



**THE EFFECTS OF THE MANAGEMENT OF COMMUNITY PRIMARY SCHOOLS
ON THE EDUCATIONAL ATTAINMENT OF LEARNERS IN SELECTED
COMMUNITY PRIMARY SCHOOLS OF KAFUE DISTRICT**

BY

MUYANZA MALAMBO

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requirement for the award of the Degree of Master of Science in Peace,
Leadership and Conflict Resolution.**

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DECLARATION

I, MUYANZA MALAMBO declare that this dissertation hereby submitted in partial fulfillment for the award of the Degree of Master of Science in Peace, Leadership and Conflict Resolution is original and entirely my own work, and that the document has not previously been presented by any person for a Degree to this university or any other higher institution for any similar academic award.

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APPROVAL

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ABSTRACT

The study was undertaken to analyse the effects of the management of community primary Schools on the educational attainment of the learners in Kafue District of Lusaka Province. The study was guided by the research objectives which were: to identify the leadership styles used by the school management in selected community primary schools, to determine how the leadership styles used by the school management in selected community primary schools to enhance the educational attainment of learners, to establish the challenges faced by the school management in the implementation of leadership styles in selected community primary schools and to devise ways of how the school management can promote high educational attainment of learners in selected community primary schools of Kafue District. A qualitative methodology was used for this research and a descriptive survey design utilized. Data was gathered using Semi structured interviews for the headteachers, teachers and parents. Focus group discussions were held with teacher participants. An observation schedule was also used to collect information in the study.

The main findings of the study revealed that the educational attainment of the learners in community schools was either poor or very poor. This poor performance was attributed to poor leadership styles practiced by the school management and most of the managers were not proactive but reactive and also lacked inclusiveness in their decision making especially on how to distribute meager resources.

The findings further showed that the teaching and learning resources were scarce in the selected community primary schools and this was a result of the failure by school managers to encourage and entice stakeholders to come on board and have an input in the running of the selected community schools of Kafue District. A number of challenges were identified such as: lack of teaching and learning materials, absenteeism by both teachers and learners, poor communication, participation in the selected community primary schools of Kafue District.

The main conclusion of the study was that there is a thin line between the leadership styles used by the school management in the educational attainment of learners. That leadership styles such as democratic can foster high educational achievement by the learners because the teachers are involved in decision making hence motivated to put in their level best to the learners' advantage.

The study made the following recommendations including that there was great need for government to take keen interest in the running of community schools. Furthermore, the study recommended that all the stakeholders should have an input so that the vulnerable children can access quality education provision like the learners in private and government run schools to achieve desired educational attainment results.

Key terms: leadership styles, school management, community schools, educational attainment, headteacher.

DEDICATION

I dedicate this study to my husband Brightone and my children Malawo, Muzandu, Mutinta and Lubono, for being supportive throughout my research. I also want to dedicate it to my late daughter Junza and mother Rosemary Sikaambo who would have been pleased and encouraged by this study.

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ACRONYMS AND ABBREVIATIONS

CDF	-	Constituency Development Fund
DEBS	-	District Education Board Secretary
DES	-	Department of Education and Skills
EFA	-	Education for All
FGD	-	Focus Group Discussion
LDCs	-	Least Developed Countries
MASO	-	Management by Sitting in the Office
MBWA	-	Management by Walking Around
MDGs	-	Millennium Development Goals
MoE	-	The Ministry of Education
MP	-	Member of Parliament
NGOs	-	Non Governmental Organisations
OVC	-	Orphaned and Vulnerable Children
PTA	-	Parent Teachers' Association
SBM	-	School Based Management
SDGs	-	Sustainable Development Goals
TCZ	-	Teaching Council of Zambia
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
UPE	-	Universal Primary Education
ZOCS	-	Zambia Open Community Schools

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CHAPTER ONE

1.0 Overview

In this chapter the study discussed the background of the study, statement of the problem, purpose or aim of the study, specific objectives of the study, and research questions of the study, significance of the study, conceptual framework, theoretical framework, limitation, delimitation, the operational terms and summary of the chapter.

1.1 Background of the Study

The formal education system is very important world over. This education in the contemporary world is offered by numerous stakeholders such as government, the church, private individuals, and indeed by communities. For these institutions to run effectively, good management becomes inevitably significant. Management is the process of planning, leading, organising and guiding people within a group in order to achieve goals and it is often included as a factor of production. It is also important to make mention from the onset that management goes side by side with provision of good leadership. Nzoka (2014) states that for a manager to achieve the set objectives, there is great need to inspire the managed or led group of people. This is not only applicable in big conglomerates but even in the smallest institution such as a school. Globally, management remains the most vital strategy for the development of the society throughout the developing world (Unterhalter, 2005).

Educational practitioners have recognized management, with good leadership styles, as important for education institutions, since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of educational development worldwide are more demanding than ever before (Nkata, 2005). The rapid growth of educational institutions and ever-increasing enrollment require improved institutional management and schools are not any different. Managers in schools should provide good management and leadership skills so as to improve the educational performance of the learners. School leadership is second only to teaching amongst school-related factors since it impacts on student learning, according to research on education as a global priority; it is a human right (Anangisye, 2011), and was included as goal 2 in the millennium development goals (MDGs) and goal 4 in the sustainable development goals (SDGs). High-quality managers, therefore, are keys to the effectiveness of

public, private, community or church schools, especially those serving the children with the fewest advantages in life. Indeed, education plays a major role in shaping an individual, community and the nation as a whole. The significance of education therefore, cannot be overemphasized. UNESCO (2012) observes that, the power of education, when well structured, is the most basic insurance against poverty and that at all ages and levels, it empowers people with the knowledge, values, attitudes, skills and confidence they need to shape a better future for themselves and their respective communities. The type of education stated above is formal education which is offered by government, churches, individual business people and most importantly respective communities run as community schools.

The main focus of the study was community schools. Community schools started in the early 1990s as a result of a realization of having a large number of uneducated children in the communities, especially the poor urban and rural communities. According to Okitsu (2012), the physical infrastructure of community schools in the initial stages was very poor with some classrooms haphazardly made of plastics, colligated iron sheets, planks and all sorts of materials that could make a shelter to be used as a classroom. Parker (2010) did observe that community schools in the continent of Africa are largely schools where the children who cannot be absorbed in either government, private or church run schools find themselves in to access the much needed and envied formal education. These are schools where the economically disadvantaged as well as orphaned and vulnerable children (OVCs) find space in their respective communities.

Community primary schools in most cases are established by local communities to provide education for children who cannot access public schools. A study conducted in Sub-Saharan Africa which included Zambia suggests that Sub-Saharan African school leaders will become the focus if efforts to improve educational quality: “concerted effort to improve school management is one of the most promising points of intervention to raise the quality and efficiency of education across Sub-Saharan Africa” (Mulkeen 2005). How educational managers and leaders perform the role of change agent may well determine the success and future of not only community schools but government schools too.

Academic or educational attainment of the learners in community schools however, has been a challenge especially in the developing countries. School management is confronted with a number of challenges on a daily basis. For instance, Head teachers struggle with staff issues,

school improvement, structural changes, instructional matters, budgetary cuts, and parent concerns (Watkins & Moak, 2011). Furthermore, educational leaders are faced with improving the academic attainment of the learners (Hughes & Jones, 2010-2011). There is a growing body of literature from researchers and educationists which have made an attempt to examine the relationship between education management and students' academic performance especially in community run schools (Orodho, 2014). For the past two decades, legislators and the public have provided external pressures to encourage community schools to develop and change places of education. This is so because of the challenges that community schools face which in turn have an effect not only in the smooth running of the school but the learner education attainment too. In this vein, management should be in the forefront of school reform in the effort to focus on school improvement and learner educational achievement or performance.

Northouse, (2013) resonates that the success of any school is dependent on its management and leadership. The schools which fail have weak leadership styles on the part of management such as failure to sell its vision to its community, the inability to respond or identify threats, overestimating their ability to control the school's external environment, having no boundary between their interests and those of the school, eliminating all those who disagree with them, and underestimating obstacles and relying on what worked in the past. The strategy execution relates to the use of managerial and organizational tools to direct resources towards the achievement of strategic results. Kinyanjui (2015) examined the relationship between strategic leadership and strategy execution. The study noted that there were several attributes that strategic leaders have that influence strategy execution including determination of strategic direction, establishing balanced organizational controls, effective managing the organization's resource portfolio and sustaining an effective organizational culture. Strategic management provides the scope and direction to help drive success for the school.

School administration officers oversee the daily operations of schools. They advocate for the learners within their communities and set goals as well as objectives to further children's education. But, the prevailing situation in most of the community schools is far from the Ministry of General Education expectation of how schools should be run. The Ministry's policy document 'Educating Our Future' (1996) notes that excellence is not something that happens to schools; it is something that must be deliberately and painstakingly created and maintained. With

the quest to meet the 2030 vision goals in Zambia, drastic measures must be put in place that will see the transformation of community schools into effective and efficient institutions of learning.

There is an evaluation department in the Ministry of General Education to ensure quality delivery of education at every point. To this effect, school management is entrusted with the task of providing leadership in their respective schools and in this case community schools are not in any way exceptions. To ensure that the process of education is taking place in community primary schools, investing in programs that address the multiple needs of the learners and communities so that children can succeed in school produces excellent returns for individuals and for society. This can only be attained if there is instructional leadership provided by management.

Behind every good school is a good administrator with good leadership styles and qualities. School managers, irrespective of the qualification must win the respect and support of teachers, pupils and the local community. Palaiologou and Male (2011), state that the results of learners in community schools are normally poor because of many contributing factors one of which is poor school management in schools. Good management of education systems is one of the most important ways of contributing to equity, inclusion and social cohesion. It protects against grievances about access and quality of education becoming sources of conflicts. Management is a process whereby an individual influences a group of individuals to a common goal.

Many of the stated attributes in management of community primary schools in Zambia have been lacking hence the poor public perception for the community schools. One can just assume that there is a relationship between management of community schools and the educational attainment of the learners in the community schools in Zambia. It is therefore, for this reason that I have decided to conduct a study on the effects of management of community primary schools on the educational attainment of learners in Kafue district of Lusaka Province.

1.2 Statement of the Problem

Despite having school management entrusted with the task of quality management of schools, it has not been established to what extent the effects of the management of community primary schools on the educational attainment of learners has been put to use in Kafue District. Goldberg and Cole (2002) agree by stating that despite the best efforts of educational specialists and large

amounts of money being dedicated to reform, quality has not been systematically attained. According to Dogora, (2010), poor leadership styles by school management in community primary schools have dented the education system.

A report by Zambia Open Community Schools (2015) revealed that most community schools established to provide education for children who cannot access public schools have been compounded by weak educational leadership and management systems which have a spiral effect on the provision of quality education. Poor management results into low educational attainment of learners. Therefore, the study seeks to identify the management styles and how they contribute to the educational attainment of learners in selected community primary schools of Kafue District.

1.3 Purpose of the Study

The purpose of the study was to assess the effects of the management of community primary schools on the educational attainment of the learners of Kafue District.

1.4 Research Objectives

1. To identify the leadership styles used by the school management in selected community primary schools of Kafue District.
2. To determine how the leadership styles used by the school management in selected community primary schools enhance the educational attainment of learners of Kafue District.
3. To establish the challenges faced by the school management in the implementation of leaderships styles in selected community primary schools of Kafue District.
4. To devise ways of how the school management can promote high educational attainment of the learners in selected community primary schools of Kafue District.

1.5 Research Questions

The research questions were as follows:

1. Which leadership styles are used by the school management in selected community primary Oschools of Kafue District?

2. How do the leadership styles used by the school management enhance the educational attainment of learners in selected community primary schools of Kafue District?
3. What challenges are faced by the school management in the implementation of leadership styles in selected community primary schools of Kafue District?
4. How can the school management promote the high educational attainment of learners in selected community primary schools of Kafue District?

1.6 Significance of the Study

The study is important because it identifies the leadership styles that the school management use, in particular those that lead to poor educational attainment of learners in selected community primary schools of Kafue District. Education is a right for every individual and plays a significant role in poverty reduction. Hence, the study may help the policy makers in education to take keen interest in how the community primary schools should be managed.

The study may also help determine how the leadership styles used by school management to enhance the academic achievement of the learners in selected community primary schools. To this effect, the study may bring to the attention of Headteachers to practise leadership styles that are inclusive in order to work as a team. This may result into achievement of the intended goals of the provision of Universal Primary Education as adopted by the United Nations in September 2000 as part of the Millennium Development Goals (Sachs, 2005).

The study also establishes how the challenges faced by school management in implementing some leadership styles that have a negative effect on the educational attainment of learners in selected community primary schools. Consequently, stakeholders and educational practitioners could take interest in the subject and put in place measures that may resolve the challenges in community primary schools. The study may also add knowledge and used as reference material for related future studies.

The recommendations of this study may help the Ministry of General Education to formulate policies that would help uplift the standards of educational attainment of learners in community schools.

1.7 Conceptual Framework

According to Shields and Hassan (2006:315), a conceptual framework is used in research to outline possible courses of action, or to present a preferred approach to an idea or thought. The conceptual framework adopted in this study has four components that stem from effective school management leadership styles.

First, the study conceptualised the identification of the leadership styles that carry the school management team to the desired goal of high educational attainment of learners. Once the positive leadership styles are identified, progressive ones are adopted which intern could improve the educational attainment of learners.

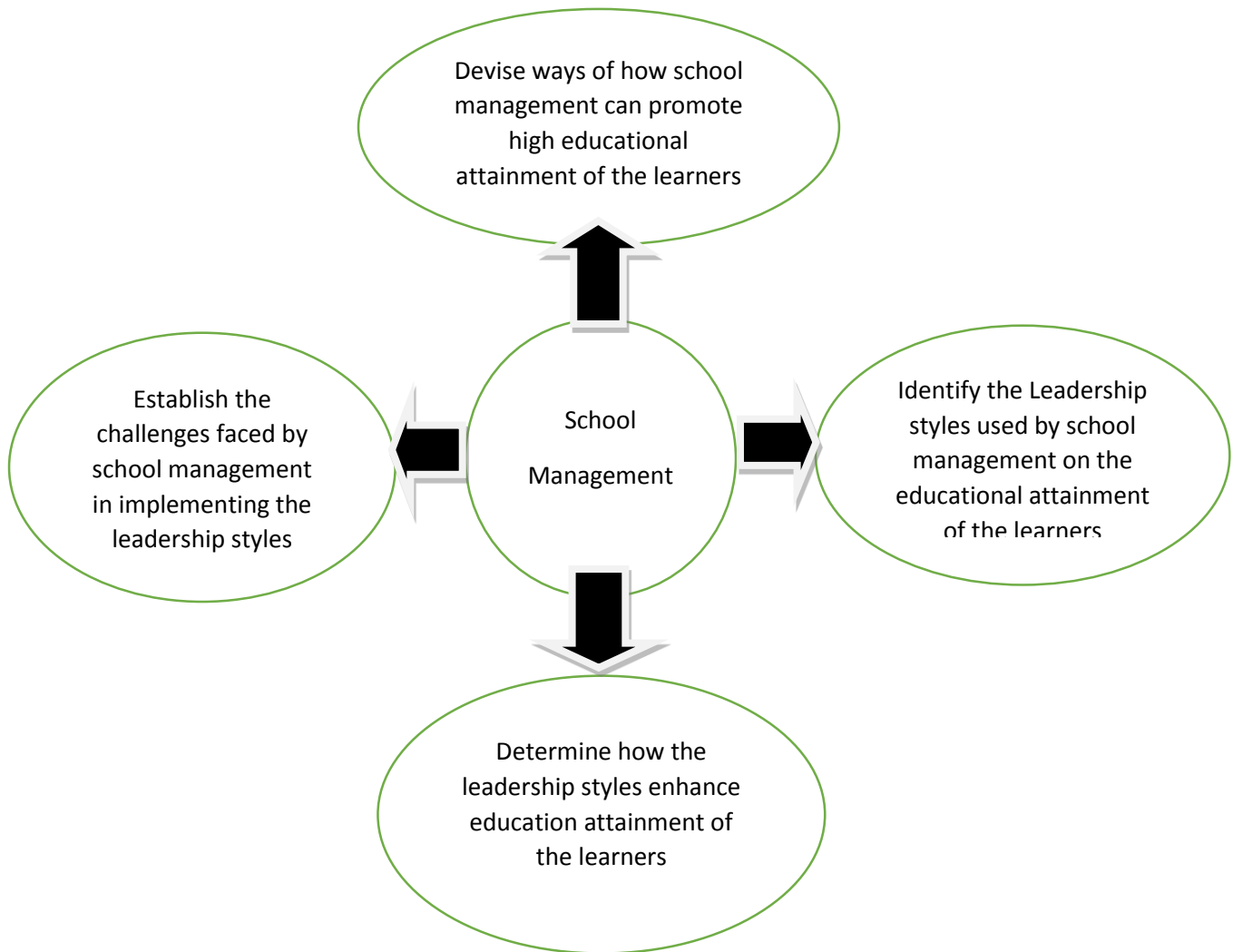
Secondly, determination of the leadership styles that enhance academic performance of learners in community primary schools is important. Therefore, develop educators who have the shared vision of investing, recognising the value of learner achievement and to be accountable for this achievement.

The third component focuses on establishing the challenges faced by the school management in the implementation of leadership styles. These leadership styles, as already indicated, should be positive to reduce on the challenges faced by the school management of community primary schools.

Lastly, devising ways of how school management can promote high educational attainment of learners is unavoidably important. To achieve this, there is great need for concerted efforts from all stakeholders such as educational policy makers, churches, NGOs, parents and teachers. Inputs from the stated stakeholders would result into improved educational attainment of learners in community primary schools.

The figure below provides a conceptual framework summarising the independent and the dependent variables on the effects of the management of community primary schools on the educational attainment of learners.

Figure 1. The conceptual Framework of the study on established variables of the effects of the management of community primary schools on the educational attainment of learners.



1.8 Theoretical Framework

The study was guided by the Human Capital theory, which was proposed by Schultz. According to this theory, education is an investment in human beings that may come in various forms. It may be in the area of acquiring personal development aimed at improving skills or learning a trade (Schultz and Field, 1998). The term human capital can trace its roots to the early 1960s, when Schultz (1961:140) proposed that human capital consisted of the ‘knowledge, skills and abilities of the people employed in an organisation’.

At the individual level, this involved examining the antecedents which influence individual performance, such as motivational psychology and employee engagement, employee behavior, talent management and career development. At the organisational level, issues such as capability development, firm governance, corporate leadership and organisational behavior were considered. The model is also backed by management model which also posits that managers should be instructional leaders for their organisations to attain the set objectives of the organisations.

