

**THE ROLE ADMINISTRATORS PLAY IN THE IMPROVEMENT OF
LITERACY LEVELS AMONG GRADE TWO PUPILS. CASES OF
KANANGA AND MUMENA ZONES IN KALUMBILA DISTRICT OF
NORTH WESTERN PROVINCE OF ZAMBIA.**

BY

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EDUCATIONAL MANAGEMENT.**

UNZA/ZOU

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DECLARATION

I Kenneth Solochi do solemnly declare that this dissertation represents my own work. Which has not been submitted before for any degree at this or any other University

Signed.....

Date

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CERTIFICATE OF APPROVAL

This dissertation of Kenneth Solochi is approved in partial fulfillment of the requirements for the award of the degree of Master of Education in Educational Management at the University of Zambia in collaboration with Zimbabwe Open University.

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SIGNED.....DATE.....

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ABSTRACT

This study looks at the roles of administrators in improving literacy levels among Grade two pupils in two zones in Kalumbila District. The two Zones picked are the highest and the least.

The objectives of this study were to establish the role of administrators in improving reading levels among grade two pupils in Kananga and Mumena Zones. The study also sought to find out how administrators could track the progression of learners in reading in grade two in Kananga and Mumena Zones. It also sought to find out how administrators could help improve reading levels among grade two in the two zones.

The population for this study was to be all the administrators in Kalumbila District of the North Western Province. Out of the total number of ten zones in the district two were picked on the grounds that they were the highest performing and the least performing. In the two zones were found a total of 11 schools.

A case study design used because only 33 respondents were involved in the study. The study was conducted by having a case study of Kananga and Mumena zone to establish the role of administrators in improving reading levels among grade two pupils. Direct and indirect observations, measurement and documentary evidence. It was mainly completing in a questionnaire and interviews alongside the independent observations made.

This study focuses on the studies conducted by scholars in different parts of the world and then comparing to what is happening in Kalumbila District. This study wanted to establish the role of administrators in promoting reading among grade 2 readers in Kalumbila District. Studies in the United Kingdom have shown that administrators have the responsibility for specific or multiple subject areas. This means that even in the Kalumbila situation administrators play a major role in the reading progression of the grade 2 learners. Studies done in North America has shown understanding followers, skill in dealing with teachers and need for achievement should be emphasized by the administrators. Studies carried out in Denmark also talk about prioritizing supporting administrators, supporting them, giving them feedback and encouraging continuous professional development. This was also a situation studied in Kalumbila district to see what roles administrators can play in improving reading. When it comes to studies done in Africa

issues that came out were having overcrowded classrooms, overworked teachers and in adequate text books. What also came out were the poverty levels which in some cases led to not having three meals in a day. Motivation for teachers was also cardinal in producing good results. Equating this situation to Kalumbila district this is true. The North Western Province strategic plan also talks about the need for strengthening the efficiency and effectiveness of the education management system in the province.

Having carried out the study the following were my findings it was discovered that most schools were operating without setting goals as to where they were and what they intended to be in future. Administrator interviewed also talked about having fewer teacher hence not being very effective in managing their schools, working with teams , multi tasking and managing groups while overseeing their school operations proved very difficult to most of the administrators talked to. On the second objective little was being done to interpret the results which the school had. Only 5 schools indicated that they were having teacher group meetings. This was not a healthy sign.

The following are my recommendations: firstly all administrators should be trained in educational management. Secondly administrators should not be left to act for a very long time it de motivates them. The reading records kept by the school should always be used to make future decisions.

DEDICATION

This dissertation is dedicated to my loving wife, Bertha Sankeni, for encouraging and supporting me during my studies. It is also dedicated to my siblings Thomson, Joshua, Mannix and Precious for enduring my absence during my studies when they needed me most.

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CHAPTER 1

1.1 Introduction

MOE (1996) says effective education delivery is heavily dependent on the suitability of the management structures and procedures employed.

(MOE 2014: 31) also states that the roles of the head teacher are as follows: “with teachers and parents, develop a school based homework policy, secondly to monitor the implementation of the homework policy in his or her school, thirdly to display the school schedule or guidelines for implementing homework and lastly to teachers and parents understand the importance homework and their roles in its use.

The focus of the study is the role of administrators in improving reading levels among pupils in Kalumbila district. In the past studies have been conducted by other scholars for instance Kamangala in 2010 looked at teacher preparedness to teach literacy (Kamangala 2010) he further went on to say that Tambulukani in 2003 did a study a study which showed that children were reading two to three levels below their own grade level (Tambulakani 2003:4). Matafwali (2005) in her studies in four randomly selected schools in Lusaka province confirmed low reading levels among grade 3 pupils.

This study would like to find out the role administrators play in improving reading levels among grade 2 pupils. This is because the study has not been undertaken in Kalumbila.

Finally, the chapter looks at the problem statement, the purpose, the objectives and research questions, the significance of the study, delimitations of the study, limitations and definition of operational terms used in the study.

1.2 Background to the study

The education system in Zambia has undergone some changes which have roots in the improvement of managerial skills among administrators in order to improve performance. According to the MOE (1996), effectiveness in the delivery of education depends heavily on the quality of educational administration. School heads, education officers and inspectors need

training in educational management and supervision. D'Souza (2008) states that “for successful leadership to happen, we need two things: a basic knowledge of group behavior, human relations and managerial skills and training in applying these skills.” Cole (2004:53) states “any leader ultimately, must accept personal responsibility for success or failure.” This then means that the leader inspires his or her people to produce good results. This is the reason why I undertook this study to establish what role administrators can play in improving literacy in schools.

The literacy levels have been stagnant for sometime no wonder this research to see what role administrators can play to improve the results. My study intends to look at the roles of administrators in improving reading among grade two pupils.

This study will seek to establish the role of administrators in improving reading levels among grade 2 pupils in Kalumbila district. Concentrate on management and leadership.

1.3 Statement of the problem

Two zones were picked because one was the highest performing zone in reading while the other was the least. The District has a total enrolment of 44 000 pupils, but the majority are not able to read. A report submitted to the district by a cooperating partner called “Read to Succeed” revealed that the Grade two reading levels in the district were as follows: Kananga Zone 39.8 %, Mutanda Zone 26.5%, Kisasa Zone 23.9%, Chovwe Zone 21.3%, Meheba 12.9 %, Mukumbi zone 11.7%, Chitungu 9.9%, Matebo 9.1, Mukonzhi and Mumena zone. For this study Kananga zone and Mumena zone shall be studied

1.4 Purpose of study

The study sought to establish what roles administrators play in improving reading among grade 2 pupils.

1.5 Research Objectives

The study wanted to establish:

- 1 The roles of administrators in improving reading levels among grade 2 in schools.

- 2 Found out how administrators could track the progression of learners in reading among grade 2 pupils.
- 3 Establish ways how administrators could help improve reading levels among grade 2 pupils.

Research Questions

Main Question

What roles do administrators have on the improvement of reading in grade 2.

Specific Questions

1. How do administrators assess pupils' performance in literacy?
2. What efforts are they putting in towards improvement of pupil performance in literacy?

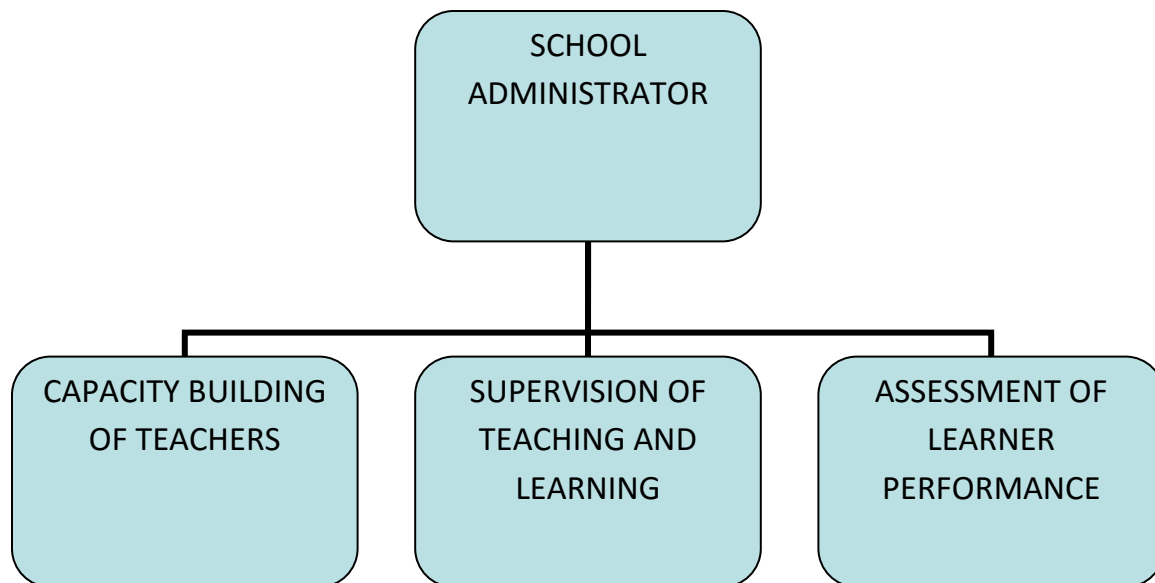
1.6 Significance of the study

To inform policy makers, strategic planners on the role administrators play in improving reading levels among grade 2 pupils. It is believed that doing research administrators can make better decisions and engage in better actions (Sidhu :2015).

1.7 Theoretical framework

Lewin (1930) assents that leaders behave in three different ways namely autocratic, democratic and laissez fair. The three leadership styles are used interchangeably depending on the situation the leader finds him or her in.

1.8 Conceptual framework



Source: Babbie, Earl (2007).

1.9 Delimitations of the study

The study was conducted in two zones Kananga and Mumena in Kalumbila District of the North Western Province of Zambia.

1.10 Limitation of the study

Since the study was conducted in Kalumbila District of the North Western Province in two zones out of the ten that are found in the district, findings in the study may not be generalized to all the schools in the Republic of Zambia.

ACRONYMS AND ABBREVIATIONS

CPD – Continuous Professional Development

DEBS – District Education Board Secretary

DEMC- District Education Management Committee

DESO – District Education Standards Officer

DRCC – District Resource Centre Coordinator

ECZ – Examinations Council of Zambia

MOE – Ministry of Education

NBTL – New Break Through to Literacy

PEO – Provincial Education Officer

PHEST- Provincial Head teachers Education Support Team

PRP – Primary Reading Programme

ROC – Read On Course

SACMEQ – Southern Africa Consortium for Monitoring Education Quality

SITE – Step In To English

SNV – Netherlands Development Organization

SPSS – Statistics Package for Social Sciences

TESS – Teacher Education and Specialized Services

TG – Teacher’s Guide

UNESCO – United Nations Education Scientific Organization

US AID – United States Agency for International Development

ZATEC – Zambia Teacher Education Course

ZAOU – Zambia Open University

ZBEC – Zambia Basic Education Course

ZIC – Zonal In-sert Coordinator

ZNBTL – Zambia New Break Through to Literacy

ZPC – Zambia Primary Course

Chapter 2

Literature Review

2.0 Overview

This chapter focuses on studies that have been done at global, Africa and Zambian level with respect to the role administrators can play in improving performance in a primary school. Therefore, the first part of this focuses on studies done outside Africa regarding leadership roles then Africa and finally Zambia. The role of school administrators is to promote academic performance. The success of what is done in the school is attributed to the school administration. They ensure school program is carried out, being the officers in charge of every detail of running the school, be it academic or administrative. Schools can make a difference to student achievement and the administrator's leadership style is one factor in determining that success. It is therefore important that the performance of a school is appraised against the performance of the people who leads it. The study seeks to establish the role of administrators in the improvement of reading levels among grade 2 pupils in Kalumbila district.

Ghosh (2010) says "it is essential to check and cross check the data from as many sources as possible." He goes on further to say "the nearer in time a document is to the period under investigation, the more believable it is likely to be in general."

To lead is to provide direction to the group you are leading, therefore, I feel even the results can be attributed to the attitude the leader has towards work, successful organisations require two things good leadership and efficient management (Farrant: 2005).

Today's leadership needs to be decentralized and distributed in every part of the organization so those on the periphery who are first to spot challenges can act instantly on them. Nevertheless, the leadership demonstrated by the chief executive or head is obviously crucially important. Part of that leadership is to distribute or disperse responsibility and to empower others to give of their best and, in schools, to keep learning at the centre of their activities.

Teachers must manage differentiated learning processes and develop in all pupils the aptitudes that will enable them to continue their learning autonomously. That means that they should be able to observe and assess all the pupils individually so as to guide and advise them.

The internal environment of the school comprises factors within the organization itself. These include: the school's strengths, weaknesses, opportunities and threats. We must try to understand why the school has succeeded in the past, what it takes to succeed in the future. To do this we must first evaluate the school's capabilities, evaluate the school's resources: people money facilities, technology and information. Review the school's current capacities and future trends and then compile a list of the school's strengths and weaknesses that will have the great influence on the ability to capitalize on opportunities (ZOU2011: MDEA 519: 53).

This research will seek to establish what roles the administrators in schools in Kalumbila District will play in improving reading levels among grade 2 pupils.

2.1 STUDIES DONE OUTSIDE AFRICA

2.1.1 STUDIES IN ENGLAND

The second generation of school-effectiveness research and development saw a number of major studies, principally in England, the USA and the Netherlands. A four-year research project on the academic and social progress of 2, 000 primary children in fifty randomly selected London schools. Those schools which were effective in both spheres led the researchers to define the following characteristics of an effective school: the purposeful leadership of the staff by the head teacher ; the involvement of the deputy in policy decision making and of the teaching staff in curriculum planning and certain areas of decision making; staff consistency in the approach to teaching, intellectually challenging teaching ,structured sessions that nevertheless allowed students some freedom within the structure, and a limited focus within sessions; a work-centered environment, where there was the maximum communication between teachers and student s; sound record-keeping procedures, effective monitoring of progress ; parental involvement in schools which encouraged an open door policy; a positive climate. This research will seek to find

out if the deputy head teachers are also involved in decision making in schools in Kalumbila District.

In their useful overview of the literature, Bush and Glover explore various definitions of school leadership before offering their own working definition. They state that: Leadership is a process of influence leading to the achievement of desired purposes. Successful leaders develop a vision for their schools based on personal and professional values. They articulate this vision at every opportunity and influence their staff and other stakeholders to share the vision. The philosophy, structures and activities of the school are geared towards the achievement of this shared vision. As the result of a century or more of learning about leadership we have some shared insights into the nature of leadership and how it differs from management and administration. But for some, leadership is like beauty – it is in the eyes of the beholder – although most people ‘recognize it when they see it!’ Any analysis of leadership would, initially, need to acknowledge two central factors: the relationship between leadership, power and authority (with authority defined as legitimate power or, following Bush and Glover, influence); and that leadership is about groups, and the interaction of people in groups. There are according to Fidler (1997) two key features associated with leadership:

- A sense of purpose and confidence that is engendered in followers
- The followers are influenced towards goal or task achievement.

This will try to establish what roles administrators play in improving reading in grade 2 in Kalumbila district.

The inspection framework, used in all state schools since September 2003, notes that: Leadership and management at all levels in the school should be judged by their effect on the quality and standards of the school. Leadership should provide the drive and direction for raising achievement, while management should make best use of the resources and processes to make this happen. Management includes effective evaluation, planning, performance management and staff development. Inspectors should consider the extent to which leadership is embedded throughout the school and not vested solely in the senior staff. They should explore how well the

leadership team creates a climate for learning and whether the school is an effective learning organization.

This research will further seek to establish what efforts administrators are putting in towards improving reading among Grade 2 pupils in Kalumbila district.

The DfES research identified 11 characteristics of head teachers and their schools. They are presented non-hierarchically: no one characteristic is more significant than any other; rather a combination of the attributes and actions of these leaders seems to make them outstanding.

1 Several head teachers saw themselves or were seen as problem-solvers or as leaders who were solution driven. Sometimes they solved these problems themselves but, usually, they encouraged the rest of the staff to work towards solutions that suited the school community.

2 It was noticeable that there were comments about the high visibility of more than half the head teachers, although one was deliberately self-effacing.

3 Almost without exception, the heads had worked consciously towards the development of a senior management or leadership team which was seen as strong and effective by the rest of staff. Our case studies were of teams that were seen as strong, but consulting, respectful and listening. They managed to be separate enough to lead the school, but accessible enough to know how the school community wanted to be led.

In schools with a high degree of delegated powers there will be the greatest scope for individual decision making but there will also be an attendant expectation that the school's future will depend on the actions of the staff of the school. In this case the need for an understanding of strategy and the ability to put it into practice is obvious. However, I believe that where schools or other educational institutions have any degree of influence on their future, they also have a need to understand strategy. Whilst the scope for individual decision-making may be reduced, there is a heightened need to understand the policy intentions of those who will impose decision-making from above. Where the scope for school-level decision-making is smaller, there is a need to be clear about and to exploit what opportunities are offered.

A visitor from overseas when hearing about the drive for school improvement in England asked the rather naive but profound question: ‘Is there something wrong with the schools?’ We take for granted that global competition is driving a need for higher standards but at a world level this is a zero-sum game. If all countries improve their educational system there is no competitive advantage. A further issue concerns the contribution of education to generating economic wealth compared with other sources of innovative products and higher productivity. We need to keep a sense of perspective, particularly over the drive to raise cognitive standards if this is at the expense of other components of education which contribute to happiness in adult life.

There may be a much better case for being selective about those whose examination and test performances need particular attention. There are groups who have not achieved as much as their potential indicates and there are those for whom education appears to provide one of the few means by which they might change their life chances. Thus, consonant with ideas on strategy, I am arguing for a more discriminating and judgmental approach to improvement rather than a knee-jerk one which concentrates only on test and examination results.

There are two lists which I think are worthy of note. First, there is the list of 12 factors from the Junior School

Project in 50 London primary schools in the 1980s (Mortimore et al., 1988): looked at purposeful leadership of the staff by the head teacher, involvement of the deputy head, involvement of teachers, consistency among teachers, structured sessions, intellectually challenging teaching, work-centred environment, limited focus within sessions maximum communication between teachers and students, record-keeping, parental involvement and positive climate.

The factors listed above are the ones I would like to establish if the administrators in schools in Kalumbila are also applying most of the strategies listed above.

A more widely known list of 11 factors appeared from a review of the literature in 1995 which was commissioned by OFSTED (Sammons, Hillman and Mortimore, 1995). The literature from which it was compiled was mainly from the USA and little post-dated the 1980s: professional

leadership, shared vision and goals, a learning environment, concentration on teaching and learning, explicit high expectations, positive reinforcement, monitoring progress ,student rights and responsibilities, purposeful teaching , a learning organization and a home–school partnership.

A careful look at the things listed above would make us establish what roles administrators play in improving reading.

A more recent study of departments in 90 schools in England in the early 1990s (Sammons, Thomas and Mortimore, 1997) identified three groups of schools: those with consistently high value added across departments, those with mixed results and those with poor value-added. From an examination of six schools and 36 departments across these three groups the researchers identified nine major factors associated with effective departments in effective schools- high expectations, academic emphasis, shared vision/goals, clear leadership, an effective SMT consistency in approach, quality of teaching ,student-focused approach and parental support/involvement.

This study will also try to establish whether the administrators also involve other stake holders in improving reading levels.

The missing component is the creative ‘double-loop’ thinking of trying to envisage how things might be different in the future. It leaps the present and the short term. It looks 10–15 years ahead, sufficient time that things might change radically, and tries to vision the organization in a new and successful future. This is inspirational but not totally idealistic and tries to provide some correspondence with current circumstances. Thus, the vision is not just a projection forward of the present but it does bear some relation to the starting conditions Within England over the last decade, the accountability framework has been dominated by Ofsted, the government’s school inspection agency. As part of its framework for inspection, Ofsted examines a school’s provision for professional development, including the induction of NQTs. Where such provision is found to be a serious weakness, it would be identified as a ‘key issue’ and one which the school would be asked to include in its ‘post-inspection action plan’ (Ferguson et al., 2000). Head teachers are therefore publicly accountable to Ofsted for the effective use of public funds and the overall

quality of the school, but they are also Accountable to others – most significantly, parents, governing bodies and LEAs. Indeed, one of the heads’ professional associations has argued that there is a need for ‘intelligent accountability’ as currently their members are.

In Kalumbila district the researcher would like to establish the active involvement of parents in learning of pupils because the Government of the Republic of Zambia is in the process of Decentralizing.

Smith (2002) says Planning is vitally important but the results of the planning need to be reflected in manageable chunks of work. It may be the case, in your school, that the long-term plan with its broad curriculum map, -term plan with its breakdown of work in term or half-term chunks and the short-term weekly and daily planning are sufficient to identify all the important and manageable sections of the curriculum. QCA are producing all kinds of schemes of work, as are many local authorities, and it is also true to say that OFSTED like to see schemes of work as an integral part of school planning. You may disagree and feel that this is just another layer of paperwork that you could well do without.

The researcher would also like to learn if the schools have plans.

Hughes (2005) alludes to the fact that “It is important to realize the important differences that one in a leadership capacity potentially can make in the lives of persons who manifest various types of special needs. It seems only logical that the more school leaders learn about the characteristics and needs of students with disabilities, effective teaching strategies, and available services and resources, the more likely they are to organize instruction to positively impact student outcomes. Those leaders who possess positive attitudes and who demonstrate a genuine and pervasive commitment to embrace all students have a healthy foundation on which to further build creative and exemplary special education practice. In their discussion of the role of school principals and vice principals, Lewis and Doorlag (2003) explained that as educational leaders of their schools, their activities, the attitudes they convey, and the support they provide can help to establish the necessary school climate for successfully serving students with special needs.

Dunham (1995) states need for greater involvement in school management of those in middle management posts has been strongly recommended in a School Teachers' Review Body Report. It argues that 'substantial improvements' are needed in several aspects of school management (School Teachers' Review Body 1993:6). It is particularly critical of those heads, deputies and senior teachers who fail to focus on pupil achievement; making policy decisions but failing to implement them; failing to make full use of those in middle management positions; showing themselves to be concerned with efficient administration at the expense of 'good strategic management'; failing to motivate or set clear targets. The report sensibly identifies some barriers to good practice in school management (ibid.). It is critical of a number of factors, which include: the lack of support available to senior management teams because of the dwindling role of local education authorities and the sharp reduction in their advisory services; the lack of 'shorter more practically oriented courses' for management training; the large number of curricular and organisational reforms being introduced into schools without the improvements in management skills which are needed to implement them effectively; the mainly administrative role which too many deputy heads have in too many schools which caused the Review Body to conclude: 'This is not a cost effective use of a relatively expensive resource' .

The study will establish if the administrators are also mindful of the improvement of the pupils by having up to date reading records in their respective schools.

Hardingham (1999) suggests that meetings frequently fail because of inadequate preparation. It is essential to articulate and agree the purpose of the meeting, which is frequently assumed to be of value, particularly in meetings built in as routine. This may lead to confusion and conflict because of the waste of time. The process of the meeting must be designed to achieve the purpose of the meeting. During the meeting, it is important to continue to clarify this purpose and how effectively the process and practice is achieving that purpose. Committees, working parties and planning teams are used particularly in secondary schools because of the size of the staff. The language is important and needs to be agreed within the school, for example committees are often more permanent, working parties have a shorter lifespan with a specific job to do, planning teams are of equals. The reasons for group deliberation and judgment include: a fear of too much authority in a single person; the representation of interested groups; the need for the co-

ordination of departments, plans and policies; the transmission and sharing of information; the consolidation of authority and motivation through participation. In primary schools, it is apparently simpler because all staff can be involved in all decisions more easily. However, this may mean that all staff becomes involved in all decision-making and this may be an inefficient use of time. The misuse or abuse of meetings and their impact on the scarce commodity of time appears to cause enormous frustration for school staffs. The disadvantages of group decision-making are David is much liked, admired and respected by the staff. The deputy head teacher thought David was ‘one of the finest men I’ve ever come across’. Different members of staff considered that David: “gives direction and leadership, and we’re all brought on board ”; “provides the impetus to improve”; “provides ‘the playing field’ ” (on which the staff work as a team); “gives time and commitment, takes trouble, makes an effort ”; “provides opportunities” “knows everything”; “is a disciplinarian”; “knows the children”; “makes sure the school gets good publicity”; “celebrates our successes”; “is mean with the budget – he’s always getting good deals”

Are the schools under review working as teams in order to achieve the intended results in reading in the district.

Schlechty (2001) comments that Today, being basically literate is not enough; all citizens must be functionally literate. It is not enough for individuals to be able to do arithmetic problems; they must use arithmetic to solve problems. It is no longer enough for individuals to decode words and write simple sentences; they must now be able both to summarize what others have written and to write persuasively and analytically. In a society where the ability to work with information and knowledge is the key to employability in well-paying jobs and essential to effective citizenship, it is no longer enough to have a relative few who are well educated. Today, most must be well educated.

Does the school have open days to show the parents what they are doing as a school?

According to Reeves (2009) some school principals have a simple rule ,they will introduce no new program until they remove at least one or two existing activities, plans, units, or other time-consumers. These principals have time during faculty meetings for collaborative scoring of

student work because they stopped making announcements at such meetings and committed every possible administrative communication to e-mail or written notes instead. Teachers have time for students to do more writing in science and social studies because a team of educators identified the standards that matter the most (Ainsworth, 2003) and made a deliberate decision not to engage in frantic and ineffective coverage of the entire text. Faculty teams make a game of it, finding weeds that seemed small when they started but that collectively were robbing students and teachers of one of their most precious resources time.

Thomas (1996) says the future is an uncertain place. Yet, decisions we make daily great and small are about that future. Any head teacher making budget proposals for the forthcoming year, for example, cannot know how events will unfold and what will be their implications for actual expenditure. In making those decisions, however, anxieties are tempered by experience, which tells us and head teachers that the coming year may not be too dissimilar from present circumstances, of which we are more certain. Or are we? What if the present is also an uncertain place, of which we not only know too little but where some circumstances may not be knowable?

There are no guidelines from research and practice, for example, on the effects of spending different proportions of the school budget on teachers as against support staff. Will it ever be possible to advise a school that it is spending the right amount on books, as against other learning resources? Even if it is conceivable that research could answer these questions in the future, for the present we must recognize that much of our decision making occurs in conditions of uncertainty about the nature of the present as well as the future. Recognition of uncertainty stands in marked contrast to the certainties implied in some definitions of management, such as that of Caines' cited earlier: 'setting objectives, allocating resources, delivering results, evaluating the impact' all have the ring of certitude.

There is now a good deal of evidence to confirm the views that in any school the leadership determines the quality of what happens (e.g. Fullan and Stiegelbauer 1991, Mortimore *et al.* 1988). It is, of course, possible to find excellent teachers in indifferent schools, but unusual to find work of quality taking place throughout the school unless the head teacher and others in larger schools are offering appropriate leadership. In a small school, the head teacher's leadership may be sufficient to influence the whole school, but as the school grows larger there is

a need for good leadership at other levels and the overall quality depends upon the ability of the head teacher to delegate and the ability of other teachers to lead their colleagues. There is a sense in which all teachers have some managerial responsibilities. Teachers manage children in the classroom. They also take part in management activities if the school works on the basis of involving the whole staff in making major decisions. The small size of primary schools in comparison with secondary schools makes it possible for good head teachers to lead by example. They are very much members of the staff team and are in daily contact with all the staff in a way which is impossible in the average secondary school. They are able to influence incidentally throughout the day and draw the staff together as (Dean, 1992)

Logan says Education as a public-sector enterprise has not been immune from the shifts implicit in market theory nor from restructuring towards corporate managerialism. The signals that such a restructuring has been taking place are evident in the following changes in school systems: from public control towards market and consumer control, from management by civil servants towards governance by councilors, from public institutional monopoly towards open competition between institutions, from centralization towards increased decentralisation and decision-making at local work sites from predominantly top-down leadership and administrative management towards shared leadership and collaborative management ,from management by regulation towards goal-and performance-oriented management, from implicit quality control towards explicit quality specification and public accountability.

According to Gold (1998) the organization of the work of education should derive from the activities of learning and teaching. The work of educational administrators is to create, develop, support and encourage those organizational arrangements that flow organically from the core activities of the teaching and learning enterprise. (p. 5) In other words, learning and teaching are the main ‘businesses of the school, and the school is organized in such a way as to prioritize these two activities. It is important that the management structure of the school supports the learning and teaching, and keeps them in view as its end-product. If the pupils and their learning needs are suppressed or diverted by the management structure, then the school cannot be effective.

2.1.3 STUDIES IN THE UNITED KINGDOM

The management of education in the UK is devolved to Local Authorities Officers of the local education authority (LEA), the administrative body that is responsible for the day to day management of education in the UK, have to put proposals to the Education Committee, a political body, and need to argue for the proposals in order to see that these are approved. Proposals may involve reorganizing education provision, such as amalgamating schools. Legislation, funding procedures and demographic trends have to be taken into account to understand the logic of such in summary, LEAs are under a dual pressure from the central government. On the one hand, they have to make the best possible use of scarce resources while, on the other hand, they have to deliver quality education up to some minimum standards.

The study will seek to establish what new plans are there in the schools in Kalumbila district with regards to the roles administrators play in improving reading levels.

In most schools in the UK, management structures include both middle and senior managers. Middle managers usually have responsibility for specific or multiple subject or pastoral areas, and senior managers have a whole-school responsibility. There are fewer senior managers than middle managers, but they officially have more power in the institution. Rosemary Webb (1994) in her final report on some research for the Association of Teachers and Lecturers wrote about the changing roles and responsibilities in primary schools in the UK since the Education Reform Act of 1988: greater delegation to, and reliance on, coordinators by head teachers; an increase in staff working co-operatively on curriculum planning and policy-making; the clarification of coordinators roles; the developing confidence and competence of coordinators themselves; opportunities to organize and/or provide INSET for colleagues. Her research thus revealed a greater reliance on middle managers by senior management.

An establishment of what roles should be played by administrators in a particular school towards the improving of reading among grade two pupils will be needed.

Poster (2005) says the school-effectiveness movement predates the ISIP by a decade or more. Because there was no central funding to promote a coherent study of effectiveness, the early

research findings were fragmentary and uncoordinated. Creemers (1996:40) sums up what he entitles ‘the first generation of school effectiveness studies’ by extrapolating the factors most often mentioned in these studies: strong educational leadership, high expectations of student achievement, an emphasis on basic skills, a safe and orderly climate and a frequent evaluation of pupil progress.

These criteria are almost entirely concerned with processes and focus mainly on the staff team and whole school organizational levels. In contrast to this Her Majesty’s Inspectors (HMI) point out that to be effective primary schools must provide learning and teaching of high quality. This is most likely to be achieved where teachers: establish and maintain a good classroom ethos in which pupils are motivated to learn; plan, prepare and organize lessons well and ensure that pupils are clear about what they have to learn; recognize the need for good classroom organization including the organization of resources; set a good example, and foster good relationships with pupils; have high, but attainable, expectations of pupils in respect both of academic performance and good behavior; provide tasks which are well matched to the needs, aptitudes and prior knowledge of individual pupils; understand the role of language in learning;

2.2.4 STUDIES IN JAPAN

It is easier to identify such organisational attributes which will be increasingly important in the future than to see the future itself. Implicitly, some idea of the future is necessary in order to identify these core competences but these can be identified as a result of broader trends. If the core competences have been developed, the many particular developments which will be required in the future can be refined from these more general competences. An example cited for commercial organisations is the low number of defects per vehicle achieved by Japanese manufacturers in the 1970s. For schools, such competences might be social learning, using ICT, monitoring and assessment, or working with external organisations. The argument is that it is easier to identify these capabilities as likely to be important in some form in the future rather than to try to foresee the precise details of how they might be used. This involves the idea of successive approximation or increasing clarity of vision. The future is always easier to foresee if predictions are short term rather than long term. However, a series of short-term plans do not necessarily add up to what would have been a good long-term plan. The concept of core

competences tries to offer staging posts in long-term planning. Thus, to take the example of ICT, although it may be difficult to predict the way in which ICT in schools will develop, it is rather less speculative to suggest that a capability to adapt to and develop the use of ICT will be important in the future of schools. This is more about staff and organizational capabilities than about particular hardware and software.

2.1.5 STUDIES IN NORTH AMERICA

John Gardner studied a large number of North American organizations and leaders and came to the conclusion that there were some qualities or attributes that did appear to mean that a leader in one situation could lead in another. These included: Physical vitality and stamina, Intelligence and action-oriented judgments, Eagerness to accept responsibility, Task competence, understanding of followers and their needs, Skill in dealing with people, need for achievement, Capacity to motivate people, Courage and resolution, Trustworthiness, Decisiveness, Self-confidence, Assertiveness and Adaptability/flexibility. (John Gardner 1989).

It will be very important to study if administrators share roles in a school in order to improve reading among grade 2 pupils in Kalumbila district.

2.1.6 STUDIES IN DENMARK

Denmark's education performance can be nurtured by setting clear education objectives to guide a decentralized municipal environment while maintaining equitable practices and supporting performance for low performers and students with immigrant background. Strengthening the quality of VET to improve completion rates is also important. Other priorities for Denmark include ensuring that teachers and principals have quality support, feedback and professional development opportunities and that principals take a more active pedagogical role. Completing a framework for evaluation and assessment and using the results in schools are also considered priorities. Building the capacity of municipalities and schools to implement national strategies at the local level and optimizing resources in a decentralized context are key issues.

It will be of interest to learn from the respondents if all they are getting some material support to improve reading levels.

2.2 STUDIES IN AFRICA

Classrooms are overcrowded; teachers are overworked and underpaid, sometimes not paid at all for months on end; the books used in classrooms are often long out of date, and not enough to go round (it is not uncommon in rural African and Latin American schools to see a single textbook for a given subject shared by a whole class); and the school equipment and buildings are in such a state of neglect, due to lack of funds for maintenance and repair, that even the most basic functions, such as keeping out inclement weather, have been severely compromised. For long periods of time students and teachers have to go without the most rudimentary of classroom learning tools such as paper, pencils and chalk, let alone such equipment as stencil duplicating machines, and not to mention photocopiers and personal computers that have now become part of the standard equipment for schools in the Western industrialized nations. Midday school meals for children are a luxury that is unheard of. Lack of housing for teachers in some of the more remote schools has at times meant that classrooms have had to be converted into living quarters. That any kind of learning is taking place in such circumstances is a miracle in itself. (Lula, 1988, p. 318)

Schools over a seven-year period. Their evidence was unequivocal that having good teachers was extremely important for student achievement, but that it was impossible to measure inputs from specific teachers. Simple proxies for teacher quality such as the level of teacher education, or the amount of teacher experience, were not consistent indicators. Teachers who knew their subject matter unsurprisingly performed better, but types of activities in the classroom and range of materials used did not match with any systematic differences in student performance. A significant comment from the authors was: Unfortunately, overall findings such as these are frequently misunderstood. They should not be interpreted as implying that differences in teachers are not important. To the contrary, we have strong evidence that teachers vary widely in their teaching abilities. Rather, the findings about specific teacher characteristics simply indicate that conventional measures of good teachers are not very accurate. Also apparent is the fact that there are many other aspects of good teaching that were not measured. Others may not even be known. Teaching may simply be more art than science. Skill in the classroom has been only crudely captured by subject matter tests and other measures of the teacher's background and preparation.

It is that it is not good to choose among prospective teachers solely on the basis of credentials and experience. (Harrison and Handshake, 1992, p. 199)

The World Bank recognizes the need for school and classroom-level processes and interpretation in its shift towards 'quality'. The new approach is to recognize that operations within school and classroom... are to a large extent independent of national policy; that the educational process in individual schools contributes significantly to the effectiveness of education; and that (school-level) factors are not independent but come together within the school to form a social system that conditions the learning that can take place there. (Heneveld, 1993, p. 6)

Fidler (2002) illustrates to say How the school is organized will have a profound impact on whether its ethos and culture are recognised as effective, successful and positive by pupils, teachers, parents and governors. The basic organization has to be effective. This will include an aims statement that sets the whole tone of what happens in school, who does what in terms of responsibilities, class organization, the kind of leadership and who holds power in the school. There are different kinds of organization that will apply to different types of school and this will depend on such things as the size of the school, its design, whether it is managed hierarchically or collegially. Leadership is a key factor in school effectiveness. This begins with the head teacher but will also include how subject coordinators are organized and how much leadership they are allowed and expected to use. Communication is at the heart of how effective the organization of the school is. This means not only the kind of face-to-face discussions about teaching and learning that take place, but also the key documents that hold the school accountable and 'sell' it to parents and governors.

Similar criteria have been identified by others. For example Mortimore *et al.* (1988) suggest that good primary schools are characterised by: purposeful leadership of the staff by the head teacher; involvement of the deputy head teacher ;involvement of the staff in planning; consistency, continuity and progression in teaching; structured approaches to learning; intellectually challenging teaching; a work centered environment and a positive climate; clearly defined tasks; good communication between teachers and pupils; written records; parental and community involvement; well displayed and valued work. (Adapted from Mortimore 1988)

ensure that pupils acquire knowledge, understanding and skills, are encouraged to become independent, resourceful and responsible, and are able to work purposefully on their own and with others; check that learning has taken place by ensuring that assessment is an integral part of classroom; work to provide diagnostic information on pupil progress and information which can be used to evaluate their teaching and inform parents; support classroom learning with work done at home where this is appropriate and in accordance with school policy. (DES 1989)

Fidler (2000) says In addition to planning what improvement can be made to children's education, there is also an organizational dimension to improvement strategy. Whatever intentions there are for what a school as an organization can achieve; there is also a need to ensure its survival, continuation and success if it is to be able to carry out its intentions. However laudable the intentions, if a school struggles because it does not have the appropriate quality of staff or does not engender the confidence of local parents, its intentions may be unrealizable. A confident, thriving school can achieve what a struggling school cannot, however good its plans for the education of its students. Thought must be given to the future of the organization as an organization, in addition to the task it performs for its community.

Keeping an eye on ideas which have been formulated about the future as part of environmental scanning should assist this process. Undoubtedly those who have never tried to foresee the future find it harder to do so than those who have had some experience of it. There is a need to find cues that assist such thinking.

One contribution to the vision but essentially working forward from the present is to get individuals to write down their hope for the institution. By composing a number of sentences which contain statements about future practice of different components of the organization's work, a picture will emerge of a better future which gives some clues about changes which will need to be made to move towards such a future. In formulating ideas about the future some people may be able to transcend the present and envisage a qualitatively different future. Others will base their ideas on what they would like to see in the present but which they know would require large-scale changes. Bringing the different ideas together should produce a composite. Some components will be incompatible with others and discussion should help to resolve these.

The challenge in strategic choice is to find ways in which individuals can engage in this process in a really free-thinking way and then find ways of communicating their visions. Since this process is visionary, unless there are a number of individuals who could engage in this alone and communicate to others, this is probably an activity which lends itself to being carried out in a group. It probably requires some brain storming to assemble what might be components of work in schools in the future and associated lifestyles. From this array of ideas pictures could be built up. An account could be compiled of how the situation would appear to a visitor. A first-hand account could be written from their perspective. It would need to cover sufficient features to make the account 'come alive' and allow readers and listeners to elaborate the ideas in their own mind.

This is more commonly known as COSMOS analysis after the committee which first introduced the techniques devised by T.I. Davies. They have been reproduced in the OFSTED handbook for school inspections. This technique recognises that the main curriculum cost is not in differences between subjects offered but in the sizes of teaching groups. Decisions about how many teaching groups to divide a year group into and how large to have as a maximum for a particular subject are both educational and resourcing decisions. Whilst the educational considerations are discussed, schools rarely understand the 'cost' of these decisions and often are unable to recall when and on what basis in the past these decisions were made. One investigation of two similarly sized secondary schools discovered that in one the smallest teaching groups were in mathematics and in the other they were in CDT. Whilst these may have been rational decisions at some point in time, they tend to get perpetuated year after year and cease to have a clear rationale years later. Staff deployment analysis provides a conceptual framework to investigate the deployment of staffing resources between year groups and can be developed to compare the use of resources between different curriculum subjects in the same year. This technique provides information to inform judgment; it does not replace judgment.

This is a good step because as the population is growing the demand for schools is also growing and every child of school going age must be allowed to attend school. Leaving this task in the hands of government alone will not be the best thing to do. Even here in Zambia Government is working hard to make sure parents and guardians get involved in the learning of their children by

monitoring their progression, attendance and making some contributions towards the running of schools. So, I agree with what the UK government is proposing.

This is also in agreement with what the Zambian government is advocating when it says central government will be in charge of policy formulation while Local government will carry out the policies. This is better according to me because it is at the grass root level where the challenges being faced are known and it is better they are identified at that level and dealt with accordingly.

Duke and Block then identify three key obstacles that have prevented widespread adoption of these best practices in teaching reading. The first obstacle is a short-term orientation toward instruction and instructional reform that perpetuates a focus on the easier-to-learn reading skills at the expense of vocabulary, conceptual and content knowledge, and reading comprehend soon strategies. The second is a lack of expertise among many educators in how to effectively teach these harder-to-master reading skills, and the third is the limited time available in the school day and year to meet unprecedented expectations for children's learning. Policy makers, the education community, and parents must attend to these three challenges if they wish to see meaningful improvements in the reading skills of American children. www.futureofchildren.org
Nell K. Duke is a professor at the University of Michigan. Meghan K. Block is a doctoral candidate at Michigan State University. VOL. 22

The researcher feels Education is an ongoing process as a result of this school heads are encouraged to encourage teachers to be having teacher group meetings in order to share what they know. In the primary school, there is no specialization making it very hard to be an expert at teaching a particular subject. Even if the case is so I still feel these teachers have particular subjects that they favor. This being the case they should be encouraged to be having teacher group meetings so that they are given chance to share what they know.

This is true because we are all unique. We have different abilities and there is need to share the abilities that each person has and this is only possible through sharing ideas.

Nigeria, for example, found that it affected both teachers and pupils. Surprise visits made by government officers to schools revealed that teachers were late or absent without good reason

(Harber, 1989, pp. 116-17). Similar problems exist in Tanzania (Saunders, 1984, p. 134). One obvious reason for staff absenteeism is that they may well have a second job in order to survive. Surveys in Indonesia, Liberia and Somalia, for example, all showed that substantial proportions of primary teachers had second and sometimes third wage-earning jobs (World Bank, 1990, p. 25). This directly contravenes Weber's seventh characteristic that the official's post is his or her sole occupation. The second job may not always be outside teaching, however. In Colombia in 1975, when state and national systems were fused, it was found that large numbers of teachers had been holding full-time teaching positions in both state and national schools, and sometimes in municipal schools as well. Although this was strictly illegal, the lack of co-ordination between the national and state systems had permitted it and the low salary scales encouraged it (Hanson, 1986, p. 99). The need for money can also cause periods of absenteeism among pupils as is illustrated in Nigel Barley's description of an encounter in Indonesia in his *book Nota Dangerous Sport* (1988, p. 109): As I passed later that evening, a lone figure in the flimsy shirt of a high school student detached itself from a group and hailed me. Hallo, boss. Where you go?' Time loss for unscheduled school closings, teacher absences, disruptions and inclement weather is much greater in developing countries. For example, in Haiti the school year in 1984 had 162 days - 18 short of the international standard - but it was made significantly shorter by unofficial closings and delayed openings. The school day often began late. Teachers were frequently absent on Tuesday and Friday (market days) and forty-eight public holidays were celebrated instead of the twenty-eight holidays built into the school year. Teacher absences due to administrative procedures are also common in developing countries. For example, many teachers must travel considerable distances to be paid, while others are assigned to schools far from their homes; both situations contribute to teacher absences and reduced instructional time. (World Bank, 1990, p. 19)

In a remote school in Matabele land there was a young student teacher whose working conditions and social background were just as poor as that of any other student teacher and as that of the fifth-grade children he was teaching. The children were busy doing different things. They seemed interested in what they were doing and smiled friendly to us, the intruders. Often children in these remote areas used to stare at foreigners with a frightened look. Not so with these children. In one corner of the classroom there was a bookshelf made of old bricks and

planks wrapped up in newspaper. There were a few booklets and some magazines which the teacher had collected together with the children. In the windows, some with broken panes, big seeds had been threaded on strings and were waving happily as decoration in the light breeze from the window. In one corner, the organization of SADCC was illustrated by means of empty coke tins and stones. Newspaper pictures were glued to the boxes, symbolizing different SADCC departments. On the floor maps of different countries were shaped with pebbles. There was hardly an empty space on the mud floor. But children stepped carefully around the creations so as not to destroy them. In another corner was a 'spelling tree' - just a few branches with cards hanging on strings like a Christmas tree. Children worked in pairs, asking each other to spell the difficult words. In another group, some children were playing with a set of home-made mathematics cards. To honor the guests the children picked up their self-made costumes from the hooks on the wall, one drummed and the others performed a joyful and very rhythmic dance. To teach children about traditional handicraft techniques, like how to build a proper hut or how to make a hob-kerry, elderly people from the village were invited to the school to share their wisdom and knowledge with the children. (Nagel, 1992, p. xviii).

This same document, for the first time, defines the management role of the deputy head teacher as one who shall: Play a major role under the overall direction of the head teacher in: formulating the aims and objectives of the school; establishing the policies through which they shall be achieved; managing staff and resources to that end; and; monitoring progress towards their achievement.

(Adapted from DFE 1994a: paragraph. 34.1)

This is a significant departure for deputy head teachers whose role, hitherto, tended to be determined almost entirely by the head teacher. It gives a clear management focus to the position of deputy. The circular which accompanies this document states that a clear distinction needs to be established between the job of deputy and that of other senior staff. This distinction rests on deputy head teachers having permanently delegated responsibilities which are both school-wide and of considerable weight (DFE 1994).

Nevertheless, the responsibility for the overall management and administration of the school rests with the head teacher working through and with the governing body. As local education authorities (LEAs) come to terms with their changing roles and their reduced capability to control and organize their schools, more power and responsibility is vested in the staff of individual schools, especially the head teacher who is responsible for the internal organization and management of the school and whose duties include: formulating the overall aims of the school; participating in the selection and appointment of staff; deploying and managing all teaching and non-teaching staff and allocating duties to them; determining, organizing and implementing an appropriate curriculum, reviewing the work and the organization of the school, evaluating standards of teaching and learning, supervising and participating in arrangements for the appraisal, ensuring that all staff have access to advice and training appropriate to their needs and ensuring that newly-qualified teachers and those returning to teaching have access to adequate support;

In the period from 1944 to the late 1980s schools worked within the context of a partnership between the Department of Education and Science (DES), now the Department for Education (DFE), the LEAs and the schools themselves. Each partner could offer advice to the others but tended to operate only through influence. For example, the governing body of a school could not impose its views on the content of the curriculum or on how it might best be taught. The same was also true of the DES and LEAs. Advice could be given and certain courses of action such as giving greater emphasis to reading within the primary school curriculum could be encouraged and supported by additional resources and in-service courses. Changes, however, might only take place through agreement. Consensus was the overriding principle (Blanchard *et al.* 1989). After the 1986 Education Act no. 2 the situation became very different. This Act increased parental and community representation on governing bodies, gave governors power to modify an LEA's curriculum policy to suit the needs of individual schools, and enabled them to exercise some limited control of the school's budget. The same act gave, for the first time, a clear indication that governors were accountable to parents for their stewardship of the school. This accountability was to be rendered through an annual report from the governors to parents. This report had to describe the work of the governing body during the year and had to be presented and discussed at an annual parents' meeting.

The 1988 Education Reform Act (ERA) gave governing bodies even greater responsibilities. Schools were to assume responsibility for their own finances.

I was concerned by the long hours dedicated primary teachers were working and their feeling that the curriculum might well be overloaded. We intend to address teachers' immediate needs for guidance, initial teacher training and the wider question of complexity and overload. We also wish to move away from the sterile debate about topics versus subjects. (*Guardian*, 6 October 1992:22–3)

While in the most developed countries head teachers have qualified colleagues to whom they can delegate a large share of the daily tasks of organizing the teaching duties and managing the school logistics, their overall responsibility leads them to intervene on many fronts:

The role of education in all aspects of development (economic, social, cultural, technological and scientific) is paramount. For a people to develop, they must acquire sufficient and proper education. The Dakar Framework they must acquire sufficient and proper education. The Dakar Framework for Action says education is a fundamental human right, the key to for Action says education is a fundamental human right, the key to sustainable development, the key to peace and stability within and among nations and an indispensable means for effective participation in the societies and economies of the twenty-first century (World Education Forum 2000). A recent publication of HEP (2002) highlights the importance of education by stating that: Education is not just a human right. It is also vital for reducing poverty, promoting health, improving governance and empowering people to make choices about their destinies. People are at the centre of development and education is crucial for enhancing their capabilities, furthering equity and promoting social progress (IIEP 2002:2). Considering the importance of education in the development of a people, there is a need to expand access and improve its quality. The education initiatives launched in Jomtien in 1990 were never achieved. In Dakar 2000, it was revealed that Education For All was still a far target in many African countries. The Dakar Framework for Action calls on all countries, especially in the Third World, to take accelerated steps to ensure that all eligible populations are enrolled in school by 2015 (Rahman 2000; World Education Forum 2000). Prior to Dakar 2000, 47 African countries, including Cameroon, met in Johannesburg in 1999 to assess progress towards achieving education for all. The data and

information presented at this meeting shows that 40 percent of 220 million eligible children in sub-Saharan Africa are not in school (EFA 2000). This shows that the quantity of education is not enough. Education quality is a very difficult commodity to measure. However, there is unanimity in the international literature that the quality of products from African schools is deplorable (Tamukong 2001).

The teaching learning process is defective since it is plagued by many problems, including outdated curricula, unqualified teachers, shortage of teachers, overcrowded classrooms, relatively high unit costs, chronic shortage of equipment and books and above all, low teacher morale resulting from inadequate salaries. A natural corollary of this situation is low quality products. From the preceding discussion, it can be concluded that the quality and quantity of education on the continent are not sufficient. The 136 Africa Development, factors that compromise adequate provision of quality education availability of resources, curriculum, teachers, textbooks, and among many others. The focus of this paper is the management of the public In Africa, as well as elsewhere, there are two basic systems management: centralized and decentralized.

The Francophone management: centralized and decentralized. The Francophone Lusophone countries generally have centralized systems government, through a ministry of education, holds all power on the other hand, Anglophone countries usually have systems where control over and responsibility for education between the central, provincial and local governments. Group of countries the degree of centralization or decentralisation and sometimes also within countries with federal systems. Experience has shown that both types of management and shortcomings. However, decentralisation has been comparatively better if well implemented and this explains countries around the world are presently decentralizing (Tamukong 1995; Bray & Lillis 1988; Govinda 2003; Grauwe though this process is sometimes referred to by other municipalization, regionalization and localization (Orivel Lillis 1988; Lauglo & Mclean 1985; Yannakopoulos 1980).

Framework for Action calls for decentralisation and the formation of various partnerships with different categories of people and organisations. It is worthy to note at this point that no education system can claim to be 100 percent centralized or decentralized. The reality is that both types of management are practiced in each country with one far outweighing the other

resulting in the differences between and within countries pointed out earlier. Thus, the type of management can be situated within a continuum ranging from extreme centralization to radical devolution of power (extreme decentralisation). Some definitions Centralization in management is the retention of decision-making authority by top management, while decentralisation when top management shares decision-making authority with subordinates. The two words constitute extreme situations on what is called the centralization-decentralization continuum. Decentralisation increases as the degree, importance and range of lower-level decision-making increases, and supervision by top management decreases (Kreitner 1995:309).

Schmoker (2006) asserts that schools will not improve until the building leader begins to work cooperatively with teachers. The role of the school administrator encompasses teamwork, exploration, creation, and the ability to “lead by doing the right things” (Lindley, 2009, p. 4). As a school administrator are you ready for the challenge? One way a school administrator can address the challenges that education faces today is through the knowledge and application of Action Research. Sagor (2000) believes that leaders who engage in Action Research find the process to be an empowering experience. He states that relevance is guaranteed because the focus of the research is determined by the researcher, who utilizes the findings to enhance professional practice (2000). Carl Rogers quote, with which this article opened, is significant because educators at all levels: teachers, principals and superintendents must embrace the necessity to be lifelong learners and not be in fear of change. Individuals get comfortable with what they are used to doing and put up roadblocks when change is necessary. The roadblocks are based out of fear of change and fear of failure; lack of understanding the need for change, uncertainty, and having to learn something new.

Fullan (2001) points out that the school administrators role has become more overwhelming, more multifaceted, and more fulfilling for those who learn to guide change. In order to keep up with the needs of student learning and issues in a school building, school administrators must be the models for change. School administrators must be the driving force and role models that begin the movement for change or facilitate the movement within their schools. By using the process of Action Research the school administrator not only models the importance of learning and assessing personal practice, but as Ferrance (2000) states, they help their teachers by

working collaboratively and it helps in their professional development. One way to begin modeling the realities of change within professional practice is to utilize Action Research. Action Research is an effective tool in solving problems that do not have easy answers, evaluating program effectiveness, improving professional practices, and enhancing student learning and achievement. Ferrance states, “It is not problem-solving in the sense of trying to find out what is wrong, but rather a quest for knowledge about how to improve” (2000, p. 2). She goes on to write “it involves people working to improve their skills, techniques, and strategies. It is not about learning why we do certain things, but rather how we can do things better” (Ferrance, 2000, p. 3). The first thought that may come to mind is the amount of time that Action Research may take. Considering the importance of education in the development of a people, there is a need to expand access and improve its quality. The education initiatives launched in Jomtien in 1990 were never achieved.

In Dakar 2000, it was revealed that Education for all was still a far target in many African countries. The Dakar Framework for Action calls on all countries, especially in the Third World, to take accelerated steps to ensure that all eligible populations are enrolled in school by 2015 (Rahman 2000; World Education Forum 2000).

2.3 STRATEGIES PUT IN PLACE BY THE NORTH WESTERN PROVINCE

MOE (2015) States that in order to strengthen the efficiency and effectiveness of the education management system in the North Western province. The following strategies shall be employed

- Strengthen and support the operations of the PEMC and DEMCs.
- Conduct provincial reviews to assess progress on the outlined programme goal.
- Build management capacity at the district/school level focusing on instructional issues, leadership and management.
- Ensure all DEBS supervise the implementation of guidance and counseling services in schools to improve the quality of learner support.
- Ensure DEBS empower communities with capacity to act on factors that affect learner performance such as teenage pregnancies, drug and alcohol abuse and over burdening of children with household chores.
- Ensure that all DEBS supervise operations of Open and Distance Learning programmes in learning institutions.

- Conduct and promote evidence- based decision making through surveys and action research in schools.
- Engage the private sector to support education delivery in the province

Since there is a feeling that what worked very well in some parts of the world can work well also here in Kalumbila District will go ahead to establish the roles of administrators that apply to improving reading among grade 2 pupils.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter describes the research design, study population, sampling design and procedure, data collection instruments, data collection procedures and data analysis. It explains various scientific methods used in achieving the study objectives.

3.2 Design

Qualitative and quantitative designs were used because some quantitative techniques were used to analyse simple statics. This study used descriptive survey design. The main advantage of this type of design is that it enables the researcher to assess the situation within the study area at the time of the study. The researchers used the design to study the role administrators play in the improvement of literacy levels among grade two pupils in Kalumbila district in North Western Province.

3.3 Population

This study was conducted in Kalumbila district which is one of the newest of ten districts in North-Western province of Zambia. The economic activities of the people living in Kalumbila district is mainly farming in the rural areas and mining in the urban areas.

3.4 Sample and sampling procedure

The study was population all the 60 primary schools in Kalumbila district. According to Singleton (1993), the ideal setting is one that is related to the researcher's interest, is easily accessible and that which allows the development of immediate rapport. The choice of the district was determined by the familiarity of the researcher to the study area and the fact that the researcher is also a teacher in the district. This allowed for the creation of good rapport with the respondents during the data collection. Further, more despite the researcher being familiar with the study area distance was created to avoid introducing familiarity bias.

A population or universe for a study is any group of individuals or institutions which have one or more characteristics in common that are of interest to the research (Cooper 1996). The study sample comprised of 11 primary schools sampled randomly in two zones of the 10 zones in the district. The study targeted the Head-teachers, four Deputy Head-teachers and Senior Teachers in the selected four schools of Kalumbila District. From the two zones selected Kananga Zones and Mumena Zone in the high performing and low performing zones respectively, 5 schools were selected from low performing the low performing zones and 6 schools from high performing zones.

The four government primary schools in the District were studied. Stratified sampling technique was used to sample the schools and simple random sampling was done among the schools.

The selection of respondents was done at random to ensure that every school had an equal chance of being included in the study sample. A purposive sampling method was used to collect data from Head-teachers, and Deputy Head-teachers and Senior teachers. The justification for the use of purposive sampling, in this case, is based on the fact that Head-teachers, Deputy Head-teachers and senior teachers are decision makers involved in the day to day running of the schools.

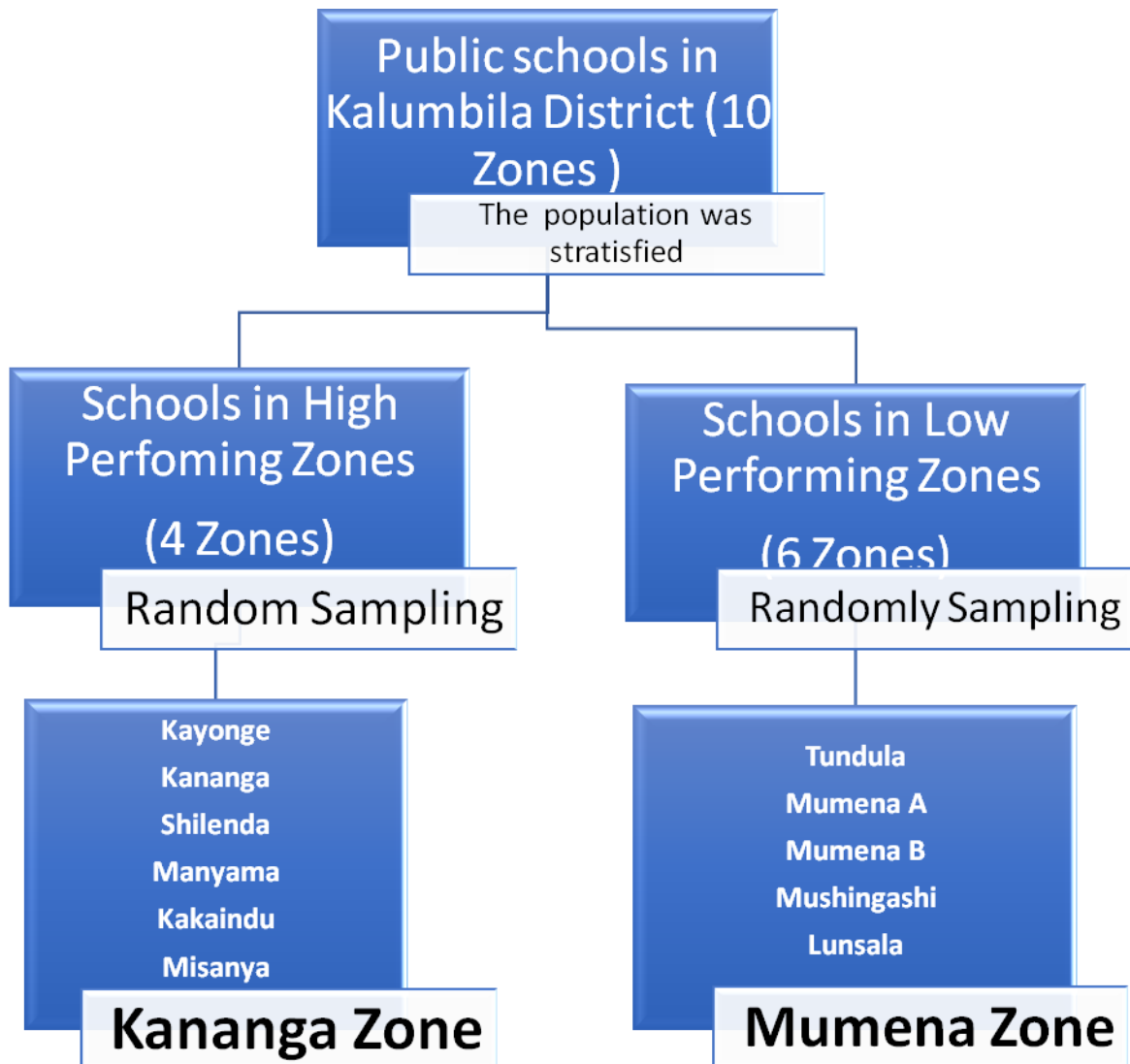
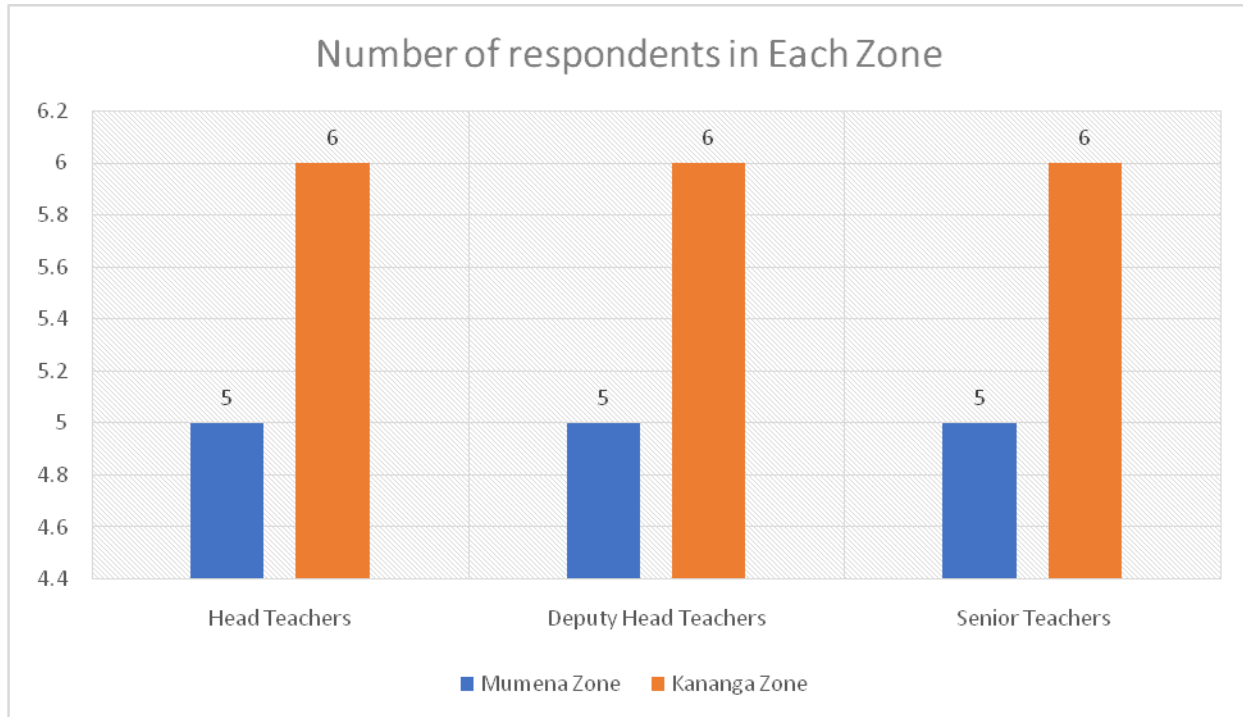


Figure 1 Sampling Techniques Flow chart



It also presents the findings about the administrators in the two zones of Kananga and Mumena zones of Kalumbila District in the North Western Province. All the school administrators in each of the sampled schools participated in the e study. That is, 5 Head teachers, 5 deputy head teachers and 5 senior teachers from Kananga Zone. Six Head teachers, 6 deputy teachers and 6 senior teachers. The composition of respondents is summarized in figure 2 below.

Figure 2 The number of respondents from Mumena and Kananga zone of Kalumbila district in 2017

Most of the school administrators in the two zones were male (18) and female (15). Among all the sampled 11 sampled schools only three schools had female head teachers. The percentage representation of women in leadership positions was not very different in absolute terms from that of men. Despite Mumena Zone only having 1 head teacher out the five head teachers in the Zone it has a larger number of female teachers as deputy and senior teacher. Figure 3 below gives an over view of the gender composition in the two zones.

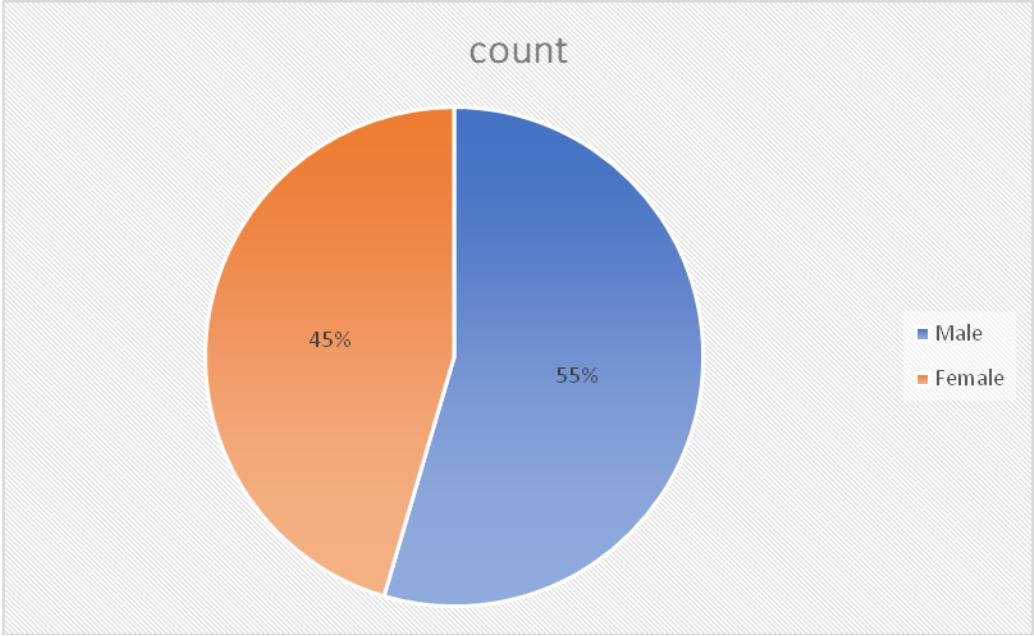


Figure 3 Gender composition in the study of the role of school administrators in improving grade two literacy

Most teachers in the two zones had were diploma holders, with 7 from Mumena and 6 from Kananga Zone. From the 10 certificate holders 4 of them are from Mumena zone and 6 from Kananga Zone. The distribution of degree holders in Mumena zone to those of Kananga zone is the ratio 1: 2, there are 2 degrees in Mumena and 4 degrees holders in Kananga Zone. Apart from training in education 2 teachers in Mumena have diplomas in education management.

One of the Head teachers in Mumena had been an acting head teacher and was awaiting confirmation from the ministry of General education. Due to the fact that the acting head teacher is responsible for the day to day running of the institution that head teacher could not be excluded from the study. Figure 4 below shows the levels of qualification for the teachers in the sampled zones.

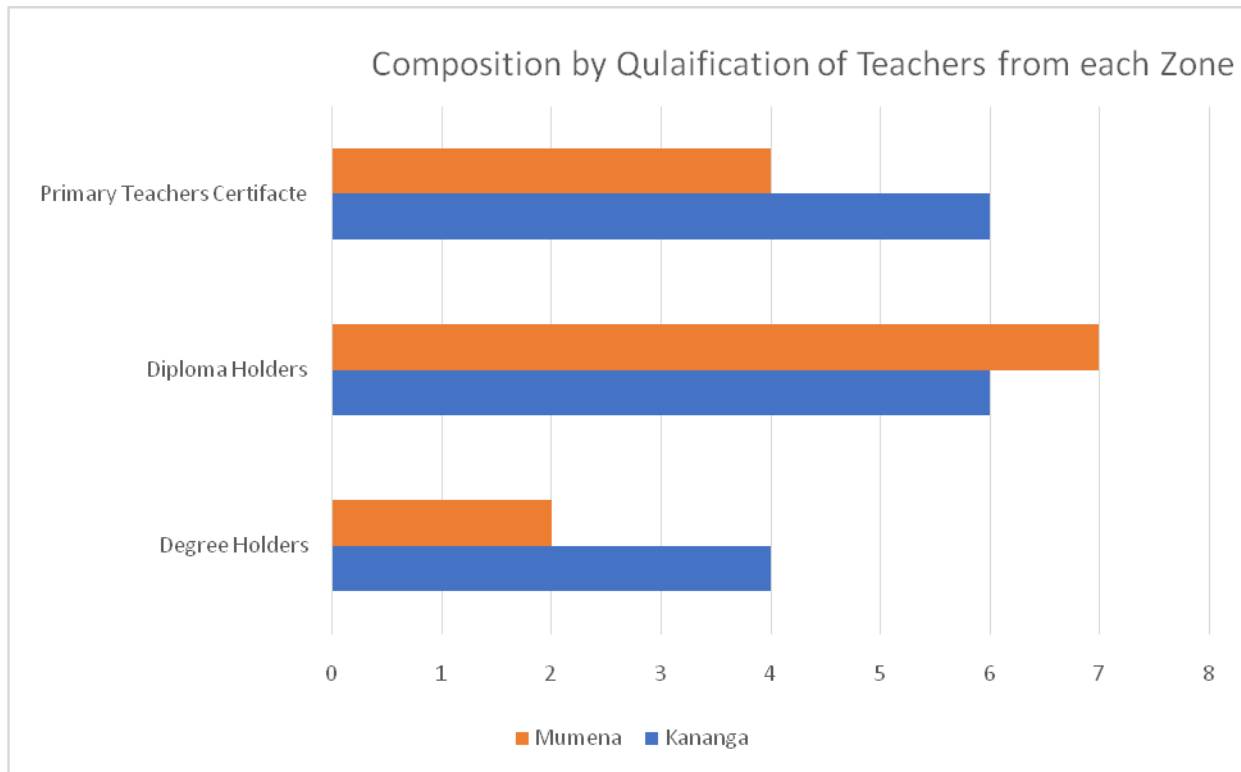


Figure 4 Composition of teachers by qualification for each zone in the study of the role school administrators’ play in improving performance of children in school

The study wanted to establish:

- 1 The roles of administrators in improving reading levels among grade 2 pupils in schools.
- 2 Found out how administrators could track the progression of learners in reading among grade 2 pupils.
- 3 Establish ways how administrators could help improve reading levels among grade 2 pupils.

3.5 Research Methods

Interviews meant talking to the administrators to find out their views and experiences. One to one was done during the interviews.

Focus groups is where all the administrators in a school which was visited were asked to discuss the what they thought their role was in improving literacy levels among grade2 pupils.

A survey was conducted which enabled all the respondents to complete the questionnaire.

Literature reviews were also carried out in this research to find out what other scholars have also found out.

Data was collected through structured questionnaires, interview guides and focus group studies. Head teachers in all the schools were interviewed and structured questionnaires were administered to teachers. Furthermore, the administrators of the institution were put in a focus group. The head teachers were separated from the rest of the school administrators to avoid biasing the information that their subordinates would give. Data collection was done over a period of 6 weeks in all the schools.

3.6 Data Analysis

Primary data from the field was edited to eliminate errors made by respondents. Coding was done to translate question responses into specific categories. Coding was done to organize and reduce research data into manageable summaries. Qualitative data was analysed using content analysis techniques. Descriptive statistics such as frequencies and percentages was used to describe the data. The analysed data was presented in form of tables, pie-charts and bar-graphs and this was done in excel.

3.7 Reliability and Validity

The results for this research cannot be generalized to the whole country because it is qualitative study. Hence the finds will be used to understand the phenomenon. Hence the study is reliable for Kalumbila district. The results though cannot be generalized but can be used to guide policy formulation. Triangulation was used to verify the data.

3.8 Ethical Consideration

There were ethical issues that arouse from the study. Confidentiality was to be upheld and none of the respondents' personal information was published.

CHAPTER 4:

RESEARCH FINDINGS

4.1 Introduction

This chapter presents the findings of the study on the role of administrators in improving the reading levels among Grade two pupils.

4.2 Establishing the role of administrators

Figure 1. Literature has revealed that administrators are critical in deciding what is to be done in the school and the progression of the school.

s/n	COUNTRY	ROLES OF ADMINISTRATORS	LINK TO KALUMBILA DISTRICT
1	ENGLAND	INVOLVE THE DEPUTY HEAD IN DECISION MAKING AND INVOLVE THE TEACHING STAFF IN HOW TO TEACH EFFECTIVELY	THIS IS HELPFUL BECAUSE EVEN THE ADMINISTRATORS TALKED TO ECHOED THE IMPORTANCE OF WORKING TOGETHER.
2	UNITED KINGDOM	ENCOURAGE GOOD CLASSROOM PRACTICES	LESSON PREPARATION IS ALSO ENCOURAGED
3	JAPAN	STAFF CPDs ENCOURAGED BY ADMINISTRATORS	ADMINISTRATORS SHOULD LEAD IN ATTENDING CPD MEETINGS
4	DENMARK	TEACHERS ARE SUPPORTED BY ADMINISTRATORS IN THEIR WORK	TEACHERS ARE SUPPORTED BY ADMINISTRATORS TO IMPROVE ON THEIR TEACHING SKILLS.
5	AFRICA	ADMINISTRATORS HAVE THE TASK OF SOLVING PROBLEMS OF OVERCROWDING, OVER WORKED TEACHERS AND OUT DATED TEXT BOOKS.	THE PROBLEM OF LOW STAFFING LEVELS IS COMMON IN THE DISTRICT.
6	NORTH WESTERN PROVINCE	FORMATION OF THE PROVINCIAL HEAD TEACHERS EDUCATION SUPPORT TEAM (PHEST)	DISTRICT HEAD TEACHERS EDUCATION SUPPORT TEAM (DHEST)

Figure 2. Administrators who frequently met their teachers to share the school vision, attended teacher group meetings once in a while and took time to look at the reading assessments and made decisions based on the results were doing better than those who did not.

4.3 Establishing how the assessment was done

The assessment was done by having contact with each pupil and a record of pupil performance was kept in the school.

4.3 Findings

. The Strategic plan for the Provincial Education in the North Western Province says that Supervision and Management faces Inadequate capacity among staff members in leadership positions to execute functions and responsibilities, Examinations and assessment results analysis were not being effectively used for decision-making in most schools, There was weak teacher supervision National education programmes were not being ‘domesticated’ at district and school levels and Districts and school heads did not timely execute tasks as required by the provincial office such as submission of data on reading levels and quarterly reports.

I commend the provincial education office for coming up with initiatives which will go a long way in capacity building administrators in the province. Firstly the disbanding of the head teachers association by the government of the republic of Zambia. The province therefore decided to come up with the Provincial Head teachers Support Team (PHEST) which was to provide professional guidance to head teachers at provincial level. Coming to the district level the District Head Teachers Education Support Team (DHEST) was formed to look into the professional matters of head teachers in the district. To sum it all the provincial team has signed memorandum of understanding with the Rockview University in order to train all the Administrators in the province in Education Management. This will be done by all the senior officers in the province if they have not been trained in educational management. It is my sincere hope that this will improve the leadership skills in the province.

The district strategic plan for Kalumbila district also says the following things on Supervision and management Poor record keeping for evidence based decisions, Inadequate capacity among some staff members at some levels in the execution of functions and responsibilities , Examination Analysis results are not effectively used for decision making in

most schools, Weak teacher supervision , National education programmes are not ‘domesticated’ at school level, Tendency by some school heads not to execute tasks as directed by the district office such as common mock examination implementation, Poor attitude towards work and Absence of school strategic plans.

This study mainly to focus on the Role Administrators play ,in the determining the progression or downfall of a primary school. It will provide an analysis of those responsibilities and of how they may best be exercised in the changing climate within which all of us involved in primary education now work. It will take account of the many radical policy changes that have influenced the management of primary schools since 1988. Above all it will offer practical guidelines on it will mainly be a case study of Kananga and Mumena Zones in Kalumbila District of the North Western Province. The Highest performing Zone and the least performing Zones were studied to identify reasons for the way things were. The main research tools used in the study were questionnaires and interview schedules. A qualitative approach was used in order to probe several issues and to get deep insights of what role administrators play in improving performance of pupils in a school.

The findings indicated that respondents expressed varying opinions regarding the roles of Administrators in improving pupil performance in a school. It was learnt that the number of times the Administrator checked the teachers work greatly affected the performance of teachers. The issue of the school leader having a vision for the school also came out as something hindering the progression of the school.

The number of teachers found at the school also determined how well the school performed. It was learnt that schools with many teachers performed better than schools with few teachers. Motivation of the school administrators also played a major role in improving the results at the visited schools.

Schools which actively involved parents were doing better. This was evident because some committees of the PTA had been in existence for more than the mandatory one year. The purpose of school management must be to promote and facilitate these processes.

Three schools in Mumena Zone had new Parents Teachers Committees, whereas the other schools had no such committees in some instances the committees had over stayed. The teachers in from the focus group studies indicated that the committees where not so cooperative. One teacher from Mumena Zone indicates in verbatim “The committees are not so useful to both the community and the school. Teachers are constantly getting into conflict with such committees so as things stand parents who have issues with the school authorities are free to approach the school and the school is free to approach such parents.” From the verbatim above it can be seen that some schools strong feel it is not relevant to engage the community on issue that affect the children. Another strong point that came out from the focus group discussion in Kananga was that, students’ performance cannot be improved by the teachers alone but it should take the whole community to participate. Parents, guardians and the students themselves must take the leading role in achieving desired results. “The students spend most of their time in their homes, with their families and friends and it is unfair to leave the responsibility only to us. Parents come raging in anger that the teachers make their children fail yet the teachers try they best they can to make sure that the kids learn all they can. People must appreciate the effort of the school.” An emotionally charge teacher explained, as the head teacher and deputy agreed with him by nodding the head.

From the discussion, the teachers indicated they knew the role that they should play in insuring that grade two pupils learn how to write and read Kaonde. The major challenge that one of the teachers noted in the low performing zones is that, there was a growing tendency by families to encourage children to speak English instead of the local language. A head teacher from a high performing zone indicated in the verbatim below,

“Children have started despising their local language despite it being adopted as the language of for instructions in the lower grades. The parents are not helping the situation as they want their children to speak English like most of the kids they see on TV. This is really frustrating our efforts to insuring that the pupils learn become literate.”

The General indication from the school administrators were that they knew the role they play of insuring that the children learn the local language though. It was evident that interest in what the children were doing at school mainly depends on the parent or guardians educational

background. Parents who had some level of school education were interested in what their children were doing at school. Some managers indicated that they feel demotivated as they are not getting enough support from the community and the parents to help the children. They argued that the task was huge and if left to them alone it will be an exercise in futility.

By policy public institutions are supposed to have and implement an annual strategic plan. From all the 11 schools 70% are implementing homework policy. This were children are given tasks to complete at home. This is done in order to make the family participate in the education of their children. Despite some pupils not completing this task the teachers are mandated to give out homework exercises. Parents are further required to append their signatures to all the exercises done by the children. From the schools in Kananga Zone 75% of them are implementing the homework policy and in Mumena Zone only 45% of the schools are implementing the home work policy.

Public institutions are required to come up with a strategic plan which they should implement. In Kananga Zone 50% of the schools had a strategic plan. This where the institution sets its targets and comes up with measure on how to implement them. On the other hand, 70% of the schools where implementing their strategic plan.

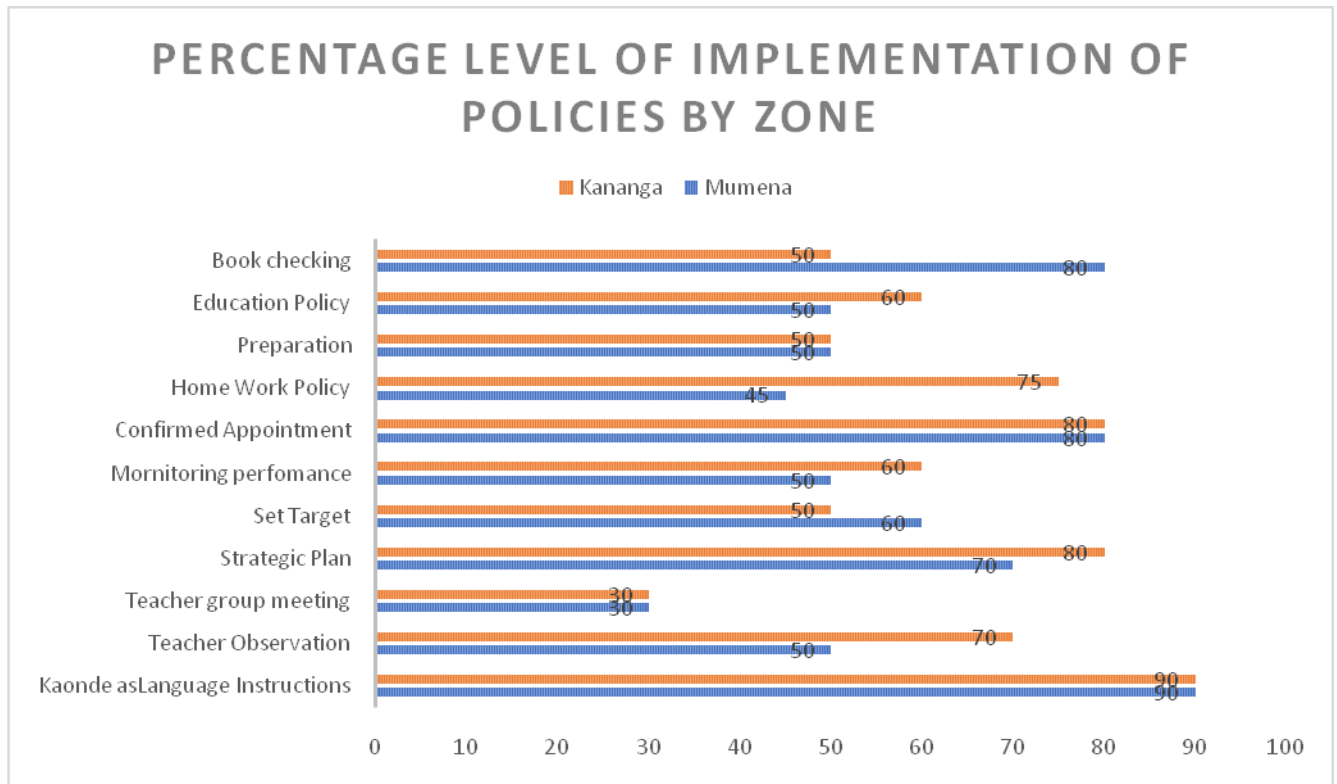


Figure 5 Percentage levels of implementation of various policies by Zone

In all the zones on 30% of the schools were doing teacher group meeting. Very few of the schools were implementing this policy. Teacher observation was carried out in 70% and 50% in Kananga and Mumena Zone respectively. Further most of the schools, 90% in each zone were implementing Kaonde as the language of instruction for grade two pupils. Figure 5 gives a summary of the percentage levels of implementation of policies by zones.

A study of the number of years the officers appointed as Deputy Head teachers and Senior Teachers also had a bearing on the way they were carrying out their duties as officers entrusted with the responsibility of ensuring quality education delivery. Out of the 22 respondents involved in the study the following were the findings. Most of the officers serving in these positions were not very old in the teaching service and had served for a very short period of time and had not done any training in educational management.

CHAPTER 5

DISCUSSIONS OF THE FINDINGS

5.1 Introduction

In we chapter we discuss the main finding of the study and its policy implication. We suggest further research approaches that can be taken. The Ministry of General Education on behalf of The Zambian Government has highlighted some policy concerns. The concerns are highlighted in the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) report for 2007. The concerns raised were to ensure that the Directorate of Teacher Education and Specialized Services strengthen the continuous professional programme at school level. This should be done in order to enable teachers to sharpen one another's skills. This does not exclude the teaching of reading. Secondly the Ministry of General Education via the Directorate of Standards should ensure that there is sufficient teacher supervision and monitoring at the school level. Thirdly the Directorate of standards, curriculum and specialized services should review the effectiveness of the reading program being implemented.

5.2 What the research has found

The study found that teachers in the two zones were well aware of their roles in improving literacy among grade two pupils. Despite this not all the schools in the Zones were following the laid policies. For example, only 30% of schools in each Zone were implementing the teacher's group meeting. This means that the school administrators in most of the schools were not sharing the institutional vision their subordinates. Teacher group meeting are important in getting feedback from the teachers on how far they have gone in implementing the strategic plan and addressing the major challenges they face.

From the composition of teachers in terms of qualification, gender and years of experience in each group was pretty much the same. Thus, the teachers in high performing Zones and low performing Zones were not so different in terms of their abilities to motivate the pupils and encourage them to learn how to read. Furthermore, 90% of the schools in each Zone had

implemented as the main language of instruction. This is indicative that there was homogeneity in the schools with regards to operationalization and policy implementation.

The difference in performance could be attributed to the homogeneity of the communities in which these Zones are. The community had a good working relationship with Schools administrators in high performing Zones. Whereas, the community in low performing Zones was less cooperative. The teachers in the high performing Zones indicated that during their Parents Teachers Meeting they addressed some of the major challenges and that the parents pledged to support their children in the quest to learn. On the other hand, in the low performing Zones there was mistrust and Parents were blaming teachers for low literacy levels. The teachers were also blaming the parents for the same. The lack of Parent Teachers Meeting was hindering cooperation between the teachers and the parents.

The supervisory role of the school administrators is to ensure that the all the school policies are implemented and that the teachers who are the primary executors of these policies. Through teacher meetings, teacher appraisals and technical assistance the administrators set out the targets to be achieved and the plan to follow. Through implementation of the policies would results in achieving the targets of making sure that grade two pupils are able to read.

The researches carried out by scholars in many countries have attempted to give an account of how strategic management of school development should be organized. . There is a need to understand the concept of strategic management in order to appreciate the difficulties and make a more realistic assessment of what is possible. A clear understanding facilitates adaptation of the process. Schools are different from other organisations and how they devise strategy, but has advantages as well as limitations. Leadership is important but so are management and administration. Leadership needs to be contingent and adapt to the internal situation and the external context. For strategy, it is the proactive and symbolic elements of leadership which will be important. Strategic thinking and the cognitive processes are vital.

Leadership at work is a dynamic process whereby one individual in a group is not only responsible for the group's results, but actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context and against the back ground

of a particular national culture(Cole 2004: 53). This means that the administrators play a big role in improving results in a school.

A long-term approach to school improvement is important. This needs to include the organizational dimension of survival and success. What and how of school improvement should start from the school's aims and its long-term intentions. An evaluation of these is part of the strategic analysis process. Longer-term aims should be looked at first.

Three organizational approaches to improvement in the longer term are organizational learning, core competences and bench marking. The strategic planning model for schools has three conceptual stages and three operational stages. Planning the operational stages is vital to ensure a productive planning process. Inevitably the plan of operational stages will need modifying but the plan will give an overview that makes modifications more effective. Strategic analysis involves assessing a school's current performance, assessing environmental influences both currently and making predictions about the future, and recognizing the values and priorities underlying its current organizational culture. Data collection, analysis, interpretation and judgment are required. The added ingredient for an inspirational strategy for the future is to incorporate a vision of the future. This is a vision of what stakeholders would prefer the school to be like in the future. From the results of strategic analysis and the incorporation of a future vision strategic options need to be created. These need to be evaluated before the final choice is compiled.

Planning the implementation of strategy is vital but expect this to be interactive like 'design and build' rather than rigidly following a precise plan. Regard the first attempt at strategic planning as a pilot with lessons to be learned to apply to the next planning process. Hoping for too much from the first exercise is likely to result in disillusionment. Take on what is manageable but challenging. Develop strategic thinking and become more aware of conceptual frameworks which are being used. Encourage others to think strategically and to be on the look-out for ideas and data.

This study reveals some literature generally related to the roles of administrators in schools. Willms (1992) indicates that the so called "five- factor model for schools," which was held up by

many educational reformers as a blueprint for educational improvement. The model postulated that effective schools had some combination of the following characteristics: Strong administrative leadership, a safe and orderly climate, An emphasis on basic academic skills

Higher teacher expectations and a system of monitoring pupil's performance

The head teachers, staff and students made references to a culture of clear and high expectations of performance. 'No-blame cultures' and ongoing dialogues about the school's aims and processes were common. These leaders had the courage to tackle staff and pupils who were under performing and the vision to offer support for improvement. The focus on high standards of achievement, both academically and socially, was obvious in the schools, with staff giving constant reminders of what was expected, and celebrating the achievements of all.

In devolved education systems, the counterpart of greater freedom at institutional level is an increased need for accountability to show how such freedom has been used. Accountability has been defined as 'a condition in which individual role holders are liable to review and the application of sanctions if their actions fail to satisfy those with who they are in an accountability relationship' (Kogan, 1988, p. 25). Professional responsibility – a sense of being government in one's conduct by professional answerability to colleagues about how one justifies the way one's work is done (Davis, 1991) can be seen as one of several kinds of accountability. Indeed, teachers and schools have four kinds of accountability relationship: to pupils (moral accountability) , to colleagues (professional accountability) , to employees or political masters (contractual accountability) , to the market – where clients have a choice of institution they might attend (market accountability).

These "new roles" are just emerging in Zambia, but are already widely recognized in many others which have a tradition and organization supportive of individualized learning or of the involvement of the school and its staff in the local community. Recognition of these new roles and appreciation of their importance in the performance of the school and the education system have led many countries, in recent decades, to review the training of their teachers and to define the skills and attitudes that society expects of them. Codes of professional practice and ethics are increasingly often established, with the participation of teacher representatives, to save as

guidance for the vocational training, they receive and to guide them in their early careers. You and coworker are jointly responsible for completing a report on a new project by the end of the week. You are uneasy about this assignment because the coworker has a reputation for not meeting deadlines. The problem does not appear to be lack of effort. Rather, he seems to lack certain organizational skills necessary to meet a deadline and is also quite a perfectionist. As a result, too much time is wasted coming up with the "perfect" idea, project, or report management in the public sector faces a different set of constraints compared to the private sector in terms of competitive pressure, the objectives of the organization, and the interaction with customers and clients. While there is a large body of literature documenting the importance of leadership in the private sector, public sector management has received less attention.

In this paper, we establish the roles administrators play in improving reading levels among grade 2 pupils in schools by estimating principal fixed effects. The benefit of analyzing management in a school setting is that we can directly observe the primary outcome of the organization (i.e., students' academic achievement). In addition, we have information on a number of indirect outcomes capturing

Lastly, teachers are asked to advise parents and to cooperate with them in finding specific solutions to the problems which their children encounter during their schooling. Often, they also take part in the cultural and social life of their town or neighborhood, and develop partnerships between the school and the community in which it operates.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

Summary

This chapter presents the conclusion and recommendations of the study. This chapter also makes recommendations arising from the study. The study sought to establish the roles of administrators in the improvement of reading among grade 2 pupils.

The literature read indicated some good practices which should be seriously taken on by the administrators in Kalumbila district in order to sharpen their administrative roles.

Conclusion

From the study, we can draw the following recommendations;

The District Education Board should ensure that all the schools in the district have Parents and Teachers Meeting at least once a year as measure of encouraging parents to be active participants in the learning process.

Newly appointed officers should be updated on their roles and what the government expects of them.

The Government should make sure that where possible officers don't serve in acting positions for a very long time. This discourages them and affects performance.

Furthermore, the District should have a uniform test to be taken each year to evaluate progress for all schools in the district.

The findings indicated that administrators play a major role in improving the literacy levels among grade 2 pupils. Most respondents in the study were agreeable that the amount of work put in by individual teachers greatly depends on how the administrator treats the other members of staff the school administrators should get involved actively in the activities taking place in the school. For example when teachers meet for teacher group meetings, Attendance of Administrators will motivate all the teachers.

Schedules of monitoring the work teachers are doing in classes should be well laid out and followed strictly.

Teachers should sensitize parents on the importance of taking their children to early child education centres as this will give them as strong foundation.

Parents should be encouraged to be coming to school once in a while to find out how well their children are learning.

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APPENDIX 1

HEAD TEACHER’S QUESTIONNAIRE:

Dear Respondent.

My Name is Kenneth Solochi; I am a student at the University of Zambia pursuing a Master of Education Management in conjunction with the Open University of Zimbabwe. As part of the requirement for the programme I am carrying out a research on “The role administrators’ play in improvement of literacy levels among grade two pupils. A case of Kananga and Mumena zones in Kalumbila district of north western province of Zambia”

Your identity will be kept confidential and all information given will be used on the above purposes only. In an event that the results will be published none of the response will be attributed to you.

In case you have any questions please don’t hesitate to contact me.

Thank you,

School Name:Zone:.....

Cross (X) the appropriate response.

Gender: Male [] Female []

1. Are you implementing some educational Policies in your School? Yes [] No []

2. If No why not?

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3. Do you have homework Policy in your school?

Yes [] No []

4. What is the Language of Instruction for teaching in Grade two classes?

English [] Kikaonde []

5. How often to you observe teachers?

6. Do you check Teachers Preparation Book

7. Do you have teachers Staff meetings?

Yes [] No []

8. Do you have a Strategic Plan for the school?

Yes [] No []

9. DO you have performance Target at all levels?

Yes [] No []

10. Do you sometimes Monitor Performance?

Yes [] No []

11. Are you confirmed in your position?

Yes [] No []

APPENDIX 11

QUESTIONNAIRE FOR DEPUTY HEADTEACHERS AND SENIOR TEACHERS INTERVIEW APPENDIX 11

Dear Respondent.

My Name is Kenneth Solochi; I am a student at the University of Zambia pursuing a Master of Education Management in conjunction with the Open University of Zimbabwe. As part of the requirement for the programme I am carrying out a research on “The role administrators’ play in improvement of literacy levels among grade two pupils. A case of Kananga and Mumenya zones in Kalumbila district of north western province of Zambia”

Your identity will be kept confidential and all information given will be used on the above purposes only. In an event that the results will be published none of the response will be attributed to you.

In case you have any questions please don’t hesitate to contact me.

Thank you,

School Name:Zone:.....

Cross (X) the appropriate response.

Gender: Male [] Female []

1. Your position

[Deputy Head teacher] [Senior Teacher]

2. Confirmation in appointment

[yes] [no]

3. Years in the service

[above 15 years] [less than 15 years]

4. How long have you been at this school?

[above 5 years] [less than 5 years]

5. For how long have you been an administrator?

[Above 5years] [less than 5 years]

6. Does the school keep assessment records of the performance of pupils?

[yes] [no]

7. Do you think it is important to interpret assessment records

[yes] [no]

8. How often to do you monitor the performance of teachers in the school in two weeks?

[twice] [never]

9. Are you aware of the two tier system of teaching in education?

[yes] [no]

10. Are you aware of the re - entry policy

[yes] [no]

11. How often do you submit data on pupil performance to the district education office?

[often] [never]

APPENDIX 111

QUESTIONS FOR THE ORAL INTERVIEW

1. WHO MAKES DECISIONS ON HOW THE TEACHING OF READING SHOULD BE DONE IN GRADE TWO?
2. ARE TEACHERS INVOLVED IN IDENTIFYING WAYS IN WHICH THE CURRICULUM CAN BE TAUGHT EFFECTIVELY?
3. WHAT ACCORDING TO YOU IS THE GOOD CLASSROOM PRACTICES WHICH CAN HELP IMPROVE READING IN GRADE TWO?
4. HOW OFTEN DO YOU HAVE TEACHER GROUP MEETINGS?
5. HOW DO YOU SUPPORT YOUR TEACHERS PROFESSIONAL?
6. WHAT MAJOR CHALLENGES DO YOU FACE AS ADMINISTRATOR IN IMPROVING READING IN GRADE TWO?