

AN INVESTIGATION OF MANAGEMENT SYSTEMS IN SELECTED GRANT-AIDED AND PUBLIC SCHOOLS: A CASE OF TWO SELECTED SECONDARY SCHOOLS IN CHILANGA DISTRICT

BY

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A dissertation submitted to the University of Zambia and Zimbabwe Open University in partial fulfilment of the requirements of the award of the degree of Master of Educational Management and Administration.

The University of Zambia

Lusaka

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DECLARATION

I, **Mulambo Palaza** do hereby declare that this dissertation presents our own work and that it has not been previously submitted for the award of a degree or any other qualification to the University of Zambia or any other University. All references have been adequately acknowledged.

Signature:

Date:

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APPROVAL

The University of Zambia approves this dissertation of **Mulambo Palaza** fulfilling part of the requirements for the award of Degree (Masters in Education Management and Administration).

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ABSTRACT

The Government has been training head teachers in leadership and management. Despite the governments' effort to train head teachers in management, they still seem to exhibit lack of leadership skills that negatively affect teacher morale and performance. Although teachers available in both grant- aided and non-grant- aided schools were trained from the same colleges, there seem to be some discrepancies in as far as teacher performance is concerned. In order to find the reasons to these discrepancies, this study investigated management systems in selected grant-aided and public schools.

A qualitative method approach following a descriptive design from two selected secondary schools in Chilanga District was used. The data were collected through interview schedules, Focus Group Discussions and analysis of documents. Data were analysed thematically through identification of themes and subthemes that emerged from the data.

The study revealed that management systems affected teachers' performance. Good management systems in grant-aided secondary schools attributed by adequate learning and teaching materials, high teacher morale (teacher motivation), strong school academic policies, controlled enrolment levels, prize giving ceremonies in recognition of outstanding pupil performance and close supervision of teachers and pupils among other factors led to high teacher performance.

The study concluded that government should improve on supervision, funding and stocking of school libraries. The study recommended that Ministry of General Education should step up supervision of schools and take appropriate remedial measures to stop the deterioration of learning and teaching standards in schools.

DEDICATION

This work is dedicated to my late grandmother Regina Nsofwa as a token of appreciation for raising and teaching me in a manner I will certainly never depart from. You always taught me from my childhood that God and education are keys to success. I'm where am today because of your encouragements just from the time I was in grade one. You believed in me, and I worked hard so that I do not disappoint you. I also dedicate this work to my colleagues whose encouragement, patience and understanding made me to endure in completing this work

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ACRONOMY

CP	Call Parents
DEBS	District Education Board Secretary
JETS	Junior Engineering and Technology Science
MOGE	Ministry of General Education
PTA	Parent Teachers Association
SCE	Secondary Certificate Education

CHAPTER ONE

INTRODUCTION

1.0 Overview

The chapter focuses on the background, statement of the problem and the purpose of the study. It also outlines the objectives, research objectives, research questions, significance of the study, limitations of the study, conceptual framework and theoretical framework

1.1 Background

Zambia has a variety of schools; among which are those that are government, grant-aided, and private. Government schools operate entirely as public schools. Grant-aided schools which began in 1925 receive a subsidy from government. A grant-aided institution is one that receives from government a grant of 75% of the capital costs of approved projects and an annual grant in aid running costs. The government also pays the salaries of teachers and other approved personnel at their institutions. There are over 144 grant-aided secondary schools dotted across the country Ministry of Education Educational statistical Bulletin (2016). The regulations governing the grant-aided institutions were updated in 1993. The new regulations provide for the establishment at each aided institution autonomous boards of management which exercised extensive control over every aspect of educational provision at the school or college Education Act (2011).

The issue of grant aided versus public education had been of great significance both to the developed as well as developing countries. The study of the dynamics that occurred between public and grant - aided schools was attracting educational researchers around the world (Thapa, 2011). The concept of grant aided and public may also vary depending on different education systems; and, for comparisons it should be defined in a broad sense (Walford, 1999).

Thapa (2011) defined public schools as those which are owned managed and financed by the state. Public schools had a uniform curriculum country-wide. However, the public school suffered from funding issues that grant aided schools did not have. On the other side Garrett-Hatfield (2013) says, grant-aided schools are those owned and managed by church organizations

in partnership with the government. The government provides grants to these institutions in the form of funds and pays the teachers.

Management systems refer to the administration of the education system where collective group of combined human and material resources supervise, plan, strategize and execute functions of an education system (Connolly, Michael, James, Chris, Fertg and Michael, 2017). The progress of any school system largely depends on the efficiency of school management. Management is defined as the effective and efficient attainment of an organization's goals through planning, organizing, leading, and controlling organizational resources (Daft & Marcic, 2006). Management system is the framework of policies, processes and procedures used by an organization to ensure that it can fulfill all the tasks required to achieve its objectives. These objectives are be a mix covering many aspects of the organization's operations which include; financial success, safe operation, product quality, client relationships, legislative and regulatory conformance, worker management (Huma, 2005). Management is considered as the primary instrument in all organizations and associations.

Schools have no worth without student. Students are most essential asset for any educational institute. The social and economic development of the country is directly linked with student academic performance. The students' performance academic achievement plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development (Ali et.al, 2009). Student academic performance measurement has received considerable attention in previous research, it is challenging aspects of academic literature, and science student performance are affected due to social, psychological, economic, environmental and personal factors. These factors strongly influence on the student performance, but these factors vary from school to school.

Head teachers, according to Ciriello (1998) are the instructional, spiritual, and managerial leaders of the school and, according to Cook and Durow (2008) puts them as the faith, mission, strategic, educational, community and political and organizational leaders of the school. Head teachers are charged with the primary responsibility of supporting teacher effectiveness in their respective

schools. Furthermore, they maintain the importance of the head teachers' influence in providing ongoing professional development opportunities, supporting mentoring programs, and integrating the qualities of effective teaching in their hiring and evaluation practices. The paper is written to investigate the management system in grant aided and public schools in Chilanga District. As it is a reality that management and administration plays a crucial role in strengthening an organization, association and institution, therefore, there is to improve the quality of education by making educational management and administration effective and successful.

1.2 Statement of the problem

Ministry of General Education in Zambia frequently conducts workshops and offers courses for head teachers on leadership in order to help improve their skills. In spite of all these initiatives, it has been observed that most head teachers are not trained in management (MOGE 2015). The quality and effectiveness of an education system depends heavily on the quality and morale of its teachers because they are key persons in determining success in meeting the system's goals (Ministry of General Education, 1996). The realization by the Government is that school goals can never be achieved without proper management system of head teachers, hence, the governments' effort to train head teachers in leadership and management (MOGE 2000). To achieve this realization, the government has put in training measures to update head teachers' management skills. One of the training programmes that were intended to improve head teacher management skills was Education Management Training introduced in 1995 and 1998 (MOGE, 2000).

Performance in public schools is something which everyone expects to be of higher quality because of the roles the sector. Despite of its importance, this has not been implemented effectively thus, many public schools still lack improved performance. Performance in grant-aided schools is generally better than the public secondary schools in the Lusaka Province (MOGE, 2010). This picture is not peculiar to the Chilanga schools alone. According to the report from the Ministry of Education, most government schools were underperforming compared to mission (grant-aided) schools in the country (Post: May 9 2018). Although teachers

available in both grant- aided and non-grant- aided schools were trained from the same colleges, there were some marked and vivid discrepancies in as far as pupil performance was concerned.

Despite the governments' effort to train head teachers in management, they still seem to exhibit leadership skills that negatively affect teacher morale and performance. Although there are many factors at play that may affect teacher morale and performance. The success of grant-aided and public schools is largely dependent on good management. Therefore, this study investigated management systems in selected grant-aided and public schools in Chilanga District.

1.3 Purpose of the study

The purpose of this study was to investigate management system in both grant-aided and public secondary schools in Chilanga District

1.4 Objectives

- i. To compare the academic performance of pupils from selected grant-aided and public secondary schools for 2017-2018 in Chilanga District.
- ii. To investigate the academic policies for selected grant-aided and public secondary schools in Chilanga.
- iii. To establish factors which affect management system in both grant-aided and public secondary schools in Chilanga.

1.5 Research question

- i. Is there any difference in pupil's academic performance between grant-aided and public secondary schools for the period 2017 to 2018 in Chilanga?
- ii. What the academic policies are of selected grant-aided and non-grant aided secondary schools?
- iii. Which factors affect management systems in both grant-aided and public schools?

1.6 Significance of the study

The study will provide information on factors affecting the management system in both grant-aided and non-grant aided secondary schools in Chilanga. This information may contribute to developing measures to enhance the performance of the learners in non-grant aided high schools and could also be useful to educational administrators, teachers and policy makers. The study may also contribute to the existing body of knowledge on factors affecting pupil academic performance. Furthermore, the information obtained would be cardinal as an entry point for researchers intending to pursue the topic of factors affecting pupil performance in schools. This study will provide current data for grant-aided and public-school educators concerning what qualities contribute to effective management systems in schools.

1.7 Delimitations of the study

This study was limited only to one region that was Chilanga district and only few respondents were targeted. This study focused only on two selected secondary schools of Chilanga district. As a result, the study findings were not generalized as the research will not cover the whole country.

1.8 Limitations of the Study

The researcher faced some challenges which included inadequate time to complete the whole exercise, especially that the terms were compressed however with the help of the supervisor who was available for consultation it was attainable. Poor internet accessibility on campus and lack of updated books in the university library led to difficulties in accessing information on research topic however a phone was used to access necessary information and lastly, the study was limited to two secondary schools because of lack of resources as it was not funded but the information collected from the two schools made the researcher to attain the objectives.

1.9 Theoretical Framework

The Sammons' Model of an Effective school in Ribbins and Burrige (1994) guided this study. According to Sammons, the first attribute of an effective school was that it was to have a clear school vision and goal. Where there is good management system, administrators are always guided by the institutional vision and goals. These two become their driving force to performance.

The second attribute of an effective school as identified by Sammons was that such a school should have good and highly professional leadership. What he meant here was that the school managers were to have well qualified and experienced members of staff adhere to professionalism. He also identified positive school climate as the third attribute of an effective school. He further explained that a positive school environment did involve the availability of appropriating teaching and learning materials and competent and adequate teaching staff among other things. An atmosphere where teachers interact freely, professionally and share ideas without restrictions leads to high teacher performance.

The other attribute according to him which was used in this study, was the active parental involvement in school matters. He suggests that in such schools the managers should use Open Days as a way of encouraging parental participation in the school affairs. The last attribute identified by Sammons was that an effective school should have a systematic assessment and evaluation procedure of learners' work and that the school managers should also be highly motivating to both the teachers and the learners. These attributes were used to investigate the management system used in both grant – aided and public secondary schools in Chilanga District.

1.10 Conceptual Framework

Conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this. It assists a researcher to organize his thinking and complete an investigation successfully (Kombo and Tromp, 2006).