This was chosen for the study as leaders are important in community schools where leaders are expected to bring change. For this reason, human capital would be appropriate in community schools that need to accommodate inclusive changes as time, promote professional development; provide incentives for teachers as well as for teaching (Webb, 2005).

The theory is also backed by Halliger (2005) who stated that leaders who were mindful of the human capital theory were considered to be ‘strong directive leaders’ who act as the day to day managers of the school buildings, responsible for timetabling teachers and evaluating them accordingly. This implies that when promoting inclusive practices, changes will be based on school and teacher evaluation.

Furthermore, human capital theory influences the study of the effects of the management of community primary schools on the educational attainment of the learners in Kafue district. Halliger (2010) adds that leaders who are hands on administrators who are well versed with curriculum and instruction, promote inclusion by being role models who are not only familiar with the curriculum but practice inclusion for children from low income homes or impoverished backgrounds.

1.9 Limitation of the Study

The study was conducted during school time; meaning some research participants were unavailable during the research. This contributed to limiting interviews as to when teachers and administrators were available, therefore, taking longer time than planned for data collection. There was also a problem, because one of the schools selected was new. Therefore, record keeping was difficult during their process of putting things in place in line with regulations required for the school.

1.10 Delimitation of the Study

The study was confined to effects of the management of community primary schools on the educational attainment of learners based on six community primary schools in Kafue District.

1.11 Definition of Operational Terminologies

Terms that were used in this study are defined below for clarity and understanding.

Management: This is an act of planning, organising, directing and controlling the resources of the organisation both human, finance and material together with other to accomplish the desired objectives.

Headteacher: An individual who is in charge of day to day running of the school and directs policy issues and manages human resource especially teachers.

Administrator: A person in charge of running an organisation.

Leadership styles: Leader's style of providing direction, implementing plans, and motivating people, these are democratic, laissez-faire, bureaucratic, charismatic, transformational, autocratic, strategic, cross- cultural and facilitative leadership styles.

Community School: Both a place and a set of partnerships between the school and other community resources.

Educational attainment: Highest level of education an individual has completed.

1.12 Summary

The chapter gave an insight into the background of the study. Followed by a discussion of the statement of the problem, thereafter, the chapter also looked at the purpose of the study, objectives of the study, research questions, significance of the study, conceptual and theoretical frameworks respectively. Limitations and delimitations were stated. Operational terms were defined.

The following chapter reviews literature on the effects of the management of community schools on the educational attainment of learners with specific attention on the global, African and Zambian perspectives.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

In this chapter, the study reviews already written literature on the effects of management of community primary schools in educational attainment of the learners from the global, continent and national perspective. A review of literature is important because it contextualizes the current study by placing it within the context of other similar studies in order to strengthen it and provide a significance or justification for it. A thorough review of literature helps the researcher to avoid duplication of studies already done on a particular subject. Rwegoshora (2006:60) asserts that consideration of similar research works in the review of literature is useful because it acquaints the researcher with difficulties that were faced in similar studies, those to expect in the current study and the best research approaches to the current study.

2.1 Community Schools: A Global Perspective

2.1.1 School Management

Teachers teach and work in schools that are usually administered by managers, often known as Headteachers. School administration is itself often part of larger administration units. The conditions of teachers' working life are influenced by the administration and leadership provided by Headteachers. It is widely assumed that school leadership style directly influences the effectiveness of teachers and the achievement outcomes of students. Many countries of the world have community schools especially at lower levels. Community schools in developed countries like America run differently and provide quality education to the learners because of availability of resources for school infrastructure, experienced and quality managers with high level values, style attitudes, beliefs and skills. This however, could be different in the global developing or Least Developed Countries (LDCs) where resources are meagre as a result infrastructure of community schools leaves much to be desired. UNESCO (2008) observed that community school managers in developed countries such as United States of America use all inclusive and democratic leadership styles to effectively run the schools. However, Kombo (2006) in his study

of management in Kenya revealed that most of the school managers were using autocratic type of leadership.

2.1.2 Management Ethics

According to Samberg (2000), a study on ethics in school leadership styles identified that ethical codes that are imposed by the state are hardly compatible with the local context. The ethics of school administrators, therefore, need to be well defined and well-versed within the school setting, incorporating local culture and contexts. To promote learning on how to work together not work parallel, community schools managers in Europe, according to Alexa, et.al. (2015) have entwined schools, managers, parents, teachers and learners with other community schools in other countries.

In Japan, School Based Management (SBM) has been promoted in trying to improve the effectiveness of managing schools with community schools included. Hirata (2006) contented that through SBM which is premised in promoting community based school management system, effective leadership styles in the community schools were attained in Japan as was the case in Europe.

The management ethical idea here is to learn from other schools on how to improve on management effectiveness solely so as to ameliorate or better the general performance of community schools. It is very important that community participation in the running of schools is promoted. Also important is information sharing within the community and between community and school, collaboration and coordination among actors within the community and administrative institutions, critical thinking abilities of community members for analyzing government policy and their own needs to initiate action, attitudes of trust and mutual respect among people over school management, untiring efforts to improve, and a spirit of voluntary contribution (Nishimura, 2014). It is therefore, imperative that the school management becomes determined to use leadership styles that embrace the staff in decision making. When democratic type of leadership is effected, the desired goal of educational attainment of learners in community primary schools may be achieved. Tucker, et.al. (2007), revealed that new challenges require new leadership skills, behaviors and ways of communication and that leadership lives in how people think and these are all under the principles of management ethics.

Hirata (2006) argues that as long as guidelines, ethics and ethos were clear, communities in collaboration with school managers, teachers and other stakeholders could have the capacity to run community schools just like any other schools. The standards, in terms of infrastructure and learner performance could improve with collaborative management system. Indeed, collaboratively, managers of schools can run community schools well where teaching and learning materials, teacher motivation and other need areas could be improved thereby improving the performance of learners. Above all, if the school is run effectively, school management and community conflicts would be reduced because community itself would actively be involved in creation of ethics and school ethos.

2.1.3 School Infrastructure

School infrastructure of community schools in most cases is very poor especially in the developing countries. The emerging economies of the world have also begun to develop well established community primary schools. In urban China, government according to Goh-Shin (2015), regularly monitor the running of community schools and infrastructure in dense urban settlements. Government also takes part in rehabilitation, redesigning and maintenance of the community school infrastructure as well as sending not only qualified but experienced school managers to run some of the community schools even though this could be a challenge in some countries.

A study conducted by Schneewind (2006) in Ming State of China revealed that rural community elementary community schools were in deplorable state because of poor school management who lacked good communication and interaction with other stakeholders as well as poor ethical leadership compounded with lack of government interventions in the running of these schools. These schools in rural China were in deplorable state because the poor economic status of the people. There is need to establish the challenges faced in community primary schools in order to enable the school management enforce programmes and policies that promote educational attainment of learners. As stated by Mardson (2009) in her study on Community Schools in Japan, the overriding goal of effective management is the effectiveness and efficiency of school operations which result into having good learning environment and infrastructure. The type of leadership employed in a school such as inclusive style of leadership leads to strong administrative leadership especially in areas of instruction and curriculum. All this leads to good

school infrastructure especially in schools where the school administration uses good leadership style.

2.1.4 Teacher Qualification

Community schools lack quite number drivers of good learner attainment such as lack of qualified teachers. Bruns, et.al. (2011) in his study of community schools management in Bolivia found out that most of the teachers in community schools were volunteer teachers some of whom were not qualified at all but had the passion to serve even under difficult conditions. In Guatemala and Honduras, a case study by Altschuler (2013), suggests that hiring of teachers was to teach in community schools was based on either religious loyalties or trust of broader community members in the community rather than teaching qualifications. This could have some effects on the educational attainments of the learners and is typical of the developing countries.

However, the Indonesian government has made efforts to improve the quality of education in all learning institutions. It has mandated twenty per cent of the national budget for education. There are plans to improve the learning process by training and retraining teachers in order to enhance the provision of quality school management and teachers. Even with such a huge budget allocation, Hanushek, et.al. (2013) contend that the community schools receive no money at all and the major beneficiaries are the government run schools thereby rendering community schools with no programmes for teacher training and retraining. This to a larger extent creates a rift between the community and school management because parents feel that managers misuse the funds provided for by government.

According to Hogan (2014), in many community schools in Indonesia there is a long-standing conflict between communities and the schools that provide education for their children. Management of the community schools in this country therefore, face a big challenge of lack of community support in the running of community primary schools as well as lack of support to employ trained teachers. This is supported by Barkronge (2012) in his study of effectiveness of managers of community schools in Indonesian Bengkayang region where he revealed that community school managers even when they were trying their best, faced numerous challenges which originated from the community especially among the poor. Marrie (2005) also acknowledges that to improve community school management, Singapore is strongly committed

to capacity building at all levels of the system, especially the selection, retraining and professional development of school managers with community schools inclusive.

There are however, problems that teachers regardless of their qualifications face. Barkronge (2012) revealed that schooling in some families was seasonal and children were encouraged by their families to do apprentices in pad fields as well as performing other village responsibilities such as fishing and hunting. In this case, great need for a good manager becomes inevitably significant to collaborate with the community in the running of the school. It is for this reason that autocratic leadership styles must be adopted to dictate sometimes, the course of action to guardians who undermine the importance of formal education.

2.1.5 Educational Policy

Marrie (2005) stated that in Singapore, the major government commitments to research and knowledge on management are designed to support evidence- based policy making which helps in establishing quality leadership style. This quality and effective leadership reduces school management and community conflicts as indicated above. It also makes the educational attainment of learners improve because of the type of leadership styles being implemented by community primary school management.

Redecker (2009) acknowledges the fact that there is a deliberate policy for community schools at lower levels in Wales, England, Northern Ireland, Scotland, Spain, Sweden and many other countries in Europe that work in collaboration to reduce challenges faced by community schools in the continent through encouraging managers to be as democratic as possible. Altschuler et al (2013) also state that management of community schools should not be stiff in their execution of duties but try by all means to embrace other stakeholders. In this vein, European Commission (2007) also states that effective policies on management of both elementary and primary community schools through continental collaboration is promoted to provide quality leadership in the schools. This explains why community primary schools are effectively run in the countries above because management to a larger extent is effective and challenges are minimal because of good policing systems.

Naidoo (2005) actually points out that 10% of the primary school going children in both rural and urban India access education through community schools. UNESCO (2008) however, points out that some of these schools were so poorly run that they were in a mess. The infrastructure run down because of vandalism by community members, lack of teaching and learning materials, volunteer managers with no experience in education leadership coupled with untrained volunteer teachers have hindered provision of quality education in some parts of India. Grandvaux (2016) however, gives hope and stated that even when there are numerous problem faced in managing primary community schools in India, government continued working towards formulation of policies to enable it to attain the goal of offering quality education by 2030 in all the institutions of learning, community schools included.

Finally, in as far as global perspective is concerned, in management of primary community schools; some countries with good financial resource base have very powerful community schools. However, the least developed countries at global level still lag behind in improving quality education provision. This is because of poor management of the schools coupled with poor community participation and lack of financial resources.

2.2 Community Schools: An African Perspective

2.2.1 Lack of Educational Resources

Africa is one of the continents where disparities in terms of children accessing education are high. Of course many communities in Sub-Saharan Africa have traditionally provided education in a variety of ways, in particular by offering assistance and contributions for school construction and maintenance. Confronted with the deterioration, or absence, of public education, more communities are increasingly active in their children's schooling thereby having high levels of community schools in many countries of Africa. Furthermore, many community primary schools lack basics such as desks, books and finances. The prominent level with a lot of community schools according to UNESCO (2006) is at primary and lower primary. Indeed, community schools are becoming increasingly widespread in developing countries such as Chad, Ghana, Ethiopia, Kenya, Malawi, Mali, Senegal, Tanzania, Togo, Uganda, and Zambia, often sponsored by alliances of local and national or international NGOs (Grandvaux & Yoder 2002).

It cannot however, be overemphasised that across the continent of Africa, there is abundant evidence that community schools increase access to education, in particular for girls and other marginalised groups. However, many recent studies like that of Carneiro, et.al. (2015) show that one major challenge that community schools in Africa have is the scarcity of teaching and learning materials. He carried out a study in Senegal and concluded that lack of these resources resulted in poor learners' performance in community schools. Altschuler (2013) in his study of community participation in the running of community schools concluded that community schools that were providing alternative sources of the much needed education in vulnerable communities lacked educational resources such as textbooks for learners, charts, maps and many others that could help teachers teach effectively. Indeed, lack of these much needed materials can have a spiral effect on the educational attainment of the learners.

In Mali, according to Rono (2000), community schools were practically synonymous with NGOs in the education sector. According to USAID (2010), from 1993 to 2003, community schools in Sikasso expanded from four schools to 900 schools. This was an astonishing example of going to this large scale, especially when compared to the government's much slower expansion rate of access in Sikasso. Carneal (2004) in her study on community schools in Mali concluded that government was actively involved in trying to make primary community schools begin to operate as effectively as possible by promoting short courses for the management and teachers whose qualifications and experience were very low. In this regard, leadership styles such as innovative style of leadership must be practiced by the school management in order to effect the educational attainment of learners in learning institutions such as community primary schools.

2.2.2 School Conflicts

Kenya is one of the countries in east Africa with a well-run community schools system. However, poor community schools management has been thorny especially in rural areas. Findings in the Republic of Kenya (2001) indicate that school managers sometimes create conflicts in their schools because of applying wrong managerial skills in planning, budgeting and expenditure control. The only problem however, was supplying the much needed school management and teachers. Every aspect of community schools has been the subject of intense policy debate in Kenya, from the curriculum to the qualification of both management and teachers to the status of their pupils. Furthermore, Ibid (2000) reveals that lack of transparency in financial matters gives

freedom to administrators to misuse funds. The government however, has realised that because of poor management in some community schools, learners do not have access to teaching and learning materials, poor classroom infrastructure and many other hindrances to the smooth running of the schools to increase on enrolment and learner performance. Therefore, the Kenyan government has embarked on the following according to USAID (2002)

1. increased government and outside support (for existing schools)
2. increased government-community relations and partnerships
3. promotion of effective parents' associations or PTAs communities more involved in education
4. improvement of classroom infrastructure
5. retraining management on leadership strategies
6. Training and retraining teachers serving and to serve in community primary schools.

According to the Government of the Republic of Uganda (2003) the introduction of the Universal Primary Education was seen as an important foundation for the Poverty Eradication Action Plan. Many children in community schools did not benefit in practical skills such as Information Technology, due to the type of infrastructure that was not modernised. If the management in these community schools could be availed with required training and exposure, the running of their schools would not lag behind.

2.2.3 Management Qualifications

Management similarly covers a number of areas which cover teaching and learning, as well as support for pupils. The quality of administrative support and leadership is another critical element in school processes, both for students and for teachers (Colby, and Witt, 2000). In Malawi, for example management that had gone for refresher courses in leadership showed learning gains as they regularly evaluated teachers, which contributed to educational attainment of the learners (DES, 2012).

One very serious education issue in Guinea was the shortage of teachers in the community schools. According to World Bank report (2011), in Guinea, almost every rural school in the country did not have enough teachers and the most extreme cases, recently built schools were not

opened because they had no teachers. As part of government efforts to address this shortage, contract teachers had been hired subsequent to training and deployed throughout the country. Nonetheless, the government was not able to attract enough people to become contract teachers and many quit after one or two years of service. In addition, many refused or found ways to avoid deployment to isolated rural schools. Save the Children agreed that it would apply government construction standards, use the government's curriculum, and hire government teachers. In this sense, Save the Children did not succeed in changing educational policy in Guinea, as they did in Mali. However, as a precondition to starting its programmes, the government agreed to provide teachers to schools Save the Children built and supported. Compounded by lack of teaching and learning materials as a result of poor leadership in community schools, the performance of learners in the primary community schools in Guinea has been endemic.

2.2.4 Administrative Challenges

The management or administration of a school plays a significant role in the educational attainment of learners. According to Warren (2005) and Demas, et.al. (2015), the level of success of community schools depends partly on their larger communities' capacity to collaborate as partners with power. While there is considerable evidence of classroom and school condition that influence learning achievements, little is known about how management affects those conditions (Day & Leithwood, 2007). The issue of effective management strategies by administrators in community schools has not been addressed with the seriousness it requires hence the never ending and increase in conflicts between community, staff and management in community schools. This scenario is reminiscent of many management systems in the continent of Africa.

Community schools that commit to a vision for developing comprehensive school family community collaborations have the greatest potential to address the needs of the whole child in ways that strengthen families, schools and neighborhoods. Carneal (2004) however, observes that this could be applicable in community schools that have good managerial leadership. Through good leadership primary community schools are in an advantageous position because they can continually engage families through various access points by having their staff refer

leaners to opportunities and broaden engagement. Quality management ensures that there are improved standards of performance in community schools.

Finally, it can be concluded that the African continent has quite a number of community primary schools where most of the vulnerable children access education. However, these schools are faced with numerous administrative challenges that have affected the smooth running of the schools.

This gives the educational practitioners the task of interventions to school management who practice laissez-faire style of leadership so as to reach the intended level of educational attainment of learners in community primary schools.

2.3 Community Schools: A Zambian Perspective

In Zambia today, several children in low-income societies have no access to conventional schooling. In certain urban districts, up to a third of the children in primary schools go to what are known as community schools. These schools are largely run by unpaid and untrained volunteers who teach in community buildings which are of very inadequate standards. In as much as modern education began in Zambia at the turn of the nineteenth century, when the British South African Company (BSAC) took political control of the country and was continued when the British Colonial government took over the country's administration from the company in 1924, education in the country continues facing challenges in terms of quality (Snelson, 1990:121-122).

2.3.1 Distance to School

Zambia is indeed, one of the countries in the continent of Africa where primary community schools have been very important learning institutions that provide education to different types of learners. Community primary schools in Zambia are run by churches, individual communities with other being run by NGOs. Through the Ministry of General Education, the government has for more than three decades tried to determine whether the objectives of provision of quality education in the policy document 'Educating Our Future' are being achieved.

While Zambia has made strides through the provision of free primary education and eliminating compulsory school uniform and fees, access to education is not yet universal hence the formation of community primary schools in communities where children are not accessing public schools. EFA (2003) did acknowledge that barriers in accessing education, which include long distances covered to reach schools. Long distances covered by the learners has discouraged parents from sending children to school because other chores such as farming, selling food stuff and taking care of younger siblings suffer as they have to start off too early to reach the schools.

