periods Moseki (2004) It can also be ‘full’ where the student is absent for an entire day Moseki (2004). In Zambia, much work has been dedicated to student’s absenteeism in schools which in context literally means that a learner is not at school for the entire day Mashiane (1997) and Whitney (1998). Further, the previous researches focused on the general causes of late coming and not the administrative ones which this research investigated. In Zambia, it is not clear if studies were conducted with regards to administrative factors responsible for late coming among learners.

The subsequent chapter discusses the Methodology used for the study.

CHAPTER THREE

METHODOLOGY

3.0. Overview

In this chapter, the researcher outlines the aspects of methodology that was taken into account in order to have a successful study. These included: research design, study population, study sample, sampling technique and research instruments. Others are data collection procedure, data analysis and ethical considerations.

3.1. Research Design

In this study, the researcher used a qualitative research design. Cresswell (2007) asserts that a research design is an arrangement of conditions for collection, analysis of data and interpretation of observed facts in the manner that combines relevance to the research purpose with economy. The study was qualitative in design and procedure in the sense that the data that needed to be collected was mostly views that respondents had on the administrative factors responsible for late coming of learners, which needed descriptions and explanations. Therefore, the data was best collected qualitatively.

3.2. Study Population

The population that was targeted in this study included a number of stakeholders. These were; head teachers or deputy head teachers of day secondary schools, Heads of Departments, subject coordinators, teachers, pupils and parents to the learners.

3.3. Sampling and Sampling Procedures

This study took place in one selected grant aided day secondary school and one government day secondary school in Choma District of Southern Province of Zambia. The whole idea of selecting the two systems of schools was because the situations might be slightly different. The late coming rates might be different in government schools and those of grant aided schools and thus a comparison was made. Further, of the two schools, one was in the urban area while the other one was in a rural set up which also brought about slight differences in the outcome.

The researcher purposively picked the respondents. The teachers that taught the core subjects thus Mathematics, English and science were sampled from each school. The subjects were selected in the sense that every learner takes them in both schools that were sampled. On the part of the learners, the Head boy, Head girl and senior prefect were include in the study and parents or guardians were represented by the members of the Parents Teachers Committee (PTC), thus the top three who comprised the PTC chairperson, the vice chairperson and the treasurer, the head teachers for the two schools were included in the study. Additionally, Heads of Departments from core subjects thus Languages, Natural Sciences and Mathematics, and the subject coordinators were also drawn from the core subjects stated above. The classes were randomly sampled where the researcher wrote 'yes' on half of the classes and 'no' on the other half of the classes on pieces of papers and all the class monitors/monitresses that picked on yes had their classes sampled.

The sampling techniques that were applied in this research included: convenience sampling, purposive sampling and systematic sampling. These techniques were used to select the one grant aided school and one government day secondary school. Gosh (1992) defines convenience sampling as a technique where the researcher selects particular items according to convenience. In this study, the selected schools were conveniently sampled, as the schools were near the researcher's residence, thereby reducing cost of carrying out a study in terms of transport. The head teachers and deputy head teachers, heads of departments and other respondents were selected purposively. Zikmund (2000) defines purpose sampling as a non probability sampling technique in which the researcher chooses the sample based on his or her judgment about some appropriate characteristics required of the sample members.

3.4. Study Sample

The study sample comprised two head teachers, six Heads of Departments and four subject coordinators. Others were six teachers, six pupils and six parents/guardians. The selection of the head and deputy head teachers was based on the fact that they oversaw the affairs of the learners in the school. Heads of departments were in the school management, while subject coordinators were responsible for overseeing the performance of the learners in their respective subjects. On the part of the teachers, they were the ones that would easily spot learners reporting late to school. For the head boy, head girl and the senior prefect, they were in constant check of their

friends since they were leaders in their schools. Lastly, members of the PTC were included in the study because they were the link between the school and the parents/guardians.

3.5. Data Collection Procedures

Data collection techniques are methods that allow researchers to systematically collect information about our objects of study thus; people, objects, phenomena and about the settings in which they occur. Triangulation method was used, as a strategy for increasing the validity of evaluation and research findings Merriam (2002). Among them was the observation check list which the researcher used to observe the late comers so that he had firsthand knowledge about the situation. Secondly, the researcher used interview guides to collect data from the different respondents.

3.6. Research Instruments

The information that was gathered in this study came from a range of sources. The instruments that were used were: interview guides. In order to supplement effective data capturing, a voice recorder was used during the oral interviews. The study also explored data collection through review and analysis of documents and records that the researcher had access to.

3.7. Data Analysis

According to LeCompte and Schensul (1999), data analysis is the practice of reducing huge amounts of collected data to make sense of them. In this study, qualitative analysis was used. Tables were used to provide more comprehensive presentation. The steps included the researcher grouping data, presenting data as a category with each category explained as a qualitative narrative. The final stage was the interpretation of data and linking of the findings to the literature and from the researcher's interpretation based on the data.

3.8. Ethical Considerations

In order to avoid a likely cause of any physical or emotional harm to the respondents, the data collecting techniques that were used in this study considered research procedures that did not violate informants' right to privacy by posing sensitive questions. Further, this study ensured that no personal information was made public, which informants wanted to be kept private, but,

respected certain cultural values, traditions or taboos valued by the informants. The researcher also ensured that confidentiality of the data was maintained. The names and addresses of the respondents were omitted from the interview guide. Lastly, the researcher obtained informed consent from the school administration on the part of the learner before the study and the interviews began.

Administratively, the researcher sought an introductory letter from the University of Zambia in Collaboration with Zimbabwe Open University (UNZA-ZOU) to enable him collect data from the respondents. Additionally, permission was sought from the District Education Board Secretary (DEBS) for the researcher to have access to the respondents for data in the selected schools.

3.9 Summary

This chapter presented the methodological aspects of the study with regards to research procedures and techniques that were used in order to provide answers to the research questions raised in Chapter One. The next chapter presents the research findings.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Overview

The study was destined to investigate the administrative factors responsible for the late coming of learners in selected day secondary schools of Choma District. This chapter therefore presents the research findings of the study; it has six sections.

4.1 Background of Respondents

This section presents background information on the respondents who were involved in the study. Additionally, there is background information that was obtained from the two schools before the researcher conducted the interviews. The information was to ascertain how serious late coming was in the sampled schools. The data was collected from the sampled classes on how many learners were in class at 07 hrs when classes begin.

The first section consists of data obtained from the head teachers. The second section is the presentation of data obtained from the Heads of Departments. The third section is the presentation of data obtained from the subject coordinators. The fourth section is the presentation of data from the teachers. The fifth section is the presentation of data from the learners while the sixth section is the presentation of data obtained from the parents/guardians.

4.2 Time Learners Report to Class

It should be stated that the research was done from the two schools where one was a grant aided day secondary school, which was School A, and was situated in the rural set up while the other one was a government day secondary school, which was School B, and it was situated in the urban set up of Choma District.