INDEPENDENT VARIABLE

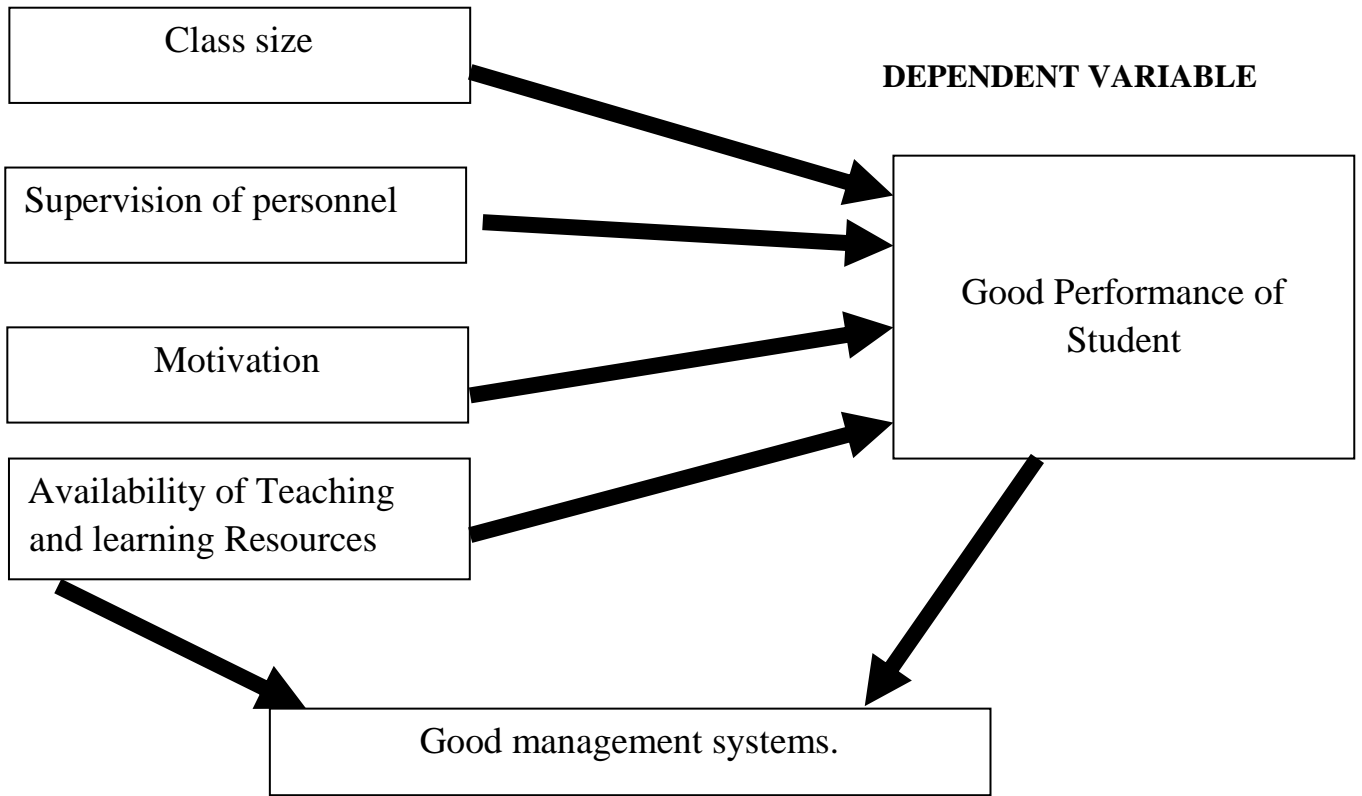


Figure 1: Conceptual Framework

Source: Field Data, 2020)

In this study, the dependent variables were used to investigate if the management systems in the secondary schools under study contributed to high teacher performance. These variables are in line with the Sammons' Model of an Effective school.

1.11 Operational Definitions of Terms

Academic performance:

A student's involvement in the learning process and the application of his and her cognitive faculty i.e. reading, writing and general performance in school assignments.

Effective school:

Is a school which treats every student fairly and equally and meets the needs of all the students whether they are at the top or bottom of the ability scale. It also encourages responsibility and ethical behavior among the learners.

Grant-aided school:

A school owned and managed by church organizations in partnership with the government. The government provides grants to these institutions in the form of funds and pays the teachers.

Management:

Means managing efficiently and effectively current organizational arrangements. It involves an authority relationship between a manager and at least one subordinate that is intended to meet a specific goal.

Management strives to maintain the stability of the organization.

Effectiveness:

Being able to accomplish a purpose functioning effectively or the degree to which objectives are achieved and the extent to which the targeted problems are resolved. It also implies doing the right thing.

School climate:

The quality of the school environment as perceived by head teachers, teachers, pupils and parents.

School Culture:

The schools' shared values, beliefs, attitudes, policies and practices which promoted or hindered effectiveness.

School Head teacher:

Manager of a secondary or primary school.

1.12 Summary

The first chapter dealt with introduction to the study which comprised the background to the study, statement of the problem, purpose of the study, the objectives of the study, research questions, theoretical framework, and significance of the study, delimitations of the study, limitations of the study, operational definition of terms and finally the conclusion. Chapter two covered literature review related to the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

The previous chapter discussed the background to the study justifying the problem, stating the purpose and outlining the objectives. This chapter looks at documents and other materials like books, dissertations and theses and other researches related to the study. Factors that affect pupil performance in grant-aided and non-grant-aided secondary schools. The reviewed literature has been discussed under the following subheadings: Factors contributing to good academic performance, educational policy on effective management and factors contributing to effective management.

2.1 Factors contributing to good academic performance.

The students' performance (academic achievement) plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development (Ali et al, 2009). In the early seventies there was a rise of a more optimistic view of the possible influence of school-based factors on pupils' achievement. Educational researchers in America, Great Britain, Australia, Canada and many other countries have been pursuing the question of whether despite the great influence of family background, schools have the same or more influence in enabling pupils to make progress. Weber (1971) studied four successful inner-city schools in Washington D. C., Edmonds (1978) also studied the effect of schools on the urban poor in the United States, and Brookover et al. (1979) wrote a book on school social systems and their effect on student achievement. All three researchers were amongst those who showed that school influence could not be denied. They concluded that there were certain characteristics of the schools that could differentiate between more effective and less effective schools. Both Mortimore et al. (1988), and Tizard (1988) from England, supported these findings by saying that, whilst attainment was influenced heavily by family or home background, progress was more likely to be influenced by schooling. Both findings also illustrated that schooling experience moved pupils on from one stage to another.

This is the period described by Knuver and Brandsma (1989) as the era of the "effective schools". Looking back, the American research tested the hypothesis that it was schools that had an effect on schools' effectiveness and the movement grew very rapidly in the early and mid-70s.

Throughout the world, education is considered as the key to national development. A MOGE (1996) document points out that education was a right for each individual and was also a means of enhancing the well-being and quality of life for the entire society. The importance of education received by the learners at the secondary school level could not, therefore, be ignored. Recent studies have revealed that secondary education increases chances of formal sector employment (MOGE 2003). Globally, poor examination performance is caused by so many factors.

Wegneret *et al* (1995) postulate that in America, poor examination performance was caused chiefly by substandard quality of education background. They further argued that the lack of teacher competence and not giving tests or examinations to the learners on a regular basis contributes to poor performance in academic work. The other factor responsible for poor academic performance in some learning institutions worldwide was poor leadership. D'Souza (1994:112) says that "leaders and their styles affect everyone and everything in their organization." When leadership was bad, in an educational organization, poor performance will be the result. Lack of effective supervision can adversely affect the performance of learners. Ndoye (2007) cautions that while it was prudent to invest in learning materials such as books, desks, learning and teaching aids, it was important to ensure that the school was well managed and that investment was done in quality management training to establish an effective support structure and inspection system at the district level. These findings suggest that improving school management was cardinal to enhancing the overall quality of the school.

In Africa, studies on poor academic performance have been done. By and large, it has been discovered that the changing of the curriculum by the authorities without preparing the learners and giving out reading materials was one of the causes of poor examination performance (Mitter, 1991). This affected the learners adversely as they had to start from the scratch due to non-availability of relevant books. In his study of quality education in selected schools in Livingstone

and Kazungula districts in Zambia, Mbozi (2008:127) found “limited textbooks as a factor affecting the performance of the learner”. Researches done in Uganda and Ghana found significant effects leading the researchers to conclude that improving the availability of textbooks is of the most cost-effective methods for enhancing learning achievement. While these findings could not be disputed, the findings in Zambia slightly differ. In Zambia, it was discovered that simply raising the number of books does not automatically improve learning outcomes and that teacher training must be improved in order to ensure effective teaching and use of textbooks (Kelly and Kanyika, 2000). In addition, the findings at Middle basic level revealed that performance improved when books were made available and that improvement only occurs when they are shared. According to the study, the highest achievement was observed when one book was shared between two learners. However, while this was the case in other subjects, achievement in Mathematics was found to be at its best when there were no textbooks for use at all. It was suggested, in the study, that it could be so because the teacher was the only resource available for the learners making him or her to actively endeavor to instill the necessary comprehension and elicit the desired procedures. This was said not be the case when books were available in that the teacher no longer sensed the need for vigorous teaching and simply allowed learners to make their way through texts, exercises and examples provided in books. This made the researchers to conclude that:

Pupil learning will occur merely by distributing books to pupils. Teachers must also learn how to incorporate these additional resources (textbooks) in their teaching strategies in such a way that they do not abdicate their teaching functions to the ‘the book’ but actively seek to enable pupils to understand the contexts of the book and how to derive maximum profit from it” (Kelly and Kanyika, 2000: 52-57; Kasanda, 2003: 105).

Furthermore, poor or unacceptable examination performance on the African scene was due to lack of library facilities in most of the educational institutions. In Zambia, particularly, the establishment of several basic schools gradually caused the existence of substandard education in high schools and this has spilled over to institutions of higher learning (MOGE, 1996).

The other factor responsible for poor pupil performance was absenteeism and late coming of both the learners and teachers for lessons. The National Assessment Surveys carried out in Zambia in 1999 and 2003 reveal that staff and learner absenteeism, late coming and knocking off early have a negative bearing on the learning achievements (Kasanda, 2003). Another factor responsible for the poor pupil performance is over enrolment. According to Ndoye (2007), most schools in Zambia were characterized by large enrolments which have a negative impact on the quality of education. This in turn results in higher pupil-teacher ratios, pupil-classroom ratios, pupil-book ratios and pupil-desk ratios that eventually affected the performance of the learners. Mbozi (2008) argued that over enrolment of about sixty (60) pupils in class made learners fail to concentrate on their work while it also made teachers fail to mark learners' work and avoid using group work which was an effective mode of teaching. Teaching done by teachers faced with such challenges is not exciting to learners at all. Such unfavorable and uninspiring classroom atmosphere promotes absenteeism and may lead to pupils dropping out of school.

Although distance from school was observed as another factor which caused poor pupil performance in Africa, studies done by Kelly and Kanyika (2000) in 1999, indicate that there was no correlation between distance to school and learner performance. However, they revealed that the time that learners took to get to school lowered their mean scores. This is because such learners were likely to have less time to study than their classmates and may arrive late and fail to study and do their homework when they got home. This situation was revealed by Mbozi (2008) in her findings. She stated that some learners covered up to ten (10) kilometers walking to school. This made them too tired to concentrate in class. They equally learnt few subjects each day because they most of the times reached school late. This made them perform poorly at school even though their actual performance was not given in the study. Kelly and Kanyika (2000) do also allude to the fact that manual work and sport can cause poor academic performance among the learners. They reveal that when these were done every day at school and at home, they lowered the performance of the learners concerned. Poor teacher and pupil interaction were cited as one of the factors that caused poor pupil performance by Mbozi (2008). She found out that there were situations that made learners feel threatened by their teachers. According to her, there were incidents when the teachers used bad and threatening language at the pupils for various

reasons. In such cases, learners became inactive in class and eventually performed poorly academically.

Furthermore, Mbozi (2008) identified the negative attitude of parents and the community as also a factor affecting pupil academic performance. She states that parents would rather send their children to look after cattle than to school because they felt school was not beneficial economically. According to Mbozi (2008), some parents gave practical examples of some of the highly educated people in society who were poverty stricken, to their children, in order to drive their point home. Because of such tangible examples they gave, these parents managed to prevent their children from going to school as they got convinced that going to school was a sheer wastage of time.

The other factor responsible for poor pupil performance was the absence of the homework policy in some schools. Kelly and Kanyika (2000) reveal that there was a positive relationship between learning achievement and frequency of homework. Some schools performed poorly because of teacher related factors such as, inadequate teacher preparation and teacher's lack of dedication to duty. High school teachers were expected to prepare what they taught in schools. These preparations could be in form of schemes of work, records of work, and lesson plans to guide the teaching process (MOGE, 2001). Other schools performed poorly academically due to the fact that they had poor school facilities. The study carried out in Ghana indicated that a good learning environment had a significant impact on school attendance and learning outcomes. While many details were not given about the meaning of a good learning environment, the study alluded to the fact that the absence of adequate school facilities like desks, blackboards, electricity and water sanitation had a negative effect on pupil attendance and in turn learning achievement (Kelly and Kanyika, 2000).