2.3.2 Over Enrolment

The vital role community schools in some of urban districts cannot be overemphasized. According to Ministry of Education (2009), stated that in Ndola for instance, they educate 33,964 children, which is 29% of primary school enrolment. Though most of these community schools have registered with the District Education Board Office, resources and support are still not provided by the said offices and even management as well as providing teachers is left in the hands of the communities. Over enrolment in the classes has had adverse effect on the teacher pupil ratio which has led to slow learners that require extra attention being denied the privilege. The two most pressing needs are teacher training and equitable funding. If the government through the line Ministry of General Education does not attend to these challenges faced by primary community schools, quality of education provided by community will continue being poor. Teachers are usually discouraged to teach to the best of their ability because they are overwhelmed by the high numbers in the classes.

So, the blame cannot be laid on school management because they are trying to accommodate as many of the learners in the community as possible to get the much needed education attainment. According to Tucker, et.al. (2007: 477-488), there are a variety of factors that contribute to learners' performance in any particular situation and can either contribute positively or negatively to the learner's performance. In this case, the school management feels it has a responsibility to the community and learners play a big role on the smooth running of the community primary schools.

2.3.3 The HIV Pandemic

The negative impact of HIV and AIDS, high poverty levels in communities, lack of infrastructure and limited schools, especially, have been elements in the country having so many primary community schools within a short period of time. According to Hope through Quality Education (2016) and Zambia Open Community Schools (2009) the most compelling issue facing Zambia and other countries in Southern Africa is the impact of the HIV/AIDS epidemic. The population of orphaned children grows as more and more adults succumb to the disease resulting in more than 700,000 children losing one or both parents, accounting for 15% of the population under fifteen years old. Schools have to address the needs of these alarming numbers of orphaned children through the provision of community primary schools both in rural and urban settlements.

Through good school management, quality education in community schools of Zambia could be guaranteed when basic training to volunteer teachers, provision of teaching and learning materials to schools as well as training of Parent Community School Committees (PCSCs) in school management and resource mobilization skills and infrastructure development, water and sanitation facilities are all provided (Owomoyela, 2005). It is then important that stakeholders tasked with the responsibility of looking into the affairs of these community primary schools take this serious plight into consideration in order to reduce the high numbers of uneducated orphaned children.

2.3.4 Funding

The issue of funding for education institutions in Zambia is inconsistent and inadequate and many of the difficulties experienced could be solved by allocation of resources to meet the needs including purchasing of educational materials, appropriate training for staff and other school requisites. Community schools are no exception, but because they are usually marginalised or isolated, they always tend to be the least beneficiaries of these aids. This funding may come from public or private sector or even international and foreign aid to facilitate quality education provision (Verspoor, 2006:1-7). The inadequate funding results into failure by the school management to purchase enough textbooks, teaching and learning aids develop infrastructure, which demotivates the teachers and learners included.

2.3.5 Community Participation

Woessmann (2004):19), attributed poor educational attainment of learners in most community schools to lack of parental involvement, poor school management, an inappropriate curriculum, a non-welcoming school climate, shortage of educational facilities and resources, second language as a medium of instruction, fear of external examinations, inadequate qualified teaching personnel, lack of discipline and poor school attendance by both the teachers and pupils, a common trend in most African countries. Government in Mbala district in Northern Province took over 40 community schools. This was to enhance the delivery of quality education in the district (Daily Mail, 2017). In many districts, partnerships develop greater community support for local schools by gathering resources, bringing in outside expertise, and providing services that the district cannot provide itself. It creates learning opportunities to help learners develop academically, emotionally, physically, and socially.

Kabili (2011), indicates that Katete, Petauke and Nyimba districts of Eastern Province ZOCS is providing training to community school teachers in form of basic teaching methodologies with support from UNICEF. Since the organisation has been in the province over 200 school managers and their teachers have benefited from these trainings. Similar trainings are being conducted in other areas of Eastern Province. Gordon (1991), indicates that inexperienced administrators run into serious problems when they fail to manage the scarce resources in these low income schools properly. Meagre resources available in the community schools may be used on trivial projects while major ones were left untouched.

2.3.6 Resources

According to Mbozi (2008: 127), in his study of quality of education in selected schools in Livingstone and Kazungula Districts of Zambia, lack of enough textbooks affects academic performance of learners. In his study, four classes of about sixty learners each shared only four textbooks amongst them, making it difficult for teachers to effectively use them during class lessons. Failure by the school management who have a laissez-faire style of leadership to purchase enough textbooks, teaching and learning aids, develop infrastructure, which is a source of demotivation for the teachers. Through good leadership, managers should plan for the betterment of their schools.

As has been noted, literature explored so far has revealed that the issue of management of community schools is not a new topic. Management of community schools has been looked at in Zambia and the world in general. But, the various reviewed literature have not elucidated the effects of the management of community primary schools on the educational attainment of the learners in selected community primary schools of Kafue District. Research on which leadership styles that school management uses to enhance learner achievement is severely lacking and excluded from discussions. It is important to note that leadership skills are a must in this field of managing these institutions. Considering the indispensable role these schools serve in providing access to primary education in Zambia, it is critical to look more deeply at the quality of this education.

2.4 Review of Related Literature

Community schools in the world provide education to different types of learners that come from respective communities. Numerous studies have been conducted globally, on different components of community schools. This section therefore, looks at related literature in two countries at a global level and two African countries, on educational attainment of learners. Rautiola conducted a study in 2009 on effects of leadership styles in the United States of America. He revealed that there were many leadership styles used by school managers in community schools some of which had poor effects on the educational attainment of learners. The study however, also found that most community school management employed good management and leadership styles and were able to accomplish tasks, provide the much needed teaching and learning materials, motivate the teaching staff and indeed collaborate effectively with the community where learners were coming from.

Another related study conducted in Punjab (Pakistan) by Dahar, et.al in 2010 revealed that leadership styles influence the education process in academic achievement of the learners. The study concluded that democratic style is the most effective leadership style and an important resource input that plays its important role in attaining academic achievement of the learners.

Grandvaux (2016) also did conduct a study in Mali and revealed that community schools were not integrated into the national education system in most countries but they were primarily supported by communities, churches and NGOs. He also concluded that if the limitations of poor

school management such were not overcome, most African countries would not be able to provide quality education in community schools.

The works of Achola and Pillai (2009) on challenges of primary education in developing countries, identified that the community played an important role in childhood education. They concluded that the human capital and social capital of the community reinforce each other in a reproductive loop. This results in high educational attainment of learners in community primary schools.

In Tanzania, Hamer (2017) in her studies focused on the effects, successes and failures of community involvement in various areas of financing in the area. Research on community schools management is severely lacking. The study looked in depth the level of awareness the members of the community possessed about their roles and obligations in managing schools. Few researchers acknowledge their existence, but exclude them from discussions. The majority make no differentiation between different private providers. That community schools are reaching remote communities otherwise excluded. The study left the area of how community school management strategies are affecting learner academic attainment.

2.5 The Identified Research Gap

The related literature has not given insight or given specific strategies or leadership styles effective in the management of community primary schools on the educational attainment of learners. Most of the literature however, lacks clear cut explanation of how the school management in community schools contributes to the well-being and smooth running of the schools. This is a major gap hence the need for this study to make an assessment of the effects of the management of community primary schools on the educational attainment of the learners in Kafue District.

It is safe to assert that community schools in the world serve many societies in as far as provision of education is concerned. However, these community schools vary in terms of teachers, infrastructure, and availability of learning and teaching materials because of many factors that could be different from country to country and from place to place. Therefore, there is need for the study because community primary schools should be vehicles for education

reform, a resource for human capital and haven for the transformation of learners through provision of good management with favorable leadership qualities.

2.6 Summary

The chapter reviewed literature on global, African and Zambian perspectives, which identified that management issues are fundamental to any organisation. School management has both direct and indirect implications leading to learner education attainment. From most of the above observations, they also relate to community schools that lack effective leadership, inappropriate human resources and lack of mechanisms to engage community in policy-making decisions. Regardless of the economic status of any given country, interventions in the running of all learning institutions, primary community schools inclusive, becomes unavoidably important.

The chapter reviewed literature at global, African and Zambian perspectives. An overview of related literature was discussed including the knowledge gap. However, the information does not explain how leadership styles practiced by the school management enhances the educational attainment of learners, hence the need to conduct the study.

The next chapter focuses on the methodological approaches of the study. The research design will be identified and data instruments interpreted.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter showed how the study was conducted and describes methods that were used throughout the study. This component explained methodologies that were used in this research, such as research design, target population, sample size, research instruments and data collection procedures.

3.1 Research Design

A research design specifies conditions and optimum research procedures to be followed when conducting a research study (Msabila and Nalaila, 2013). The research design in this study was a descriptive survey. Cresswell (2009: 195), holds that the data that emerge from a qualitative study are descriptive, that is, data are reported in words or diagrams, rather than in numbers. Additionally, he asserts that a qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. And that the focus of qualitative research is on participants' perception and experiences, and the way they make sense of their lives.

The research got in-depth interviews that were semi-structured, on one to one discussions, focus group discussions, observations by the researcher. To achieve this, data was collected using thematic method through key participants in the demography. However, since the study required data on the learners' academic performance using term's report cards, triangulation was used where numbers and charts were involved.

3.2 Study Area

The study was conducted at six selected community primary schools in Kafue District of Lusaka Province, Zambia. The district has a number of community primary schools with vulnerable learners and was selected because of the low educational attainment of learners. The researcher was able to collect the required information on effects of the management of community primary

schools on the educational attainment of learners in the six selected community schools of the district.

3.3 Target Population

The main target population of the study was six (6) community primary school managers (Headteachers), teachers, parents and members of the Parent Teachers' Association (PTA) were also targeted from the selected community primary schools of Kafue District.

3.4 Sample Size

The sample was drawn from six (6) selected community primary schools. Six (6) Headteachers, five (5) teachers and two (2) members of the Parents Teachers' Association from each school were also interviewed, which amounted to 6 Headteachers, 30 teachers and 12 members from PTA board.

3.5 Sampling Procedures

For teacher participants, convenient sampling was used where the researcher selected teachers who were found at the school and were willing to be interviewed. Purposive sampling was used to select parents for semi-structured interviews. The use of purposive sampling helped the researcher purposively target a group of people believed to be reliable for the study (Kombo and Tromp, 2006). Purposive sample is one that is selected based on the knowledge of a population and the purpose of the study. In this case, a purposive sampling procedure was relevant with administrators, parents and the community members. The study conducted purposive sampling as only participants that have been in that community school for a minimal of one year were identified. Kombo and Tromp (2006), recognises that purposive sampling can be used with both quantitative and qualitative studies. The study took both approaches hence the sampling technique is applicable.

3.6 Research Instruments

The research instruments that were used to collect data from the field were semi- structured interview guides (Face to face interviews) and observation schedule as well as Focus Group Schedule. How each one was used is explained below.

3.7 Semi-Structured Interview Guides

This technique helped the researcher to ask face to face questions that required detailed answers. This was used to get in-depth information from the participants. The guide also helped the researcher to interact with participants which helped to make the participants give valid and detailed raw data. Semi-structured interviews were conducted with senior school managers, PTA representatives, and teachers respectively. Kvale & Brinkmann (2009) assert that interviews are best suited for studying peoples understanding and also for clarifying and elaborating their own perspective of their lived world. As a result, qualitative interviewing was used or chosen because it helped the researcher probe and clarify school administrators' perception of management strategies and find out more about the way they motivate teachers to build inclusive classrooms. Interviewing is also appropriate as it helps to elicit information on some of the activities that the school administrators had practiced in the past and which are impossible to replicate (Merriam, 2009). Given the time span for the study, the face to face interview was also seen to be invaluable as it allowed direct contact (Thomas, 2009) and the eliciting of relevant information from the school administrators.

3.8 Focus Group Guide

The focus group guide was used to interview teachers. According to Cowling (1990), when properly planned and facilitated, Focus Groups can produce a lot of information quickly and are good for identifying and exploring participants' beliefs and perceptions. Focus Groups are aimed at discussing a fairly tightly defined topic and the emphasis is on interaction within the group (Kogo, 2002). The focus group discussion helped capture missing data in the semi-structured interview and clarity as the participants express themselves in more free and relaxed atmosphere.

3.9 Observation Schedule

This data collection technique was used as the researcher went round the schools to observe infrastructure, the teaching and learning environment or surroundings of the community primary schools.

3.10 Data Analysis

Raw data collected from the field was analysed in different ways based on the type of data. However, since this study was qualitative in nature, data was analysed and presented in prose and emerging themes. Verbatim was used for qualitative data collected using the semi-structured interviews.

3.11 Ethical Considerations

When conducting research, there are ethical issues to be considered. These are aimed at protecting those involved in the research, some of whom are not able to represent themselves in the event that they are misrepresented. To this effect, the researcher got clearance from the University of Zambia. The researcher sort permission from the Provincial Education Officer and the District Education Board Secretary of Kafue District of Lusaka Province to conduct research in the selected community primary schools in Kafue District. Consent was also sort from the subjects by the researcher, after giving them information on the nature of the research and de brief them afterwards. Researcher maintained confidentiality at all times. Assuring the participants of protection emotionally and physically from those they perceive may be injured or hate by their responses in the course of the interviews.

3.12 Validity and Reliability of the Instruments

This refers to the degree to which the study conclusions based on the findings was empirically comprehensive. Validity and reliability of data depends on the instruments used in the research (Kothari, 2004). Validity is the extent to which an instrument measures what is intended. In order to ensure validity of the data that was collected and reliability of research instruments, a study was conducted at six (6) different community primary schools in Kafue District. A pilot survey to test the instruments was conducted.

3.13 Summary

The chapter reviewed how the study was conducted, the research design, selection of participants, data gathering techniques, data analysis and others.

The following chapter discusses the research findings. The chapter will identify the researchers' field information from the participants' perspectives, on the school management's roles in educational attainment of learners in the selected community primary schools of Kafue District.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.0 Overview

This chapter presents the findings of the study obtained through qualitative data collection techniques namely; semi- structured interviews, focus group discussions and observation schedule. Also forming the major part of the presentation was the application of ‘Human Capital’ theory which states that education is an investment in human beings that may come in various forms (Shultz and Field, 1998). The findings were done systematically following the set objectives as guidelines. Which are to identify the leadership styles used by the school management in selected community primary schools, to determine how the leadership styles used by the school management in selected community primary schools enhance the educational attainment of learners, to establish the challenges faced by school management in the implementation of leadership styles in selected community primary schools and device ways of how school management can promote high educational attainment of learners. Mardson (2009) states that the best way of presenting results collected from the field is by way of reflecting on the objectives that were formulated.

The first part of the chapter presented the demographic profile of the participants. The second presented findings from semi-structured interviews held with six (6) Headteachers and thirty (30) teachers. Apart from these, twelve (12) Parents from the Parent Teachers’ Association (PTA) were interviewed. Six (6) teachers, one from each school, were also selected for Focus Group Discussion (FGD).

4.1 Demographic Profile of Participants

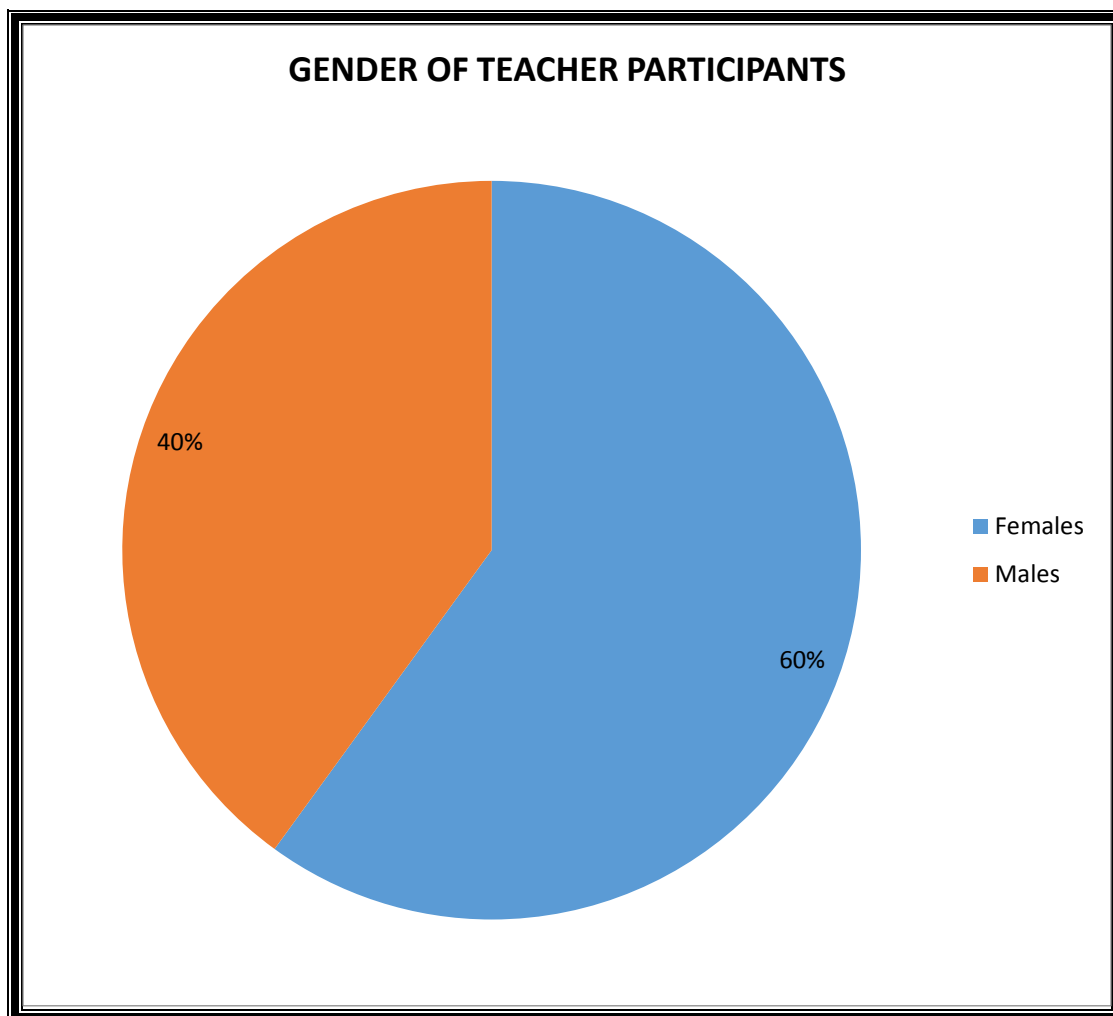
The demographic information of the participants who took part in the study is important as it enables the researcher to tabulate the participants’ statistics numerically. The researcher collected the data from participants that were affected, willing, appropriate, and knowledgeable about the study.

