EXPLORING SCHOOL EFFECTIVENESS IN CHALLENGING CONTEXTS: A STUDY OF SELECTED DAY-SECONDARY SCHOOLS IN THE WESTERN PROVINCE OF ZAMBIA

BY

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DECLARATION

I, **Paul Kakupa** do solemnly declare that this dissertation represents my own work and it has not been previously submitted for a degree at this or any other university. All the work of other people has been duly acknowledged.

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CERTIFICATE OF APPROVAL

This dissertation of **Paul Kakupa** is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Educational Administration by the University of Zambia.

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ABSTRACT

This study analysed practices of selected rural day-secondary schools in the Western Province. The aim was to explore the particular factors which appeared to make some of these institutions more effective despite their challenging contexts. The study inquired into the perceptions of school effectiveness by headteachers, teachers and pupils; examined features that distinguished the more effective from the less effective schools; explained the key factors associated with effective rural schooling; and finally explored the factors that threatened school effectiveness.

A multiple-case study design was adopted which combined both qualitative and quantitative methodologies; but with a greater focus on the qualitative strand. A sample of four rural day-secondary schools was selected after analysis of their performance in School Certificate examinations over a three year period (2010-2012). The data were collected from 128 participants, distributed as follows: four headteachers, four PTA chairpersons, 40 teachers and 80 pupils. Both probability and purposive sampling techniques were used to select the participants.

The data were collected using questionnaires on teachers, focus group discussions with pupils and interview schedules on headteachers and PTA chairpersons. Other research instruments used were the observation schedules and schools' official documents which gathered information on the schools' facilities and enrolments among others. The qualitative data were analysed thematically by comparing and categorising participants' responses. The Statistical Package for Social Sciences (SPSS) computer software was used to analyse the quantitative data in order to generate simple descriptive statistics in form of frequencies and graphs.

The findings of the study revealed that the perceptions of school effectiveness in rural areas were diverse, but mostly influenced by the schools' prevailing circumstances. Many considered it in terms of the availability of resource inputs. However, some defined it in terms of school processes and outputs. In terms of distinctive features, the more effective schools were characterised by moderately large classrooms and sufficient textbooks and desks. The schools also had boarding facilities for pupils. In addition to having more teachers with diplomas than degrees, they had local and regular professional development meetings.

The key factors associated with the greater effectiveness of the rural day-secondary schools included proactive leadership that focused on teaching and learning as well as the creation of academic partnerships with external agencies. Others were a positive learning climate as perceived by the presence of adequate learning materials; teachers' professional efficacy; high expectations of pupils' success; and strong academic policies. The factors that threatened school effectiveness were identified. These included: insufficient teaching and learning materials, inadequate classroom accommodation, negative parental attitudes, pupil background and poor working conditions among others.

The study recommended that the Ministry of Education should upgrade more rural basic schools into secondary schools so as to reduce overcrowding in classrooms. The role of headteachers should also be re-defined from that of passive administrators to active resource mobilisers. In collaboration with other stakeholders, school administrators should ensure that all their activities, policies and goals focus on improving teaching and learning.With the help of Parent-Teachers Associations, boarding facilities should be set up in all the day-secondary schools.

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LIST OF SYMBOLS

ZMW= Zambian Kwacha

US$= United States Dollar

NB: At the time of compiling the report, US $1 was equivalent to ZMW 6

LIST OF ACRONYMS

AIDS- Acquired Immune Deficiency Syndrome

CPD- Continuing Professional Development

CSO- Central Statistical Office

DEBS- District Educational Board Secretary

EAPS- Educational Administration and Policy Studies

ECZ- Examinations Council of Zambia

ESO- Education Standards Officer (formerly Inspector)

FBO- Faith Based organisation

FDG- Focus Group Discussion

GRZ- Government of the Republic of Zambia

HIV- Human Immunodeficiency Virus

HOD- Head of Department

IQ- Intelligent Quotient

Km- Kilometres

LCMS- Living Conditions and Monitoring Survey

MOE- The Ministry of Education

MOESVTEE- The Ministry of Education, Science, Vocational Training and Early Education

MOFNP- The Ministry of Finance and National Planning

NCES- National Centre for Effective Schools

NGO- Non-Governmental Organisation

PEO- Provincial Educational Officer

PTA- Parent-Teachers' Association

SC- School Certificate

SCE- School Certificate Examinations

SER- School Effectiveness Research

SES- Socio-Economic Status

SNDP- Sixth National Development Plan

SPSS- Statistical Package for Social Sciences

TER- Teacher Effectiveness Research

TSC- Teaching Service Commission

UNESCO- United Nations Educational, Scientific and Cultural Organisation

UNZA- University of Zambia

UK- United Kingdom

USA- United States of America

ZMW- Zambian Kwacha

YWCA- Young Women's Christian Association

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the background to the study and defines the problem that the study attempted to address. It states the purpose, objectives and research questions that needed to be answered. The chapter further reflects on the significance, delimitations, limitations, conceptual framework and operational definitions of the study. It ends by outlining the structure of the whole dissertation.

1.2 Background

It has become clear that the work of policy makers is no longer that of merely increasing school enrolments, but improving the quality of schooling. The Dakar Education Forum of 2000 emphasised the need for improvement in quality education to accompany the quantitative expansion (UNESCO, 2005). This is because quality education directly impacts positively on the socio-economic wellbeing of individuals in the future. As such, it is a catalyst for national economic growth. The Zambian government has, therefore, committed itself to promoting "the highest standard of education and learning for all" (MOE, 1996: 4).

According to the Sixth National Development Plan (SNDP), the Zambian government has pledged to focus more on improving quality in education delivery. In this regard, school level processes such as school governance, quality assurance, teacher supervision and pedagogical support would receive special attention. The education sector would also promote school effectiveness through improved school governance and management, community involvement, partnership and curriculum development (MOFNP, 2011).

The provision of quality education in rural areas is,however, not an easy task as may be the case in the urban areas. Several contextual challenges are encountered which hamper quality provision.Factors such as low enrolment rates and high drop-out rates characterise these schools. These are compounded by high poverty levels, HIV and AIDS and negative cultural attitudes especially towards girls' education (World Bank, 2000). Apart from qualified teachers' unwillingness to work in these remote areas, schools themselves are very much disconnected from community life, as evidenced by the use of a language (English) which in most cases, learners are not familiar with.

Further, rural pupils face several problems in acquiring education due to among other things, poverty and long distances (Kelly, 1999). Learning has to intermittently come to a standstill whenever teachers are away to collect their salaries at a neighbouring district or when there is a heavy down pour because roofs are leaking. All these and many other challenges hinder school effectiveness in rural contexts. Hence, rural learners are denied not only quality but also equity.

The Western Province of Zambia in particular, suffers severe challenges in terms of education provision, and it is ranked among the least developed in terms of the education sector. In the Minister of Education's words; "in the education field...[the] Western [Province] is at the bottom of the table. Grass thatched, pole and mud structures are everywhere...while education is a right [elsewhere], in this part of Zambia, it is a privilege" (Himoonde, 2013: 3). Out of the 518 grass thatched schools the country has, close to 150 are in the Western Province (*Ibid*).

Despite these rural challenges, international research has shown that school effectiveness in challenging contexts is possible, provided there is a correct mix of school policies and practices (Henriquez *etal*, 2009). As a matter of fact, there is overwhelming evidence from the developed

world indicating that very little relationship exists between student background and school resources on one hand, and student outcomes on the other (Hanushek, 1997; Barber & Mourshed, 2007). As long as there are best policies and practices in place, schools are capable of compensating for background disadvantages. Grobler *etal* (2003: 2) note that, "money does not seem to be the key or secret ingredient, rather, a number of intangible items that promote school effectiveness and productivity seem to coincide with school climate and culture."

While it is the duty of the Government to ensure that every pupil has equal access and opportunity to quality education regardless of their social background, it is up to individual schools to facilitate such learning through their practices and policies. Since several school practices have been associated with high student achievement, poor student or school performance has often been identified as "a reflection of deficiencies at the school level" (MOE, 1996: 53). Scheerens (2000a) observes that in terms of school improvement, there is more room for action at the school level than above the school level.

School Effectiveness Research (SER) from the developing world has however, not supported the evidence from the developed countries regarding the contribution of school policies and practices. Studies from countries in Africa and Latin America by Mwamwenda and Mwamwenda (1987)and Lokheed *etal* (1986) respectively reveal that variables that raise school effectiveness are not to be found in school practices and policies, but in school facilities and resources. School effectiveness in theThirdWorld has been found to be more a function of school inputs than school policies and practices (Lockheed *etal*, 1986; Mwamwenda & Mwamwenda, 1987; Fuller & Clarke, 1994; Willms & Somers, 2001; MOE, 2008).

It therefore, emerges that twobroad categories of factorshave been identified in literature as having greaterinfluenceon school effectiveness. These are: *school inputs*on one hand, and *school practices and policies*on the other. While school practices and policies are within the greater control of school personnel, school inputs are outside their control (Palardy, 2008). School inputs encompass variables such as pupils' background characteristics and schools' physical, material and human resources, which may not necessarily be manipulated by respective school managements. To date, there is no consensus in literature regarding the degree to which student performance is accounted for, by school factors especially in developing countries.

The observed differences in performance among several schools are, however, a concern to both policy makers and researchers. Researchers in particular, have inquired into reasons behind differences in school performance; asking whether or not factors that account for the differences are within or outside the control of policymakers and school administrators. This is more so, if the schools are operating under similar policy and socio-economic conditions.

Constraints to school effectiveness are often perceived in terms of insufficient resources and high poverty; yet despite these challenges,some schoolshave beaten all odds and proved to be effective (Lashway, 2003).Identifying reasons why some schools within similar contexts consistently improve while others remain behind can inform decisions about how to improve school performance. Lessons from high performing schools can serve as models of school improvement and may aid efforts to increase performance in low performing schools. This is because most of the common features of high performing schools are within the greater control of policy makers, school administrators and teachers (Henriquez *etal*, 2009).

While there have been conflicting views about the determinants of school effectiveness, some studies have revealed that, despite controlling for family socio-economic background, teachers' experience and school resources, there are still observed differences in student performance across schools (Mizala and Romaguera, 2005). This implies that there is an existence of non-observable characteristics and processes of schools that promote good performance. It is for this reason that Ninan (2006) observes that a school's effectiveness is more dependent on its processes than inputs.

A senior Zambian government official is on record as having issued disciplinary threats against one rural secondary school management in the Western Province over perennial poor examination performance the school had recorded over the years. The official stated that challenges the school faced could not be used as a justification for the continued poor performance because there were some schools he knew with similar challenges yet they were performing better (Himoonde, 2013). It was not clear what these other successful schools in the Province did, in order to sustain higher performance. Therefore, it was necessary that characteristics and practices of both high and low performing schools in the Western Province be investigated so as to draw lessons about school effectiveness in the Zambian rural context.

1.3 Statement of the Problem

While all educational institutions have been mandated to pursue excellence in the academic achievement of their pupils, it is a documented fact that pupils in socially disadvantaged regions such as rural areas generally receive an education of lower quality than their privileged counterparts in urban areas (Kelly, 1999; World Bank, 2000; MOE, 2008). Nevertheless, evidence from the Examinations Council of Zambia (ECZ) has indicated that effective schools

do exist in rural areas and among populations of low socio-economic status (ECZ, 2011; ECZ, 2012; ECZ, 2013). This is despite these schools enrolling pupils from socially disadvantaged backgrounds and not having more access to government funding than others. What had not been clear over the years, however, was the sort of factors that could have been accounting for school effectiveness (and lack of it) in these socially disadvantaged areas.

1.4 Purpose of the study

The purpose of the study was togain a deeper understanding of the particular factors associated withthe effective rural day- secondary schools in the Western Province.

1.5 Objectives of the study

The specific objectivesof the study were to:

(i) Explore the conception ofschool effectiveness in the rural day-secondary schools of the Western Province.

(ii) Examine the maincharacteristicsthat distinguishedthe more from the less effective rural day-secondary schools in the Western Province.

(iii) Explain the key factors associated with school effectiveness in the rural areas of the Western Province.

(iv) Explorefactors that threatened school effectiveness in the rural areas of the Western Province.

1.6 Research Questions

In order to investigate fully the research problem, the study posed the following questions:

(i) What is the conception of school effectiveness among the rural day-secondary schools in the Western Province?

(ii) What main characteristics distinguishedthe more from the less effective rural day-secondary schools in the Western Province?

(iii) What are the key factors associated with school effectiveness in the rural areas of the Western Province?

(iv) What factors threatened school effectiveness in the rural areas of the Western Province?

1.7 Significance of the Study

The findings of this study may provide an insight to policy makers in the Ministry of Education on the possibility of creating effective schools in rural areas, despite lack of adequate resources. Lessons from effective rural schools may serve as models for school improvement among low performing schools, not only in the Western Province but also in similar contexts of other Provinces of Zambia. When learning in all rural schools improves, the Government of Zambia will be moving towards achieving quality and equity in educational provision. Pupils in rural schoolsmay also stand to benefit when their schools embark on school improvement programmes in light of the recommendations this study has generated. The study might assist parents and other comparable rural stakeholders better understand why, within their contexts, some schools stagnate while others progress as well as what their roles are in the success and failures of these schools.

All in all, the study may definitely contribute to educational policy and practice by illuminating school factors that could compensate for the social disadvantages that hinder provision of better education to rural children in Zambia.

1.8 Delimitations of the Study

The study was delimited to the rural day-secondary schools in the Western Province. Only rural schools were selected because the study was interested in finding out how some rural schools had proved to be successful despite the challenges they faced. The selection of the Western Province had been necessitated by the unique position it held among other Provinces, as the pioneer of formal education in Zambia, yet still among the worst in education. The sampled schools were confined to one province so as to avoid sample differences resulting from differences in administrative and selection policies among Provinces.

1.9 Limitations

Conducting research in remote areas of the predominantly-rural Western Province proved to be very difficult for the researcher. Some areas were inaccessible owing to the absence of passable roads. As such, one school had to be removed from the list of targeted schools because it could not be reached by road. This reduced the number of schools to be sampled to five from the earlier planned six.

In addition, the researcher was met with resistance at one District Education Board Secretary's office where he had gone to seek an introductory letter before visiting a school in the district. The unwillingness of the district office to grant the researcher a go-ahead resulted in the latter spending a week waiting for a response, which was however not forthcoming. As a result, the

researcher was forced to eliminate another school from the list. This meant that only four schools in the four districts of the Province were visited.

However, the smaller sample size turned out to be a 'blessing in disguise', as it enhanced the deeper understanding of the phenomenon under investigation. It is less wonder, Snider (2010) rightly noted that though numbers were impressive, they unfortunately, concealed a lot more than they revealed.

While it is most unlikely that the results of the study could be representative of all Zambian rural contexts outside the Western Province (considering the scale and population of this study), useful insights about school improvement which could be applied elsewhere have been generated. Moreover, moderate generalisations are still possible especially in cases of rural day secondary schools with resource challenges.

Studies which aim to make greater generalisations usually use large national samples and employ sophisticated statistical techniques for data analysis (Balbontín, 2012). This present study sought to understand factors associated with effective rural schools using a multiple-case study design. Practically, it could have been, not only inappropriate but also impossible to use a very large sample, given time limitations.

1.10ConceptualFramework

Unlike many other educational fields, SER suffers a challenge of lack of theoretical models to guide researchers frame their studies (Balbontín, 2012). Due to this, most of the studies focus on exploring processes of effective schools as opposed to generating or testing theories to help explain inter-connections between variables of school effectiveness (Creemers, 2002; Balbontín, 2012).

Thisstudy conceptualised school effectiveness from the 'Systems Theory' perspective, whereby schools could be seen as productive systems which received inputs from the context and transformed them into outputs and outcomes. School outputs aredirect products ofthe interaction of the following:input resources, school climate, school policies and the general school context. Both school climate and policies can be categorised as process factors.

Input factors could be taken to include both the human and material resources in a school. Human resources in particular, constitute the number of qualified teachers in a school as well as the teacher-pupil ratios. Material resources on the other hand, may include such things as the quality of the school infrastructure, the availability of educational materials, science laboratories and the general school physical environment.

School climate pertains to the organisational culture of a school. This has to do with the interrelationships between school managers, teachers and pupils, as well as their motivation and commitment. Issues of discipline, expectations, sense of belonging and achievement press all hinge on school climate (OECD, 2005).School policies may consist in school aspects such as instructional time, modes of assessment, the school's relationship with parents or community, as well as policies on admission of pupils.

Meanwhile, the school context includes such variables as school size and type (rural or urban). It has an effect on both inputs and outputs of the school system. The school output on the other hand, refers to pupil achievement or attainment.

1.11 Operational Definitions

Key terms used in this study had the following meanings:

Achievement: Success in national examinations

Challenge: Constraints or hardships schools face in their effort to secure high achievement for all pupils.

Challenging context: Areas of unfavourable socio-economic conditions, in which educational access, equity and quality are difficult to attain.

Correlates: Means of achieving academic success for all pupils regardless of their background characteristics. 'Correlates' in this study referred to unique factors or characteristics that correlated positively with academic performance.

Effective school: A school that managed to sustain high achievement for at least 50 percent of its students in ECZ School Certificate examinations over a minimum period of three-years (2010- 2012).

Effective teacher: A teacher who managed to achieve the set goals of the school.

Full Certificate: Attaining pass marks in at least five examined subjects.

Preparation (Prep): A study session usually held in the afternoon (after lunch) or in the evening, during which period, pupils quietly engage in independent studies within the comfort of their classrooms.

Proactive leadership: The holistic type of leadership which incorporates democratic, collaborative, instructional and transformational forms.

Pupil: A secondary or primary school student or learner.

School climate: The quality of the school environment as perceived by headteachers, teachers, pupils and parents.

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

School Effectiveness Research: Research that focuses on examining differences in the impact of schools, taking into account their intake.

School effectiveness: The degree to which a school manages to meet its expected goal of ensuring the achievement of all its pupils in national examinations, regardless of its internal organisation or contextual position.

School Headteacher: Manager of a secondary or primary school.

School Improvement: The transformation of a school from the status of 'low performing' to 'high performing' school.

Secondary school: A school whose classes run from Grades eight to twelve.

Social Economic Status: A measure of an individual or group's standing in society in terms of income, occupation, educational attainment or wealth.

Teacher effectiveness: The degree to which teachers or classroom factors facilitate the achievement of planned goals of the school, including the central goal of pupil achievement in national examinations.

Zone: A school division consisting of a specified number of schools.

1.12 Outline of the dissertation

This dissertation is organised in six chapters. Chapter one introduces the study by providing a background to effective schooling in rural contexts. This is followed by the statement of the problem, together with the description of the research purpose, objectives and questions. The rationale, limitations and delimitations and the conceptual framework of the study are also addressed. Finally, the chapter presents the definitions of key terms and an outline of the entire study; briefly describing the contents of each chapter.

Chapter two provides the exploration of school effectiveness literature. It specifically focuses on the following: definitions of school effectiveness, organisational effectiveness models, background to School Effectiveness Research (SER), SER studies in the developed countries, SER in the developing countries and SER studies in Zambia.The chapter ends by addressing aspects of rural schooling and some of the factors associated with student achievement.

Chapter three presents information on the methodological aspects of the study. It begins by stating the research methodology and design adopted, while justifying their selection. In addition, the chapter describes the research site, population, sample, sampling strategies and methods of data collection and analysis. The final section of the chapter addresses ethical considerations.

Chapter four focuses on the main findings of the study and is informed by an integration of both qualitative and quantitative findings. It starts with the presentation of school profiles for all the four schools that were sampled. The last part of the chapter provides particularfindings corresponding to the research questions.

Chapter five presents an in-depth analysis of the findings presented in chapter four. It discusses major findings that emerged from the study whilst contrasting them with data from the literature.

Finally, chapter six provides a summary and implications of the main findings, as well as the recommendations. It starts by giving a quick summary of the whole research process; addressing key issues such as the research aim, methodology, findings and contributions of the study. The last part of the chapter suggests areas for further research.

1.13 Summary

This chapter presented the background to the problem. It highlighted the difficulties rural schools faced in achieving quality for their pupils and how some schools had achieved academic success for their students despite contextual challenges. The chapter further presented the statement of the problem together with the research purpose, objectives, questions and the significance of the study. The conceptual framework which provided focus to the study, together with the study's delimitations, limitations and operational definitions have all been addressed. Finally, the organisation of the entire study has also been outlined.

The next chapter provides a review of school effectiveness literature for the purpose of not only positioning the study in the context of current knowledge, but also identifying gaps in current knowledge; hence justifying the need for the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

The previous chapter presented the background to the problem that lead to the study. It, among others, highlighted the contextual realities and challenges of rural schooling while acknowledging the fact that school effectiveness was still possible amidst those challenges. Thereafter, the chapter provided the statement of the problem; stating the research purpose, objectives, questions and the significance of the study. The final section of the chapter explained the conceptual model guiding the study, together with the study's delimitations and limitations and definitions of key terms.

The present chapter examines literature from other studies related to this study. The literature was selected on the basis of its relevance to the topic under investigation. To be examined first, are the research findings regarding the concept of school effectiveness in the following systematic manner: studies from developed countries, studies from developing countries and finally studies from Zambia. The chapteropens with a conceptual definition of school effectiveness, followed by a discussion of the models of educational effectiveness and a background of School Effectiveness Research (SER).

The review proceeds with a discussion of SER studies conducted in the developed world and later those in developing countries, with particular reference to Africa and Latin America. Studies conducted within Zambia are discussed separately from those in developing countries. The SER review has been organised under the following sub-themes: features/processes of

effective schools, effective schools in rural contexts. The last segment of the review addresses general factors associated with effective schooling and finally, the context of rural schooling.

2.2 School Effectiveness: A conceptual definition

One common difficulty SER presents is the definition of school effectiveness itself. It is a very difficult concept to define, let alone measure (Scheerens, 2000b). It is defined differently from context to context. While there appears to be no universal agreement regarding what school effectiveness is, it is not uncommon to conceptualise it as the school's capacity to maximise learning achievement as evidenced by pupils' performance in examinations(Rutter, 1983; Sammons *et al*., 1995). However, the use of certificate examination performance as a measure of effectiveness has not gone uncriticised, as critics point out a number of variables that need to be considered. These include social skills, moral behaviour, creativity and other affective aspects (Creemers, 1997).

Additionally, Harris *et al* (2003) note that using achievement and learning as a measure of school effectiveness is problematic because of the proven strong correlation between student background and achievement. As such, looking at school effectiveness from the achievement perspective will mean that schools whose pupil intakes are from very poor backgrounds will always be considered ineffective. This would result into the measure of intakes as opposed to school performance. Harris and his colleagues suggest that if academic achievement is to be used as an indicator of school effectiveness, then only schools with similar intakes should be compared (Harris *et al*, 2003).

Notwithstanding the criticisms raised against this view of effectiveness, this study used average school performance in School Certificate examinations as an indicator of school effectiveness.

This was because performance in examinations was found to bethe central objective of every school. Academic achievement of pupils is the chief aim of nearly all schools, and therefore, any school that maximises learning levels as evidenced by pupils' performance in standardised examinations, should be considered effective.

Performance in examination is emphasised because it has a more direct relationship with pupils' future life chances and is more likely to be affected by school processes and characteristics than any other variable (Muijis *et al*, 2011). Besides, among other outcome variables expected of schools, it is only students' academic achievement which has not only been found to be easily measurable, but also directly influenced by schools (Teddlie and Reynolds, 2000).In South Africa for example, achievement in Secondary Certificate Examinations (SCE) is recognised as the only norm of success (Grobler *et al*, 2003).

Scheerens (2004) defines school effectiveness as those conditions which enhance effectiveness at school level. These include teaching, learning, administration, student motivation and community support (Saleem *et al*, 2012). Compared to other schools with similar intake of students, an effective school adds extra value to its students to an extent that they all perform beyond what would be normally expected of them (Mortimore, 1991). Balbontín (2012: 40) sees an effective school to be"...one in which particular school processes add extra value to the educational outcomes of its students in comparison with schools serving similar student intakes".