Malambo (2012) conducted a study in the Western Province in order to identify factors that affected performance of learners in selected Grant and non-Grant aided secondary schools. A case study design was adopted by employing both qualitative and quantitative techniques of data collection and analysis. The study revealed that despite the schools under investigation having teachers of similar qualifications, the two categories of schools differed in school performance;

with non-Grant-aided schools underperforming compared to Grant-aided schools. The reasons for this were attributed to inadequate resources and facilities, over enrolment, pupil indiscipline and lack of school policies among others. Malambo's (2012) findings are somewhat similar to those of Mbozi (2008), who after conducting a study in Kazungula and Livingstone Districts, concluded that most schools with poor performance were characterised by lack of adequate materials. However, these two studies did not attempt to explain why some schools without enough resources (especially non-Grant aided schools) were still able to rise to the challenge and secure success for more than 50 percent of their pupils in examinations.

2.2 Educational Policy on Effective Management

The 1996 education policy document of Zambia re-affirms the notion that the effectiveness and quality of an education system relies on the quality and competency of teachers. Effectiveness in the delivery of a sound school system depends on the quality of educational administrators. School head teachers, Deputy Head teachers and Heads of Departments need training in educational management. However, it appeared the majority of staff occupying supervisory and managerial positions in the school system had not received relevant training for their posts. Neither had the Ministry of Education any facility or mechanism for ensuring that those appointed to supervisory positions received relevant training.

This state of affairs led to inefficiencies and poor performance in the management and supervision of the school system. Every school was expected to be characterized by the pursuit of excellence in the intellectual and personal development of its pupils. There was a clearer understanding at the time than was in the past as to what constituted an effective school. Parents had contributed significantly to the understanding. When questioned about placement of their children in certain schools, parents stated that they were influenced by such factors as good examination results, a wide range of subject offerings, dedicated teachers, stability in staffing and qualified teachers, availability of learning and teaching materials, good school infrastructure, orderliness, sense of purpose and discipline. The Ministry of Education policy insists on homework being given to learners at least twice a week in all the subjects (Kasanda, 2001).

2.2.1 Studies on policies in the Education sector

Head teachers must be experts in all statutory and regulatory matters so that they react to directives issued by the central authority with confidence and foresight. The Commonwealth Secretariat, (1993:10) urges leaders to be proactive in interpreting government policies that convince and win over support of pupils, teachers and the community. The other task performed by the school head teachers is that of public relations. According to the Commonwealth Secretariat (1993:21) head teachers must not only be resourceful and dynamic but also seen to be able to communicate and interact well with people within and outside school. The school head teacher should be an effective communicator. Internal memos should quickly pass on to members of staff if they concern them in good time.

Ballantine and Hammack (2008) observe that the other important point to consider in creating effective schools is the notion of the school culture. Effective schools have a clear vision of what they are supposed to be doing. They develop a coherent set of attitudes, values, beliefs, expectations and goals. This translates into a clearly determined school culture which influences the entire school life and activities of all members of the school community, above all, the pupils. Every school develops its own culture, since every school is unique. But the situation in effective schools according to Ballantine (2009) is that the school vision and the entire culture and ethos which derive from the vision serve the primary functions of the school to promote the intellectual and personal development of its pupils. Similarly, Ezewu (1982) argues that the values, aspirations and traditions of the school provide a justification for everything that happens in the school. The school culture manifests through the aims the school formulates, stories about its history and its past pupils, its rules and regulations and the way the school is organized including the environment it creates for teaching and learning, its assemblies, routine rituals and special ceremonies, the upkeep and appearance of its buildings and surroundings. All of these and other factors contribute to the corporate culture and identity of the school. Moreover, all these can be harnessed to creating an effective school.

2.3 Factors Contributing to Effective Management

According to Forrest and Parkay (2001), effective schools have the following characteristics:

2.3.1 Leadership

Research into School Effectiveness has invariably shown a positive relationship between school leadership and school effectiveness. Any weakness in school leadership has been documented as one of the possible causes of ineffectiveness (Mathews and Sammons, 2004; Mulford *et al*, 2004; Mwanza, 2004). While there are many leadership theories whose positive impact on student learning has been established, Robinson *et al* (2008) suggest that leadership focused on effective teaching and learning is more likely to yield positive student outcomes if implemented. Studies analysing school improvement programs in former ineffective schools have further concluded that school leadership is not only central to any improvement effort, but is also only second to classroom practices as an influence on pupil achievement (Leithwood *et al*, 2006).

Strong leadership leads to successful schools. Individuals who have value and see themselves as educational leaders, not just as managers or bureaucrats contributes positively to successful schools. They monitor the performance of everyone at school: teachers, staff, students and themselves. These leaders had a vision of the school as a more effective learning environment and they take decisive steps to bring that about.

In addition, teachers with high Expectations make schools to be successful. These teachers believe that all students, rich or poor, can learn and they also communicate this scenario to their students through realistic, yet high ambitions. Such teacher also emphasize on basic skills of students' achievement in reading, writing, and mathematical computation.

Finally, the orderly school environment managed by the administrators also leads to the success of the school. Successful schools are orderly, safe and conducive for learning. Discipline problems were at a minimum and teachers were able to devote greater amounts of time to teaching.

2.3.2 Student characteristics

Several student characteristics have been found to influence student achievement and learning. These include background characteristics such as prior learning, ability, motivation, learning style, and socio-demographic characteristics such as gender, parental education, income, family size and expectations of family members (Coleman *et al*, 1966; Lee and Smith, 1993; Park and Palardy, 2004). Children, for example, who come from homes where parents have little regard for educational achievement, can have their enthusiasm for learning extinguished. However, researchers such as Heyneman (1976) and Kaabwe (1987) found that pupil background had nothing to do with achievement, as some pupils from illiterate families performed better than those from privileged homes.

2.3.3 School resources

These include financial, physical and human resources. Financial resources enable schools to acquire learning materials and in some cases, employ staff on institutional arrangements. However, there is weak evidence to support the assumption that more resources will lead to better student outcomes. As a matter of fact, some studies have shown that more resources could harm student achievement (Hanusheck, 2007; Kelly and Kanyika, 2000). While education production researchers do not agree on the contribution of resources to school effectiveness, to some extent, there is testimony to the potential difference sufficient numbers of textbooks and qualified human resources can make (Hanusheck, 1994; Ludwig and Bassi, 1999; Wayne and Youngs, 2003).

2.3.4 School Practices

According to research evidence, schools usually do not have control over the inputs they receive (Palardy, 2008). Nevertheless, in the Zambian grant-aided schools where selection of pupils is rigorous, this argument may not hold true. Whatever the case, it is absolutely true that schools have greater control over their practices and policies. Ndoye (2007) observes that higher pupil teacher ratios that ensue from large enrolments are responsible for the poor performance of most schools in Zambia. Over-enrolments further lead to higher pupil- classroom ratios, higher pupil

text book ratios as well as higher pupil- desk ratios. Mbozi (2008) also notes that over-enrolment compromises teachers' capacity to give regular assessments and individualised attention to pupils.

Kelly and Kanyika (2000), observe that a positive correlation exists between frequency of homework and performance. Some schools with poor pupil performance do not have any policy on homework. Certain other school practices that have been associated with school effectiveness include academic climate, parental involvement, teacher expectations and particular instructional practices (Lee and Smith, 1993; Gamoran, 1996; Creemers, 1997; Grobler *et al*, 2003).

2.3.5 Structural characteristics

The quality of a school as being small or big; rural or urban; private or government has been found to have a direct influence on school performance (Coleman and Hoffer, 1987; Lee and Smith, 1997). Particularly, public schools suffer poor performance on account of their inability to attract and retain quality teachers (Rumberger, 1995). Theisen *et al* (1983) and Kaabwe (1987) found that the economic status of a region can affect the performance of the schools within it. For example, if a school has adequate resources, it is likely to be adequately furnished with learning resources. The reverse is also true for poor schools. Conversely, larger classes breed problems of indiscipline and low individualised attention to pupils.

In addition, while Kelly and Kanyika (2000) did not find a correlation between distance to school and pupil performance, Mbozi (2008) argues that distance to school could affect pupils' grades, in that most of the time pupils are too fatigued to concentrate in class or do homework at home. Long distances to school have also been found to contribute to pupil absenteeism, which in turn leads to lower achievement (MOGE, 1996).

Distance of the school from the education office could also hamper its performance, as schools located far away tend not to adhere to stipulations set by the Ministry of Education and are rarely visited by school inspectors (Theisen *et al*, 1983). Nevertheless, on the other hand, the farther a school is away from the influences of modern institutions such as shopping complexes, the higher the level of performance.

2.3.5 Class Size

As noted by Liu (2006), large class sizes had the potential to make it hard for teachers to give individualised attention to all pupils. A teacher may, therefore, choose to give attention to only a small group of pupils (probably those who sit in front) and ignore the rest (back benchers). Although it is difficult to attribute with certainty the performance of the schools to the influence of class sizes, (owing to the fact that one of the less performing schools had an average class size of 50), over-crowding could partly explain the differences observed between the more and the less effective schools

2.3.6 Availability of Teaching and Learning Resources

Ajuago (2002) who reported that availability of textbooks and other instructional materials have a positive correlation on students performance because they facilitate understanding of abstract concepts, help in class control and adds that it is not teacher utilization alone rather it is teachers' commitment to professionalism such as maintaining schemes of work, lesson planning, creative mind and interest in students learning and performance, by having in mind what they want their students to achieve at the end of an education cycle that will propel teachers to make proper use of teaching aids.

2.3.7 Impact of Motivation on Personnel

Bame (1991) and Muchelemba (2001) argued that teachers' motivation was greatly affected by the schools' resources and physical facilities. When schools do not have sufficient textbooks especially for the pupils, the morale of teachers also lowers. Teachers cease to work hard and hence, lower pupil achievement. After conducting a study in Zimbabwe, Nyangura (1991) also concluded that achievement was higher when textbooks were available. Highly motivated staff had outstanding performance, availability of teaching materials and well taken care of infrastructure, inspired members of staff to perform effectively.

2.3.8 Supervision of Personnel

According to Farrant (1990), ‘the head teacher’s role facilitates the interaction between the teacher and the head in a variety of ways: staff room, staff meetings, projects, school fete, sports day, teacher’s day, open day, games, drama, variety shows, fund raising walks, speech and prize giving days, teachers days, PTA and staff meetings, assembly, walkways, decision-making, in classrooms, during staff performance appraisals, teacher observations, examinations, seminars, and preparation of school time-table. Researchers in education have shown that the interaction between the school heads and teachers takes places under face-to-face leadership in day-to-day.

2.3.9 Good Student Performance

Many researchers has been discussed the different factors that affects the student academic performance in their research. There are two types of factors that affect the students’ academic performance. These are internal and external classroom factors and these factors strongly affect the students’ performance. Internal classroom factors includes students competence in English, class schedules, class size, English text books, class test results, learning facilities, homework, environment of the class, complexity of the course material, teachers role in the class, technology used in the class and exams systems. External classroom factors include extracurricular activities, family problems, work and financial, social and other problems. Research studies shows that students’ performance depends on many factors such as learning facilities, gender and age differences, etc. that can affect student performance (Hansen, Joe B., 2000).

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The previous chapter reviewed the relevant literature for the study. This chapter focused on the methodology that was used in the study. It dealt with research design, location of the study, target population, sampling techniques and sample size, research instruments, validity instruments, reliability of instruments, data collection procedures and ethical considerations.

3.2 Research Design

Kombo and Tromp (2009), define a research design as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. A research design can be thought of as the structure of research or the `glue` that that holds all the elements in a research, to show how the major parts of the research project work together to try and address the central research questions (Kombo and Tromp, 2009).

Trochim (2006) holds that the research design refers to all the overall strategy that researcher chooses to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. Note that your research problem determines the type of design you should use, not the other way round.

There are about three research designs; qualitative research design the one that generates words as data for analysis (Creswell,1998; Patton, 2009), quantitative research design is the one that generates numbers as data for analysis (Patton and Cochran, 2002), and mixed-method design comprises both qualitative and quantitative research designs.