Permission was sort and the participants were accorded the confidentiality and the aspect of gender was put into consideration to ensure equal participation. The targeted participants were six (6) Headteachers, thirty (30) teachers , two (2) parents from each school, (12) parents. The participants willingly availed themselves for the interviews and discussions as the researcher had requested their participation beforehand.

4.1.1 Participants by Gender

Thirty teachers were interviewed in this study and out of the total number of teachers interviewed, only twelve were males and the remaining eighteen were all females. The table below shows the gender of the teachers interviewed.

Apart from teachers, Headteachers of the schools selected were also interviewed and out of the ten interviewed, four were males and the remaining six were female Headmistresses. Selected parents were also interviewed and out of the twelve parents interviewed, eight were males and four were females.



Source: Field Data (2018).

Table 1: Demographic characteristics of participants

Participants	Males	%	Females	%	Total	Percentage
Teachers	12	40	18	60	30	100
Headteachers	2	33	4	67	06	100
Parents	8	67	4	33	06	100

Source: Field Data (2018).

This study also used symbols for the participant source of data. Table 2 below shows the symbols used in this study.

Table 2: Symbols used for Sources of Information in the Study

Symbol	What it represents
HT	School Headteacher
HT 1	From school 1
HT 2	School 2
HT 3	School 3
HT 4	School 4
HT 5	School 5
HT 6	School 6
PT	Parent
PT 1	From school 1
PT 2	School 2
PT 3	School 3
PT 4	School 4
PT 5	School 5
PT 6	School 6
TR	Teacher
TR 1	From school 1
TR 2	School 2
TR 3	school 3
TR 4	School 4
TR 5	School 5
TR 6	School 6
FGD 1	School 1
FGD 2	School 2
FGD 3	School 3
FGD 4	School 4
FGD 5	School 5
FGD 6	School 6

Source: Field data (2018)

The symbols in the table 2 above were used to denote the sources of data collected from the field. Information was collected from teachers (TR), Headteachers (HT) and parents (PT) from six community primary schools in Kafue District.

4.1.2 Qualifications of Research Participants

The participants were asked to state their highest qualifications. Out of the thirty teacher participants, six had primary school teaching certificates, eight had primary school diplomas, six had early childhood certificates and the last ten had other qualifications that included grade twelve school leavers and other volunteers. The Headteachers were also asked to state their highest qualifications and out of the ten of them, six had primary diplomas, two had primary school certificates, one had primary degree and the other one had a diploma in Social Work. Parents interviewed were not asked about their qualifications.

The table below show the qualifications of the participants.

Table 3: Qualifications of the participants

Qualification	Headteachers	%	Teachers	%	Total	%
Degree	1	16	0	0	1	3
Diploma	2	34	8	26	10	27
Primary Certificate	1	16	6	20	7	19
Early childhood Certificate	0	0	6	20	6	17
Others	2	34	10	34	12	34
Total	6	100	30	100	36	100

Source: Field Data (2018)

4.1.3 Teaching and Management Experience of Research Participants

The research findings revealed that the eight out of the thirty teachers interviewed, twelve had taught for below five years, ten between five and ten years and the rest eight had teaching experience of above ten years. On the other hand, the Headteachers' experience in management was as follows: out of the ten Headteachers interviewed, six of them had management experience of above ten years, two had between five and ten years of experience in management and the remaining two had less than five years of management experience. Interestingly, one Headteacher said that she had vast experience of over forty years' in education or school management. She said she was a retired Headteacher and was there to plough back to her community and help the vulnerable children access education.

4.2 Presentation of Research Findings from Semi- Structured Interviews and Focus Group Discussions

4.2.1 Objective 1: 'Identify Leadership Styles used by the School Management in Selected Community Primary Schools of Kafue District.'

This study revealed that some Headteachers were concerned about the wellbeing of subordinates and demonstrated a leadership style that was democratic and people oriented. Headteachers are special because, through their leadership styles, they have the power to define a school and its level of performance. However, it was revealed in this study that some Headteachers used poor leadership styles such as laissez Faire and autocratic leadership styles.

A participant from a different school responded to the contrary and out rightly stated that her Headteacher was too dictatorial and lacked leadership qualities. This showed that while ultimate responsibility for crucial decisions rests with school Headteachers, consulting with and involving teachers, pupils and the local community in decision making was important. There was no transparency in managing resources which did not inspire confidence to persuade teachers, pupils and local community to use the limited wisely. The school management lacked an inclusive type of leadership style. The responses below identified that each community perceived their Headteachers differently.

In line with poor management, the study revealed that in one community school, the Headteacher was known to be active and had projects almost every term because he had not only been sourcing for funds but even materials. A transformational leader whose leadership is aimed at improving productivity.

Teachers were also asked to rate their management as Very good, Good, Poor or Very poor. Out of the thirty teacher participants, four representing thirteen percent said their school management was very good, seven representing twenty three percent, said the management was good, fourteen with forty seven percent said they had poor management and the remaining five representing seventeen percent said the school management was very poor. These responses are diagrammatically shown on table 2 below.

Table 4: Teacher participant's ratings on school management

Responses	Participants	Percentage
Very Good	4	13
Good	7	23
Poor	14	47
Very Poor	5	17
Total	30	100

Source: Field data (2018)

A number of participants had this to say in line with the above findings:

Participant TR 5: My Headmistress is a very good manager and she was so good that when a teacher does not report for work, she always makes efforts to communicate to find out what the problem was. If a teacher is not feeling well, she comes to the residence and wish him or her well.

FGD 2: What is important ladies and gentlemen is giving a service to the community. These Headteachers in these schools are working under very difficult conditions and therefore, continuously blaming them for rundown school may not be fair to them. We should actually encourage them and offer solutions to them and probably one day these learners coming from these community y schools might become ministers. At my school, we have been working as service givers and we have been appreciated by the community so much that teachers from the school were held in high esteem.

Participant TR 1: I enjoy teaching at my school because of good school management. Even when sometimes we get paid very late, management always meets us and encourages us. If we do not have food as teachers, we get chickens, eggs and vegetables on credit from the school projects. Very few teachers have left the school because we have had very good school manager who inspires us so much that we are working happily as a team and happy family.

Participant TR 3: Our school receives a lot of help from well-wishers but our management never consults the teaching community on how to amicably distribute the resources. He just sits down with the parent representing Parents and Teachers' Association (PTA) and the two of them decide on what to do with the resources. Neither the Deputy Headteacher nor us, the teachers are consulted. Teachers are in fact insulted in an event that he hears that we were complaining. This has killed the moral of us, the teachers and most of the parents are taking their children out of this school because of poor management.

Participant TR 4: We went to see her as teacher representatives last week so that we could present our problems to her but she said she would communicate as to when we can meet her. Up to now so far there has not been any communication.

FGD 4: We received some funds from a well-wisher last term and instead of sitting down with others such as Headteacher and parents to budget, the school manager decided that the money shall be used to buy teaching and learning materials which was good. However, he single sourced the supplier of the materials and to make matters worse, the materials were not only enough but some of the books were outdated. As am talking now there is an audit query from the donor of the same money.

PT 2: Things are bad in that school and most of the parents are transferring their children to a church run community school largely because of poor school management. The Headteacher is so heartless that sometimes uses very bad language to the children and calls them children of the poor. It is actually not only our children leaving the once good school but even teachers have been leaving it because of the school manager who is too rude and arrogant.

Participant TR 5: One day, children were fighting near her office and she opened the window to call a teacher to separate the girls that were fighting.

FGD 4: Even though there was scarcity of the said resources, the onus is on the school management to strive to source for the school materials persistently. Without Headteachers being forceful, the desired materials will just be pipeline dreams.

One discussant stated that the type of management in community schools was so poor that some of the schools were not even fit to be called schools. He stated that school he was teaching, the school manager was so dictatorial that teachers and even parents were not involved in decision making and it was only him who was the ultimate decision maker.

Another discussant stated that even if the Headteachers in community schools were working under difficult conditions where the resources were very scarce, management of the resources was questionable because of lack of inclusiveness. He said there was need for school managers to work together with other stakeholders to improve the teaching and learning conditions of the learners the teacher participant in the discussion also stated that teachers who were working in community schools were supposed to bear with school managers and they should understand that they were not money making but serving their communities and not expect too much from the schools.

Another discussant was of the view that heavily funded schools which were sponsored by the Catholic Church had a lot of projects which to a larger extent were self-sustaining.

FGD 4: The community school run by the community has run down because of poor management. A good manager should not only sit in the office but move around the corporate companies sourcing for help. A certain community school in the area, the Headteacher there is known to be active and has had projects almost every term because he has been not only sourcing for funds but even materials. I blame school management for poor teaching and learning conditions in the community schools in the district.

4.2.2 Objective 2: ‘To Determine how Leadership Styles Enhance Educational Attainment of Learners in Selected Schools of Kafue District.’

The study showed that Laissez faire type of leadership style was attributed to low performance of the learners. A participant interviewed said that the performance of the learners at grade seven

final examination levels was very poor, attributing this poor performance by learners to poor management of the school resources by the managers.

Additionally, in another school the participants stated that they followed an open door policy where all stakeholders were involved in decision making therefore, did not think that learners were not doing well at grade seven final examination level because of poor management. That even when they qualified, their management styles were not good enough to help improve teaching and learning environment.

Another aspect of the study noted that most teachers were volunteer teachers whose main purpose was to give a service to the community and they were only receiving allowances, which had a negative effect on the performance of the learners as the teachers did not feel indebted to put in their level best.

Participant PT 6: Our children are not doing well in their examination and some of them actually end up stopping because they say there was no need to continue school when almost everyone was failing. Certain community schools in the area actually pass very few learners at grade seven levels. My child however, did well and passed her grade seven examination but she was amongst the few that qualified to grade eight at a secondary school.

Participant TR 5: The performance of learners in community schools is pathetic largely because of lack of good managerial leadership. The school managers should mobilise resources but our Headteacher just sits in her office without sourcing for funds to buy teaching and learning materials. One community school in the neighborhood is doing very fine because the pastor Headteacher, who runs it has very good managerial strategies and the school has been doing very fine in as far as learners performance is concerned.

Out of the thirty teachers interviewed, fifteen representing fifty percent said the performance of learners was poor, ten representing thirty three percent said the performance of the learners was very poor with six representing twenty percent stating that the performance of learners was very good and the remaining four representing thirteen percent alluding to the fact that the learners' performance was good. These ratings from the teacher respondents are tabulated in Table 3 below.

Table 5: Teacher participant's ratings on learners' performance

Responses	Participants	Percentage
Very poor	6	20
Poor	15	50
Very Good	4	13
Good	5	17
Total	30	100

Source: Field Data (2018)

An autocratic type of leadership in some schools visited showed that there was no team work between the teachers and the school management. Asked to explain the relationship between management and learner performance, participants interviewed stated that there indeed was a critical correlation between the type of leadership in the school and the general performance of the learners. The responses below reflect the reactions of the participants.

Participant HT 4: *Poor leadership styles in school management could result into poor motivation of the teachers and this could have a spiral effect on the performance of the learners. He stated that at his school, the results had been very poor so much that less than half the candidates at grade seven made it to grade eight at secondary school cutoff point. He attributed this to poor management by the former school management. He said he was working very hard with the teachers, parents and other stakeholders to renovate the school, source for teaching and learning materials and also make requests through the Ministry of General Education to send qualified teachers to the school although it was a community based school that was run by the community itself. He said there were some school managers whose management and leadership*

styles were so bad that learners were negatively impacted and had a lot of such examples but declined to mention any school.

Participant PT 2: Teachers would not be motivated enough to give in their best and the result to this would be poor results or performance of the learners.

Participant PT 6: The results not only at grade seven but even at the end of term tests were not inspiring at all largely because of poor school management which did not put the interest of the vulnerable learners first.

Participant TR 3: Even when the school is a community school where the vulnerable of the vulnerable are found, there is great need for management to be proactive not reactive to make these schools run effectively rather than run the schools as if they are government schools.

The participants were asked to discuss the relationship between management and learner performance. One discussant argued that there was indeed, a relationship between the type of management and the performance of the learners in the school. He observed that learners in community schools especially those that were completely run by the communities themselves, were not doing well in as far as learner performance was concerned. The participant attributed the low learner performance to many factors which all pointed to poor management of the schools.

Another discussant stated that even when these managers were qualified, their management styles were not good enough to help improve teaching and learning environment. She stated that there was great need for the school managers to work tirelessly to make community schools also performed better even when resources were so scarce that some schools teachers who were the major drivers in the chain of learner performance went for months without pay. He explained that in such schools, most of the teachers were volunteer teachers whose main purpose was to give a service to the community and they were only receiving allowances. He suggested that the community and school administration should advocate for the same volunteer teachers and other qualified teachers especially those that have been working in community schools for many years to be put on government payroll. The discussant said that would motivate the community school teachers so much and that would also have an effect on the performance of learners.

4.2.3 Objective 3: ‘To Establish the Challenges Faced by School Management in the Implementation of Leadership Styles in Selected Community Primary Schools of Kafue District.’

The study revealed that the community schools faced numerous challenges which posed as impediments to the educational attainment of learners in the selected community schools. Lack of motivation by the school management featured prominently in the responses provided by the participants. School management did not prioritise the concept of motivation as one of the major drivers of production. And, high levels of teacher and learner absenteeism from work and school due to failure to pay school fees, ill health, and lack of commitment was rampant. Other participants highlighted the issue of long distances covered by the learners as a challenge which caused poor academic performance and hindered the educational attainment of the learners. That they are tired by the time they reach school and fail to concentrate in class.

Both teacher and pupil absenteeism had spiral effects on the performance of learners. Learners who were perpetually absent from school lagged behind in the topics covered and these were the same learners that performed very poorly in the tests. This challenge emanated from poor parental care where even parents were encouraging their children to be involved in trading or selling rather than going to school. Lack of seriousness by the parents to see to it that the children go to school every day. Participants had this to state in support of these findings.

FGD 2: Motivated teachers even when they are not getting a lot of money as is the case in community schools would put in their best and improve the performance of the learners.

Participant TR 5: Absenteeism in any grade alters the academic trail of learners, which can have a prolonged effect on academic performance. Our records show that learners are absent more very often which has a significant impact on their academic performance in the grade seven final examinations.

Participant PT 3: Some teachers are not consistent in terms of reporting for work because of poor remuneration in the community. Sometimes teachers do not get paid on time and this has made some of them having three or four jobs. There is a teacher working somewhere else at a nursery school apart from working at this community school. TR 5: Even a ‘well done’ word to teachers would motivate them but that according to the interviewed teacher was not the case in the school he was teaching where he said

the school management especially the Headteacher was very rude even when he was chosen by the church to run the school.

Participant HD 6: Absenteeism by both learners and teachers was rife in this community school. She said that learner absenteeism was more prominent among the learners. Asked to explain why learner attendance was poor, the participant said the children were coming from very vulnerable homes and others were sent by their parents to help sell such things as fritters, fried groundnuts and other basic merchandise. That poverty was a major menace in the community and other learners could not report for school purely on hunger grounds.

Participant TR 5: Learners in the school are over enrolled. My grade six classes have fifty six learners which is very difficult to manage. Because of congestion in class, learners usually fight for the few available furniture. There are also high levels of bullying amongst the learners in this class and which makes other learners shy away from taking part in some class activities.

Participant PT 6: The community school has extremely high enrollment levels to an extent where other classes have above seventy learners. Which makes it difficult for teachers to move around in class to monitor learners. The classes had such high enrollment levels, this is attributed it to the feeding program that the school started. Some learners transferred from other schools after being told that there was a feeding program at the school. The school has been overwhelmed by lot learners wanting to enroll on transfer in the school some of whom are coming from government schools.

Teachers interviewed indicated that one other major challenge was the issue of poor infrastructure that according to them ranged from classrooms, toilets to libraries. One teacher said that the school she was teaching did not have good infrastructure especially the classrooms. She alluded that sometimes during rainy season, integrated learning where learners of different grades were put together and taught from a church building. She postulated that the school sometimes experiences flash floods and water entered the classroom thereby forcing the school teaching programs to relocate to a church building.

Another teacher from a different school revealed that the school he was teaching from did not have enough classrooms and so learners were given very few hours to be in class. He gave an example of the grade three he was teaching which was given a slot of three hours to be in class and another class used the same class thereafter. He alluded to the fact that, that had an impact of

the performance of the learners compared to the schools where learners could be in school for almost the whole day.

On another hand a teacher stated that the school she was teaching at had not only poor and leaking classrooms but also very poor toilets which would get flooded during the rainy season. She said this in the following verbatim.

Participant TR 1: Our school has been facing a lot of problems in as far as infrastructure was concerned. Classrooms are leaky in the rain season, window panes are broken and rainy water enters the classrooms especially if the wind is blowing from the East. We also face problems of toilets again during the rainy season where toilets get flooded and only two toilets built by World Vision do not get flooded. These toilets are not enough for over eight hundred learners. Because of this, learners use toilets of the nearby bar which is not good.

Another teacher interviewed from a different school said that the issue of toilets during the rainy season was problematic. He said during this season, some learners preferred going to the nearby undeveloped plots where they relieve themselves. This is a recipe for waterborne diseases such as cholera.

Participant TR 6: This year we had to close two weeks because of cholera outbreak in our school and opened after the council did thorough cleaning and disinfecting the area.

When asked as to who was to blame on the numerous challenges the community schools were facing, some teachers blamed the school management but others said that the challenges they were facing were beyond management solutions. One teacher stated that the problems or challenges community schools were facing called for concerted efforts by all stakeholders that included government, the community, management, churches teachers and indeed everyone. He gave an example of building good classrooms and said these called for a lot of financial base which the school administration cannot source alone.

Furthermore, another teacher put the blame on the school management and stated that it was a responsibility of the school management to identify needy areas and source for aid both locally from churches, well-wishers or government.

Participant TR 3: You cannot have the same problem year in and year out without tackling it. Management should have strategic planning to counter certain problems such as toilets both for the learners and teachers. If every year you have the same problem with the same management, it is a sign of poor school management. A good manager would definitely try by all means venture into fund raising to build such important infrastructure as toilets.

Parents were asked to explain whether their children were passing in these community schools. One parent stated that learners' education attainments were very discouraging since the pass rate was so minimal that some parents were transferring their children to faith run community schools.

