

**AN EVALUATION OF MANAGEMENT PRACTICES
EMPLOYED BY MANAGERS OF COMMUNITY SCHOOLS
IN SELECTED SCHOOLS OF CHISAMBA DISTRICT**

BY

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DECLARATION

I, **Chilala Nzala Doreen**, do solemnly declare that this dissertation represents my own work and that it has not been submitted for any degree at this or any other university. All published works or materials from sources that have been used are acknowledged.

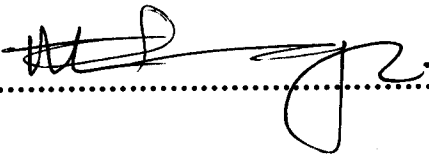
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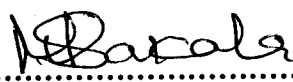
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CERTIFICATE OF APPROVAL

This dissertation by **Chilala, Nzala, Doreen** is approved as fulfilling part of the requirement for the award of the Degree of Master of Education in Educational Management of the University of Zambia in collaboration with Zimbabwe Open University.

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DEDICATION

This dissertation is firstly dedicated to my Creator, the Lord Jesus for giving me life, strength, good health, providence, knowledge and a sufficient grace to come to the end of this programme.

Secondly, I dedicate it to my husband, Melvin Akapelwa Muyunda, our children Chibbo and Joy, my brothers, sisters and wonderful friends whose support and encouragement made it possible throughout. You are all amazing.

I also dedicate it to my late parents who would have been proud of this great achievement. Although you went too early, yet you left the mark of the importance of education.

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ACRONYMS

AIDS:	Acquired Immune Deficiency Syndrome
BSAC:	British South African Company
CARE:	Cooperative for Assistance and Relief Everywhere
CHANGES:	Community Health and Nutrition, Gender and Education Support
CIEP:	Centre International d'Etudes Pedagogiques
CONFEMEN:	Conference des Ministries de Education des Pays Francophone
DEBS:	District Education Board Secretary
ECSITE:	European Collaborative for Science Industry and Technology
EFA:	Education for All
HIV:	Human Immuno-deficiency Virus
HIM:	Headteachers In-Service Meeting
HQ:	Headquarters
INSET:	In-Service Training
LPC:	Least Preferred Co-worker
MCREL:	Mid Continent Research for Education and Learning
MESVTEE:	Ministry of Education, Science, Vocational Training and Early Education.
MMD:	Movement for Multiparty Democracy
MOE:	Ministry of Education
NASSP:	National Association of Secondary School Principals
NGO:	Non-Governmental Organisation
NIF:	National Implementation Framework
NISTCOL:	National In-Service Training College
OVC:	Orphans and Vulnerable Children
PASEC:	Protection Against Sexual Exploitation of Children
PCSC:	Parents Community School Committee
SACMEQ:	Southern and Eastern Africa Consortium for Educational Quality.
SIC:	School Inset Coordinator
SIDA:	Swedish International Development Agency
SNDP:	Sixth National Development Plan
SPARK:	Skills Participatory Access Relevant Knowledge
UNESCO:	United Nations Education Scientific Co-operation

UNIP: United National Independence Party
UNZA: University of Zambia
USAID: United States Agency for International Development
VVOB: Flemish Office for Development Co-operation and Technical Assistance.
ZCSS: Zambia Community Schools Secretariat
ZECAB: Zambia Education Capacity Building Programme
ZERP: Zambia Educational Rehabilitation Project
ZOCS: Zambia Open Community Schools

ABSTRACT

This study sought to evaluate the management practices employed by selected community school managers of Chisamba district. A total of 12 school managers and 12 class teachers were sampled. The study was a descriptive survey and the sample was purposively selected from prescribed areas. Questionnaires, interview guide, observation and analysis of document were used to gather data. The study revealed that not all managers and teachers were academically and professionally trained. All the school managers had no training in management of educational institutions and hence lacked adequate knowledge and skills in most of the management practices.

The findings further indicate that the majority of head teachers found their work very difficult due to poor conditions in the schools and the insufficient number of class teachers leading them to having dual roles of teaching and school management. Furthermore, the study revealed that monitoring and evaluation was concentrated on class observation and not on all the school processes. Most of the school managers did not have the educational policies and other guidelines. They did not know the financial regulations and so were not adhering to them as expected hence their failure to interpret them. The study further revealed that they experienced several other challenges such as distance from the town, lack of accommodation, poor water and sanitation and over enrolment.

Based on the findings of the study, the following recommendations were made. There is need that the Ministry of General Education stops allowing untrained teachers to teach in Community schools, create PMEC IDs for these schools to enhance quick confirmation, deliberately train all teachers in school management, upgrade and gazette all Community schools, provide adequate funding and other resources, ensure all guideline and policy documents are availed, deploy enough teachers to the schools and improve the areas where the schools are and the school environment to meet the nation's goals.

CHAPTER ONE

INTRODUCTION

This chapter explains the background to the study. It also discusses the statement of the problem, purpose and objectives of the study. It further gives us the research questions, the significance of the study, conceptual framework and theoretical framework of the study. Finally, it looks at the definition of terms and limitations of the study.

1.1 Background to the study

Community schools in Zambia, like the rest of the countries where they exist, developed as a result of economic hard times which affected most people. They are a response to the need to provide schools to poor families and orphans and vulnerable children (OVCs). Community schools are clearly an important complement to public and private schools especially in rural areas (Kanyika et al., 2005).

MOE (2007) adds that Community schools have developed from the bottom up as community interventions to provide education for children unable to access conventional schools. The government of Zambia, together with the Ministry of Education, has embraced the concept of Community schools strongly. Community schools are recognized as a legal entity and are reflected in the Education Act of 2011, in accordance with the provisions of Educating Our Future National Policy of 1996, which encourage Community school partnership and participation in both the provision and management of education. Harkavy and Blank (2014) argue that Community schools are not just another program being forced on a community. It is an embodiment of a way of thinking and acting which recognizes the historic central role of school in our communities and the power of working for the common good. Community schools help educate children, strengthen families and communities, so that in turn they can help make our lives even better and our children more successful. The government has also developed operational guidelines for Community schools, which clearly outline the running of these schools (MOE, 2007).

Community schools are managed by Teachers-In-Charge, who in this context are being addressed as school managers because of the managerial roles they perform similar to those running public schools. School managers are also known as Headteachers or Principals.

Mwanza (2005) states that in Zambia as elsewhere in Africa, management of schools is often undertaken by individuals who are good at teaching and have served long in the Ministry of education. Mebratu et al., (1996) agree with Mwanza and add that most of the Education Standards Officers (ESOs) and Headteachers in the field have never had, either Pre-service or In-service training in educational management. Most of them are promoted based on their best classroom practices. Mwanza (2005) however argues that this view cannot be fully accepted. She explains that for one to be a head teacher there is need for one to have a wider perspective of the whole school and the diverse management skills.

In Community schools the conditions for appointing teachers as school managers are even worse. Most of those regarded as school managers have been recognized on the basis of their love, willingness and commitment to the job. It is very clear as stated in MESVTEE-SNDP (2011-2015) that Community school teachers' qualifications are quite low with over 80 percent of the teaching staff being underqualified, thus compromising the quality of educational service delivery. Destefano et al. (2006) opine that teachers in Community schools have less formal education and less experience teaching curricula than their public school counterparts. Bauwens, Vandenbosch and Blaton (2014) add that while most of the public primary school teachers have attended teacher training colleges, only 16 percent of Community school teachers have a lower secondary education. Most of these teachers are in rural areas. Currently the Ministry of education has been seconding qualified teachers who also still lack management training (MESVTEE-SNDP, 2011-2015).

Everywhere in the world today, the climate for educational leadership and management has been rising. It has been recognized that high quality leadership is central to educational outcomes and has led to the view that training is desirable to develop people

with appropriate knowledge, skills and understanding to manage educational organizations in an increasingly global economy. This requirement is particularly necessary for self-managing schools and colleges (UNICEF, 2000).

To add on, good management practices are believed to create a necessary state of orderliness and certitude to all aspects of the school organization. It is a status quo which is orientated and assumes a highly stable environment (Ubben, Hughes and Norris, 2011).

ZERP (1994) reveals that training of education managers and their professional development has not been accorded official research attention. Those promoted to management positions train on the job. They learn their roles through trial and error. Eyre (1990) explains that skills in leadership are generally practical. Any person can be effectively trained as a leader so long they are willing and capable. However, (West-Burnham, 1997) argues that without appropriate leadership no quality program can work only leadership which is dynamic can create the commitment to drive the strategy.

Blandford (1997) on the contrary, believes that managing schools needs one to be knowledgeable and skilled in planning, resourcing, controlling, organizing, leading and evaluating. Munro (2008) emphasizes the fact that there is no doubt that effective management is important for the success of schools. He however poses a question as to whether the management practices or approaches used in a particular school are better than the other. School managers need to be trained in order to be able to meet the demands for their job with efficiency and effectiveness (Mwanza, 2005).

Some reports show that in Zambia there has been some effort to train school managers especially in basic schools under the Zambia Education Rehabilitation Program (ZERP). Furthermore, in 2003, the University of Zambia conducted management training for basic school teachers from Central and Lusaka Province (Lungwangwa and Mwikisa, 1998). From 2005 to 2014, the Ministry of education has been conducting diploma management training by offering education at a subsidized fee at Malcom Moffat College of Education and National In-service Teachers' College (NISTCOL) (Mwanza, 2005).

The University of Zambia (UNZA) School of Education also trains educational managers at masters' level in Educational administration. All these programs do not include Community school managers because most of them are under-qualified. Instead, (Bauwens et al., 2014 and Destafano et al., 2006) show that Community school teachers are not trained in school management but in classroom management, community mobilization for school development projects and networking, establishing partnerships with local communities to encourage them to effectively participate in HIV/AIDS prevention and mitigation. The government is doing this in collaboration with Non-governmental Organizations (NGOS) and other partners such as Zambia Community Schools Secretariat (ZCSS), Zambia Open Community Schools (ZOCS), United Nations (UN), Children's Emergency Fund (UNICEF), Flemish Office for Development Co-operation and Technical Assistance (VVOB) and others.

Despite this fact, the school managers in these schools have an obligation to ensure that the schools are effectively managed in all aspects. Munro (2008) indicates that school managers are leaders and as such they typically have interaction with others. They interact with aspects of the situation which may include a variety of tools, routines and structures. Tools include everything from student assessment data to protocol for monitoring and evaluation of teachers. Structures include routine such as meetings, scheduling of teachers prep periods and so on. Thus, aspects of the situation in Community schools such as tools, routine and structures define and are defined by the management practices.

Feldman and Pentland (2003) add that these same structures, routines and tools are created and remade through management practices. Sometimes tools meant for other activities can be used for management. For example, teachers' teaching files meant for classroom instruction are a core management tool. The key management routine is the daily or weekly review of these teaching files by the school manager. Every teacher has to submit their work for checking by the school manager who in turn gives a written feedback. The management practice in this example is defined in the interactions of the

school manager and the teaching files as well as those activities between teachers and pupils. Through these routines, files are designed as a management tool. On the other hand, the teaching file generally shapes a management practice grounded in what teachers are actually doing in improving both their performance and the learners. Leadership circumstances influence leaders' action as well as their effect on followers (Murphy, 1991).

In Contingency theory, situations work independently to influence the manager's behavior or mediate its effects. A situation does not simply affect what school managers do as an independent external variable. Rather it defines management practice in interaction with leaders and followers. The reaction is two way between the situation and practice. The aspects of the situation can either enable or constrain practice while the practice can also transform the situation (Munro, 2008).

Therefore, it is important to note that management is complex and a dynamic mixture of systemic techniques and common sense. Stoner, Freeman and Gilbert (2008) caution us that management is not for everyone as it requires clear headed individuals who can envision something better and turn into a reality by working with and through others. Thus, due to different personal philosophies, school managers may follow different lines of thinking and practices in managing their school.

1.2 Statement of the problem

Generally, it is expected that school managers should be knowledgeable and skilled in the management of schools to promote effectiveness. However, what is not clear is how Community school managers are managing the schools. A major challenge in Community schools, just like in public schools, is lack of management training for school managers. Teachers are appointed to management positions without training, leading to practices without knowledge and skills. Therefore, this study sought to evaluate the management practices employed by school managers in selected Community schools.