The study intended to investigate management systems in Chilanga district. The researcher found out the experience in-depth the causative factors of students' poor performance from participants themselves (students) as to what extent are they comfortable with teaching/learning environment at school. Thus, qualitative approach was deemed necessary as (Omari, 2010) postulates that,

qualitative approach expects to conduct and work with more descriptive data which seek deep and vivid descriptions of the context and events.

A qualitative approach was adopted purposely to allow the flexibility in the study. Qualitative research design allowed researcher to change according to the conditions of the respondents and ask open ended questions during interviews (Kombo *et al*; 2006). Some respondents mixed questions during the interview and focused group discussion, the researchers twisted the questions so as to get the required information basing on the objective of the study in comparing the academic performance of grant aided and public schools, to investigating academic policies and to determine factors which contribute to management systems in grant aided and public schools in Chilanga District.

Qualitative design develops in-depth knowledge. Laws, Harper and Marcus (2003) pointed out that if the researcher needs to develop in-depth knowledge about a certain phenomenon, the use of qualitative method is recommended especially interviews method and focused group discussions. The researcher managed to receive views and experiences of the respondents based on the study objectives. For instance, respondents provided their experiences on how lack of resources has affected learners' academic performance.

Also, qualitative design allowed researcher to make description of data. In qualitative research design, the researcher is allowed to put explanation on the data collection from the field (Patton *et al.*, 2000). The researcher used qualitative design because the research design allowed her to make description on comparing academic performance of learners at grant aided and public schools, academic policies and factors which contribute to management systems in grant aided and public schools. Also, the researcher explained recommended strategies in the study according to the response of the respondents to what they have said and not said by looking their feelings during the interviews.

3.3 Limitations of Qualitative

Qualitative research finding are not representative (Laws et al, 2002 and Patton *et al* 2003). Knowledge produced might not generalize to other people or other findings (ie, findings might

be unique to the relatively few people included in the research study). Hence, findings about comparing learners' academic performance, particularly good results recorded at a grant aided school, academic policies, lack of resources at public school, motivation improves learners performance might not generalize to other areas, and the study found strategies to effective management systems in public and grant aided schools in Chilanga District.

By qualitative research is difficult to test hypotheses and theories with large participant pools. By qualitative research generally takes more time to collect data also, data analysis is often time consuming. The results are more easily influenced by the researcher's personal biases. In connection to that, sometimes researcher decided to take note on some issues of own interests and leave other issues in relation to comparing academic performance of learners at grant aided and public schools, academic policies and factors which contribute to management systems in grant aided and public schools. Therefore, the nature of the researcher's perspective might influence the value of inquiry, findings and interpretations. To clear his doubt, the researcher reminded ideas of (Bogdan & Biklen, 1992) in their argument that, there is no form of research which is free from human bias, all research, whether qualitative or quantitative has some forms of subjectivity. Madrigal *et al* (2012) say, "Both qualitative and quantitative methods of user research play important roles in product development". However, the researcher struggle to the maximum to be as fair as she could avoid biasness in the study.

3.4 Location of the Study

Kombo and Trump (2009) give guidance on how to select a research site in order to come up with useful data for one's study. They recommend that the researcher should identify a very large area which could be appropriate to the research objectives and questions. The area should be an actual one which could have all possible characteristics of the study. Accordingly, this study was conducted in Chilanga District of Lusaka Province. The study involved two secondary schools; one grant aided and one public school.

3.5 Target Population

Target population also known as universe population is a group of elements such individuals, objects or items from sample are taken for measurement. A population refers to the group of individuals from which sample are taken for measurement. A population should have at least one thing in common (Kombo et al, 2006) .However, a sample is a subset of people, items, or events from a larger population that you collect and analyze to make inferences. This study used the experience of 1 District Education Standard Officers, 2 Heads of secondary schools, 20 teachers, and 20 students that made a total of 43 respondents. This number of respondents was enough because in qualitative research even a single respondent is enough for a researcher to generate findings (Patton et al., 2002). It is from this population that sample of study was drawn from deep investigation that grant aided performs better than public schools, public schools over enrols which compromises the performance of the learners, motivation sited has a factor which contributes to good learners performance.

As one can observe that the sample of 43 respondents were selected on the basis of the that fact that the current researcher sough that they would provide experience on factors that hinder management systems in grant aided and public schools. They were selected with purpose, hence, the sampling techniques applied in this study was purposeful sampling technique.

3.5 Study Sample and Sampling Procedure

Sampling is the act, process or technique of selecting a suitable smaller size of population of a representative part of a population for the purpose of determining parameters or characteristics of the whole population, a list of all public and grant aided secondary schools in the District will be obtained from the DEBS, Chilanga District. 1 District Education Standard Officer, 2 Heads of secondary schools, 20 teachers, and 20 students were selected using purposive sampling. The researcher used simple random sampling for the categories to determine the respondents among the students. Gay (1996), states that for a descriptive research a sample of 10-20% of population is sufficient for reliable findings. The researcher used 20 students of the students participated in the study. Using simple random sampling 10 from public school and 10 from grant aided school was used in the study respectively.

3.6 Data Collection Methods

3.6.1 Interview

Bogdan and Bicklen (1998) hold that the interview uses oral method to collect data between the interviewers and the interviewees. The interview can be open or structured. The interview usually has power to use the probes to allow the interviewer to get more depth information than any other method like questionnaire.

The interview can inform other information the current researcher may have not planned to investigate but they are useful in the study as the respondent is seen how he feels about the issues; unlike the questionnaire where the information is filled by the distinct respondent. The current researcher prepared the interview questions by using the guideline of the research objective. So, three questions (appendix 1) with sub questions were developed to guide the investigation of this study.

3.6.2 Focus Group Discussion (FGD)

The study employed the focused group discussion (FGD). The focused group discussion is another nature of the interview that is used in collecting data for the investigations by involving around ten people who come to discuss a topic under the investigation. The questions themes composed for interview were used for the focused group discussion. The advantage of this method is that it allows those who cannot initiate discussion to contribute after observing the contribution of their fellows in the group. The method again can generate a lot of data in a shorter time than other method like interview and questionnaire. FGD if not well controlled, can result to a chaos and lost direction in the discussion, thus, the researcher used assistant to help recording the discussion when the discussion was going on. The current researcher therefore played a role of the mediator to control the discussion as recommended by (Patton, 2009).

3.6.3 Documentary Review

The study used the school documents obtained at the office of the headmaster, District Education Standard Officers and the school examination analysis for 2017-2018, guidance teacher action

plans, period registers. These documents were appropriately selected and used as they could inform on what was investigated as they matched with the studied objectives.

3.7 Validity and Reliability

Validity is the accuracy and meaningfulness of inference which were based on research results (Mugenda and Mugenda 1999) .In this study, the validity of the research results was increased by applying more than one method. This involved employing the interviews, Focused group discussion (FGD) and the documents. The results obtained from the interview were therefore cross checked with FGD method and then the documents. Example, poor examination results claimed to prevail in public schools after being said in the interviews was cross checked in the document that contained examination results.

Another method used was of more than one site; where the current researcher used to collect data using more than one research site (public secondary school, and grant aided secondary school). Sites improve the reliability of data than if the study had relied on the single source for data collection. Lastly, the approach employed varied sample where the students, the standard officer and the teachers were involved to inform the study on the effectiveness of management systems in selected secondary schools in Chilanga District.

According to Mulusa (1990), reliability is a measure of accuracy of the findings and suggests the truthfulness of the collected data whereas validity is the measure of acceptability that outcomes are likely to be adopted for similar cases or areas covering same domains. The researcher used questionnaires method to enhance instrument reliability. The same instrument was given to another group of people. The reliability was the correlation between the scores of the two instruments. Results were consistent over time the scores would be similar. The judgment was to ascertain the items in the instruments to prove reliability level to make a judgment about the instrument reliability.

3.8 Data Collection Procedure

Firstly, the researcher obtained the national Grade twelve school certificate examination results for the years 2017 and 2018 from the District Education Board Secretary. She then analysed the performance of the grant aided and public schools in Chilanga District over the period in question. During the analysis, a pattern emerged in which some schools consistently sustained high performance while others consistently recorded poor results. Consequently, two categories of schools were generated.

Once this was done, the researcher purposively sampled one schools from each category, on the basis of their relative ease of access. All the selected schools were drawn from Chilanga districts. Before venturing into the field, the researcher sought permission to conduct the study from the District Education Board Secretaries (DEBS) and school administrators in the respective schools. She had an introductory letter from the Assistant Dean (Postgraduate) of the School of Education, University of Zambia (UNZA). The DEBSs wrote letters of introduction; introducing the researcher to all the head teachers in their respective schools. The names of the visited schools were not disclosed to any of the education officers. The data were collected between 25th November 2019 and 20th February, 2020. Not less than two weeks were spent in each visited school. The data were collected through interviews with head teachers, standard officer with teachers and FGDs with pupils. Observations of school facilities, climate and other activities were also undertaken and recorded. Respective schools' official documents over the period in question were examined and analysed. All interviews and FGDs were tape-recorded and later transcribed.

3.9 Data Analysis Techniques

Mhehe (2002), quoting from (Glesne & Peskiri, 1992), explained that data analysis involves organizing what we have observed, heard and read, to make sense of the acquired knowledge. They maintain that, as one does so he/she categories, synthesizes, search for patterns and interprets the data collected. Bogdan & Biklen (1992) quoted from Athanas (2004) defined data analysis as a systematic process involving working with data, organizing and breaking them into

manageable units. It is also concerned with synthesizing data, searching patterns, discovering what is important, what is to be learned and deciding what to tell others.

In this study, data analysis continued throughout the data collection phase. Data analysis in this study took Kvale's (1992) approach which contends that, data analysis in interview needs to follow five steps, which are, categorization of meaning, condensation of meaning, structuring of meaning through narratives, interpretation of meaning, and ad hoc methods for generating meanings. In the data analysis of interviews and focused group discussions the information was first read by the researcher. Secondly, the data was placed in sub topics of the study. For instance, all data that explained factors which contributes to effective management systems was categorized under the same theme. Third step was to reread the common patterns in each category, and decide which to take and which to leave out. Fourth, was to write narrates in each category using quotes from interviewees. The fifth step was to interpret narrates from respondents to gain meaning out of it. All categories of data were led by the research questions.

3.10 Ethical Consideration

Gray (2009) insists on the need of the researcher to observe the principle of ethics when conducting research. This is because there could be some danger the respondents may experience or harm if their views are known to their superiors. Furthermore, it is not recommended to violate the right of individuals for the reason of searching knowledge. So the researcher in the first place needs to establish an informed consent to ask the respondents to respond willingly and without being forced. Then, since it is not possible to estimate the danger the respondents may experience the researcher has to change the name by giving them codes and protect them for any harm or embarrassment from those superiors. In this study the respondents' names were hidden and the respondents were asked to participate willingly and anyone who was not interested was allowed to withdraw at any time during research processes. Further, the current researcher obtained a research clearance letter from the Directorate of Research and Postgraduate Studies, secondly the researcher asked for permission from the District Board Secretary (DEBS) which allowed accessing various schools in data collection and finally the researcher sort for permission from the head teachers of public and grant aided in Chilanga district.

3.11 Summary of the Chapter

In this Chapter, the researcher presented the methodology that was used in the study; the research design, the target population, the study sample and the sampling procedures, which included simple random sampling, were discussed. Furthermore, the research instrument which was questionnaire, interview and documentary review and focus group discussion were used.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.0 Introduction

This chapter shows the findings of the study. It first presents the academic performance followed by the effects of teaching and learning resources on students' academic achievement. The other section includes the effects of counselling practices on students' academic achievement and the chapter ends with the section on Factors which contribute to management systems.