Another parent also echoed what the previous parent stated and she further added that her child passed largely because of parental care. She revealed that she was always encouraging the learners to take her studies serious and so she passed. She encouraged parents to take keen interest in their children's education and monitor their school work regularly as she was doing herself to her children some of whom were still at the lower grade at the same community school.

Parents were further asked to explain the problems that the community schools were facing in their area. One parent stated that they did not have enough qualified teachers in the schools and most of them were just volunteer teachers who were also working in other schools. He noted that lack of qualified teachers in community schools like where his three children were learning from was a major problem which resulted into learners not performing well.

Participant PT 5: My child is in grade six but she cannot express herself well in English language. Am not educated myself but have learnt English through church interactions.

A PTA representative at a school visited however blamed government for not sending qualified teachers to the school which had been helping in the provision of education to the vulnerable boys and girls. He stated that the passion for education in his community was very low and the school had high grade one enrolment but as grades go higher, learners became fewer. Asked what the reason was, the parent retorted that some learners stop school before grade seven. Boys start their own businesses such as fishing and girls also start selling in the streets to earn

money for the food. He further revealed that the major problem was poverty in the communities where even early marriages were more pronounced.

Another PTA member from a different school stated that one other challenge the school was facing was poor parentage where during certain seasons, parents do not encourage their children to go to school but instead allow them to go farming, fishing or trading. The parent bemoaned poor parental care and encouragement as on major problem the community schools were facing in Kafue District. He revealed that the school management was trying its best to sensitise parents especially on open days when they were requested to discuss the performance of the learners.

Participant PT 1: It is embarrassing to say that even during these important days, most of the parents do not come. As a representative of the parents in this school, I find it very difficult to answer certain questions from the administration. I have also been trying to community to the fellow parents through their children but nothing has been happening.

School managers were also asked to explain the challenges they were facing in the running of their respective community schools. They revealed that they were facing numerous challenges in running the community schools. Some of the problems Headteachers faced in their quest to manage community schools effectively were those that were mentioned by the teachers and they included lack of teaching and learning materials, over enrolment due to high demand in some community schools and poor infrastructure.

One Headteacher interviewed made mention that one other major problem he was facing was poor community participation in school based projects such as infrastructure improvement. The answer to the findings was in the following verbatim.

Participant HT 3: I have been facing a lot of challenges from the community. Even when we request them to come through PTA, for community work at school very few parents come. We called them when we were told by the DEBS office to clean our surrounding and build two toilets but only very few came. Even when parents are called to come and discuss the performance of their children, very few come and as a school we presented this issue to the representatives of the parents but to no avail.

Participant HT 5: Teachers have been complaining and accusing me of not interacting with parents but I have been trying my level best. I have had problems actually in working with the parents because of their lack of interest in the school affairs of their children. Last time I called the PTA members for school strategic planning meeting which also involved budgeting but only two out of the six that were chosen by the community itself came for this meeting.it is really difficult to actively involve the community in this community school where am the school manager.

Asked if he had presented the challenge to the DEBS office, the Headteacher revealed that he had done so several times and was always promised that the DEBS office would call for an interactive meeting with the parents. The Headteacher added that he would continue rehearsing with the PTA chairperson who was so helpful to see how best they could fortify the poor relationship between his office and the members of community.

The Headteacher further stated that the DEBS office was not that helpful in the running of community schools. Asked to explain the help he had received from the DEBS office, the participant Headteacher acknowledged that the only help he remembered were some books that were donated by schools from England that there given to the school through the DEBS office. He however, stated that the DEBS office was active in helping in teacher refresher programs and so far some of the teachers had benefited although the school just sent very few teachers because of lack of finances.

Another participant Headteacher in the interview also stated that he has had a lot of challenges in the running of the school. He stated that the school he was running was fully run by the community although periodically received alms from well-wishers. He said the learners were coming from poverty stricken families some of whom could not even afford footwear. He said the following:

Participant HT 6: My school has many challenges as you can see for yourself. Learners come from so poor families that asking for money from them is actually, embarrassing and that is the reason why the structures we are using are dilapidated and not fit to be called classrooms. Poverty here is the major problem and there is nothing I can do but simply wait for well-wishers and government to come to the aid of the learners here.

He went on to state that the school had no choice but to use the same classrooms dilapidated the structures may have been. He further stated that even paying teachers was a big problem and that was why most of them were just volunteers from the same community. The Headteacher revealed that retention levels of the teachers were very low because soon after getting a better job, teachers would leave the school. He added that every term the school lost teachers for greener pastures. This challenge of teachers leaving for other schools especially those that were employed by government was stated by all but one Headteacher from a church run community school. Asked if the school received any help from DEBS office, the Headteacher noted that the school received some books very few although they were. He stated that the DEBS office was not all that helpful in community schools.

Participant HT 6: *We have heard of some community schools which have received teachers on government payroll but the surrounding community schools, to my knowledge, have so far non on government payroll.*

Another Headteacher interviewed revealed that she did not have a lot of problems in running her church run community school because of help she was receiving from the church. She noted that the church was so helpful that the school was attracting learners from different communities some of whom were covering more than one kilometer to come to the school. She stated that even when there were problems in the running of the school; these problems were amicably solved by the school administration with the help of the church board that was tasked with the responsibility of helping the school run properly. She also boasted of paying not only the teachers but even support staff on time and said that she could not remember any month that passed without teachers being paid their dues. Asked to mention some of the help she was receiving from the church, the Headteacher mentioned teaching and learning materials, infrastructural development financial assistance and even mentoring learners twice every term. She acknowledged that nuns would twice in a term come to the school to talk to the learners and she stated that this gesture motivated learners a lot.

School managers or Headteachers were asked on the availability of teaching and learning materials in their schools. All but one stated that their schools did not have enough teaching and learning materials. The school manager who said she had enough teaching and learning materials

indicated that she was lucky because the church was helping the school a lot and that funding the previous year from England was so good that she did manage to buy many books in all the subjects. She revealed that she did not only purchase pupils' books but teachers' books as well.

However, the five Headteachers stated that community school being run by the respective communities had a big challenge in terms of availability of teaching and learning materials.

Participant HT 3: We have been facing challenges in terms of teaching and learning materials but have been making frantic efforts to source for some. Through these efforts, in the first term, we received some books from the District Education Board Secretary's (DEBS) Office even though the books received have not been able to cater for many learners but at least we have something to refer to and teachers have been using the same books especially for English grade six.

Asked if the school managers were to blame for lack of availability of teaching and learning materials, one Headteacher retorted that there was no way school managers could be blamed. He revealed that the nature of the schools they were running was difficult to implement certain things because there was too much community involvement and consultation. He observed that some parents would rather spend available resources building another block than buying books, charts, maps and other requisites for enhancement of teaching and learning. Another school manager blamed the PTA for lack of support in making teaching and learning materials available in the community schools. He added that his school was run by a Non-Government Organisation (NGO) and since it was weaned off three years before, it had been facing a lot of challenges in many areas and lack of teaching and learning materials was one of them.

Another Headteacher revealed that her school also lacked teaching and learning materials but had been encouraging teachers to be resourceful and make some teaching and learning materials themselves. She noted that so far some teachers were using Manila paper donated by well-wishers to make charts, draw some maps and other teaching aids which they keep in the Deputy Headteacher's office for future use. The Headteacher actually, commended some of his teachers for being innovative, resourceful and creative through making teaching aids to facilitate teaching and learning. He also stated that the administration had received some books from one government school although most of them were too old and advanced for the level of learners in the school. He however, thanked the donors for the books.

In one of the focus group discussions, teachers were also asked to discuss the problems faced in their respective community based schools, the likely source of the problems or challenges and how they could be solved. The major problems that were mentioned and discussed in the FGDs were also the ones that teachers listed and they included lack of teaching and learning materials, poor school infrastructure, over enrollment in some of the community schools, poor performance and lack of teacher motivation by school management. One discussant explained that community schools had numerous challenges that could not be solved within a short period of time. He observed that the school administration was supposed however, to play a major role in ameliorating the challenges community schools faced at least on such aspects like improvement in the school infrastructure, provision of teaching and learning materials and teacher motivation.

Another participant in the FGD contended that even if some of the challenges identified needed concerted efforts by all the stakeholders, the school managers were supposed to spearhead all the efforts from the stakeholders. He therefore, explained that it was easy to point accusing fingers to the school managers since they were the ones that were running the schools.

FGD 6: School managers are the ones that should be in the forefront in advocating for inclusiveness in trying to solve the challenges community schools were facing. Instead of being proactive, most of the school managers of community schools are so reactive that they have been flooded with so many challenges that some schools have actually been closed in the communities because of poor infrastructure.

FGD 3: At the beginning of this year when the town had sporadic cholera reports or cases, four community schools were closed because of poor classrooms and toilets. All this was supposed to be dealt with by the school administration well before cholera incidences became endemic in the area.

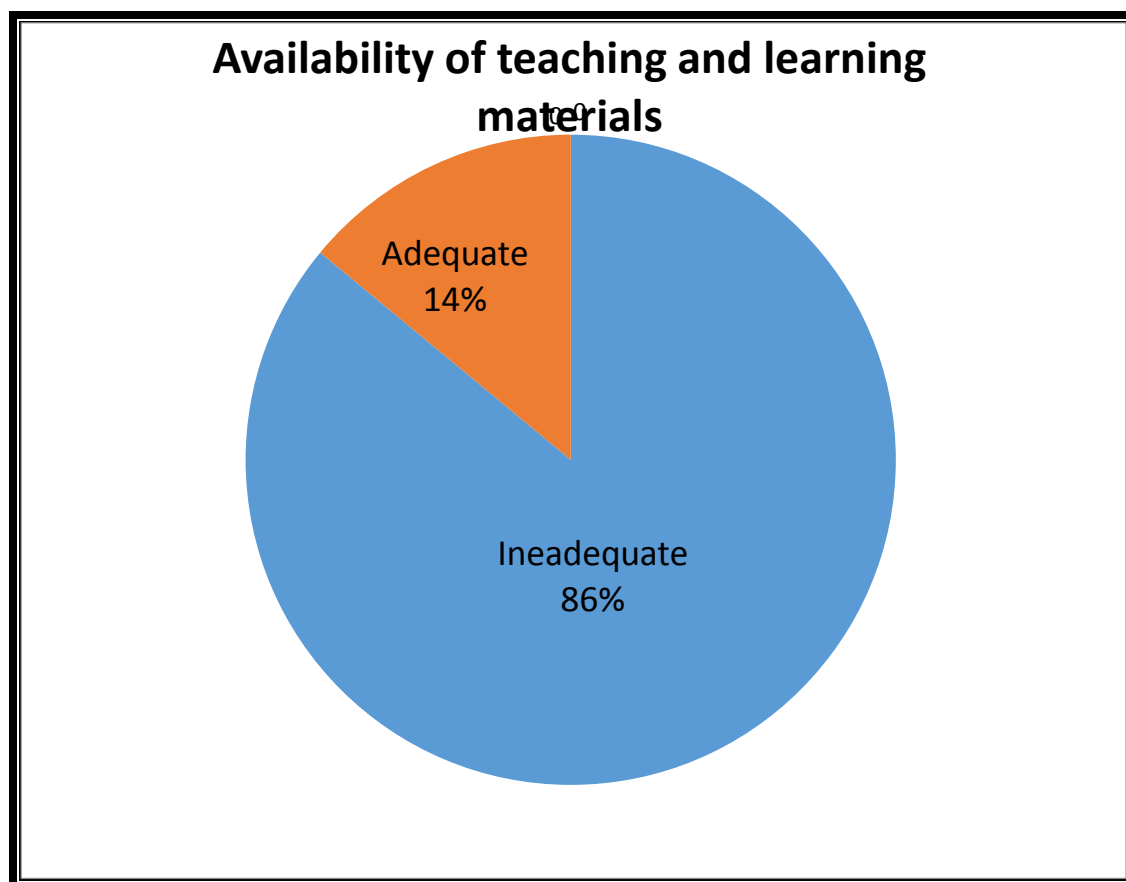
On the way forward on solving the challenges identified, one participant in FGD suggested that government through civic leaders should be involved because most of the challenges were policy issues. He further stated that the school managers should communicate to the stakeholder outlining the challenges the schools were facing and how they were affecting the performance of the learners.

One discussant attributed lack of teaching and learning materials in community schools to poor management in these schools.

FGD 4: *A good manager should be resourceful enough to source for more books to reduce the textbook pupils' ratio to one to one not what is obtaining in the community schools where the pupil textbook ratio is unprecedentedly high.*

Another discussant stated that school managers in community schools were supposed to jerk up and actually take advantage of the vulnerability of these schools to lobby for teaching and learning materials. He added that these materials were so important that without them teachers were finding it very difficult to carry out their primary responsibility of teaching.

Teachers were asked to state if the teaching and learning materials in their respective schools were either adequate or inadequate. Out of the thirty teachers interviewed, twenty six teachers revealed that the teaching and learning materials in their schools were inadequate and the remaining four acknowledged that they had adequate teaching and learning materials. The responses from teachers are presented on a pie chart below.



Source: Field Data (2018)

4.2.4 Objective 4: ‘To Devise Ways of how School Management can Promote High Educational Attainment of the Learners in Selected Community Primary Schools of Kafue District.’

One of the main school management responsibility is to source for quality teaching and learning materials. In this vein, teachers were asked to state whether the teaching and learning materials were readily available and adequate for them to carry out their teaching professionally and successfully. One teacher interviewed blatantly stated that teaching and learning materials in the school she was teaching were so scarce that teachers were using individually sourced textbooks to prepare for the lessons. She noted that the school faced lot problems in acquiring teaching and learning materials.

Another teacher from a different school revealed that even when there were some donations of books by some well-wishers, the school still needed a lot of pupils’ textbooks.

Participant TR 4: We are in big problems in as far as teaching and learning materials are concerned. I personally find it difficult to teach subjects like English because of lack of books in the school. In my grade six class which has forty eight learners, I sometimes divide them into groups of five to six per textbook and this lowers attention and concentration levels of the learners especially when conducting extensive and intensive reading.

Teachers were also asked to make some suggestions on how management could solve the challenges community schools were facing and the following were the solutions given:

1. Work with the community to improve the existing school infrastructure or build new ones.
2. Relentlessly source for funds both locally and internationally through churches or Non-Governmental Organisations to improve the school infrastructure.
3. Work with District Education Board Secretary (DEBS) to help in the development of school infrastructure
4. Advocate for help from civic leaders such as councilors and Member of Parliament to help community schools through Community Development Fund.
5. Embark on school projects such as chicken rearing, piggery, fish farming and other school based fundraising ventures to raise money for school infrastructure development.

6. Pay teachers and support staff on time to raise worker motivation
7. Source for teaching and learning materials.
8. Encourage parents through PTA members to take interest in the education of their children.

However, some interviewed teacher participants further stated that there was great need for the school management to work in conjunction with community.

Participant TR 6: Our Headteachers should work with the community to better the learning environment so that the educational attainment of learners can improve.

Participant TR 4: If the Headteachers work well with the community, there will be a lot of improvements that the community schools will experience such as good learning environment for the learners.

Asked on how the problems or challenges the school management was facing could be solved, one participant Headteacher stated that there was great need for government to actively be involved in the running of the community schools in the district. The Headteacher complained that community schools were alienated in most of government sponsored activities such as sports. He stated that his school had never received any teacher from on government payroll but added that he knew of some community schools that have been adopted by government. He therefore, suggested that respective government representatives should take interest in the community schools where the learners needed a lot of help.

Another school manager participant noted that the office of DEBS should help in sourcing for learning and teaching materials for the community schools. She stated that unlike in government schools where the District Office's influence in the management of the school, community schools like where she was a manager were lacking in the teaching and learning resources henceforth the need for aid.

Participant HT 1: This teaching and learning material help from the District Office can help us a lot and definitely can have a positive impact on the performance of learners.

One other school manager from a different school noted that parents should be actively involved in trying to improve the standards of learning in community schools. He stated that community schools were providing the much needed education to the needy and vulnerable children and therefore, needed so much concerted efforts from the parents where learners were coming from. He suggested that there should be community sensitizing so that parents understand the significance of educating their children even if the communities were poor. He lamented that the school management alone could not manage to solve most of the challenges faced for they called for community participation and parental intervention.

The school managers were asked to explain what they were doing to support training or retraining of their teachers to enhance efficiency and effectiveness in their teaching pedagogies. One Headteacher stated that it was very difficult to take teachers who were not qualified but experienced to college because community schools did not have the financial capacity to do so. He actually stated that some of the teachers could be assumed to be volunteers because in terms of salaries they were getting nothing to talk about.

Another Headteacher also revealed that he had quite a number of untrained teachers who had been teaching for many years and have acquired unprecedented experience to an extent where others handle examination classes. These untrained teachers were encouraged by management to attend meetings and workshops where teachers discuss how to use some methods, techniques and certain problematic topics.

Participant HT 5: This is where our teachers actually get semiformal training through interaction with fellow trained teachers.

One other parent noted that there was need for the government through civic leaders to make laws that would punish the parents who encourage their children to Shun school and go farming, fishing or trading.

Participant PT 6: A parent that discourages a child from pursuing a formal education is a danger to that child, because they will not live forever to see to the needs of that child. There is wisdom in educating the young ones so that they do not end up on the streets in the case of their parents dying. Death is an inevitable circumstance whether one likes it or not! Parents who send children to do other activities instead of being in school are evil, to say the least.

Participant PT 2: It is heartbreaking to see small boys and girls being sent to sell fritters, ice-blocks and water during learning hours. They could be sent to sell over the weekends or after school.

Participant PT 6: The school management should make deliberate measures to introduce more skills based lessons in order to have the learners develop skills that will help earn a living. For example the re- introduction of wood work, so that they are able to use this skill in an advent that formal employment or 'white collar' jobs are not available as is the case nowadays.

Most of the parents advocated for the school management to have a curriculum that prepared learners in different skills as not all of them can be absorbed in the same field of expertise.

Some discussants in the focus group discussion were asked if their schools were encouraging them to further their studies. Surprisingly, one discussant said that most of the teachers in the school he was teaching were already qualified enough to handle the classes they were teaching and so there was no need to further their studies. Another teacher however, stated that management had never sponsored teachers to further their studies. He revealed that they had quite a number of untrained teachers some of whom were handling grade seven classes. He stated that even when these teachers had been teaching for some years and had vast experience in teaching, they needed some qualification.

FGD 6: I have been advocating for sponsorship by my school where I have been working for twelve years now to sponsor me to college but the administration has always been giving excuses of lack of money. One Headteacher actually told me that the school cannot sponsor me because after completion I might join government and leave the school. I started doing distance with Chalimbana University but have had financial and timetable challenges and so I withdrew. My friends stopped teaching here and went to college. Some have already been recruited by government.