1.3 Purpose of the study

The purpose of this study was to evaluate the management practices employed by school managers.

1.4 Objectives of the study

The objectives of the study were to:

1. Establish the professional qualifications of school managers in Community schools.
2. Ascertain the managerial practices used by school managers in Community schools.
3. Assess the effectiveness of the management practices employed by school managers.
4. Find out the challenges faced by school managers in managing Community schools.

1.5 Research questions

1. What professional qualifications do Community school managers possess?
2. What managerial practices are used by school managers in Community schools?
3. How effective are the management practices used by school managers in Community schools?
4. What are the challenges experienced by school managers in effectively managing Community schools?

1.6 Significance of the study

It is hoped that the findings of this study will add knowledge to existing information about Community schools and provide valuable data on the management practices used by school managers in promoting effectiveness in these schools. In addition, it is expected that the information gathered from the study will generally benefit the Ministry of General Education (MOGE), Non-governmental Organizations (NGOS) and Civil Society on what is obtaining in the Community schools in relation to management, so

that MOGE and its partners supporting Community schools will come up with better ways of ensuring that school managers are fully equipped with managerial skills to enable them effectively manage their schools.

Furthermore, it is hoped that the study will help school managers of Community schools to gain insight into how to better manage schools and to reflect on their practices in order to improve where there are weaknesses.

1.7 Limitations of the study

Due to the inadequate time frame of the study and resources the research was limited to Chisamba district. Thus findings may not be generalized to all Community schools in Zambia but just the study area.

1.8 Conceptual framework



1.9 Theoretical framework

The study was underpinned by one of the management theories that is, the Contingency theory. Before explaining and applying the theory it is important to understand its background. The Contingency theory was developed by Fred Fiedler and other managers, researchers and consultants whose major aim was to apply the idea of the major schools to real life situations (Stoner et al., 2008).

Robbins and Judge (2009) state that Fiedler's belief is that a key factor in successful leadership is the style of leadership an individual portrays. To try to prove what this style of leadership was, Fiedler carried out a study using the Least Preferred Coworker (LPC) questionnaire to measure whether a person was task orientated or relationship oriented. He assumed that an individual's leadership was fixed. What this means is that if a situation needs a task-oriented leader, either the situation has to be changed or the leader has to be replaced so that maximum effectiveness can be achieved.

By use of the LPC questionnaire, Fiedler found it necessary to match the leader with the situation. He recognized three Contingency aspects that he argues, explains the major situation factors that determine effective leadership. These are leader- member relations task structure and position power. The leader-member relations is the degree of confidence, trust and respect subordinates have in their leader. The task structure is the degree to which job assignments are procedurized, while the position power is the degree of influence a leader has derived from their formal structural position in the organization. This may include variables such as hiring, firing, discipline, promotions and so forth.

In his study, Fiedler concluded that task-oriented leaders tend to perform better in situations that were very favorable to them and situations that were very unfavorable. However, in recent years, Fiedler states that task-oriented leaders perform best in moderate control situations. He views a person's leadership style as fixed and feels there are only two ways to improve leader effectiveness. First is by changing the leader to suit the situation. Secondly, is to change the situation to suit the leader. This can be done by

restructuring the task or increasing or reducing the power that the leader has to control the various variables (Robbins and Judge, 2009).

The Contingency theory of management suggests that management techniques or practices that best contribute to the attainment of organizational goals can vary in different types of situations or circumstances. If a method which is effective in one situation fails to work in another situation, we can seek an explanation for it and use another alternative (Stoner et al., 2008). For instance, public schools are not the same in terms of caliber of teachers, location, infrastructure, structure, funding, environment and so forth. The fact that they have these differences does not mean they cannot fulfill similar goals. Furthermore, it is common knowledge that most Community schools have untrained or partially trained teachers. Regardless of the situation, these school managers in these schools are still able to use whatever practices or skills as long as they help them fulfill their responsibilities to meet the goals of the school. They are not restricted by principles of management and they can use some practices that can fit a specific situation at hand.

Furthermore, in Contingency theory a manager's task is to identify which practices will work well in a particular situation, under particular circumstances and at a particular time to best contribute to the attainment of the management goals. Results may differ because situations differ. A strategy which works in one case will not always work in all cases (Stoner et al., 2008). The manager who believes in Contingency theory will try to find out which method will best suit the situation. If the workers are unskilled and lack training opportunities and resources are limited, to simplify the work would be the best solution. However, with skilled workers driven by pride in their abilities, a job enrichment program might be more effective (Stoner et al., 2008).

Proponents of the Contingency theory however argue that universal theories cannot be applied to organizations because each organization is unique but instead recommend that appropriate managerial behavior in a situation depends on or is contingent on, unique elements in that situation (Griffin, 1996). In other words, effective managerial behavior

in one situation cannot always be generalized to other situations (Robbins and Judge, 2009).

Stoner et al. (2008) also state that the Contingency theory represents an important turn in modern management theory because it portrays each set of organizational relationships in its unique circumstance. However, Owens and Valesky, 2007 argue that it is generally recognized today that schools characteristically tend to use human resource theories in management of instructional behavior to teachers and to use bureaucratic approaches in the management of the other more routine aspects of the school.

1.10 Definition of terms

Accountability

This is the process of justifying to others our job performance in relation to agreed goals.

Assessment

This is the measurement of performance against a set of criteria or set standard.

Challenges

In this study challenges means the constraints which head teachers face when carrying out their duties in different aspect of school.

Community school

A place and a set of partnerships between the school and community where learning takes place.

Effectiveness

This is the extent to which the set goals or objectives of a school program are accomplished such effectiveness can be seen in relation to either quality, quantity, equity or equality of educational instruction given in a school.

Efficiency

This is the extent to which the inputs produce the expected output in a school setting. Increased efficiency means achieving the same or better outputs with fewer or the same inputs.

Evaluation

This is a formal process carried out within a school setting and designed for particular educational purposes. It involves asking questions gathering information and forming conclusions. The evaluation can be formative or summative in nature.

Leadership

Refers to the ability to influence. To make others believe that what you are telling them is true and as a result follow and do willingly what the leader tells them. The headteacher and his or her deputy provide leadership in a school so as to ensure the entire school fraternity duty is focused on the achievement of the school goal.

Leadership style.

Refers to the behavior adapted by a leader in the cause of his or her performance of duties. Therefore, there are leadership performance styles such as; democratic, authoritative and laissez-faire.

Manager

A person who is in charge of others in an organisation. In this context a school.

Management

The process of working with and through others to blend together people, materials, money, methods, machines and morale in an effort to set and to achieve the goals of the organisation.

Measurement

Measurement is making judgment of the worth or merit of something or an activity.

Monitoring

Monitoring is collecting information at regular intervals about ongoing projects or programs within the school system concerning the nature and level of their performance. Regular monitoring provides baselines against which to judge the impact of inputs.

Skill

The ability to do something well especially because you have learnt and practiced it.

Strategy:

A planned series of actions for achieving something or set of goals.

Teacher-in-charge:

A person who is in charge of other teachers and the running of a school. Particularly Community school.

Theory:

Systematically organised knowledge thought to explain observed phenomena

This chapter has explained the background to the study. It discussed the statement of the problem, purpose of the study and objectives of the study. It further outlined the research questions, significance of the study, limitations of the study, conceptual framework and theoretical framework of the study. Lastly is the definition of terms.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents a review on management practices of school managers in Community schools in order to see how effective they are in the management of this type of schools.

2.1 Concept of community schools

The concept of Community schools according to (Hiemstra, 1997) begun in Flint Michigan between 1932 and 1935 following several economic problems experienced by Flint. These problems affected most of the residents leading to job losses, population instability and difficulty maintaining a stable educational program because there was little financial support for schools. Teachers were faced with the challenge of low salaries which forced most of them to leave the profession. Juvenile delinquency increased due to the educational problems and in most cases resulted in vandalism of schools and property. As these troubles increased, it became a serious concern which led to Mr. Charles Stewart Mott, the Mayor of Flint together with Mr. Frank Manley, Physical education and recreation supervisor in the Flint schools to develop some ideas on how they could use schools as a solution to various community problems.

Therefore in 1935 the Mott foundation donated \$6000 to establish school facilities to help children who were not in school and could not afford the fee paying schools. It is from this back ground that the concept of Community schools was born. It is also synonymously termed as 'open door policy', 'the lighted school house' and 'the neighborhood school'. The Community school idea has spread far beyond Flint Michigan to other communities within the United States and other countries of the world (Hiemstra, 1997).

The UNESCO (2005) report on the Universal Primary Education (UPE) in Africa also reveals that in Africa, the emergence of Community schools and teachers was not only because of economic hardships but also due to political instability that had affected the normal operation of the education systems in some countries. For example Sierra Leone

experienced eleven (11) years of civil war (1991-2002) which had adverse effects on the countries education system particularly the teacher supply. When the war ceased the government of Sierra Leone introduced free education policy which gave rise to the increase in enrolment in primary schools. This brought about the introduction and growth of Community schools and teachers were recruited locally by Parents Associations especially in Public schools. The report further states that this phenomenon of teachers recruited and paid by the community is quite visible in rural schools where community teachers represent more than half of the teaching staff.

In Chad, Community schools and teachers developed particularly because of socio-political crisis the country experienced between 1974 and 1990. The crisis disrupted and prevented the smooth running of the education system in Chad, as a result, what was called spontaneous schools' (community schools) emerged to meet the need for education after the war ended in 1985. This trend has continued over the year (UNESCO, 2005).

In Zambia, (Bauwens et al., 2014) report on Community schools reveals that Community schools go as far back as the colonial era (1889-1926) when European missionaries established these schools for the purpose of using education to preach the gospel to the Zambian people. The report shows that a total number of 925 schools with a population of 110,368 pupils were established by 1926. The provision of school facilities and governance of these schools was totally the duty of the missionaries. The British South African Companies (BSAC) colonial government did not support the schools in any way. However, when Zambia gained independence in 1964, the new government of United National Independence Party (UNIP) introduced a policy stating that it would take full responsibility of the provision of education. This led to the disappearance of Community schools.

It is further reported that due to the falling of the copper price that led to economic crisis in Zambia, a lot of children were out of school. Zambia's population was at the time also fast growing leading to shortage of school places in the Conventional schools and there was political and socio-economical unrest. A lot of factors such as unemployment,

limited number of schools, poverty, HIV/ AIDS, to mention just a few, led to the increase of children not being in school. Most of the Zambians become concerned about the large number of uneducated children mostly orphans and vulnerable. To overcome this situation, communities especially in towns began to form their own schools where there were no Public schools nearby in response to the mobility of most families to meet the costs associated with government schools (Bauwens et al., 2014).

Carmody (2004) adds that the government of Zambia embraced the idea of Community schools as way back as 1998 and the trend has been growing. Carmody further reveals that there are over 3000 Community schools which are found in both urban and rural areas of Zambia. Besides these schools, there are Church schools (Private Faith Based), International Private schools run and supported by the diplomatic or foreign communities and lastly the public schools owned and managed by government.

Destefano et al. (2006) also reports that because of political and economic shifts that happened during Zambia's transition from a socialist economy in Zambia's transition from a socialist economy in the 1990s, several Zambians were worried about the countries big number of children who were not literate. Communities started to establish their own schools where there were no Public schools nearby and also to answer the need for people's failure to pay school fees in government schools. This initiative was embraced by the government together with Local and International Non-governmental Organizations (NGOs).

This initiative has grown into a national movement. Destefano et al. further add that the country's current education sector plan recognizes the critical role Community schools play in contributing to the attainment of Education For All (EFA) as evidenced by the following direct quote from the Ministry of Education Policy and Guidelines for the Development of Community schools in Zambia (2001:13)

“The Ministry recognizes that over the last four years two kinds of successful alternative approaches that address enrolment

of orphans vulnerable groups have already been established. Therefore new agreements and interactive radio centres to provide specific access for out-of-school children. These agreements will increase Ministry support through grants and materials while still preserving strong community ownership”.