4.1 Examination performance

The majority of pupils at school A were found to be very committed to academic work. This was confirmed by the school's assessment reports. Nearly more than half of the pupils performed exceedingly well in the continuous assessments such as end-of-term tests. The Head teacher had very high expectations of the pupils' performance. She monitored their learning by checking regularly in their exercise books. She expressed optimism that by the third term (examination period), all the Grade twelve pupils would have been prepared in such a way that she would expect all of them to at least get full school certificates

In order to prepare pupils for examinations, the school allocated time just before the examination period, during which pupils were oriented regarding their conduct before, during and after the examinations. Teachers were also tasked to prepare pupils psychologically and academically by conducting extensive revisions with a focus on examination questions. The performance of School A in Grade twelve ECZ examinations was extremely well. Consequently, this earned it an excellent reputation in the district. The school managed to sustain a '75 percent and above' pass rate.

Teachers were asked to state whether or not their schools had devised ways of rewarding outstanding pupil performance of teachers interviewed at school B stated that, the school was not consistent in organization of prize giving ceremonies .They indicated that the school never had the culture of giving awards or prizes to the academically exceptional pupils at all.

The teachers interviewed at school A indicated that, the school had a way of recognizing outstanding pupil performance. The teachers indicated that the school had the practice of giving awards or prizes to the deserving pupils as a way of encouragement. For many years grant-aided schools have been performing better in academic issues than public schools. To start with, in grant-aided schools, the day starts with mass in the church and inspection is conducted before lessons commence i.e. checking if the school is clean.

The teacher at A secondary school explained that the school put down some rules to ensure that the students are developing the needed skills in using English. So the students are encouraged to speak English when they need services from the teacher.

4.1.1 Focused Group Discussion For Pupils.

When learners from school A were asked to discuss in focus group about the school performance the responses were as follows:

The performance of learners at this school has been overwhelming; at the current record the pass rate is at 95, 98 and 100% respectively.

They added that:

Generally, the performance of learners is good, the school has recorded great achievements at grade 12 two of our friends have been given scholarships in other academic competitions like JETS, debate and quizzes, mostly the performance has been outstanding; we had representations up to National level.

When learners were asked to discuss the school performance the responses were as follows:

The performance of learners at this school has is average, at the current record the pass rate is at 51, 60 and 50 respectively.

At our school the pass mark for us learners is at 40% our learning environment is not conducive, the classrooms are too congested teachers have no time for slow learners.

When asked how the head teacher contributes to learner's academic performance at the school these were the responses:

The head teacher does contribute to all academic performance at A by being strict with prep, those who miss prep are punished. The head also contributes in academic activities, she takes part in teaching a class in physical education.

The other group contributed by saying that;

The head teacher contributes to learners' academics through enforcing school rules, this entails no learner is expected to miss classes or any form of assessments in school, the school's rules strictly states that, a child who misses classes and tests can be suspended for a period of time." In addition to this a daily and weekly schedule has been put in place this keeps learners busy with school work.

The head teacher has put forth a period register, and at times she goes around classrooms to ensure that teachers are readily available in classes teaching." In addition, the head teacher takes time to interact with us in the case we report, that the teacher is not delivering as expected, teachers are spoken to and we see action immediately.

On the other hand, learners from school B responses;

When asked how the head teacher contributes to learner's academic performance at the school these were the responses:

The head teacher does contribute to all academic performance at B though we do not have prep due to afternoon classes, there is no room.

The head teacher contributes to learners' academics through enforcing school rules, however most of the learners stay away from lessons.

The head teacher does not go around classrooms to ensure that teachers are readily available in classes teaching." Therefore teachers report for classes late at times they stay away,

4.2 Effects of the Teaching and Learning Resource on the Academic Achievement

4.2.1 Text Books and Academic Performance in Secondary Schools

The interview results held at school B secondary school indicated that the school had some recourse for teaching like textbooks. The teacher said that the school in fact has many arts textbooks like those of teaching civic, geography.

However the teacher remarked that the textbooks for teaching science subjects like Physics and Chemistry and computer science are not enough.

4.2.2 Science Laboratories and the Academic Performance in Secondary Schools

Every school must have the science laboratory to assist the students to learn science effectively. Despite of this move the progress of the science laboratories was not promising as like B secondary school in despite that fact that the school had completed a part of the structure; the laboratory was seen as a big hall and not in any way used by the students to conduct practical's

The headmaster at A secondary school remarked that the school is using both the allocated funds and the community contribution to make sure that the science laboratories are functional. This has a greater impact in the way the students' perform the science subject at our school.

4.2.3 Classrooms Congestions and the Student Learning In Public and Grant Aided Schools

In a course of doing interview with the teachers at the B secondary school the researcher was given chance to observe the classroom teachings. The status of the classrooms was not able to accommodate a big number of the students. This problem was observed and it was noted in all classrooms from form eight to form twelve. The teacher said that when the class has larger number of students, it is not easy for the teacher to manage the classroom and follow up the stages of teaching effectively, as there is not chance and time to attend to all students in the classroom. There is no learning here the teacher ended her remarks.

However, from school A the maximum number of learners in a class is 40, when asked the teacher said "it is easy to notice slow learners".

4.2.4 Stationeries and Academic Performance in Secondary Schools

The findings from school B secondary school generated that the data on the issues of stationeries and its effects on the academic performance. The review indicated that many stationeries currently are very expensive. For example one realm costs K 60. To prepare weekly tests which are typed and printed (need of toners) in a computer you need more than twenty realms and several toners. Since many of the schools are not having those funds they skip the weekly tests. But mind you this is serious omission of the need formative evaluation to the students and builds strength in their subject to be able to answer well the questions in the final examinations.

4.3 Effects of Counselling Practice on the Students' Academic Performance

The documents reviewed in the school B showed that the school had not put much emphasis on the schools guidance and counselling. The schools had not trained counsellors to counsel the students on various social and academic matters.

The interview further revealed that the school time table showed to have other subjects and other extracurricular activities but the counselling time was not indicated. This indicated that the school has no time and plan to counsel students on the academic matters.

In addition during interview the teacher explained that:

Our school is not like the private or mission schools where the students are given time and counselled on how to write question; how to tackle the question and the strategies of using time during the examination. So when we enter the examination we are trembling even if we know the answers. Our fellow students in seminarians are given counselling to be confident to accept own challenge and to be confident in the issue they know so they do very well in their examinations.

4.3.1 Catch up strategies to help learners' performance

When the District Education Standard Officer was asked to explain the performance of grant-aided and public schools:

For some time now grant aided schools have proved to be outstanding in terms of learners performance as compared to public schools.

She further added that:

Grant aided schools ensures that they supervise their personnel closely an like public schools.

4.3.2 Policies of Grant-aided and public schools on academic work

When asked about the academic policy of the school, school A management stated that:

The policy of the school was to produce learners who were holistically educated and were able to serve their communities competently.

However, teachers from school B were ignorant of this academic policy of the school. As for A secondary school, the school management stated that the academic policy of the school was to ensure that all the children were effectively taught through close supervision, weekend tests, involvement of parents and giving of awards to the outstanding performers. , the school took seriously every effort that aimed at improving performance. It was for this reason that it made it a policy that outstanding performance was to be recognised and sustained through the use of extrinsic incentives. Every term, the school recognised and rewarded individual teachers and pupils who excelled in their work. Money, textbooks and calculators were some of the incentives used to encourage outstanding performance. The school further espoused a strong policy on regular assessment. To this effect, teachers were expected to consistently give end-of-topic tests to pupils as a way of monitoring their progress.

For this school, a generally low performance on a test meant that the topic was not well understood or delivered, and as such, the teacher concerned had to re-teach. The school recognised the importance of reporting pupils' academic progress to parents and guardians. Therefore, a platform for teachers and parents to meet and discuss various issues affecting pupils' performance was created. At least once in a year the school held its Open Day. All the interviewed teachers were aware of the school's academic policy. Incentive policy was also highlighted as one of the motivating factors to improve performance .When asked how man is managed in: Head teacher from school A reported that:

The few personnel who are available are highly motivated through, incentives like providing them with tea break, best performing were awarded with a token not less than K1000, educational tours were conducted to sharpen their skills, hence worked with less supervision.

In addition, the findings from school A indicated that there was a policy on home work and remedial work, which is timetabled. On the other hand findings from school B indicated that it is not possible to give home work to learners due to over enrolments. The school had progressive policies which guided its day-to-day operations. Among them was its strong stance on malpractice.

Head teacher from school B said;

The tendency in schools is that pupils want to copy. If a pupil is found copying even during a weekly test, we call his or her parents. This has really, in a way, helped us to instill a sense of responsibility and integrity in our pupils.

In addition, the school had no definite teaching methodology, as teachers were encouraged to switch between strategies that worked at a particular time and for a particular group of learners.

According to the Head teacher, no single teaching method could be wholly adapted for use in the school because each method had its own strengths and weaknesses. The understanding was that the selection of a method should be contingent upon the subject being taught and circumstances prevailing in the classroom. Classroom observations of lessons at the school revealed the combination of both teacher and pupil- centered approaches.

Apart from the policy on malpractice and teaching methods .Regarding pupil discipline, the school had a disciplinary policy guiding the conduct of pupils.

The Head teacher utilised the weekly school assemblies to remind pupils of the need to maintain good behaviour as well as adhere to school rules. These rules could be easily accessed on the school notice board. Pupils who deliberately broke any of the rules were given a corresponding punishment after break or lunch time when learning time was over. It was the school's policy that lessons should never be interrupted by punishments. In rare cases such as pupil fights or drug and alcohol use, the school had been forced to suspend or even expel offenders. The school had a very functional Careers and Guidance Unit which assessed all disciplinary cases. Pupils, who committed minor offences such as late coming, were referred to the unit for assessment. After assessment, the pupils were counseled by the Careers and Guidance teacher.

A book of offenders who had lately undergone such counseling was readily accessed from the Head teacher's office. Other than counseling them, severe offenders were given call-outs, famously known as CP (Call Parents) to call their parents or guardians to the school. This measure was found to be very effective in deterring would-be offenders in this school.

4.3.3 Focused group discussion of learners on policy.

When asked if the school has academic policies? Learners from school A stated as follows:

Yes, we do have academic policies for instance at our school we have the following; homework policy, there is a time-table each subject has been a day, remedial work policy a timetable is in a place for each subject. A repeat policy, reward policy (best performing learners are given free tuitions for a year)

On the other hand, when learners from school B were asked if the school have academic policies? One pupil said;

Yes, we do have academic policies but not functional.

Once In a while the head teacher samples books and put a date stamp. But through the deputy head teacher's office and heads of departments exercise books are checked in all subjects most often.

Every Tuesday we meet for academic clubs and it is compulsory for everyone. The academic clubs include: JETS, debate, Art, Social Science, Literacy, Business Studies and Math Club respectively .At our school the pass mark for us learners is at 80% as compared the examination council pass mark, this makes learners to work extra hard therefore good performance is enhance." In addition, the school as a policy on repeat, learners who do not perform well are not allowed to proceed to the next grade which makes learners work extra hard in fear of being repeated.

4.4 Factors which contribute to effective management systems

To start with, in grant-aided schools, the day starts with mass in the church and inspection is conducted before lessons commence i.e. checking if the school is clean.

4.4.1 Good enrollment system

Teacher's respondents of the study findings were of the view that grant-aided schools usually enroll students by looking those superior performers. The respondents claimed that these schools do look on students with the ability to perform better. There is little different from public secondary schools that some time they over enroll. This result indicates that public secondary schools do not take great care in enrolling students to join the school. Responding to this one head of public secondary schools claimed that, sometimes students who don't know how to write and read properly have been joining their schools. She claimed that, this is not obvious in grant-aided schools. Therefore, these indicate that there is a good system of enrolling students in grant-aided schools.

4.4.2 Good control system

The study findings show that repeat policy in all grades of failed students is used as a control system. This control system was claimed by teachers' respondents respectively. Explaining to this control tools, one the Head teachers of grant-aided school through interview commenced that the school set pass mark for students to work hard in their studies. She added that those who fail to reach the pass mark are pruned for class repetition. This also conforms to one of the teachers who responded the interview question by claiming that grant-aided school students work hard for fear of pass mark and pruning.