One other teacher participant also revealed the following:

FGD 2: I have been working in this school for the past five years now. I wanted to go for further training under distance learning at Eden University but I was told that I should apply for an unpaid leave. Initially, the Deputy Headteacher encouraged me and said since it was distance education, I was going to be attending class during the holiday but upon hearing of that, the Headteacher called me to his office and told me to quit the job.

FGD 3: I was handling grade seven classes and no one would teach them during the holiday. I tried to reason with him but I never received any help especially that I also wanted to get an advance to use to pay. He also told me that there was no point of the school supporting me because after getting my degree I will leave. I was so devastated since Eden University had given me a waiver of twenty five percent.

Another teacher participant in the focus group discussion pointed out that their school was not supportive enough in seeing to it that teachers go for training or retraining in certain field, methods and modern techniques of teaching.

FGD 2: We used to go for refresher programs together with government schools where we could share knowledge on how to teach some topics but for the past four years now, nothing has been happening. Whenever, we ask as to why, management just tells us that there is no money for transport and lunch for us. Some of my colleagues actually used their own resources last year to attend such meetings and there was no say from management even congratulating them for being resourceful.

FGD 1: We the teachers are looking forward to the day we are going to be supported by management for training and retraining programs considering that some of our colleagues are volunteer untrained teachers. They are just graduate grade seven volunteers and need to be trained in one way or another. The last administration was not as unhelpful as the one we have now.

Some teachers however, revealed that their schools were actively involved in zonal organized Continuous Professional Development (CPD) meetings where teachers share methods and techniques of teaching certain grades and subjects. Trained although some teachers were, they acknowledged that a lot was being learnt in these teacher meetings and their school managements were in the forefront spearheading these meetings which were held termly.

One discussant in the Focus Group Discussion (FGD) observed that trained teachers were very important in the provision of education to the learners for they know the pedagogies and the psychology teachers should use when teaching. He went further to explain that all schools regardless of their status must have trained teachers who should continuously be retrained through either school based Professional Development Meetings or indeed the zonal ones.

Another discussant contented that school management was not doing enough in the field of supporting the teachers in training and retraining programs. He however, stated that at another

community school run by the church, teachers used to meet regularly and sometimes they would invited an experienced teacher to walk them through certain pedagogies and topics. The discussant argued that as long as there were no inspiring deliberate local policies on training and retraining of members of staff in community schools, poor performance by the learners would continue being registered and he stated that the standard of education in the community schools would not be improved at all.

However, another participant in the focus group stated that the Headteachers were not in any way responsible for lack of support for the training and retraining of the teaching staff.

FGD 6: The schools we are discussing here are community schools which cater for vulnerable families and these are normally poor people, living in poor environment and lack a lot of needs. The schools do not have enough financial resources and cannot therefore, afford to sponsor a teacher for further studies or indeed the volunteer grade seven school leavers for training. There is indeed nothing that the school management can do.

FGD 5: If the school has a bit of money, it is better that money is used for some other needy areas such as provision of teaching and learning materials or even improving the standards of the school infrastructure. Whilst we should appreciate the need for trained teachers, we should also not forget the great need of the learners to learn in conducive environment with good availability of both teaching and learning materials. We should therefore, not blame the school management for lack of teacher training or retraining because this is an individual drive.

4.3 A Research Finding from Observation Schedule

4.3.1 Objective 1: ‘Identify Leadership Styles used by the School Management in Selected Community Primary Schools of Kafue District.’

The data collected through researcher observation revealed that community primary schools visited, had lapses in management as some of the school Headteachers had little or no experience in handling community schools. As stated earlier, a proactive leader gets things done unlike a reactive leader. From the maintenance of the environment, one could observe that the leadership styles practiced were not the best. The school surroundings were not clean, tree planting did not exist and the initiative of production unit was none existent.

4.3.2 Objective 2: ‘To Determine how Leadership Styles Enhance Educational Attainment of Learners in Selected Community Primary Schools of Kafue District.’

The end of term grades that were in the learners’ mark schedules or results records by each teacher showed that there was no improvement in the educational attainment of the learners. This showed that the management did nothing about motivating both the learners and teachers to do better. Lack of electricity and science laboratories was another negative aspect. But, the learners did not appreciate the lessons as some were seen going out of school premises in big numbers. When asked if they awarded those that had performed well, they said there was nothing to give the learners who did well.

4.3.3 Objective 3: ‘To Establish the Challenges Faced by School Management in the Implementation of Leadership Styles in Selected Community Primary Schools of Kafue District.’

The physical infrastructure was observed to be extremely dilapidated. Classrooms and toilets in most of the schools visited were in deplorable state and needed urgent attention. During the rainy season, some toilets were flooded which posed a health hazard to the learners. The infrastructure had a number of problems that needed agent attention. The roofs in a number of classes were dilapidated, big cracks could visibly be seen in the walls. The roofs showed that they leaked during the rainy season.

One aspect showed that the community school that was run by a church and had a feeding program was doing better than the other five schools. And the school was overwhelmed with a high number of learners because they were offered a meal. Observation showed that learners attended school on the days feeding programmes were done.

4.3.4 Objective 4: ‘To devise ways of how School Management can Promote High Educational Attainment of Learners in Selected Community Primary Schools of Kafue District.’

Community school management has a big role to play in the educational attainment of learners hence the need for them to facilitate the smooth running of community primary schools.

Leadership styles that are accommodative for both the learner and teacher need to be adhered to by well-meaning school leaders.

4.4 Summary

The chapter presented the findings of the study. The findings were presented in line with the objectives of the study, grounded in the research instruments explained in the study. The research instruments were Semi-Structured Interviews, Focus Group Discussions and Observation Schedule. The next chapter discusses the findings of the study.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.0 Overview

This chapter presents a discussion of the research findings in accordance with the four objectives that guided the study. The first objective was to identify the leadership styles used by the school management in selected community primary schools. The second objective was to determine how the leadership styles used by the school management in selected community primary schools enhance the educational attainment of learners. The third objective was to establish the challenges faced by the school management in the implementation of leadership styles in selected community primary schools. The fourth and last objective was to devise ways of how the school management can promote high educational attainment of the learners in selected community primary schools of Kafue District. The findings have been discussed in sequence with the objectives of the study. The findings have been discussed in relation with the literature review in the study and the Human Capital theory.

5.1 Identification of Leadership Styles used by the School Management in Selected Community Primary Schools of Kafue District

On the identification of leadership styles used by school management, the findings revealed that the different management leadership styles in the visited community primary schools of Kafue District had an effect on the educational attainment of the learners which was not inspiring. The leadership styles included unilateral, autocratic, laissez faire and democratic which determined the community school's performance. The study further revealed that the type of leadership style that the school management used, made them either reactive or proactive leaders. Positive leadership styles such as democratic leadership style had more advantages in the educational attainment of the learners.

On the types of management leadership styles, the study identified the types of management that were used in the respective schools. The findings revealed that the Headteacher of the school where a participant was teaching at, was a good school manager. The teacher eulogised her

Headteacher as a very good manager. This means that the Headteacher was a persuasive leader who motivated her teachers and looked after them as though they were her own children. The praised Headteacher was using persuasive leadership style to have the work done and based on what the participant teacher stated, the teachers at the school were working under very good conditions because of intrinsic motivation from the school manager. The Headteacher was working together with other stakeholders to improve the standard of teaching and learning at the school.

This study also revealed that in some schools visited, Headteachers were too dictatorial and lacked leadership qualities. The study noted that a participant revealed that the Headteacher at the school he was teaching was the ultimate decision maker and was not interested in consulting either the teaching community or the other stakeholders in certain decisions especially if money was involved. This Headteacher's leadership style could therefore, be said to have been autocratic. These findings are contrary to Altschuler (2013) and Redecker (2009) who stated that school management in the developed countries was that which was democratic and all inclusive. This therefore, explains why they were able to work together as community schools to learn from others unlike what this study revealed where some managers were autocratic.

Autocratic managers are those that make decisions unilaterally, without much, and in some instances no input of subordinates. Such managers actually would be found in private schools because if the owner of the school becomes the Headteacher, he or she may have the right to use the money as deemed. However, it could be prudent to make consultations especially with the major stakeholders, the teachers. Autocratic leadership is detrimental to the well-being of any organisation worse still a community school where some of the teachers could just be volunteers.

This study revealed that some community Headteachers were so bad that they could not even hold staff meetings but only preferred holding staff briefings where they would just make announcement. It was found that school management in one community school visited was so poor that the school which had started well was now ranked lowest in terms of enrollment in the community. It was revealed that from the time the current Headteacher took over from the late one, things in the school changed negatively. Indeed, it is like the issues of management in community schools have not been receiving keen interest from government. Day and Leithwood,

(2007) observe that issues of effective management strategies by administrators in community schools were not being addressed with the seriousness it required hence the never ending increase in conflicts between the community, teaching staff and management in community schools. This again results in poor educational attainment by the learners which is very sad scenario.

The type of leadership by the Headteacher stated above was also autocratic or undemocratic. These types or styles of leadership result in learner flight where pupils migrate to other schools because of poor relationship between the school management and the teachers. This may occur because when teachers are sidelined in decision making, they get demotivated and their output could seriously be compromised. In the long run, the learners also get affected and leave the school as this study revealed.

The study also revealed that in some community schools, poor leadership by management was as a result of not working together. It was found out that the school administration or management was poor especially the Headteacher who was not working hand in hand with the Deputy Headteacher. This study revealed that the two had different denominational background and according to the interviewed teachers in this school, each of the two senior school managers was advancing one's religious doctrine. Indeed, if the school Headteacher is not working together with his or her Deputy then it becomes extremely difficult to run the school. Conflicts within management create leadership cracks which also have spiral effects on the learners.

Monitoring of the teachers and even support staff also becomes very difficult in schools where conflicts between the school manager and the Deputy are rife. This study through an interview with a teacher revealed that the Headteacher of a certain community school visited was never concerned about what was happening in the classroom. According to the teacher participant, the school manager was always in the office and rarely came out of the office. This Headteacher leadership style was laissez-faire leadership style. This could also be termed Management by Sitting in the Office (MASO).

However, it was revealed that some laissez-faire managers just move around the school aimlessly and others chatted with teachers. These are Management By Walking Around (MBWA). Both of these to a larger extent are very unproductive managers and there is great need for such types of

Headteachers to be taken for refresher courses as DES (2012) revealed. DES stated that in Malawi, management that had gone for refresher courses in leadership showed learning gains as they regularly evaluated teachers, which contributed to educational attainment of the learners. This can be replicated in the community schools to give school management the much needed managerial skills.

This study revealed that the average community schools management was generally poor with less than fifty percent rating the management as either good or very good and above fifty percent indicating that the community schools management was either poor or very poor. From these ratings, one can presume that teachers interviewed did indicate that because of most of the community school managers being autocratic in their leadership styles as revealed or indicated before. This poor leadership by school managers indeed, has had negative effects on the smooth running of schools.

On the relationship between management and teachers, the study found out that the relationship was not inspiring at all because management teacher interaction was very low. Because of lack of consultation, autocratic styles of leadership by school management in most of the community schools visited, teacher management conflicts would definitely be very rife and this could reduce the levels of teacher management interactions. As already observed, at the end of the day the learner suffers as the saying goes ‘when two elephants are fighting the grass suffers.’

However, findings in some of the community schools revealed that teachers enjoyed cordial relationship between themselves and management to an extent where even when they got paid late management would meet them; give them food on credit from the school chicken run and vegetables from the garden. The study further reveals that this was teacher retention levels at the school were very high. This is one of the success stories of a classical community school. One would be correct to even say that such a community school with such a good Headteacher is an envy of society in the area. It was however, discovered that the school was a prominent church run community school. This means that the church was actively involved in the running of the school hence all these good things in the school.

The study found out that the type of management in community schools was so poor that some of the schools were not even fit to be called schools. It was discovered that at one school the

school manager was so dictatorial that teachers and even parents were not involved in decision making and it was only the Headteacher who was the ultimate decision maker. So, this type of leadership actually breeds conflicts between management and the teaching staff. Indeed, if the relationship between management and teachers is not good, the smooth running of the school is definitely compromised. Management, regardless of the status of the school must understand that open door policy, where all the stakeholders are given an opportunity to have an input is unavoidably important.

Inclusiveness is a very important virtue as Demas and Arcia (2015) observe. Demas and Arcia state that if there is no harmony in the school between the management and teachers, that school cannot produce good results because there is no teamwork. Management will not be supported by teachers and this breeds conflicts in the school that eventually affects the learners. This study revealed that most of the community school managers in the schools that were visited were too monocratic, autocratic and undemocratic in their management of the schools. Even when they were working under very difficult conditions as also revealed in the study, there was literally no need to be isolative in decision making especially that they were running community schools that were providing education to the needy children. School managers of these schools actually should be very humble and all inclusive so that parents, teachers and even learners feel part and parcel of the running of the school.

It should also be mentioned here that the school managers in community schools were supposed to be service givers and not money makers as observed in this study. Headteachers in community run schools in their quest to improve learner performance or education attainment should be consultative, advice seeking and democratic so that in case things go bad, it will not be the Headteacher alone but all the stakeholders involved. It should also be mentioned here that not all the schools visited had poor school management. As indicated above, one school with very good management styles was doing very fine even if the school was heavily funded by the church. Good school management has had an effect or impact on the good public image of the school. Good managers therefore, generally are appreciated not only by the teaching community but the community as a whole and this study revealed that this was the case in the school stated above. One therefore, can infer that whatever, the status of the school, the leadership of the management matters a lot.

Whilst the study revealed that there was a general perception amongst the teachers interviewed that the management and leadership of their school managers was poor to very poor, the findings from the school managers themselves stated to the contrary. As far as they were concerned, they were very good managers and had ran the schools in a good manner to an extent where learners' performance at grade seven examinations was not as bad as other community schools. The school managers stated that they were working hand in hand with the rest members of the administration, teachers, support staff, donors and the community as a whole.

The study noted that actually none of the Headteachers revealed that she or he was running the school poorly. All of them stated that they were trying their level best to offer the best leadership not only to the teaching community, support staff but the community as a whole. None of the Headteachers interviewed acknowledged that their leadership was lacking. Although one would not expect the Headteachers to state that they were running their schools poorly, but this study revealed that one Headteacher stated that there were some community schools in the area that were run poorly by the school managers.

The findings revealed that some Headteachers were trying by all means to revamp the school status in terms of infrastructure, stocking of teaching and learning materials, consultations from the District Education Board Secretary Office and other stakeholders. That they had gone further to adopt an open door policy where all the stakeholders were free to give pieces of advice to make it possible for the vulnerable but viable children receive quality education. It is also very important to observe that community schools are schools that are financially and materially lacking. Therefore school managers were operating under very difficult conditions to try by all means to provide the much needed education to the vulnerable. Indeed, through observation, the researcher observed that the school managers really were trying their level best in their quest to run the community schools and give them a touch of progress.

The study revealed that some parents accused school managers of being very rude, tyrants and unchristian in their management of the community schools. As a result, most of the PTA members had resigned at a certain community school because they felt they were not being given an opportunity to serve and represent the community where the vulnerable learners were coming from. This could be attributed also to lack of inclusiveness on the part of the school managers

who were unilateral in decision making as already observed. The findings in this study were in conformity with Hogan (2014) who stated that most community schools in Indonesia were experiencing conflicts between management and parents largely as a result of poor school leadership styles.

Indeed, in such school where the relationship between school management and parents is not good, the standards of teaching and learning in the school could adversely be affected. This could also result in parents transferring their children to other schools and this study revealed just that. The public image of the school therefore, becomes dented to levels that could be very difficult to resuscitate. It should be mentioned that sometimes it could not only be learners being transferred by their parents but even teachers could either quit or look for jobs somewhere else.

This study however, revealed that even when most of the parents interviewed accused Headteachers in the community schools of being poor managers, in one school visited, the Headteacher was praised by the parents interviewed. It was found out that there was expression of satisfaction on the leadership styles of the school management which was praised. The study also revealed that the Headteacher was a retired school manager in a government school and was God-fearing lady whose passion for the vulnerable children was so good that sometimes the learners were fed.

This school was a very outstanding school indeed and observation verified the assertions by the parents. The infrastructure of the school actually was better than some of government run schools. One could actually see that the learners were enjoying at being at the school. No doubt at all, all the parents would like to take their children to such school that could not only provide education to the learners but also impart or inculcate into them moral values. To improve community school management, Marrie (2005) proposes that there is great need for management capacity building especially on the aspect of retraining management. It becomes inevitable in contemporary world for school management to continue being retrained to acquaint themselves with modern methods of leadership styles. Some of the managers could be poor in their administration probably because of lack of fresh leadership styles such as democratic style.

Innovativeness, inventiveness and industriousness are very important competencies that school managers in community schools should possess. This study did reveal that a church run

community school was doing just that, no wonder they were showered with praises by the parents. Since the school had enough land, it was keeping chickens, growing vegetables and maize throughout the year. The school had two boreholes sunk by World Vision and one well-wisher, so water for irrigation was not a problem. Indeed, this Headteacher can be emulated even by the entirely community run schools. To survive in the harsh economic conditions, school managers in community schools must be innovative enough as to have school based projects as was the case in one school visited.

The findings in this study on leadership styles can be summed up by the adopted theory which posits that there is need for skills development even in the people tasked to run schools and community primary schools in this case are not an exception. The theory also postulates that human capital is an essential component of any given institution. The finding in this study revealed that some headteachers were using poor leadership styles such as autocratic laissez faire and others that are retrogressive. According to the theory the best to counter these leadership styles exhibited is by investing in the human capital by training and retraining of headteachers.

Finally, it can be stated that school management leadership styles in community schools visited varied. Some were revealed to be autocratic, democratic, laissez-faire, inclusive, innovative and many others. These leadership styles in the schools could be attributed to many factors such as poor communication, lack of consultation and indeed, poor management and stakeholders relationships. One can attribute the varied leadership styles some of which could have negative impacts on the education attainment of the learner, to low education attainment by managers. Out of all the schools visited, only one manager had a degree with one manager again not even having any qualification as a teacher. Poor to very poor management in the community schools as revealed in this study result into poor relationship between teachers and management and even parents. This of course has a spiral effect on the general performance of the learners in the school. It can therefore, be assumed that there is a correlation between the leadership styles of school management and the teacher management relationship.

5.2 How Leadership Styles Used by the School Management Enhance the Educational Attainment of Learners in Selected Community Primary Schools of Kafue District.