The researcher had time to observe the time learners were reporting for classes before he carried out the interviews. This was done to ascertain whether learners came late to class or not. The observation from both school A and B showed that late coming was common in the two day secondary schools. This agreed with the findings in the interviews held with the head teachers from the two schools.

From the observations, the findings showed that Classes at School A began at 07 hrs in the morning and in 8C as at 07:12 hrs only 4 girls out of 28 had reported for the lesson while 5 out of 25 boys were in class. The next class the researcher went to was grade 8B and the time was 07:13 hrs; out of the total number of 26 girls, only 4 were in class while the number of boys present was 6 out of the total 28

The next grade the researcher went to was grade 9 where he visited both classes, 9A and 9B. In grade 9A, out of the 20 boys in total, only 5 had reported for the first lesson as at 07:16 hrs while out of 22 girls, only 8 were in class. In grade 9B as at 07:18 hrs, out of the total number of 16 boys, only 5 had reported while 8 girls out of 23 were in class.

One grade 10 class was sampled and that was grade 10B. At 07:20 hrs, the findings were as follows: out of 15 boys, 13 were in class learning while out of 15 girls, only 6 had reported for the lesson.

The last grade that was sampled was grade 11A as the school only went up to the eleventh grade as it was just upgraded to senior in 2017. In the said class as at 07:24 hrs, out of the total number of 15 girls, 13 were present while out of 36 boys only 13 were in class. The findings also showed that as time went on, the learners kept entering the classes and this was why the attendance seemed to be improving from one class to another.

At School B, the findings showed that the situation was not very different from School A. Classes also started at 07 hrs in the morning. Two classes per grade were sampled and the results were as follows: as at 07:00 hrs, 14 out of 22 girls in grade 8B were in class while 7 out of 13 boys were in class. In grade 8A as at 07:04 hrs, 8 out of the 22 girls were in class while 15 out of 16 boys had reported. The next class that the researcher went to at 07:06 hrs was 9A where he found 10 out of 22 girls in class while the number of boys was 15 out of 17. At 07:08 hrs in 9 B, out of 18 girls, 9 were seated in class while the number of boys present was 10 out of the total of 31. Grade 10B was the researcher's next destination and the class had 31 girls in total, but only 18 had reported as at 07:10 hrs. The number of boys that had reported was only 15 out of 28. At 07:12 hrs, 22 out of 27 girls were present in 10A while all the 20 boys were in class attending the lesson.

In grade 11A, the situation was as follows; out of the 39 girls in class, only 24 were present as at 07:14 hrs while the number of boys present was 25 out of the total number of 40. The sister class which was 11B had the following findings: 25 out of 38 girls were present as at 07:15 hrs while the total number of boys was 37, but only 25 were in class learning.

The last two classes that were sampled were grades 12A and 12B. At 07:18hrs, 16 girls out of 27 were present while 17 boys out of 28 had reported to class in grade 12 A. In 12B, out of the 25 girls, 16 were present and only 25 boys out 41 were present as at 07:20hrs.

The tables below are a summary of the findings from the sampled classes from both School A and School B. It should be noted that as indicated above, classes at both schools began at 07:00 hrs in the morning.

TABLE 1: TIME LEARNERS REPORTED TO SCHOOL

1.1 SCHOOL A

Grade	Time	Total no of Boys	No of Boys present	Total no of Girls	No of Girls present
8C	07:12	25	9	28	4
8B	07:13	28	5	26	4
9B	07:16	16	5	23	7
9A	07:18	20	5	22	8
10B	07:20	15	5	23	8
11A	07:24	36	22	15	13

1. 2 SCHOOL B

Grade	Time	Total no of Boys	No of Boys present	Total no of Girls	No of Girls present
8B	07:00	13	7	22	14
8A	07:04	16	15	22	8
9A	07:06	17	15	22	10
9B	07:08	31	10	18	9
10B	07:10	28	15	31	18
10A	07:12	20	20	27	22
11A,	07:14	40	25	39	24
11B	07:15	37	25	38	25
12A	07:20	28	17	28	17
12B	07:20	41	25	25	16

After obtaining information from the sampled classrooms, the researcher held a series of interviews. As it is indicated in the population sample, he had 30 respondents, 15 respondents were drawn from School A which was a grant aided day secondary school while the remaining 15 were from School B a government day secondary school.

4.3 Administrative Causes of late Coming

Both head teachers from the day secondary schools confirmed that late coming in their schools was a challenge. The head teachers attributed the situation to a number of reasons. The following were given as the main reasons to late coming at both School A and School B: long distances some learners covered to school. The head teacher at School A indicated that the school was surrounded by twenty one (21) villages the learners came from. The furthest village was 7 km from the school. The head teacher at School B indicated that there were many reasons why some pupils reported late to school: the following were the reasons: some learners covered as long distances as 15 km, parental approach, relaxation by the learners, lack of strong drive for education, indifferences by the teachers on duty, children undertaking some house chores before coming to school, abolishment of corporal punishment, leniency by some administrators and lack of a government policy on late coming.

The interviews were held with Heads of Departments (HODs) from the two schools on the administrative causes of late coming, the HODs indicated the following: children taking advantage of the low staffing, leniency from the administration, reluctance by the teachers on duty, school weak disciplinary action, lack of administrative supervision by the teachers on duty, lack of parental/guardian engagement, and avoiding certain teachers.

The subject coordinators that were interviewed were four (4), two from school A and two (2) more from school B. On the administrative causes of late coming, all the four (4) gave the following: leniency by the administration in dealing with the late comers, lack of set rules and regulations regarding late comers, negative attitude by some teachers on duty, and lack of effective supervision to teachers on duty by the administration. One of the subject coordinators at school A said that one of the administrative causes of late coming was failure by the administration to properly orient the prefects on what they are supposed to do.

Just like the subject coordinators, the researcher also had four (4) teachers that he interviewed, two (2) came from school A and the remaining two (2) were drawn from school B. On the causes of late coming among learners, all the teachers interviewed from the two schools indicated the following reasons: long distances some learners cover from their homes, some learners have to do some house chores before coming to school, lack of concern by their parents/guardians, negative attitude by some learners towards education, no disciplinary measures are taken against late comers by the Teachers On Duty (TOD), learners going late to be hence making them wake up late to prepare for school, tolerance by administration, child headed homes and also lack of motivation at home where they come from.

Being stakeholders in the provision of education, parents/guardians were not left in the research. Just like the learners, I had six (6) respondents; three (3) from school A and the remaining three (3) were drawn from school B. The composition was as follows: two (2) males and one (1) from school A while at school B, I had the opposite thus two (2) females and one (1) male.

On what causes learners to go late to school, all the six parents/guardians had the following responses: long distances some learners cover to school, parents/guardians giving them work to do before they go to school, failure by parents/guardians to wake them up early, and sleeping late

due to watching of movies which leads to them waking up late. A female parent at school A also gave the following reasons why some learners report late to school: cold weather and some learners are in the habit of waiting for their friends. One of the male parents at the same school A had the following to say, “*Bamwi bana bacikolo cibapa kucedwa kucikolo inga ncinguni, kutavwa kwaambilwa*”. He attributed late coming of some learners to stubbornness.