4.4.3 Availability of resources

Most of teachers who were respondents of this study commenced that, grant-aided school have sufficiency and adequate teaching and learning resources. There are enough books, laboratory apparatus and other necessary materials for teaching and learning. From the study, of teachers respondents were of the view that, grant-aided school has enough resources compared to public schools. Some respondents reported that most of grant-aided school were established and owned by the Church that can finance each and every thing in the schools. On the contrary to public schools were it was reported that resources are scarce one teacher stated that she has 10 textbooks against 80 learners. The study findings show that grant-aided schools somehow have good resources that enable them to outperform the public schools.

4.4.4 Teacher's incentives

The study report shows that good incentives provided to teachers and other workers in grant-aided school added an opportunity for grant-aided school schools to perform better than public schools. Teachers of the study were of this view. For example, at school A secondary school, there is an incentive policy for teachers and pupils. The overall performer of 100% gets K1000 and the outstanding pupil gets free sponsorship for a year that is from term one to term three results assessment. As for pupils who come out second, the school buys them a full pair of uniform.

The study further revealed that, head of department in grant-aided schools are also given incentives as a sign of motivation. For example, management at School A secondary school allows their teachers to attend in-service workshops to educate them on their roles as head of departments. The study findings further revealed that, each head of department is in charge of a committee for one year

4.4.5 Competent teachers

The study report shows that interview respondents were of the view that the grant-aided schools usually recruit and employ competent man power for teaching activities. This result is relating to focused group discussion suggested that culture of grant-aided schools recruits' competent teachers enable them to outperform schools owned direct by government. Giving clarification to this, one of the respondents by interview claimed that, public schools usually employ teachers by looking the certificates while grant-aided schools look on certificates and also measure the competence of that teacher in delivering materials. This opinion was supported by many respondents especially those who were interviewed. The reason behind to all these to happen is these mentioned resources available in most of the grant-aided schools. These data were suggested by both interview and focused group discussions

4.4.6 Competent school management

The managers of grant-aided schools were reported by the respondents of the study to be more competent. The study findings show that of teachers respondents reported grant-aided schools to have competent managers than public secondary schools. This view was put forth by grant-aided and public school teachers. Respondents reported that grant-aided school managers are consistence, fair, advisors, consultants and involve others in decision making. This was vice versa to most public school managers who have been dictatorial, arrogant and selfish in school resource matters.

4.4.7 Adequate learning and teaching materials

From the study findings, grant-aided schools found to have well-equipped laboratories, many books in the library, conducive classrooms compared to public schools. There public schools with laboratories but with a shortage of chemicals to run the laboratories, few books classrooms with rough floors. This observation was of the same to responses of interview and questionnaire respondents. The study report shows that of teacher's respondents reported grant-aided schools to have enough learning and teaching materials. The respondents reported that there was a good ratio of one book per students in grant-aided schools than in public schools.

4.4.8 Financial capability

The study report shows that of respondents reported that grant-aided schools are well off financially. In explaining to this fact, one of the interviewees argued that grant-aided schools are get part of their funding from the government and a big chunk from the church. In general, the study report shows that grant-aided schools are better in financing their schools than public schools.

4.4.9 Parents' involvement

The findings of the study revealed that parents are involved in supporting school related activities through providing school fees and scholastic materials; disciplining their children and providing them with moral support. In this way, the study concurs with Epstein & Sanders (2002) & Lariau (2006) in their observations that the parents complement the work of schools through providing their children (in schools) with the materials and support that they need to learn well. The study revealed that parents influence management system by monitoring the learner's performance and reporting any short comings to the school management. Besides, the study indicates that although the parents are involved in supporting their children's school education in some ways, generally speaking, they are not fully involved in the management of these schools. From the study results in the resources available to make grant-aided schools perform better than public schools are competent and committed teachers, enough learning and teaching materials, financial capability, and good and competent school managers. These

resources were said to be the great causative of grant-aided schools to keep remain at peak when it comes to the issue of academic performance.

4.5 Factors which contribute to good management systems.

When asked to explain factors which contribute to effective management at their school?

One pupil said;

The school has adequate teaching and learning materials at least text books are enough to cater for us during lessons. 'Away from chalk boards, the school administration has procured a projector for video lessons. The school's administrations ensure that, the computer laboratory and the science laboratory are well stocked with equipment's.

In addition:

Our school has a spacious library with a trained school librarian. On the part of library books, at least all subject areas have been catered for our twin school from United States of America sent library books this has benefited us very much.

The learners from school B further stated that:

Through heads of departments and the academic prefects, schemes of work are given to us at the beginning of the term, this allows us to prepare for topics in advance, furthermore, this helps us to follow if the teachers are achieving what they planned for''. At times the scheme of work is not followed as planned due to National events and Public holidays, however our teachers conduct free holiday tuitions for everyone so as to finish the syllabus.

Lastly the learners were happy to mention that:

Through our student council representatives, we are able to air out our views more especially on issues to do with academics". Secondly the head boy and the head girl are involved in the budgeting process this helps because they understand our needs.

The school's rules are well elaborated failure to abide, penalties have been put. Orientation of new learners is done to upon entry in this school. Morning devotion is done with emphasis on good morals. More often, the guidance teacher's motivational talks and counseling is done more.

Learners from school B explained that at their school these things to be worked on:

Supervised leadership, enough teaching and learning materials, committed teachers, good enrollments and involving us the management of the school.

4.6 Summary

The study aimed at determining the effectiveness of management systems in selected grant aided and public schools in Chilanga district. Three research objectives were used to guide the study. The sample size included 18 respondents. The participants of the study were drawn from two schools namely; public and grant aided Secondary School. The findings from the study were presented and analyzed critically according to the themes derived from three research objectives. Data was collected through Focus Group Discussion and Interviews. From the study results in the resources available to make grant-aided schools perform better than public schools are competent and committed teachers, enough learning and teaching materials, financial capability, and good and competent school managers. These resources were said to be the great causative of grant-aided schools to keep remain at peak when it comes to the issue of academic performance.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

In the previous chapter, the findings of the four case studies were presented. In addition, the results corresponding to the study's questions were outlined. However, no attempt was made to extensively analyze those findings.

5.1 Comparing learners performance at grant-aided and public schools

The improvement of students' performances in schools is as a result of effective management of education and improvement of schools. The government has a responsibility of controlling and managing education in the whole country despite the fact that education may be managed at local or community levels (Levacic, 1995). This implies that success of educational management and school improvement lies in the hands on the government, school administrators, and managers, board of governors, parents, and students (Lomax, 1996). Traditionally, schools were managed solely by the government as it had the ultimate authority of recruiting, hiring, and developing of teachers as well as determining the number of students and their grades to be admitted in a particular school (Mabeba & Prinsloo, 2000). In developing countries, schools perform lower as opposed to developed countries because of good management skills and experiences as well as technological resources that are used. It is therefore a challenge to developing countries to improve their educational management skills and experiences in order to improve the quality of education and students' performances (Maeroff, 998).

5.1.1 Teacher related factors affecting pupil performance

Teacher related factors that affect pupil performance were brought to the fore by this study. For instance, the study found that some teachers in a public school were not preparing their work; teacher preparation such as lesson planning is a professional requirement for teachers in Zambia. High school teachers are expected to prepare what they teach in schools. These preparations could be in form of schemes of work, records of work and lesson plans to guide the teaching process (MOE, 2001). Most of the teachers interviewed in a public school stated that they did not

prepare any schemes of work, records of work and lesson plans as they depended on the subject syllabus. The third teacher related factor stated by discussion by pupils was teacher absenteeism. Some pupils and school administrators who were interviewed mentioned teacher absenteeism as another factor affecting performance of learners in high schools. It was reported during in-depth interviews that some teachers were sometimes absent from their classes due to illness and social problems. The researcher also noted that during the period of research at least one class each day was without a teacher in a given lesson. Teacher absenteeism appeared more rampant in public schools. Pupils reported that some teachers who were in the habit of absconding from work usually sent notes that their fellow pupils wrote for them on the board. In addition to that, some pupils hinted that when the teachers in question absconded from work, they still insisted on signing the teacher attendance registers showing that they were present. Some pupils complained that using a fellow learner to write notes was an indirect punishment on the pupil helping the teacher in that the affected pupil would still have to find time to copy the same notes later on. To stress the issue of teacher absenteeism, one Head teacher recalled an incident where pupils complained bitterly to him because of teacher absenteeism. The fourth teacher related factor that has a bearing on pupil performance was the presence of uncommitted teachers in non-grant aided high schools. This was observed by both the discussion pupils and interviewed school administrators. It was reported during in-depth interviews with pupils and school administrators that such teachers would be seen around seated outside chatting with friends and when told that it was their turn to teach, they would just promise that they would come but always came late for lessons or sometimes they would never turn up at all. Such were the teachers who would just send notes and were very eager to sign in the teachers' attendance registers to indicate that they had taught. Some school administrators and pupils complained that such teachers contributed to the poor performance of pupils especially in public schools.

5.1.2 Pupil-related factors affecting performance

Learner related factors affecting pupil performance were also discussed. School administrators such as Head teachers and teachers in both grant-aided and public schools cited learner absenteeism as the main factor. Some pupils admitted that some of their fellow friends who regularly absented themselves from class were responsible for poor performance. Teachers reported that pupils that absented themselves from classes missed out on lessons and were

usually behind in most subjects. On the other hand, some pupils cited teacher absenteeism as the main reason that made some pupils to stay away from classes. Some pupils argued that they saw no need of attending lessons when some teachers were not found at school. Pupils also alleged that as a result of teacher absenteeism, many pupils opted to dodge from classes. Most of these complaints came from public schools.

School improvement is a way of enhancing and facilitating the learning conditions of students with an aim of improving their performance levels. In this respect, an effective management system promotes the development of its students in terms of social, emotional, and intellectual outcomes (Baldwin, 2008). This therefore makes students to progress further than it might be expected from their backgrounds. Well improved schools ensure that teachers are well developed through training and motivation in order to improve their capabilities and performances (Bolam, 1999). In this case, an effective school might be expected to have some of the following aspects in order to achieve their objectives. Strong leadership from the head is very crucial since without effective management system it becomes very hard to implement policies that benefit a school (Bransford, 2009).

The management of a school should pervasively and broadly understand the focus on learning and teaching. This shows that the management system should primarily focus on improvement of students' performances and the motivation of teachers (Bush & Bell, 2002, p. 42). The learning environment has to be made orderly and safe in order to facilitate teaching and learning. A good management system ensures that there are high expectations for achievements for all students and teachers as a way of making a school globally competitive (Bush & Coleman, 2000).

Well managed education and improved schools usually involve the participation of parents in making decisions and formulating developmental policies (Bush, 2003). This is because parents play a very vital role in improving the performance of students and hence should be significantly considered. Students who are regularly tested indicatively show their level of performance and hence it becomes very easy for teachers to coach them carefully (Center for Educational Research and Innovation, 2001). The participation of students in school improvement is very

essential as they become much aware of what they are expected to do and about the goals and objectives of a school. In classroom situations, the way students responds to questions asked by teachers indicates whether they understand the explained concept or not (Davies, 2003).

Many participants were of the view that school effectiveness had everything to do with having enough facilities that supported learning such as textbooks, laboratories, libraries and qualified teachers among others. The availability of resources was perceived to lead to the attainment of school goals. This view seems to support the economic model of educational effectiveness, whereby outputs (pupil achievement) are directly proportional to inputs (resources). Academic achievement of pupils is a major manifest function of schools, and performance in examinations is actually tied to future life chances (Muijis *et al*, 2011). It is less wonder, in South Africa for example, achievement in Secondary Certificate Examinations (SCE) is recognised as the only norm of success (Grobler *et al*, 2003). However, some research participants perceived school effectiveness in terms of pupil discipline.

They pointed out that a school capable of facilitating the physical, social, emotional and spiritual development of pupils could be classified as effective. It is worth mentioning that this finding is similar to the one by MOGE (1996) in which parents considered effective schools as those capable of fostering orderliness, discipline and moral standards.