On leadership styles used by school management to enhance educational attainment of learners, the study revealed that the performance of the learners at grade seven final examination level was not inspiring at all. The poor learners' educational attainment or performance was attributed to poor management of the community schools. If school management is poor, there is no way good results can be expected from the learners and this study revealed that the performances of the learners was pathetic.

From the findings, more than fifty percent of the learner's performance at grade seven level was stated to be either poor or very poor and below fifty percent was revealed to be either good or very good. All this was attributed to poor school management. As observed already, there was great need for capacity building amongst community school managers some of whom were actually not teachers. According to DES (2012), Malawian community schools also had very poor results but after intensive government intervention in management capacity training and retraining, in leadership courses, educational attainment of learners drastically improved. This simply implies that the relationship between capacity building in school management and the performance of learners cannot be overemphasised.

This study actually, revealed that there was a very close relationship between management and learner performance. The findings were that there was a critical correlation between type of leadership in the school and the general performance of the learners. There is great need to promote SBM as is the case in Japan where according to Hirata (2006), the effectiveness of community school management had been improved because of promoting School Based Management (SBM). However, this can only be done through government intervention in conjunction with the community. This is because the community schools are found in different locations with different challenges and so a manager running a certain community should be flexible enough as to understand the dictates of the community.

It should be stated here that if management of a community school was poor, autocratic or undemocratic as this study revealed, teachers would definitely get demotivated and will not in any way put in their level best in terms of teaching. This would affect the educational attainment

of the learners. The results were not only uninspiring at grade seven but even at the end of term tests largely because of poor school management which did not put the interest of the vulnerable learners first. Everything actually points at the poor school management in community schools in as far as educational attainment of the learners was concerned.

School management in community schools should be proactive and not reactive. This means if the results of the learners have to be improved; management has to have detailed strategic planning. In this strategic planning, all the stakeholders must have an input rather than management alone making unilateral decisions. It is important also for management to have an understanding that the community schools can never be run like government schools where Headteachers to a larger extent run schools based on the circulars they receive from DEBS. Community schools should heavily include the community itself in which the school finds itself so that together, with other stakeholders, the school administration or management can run the schools effectively and efficiently. Even through FGDs, the problem of poor management in community schools affecting education attainment of learners was discussed and the discussants did agree that the type or style of management in community schools has had adverse effects on the learners' performances.

As revealed in the study, Headteachers as usual rebuffed the thinking that they were largely responsible for the low performance of the learners or their educational attainment. This study did reveal that all the Headteachers interviewed stated that they were not responsible for the poor educational attainment of their learners. They however, said that poor management in any area of administration resulted in poor productivity. In this vein, it can be safely asserted that poor leadership in school management could result into poor motivation of the teachers which could have adverse effect on the performance of the learners. It is however; important to state that there are quite a number of factors that make learners in community schools not to perform well, one of which according Woesmann (2004) is lack of parental care. Parents actually should play a major role in encouraging their children to concentrate in their school work rather than encouraging them to do some other things such as trading at a tender age.

It is important to observe here that in management, anything that is foreseeable going in wrong is blamed on the management which fails to formulate strategic plans to counter the observable

flaw. Even when managers stated that they were not responsible for the low educational attainment of their learners in their respective schools, one could only conclude here that they just did not want to tell the truth. This study indeed, did reveal that one school manager did out rightly, explain that there were some school managers whose management and leadership styles were so bad that learners were negatively impacted and had a lot of such examples but declined to mention any school.

Even the parents interviewed, blamed the school management and teachers on poor educational attainment of their children. It is a blame game, teachers blaming Headteacher, parents blaming Headteachers and Headteachers also blaming parents as well as learners. Anyway, whatever the angle one looks at this, respective school management of any community school could be blamed because they are the ones that are tasked with the responsibility of educationally nurturing the young minds into responsible learners that should appreciate education at grade seven levels. If learners are not transformed by the time they get to grade seven, then one could be correct to put a larger portion of the blame on the school authorities even when at the end of the day everybody has a role to play. Teachers, parents, school management and the learners themselves should work together to improve the performance of the schools as Demas and Arcia (2015) observe.

On the educational attainment of learners, it can be stated that even when fingers were pointing at the school managers, all stakeholders should be blamed because if management is poor and other stakeholders are just quite then all of them are to blame. The performance of the learners in community schools then is correlated to the type or style of management. If management is good, teachers would put in their best, if teachers' input is good, learners' educational attainment would be outstanding regardless of the status of the school. It is therefore, important to finally state that to improve learner performance in community schools, there is need for concerted efforts from all the stakeholders and not just blame one entity of administration as the cause.

The availability of teaching and learning materials in schools is very important. Teachers cannot teach effectively and efficiently if the teaching and learning materials are scarce. Scarcity of these materials would generally lead to poor learner performance. Indeed, one of the main school management responsibilities is to source for quality teaching and learning materials as

Carneiro, et.al. (2015) and Altshuler (2013) observe. In their study titled, Decentralising education resources in Senegal, Carneiro and his group as well as Altshuler discovered that teaching and learning resources or materials in schools especially community schools were very scarce and that led to poor educational attainment of learners. This study revealed that teaching and learning materials were very scarce in schools visited and that teachers stated that they were facing a lot of problems in acquiring teaching and learning materials. This again was attributed to poor management where if financial resources were found, some managers would channel those resources to other areas that do not even directly benefit the learners.

Certainly, good managers should be resourceful, innovative and consultative, but this study revealed that most of the school managers in the schools visited were not as resourceful as expected because these schools did not have enough resources apart from one where the teachers interviewed said that they did not have a big problem in accessing teaching and learning materials.

The study revealed that teaching and learning materials in the schools visited were largely inadequate. These findings conform to Carneiro, et.al. (2015) findings in Senegal where they discovered that teaching and learning materials in community schools were extremely inadequate. As observed or indicated above, the availability of teaching and learning materials in schools cannot be overemphasised. Without these materials is like a hunter going hunting in a forest he knows has no animals. Effective and efficiency are compromised because even when teachers might try to use their knowledge and give notes to the learners, teaching and learning materials are indispensable in certain subjects like English language.

This study through observation indeed revealed that teaching and learning materials such as textbooks were indeed very scarce in all but one of the schools visited. It should however, be mentioned here that even when teaching and learning materials were scarce in community schools, teachers too should be industrious enough to make some of these materials and use them to enhance their teaching. Instead of just blaming the school management, teachers should be involved in the production of the materials.

Headteachers are the ones given the responsibility to run schools. This responsibility has many areas of concentration and indeed, one of them is to see to it that teaching and learning materials

are available in the schools. This study revealed that even Headteachers did agree that teaching and learning materials in their schools were very scarce and in some school so few books were available that it was difficult for teachers to teach certain subjects.

It is important to observe that most of the community schools especially those that are completely run by the communities themselves have a lot of challenges in acquiring teaching and learning materials. This could be attributed to lack of finances to be able to purchase these materials. Verspoor (2006) contended that community schools were marginalised in terms of distribution of teaching and learning materials by such stakeholders as government. Indeed, the findings in this study were in conformity with the sentiments by Verspoor. Community schools are schools that offer education to very poor children and this is so pronounced in the developing countries, Zambia inclusive. Finances in these schools are scarce and this explains why teaching and learning materials were lacking. Headteachers even when they should source for these materials may find it very difficult because of lack of good financial base. It is however, gratifying to discover that some Headteachers in the schools visited were making frantic efforts to acquire the much needed materials for teaching and learning.

The study discovered that school managers actually were not to blame for the non-availability of teaching and learning materials. On the availability of teaching and learning materials, it can be stated that the availability of these materials is very important to teaching. Even when the community schools were lacking funds to buy these materials, it is important for the school managers to try by all means to work hand in hand with other stakeholders to see to it that teaching and learning materials are available in schools.

It is very important to have trained teachers in any given school. This study however, revealed that some teachers that were teaching in community schools were not qualified to do so. The findings were that even when some teachers were quite qualified, others were just grade twelve school leavers who were volunteering to teach in these community schools. Ten of the thirty teachers interviewed either only had grade seven certificate or any other certificates that were not in line with teaching. This could be an explanation for poor educational attainment of the learners in these schools.

There is great need for the teachers to not only be trained but also be retrained to acquaint them with fresh teaching pedagogies. To this effect, the study revealed that it was difficult for teachers to either go for training or retraining because school managements were not willing to let them go even during holidays in some community schools. This study also revealed that even those that had been accepted under distance learning failed to go because there was lack of support from school management. Tucker, et.al. (2007) observes that there are various factors that lead to the poor performance of learners in schools and lack of trained teachers in community schools is one among others.

These findings were contrary to what was obtaining in community schools in Malawi according to Colby and Witt (2000), where educational attainment of learners improved because of vigorous teacher retraining to abreast them in good methods of teaching learners. Indeed, it is up to management to organize school based retraining of teachers in certain areas as this study revealed that in one school visited, the school administration would organize a trained experienced teacher to teach other teachers on areas they felt they were lacking. This is what it means to be a good schools manager. Innovativeness is the buzz word.

One other finding in this study was that some teachers attended zonal organised CPDs where as teachers, they would discuss challenges they were facing in teaching and then tackle them. The study however, revealed that not all the community schools were able to send their teachers for these locally arranged workshops. This was attributed to lack of money in schools to send the teachers for such meetings. Teachers demanded for transport and lunch allowances which the poor schools could not afford. These meetings are very helpful and teachers should be encouraged to attend even if they not held regularly.

These are meetings where those who are not trained can learn from the teachers who are trained and experienced. Encouragement of these meetings can give the untrained teachers the confidence to teach and this in turn will definitely improve learners' educational attainment. This actually was stated in the FGD where it was observed that all schools regardless of their status must have trained teachers who should continuously be retrained through either school based Professional Development Meetings (CPDs) or indeed the zonal ones. The only problem is that even when teachers attend these meetings, they are not certificated to show that they have

acquired certain skills in the areas discussed in those meetings. This is very important so that at least those who are not qualified teachers such as grade twelve school leavers could have some papers to show.

This study further revealed that the problem of lack of training and retraining was again emanating from poor community school management. Anyway, it is again the responsibility of the school manager to see to it that his or her teachers are well qualified to handle the learners in such a way that their educational attainments improve. It can be done actually as one teacher participant observed as long as there was a will form management. Indeed, in such meeting as zonal CPDs, all that the Headteacher could do is simply explain to the teachers the significance of attending such meeting. Teachers if motivated can find means and ways of attending such meetings rather than just keeping quiet because there is no money.

On the school manager support in training and retraining of members of staff, this study revealed that it was very difficult to take teachers who were not qualified but experienced to college because community schools did not have the financial capacity to do so. One school manager actually stated that if he had ways and means he would have taken to college teachers who had been working for years in the school but did not have teaching qualifications. He feared for his teachers with the coming of Teaching Council of Zambia (TCZ) which was emphasizing so much on qualifications. It will actually be difficult for community run schools with the advent of TCZ guidelines on qualifications. The community school might be affected negatively because most of the teachers in these schools were unqualified volunteers. There will therefore, be need for government to come in and begin to send teachers in these faith run community schools as well as those that are just fully community run. Failure for government to intervene will disadvantage the vulnerable community school going children more.

The theoretical framework adopted in this study places human capital at centre stage and postulates that investment in human capital is unavoidably important. The findings in this study on the poor educational attainment of learners was attributed not only to the headteachers but the untrained or ill trained teachers as a whole. It is therefore, significant to state that as the theory posits, there is need for the community school teachers to be trained and retrained to

improve the educational attainment of learners. Without investing in human resource, community primary schools will continue registering poor learner educational attainments.

Finally, on the issue of teacher training and retraining, it can be said that government should help out in this area. After all there are many trained teachers roaming the streets and it would be better if these could be employed by government and then sent to these schools. With the low levels of employment amongst the trained teachers, those that have done early childhood and primary certificates and diplomas can be employed by government even on half salary. The Ministry of General Education (MGE) through DEBS offices should also fortify the implement ability of the CPDs in all the districts, zones and schools with special attention to community schools. This would indeed, help teachers in community schools who are in most cases volunteers to interact professionally with their counterparts from, government and even private schools. These strategies can be done for the sake of the vulnerable but viably intelligent children to access quality education.

5.3 Challenges Faced by the School Management in the Implementation of Leadership Styles in Selected Community Primary Schools of Kafue District.

On the challenges faced by the school management in the implementation of leadership styles, the study found out that in urban schools, most of the learners in community schools are those that are vulnerable children from poverty stricken families. These schools of course face numerous problems or challenges. That community schools faced numerous challenges which were impediments towards quality teaching and learning in schools.

This study revealed that teachers in community schools lacked motivation and that the school management did not prioritise the concept of motivation as one of the major drivers of production. It is important to state here that motivation is not only monetary in nature but even intrinsic motivation that has to do with psychological drive of the workers instigated by the administration become cardinal. Teachers can be motivated even by congratulating them on certain achievements. Rudeness on the part of management just demotivates teachers further and this could have a spiral effect on the educational attainment of the learners as was revealed in this study. Therefore, it becomes important for the school management to devise ways and means

of motivating the teachers in community schools failure to which performance of the learners will continue deteriorating to levels that will be difficult to resuscitate.

This study revealed that both teacher and learner absenteeism in community schools visited was rife even though learners absenteeism was more prominent than that of the teachers. The high levels of absenteeism was attributed to vulnerability or poverty where parents sometimes during peak business months would send their children to help sell such things as fritters, fried groundnuts and other basic merchandise to raise money for family use. It is very important here to observe that these high levels of absenteeism on the part of learners contributed also to high levels of poor educational attainment of the learners themselves. Actually absenteeism also affects progression levels of the learners as this study revealed. Those who perpetually absent themselves from school and sought apprenticeship in basic trading eventually drop out of school. Many learners could be enrolled at grade one but by the time they reach grade seven, the number reduces.

On teacher absenteeism, this study revealed that some teachers were not consistent in terms of reporting for work because of poor remuneration in the community schools they were working. Volunteer teachers and others had many work stations to try to make ends meet to feed their families. This has had an impact in their effectiveness and efficiency in teaching and as usual this also affected the educational attainment of learners. To reduce levels of teacher absenteeism, communities should be accepting those that had the heart for the vulnerable children as observed by Altschuler (2013), in his case study of Guatemala and Honduras where he revealed that hiring of community school teachers was based on either religious loyalties or trust of broader community members in the community rather than teaching qualifications. On the aspect of teacher and pupils' absenteeism, it can be stated that indeed, both teacher and pupil absenteeism had spiral effects on the performance of learners and it is important for the parents also to be encouraging their children not to be involved in trading or selling rather than going to school.

On the enrollment levels of the community schools visited, this study found out that the enrollment levels especially for the lower grades were so high that some classes had well above fifty learners crammed in one small classroom. This of course made teaching very difficult and class control by the teacher also becomes very complicated. Learners' concentration is also

affected and this would again affect the concept of provision of quality education advanced by the MGE. It is however, important to observe that this study also found out that this over enrolment was not in all the school visited. One school which had feeding program was the one with so many learners in one class other schools were not that congested especially the high primary grades. It should be mentioned that because of over enrolment in certain schools, learner control could be difficulty and this results into poor discipline levels.

On high levels of enrollment, it is significant for government again to help out in providing quality education for the vulnerable learners in poverty stricken communities. This can be done by training and retraining Headteachers to begin embarking on school based projects together with the parents so that learners do not get crammed in schools especially the faith run schools where there were a lot of enticing management advanced programs for the learners.

This study found out that community schools infrastructure was generally poor and was one other major challenge which ranged from classrooms, toilets to libraries. These findings were conformity with Schneewind (2006) findings in a study in Ming State of China where he revealed that the community school infrastructure in the area was in deplorable state. Schneewind attributed this to poor school management and general lack of government intervention in the running of schools.

It was revealed in this study that sometimes during rainy season, integrated learning where learners of different grades were put together and taught from a church building was done. The school sometimes experiences flash floods and water entered the classroom thereby forcing the school teaching programs to relocate to a church building. This is very sad and just shows lack of strategic planning on the part of school management, parents and even government.

Rainy season is a predictable annual phenomenon and if the management working together with other stakeholders sit down and plan well in advance, such challenges could easily be prevented from happening. Leaky roofs of classrooms, broken window panes, and poor sanitation surely can be prevented if the school management is proactive and not reactive as was found out in this study. The findings in this study confirm Glewwe, et.al. (2013) findings in the study conducted in the suburbs of Accra community schools. This study revealed that most of the community schools in Accra suburbs had very poor infrastructure with very poor sanitation. Indeed, poor

sanitation, lack of toilets for both the teachers and learners would lead to sanitation related diseases such as cholera, typhoid and others. If these disease break out, they would disturb the timetable of learners as was the case this year when quite a number of schools were closed for months because of the cholera threat.

The blame here again is on school management. They have many months to plan and indeed the foreseeable challenges can be prevented. Even when the excuse could be that of poor financial base for these community schools, it was the responsibility of management to source for funds for school infrastructure improvement so that learners can be learning in conducive conditions unlike what this study revealed. School management was blamed for poor infrastructure in these schools. It is actually however, worth mentioning that the responsibility of the school manager to advocate for aid from other sources such as the community, churches, NGO, teachers and indeed everyone.

This study also revealed that Headteachers too were facing a lot of challenges in their quest to run the community schools effectively. The challenges that were raised by teachers were also raised by the school managers except school managers said they had some managerial challenges. The study revealed that one other major problem he was facing was poor community participation in school based projects such as infrastructure improvement.

Lack of community participation could be attributed to poor leadership styles by the schools managers. Hogan (2014) discovered that in the community schools of Indonesia, there were long standing conflict between school management and the communities themselves. This situation does not bring about development at all and if the community is not participating in the running of the school which literally belongs to them then nothing good can come out of such a school. This explains why learners in community schools do not do a good job in terms of performance.

The findings in this study actually conform to the findings of Barkonge (2012) who, in his study of effectiveness of community school managers in Indonesia, Bengkayang region found out those community school managers faced numerous problems even when they were trying their level best to ameliorate the learning condition of the learners. One Headteacher actually stated that there was very little help coming from the community even when parents were

asked to go to collect the results of their children, very few did so. This is quite discouraging on the part of management.

Help from the parents who actually are major stakeholders and beneficiaries of community schools would not be overemphasized. Sending children to school without getting interested on what happens there is not good at all and not fair to the school management. To promote working together and not working parallel with the other stakeholders, school managers of community schools in Europe, according to Alexa, et.al. (2015), encourage twinning of schools. This can be done in Zambia where a private school is twinned with a community school. This would encourage parents, management, teachers and indeed the most important beneficiary the learners to learn from one another.