2.2 Definition of community school

In the United States a Community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus is on academics, health and social services, youth and community development and community engagement leading to improved student learning, stronger families and healthier communities. Community schools offer a personalized curriculum that emphasizes real world learning and community problem-solving. These schools are community centers and are open to everyone all day, every day, evenings and weekends (Coalition for Community schools, 2009).

In the Zambian context, a Community school is a school which is established and run by a community. It is a school which caters for the less privileged children of whom the majority are girls and orphans who for social and economic reasons have never been to school or had dropped out from school at an early stage and now have to continue. It is a school owned, financed and operated by a community for its own needs (Destefano et al., 2007, Mumba, 2000, Irabishohoje et al., 2000, Kanyika et al., 2005).

The Community school is also a term used for initiatives in basic education outside the formal school. It can also be defined as Community participation. Some Community schools are housed in a structure while others are in the open (Mumba, 1989).

2.3 Characteristics of a community school

The main characteristics of Community schools especially in Africa are that they are owned by the community. They cater mostly for disadvantaged children and over-aged children. The children are taught by under qualified volunteer teachers who are employed

by the community or Parents Community School Committee (PCSC) (Bauwens et al., 2014).

UNESCO –BREDA (2007) states that while reasons for development of Community schools seem relatively similar from one country to another, this phenomenon does nevertheless hide different country realities and a wide variety of legal situations that surround community schools. In developed countries, for example, in America Community schools are perceived as a strategy and not a program. They are characterized by increased opportunities for the success of children in school. They provide the kinds of resources known to make a difference for the learners. There is increased parental involvement in the children's education, extra learning opportunities through educational achievement, consistent access to adult guidance and support and easy access to health, dental and mental health services. In addition, Community schools address contemporary economic social problems including family's childcare needs (Coalition for Community Schools, 2009).

In Jeffs (2006) literature review, he identified some possible characteristics of a Community school. These are as follows: Openness, Fusing, Sharing, and Democratization, Curricula innovation, lifelong education and Schools as Self-financing Production units.

- (i) **Openness**-Since a Community school offers an alternative to a traditional school it should be open. It is broad, non-segregative and flexible. Everything about it influences the classroom and administrative practices.
- (ii) **Fusing**-The school should involve the community.
- (iii) **Sharing collaboration**- The school should be able to share its facilities with other agencies and groups. The school should allow its internal structures and creation of mechanism for the external community to influence school policy. For example, formation of student councils and staff, the fostering of various parents groups and even suggestions that the school needs to be treated as a

sort of community associations with a governing body of all key stakeholders represented.

- (iv) **Curricular innovation-** The whole idea of the curricula innovation is to ensure that it is relevant to the students and it can allow opportunities for linkage to a wider community.
- (v) **Lifelong education-** As a community center developing a whole person to fit in the society and be useful.
- (vi) **Schools as self-financing production unit-** By being able to produce something in the school such as, gardening, poultry and so forth, the school is able to sustain itself.

2.4 Policy and institutional context

The government and the Ministry of Education in Zambia recognizes the importance of Community schools as not only an alternative but a complementary system for providing education to the disadvantaged children in our country.

The recognition of community schools as a legal entity is officially embedded in the 1996 Educating Our Future National Policy of Education, which states;

“The Ministry will assist Communities and Voluntary Organizations that wish to develop their own schools by providing them with technical assistance and guidance, supporting their efforts to mobilize funds and resources, supplying the new schools with educational materials and providing them with an agreed number of state funded teachers” (MOE, 1996).

The policy also states that;

“Communities that wish to establish schools that would operate as Community schools outside government or District Education

Board System will be strongly encouraged to do so. The Ministry will contribute to the running costs of such schools through the provision of teachers and teaching supplies or through a system of capitation grants” (MOE, 1996).

The Ministry of Education also recognizes the role of Civil Society. It signed a memorandum of understanding in 2001 with Zambia Community School Secretariat (ZCSS) which is an umbrella for organizations coordinating the opening and operation of the Community schools. The mission of ZCSS is to empower communities to establish their own schools and participate in the running of these schools for vulnerable children, by the provision of relevant quality education that will empower children and promote their rights. In addition ZCSS’s main objective is to strengthen the capacity of Community schools in Zambia networking and coordinating (MOE, 2007, ZCSS, 2005).

2.5 Professional qualifications/ training needs

Miske and Dowd (1998) study carried out in 12 primary schools in Malawi, revealed that few head teachers and administrators in developing countries have had any formal training in the leadership functions of school and promotions are not be based on leadership or management skills. Furthermore, many headteachers of schools continue to have extensive pedagogical responsibilities in addition to administrative ones. This leaves little time for supervision and support of staff. (Carron and Chau, 1996). Perera, (1997) argues that in spite of practical constraints, programs that are designed to improve professionalism in school through management training such as those sponsored by Swedish International Development Agency (SIDA) conducted in disadvantaged districts in Sri Lanka, show that interventions in this area can have a real impact.

In the baseline survey and needs assessment for a model Community school in Kabwata (Mumba, 2000) identified the problem of high turnover of teachers largely due to lack of promotion. This caused trained teachers to leave the community schools. Hence Community schools remained with untrained teachers.

The study by (Irabishojoje, Mwamba and Tiebos, 2000) on Community schools in Lusaka, Copperbelt, Southern and Central Provinces also revealed that most schools did not understand the SPARK syllabus, a system of education which includes minimum guideline, a syllabus, teacher training, supervision and inspection.

Kanyika et al., (2005) report that training for Community school teachers is assured primarily through Donor funded and NGO support. For example, Cooperative for Assistance and Relief Everywhere (CARE) with other NGO's trained teachers in classroom management, use of locally developed teaching and learning materials and curriculum planning. In addition to the training provided by the NGO's or Donors, public schools also serve as Zonal District Resource Centres for Community school teachers. This is achieved through professional development workshops. Furthermore, Zambia Open Community Schools (ZOCS) since 2013, in collaboration with VVOB, the Ministry and ECSITE (European Collaborative for Science Industry and Technology) has been training teachers and headteachers to enhance teacher development for Community schools. ECSITE has empowered 500 teachers and headteachers in 250 Community schools over a period of three years. It has been providing teaching and learning resources to 10 teacher Resource Centres reaching 750 additional school teachers which targeted administrators and parents from areas around these schools (VVOB, 2013).

CIEP (2007) reveals that community teachers have very different academic qualifications and profiles from one country to another within the same country. There is no minimum qualification needed as a general rule to become a community teacher. In Mali the level of recruitment for community teachers is generally below basic education certificate. In Guinea, community teachers have higher academic standard of education. 40% have general certificate in lower secondary education, 10% have professional diploma and 20% have no qualification. It is also the same in Madagascar where the majority of community teachers only have general certificate in lower secondary education (World Bank, 2007).

UNESCO-BREDA (2007) shows that in French speaking, English speaking and Portuguese speaking countries, in an attempt to address teacher shortage, communities have recruited teachers selected amongst the most qualified people available locally and often with no professional training. They may have been recruited to teach in schools resulting from local community initiative.

An analysis conducted by the Conference des Ministries de Education des Pays Francophone (CONFEMEN), for the analysis of education system, PASEC (Protect Against Sexual Exploitation of Children) and Southern and Eastern Africa Consortium for Educational Quality (SACMEQ), revealed that most primary school teachers in the countries had at least passed the general certificate for lower secondary (Brevet). In addition it was revealed that the highest percent of pupils whose teachers had only been through primary education were found in Lesotho (51%) while the lowest percent of pupils with a teacher who has only attained primary education were Malawi (0.8%), Kenya (0.5%) and Guinea(0.6%) respectively (UNESCO-BREDA, 2007).

While the level of academic qualification seems not to be a determining factor in differentiating between the different categories of teachers, the types of professional training does on the other hand vary significantly from one status category to another. Not all teachers in most countries have benefited from professional training especially Community school teachers (CIEP, 2007).

Distance education is also implemented in some cases to enable teachers without qualification acquires a certificate or diploma equivalent to that obtained by teachers in Conventional schools. The governments of Uganda, Eritrea, Lesotho and Zambia have set up this type of Professional In-Service training for community teachers. It goes on for a period of three years. Community teachers are able to study while teaching. The initiative aims at improving the retention of these teachers in these schools. However, the argument is whether this initiative based on external funding from United States Agency for International Development (USAID) is sustainable. This initiative, also seem to indicate a direction which could spread to the whole African continent particularly those with a

high number of community teachers. Another argument is whether the provision of In-Service training to community teachers does indeed favor greater equity within the education systems. While equity generally concerns the financial aspects through the costs affecting the families, the issue of equity is also raised in terms of quality of education delivered and as a result of teacher training (World Bank, 2007).

Ngenda (1994) observes that the Commonwealth Secretariat has been working with several African Countries in order to improve the management of teaching services. The Commonwealth African Teacher Management workshop in 1991 and 1992 in Africa focused on ensuring there was good management of schools. Modules were produced for school managers and a commitment to put into action the programs that would promote good managerial skills. At the workshop, the participants suggested that an examination be done on the current training and support programs in order to understand the actual needs of the administrators and the degree they were being met. This would lay a foundation for establishing attainable objectives for training and support of school managers. The evaluation included information on the needs and challenges experienced by the school manager. It was further suggested that they be an establishment of the locus for their training and support in terms of standards and evaluations. Ngenda further adds that several authors in the field of training indicate that training of education managers is a multi-purpose activity which involves; orienting new managers, reinvigorating stressed out managers and reinforcing the ministry's philosophy and policies and procedure.

2.6 Management practices and their effectiveness

Management is defined differently by different people. MOE/NISTCOL (2009) states that the general definition of management is that it is the process of completing activities efficiently and effectively with and through people. It can also be defined as a social process designed to maintain the involvement and participation of individuals concerned in the implementation of institutional objectives.

Stoner et al. (2008) define management as the art of getting things done through other people. It is the process of planning, organizing leading and controlling the work of

organizing members and of using all available organizational resources to reach stated organizational goals. Planning is the process of establishing goals and suitable course of action for achieving those goals. Organizing is the process of engaging two or more people in working together in a structured way to achieve a specific goal or goals. Leading is the process of directing and influencing the task related activities of group members or entire organization. Controlling is the process of ensuring that actual activities conform to planned activities (Stoner et al., 2008).

Blandford (2004) further defines management as the achievement of institutional objectives through employees. A 'practice' is something that people do often and a particular way of doing something or accepted way of doing something according to the set rules or guidelines especially in a job (Longman Dictionary of Contemporary English, 2011).

Therefore, management practices are strategies that school managers use to help students learn successfully and teachers teach effectively. They are part of the daily culture and routine of the school (NASSP, 2004). There are several management practices that school managers carry out such as instructional practices, curriculum practices, assessment practices, community/ parent involvement practices and so forth. These practices create the opportunity for effective implementation of school programs and activities by the school leadership or management in fulfilling the goals of the organization (Ruebling, 2007).

Management is believed to be synonymous to administration. Cole (1995) describes educational administration as the process of integrating the efforts of teacher and learners and utilizing appropriate materials in a way that promotes learning in its widest sense. It is not only concerned about the development of the pupils but also with management of an educational institution or organization. In this case, management means to run, handle, control and conduct. Thus, administration is a comprehensive effort intended to achieve some specific educational goals that relate to educational policies and procedures.

MOE/ NISTCOL (2009) highlight six principles of good administration by a school manager as follows:

- (i) **Getting it right-** The school manager has to give guidance to the whole school and ensure the rules and regulations in accordance to the Education Act, Policy and Terms and Conditions of Service are strictly adhered to by everyone.
- (ii) **Being community focused-** The school manager must be able to work with the community and parents in all activities of the school that are beneficial to the learners.
- (iii) **Being open and accountable-** The school manager must have understanding and competence in interpreting policies and procedures. He or she must ensure accurate records are in place and be ready to take responsibility for all actions.
- (iv) **Acting fairly and proportionately-** He or she must treat everyone, fairly, with respect and courtesy and avoid biasness and discrimination.
- (v) **Putting things right-** Must ensure they are quick to correct mistakes, provide clear and correct information at all times to all stakeholders.
- (vi) **Seeking continuous improvement-** Must frequently review policies and procedures give or request for feedback to facilitate in improvement whenever necessary.