Similarly, this holistic definition of school effectiveness offers support to Rutter (1983) and Sammons *et al*'s (1995) argument that school effectiveness should not only be limited to academic achievement but also to other desirable behaviors such as social skills, pupils' behaviour in class, participation rates as well as their general attitude towards learning. Creemers (1997) equally made a recommendation that school effectiveness should be defined using multiple outcomes such as creativity, moral behaviour, academic, social and meta-cognitive skills.

Finally, another view of school effectiveness this study generated was to do with the teaching and learning environment. Many participants were of the notion that an effective school should have a good teaching and learning environment in which pupils, teachers and school administrators worked together in harmony. Further, some felt that other than merely having healthy relationships, teacher motivation was crucial. Having qualified teachers was considered not enough; rather, having highly motivated qualified staff. This view fits very well into the human relations model of organisational effectiveness.

5.2 Academic policies of selected grant-aided and public secondary schools in Chilanga District

During in-depth interviews, some administrators at a public school management stated that the policy of the school was to produce learners who were holistically educated and able to serve their communities competently. However, most of the teachers interviewed from the school were ignorant of this policy. As for grant aided secondary school, the school management stated that the academic policy of the school was to ensure that all the learners were effectively taught through close supervision, frequent tests, involvement of parents and giving of awards to the outstanding performers. Over the school academic policy, all the respondents from the school knew about it as it was clearly written in the offices. On the basis of these findings an inference can be made that grant aided secondary school did better than public school academically because the school had a clear policy on academic work. In support of this, Alder (1995) points out that any goal is as good as reached when it can be clearly envisioned. The study further revealed that, the duties of the head teachers in public schools is to manage and coordinate academic programs, to manage and coordinate administrative functions, to monitor and evaluate policy interpretation and managing staff and other resources.

5.3 Factors That Contribute to Good Academic Performance

5.3.1 Motivation

The respondents of the study reported that communication in grant-aided schools is done during briefing, writing memos and workshops. . In public schools, the study reported that in public

schools communication is done through briefings in the staff room and during assembly. The study of public and grant aided Schools found that head-teacher interactions occurred regularly during teaching, staff meetings, staff briefings, tea break, staff meetings, sports day, labor day, teachers' day, school assembly, teacher observations, marking and invigilation of examinations, social functions or gatherings, extracurricular activities, performance appraisals, checking the schemes of work and lesson plans, workshops, and also in the school heads offices, and staffrooms.

Further the findings from school **A** indicated that head teacher overrated their ability to communicate teaching and learning issues and school improvement. Local policies were formulated. On the other hand the results from school **B** indicated that assessments are not mandatory for teachers, they decide when to administer.

The majority of respondents at public School described the role of the school head as administration and management of the school, providing leadership, supervision, observation of lessons, coordination and controlling performance of teachers including teaching pupils because both school head and the deputy had few classes to teach because of their busy schedules. The data therefore show that the roles of the school heads and the teachers relate to the performance of duties in the school work place and the same roles seem to facilitate the daily interaction between the teacher and the school head.

A comparison of the study of public School and grant aided School revealed that the head's management style impacted on teacher performance positively (Democratic management styles) or negatively (Authoritarian management and Laissez-faire management styles). The above findings on factors are supported educational researcher by factors Young (2000:<http://www.answers.com/>) who concluded that factors that negatively impact teacher morale include lack of administrative support and management skills, overcrowded classes, and poor physical working condition. Similarly, research by Carlyle and Woods (2003:<http://www.answers.com/>) also concluded that in educational settings teacher stress was caused by factors such as poor leadership and autocratic decision making, and bullying management styles. The next section deals with management exhibited by school heads.

The respondents of the study reported that, the resources available in grant-aided schools and public schools can be compared by looking competence and commitment of teachers, availability of learning and teaching resources, financial capability, school management and activeness of school inspectorate personnel. Concerning competence and commitment of teachers, the report revealed that teacher's respondents reported grant-aided schools to have competent and committed teachers than public schools. Likewise, teacher's respondents from public schools reported the same. The results from school A revealed that, head teacher was actively involved in the provision of instructional resources in order to improve students' performance. Most of the teachers revealed that, the head teacher ensured there were enough text books. These results agree with Ajuago (2002) who reported that availability of textbooks and other instructional materials have a positive correlation on students performance because they facilitate understanding of abstract concepts, help in class control and adds that it is not teacher utilization alone rather it is teachers' commitment to professionalism such as maintaining schemes of work, lesson planning, creative mind and interest in students learning and performance, by having in mind what they want their students to achieve at the end of an education cycle that will propel teachers to make proper use of teaching aids.

The above results are seen as broadly consistent with Evans and House's (1971:<http://www.sedl.org/change/leadership/>) Path Goal Theory that suggests that the performance, satisfaction and motivation of a group can be affected by the leader through offering rewards for the achievement of performance goals, clarifying paths towards these goals, and removing performance obstacles. Therefore, the results of the study of the study of the two high schools show that teachers need motivation to perform their work well. The school heads motivated teachers through financial and non-financial incentives including the democratic management styles they exhibited in supervising teachers.

The study investigated how the school head motivated teachers in order to improve their work performance and the majority of the respondents at a grant aided school identified the following strategies used by the school head to motivate teachers in order to improve their work performance:

- a. word of encouragement, verbal praises
- b. good or positive performance appraisals
- c. giving monthly cash incentives to teachers
- d. exhibiting a positive attitude towards teachers
- e. cultivating good working relationships with teachers
- f. exhibiting a democratic management style when supervising teachers
- g. Giving rewards to hardworking teachers on Teachers Day and Labour Day.

Additionally, an interview with the school teachers and head teachers revealed that ‘motivation’ was a very important element in the working life of both teachers and school administrators. Apart from employing the appropriate management styles to supervise teachers, the head motivated staff to improve performance through verbal praises, introduction of tea break, end of year parties, home visits, giving Labour Day Awards such as books, mattress, monetary incentives, choosing them to attend workshops or further training, assigning staff responsibilities and promotion, incentive policy for teachers and pupils personnel who were available were highly motivated through, incentives , educational tours were conducted to sharpen their skills, hence worked with less supervision.. The overall performer of 100% gets K1000 and the outstanding pupil gets free sponsorship for a year that is from term one to term three results assessment. As for pupils who come out second, the school buys them a full pair of uniform. The above data show that interactions between the head and teachers were close and were done in a variety of ways that was related to good working relationships.

A study of grant-aided schools found that the school heads motivated teachers to improve their work performance through the following methods or strategies: encouragement, appreciating teachers’ work efforts, smiling, praising teachers for good job performance, checking teachers’ lesson plans, positive performance appraisals, giving cash monthly incentives to teachers, giving rewards, giving responsibilities to teachers, providing a role model to teachers, providing learning and teaching materials, cultivating good working relationships with teachers, exhibiting a positive attitude towards teachers and exhibiting consultative and democratic management styles.

5.3.2. Availability of Resources

Another is the availability of learning and teaching resources, in which grant-aided schools reported having enough books, laboratories and other materials for learning and teaching. This is true as the grant-aided secondary schools are forced to have laboratories, library, and enough teachers when established. The government forgets its schools to demand them to have those entire requirements. Teaching and learning materials such as text book, chalks, laboratory equipment, chemicals, and models are good predictors of academic performance of students in schools. The respondents of the study reported that, the resources available in grant-aided schools and public schools can be compared by looking competence and commitment of teachers, availability of learning and teaching resources, financial capability, school management and activeness of school inspectorate personnel. Concerning competence and commitment of teachers, the report revealed that teacher's respondents reported grant-aided schools to have competent and committed teachers than public schools. Likewise, teacher's respondents from public schools reported the same.

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Moreover, financial capability is reported resource to compare the grant-aided and public schools. Most of teacher's respondents respectively reported grant-aided secondary schools to be well funded than public secondary schools. This report coincides to Mays, (2013) who viewed grant-aided schools are generally well-funded, not only by tuition but also by donations, and they often have well-kept and well-appointed facilities. Therefore, the resources available in public and grant-aided can be of the same appearance but they differ in term of application and performance. In grant-aided school teachers are forced and assisted to develop competence in

their work. There are effective mechanisms set in grant-aided schools to make the school perform better.

Furthermore, the respondents of the study reported that, in grant-aided schools there is close supervision and staffs are delegated to responsibilities and different tasks are coordinated by others. For example, at school A secondary school, there is academic, sports, drama and culture, preventive maintenance, production unit, data management and distress committees. As for authority it comes from the church. In terms of duties, head teacher supervises the deputy head teacher, teachers, pupils, support staffs, record keeping and all forms of communication like communicating to the higher authorities and mobilization and control of resources.

5.3.4 Supervision of Personnel

Furthermore, competent school management and activeness of school inspectorate are another reported resource to compare public schools and grant-aided schools. In this study reported having competent school management than public schools. Grant-aided schools are competitive in nature and hence school management is much orderly and organized. In contrast, studies show that many public schools are not properly managed. For example, although public schools are endowed with bigger pieces of land and buildings in many cases, the lack of use and wastage of resources is rampant in public school (SMAERC, 2008). In grant-aided schools, the school runs on its specified schedules, and the various departments of the school usually have a teacher or person in charge that is responsible for ensuring the smooth functioning of the departmental activities. The teachers and the students follow the rules, and hence there is a proper learning environment in the schools.

The study has revealed through several respondents that the major reason why there is poor performance in these schools are due ineffective management system from the ministry of education has not come up with a policy on how to manage performance at school level. Education is as a result of not recognizing the importance of pupil and teacher literacy for the development of not only an individual but also the country. It is widely recognized that mastering management systems is essential for living in a modern society, just as a literate population is essential for a country to compete in a globalized world (Friere, 1972).

5.3.5 Class Sizes

While MOE (1996) recommends a class size of not more than 45, this study found that the average class size of the more effective schools ranged between 50 and 60 pupils. The situation was however, worse for one less effective school which had an average class size of up to 82. This led to overcrowding in classrooms such that there was little space between the front-row seats and the blackboard. In addition, a teacher could hardly move about the classroom when teaching.

As noted by Liu (2006), large class sizes had the potential to make it hard for teachers to give individualised attention to all pupils. A teacher may, therefore, choose to give attention to only a small group of pupils (probably those who sit in front) and ignore the rest (back benchers). Although it is difficult to attribute with certainty the performance of the schools to the influence of class sizes, (owing to the fact that one of the less performing schools had an average class size of 50), over-crowding could partly explain the differences observed between the more and the less effective schools. In their study, Glass and Smith (1970), found a negative correlation between class size and student achievement, especially when the class had over 40 pupils. Pupils in classes of 40 outperformed those in classes of 50, and pupils in classes of 50 outperformed those in classes of 60.

5.3.6 Teacher's experience in the school (Staff stability)

One of the many factors that have been associated with learning achievement is staff stability in a school (MOE, 2008). Staff stability ensures consistency in terms of teaching practices. For instance, it ensures teachers to have a consistent approach to their work. When teachers spend a long time in a school, they develop a uniform set of assessment techniques as well as use uniform reinforcements and punishments (Sammons *et al*, 1995). Mortimore *et al* (1988) found a positive relationship between adoption of consistent approaches, on one hand, and student progress on the other.

This study revealed that the majority of the participants had continuously stayed in their schools for up to four years. However, there was no clear distinction between the two categories of schools on this variable. This is because a similar pattern was observed in all the schools regardless of their performance status (either more effective or less effective).

5.3.7 School resources and facilities

The findings of this study revealed a very huge discrepancy between the more and the less effective schools in the Chilanga District in terms of resources and facilities. This was despite the more effective schools not having more access to government funding than their less effective counterparts. The more effective school was found to have sufficient textbooks and desks. Despite having a common shortage of classroom and office space, one of these more effective schools even had a library and computer laboratory. Meanwhile, the less effective school had no textbooks and had fewer desks.

Notwithstanding the existing evidence, especially that of Kelly and Kanyika (2000) and Kayungwa (2002), who argued that the availability of resources did not always translate into their use, there is overwhelming testimony to what school resources can achieve. Conducting a research in Botswana to examine the relationship between academic achievement and school resource availability, Mwamwenda and Mwamwenda (1987) found that the availability of classrooms, desks and books produced a significantly better performance in Standard Seven examinations.