Ideally, the concept of school effectiveness is broad and hence, its definition depends on the outcome being measured as well as the sample of schools being examined (Sammons *et al*, 1994).

At this point, a distinction ought to be made between school effectiveness and teacher effectiveness. While school effectiveness has to do with "the impact of school-level factors such as leadership, school climate and school policies on students' performance", teacher effectiveness involves "the impact of classroom factors such as teaching methods, teacher expectations, classroom organisation and use of classroom resources on students' performance" (Liu, 2006: 8-9).

Despite teacher effectiveness and school effectiveness being separate fields, this study reviewsTeacher Effectiveness Research (TER) studies in the light of school effectiveness. This is because teacher effectiveness is a necessary component for school effectiveness. Before any school improvement can take place, there must be teacher improvement. Teddlie (1994) observes that real educational change is that which takes place at both school and classroom levels. By increasing teacher effectiveness, we are sure of increasing school effectiveness (Munro, 1999).

2.3 Organisational Effectiveness Models

Organisational theorists do not agree on a uniform criterion for measuring organisational effectiveness. There is a whole range of approaches with regard to the question of effectiveness. The way one understands organisational effectiveness, to a large extent, depends on the theoretical lens they are using. Scheerens (2000) reviewed the five models of organisational effectiveness namely: the Economic Rationality, Organic System, Human Relations, Bureaucratic and Political models. These are explained below:

Economic Rationality model

This model sees organisations as rational entities which operate with goals or outputs. The successful attainment of these goals is what forms the criterion for measuring organisational

effectiveness. In other words, the model is concerned with productivity of organisations. In the case of schools, an output such as pupil achievement could be used as a yardstick for organisational effectiveness. When an organisation's basic production outputs are formulated as goals, then such an organisation could be said to be functioning rationally.

Organic System Model

This model looks at organisations as organisms which have to adapt to their environment in order to survive. Organisations have to actively interact with and influence the environment in which they operate so as to easily access their much needed resource inputs. This model is somewhat biased towards input acquisition. In terms of school organisations for example, effectiveness could be seen in the ability of schools to secure inputs from the environment and manage to survive even in the face of funding constraints.

Human Relations Model

This theory focuses on the internal operations of the organisation as opposed to its wider context. In this regard, organisational effectiveness is seen in healthy relationships and consensus among employees working in an organisation. Employee motivation and opportunities for personal and professional development are cardinal in securing the well-being of an organisation. An effective organisation, therefore, is one that ensures unity and job satisfaction of its workers.

Bureaucratic Model

The complex nature of organisations, (whereby they are composed of many sub-units), could pose many administrative challenges. The most critical challenge concerns the means of ensuring that all the sub-units or departments coordinate together in harmony. An organisation is

considered effective if it has clearly defined and well organised social relationships which guarantee organisational well-being and continuity. The only organisation with such formally structured duties and functions is a bureaucracy.

Political Model

Advocates of this model argue that individual workers and organisational departments use their official functions and duties to fight their invisible political battles. In order to achieve this, there is need to create strong positive contacts with the powerful institutions outside the organisation. The organisation's effectiveness is therefore determined by how well the demands of the external institutions are met. In education, these institutions could be parents or education boards to which schools are answerable.

2.4 Background to School Effectiveness Research

SER has its roots in the United States, Britain, the Netherlands and Canada following the publication of the Coleman Report of 1966 on the Equality of Educational Opportunity in the United States(Sammons, 1999).The sweeping conclusion of this report was that schools had no considerable impact on student outcomes compared to student characteristics such as Socio-Economic Status (SES) and Intelligent Quotient (IQ). This study was economically driven; looking at the input- output dynamics (Liu, 2006). It was concerned with how human and natural resources including student characteristics affected student outcomes.

Reynolds and Teddlie (2000) report that four years after the release of the Coleman Report, Hauser*et al* (1971), revealed in their study that the background of students was more influential in terms of determining student outcomes than school characteristics. This study concluded that

between 15 to 30 percent of student outcomes could be accounted for by social economic status not processes of effective schooling.

Following these controversial studies, more interest in the field of school effectiveness was aroused. The antecedent studies were criticised on both theoretical and methodological grounds. The researchers opposed the idea that schools which students attended did not matter. Their hypothesis was that schools mattered in achieving student outcomes (Reynolds and Teddlie, 2000). The resultant research into determinants of School Effectiveness established that certain school factors enabled schools make a difference (Brookover and Lezotte, 1979) and that schools actually did matter (Mortimore *et al*, 1988).

Researchers rejected Coleman*et al* (1966), Hauser *et al* (1971) and Jenks *et al*'s (1972) conclusions that certain schools of low social economic status produced high achieving students. As such, they contended that there were school-related correlates that enabled such schools to attain effectiveness (Brookover and Lezotte, 1979; Edmonds, 1979); Rutter *et al*, 1979; Mortmore *et al*, 1988; Cawelti, 1999; Teddlie & Reynolds 2000; James *et al*, 2006).

The major focus of the SER studiesof the 1970s was the processes of effective schools and how these impacted student outcomes. The concern was that all children regardless of their status, gender, age or geographical location, had to equally benefit from an education of quality just like their privileged counterparts (Balbontín, 2012). There was a renewed move to study effectiveness among schools serving poor communities. The idea was that if it was established that some schools serving poor background pupils can be effective, then Coleman *et al* (1966) and Jenks *et al*'s (1972) findings could be dispelled (Reynolds and Teddlie, 2000).

2.5 Studies from Developed Countries

Research into Effective School Processes

Several studies have been conducted in the developed world seeking to identify key characteristics of effective schools. Most of these studies have sought to do this through statistical analyses of measures believed to predict school performance (Reynolds *et al*, 2001). By studying high achieving and low achieving schools, it has been possible to learn about processes that have helped schools make a difference in their pupils' outcomes.

Weber (1971) studied four urban schools with intake of low SES in the United States. The aim was to explore why the schools were producing exceptionally good results at one particular school level. He looked at specifically what processes within the schools, led to such performance. His study revealed that the schools in question had strong leadership, high expectations and frequently evaluated students' progress.

Other SER studies which followed, attempted to link student achievement with teacher effectiveness. The positive relationship between these two variables was confirmed by studies by Winkler (1975), Armor *et al* (1976), and Summers and Wolfe (1977).The qualities of teachers as well as their interactions with pupils were found to affect pupils' achievement (Reynolds and Teddlie, 2000). However, because it was difficult to isolate the singular influence of school and classroom processes on student achievement during this time, most of these studies were criticised. This led to the upholding of the Coleman assumption that family background was responsible for performance differences among schools as opposed to school processes (Balbontín, 2012).

In reaction to the assumption that schools mattered less than pupils' family background characteristics, Edmonds (1979), inquired into schools serving poor communities in Michigan, United States. He "wished to create effective schools especially for the urban poor" (Reynolds and Teddlie, 2000: 10). His study confirmed the existence of effective schools for disadvantaged children. He identified five processes of effective schools which came to be known as the "five-factor model". These were: (1) strong educational leadership, (2) high academic expectations, (3) orderly climate, (4) basic skill acquisition and (5) and frequent monitoring of pupils' progress.

Brookover *et al* (1979) also carried out a research into Michigan's low SES urban schools employing a case study approach. The findings of the study revealed the following processes of successful schools: high academic expectations, students' feelings of being cared for, students' feelings of being in control of their academic work, use of reinforcements, instructional leadership, few write-offs and inclusive instructional programmes.

In the United Kingdom (UK), a study dubbed 'Fifteen Thousand Hours' , by Rutter *et al* (1979) among 12 secondary schools in London, was conducted. The researchers observed both teachers and pupils' classroom behaviours as well as their interactions. The findings revealed that effective schools espoused the following processes: academic emphasis, high expectations for success, staff consensus on schools' values and goals, establishment of an ethical code for pupils, classroom management, frequent rewards and praise, allocation of duties and responsibilities to pupils, a clean and comfortable atmosphere and concern for individual students' welfare.

Another study in the UK by Mortimore *et al* (1998) found the following features of effective schools: Purposeful leadership, involvement of deputy head-teachers, teacher consistency, intellectually-challenging teaching, limited focus within sessions, good record-keeping, good

communication between teachers and pupils, parental involvement and a positive school climate. This study was the first in the UK to refer to both academic and social aspects of schooling.

In 1993, Teddlie and Stringfield (1993) conducted a study on the processes of effective schools among low and middle SES schools. Identified were the following characteristics: promotion of high educational expectations, effective and instructional leadership style, use of rewards for high achievers, emphasis on the school curriculum and parental participation in educational matters of their children (Teddlie *et al*, 2000).

Levine and Lezotte (1990) and Sammons *et al* (1995) conducted two major reviews of school effectiveness processes between 1990 and 1995. Conducting the review on behalf of the National Centre for Effective Schools (NCES), Levine and Lezotte (1990), summarised the processes of effective schools as follows: outstanding leadership, focus on acquisition of central learning skills, productive school climate and culture, high expectations for students, monitoring of student progress, professional staff development programmes at the school site and parental engagement.

Conducting the review on behalf of the British Schools Inspectorate Office for Standards in Education and Institute of Education, Sammons *et al* (1995), came up with following effective school processes: professional leadership, shared vision and goals, conducive learning atmosphere, home-school partnerships, creation of learning commitment and the use of positive reinforcements.

Based on these two reviews by Levine and Lezotte (1990) and Sammons *et al* (1995), Teddlie and Reynolds (2000) condensed the effective school correlates into nine categories: (1) effective leadership, (2) focus on learning, (3) effective teaching, (4) positive school culture, (5) high and

appropriate expectations for all, (6) emphasising student rights and responsibilities, (7) progress monitoring, (8) staff development at school site and (9) parental involvement in productive ways.

Some SER studies have indicated that most of the variations in school performance could be attributed to classroom factors as opposed to school factors (Creemers, 1994; Muijis and Reynolds, 2000; Harris, 2001).The Creemers' (1994) study revealed that student performance was more closely associated with classroom activities and procedures than those at school level. Likewise, Caldwell and Spinks (1993) concluded that organisational aspects (school level) were cardinal providers of necessary preconditions for effective teaching to take place, but that actual academic progress was primarily determined by the quality of teacher-pupil interactions.

Stringfield *et al* (1985) conducted a study on a pair of effective and ineffective schools. The findings from classroom observations showed that effective schools were characterised by better teaching than the ineffective schools. High achieving schools also had a clear focus on learning and embraced monitoring of teachers. A similar analysis by Teddlie *et al* (1989) confirmed that effective schools were associated with features of effective teaching which include higher expectations for success and innovative and effective teaching styles.

Despite all these studies reviewed above, there is yet no general agreement on the degree to which student performance is accounted for by school process factors. Some researchers still believe school factors only account for 5 -30 percent of the variance in pupil achievement, with the large chunk of the proportion of the variance being accounted for by pupil differences in terms of socio-economic status and ability (Reynolds, 2001).

SER and the role of context

Due to the fact that most SER studies were meant to ensure equity of education of quality for all including the deprived, there was a general criticism that these studies were biased in that they focused on disadvantaged contexts at the expense of other contexts. In the mid-1990s, SER studies began to address the issue of context. It was considered that context ideally played a role in determining effectiveness (Liu, 2006). Five context variables prominent during this time included student intake type, community characteristics, school governance structure and countrytype (Teddlie *et al*, 2000).

Nevertheless, the impact of context variables on school effectiveness has been found to vary from region to region and country to country. For instance, while in the USA, community type played a significant role in determining effectiveness it was not the case in the UK (Teddlie and Reynolds, 2000).

School effectiveness in challenging contexts

Rural schools face greater challenges related to their context (Chance and Segura, 2009). Though school improvement in these areas is possible, the task of improving is "harder and more daunting than schools in more favourable socio-economic circumstances" (Muijis*et al*, 2004: 5). A large-scale survey in China to determine achievement in primary schools revealed that academic achievement of pupils in rural areas was very poor compared to that of urban or township pupils. Among the factors identified for these differences was the professionalism of teachers, their work burdens as well as parents' levels of educational attainment (Tang and Wu, 2000).

However, the characteristics of effective schools in such difficult circumstances are not radically different from those that have been reported in the SER as a whole (Sammons and Bakkum, 2011).Research among successful low SES secondary schools in Canada, found that factors leading to their effectiveness included clear expectations, secure climate, warm relationships and supportive structures which motivated pupils and reduced social inequalities (Raham, 2002).

Another study conducted in the UK among successful primary schools in disadvantaged settings singled out strong leadership as having been at the heart of these schools' success by helping them to create learning and achievement-focused culture (James *et al*, 2006). However, a recent study in the USA has indicated that while leadership is a vital force in raising pupil achievement, its powerful effects can be hampered by variables such as school type (primary or secondary) and pupil poverty (Gordon and Louis, 2009).

Studies conducted in the USA among schools that have achieved high levels of success with students from low SES backgrounds reveal that the schools prioritise the raising and maintenance of standards, have a strong moral purpose, strong leadership, strong school teams and a shared belief in the success of all students (Cawelti, 1999).

In a review of literature on school effectiveness in disadvantaged contexts, Muijis *et al* (2004) identified the following important factors in improving effectiveness in schools in areas of deprivation: (1) focus on learning and teaching, (2) parental involvement, (3) developing a learning community in schools, (4) focus on Continuing Professional Development (CPD), (5) effective leadership, (6) using data to inform decisions, (7) creating a culture of high expectations, (8) building links to external agencies and (9) proper resourcing for improvement efforts (Harris *et al*, 2003: 37).

Palardy (2008) conducted a study to investigate whether or not student characteristics, school inputs and school practices had different effects in schools of low, middle and high social class high schools. The study findings revealed that school inputs and school practices did not have similar effects across the three sub-populations. School-level practices were found to have a larger impact on the schools of low social status than the other two. The low social class schools had challenges in improving performance despite the researcher having controlled for student background characteristics and school inputs. This finding goes to show how difficult school effectiveness is in areas of social disadvantages such as rural areas.

Features of ineffective schools

It does not automatically occur that ineffective schools are direct opposites of effective schools or that they lack key processes of effective schools (Sammons and Bakkums, 2011). Like effective schools, ineffective schools share their own features and problems (*Ibid*). Four major aspects which feature in most studies are: poor leadership, cold staff relationships, lack of vision and poor classroom practices (Reynolds, 1995; Van de Grift and Hootven, 2006).

Sammons and Bakkums (2011), note that in many ineffective schools, there are low or no expectations for students. There are also poor staff and pupil relationships. Teachers are perceived as hostile and unaccommodating; with no interest in students' learning. As opposed to frequent evaluation and provision of feedback, classroom practices in these schools are punctuated by criticism and negative feedback (Stoll and Fink, 1996). Definitely, pupil performance cannot be reasonably expected to improve in a school griped by negative culture (Reynolds, 1995).

2.6 Studies from Developing Countries

Research into determinants of effective schooling

SER in developing countries can be traced back to the late 1970s, when researchers were interested in identifying factors that facilitated students' academic achievement (Liu, 2006). Using the model of educational production, early studies concluded that school factors such as teacher quality and facilities, which had traditionally been thought to influence achievement, were actually not factors in raising student outcomes. This was according to a review of empirical SER studies in the Third World conducted by Simmons and Alexander (1978).

In the 1980s, Schiefelbein and Simmons (1981) reviewed 26 studies from developing countries (including five from Africa). These studies yielded results similar to those of Coleman and his colleagues (1966) in which no association was found between student achievement and school processes. They insteadinsisted on the role of student background (Jansen, 1995).

The mid 1980s saw a new twist in the SER studies. As opposed to the 1970 studies which put family background at the centre of pupil achievement, there were now studies supporting the link between school processes and student outcomes. This conclusion was arrived at after controlling for the effect of pupil background (Heyneman and Loxley, 1983). It emerged that school factors such as textbooks and quality teachers did play a role in enhancing effectiveness. A very tiny percentage of the variance in pupil performance was attributed to family background (Liu, 2006).

Despite the progress made towards the appreciation of school factors in determining school effectiveness, studies conducted in the late 1980s shocked the education community by supporting the greater influence of family characteristics than school effects. Using the multi-level regression model of analysis as opposed to the production function model, Lockheed and

Longford (1991) found that 68 percent of the performance differences was accounted for by family factors, while only 32 percent was explained by school-level variables.

With the revolution in the statistical tools for analysis, Baker *et al* (1999), replicated the Heyneman and Loxley's (1983) analysis using sophisticated hierarchical linear model to re-examine the contribution of both family background characteristics and school-level factors and school outcomes in a number of countries. The findings revealed that family factors had a greater influence on achievement than any other factor regardless of the country type or economic status. As a matter of fact, the impact of SES was greater in Third World countries.

A study by Mwamwenda and Mwamwenda (1987), in 51 primary schools in Botswana examined the relationship between academic performance and school resources such as classrooms, furniture and books. They collected information from school headteachers and pupils. The findings were that poor performance in Standard seven examinations was observed in schools where there were insufficient resources and facilities. This study dispelled the research findings from the developed world which found school facilities to have no impact on achievement.

Another study by Vulliamy (1987) was conducted in Papua New Guinea in order to investigate factors affecting performance in examinations in four high schools. The study confirmed the conclusion that school effects were more powerful in determining achievement.

Harber and Muthukrishna (2000) conducted a study aimed at examining the universality of the correlates of effectiveness in the context of South Africa. They established that characteristics of effective schools should be understood contextually, as what is considered effective in one context cannot be applied in another context. For instance, aims and goals of education systems differ. Going by this observation, it may not be appropriate to apply findings about school

effectiveness from the developed world into the developing world. Contextualised research is needed in order to understand school effectiveness in Africa and Zambia in particular, rather than rely on evidence developed elsewhere outside Africa.

Grobler *et al* (2003) carried out a study to explore key characteristics of school effectiveness in the Mpumalanga Province of South Africa. Using a structured questionnaire to collect data, the study revealed that school effectiveness was a multifaceted concept composed of several aspects such as: culture, curriculum, leadership, motivation, climate and resources.

A number of SER studies have been conducted in Chile among schools in challenging circumstances. Among them is that of Bellei *et al* (2004) who studied fourteen effective primary schools from low SES. Some of these schools had been at the bottom of the tables the previous decade (Balbontín, 2012). However, they improved to become among the most effective. This study specifically examined both school and classroom level practices that were associated with this improvement.

In a related study, Raczynski and Muñoz (2004) investigated the processes of deteriorating primary schools whose performance had been higher previously. The findings revealed that the factors that led to the deterioration of performance in these schools were related to those associated with successful schools (Balbontín, 2012).

Henriquez *et al* (2009) also analysed Chilean schools serving pupils from low income families but producing better student outcomes than similar schools. The study utilised both qualitative and quantitative methods. The findings revealed that among the key factors that accounted for the effectiveness of the schools included the following: learning focus, systematic evaluation of teachers, methods of recruiting teachers and economic incentives among others.

The findings of the Chilean studies reveal similar features of effective schools as those in developed countries like USA, UK and Netherlands. At school level, the following factors have been identified: positive climate, clear rules, shared mission, teachers' professional commitment, proactive leadership, and focus on academic success. At classroom level the following have been established: high expectation of students, good use of teaching aids and methodologies, warm interactions with students and reinforcement (Balbontín, 2012).

Despite a number of studies conducted, to this day, there is no agreement in literature regarding the major influences on student achievement in developing countries. Researchers are torn between two camps; one supporting school-related factors and the other,pupil factors. Most school effectiveness studies from developing countries in Africa and Latin America point to the contribution of school inputs such as resources and facilities as opposed to actual school practices (Lokheed *et al*, 1986; Mwamwenda & Mwamwenda, 1987; Fuller & Clarke, 1994; Willms & Somers, 2001; MOE, 2008).

Nevertheless, the conclusions presented abovedo not adequately explain why some schools with limited resources and materials manage to become effective. The current study therefore, is necessary, and it fulfills Scheerens' (2000a) recommendation that each educational system needs to conduct its own investigations into variables related to school effectiveness.

2.7Studies from Zambia

Studies directly addressing school effectiveness in Zambia are very limited. However, a considerable number of studies have inquired into topics which indirectly touch on school effectiveness.In their study on 'Education Indicators, Costs and Determinants of Primary School Effectiveness', Lungwangwa and Mwikisa (1998), point to the role of visionary leadership. They

observe that headteachers' role is very cardinal in enhancing school effectiveness. The study revealed that headteachers of effective primary schools had gone through Grade twelve level of education and were in possession of either a diploma or degree. However, headteachers of non-effective schools were mostly (66.7%) Grade nine drop-outs and that theirhighest professional qualification was a teaching certificate. About two out of three (66.7%) headteachers in effective schools inspected their teachers' work, while 62.5 % of headteachers in ineffective schools never carried out such inspections (Lungwangwa and Mwikisa, 1998).

While Lungwangwa and Mwikisa's (1998) study highlighted poor administration and management practices as having contributed to ineffectiveness in some primary schools, it did not look at classroom environments and motivation of pupils. Some studies have revealed that poor performance in schools is not only due to poor management practices, but also poor teaching quality, unfriendly classroom environments and loss or lack of motivation by pupils (Ackers and Hardman, 2001; Githua and Nyabwa, 2008). Through research, it has been established that classroom-level factors are second to none in determining effectiveness (Leithwood *et al*, 2006).

This present study endeavoured to go beyond school-level factors and explored inner classroom-level processes of both effective and ineffective schools. The idea was that in order to fully understand the culture and processes of these schools, all variables related to the three multi-level structure of school effectiveness (that is pupil, classroom and school levels) needed to be examined. Unlike Lungwangwa and Mwikisa's study, the focus of this study was on rural day-secondary schools in the Western Province.

The Government of the Republic of Zambia's perspective on how to improve quality in schools is problematic. In 2000, the governmentenvisaged to raise quality in education in terms of increasing teaching and learning materials. According to MOE(2000: 16):

> *The ministry fully recognises that the availability of pupils' textbooks, exercise books, teachers; manuals and equipment such as computers, are among the greatest determinants for effective learning as well as the conditions of service of the teaching staff.*

However, Kelly and Kanyika (2000), conducting a research on learning achievement at the middle basic level on behalf of the Ministry of Education, observed that learning achievement was not an automatic process that followed the availability of textbooks. Instead, teacher training ought to be improved in order to ensure that teachers use the materials they have at their disposal effectively. The mere presence of books was found to lead to a *laissez-faire* work attitude on the part of the teachers who relinquishtheir teaching rolesto the text books, hence leading to poor performances (Kelly and Kanyika, 2000).

MOE (2002) identified the following as obstacles to quality basic education provision in Zambia: low learning time, teacher absenteeism, inflexible school calendar as well as double and triple shifting. However, this could be a very simplistic way of looking at quality, bearing in mind that quality is not only affected by inputs and outputs, but also by the many process factors at both school and classroom levels. In themselves alone, inputs cannot improve quality (Mbozi, 2009).

According to the Zambian National Assessment Survey of 2008, which assessed learning achievement levels in Grade five nationwide, rural schools generally performed far below urban schools, and that the Western province was one of the four in which achievement had deteriorated. Several input factors were therefore, attributed to the variance in learning

achievement. These included socio-economic status, family support, access to computers, status of classroom resources and qualifications of teachers, among others (MOE, 2008). However, this survey did not compare the performance of individual rural schools. Neither did it compare schools with similar intakes. The survey was more of a comparison of apples and oranges because it overlooked the fact that any measure of effectiveness must take into account intake before comparisons can be made (Harris *et al*, 2003).

Mutale (2010) conducted a study on effective teacher attributes in seven Lusaka High Schools. Using both qualitative and quantitative data collection techniques, she solicited opinions of headteachers, teachers and pupils regarding who an effective teacher was. Several characteristics and activities related to effective teaching were reported. These included hardwork, discipline, cooperativeness, lesson preparation, time management, classroom control and subject mastery among others.