Six (6) pupils were interviewed, three (3) from each school. The three (3) from school A were as follows: one (1) boy and two (2) girls while at school B the opposite was the case where there were two (2) boys and one (1) girl. The researcher was gender sensitive in the sampling of the learners. The two (2) female pupils at school A were staying with their guardians while the only boy was staying with both parents. At school B, one boy and one girl were staying with both parents while one boy was renting in one of the shanty compounds of Choma with the friends.

On why some learners went to school late, all the six learners gave the following responses: sent to do some house chores before coming to school, long distances they cover from home, wake up late, negative attitude towards education, slow in preparation, re-entry policy where some pupils have to take care of their children before coming to school, cold weather, some pupils are into substance abuse where they need to spend time on those activities before going to school hence making them report late. At school B one pupil said that some pupils reported late to school because they did not stay with their parents, they either stayed with their guardians who first sent them to do some work before coming to school or they lived alone where there was no adult to remind them to work up early for school.

4.4. Effects of Late Coming.

On how late coming of learners impacted negatively on the education standards, both head teachers from the two schools involved in the study indicated that; learning was disturbed especially during the first lesson, some teachers also failed to achieve their goals and the learners who came late missed important announcements meant for themselves and their parents/guardians, the learners also missed some important information related to their personal interaction with teachers and fellow learners, poor performance, becomes habitual. Being a grant aided school, the head at school A also indicated that learners that came late missed the morning devotion which helped to enhance good morals.

The respondents (HODs) on the implications late coming had on both teaching and learning, they all gave the following: missing the lessons, poor performance, community losing confidence in the school, missing important announcements, failure to keep the surrounding clean, disturbing both the teacher and the fellow learners in an event that the late comers are allowed in class, reduction in contact hours, failure to finish the planned work, and de-motivates the teachers leading to ineffective delivery of the lessons.

With regards the implications that late coming had on both teaching and learning, the subject coordinators from both school A and B contended that late coming disrupted the teaching and the learning process, late coming delayed teachers from finishing their planned work, late coming also resulted in learners missing some necessary information in the lesson, late coming also made the learners miss some announcements that were given prior to the lesson such as when a class test would be administered, late coming also led to the ultimate poor performance of the learners in the final examination.

On the implications late coming had on teaching and learning, all the teachers from the schools where the research was conducted responded as follows: missing out lessons on the part of the learners, disturbs the lesson, poor performance by the learners that came late, failing to meet the set targets by the teachers, delays in the normal school activities such as devotion on the part of the grant aided school and also reduced progress on the school.

Over the implications that late coming of learners had on the education of learners, all the six learners gave the following: poor performance, losing out on what has been taught, disturbing the teacher and fellow pupils, and delays in work coverage due to stoppages.

On the implications late coming had on the education of their children and dependants, all the six parents/guardians had the following to say: failure to make connections with what they have missed, delay by teachers to finish the planned work, poor performance by the learners, late comers disturbed both the teacher and the fellow learners in class when they entered the class, and leads to high illiteracy levels since there is high dropout level.

4.5 Measures Taken to Reduce Late Coming

Regarding the measures put in place by the head teachers to try and reduce late coming, both head teachers indicted the following measures; inculcating the spirit of ownership of the school and learners in teachers, inviting the parents/guardians of perpetual late comers and request them to advise their children to try and report on time, intensifying the school rules through their class teachers. Other measures included, emphasis on the order of precedence, punishing the late comers. The head at School B indicated that at assemblies, he emphasized on good time management where he cited the 8 hours of work, 8 hours of leisure and 8 hours sleeping (888) principle. The head teacher for School A indicated that the school involved the School Development Committee (SDC) which comprised the headmen. The SDC discussed measures among other things, which could be put in place to mitigate late coming. He also indicated that the school worked with the churches through the Mboole Churches Association (MCA). The association comprised six (6) churches namely Seventh Day Adventist (SDA), Brethren in Christ (BIC), Foundation Apostolic Church, Full Gospel, and Pentecostal Church. He went on to say that the school periodically held meetings with the senior headmen who later talked to their headmen to sensitize their people on the importance of ensuring that children reported to school early.

Over whether there were measures put in place through the Ministry of General Education to try and reduce late coming, the head teacher at School A indicated that there was no direct measure apart from the Provincial Education Officer (PEO) for Southern province emphasizing the order of precedence where if the teacher had already entered the classroom, no learner was allowed in class. The Head teacher at School B indicated that the ministry left the responsibility to the schools. He was, however, quick to point out that the government had been more on the defensive side than helping the situation. He said, *“Truth be told, the government has been encouraging late coming among learners by protecting them through the Human Rights.”*

With regard to the presence of NGOs that helped in reducing late coming among learners, the head teacher at School B indicated that there was no NGO. He added that the NGOs were common in rural areas where the poverty levels were quite high. On the contrary, the head at School A did indicate that there were NGOs that worked with the school to help curb late coming. He listed them as: Brethren in Christ Church Child Development Project (BICCDP),

Kaluli Development Fund (KDF), RISE and Managers Without Borders (MWB). The head teacher further indicated that BICCDP formed women groups and child protection committees. He gave the following as the measures the NGOs put in place; KDF equipped teachers with knowledge on how to handle learners in a school set up among others, PTCs and head teachers were taught on ways to handle learners and there was a situational box in which learners could drop some written papers in the box on what they went through at home. MWB was into the feeding programme. Thus, learners were told that if they came late to school, they would not take part in the feeding programme. The MWB on Open Days also enhanced interaction with the members of the community to share the difficulties learners went through mostly.

When asked to give recommendations on how punctuality could be improved in schools, the head teachers gave the following recommendations: the government should have a clear policy on late coming, motivating teachers through improved conditions of service such as high salaries, boosting the staffing levels in schools, increase the school infrastructure such as class rooms and desks. Other recommendations included building boarding facilities, and enhance the building of more new schools that will help learners who lived further away from schools not to be late. The head teacher at School A also implored government to put a policy through the traditional leaders to met out a penalty on parents/guardians that do not monitor children's punctuality.

Regarding the measures taken by the HODs to try and help reduce late coming in their departments, one of the HODs indicated that she advised the teachers to go early for their lessons. Another said, *"I advise the teachers not to allow the late comers in class until the lesson is over."* Additionally, a Head of Department from School B indicated that he told the teachers not go back to the work that they covered in the absence of late comers. He also said, *"We encourage the teachers to involve the parents or guardians in cases where late coming was perpetual."* He further indicated that learners were taught even when there were few that came early. Other measures were: instill discipline to those learners that came late, held class tutorials to make pupils know the importance of coming to school early, provided counseling, talked to them on assemblies, emphasized on register marking and encouraged teachers to be friendly to learners.

With regard to what the government did to try and end late coming in schools, the HODs from School A indicated that where possible, schools were built closer to where the learners came from to help reduce on the distance learners covered. The HOD also indicated that the Ministry partner with NGOs to provide learners that came from far places with bicycles in order to ease their movement to and from school. The response, however, from School B by all the HODs regarding what the government did offer to reduce late coming, they all indicated that the government did not offer any measures to reduce late coming in schools.