Similar to Mwamwenda and Mwamwenda's conclusion, Bame (1991) and Muchelemba (2001) argued that teachers' motivation was greatly affected by the schools' resources and physical facilities. When schools do not have sufficient textbooks especially for the pupils, the morale of teachers also lowers. Teachers cease to work hard and hence, lower pupil achievement. After conducting a study in Zimbabwe, Nyangura (1991) also concluded that achievement was higher when textbooks were available.

5.3.8 Parents Involvement in Management of the School

The study revealed that parents are involved in supporting school related activities through paying school, disciplining their children and providing them with moral support. Besides the issue of parents supporting their children in school per se, however, is the issue of parental participation in the management of the schools that their children attend. Specifically, critical consideration of the study indicates that although the parents are involved in supporting their children's school education in some ways in public schools, generally speaking, they are not involved in the management of these schools as compared to grant-aided schools. At the least, some of the data collected indicated that parents are represented in the school management committees like Parents' Teachers' Associations. Epstein & Sanders (2002) discuss parents' diverse ways of participating in school management to also include communicating with teachers, participating in academic-related activities at home, and communicating the positive value of education to the learners, adding that these are each related to school performance. While the propositions advanced by Epstein & Sanders (Ibid) might be accepted without controversy, in the context of the study, critical consideration of these propositions indicated the need for investigation. First, the authors indicate what parental participation in school management could influence but they do not indicate why and how it could do so.

Findings from public schools revealed that carrying out evaluations to see whether the schools are meeting their objectives is one of the factors that can put in place to promote management systems in grant-aided and public school. The study further revealed that holding management meetings regularly can also help promote management systems in grant-aided and public school.

Although the two types of learning institutions gave good examples of what they intended to do to promote management systems in grant-aided and public school, the researcher has a strong feeling that one measure that needed immediate attention in public Schools was ignored by the school management. This measure is the one that has something to do with the motivation of the public schools, the school management, among other things, should see to it that the teachers are highly motivated by giving them incentives like the grant-aided schools.

5.4 Summary

The first objective of this study was to find out the academic performance of pupils from selected grant-aided and public secondary schools. The findings of the study indicated that the performance of grant-aided secondary schools during the period under review was above 90% pass rate while that of the public school was below 80% pass rate and sometimes it dropped as low as 40% pass rate.

The second objective of the study established the factors which contribute to effective management system. The study showed that grant-aided secondary school did better in terms of academic performance than public ones because of the following factors:

- a) They were better resourced in terms of learning and teaching facilities.
- b) They had a clearer academic policy.
- c) Their teachers were more committed and dedicated to duty.
- d) They gave homework to their pupils more frequently.
- e) Pupils and teachers from grant-aided secondary schools were more motivated through the giving of prizes to deserving individuals.
- f) Teachers from grant-aided secondary schools had their work checked more frequently by the supervisors.
- g) Pupils from grant-aided secondary schools were more disciplined.
- h) The class size was manageable.

The Third objective of the study was to investigate the academic policy for the selected grant aided and public schools. The findings of the study were that the grant-aided secondary schools had well stipulated and much clear academic policy than the public schools. As already observed, when people did not know where they wanted to go, it became difficult to easily get there and it also became difficult to evaluate their work at the end of day.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

The previous chapter discussed the findings of the study. This chapter, a summary of the findings of the study and conclusions drawn from literature and the results are presented. It also presents the recommendations made based on the findings of the study and a proposed future research

6.1 Conclusion

In accordance with the findings of this study, among other factors, the study found that there was effective management system in grant – aided schools as compared to public secondary schools. Grant-aided secondary schools had more appropriate and suitable teaching and learning materials. In addition, in grant-aided secondary schools homework was given to pupils more frequently as compared to those pupils in public secondary schools.

The supervisors in grant-aided secondary schools checked teachers' work more regularly. This was not the case for the supervisors in public secondary schools. The enrolment levels were lower in grant-aided secondary schools as compared to public secondary schools. There was also control in the use of mobile phones in grant-aided secondary schools. The pupils in public secondary schools were mostly found with cell phones in classes. This showed that pupils in grant-aided secondary schools were more disciplined as compared to their counterparts in public secondary schools.

The study also showed that teachers in grant-aided secondary schools were more committed to duty because of being more motivated by their supervisors. As a result of such motivation, in grant-aided secondary schools there were lower teacher absenteeism rates. Finally, the study conclude that the management system were more effective in grant-aided secondary schools than in public secondary schools.

6.2 Recommendations

In the light of the findings of this study, the following recommendations have been made to the Ministry of Education, the heads of non-grant aided secondary schools and educational officers in Zambia.

Ministry of Education

The government through the MOGE should ensure all secondary schools have adequate and appropriate teaching and learning materials. Procurement of appropriate course and text books for all the schools in the country should be done by the MOGE as a matter of urgency if quality education that is responsive to societal needs is to be guaranteed. Before MOGE does the procuring of these required teaching and learning materials, all the learning institutions should be asked to submit, through their District Education Offices and Provincial Education Offices, all their requirements to the government. At the school level, the Heads of Departments (secondary schools) and the Senior Teachers (basic schools) should play pivotal roles in identifying the all the school requirements in terms of the teaching and learning resources. After doing that, these officers should hand over lists of the needed teaching and learning materials to the government for further action.

The MOGE should see to it that all the teachers in the country are well motivated to offer quality education. By motivating teachers well, the researcher here means that the MOGE should see to it that the conditions of service of all the teachers in country are improved to acceptable and attractive levels such that the Zambian teachers that work outside the country may be tempted to come back home and get employed within the country.

The MOGE should see to it that all head teachers are afforded an opportunity to undergo management skills training workshops once in a while. Most of the Head teachers in the country are simply appointed to head schools because of having taught for so long. The appointing authorities do not look at whether or not these teachers possess the necessary managerial skills or not. When appointed, these teachers begin learning how to manage an institution on the job sometimes they even get some guidance from the office orderlies which is unfortunate indeed.

What the MOGE should be doing is to expose these head teachers to some workshops that should involve imparting of management skills to these head teachers in order to enhance the performance of their schools. These workshops should be carried out in the provinces once per year and should involve all the head teachers of all the learning institutions. The government through the MOGE should establish modern libraries with adequate and appropriate textbooks in all the schools. The construction and establishment of good library facilities in all schools, more especially in grant-aided secondary schools, should be treated as an urgent undertaking by the government if quality education delivery is to be assured in the schools.

Heads of Public secondary schools

- a) They should see to it that the deserving pupils and teachers are given prizes to motivate them.
- b) They should ensure the few resources available are used towards the improvement of the academic performance of the school.
- c) They should ensure that the supervisory roles at their schools are made more effective.

Educational Officers

They should ensure exchange visits between grant-aided and non-grant aided secondary schools are encouraged as a way of urging them to learn from each other.

- a) They should intensify their monitoring visits to all schools.
- b) They should avail their monitoring visit findings to all the stakeholders in time.

6.3 Suggestion for Further Research

1. A study should be conducted, on impact of discipline on management systems.

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APPENDICES

Appendix 1: Interview Guides for Head Teachers.

THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN UNIVERSITY

SCHOOL OF EDUCATION

I'm a postgraduate student in the School of Education, Department of Education in Educational Management. I am conducting a research on effectiveness of management systems in selected public and grant aided schools in Chilanga District. The information that will be given is purely for academic purposes.

Your cooperation is highly appreciated.

Palaza Mulambo

Head teacher's interview guide

1. How is the academic performance of your learners?
2. How do you consider the teaching standards at this school?
3. How does your school recognize pupils who do well academically?
4. Are most parents able to support their children with school requisites?
5. How is the response of parents towards academic work at your school?
6. How does your school acknowledge good performers amongst the teaching staff?
7. Does your school have a well - stocked library?
8. Does your school have adequate and appropriate teaching and learning materials?
9. How often do you give homework to your pupils?

10. How often do your supervisors check your teaching instruments?
11. Does your school have local policies?
12. What is your school's policy on academic work?
13. What do you think are the factors responsible for pupil performance from 2017-2018 at your school?
14. What are your school's plans towards the improvement of its academic performance?
15. How do you motivate your members of staff?
16. How often do you check learners and teachers work?
17. How do you engage teachers in decision making?
18. What measures have you put in place to ensure that there is effective lesson delivery?
19. How do you deal with truancy for both learners and teachers?
20. What managerial style(s) do you think motivate(s) teachers to perform well?
21. What managerial style(s) do you think demotivate(s) teachers to perform duties?
22. How do you enforce discipline in both teachers and learners?

Appendix 2: Focused Group Discussion Guide for Pupils

**THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN
UNIVERSITY SCHOOL OF EDUCATION.**

**TITLE: INVESTIGATING OF MANAGEMENT SYSTEMS IN SELECTED PUBLIC
AND GRANT AIDED SCHOOLS IN CHILANGE DISTRICT.**

I'm a postgraduate student in the School of Education, Department of Education in Educational Management. I am conducting a research on effectiveness of management systems in selected public and grant aided schools in Chilanga District. The information that will be given is purely for academic purposes.

Your cooperation is highly appreciated.

Palaza Mulambo

QUESTIONS

1. How is the performance generally at this school?
2. Do you have academic policies at this school?
3. Do you have adequate teaching and learning materials?
4. Do you have a school library? Is it well stocked?
5. Are you availed with schemes of work by teachers? If yes is it followed?
6. Does the head teacher take time to go through your exercise books?
7. Do you have academic clubs at this school?
8. How is discipline enforced at this school?
9. How does your head teacher's leadership style affect your morale?

10. Do you think the head teacher contributes to learner's academic performance at this school?

Thank you for your time

Appendix 3: Interview Guide for Teachers

THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN UNIVERSITY

SCHOOL OF EDUCATION

TITLE: INVESTIGATING OF MANAGEMENT SYSTEMS IN SELECTED PUBLIC AND GRANT AIDED SCHOOLS IN CHILANGE DISTRICT.

I'm a postgraduate student in the School of Education, Department of Education in Educational Management. I am conducting a research on effectiveness of management systems in selected public and grant aided schools in Chilanga District. The information that will be given is purely for academic purposes.

Your cooperation is highly appreciated.

Palaza Mulambo

1. How does the head of your school disseminate information?
2. How is the rapport between the head of the school and members of staff?
3. Does your school have adequate and appropriate teaching and learning materials?
4. In order to improve, does the head of school willing to be self-disclosing to others (that is, to share his beliefs and feelings.
5. Does the head of school use effective time-management methods such as keeping track of his/her time, and prioritizing tasks?
6. Does the head teacher make sure there are divergent points of view represented or expressed in every complex problem-solving situation?

7. Does the head of consistently sends personal notes to others when they accomplish something significant or when he/she passes along important information to them?
8. What factors enables grant-aided schools to perform better as compared to public schools.
9. What management style does your head teacher employ?
10. How is the performance of your learners at this school at grade 9 level?
11. What factors affect your learners' academic performance at grade 9level at this school?
12. What measures can help to enhance the performance of learners at this school?

Thank you for your time and commitment

Appendix 4: Interview Guide for the Senior Educational Standards Officers

THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN UNIVERSITY.

SCHOOL OF EDUCATION

TITLE: INVESTIGATING OF MANAGEMENT SYSTEMS IN SELECTED PUBLIC AND GRANT AIDED SCHOOLS IN CHILANGE DISTRICT.

I'm a postgraduate student in the School of Education, Department of Education in Educational Management. I am conducting a research on effectiveness of management systems in selected public and grant aided schools in Chilanga District. The information that will be given is purely for academic purposes.

Your cooperation is highly appreciated.

Palaza Mulambo

1. How is the academic performance of grant compared to Public secondary school in this District focus on school A and B?
2. What factors cause this discrepancy in academic performance between the two institutions, in your opinion?
3. What measures can help bridge the gap in academic performance between the two schools?
4. Do you think management system has an effect to learner's performance?
5. What factors contribute to management systems in both A and B secondary?

Thank you very much.

Appendix 5: Letter from The Learning Institution

Appendix 6: Letter from DEBS