It should be made clear that teacher effectiveness is an important ingredient towards school effectiveness. As a matter of fact, school improvement efforts which do not involve the teaching force are worthless (OECD, 2005). Being the most costly resource in schools, teachers are very central if any improvement is to succeed.

Nevertheless, Mutale's study did not address the question of differential school performance observed among schoolsand what particular factors or characteristics could be contributing to it. The study did notascertain whether or notthe ineffective schools had deteriorated due to the absence of the identified 'effective teacher' characteristics. Other than entirely focusing on an urban district, the study investigated school managers, teachersand pupils' perceptions of teacher effectiveness and therefore, was based on opinions of the concerned respondents rather than on

actual observed characteristics.This current study attempted to fill-in some of thesementioned gaps. It specifically focused on rural areas as opposed to urban areas.

Mwanza (2004) also looked at teacher effectiveness, except from the management perspective. She gathered teachers' perceptions about effective school management practices and their effect on teacher effectiveness in Lusaka. The findings showed that effective teacher performance was, closely related to the school manager's use of democratic and shared leadership. Teacher performance was also found to be poor in schools where responsibilities were not shared.

While Mwanza's (2004) study established that certain management practices influenced effective teaching, and hence, effective schooling, there could be many other factors which could combine with management factors to influence educational effectiveness. Moreover, it is not known whether the leadership factor should be used to understand differential performance of schools in difficult contexts such as rural areas. How can leadership be adapted, for instance, so as to produce the preconditions for successful schooling regardless of the context? Like Mutale's (2010) study discussed above, Mwanza's was also delimited to Lusaka urban schools only and so, cannot be generalised to rural contexts.

Mumba (2007) investigated the likely causes of poor performance of pupils in Physics O' level examinations from school administrators' perspectives. The study was conducted in all high schools that offered O' level Physics in the Copperbelt Province. The results of this study were that school administrators attributed their pupils' poor performance in Physics to lack of support, inadequate funding, low teacher morale and lack of teaching and learning materials. Ideally, these study findings hinged on resource input factors.

However, sincesome research studies have found socio-economic background to be a strong predictor of school achievement, Mumba's (2007) study could have had a methodological error by comparing schools of non-equivalent student populations. For instance, the sample consisted of government schools, Grant Aided and Private schools, some of which had special admission policies. It may therefore, not be correct to entirely attribute poor performance in low achieving schools to resource input factors. No doubt, better access to resources can influence student performance, but does not in itself improve performance (MOE, 2000; Hanushek, 2007).

In a study of the effect of decision-making on organisational development, Mwamba (2009) discovered that rural high schools were characterised by more teacher participation in decision-making processes than urban schools. Rural high schools were found to be more democratic and that they implemented the decentralisation principle well. Additionally, the study revealed that the participative approach to decision-making consequently led to positive professional practices, motivated staff and hence improved schooling.

So many questions arise from Mwamba's (2009) study above. For example, to what extent can this study be generalised to rural secondary schools (in the Western Province)? If teachers and managers in rural schools share decision-making, which in turn facilitates school improvement, why are there still differences in school performance in these schools? Could there be factors other than participative decision-making that could propel school improvement? The present study aimedto address all these questions.

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 nonGrant-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.

2.8 Schooling in rural areas

Provision of education of quality in rural areas is not an easy task. This is because a number of contextual constraints combine together to impede any school improvement effort (Harris *et al*, 2006). The constraints could be classified into two: school-related and non school-related. Among the school-related factors identified in literature are: inadequate qualified staff as a result of teachers shunning to teach in rural areas, lack of adequate teaching materials and facilities, low enrolment and high drop-out rates, especially by female pupils (De Leon *et al*, 2003; Monk, 2007).

The geographical isolation of these schools further poses challenges to issues of educational access and equity, as pupils are made to move long distances on foot to get to the nearest school

(Schaf *et al*, 2008). This is the case in Zambia, where most rural secondary schools have no boarding facilities, and so pupils have to cover long distances every day.

Among the non-school related factors that compromise rural schools' capacity to deliver quality education are: high pupil poverty, impact of HIV and AIDS and cultural attitudes (World Bank, 2000). Due to rural poverty, which to an extent has been facilitated by the HIV scourge, some pupils are made to stay away from schools for longer periods of time in order to nurse patients of HIV and AIDS or scout for school fees using their labour. This consequently affects their academic performance.

According to the World Bank (2000), some cultural attitudes and beliefs in Africa's rural areas, do not offer support for effective student learning. For example, some communities still do not attach importance to the education of girl children. A study by Ngombo (2010) in Senanga and Shangombo Districts of Zambia revealed that despite the girls' Re-entry Policy in place, out of 629 girls who went on maternity leave between 2006 and 2008, only 197 (31%) were re-entered. The reason for this was poverty and parents' value of marriage for their children as opposed to education.

Mbozi (2008) found low levels of formal qualifications in local adult population and the anticipation of poor employment opportunities as possible causes of low motivation for education in rural areas. This finding is supported by Redding and Walberg (2012) who argue that if a community has values, attitudes, practices or activities that conflict with schools' academic values, pupils get drawn away from what schools have to offer in order to conform to community norms. It is truly not uncommon, even in Zambia, to see boys and girls in rural areas

quit school in order to undergo initiation ceremonies which require them to be in seclusion for many months if not years.

The low regard for education in rural areas could partly be attributed to the nature of school curricula, which have proved irrelevant to rural life. Most school curricula in Africa do not connect with the real needs of the communities in which schools operate (World Bank, 2000). Not only do these curricula lack local content, but are also delivered using languages (mostly of former colonial masters) which are alien to the locals. In some cases, schools have disregarded communities' cultural heritage, by criminalising the use of local languages (commonly referred to as 'vernacular' languages) within school premises.

2.9Factors associated with student achievement

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.

School resources

These include financial, physical and human resources. Financial resources enable schools to acquire learning materials and in some cases, employ staffon 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 differencesufficient numbers of textbooks and qualified human resources can make(Hanusheck, 1994; Ludwig and Bassi, 1999; Wayne and Youngs, 2003).

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-textbook 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).

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, rural 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 region has adequate resources, its schools are likely to be adequately furnished with learning resources. The reverse is also true for poor regions. 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 (MOE, 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.

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).

Teaching and Learning

Learning is the core business of the educational process. Teaching on the other hand, facilitates learning. Research has established the positive relationship between quality teaching and learning and schools' overall educational effectiveness (Scheerens and Bosker, 1997; Hill and Rowe, 1998).A review of Teacher Effectiveness Research (TER) reveals that most characteristics or features of effective teachers include some of the following: enthusiasm and creativity, ability to communicate ideas effectively, ability to create a learning environment for diverse learners, ability to work well with colleagues and parents among others (OECD, 2005).

In the UK, teachers' contribution towards student attainment has been emphasised. The combination of teachers' professional characteristics, teaching skills and classroom environment has been found to facilitate academic excellence (Sammons and Bakkum, 2011). In Zambia, Mbozi (2008), notes thatthe threatening attitudes of some teachers towards pupilscould be

facilitating poor performance. The autocratic tendencies by some teachers make pupils fail to participate in daily classroom activities.

2.10Summary

This chapter has reviewed literature related to school effectiveness. It started with the definition of school effectiveness as well as a discussion of the five models of organisational effectiveness. Thereafter, the background to SER, whose genesis can be traced back to the Coleman Report of 1966 in the USA, was explored. The background to SERset the stage for the presentation of SER studies from the developed countries. Included in the review were studies from the USA, UK, Netherlands and Canada. Most of these studies focused on identifying processes of effective schooling. The presented SER studies fromthe developed world were highlighted under the following captions: research into effective school processes, SER and the role of context, school effectiveness in challenging contexts as well as features of ineffective schools.

In addition, SER-related studies conducted in developing countries andthose specifically in Zambia have been discussed separately. Finally, the last part of the chapter addressed issues of schooling in rural contexts before highlighting some of the general factors associated with student achievement.The next chapter describes the research procedures and techniques that wereemployed in this study; detailing the research design and other methodological aspects.

CHAPTER THREE

METHODOLOGY

3.1 Overview

The previous chapter presented a review of available research works related to the current study. It provided an analysis of school effectiveness studies conducted in the developed world, the Third World countries and Zambia in particular. It was important to review these studies in order to place the present study into context with the existing body of knowledge, and set it apart from others conducted already.

This chapter focuses on the description of the methods that were applied in carrying out the research. It introduces and describes the following: research methodology, research design, research site, target population, sample size, sampling methods, research instruments, data collection procedures, data analysis and ethical issues.

3.2 Research Methodology

Due to the nature of this study, a mixed-methods approach which combines both the qualitative and quantitative research paradigms was adopted. The use of two methodologies was found to enhance research findings by providing a well-rounded understanding of the phenomenon being investigated. While the quantitative tradition provides qualities of validity, reliability, objectivity and generalisability to a study, the qualitative strand ensures the achievement of a holistic view of the phenomenon by exploring meanings, feelings, experiences and perceptions (Tashakkori and Teddlie, 2003).The mixed methods approach allowed the researcher to, not only ensure validity of the findings, but also collect rich information from different perspectives.

In using the mixed methods approach, the concurrent mixed design was adopted in which both data of qualitative and quantitative nature were collected at the same time. According to Creswell (2009), this is a strategy in which both qualitative and quantitative data are collected at about the same time in order for the strengths of one method to offset weaknesses of the other and allow for a cross-validation of findings within a single study. If data from both methods triangulate or produce the same result, then the findings can be said to be credible. The advantage of this strategy is that it results in a more comprehensive, well validated and substantiated set of data (Creswell, 2009). In like manner, Flyvbjerg (2006: 242) observes:

> *Good social science is problem-driven and not methodology-driven in the sense that it employs those methods that for a given problem, best help answer the research question at hand. More often than not, a combination of qualitative and quantitative methods will do the task best.*

Both data and methodological triangulation techniques were implemented in this study. This meant that the data were collected from a variety of sources (headteachers, teachers, pupils and parent representatives) using a variety of methods (questionnaires, interviews, focus group discussions and document analysis).

Despite the use of both methodologies in a single study, Creswell (2009) observes that usually one strand is given more prominence than the other. This principle holds true for this particular study, as the qualitative strand was given more priority than the quantitative paradigm. The reason was simple; the aim of this study was to gain adeep insight into the processes of effective rural schools. Statistical methods would be very inadequate to explore these processes. Besides, the method employed to analyse the quantitative data in this study, was not sophisticated enough to be able toclaim substantial findings supported by the quantitative paradigm.

The aim of this study could only be fully met by listening to the voices and experiences of the participants. Definitely, the greater focus given to the qualitative methods allowed the researcher to freely interact with the participants in a manner that led to a clearer understanding of the key factors of effectiveness in rural schools.

3.3 Research Design

Since the study involved an analysis of asample of four schools, a multiple-case study design was adopted because of its potential to allow for an in-depth understanding of a phenomenon in its real-life context using different methods of data collection and analysis (Wellington, 2000). A multiple-case study design involves an investigation of more than one case. According to Baxter and Jack (2008), a multiple-case study permits a researcher to explore similarities and differences between and within cases, so as to be able to replicate findings across cases. It isappropriate in providing explanations for similarities and differences, as well as facilitating a deeper understanding of social reality in different contexts.

According to Bryman (2008: 58), social phenomena are better understood "when they are compared to two or more meaningfully contrasting cases." In this study, the social phenomenon to which understanding was sought is School Effectiveness in rural secondary schools- what sort of factors could account for school effectiveness in some effective rural schools.

A multiple-case study design was best suited to provide answers to this investigation, as it allowedthe researcher to examine and compare processes in both the most and theleast effective rural secondary schools. This comparative analysis eventually enabled him to state with confidence, the sort of factors that may have been accounting for the differences in performance among schools operating in similar challenging contexts.In this study, the effectiveness of a

school was determined by sustained high performance (over 50% school pass rate) in School Certificate examinations over the last three years (2010- 2012).

As stated earlier, both qualitative and quantitative data were collected. According to Leedy and Ormrod (2005), the qualitative approach enables the researcher to have a complete understanding of the phenomena by digging deeper and going beyond the surface, to examine from all angles, the collected data so as to come up with a very clear picture. Thecomparison of multiple cases is lauded for its potential to improve theory building, because it allows the researcher to establish the best circumstance in which a particular theory can hold (Bryman, 2008).

In this study, the qualitative approach enabled the researcher to investigate school effectiveness from different lenses, allowing participants to describe their school processes that may have a direct effect on school performance. By directly interacting with the participants in their natural settings, the researcher developed context-sensitivity. According to Smith (1987), context-sensitivity is very important to a researcher, especially that the social environment of people has been found to directly influence the way they think or behave.

The fact that this study investigated factors that influenced school effectiveness denoted some connotation of causality. This implied that some quantitative strategy was equally suitable in the study. A specific quantitative tool (questionnaire) was,therefore, used to collect quantitative data due to its appropriateness in gatheringquantifiable data on many cases at a single point in time. This tool is also ideal for the purpose of determining patterns of association in connection with two or more variables (Bryman, 2008).

3.4Research Site

This study was conducted among four day-secondary schools in the Western Province of Zambia. The Western Province is one of the ten provinces in Zambia. The Province is predominantly rural, with a total population of 902, 974, out of which the rural population accounts for 783, 123 (87%) against 119, 851 (13%) urban population (CSO, 2012). In terms of districts, the Province has a total of sixteen districts. The number of day secondary schools in the Province currently stands at fifteen, ten of which are classified as rural by the Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE).

The educational infrastructure at all levels in the Province leaves much to be desired. The Province has a total of 3, 490 classrooms out of which 1, 016 are temporary structures. Additionally, only 1,799 staff houses in the Province are considered 'permanent' while 2, 067 are 'temporal' (MOE, 2014).

Both the 2006 and 2010 Living Conditions and Monitoring Surveys (LCMS) show that Zambia's Poverty Gap Ratio is much wider in the Western Province. In terms of severity, "poverty has remained much deeper in [the] Western, followed by Luapula, Eastern and Northern Provinces" (CSO, 2012: 197). In 2010, the Province recorded the lowest proportion of households who indicated an improvement in welfare at eleven percent (CSO, 2012).

In the economic sphere, the Western Province is the second lowest in the country in terms of mean monthly income, owing to the absence of industrial activities in the Province. While the Copperbelt and Lusaka Provinces were the highest and second highest at ZMW1, 902 (US$ 317.00) and ZMW1, 779 (US$ 296.50) respectively, the Western Province had a mean monthly income of ZMW654 (US$ 109.00) in 2010 (CSO, 2012).

With regard to socio-demographics and access to social services and facilities, the Western Province is second only to the Copperbelt Province in terms of high number of orphans (18.6%). Currently, the Province has the highest percentage of female-headed households in the country at 35 percent. In addition 50 percent of the rural households in this Province are within the radius of not less than sixteen kilometres from an essential facility such as the post office, secondary school, police station, bank and market among others (CSO, 2012).

As of 2010, the province had the country's lowest rate of electricity connectivity at four percent, while the highest in the country (Lusaka) was at 61 percent. This part of Zambia (Western) also has the highest proportion of households without toilet facilities at 43.9 percent (CSO, 2012).

3.5Target Population

A study population is a set of cases, objects or events of interest to the researcher; from which he or she wants to draw a sample and to which the research findings would be generalisable (McMillan & Schumacher, 2001). The nature of this study necessitated the researcher's focus on the following units: all senior secondary school pupils, all teachers, all headteachers and all school PTA chairpersons in all therural day-secondary schools of the Western Province, as classified by the MOESVTEE.

3.6Sample and Sampling Techniques

A sample is a subset or group of subjects selected from the larger population and whose characteristics can be generalised to the entire population (White, 2005). This study investigated into the factors associated with high performance in rural secondary schools. Using a multiple-case study design, high performing schools were compared with least performing schools. This necessitated the use of purposive sampling technique.Purposeful sampling is normally used so

that individuals are selected because they have experienced the central phenomenon under investigation.

According to Taylor and Bogdan (1984), a case is selected for investigation based on its potential to inform research data that consequently, can be used to understand a given phenomenon. As such, this study carefully and purposively sampled four secondary schools after analysis of their performance pattern in ECZ SC examinations over a three- year period (2010-2012). The sampleconsisted of twoschools with sustained high pupil performance and two with dwindling pupil performance in SC examinations over the period 2010 to 2012. In line with the study parameters, the sampled schools had to meet a further criterion of being classified rural day-secondary schools.

In total, the study had a sample of 128 respondents. These included fourheadteachers, four PTA chairpersons, 40 teachers and 80 pupils. While the headteachers and PTA chairpersons were purposively selected, ten teachers and twenty pupils from each school were randomly sampled using a simple random technique.The inclusion of PTA chairpersons captured,with relative ease, views of parents regarding their children's schooling. This, therefore, ensured that a complete picture of school effectiveness was created.The use of a sizeable sample in this study was among other things necessitated by Palardy's (2008: 21) observation that "studies that employ large representative samples may fail to identify important school effects that exist only in certain sub-populations of schools."

3.7Research Instruments

Since this study utilised a mixed methods approach, both data of quantitative and qualitative nature were collected. Five instruments were used to collect the data. These were: semi-

structured interview guides, semi-structured questionnaires, Focus Group Discussion (FGD) guides, official school documents and observation checklists.

Semi-structured Interview Guides

Semi-structured interview guides were developed for use with the headteachers and PTA chairpersons in order to gain insight into the reasons behind their schools' relative successes or failures.All the items on the schedule inquired into the possible processes of effective schools. A total of eight participants (two per school) were interviewed. A single interview lasted between 25 to 30 minutes. With the help of headteachers, the researcher was linked to the PTA Chairpersons who either requested to be interviewed from their homes (as was the case with two) or the school premises. All headteachers were interviewed from their offices.

According to Henriquez,*etal*(2009), the use of interviews is most ideal in SER. This is because factors that correlate highly with student performance may not be easily discerned by statistical methods, but by qualitative analysis. In addition, the interviewsallowed the researcher to ask follow-up questions, and hence, get well-detailed clarifications. A voice recorderwas used to record interviews, which were later transcribed.

Semi-structured Questionnaire

Considering the number of teacher respondents in this study, it would have been cumbersometo interview each one of them. Therefore, a semi-structured questionnaire wasspecifically designed for them. The main advantage of this tool is that large amounts of information can be gathered with relative ease (Denscombe, 2010). The questionnaire contained38 items related to the 'most effective school processes' identified in literature in orderto ascertain their presence in the sampled schools.

A Likert scale was created for most of the items and participants had to tick the appropriate number corresponding to their response. For example, 1 represented 'Agree', 2, 'Strongly agree' 3 'Not sure', 4 'Disagree' and 5 'Strongly disagree'.However, some questions only required a 'Yes', 'No' or 'I don't know' responses. Questions 38 to 44 on the questionnaire were open ended; basically soliciting for qualitative responses. Refer to Appendix A for a sample of the questionnaire.

Owing to the distance that normally exists between the researcher and the survey respondents, instructions and research aims were explained in detail on the cover page. With the guidance of the school authorities, the randomly sampled teachers were followed in the staff rooms and departmental offices. Before a questionnaire could be administered, the researcher introduced himself, prior to asking for the prospective respondents' willingness to participate in the study. He emphasised the fact that the questionnaires could be answered during their (teachers) free time, and that he only needed them back24 to 48 hours later.

The response rate was good except in one school where three out of the ten respondents, could not submit the completed questionnaires at the time the researcher was leaving the school for another destination. Therefore, out of the 40 respondents the questionnaires were administered to, only 37 managed to answer and return them. This represented a 93 percent response rate. It should be mentioned that no deliberate action was taken to balance the gender of the respondents through stratified sampling technique. The researcher only counted on the individuals' willingness to participate in the study regardless of their sex.

Focus Group Discussion Guide

Focus Group Discussions (FGDs) are forms of interviews in which more than one person is involved (Bryman, 2008). In this particular study FGDs were conducted with pupils so as to get their views on their schools' practices as well as their parents' involvement in their learning. While Wellington (2000) recommends a small group of six to ten participants per session, this study considered a reasonably larger group of twenty pupils for the purpose of capturing a wide range of responses.The study ultimately fulfilled its aim of achieving a complete picture of the climatic conditions obtaining in the sampled schools.

Each session lasted approximately 30 minutes, and the researcher ensured that he created a very good rapport with the participants before commencing the discussions. In two of the sampled schools, the FGDs were held during break time, while in the other two, an arrangement was made to conduct them in the afternoons when lessons were over. Throughout the discussions, the participants freely shared their thoughts without feeling intimidated or ashamed. Only Grade ten to twelve pupils were involved in the FGDs. It was assumed that senior secondarypupils would have stayed longer in their schools or were mature enough to fully understand their schools' organisational processes.

Observation Schedule

In order to yield detailed first-hand descriptions of school activities, interactions and processes that influenced school effectiveness, the researcher employed an observation schedule at various school locations and events such as classrooms and staff meetings. Direct observation contributed profoundly to qualitative data, as certain information such as that which have to do with characteristics of schools under study could be better obtained through observations. It also

allowed the researcher to cross-check the information gathered through the three other tools mentioned above.

Document Analysis

In order to reinforce the other data collection strategies, official documents related to the schools under investigation were requested for and analysed. Among those reviewed were attendance registers, offenders' books and school memos.

3.8 Validity and Reliability of Instruments

Validity is the degree to which an instrument measures that which it purports to measure (Fisher *et al*, 1991). All the research tools mentioned above were validated for both face and content validity by the researcher and the supervisor. The constant feedback from the supervisor led to the revision of some problem areas in the instruments. Triangulation of both data sources and the methodology employed by this study further ensured the accuracy of findings obtained. Additionally, the researcher, made sure that an appropriate research design and data collection strategies were selected for the problem under investigation.

3.9 Data Collection Procedure

Firstly, the researcher obtained the national Grade twelve school certificate examination results for the years 2010, 2011 and 2012 from the Examinations Council of Zambia. He then analysed the performance of the rural day-secondary schools in the Western Province 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 of less than 50 percent over the period 2010 to 2012. Based on this pattern, the researcher paired the schools into two groups- the

low and high performing categories. Consequently, two categories of schools were generated. Once this was done, the researcher purposively sampled two schools from each category, on the basis of their relative ease of access. All the selected schools were drawn from four districts in the Western Province.

Before venturing into the field, the researcher sought permission to conduct the study from the Western Provincial Education Officer (PEO), District Education Board Secretaries (DEBS) of the affected districts and school administrators in the respective schools. He had an introductory letter from the Assistant Dean (Postgraduate) of the School of Education, University of Zambia (UNZA). While the PEO only gave a verbal 'go-ahead', the DEBSs wrote letters of introduction; introducing the researcher to all the headteachers in their respective districts. The names of the visited schools were not disclosed to any of the education officers. The data were collected between 22nd January 2014 and 7th February, 2014. Not less than three days were spent in each visited school.

The data were collected through interviews with headteachers, questionnaires 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.

3.10Data Analysis

This was a mixed methods study which implemented a concurrent triangulation of both methodological and data sources. Therefore, both quantitative and qualitative data analysis techniques were employed. The data obtained through interviews, FGDs and observations were analysed thematically using content analysis, as themes and sub-themes emerged. Some of

thesedata were quantified by creating themes and categories and then counting their frequency. Constant comparative analysis was also heavily relied upon to generate concepts from the data by simultaneously coding and analysing.

Quantitative data from questionnaires werefirst entered into the computer and lateranalysed statistically using the Scientific Package for Social Sciences (SPSS) software version 21. This was for purposes of generatingsimple descriptive statistics in form of frequencies, tablesand graphs.

While the two data types were analysed separately, there was need to triangulate them for easy interpretation. This was done by looking for key themes in both the qualitative and quantitative data, which could be fitted together intosingle categories. The informationwhich has beenpresented in form of individual school profiles (case studies), in the next chapter, ensues from the integration of both data types.

3.11 Ethical Considerations

All ethical issues involved in the research process- from data collection to data reporting stages, were taken note of. Other than seeking permission from senior education authorities at both provincial and district levels, the researcher sought informed consent from the actual participants. All details of the research were explained in full to the participants, including the fact that they could choose to withdraw their participation even in the middle of the research.

The collected data were held in strict confidence and were only used for the purpose of this study. Since the study was only interested in information regarding determinants of school effectiveness and not identities of personalities, the anonymity of the participants and their schools washighly guaranteed. Names of the targeted schools werenever mentioned or disclosed

before, during and after the research. The data collected from the field has been reported as it is, without the researcher twisting it to suit his own biases.

3.11 Summary

This chapter has presented the main methodological aspects of this study; detailing the research methodology, design, procedures and techniques that were adopted. The study was conducted in four rural day-secondary schools in four districts of the Western Province of Zambia. A multiple-case study design which combined both the qualitative and quantitative approaches was employed in the study. Through comparisons of the processes in both high and low achieving rural day-secondary schools, thedesign yielded a complete understanding of the factors that affectedschool effectiveness in rural schools.

The targeted population included all senior day-secondary school pupils, all teachers, all head teachers and all school PTA chairpersons in all the rural day-secondary schools of the Western Province. A total of four rural day-secondary schools comprising two high and two low achieving schools were sampled. The study had 128 respondents. These included four headteachers, four PTA chairpersons, 40 teachers and 80 pupils. While headteachers and PTA chairpersons were purposively selected, teachers and pupils were selected using a simple random technique.

A semi-structured questionnaire, interview schedules, FGDs and observation checklists were collectively used to collect the data. Quantitative data were analysed statistically using SPSS to generate frequencies and percentages, whereas qualitative data were analysed thematically and also using constant comparative analysis to generate concepts, themes and sub-themes.

Ethical issues were adhered to from the point of data collection to the report writing stage. Permission and informed consent were sought before data collection. All the names and identities of respondents and their schools were not disclosed in any way. The next chapter presents findings based on the analysis of the four case studies.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

The previous chapter focused on the description of the research methodology that was followed by the study. It provided the justification for the selection of a mixed methods approach, which saw the utilisation of multiple methods of data collection and analysis. Another important issue addressed was the selection of the research design. The study adopted a multiple-case study design, since it involved in-depth understanding of effective school processes and making comparisons between two sets of high and low performing schools. The chapter ended by describing the research site, sampling methods, data collection procedures, research instruments and ethical considerations.

In this chapter, research findings based on the analyses of the cases under investigation, are presented. Since some questions explored in the interviews, focus groups and questionnaires were similar, the findings have been integrated and presented in the following manner: the profiles of the individual schools are provided first; with the first pair of low and high performing schools preceding and another pair following thereafter.

Immediately after the presentationof school profiles, another section (within this chapter) presents findings whichcorrespond to the research questions, which were earlier posed in chapter one. These were: What is the conception of school effectiveness among the rural day-secondary schools in the Western Province? What main characteristics distinguished the more from the less effective rural day-secondary schools in the Western Province? What are the key factors of

school effectiveness in the rural areas of the Western Province? What factors threatened school effectiveness in the rural areas of the Western Province?

In order to ensure easy reference to the four sampled schools, while at the same time protecting their privacy, pseudonyms have been created. The first pair of schools presented comprises Nakando (more effective) and Munga (less effective) Secondary Schools. The second pair consists of Lumpa (more effective) and Farewell (less effective) Secondary Schools.

4.2 School Profiles

Nakando Day-Secondary School (A more effective school)

Brief description

Founded in 2001 by the local community, Nakando Secondary School was fully run by the Government of the Republic of Zambia (GRZ). The school which is located 25km away from the Mongu District Education Board Secretary's (DEBS) office had over 500 pupils, though a lot more were still reporting for Grade ten at the time thedata were collected.

The school appeared to have an open door policy, whereby everyone was free to visit. The doors to both the Head and Deputy Headteacher's offices were always open throughout the day irrespective of whether or not the occupants were inside. Even during lunch time when the occupants had gone for lunch and there was nobody inside, the doors were still left wide open.

On oneof the classroomsopposite the administration block was a notice board on which was stuck 2014 Grade eight and ten selection results as well as school rules. Each of the school buildings had a message on HIV and AIDS prevention. Some of these read as follows: 'BE SMART: FREE YOUR MIND. GO FOR VCT' and 'BE RESPONSIBLE. AVOID AIDS'.A

fully-stocked school tuck-shop could be seen from the opposite end of the administration block. In addition, the school had a well-furnished ablution block for teachers and pupils. This facility was serviced by running water. The school appeared to enjoy a very good reputation in the area, as evidenced by the number of people who came to look for school places.

About the Headteacher

Theschool Headteacherof 2014 hadbeen heading the school for two years**.** Her first appointment as Headteacher was in 2008 at a different school. Before her appointment as Headteacher, she rose through the ranks; having been a Head of Department (H.O.D), Deputy Headteacher and now finally Headteacher. She held a first degree in Family and Consumer Sciences. While she did not have any particular qualification in management, she contended that she covered some courses in management during herteachers' diploma studies.

In terms of job satisfaction, the Headteacher seemed to be satisfied with her job. When asked about how she felt about her appointment to her current school, she was all smiles.

> *I felt very excited. Here we are closer to the road [tarmac] and we have electricity. But where I was before coming here, there was no power, and transport was not easy due to poor roads...* (Headteacher, Individual Interview).

About teachers

Nakando Secondary School had a total of 27 teachers. About twenty of these were qualified up to diploma level. In order to promote the professional development of teachers at the school, the school organised professional workshops for teachers on a regular basis. Theeffectiveness of the teachers was regularly monitored by the Deputy Headteacher and Heads of Departments (HODs). The Headteacher described most of the teachers at her school as being very committed.

However, shealso disclosed that there were a few culprits.*In every school, there are problem teachers. Usually, we write to such teachers to exculpate...* (Headteacher, Individual Interview).

About pupils

Since its founding in 2001, the school had been operating as a high school (offering Grades ten to twelve). Therefore, it was drawing its pupils from the neighbouring basic schools. Prior to selecting pupils, the school was normally given a zone to choose from. Due to limited school places, not everyone with a full certificate could be taken in. Therefore, a cut-off point was determined and only pupils who fell within it were admitted. However, compared to boarding secondary schools, the cut-off points for the day-secondary school was usually lower.

The selection of pupils from the surrounding basic schools was, nonetheless, described as an obstacle to the school's strides at achieving a 100 percent pass rate in the national examinations. The Headteacher bemoaned the calibre of pupils her school received from the surrounding basic schools.

> *Pupils from rural areas give us problems. Most of them have high marks but can hardly read. Our catchment area is not very good. I wish we were given pupils from Mongu...* (Headteacher, Individual Interview).

The majority of pupils at this schoolwere 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 Headteacher 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 terms of pupil background both the Headteacher and the PTA chairperson revealed that most of the pupils came from poor families where there was less support for learning. As a result, the majority of them could not even afford to pay school fees.

About parents

Parents participated in the life of the school by attending meetings (such as the Annual General Meetings and Open Days) and through payment of fees. However, their attendance rate in meetings was not very encouraging. For example, their turn-out at the recently held Open Day was extremely low. The PTA Chairperson attributed this to the fact that during the first quarter of the year, people were busy in their fields and that most of them lived very far.

In terms of community support and co-operation, the school receivedsome form of support in some but not in all areas. In 2013 for example, the school was met with resistance from the community when the school authorities made a decision that the school would start selling uniforms to pupils as a way of fundraising money for the construction of a new classroom block. This decision was received with very strong opposition from the community.

> *Some people were up in arms that we were taking away their business. Up to now, we do not know how we can convince them that this is purely a fundraising venture which will benefit them and their children...* (Headteacher, Individual Interview).

Policies

The school had progressive policies which guided its day-to-day operations. Among them wasits strong stance on malpractice. According to the Headteacher, the school did not condone any form of cheating.

> *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 instil a sense of responsibility and integrity in our pupils...* (Headteacher, Individual Interview).

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 Headteacher, no single teaching method could be wholly adapted for use in the school because each method hadits own strengthsand 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- centred approaches.

Apart from the policy on malpractice and teaching methods, the school took seriously every effort that aimedat improving performance. It was for this reason that itmade 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, teacherswere 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.

Due to the inadequate classroom space, the school was not able to be having afternoon study sessions (prep) for pupils, as the classrooms were used for lessons by the 'afternoon pupils'. However, as a remedial measure, the school came up with evening prep for all pupils. It was possible to conduct prep everyday from 18 to 20 hoursdue to the school's connection to the national electricity power grid. The only challenge faced in this area, however, was that not many pupils were able to turn up for this prep due to the long distances they would have to cover as well as home commitments.

Regardingpupil discipline, the school had a disciplinary policy guiding the conduct of pupils. The Headteacher 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 counselled by the Careers and Guidance teacher. A book of offenders who had lately undergone such counselling was readily accessed from the Headteacher's office. Other than counselling 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.

Resources

The school had six classrooms, one office for the Headteacher, one office for the deputy Headteacher and a computer room. The school had no staff room. Therefore, for lesson planning purposes, teachers had to rely on the computer laboratory, which was meant to be a resource room for pupils. Due to the inadequate space even in the computer laboratory, some teachers had to do their work from a wall-less chalet built behind one of the classroom blocks. Staff meetings wereusually held in classrooms.

Beside a furnished computer lab, the school had a fairly stocked library. The pupils had more access to the library than the computer laboratory, as the latter was mostly utilised by teachers for a staff room. Additionally, in the absence of a science laboratory, the school made the most use of its mobile laboratories. *The teaching of sciences here is tricky but we have mobile laboratories...*(Headteacher, Individual Interview).

At the time of data collection, the school accommodated about 50 to 60 pupils per class. Nevertheless, despite these large numbers, the pupil-textbook and pupil-desk ratios were not a problem. The school had more than enough desks and textbooks to the extent that some of these materials were lying idle somewhere. The only materials the school was in short supply of were books for the newly introduced junior grades (Grades eight and nine). This was because since its inception, the school had only admitted pupils in senior grades (Grades ten to twelve).

The main sources of the school's finances were the GRZ and the PTA. Though erratically, the GRZ released ZMW5, 000 (US $833.33) in quarterly grants to the school while pupils paid a PTA fund of ZMW100 (US $16.67) per term. Nevertheless, this money was never collected on time due to high pupil poverty and inconsistent release of grants by the government. Despite the

school having limited financial resources in 2013, the Headteacher engaged the PTA on the possibility of constructing a classroom block on a self-help basis. At the time of the research, a one-by-three classroom that was under construction had reached the window level.

Boarding facilities

While the school was a day-secondary school, it had fully furnished boarding facilities for schoolgirls. With the assistance of the Irish church, a hostel block whichaccommodated girls that came from faraway places was constructed. This facility only catered for accommodation. Therefore, pupils had to provide their own meals. Unfortunately, boys that came from distant places had to scout for rented accommodation in the surrounding villages, as there were no boarding facilities for them.

Examination performance

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 Nakando Secondary School in Grade twelve ECZ examinationswas extremely well. Consequently,this earned it an excellent reputation in the district. The school managed to sustain a '70 percent and above' pass rate for three years in a row. This was no mean performance, especially for a government rural school. Below is a table showing the school's performance rate in Grade twelve examinations over the period 2010 to 2012:

Table 1: Performance of Nakando Day-Secondary School in Examinations from 2010 to 2012.

	2010	2011	2012
Percentage of pupils who got Full Certificates in SC examinations	70.6%	76.0%	71.6%

Source: ECZ

Munga Day-Secondary School (A less effective school)

Brief description

Apparently the oldest among the four schools the researcher visited, Munga Secondary School was established in 1983 by the GRZ. It initially opened as a secondary school (offering Grades eight to twelve), but along the wayit was turned into a High School (offering Grades ten to twelve). However, in 2014, it reverted back to its initial status of secondary school by re-introducing junior grades. The school, which is located 53km away fromthe Kaoma DEBS' office, had over 500 pupils.

The school generally enjoyed a good reputation in the district, especially due to its affordable fees. Most parents who could not afford to take their children to boarding schools brought them to this school. Classes normally began at 07: 30 hours while knock-off time was 13: 10 hours. Each period lasted 40 minutes.

About the Headteacher

At the time of data collection, the head of this school was working in an acting capacity. He had been Deputy Head at the school for the past four years and was now acting as Headteacher in the absence of the Headteacher who was on leave. He (the acting head) was appointed deputy head at the school in 2010 upon recommendation by his immediate supervisor.

The acting Headteacherheld a Certificate in Primary School teaching and a Diploma in Secondary School teaching. He had no special training in educational management. Among his main duties were the following: maintenance of discipline, supervision of teachers and the general monitoring of all school activities.

About teachers

The school had a teaching staff totalling twenty-six. Of these, six were females while twenty were males. Three-quarters of these teachers were degree holders while a quarter were diploma holders. In order to maintain teaching standards, the H.O.Ds in respective departments evaluated their teachers' performance using the Ministry of Education's standard evaluation forms. Nevertheless, at the time of the research, the school had no staff professional development programmes in place.

About pupils

The over 500 pupils the school hadwere mostly selected from basic schools within the school zone. The school selected pupils purely on the basis of their performance in Grade nine examinations. Candidates who fell within the school's set cut-off points were accepted. Due to the rural context of the school, the majority of the pupils came from humble backgrounds.

While both the acting Headteacherand PTA chairperson agreed that their pupils were capable of performing well if they worked harder, the former regretted the low calibre of the pupils the school had.

> *Most of these pupils are not fully baked wherever they come from [basic schools]. No wonder, the government is trying to respond by phasing out basic schools...* (Acting Headteacher, Individual Interview).

About parents

The parents' involvement in the schooling process of their children was one of the challenges the school had had to deal with. Because very few could see the importance of school, their attendance rate during school meetings had always been very low. However, with the establishment of the school's Standards Committee, it was possible to engage the community at least in matters of fees settlement.

Policies

In line with the school vision of ensuring an education of excellence, the school adopted a strict policy on teaching methods. According to the acting Headteacher, the school identifieditself with the pupil-centred teaching approach.

In order to monitor pupils' progress, the school's assessment policy demanded that pupils be tested monthly and that they be given homework every week. Other than these, the school administered tests at the end of each term. The results of these assessments were communicated back to pupils and their parents. However, a discussion with pupils revealed that the school homework policy was almost non-existent.

> *Homework is given to us maybe once in a month, and this only happens in Mathematics and English subjects...* (Pupil, Focus Group).

Furthermore, the school realised that achievement of pupils could not be attained in the absence of discipline. Therefore, a code of conduct for pupils was devised. For instance, it was an offence for pupils to be found loitering around school premises during lessons without permission cards. Pupils that broke rules were punished instantly and the most common form of punishment was manual work.

There seemed to be a strict implementation of regulations in this school. For instance, while the researcher was in the office of the Headteacher, a pupil walked in, clad in plain clothes. He came to ask for a transfer to a school in Lusaka. However, he was told point blank that the school regulations did not allow pupils to request for transfers on their own. He was further advised that he needed to wear a school uniform and also come with his guardian. Even after pleading with the head that his guardian had already relocated to Lusaka, the boy could not be given any attention.

Resources

Munga Secondary School had six classrooms with a maximum number of 50 pupils per class. The school had few challenges with regard to pupil-desk ratio. However, it was critically hit by a shortage of textbooks. Due to insufficient funds, which were mainly sourced from government and PTA, it had become difficult for the school to procure the needed texts. Since the available classrooms were not adequate, the school ran two academic sessions- one in the morning and the other in the afternoon. This implied that there was no afternoon prep at this school.

Like many other rural schools, the school had been operating for 31 years without a library; let alone a science laboratory. In order to counter the absence of a library, the school had arranged for an evening prep. However, this prep only favoured pupils that stayed near the school.

Besides, the diesel generatorwhich supplied power to the school produced very loud noise that made it almost impossible for pupils to concentrate duringprep.

The school had a critical shortage of accommodation for teachers. This situation led to school authorities asking for rented accommodation space from a nearby mission hospital. In spite of this measure, teachers still had to share the small flats available. Despite having pupils who came from far-away places, the school did not have any boarding facilities. Pupils had to rent huts in the surrounding villages. This posed a security threat and also made it difficult for school authorities to monitor their activities.

> *Our pupils rent accommodation in the surrounding villages, and they could be drinking beer out there. How are we to know?...* (Acting Headteacher, Individual Interview).

Examination performance

The school's performance in Grade twelve national examinations from 2010 to 2012 was not very impressive as can be seen from table 2 below. This was despite the school doing everything possible to prepare pupils for examinations especially in the third term.

> *The school organises drills and revisions during the August holidays. We also prepare our pupils for exams through monthly tests...* (Teacher, Questionnaire Data).

Table 2:Performance of Munga Day-Secondary School in Examinations from 2010 to 2012

	2010	2011	2012
Percentage of pupils who got Full Certificates in SC examinations	54.7%	19.8%	35.1%

Source: ECZ

Lumpa Day-Secondary School (A more effective school)

Brief description

Established in 2000 by the GRZ, Lumpa Secondary School is located 58km from the Kaoma DEBS' office. At the time of data collection, the school had just been incorporated into the newly-created Luampa District. However, administratively, it was still under Kaoma DEBS. Despite being established by the government, the school was being managed by a named local church. The total enrolment of pupils at the school was about 500. The environment of the school was found very clean, except the classroom floors which were in bad shape (not plastered and hence, dusty).

There was one striking thing about this school which set it apart from the other secondary schools the researcher visited; the Headteacher, deputy Headteacher, H.O.Ds and all teachers shared one office. The school had no office accommodation, and so everyone had to operate in a single common room, with no partitions whatsoever. However, the sharing of a single office by both school management and teachers seemed to be an advantage to the school, as they were

seen to be more cohesive. There seemed to be no better joy to class teachers than to do their work in the same office as their administrators.

The school was very small, and so it is possible for the Headteacher to even monitor it from inside the office. The school administrators and teachers seemed to be enjoying a very good rapport with pupils. This was confirmed by the researcher when two pupils came to the office during one break time to pose for photographs in the Headteacher's official chair. Though the Headteacher was not present in the office at the time, many other teachers were present, yet none raised an eyebrow.

With support from a named philanthropic organisation, almost all pupils whose homes were very far from the school were given bicycles for free. Therefore, late coming was not a common occurrence in this school. Pupils only got late to school during rainy days. Lessons started at 07:30 hours while lunch time was 13: 10 hours. Each period lasted 40 minutes. After lunch, pupils were usually not expected back in school, unless there were other co-curricular activities to be done.

About the Headteacher

The Headteacher had been at the helm of leadership of the school for two and half years. Before his appointment as Headteacher, he was a deputy Headteacherat a high school in some neighbouring district. In terms of professional qualifications, the head's highest qualification was a diploma, and he held no special training in educational management. Nevertheless, he was a very seasoned school manager, having risen through the ranks of primary school teacher, primary school senior teacher, primary school deputy Headteacher, basic school deputy

Headteacher, basic school Headteacher, high school deputy Headteacher and finally Headteacher of a secondary school.

Among the Headteacher's major roles and responsibilities were the supervision and monitoring of all activities going on in the school. These included teaching and learning, coordinating meetings, overseeing construction projects and motivational talks. In order to fully apply himself to the organisational processes of the school, the Headteacherrelinquished his teaching role.

About teachers

The school had 24 teachers, of which two were females while 22 were males. Most of these were described by the PTA chairperson as very hardworking. However, the Headteacher pointed out that some teachers were not committed to their work.

> *We have a few [teachers] who seem to be uncommitted. Actually, one of them has already been transferred. We recommended him to be taken to another school...* (Headteacher, Individual Interview).

In terms of teachers' professional qualifications, the school had five degree holders, while the rest (nineteen) were diploma holders. However, all the diploma holders were currently studying for higher qualifications. In order to promote the professional development of teachers, the school regularly held Continuous Professional Development (CPD)meetings. In addition, the school had Subject Associations in which teachers belonging to one subject competed with their counterparts from other schools. These teachers used similar schemes of work and gave common tests to pupils in their respective schools.

About pupils

As earlier stated, the school had slightly over 500 pupils. Most of these were drawn from the surrounding basic schools within the school zone. Normally, when selecting pupils, the school came up with a cut-off points within which selected pupils had to fall. However, this happened with guidance from the government. In most casesany pupil with a full Grade nine certificate got selected.

Being a remote school,the majority of the pupils could not be reasonably expected to be from well-to-do homes. It was found that most of thepupils did not only lack home support for learning, but also exposure. Hence, their aspirations and expectations about education werevery limited.

When asked about their chances of passing examinations in this school, the pupils noted that chances were there, except some teachers were an impediment to their achievement.

> *Pupils can be intelligent, but some teachers here have alcohol flowing in their heads. They drink [beer] as early as 07 hours. How can you pass with teachers like that? Such teachers are even rude to pupils...* (Pupil, Focus Group).

About parents

Parents participated in the activities of the school through attending meetings as well as paying visits to the school. The school had a policy which compelled every parent to at least once in a term, visit the school to monitor how their children were progressing academically.

> *Parents normally come. We have a policy of inviting parents to come and sit in the classroom with pupils, so that they observe teachers teach...* (Headteacher, Individual Interview).

In terms of support, the community had been very supportive and easy to engage on several matters affecting the school. The fact that the school was managed by a local church, to which most of the community members went, made it easy for the school to work with the community.

> *It is very easy to engage the community on several matters. We do it through the church – very easy!..*(Headteacher, Individual Interview).

Policies

Despite the school's friendly atmosphere, the enforcement of rules in the school seemed to be strict. One female pupil was seen bringing a written note to a male teacher (who read it aloud in the presence of the researcher). She looked shaken. The note was an apology for making noise in class. Apparently, after finding her making noise, the teacher had asked her to write a note explaining why she should not be punished. "I am very sorry sir. I will never make noise again... please forgive me..." read part of the note.

When asked what made his school different from the rest in the district, the Headteacher cited his school's policies as a main distinguishing feature. The school had, for example, a firm policy on assessment which emphasised regular assessment of pupils' progress. To this effect, the school conducted weekly tests. In addition, the school provided free holiday lessons to pupils in examination grades. All these initiatives were meant to improve pupils' learning outcomes.

Being managed by the church, the school considered discipline and moral uprightness as its core values. Punishments were meted out to offenders at lunch time when they were not supposed to be learning. Pupils who seemed to be very uncommitted to school were asked to call their parents. A disciplinary committee had been put in place to implement the school's disciplinary policy. Class monitors and prefects at this school were given full authority to handle disciplinary

matters. In other words, the school seemed to have devolved powers to handle disciplinary cases to the classroom level.

Resources

The school had only five classrooms, of which each class accommodated about 60 pupils. Despite having few classes and many pupils, the school had sufficient stocks of desks and textbooks for pupils. The only books the school was in short supply of were those for the newly introduced junior grades (Grades eight and nine).

In order to ensure the safety of pupils who would have to rent accommodation in the nearby villages, the school had provisional boarding facilities for both boys and girls. However, these grass-thatched structures (dormitories) were in a bad shape; more especially the one for boys. The dormitory was found to be actually a death trap. One pupil confirmed the researcher's concern in the group discussion:

> *The Naisokela [I cook for myself] boarding for boys will collapse any time soon. Just wait, you will hear it...* (Pupil, Focus Group).

The school, unfortunately, had no library, science laboratories and was not connected to the national electricity grid. It only relied on the optimisation of a solar panel and an inverter, to operate equipment such as the school laptop and a printer. Sadly, like the other two schools discussed already, this school (Lumpa) had no prep for pupils- be it afternoon or evening.

Performance in examinations

Despite the challenges the school faced, its performance in Grade twelve examinations from 2010 to 2012 had been consistently improving. Table 3 below shows the examination results of the school over the three year period.

Table 3:Performance of Lumpa Day-Secondary School in Examinations from 2010 to 2012

	2010	**2011**	**2012**
Percentage of pupils who got Full Certificates in SC examinations	29.8%	65.7%	71.2%

Source: ECZ

Farewell Day-Secondary School(A less effective school)

Brief description

Farewell Secondary School was opened in 2001 by the GRZ. It was a fully GRZ-run school located only four kilometres from the Lukulu DEBS' office. Despite being in a township, the school was classified rural because the entire district (in which the school was), was rural. The township of the district was 195 km away from the nearest tarmac road.In addition, the whole district was not connected to the national electricity power grid.

The school had a total enrolment of pupils exceeding 850, and 26 members of staff. Lessons usually began at 07: 30 hours and each period lasted40 minutes. It should be mentioned that the

school operated on a rented structure. Therefore, the few classrooms availablewere rationed between the ‘morning’ and ‘afternoon’ pupils. This implied that the school did not have afternoon prepfor pupils.

About the Headteacher

The Headteacher of the school had been in the school’s top-most office for about a year. His appointment came after the transfer of his predecessor to another school. He held a Bachelor of Education degree and a diploma in Business Administration. His duties included overseeing all activities of the school. In his spare time, he assumed the teaching role.

In order to cultivate and nurture a sense of collective responsibility in teachers, the Headteacher strongly believed in collaborative leadership.

> *Whenever there is some decision or action to be taken, we first hold departmental meetings in which individual teachers’ input is captured. After that, the school management which consists of the H.O.Ds, the Deputy Headteacher and the Headteacher, meets to deliberate over the issue. Finally, pupils are informed of the outcome...* (Headteacher, Individual Interview).

About teachers

Among the 26 members of staff at the school, four were females while 22 were males. According to the Headteacher, his entire teaching force was very committed to work. In this school, teachers were evaluated in four stages, starting with the H.O.Ds to the deputy head, and then the Headteacher. The fourth evaluation was done by the Education Standards Officers (ESOs), though occasionally. The H.O.D.s’ evaluations took place at least twice per term.

The school had more diploma-holder teachers than degree holders. For instance, out of the ten respondents the questionnaires were randomly administered to, only three were degree holders while the rest were diploma holders. However, the Headteacher was quick to state that that though the majority of his teachers were diploma holders, they were qualified to teach at the school.

> *I may say they [teachers] are qualified because we have a lot of them on fast-track [programme at UNZA]. Some are doing distance learning from other universities...* (Headteacher, Individual Interview).

While the school had no professional development programme for staff, it had a policy of sponsoring one teacher to the university every after four years (the period within which, a sponsored teacher was expected to finish studies). Immediately the sponsored teacher completed his or her studies, another deserving teacher was given this full sponsorship.

About pupils

The majority of the over 800 pupils were selected from the neighbouring basic schools. When selecting pupils, the school was given zones to choose fromusing cut-off points determined by highest marks. It should be noted that the majority of the pupils at this school were vulnerable, with little or no support for learning. Actually, due to the school's inability to provide temporary shelters to support a weekly boarding system, the majority of the pupils found themselves with no option but to rent cheap accommodation (huts) in the surrounding and distant villages.

About parents

Despite the school being situated in the township area, where the population of households was quite high, the participation of parents in the life of the school was poor.

> *This is where we have a problem, most parents shun meetings. The only time we see them is in term one, when they want school places for their children...* (Headteacher, Individual Interview).

Most parents did not seem to care much about the academic matters of their children, as evidenced by their unwillingness to monitor their children's progress.

> *Usually before closing school, pupils are given end-of-term tests, and parents are invited to come on the closing day to collect report forms for their children. Unfortunately, very few come; we have a bunch of them [uncollected reports] in the office...* (Headteacher, Individual Interview).

Policies

The school had an effective disciplinary policy. In order to maintain discipline among pupils, the school employed the services of the Careers and Guidance teacher, who explained to the 'new' pupils about rules and punishments.

> *Whoever is accepted at this school is given a copy of the school rules which they are supposed to adhere to, and from time to time, the Guidance teacher goes through classrooms to remind them of the rules and punishments...* (Headteacher, Individual Interview).

In order to monitor the progress of pupils at this school, progress tests were given immediately after a topic was covered. Teachers were also encouraged to give homework frequently. The outcome of these assessments was reported back to the pupils. At the end of the term, pupils were again given tests which assessedtheir progress throughout the term. The results of these tests were given to parents through the School Report Forms.

However, in a focus group discussion, most of the pupils observed that the frequent assessment policy was just on paper. According to them, the school seemed to have exerted most of its energy on non- issues, such as the policy of short hair for girls.

> *They are forcing us [girls] to keep short hair. What has hair got to do with improving standards of education? We need books, laboratories and a library. We are not widows, forcing us to have short hair will not help anything...*(Pupil, Focus Group).

Resources

In terms of facilities, the school was very poor. It had six rented classrooms. An average class hadabout 70 to 80 pupils. At the time of data collection, one class had 82 pupils. Over-crowding in classrooms led to the unfortunate situation whereby teachers did not know all their pupils by names. Pupil-desk ratio was three to one, meaning that three pupils shared a single desk, which normally should have been occupied by two. In terms of pupil-textbook ratio, the situation was worse. Pupils had no textbooks; only teachers had at least a copy each. In addition, the school operated without a library and a science laboratory.

In order to run the affairs of the school, the school relied on fees from pupils as well as the erratic grants from the government. In an interview, the PTA chairperson of the school described the Headteacher as a good organiser of resources, but blamed the financial woes of the school on the parents' poverty.

> *Very few pupils, about 30 percent manage to pay school fees. The rest default and you know the way government schools are; you cannot chase them [defaulting pupils]. We have put up a self-help project to build a one by four classroom block at our new location. The PTA is involved to talk to defaulting parents...* (PTA Chairperson, Individual Interview).

Probably the most shocking fact about this school was that it had only one staff toilet, catering for both male and female teachers. This discomforting scenario had been the case since the school was established. Adjacent to one of the classroom blocks was an office, which was occupied by both the head and Deputy Headteacher. On the opposite end, was the staff room which however, was inadequate to accommodate all the teachers.

Performance in examinations

The school did not have a good performance in Grade twelve examinations. Actually, the performance seemed to be going down by the year. This was despite the school's initiative of giving pupils in examination grades enough study-break to enable them revise. Below is a table showing the performance of Farewell secondary school in School Certificate examinations from 2010 to 2012:

Table 4:Performance of Farewell Day-Secondary School in examinations from 2010 to 2012

	2010	**2011**	**2012**
Percentage of pupils who got Full Certificates inSC examinations	43.4%	42.3%	33.3%

Source: ECZ

4.3 Conception of school effectiveness

Several conceptions about school effectiveness were gathered by asking research participants to define either 'school effectiveness' or 'an effective school'.The responses have been analysed and presented according to the category of respondents (that is, the Headteachers, teachers and pupils).

Headteachers' responses

According to one Headteacher, school effectiveness was when a school organisation had adequate teaching and learning facilities as well as accommodation for both teachers and pupils. This was echoed by anotherHeadteacher, who pointed out that school effectiveness was a state of having all the necessary requisites for teacher and pupil motivation. In their individual but related views, they noted that the presence of accommodation and educational facilities for both teachers and pupils, acted as a motivating factor for both effective teaching and learning.

> *Teacher motivation through accommodation is very important if we have to talk about school effectiveness. Teachers do exploits when motivated. The same is true for learners; they learn more effectively when they have adequate classroom accommodation...* (Headteacher, Lumpa Secondary School).

The two school leaders were therefore, of the view that an effective school was one in which learning and teaching were taking place, owing to the motivated teaching force and learners.

> *There is no reason, for a school not to be effective if it has adequate accommodation for its teachers, and pupils are not overcrowded because there is sufficient classroom accommodation for them...*(Headteacher, Munga Secondary School).

Another Headteacher stated that she conceived school effectiveness in terms of the extent to which a given school had effective teachers who were able to deliver without being pushed. She

added further, that an effective school was not only about the presence of effective teachers, but also effective learners, who were able to grasp what they were being taught.

> *Pupils should also be able to grasp what their teachers teach them. An effective school is one, where output is proportional to input. The actual learning by pupils must be seen to tally with the effort of the teachers...* (Headteacher, Nakando Secondary School).

The other view of school effectiveness by a Headteacher was that the term implied an excellent performance in examinations, attributable to the following: availability of pupils' textbooks, science laboratories, toilet facilities, libraries and qualified teachers. He observed that it was almost impossible for a school to attain effectiveness if any of the listed attributes was missing.

> *First of all, you need to have qualified teachers, adequate learning materials such as textbooks, a library, labs and proper ablution facilities. These things will improve your performance as a school, and you become effective...*(Headteacher, Farewll Secondary School).

Teachers

Regarding the concept of school effectiveness, a number of teachers contended that an effective school was one which provided a good teaching and learning environment; a school in which pupils, teachers and administrators enjoyed a very good working relationship. In such a school, many noted that there was a full participation of all stakeholders, and hence maximum performance in examinations was attained.

> *This is a school whose performance is excellent and where members of staff and learners alike, interact healthily...* (Teacher, Questionnaire Data).

Beside an enabling atmosphere in which teachers and pupils worked together, some respondents highlighted teacher motivation as a key factor of school effectiveness. They alluded to the fact that merely having qualified teachers was not in itself enough to guarantee effectiveness; the teachers needed to be motivated.

> *An effective school has qualified teachers, who are highly motivated by means of good conditions of service such as electrified houses and running water...* (Teacher,Questionnaire Data).

Another set of responses indicated that an effective school was one that fulfilled the purpose for which it was established. In order to be effective, a school would have to fulfil its teaching and learning objectives it set for itself. These objectives had to do with performance in national examinations.

> *An effective school is one that is able to attain its objective of producing good results because that is its business. Better policies and regulations must be put in place and strongly followed in order to achieve this...* (Teacher,Questionnaire Data).

Some teachers conceived school effectiveness in terms of resource availability. They argued that an effective school was one that had adequate learning facilities and that its resources were organized in a way that promoted learning and teaching for the benefit of the learners.

> *It is a school which has sufficient educational materials, and teaching and learning actually take place. It must have coordinated leadership which maximises time and resources...* (Teacher, Questionnaire Data).

Finally, another common response that emerged was that school effectiveness was not possible if a school did not address learners' physical, social, emotional and spiritual needs effectively. Effective learning was construed to encompass various perspectives other than the cognitive.

Some supporters of this view further observed that in order for a school to be effective, it needed toput pupils and their learning first on its agenda.

> *An effective school is one that puts the personality of a pupil first, in spite of not having met all the needs ofits teachers...* (Teacher,Questionnaire Data).

Pupils

Almost in all the schools visited, pupils agreed that an effective school had well-behaved and disciplined pupils and teachers who worked together to produce good performance. They also agreed that such a school had enough resources and facilities that supported learning. These included qualified teachers, availability of laboratories, toilets, library and boarding facilities.

Some pupils pointed out that an effective school was one in which pupils got maximum learning and were motivated to work harder through external incentives.

5.3 Characteristics that distinguished the more from the less effective schools

In order to come up with characteristics which distinguished the more from the less effective schools, the researcher extensively utilised all the five data collection strategies; that is, observation, school document analysis, interviews, questionnaires and FGDs. He compared data on the ages of schools, school sizes, classroom sizes, distance from the DEBS' office, teacher quality, staff stability, teachers' sex, school resources and facilities, CPD programmes, co-curricular activities and qualifications and experience of Headteachers among many others.

Age of school

No significant pattern was established in terms of the ages of the schools in either of the two categories of schools. One of the less effective schools was 31 years old while the other was

thirteen years old. Nevertheless, even among the more effective schools was one that was thirteen years old, whereas the other was fourteen years old.

School and class sizes

One of the least performing schools, Farewell Secondary School, had a total enrolment of over 850 pupils. This was against the available space of six classrooms. Classroom sizes in this school ranged from 70 to over 80 pupils. A more effective school (Nakando) with the same number of classrooms (six) had a total population of slightly over 500 pupils, and classroom sizes ranged from 50 to 60 pupils per class. In another high performing school (Lumpa) with a total population of over 500 pupils and five classrooms, there was a maximum of 60 pupils per classroom. Munga Secondary School, a less effective school nevertheless, had six classes with an average of 50 pupils per class.

Teacher quality

The data from the two more effective secondary schools indicated that these schools had more diplomathan degree-holder teachers. Out of the seven teacher respondents at Nakando Secondary School, only two were degree holders while five were diploma holders. This was confirmed by the Headteacher of the school in an interview.

> *Most of our teachers are diploma holders but all of them are upgrading...*
> (Headteacher, Nakando Secondary School).

The situation was the same at Lumpa Secondary School (a more effective school). Out of the nine respondents that returned the questionnaires, seven were diploma holders while only two were degree holders. This again was corroboratedby evidence from the interview with

theHeadteacher in which he disclosed that the entire school had five degree holders while the rest were diploma holders.

At Munga Secondary School, a low performing school, it was found that there were more degree than diploma holders. According to the Headteacher, three-quarters of the teachers at the school had degrees. Evidence from the teachers' questionnaires also supported this view. Out of the ten respondents, seven were degree holders while three had diplomas.

Overall, there were 22 diploma holders in the study while fourteen were degree holders. Below is the figure showing the qualifications of theteachers that participated in the study:

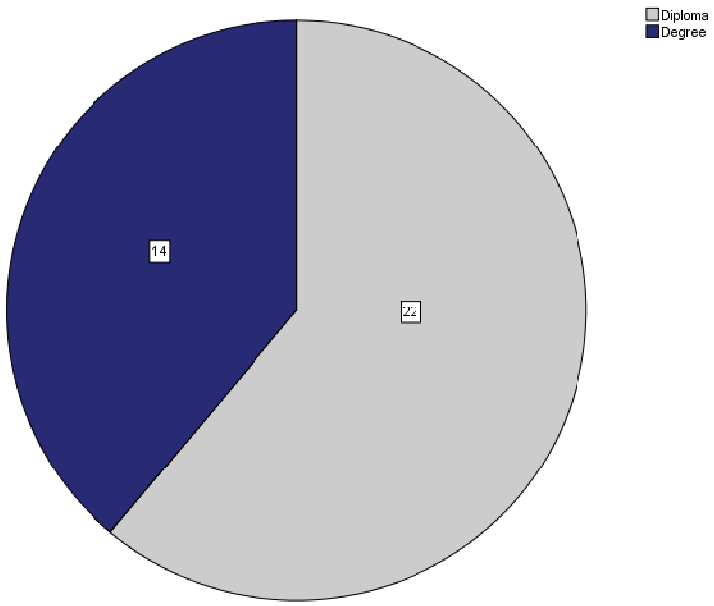

Figure 1: Qualifications of Teachers

Gender of teachers

Teachers' gender did not appear to play a significant role in the performance differences among the schools in the study. All the sampled schools regardless of their performance status (whether more or less effective), had very few female teachers compared to male teachers. For example, at

Munga Secondary School where there were 25 teachers, only six were females. Out of 24 teachers at Lumpa Secondary School, only two were females. Similarly, at Farewell Secondary School where there were 26 teachers, only four were females.

Length of teaching experience in a particular school

The table and figurebelow show that most of the teachers in the sampled schools had taught in their respective schools for not more than four years. Out of the 36 respondents of the questionnaire, 22 indicated that they had only taught in their schools for a period ranging from zero to four years.

Table 5:Length of teaching experience in a particular school

Performance Status			Years of teaching at Particular School			Total
			0 - 4 Years	5 - 10 Years	11 - 15 Years	
High Performing	School	Nakando	4	3		7
		Lumpa	6	3		9
	Total		**10**	**6**		**16**
Low Performing	School	Munga	6	2	3	11
		Farewell	6	2	1	9
	Total		**12**	**4**	**4**	**20**

Pupil background

In all the schools visited, it was established that the majority of pupils were vulnerable and poor. No particular class of pupils was specially associated with any one of the two groups of schools in the study. Rather, both groups proved that they served similar populations of pupils. All the Headteachers interviewed echoed similar opinions as the one below by the Headteacher of one of the more effective schools regarding the socio-economic status of pupils.

> *Very few of them [pupils] can be said to be coming from well-to-do homes. Not even one-third. I may say probably one-eighth...*(Headteacher, Nakando Secondary School).

School resources

There was a clear distinction between the two groups of schools in terms of resource availability. This was the case especially for pupils' textbooks and desks. Both the more effective schools had sufficient stocks of textbooks and desks.

> *In terms of books and desks, we have no problem. We have enough stocks in the storeroom. We do not just have Grade eight textbooks, especially for the new curriculum...*(Headteacher, Lumpa Secondary School).

> *We have enough textbooks for high school but very few for the 'new' junior grades. We promise to be buying bit by bit. As for desks, we have enough- we even have a lot of them just packed in the storeroom...* (Headteacher, Nakando Secondary School).

However, both the less effective schools had serious challenges to do with textbooks, and to some extent, desks. At Farewell Secondary School for example, pupils literary had no textbooks. In the Headteacher's words,

> *Pupil-textbook ratio is almost zero! Only teachers have textbooks. As for desks, normally three pupils sit on one desk...*(Headteacher, Farewell Secondary School).

The situation was not any different at Munga Secondary School. Refer to table 6 below.

> *In terms of desks, we have no problem. But in terms of textbooks, this is where we have a challenge. We are critically hit in terms of pupils' textbooks* (Headteacher, Munga Secondary School).

Of all the four schools that took part in this study, only one had a library facility. This school (Nakando) also happened to be one of the more effective schools. Other than having a library it

had a computer laboratory. Further, the school had a modern ablution facility for both teachers and pupils.

Despite not having a library facility, the second more effective school (Lumpa) had more than enough textbooks for pupils. The school, which however, had no computer laboratory, had sufficient toilet facilities for both teachers and pupils. It should nevertheless, be pointed out that both the two high performing schools had no science laboratories; making them have to rely on mobile science laboratory kits.

Both the low performing schools (Munga and Farewell) had no library facilities, let alone textbooks, as earlier reported. The schools had neither computer nor science laboratories. While Munga had a number of toilets, Farewell Secondary School had only one toilet for all members of staff regardless of their sex. In addition, the school (Farewell) had no buildings of its own, but operated on a rented structure. Table 6 belowshows the distribution of school resources in all the four sampled schools.

Table 6:Availability of school resources

		Availability of adequate textbooks	Availability of adequate desks	Availability of library	Availability of science laboratory	Availability of computer facilities
More Effective Schools	Nakando Secondary School	√	√	√	×	√
	Lumpa Secondary School	√	√	×	×	×
Less Effective Schools	Munga Secondary School	×	√	×	×	×
	Farewell Secondary School	×	×	×	×	×

Boarding facilities

Despite all the sampled schools being day-secondary schools, it was revealed that some of them had boarding facilities for their pupils who came from far-away places. Both the high performing schools (Nakando and Lumpa) had boarding facilities. While Nakando only had accommodation for female pupils, Lumpa had accommodation for both male and female pupils. On the other hand, both the less effective schools (Munga and Farewell) had no boarding facilities whatsoever.

Continuing Professional Development (CPD)

Another area that clearly distinguished the low from the high performing schools in this study, concerned teachers' professional development programmes. Interviews with Headteachers in the less effective schools revealed that there were no CPD activities going on in their schools. The acting Headteacher at Munga Secondary School noted that CPD was important but that three-quarters of his teachers already had degrees, and hence were qualified enough. Similarly the Headteacher at Farewell Secondary School argued that most of his teachers were already engaged in various distance learning degree programmes.

Meanwhile, it was established that in both the high performing schools, there were local CPD programmes. The Headteacher at Lumpa explained that all the teachers in his school belonged to a Subject Association. These Subject Associations regularly met to discuss several emerging issues in their fields. Evidence of professional development workshops was also collected at Nakando Secondary School.

> *We do have CPD [Continuing Professional Development] programmes though they are quite a challenge because of lack of classroom accommodation. In the recent past, we have held workshops and Subject-teachers' meetings either under a tree or displaced pupils from their classrooms...* (Headteacher, Nakando Secondary School).

Performance in SC Examinations (2010- 2011)

The pass rate of the two more effective schools in SCexaminations were above 50 percent over a three year period (2010- 2012). The performance of Nakando in particular, was consistently higher than 70 percent, while Lumpa had been consistently progressing. The less effective schools' performance in examinations wasdeteriorating and failing to even reach the pass rate of 50 percent. The schools' performance is illustrated in the table and graph below:

Table 7: Average School Pass Rates in Examinations from 2010 to 2012

	2010	2011	2012
NAKANDO	70.6%	76.0%	71.6%
LUMPA	29.8%	65.7%	71.2%
MUNGA	54.7%	19.8%	32.2%
FAREWELL	43.4%	42.3%	33.3%

4.5 Key factors associated with school effectiveness

Using the statistical data from teachers' questionnaires as well as collaborating evidence from both interviews and focus group discussions, it was possible to identify processes and factors closely associated with school effectiveness in the rural day-secondary schools of the Western Province.Most of them have been documented in literature.

In the presentations below, emerging categories and all variables related to each of them have been explored for each school. A school's positive perception about a particular variable is represented by a positive (+) sign. A negative (–) sign represents a negative perception. A 'neither positive nor negative' perception is represented by 0. Highly positive and highly negative perceptions are represented by (++) and (--) respectively. After all variables have been explored, an overall decision is made regarding the perception of the entire category in general.The overall assessment incorporates the qualitative (Qual.) and quantitative (Quant.) data, as well as the researcher's general observation of the situation in a particular school.

Proactive Leadership

The variables that assessed the various aspects of effective leadership are presented in the table below. Both qualitative and quantitative data sources contributed towards the generation of the variables.

Table 8: Analysis of Proactive School Leadership

CATEGORY		VARIABLES	NK (M.E.S)	LP (M.E.S)	MG (L.E.S)	FW (L.E.S)
Leadership	Quant. Qual.	Headteacher emphasises teacher participation in decision making	++	+	++	0
	Quant.	Headteacher is supportive to teachers	0	+	+	+
	Quant.	Headteacher regularly walks around the school; interacting with teachers and pupils	++	+	++	++
	Quant.	Headteacher is very easy to engage on several matters	++	++	++	0
	Quant.	Headteacher maximises learning time and avoids interruptions to the academic calendar	+	+	0	0
	Quant.	Headteacher is good at organising resources (especially materials such as textbooks)	+	+	0	0
	Qual.	Headteacher is good at creating external linkages	+	+	-	-
	Qual.	Headteacher encourages parental involvement	+	+	+	+
	Qual.	Headteacher can	+	+	+	+

		recognise parents on sight				
		OVERALL ASSESSMENT	**++**	**++**	**0**	**-**

KEY: NK= Nakando, LP= Lumpa, MG = Munga and FW = Farewell.

M.E.S = More Effective School and L.E.S = Less Effective School

Perceptions regarding the first variable on teacher participation were very positive at NK and MG, positive at LP and neutral at FW. The school leadership was perceived as supportive at the following schools: LP, MG and FW, whereas at NK it was neutral. In terms of interactions with teachers and pupils, the leadership was perceived very positive at NK, MG and FW while at LP, it was considered positive.

At MG and FW, the variable 'Headteacher maximises learning time...' was perceived as neutral, whereas at NK and LP, it was perceived to be positive. There was sufficient qualitative evidence regarding this variable especially at NK Secondary School where the Headteacher confessed to being learning and teaching- focused.

> *I am very particular about learning and teaching in school. I make sure that teachers are teaching. Whenever I hear noise coming from a class, I check on my timetable to see which teacher is supposed to be teaching in that particular class. After confirming the teacher, I make sure I follow him or her wherever they may be, even at home...* (Headteacher, Nakando Secondary School).

On external linkages, the school leadership was considered negative at both MG and FW Schools but positive at NK and LP Schools. The overall judgment indicated that leadership was considered very positive at NK and LP Schools; neutral at MG School and negative at FW School.

Positive School Learning Climate

The table below corresponds to variables associated with school climate. The data presented was an integration of both qualitative and quantitative evidence.

Table 9: Analysis of School Learning Climate

CATEGORY		VARIABLES	NK (M.E.S)	LP (M.E.S)	MG (L.E.S)	FW (L.E.S)
School Climate	Quant. Qual.	Provides safe environment for all	+	0	-	-
	Qual.	Parents feel safe and comfortable visiting the school	+	+	+	+
	Quant.	The school is safe for teaching and learning	+	+	0	0
	Quant. Qual.	The school has a disciplinary policy	+	+	+	+
	Qual.	The school has disciplinary problems	+	+	+	+
	Quant.	Most disciplinary problems are handled at classroom level	+	0	+	+
		OVERALL ASSESSMENT	**++**	**+**	**0**	**0**

KEY: NK= Nakando, LP= Lumpa, MG = Munga and FW = Farewell.

M.E.S = More Effective School and L.E.S = Less Effective School

Table 9 above indicates that the School Learning Climate was regarded very positive at NK Secondary School and positive at LP Secondary School. The perceptions of this category were neutral at both MG and FW Secondary Schools. Concerning the variable 'safe environment for all', the perception was positive for NK School. However, it was perceived as negative at MG

and FW Secondary Schools, while at LP, it was neutral. Below weresome of the most common responses for the low perception of the 'safe environment' variable:

> *The school does not provide a safe environment; teachers propose [love to] girls here. There was a girl proposed [love to] by a teacher; she used to be favoured by being given high marks even when her answers were wrong by her teacher-boyfriend...*(Pupil, Lumpa Secondary School).
>
> *We are not safe here because we do not have [enough] classrooms, we do not have toilets, there is squeezing in classrooms and we do not have prep...* (Pupil, Farewell Secondary School).

In terms of pupil discipline, all the schools admitted to having disciplinary problems. Except for Lumpa Secondary School where the perception was neutral, all the schools agreed that most disciplinary cases were handled at classroom level.

High expectations of pupils' success

The table below presents variables that assessed levels of expectations of students' success in the different schools. The data was informed by both qualitative and quantitative sources.

Table 10: Analysis of Expectations of pupils

CATEGORY		**VARIABLES**	**NK (M.E.S)**	**LP (M.E.S)**	**MG (L.E.S)**	**FW (L.E.S)**
Expectations	Quant. Qual.	Expect pupil performance slightlyabove national average	+	0	0	-
	Quant. Qual.	Expect 51 percent and above to complete secondary school	++	++	-	0
	Quant.	51 percent and above of	++	++	0	0

	Qual.	pupils work harder				
	Quant. Qual.	More than half of the pupils can get distinctions in examinations	-	-	--	--
	Quant.	More than half of the pupils will go to college	-	--	--	--
	Quant.	Pupils at this school perform better than those in other schools	+	0	--	--
		OVERALL ASSESSMENT	**+**	**0**	**--**	**--**

KEY: NK= Nakando, LP= Lumpa, MG = Munga and FW = Farewell.

M.E.S = More Effective School and L.E.S = Less Effective School

The data on the first variable above, regarding pupils' capacity to perform slightly above national average in examinations indicated a positive perception for NK, neutral for LP and MG, and finally a negative for FW. A very positive perception was recorded at NK and LP with regard to the capacity of all pupils completing secondary school, while MG and FW had negative and neutral perceptions respectively. In terms of the ability of more than half of the pupils' to get distinctions or go to college after school, all the schools expressed negative to very negative perceptions.

In general, the data above reveal that the expectation of pupils' success was positive at NK, neutral at LP, and very negative at both MG and FW. This could suggest that stakeholders in the more effective schools had moderate to higher expectations of their pupils' capacity to excel. While some stakeholders in the less effective schools expressed high expectations of their pupils' success, a lot more did not. For example, when asked about whether all the pupils in his school were capable of achieving the highest level of performance, one Headteacher of a less effective school responded that it would be unrealistic to think so.

We do not have prep here. Much as we would want them to achieve, there are these challenges. The majority of our pupils are renting in the surrounding villages. They stay on their own, and since we do not monitor them, it is difficult to know what they do out there... (Headteacher, Farewell Secondary School).

Teachers' Professional Efficacy

The following table presents variables that assessed levels of teachers' professional efficacy in the four schools. The data came from both qualitative and quantitative sources.

Table 11: Analysis of Teachers' levels of Professional Efficacy

CATEGORY		VARIABLES	NK (M.E.S)	LP (M.E.S)	MG (L.E.S)	FW (L.E.S)
Teachers' Professional Efficacy	Quant.	Teacher's choice to teach at the school	0	--	--	--
	Qual.	Presence of qualified teaching staff	+	+	+	+
	Quant. Qual.	Teachers in this school are capable of raising the achievement of all pupils	+	0	-	-
	Quant.	As a teacher, there is a lot I can do to achieve high performance for my pupils	+	++	+	+
	Quant.	Teachers' attitude can affect their pupils' performance	+	++	+	++
	Quant. Qual.	Teachers at the school use different teaching methods	+	+	0	+
	Quant.	Teachers at the school are involved in other non-teaching activities of the school	+	+	+	+
	Qual.	Teachers are involved in CPD programmes	+	+	-	-
		OVERALL ASSESSMENT	**+**	**+**	**-**	**0**

KEY: NK= Nakando, LP= Lumpa, MG = Munga and FW = Farewell.

M.E.S = More Effective School and L.E.S = Less Effective School

Concerning the first variable of whether or not it was the teachers' choice to teach in their current schools, it can be seen that it was not the choice of the majority of them, except some few teachers at NK. Despite this however, all the teachers in all the schools were perceived as qualified to teach. Teachers at MG and FW expressed very negative perceptions regarding their ability to raise achievement for all their pupils. A neutral perception was expressed on the same variable at NK while at LP it was positive. There were positive perceptions in all the schools regarding what teachers could do to achieve high performance for their pupils as well as the fact that teachers' attitudes could affect pupils' performance. The involvement of teachers in professional development programmes was positively perceived at both NK and LP, but negatively perceived at MG and FW Schools.

The overall results suggested that the levels of teachers' professional efficacy were stronger in the more effective schools than in the less effective schools. In addition, both teachers' satisfaction and the presence or absence of CPD programmes seemed to partly explain the differences between the two groups of schools.

Academic- focused policies

The table below corresponds to variables assessing school policies focused on improving academic success of pupils. The variables were drawn from both qualitative and quantitative data sources.

Table 12: Analysis of Academic-focused School Policies

CATEGORY		VARIABLES	NK (M.E.S)	LP (M.E.S)	MG (L.E.S)	FW (L.E.S)
Academic-focused Policies	Quant. Qual.	The school is examination oriented	+	++	++	++
	Quant. Qual.	Regular assessment of pupils	+	+	+	0
	Qual.	Weekly assessment of pupils	+	+	+	-
	Qual.	Presence of evening prep	+	-	+	0
	Qual.	Regular teacher evaluation	++	+	+	+
	Qual.	Adaptive teaching methods	++	++	0	+
	Qual.	Use of rewards to encourage outstanding performance	++	+	+	+
	Qual.	Pupil Counselling	+	0	0	0
	Qual.	Anti- malpractice	+	0	0	0
	Qual.	School- Community Partnerships	+	+	0	0
	Qual.	Presence of parental Involvement policies	+	+	0	-
	Qual.	Weekly boarding system for pupils who came from distant places	+	++	-	-
		OVERALL ASSESSMENT	**+**	**+**	**0**	**0**

KEY: NK= Nakando, LP= Lumpa, MG = Munga and FW = Farewell.

M.E.S = More Effective School and L.E.S = Less Effective School

The first variable on ‘examination orientation’ was positive at NK and more positive at LP, MG and FW schools. The assessment of pupils was found to be very regular at NK, LP and MG schools. A neutral perception of this variable was found at FW School. All the schools had a positive perception of regular teacher evaluation. A system of rewards was also found in all the schools. At NK and LP Schools, the use of adaptive instruction was very positively perceived, while it was perceived as neutral at MG and positive at FW Schools.

MG and FW Schools indicatedneutral perceptions with regard to the following policies and practices: pupil counselling, anti-malpractice and School- Community Partnerships. NK had positive perceptions on all these variables. LP on the other hand, had neutral perceptions on anti-malpractice and pupil academic counselling. The school had positive School-Community Partnerships.The ‘presence of parental involvement policies’ was more negatively perceived in MG and FW Schools, while the reverse was true for NK and LP Schools.

In general terms, both NK and LP had more academic-focused policies and practices than MG and FW Schools. Parental support wasless at MG and FW, while the case was opposite for NK and LP Schools. These differences are discussed in detail in the next chapter.

4.6 Factorsthat threatened school effectiveness in the rural day-secondary schools

Several factors were mentioned as hindering the rural schools’ opportunities to raise academic achievement of pupils. These were gathered from Headteachers, PTA chairpersons, teachers and pupils in all the visited schools. Since most of the mentioned factors by the subgroups were similar, they have been integrated and presented together.

Lack of Teaching and Learning Materials

Except in the more effective schools, the problem of insufficient teaching and learning materials was very pronounced in the less effective schools. Both the more effective schools indicated that they had enough teaching and learning materials in form of textbooks. The only challenge they had in this respect was the inadequacy of textbooks for the newly introduced junior grades. However, the situation was worse in the less effective schools. The schools had literally no textbooks for both teachers and pupils. One teacher at Farewell Secondary School disclosed that in his school, there was not even a single science textbook for pupils.

Limited School Infrastructure

In all the schools, this was mentioned as one of the major challenges. All of them had very limited classroom and office accommodation for both pupils and teachers respectively. Most of the schools had a number of classrooms ranging from five to six, yet the numbers of pupils had soared over the years to over 500 per school. This resulted in overcrowded classrooms. Overcrowding in itself made individualised attention teachers gave to pupils almost impossible. In addition it led most teachers into abandoning frequent assessment of pupils through homework and exercises.

> *Due to the large numbers in our classrooms, homework is no longer given to pupils.... Most teachers don't even know the pupils in the school...* (Teacher, Farewell Secondary School).

In addition the lack of proper and adequate infrastructure saw the rural day-secondary schools operate without Science and Home Economics laboratories, let alone computer facilities. This scenario couldpotentially drain pupils' motivation to learn these subjects, as they wereforced to

learn practical subjects from a theoretical perspective. In most of these schools, there was no difference between the teaching of science and history. Pupils only saw laboratory tools such as beakers, tripod stands and Bunsen burners in pictures. The lack of infrastructure hit both the more and the less effective schools alike.

> *The crisis of classroom space is so severe that even the Home Economics equipment we have, has had to be housed in one of the Grade twelve classes...* (Headteacher, Nakando Secondary School).

Limited school infrastructure saw the rural schools scrap off afternoon prep in order to ration the few classrooms between the 'morning' and 'afternoon' pupils. In two of the schools (Nakando and Munga Secondary Schools), evening prep was introduced as a remedy. However, these schools served pupils who walked to school from distant villages. Therefore, it was not possible for pupils to be attending evening prep, which would require them to go back to their villages at night.

> *There is too much absenteeism of pupils during evening prep, but being a day school, evening prep cannot be compulsory...* (Teacher, Farewell Secondary School).

Pupil Background

The challenge of pupils' background emerged in all the visited schools, with many participants attributing their schools' levels of performance to it. In most cases,the rural day-secondary schools attracted rural pupils from the surrounding basic schools within particular zones. There was a somewhat common perception in these rural secondary schools that the pupils they received from basic schools were inadequately prepared. Consequently, they were faced with the task of handling intellectually-challenged pupils that had failed to make it to boarding schools on

account of having scored lower marks in examinations. Presented below, were some of the participants' responses regarding the challenge of pupil background.

> *We get our pupils from neighbouring basic schools, and this is where there is a problem. Most of them are unteachable [sic] because they don't understand English. In some of the basic schools they come from, they receive leakages...*(Teacher, Farewell Secondary School).
>
> *There is a language barrier.The language of communication pupils understand here is Silozi, but I don't know Silozi...* (Teacher, Munga Secondary School).
>
> *Very few pupils here know how to read and write. Most of them are slow learners, which makes less coverage of work...* (Teacher, Lumpa Secondary School).
>
> *Pupils from rural areas give us problems. Most of them have high marks but can hardly read. Our catchment area is not very good. I wish we were given pupils from Mongu...* (Headteacher, Nakando Secondary School).

In relation to pupil background, pupil poverty was found to be rife in the rural secondary schools. Most pupils in these schools were vulnerable and poor. Hence, they found it difficult to pay school fees on time. The inability of the schools to collect school fees from pupils was considered a very big problem which jeopardised the smooth operations of the schools.Moreover, it was discovered that most of the pupils stayed away from school when they could not afford to pay fees.

Lack of Boarding Facilities

Another factor that hindered school effectiveness in the rural day-secondary schools was the absence of boarding facilities for pupils. This was because most of the pupils in these schools came from far-away places. The pupils had to either walk long distances to schools everyday or rent in the villages around the school. Therefore, this state of affairs made the monitoring of

pupils after school hours impossible. The situation also accounted for pupil absenteeism duringevening prep. It was noted that female pupils were the most affected group by the absence of boarding facilities in the day-secondary schools.

> *Girls lodge [rent] huts in villages nearby and fail to perform well because they are troubled by fellow pupils and villagers...*(Teacher, Farewell Secondary School).

Poor Conditions of Service for Teachers

Lack of good conditions of service for teachers in rural areas was mentioned among the challenges the schools faced in striving to attain effectiveness. Conditions of service and motivation are inter-related. Lack of teacher motivation may hinder school effectiveness. Most teachers complained of not having proper accommodation both at home and at work. They did not have access to electricity and running (piped) water. The lack of accommodation within the school compound forced teachers to rent shoddy structures in the community away from the school.

> *The small huts we occupy are very far from the school, and this is proving to be a challenge as we have tocover long distances to school every day...*(Teacher, Lumpa Secondary School).

In almost all the schools visited, there was inadequate office accommodation for teachers. There were either no staff rooms or the available rooms were inadequate to accommodate all teachers. At Lumpa Secondary School for instance, all the teachers and school administrators shared one room. A similar situation was observed at FarewellSecondary School, where teachers were overcrowded in one poorly ventilated office so-called ‘staff room’. At the same school, it was found that there was only one toilet serving both male and female members of staff.

Teacher Absenteeism

During discussions with pupils, some teachers were singled out as being lazy and in the habit of giving pupils to write notes on the chalkboard on their behalf. The pupils expressed dissatisfaction with such teaching styles and teacher absenteeism in particular, noting that they contributed to pupils' loss of interest in some subjects.

> *If it is English, eeish! Our teacher is expired. You only see him twice a year!...* (Pupil, Focus Group).

Absenteeism by teachers could seriously hamper the schools' fullest potential to raise achievement for the majority of their pupils.

> *When we went for a quiz, we were challenged by other schools. You can imagine [in] Grade Eleven Chemistry, we are still on Separation Techniques. Is that normal?...* (Pupil, Focus Group).

Sexual Harassment

The female pupils in particular, had a special challenge which they voiced out in all the schools the researcher visited. Most of them complained of being enticed into sexual relationships by their male teachers. During a focus group discussion at Munga Secondary School, one female pupil almost broke down as she disclosed that the one thing she hated most about her school was the practice of teachers proposing love to girls. This sad situation made the school environment not safe for the girls. The habit had also led to a perception of favouritism by male teachers towards certain female pupils. The common perpetrators of this vice were the young unmarried male teachers.

Negative Attitudes of Parents

Most participants bemoanedthe lack of support from parents as one of the obstacles in the way of attaining pupils' achievement in schools. In most cases very few parents took part in the academic affairs of their children. In one school (Farewell Secondary School), a pile of unclaimed report forms were gathering dust in the Headteacher's office. This goes to show that many parents were uninvolved. Their children's performance did not matter to them. In another school (Munga Secondary School), a pupil disclosed that his parents did not offer him effective support for learning.

> *Some of our parents don't care about what we get in tests. They just ask, "How much are school fees now?"* (Pupil, Munga Secondary School).

4.7 Summary

This chapter focused on the presentation of findings. The first section of the chapter presented detailed profiles of the four schools in the study. The profiles provided were for Nakando Secondary School (a more effective school), Munga Secondary School (a less effective school), Lumpa Secondary School (a more effective school) and Farewell Secondary School (a less effective school). The conception of school effectiveness in the rural schools was later presented from the perspectives of Headteachers, teachers and pupils.

The chapter proceeded to point out the main characteristics that distinguished more from less effective secondary schools, before exploring the key factors associated with school effectiveness in the rural schools of the Western Province. The final section of the chapter addressed factors that hindered school effectiveness in the rural day-secondary schools of the Western Province. These included lack of teaching materials, inadequate infrastructure, pupil

background, teacher absenteeism, poor conditions of service for teachers andthe non-involvement of parents among others. The next chapter presents a discussion of these findings. The framework of the discussion is guided by the study's set objectives.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

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 analyse those findings.

This chapter provides a full discussion of the findings presented in the previous chapter. It is organised under the following subtitles, ensuing from the research objectives: Conception of school effectiveness, Characteristics that distinguished less from more effective schools, Key factors associated with effectiveness in the rural areasand Factors that hindered school effectiveness.

5.2 The Conception of School Effectiveness in the rural day-secondary schools

As observed by Grobler *et al* (2003), it is clear from the current findings that one's definition of school effectiveness is shaped by their context and prevailing circumstances surrounding the school. It is also clear that inputs, processes and outputs play a major role in the perceptions of school effectiveness. It has been proven that different quarters of people will define school effectiveness differently, and this debate seems to be never ending.

In this study, most responses regarding school effectiveness, pointed to schooloutput as a function ofresource inputs. From this perspective, it emerged that an effective school was one with sufficient human, material and physical resources, and that the maximisation of these resources brought about good performance in examinations. 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).

According to Scheerens (2000), the economic rationality model of organisational effectiveness views school effectiveness as the extent to which a school accomplishes its academic goals, given the available resource inputs.The use of academic outcomes of schooling to measure effectiveness is not only easy to measure, but is also directly influenced by school processes (Teddlie and Reynolds, 2000). Academic achievement of pupils is a major manifest function of schools, and performance in SC 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 participantsperceived 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 MOE (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 behaviours 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 generatedwas 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.

According to the human relations model, an effective organisation is one in which the well-being and satisfaction of employees is prioritised. It must have healthy staff relationships as well as opportunities for both personal and professional growth (Nyongesa, 2007). Even in the case of a school organisation, the absence of these conditions of service is most likely to lead to ineffectiveness. The coordination among all stakeholders involved in the educational process, leads to quality education. Weber (1971) also observed that a good atmosphere was synonymous with school effectiveness.

5.3 Characteristics that distinguishedthe more from the less effective schools

While many features of the more and the less effective schools were reported in the previous chapter, only thosethat were foundto be very significant and consistent in both categories of schools are discussed here.

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.

Teacher Qualifications

At classroom level, teachers constitute the single-most important factor affecting pupils' performance. In order to raise achievement, teachers need to have a masterly knowledge of their subject matter. According to Kayungwa (2002), higher qualifications for teachers produced better school achievement than lower qualifications. This research however, revealed the

opposite. In both the more effective schools, there were more teachers with diplomas than degrees. This was confirmed by both questionnaire and interview data.

A much more interesting finding was that in one less effective school, there were more teachers with degreesthan diplomas. This evidence conflicts with the assertion by Kayungwa (2002) that schools with teachers of high qualifications performed better than those with lowly qualified teachers. It therefore, offers support to Malambo's (2012) whoequally found more teachers with diplomas inhigh performing schools than in low performing schools.

Malambo (2012) was conducting a study on the factors affecting the performance of pupils in Grant and non-Grant aided schools in the Western Province, when he found that in one of the high performing schools, only four of the teacher-respondents were degree holders while many were diploma holders. At the same time, he found that in a low performing school, manyof the respondents were degree holders while only a handful were diploma holders. He therefore, concluded that in order to ensure good performance, probably,teachers should simply be 'qualified' and not 'highly qualified'.

Malambo's (2012) conclusion can be sustained in the current discussion.In order to teach, teachers merely need to have three things: broad knowledge of the subject matter, pedagogical competencies and the motivation to teach (Lockheed & Verspoor, 1991 as cited in Mumba, 2007). The motivation to teach, in particular, is very cardinal for the improvement of pupil achievement. Not only should teachers be highly qualified, but also need to love their job and execute it with passion. One of the possible explanations as to why a school with more (three-quarters) degree holders could turn out to be less effective, is that probably these teachers, though highly qualified, were very frustrated to have been posted to a rural area or not to have

found a non-teaching job elsewhere. When asked about whether it was their choice to teach at their current schools, 28 (77.8%) of the participants in the study indicated that it was not their choice.

It has been documented in literature that people with high qualifications such as a university degree usually look down on teaching as a profession. Subulwa (1993) found a positive relationship between a degree qualification in teaching and graduation loss (the extent to which qualified teachers never actually teach). Similarly, Serenje (2012), in a study on the attitudes of University of Zambia pre-service teachers towards teaching as a career, observed that generally pre-service trainee teachers had a negative attitude towards teaching. She found that out of the 264 research participants, as many as 201 (76.1%) of them had not chosen the teacher education programme as their first programme of choice.

Further findings of Serenje (2012) were that 138 (52.3%) of the pre-service teachers did not plan to join the teaching profession upon graduation. Out of the 123 (46.6%) that indicated interest in joining the profession, 71 (57.7%) stated that they did not plan to remain teachers until retirement. Surely, with such findings, it may not be very shocking that a school with more degree holders could be outperformed by its counterpart with more diploma holders.

The diploma holdersworking in the two more effective schools are likely to have come to terms with the reality of having to work in a rural set up, considering their qualifications. Moreover, the teaching diploma qualification "is more tailored to classroom teaching but a degree with education, being a broader and more general qualification may be marketable outside teaching" (Subulwa, 1993: 60). Despite not having chosen to teach in their respective schools, these teachers may be somewhat satisfied with the teaching job.

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).

School resources and facilities

The findings of this study revealed a very huge discrepancy between the more and the less effective schools in the Western Province 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. Both the more effective schools were found to have sufficient textbooks, desks, toilets and temporary boarding facilities. Despite having a common shortage of classroom and office space, one of these more effective schools even had a library and computer laboratory. Meanwhile, both the less effective schools had no textbooks, had fewer desks, fewer toilets and no weekly boarding facilities for distant pupils.

Notwithstanding the existing evidence, especially that of Kelly and Kanyika (2000) and Kayungwa (2002), who argued thatthe 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.

Continuing Professional Development (CPD)

Another distinctive feature between the more and less effective schools in thisstudywas centred on professional development. In both of the less effective schools, no activity aimed at improving teachers' personal and professional development was put in place. However, the situation was different in the two more effective schools where several initiatives were put in place to promote staff professional growth. The sad thing was that both the headteachers in the less effective schools expressed satisfaction with the status quo; one even citing as remedial the fact that the majority of his teachers were degree holders.The other headteacher pointed out that all his diploma-holder teachers were currently engaged in degree studies.

It should be noted thatCPD activities are very important, and any school that is serious with raising achievement cannot afford to operate without them(Forrest and Parkay, 2001). These programmes sharpen teachers' skills as well as keep their knowledge updated with current developments in their subject areas. Banda (2002) found that the lack of CPD in schools lowered the performance of teachers. Knowledge has increasingly become dynamic, and no teacher can afford to remain static. In his study on factors affecting pupils' performance in O' level Physics in the Copperbelt Province of Zambia, Mumba (2007) found that 68 percent of his respondents attributed low teacher performance to lack of professional development programmes in schools.

5.4 Key factors associated with effective rural schooling

In the preceding section of this chapter, it was pointed out that differences in terms of resources and materials were observed between the more and less effective schools. The more effective schools were found to have more resources than their less effective counterparts. It was further observed thatthis was despite the former not having greater access to government funding than the latter.

A question then arises; how is it possible that two of the four schools had more resources than the other pair, when all of them received the same allocation from the government and the amount of PTA funds pupils paid was almost the same across all the schools? One of theless effective schools hadeven been in existence for over 30 years, while the other was established in 2001 (the same year one of the two more effective schools was established). This section therefore, addresses this paradox.

Proactive Leadership

There is no question about the role leadership plays in improving student learning. Leadership has a special place in both school improvement and school effectiveness. Though indirectly, leaders have a powerful influence on the academic achievement of pupils (Harris and Muijis, 2002). Up to a quarter of the school variances in pupil achievement could be explained by leadership influences (Halinger and Heck, 1998). While there is yet, no generally agreed upon style of leadership which is considered the most ideal, there is some evidence that collaborative and democratic forms of leadership could facilitate school effectiveness(Harris, 2004; Leithwood *et al*, 2007; Wahlstrom & Louis, 2008).

This study found more positive perceptions regarding supportive leadership and teacher participation in decision making in all the four schools (both the more and the less effective schools). All the headteachers were described as democratic and collaborative. They were lauded for encouraging both teacher and parental involvement in the academic affairs of their schools. A similar study by Mwamba (2009) in rural high schools, found that leaders in rural schools practiced a participatory approach to decision making. On that basis, he concluded that the participatory leadership approach led to improved schooling in rural areas.

However, Mwamba's (2009) conclusion could have been misplaced.Despite the rural schools in his sample practicing collaborative leadership, there was no evidence that they were effective. It is possible for a school to practice shared leadership but still remain ineffective. As confirmed by this study, collaborative leadership did not tell anything about the academic performance of the school. Both the more and the less effective schools in the study scored high on collaborative and democratic leadership categories.

While elsewhere, increased teacher involvement in decision-making has been associated with school effectiveness, this did not seem to be true in the context of the rural Western Province of Zambia. This findingsupports Witziers *et al* (2003) who also questioned the validity of the perceived positive relationship between shared leadership and academic performance. Probably other aspects of leadership apart from collaborative and democratic forms could be more associated with effective rural schooling.

Proactive leadership as conceptualised in this study does not end at just being democratic or collaborative; there is actually more to it. It includes the leader's ability to maximise learning time, organise resources as well as create external linkages. The inability by a school leader to mobilise resources for example, has been found to be a pre-requisite to school ineffectiveness.Conducting a study on effective school management practices, Mwanza (2004) found that non-effective schools were characterised by irregular and inadequate teaching and learning materials. She further noted that headteachers in these schools (ineffective) did not prioritise the acquisition of teaching and learning materials.In order for schools to improve, it is important for leaders to be proactive and create linkages with the external environment for resource acquisition purposes.

This study revealed some aspects of instructional type of leadership in the two more effective schools. According to Leithwood *et al* (2004), instructional leadership involves continuously setting the school's focus on the development of teachers' expertise and their classroom practices;it is when the school's main focus is on teaching and learning. In both the more effective schools, teachers were involved in CPD programmes to improve their knowledge and teaching skills. The headteachers likewise, were focused on teaching and learning, as evidenced by their commitment to reducing interruptions to the academic calendar.

The headteachers of the more effective schools in this study made sure that their schools were stocked with adequate teaching and learning resources. These school leaders' focus on teaching and learning was seen in the availability of pupils' textbooks and desks. They even went out of their way to solicit for external support to put up weekly boarding facilities for pupils who came from very far-away places. This kind of leadership could be appropriately termed as transformational. According to Harris and Chapman (2001), transformational leadership is that which is concerned with changing certain aspects of the classroom and learning conditions in order to improve overall school performance.

For any school improvement programme to succeed, proper resourcing is cardinal (Reynolds *et al*, 2001). Failure has been found to be common in schools with little or no resources (Nesselrodt *et al*, 1997). Effective school leaders take advantage of the surrounding school context to solicit for resources. They have proactive means of mobilising and utilising resources. However, much as resources are needed for improvement, the capacity to use them is even much more important.

From the foregoing discourse, it can be seen that proactive leadership was at play in the more effective schools in this study. This form of leadership did not restrict itself to either collaborative or instructional styles, as is usually the case. It involved every possible effort that improved teaching and learning. Definitely, proactive leadership is one of the key factors associated with school effectiveness especially in the rural areas where the provision and supply of teaching and learning resources is poor. This conclusion confirms the organic system model of organisational effectiveness, which sees effectiveness as the capacity to acquire resource inputs and survive in the face of challenging circumstances.

Positive School Learning Climate

Any unsafe school is by definition, ineffective. This is because for learning and teaching to take place, the learning environment must be safe.Research has shown that a positive school climate is mostly associated with effective schools (Weber, 1971; Brookover *et al*, 1979; Edmonds, 1979; Sammons *et al*, 1995; Harris *et al*, 2003). Climate is closely related to the concept of school culture. Though difficult to define and measure, a positive school culture has to do with a coherent and predictable learning environment in which pupils know what to expect and quality learning takes place (Harris *et al*, 2003). An orderly learning environment is one that is highly predictable; where activities do not just happen randomly, but are carefully planned and guided by the school's shared vision.

The results of this present study established that on average, all the four schools under investigation were generally perceived safe and orderly. Parents, as represented by the PTA chairpersons, felt that the headteachers greatly emphasised their involvement in academic affairs and that they were free and comfortable to visitthe schools. It should be noted that parental involvement is crucial for school improvement and school effectiveness. A study in the United States revealed that effective schools raised their academic standards by involving parents in serious academic matters rather than just use them for the payment of school fees (Harris *et al*, 2003).

The headteachers also felt that their schools had enhanced collegiality as could be attested by teachers' common lesson planning. The majority of teachers rated their schools' atmosphere as very friendly, orderly and safe. All the schools had disciplinary policies to address the various disciplinary problems.

However, in some respects, school climate was understood differently in all the four schools. There was a tendency to judge positive school climate by the availability of resources and facilities in the school. This emerged when the participants were asked whether or not their schools were safe for teaching and learning activities. In both the more effective schools the response to this question was in the affirmative. However, participants in the less effective schools said that their schools were not safe for teaching and learning owing to the lack of teaching and learning resources.

The perceptions about the physical environment can affect the behaviour and motivation of teachers and pupils towards teaching and learning. Rutter *et al* (1979) found that keeping the school's physical facilities and resources in good condition improved morale and resulted in higher standards of academic performance.

If Rutter*et al*'s (1979) finding is true, then, it can be argued that the two less effective schools in this current study had not been performing well due to, among other things, the negative effects of their physical environments. These schools were found to have literally nothing, in terms of educational resources. They only had textbooks for teachers and not pupils. In addition, three to four pupils were found sharing a desk that should have normally been shared by only two. This situation could have turned off both the teachers and pupils' morale and commitment to academic achievement.

According to Muchelemba (2001), when schools have enough textbooks, even teacher motivation goes up; they work hard and achieve high performance. Similarly, Bame (1991) had found that lack of textbooks for pupils lowered the morale of teachers.The two more effective schools in this study could not be said to have had it all, but at least in terms of physical

environment as conceptualised by Rutter and his colleagues (1979), they were much better off than their counterparts (the less effective schools).

High Expectations of Pupils' Success

High positive expectations have been found to influence student achievement though the reverse is also true (Sammons *et al*, 1995). According to Reynolds and Teddlie (2000), higher expectations were among the most consistent factors of school effectiveness revealed in many studies. In both the more effective schools that participated in this study, PTA chairpersons, teachers and headteachers somewhat demonstrated high expectations of their pupils' performance. They expected their pupils to work hard and complete school. This finding is consistent with that ofBalbontín (2012), who also found that best performing schools' staff in her study had very high expectations of pupils' academic performance.

However, despite expressing high expectations of more than half of the pupils' potential to work hard and complete school, the expectations in the more effective schools dropped in relation to the potential of more than half of the pupils to get distinctions in examinations and go to higher institutions of learning. Participants indicated that at least half but not more than half of the pupils could be expected to attain such high levels of performance.

The level of expectations of pupils' performance in the less effective schools was very negative on almost all the variables that assessed high expectations. The teachers and headteachers practically, did not demonstrate any hope in their pupils' potential to achieve maximum performance. They did not believe that even slightly more than half of their pupils could complete their secondary education. These low levels of expectations were attributed to the poverty and vulnerability their pupils faced.

Many participants including PTA chairpersons in the less effective schools further, attributed their low expectations to the educational background of their pupils. The most common view was that the majority of pupils weredrawn from basic schools, where they were usually 'half-baked'. On that basis, pupils from basic schools were considered ill-prepared for secondary education. In addition, due to thelack of boarding facilities, pupils in these schools were renting accommodation outside the confines of the schools. As such, it was difficult to monitor their (pupils') activities after school hours. Moreover, the majority of the pupils were not expected to complete secondary education because of their negative attitudes to education as a result of limited exposure.

The findings from the low effective schools confirmed the conclusions of many studies that have revealed that low expectations were a reflection of ineffective schools. Studies by Brookover *et al* (1979), Edmonds (1979), Rutter *et al* (1979), Levine & Lezotte (1990), Sammons *et al* (1995), Reynolds & Teddlie (2000) and Balbontín (2012) among many others established that low expectations translated into passive teaching behaviours and styles. These teaching behaviours and styles led to treatment of pupilsin ways that provided them with fewer learning opportunities, less challenging work and less praise.

High expectations however, in the absence of other favourable school conditions cannot make a school effective. In order to be effective, high expectations should be accompanied by an achievement-focused, orderly and safe climate in which frequent monitoring and evaluation of pupils' progress is a norm (Sammons *et al*, 1995). In addition high expectations are better communicated to pupils so that they (pupils) have an idea of what their teachers think of them.

All the pupils in all the schools that took part in this study demonstrated high levels of expectations of themselves. They believed that with a little effort they could manage to pass their examinations with flying colours and go to universities and colleges. Almost all of them expressed great optimism to complete secondary school. However, a few pupils revealed that some attitudes of teachers were an obstacle in their effort to achieve high. Some teachers were cited as having a lax attitude towards teaching and that this was not inspiring to pupils.

Teachers' Professional Efficacy

The chief source of pupils' motivation to learn is said to be found in teachers' instructional practices (Redding and Walberg, 2012). The findings of this study with regard to the professional efficacy of teachers in both the more and the less effective schools were that, in the first place, it was not the desire of the majority of teachers to teach in their respective schools. Only seven (19.4%) teachers indicated that it was their choice. Secondly, the majority of teachers in both the more effective schools and in one of the less effective schools were qualified up to diploma level. In the other less effective school, there were more degree-holders than diploma holders.

Arguing from the perspective of the government policy on qualifications of teachers in secondary schools, one would conclude that all the diploma-certified teachers in the four schools were unqualified to teach in those schools. According to MOE (1996), only degree holders should teach Grades ten to twelve classes. The only exception given was in science subjects where there were not many teachers with degrees at the time. All other diploma teachers, as the policy dictates, can only teach up to Gradenine.

Despite having many diploma holders, Nakando and Lumpa Secondary Schools, for example, were performing better than Munga Secondary School which had three-quarters of its teachers

qualified up todegree level. As discussed in the earlier sections of this chapter, the reason for this contradiction could be that, despite not having degrees, the availability of teaching and learning resources in the schools had boosted the teachers' morale for teaching. The other factor could be one raised by Subulwa (1993) who argued that a diploma in teaching was specifically tailored for the classroom teaching, while a university degree in teaching was ambiguous, as it could get one a job outside the teaching profession. For this reason, most teachers with degree qualifications were most likely dissatisfied with teaching as a job. When one is not very satisfied with their job, chances are that they may never fully apply themselves to the demands of the job. Serenje (2012) found that most university pre-service teachers took the teaching career as a transitional phase to other better jobs.

Furthermore, this study has revealed that in both the more effective schools, teachers were allowed to be flexible enough in choosing teaching methods to suit specific learners. Research has shown that gains in pupils' achievement are massive when teachers are sensitive to different kinds of learners (Sizemore *et al*, 1983). Effective teachers adapt their teaching methodologies because they know that not all learners learn in the same way or at the same speed. This was not the case in one less effective school, where the headteacher categorically stated that his school was exclusively associated with the pupil-centred method.

In terms of involvement in personal and professional development activities, the two more effective schools were found to have clear policies and opportunities that supported staff development. Teachers in these schools were regularly involved in CPD activities such as Subject-Teachers meetings, during which teachers shared new ideas and developments in their fields. This evidence corroborates Freeman's (1997), observation that the more effective schools have been found to harness CPD activities in their schools.It also gives a strong support for

Forrest and Parkay's (2001), argument that a school cannot be considered effective without professional group meetings taking place.

Academic- Focused Policies

Many studies have established a link between focus on teaching and learning on one hand, and pupil achievement on the other. Schools that focus on teaching and learning have been found to record high pupil achievement (Reynolds *et al*, 2001). Though teaching and learning are major activities in every school, the extent to which they are emphasised differs from school to school. In this study, several policies and practices aimed at improving student learning were identified. Virtually, all the schools in the study were examination-oriented, had a monitoring and evaluation mechanism in place, and used a system of rewards to encourage outstanding performance.

Despite all the schools having almost similar academic policies, the two more effective schools went a mile farther to put up policies that greatly enhanced their performance in the long run.These included policies onacademic partnershipsand boarding for pupils. Both the high performing schools had strong policies on academic partnerships. These policies came in the wake of the realisation that government provision alone could never be sufficient. As a result, Lumpa Secondary School, for example, worked very closely with an identified local Church to implement all its academic programmes. The Church offered various forms of support to the school including some extra funding. The school also made use of the Church to engage the community on several school projects.

In the like manner, Nakando Secondary School, another more effective school, partnered with several external agencies for the purpose of improving teaching and learning. For instance, the

school had engaged the support of donor agencies such as The Czech Republic, Concern Worldwide, Young Women's Christian Association (YWCA) and Irish Church among others. These partnerships saw the setting up of a school library, computer laboratory and a modern boarding facility for female pupils. All these accomplishments enabled the school to maintain high achievement rates.

The positive contribution of effective school-community partnerships was confirmed by Jimenez and Paquea (1998) who conducted a research among primary schools in the Philippines. Their finding was that schools that were extra-funded by surrounding communities, achieved greater efficiency. This evidencetherefore, underscores the need for school policies which evoke the support of external agencies, especially in areas of school financing.School financing should not be left to government alone.

Furthermore, the two more effective schools in this study, had policies aimed at improving learning by reducing the distance pupils had to cover from home every day. Being rural day-secondary schools, these schools attracted pupils from surrounding and, in most cases, outlying basic schools. As an alternative course,pupils who came from very distant villages usually rented huts in the villages near the school.

Theidea of pupils renting huts on their own was found to be problematic by the school authorities, as it made pupil monitoring very difficult. In most cases, this arrangementexposed boys to negative influences such as beer drinking and subjected girls to vices such as defilement by fellow pupils and villagers. It was against this backdrop that the more effective schools conceived policies on weekly boarding for long-distance pupils. Following these policies, Lumpa SecondarySchool, for instance, had boarding facilities for both boys and girls. Any pupil whowas

accepted at this school chose to either become a border or day-scholar. Similarly, Nakando Secondary School had a modern boarding facility for girls.

5.5Factors that threatened School Effectiveness in rural day-secondary schools

Several inter-related factors were raised as obstacles to school improvement efforts. For the purpose of avoiding unnecessary repetition, these challenges have been condensed and discussed under the following categories: inadequate school resources and facilities, poor conditions of service for teachers, teacher absenteeism, pupil background,negative attitudes of parentsand sexual harassment.

Inadequate School Resources and Facilities

This was the major challenge in all the schools. However, the extent of the need for some of the resources differed from one category of schools to another. For instance, while both the effective schools had sufficient textbooks and desks for pupils, the less effective pair of schools was in dire need of these material resources. Textbooks are very cardinal if schoolsare to attain effectiveness. This was attested to by a number of researchers such as Bame (1991) Nesselrodt (1997), Muchelemba (2001), and Reynolds*et al* (2001) among many others. A study by Mwanza (2004) revealed that teachers' failure to raise performance in their schools was closely associated with inadequate textbooks and other supplementary reading materials.

All the schools in the study lacked enough physical facilities to support learning. For example, none of the schoolshad Science and Home Economics laboratory facilities. Additionally, three of the schools had no library and computer facilities. Classroom accommodation was also a great challenge; a situation which led to both overcrowding and double-shifting. Malambo (2012) also

foundthat most government secondary schools in the Western Province were characterised by over-crowded classrooms.

Crowded classrooms and desks have their own share of consequences. According to Ndoye (2007), over-enrolments ultimately heightened pupil-teacher ratios. In turn, high pupil-teacher ratios compromised teachers' ability to give regular assessment and individualised attention to all pupils (Mbozi, 2008). Furthermore, Malambo (2012) noted that concentration in large classrooms was often very difficult. The regular homework policy, which was lauded by Kelly and Kanyika (2000) for its potential to improve achievement by increasing the time pupils spent on academic matters, was proving difficult to implement in these schools for fear of teachers being overworked, owing to the huge numbers of pupils. Several teachers that took part in this study confessed to not even being able to know all their pupils by names.

The schools' inadequate facilities further, led to the scraping off of afternoon prep in order to accommodate the 'afternoon' pupils (second session of lessons). This movehowever, greatly weakened the opportunities of the schools to attain effectiveness by reducing the amount of time pupils spent on studying.

While two of the schools had initiated the establishment of boarding facilities, this was still a challenge for the other two schools. The absence of boarding facilities negatively impacted lives of the pupils whose only options were either to cover very long distances everyday to school or rent a ram-shackle in the villages near the school, where their safety and wellbeing (especially girls) was not very guaranteed. In addition, the school authorities' control over these day-pupils was very minimal to an extent that it was difficult for them to claim full responsibility for their (pupils')academic performance.

Poor Conditions of Service for Teachers

In all the sampled schools, the lack of teachers' accommodation was a common outcry. Unlike the boarding secondary schools which were well-planned; with sufficient staff accommodation, the day-secondary schools were different. These schools were established with little or no accommodation facilities for teachers. Therefore, teachers had to rent in sometimes distant huts; with no connection to electricity and running water. Besides the lack of housing accommodation, these schools had no adequate office accommodation for teachers. Two of the schools never even had a staffroom. This situation reduced the amount of time teachers spent in school, as they could only prepare lesson plans fromtheir homes.

Teacher motivation through better conditions of service is a pre-requisite to effective school performance. According to Basu (1994), motivation is a magic word that can do exploits. He adds that a motivated worker can achieve more than an expert with no motivation. When they are not well motivated, teachers may work against a school's shared aspirations and goals. Mwanza (2004) contended that the most likely cause of school ineffectiveness was poor leadership and low teacher performance. This conclusion confirms just how much important a teacher is to the school improvement process, hence should be motivated.

Teacher Absenteeism

Through focus group discussions with pupils, it was revealed that teacher absenteeism was rampant in most rural schools. Most of the absentee teachers were in the habit of giving pupilsnotes to copywhile they were away. The habit was found to have contributed to pupils' loss of interest in certain subjects. This finding corroborates Malambo's (2012) who found that

teacher absenteeism was very rife in government schools compared to Grant-aided (Mission)schools.

On many occasions during observations, the researcher spotted a number of classrooms, in all the sampled schools, without a teacher. After enquiring further, he was in most cases, informed that the teacher-in-charge of the lesson had gone to 'town' (the district capital). There appeared to be no well-defined system of handover, whereby a teacher planning to travel out, was temporarily replaced by another available one so that the learning process did not come to a halt during the time the former was away. If this hand-over arrangement was, at all, present in the schools, then, it was not strictly followed.

Pupil Background

The background of pupils was identified as the second major challenge that rural day-secondary schools had to grapple with in their effort to improve academic performance. The schools admitted pupils that were generally poor and vulnerable. Most of these pupils were drawn from the surrounding basic schools within particular zones. A question may be posed as to how pupils' socio-economic backgrounds could be an obstacle to effectiveness, bearing in mind that school effectiveness concerns the school's capacity to raise achievement of all pupils regardless of their status in society. This is addressed shortly.

The majority of participants (teachers and headteachers) observed that most of their pupils did not demonstrate levels of competence expected of them, having gone through basic school education. Manypupils were allegedly incompetent in basic literacy and communication skills. This implied that they were not 'fully baked' wherever they were coming from (basic schools).

This challenge fittedwell into what Hanushek (2007) termed as the cumulative effect of education; whereby educational effects at one level affected progress at the next level.

Since day-secondary schools selected their pupils from a number of basic schools both near and far, within the school zone, it could not be expected that all the selected pupils would find a relative living within the vicinity of the admitting school. Many pupils did not usually have relatives nearby. Aswas the case in most day-secondary schools without weekly boarding facilities, pupils were normally left to choose between renting in the nearby villages and coveringlong distances to school every day on foot. Nevertheless, long distances to school have been found to lead to pupil absenteeism and hence lower achievement (MOE, 1996). Moreover, distance to schoolmakes pupils too fatigued to concentrate in class or do their homework at home (Mbozi, 2008).

Due to pupil poverty, the schools in this study were not able to collect adequate revenue from pupils. This situation contributed to the operational challenges the schools were facing. It was learntthat pupils in these schools were struggling to pay even the little fees day-secondary schools were charging relative to boarding secondary schools fees. This state-of-affairs greatly threatened school effectiveness.

Negative attitudes of parents

Closely related to pupil background was a concern about negative parental attitudes towards education. It was noted in all the schools that parents did not show as much interest as could normally be expected of them. Most parents did not show concern with the academic performance of their children. At one school, pupils' report forms were gathering dust in the headteacher's office due to the failure by parents to collect them. Parental participation in school

meetings was also very poor in all the schools. While payment of fees could be considered good,it should not be seen as the only way in which parentscan participate in the academic affairs of the school. Full parental involvement is crucial if schools are to improve their performance and remain effective (Harris*et al*, 2003).

Sexual Harassment

During focus group discussions, female participants in all the schools reported suffering sexual violence at the hands of male teachers in their schools. Though this vice was not reported for fear of getting into trouble with the teachers involved, it negatively affected the victims' academic performance. For example, some girls ended up shunning some subjects taught by predatory teachers. Furthermore, the habit had bred an unsafe atmosphere for effective learning. The school girlsrevealed that they felt extremely uncomfortable to even pass near a male teacher for fear that he would propose to them or that he would ask for an answer to his proposal.

This revelation concerning sexual harassment is in conformity with Mwansa's (1995) finding that sexual abuse was one of the factors hindering the attainment of quality girl-child education in Zambia. Similarly, Fonseka (2001) concluded that sexual abuse of schoolgirls by male teachers was on the increase in Zambia. As a matter of fact, his study revealed that in the year 2000, the Teaching Service Commission (TSC) dismissed eleven teachers for sexual-related offences such as flirting with or impregnating schoolgirls.

5.6 Summary

This chapter presented a discussion of findings of the study by addressing each research objective. It started with the conception of school effectiveness in rural day-secondary schools of the Western Province.The second section of the chapter addressed some of the features that

distinguished the more from the less effective schools in the Province. The third section focused on the key factors that were associated with the greater effectiveness of some rural day-secondary schools. Finally, the last section discussed some of the challenges that hindered school effectiveness in the rural areas of the Western Province. The next chapter presents the overall conclusion of the dissertation. It further provides recommendations and suggests actions for further research emerging from the findings of this research.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview

The previous chapter presented the discussion of the main findings of the study. This chapter presents the overall conclusion of the findings. It must be emphasised that the aim of this study was to gain a greater understanding of the school factors and processes associated with effective rural day-secondary schools in the Western Province of Zambia. The chapter ends with recommendations and implications for further research.

6.2Conclusions

This study has shed light on the factors and processes behind the relative success of some rural day-secondary schools in the Western Province of Zambia. While school effectiveness was conceptualised differently by different research participants, somefeatures and key factors associated with effective schooling (as defined in this study) were nonetheless, identified. Among the features that distinguished the less from the more effective schools were: class sizes, teachers' qualifications, teaching and learning resources,boarding facilities and staff development programmes.

It is now clear why some day-secondary schools in the Western Province were progressing while others lagged behind. In normal circumstances, not much would be expected from the rural day-schools, owing to their disadvantaged contexts. The challenges these schools facedwere almost

similar and so they would be expected to perform in a similar fashion,especially where examinations were concerned. From the evidence of this study, it could be concluded that the outstanding performance observed in some day-secondary schools in the Western Province was as a result of their conscious efforts to improve certain aspects of their operations. The study has revealed that the most successful day-secondary schoolshad the following aspects:

1) Proactive leadership that prioritised teaching and learning. This kind of leadership was effective at mobilising the much needed resources through the creation of external linkages and academic partnerships.
2) Positive school learning climate which was not only safe for all but also conducive for teaching and learning to take place. This meant the presence ofresources required for effective teaching and learning to take place.
3) High expectations of pupils' success despite their socio-economic circumstances. Not many pupils were completely written-off on account of their background. Teachers believed in their pupils' potential to excel.
4) Teachers who were committed to their profession despite the rural hardships they faced. These committed teacherswere also regularly engaged in professional development meetingsin orderto update themselves on the many developments in their fields.
5) Policies which focused on academic achievement. These included frequent monitoring and evaluation of pupils' progress, recognising and rewarding outstanding teachers and pupils, the use of adaptive teaching methodologies, emphasis on partnerships with external agencies and the weekly boarding arrangement among many others.

6.3 Recommendations

On the basis of the findings of this study, recommendations are hereby suggested to the following education stakeholders: the Ministry of Education, school administrators, teachers and parents.

Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE)

1) The Ministry should consider evaluating the quality and content of teacher training programmes especially in universities, as well as conducting a fact-finding survey on the pre-service trainee teachers' preparedness to take up teaching as a career. This could form a basis for the reforms in university teacher education programmes.
2) The Ministry of Education should consider transforming more rural basic schools into day-secondary schools so as to reduce overcrowding and the long distances which many pupils have to cover to go to the nearest secondary schools. This measure may also bring a stop to the problem of pupils renting huts in villages; a situation that has subjected them to a lot of vices.

School Administrators

1) School leaders should be more proactive and become resource mobilisers for their schools rather thanmere passive administrators. They should take advantage of the presence of many Non-Governmental Organisations (NGOs), Faith Based Organisations

(FBOs), companies and business firms, and look at them as potential partners in education.

2) In collaboration with other stakeholders, school administrators should ensure that all their activities,policies and goals focus on improving teaching and learning. A greater amountof the schools' funds must be channelled towards CPD programmes and procurement of educational materials such as desks and pupils' textbooks.
3) Administrators in the day-secondary schools should consider setting up boarding facilities in their schools. There is enough testimony regarding the contribution of such facilities towards pupils' achievement.

Teachers

1) Being at the centre of pupils' achievement, teachers should demonstrate high levels of professionalism and commitment to their work. They should continuously improve themselves by actively participating in professional development meetings.
2) In order to avoid absenteeism, when leaving for other private businesses outside the school, teachers should cultivate a spirit of engaging their colleagues to temporarily take over their classes during the period they would be away.
3) Teachers should appreciate their pupils' potential to succeed, and no pupil should be written-off based on the characteristics he or she brings to the classroom.

Parents

1) Parents should actively participate in school activities, as the success of their children depends on their involvement as well. They should support all school initiatives meant to improve conditions of teaching and learning.

2) Parents and communities in general must be seen to complement government efforts by initiating self-help projects in areas that may not be on the government's priority list, such as the construction of temporary boarding hostels in the day-secondary schools.

6.4 Suggestions for Further Research

This research project was conducted by a lone researcher, who like many others found himself confronted by challengesof time restrictions. As a result, it was practically impossible forthe study to have addressed all issues and problems related to the area of investigation. The following suggestion is therefore made regarding the way this study could be replicated (and possibly improved):

1) Since this was a small-scale academic research, a similar one could be conducted at a national level, preferably comparing processes of effective boarding secondary schools; Government versus Private Schools and Urban versus Rural Schools. For purposes of statistical generalisations, a more quantitative study with sophisticated statistical techniques for data analysis would be most ideal.

Other areas which were outside the scope of this study, but could interest future researchers include the following:

1) An examination of the classroom practices and effectiveness of diploma and degree-certified teachers in the rural schools of Zambia.

2) An assessment of the effects of school resources on pupils' educational outcomes.

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APPENDIX A: QUESTIONNAIRE FOR TEACHERS

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

Dear Respondent,

I am a postgraduate student at the University of Zambia. I am conducting a research on the characteristics and processes of effective secondary schools in challenging contexts of the Western Province. You have been randomly selected to participate in this study by way of this questionnaire. The information you give is purely for academic purposes and will be treated with complete confidentiality. Your anonymity is highly guaranteed, as you do not have to indicate your name or any other form of identification on this questionnaire.

It is important that you be honest in your responses. Your input will help improve the standards of education in the rural areas of the Western Province. However, you reserve the right to refuse to take part in this study, and you may also terminate your participation at any time without any prior notice.

Instructions

- Please put a tick in the brackets [ ] provided against your answer
- Put your answers in the spaces provided

---

1. What is your sex?

a. Male [ ]
b. Female [ ]

2. What is your age?
   a. 20- 25 years [ ]
   b. 26- 30 years [ ]
   c. 31- 35 years [ ]
   d. 36- 40 years [ ]
   e. Above 41 years [ ]

3. What is your highest level of qualification?
   a. Teaching Certificate [ ]
   b. Diploma [ ]
   c. Degree [ ]
   d. Masters degree [ ]
   e. PhD [ ]
4. How long have you been a teacher?
   a. 0 – 4 years [ ]
   b. 5 – 10 years [ ]
   c. 11 – 15 years [ ]
   d. 16 – 20 years [ ]
   e. 21 – 25 years [ ]
   f. Above 26 years [ ]
5. How long have you taught at this school?
   a. 0 – 4 years [ ]
   b. 5 – 10 years [ ]
   c. 11 – 15 years [ ]
   d. 16 – 20 years [ ]
   e. 21 – 25 years [ ]
   f. Above 26 years [ ]
6. Was it your choice to teach at this school?
   a. Yes [ ]
   b. No [ ]
7. How would you rate the reputation of this school?
   a. Average [ ]
   b. Above average [ ]
   c. Excellent[ ]
   d. Below average [ ]
   e. Poor [ ]
8. Is your school examination-oriented?
   a. Yes [ ]
   b. No [ ]
9. Do you share the vision and goals of your school?
   a. Yes [ ]
   b. No [ ]
10. Does your school provide a safe environment for all?
   a. Yes [ ]
   b. No [ ]
   c. Not sure [ ]
11. This school is safe for learning and teaching.

a. Agree[ ]
b. Strongly agree [ ]
c. Not sure [ ]
d. Disagree [ ]
e. Strongly disagree [ ]

12. This school has a disciplinary policy.
    a. Yes [ ]
    b. No [ ]
    c. Not sure [ ]
13. Most disciplinary cases are handled at classroom level.
    a. Agree [ ]
    b. Strongly agree [ ]
    c. Not sure [ ]
    d. Disagree[ ]
    e. Strongly disagree [ ]
14. How far can you expect pupils in this school to achieve?
    a. Above national average [ ]
    b. Slightly above national average [ ]
    c. At national average [ ]
    d. Slightly below national average [ ]
    e. Below national average [ ]
15. What percentage of pupils in this school do you expect to complete secondary school?
    a. 90% and above [ ]
    b. 51 – 89% [ ]
    c. 50% [ ]
    d. Below 50% [ ]
16. What percentage of your pupils work harder than their colleagues to get good grades?
    a. 90% and above [ ]
    b. 51 – 89% [ ]
    c. 50% [ ]
    d. Below 50% [ ]
17. What percentage of your pupils are capable of getting distinctions in ECZ examinations?
    a. All of them [ ]
    b. More than half of them [ ]
    c. Half of them [ ]
    d. Less than half of them [ ]
    e. None of them [ ]
18. How many of your pupils do you expect to go to college?
    a. All of them [ ]
    b. More than half of them [ ]

c. Half of them [ ]
d. Less than half of them [ ]
e. None of them [ ]

19. Compared to other schools, how do pupils at this school perform?
    a. Very good [ ]
    b. Good [ ]
    c. Poor [ ]
    d. Very poor [ ]
20. How often do you encourage your pupils to aim at getting good grades?
    a. Very frequently [ ]
    b. Frequently [ ]
    c. Not frequently [ ]
    d. Not at all [ ]
21. Teachers in this school are capable of ensuring that all pupils perform excellently.
    a. Agree [ ]
    b. Strongly agree [ ]
    c. Not sure [ ]
    d. Disagree [ ]
    e. Strongly disagree [ ]
22. There is a lot I can do in my class to ensure all my pupils achieve a high level of performance.
    a. Agree [ ]
    b. Strongly agree [ ]
    c. Not sure [ ]
    d. Disagree[ ]
    e. Strongly disagree [ ]
23. Teachers' attitude towards pupils can affect their performance.
    a. Agree [ ]
    b. Strongly agree [ ]
    c. Not sure [ ]
    d. Disagree[ ]
    e. Strongly disagree [ ]
24. Teaching methods can affect pupils' performance.
    a. Agree[ ]
    b. Strongly agree [ ]
    c. Not sure [ ]
    d. Disagree[ ]
    e. Strongly disagree [ ]
25. Teachers at my school participate in decision making and policy formulation on a regular basis.

a. Agree[ ]
b. Strongly agree [ ]
c. Not sure [ ]
d. Disagree[ ]
e. Strongly disagree [ ]

26. Teachers in this school are involved in school improvement programmes.
    a. Agree [ ]
    b. Strongly agree [ ]
    c. Not sure [ ]
    d. Disagree [ ]
    e. Strongly disagree [ ]
27. The headteacher emphasizes teacher participation in matters of the school.
    a. Agree [ ]
    b. Strongly agree [ ]
    c. Not sure [ ]
    d. Disagree [ ]
    e. Strongly disagree [ ]
28. The headteacher regularly gives support to teachers in order to improve performance.
    a. Agree [ ]
    b. Strongly agree [ ]
    c. Not sure [ ]
    d. Disagree[ ]
    e. Strongly disagree [ ]
29. The headteacher regularly walks around the school interacting with teachers and pupils.
    a. Agree [ ]
    b. Strongly agree [ ]
    c. Not sure [ ]
    d. Disagree [ ]
    e. Strongly disagree [ ]
30. The leadership of this school is very easy to engage on several matters.
    a. Agree [ ]
    b. Strongly agree [ ]
    c. Not sure [ ]
    d. Disagree [ ]
    e. Strongly disagree [ ]
31. The headteacher maximizes learning time and minimizes interruptions to the academic calendar.
    a. Agree [ ]
    b. Strongly agree [ ]
    c. Not sure [ ]

d. Disagree[ ]
e. Strongly disagree [ ]

32. The headteacher of this school is good at organizing resources.
    a. Agree [ ]
    b. Strongly agree [ ]
    c. Not sure [ ]
    d. Disagree [ ]
    e. Strongly disagree [ ]
33. Teachers at this school use a variety of teaching strategies and learning activities to achieve maximum learning for pupils.
    a. Agree [ ]
    b. Strongly agree [ ]
    c. Not sure [ ]
    d. Disagree [ ]
    e. Strongly disagree [ ]
34. In this school, pupils are regularly assessed.
    a. Agree [ ]
    b. Strongly agree [ ]
    c. Not sure [ ]
    d. Disagree [ ]
    e. Strongly disagree [ ]
35. What proportion of parents with children at this school like to receive feedback about their children's performance?
    a. All of them [ ]
    b. More than half of them [ ]
    c. Half of them [ ]
    d. Less than half of them [ ]
    e. None of them [ ]
36. What proportion of your pupils' parents can you recognize on sight?
    a. Nearly all of them [ ]
    b. More than half of them [ ]
    c. Half of them [ ]
    d. Less than half of them [ ]
    e. None of them [ ]
37. Most parents with children at this school provide an effective learning environment for their children at home.
    a. Agree [ ]
    b. Strongly agree [ ]
    c. Not sure [ ]
    d. Disagree [ ]

e. Strongly disagree[ ]

38. How many parents with children at this school care about grades their children get?
    a. Nearly all of them [ ]
    b. More than half of them [ ]
    c. Half of them [ ]
    d. Less than half of them [ ]
    e. None of them [ ]
39. What three things do you like about this school?

    ……
    ……
    ……
    ……
    ……
    …….....
40. What three things do you hate about this school?

    ……
    ……
    ……
    ……
    ……
    ……...
41. As a teacher at this school, what sort of challenges do you face in an effort to achieve learning for your pupils?

    a……
    ……
    ……
    b……
    ……
    ……
    c……
    ……
    ……
42. What is it that this school does in order to ensure maximum performance of pupils in examinations?

    ……
    ……
    ……
    ……
43. What do you consider an effective school?

……
……
……....

END

Thank you for your participation. May God richly bless you!

APPENDIX B: HEADTEACHERS' INTERVIEW SCHEDULE

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

1. Introduction of the researcher (giving information about the research and its aims)

TOPIC: **SCHOOL EFFECTIVENESS IN CHALLENGING CONTEXTS: EXAMINING CORRELATES OF EFFECTIVE SCHOOLS IN THE RURAL DAY-SECONDARY SCHOOLS OF THE WESTERN PROVINCE**

General

2. How long have you been a headteacher?
3. How long have you been headteacher of this school?
4. How did you become the head?
5. What formal qualifications do you have?
6. Do you have any special training in management?
7. How did you feel about your appointment here?
8. What is the general reputation of your school in this district?
9. What are your main duties?
10. How do you divide your time?
11. What makes your school different from the rest?
12. Which teaching strategies do you identify with your school?
13. How often do you monitor your pupils' progress? How do you do it?
14. How do you ensure good behaviour and discipline among your pupils?

About teachers

15. How many teachers do you have in your school?
16. How committed are your teachers to their work?
17. Who evaluates your teachers? How?
18. How qualified are your teachers to teach at this school?
19. Is there a professional development programme for your teachers?

20. Do you think your current teaching staff is equal to the task of raising pupil achievement?
21. How different are your teachers from those of other schools?

About pupils

22. How many pupils do you have altogether?
23. Where do you get your pupils?
24. What criteria do you use to select your pupils?
25. How committed to school are your pupils?
26. How do you deal with late comers?
27. What proportion of the school pupils come from well-to-do families –where they are given enough support for learning?
28. Do you think your pupils can achieve the highest level of performance in this school?
29. How different are your pupils from those of other schools?

About parents

30. How do parents participate in the life of the school?
31. What is the attendance rate of parents in school meetings?
32. How supportive is the community surrounding the school?
33. How easy is it to engage the community in the academic matters of the school?

About the school

34. How many classrooms do you have in your school?
35. What is the maximum number of pupils per class?
36. What is the pupil-teacher ratio, pupil-textbook ratio and pupil-desk ratio in your school?
37. What is the source of the school's financial resources? How adequate are they?
38. How do you rate the performance of your school in ECZ examinations?
39. Is your school examination-oriented?
40. How does your school prepare pupils for examinations?
41. In what matters of the school do you involve your teachers and pupils' participation? In what matters do you not?
42. What challenges does your school face in its effort to attain higher achievement for all pupils?
43. How do you offset some of these challenges?
44. What do you consider an effective school?
45. What do you consider as threats to effective performance of pupils at this school?

END

Thank you for your time and thoughtfulness!

APPENDIX C: PUPILS' FOCUS GROUP DISCUSSION

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

1. Introduction of the researcher (giving information about the research and its aims)

TOPIC: **SCHOOL EFFECTIVENESS IN CHALLENGING CONTEXTS: EXAMINING CORRELATES OF EFFECTIVE SCHOOLS IN THE RURAL DAY-SECONDARY SCHOOLS OF THE WESTERN PROVINCE**

2. What do you consider an effective school?
3. How do you rate the performance of this school in examinations?
4. Does the school provide additional preparation for ECZ examinations?
5. Does this school provide a safe environment?
6. What time do lessons begin?
7. What is the length of the periods?
8. How long is the break time?
9. How long is lunch time?
10. Where do you have your lunch from?
11. Does the school have any system of rewards for pupils who do well?
12. Does the school have disciplinary problems? What kind?
13. How far would you like to go with school?
14. Does high performance on a test really matter?
15. How many of the pupils in this school would try hard to get good marks in a test?
16. Compared to pupils in other schools, how much do you learn in this school?
17. How often do your teachers give you homework?
18. What do you do when your homework is very difficult?
19. How often do teachers mark your homework?
20. What do you need to do in order to pass exams in this school?
21. Do you find school lessons interesting or boring?
22. Do you think your teachers grade you fairly?

23. How do your parents think about your education?
24. How often do your parents check your homework?
25. Do your parents care about the marks you get in school?
26. What do you like most about your school?
27. What do you hate most about your school?

END. Thanks for your participation!!!

APPENDIX D: PTA CHAIRPERSONS' INTERVIEW SCHEDULE

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

1. Introduction of the researcher (giving information about the research and its aims)

TOPIC: **SCHOOL EFFECTIVENESS IN CHALLENGING CONTEXTS: EXAMINING CORRELATES OF EFFECTIVE SCHOOLS IN THE RURAL DAY-SECONDARY SCHOOLS OF THE WESTERN PROVINCE**

2. Do you have children at this school?
3. How do you feel about having children at this school?
4. What is the general reputation of this school in this community?
5. What do you like about this school?
6. What do you hate about this school?
7. What challenges has this school?
8. Who supports this school financially?
9. Do you think this school provides a safe and orderly environment?
10. Do parents feel comfortable and safe visiting this school?
11. Does this school have a clearly stated disciplinary policy?
12. Is the headteacher of this school supportive, especially with regard to disciplinary matters?
13. What proportion of pupils in this school do you expect to excel?
14. How far do you think pupils in this school can go with their education?
15. Compared to other schools, how do you rate the ability of the pupils at this school?
16. How often are pupils given homework?
17. Do teachers at this school offer special help to pupils that lag behind? How?
18. Does the headteacher support parents in ways that improve performance of their children?
19. Does the headteacher organize school resources?
20. Does the headteacher recognize parents when they visit the school?
21. Does the headteacher encourage parental involvement?

22. Do parents help their children with their homework?
23. Do parents have special places in their homes where children can do their homework from?
24. How often do parents ensure that children do their homework?
25. Do parents receive feedback about their children's performance? How often?
26. Are parents actively involved in their children's school?

Thank you for your time and thoughtfulness!

APPENDIX E: SCHOOL OBSERVATION CHECKLIST

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

SCHOOL:

……

….....

OBSERVER:

……

….....

About teachers

1. Number of teachers arriving
   a. Early ……
   b. On time ……
   c. Late …….
2. Number of teachers on duty before classes begin
   ……..

Comments:

……

……

…….

3. Are teachers in this school satisfied with
   a. The teaching profession? …….
   b. Teaching at this school? ……

Comments:

……

……

……

4. Comments, statements and conversations of teachers reflecting their attitudes.
   ……
   ……
   ……
   ……
   ……

About school administration

5. How often is the headteacher seen walking around the school and classrooms?
   ……
   ……

Comments:
……
……
……

6. How is the school headteacher's rapport with pupils?
   ……
   ……
7. How is the headteacher's rapport with the members of staff?
   ……
   ……...
8. How does the headteacher handle disciplinary matters?
   ……
   ……
   ……
9. How do school regulations seem to be implemented (Is it with strictness)?
   ……

Comments:
……
……
……

About pupils

10. Number of pupils arriving
    a. Early ……..
    b. On time ……..

c. Late ……..

Comments:
……
…….....

11. What is the rapport between teachers and pupils?
    ……..
12. Number of breaks in a day ……
13. Length of breaks ……..
14. Do pupils respond quickly to the bell? …….
15. How do pupils react to the rules?
    ……

School recreational facilities

16. Number of play grounds: ……..
17. Amount of time allocated for sporting activities
    ……
18. Are there rules on sporting activities?
    ……

Comments:
……
…….....
...……....

Physical appearance

19. School grounds (clean or unclean):
    …….
20. Classrooms (clean or unclean):
    ……..
21. Offices (clean or unclean):
    ……

Notice boards

22. How many notice boards has the school? ……
23. What sort of information is displayed?
    …….....….
    .....…….....
    .....
    .....

Comments:

……

……..……

……

Library facilities

24. Is there a school library? ……
25. Describe it

    ……

    ……

    …….……

26. Is there a librarian? …….……
27. What time is it visited by pupils? …….……..
28. How is pupil behaviour in the library? …….……
29. What is the general rapport of pupils with the librarian?

    ……

    …….…….

Comments:

……..

……

…….....

END!!!

APPENDIX F: INTRODUCTORY LETTER FROM THE UNIVERSITY OF ZAMBIA

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

==========

Date: 09-01-2014

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS / PhD STUDENTS

The bearer of this letter Mr./~~Ms~~ KAKUPA PAUL Computer number 512801267 is a duly registered student at the University of Zambia, School of Education.

He/~~She~~ is taking a Masters/~~PhD~~ programme in Education. The programme has a fieldwork component which he/~~she~~ has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/~~her~~/

Yours faithfully

THE UNIVERSITY OF ZAMBIA
ASSISTANT DEAN (PG)
09 JAN 2014
SCHOOL OF EDUCATION
P.O. BOX 32379, LUSAKA

D. Ndhlovu (PhD)
ASSISTANT DEAN (PG)- SCHOOL OF EDUCATION

APPENDIX G: INTRODUCTORY LETTER FROM THE DEBS- KAOMA DISTRICT

All correspondence should be addressed
to the Board Secretary
Telephone: +260 217 - 222010 / 360065-45
Fax: +260 217 360065

In reply please quote

No.:.....

REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION, SCIENCE AND VOCATIONAL TRAINING AND EARLY EDUCATION

OFFICE OF THE DISTRICT EDUCATION BOARD SECRETARY
DISTRICT EDUCATION
P. O. Box 940021
KAOMA - ZAMBIA

21st January, 2014

To: All Headteachers
Kaoma, Nkeyema, Luampa
DISTRICTS

RE: **FIELD WORK FOR MASTERS DEGREE: MR. KAKUPA PAUL**

This serves to introduce to you Mr. Kakupa Paul, a student at the university of Zambia, school of Education.

He is taking a Masters Degree in Education. The programme has a fieldwork component which he has to complete.

Kindly help him carry out his research.

Sendoi Mutumba
DISTRICT EDUCATION BOARD SECRETARY
KAOMA

APPENDIX H: INTRODUCTORY LETTER FROM THE DEBS- MONGU DISTRICT

All Correspondence should be addressed
To the DEBS

Tel 0217-07-221625
Telefax-0217-07-222430

In reply please quote
DEBS/MON/2/3/5
Ref. .....
4th February, 2014

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION
DISTRICT EDUCATION BOARD SECRETARY
P.O. BOX 910035
MONGU-ZAMBIA
WESTERN PROVINCE

To: All Headteachers
MONGU DISTRICT

RE: KAKUPA PAUL

I write to introduce to you the above mentioned student, who is studying with the UNIVERSITY OF ZAMBIA. This student is currently conducting research and collecting data for his thesis.

The purpose of writing is to inform you that the above mentioned student has been permitted by our office to collect data from schools in Mongu District for his studies.

Please allow him to have access to some of the documents you may be keeping at your institution.

I will be very grateful if you supported him in any way possible.

Sendoi Mulonda (A.D.E.O)
District Education Board Secretary
MONGU DISTRICT

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