This study revealed that most of the Headteachers did communicate to the DEBS and other stakeholders on the challenges they were facing but they were still waiting for responses. They stated that the DEBS office could help especially on the issues of sourcing for teaching and learning materials which the schools so dearly needed but the office was not that helpful in the running of community schools. Unlike the findings in this study, according to Goh-Shin (2015), the government of China through regional and district education offices were regularly monitoring the running of community schools in dense urban areas. This is what even DEBS offices here in Zambia should be doing. Concentration in terms of monitoring and even materials aid by government standards officers should extend to private and community schools. The idea here is to evaluate and determine if all the education providers were offering quality education to the learners.

Based on the theoretical framework which posits that good leaders should be responsive in day today activities such as managing not only human capital but also built environment such as buildings in the school. If headteachers take keen interest in seeing to it that the learning environment was conducive, the community schools visited in the area were not going to be as dilapidated as they were revealed in this study. Most of the challenges actually could be solved by school management through the already stated posited concepts in the adopted theory. These are promotion of investment in human capital, skills training for the teachers and even making sure that there is readily availability of teaching and learning materials.

Finally, on the numerous challenges faced by community schools, it can be stated that these problems even if school managers could be blamed for some, other problems need government intervention as revealed in this study. It is high time government started taking keen interest in the running of the community schools which provide education to the underprivileged children. Intervention and mitigation measures are numerous. Provision of teaching and learning materials, improvement of school infrastructure, and even deployment of teachers on government payroll, promoting training and retraining of both teachers and school managers and indeed many others could be of help to the communities and the learners. Strategic planning in this case is cardinal to counter the seeable challenges.

5.4 Ways of How the School Management can Promote High Educational Attainment of the Learners in Selected Community Primary Schools of Kafue District.

On devising ways of how the school management can promote high educational attainment of the learners, this study revealed that there were numerous suggested solutions to the challenges that have been discussed above.

The study discovered that there was need to provide solutions to the challenges that community schools faced in the areas where the study was conducted. There was need for management to work hand in hand with the community to improve the existing infrastructure or indeed construct new classrooms, toilets and even libraries. Improvement of these infrastructures would actually raise those standards of education provision in the schools. Good classrooms, flushable toilets, entertainment infrastructure such as playing grounds and many others would indeed, motivate learners to be in school and this would make them improve their educational attainment. The issue of school administration strategically partnering with the members of the community is unavoidably significant as warren (2005) contends. Management should encourage collaboration with people even civic leaders who have the political power which they can use to source for funds, materials and other things for the schools.

Through working together with school management, parents from the community might beef up their interest in the education of their children. If parents feel they are part of the system or running of the school, they definitely would not just take interest in what the school was doing in terms of infrastructure but also in terms of what the learners were doing in classes. There was

indeed great need that issues of community school management should be supported to foster effectiveness and efficiency in the running of the community schools as Day and Leithwood (2007) observe. It is not only the classroom learning achievement but all the areas of inculcating certain competencies in the learners coming from poverty stricken communities.

The findings also revealed that there was need for school administration to relentlessly, source for funds both locally and internationally through churches or Non-Governmental Organisations to improve school infrastructure. As indicate earlier, the issues of running community schools actually calls for concerted efforts from many stakeholders. It is of course the responsibility of the school management to itemise on what the schools may need in the short and long term periods but it is the responsibility of all the people concerned in seeing to it that community schools also begin to have improved conditions of learning. Corneal (2004) observes that for these needs of community schools to be achieved, school management should have good, effective and collaborative leadership skills. There are many stakeholders school management can include in its quest to improve the running of community schools.

This study revealed that there was need for school management to work with constitutional office bearers such as Members of Parliament (MP), civic leaders such as counselors, DEBS office and other support institutions such as the church, NGO as well as many other individual well-wishers to help the vulnerable children in community schools also have an opportunity to access quality education. Members of Parliament through the Constituency Development Fund (CDF) could help especially on the part of infrastructural development and then the Ministry of education through the District office could help source for teaching and learning materials.

The study further stated that there was great need of embarking on school projects such as chicken rearing, piggery, fish farming and other school based fundraising ventures to raise money for school infrastructure development. These could be very viable projects to make the community schools self-reliant as was the case in one school visited where quite a number of projects had been embarked on. If these projects are started in community schools, the money realized from there could be utilised in many ways such as paying teachers, buying teaching and learning materials and indeed improving the school infrastructures.

In that there was great need for government to actively be involved in the running of community schools. This study found out that community schools were somehow alienated by DEBS office monitoring, provision of teaching and learning materials and in so many areas of administration and even in sporting activities. Indeed, these findings are in contrast with those of corneal (2004) in her study of community schools in Mali. He concluded that government in Mali was actively involved in the running of community schools to an extent of promoting short courses for management and teachers specifically for the community schools. This can also be replicated here in Zambia and if this is done, the volunteer teachers and school managers who have no education qualification would benefit a lot.

The study revealed that in all the schools visited, there was no teacher deployed by government and on government payroll. Probably, this explains why DEBS office's involvement in community schools activities is poor. However, there is need for district office to be actively involved in these schools as long as they were under the jurisdiction of providing education. These community schools do not have enough trained teachers and it is the responsibility of government actually to make all the children access quality universal primary education. The report by World Bank (2011) stated that in guinea, community schools lacked teachers and government contract teachers were deployed by government. This is a good move which can be done here in Zambia. There are thousands of young men and women teachers who have not been employed yet and these can be given contracts to be teaching in community schools before finally deployed in the mainstream. This actually can be used as a testing ground for the teachers before being employed on government permanent basis.

The theoretical framework on human capital by Schultz (1998) posits that investment in education is very important because it is from there that all the human resource needed in development come from. This investment however, has needs concerted efforts from all the stakeholders. This study revealed that there were a lot of problems faced by community primary schools in the Kafue District. As observed by Webb 2005 who backed the theory that there was need for the school management to be all inclusive to accommodate all the stakeholders in the quest to provide quality education even to the needy and vulnerable children. Indeed, it is possible to reduce the challenges faced by community primary schools by providing solutions.

Finally on the suggested solutions to the challenges community schools faced, it can be stated that these challenges can be tackled well if all the stakeholders have inputs. The school management, parents, teachers, NGOs, the church and individual well-wishers have to come together and help the vulnerable children in community schools achieve their aspirations. It should however be mentioned that all these concerted efforts from different players or stakeholders should be spearheaded by the school managers who should play a pivotal role in ensuring that all these efforts benefit the children from vulnerable but viable families.

5.5 Summary

In this chapter, discussion of the findings of the study were done using the set objectives, integrated the literature review and in line with the formulated theoretical framework. The following chapter will give the conclusions and recommendations of the study.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

6.0 Overview

The main purpose of the study was to analyse the effects of the management of community primary schools on the educational attainment of learners in selected community schools of Kafue District. The study therefore, aimed at filling in the gap by establishing the leadership styles that influence the educational attainment of learners. Therefore, it is from this background that this chapter proposes to make the conclusions and recommendations on what should be done to ameliorate the teaching and learning environment of the community primary schools.

The conclusions and recommendations are based on the research findings from the participants. The sample target of participants was 6 Headteachers, 30 teachers, and 12 parents. The teachers participated in both the semi-structured interviews and focus group discussions. The Headteachers and the parents participated in the semi-structured interview guide questions. Furthermore, an observation schedule was used by the researcher to observe various school management activities that took place in the community schools that were impediments to the educational attainment of learners in selected community primary schools of Kafue District.

The presentation and analysis of the results were organised in relation to the research objectives and theoretical framework that were formulated. Therefore, the conclusions and recommendations are based

6.1 Conclusions of the Study

There is need to see to it that vulnerable learners in community schools are helped in trying to access quality education that other children in government and other schools access. This study therefore, was seeking to make an analysis of the effects of the management of community primary schools on the educational attainment of the learners in selected community schools of Kafue District. The study was guided by four objectives which were, to identify the leadership styles used by school management in selected community primary schools, to determine how the leadership styles used by school management in community primary schools affect the

educational attainment of learners, to establish the challenges faced by school management in the implementation of leaderships styles in selected community primary schools and to find ways of how school management can promote high educational attainment of the learners in selected community primary schools of Kafue District.

The study revealed that community school managements were not effective in the execution of their duties and responsibilities. Some of the school managers were autocratic, undemocratic and unilateral in their management and this resulted in demotivated teaching community. Demotivated teaching community also resulted in very low educational attainments of the learners and general underperforming community schools in terms of learner performance. It was then concluded that there was a relationship between the type of management and the educational attainment of the learners.

One major challenge of the community schools in this study was the issue of lack of teaching and learning materials which was blamed on poor management and leadership. These are engines of progress in any given institution and this includes teaching. Without teaching and learning materials, it becomes very difficult to attain or achieve outstanding learner education performance. This study revealed that apart from scarce teaching and learning materials, the community school visited had a lot of other challenges such as lack of teachers, poor infrastructure, poor sanitation and lack of community participation among others. All these, coupled with poor community schools management have spiral effect on the educational attainment of the learners.

To improve the teaching and learning environment in community schools, many suggestions could be made and these include massive participation of all the stakeholders in trying to improve the standards of learning in the community schools in the country. Concerted efforts from the community, management, the church, teachers, Non-governmental Organisation and many other players are needed to ameliorate teaching and learning standards in community schools of the Republic of Zambia. Finally, it is important here to make mention that government should be actively involved in helping out community schools which are offering education to the vulnerable children. Continuous failure for the stakeholders listed above will continue

making educational attainments of learners in community schools deteriorate to levels that might be difficult to resuscitate.

6.2 Recommendations of the Study

To improve the teaching and learning environment of the learners in community schools, the following recommendations are made:

1. Community school managers have to be retrained in management so that they acquaint themselves with the latest management styles that would have positive impacts on the teaching community and the learners as a whole. Retraining of the schools management especially on how to run community schools would improve the educational attainment of the learners.
2. All the stakeholders in the education sector and indeed in any sector should work hand in hand to see to it that community schools also have access to the much needed teaching and learning materials. Educational attainment of the learners in community schools are low and this can be attributed to lack of teaching and learning material among others.
3. There is great need to encourage community participation in the running of these community schools. This can be done through PTA meetings where parents among themselves encourage one another on improving parental care by taking keen interest in the education of their children.
4. The learning environment of the children should be improved through continuous rehabilitation and construction of classrooms, toilets, water reticulation and many other infrastructural developments. This will give the moral to the learners and definitely, the education standards will improve.
5. Government should begin to send teachers to some of the community schools so that the number of volunteer teachers who are not even qualified can be reduced.

6.3 Proposed Future Researches

1. A comparative study of leadership styles in private and government schools.
2. An analysis of effects of progressive leadership styles in institutions of learning.

3. The role of NGOs in the provision of education in Zambia.

6.4 Summary

This chapter gave concluding remarks on the impacts or effects of management of community schools and how leadership of these schools affects the educational attainments of the learners.

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APPENDIX 1

Focus group guide/ schedule for the teachers

Introduction

My name is Muyanza Malambo, a post graduate student at the University of Zambia (UNZA), conducting a study on the effects of the management of community primary schools on the educational attainment of the learners in selected community schools in Kafue District of Zambia. This study is fundamental during this time because it deals with the running of primary community schools that have become important in offering or providing the much needed education for all children in our society.

You have been selected to be one of the participants to this very important study. You are also assured that the information you will provide will be treated confidential and also strictly be for academic purposes.

You are therefore, requested to be as frank and truthful as possible in giving your discussion.

The guide

1. Discuss what you understand by leadership?
2. Explain the status of community schools in terms of management and leadership.
3. Discuss how school management enhances the educational attainment of the learners in the selected community schools.
4. Explain the relationship between the leadership styles school management uses to enhance the educational attainment of the learners.
5. What do you think should be done to improve the school management's effectiveness in the running of community primary schools in your area?
6. Are there some challenges, school management does not look into in the running of the community primary schools in your area? If any, then discuss them?

7. Explain what you think should be done to devise ways of how school management can promote high educational attainment of learners in the community schools in your community.
8. Explain strategies by school management in your school that have been implemented to create good teaching and learning environment in your schools. Give specific examples.
9. Discuss the relationship between good leadership and management and learner performance in your schools.
10. Finally, discuss any area that the school management can devise to promote high learner achievement the community primary schools. Give one solution.

Thank you so much for taking part in this discussion.

APPENDIX II

Semi-structured interviews for teachers

My name is Muyanza Malambo, a post graduate student at the University of Zambia (UNZA), conducting a study on the effects the management of community primary schools on the educational attainment of the learners in selected community schools in Kafue District of Zambia. This study is fundamental during this time because it deals with the running of primary community schools that have become important in offering or providing the much needed education to the vulnerable children in our societies.

You have been selected to be one of the participants to this very important study. You are also assured that the information you will provide will be treated confidential and also strictly be for academic purposes.

You are therefore, requested to be as frank and truthful as possible in giving your discussion.

1. How do you rate your school managements' leadership styles used in as far as running of the school is concerned?
2. Briefly explain your answer on question 1 above.
3. Explain the relationship between you as teachers and the school management in your school.
4. Has your school management been effective in enhancing or strengthening educational attainment of the learners in this community school?
5. Explain your response to question 4 above and please give details.
6. Has the school management been providing teaching and learning support to you teachers and if your response is positive please explain the type of support you have been receiving.
7. Explain in detail what you think is the correlation between good management in schools and the performance of learners.

8. Have you been supported in training and retraining by school management, community or government through the District or Provincial Education Office?
9. Have you been facing some challenges in executing your duties due to some leadership styles being implemented by school management? If yes, then explain briefly the source of these challenges.
10. Finally, explain how you think school management can devise ways to promote community, teachers, and learners' improvement of educational attainment of community primary schools in your area.

Thank you so much for taking part in this interview.

APPENDIX III

Semi-structured interviews for the school management

My name is Muyanza Malambo, a post graduate student at the University of Zambia (UNZA), conducting a study on the effects of the management of community primary schools on the educational attainment of the learners in selected community primary schools in Kafue District of Zambia. This study is fundamental during this time because it deals with the running of primary community schools that have become important in offering or providing the much needed education to the vulnerable children in our societies.

You have been selected to be one of the respondents to this very important study. You are also assured that the information you will provide will be treated confidential and also strictly be for academic purposes.

You are therefore, requested to be as frank and truthful as possible in giving your discussion.

1. In your view explain what is involved in school management and how it has helped educational attainment of the learners in your community school.
2. Explain the relationship between your office's type of leadership and how it affects the educational attainment of learners in your school.
3. How has your style of leadership enhanced the running of your school and learner performance? Give specific examples.
4. Please explain in detail the challenges you are facing in your quest to run the school effectively.
5. What do you think should be done to solve the challenges explained above?
6. What help do you receive from government in promotion of improved school performance in infrastructure, learner performance or any other area?

7. Has your office been supporting teachers in professional development and if the answer is yes please show the statistics in the educational attainment of the learners in community primary schools?
8. How does the school management involve leaders at community level in the implementation and evaluation of school plans in the educational attainment of the learners in community primary schools?
9. Were the communities through their leaders involved in school budgeting in order to reduce challenges faced by school management in the educational attainment of the learners in community primary schools?
10. Has school management devised ways of training programs to promote high education attainment of the learners in community primary schools?

Thank you so much for taking part in this interview.

APPENDIX IV

Observation list

My name is Muyanza Malambo, a post graduate student at the University of Zambia (UNZA), conducting a study of the effects of the management of community primary schools on the educational attainment of the learners in selected community primary schools in Kafue District of Zambia. This study is fundamental during this time because it deals with the running of primary community schools that have become important in offering or providing the much needed education to the vulnerable children in our societies.

The following shall be observed by the researcher:

1. Whether the identified type of leadership style being used by school management has achieved results on the educational attainment of the learners in the selected community primary schools in Kafue district.
2. From the of the learners' end of term performance, have the leadership styles enhanced the educational attainment of the learners.
3. Infrastructure of the school. This shall include the state of classrooms, toilets and offices. Are these conducive to create a good learning environment.
4. How has school management ensured that challenges are addressed in order to facilitate high levels of learners' educational attainment?
5. What tangible measures has school management devised to promote high educational attainment of the learners in community primary schools?

APPENDIX V

Semi-structured interviews for the parents

My name is Muyanza Malambo, a post graduate student at the University of Zambia (UNZA), conducting a study on the effects of the management of community primary schools on the educational attainment of the learners in selected community primary schools in Kafue District of Zambia. This study is fundamental during this time because it deals with the running of primary community schools that have become important in offering or providing the much needed education to the vulnerable children in our societies.

You have been selected to be one of the respondents to this very important study. You are also assured that the information you will provide will be treated confidential and also strictly be for academic purposes.

You are therefore, requested to be as frank and truthful as possible in giving your discussion.

1. Briefly explain the type of school management you have in your community school
2. Explain the educational attainment or performance of the learners in the community school in your area
3. Outline and explain the problems or challenges community schools face in your area.
4. How do you think these problems can be solved?

Thank you so much for taking part in this interview.

APPENDIX VI

Application Letter for Permission to conduct the study - DEBS

Muyanza Malambo,

Olympia Park Secondary School,

P.O. Box 32918.

Lusaka.

The District Education Board Secretary,

Ministry of General Education,

P.O. Box 36093,

Kafue.

9th September 17, 2018.

Dear Sir/ Madam,

Re: Request for permission to conduct research in Kafue District

My name is Muyanza Malambo. As part of my studies to obtain the degree of Master of Science in Peace Leadership and Conflict Resolution, I am doing a research entitled, the effects of the management of community primary schools on the educational attainment of the learners in Kafue District of Lusaka Province. My supervisor is Dr F. M. Hambulo, Lecturer in the School of Education at the University of Zambia. We are requesting for your permission to conduct research in selected community primary schools in Kafue District. The purposefully selected community schools are ten.

The study will entail the involvement of headteachers, teachers, support staff, community members and the learners. All the other participants highlighted above apart from the learners will be involved in the study through separate interviews based on the research topic above lasting 30 minutes each. The learners will be involved in the research through group interviews also lasting approximately 30 minutes and based on the research topic above.

There are no foreseeable risks to all research participants.

APPENDIX VII

Confidentiality Agreement for all study participants

I grant consent/assent that the information I share during the group discussions (focus group interviews) may be used by the researcher, Ms. Muyanza Malambo, for research purposes. I am aware that the group discussions will be digitally recorded and grant consent/assent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant's Name:

Participant Signature:

Researcher Name:

Researcher Signature:

Date: