EFFECTS OF THE SCHOOL STRATEGIC PLAN ON PUPILS' ACADEMIC PERFORMANCE IN SELECTED SECONDARY SCHOOLS OF LUNDAZI DISTRICT, ZAMBIA

by

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AUTHOR'S DECLARATION

I, **Rodia Chimuka**, do hereby solemnly declare that, with exception of quotations and work of other people which I have duly referenced and acknowledged herein, this dissertation is as a result of my own work and I further declare that it has never been previously submitted for the award of a degree at the University of Zambia or any other university.

Signed: _____

Date: _____5th September, 2016_____

APPROVAL

This dissertation of **Rodia Chimuka** is hereby approved as fulfilling the partial requirements of the award of the degree of Master of Education in Educational Management by the University of Zambia in collaboration with Zimbabwe Open University.

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ABSTRACT

The purpose of this study was to investigate the effects of secondary schools strategic planning on pupils' academic performance in selected schools of Lundazi District. In Eastern Province of Zambia, schools have formulated smart mission statements and have three year strategic plans which are guiding the prioritisation of school projects, programs and directing the available resources towards priority targets. District Education Board Secretaries' offices in the province, Lundazi District inclusive, have been organising workshops and seminars for head teachers and other stake holders on how to develop strategies to mitigate the problem of poor academic results in schools. Incidentally, while some schools that have strategic plans are performing better in terms of academic performance, some schools have continued producing poor results despite the strategic plan in place. It is therefore for this reason and background that this study was set to investigate the influence of strategic planning in relation to individual strategic programme areas on pupils' academic performance in selected schools of Lundazi district of Eastern Province.

The study had four objectives; to determine the extent to which schools' mission statements influenced pupils' academic performance, to assess how schools' continuous assessment strategy influenced pupils' academic performance, to determine how schools' improving teacher preparedness strategy influenced pupils' academic performance and to establish the extent to which schools' leadership, management and supervision strategies influenced pupils' academic performance in selected schools of Lundazi District. The study was guided by Hergreaves theory of school effectiveness and improvement. The study employed a descriptive survey design targeting head teachers, head of departments, teachers and pupils. The sample had 3 Head teachers, 15 head of departments, 30 teachers and 120 pupils. The research instruments used were mainly questionnaires and interview guide. Qualitative data obtained from the study was analyzed using the statistical package for social sciences (SPSS).

From the study it was established that; the majority of the schools had a mission statement written on school walls and entrances, however they were not always verbally communicated and explained across the school and as such only influenced pupils' performance to a little extent. Another finding was that, schools that had put continuous assessment programme in place in assessing their pupils' made a considerable progress to their pupils' academic performance. It was further established that improving teacher preparedness was among the various strategies used by schools and this had positively influenced pupils' academic performance. The study further revealed that, leadership and supervision of teaching and learning strategy influenced pupils' academic performance to a large extent. The overall findings indicated that there was a positive and significant influence of the school strategic plan on pupils' academic performance with the greatest influence from teacher preparedness strategy. The following were the recommendations made: School vision and mission statement should be regularly communicated to all pupils in order for them to take ownership of the school improvement. MoGE should engage school administrators in creating alternative strategies to improve pupil academic performance and reinforce the implementation of strategic planning in schools with intensive monitoring and supervision. Further research was recommended on the effectiveness of school leadership in the implementation of strategic plans in secondary schools.

DEDICATION

I have dedicated this study to my mother Stella Mweetwa, my husband Stephen and my children Dumisani, Thandiwe, Luyando, Sibongile and Lushomo. Also to the loving memory of my late beloved father Bernard Mukuwa Chimuka who had always put education first for his children and the best teacher I have ever had.

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"His divine power has given us everything we need for life". 2 Peter 1:3.

The knowledge and wisdom, strength, good health and inspiration to this study that has borne the success I hold today come from God the most high and to Him I give the Glory.

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ACRONYMS AND ABBREVIATIONS

CA   Continuous assessment

CATs   Continuous Assessment Tests

CPD   Continuing Professional Development

DEBS   District Education Board Secretary

HoDs   Head of Departments

MoE   Ministry of Education

MoGE   Ministry of General Education

PEO   Provincial Education Office

SPSS   Statistical Package for Social Sciences

SREB   Southern Region Education Board

CHAPTER ONE
INTRODUCTION

Overview

In this chapter, the introduction to this study is presented. Further, the background to the study and the statement of the problem are also presented in this chapter. Apart from that, the aim of the study, the objectives, research questions, delimitations, limitations and the significance of the study are presented in this same chapter. Finally, presented in this chapter are the theoretical and conceptual frameworks that the study was built on and the operational definition of terms.

1.1. Background of the study

Over time the concept and practice of strategic planning has been embraced worldwide and across sectors because of its perceived contribution to organizational effectiveness. Marmar (2001) explains that strategic planning originated from the army and the soldiers used it as a weapon to defeat their enemies. After the Second World War, the business sector borrowed most of the successful management applications of the strategic plan. In due course, the education sector, upon seeing the positive effect of strategic planning in business, also adopted it. Today organizations from both the private and public sectors have taken the practice of strategic planning seriously as a tool that can be utilized to fast track their performances (Arasa and K'Obonyo, 2012). Thus, strategic planning is arguably an important ingredient in the conduct of strategic management. Porter (2008) noted that despite the criticism leveled against strategic planning during the 1970s and 80s, it was still useful and it only needed to be improved and recasted. Greenley (1986) further noted that strategic planning had potential advantages and intrinsic values that eventually translated into improved firm performance. Strategic planning is therefore, a vehicle that facilitates improved performance.

The concept of strategic planning traces its roots to the United States of America (USA) in the 1960s. The basic aim of strategic planning is to link daily organizational decisions with a vision of where the organization wants to be at some point in future (Caldwell and Spinks, 1992). The organization thus articulates a vision, mission statement, set goals and objectives, and evaluates strategic options. Strategic planning emerged in public education as a management tool in the

mid 1980s. The term appeared in educational publications for the first time around 1984, and by 1987 an estimation of five hundred school districts around America were using some type of strategic planning (Mullane, 2002). Mintzberg and Quinn (1999), defined a strategy as direction and scope of an organization over the long term which achieves advantage for the organization through its configuration of resources within a changing environment to meet the needs of markets and fulfill stakeholders' expectations. A Strategy is always identified within the institutions' strategic planning process where they match their strategies with the prevailing environmental factors. Thus setting a strategy becomes the core business of planning.

A strategic plan in a school therefore, gives the school a focus and a direction for the future by continuously adjusting to academic direction in response to changing academic circumstances (Bryson, 1995). In examining secondary school performances, the main cornerstone used by the Ministry of General Education was based upon key challenges which faced this sub sector namely; access, quality, completion, retention and relevance (MoE, 1996). To ensure that these challenges are addressed, schools normally prepare strategic plans that run between three to five years out of which they identify key strategies that are relevant for their existence. These strategies are categorized in strategic program areas which include: Leadership, Management and Supervision; Improving teacher preparedness; Strengthening Continuous Assessment; Supporting Learners; Policy development and implementation and improving monitoring of teaching and learning. Many schools have therefore, introduced strategic planning aspects to achieve their goals. These plans require that administrators, teachers, counselors and other related professionals work collaboratively to identify and improve positive academic and behavioural support across the curriculum with simplicity and commitment (Genivieve 2010). Therefore, professional collaboration is critical in strategic planning. Schools that operate strategic management programs have shared visions and shared mission statements formulated corporately, with independent variables in-built on which the respective schools hook shared goals that branch out to objectives and guide their ultimate activities.

In Eastern Province, schools have formulated smart mission statements and have three year strategic plans which are guiding prioritization of projects, programs and directing the available

resources towards those priority targets. In 2010, all secondary schools in the province were mandated to develop the first three year school Strategic Plan for improving learner performance which ran from January, 2011 to December, 2013. The development of the strategic plans was as a result of the province's desire and quest to improve learner performance in schools in all districts at Grade 9 and Grade 12 levels. The strategic plans would spell out interventions and strategies that school management would employ to manage change in pupil performance across the systems of the schools (Eastern Province Strategic Plan, 2010). Incidentally, while some schools that have strategic plans are performing better in terms of academic performance, some schools have continued producing poor academic results in School Certificate and Grade 9 examinations despite having the strategic plan (Table 1.1 and Table 1.2). It is therefore for this reason and background that this study was set to investigate the influence of strategic planning in relation to individual strategic program areas on pupils' academic performance in selected schools of Lundazi district of Eastern Province.

Table 1.1: Percentage distribution of Grade Twelve performance progression in the School Certificate examinations according to year and school.

Year	Lundazi Boarding	Lumezi Day	Lundazi Day
2010	65.4	38.8	48
2011	66	40	50
2012	66.6	40.5	52.5
2013	77.2	42	55
2014	81	45	62
2015	86	50	65

Source: Lundazi District Education Board Secretary's office, 2016

Table 1.2: Percentage distribution of Grade 9 performance progression in the Junior
Secondary School Leaving Examinations according to year and school.

Year	Lundazi Boarding	Lumezi Day	Lundazi Day
2010	77.5	50	65
2011	77.5	55	70
2012	82	58	72
2013	83.8	60	74
2014	91	65	78
2015	90.6	55	75

Source: Lundazi District Education Board Secretary's Office, 2016

The drop at Grade 9 in 2015 in all the three schools was attributed to the new changes in the revised curriculum where teachers and pupils were still adjusting to.

1.2. Statement of the Problem

In education, strategic alignment between the institution and its environment to maintain "strategic consistency" is essential (Arieu, 2007). In Lundazi District, schools have formulated smart mission statements and have three year strategic plans which are guiding prioritization of teaching and learning programmes and directing the available resources towards those priority targets. Incidentally while some schools that have strategic plans are performing better in terms of academic performance, some schools have continued to produce poor academic performance despite having a strategic plan. It was perceived that the manner and extent to which each strategic programme area of the strategic plan was addressed could have implications on the realization of the expected corporate goals, that is, pupil academic performance. That is why this study was set to study the effects of secondary school strategic plan on pupils' academic performance in the selected secondary schools of Lundazi District.

This study therefore, explored the effects of the school strategic plan on pupils' academic performance in selected schools of Lundazi District. Phiri and Chileshe (2014) looked at the effectiveness of teachers in the implementation of the strategic plan. While Bekele (2015) focused on the contribution of the strategic plan to organizational effectiveness. International studies by Kwaka, Dennis and Kirima (2012) in Kenya, USA and Japan concentrated on the impact of the strategic vision and mission statement on organizational efficiency. My study, however, focused on the effects of the strategic plan on pupils' academic performance.

1.3. Purpose of the Study

The purpose of this study was to determine the effects of school strategic plans on pupils' academic performance in selected schools in Lundazi District.

1.4. Objectives

The objectives of this study were to ;

i) determine the extent to which school's vision and mission statement according to the strategic plan influenced pupils' academic performance.

ii) assess how the school's continuous assessment strategic programme area of the strategic plan influenced pupils' academic performance.

iii) ascertain whether improving teacher preparedness strategic programme area of the strategic plan influenced pupils' academic performance.

iv) establish the extent to which leadership and improving supervision of teaching and learning strategic programme area of the strategic plan influenced pupils' academic performance.

1.5. Research Questions

The following research questions guided this study:

(i)   To what extent did the school's vision and mission statements influence pupils' academic performance?

(ii)   How did the school's Continuous Assessment strategy influence pupils' academic performance ?

(iii)   Did improving teacher preparedness influence pupils' academic performance?

(iv)   To what extent did school leadership and supervision of teaching and learning influence pupil academic performance?

1.6. Significance of the study

Findings of the study may be used by the school administrators to formulate effective strategies to improve learner academic performance and embrace strategic planning as a tool for effective planning for provision of quality education. The findings may also be relevant to teachers as they may give them insight into the need to use various strategies in the provision of quality education to students. Policy makers and education planners may also gain from the information on the need to re- strategize the strategic plans in order to make education more effective and efficient to its users. Scholars and academicians may also use this study as a source for further study.

1.7. Delimitations

The study concentrated on the school strategies and programme areas that influenced pupil academic performance with a focus on the vision of the school, mission statement, continuous assessment, teacher preparedness, leadership and supervision. The study was confined to Lundazi District because of the remarkable improvement in pupils' academic performance in some schools after the introduction of the strategic plan while some schools continued recording poor academic performance despite having the strategic plan in place.

1.8. Limitation of the study

The major limitation of the study was the inability to get in touch with some HoDs who were not in school during the period of the study. To overcome this, teachers were used to give their opinions since it was believed that they had information on their schools' operations, particularly on the school strategic plan.

1.9. Theoretical Framework

This study was guided by the Capital Theory of School Effectiveness and Improvement advocated by Hargreaves (2001). Hargreaves used this model to present definitions of effective and improving schools stating that an effective school mobilizes its intellectual capital and its social

capital to achieve the desired educational outcomes of intellectual and moral excellences through the successful use of high leverage strategies grounded in the evidence-informed and innovative professional practice.

This theory guided the study in the sense that it dealt with intellectual capital (which in this theory) describes a combination of the creation of a school vision: identification of a school's underpinning values; the conceptualization and articulation of a school-wide pedagogy; insights about school improvement strategies and student academic achievement across learning areas. While social capital of the same theory describes professional relationships, dynamics with parallel leadership and student well being. The capital theory of school effectiveness and improvement is therefore, applicable to this study because its theoretical concepts such as outcomes, leverage strategies, intellectual and social capital have a bearing on students' academic performance and quality of education in the same way the strategic programme areas of the strategic plan might influence pupils' academic performance.

The capital theory has the concepts of 'outcomes' and 'leverage' which entails the strategic advantage and power to act effectively and also the relationship between teacher input and educational output or changes in students' intellectual and moral state resulting from the teachers' efforts and a combination of strategies (Hargreaves, 2001). Thus, it was argued that effective schools concentrate on effective strategies to improve performance. This study, therefore, employed Capital Theory of school effectiveness and improvement to analyse the effects of the strategies schools employed to enhance pupil academic performance.

1.10 Conceptual framework

The conceptual framework shown in figure 2.1 captures schools' strategic plan with strategic programme areas and how these may interact in teaching and learning process and likely to influence pupils' academic performance.

Figure 1.1: Conceptual Framework
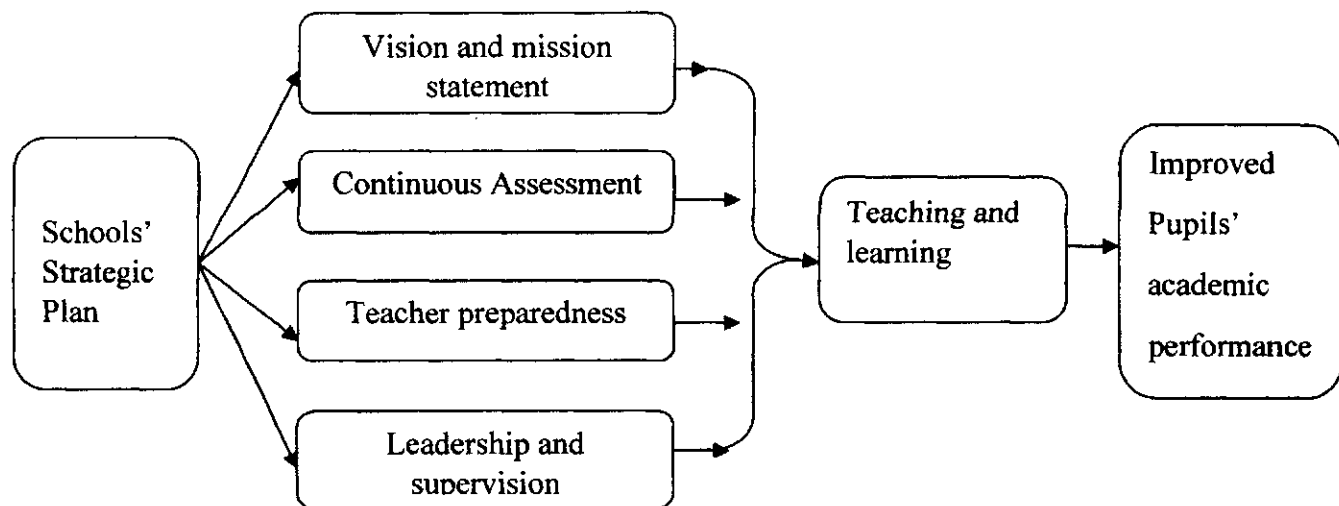
The variables vision and mission statement, continuous assessment, teacher preparedness, leadership and supervision are likely to influence pupil academic performance in secondary schools. These variables interact in teaching/ learning process hence likely to influence pupils' academic performance as shown in figure 2.1 above.

1.11. Operational definition of terms

Academic performance: refers to the final grades awarded to a student after doing an examination on a course of study.

School Mission: refers to the reason for existing or unique purpose that sets it apart from other schools of its type and identifies the scope of its operations.

Stakeholders: refer to parents/guardians, staff, the government and any party that is involved in school affairs.

Strategic planning: an approach to establishing the long- term future of a school and then moving that school in an appropriate direction to achieve the future state to which its members aspire.

Vision: An aspiration description of what an organization would like to achieve or accomplish in the mid-term or long-term future.

Summary

In chapter one, the introduction to this study was presented. The introduction served to discuss the background to the study and the statement of the problem that the researcher was attempting to address was stated. Other items that were presented were purpose of the study, objectives, research questions the significance of the study, limitations and delimitations. The chapter also included the theoretical framework that guided the study and the conceptual framework. Finally the operational definitions of terms were given. In this chapter, therefore, the researcher attempted to establish a problem of whether the school strategic plan contributed to pupils' academic performance existed and that there was need for a study to be carried out. In the next chapter, literature related to the influence of the school strategic on pupils' academic performance has been reviewed.

CHAPTER TWO
LITERATURE REVIEW

Overview

In this chapter, literature was reviewed. Previous studies carried out by other researchers were drawn on and related to this study. In this chapter, of significance was literature related to the vision and mission statement of the school's strategic plan, continuous assessment; teacher preparedness, leadership and supervision of teaching and learning strategic programme areas which make up the school strategic plan and their effects on pupil academic performance.

2.1. Strategic Planning and Pupils' Academic Performance

Every organization has well defined mechanisms of measuring performance which enable it to evaluate current and past achievements relative to expected standards but the methods used to measure performance are relative to context in which the organization operates and the strategic objectives pursued. Thus Akinyi, (2010) in his study stated that strategic planning was perceived as a tool to determine the mission, vision, values, goals, objectives, roles and responsibilities, timelines and personnel responsible for moving an organization or institution from the current to the desired state in future. Literature further indicated that strategic planning was a step by step process with objectives and end-products that could be evaluated. Hence, performance is the end result, while strategic planning aims to improve the quality of these results as stated by Robbins and Coulter (2012).

Performance is perceived to be the heart of every organization. Researchers and analysts have over the past decades investigated the influence of strategic planning on organizational performance but up to date the correlation between strategy and firm performance is an on ongoing debate (Bolo, Muturia and Oeba, 2000). Whereas some authors argue that there is quite minimal (if any) correlation between strategic planning and high firm performance, others argue that firms with well conceived and excellently executed strategic plans have high probability of high performance (Ansoff, 1990). For instance, Mazzarol (2009), reported that some twelve research papers from 1950s to the early 1980s indicated that planning was positively correlated with better performance.

Generally, literature showed that greater formality in strategic planning positively correlates to high firm performance. Although Wheelen and Hunger (2008) cautioned that some studies have found out that too much formalization of the strategic planning process may actually result in reduced performance. Ansoff (1990), however, noted that deliberate and systematic pre-planning or acquisition of strategy produced significantly better academic performance than unplanned opportunistic, adaptive approach. Sababu (2007), echoed the same views that, formal strategic management systems significantly influenced organizational performance.

On the other hand, other authors argued that it would be naive to conclude that strategic planning was the sole cause of success in educational institutions because schools may be using other management practices such as organization structure, good human resource practice, or corporate culture to steer high performance (Robin and Coulter, 2012). In the same vein, others such as Robinson and Pearce (1993), have argued for and against the concept that formal strategic planning was not suited solely for large firms and that it improved performance in both large and small firms (Gode, 2009).

Of essence therefore, is the fact that there is an inherent knowledge gap in the relationship between strategic planning and pupils' academic performance. This was the basis on which this study was designed; to establish whether the practice of strategic planning in secondary schools influenced performance taking into consideration the specific strategic program areas which were: the Vision and Mission Statement, Continuous Assessment strategy, Improving Teacher Preparedness strategy and Leadership and supervision strategy.

2.2. Effects of the mission statement and school vision on pupil academic performance.
Lynch (2009) stated that strategic planning entailed the entire process of developing a strategic plan for an organization. Thus, the presence of a mission statement and vision spells the strategic direction of the organization. Based on this, the organization conducts an extensive internal and external environmental analysis to establish the strengths and weaknesses of the organization and the opportunities and threats in the external environment. The findings of the analysis are used to make strategic choices from the alternatives at hand and strategic objectives are set. Proper

implementation of the strategies decided upon in the strategic plan determines its influence on organizational performance (Johnson, 2004).

Recent studies showed that Mission Statements are widely believed to be antecedents to any strategy formulation effort (Thompson and Strickland, 2007). More fundamentally, mission statements are supposed to capture the overriding purpose of an organization in line with the values and expectations of stakeholders. Mullane (2002) explained that it was not the contents of the mission statements that stir debate, rather it was the process used to prepare the document and how the finished document was employed in the organization. The body of literature and research supporting the relevance of mission statement to organizations, however, far outweighs the opposing views. In a study of USA, Japanese and European business, motivation and inspiration of employees strongly featured as the second most important objectives for mission statement (Bartkus, 2004). The length and content of mission statement may vary, some broad others narrow. Fundamentally, a mission statement includes and captures a myriad of stakeholders' values and expectations; more importantly how the organization creates value for its stakeholders (Johnson, 2008)

Education institutions like any other organization have mission statements and many also have a statement of values and often these are plastered on large signs, printed on school stationery and in school magazines. The school with the strongest emphasis on high expectations has a succinct and powerful mission statement like "Striving for excellence — no exceptions, no excuses." Mission statements in education have become ubiquitous, but some schools have succeeded in turning the mission statement into a school culture and this has motivated the teachers and learners to perform effectively (Bottoms and Schmidt-Davis, 2010).

In Nigeria a mission statement is used in educational institutions to serve as a framework for evaluating both current and prospective activities. As for Kenya, the use of a mission statement is both common in the business industry and education. Taking for example, St Alfred Alara Secondary School in Rachuonyo North District's Mission statement: "To nurture and develop all round empowered gentlemen adaptable to the dynamic world who become dependable, competent and responsible". In their annual review of the performance indicators revealed that the school

accomplished its mission statement by actively participating in co-curricula and class work activities (Government of Kenya, 1998). Thus a mission statement might play a significant role in determining the schools overall activities and programs. However, this did not determine the influence of the mission statement on pupil academic performance leaving a gap to be investigated on.

Typically, strategic planning also includes setting a vision for the organization; assessing internal capabilities; and establishing goals, performance measures, and implementation plans (Genevieve, 2010). It is further stipulated that the first element necessary for accountability and autonomy is vision. Research has demonstrated that District Education officials cannot hold a head teacher accountable if its leaders do not have a vision for highly engaging and high-performing high schools Bryson (1995). In the absence of a strategic plan based on a shared vision, districts cannot lead schools toward success. Districts must have a long-term plan that includes a vision of effective schools, the intervening steps that schools need to take and the support schools need from the district. The vision and the strategic plan can establish the boundaries in which head teachers have discretion to operate. They also can enable schools to identify the skills and expertise that school staff, principals and teachers need in order to create effective schools (SREB, 2009).

When a school has a clear vision of high-performing and a long-term plan for reaching it, then the school administration and teachers take ownership of school improvement. Head teachers are held accountable to work with their teachers to identify the specific needs of their own students and to craft and implement strategies to meet those needs, and for identifying and solving problems in their own schools. They and their staff have the ownership, motivation and passion to take the steps necessary to improve instruction throughout the school (Genevieve, 2010). However, previous studies did not show the extent to which the vision of the school influence pupils' academic performance hence creating a gap for investigation on the influence of school vision on pupil performance in relation to the school strategic plan.

2.3 Effects of Continuous Assessment on pupil academic performance

Studies have indicated that Continuous Assessment (CA) has an influence on pupil academic performance. Bottoms and Schmidt-Davis (2010) stipulated that, in a global economy, assessment of students achievement is changing mainly because in an ever- changing knowledge based society, students would not only be required to learn and understand the basics but also to think critically, analyze and make inference for making decisions. Continuous assessment covers all areas of student learning, that is why Akinsolu (2010) stressed that evaluation should not only be based on recalling of facts but also on the affective and psychomotor domains. Sometimes assessment of student could be in form of project; personal observation by the teacher; take home assignment and class test. Whichever form it might take, assessment activities takes much time of the teachers and has an important place both in teachers and students' performance. It is, therefore, critical that CAs could utilize strategies that are able to measure the changing students' abilities and attitudes.

Wirth and Perkins (2013), suggested that CA is the pivot on which the wheel of teaching and learning process rotates. Also as cited by Lynch, (2009) the use of CA is the most significant aspect of influence for students' effective performance. Thus, the availability of CA in the learning process has the potency for motivating and focusing learners' attention on what is being taught. Yabs (2007, further indicated that a good CA is not merely testing. It is a process through which the quality of an individuals' work or performance is judged. Greaney (2001), thus defines assessment as any procedure or activity that is designed to collect information about the knowledge, attitude, or skills of the learner or group of learners. When carried out as an on-going process, assessment is known as Continuous Assessment (CA). CA is a formative evaluation procedure concerned with finding out, in a systematic manner, the over-all gains that a student has made in terms of knowledge, attitudes and skills after a given set of learning experience (Ogunnyi, 1984). According to Aggarwal (1999), CA is not simply continuous testing as it does not solely depend on formal tests. CA is more than giving a test, it involves every decision made by the teacher in class to improve students achievement. CA may take different forms such as formal questions given to students during class, take-home assignments/exercises and recapitulation exercises.

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Assessment is either internal or external. Internal assessment refers to school-based assessment, which includes class assignments, teacher-made tests, recap exercises, projects, field studies and all these tools form part of the classroom continuous assessment strategies. A continuous assessment strategy, therefore, refers to the different tools/procedures used in the classroom to understand the academic achievement levels of learners in terms of their knowledge, attitudes and values. Also a strategy in assessment is a purposefully conceived and determined plan of action. It is a pattern of assessment that seems to attain certain outcomes and to guard against others (Aggarwal, 1999)

Like Tanzania and Nigeria, continuous assessment is being practiced in many Ugandan secondary schools (Akinsolu, 2010). It is not uncommon for teachers to carry out day to day testing of learners. In many schools, regular testing takes place on weekly, fortnightly, monthly, mid-termly, termly and yearly basis. This is further evidenced with what Etienne (2007) noted in Mauritius that, only for purely organizational reasons, some teachers might be brought to do continuous assessment during the beginning of first term. Besides testing, assignments and recap exercises, projects are other forms of continuous assessment strategies sometimes used in A' level secondary schools to improve learner performance.

According to Porter (2008), assessment involved the systematic collection of data on all aspects of an educational endeavor. This means that the data collected about students' academic achievement is used on a continuous basis in a systematic way, to make meaningful decisions on what should happen. In Kenya, a study carried by Kwaka, Dennis and Kirima (2012) on teachers' assessment practice in enhancing preference mathematics among secondary school students in Mombasa districts, revealed that teachers assessed students mainly for formative and summative reasons and those who used diagnostic assessment produced better scores at the end of term examination, hence recommended that it should be used continually.

In addition, Kellaghan and Greany (2003) further noted that, when continuous assessment has important consequences attached to performance, they are likely to impact directly on teaching and learning and so merit consideration as a mechanism for improving student achievements. Onuka (2006) also found out that in Nigeria there was a comprehensive implementation of

continuous assessment and feedback for the improvement of the education system for the accomplishment of learning objectives effectively according to students. This concurred with the finding of Onuka and Oludipe (2005) that there was a significant remediation for poor performance as a result of the application of the feedback mechanism resulting from formative evaluation of learners

Like other African countries CA is being practiced in many Zambian secondary schools. Studies by Phiri and Chileshe (2014) showed that in many schools, regular testing takes place on weekly, fortnightly, monthly, mid termly, termly and yearly basis. Besides testing assignments and recap exercises, projects are other forms of CA strategies sometimes used in Zambian secondary schools. However, these studies did not state the extent to which Continuous Assessment as a strategic program area of the strategic plan influenced pupils' academic performance.

2.4. Effects of Teacher Preparedness on pupil academic performance

There are debates over the best way to prepare teachers to improve outcomes for the students they teach. Some argue that easing entry into teaching is necessary to attract strong candidates (U.S. Department of Education, 2002). Others argue that investing in high quality teacher preparation will better serve the nation's children (NCTAF, 1996). Even among those who believe that high quality preparation is important, there are sharp contrasts concerning the best approach (Levine, 2006). Most agree, however, that there is lack of a strong research basis for understanding how to prepare teachers to meet the challenges of schools.

Literature further indicated that there is statistically significant relationship between teacher preparedness and student academic performance. Akinsolu (2010) asserted that availability of qualified teachers and lesson preparation determined the performance of students in schools. It was further established that teachers who are committed to preparation are more effective in classrooms as compared to those who do not prepare. Wirth and Perkins (2013) equally argued that teacher preparedness directly contribute significantly to student attention in a classroom and affect the student's attitude and performance. Therefore, it can be said that scholars and researchers generally are in agreement that school variables and strategies which include teacher

preparedness perform a critical role in educational achievement. The important role of the teachers is unquestionable.

Teachers have a lot of influence on their classroom practices and must apply specific abilities without which their influence may not be reflected in their students' performance. Johnson (2004) clearly indicated that for learners to be able to make connection between what is taught in school and its application in problem solving in real life, the teacher has to be prepared and effective in their teaching.

Therefore, teacher preparedness as a programme area in school strategic plan might have an influence on pupil academic performance though the extent is not known. As such there was need to establish the extent to which teacher preparedness as a strategic program area influenced pupils' academic performance.

2.5. Effects of leadership and supervision on pupil academic performance

Another strategy being reviewed as to whether it had influence on learner performance was school leadership and monitoring of teaching and learning. Schools are judged by their results and the quality of learners they produce. The quality of learners depend, among others on the amount of knowledge and skills he or she acquired at school.

Literature revealed that school leadership was crucial to the academic performance of learners (Miskel and Hoy, 1996). It determines the quality of learner performance and a high standard of performance is necessary because the effectiveness of the school leadership is measured by the academic performance from the learners. School leadership shapes the manner in which people go about their tasks in the school. Hoy and Miskel (1996) stipulated that the head teacher in a school plays a major role in setting the tone for the school. He or she is the one who directs and monitors the school activities. Thus, the success of the school depends, to a large extent on the effective leadership. It is thus critical that learners, on the one hand, are informed about the head teacher's educational intentions for them and head teachers, on the other, create opportunities to understand and satisfy the needs of the learners. The school leader has to have a strategic vision about the direction the school should take, and be skilled at drawing learners actively into the pursuit of the

school's goals. However, the head teacher's formal leadership does not necessarily ensure that learners will be responsible to his initiates but needs to satisfy the various learners' needs that have a bearing on learning to ensure that they follow him or her.

It also turns out that leadership not only matters: it is second only to teaching among school-related factors in its impact on student learning according to the evidence compiled and analyzed by Yabs (2007). The impact of leadership tends to be greatest in schools where the learning needs of students are most acute. High-quality leaders achieve this impact by setting directions, that is; charting a clear course that everyone understands, establishing high expectations and using data to track progress and performance. Also, developing people by providing teachers and others in the system with the necessary support and training to succeed. And by making the organization work; ensuring that the entire range of conditions and incentives in schools fully support rather than inhibit teaching and learning.