On how much the administration was doing to curb the vice, all the six HODs from the two schools gave the following responses: enhancing the order of precedence, administer punishment to the late comers, engaging the parents and guardians during the Parents Teachers Committee (PTC) Annual General Meeting (AGM), talking to them during assemblies on the importance of coming early to school, and referring those perpetual late comers to the counseling and guidance teachers. One HOD at school A said that the administration tried to curb late coming among learners by lobbying for funds towards the feeding programme; he further said that the administration formulated the guidelines for the teachers on duty to follow. At school B on the other side one HOD said that the administration talked to the learners through the student council on the dangers of reporting late for lessons.

The HODs also gave recommendations on how to improve punctuality in these two schools and the following were the ones that were highlighted: enhance the observance of school rules, continue upholding the order of precedence, parents/guardians to work together in the fight against the vice, more schools to be built closer to where the learners were coming from, helping learners that came from far with bicycles, building more boarding schools and make them affordable to all children, school administration to continue encouraging the learners to be reporting early to school, class teachers to also be proactive in the quest to fight this problem, adjust start time especially in winter from 07:00hrs to 07:30hrs, award the learners that come to school early and expanding the school infrastructure. At school B which was in the urban set ups, some recommendations were made: PTCs to build houses near the school to rent out to the learners at an affordable price for those that came from far places, the selection criteria was to be done like in other schools, government to partner with NGOs to provide learners that came from far places with bicycles and re-introduction of corporal punishment.

The subject coordinators gave the following measures which they put in place to try and reduce late coming in their sections: advised the members in the section to go early for their lessons, teach in the motivating manner to the learners, punishing the learners that that came late, set the standards together with the learners, and held class tutorial to remind the learners on the need to come early to school.

Over how the government tried to curb late coming among learners, the subject coordinators gave the following: encourage teachers to report early for their lessons and also the availability of class registers which are government documents. These registers were to be marked before classes began to see who had come early and who had come late.

In addition, the subject coordinators gave the following measures that the administration put in place to try and reduce late coming: ensured that registers were marked by the class teachers, reminded learners during assemblies to come early to school, sourced for donors to fund the feeding program for the learners, punished the late comers, engaged the parents/guardians to the learners that came late and talked to the parents as a whole during the PTC Annual General Meeting. One of the subject coordinators at school A indicated that the school administration engaged a private person who built a dormitory for the girls, where they were paid a minimum amount of money (K100 per month) which translated to K300 per term.

Regarding the measures the teachers put in place in their classes to try and curb late coming in the two schools, the teachers from both schools indicated the following: encouraged them to come early, did not allow them in class, punished them, sensitized them during assemblies, parental involvement, recommend the perpetual late comers to the counseling and guidance teachers, recommend them to be kept by some teachers in the case of those that came from far places and not going through the work that was covered in their absence.

The researcher also found out from the teachers the measures the government put in place to try and end late coming. The teachers from both schools indicated that there were no measures put in place by government.

Over the measures put in place by the administration to ensure that late coming was brought to an end, the teachers from both schools indicated the following measures: advised teachers not to allow late comers in class, talked to them on assembly, punished the late comers, counseled the

late comers, sent them back home in the case of school B, parental involvement and ensuring that there was close supervision of TODs to ensure that they reported early to work.

The teachers interviewed also worked with the parents/guardians to encourage them to ensure that children and dependants reported early to school. They did that in the following ways: invited parents/guardians if the cases were in extremes, perpetual late comers were handed over to the guidance and counseling teacher who in turn counselled them and gave a report during the AGM to the parents, encouraged parents to be making follow ups once in a while to see if their children reported early to school and talked to parents/guardians on Open Day.

With regard to the suggestions all the teachers had in order to improve punctuality, they gave the following suggestions: constructing boarding facilities, adjusting the timetable in some seasons like winter, awarding those that came early on the Awards Day, engaging the parents/guardians to the learners that were perpetual late comers, talking to them on the implications of coming late, the government to continue putting up secondary schools in rural areas to curb child headed homes in urban areas, parents to also do their part and government to put up a clear policy on what should be done to the learners that reported late to school.

With regard to what parents/guardians did to ensure that their school going children and dependants reported early to school, three of the six parents gave the following responses: ensuring that the school going children woke up early to prepare for school, ensured that the learners had their meals time, ensured that school going children had all that they needed. One parent said, *“Some children are too shy to open up when they need something, they can be going round the house while time to go to school is running out.”* Another parent indicated that children should do the work at the weekend. She added that the school authorities should try and see how best they could help school going children.

Two of the parents/guardians from school A gave the following as to what the teachers should do to make learners report early to school: work hand in hand with the parents/guardians, encourage the learners to be coming early, order the perpetual late comers to call parents/guardians and sound the wake up bell early in the morning. A male parent at school B stated that the teachers should sensitize the parents/guardians on the importance of learners reporting early to school. He went on to say that the children that reported early should be awarded as a way of motivating

others to do the same. On the other hand at school A the only female parent said that the teachers should ensure that the feeding programme continued as a measure to curb late coming.

On the administration talking to parents/guardians on the importance of their children/dependants reporting early to school, all the six (6) parents/guardians indicated that the administration did so during the AGM. The parents/guardians to the children/dependants who went late to school were summoned to school by the administration. In responding to what the government should do to try and help reduce late coming among the learners, all the six (6) parents/guardians generally gave the following: helping the learners that come from far places with bicycles, building boarding facilities, sensitizing the teachers on importance of engaging the parents/guardians and building schools closer to where the learners are coming from. One male from school A had the following to say, *“Fulumende yeelede kubelekela atoomwe abamasimabbuku kutegwa bamasimabbuku baambila bantu babo mukusola kucesya kuceddwa kwa basicikolo”* Government should work hand in hand with the village headmen who will in talk to their subjects in the quest to try and curb late coming among learners.

4.6 Summary

This chapter presented the research findings from the two selected day secondary schools. The presentation of findings was guided by the research questions as presented in chapter 1. The subsequent chapter discusses the findings.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Overview

This chapter discusses the findings of the study. The study focused on three objectives which were to investigate the administrative factors responsible for the late coming of coming among learners in selected Day Secondary Schools of Choma District, to assess the negative effects late coming has on both teachers' and learners' performance and to examine the mitigation measures put in place by the administrators and teachers to curb late coming in schools.

5.1 Administrative Factors

The first objective of the study was to investigate the administrative factors responsible for the late coming of learners in selected Day Secondary Schools of Choma District. The findings showed that there were several factors. The study established that mostly learners reported late to school due to lack of firmness and commitment by some teachers on duty. It was discovered that some teachers on duty also reported late, hence, this made learners also report late because they knew that there was no one that was going to punish them since the teachers on duty also came late. This is consistent with Coleman (2013) who argues that instructors who late to classes set a bad example for their students. When students see their instructor came to class late, they might think that entirely to be tardy. On the same, Eileen (1994) asserted that teachers should be role models for the behaviour required of their students and always begin and end classes on time. Children who report to on time might also report to work on time.

Leniency on late by the administration was another factor. Learners would come late if they perceived that there were no consequences to it. The study that some administrators even protected learners from being punished by the teachers on duty. This act in turn encouraged the late comers to continue coming late and even influenced others to do the same knowing that they would be covered by the administration. Additionally, some learners who came late would be handed over to the administration for punishment, but the administration would set them free. This made the teachers on duty also become reluctant to take any action since the administration was also tolerating the vice. To this effect, Borman (2000) and Harris et al (2003) observed that ,

good leadership was the major contributor for the success and improvement of the school good leadership. Good leadership would greatly help in managing the tensions and problem arising from late coming. As such, administrators should support teachers on duty in effecting punishment to late comers.

Additionally, lack of a policy on late coming contributed to learners reporting late to school. It is clear that when a learner is absent from school for a continuous period of eleven days without any reason, such a pupil will be expelled from school. However, when it comes to late coming, there is no policy on what should be done to a learner apart from the usual punishments that learners are used to. Clackmannanhire Council Online (2010) stated that individuals are likely to be more punctual if they perceive obvious “rule of law” in terms of punctuality. So if there was a policy on late coming in schools, the majority of the late comers might stop.

Furthermore, long distances to school contributed to late coming trend. It was established that at school A some learners covered a distance of 7 km to reach school while at school B some learners covered a distance of 15 km to reach school. The long distances learners covered made them report late to school. Like it was earlier indicated that lessons at school A and B started at 07:00 hrs meaning that the learners that covered 7 and 15 km had to wake up as early as 05:00 hrs and 04:00 hrs, respectively, to start preparing for school. Considering that the research was carried out in winter when it is very cold in Zambia in general and Choma in particular, at 04:00hrs and 05:00 hrs, it was still very dark which would not be safe for the learners especially that most of the learners went to school on foot. This is similar to the findings in the research conducted by Olowoyo and Maile (2014) who argued that most of the learners lived far from school which posed a lot of difficulties for them especially during winter. Long distance to school could also cause danger to the learners especially girls, they might be attacked by strangers or other forces on their way to school. Additionally, Ziwa (2014) postulated that there were negative prejudices against girls’ intellectual capacities which left them with low esteem and low confidence resulting in low attendance, poor, performance and low progression rates. One way to mitigate the social problems girls, and indeed, boys faced was to let them be in boarding schools.

The study also showed that involvement of learners in domestic chores contributed to late coming. Taking part in domestic chores/activities by the learners is important, but if these activities delay them in going to school, it becomes a challenge. Activities such as sweeping the house, washing plates, sweeping the yard, watering the garden, fetching water among others, if not well handled have the potential to make learners report late to school. Some parents/guardians could even engage their children/dependants to help them in carry goods to the market before going to school hence making them go to school late. This agrees with Oghvuwu (2008) when he opined that lateness was the as a result of students' involvement in house chores. A research by Olowoyo and Maile (2014) also asserted that house chores most of the learners felt that the time to report to school was rather early because they engaged in different activities before they went to bed and early in the morning before they went to school.

5.2. Effects of Late Coming on Performance

The second objective of the study was aimed at assessing the effects late coming has on both teachers' and learners' performance. To begin with, where there is late coming, the teaching process is affected. The study established that learners that came late had to knock and seek permission to be allowed in class. This meant the teacher would briefly stop teaching. Later, the late comers would have to apologize to the teacher for reporting late and lastly, they had to move to their respective places where they sat. While they are moving, both the teacher and the fellow learners look at them. In line with this, Clackmannashire Council Online (2010) stated that lateness was disruptive to the individual and to the work of the class and might be an early warning of other difficulties.

In addition to the above, the first lessons in the morning were highly affected in the sense that only very few pupils in some cases were available for the lesson and as such, the teachers might choose not to teach for fear that most of the learners who were late would miss out.

Another effect was that the affected teachers failed to meet their goals. It is the desire of every teacher to meet their daily, weekly, monthly and subsequently the yearly goals that were planned. This however might not tenable where late coming is the order of the day. If lessons keep being disturbed by the late comers, it simply means that the teacher might not be able to

finish whatever was planned. This is so because there are times when the first lessons are completely disturbed and if goes on every week, it simply means that a number of hours will have been lost which cannot be recovered or regained. The work which was supposed to be covered in the lost hours might not be recovered. Ali (2007) argued that showing up 10 minutes late could add to up to lots of lost revenue for the company (school) and the individual. Furthermore, (ETC's, 2009) asserted that attendance and punctuality policy clearly stated that, regular and punctual attendance was of paramount importance in ensuring that all students had access to the curriculum. Valuable learning time is lost when students are absent or late. This later affected the teacher's planned goals.

The results of the study further showed that learners who reported to school missed important announcements meant for themselves and parents/guardians. It is the trend for all schools to hold assemblies on either Mondays or Fridays or even on both days. It is on assemblies where learners are given announcements pertaining to their welfare and that of the school. In some cases, announcements to do with their examinations are given during assemblies. Additionally, there can be some motivational talks directed to the learners aimed at improving on their performance. If a learner misses such important information due to lateness, it simply means that their performance might be affected. Parents/ guardians also get information or announcements pertaining to the improvement school infrastructure from their children/dependants. If learners miss this information as a result of late coming, it means that parents/guardians might not turn for work at school and the school infrastructure might remain static which in turn hampers on the academic performance of the learners themselves.

Additionally, late comers might lack personal with fellow learners. School is one of the agents of socialization. Learners get to interact among themselves and this normally takes place before classes begin, at break as well as lunch time and during afternoon programmes. The findings gathered from one head teacher showed that personal interaction played an important role in enhancing self esteem, self confidence and self awareness among the learners. So learners who report late to school miss the opportunity of acquiring these qualities, as they always find their friends in class learning or waiting for them.

Since late comers find fellow learners already in class leaning, it means that late comers miss a lot especially if such learners are perpetual late comers. Learners that report late to school might

get affected academically. Ubogu (2004) argued that late coming had a great effect on the individual's academic and other achievements. In a related study that was conducted in Nigeria by Enamiroro Patrick Oghuvbu, it revealed fairly positive relationship between attendance and academic performance of students in secondary schools in Delta State. It showed that 22% academic performance was influenced by attendance. Though the current study did not dwell on establishing the performance of late comers, it was obvious that late coming affected performance negatively.

Furthermore, the moral aspect of learners played a very important role in as far as good performance was concerned. This might involve respecting teachers, fellow pupils and even stay away from some sexual behaviour that might disturb their education. Learners who were morally upright would report to school on time.

The findings captured from the head teacher from school B showed that the implication late coming on the learner was that the hidden curriculum might be affected. This agreed with Jerald (2006), when he asserted that the hidden curriculum was an implicit curriculum that expressed and represented attitudes, knowledge, and behaviour which was conveyed or communicated without the individual being aware of this. It is conveyed indirectly by words and actions that are part of the life of everyone in a society. Core curriculum on the other hand was understood by Daniel and Gus (1982) as those courses that conveyed the essential skills and knowledge valued by the school. Extra curriculum was defined by Vocabulary.Com (2013) as something that took place in addition to the regular school or work duties. Examples of extra curriculum activities include sports, preventive maintenance, and production unit among others. All these forms of curriculum might be affected if learners report late to school.

5.3. Measures Put in Place

The study established that the two administrations from the two schools did much to curb late coming in their schools. One of the measures was inculcating the spirit of ownership in teachers. The head teachers did everything possible to inculcate the spirit of ownership among teachers especially those on duty. The teachers were encouraged to report to work and ensure that late comers were punished accordingly.

Parents of perpetual late comers were invited to the schools to try to find lasting solutions to the problem.

Both schools noted that there was a clause in the school rules which stated that every pupil should be punctual to school. Data gathered from the head teacher from school B showed, learners are reminded of school rules during the school assembly and also through their class teachers. This was aimed at reducing late coming in the school.

Furthermore, there was emphasis on the order of precedence. There was a new phenomenon in Southern Province initiated by the Provincial Education Officer (PEO) where if you found your supervisor (Head teacher) in an institution had already entered the meeting room, you were not supposed to enter. This had also trickled down to the classroom situation where if the learner is late and finds the teacher in class, they are not supposed to enter until the teacher is done with the lesson. The initiative was aimed at reducing late coming cases in the sense that the learners would be scared of missing lessons if they reported late to school. Added to this measure was the measure which required learners to be punished for late coming. Punishing late comes also came out as one of the measures being put in place by the administration and the teachers to try and reduce late coming. The study established that the types of punishments were cleaning the toilets, slashing in the rain season and also holding them during lunch time to do any other work available. Skinner (2011) asserted that behaviours that were punished eventually ended. In addition, Eberly Centre for Excellence, ECTE, n.d noted that the consequences associated with a piece of help might determine whether or not that behaviour would be repeated. If the consequences are negative, the behavior is less likely to reoccur. This applied to coming late to class. If the instructors neglect to react to or penalize lateness, or do so inconsistently, the behavior is likely to be continued. So in the current study, there was need to punish late comers if the situation of coming late among learners was to be minimized.

There should also be emphasis on good time management. The findings from one of the teachers showed that the school put emphasis on good time management where a human being had 8 hours of work, 8 hours of leisure and 8 hours of resting in the night. This was described it as 888 principle. If a learner had enough time to sleep, they would not come to school late.

Additionally, the study established that working with traditional leaders, such as Headmen, who were influential in the community, could help mitigate the problem. Headmen could sensitise the community on the importance of children reporting to school on time. Furthermore, school should work with churches that were located in the area. Churches should be advised to avoid holding overnight meetings attended by children and adults. Children who attend overnight prayers might feel tired and fail to wake up early and go to school. They might also fail concentrate in class.

Apart from working with religious leaders, the schools collaborated with NGOs as well. The NGOs worked towards providing material support to needy learners. This gesture encouraged the learners to attend school by. By extension, learners who lived help from NGOs were motivated to report school on time.

The findings gathered from both schools also showed that learners who were perpetual late comers were referred to the office of the counselling and guidance teacher who tried to help the learners by finding out if they experienced problems at home. The guidance and counseling was the right person to inquire about the well being of the learners as he/she was trained in the field of counselling. When a problem was established, a report was made to head teacher who in turn followed up the case by requesting the parents/guardians to the school.

5.4 Summary

The foregoing chapter discussed the research findings and was guided by the research objectives as stated in Chapter One. The subsequent Chapter presents conclusion and recommendations of the study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0. Overview

This chapter concludes and presents the recommendations of the study. The conclusion will be made in line with the objectives and theoretical framework as presented in chapter 1. The recommendations are divided into general recommendations and recommendations for future research emanating from the gaps identified during this study.

6.1. Conclusion

There are various factors, inside and outside school, that contribute to late coming of learners to school. This study only focused on the administrative factors that were responsible for late coming of learners in selected day secondary schools of Choma District, Southern Province. The research was guided by three objectives and they are indicated below:

- (i) To investigate the administrative factors responsible for the late coming of learners in selected day secondary schools of Choma District, Zambia
- (ii) To assess the effects late coming has on both teachers' and learners' performance.
- (iii) To examine the mitigation measures put in place by the administrators and teachers to curb late coming in schools.

On the administrative factors that were responsible for late coming of learners in selected day secondary schools of Choma District, the following were the findings which the researcher established: lack of firmness by some teachers on duty, leniency by administration on late comers, lack of functional policy on late coming, long distances covered by some learners and involvement in domestic chores/activities by some learners.

With regard to the effects late coming had on both teachers' and learners' performance the study findings showed the following: the teaching process is affected, teachers failing to meet their teaching set goals, late comers miss important information for both parents and learners

themselves, late comers lacked personal interaction, poor performance by late comers, missing morning devotion and the three curricular thus hidden, core and extra are affected.

On the mitigation measures that were put in place by the school administration and the teachers to curb late coming, the study established the following: inculcating the spirit of ownership in teachers, inviting parents/guardians to perpetual late comers, intensifying school rules, emphasis on the order of precedence, punishing late comers, emphasis on good time management, working with the church and headmen, working with NGOs, and recommending learners that come late to school to the office of counseling and guidance teacher for farther investigations. So in line with the theory by B.F. Skinner emphasized on positive and negative reinforcements, the study agrees with him. This is because the two, thus positive (reward) and negative (punishment) reinforcements came out strongly.

6.2. Recommendations

The study brought out a number of issues that needed attention if late coming in day secondary schools was to be reduced.

In line with the findings, the following recommendations are made for the attention of policy makers, education officers and school managers.

6.2.1. Ministry of General Education should:

- a) Develop a policy on late coming of learners in day secondary schools so that it is legally binding. This will give powers to the school authorities to reform the offenders.
- b) Provide boarding facilities to ensure that all learners are accommodated within the school.
- c) Partner with NGOs to provide learners that cover long distances to school with bicycles to enable them report to school early.

6.2.2. School managers should:

- a) Sensitize parents/guardians on the dangers of engaging their children/dependants in house chores before going to school.

- b) Ensure that teachers report early for classes so that learners cannot give any excuse that even teachers report late to school.
- c) Award the learners that come to school early as this will help motivate the friends that come late to school.

6.3. Suggestion for Future Research

Further research is needed on late coming among learners to school comparing private and government run schools.

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APPENDIX 1

INFORMED CONSENT FORM

Dear Respondent,

My name is Habbozya Wilken. I am currently studying at the University of Zambia pursuing a Master of Education in Education in Educational Management. This research is a major requirement for the completion of my programme. Thus this exercise is purely academic.

1. Purpose

The researcher wishes to investigate the administrative factors responsible for late coming of learners in selected Day secondary schools of Choma District

2. Consent

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

3. Confidentiality

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

4. Rights of Respondents

All efforts will be taken to ensure that the rights of the participants are protected and respected. Participants are assured that they shall suffer no harm as a result of participating in this exercise. Participants are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

5. Declaration of Consent

I have read and fully understand this document. I therefore, agree/disagree to participate in this exercise.

Signature **Date/...../2018.**

APPENDIX 2: Interview Guide for Head teacher/Deputy Head teacher.

School..... Date..... Sex.....

I am a postgraduate student from the University of Zambia in collaboration with the Zimbabwe Open University (UNZA/ZOU). Am carrying out a research to investigate the administrative factors responsible for the late-coming of learners in selected government and grant aided day secondary schools in Choma District of southern province of Zambia. Am pleased you have been sampled to be part of this research as a respondent. I should mention from the outset that all your responses are for academic purposes only and shall be treated with utmost confidentiality.

In this discussion, I wish to ask you questions about factors responsible for the late coming of learners.

1. How serious is late coming at your school?
2. What are the administrative causes of late coming among your learners?
3. How does late coming among learners impact negatively on the education standards?
4. What measures are you putting in place as administration to try and arrest the situation?
5. Are there measures put up by government through the Ministry of General Education to reduce late coming among learners?
6. Do you have Non-Governmental Organizations that have come on board to try and help reduce late coming?
7. If the answer in six above is yes, what are those organizations and what are they doing?
8. Finally, what recommendations would you make in order to improve punctuality to school?

As our discussion comes to an end, I wish to thank you most sincerely for your valuable responses, attention and patience. Further, I want to assure you once again that all that has been discussed here remains for academic purposes and shall be treated as strictly confidential. Lastly, I wish to request your availability of should there be need for me to seek from your further clarification on one or two things related to what we have just discussed.

THANK YOU VERY MUCH AND GOD BLESS YOU

APPENDIX 3: Interview Guide for Heads of Departments.

School..... Date..... Sex.....

I am a postgraduate student from the University of Zambia in collaboration with the Zimbabwe Open University (UNZA/ZOU). Am carrying out a research to investigate the administrative factors responsible for the late-coming of learners in selected government and grant aided day secondary schools in Choma District of Southern Province of Zambia. Am pleased you have been sampled to be part of this research as a respondent. I should mention from the outset that all your responses are for academic purposes only and shall be treated with utmost confidentiality.

In this discussion, I wish to ask you questions about administrative factors responsible for the late coming of learners.

1. What are the administrative causes of late coming among learners?
2. What measures are you putting in place in your Department to try and help reduce late coming?
3. How does the government try to curb late coming among learners?
4. What are the implications of late coming on both teaching and learning?
5. How much is the administration doing to ensure late coming is put to an end?
6. Finally, what recommendations would you make in order to improve punctuality to school?

As our discussion comes to an end, I wish to thank you most sincerely for your valuable responses, attention and patience. Further, I want to assure you once again that all that has been discussed here remains for academic purposes and shall be treated as strictly confidential. Lastly, I wish to request your availability of should there be need for me to seek from your further clarification on one or two things related to what we have just discussed.

THANK YOU VERY MUCH AND GOD BLESS YOU.

APPENDIX 4: Interview Guide for Subject Coordinators.

School..... Date..... Sex.....

I am a postgraduate student from the University of Zambia in collaboration with the Zimbabwe Open University (UNZA/ZOU). Am carrying out a research to investigate the administrative factors responsible for the late-coming of learners in selected government and grant aided day secondary schools in Choma District of Southern Province of Zambia. Am pleased you have been sampled to be part of this research as a respondent. I should mention from the outset that all your responses are for academic purposes only and shall be treated with utmost confidentiality.

In this discussion, I wish to ask you questions about administrative factors responsible for the late coming of learners.

1. What are the administrative causes of late coming among learners?
2. What measures do you put in your section to try and help reduce late coming?
3. How does the government try to curb late coming among learners?
4. What implication does late coming have on both teaching and learning?
5. How much is the administration doing to ensure late coming is put to an end?
6. How are you working with the parents to encourage them to ensure that children report early to school?
7. Finally, what suggestions would you make in order to improve punctuality to school?

As our discussion comes to an end, I wish to thank you most sincerely for your valuable responses, attention and patience. Further, I want to assure you once again that all that has been discussed here remains for academic purposes and shall be treated as strictly confidential. Lastly, I wish to request your availability of should there be need for me to seek from your further clarification on one or two things related to what we have just discussed.

THANK YOU VERY MUCH AND GOD BLESS YOU.

APPENDIX 5: Interview Guide for Teachers.

School..... Date..... Sex.....

I am a postgraduate student from the University of Zambia in collaboration with the Zimbabwe Open University (UNZA/ZOU). Am carrying out a research to investigate the administrative factors responsible for the late-coming of learners in selected government and grant aided day secondary schools in Choma District of Southern Province of Zambia. Am pleased you have been sampled to be part of this research as a respondent. I should mention from the outset that all your responses are for academic purposes only and shall be treated with utmost confidentiality.

In this discussion, I wish to ask you questions about administrative factors responsible for the late coming of learners.

1. What are the causes of late coming among learners?
2. What measures do you put in place in your class to try and help reduce late coming?
3. How does the government try to curb late coming among learners?
4. What implication does late coming have on both teaching and learning?
5. What measures has the administration put in place to ensure late coming is put to an end?
6. How are you working with the parents to encourage them to ensure that children report early to school?
7. Finally, what suggestions would you make in order to improve punctuality to school?

As our discussion comes to an end, I wish to thank you most sincerely for your valuable responses, attention and patience. Further, I want to assure you once again that all that has been discussed here remains for academic purposes and shall be treated as strictly confidential. Lastly, I wish to request your availability of should there be need for me to seek from your further clarification on one or two things related to what we have just discussed.

THANK YOU VERY MUCH AND GOD BLESS YOU.

APPENDIX 6: Interview Guide for Pupils.

School..... Date..... Sex.....

I am a postgraduate student from the University of Zambia in collaboration with the Zimbabwe Open University (UNZA/ZOU). Am carrying out a research to investigate the administrative factors responsible for the late-coming of learners in selected government and grant aided day secondary schools in Choma District of Southern Province of Zambia. Am pleased you have been sampled to be part of this research as a respondent. I should mention from the outset that all your responses are for academic purposes only and shall be treated with utmost confidentiality.

In this discussion, I wish to ask you questions about administrative factors responsible for the late coming of learners.

1. Whom do you stay with?
2. Why do some pupils come to school late?
3. What do you do when you wake up in the morning before coming to school?
4. What do you think should be done by the teachers to make learners come early for classes?
5. What are the implications that late coming has on the education of pupils?
6. How much is the administration doing to ensure late coming is put to an end?
7. What should the government do to help pupils come early to school? Explain

As our discussion comes to an end, I wish to thank you most sincerely for your valuable responses, attention and patience. Further, I want to assure you once again that all that has been discussed here remains for academic purposes and shall be treated as strictly confidential. Lastly, I wish to request your availability of should there be need for me to seek from your further clarification on one or two things related to what we have just discussed.

THANK YOU VERY MUCH AND GOD BLESS YOU.

APPENDIX 7: Interview Guide for Parents/Guardians.

School..... Date..... Sex.....

I am a postgraduate student from the University of Zambia in collaboration with the Zimbabwe Open University (UNZA/ZOU). Am carrying out a research to investigate the administrative factors responsible for the late-coming of learners in selected government and grant aided day secondary schools in Choma District of Southern Province of Zambia. Am pleased you have been sampled to be part of this research as a respondent. I should mention from the outset that all your responses are for academic purposes only and shall be treated with utmost confidentiality.

In this discussion, I wish to ask you questions about administrative factors responsible for the late coming of learners.

1. What are the causes of late going of the learners to school?
2. As a parent/guardian, what are you doing to ensure that your children/dependants report early to school?
3. What do you think should be done by the teachers to make learners go early for classes?
4. What are the implications that late coming has on the education of your Child/dependant? Explain.
5. Does the school administration talk to you about the importance of your children/dependents reporting early to school? Explain
6. What do you think the government should do to help learners go early to school?

As our discussion comes to an end, I wish to thank you most sincerely for your valuable responses, attention and patience. Further, I want to assure you once again that all that has been discussed here remains for academic purposes and shall be treated as strictly confidential. Lastly, I wish to request your availability of should there be need for me to seek from your further clarification on one or two things related to what we have just discussed.

THANK YOU VERY MUCH AND GOD BLESS YOU.

APPENDIX 8 Checklists for Learners

SCHOOL A

Name of school:

Date of visit:

Grade	Date	Time	Total no of Boys	No of Boys present	Total no of Girls	No of Girls present
8A	5-06-18	07:00 hrs	30	07	24	05
8B	5-06-18	07:02 hrs	28	08	26	03
8C	5-06-18	07:03 hrs	25	05	28	06
9A	5-06-18	07:04 hrs	20	10	22	08
9B	5-06-18	07:05 hrs	16	07	23	05
10A	5-06-18	07:06 hrs	18	04	26	07
10B	5-06-18	07:08 hrs	15	03	23	09
11A	5-06-18	07:09 hrs	36	15	15	02
11B	5-06-18	07:10 hrs	33	13	12	05
8A	6-06-18	07:00 hrs	30	04	24	07
8B	6-06-18	07:01 hrs	28	11	26	06
8C	6-06-18	07:02 hrs	25	09	28	08
9A	6-06-18	07:03 hrs	20	10	22	05
9B	6-06-18	07:04 hrs	16	06	23	12
10A	6-06-18	07:05 hrs	18	04	26	15
10B	6-06-18	07:06 hrs	15	08	23	13
11A	6-06-18	07:07 hrs	36	09	15	07
11B	6-06-18	07:08 hrs	33	12	12	03

SCHOOL B

Name of school:

Date of visit:

Grade	Date	Time	Total no of Boys	No of Boys present	Total no of Girls	No of Girls present
8A	7-06-18	07:00 hrs	16	05	22	07
8B	7-06-18	07:01 hrs	13	08	22	12
8C	7-06-18	07:02 hrs	18	11	24	09
9A	7-06-18	07:03 hrs	17	12	22	07
9B	7-06-18	07:04 hrs	31	14	18	05
9C	7-06-18	07:05 hrs	28	09	23	10
10A	7-06-18	07:06 hrs	20	15	27	14
10B	7-06-18	07:07 hrs	28	13	31	16
10C	7-06-18	07:08 hrs	30	10	23	13
11A	7-06-18	07:09 hrs	40	20	39	24
11B	7-06-18	07:10 hrs	37	17	38	22
11C	7-06-18	07:11 hrs	41	18	33	20
12A	7-06-18	07:12 hrs	28	08	28	11
12B	7-06-18	07:13 hrs	41	16	25	13
12C	7-06-18	07:14 hrs	38	21	29	15
8A	8-06-18	07:00 hrs	16	07	22	09
8B	8-06-18	07:01 hrs	13	05	22	11
8C	8-06-18	07:03 hrs	18	06	24	13
9A	8-06-18	07:04 hrs	17	08	22	12
9B	8-06-18	07:05 hrs	31	16	18	08
9C	8-06-18	07:06 hrs	28	15	23	10
10A	8-06-18	07:08 hrs	20	11	27	13
10B	8-06-18	07:09 hrs	28	13	31	22
10C	8-06-18	07:10 hrs	30	15	23	14

11A	8-06-18	07:12 hrs	40	23	39	19
11B	8-06-18	07:13 hrs	37	14	38	28
11C	8-06-18	07:14 hrs	41	21	33	18
12A	8-06-18	07:16 hrs	28	08	28	09
12B	8-06-18	07:17 hrs	41	22	25	17
12C	8-06-18	07:18 hrs	38	15	29	11

APPENDIX 9: Introductory letter from Institute of Distance Education



**UNIVERSITY OF ZAMBIA – ZIMBABWE OPEN UNIVERSITY
(UNZA-ZOU)**

Telephone: 26021-1-291777-78 Ext. 3500 0978772249
Telegrams: UNZA LUSAKA
Telex: UNZALU ZA 44370
Email: director-ide@unza.zm

P.O. Box 32379
LUSAKA, ZAMBIA

Date: MARCH 27th, 2018

THE DEBS,
P.O. BOX 630035,
CHOMA.

Dear Sir/Madam

RE: CONFIRMATION OF STUDY; HARBOZYA WILKEN

Reference is made to the above subject.

This serves as a confirmation that the above mentioned person of NRC No: 3422717411 and computer number 716815548 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 programme that he/she will be ~~doing internship~~ carrying out a research on ADMINISTRATIVE FACTORS RESPONSIBLE FOR LATE COMING OF LEARNERS IN SELECTED DAY SECONDARY SCHOOLS OF CHOMA DISTRICT SOUTHERN PROVINCE

Any assistance rendered to him/her will be greatly appreciated.

Yours faithfully

Dr. D. Ndhlovu
**ASSISTANT DIRECTOR (PG)
INSTITUTE OF DISTANCE EDUCATION**

APPENDIX 10: Introductory letter from District Education Board Secretary,

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*All Communications should be addressed
to the District Education Board Secretary
Not to any individual by name.
Tel: 220621
Fax: 220164*



REPUBLIC OF ZAMBIA

In reply please Quote
TS. 204810

MINISTRY OF GENERAL EDUCATION

**OFFICE OF THE DISTRICT EDUCATION BOARD SECRETARY
P.O BOX 630035
CHOMA**

1st June, 2018

The Head Teacher,

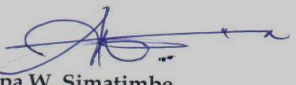
CHOMA DISTRICT.

RE: STAFF INTRODUCTORY LETTER: MR. HABBOZYA WILKEN - TS 204810

Reference is made to the above subject matter.

I write to introduce to you Mr. Habbozya a Teacher at Mboole Primary/Secondary School and currently studying with University of Zambia pursuing his Post Graduate who has come to conduct a research at your school.

Your usual assistance will be highly appreciated.


Agripa W. Simatimbe
DISTRICT EDUCATION BOARD SECRETARY
CHOMA DISTRICT

/amc