Robbins and Coulter (2012), indicated two aspects of the strategic planning that are critical to dramatically improving the performance of the country's largest schools. The first is talent per se. One of strategic planning's primary objectives is to identify how the highest quality human capital talent can be recruited and retained as teachers, principals, and human capital management leaders in the nation's schools. Schools need top talent at all levels, from teachers to leadership positions in schools, and to provide instructional leadership for every classroom and teaching context. Strategies to recruit, place, develop and retain top talent should be one prime emphasis of management strategies (Barrington,1997). Whereas, the second aspect being the different approaches used by leaders to implement strategic planning in schools.

Wirth and Perkins (2013) stated that as different as the approaches to school reform may be, they all depend for their success on the motivations and capacities of local leadership. Thus, the chance of any reform improving student learning is remote unless school leaders agree with its purposes and appreciate what is required to make it work. Local leaders must also, for example, be able to help their colleagues understand how the externally-initiated change might be integrated into local improvement efforts, provide the necessary supports for those whose practices must change and must win the cooperation and support of parents and others in the local community. So,

"effective" or "successful" leadership is critical to school strategic planning and pupils' performance.

Different forms of leadership are described in the literature using adjectives such as "instructional," "participative," "democratic," "transformational," "moral," "strategic" and the like as stated by Lynch (2009). But these labels primarily capture different stylistic or methodological approaches to accomplishing the same two essential objectives critical to any organization's effectiveness, that is, helping the organization set a defensible set of directions and influencing members to move in those directions. Leadership is both this simple and this complex. "Instructional leadership," for example, encourages a focus on improving the classroom practices of teachers as the direction for the school. "Transformational leadership," on the other hand, draws attention to a broader array of school and classroom conditions that may need to be changed if learning was to improve. Both "democratic" and "participative leadership" are especially concerned with how decisions are made about both school priorities and how to pursue them.

It is further argued that the school leadership had to have a strategic vision about the direction the school should take and be skilled at drawing learners actively into the pursuit of the school goal. However, Koontz and Weinich (1988) argued that the principal's formal leadership did not ensure that learners would be responsible to his initiates. He needed to satisfy the various learners' needs that have a bearing on learning.

Furthermore, studies showed that school leadership was responsible for ensuring that the quality teaching and learning was high. Establishing clear, specific objectives and checking that all those involved make efforts to achieve these objectives would improve the quality of teaching and learning and therefore academic performance of learners (Johnson and Scholes,2008). Frequent monitoring keeps learners focused on their work. To that effect, Ubben and Hughes (1987), further advised that frequent monitoring also focused the attention of both students and teachers on the established goals and objectives of the curriculum. It was therefore, incumbent upon the school administration to check the outcomes regularly as this gives an opportunity to monitor the achievement of learners and the entire school.

Literature further indicated that frequent monitoring and evaluation of students' progress and their performance in general and as individuals, could contribute to achieving good results. The information obtained could be used to help students to improve their performance, to produce essential information to teachers and to address areas in need of improvement (Squelch and Lemmer, 1994). Schools that monitored and evaluated learners' performance and progress made learners and teachers accountable for poor performance and put them under pressure to improve the academic performance of the school.

However, the extent to which leadership and monitoring influence pupil academic, as a strategic program area of the strategic plan is not known. Hence the need for the study on the influence of the school strategic plan on pupils' academic performance taking into consideration the individual strategic program areas such as leadership and supervision.

Summary

Chapter two presented an analysis and review of the related literature from within and outside the country. In this chapter, of significance was literature related to the vision and mission statement of the school strategic plan, continuous assessment, teacher preparedness, leadership and supervision. These are strategic program areas which make up the school strategic plan that might have an influence on pupil academic performance. The next chapter describes the methodology that was applied in carrying out this research.

CHAPTER THREE
METHODOLOGY

Overview

This chapter deals with the description of the methodology that was applied in carrying out the research. It discusses the research design, research site and research instruments; their reliability and validity. The chapter also describes the target population, the sample and sampling procedures. Besides that, data collection procedures and data analysis are discussed in this very chapter.

3.1. Research design

This study employed a descriptive survey research design. The researcher used the descriptive survey design for this study because it is an efficient method of collecting original data from a wide range of respondents and provides an opportunity for the researcher to study and explore the status of the programme activities in the school (Orodho and Kombo, 2002). Further Orodho (2009) pointed out that descriptive Survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Descriptive survey research design therefore, gives a description of state of affairs as it exists at present. Kothari (2004, asserted that survey designs are important in answering research questions by informing social scientists about the current status of a population and also produce statistical information about aspects of education that interest policy makers and educators. This design was deemed suitable for this study since the study through data collection from respondents would assess attitudes and opinions on the influence of schools' strategic planning on pupils' academic performance and also this study employed the survey design since the design uses sampling methods that are sufficient and representative of the whole population. Qualitative approach was used to allow respondents give their personal views through open ended questions.

3.2. Study area site

The study was conducted in Lundazi District in selected Secondary schools. Since the introduction of the Strategic Plan some schools have tremendously improved pupil academic performance while others continued posting poor performance despite the strategic plan. Hence

the choice of this study area site in order to establish the extent to which strategic program areas influenced pupil academic performance.

3.3. Target population

The study target population from which the sample was drawn consisted of all pupils, all teachers, all Heads of Departments (HoDS), all Head teachers and all Deputy head teachers from Secondary Schools in Lundazi District. It was therefore, from this population that the sample was drawn.

3.4. Sample size

The sample size consisted of one hundred and twenty (120) pupils, thirty (30) teachers and fifteen (15) HoDs randomly selected from three (3) secondary schools in Lundazi District; three (3) Head teachers were purposively sampled from the selected schools being the administrators.

3.5. Sampling procedures

There are ten secondary schools in Lundazi District, three in the urban and the rest in the rural areas. Using simple random sampling, three (3) schools were sampled. Simple random sampling was used to ensure that each of the schools had an equal and independent chance of being sampled.

All Head teachers of the three schools were purposely included in the sample because they were directly responsible for the leadership and administration of strategic plan implementation in schools. Thus, all the three (3) head teachers participated in the study.

HoDs being co-administrators in the school were also part of the sample. The HoDs' list which included the departments they represented was used in each of the three schools to get a sample of HoDs for the study. Then, using simple random sampling, five (5) HoDs were drawn from each school giving a sum total of fifteen (15) HoDs who participated in the study with equal representation of departments. However, the targeted number was eighteen (18), three (3) HoDs were not cooperative and so did not participate in the study as shown in figure 3.1.

Teachers are directly involved in the implementation of education programmes and policies and the way they implement the programme influences the programme's direction and outcomes. These were stratified into two stratum of male and female so as to have a well representation of both sexes. Using simple random sampling five (5) teachers were drawn from each stratum. Thus, ten (10) teachers were sampled from each school giving a sum total of thirty (30) teachers that were included in the sample.

Learners are the direct beneficiaries of the school strategic plan. It is for this reason that the researcher sampled a bigger number of them. For this study the researcher targeted the Grade Eleven and Twelve pupils on the basis that these could identify what they had benefited from the three- year strategic plan since they had been there longer. Stratified sampling was used to ensure that both boys and girls were represented in the sample. Simple random sampling was then used to sample forty (40) pupils from each school. Thus, the study had one hundred and twenty (120) pupils who participated.

Table 3.1 gives the summary of the sample that was intended and the actual sample that participated in the study as explained on sample size and sampling procedures above.

Table 3.1: Summary of the Intended and Actual Samples.

Respondents	Intended Sample	Actual Sample
Head teachers	3	3
HoDs	18	15
Teachers	30	30
Pupils	120	120
TOTAL	**171**	**168**

The intended sample according to Table 3.1 was one hundred and seventy one (171) respondents but three (3) HoDs were not cooperative and did not participate in the study. Hence the actual sample used in the study was one hundred and sixty eight (168) respondents.

3.6. Data collection instruments

3.6.1. Questionnaires

The researcher made use of questionnaires and interview guide as the instruments for data collection for the study. A questionnaire is an instrument used to gather data, which allows measurement for or against a particular viewpoint (Orodho, 2009). He added that a questionnaire has the ability to collect a large amount of information in reasonably quick space of time. Mugenda and Mugenda (2003), recommended the use of questionnaires as the most commonly used instruments in social sciences research. It was felt that the questionnaire was the most ideal instrument of data collection in this research because of a number of reasons: First, it was hoped that, because the instrument could be administered to considerably large groups of respondents at the same time, it would enable the researcher to survey a large sample population within a short period. Moreover, questionnaires were easy to administer and economical to use in terms of time and money. The other advantage of using this type of instrument was the ease that it accorded the researcher during the analysis as all respondents were asked the same questions. Apart from that, because there was less interaction between the researcher and the respondents, it helped to avoid interviewer bias and also assured respondents of confidentiality. Three (3) sets of questionnaires were used to collect data from participants and these were for pupils, teachers, and HoDs as indicated on Appendix 1, Appendix 2 and Appendix 3 respectively.

3.6.1.1. Questionnaires for pupils

Pupils' questionnaire (Appendix 1) had four parts. Part one was designed to collect demographic data about the respondents. The second part was used to collect data about the views of the respondents on the existence of the vision and mission statements in schools and how these affect pupils' academic performance. Part three of the questionnaire was used to obtain data on continuous assessment strategy and the extent of its influence on pupils' academic performance. While part four of the questionnaire focused on information concerning leadership and supervision of teaching and learning strategy and the extent to which these affect pupils' academic performance. The questionnaire had both closed and open ended questions.

3.6.1.2. Questionnaires for teachers and HoDs.

Appendices 2 and 3 which were for teachers and HoDs respectively had five parts. The first section was used to collect demographic information of respondents. Part two was for obtaining information from the respondents on the school vision and mission statement and how these influenced pupils' academic performance. Part three of the questionnaires was used to collect data on continuous assessment as a strategic programme area of the strategic plan and whether this strategy had influence on pupils' academic performance. The forth part required information from respondents on teacher preparedness strategy and the extent of its effect on pupils' academic performance. The last part collected data on leadership and supervision strategy and the views of respondents on its influence on pupils' academic performance.

3.6.2. Interview schedule for Head teachers

A Semi-structured interview guide (Appendix 4) was also used to gather information from the Head teachers (or deputy head teachers where the head teacher was not available), since these were in a position to give information on the influence of their schools' strategic plans on pupils' academic performance being the administrators. This instrument was chosen because it enabled the researcher to get quick response from respondents and left room to easily clarify the interview items to the respondents (Kombo and Tromp, 2005). Interviews also strengthened the validity of the findings since by using both the open and closed-ended questions, the researcher obtained clearer and detailed data from the respondents by making follow-up leads. In-depth information was gathered through closed ended questions.

3.7. Validity of the research instruments

Validity refers to the ability of the instrument to collect data it was intended to collect. If a measurement is valid, it is also reliable (Joppe, 2000). This study sought to determine the validity of the instrument be seeking expert opinion of the assigned university supervisor. According to Mugenda and Mugenda (2003) validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. The researcher prepared the instruments in close consultation with supervisor in order to ensure that the items in the questionnaire covered all the areas under investigation. Best and Khan (2002) observed that, content validity of the research instruments could be enhanced through expert judgment. The researcher's supervisor, as an expert, helped to assess the validity of the instruments.

3.8. Reliability of the research instruments

Reliability refers to consistence of measurement thus the extent to which the results are similar over different forms of the same instrument or occasions of data collection and the extent to which measures are free from error (McMillan and Schumacher, 2009). The researcher used test-re- test method to determine the reliability of the research instruments. The developed questionnaires were administered twice to the same respondents at an interval of one week and the responses were consistent. Kombo and Tromp (2006) thus stated; if a test is administered to a subject twice and get the same score on the second administration as on the first, then the test proves its reliability.

3.9. Data collection procedure

After getting the introductory letter from the University of Zambia to carry out a research, the researcher first sought permission from the Provincial Educational Officer (Eastern Province) and from the District Education Board Secretary (DEBS- Lundazi District) to carry out a research in selected schools in Lundazi. The researcher then made appointments with the head teachers of the sampled schools well in advance so that the respondents were found within reach on the day of the visit. Data was collected from the three schools in two days. During the visits, questionnaires were distributed, completed and then the researcher collected them the same day. Interviews with the head teachers were done on the agreed time.

3.10. Data analysis

Analysis of data was based on the research questions of the study. The collected raw data was inspected to ensure it was complete and accurate. All answered questionnaire items were organized, categorized, quantified and classified according to the study objectives. Using SPSS, The data was then summarized in frequencies and percentages. This was then presented using frequency tables, pie charts and graphical presentations. Qualitative data was classified and coded into themes and concepts for analysis based on objectives of the study

All interview responses were transcribed. The information was then categorized according to topics; compared responses from different respondents and determined patterns and trends in the responses from different groups and individuals and then the data was summarized using narrative reports. The findings were presented and discussed and all the data was interpreted in relation to

the research questions. Conclusions were drawn from the findings and recommendations made and areas of further research suggested.

3.11. Ethical considerations

Educational authorities have the right to protect the interests of the learners. The researcher took reasonable measures to ensure that learners who participated in study were protected from physical or psychological harm or danger that might have risen from the research procedure. During the course of the study, participants were treated with respect and confidentiality. The researcher recognized the rights and privacy of respondents and worked with maximum granted privacy of any information obtained. Consent was obtained from respondents before they participated in the study and the researcher ensured that all respondents participated voluntarily.

Summary

Chapter three has presented the study design and methodology. It has described the research design, sampling procedures, sample size and the study area site. The chapter has also given a description of data collection instruments and data analysis procedures. Ethical considerations were also presented in this chapter. In the following chapter, findings of the study were presented.

CHAPTER FOUR

PRESENTATION OF FINDINGS

Overview

This chapter is devoted to the presentation of results based on the research questions. The findings were discussed according to the themes in line with the research questions. Data analysis in this chapter was aimed at addressing the purpose of the study, which was to determine the effects of secondary schools' strategic planning on pupils' academic performance in selected schools of Lundazi District. These are Lundazi Boarding Secondary School, Lumezi Day Secondary School and Lundazi Day Secondary School. The chapter begins with the demographic information of the respondents followed by presentations and interpretation of the research findings based on the research questions.

4.1. Demographic information of respondents

The demographic information of the respondents was based on length of stay in that school, academic progress and length of service in that school on the part of teachers and administrators.

4.1.1. Demographic information of pupils

Table 4.1 Percentage and frequency distribution of pupils according to length of stay in in school.

Length of stay	f	%
Below 2 years	10	8
2 – 3 years	30	25
3 – 5 years	80	67
Total	120	100

From Table 4.1, 67% of the pupils indicated that they had stayed in their current school between 3-5 years. The majority having stayed for long in their current schools were capable of providing relevant information to this study.

4.1.2. Demographic information of Teachers and HoDs

The demographic information of teachers and HoDs was based on the years of service at that particular school as indicated in Table 4.2 below.

Table 4.2 Frequency and percentage distribution of teachers and HoDs according to length of service at school

	Teachers		HoDs	
Years of service at school	f	%	f	%
1 – 2 years	03	10	02	13.3
3 – 5 years	15	50	08	53.3
above 5 years	12	40	05	33.3
TOTAL	30	100	15	100

From Table 4.2, the teachers who had served for 3 years and above at their schools recorded 90 %. This implied that these teachers had stayed long enough at their schools and therefore, were capable of providing the needed information concerning the strategic plan and pupils' academic performance.

As for HoDs, according to Table 4.2 those who had served for 3 years and above were at 86.6 %. This implied that 86.6 % of the HoDs had stayed long enough at those schools and had observed the progression rate of pupils' academic performance since the inception of the strategic plan and were, therefore, capable of providing the needed information for this study.

4.1.3. Demographic information of the administrators

The administrators were asked to state the years they had served in their work stations in an oral interview by the researcher. All the three administrators (100%) indicated that they had stayed in their stations for 3 years and above. This was rated as good enough since the majority of them could provide relevant information about strategic planning in their schools for a period not less than 3 years.

4.2. Findings of Research Question One.

4.2.1. Effects of the Vision and Mission Statement on pupils' academic performance

The first research question was to find out the extent to which schools' Vision and Mission Statement influenced pupils' academic performance. Basing on this research question, respondents were asked as whether their schools had visions and mission statements. The responses from the three selected schools in Lundazi District are presented in figure 4.1 below.

4.2.2. Pupils responses on the existence of the school vision and mission statement.

Figure 4.1: Percentage distribution of pupils' response on the existence of the vision and mission according to schools.
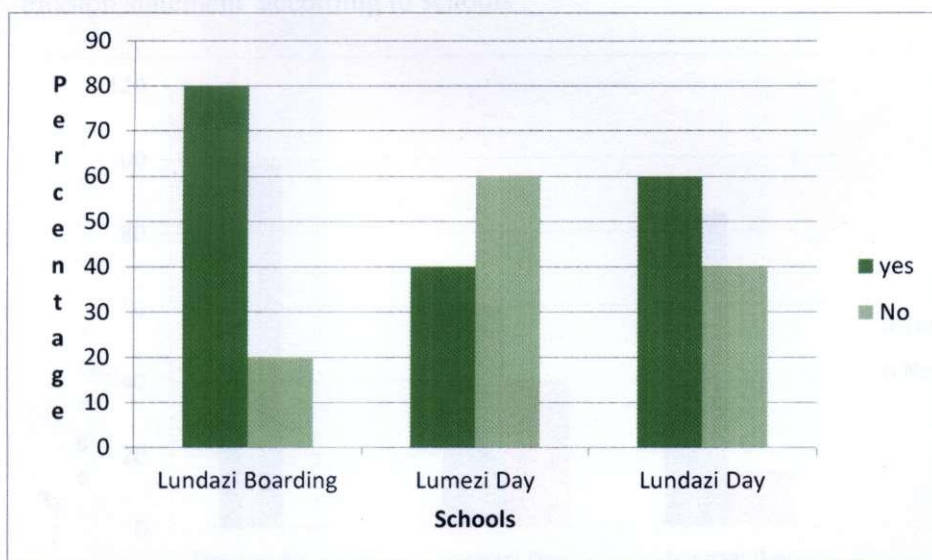
From figure 4.1, 80% of the pupils at Lundazi Boarding, 40% at Lumezi Day and 60% at Lundazi Day Secondary school indicated that their schools had a Vision and Mission Statement. This information was relevant for the study since the researcher wanted to determine the influence of the school vision and mission statement on pupils' academic performance.

4.2.3. Presence of schools' vision and mission statement according to teachers

Survey questions 1 and 2 on teachers' questionnaires required information about the existence of vision and mission statements in schools and whether teachers teach with a vision. Respondents were asked if school vision and mission statements existed in schools (Appendix 2). The responses were intended for obtaining information to help answer the first research question on the extent to which school vision and mission statement influenced pupils' academic performance. Findings from teachers were indicated in figure 4.2.

Figure 4.2: Percentage distribution of teachers' response on the existence of the vision and mission statement according to schools .
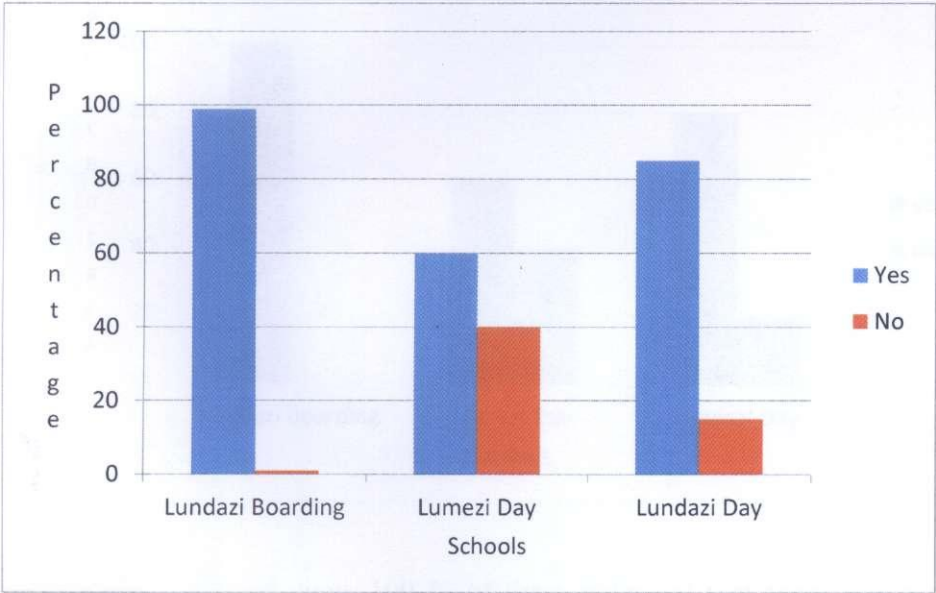
According to figure 4.2 the results revealed that 99 % of the teachers at Lundazi Boarding, 60% at Lumezi Day and 85% at Lundazi Day indicated that visions and mission statements existed in their schools. This, therefore, implied that each school had a unique reason for its existence and therefore had a roadmap to draw its programs. Thus school vision and mission statement are a driving force in schools and might have influence on pupils' academic performance.

4.2.4. Presence of vision and mission statement according to HODs

Respondents were asked to state whether schools had concise visions and mission statements which guided their existence. As indicated in figure 4.3, the results revealed that 100 % of the HoDs at Lundazi Boarding indicated that they had school vision and mission statements in their schools while HoDs at Lumezi Day and Lundazi Day secondary schools indicated 60 % and 80% respectively. These findings are presented in figure 4.3.

Figure 4.3: Percentage distribution of HoDs' response on the existence of the vision and mission
           statement according to schools.
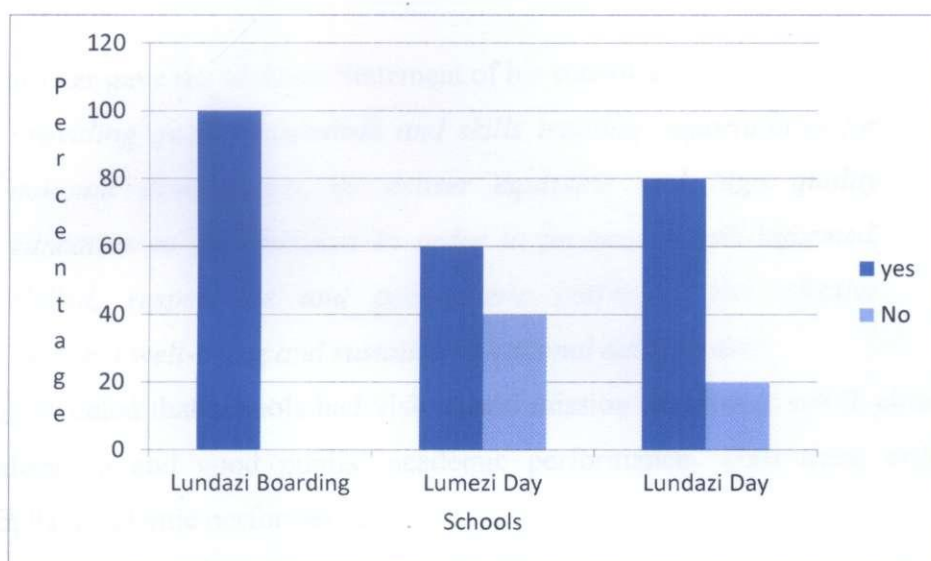
From the administrators' point of view, 100 % of them indicated that there was a vision and mission statement for their schools, which were either pasted in the office or painted on walls and gates of the schools. However, the majority 60.38 % of the head teachers noted that their current mission statement was either developed by themselves or they have amended the wordings in the statement to suit their aspiration and to make it relevant. The head teachers asserted that they normally used the key words in their mission statement and mentioned the school vision when addressing pupils, teachers and other key stakeholders and this inspired pupils to work towards that. Eighty (80%) percent of the administrators reiterated that their schools' vision and mission

statement acted as the driving force for their programmes and greatly influenced student academic performance. One head teacher stated :

> *My school's vision is Achievement of 90% Learner Performance at Grade 12 and 95% at Grade 9 by 2017 and all the teachers and pupils are very much aware of this vision and working towards achieving it and we are almost there.*

The above statement was agreeing with the stead increase in pupils' academic performance progression rate for Lundazi Boarding secondary school from the time the strategic plan was introduced at the school as indicated in Table 1.1 in the background of the study.

Another head teacher gave the Mission Statement of his school as:

> *Providing quality education and skills training opportunities for national development, to deliver equitable and high quality education to our learners in order to produce a well-informed, skilled, responsible and accountable individual for effective personal well-being and sustainable national development.*

These findings revealed that schools had visions and mission statements which aimed at quality delivery of education and good pupils' academic performance. Thus these might have an influence in pupils' academic performance.

4.2.5. Extent to which school vision and mission statement influenced students' academic performance

Pupils, Teachers, HoDs and Head teachers were asked to indicate their opinion as to whether their schools' Vision and Mission Statement influenced pupils' academic performance by answering the question: "To what extent did the school vision and mission statement influence pupils' academic performance?" Pupils' responses are reflected in figure 4.4

4.2.5.1. Pupils' responses on the influence of the vision and mission statement on pupils' academic performance

Figure 4.4 showed that 50% of pupils at Lundazi Boarding agreed that vision and mission statement influenced their academic performance while only 12 % at Lumezi Day agreed and 25% at Lundazi Day.

Figure 4.4: Percentage distribution of pupils' response on the extent to which the school vision and mission statements influenced pupils' academic performance according to schools
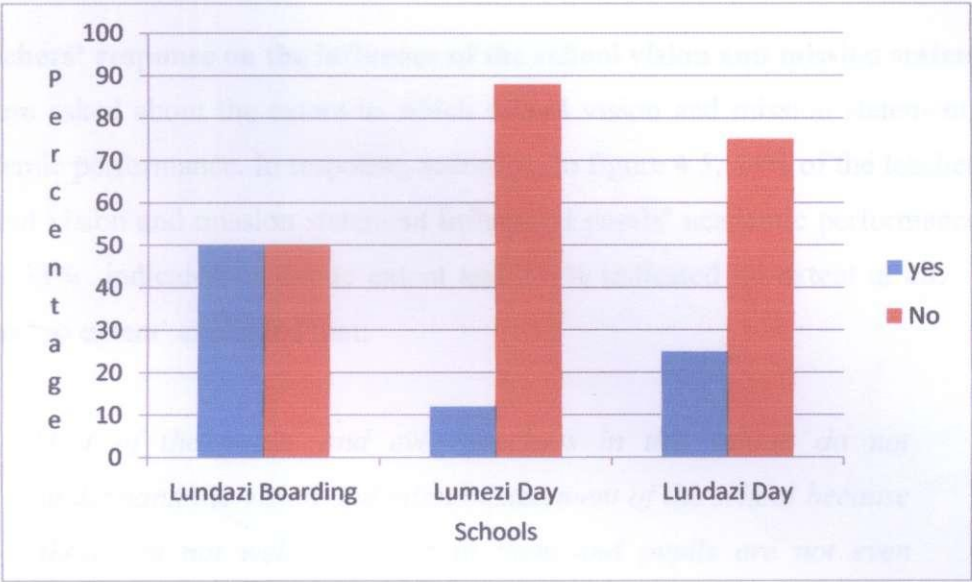
Responding to the question whether the vision and mission statement influenced pupils' academic performance, one pupil from Lumezi Day Secondary school had this to say:

> *I don't really understand the mission statement and don't know what vision is. I only know the school motto which is 'Hard Work and Integrity' So I try to work hard in all my subjects so that I pass.*

This was a clear indication that most pupils at Lumezi Day Secondary school had no knowledge of school vision and mission statement and they had no idea as to whether these influenced their academic performance or not as indicated in figure 4.4. On the contrary, one pupil from Lundazi Boarding school testified that:

> *I'm aiming at getting 90 % in all subjects because that is our school vision which the head teacher and teachers are always talking about. Since the introduction of what they call 'strategic plan' at school, my results have really improved. I am encouraged to work extra hard and put the name of our school on the map because that is our school vision.*

This implied that pupils who had knowledge of the school vision aimed higher to reach the school target and in turn improved their academic performance.

4.2.5.2. Teachers' response on the influence of the school vision and mission statement

Teachers were asked about the extent to which school vision and mission statement influenced pupils' academic performance. In response, according to figure 4.5, 44% of the teachers indicated that the school vision and mission statement influenced pupils' academic performance to a great extent while 33% indicated moderate extent and 23 % indicated no extent at all. Those who responded as 'no extent' explained that:

> *Most of the pupils and even teachers in this school do not understand the vision and mission statement of the school because these are not well explained to them and pupils are not even involved in the formulation of these things. So they do not affect pupil's performance in any way according to my opinion.*

Figure 4.5: Percentage distribution of teachers' response on the extent to which the school vision and mission statements influenced pupils' academic performance
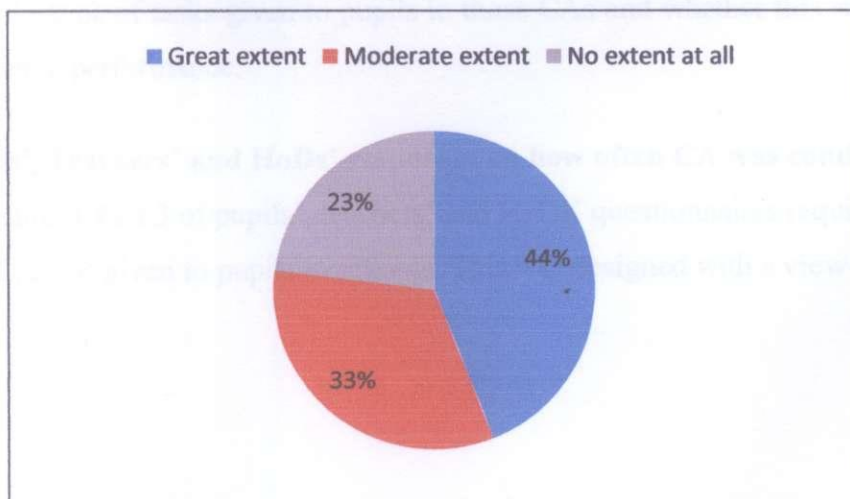
4.2.5.3. HoDs responses on the influence of the school vision and Mission Statement on pupil academic performance

In response to the question as to whether school vision and mission statement influenced pupils' academic performance, the findings from HoDs revealed that 93.6 % of them indicated that their schools' vision and mission statement influenced the pupils' academic performance, while a minority of HoDs at 6.4% indicated that it did not influence pupils' academic performance. The majority indicated that the vision and mission statement reminded the pupils to always be on their toes in academics, as these were a point of reference for pupils and allowed them to be focused on their objectives and also the catchy words in the mission statement always inspired the pupils to perform well in academics.

4.2.5.4. Head teachers' responses on the influence of the school vision and mission statement on pupils' academic performance.

From the head teachers' interview, 96.3 % asserted that their schools' vision and mission statement influenced pupils' academic performance because it created a change of attitude for academic excellence and those who performed better identified with it easily. This concurred with Bartkus (2004) who found out that 60 percent of students' motivation and inspiration was strongly influenced by the mission statement.

4.3. Findings of Research Question Two.

4.3.1. Influence of Continuous Assessment (CA) strategy on pupils' academic performance.

The second research question was to assess how schools' continuous assessment strategy influenced pupils' academic performance. The researcher sought to evaluate from the pupils, teachers, HoDs and administrators whether schools had a program for administering CA to pupils in schools, the type of tasks given to pupils in those CAs and whether this strategy contributed to pupils academic performance.

4.3.2. Pupils', Teachers' and HoDs' responses on how often CA was conducted in schools.

Survey question 1 Part 3 of pupils', teachers' and HoDs' questionnaires required information on how often CA was given to pupils in schools. This was designed with a view to answer research

question 2 on whether CA influenced pupils academic performance. The responses are indicated in Table 4.3.

Table 4.3: Frequency and percentage distribution of pupils, teachers and HoDs' responses On CA.

	Pupils		Teachers		HoDs	
Timeline	f	%	f	%	f	%
Weekly	10	8.3	04	13.3	01	6.6
Monthly	60	50	18	60	09	60
Termly	40	33.3	07	23.3	03	20
Others	10	8.3	01	3.3	02	13.3
Total	120	100	30	100	15	100

Table 4.3 shows that 50% of the pupil respondents responded that they were given CA on a monthly basis while 33.3% indicated termly and the minority indicated 8.3% weekly and others, respectively. The table further shows that the majority of the teachers, that is, 60% gave CAs to pupils on a monthly basis. 60% of the HoDs also alluded to the fact that CA was conducted monthly. These responses are an indication that CA as a strategic programme area of the strategic plan was an important component in schools and might have influenced pupils' academic performance.

4.3.3. Head teachers' responses on how often CA was conducted in schools

From the interviews of administrators (Appendix 4) 100% of head teachers agreed that they had a set program for conducting CA in their schools which included weekly, fortnightly, monthly and termly programs. This, according to the administrators helped improve the pass percentages of their schools.

4.3.4. Pupils' response on the type tasks given during CA

Participants were asked the type of tasks that were commonly given as CA. In response 33.5% of the pupil respondents indicated that CA was given in form of class exercise while 7% indicated as homework. Majority of the respondents (57.7%) indicated that CA was conducted in form of tests and the minority (0.9) were not specific and indicated 'others'. The responses on types of tasks given as CA are shown in percentages in Figure 4.6.

Figure 4.6: Percentage distribution of pupils' response on the types of tasks given as CA
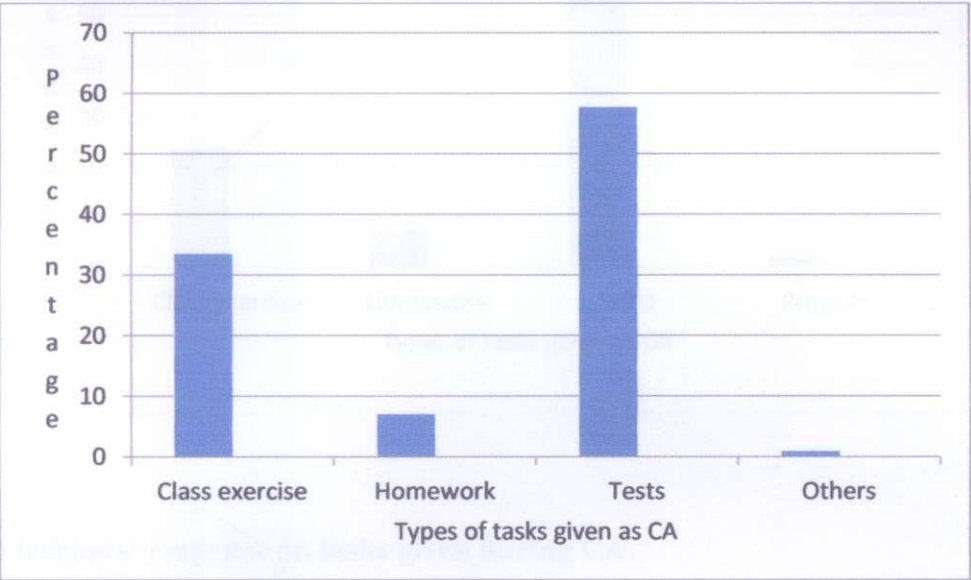
4.3.5. Teachers' response on the type of tasks given during CA

Teacher respondents were asked about the type of tasks they usually gave pupils as CA (Appendix 2, question 2) and their responses are shown in Figure 4.7 below. In response, 23.6 % of the respondents indicated that CA was conducted in form of class exercise while 7.3 % indicated as homework. According to figure 4.7, 67.3% of teachers indicated that tests were the most common type of task given to students during CA. This implied that majority of the teachers do prepare tests that are administered to students during their usual assessment. The findings were in line with the argument of Ellington and Earl (1997) who indicated that CA assessment could take many forms including periodic tests, on-going assessment of practical or situational

assessment, though tests being the most commonly used. Only 1.8 % of the teachers indicated they gave projects as CA.

Figure 4.7: Percentage distribution of teachers' responses on the types of tasks given as CA.
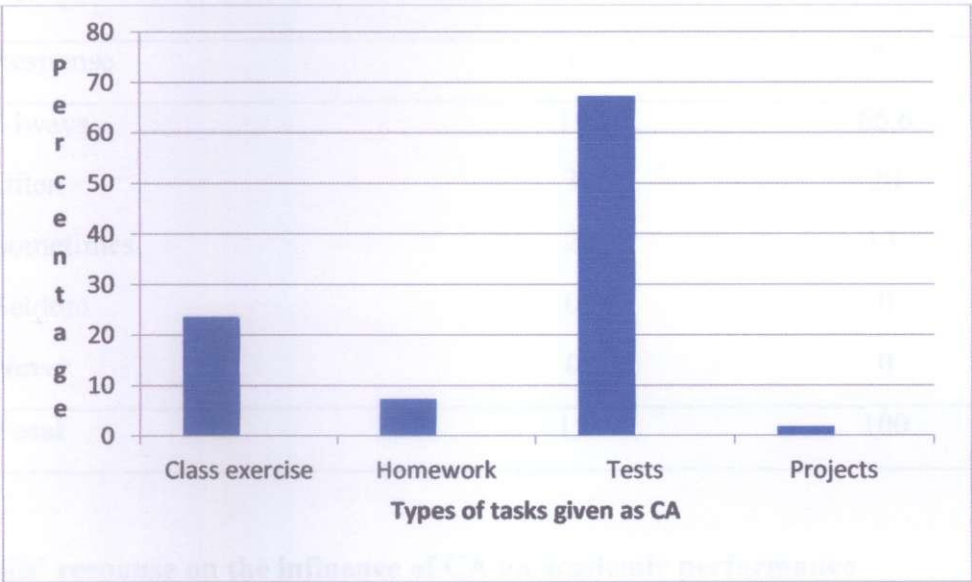
4.3.6. Head teachers' response on tasks given during CA

The responses from the Head teachers' interviews (Appendix 4, question 2) on the tasks given as CA revealed that the majority of the Head teachers (83.5%) pointed out that tests were the commonly used assessment tools for continuous assessment. These Continuous Assessment Tests (CATs) were properly scheduled and managed by HoDs and subject teachers.

4.3.7. HoDs' response on how often teachers mark and provide feedback.

Part 3 of Appendix 3 (HoDs' questionnaire) required information on how often teachers marked and provided feedback to pupils. The question was designed with a view to finding out if CA strategy of the strategic plan contributed to pupil academic performance. In response, according to Table 4.7, 66.6% of HoDs indicated that teachers always marked and provided feedback to pupils after an assessment had been given to them. From the findings, HoDs affirmed that teachers who

marked and provided feedback promptly to students were able to track the progress of their pupils and this helped to improve pupil academic performance.

Table 4.4: Frequency and Percentage distribution of HoDs' responses on how often feedback is given to   pupils after giving CA

Response	f	%
Always	10	66.6
Often	3	20
Sometimes	2	13.
Seldom	0	0
Never	0	0
Total	15	100

4.3.8. Pupils' response on the influence of CA on academic performance

The researcher further sought to find out the opinion of the respondents on the contribution of CA to the pupil's academic performance. This was to provide information on the extent to which continuous assessment influenced student academic performance (research question 2). In response, 60.5% of the pupil respondents indicated that CAs influenced their academic performance to a very great extent as indicated in Figure 4.8 below. 28% Indicated great extent while only 10% and 1% indicated moderate extent.

One pupil responded by saying that:

> *Tests keep us on our toes studying all the time. They help us work very hard because all results of tests are indicated on our report forms and if one is not improving, parents are called (the Deputy head gives CPs) and you are made to repeat. This has really helped me to improve my performance because I don't want to be embarrassed and I feel by the time I will be writing my final examinations in Grade 12, my results will*

better. I am always moving forward in CATs and my parents and teachers are impressed with my good performance.

Another pupil responded to say:

Tests help me to discover my mistakes when answering questions. And as I make corrections during revisions I understand things better and do not repeat same mistakes but even perform better in the next test because we are given three tests in each subject plus Mid-Term and End of Term Examinations.

Figure 4.8: Percentage distribution of pupils' response on influence of CA on pupil academic performance.
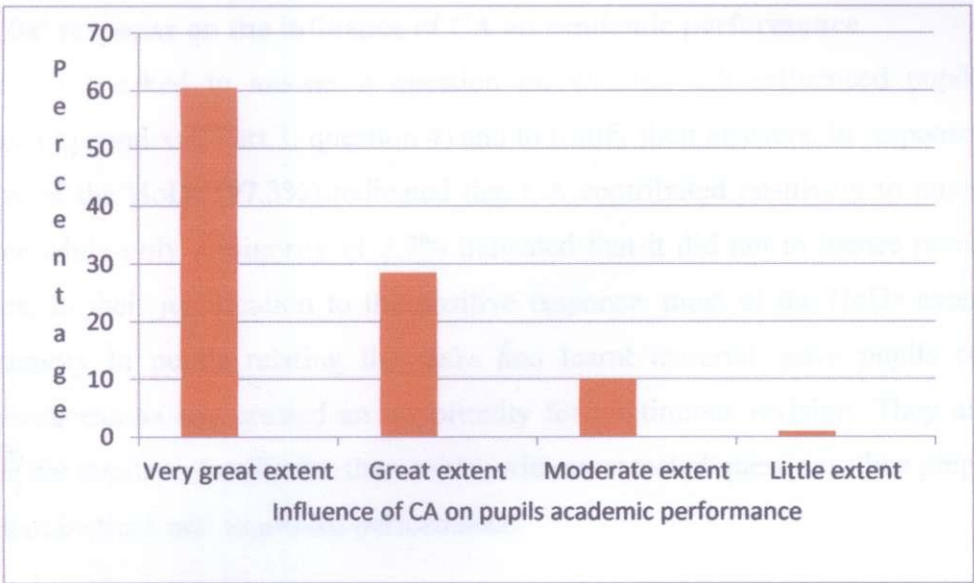
4.3.9. Teachers' response on the influence of CA on academic performance

Question 5 of Part 3's teachers' questionnaire (Appendix 2), required information on the extent to which CA influenced pupils' academic performance. In response all the respondents agreed to the fact that CA influenced pupils' academic performance to some extent as 0% was recorded on 'no extent' while the majority of the teachers (73%) indicated that CA influenced pupils' academic performance to a great extent. 26% were for moderate extent while a minority (6.6%) gave their response as little extent. Their responses are reflected in Table 4.8.

Table 4.5: Frequency and percentage distribution of teachers' responses on the influence of CA on pupils' academic performance.

Response	f	%
Great extent	22	73.3
Moderate extent	08	26
Little extent	02	6.6
No extent	00	0
Total	32	100

4.3.10. HoDs' response on the influence of CA on academic performance

Participants were asked to answer a question on whether CA influenced pupils' academic performance (Appendix 3, Part 3: question 4) and to justify their answers. In response to this item, the majority of the HoDs (97.3%) indicated that CA contributed positively to pupils' academic performance while only a minority of 2.7% indicated that it did not influence pupils' academic performance. In their justification to the positive response, most of the HoDs asserted that CA boosted memory in pupils relating the tasks and learnt material, gave pupils confidence in handling major exams and created an opportunity for continuous revision. They also reiterated that it made the pupils to familiarize themselves with most tested questions, thus prepared them to the main examinations and improved performance.

4.3.11. Head teachers' response on the influence of CA on academic performance

Part 3 of the Head teachers' interview schedule (Appendix 4) required information on the contribution of the CA strategic programme area on pupils' academic performance. From their opinions, all the Head teachers (100 %) indicated that CA immensely influenced pupils academic performance positively. They pointed out that CA created confidence in the pupils in tackling and handling examinations and made them revise continuously. That enabled teachers to evaluate the value added progress in pupils, thus made necessary interventions which eventually led to better pupils' academic performance. The participant from the school that fully embraced strategic

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planning asserted that the school through departments had a deliberate programme for CAs and every teacher was mandated to give at least a test every month. One head teacher commented that:

> *The whole school is involved in CA programme. HoDs prepare schedules for CATs and subject teachers in each department prepare and give tests according to the schedule. However, Mid-Term tests are time-tabled and administered in week 7. During this period lessons are suspended and the whole period is dedicated to serious invigilation and writing of tests. Examination classes write full papers and exposed to the Examination Council of Zambia conditions. These tests really have an impact on pupil performance as there has been an improvement in school pass rate after the introduction of CA strategy in the school through strategic planning.*

4.4. Findings of Research Question Three.

4.4.1. Whether improving teacher preparedness strategy influenced pupils' academic performance.

The researcher sought to evaluate the contribution of Teacher Preparedness strategy to pupil academic performance through having the following question answered: 'Does improving teacher preparedness strategy influence pupil academic performance?' In order to evaluate this, the researcher looked at lesson preparation by teachers and planning of CPD programmes in schools.

4.4.2. Teachers' responses on how often teachers prepared lesson plans.

Under Part 4 of the teachers' questionnaire (Appendix 2, question 1), respondents were asked how often they prepared lesson plans before they went to deliver their lessons. This question was asked with a view to answer research question 2 on whether teacher preparedness strategic programme area of the strategic plan influenced pupil academic performance. Responses are reflected in figure 4.9.

Figure 4.9: Percentage distribution of Teachers' responses on how often teachers prepared lesson plans
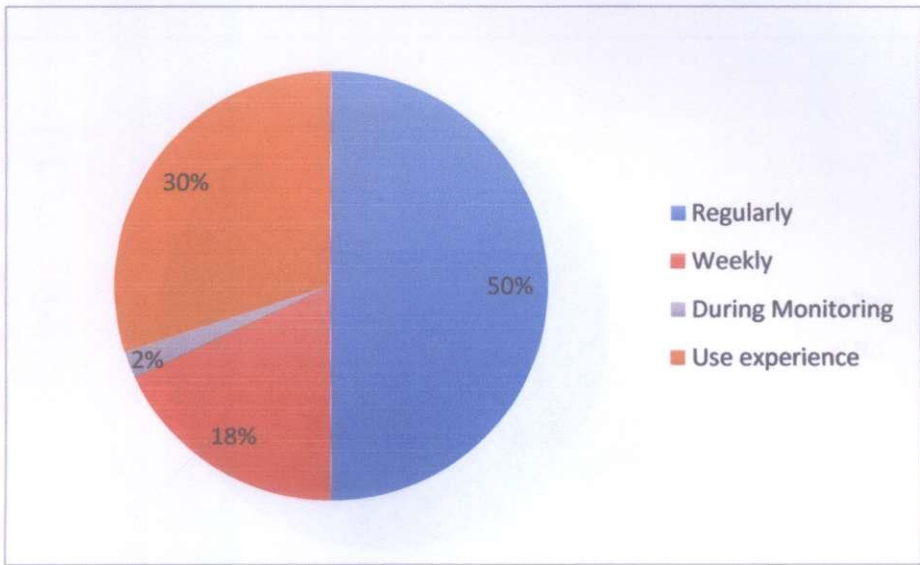
According to figure 4.9, 50% of the teachers responded that they planned their lessons regularly in their schools. This percentage is just half the target sample, an indication that lesson planning was not a popular common practice in many school hence many teachers go to teach unprepared and this affected pupil performance negatively. 30% of the respondents responded that they used experience when teaching and did not prepare lesson plans. This was a challenge as things were changing in the MoGE with the revising of the curriculum which needed adequate preparation on the part of the teachers. However, schools that implemented strategic planning effectively embraced lesson planning as an effective tool to improved learner performance.

4.4.3. HoDs' response on the existence of CPDs program in their departments to improve teacher preparedness.

According to Schools' strategic plan, CPDs were emphasized and encouraged in order to improve teacher preparedness and pupils' performance. Thus respondents were asked whether departments had planned CPD programmes (Appendix 3, question 2). Responses in figure 4.10 show that 93% of the HoDs indicated that their departments had programmed CPDs every Term and this had improved teacher preparedness which was likely to suggest that it improved pupils' performance. Only 7% did not agree because their schools did not effectively implement strategic planning.

Figure 4.10: Percentage distribution of HoDs responses on the existence of CPD programmes.
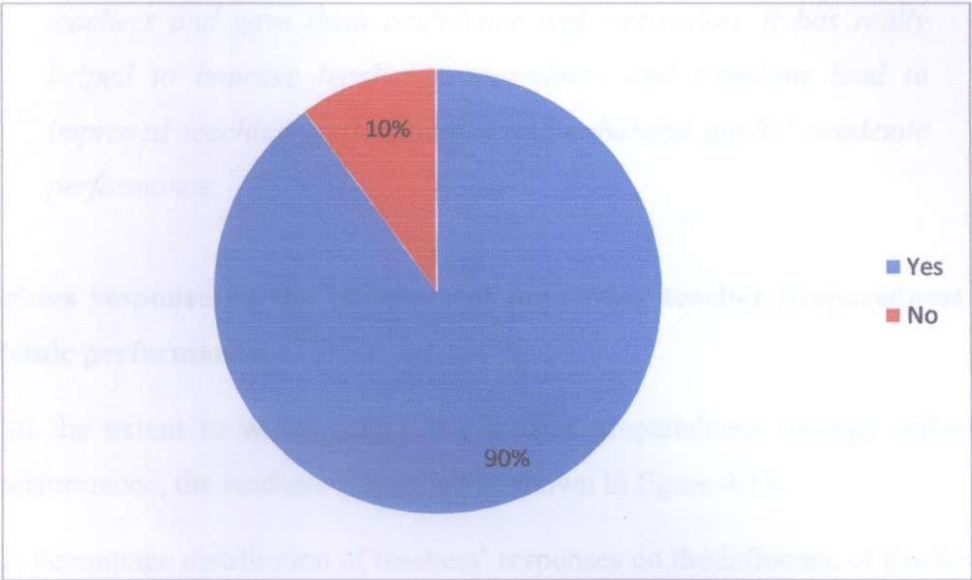
4.4.3.1. Head teachers response on influence of CPDs to teacher preparedness and pupil performance .

In part 5 of Appendix 6, respondents were asked as to whether CPDs influenced teacher preparedness and pupils' academic performance .From the interviews of the head teachers, two out the three Head teachers (66.7%) said that CPDs greatly influenced teacher preparedness and pupils' academic performance. They pointed out that teachers who participated in CPDs seriously had been able to adopt a positive attitude towards academics and their classes improved tremendously and CPDs enabled them to merge their programs with those of good performing schools.

The head teachers asserted that emphasis in CPDs brought change of attitude to teachers through shared knowledge and skills. This lead to quality teaching and learning hence the improvement in pupil academic performance. The shared experiences, knowledge and pedagogical skills enabled teachers to deliver quality learner centered lessons. One head teacher stated in his own words that:

since the introduction of strategic planning in this school, there had been great emphasis on CPDs which has brought change of attitude to teachers through shared knowledge and skills. This inspired teachers and gave them confidence and motivation. It has really helped to improve teacher preparedness and somehow lead to improved teaching methodologies and enhanced pupils' academic performance.

4.4.4. Teachers response on the influence of improving teacher preparedness strategy on pupil academic performance.

Asked about the extent to which improving teacher preparedness strategy influenced pupils' academic performance, the teachers responded as shown in figure 4.11.

Figure 4.11: Percentage distribution of teachers' responses on the influence of teacher preparedness on pupils' academic performance.
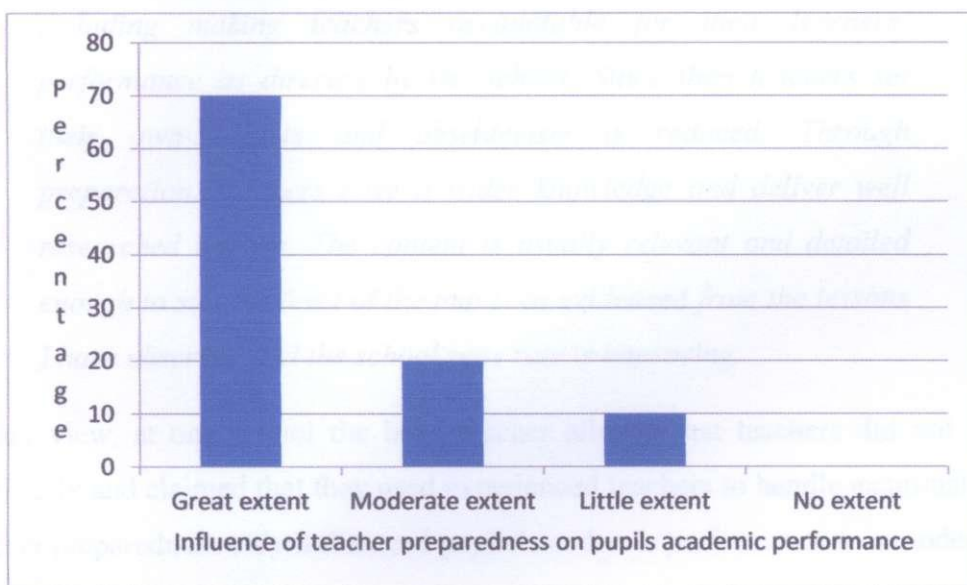
As shown in figure 4.11, 70% of the teachers responded that teacher preparedness influenced pupil academic performance to a great extent while 20% responded that it was to a moderate extent and 10% responded that teacher preparedness strategy influenced pupils' performance to a little extent. It was evident from one school where results were consistently improving because teachers prepared lesson plans regularly and CPD programmes were compulsory. This was

evidenced from teachers' teaching files which were consistently marked by HoDs and checked by the administrators.

4.4.5. HoDs and Head teachers' responses on the influence of teacher preparedness strategy on pupils' academic performance.

Similarly, HoDs and Head teachers were asked to rate the extent to which teacher preparedness strategy influenced pupils' academic performance (survey question 3 of Appendix 3 and question 5 of Appendix 4). 90% of the HoDs asserted that teacher preparedness influenced the performance of learners to a great extent. Two of the three head teachers (66.7%) equally held the view that improving teacher preparedness strategy had a great influence on pupils' academic performance. One head teacher explained that:

> *My school now focuses on strengthening teacher preparedness to assist teachers in their pedagogical skills and improve learner performance. Our plan is to ensure that school administration and HoDs execute all strategies to improve learner performance including making teachers accountable for their learners' performance as directed by the school. Since then teachers set their own targets and absenteeism is reduced. Through preparation, teachers have a wider knowledge and deliver well researched lessons. The content is usually relevant and detailed enough to suit the level of the pupils as evidenced from the lessons I have observed and the school pass rate is improving.*

On a contrary view, at one school the head teacher alluded that teachers did not take lesson planning seriously and claimed that they used experienced teachers to handle examination classes. He said teacher preparedness only influenced pupils' academic performance to a moderate extent.

4.5. Findings of Research Question Four.
4.5.1. The extent to which leadership and supervision strategy influenced pupil academic performance.

The researcher's last research question in the study sought to find out the extent to which schools' leadership and supervision strategies influenced pupils' academic performance. To establish that, the researcher looked at how often monitoring was done in schools and whether feedback was provided after monitoring to enhance effective teaching and learning.

4.5.2. Teachers' responses on how often monitoring was done to enhance effective teaching and learning.

Survey question 1 on Part 5 of the teachers' questionnaire required information on how often teachers were monitored and evaluated by their supervisors. 70 % of the teachers responded that they were monitored regularly by HoDs, deputy head teachers and head teachers while 30% responded that they were only monitored once in a while. These responses are shown in figure 4.12.

Figure 4. 12: Percentage distribution of teachers' responses on how often teachers were monitored by their supervisors.
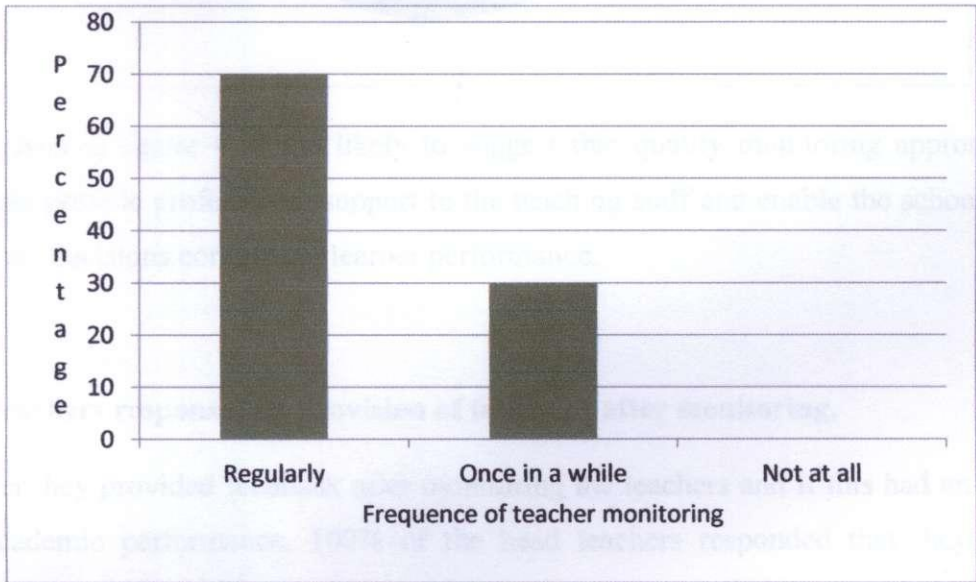
4.5.3. HoDs response on provision of feedback after monitoring.

HoDs were asked if they provided feed to teachers after monitoring them so as to improve learner performance. Their responses shown in figure 4.13 indicate that 90% of the HODs responded that they provided feedback to the teachers after monitoring.

Figure 4.13: Percentage distribution of HoDs responses on the provision of feedback after monitoring.
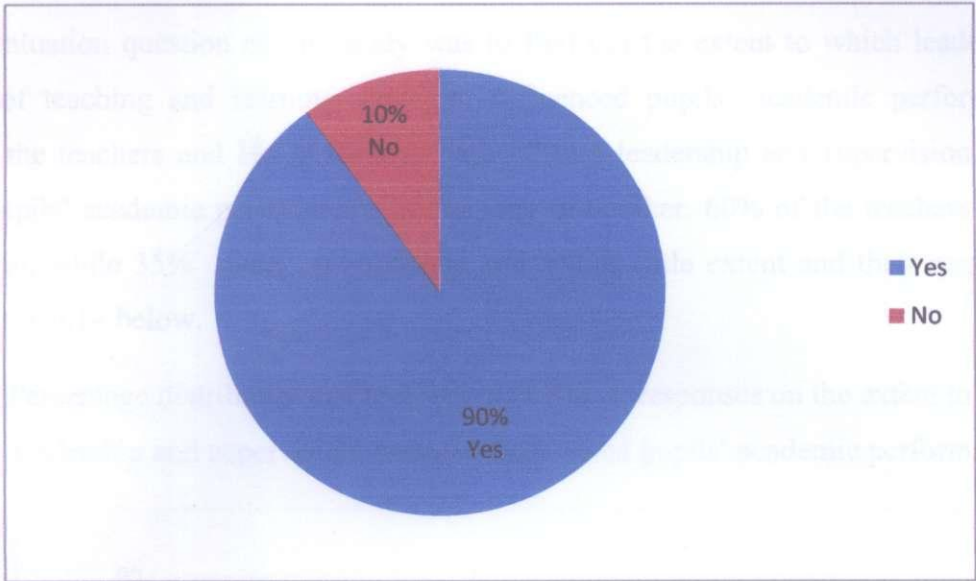
The results given in figure 4.13 are likely to suggest that quality monitoring approaches and feedback would provide professional support to the teaching staff and enable the school to make evidence - based decisions concerning learner performance.

4.5.4. Head teachers responses on provision of feedback after monitoring.

Asked whether they provided feedback after monitoring the teachers and if this had an influence on pupils' academic performance, 100% of the head teachers responded that they provided prompt feedback to teachers after monitoring and that their comments and advice helped teachers to work on their weaknesses and improve learner performance.

Head teachers responses in the interview indicated that the school strategic plan intended to address issues that contributed to poor learner performance, strengthen strategies and innovations and share practices that improved learner performance. Therefore, monitoring, supervision and

providing immediate feedback were a major part of the strategic plan to help schools assess if they were making tangible progress towards meeting their vision, goal and objectives or make evidence-based decisions on how to improve on its efforts.

4.5.5. Teachers' and HoDs' response on the influence of leadership and supervision strategy on pupil academic performance.

The other evaluation question of this study was to find out the extent to which leadership and supervision of teaching and learning strategies influenced pupils' academic performance. In response all the teachers and HoDs surveyed agreed that leadership and supervision strategies influenced pupils' academic performance in one way or another. 60% of the teachers rated the extent as great, while 35% rated as moderate and 5% as little extent and their responses are shown in Figure 4.14 below.

Figure 4.14: Percentage distributions of teachers' and HoDs' responses on the extent to which leadership and supervision strategies influenced pupils' academic performance.

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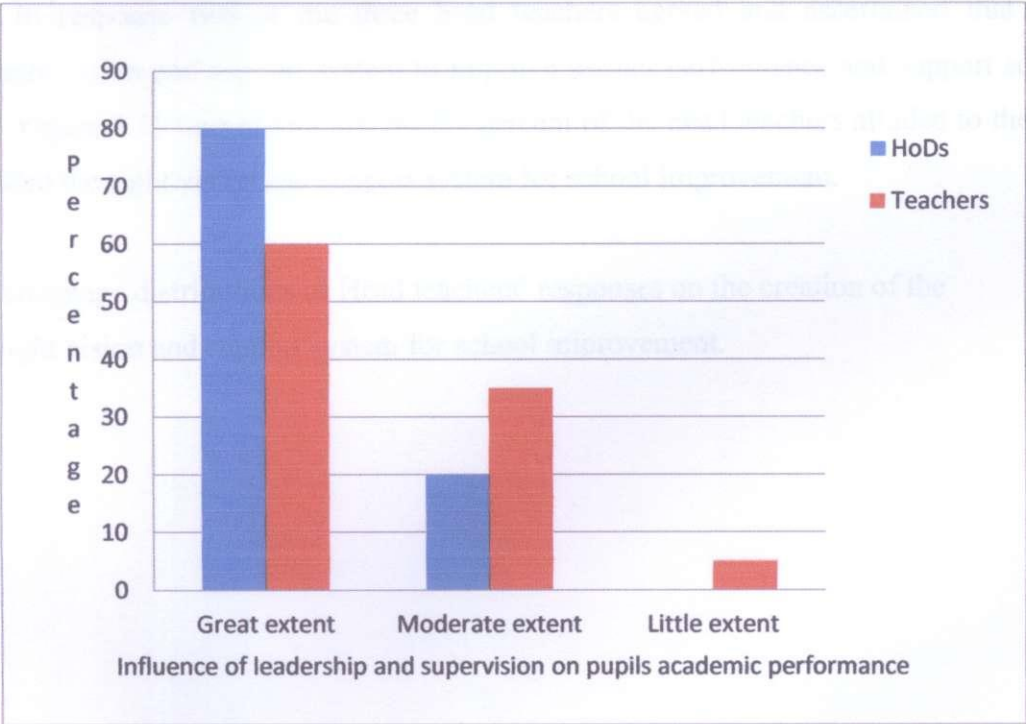
Figure 4.14 further shows that 80% of the HoD respondents held the view that leadership and supervision strategy influenced pupil academic performance to a great extent, while 20% responded that the influence was to a moderate extent. All the HoDs thus agreed that leadership and supervision influenced pupils academic performance to a certain extent as explained above.

One HoD stated that:

> *When teachers are closely monitored and supervised, they usually prepare and deliver good lessons to meet the standards set by their supervisors. With consistent supervision, teachers learn to prepare lessons before teaching and this has helped to improve pupils' performance.*

4.5.6 Head teachers' response on the creation of a right vision and support system for school improvement.

The other evaluation question in Part 5 of the Head teachers' interview schedule was aimed at finding out from the head teachers if they provided the right vision and support system for school improvement. In response two of the three head teachers agreed and ascertained that they provided the right vision and support system to improve learner performance and support school improvement. Figure 4.15 thus shows that 66.7% percent of the head teachers alluded to the fact that they provided the right vision and support system for school improvement.

Figure 4.15: Percentage distributions of Head teachers' responses on the creation of the right vision and support system for school improvement.
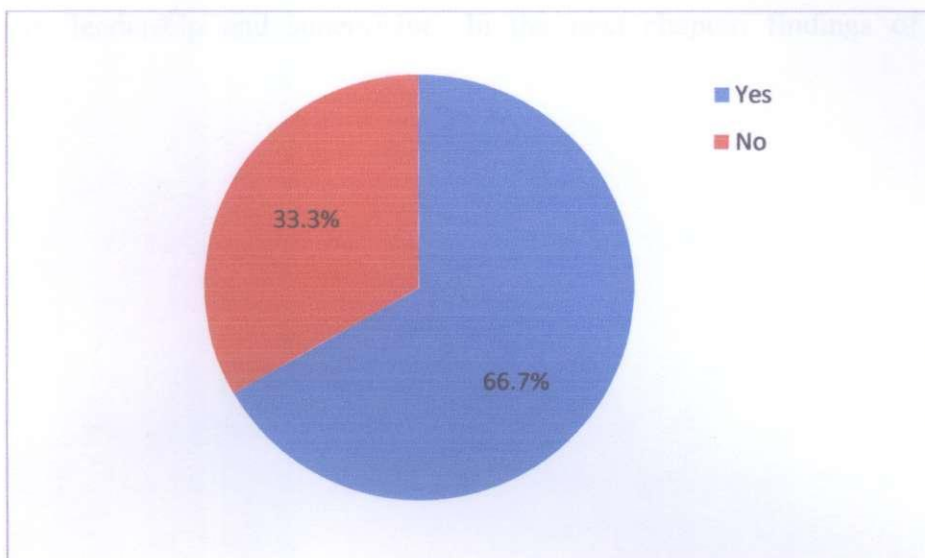
One of the head teachers had this to say in confirmation that she provided the right vision and support system for school improvement:

> *As a way of providing the right vision and support system for school improvement, the management team of my school came up with strategic interventions such as developing comprehensive local policies like teacher incentive, based on performance and evidence-based decision to motivate the deserving teachers and encourage others. For pupils, bench-marking system was put in place and this encourages pupil competition resulting into good academic performance.*

Thus, these findings tend to suggest that school leadership was responsible for providing the right vision for the school through ensuring that all those involved make efforts to achieve the goals set by the school and improve performance.

Summary

In chapter four, findings of the study were presented according to the research questions. Responses according to pupils, teachers, HoDs and Head teachers on the influence of school strategic plan on pupils' academic performance were presented in line with the strategic programme areas such as school vision and mission statement, continuous assessment, teacher

preparedness, leadership and supervision. In the next chapter, findings of the study were discussed.

CHAPTER FIVE
DISCUSSION OF THE FINDINGS

Overview

In this chapter, the findings of the study were discussed. The findings were interpreted in relation to the research questions which were as follows:

(i) To what extent did the schools' vision and mission statements influence pupils' academic performance?

(ii) How did the schools' continuous assessment strategy influence pupils' academic performance?

(iii) Did teacher preparedness strategy influence pupils' academic performance?

(iv) To what extent did school leadership and supervision influenced pupils' academic performance?

Findings of this study conform to Hargreaves' capital theory of school effectiveness and improvement in that the theory was based on leverage which dealt with strategies and the relationship between teacher input and education output. According to Capital Theory, an improving school increases its intellectual capital especially its capacity to transfer knowledge to achieve the educational outcomes of intellectual and moral excellences by learning to use high leverage strategies based on evidence of what works and innovative professional practice (Hargreaves, 2001). Just as the school strategic plan deals with strategic programme areas which teachers use in an attempt to improve pupils' performance and these may have an influence pupils' academic performance. Thus, the capital theory was applicable to this study because its theoretical concepts had a bearing on pupils' academic performance through the strategies used by schools to improve performance. Using the theory, this study sought to determine whether the school strategic plan through its strategic programme areas such as school vision and mission statement, continuous assessment, teacher preparedness, leadership and supervision had influence on pupils' academic performance.

5.1. Influence of the school vision and the mission statement on pupils academic performance.

Going by the findings presented in figure 4.1, the study established that 80% of the pupil respondents at Lundazi Boarding Secondary school, 40% at Lumezi Day and 60% at Lundazi Day indicated having knowledge of the existence of the school vision and mission statements at their schools. As for the teachers (figure 4.2), most of them agreed that their schools had visions and mission statements but with the highest percentage of 99 percent at Lundazi Boarding and the lowest of 60% at Lumezi Day. From the management point of view, 100% of the head teachers interviewed stressed that their schools had visions and mission statements that acted as the driving force for their teaching and learning processes in the schools. These findings therefore, suggested that all schools had visions and mission statements which guided the pupils, teachers and administrators to achieve their goals and had a bearing on pupils' academic performance. However, the findings also suggested that schools where there was a high percentage of the knowledge of the school vision and mission performed better than schools where the school vision and mission were not well communicated to the whole school and where most of the pupils and teachers expressed poor knowledge of their existence. This was agreeing with the stead increase in pupils' performance progression rate for Lundazi Boarding secondary school from the time the strategic plan was introduced at the school as compared to Lumezi Day Secondary School as indicated in Table 1.1 in the background of the study.

Looking at the extent to which the vision and mission statement influenced pupils' academic performance, the study revealed that these influenced pupils' performance to a moderate extent with 50% of the pupils at Lundazi Boarding, 25% at Lundazi Day and only 12.5 % of the pupils at Lumezi Day. Most of the pupils at Lumezi Day about 87.5% expressed ignorance of the existence of vision and mission statements at the school, hence could not express how these influenced their academic performance. This was clear indication that the school vision and mission statement in some schools were not well communicated to pupils and pupils were rarely reminded about their schools' vision and mission statements. This situation paved way to lack of ownership and sense of direction for pupils and teachers, hence could easily lead to pupils' low academic performance as depicted by pupils' performance at Lumezi Secondary school (Tables 1.1 and 1.2) This was also contradicting with strategic planning where the strategic leader, who was the head teacher in

this case, must have communicated the school vision and mission to all the stakeholders clearly so that they could embrace the vision and mission statement as their own (Thompson and Strickland, 2003).

These findings led to an understanding that the school vision and mission statement were important components in schools' strategic plans and played a role to the pupils' minds in relation to their academic performance. Findings to this study tend to suggest that if the visions and mission statements of the schools were regularly communicated to pupils both in verbal and written forms, these could capture pupils' minds and were likely to encourage pupils to work towards achieving the goals set by the schools. As such, this would help improve pupils' academic performance.

From figure 4.5, 44% of the teachers indicated that the school vision and mission statement influenced pupils' academic performance to a great extent while 33% indicated moderate extent. However, the majority of the HoDs and head teachers' responses rated the influence of vision and mission statement on pupil academic performance to a great extent. This suggested that before the inception of strategic planning in schools, school vision and mission statement were not emphasized in schools and teachers were teaching without any specific goal to achieve. Genivieve (2010) thus stipulated that strategic planning included setting a vision for the organization, assessing internal capabilities and establishing goals, performance measures and implementation plans.

Capital theory thus guided this study in the sense that it deals with intellectual capital (which in this theory) describes a combination of the creation of a school vision: identification of a school's underpinning values; the conceptualization and articulation of a school-wide pedagogy; insights about school improvement strategies and student academic achievement across learning areas. Thus when a school has a clear vision of high performing and a long term plan for reaching it, then the school management, teachers and pupils take ownership of school improvement (Bryson, 1995). This was reflected at Lundazi Boarding secondary school where almost all teachers, HoDs and most of the pupils were aware of the school vision and mission and all were working towards achieving the school vision as shown in figures 4.1, 4.2 and 4.3. Hence, generally the findings

suggested that the school vision and mission statement had influence on pupils' academic performance.

The interpretation to these findings was that teachers were the implementers of school policies and this meant that once strategies to improve pupils' academic were fully understood and embraced by the teachers, they would easily implement them with a view to achieving the school's vision. Thus, it was important that teachers were fully involved in the formulation of the school visions and mission statements so that they could explain to pupils things that they were aware of and understood. Furthermore, teachers unlike head teachers frequently interacted with the pupils such that they could regularly talk about the school visions and the importance of their existence. This would have helped pupils to understand the school visions and mission statements better and possibly worked hard to improve their academic performance in accordance with the school vision.

Findings of this study thus tend to suggest that head teachers should not formulate the school visions and mission statements own their own and keep them in their offices but should work in collaboration with HoDs, teachers and pupil representatives so that the whole school moved with one accord and towards improving pupils academic performance. Strategic planning cannot succeed without the commitment of the plan implementers who are the teachers and other stakeholders like the pupils. Strategic planning which involves the formulation of the vision and mission statement should therefore not be carried out in isolation by administrators alone, but rather as an inclusive process in which the implementers and stakeholders are actively involved in one way or another. This creates a privileged moment for promoting understanding and ownership of what was being planned for and disseminating a spirit of strategic thinking throughout the school which would improve pupils' academic performance.

5.2. Influence of continuous assessment strategy on pupils' academic performance.

Findings on the second research question which was to assess whether Continuous Assessment strategy influenced pupil academic performance, revealed that 65.5% of pupil respondents showed that CA influenced pupil's academic performance to a very great extent as shown in figure 4.8. While findings from teacher respondents in Table 4.8 showed that 73% asserted that

CA influences pupils' academic performance to a great extent while HoDs and head teachers indicated 97.3% and 98.7% respectively. These findings agreed with Bottoms and Schmidt (2010) who argued that schools must seek to focus on enhancing the assessment systems and policies in order to strengthen accountability for learner performance. Findings further revealed that the selected schools conducted planned assessments during the academic year and in various forms such as tests, class exercises homework and examinations with results clearly documented.

50% of the pupils according to Table 4.4 indicated that CA was conducted monthly while 33% showed weekly and 8.3 others. 60% of the teachers equally indicated that CA was given on a monthly basis while 13.3% showed that topical tests were conducted weekly. HoDs according to table 4.6 indicated that departments had a deliberate programme for CATs and every teacher was mandated to give a test every month and 100% of the head teachers agreed that they had a programme for CATs in their schools.

From the findings discussed above, it was possible to deduce that if CA was seriously conducted in schools, pupils' academic performance would greatly improve. This would be so because teachers would be able to check on individual pupils' progress from CAT one to the last test and if the pupil was not improving, new strategies or teaching methods would be introduced to improve pupils' academic performance. Therefore, it can be said that CA provided checks and balances to both teachers and pupils whereby teachers would prove their efficiency through pupils' performance in tests. The interpretation could be that the whole idea of CA was for monitoring pupils' progress so that weaker areas could be worked on while building on the strengths for both teachers and pupils with a view to improving pupils' academic performance.

This study further established that all categories of respondents indicated that the most common type of CA given to pupils are tests as depicted in figures 4.6 and 4.7 with 57% pupils, 67% teachers, 60% HoDs and 83% head teachers. According to the respondents, that kind of assessment prepared the pupils for major examinations and might have influenced pupils' academic performance. In the same vein studies by Kwaka, Dennis and Kirima (2012) on teachers' assessment practice in mathematics among secondary school students in Mombasa district of Kenya, revealed that those who continuously assessed their students produced better

scores at the end of term examination by 30%. This implied that continuous assessment strategy had influence on pupils' academic performance.

HoDs' responses further indicated that feedback was given to pupils promptly after tests had been given as shown in table 4.7. and this helped to track pupils' progress, identify their weaknesses and strengths and helped them to improve academic performance. These results therefore, seemed to suggest that the CA strategy of the school strategic plan had a positive influence on pupils' academic performance in Lundazi.

5.3. Influence of teacher preparedness strategy on pupils' academic performance.

Findings on the influence of teacher preparedness strategy on pupils' academic performance showed that 70% of the teacher respondents indicated that teacher preparedness strategy influenced pupils' academic performance to a great extent while 20% and 10 % indicated moderate and little extent as shown in figure 4.11. 90% of the HoDs and 80 % of the head teachers equally showed that teacher preparedness influenced pupil academic performance to a great extent.

Lesson planning was cited as an effective tool for teacher preparedness strategy and the study established that 50% of the teacher respondents showed that they prepared lesson plans regularly as shown in figure 4.9. This suggested that schools which implemented strategic planning effectively embraced lesson planning as an effective tool to improved learner performance. According to some related literature, Akinsolu (2010) asserted that availability of qualified teachers and lesson preparation determined the performance of students in schools. It was further established that teachers who were committed to preparation were more effective in classrooms as their pupils performed better compared to those who did not prepare. Wirth and Perkins (2013) equally argued that teacher preparedness directly contribute significantly to student attention in a classroom and affect the student's attitude and performance.

Findings according to figure 4.9 further suggested that lesson planning was not a common practice in some schools and hence teachers went to teach without lesson plans and tended to use their so called 'experience'. However, such schools did not perform well even with the

introduction of the school strategic plan as shown in table 1.1 in the background of this study. Thus, teacher preparedness influenced pupils' academic performance.

Going by findings in table 4.7, 93% of HoDs responses affirmed to the fact that their departments had programmed CPD programmes every term to improve teacher preparedness of which attendance was compulsory to all teachers. This was likely to suggest that CPDs improved teacher preparedness and delivery of lessons and thus had an influence on pupils' academic performance. These findings conform to capital theory of school effectiveness and improvement which guided the study as it emphasized on collaboration among teachers which enhanced; teaching effectiveness, teaching outcomes, self-efficacy of teachers, teacher professionalism, continuous learning capacity of teachers, and learning performance of students. In short, teachers actively and routinely collaborated collectively during CPDs to innovate and share knowledge. Social capital therefore, became a lubricant of knowledge transfer and good performance.

The results discussed above, therefore, suggest that teacher preparedness as a strategic program area of the strategic plan had great influence on pupils' academic performance. The interpretation was that teachers were the 'drivers' of strategy in the school and that teaching and learning processes heavily relied on teachers. From the findings presented and discussed, it was possible to infer that lesson planning and CPDs kept the teachers on the right track and towards the attainment of the goals set by schools. One consideration about teacher preparedness was that when a school planned for school improvement, a certain level of standard would be set and this would suggest a certain level of quality performance which required planning. As cited by Levine (2006), planning tended to make an organization more systematic in its development and this coould lead to greater proportion of the organization's efforts being directed towards the attainment of the set goals. Thus, it can be said that all strategies aimed at improving pupils' academic performance starts with the teacher and ends with the teacher. Hence, teacher preparedness has the greatest influence on pupils' academic performance as depicted in figure 4.11.

5.4. Influence of leadership and supervision on pupils' academic performance.

In the last research question, the researcher sought to establish the extent to which leadership and supervision of teaching and learning strategy influenced pupils' academic performance. Findings

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from the study showed that 60% of the teachers indicated that leadership and supervision strategy influenced pupils' academic performance to a great extent while 35% indicated moderate extent and 5% little extent as shown in figure 4. 14, while 80% of the HODs rated the influence of leadership and supervision on pupils' academic performance to a great extent

Findings of this study were consistent to the findings of Phiri and Chileshe (2014) who suggested that the school strategic plan intended to address issues that contribute to poor learner performance, strengthen strategies and innovations and share best practices that improved learner performance. Therefore, leadership and supervision through the provision of immediate feedback were major parts of the school strategic which helped to asses if the school was making tangible progress towards meeting its intended vision, goals and objectives. To that effect, 70% of the teachers indicated that monitoring and supervision was regularly done by head teachers, deputy head teachers, HoDs and external monitors from Ministry of General Education as shown in figure 4.12. 90% of the HoDs indicated that they provided prompt feedback after monitoring teachers and this helped teachers to trace their weaknesses and improve on their strengths. This in turn would have had an impact on pupils' performance.

It was further established that 100% of the head teachers agreed providing right vision and support for school improvement through leadership and supervision strategy. These findings conform to Hargreaves' Capital Theory which guided this study as it emphasized on the establishment of formal leadership structures, provision of proper resources and establishment of control mechanism for teachers to increase their efficiency and achieve specific goals. Literature further revealed that school leadership was crucial to the academic performance of learners (Miskel and Hoy, 1996). It determined the quality of learner performance and a high standard of performance was necessary because the effectiveness of the school leadership was measured by the academic performance from the learners. School leadership shaped the manner in which people went about their tasks in the school. Hoy and Miskel (1996) stipulated that the head teacher in a school played a major role in setting the tone for the school. He or she was the one who directed and monitored the school activities. Thus, the success of the school depended to a large extent on the effective leadership.

These findings give an interpretation that school leadership might have a bearing on pupils' academic performance. This was suggested so because the vision of the school begins with the head teacher and it was the obligation of the head teacher to share his or her vision with the other stakeholders so that these could help to achieve the vision. Not only that, when strategies were put in place to help improve pupils' academic performance, it was also the duty of head teacher to supervise and monitor the implementation of the strategic plan in the school. Thus, it can be said that school leadership played a pivotal role in improving pupils' academic performance through being supportive and providing the right vision for school improvement.

CHAPTER SIX
CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter gives a conclusion of the study and it highlights the key findings of the study that have been drawn from it and the recommendations. Finally, suggestions are made for areas of further research.

6.1. The main research findings and conclusions

Based on the findings from the first research question of this study which sought to find out the extent of the influence of school vision and mission statement on pupils' academic performance, it can be concluded that school vision and mission statement does not itself influence the pupils' academic performance directly but helps the schools to tailor their programs towards it, thus influence pupils' academic performance indirectly. Hence, the influence is just moderate. It can also be concluded that lack of constant pronouncement of schools' vision and mission statement lowers the self esteem of the teachers and pupils hence leads to lack of ownership and sense of direction.

The findings of research question two on influence of continuous assessment strategy on pupils' academic performance showed that continuous assessment strategies used by schools enable pupils to develop self confidence to study hard and acquire necessary skills for tackling examination questions. This strategy greatly influenced pupils' academic performance as indicated by most respondents. It can therefore, be concluded that Continuous Assessment strategy influences pupils' academic performance to a great extent.

According to the findings of the third research question which was meant to find out whether teacher preparedness strategy of the school strategic plan influenced pupils' academic performance, it can be concluded that teacher preparedness directly contributed significantly to student attention in a classroom and affect the pupils' attitude and performance. This strategic programme area outweighed all the other strategies of the strategic plan as it was established that teacher preparedness was the centre of all school activities and influenced pupils' academic performance to a very great extent. However schools which did not embrace strategic planning

did not implement teacher preparedness strategy and this had a negative influence on pupils' academic performance.

Finally, the main findings of the last research question which was to find out the extent of the influence of leadership and supervision strategy on pupils' academic performance indicated that school leadership is crucial to the academic performance of learners. It determines the quality of learner performance through effective supervision and a high standard of performance is necessary because the effectiveness of the school leadership is measured by the academic performance from the learners. Therefore, it can be concluded that leadership and supervision of teaching and learning influenced pupils' academic performance to a great extent.

Generally, it can therefore, be concluded that there was a positive and significant influence of school strategic plans on pupil's academic performance with the greatest influence on Teacher Preparedness strategy in Lundazi district of Eastern Province.

6.2. Recommendations
In the light of the findings of this study, the following recommendations were made :
1. The school administrators and teachers should speak about the school vision and mission statement in most of the forums they have gatherings with pupils for them to take ownership of the school improvement. This could positively influence pupils' academic performance.
2. All head teachers should closely supervise the implementation of all the school strategic programme areas and embrace strategic planning as a tool for improved pupil's academic performance.
3. The Ministry of General Education should reinforce the implementation of school strategic planning in all schools with intensive monitoring and supervision.

6.3. Suggestions for further research
Further research is recommended on the Effectiveness of School Leadership in the Implementation of Strategic Plans in Secondary Schools.

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QUESTIONNAIRE FOR PUPILS

DEAR RESPONDENT,

This study seeks to investigate the influence of school's strategic planning on pupil academic √performance at Lundazi Boarding Secondary School. Given the significance of the topic, I consider you to be very important in achieving the study objectives. In this regard, I would be so grateful if you spare your time in informing this study by answering the following questions.

INSTRUCTIONS

1. Do not write your name on the questionnaire.
2. Answer all questions in the questionnaire by ticking [√] in boxes provided and writing down your responses in the spaces provided.

PART 1: PERSONAL INFORMATION

1. SEX : Male   [ ]

      Female [ ]

2. AGE : [ ] Years

3. GRADE : 8 [ ] 9 [ ] 10 [ ] 11 [ ] 12 [ ]

4. LENGTH OF STAY AT THE SCHOOL: below 2 years [ ] 2-3 years [ ] 3-5 years [ ]

PART 2: VISION AND MISSION STATEMENT

1. Does your school have a   vision and a mission statement? Yes [ ] No [ ]

2. How is it communicated to you ? At assembly [ ] In class [ ] written the school wall [ ]
   Other ways (specify)_____

3. How often is it communicated to you ? Always [ ] Very often [ ] Often [ ] Sometimes [ ]
   Never [ ]

4. Does the school vision and Mission Statement influence your academic performance ?
   Yes [ ] No [ ]

5. If your answer in 4 is "yes" briefly explain how_____

_____

_____

6. To what extent does your school mission statement influence your academic performance?

Very great extent [ ], Great extent [ ], Moderate extent [ ], A little extent [ ]

PART 3: CONTINUOUS ASSESSMENT (CA)

1. How often is Continuous Assessment conducted in your school? Weekly [ ] once per term [ ]

Yearly [ ]

Others (specify) _____.

2. How is it conducted ? As class exercise [ ] As homework [ ] As tests [ ]

3. Who participate in the Continuous Assessment activity ? All pupils [ ] Only examination

Classes [ ] Only Grade Twelves [ ]

4. To what extent does Continuous Assessment contribute to your academic performance?

Very great extent [ ], Great extent [ ], Moderate extent [ ], A little extent [ ]

5. Does Continuous Assessment help you improve your academic performance? Yes [ ] No [ ]

Give reasons for your answer. _____

_____

_____

6. How often do you receive feedback after an assessment has been given to you? Always [ ]

Sometimes [ ] Never [ ]

6. What do you think are the reasons for giving you continuous assessment?

a)_____

b)_____

c)_____

PART 3: LEADERSHIP AND MONITORING STRATEGY

1. How is class attendance and absenteeism monitored at your school ?_____

_____

2. What happens in your class when a teacher is absent ? Write notes [ ] Another teacher comes

[ ] Nothing [ ]

3. Does teacher absenteeism affect your performance ? Yes [   ] No [   ] Give reasons for your answer_____

_____

_____

4. Does the Head teacher or Deputy head visit your class during lesson time ? Yes [   ] No [   ]

5. How often does the Head teacher, Deputy head or Head of Department check your exercise books to ensure that teaching and learning takes place? Very often [   ] Sometimes [   ] Never [   ]

THANK YOU FOR YOUR TIME AND COOPERATION

QUESTIONNAIRE FOR TEACHERS

TOPIC: THE INFLUENCE OF THE SCHOOL STRATEGIC PLAN ON PUPILS ACADEMIC PERFORMANCE AT LUNDAZI BOARDING SECONDARY SCHOOL.

Dear Respondent,

You have been randomly selected to participate in this study in which your assistance is very important. Kindly respond as truthful as possible to all the questions in this questionnaire. The information you will give will be treated with utmost confidentiality and will be used for a sole purpose of this particular study.

Thank you for your cooperation for taking your time within your busy schedule.

INSTRUCTIONS

1. For maximum confidentiality DO NOT write your name on the questionnaire

2. Answer all questions by ticking in the boxes provided and writing down your responses in the spaces provided.

Part 1: DEMOGRAPHIC INFORMATION

1. GENDER: Male [ ]   Female [ ]

2. AGE: [   ]   YEARS

3. LENGTH OF SERVICE AT THE PRESENT SCHOOL:

1 – 2 Years [   ]   3 – 5 Years [   ]   5 Years or more [   ]

4. CLASSES TEACHING: 8 – 9 [   ]   10 – 12 [   ]   8 – 12 [   ]

PART 2: INFLUENCE OF THE VISION AND MISSION STATEMENT OF THE STRATEGIC PLAN ON PUPILS ACADEMIC PERFORMANCE

1. Do you teach with a vision towards pupil academic performance Yes [ ] No [ ]

2. What is that vision? Explain briefly_____

_____

_____

3. Does the school have a mission statement? Yes [ ] No [ ]

4. Who formulated the vision and mission statement for this school? The Head teacher [ ]
H.O.DS [ ] All members of staff [ ]

5. In your view, is there any need for a vision and mission statement for the school ? Yes [ ]
No [ ]

6. Give reasons for your answer in question 4_____

_____

_____

7. To what extent does the mission statement and vision of the school influence pupil Academic Performance ? To a large extent [ ], To some extent [ ] To No extent [ ]

PART 3 : INFLUENCE OF CONTINUOUS ASSESSMENT (C A) OF THE STRATEGIC PLAN ON PUPIL ACADEMIC PERFORMANCE

1. How often do you give continuous assessment to your pupils ?

Weekly [ ] Monthly [ ] Termly [ ] Others (Specify)_____

2. What type of tasks do you normally give pupils as continuous assessment? Class exercise [ ]
Homework [ ] Tests [ ] Project [ ]

3. How often do you mark and provide feedback to pupils? Always [ ] Sometimes [ ] Never [ ]

4. Does your school have a Homework Policy? Yes [   ] No [   ]

5. To what extent does continuous assessment   influence pupils Academic Performance?

PART 4: INFLUENCE OF TEACHER PREPAREDNESS STRATEGIC PROGRAM AREA ON PUPIL ACADEMIC PERFORMANCE

1. How often do you prepare your lessons before going to teach? Regularly [   ], Once per week [   ] when monitored [   ] use experience [   ]

2. When do you prepare your Lessons? Just before teaching [   ] during free time [   ] during teaching [   ]

3. Do you follow the schemes and syllabus as your guide during Lesson Preparation? Yes [   ] No [   ]

4. In your Opinion, to what extent does teacher preparedness influence pupil academic performance? Great extent [   ] Some extent [   ] No extent [   ]

5. How do you make up for the lost time when you are absent from duty? Explain briefly_____

_____

_____

PART 5: INFLUENCE OF LEADERSHIP AND MONITORING STRATEGIC PROGRAM AREA ON PUPIL ACADEMIC PERFORMANCE

1. How often are you monitored and evaluated by your supervisors? Regularly [   ] once in a while [   ] Not at all [   ]

2. Do you receive feedback after being monitored Yes [   ] No [   ]

3. To what extent does the feedback influence your teaching Great extent [   ] some extent [   ] extent [   ] No extent [   ]

4. In your opinion, does Leadership and monitoring strategy contribute to pupil academic performance?

Yes [   ]   No [   ]

5. Give reasons for your answer in question 4 _____

_____

_____

THANK YOU FOR YOUR TIME AND COOPERATION

APPENDIX 3

QUESTIONNAIRE FOR HEADS OF DEPARTMENT (HoDs)

TOPIC: THE INFLUENCE OF THE SCHOOL'S STRATEGIC PLAN ON PUPIL

ACADEMIC PERFORMANCE AT LUNDAZI BOARDING SECONDARY SCHOOL

Dear Respondent,

You have been randomly selected to participate in this study. Please endeavour to be as sincere and objective as you can in responding to all the questions in all the relevant sections of the questionnaire. The information to be collected is purely for academic purposes and you are assured of the highest degree of confidentiality of your responses.

INSTRUCTIONS

1 .For maximum confidentiality **DO NOT** write your name on the questionnaire.

2. Answer all questions by ticking in the boxes provided and writing down your responses in the

spaces provided.

PART 1: DEMORGRAPHIC INFORMATION

1. SEX : Male [ ]   Female [ ]

2. AGE : [ ] Years

3. LENGTH OF SERVICE AT THE PRESENT SCHOOL: 1-2 Years [ ] 3-5 Years [ ] 5 Years or more [ ]

4. CLASSES TEACHING: 8-9 [ ] 10-12 [ ] 8-12 [ ]

PART 2 :INFLUENCE OF THE VISION AND MISSION STATEMENT OF THE

STRATEGIC PLAN ON PUPIL ACADEMIC PERFORMANCE

1. What is the vision of the school towards pupil academic performance ?

_____

_____

2. Why this vision ? Give a reason_____

2. To what extent does the vision of the school influence pupil academic performance ? To a.....

  Great extent [ ] Some extent [ ] A little extent [ ]

3. Does your school have a concise mission statement ? Yes [ ] No [ ]

4. In your own opinion, how does the mission statement influence pupil academic performance ?

_____

_____

PART 3: INFLUENCE OF CONTINUOUS ASSESSMENT (CA) STRATEGY OF THE STRATEGIC PLAN ON PUPIL ACADEMIC PERFORMANCE

I. How often do teachers conduct continuous assessment in your department ?

  Weekly [ ] Monthly [ ] Termly [ ] Others (specify)_____

2. What type of tasks does your department normally give pupils as continuous assessment ?

  Class exercises [ ] Homework [ ] Class tests [ ] Project [ ]

3. How often do teachers mark and provide feedback to students?

  Always [ ], often [ ], sometimes [ ], seldom [ ], never [ ]

4. Does continuous assessment influence pupil academic performance ? Yes [ ] No [ ]

  Justify your answer_____

PART 4: INFLUENCE OF TEACHER PREPAREDNESS STRATEGY OF THE STRATEGIC PLAN ON PUPIL ACADEMIC PERFORMANCE

1. How often do teachers prepare lesson plans ? For every lesson [ ] Once per week [ ] When monitored [ ] Don't prepare [ ] Use experience [ ]

2. Does your department plan Continuing Professional Development programmes (CPDs}? Yes [ ] No [ ]

3. To what extent do CPDs influence pupil academic performance ? To a great extent [ ]

   To some extent [ ] To a little extent [ ]

4. In your opinion, how does teacher preparedness influence pupil academic performance ?

   _____

   _____

   _____

PART 5 : INFLUENCE OF LEADERSHIP AND MONITORING STRATEGY ON PUPIL ACADEMIC PERFORMANCE

1. How often do you monitor teachers to enhance effective teaching and learning ?

   Regularly [ ] Once in a while [ ] when need arises [ ]

2. Do you provide feedback after monitoring ? Yes [ ] No [ ]

3. How often do you check attendance and period registers to monitor pupil and teacher

   Attendance ? Daily [ ] Weekly [ ] Monthly [ ] Termly [ ]

4. To what extent does this strategic program area influence pupil academic performance ?

   Great extent [ ] some extent [ ] little extent [ ] Justify your answer_____

   _____

5. How often does the head teacher monitor teaching and learning in the school ? Very often

   [ ] often [ ] Sometimes [ ] Never [ ]

6. To what extent does monitoring by the head teacher influence pupil performance? Great

Extent [   ] Some extent [   ] No extent [   ] Justify your answer_____

_____

_____

_____

THANK YOU FOR YOUR TIME AND COOPERATION

APPENDIX 4

INTERVIEW SCHEDULE FOR HEADTEACHERS

PART 1: PERSONAL INFORMATION

SEX: Male   [ ]

　　Female [ ]

Length of stay at the present school : 1-2 years [ ] 3- 5 years [ ] more than 5 years [ ]

PART 2: VISION AND MISSION STATEMENT

1. What is your school vision and mission statement?

2. When was it developed and by who?

3. How is it communicated a cross the school?

4. What is the influence of your school vision and mission statement on the students' academic performance in national exams in the past three years.?

5. Has the school succeeded in turning the school mission statement into a school culture?

6. Are teachers usually trained and have adequate skills and knowledge as far as school vision and mission are concerned ?

PART 3: CONTINUOUS ASSESSMENT STRATEGY

1. Is there Continuous Assessment policy in your school?

2. What are some of the Continuous assessment activities used in your school?

3. How are they carried out?

4. What is your view on the contribution of Continuous Assessment to students" academic performance in the last three years?

PART 5: LEADERSHIP AND MONITORING STRATEGY

1. Do you monitor the teachers to enhance teaching and learning?

2. How often do you provide feedback after monitoring ?

3. Does this feedback has an impact on pupil performance ?

4. Does the school management create a right vision and support system for school improvement?

5. Who is held responsible and accountable for national examination results at Grade 9 and Grade 12 ?

6. How does leadership and monitoring strategy influence pupil academic performance ?.

PART 6: TEACHER PREPAREDNESS

1. Do teachers prepare schemes of work, lesson plans and records of work to ensure syllabus Coverage ?

2. How do teachers compensate for the lost time when they are absent from duty ?

3. Are the Continuing Professional Development (CPD) programs implemented in your school?

4, How do CPDs influence teacher preparedness and pupil academic performance?

5. To what extent does teacher preparedness influence pupil academic performance?