Marzano, Waters and McNulty (2005) recommend that principals should distribute leadership responsibilities throughout their entire leadership. Particularly, they suggest 12 out of the 21 leadership responsibilities related to student achievement in their Meta-analysis of research on principal leadership. These are as follows:

- (i) **Monitoring and evaluation-** Monitoring the effectiveness of the school practices and their impact on student learning.
- (ii) **Knowledge of curriculum instruction and assessment practice-** Should be knowledgeable about related current trends.
- (iii) **Focus-** Establishes clear goals and keeps those goals in the forefront of the schools attention.
- (iv) **Intellectual stimulation-** Ensures that all staff are kept abreast of latest theories and practices.

- (v) **Flexibility-** Must be able to adapt his or her leadership behavior to the needs of the current situation.
- (vi) **Resource allocation-** Provide teachers with materials and professional development necessary for the successful execution of their jobs.
- (vii) **Contingent rewards-** Recognize and reward individuals' achievements (pupils and teachers).
- (viii) **Outreach-** Be an advocate and spokesperson for the school to all stakeholders.
- (ix) **Discipline-** Protect teachers from issues and influences that would make them lose focus on what is important and also good conduct is upheld by pupils by providing rules.
- (x) **Change agent-** Always willing to and actively challenges the status quo.
- (xi) **Order -** Establish a set of standard operating procedures and routines.

Marzano et al. (2005), however argue that it may be necessary and it is appropriate, for the principal to delegate some of these leadership functions to other school level leaders. In (Cotton 2004:97) review of Small Learning Community Literature, she states that "leadership cannot be exclusive purview of the principal but must be assumed by teacher leaders as well." The principal must share leadership with teachers because the leadership required in schools demands more than one person can manage. McREL (2005) adds that shared leadership means shared responsibility and mutual accountability toward a common goal or goals for the good of the organization. Shared leadership is not a 'program' or a 'model'. It is a condition that can be enabled and sustained through organizational authority.

DuFour and Marzano (2011) observed in their study that classroom observations can be meaningful and beneficial to some extent, but school managers should not use them as their key strategy for improving their schools. Perhaps intensive supervision of teaching would be viable strategy for improving student learning. If good teaching could be reduced to a single template, rubric, or checklist aligned to program fidelity. However,

there is no such thing as a universally effective teaching strategy; the effectiveness of any given strategy can only be determined by evidence of its effect on student learning.

Spillane, Halverson and Diamond (2004) suggest that distributed leadership is first and foremost about leadership practice or management rather than leaders (managers) or their roles, functions routines and structure. Even though all these are important factors, leadership practice is still the starting point. A distributed view frames leadership practice in a particular way. It is seen as a result of the interaction of school leaders, followers and their situation and not a product of a leaders knowledge and skill. The interaction more than any action is critical in understanding the management practice because of the many people that are involved or take up responsibility for leadership in a school. Some educators argue that this is merely semantics pointing out that management scholars recognize the importance of these interactions and agree that leadership basically involves more people than just those at the top of organizational hierarchy. Spillane et al. (2004) argue however that the situation is not important to leadership practice, but that it actually makes up the leadership practice in interaction with leaders and followers.

The study on Distributed leadership showed that responsibility for leadership functions is typically shared among three to seven people. Also that responsibility for leadership routine involves multiple leaders though the number involved depends upon the routine and subject area. Some routines such as monitoring and evaluating teaching practice involve the principal, curricular specialists and lead teachers. This is not same in different schools (Owens and Valesky, 2007).

Spillane et al. (2004) study reveals that leaders act in situations that are defined by other actions. For example, for the school to compile, for instance, monthly attendance for learners, assessment results and so on, the teachers have to first compile this information at classroom level and submit to the manager. Furthermore Spillane et al. (2004) point out that leadership practice can be spread across two or more leaders who work separately yet interdependently. For example, in the study the leadership practice used monitoring and evaluation of teaching at Ellis Elementary school and the results were as

follows. The principal believed that biannual visits were not sufficient to evaluate a teacher's practice, so the principal designed a comprehensive routine for monitoring and evaluating teaching practice. The assistant principal who was the immediate supervisor and had good rapport with teachers visited the classes often to conduct formative evaluation through the biannual visits to the classrooms.

Through formal and informal meetings, the principal and the assistant put their information together to have a better understanding of the teacher's practices. Through such 'pooled' interdependency the two leaders separate actions interacted to define a collective practice for monitoring and evaluating teaching. This can be used in other aspects of school activities and programs (Owens and Valesky, 2007).

In other situations management practices are spread over the actions of two or more leaders and must be carried out in a particular order. In such moments, multiple interdependent tasks arranged sequentially are critical to the performance of a leadership routine (Spillane et al., 2004). For example, the Literacy assessment carried out for the grade 1 – 4 in week 5, 10 and 13 in our schools. The school INSET Coordinator (SIC) coordinates the assessment, thereafter he or she analyzes the results with the school committee. Then the SIC meets with the school manager to discuss the assessment results using the information from the classroom to diagnose the problems. The SIC then compiles the resources and strategies that might be of help to the teachers in addressing any problem identified. The feedback is given to teachers and also presented to the Zonal school for further analysis and interpretation which is then submitted to DEBS, then the Provincial office up to the Ministry Headquarters.

Spillane et al. (2004) thus concluded that equating leadership with actions of those in leadership positions is not enough for three reasons. First, leadership practice typically involves multiple leaders, some with and some without formal leadership positions. It is important therefore, to move beyond viewing leadership in terms of superhuman actions. Second, leadership practice is not something done to followers. From a distributed view, followers are one of three constituting elements of leadership practice. Third, it is not

actions of individuals, but interactions among them, that are critical in leadership practice.

Ubben et al. (2008) also opine that for any school to make a difference in the achievement levels of students, it is all dependent on how good or bad, creative or sterile the school manager is who serves it. Generally the school manager is the overseer of the entire school program because he or she has the interest in the success of the whole school and all of its parts. Therefore, the principal is in the best position to provide the necessary sense of direction to the various aspects of the school. The most effective school managers have a clear sense of purpose and priorities and are able to enlist the support of others toward these ends.

Ubben et al. (2008) however contend that many of the problems of direction within a school organization are subtle and may be difficult to solve. They may need great human, conceptual and technical knowledge of curriculum, instruction and learning. Thus, school managers must have the necessary skills to find proper and just solutions to all problems. From the collective gathering of baseline data, through the hammering out of expectations for student learning, to the ultimate decisions of how to improve the school, there is need to be involved for their ideas and for their ultimate ownership. The school manager also engages staff, students and the community in goal setting and problem solving because they are all stakeholders who may in one way or the other contribute towards achieving of the school goals.

A study done by Edmonds, Brookover and Lezotte as cited by Ubben et al. (2008) on effective schools highlighted seven main correlates of effective schools. An effective school was defined as one that is achieving high equitable levels of student learning. The correlates identified are as follows:

- (i) **Clear school mission**-This must include learning for everyone
- (ii) **High expectation for success**-This should reflect a climate that shows what teachers believe and demonstrate that all the pupils can acquire mastery of necessary subject areas.

- (iii) **Instructional leadership**-The school manager acts as the instructional leader who communicates the school mission to the teachers, students and community.
- (iv) **Progress**-The academic progress of learners is measured often and the results are used to improve teaching.
- (v) **Opportunity to learn and time in task**- Directed teaching time is maximized greatly reducing non-teaching activities
- (vi) **Safe and orderly environment**-Must be conducive for learning.
- (vii) **Home/school relations**- Parental involvement is critical in the running of the school.

This study clearly emphasized the role of the principal in establishing goal and objectives for the school, stating what effective principals are expected to do. Principals of effective schools are strong instructional leaders who know how to manage time and money effectively. They concentrate on priority goals. They set as their main goal the acquisition of basic skills, have high expectations for all students and they enlist the support of others in meeting common goals.

Munro (2008) explains that the role of the school manager in assessment, curriculum and instruction is to model and encourage excellence. He or she should take up the major responsibility ensuring the competence of teachers through high standards and supervision. Ruebling et al. (2007) adds that school managers have to delegate decisions regarding instruction of students as the means used to achieve the ends described in the curriculum documents to the teachers. The delegation that decisions made should be with the understanding that decisions must always be within the policies set by the ministry and regulation of the district and school, give consideration of the good teaching practices and have a cooperative spirit with regard to everyone in the school.

Marzano et al. (2005) point out that the school manager must monitor assessment practices. Monitoring refers to the checking of student's progress with regard to learning results and monitoring the teaching processes and inputs. Monitoring learning results helps keeps the focus on the purpose of the school-student learning. Monitoring process

and input informs both what instructional practice and resources were used and the effectiveness of their implementation. The manager should be able to identify teaching errors quickly and give guidance.

Ruebling et al. (2007) adds that an important quality of monitoring for a school manager is frequent monitoring of teachers and students at least weekly as well as monthly, quarterly, semi-annually and annually. Reeves (2005) also state that 'recognition' during monitoring is very important. It can either be positive or negative, but it should be bent more toward positive. Teachers and pupils must be appreciated. Marzano et al. (2005) identified two responsibilities related to recognition, that is affirmation and contingent rewards. The school manager must recognize and celebrate teachers and pupils achievements and acknowledge failure.

Jacobson (2005) reports that extensive survey of principals and teachers was conducted by the South Eastern Centre for Teaching Quality. The study revealed that working conditions are important in contributing to student achievement. The teachers in the study said time for planning and teaching were a critical factor and there is never enough of it. The research also showed that teachers and school managers in the survey did not always agree with each other. The study also identified eight characteristics of a work environment that seem to have the greatest effect on employee satisfaction and feeling of success. These are as follows, clear mission, stimulating professional development opportunities, supportive leadership, professional culture, and opportunity to use one's talent and skills, comfortable, attractive and well equipped physical space, adequate time to perform required duties and enough resources and equipment.

Seyfarth (2008) reminds us that the school administrator needs to know the conditions in a school that can enhance a conducive environment. However, Seyfarth argues that some of these conditions may be things that the principal has little control over but others are amenable to change.

MOE (2007) reveals that the record management system is a major challenge to the Ministry of education at all levels. The Ministry in the past has been trying to develop a proper records management system in public schools which has yielded positive results with most schools keeping records systematically. This has been achieved through capacity building management which took place in the 1990s at which time Community schools in their current state did not have proper management records because of several factors ranging from lack of proper records in Community schools. This has affected decision making at both school and higher management levels.

The Ministry's information structure is not able to operate properly and fully due to lack of information from Community schools. The Ministry's focus on record management is in personnel records, pupil records, monthly returns and annual reports. Sadly, to a greater degree these records are not found in Community schools. To add on, there is inadequate value of proper record management, which undermines effective and predictable support to Community schools (MOE, 2007).

Additionally Thungu et al. 2011, indicate that school records are a valuable source of information about the achievements and history of an institution. They include books or files containing information that shows school attendance, property of school and what happens in the school. Most of the school records are kept by the school manager while others may be kept by the deputy and teachers on behalf of the head teacher. The school manager is responsible for managing school resources, hence, the need to have updated records.

Some of the records that a school manager is expected to keep are class registers, admission register, staff record, log book, timetable, visitors book, minutes, correspondence files, teachers duty book, inventories, confidential files, monitoring file and so forth. Basically these records are kept as reference tools in case of a query. They serve as evidence of what is obtaining and happening in the school as well as a guide for facilitating planning and management of school programs, audit instruments, monitoring and evaluation and so on. It is therefore the duty of the school manager to ensure all the

records are in place and updated all the time. Thungu et al. (2011) caution that the school manager's office where the records are kept is a place of confidentiality and authority in which the person assigned must be knowledgeable, responsible and trustworthy.

MOE (2007) states that the Ministry of Education provides financial support in form of grants to support Community schools which are registered and recognized through the DEBS office. These grants were in the past administered by the PCSC who lacked capacity in financial management. This made it difficult to ensure that accountability mechanisms are understood and followed. Due to this challenge the Ministry now only gives grants to schools where it has some seconded qualified teachers who are on government payroll so that in case of any mismanagement of funds, the government can recover the money through the payroll system. However, some Community schools without qualified teachers still receive grants but must have a qualified teacher on government salary within the same zone as a signatory to the account of the school, plus the Zonal head.

UNESCO (2005) emphasizes that management of school finances is a major responsibility of the school manager. The school manager is the financial controller. Therefore the school manager must have certain knowledge and skills on planning, organizing and control of school finances. As a financial controller he or she must be familiar with correct procedures applied in a school in collecting of funds from different sources, handling cash, accounting procedures, reporting procedures, organizing of staff concerned with school finances and delegate accordingly. He or she must understand the accounting documents and their use and ensure that every individual performing financial functions does the right thing at the right place and time. She or he should be abreast of the assets and funds of the school, including operating assets such as supplies. Control or control measures should be implemented in respect of the following, budgeting, expenditure, receipts, petty cash, bank reconciliation, imprest, school fund, procurement, creditors and so forth (UNESCO, 2005).

Thungu et al. (2011) indicates that a schools financial record keeping reflects the state of financial management in the school. Financial management is the process of planning and effective manner in accordance with laid down regulations and procedures. The school manager thus has to plan, direct, activate, determine, mobilize and acquire financial resources in order to successfully implement the school development plan. Therefore, a manager is a leader who must lead in all aspects of the school. He or she has a duty to ensure the school system is functional and effective.

Today, managers are faced with a variety of interesting and challenging activities. They work long hours and have enormous demands placed on their time and also face increased complexities caused by globalization, domestic completion, government regulation and pressure from stakeholders. The task is further complicated by rapid change, unexpected disruptions, both minor and major crises in the schools. The manager's job is very unpredictable and fraught with challenges but is also filled with opportunities to make a difference. Many of the characteristics that contributes to complexity and uncertainty of management stem from the environment in which the school functions. Therefore it is critical that school managers understand their environment (Griffin, 1996).

This chapter reviewed relevant literature related to the management practices of school managers. The next chapter will discuss the research methodology used in the study.

CHAPTER THREE

METHODOLOGY

The previous chapter reviewed literature related to the study. This chapter presents the research methodology. The elements presented and explained here include research design, target population, sample size, sampling procedure, data research instruments, data collection procedures, data processing and analysis and ethical considerations.

3.1 Research design

Kothari (2004:33) states that “a research design is the analysis of data in a manner that aims to combine relevance to research purpose with economy in procedure. It is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data.” Orodho (2003) defines research design as a scheme, outline or plan that is used to generate answers to research problem.

This study was guided by the descriptive survey design for the purpose of fully understanding and generalizing from the sample what is obtaining in the area of study. In addition, the design was adopted because it allowed the collection of small amount of data by use of triangulation in a standardized way from several participants with similar characteristics practices and experience relevant for the research.

Orodho (2003) defines a descriptive survey as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Oguba (1998) also states that surveys are used to gather systematically, factual information necessary for decision making. A survey is an efficient method of collecting descriptive data regarding the characteristics of the population, current practices, conditions or needs and preliminary information for generating research questions. Kothari (2004) adds that experience survey which is the survey of people who have had practical experience with the problem to be studied is necessary because it helps the researcher gain insight into the relationships between variable and new ideas relating to the research problem. Experienced and competent people who can contribute new ideas may thus be carefully picked as respondents to ensure correct representation of different types of experiences.

This study made use of the descriptive approach for the purpose of providing narrations and accounts of specific processes in their natural setting and also to give insight on the study topic, taking into consideration that the research findings are specific to the experiences of the respondents (Cooper and Schindler, 2003, Oguba, 1998).

Descriptive statistics were used to quantify data categorized in terms of level of education, age, gender, qualification, training and so forth. Descriptive statistics are a way of summarizing findings from research while still providing relevant information needed in order to understand the results. This can be in form of frequency and percentage tables, bar-charts or graphs (Oguba, 1998).

The researcher used primary and secondary data collection method. Primary data was obtained by use of questionnaires, interviews, observation while secondary data was collected from books, internet, journal articles, reports, newspapers, news bulletins and magazines. Kothari (2004) states that primary data are those which are collected afresh and for the first time thus happen to be original in character while secondary data are those which have already been collected by someone else and have been passed through the statistical process.

3.2 Target population

A population is a group of institutions, individuals, objects or items from which samples are drawn for measurement. These institutions, individuals, objects or items have at least one characteristic in common (Kombo and Tromp, 2014, Oguba 1998). The target population of this study was the whole of Chisamba rural district which consists of ten (10) zones, where there are thirty four (34) Community schools and a total number of eighty seven (87) Community school teachers.

The district map (figure 1) below shows the locations of the zones selected.

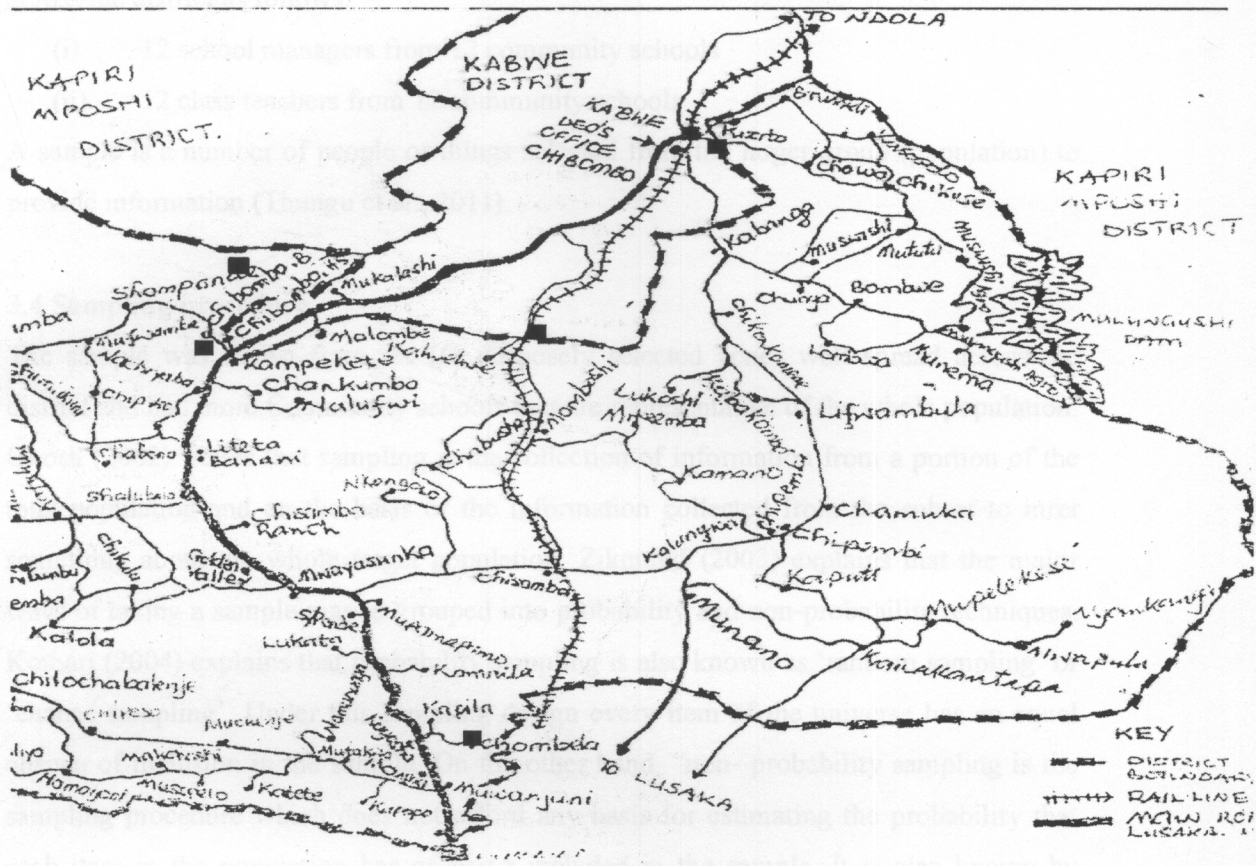


figure 1

Source: (Chisamba DEBS, 2015)

3.3 Sample size

A total number of 24 respondents were selected from six (6) zones that are well spread across the district as follows:

- (i) 12 school managers from 12 community schools
- (ii) 12 class teachers from 12 community schools

A sample is a number of people or things selected from the larger group (population) to provide information (Thungu et al., 2011).

3.4 Sampling procedure

The sample was drawn from six (6) purposely selected zones well spread across the district and had more Community schools that are representative of the whole population. Ghosh (2002) states that sampling is the collection of information from a portion of the total population and on the basis of the information collected from the subset to infer something about the whole target population. Zikmund (2003) explains that the major ways of taking a sample maybe grouped into probability and non-probability techniques. Kothari (2004) explains that probability sampling is also known as ‘random sampling’ or ‘chance sampling’. Under this sampling design every item of the universe has an equal chance of inclusion in the sample. On the other hand, “non- probability sampling is the sampling procedure which does not afford any basis for estimating the probability that each item in the population has of being included in the sample. It is also known by different names such as deliberate sampling, purposive sampling and judgment sampling. Under this type of sampling, items for the sample are selected deliberately by the researcher his/ her choice remains supreme.

This study used non-probability or purposive sampling procedure. The researcher deliberately chose particular school managers and class teachers who had specific characteristics and experience relevant to the study.

3.5. Data research instruments

The study used the following instruments to collect the data: Questionnaires for school managers, questionnaires for teachers, interview guide, and observation guide. To further validate data, analysis of documents was done.

Questionnaire

A questionnaire is a research instrument (written, typed or printed) for collecting data directly from people. It is used to gather data over a large sample (Oguba 1998, Kombo and Tromp, 2014). A questionnaire consists of a number of questions written, typed or printed in a definite order or form or set of forms. It can be mailed or delivered personally by the researcher. (Kombo and Tromp 2014, Kothari, 2004).

Kothari (2004) states that quite often the questionnaire is the heart of a survey operation. Thus it should be carefully structured. If it is not carefully planned, the survey is likely to fail. Therefore, the researcher has to take into consideration the following aspects: general form, question sequence and question formulation and wording.

The questionnaire was adopted for the study because it is confidential, saves time and allows the respondent enough time to think through the answers and write their own words without bias by researcher. It also enabled those unapproachable to participate (Kothari, 2004).

Interview guide

An interview is defined as a two-person conversation initiated by the interviewer for the purpose of obtaining researcher –relevant information and focused by him or her on content specified by research objectives of systematic description and prediction of explanation. It involves the gathering of data through direct verbal interaction between individuals (Cohen et al., 2006).

Kothari (2004) points out that the interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. The

method can be used for personal interviews or telephone interview. The interview guide is a written list of questions or topics that need to be covered by the interviewer, particularly in a semi-structured interview (Kombo and Tromp, 2014, Cohen et al., 2006).

The interview guide was adopted for this research because it allowed the use of open-ended items or questions which are flexible in the interview process. This enabled the interviewer to probe and make prompts. Prompts helped the interviewer to clarify topics or questions whilst probes enabled the interviewer to ask the respondent to extend, elaborate, add to, provide detail for clarity or qualify their response, thereby addressing richness, depth of response, comprehensiveness and honesty. Furthermore, by use of open-ended questions in the guide, the interviewer was able to test the extent of the participants' knowledge, encourage cooperation and establish rapport which helps make a true assessment of what participant believes. Also the least expected and unanticipated answers beneficial for the study could emerge. The use of the guide also allowed the interviewee to also ask questions, considering that, as subjects who were interviewed and involved in the situation under study, were able to guide response based on their experience regarding the situation. (Cohen et al., 2006).

The construction of interview guide was guided by the open-ended schedule funnel. This, according to (Cohen et al., 2006), is where the interviewer starts with broad questions and narrows them to more specific ones or vice-versa. The specific open-ended questions, topics and issues relating to the objectives of the study were listed on a sheet of paper. Open-ended questions in the guide consist of direct and indirect questions, especially indirect questions for the purpose of producing honest responses to use in inferences.

Observation guide

Observation guide is a tool that provides information about actual behavior. (Kombo and Tromp, 2014). Oguba (1998) adds that it is one way of obtaining information about the progress of outcomes of an educational program by observing directly aspects of their development and implementation as they occur. It may be used as primary data collection method for supplementing data.

‘Observation’, according to (Kothari, 2004), is used as a tool and method of data collection for the researcher when it serves a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability. Kothari further states that under this method, the information is sought by way of investigators own direct observation without asking respondent. The information obtained should relate to what is currently happening and is not complicated by either the past behavior or future intentions or attitudes. The observer keeps in mind the things to be observed, how to record the observation and the accuracy.

The study was guided by structured observation. Structured observation is observation characterized by a careful definition of units to be observed, the style of recording the observed information, standard conditions of observation and the selection of pertinent data of observation. (Kothari, 2004). Kombo and Tromp (2006), add that in a structured observation the observer is an onlooker whose focus is on a small number of specific behavior patterns which are listed on a pre-defined observation guide or checklist. Observation in this study will help to consolidate information and verify certain facts already gathered by use of questionnaire and interview to qualify certain aspects relating to the topic.

Construction of the observation guide was based on the objectives of the study. The guide has a title and was divided into units or components with sub-headings and specific items for observation which used rating scale Rating scales involve qualitative description of a limited number of aspects of a thing or traits of a person. When we use rating scales or categorical scales, we judge an object in absolute terms against some specified criteria. In forms such as good, average, excellent and so forth. (Kothari, 2004).

Document analysis

Document or Content analysis is the systematic assessment of communication for purposes of identifying specified characteristics of messages. It can be applied to any document (Oguba, 1998). Kothari (2004), states that content analysis consists of analyzing the content of documentary materials such as books, magazines, newspapers and the contents of all other verbal materials which can be either spoken or printed. It may be a simple level or a subtle one. It is at a simple level when we pursue it on the basis of certain characteristics of the document or can be identified or counted.

This study used document analysis at a simple level for the purpose of identifying and checking the availability of documents used by school managers in schools. The document analysis tool was constructed by use of the scale construction item analysis approach. Under this approach a number of individual items were developed on a sheet with rating scales. After collecting the data the total rating for everyone was calculated and grouped. Individuals were then analyzed to determine which items discriminate between persons and to what degree (Kothari, 2004).

3.6 Data collection

Questionnaires were distributed to the respondents and collected after a week. When collecting the questionnaires the researcher conducted the interview, did the analysis of the document and observation.

3.7 Data Analysis

Analysis refers to the computation of certain measures along with searching for patterns of relationships that exist among data groups (Kothari, 2004). Data analysis is defined as the examining of what has been collected in a survey or experiment and making deductions and inferences. It involves uncovering underlying structures, extracting important variables, detecting any anomalies and testing any underlying assumptions. It also involves scrutinizing the acquired information and making inferences (Kombo and Tromp, 2014).

The raw data in all the instruments was first edited to check for errors and omissions and corrections necessary were made. Editing helped ensure that data was correct and consistent with other facts gathered, and uniformly entered, completed and well arranged to facilitate coding and tabulation (Kothari, 2004). The data was then grouped and labeled as follows;

- i. School managers questionnaire
- ii. Class teachers questionnaire
- iii. School managers interview
- iv. Class teachers interview
- v. School managers observation
- vi. Class teachers observation
- vii. School managers' document/ content analysis.

This was followed by coding. The process of assigning numerals or other symbols to answers so that responses can be put into a limited number of categories or classes appropriate for the study problem being addressed (Kothari, 2004).

The data from questionnaires and document/content analysis was organized first as frequency distribution tables, and then the frequencies were converted to percentages. Data from interviews and observation was analyzed as themes. Data was processed manually and electronically.

3.8 Ethical Considerations

The researcher adhered to the following ethical considerations during the research, first by getting authority and clearance in written form from the University of Zambia (UNZA) and from Chisamba DEBS office. She then obtained informed consent from the participants and explained the nature and purpose of the study. The respondents were also assured of confidentiality of their responses and names. They appended their signatures on the questionnaires as evidence of participating freely.

This chapter looked at research methodology. These are the methods that were applied when carrying out the research. The chapter also looked at the instrument used in data collection.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

The previous chapter looked at the research methodology. This chapter presents the findings of the study which are organized in line with the objectives of the study as outlined in chapter one. The presentations begin with findings of the personal and qualifications of the respondents, followed by findings of the academic program practice, administrative practices, monitoring and evaluative practices, interpretation of policies and lastly the challenges faced by the respondents.

Section A

Table 1: Age of respondents

Category	Age of Respondent								Percent
	15 – 25		26-35		36-44		Above 45		
	F	P	F	P	F	P	F	P	
Managers	2	8.3%	4	16.66%	4	16.66%	2	8.3%	100%
Teachers	10	41.66%	2	8.3%		-			

F = Frequency P = Percent

Table 1 shows the age range in which the respondents are in from all the 12 schools. The majority of them are between 15-25 which is 50%, while 24% are between 26-35, 16.7% are between 36-44 and only 8.3% represent 8.3%.

Table 2: Sex of respondents

Category	Sex				Percent
	Male		Female		
	F	P	F	P	
Managers	10	41.66%	2	8.3%	100%
Teachers	8	33.3%	4	16.66%	

F = Frequency P = Percent

Table 2 shows the sex of the respondents who are mostly male for both teachers and school managers represented by 75% while 25% are female.

Table 3: Marital status for respondents

Category	Status								Percent
	Single		Married		Divorced		Other		
	F	P	F	P	F	P	F	P	
Managers	2	8.3%	10	41.66%	-	-	-	-	100%
Teachers	6	25%	6	25%	-	-	-	-	

F - Frequency P - Percent

The findings in table 3 show the marital status of the respondents in the Community schools 66.7% of them are married while 33.7% are single. There are no divorcees.

Table 4: Respondents' number of years in teaching

Category	Year										Percent
	0 – 5		6-10		11 -15		16-20		Above 20		
	F	P	F	P	F	P	F	P	F	P	
Managers	8	33.3%	2	8.3%	2	8.3%	-	-	-	-	100%
Teachers	10	41.66%	2	8.3%	-	-	-	-	-	-	

F - Frequency P -Percent

The finding in table 4 above shows the number of years each respondent has been working as a teacher. The majority have only been teaching for less than five years implying they do not have much experience.

Table 5: Academic qualifications of respondents

Category	Academic Qualification								Percent
	Grade 7		Grade 8-9		Grade 10-11		Grade 12		
	F	P	F	P	F	P	F	P	
Managers	-	-	1	4.2 %	3	12.5%	8	33.3%	100%
Teachers	-	-	2	8.3	2	8.3	8	33.3%	

F = Frequency P = Percent

Table 5 above shows the findings on the academic qualifications of the respondents. There are no grade 7s, grade 8-9 is represented by 14.5%, grade 10-11 is 20.8% and 66.6% are grade 12s.

Table 6: Professional qualifications of respondents

Category	Professional Qualification								Percent
	Certificate		Diploma		Degree		None		
	F	P	F	P	F	P	F	P	100%
Managers	2	8.3%	6	25%	-	-	4	16.7%	
Teachers	7	29.2%	1	4.2%	-	-	4	16.7%	

F - Frequency P - Percent

Table 6 shows the level of professional qualifications for the respondents. 37.5% of them are certificate holders, 29.2% are diploma holders, while 33% do not have any qualifications and there is no degree holder.

Table 7: Employer of respondents

Category	Employer						Percent
	Government		Community		Other		
	F	P	F	P	F	P	100%
Managers	8	33.3%	4	16.66	-	-	
Teachers	8	33.3%	4	16.66		--	

F - Frequency P - Percent

Table 7 shows that 66.6% of the respondents are employed by government and 34.4% by the community.

Table 8: Respondents' status of earning

Category	Earning				Percent
	Wage		Salary		
	F	P	F	P	100%
Managers	4	16.66%	8	33.3%	
Teachers	8	33.3%	4	16.7 %	

F - Frequency P - Percent

Research findings in table 8 show the type of earning that the respondents receive. 66.6% are on government salary and 34.4% are on a wage from the community.

Table 9: Respondents' information on training

Category	Training								Percent	
	Trained				Percent	Need training				
Managers	Yes		No			100%	Yes		No.	
	F	P	F	P	F		P	F	P	
	8	33.3%	4	16.7%	12		50%	-	-	
Teachers	8	33.3%	4	16.7%			12	50%		

F- Frequency P -Percent

Table 9 shows how many respondents are trained not trained and need training. 66.6% are trained as teachers while 34.4% are not trained. All the respondents indicated the need for training which is represented by 100%

Table 10: Respondents' specific management training done

Category	Management training										Percent
	Classroom		School		Guidance & Counseling		Technology		Community Mobilization		
Managers	F	P	F	P	F	P	F	P	F	P	100%
	8	33.3%	6	25%	2	8.3%	1	4.2%	12	50%	
Teachers	8	33.3%	-	-	-	-	-	-	12	50%	

F –Frequency P - Percent

Table 10 above shows the particular training done by respondents. 66.6% have only trained in classroom management, school management 25%, counseling 8.3% technology 4.2% and 100% in community mobilization.

Table 11: Respondents' trainer

Category	Trained by										Percent
	Government Ministry		Community		NGO		Stakeholder Workshop		College		
	F	P	F	P	F	P	F	P	F	P	
Managers	8	33.3%	-	-	4	16.7%	12	50%	8	33.3%	100%
Teachers	8	33.3%	-	-	4	16.7%	12	50%	8	33.3%	

F - Frequency P - Percent

Table 11 shows the findings of who trained the respondents. 66.6% were trained by government, 33.4% NGOs, 100% through stakeholders' workshops, 66.6% in colleges and no one indicated they were trained by the community.

Table 12: Running agency of the respondents schools

Category	Agency										Percent
	Government		Community		NGO		Donor		Church		
	F	P	F	P	F	P	F	P	F	P	
Managers	8	33.3%	2	8.3%	1	4.2	-	-	1	4.2%	100%
Teachers	8	33.3%	2	8.3%	1	4.2	-	-	1	4.2%	

F - Frequency P - Percent

Table 12 shows the agencies running the schools. 66.6% are run by the government, 16.6% by the community, 8.4% by NGOs and 8.4% by the church. None of the schools are run by the donors.

Table 13: Location of school

Category	Location										Percent
	Very Remote		Remote		Rural		Peri-urban		Urban		
	F	P	F	P	F	P	F	P	F	P	
Managers	1	4.2%	3	12.5%	6	25%	2	8.3	-	-	100%
Teachers	1	4.2%	3	12.5%	6	25%	2	8.3	-	-	

F - Frequency P - Percent

Research findings in table 13 show that 8.4% of the schools are in very remote places, 26% are remote, 50% are rural, and 16.6% are peri-urban. There are no community schools under urban because the district is rural.

Table 14: Status of school

Category	Status				Percent
	Single sex		Co-education		
	F	P	F	P	100%
Managers	-	-	12	50%	
Teachers	-	-	12	50%	

F - Frequency P -Percent

Table 14 above shows the type of school the respondents work from. All the schools are co-education represented by 100%.

Section B

Academic programmes

Table 15: Responses on holding of professional meetings

Responses	Meetings				Percent
	Yes		No		
	F	P	F	P	100%
Managers	12	50%	-	-	
Teachers	12	50%	-	-	

F = Frequency P = Percent

The research findings in table 15 above show 100% that professional meetings are held in the schools by the managers. However there was no evidence of documentation of minutes in 7 of the schools. In 5 schools although there was evidence of minutes they were not up to date. Reasons given were the minutes were yet to compiled or there was too much work so minutes were not documented officially but just rough notes. Even then there was no record of rough minutes.

Table16: Responses on provision of materials

Responses	Materials				Percent
	Yes		No		
Managers	F	P	F	P	100%
	12	50%	-	-	
Teachers	12	50%	-	-	

F -Frequency P - Percent

Table 16 reveals that all the respondents said yes to the fact that managers provide material .This is represented by 100%. However from observation in 11 of the schools there was no evidence of some of the materials prepared by the teachers like talking walls apart from lesson plans which were not up to date.

Table17: Responses on checking of teachers' preparation

Responses	Preparations				Percent
	Yes		No		
Managers	F	P	F	P	100%
	12	50%	-	-	
Teachers	12	50%	-	-	

F – Frequency P - Percent

Table 17 above shows 100% yes that managers check teachers' preparations for teaching. However there was little evidence of marked teachers in the analysis of document. Only a few files had been marked in 4 schools. When asked why, the response was that there wasn't enough time to check because the managers were teachers too. They opted to teach than to check the preparations of teachers. 10 of the schools had multi grade teaching due to inadequate staffing.

Table 18: Responses on availability of master timetable

Responses	Master timetable				Percent
	Yes		No		
Managers	F	P	F	P	100%
	8	33%	4	17%	
Teachers	4	17%	8	33%	

F = Frequency P = Percent

Table 18: above shows 50% of the respondents said yes and 50% said no to the availability of master time table in the school. However, when analyzing documents only two schools had master time tables. The rest had class time tables prepared by individual teachers for a particular grade.

Table19: Responses on allocation of classes by school manager

Responses	Manager				Percent
	Yes		No		
Managers	F	P	F	P	100%
	12	50%	-	-	
Teachers	12	50%	-	-	

F - Frequency P - Percent

Table 19 above show that 100% of the respondents said yes managers allocate classes. It was indicated that it is the duty of the head teacher with the help of the deputy or senior teacher to allocate classes.

Table 20: Responses on school managers teaching

Responses	Teaching				Percent
	Yes		No		
Managers	F	P	F	P	100%
	12	50%	-	-	
Teachers	12	50%	-	-	

F -Frequency P -Percent

In table 20 above 100 % of the respondents said managers teach. It was further revealed that there were not many teachers to handle all the classes hence managers had no choice but to teach. One head teacher lamented,

“It is just too much work you cannot be head teacher and class teacher at the same time. What time can you do your class preparation and your office work. One area must suffer if not both.”

Table 21: Response on fair distribution of teaching and learning aids

Responses	Meetings				Percent
	Yes		No		
Managers	F	P	F	P	100%
	12	50%	-	-	
Teachers	8	33%	4	17%	

F - Frequency P - Percent

Table 21 shows that 83% said yes and 17% said no to the fair distribution of teaching and learning aids by school managers. The general picture in 10 of the schools is a lack of adequate resources while two of the schools had almost all the resources. One of the schools that had sufficient resources was privately owned by an NGO while the other one was supported by donors. Some teachers complained that there was need for government to provide enough materials to Community schools if headteachers were to distribute the resources fairly to every teacher in the school.

Table 22: Responses on checking of pupils books

Responses	Meetings				Percent
	Yes		No		
Managers	F	P	F	P	100%
	12	50%	-	-	
Teachers	12	50%	-	-	

F - Frequency P - Percent

Table 22 Shows that 100% of the respondents, said yes to head teachers checking pupil’s books. However, when analyzing pupil’s books there was no evidence in all the schools

of the school managers checking the books. During the interview some of the respondents indicated that it was too much work. One particularly said,

“We don't even have time sometimes to mark the work what more with checking what the teacher does with pupils' books. It is a duty of a teacher to mark”.

Table 23: Responses on how many times meetings are held.

Types of Meetings																											
HIM meetings				CPD Meeting				Opening Staff Meeting				Closing Staff meeting				Deputy Head Meeting				Senior Teachers meeting				Meetings with pupils			
Once	Twice	Thrice	More	Once	Twice	Thrice	More	Once	Twice	Thrice	More	Once	Twice	Thrice	More	Once	Twice	Thrice	More	Once	Twice	Thrice	More	Once	Twice	Thrice	More
2F				4F	8F	12F		12F				12F				12				6F				12F			
0p				17P	33P	50p		50p				50p				50p				25p				50P			
2F				4F	8F	12F		12F				12F				12F				6F				12F			
0p				17P	33P	50P		50P				50P				50P				25P				50P			
4				8	16	24		24				24				24				12				24			
00				33	67	100		100				100				100				25				100			

F - Frequency P – Percent

The above table 23 shows the frequency of responses by respondents in beach category in the number of times different meetings are conducted in their respective schools by the head teacher. All the 24 respondents said HIM meetings are held once termly showing 100%, CPD meeting three times showing 33%, 67% more than thrice, opening staff meetings and closing staff meetings, all respondent said once representing 100% deputy head teacher also showing more than thrice which is 100%, senior teacher meetings 25% and lastly meetings with pupils 100% all showing more than thrice

It is clear that all respondents know that different meetings are held but then very little evidence was there for most of the schools to show the proceedings of the meetings apart from opening and closing staff meetings which too were in some schools just roughly scribed notes. All schools did not have the SIR book for recording the meetings.

Table 24: Responses on when materials are provided

Category	Period									
	Zero week		Beginning of term		During the term		At the end of term		Other available	
	F	P	F	P	F	P	F	P	F	P
Managers	3	12.5%	8	33%	-	-	-	-	12	50%
Teachers	3	12.5%	5	21%	-	-	-	-	12	50%
Total	6		13		-	-	-	-	24	
Percent		25		54	-	-	-	-		100

F = Frequency P = Percent

Table 24 shows the frequency of responses on when the materials are provided by the school manager to the teachers. Provision during the zero week is 25%, beginning of the term 54%, other (when available) 100% during the term and at the end of the term is 0%.

During interviews to further explain on the provision of the materials, generally it was revealed that materials are only given during zero week if there are funds to buy which in most cases was not possible. The reality was that materials were only made available when there was funding or some levels were collected and the school bought. Normally this would be when school were already in progress not up to date.

Table 25: Response on Academic preparations done

Category	Academic Preparation													
	Schemes		Lesson plans		Weekly forecasts		Time table		Registers		Individuals work plan		Other T/Laid	
	F	P	F	P	F	P	F	P	F	P	F	P	F	P
Managers	12	50%	12	50%	12	50%	12	50%	12	50%	8	33%	12	50%
Teachers	12	50%	12	50%	12	50%	12	50%	12	50%	4	17%	12	50%
Total	24		24		24		24		24		24		24	
Percent		100		100		100		100		100		50		100

Table 25 show that 100% frequency of respondents on academic preparation in terms of schemes of work, lesson plans, weekly forecasts, timetables and class registers. Preparation of individuals work plan is 50% while other (teaching and learning aids) is 100%.

The table generally shows that preparations are done. However, during interview and document analysis when asked to present their files to see if there was evidence of the preparations, most of them had very little evidence of the preparations in the category mentioned. They were not up to date. Half of the respondents did not have the individual work plan. 8 of the respondents on individual work plan said it was difficult for them to draw it up especially that they were not professional trained and had never had an opportunity to learn how to. Two of these respondents did not even have a clue of what the individual work plan was.

Table 26. Checking of teachers preparation

Category	Preparation				Total	Percent
	Manager		Teacher			
	F	P	F	P		
Daily	2	8%	2	8%	4	17
Once a week	4	17%	6	25%	10	42
Fortnightly	6	25%	4	17%	10	42
Monthly	-	-	-	-	-	-
Termly	-	-	-	-	-	-
Other	-	-	-	-	-	-

Table 26 above shows the number of times the teachers preparation for teaching are checked by the school manager. Daily is 17%, once a week, 42%, fortnightly 42% and the rest 0%. During interviews it was further revealed that teachers' files by headteachers are rarely checked and this was evidenced in what was showing in teacher files. Some had never been endorsed. When asked why, one school manager said,

"I have too much to do, I also teach and sometimes I have to go and attend meetings. It is okay as long as the teacher prepares because that is what is important".

Another respondent s in the teacher category in interview said,

"It is not possible for headteachers to check our work because they do not know what to do. They don't plan themselves. They must lead by example".

Table 27: Teaching/ learning aids used in preparation

Type	Preparation					
	Manager		Teacher		Total	Percent
	F	P	F	P		
Curriculum	8	33%	-	-	8	33
Syllabi	12	50%	4	17%	16	67
Teacher guides	10	42%	2	8%	12	50
Pupils text books	12	50%	12	50%	24	100
Story books	4	17%	2	8%	6	25
Other	-	-	-	-	-	-

In table 27 above, we are shown the frequency of the teaching and learning aids which are used to help teachers prepare and provided by the school manager. The use of curriculum is 33%, syllabi 67%, teacher guides 50%, pupils book 100%, story books 25% and 0% other.

Table :28. Other Sources of Preparation

Source	Preparation					
	Manager		Teacher		Total	Percent
	F	P	F	P		
Experience	12	50%	12	50%	24	100
Improvisation	12	50%	12	50%	24	100
Internet	3	12%	6	25%	9	37
Other	-	-	-	-	-	-

Table 28 above shows the other sources that the respondents use in preparation of teaching. 100% use experience, 100% improvisation and 37 internets. Other 0%

Table 29: Curriculum in use

Type	Use					
	Manager		Teacher		Total	Percent
	F	P	F	P		
Foreign	-	-	-	-	-	-
MOE	12	50%	12	50%	24	100
Localized	-	-	-	-	-	-
SPARK	-	-	-	-	-	-
Other	-	-	-	-	-	-

F – frequency P – percent

Table 29 shows the frequency of responses on the curriculum in use at each school. 100% of the schools use Ministry of Education.

Table 30: Formulation of master timetable

Category	Preparation					
	Manager		Teacher		Total	Percent
	F	P	F	P		
Head teacher			1		1	17
Head Teacher, Deputy and Staff	12	50%	12	50%	24	100%
Deputy Head Teacher	-	-	2	8%	2	8%
Teachers	2	8%	-	-	-	8%
Other	-	-	-	-	-	-

F – frequency P – percent

In a bid to establish who prepares master timetable the respondents gave their answers as shown in table 30 above. 100% by head teacher, deputy head and entire school, 8% indicated the deputy head and teachers and 8% by teachers.

Table 31: Allocation of classes

Who helps the Head teacher	Classes					
	Manager		Teacher		Total	Percent
Deputy head only	F	P	F	P		
	-	-	1	4%		17
Teachers only	-	-	2	8%	2	8
Teachers/ deputy	12	50%	12	50%	24	10
Senior teacher	1	4%	-	-	1	4

In the bid to find out who allocates classes in the school the respondents gave the above responses. By the deputy head only 17%, teachers only 8%, teachers and the deputy head 10% and senior teacher 4%. The interview revealed that the schools had no staff to do the allocation that the head was left with no option but to work with any teacher available.

Table 32: Provision of academic reports to parents

How	Reports					
	Manager		Teacher		Total	Percent
Opening day	F	P	F	P		
	4	17%	4	17%	8	33
Meetings	8	33%	-	-	8	33
Letter	-	-	-	-	-	-
Report book/form	2	8%	2	8%	4	17
Through pupils	6	25%	6	25%	12	50
Notice board	12	50%	12	50%	24	100
Other						

F – frequency P – percent

Table 32 above shows the frequency of the respondents answers on how the school communicates the results of the learners to the parents. 33% show that its on open days and during meetings. 50% is through the pupils and 100% the notice board. However, the results in observation showed that most schools had no notice board. The interview confirmed the sentiment on through pupils.

Table 33: Assessments

Which assessment are done	Reports					
	Manager		Teacher		Total	Percent
	F	P	F	P		
Weekly	-	-	-	-	-	-
Termly	12	50%	12	50%	24	100
Fortnight	12	50%	12	50%	24	100
End of topic	-		1	4%	1	4
National examination	-		-	-	-	-
Other: Literacy	12	50%	12	50%	24	100

F – Frequency P – percent

Table 33 above shows the frequencies and percentages of responses of respondents on the assessments done .Most of them indicated termly 100% weekly and fortnightly while end of topic 100% and other (literacy) 100% .All the schools did not conduct national examination because they were not centers for examinations.

Table 34: Other Activities that promote academics

Activity	Academics					
	Manager		Teacher		Total	Percent
	F	P	F	P		
Quiz	12	50	12	50	24	100%
Subject clubs	6	25%	2	8%	8	33%
Debates	2	8%	2	8%	4	17%
Homework	12	50%	12	50%	24	100%
Remedial	12	50%	12	50%	24	100%
Other	-	-	-	-	-	-

F – frequency P – percent

Table 34 above revealed that 100% conducted quizzes, 33% had subject clubs. 17% gave homework and 100% remedial work to enhance academic programmes in the schools. On the contrary there was very little evidence of the activities from observation and the document analysis of student exercise books.

Table 35: Checking of pupils books

Duration	Reponses					
	Manager		Teacher		Total	Percent
	F	P	F	P		
Once	12	50%	12	50%	24	100
Twice	5	21%	2	8%	7	29%
Thrice	-	-	-	-	-	-
More than thrice	-	-	-	-	-	-

F – Frequency P – percent

Table 35 shows how often the school managers check pupils books. 50% show once, 29% twice and 0% for the other times. The interview proved that the headteachers were

too busy to check books and did not actually check because there was no date stamp in the books.

Section C

Administrative Function

Table 36: Activities done in the school

Statement	Reponses						
	Manager		Teacher		Total		Percent
	Yes	No	Yes	No	Yes	No	
Have strategic plan	-	12	-	12		24	100
Have only vision, mission, motto-statement	12	-	12	-	12	12	50
School is funded	10	2	10	2			80/20
Have bank account	5	7	5	7			43/57
Pupils pay fees	7	5	7	5			43/20
Follow financial regulations	-	12	-	12			100
Have co-curricular activities	12	-	12	-			100
Have written rules	12	-	12	-			100
Pupils punish fellow pupils	12	-	12	-			100
Teachers support in enforcing rules	12	-	12	-			100
Pupils support enforcing rules	12	-	12	-			100
Have enough classrooms	2	10	2	10			20/80
Have adequate water sanitation	2	10	2	10			20/80
Have playground	10	2	10	2			80/20

Table 36 above shows the frequency of respondents answers on various activities that are done in the school. Most of the activities are 100% No.

Table 37: Funding

Institution funded by	Funding					
	Manager		Teacher		Total	Percent
	F	P	F	P		
Government	4	17%	4	17%	8	33
Community	5	21%	5	21%	10	42
NGO	2	8%	2	8%	4	17
Church	1	4%	1	4%	2	8
Other	-	-	-			

Table 37 above shows the frequency on the responses of the respondents on who funds the school. Only 33% of the community schools are funded by the government, 42% by the community, 17% NGO and 8% the church. Although the government is supporting some community schools the percent under community schools is higher.

Table 38: Signatories

Number of signatories	Signatories					
	Manager		Teacher		Total	Percent
	F	P	F	P		
0 – 2	3	12%	3	12%	6	25
2 – 3	2	8%	2	8%	4	17
3	-	-	-	-	-	-

The table above shows the frequency of the respondents responses on the number of signatories the schools having bank accounts. 0-2 are represented by 12% and 2-3 by 8%. Despite having bank accounts the interview revealed that schools were not adhering to financial regulations due to inadequate funding and also most of them didn't have adequate knowledge and skills.

Table 39: No bank account

How money is Kept	Bank Account					
	Manager		Teacher		Total	Percent
	F	P	F	P		
In school office	-	-	-	-	-	-
Head teacher's house	2	8%	1	4%	3	12
Accountants house	5	21%	6	25%	11	45
Other: P.T.A/ PCSC treasurer	3	12%	4	17%	7	29

Table 39 above shows the frequency of the responses on how the schools without bank accounts keep their money. 12% indicated they kept the money in the head teachers' office 45% in the accountants house and 29% by the PTA/PCSC treasurer. The responses confirmed the fact that the school managers did not have much understanding on the financial regulations and if they had, chose not to intentionally. One of them said the banks were too far to go to bank very little money. There is no point because it would be costly.

Table 40: Consistency of fees

Statement	Fees					
	Manager		Teacher		Total	Percent
	F	P	F	P		
Very consistent	-	-	-	-	-	-
Consistent	4	17%	-	-	4	17
Inconsistent	8	33%	12	50%	20	84

Table 40 shows the frequency of the responses on whether pupils pay fees. The study revealed that 17% were consistent and 83% were inconsistent. This indicated the challenge of money which was needed for running the school.

Table 41: Co-curricular activities

Activity	Manager	Teacher	Total	Percent
	Football	12	12	24
Netball	12	12	24	100
Volleyball	12	12	24	100
Athletics	12	12	24	100
Debate	2	2	4	17
Basketball	-	-	-	-
Drama	12	12	24	100
Culture	12	12	24	100
HIV/AIDS clubs	12	12	24	100
Human rights club	2	2	4	17
Subject club	-	-	-	
JETS	3	3	6	25
Other	-	-	-	

Table 41 above shows the frequency of the responses on the number of co-curricular activities that are commonly found and played in the school. Most of them are 100% present, an indication that apart from academic activities schools do other activities.

Table 42: Participation of school manager in Co-curricular activities

Statement	Manager	Teacher	Total	Percent
	Sometimes	12	12	24
Always	-	-	-	-
Not at all	-	-	-	-

Table 42 reveals the findings on the participation of the school manager in co-curricular activities which was indicated by 100% for sometimes, and 0% for always and not at all.

Table 43: Formulation of rules

Done by				
	Manager	Teacher	Total	Percent
Head teacher	1	5	6	25
Deputy head	-	-	-	-
Teachers		2	2	8
Pupils	-	-	-	-
Head teacher/ senior teacher	-	-	-	-
Head teacher in Collaboration with entire staff and pupils	12	7	19	79

Table 43 above reveals the frequency of the number of respondents responses on who helps formulate the school rules in the school. 25% said the head teacher, 8% the deputy head ,79% the head teacher in collaboration with the entire school. The other categories are 0%. Furthermore the study revealed that some schools had the rules but learners were not involved in formulation of the rules. It was just the head teacher and the teachers. Observation also showed rules were not displayed in the classrooms.

Table 44: Involvement of stakeholders in school discipline

Stake holder				
	Manager	Teacher	Total	Percent
DEBS	12	12	24	100
Police	12	12	24	100
Parents	12	12	24	100
NGOs	12	12	24	100
Civil society	2	2	24	100
Local Leaders	12	12	24	100

Table 44 shows the frequency of respondents in relation to the number of stakeholders involved in school discipline. All the respondents said DEBS, police, parents .NGOs, Civil society and local leaders were involved giving 100%.

Table 45: Number of offices and classrooms

Number	Frequency				Percent			
	Office		Classroom		Offices		Classroom	
	Manager	Teacher	Manager	Teacher	Manager	Teacher	Manager	Teacher
1	10	10	2	2	83	83	17	17
2	2	2	4	4	17	17	33	33
3	-	-	2	2			17	17
4	-	-	2	2			17	17
More than 4	-	-	2	2			17	17

Table 45 shows the number of offices and classrooms available in the schools as reported by the respondents. 10 of the schools had one office each and two classrooms while 2 of the schools each had 2 offices and more than 4 classrooms.

Section D. Monitoring and Evaluation

Table 46: Responses on monitoring and evaluation

Statement	Manager			Teacher			Total			Percent
	Yes	No	No response	Yes	No	No response	Yes	No	No response	
In internal/external monitoring done in the school	12	-	-	12	-	-	24	-	-	100
Is feedback done?	12	-	-	12	-	-	24	-	-	100
Is feedback based on evaluation	10	-	2	8	-	4	18	-	-	75

Table 46 shows that 100% internal and external monitoring is done, 100% feedback is given and 75% feedback is based on the evaluation. However the interview revealed that

the school managers were too busy to carry monitoring due to their dual role of teaching and management. This was further validated by lack of records kept on monitoring

Table 47: Internal monitoring

Monitoring one	Frequency												Percent
	Once termly		Twice termly		Once a Year		After two years		Once termly	Twice termly	Once a year	After two years	
	M	T	M	T	M	T	M	T					
Head teacher	12	1 2	-	-	-	-	-	-	24		-	-	100
Deputy head	10	-	2	1 0	-	-	-	-	10	12	-	-	42 50
Senior teacher	6	-	4	1	-	-	-	-	6	-	5	-	25 21
Class teacher	12	1 2		-	-	-	-	-	24	-	-	-	100
Others	12	1 2		-	-	-	-	-	24			-	
TA/PCSC	-	1 3	1 1	-	-	-	-	-	-	13	11	-	54 45

M -manager T- teacher

Table 47 reveals that monitoring done and it is not regularly done by everyone concerned in the school. The outcry on failure to effectively conduct monitoring was too much work which made it impossible to monitor and evaluate programs and keep records. Truly none of the schools had up to date records.

Table 48: External monitoring

Monitoring one	Frequency												Percent
	Once termly		Twice termly		Once a Year		After two years		Once termly	Twice termly	Once a year	After two years	
	M	T	M	T	M	T	M	T					
Head teacher	-	-	-	-	-	-	-	-	-	-	-	-	-
EO	-	-	-	-	6	6	-	-	-	-	12	-	50
EBS	12	12	-	-	-	-	-	-	24	-	--	-	100
Civil Society	-	-	-	-	-	-	-	-	-	-	-	-	-
NGOs	-	-	-	-	5	4	-	-	-	-	9	-	37
Other Partners	-	-	-	-	-	-	2	7	-	-	-	9	37

M- manager T-teacher

Table 48 shows how often the different stakeholders monitor the schools

Table 49: Feedback on monitoring

Methods	Manager	Teacher	Total	Percent
	Verbal	-	2	2
Written	1	1	-	
Written/ verbal	12	10	22	83
Through another teacher	-	-	-	
Other	-	--	-	-

Table 49 shows how feedback on monitoring is given in relation to responses. Basically it shows that it is done both verbally and in written.

Table 50: What to monitor

Monitored				
	Manager	Teacher	Total	Percent
Inputs	12	8	20	67
Outputs	12	8	20	67
Processes	12	12	24	100
Outcomes	6	8	14	58

Table 50 shows the frequency of responses in relation with what is monitored in the school. The study revealed that most of the head teachers only concentrated on class observation which also was not effectively done because of the dual role.

Table 51: Duration for feedback

Timeframe				
	Manager	Teacher	Total	Percent
Immediately	2	1	3	12
After a while	4	2	6	25
At the end of the day	10	4	14	67
After a week	-	5	5	21
Any other	-	-	-	-

Generally table 51 shows the responses on when feedback was given after teacher observation. In

Some teachers in the interview indicated they never got any feedback. Others said it was normally after a while and if the school manager was not preoccupied.

Table 52: Instrument for monitoring/ evaluation

Instrument				
	Manager	Teacher	Total	Percent
Books	12	2	12	58
Prescribed monitoring instrument	6	8	14	58
Observation form	12	12	24	100
Observation	12	12	24	100
Interview	4	12	16	67
Other:				

Table 52 shows the frequency of responses in relation to the kind of instruments used to monitor and evaluate. Most of the respondents indicated the observation form

Table 53: Purpose of evaluation

Purpose				
	Manager	Teacher	Total	Percent
Identify problems	10	8	18	75
Select areas doing well	12	8	20	83
Prediction	8	-	8	33
Assess goals	8	8	16	67
Make decisions	8	1	9	37

Table 53 Generally shows the purpose of evaluation responses in relation to the frequency. The major emphasis on evaluation given by most respondents was the need to identify problems and make decisions.

Table 54:. Participation of manager in co-curricular activities

Statement	Manager	Teacher	Total	Percent
	Sometimes	12	12	24
Always	-	-	-	-
Not at all	-	-	-	-

Table 54 shows the responses of the respondents on the participation of the school manager in co-curricular activities which is 100% sometimes.

Section E. Relevant Policies/ Guideline interpretation

Table 55: Statement on policies

Statement	Frequency						
	Manager		Teacher		Total		Percent
	Yes	No	Yes	No	Yes	No	Yes/no
Understanding of Policy/ Guideline	12	-	8	4	20	4	83/33
Availability of polices/ guidelines	12	-	12	-	24	-	50/50
Interpretation of policy school manager	12	-	12	-	24	-	50/50
Supervision of implementation of policy by manager	12	-	12	-	24	-	24/0

Table 55 generally shows the information related to policy and guideline and the frequency of the answers by respondents. Although 83% showed that they understood in the questionnaire, the interview on the contrary proved most of them did not have the policy documents, had not read much and had little to say on most educational policies. They had not seen most of them.

Table56: Available policies and guidelines

Policy/ guidelines available	Frequency						
	Manager		Teacher		Total		Percent
	Yes	No	Yes	No	Yes	No	Yes/no
Ministerial circulars	12	-	12	-	24	-	100/0
MOE HIV/AIDS Policy	12	-	12	-	24	-	100/0
Operational guideline for community schools	12	-	12	-	24	-	100/0
Re-entry policy	3	9	3	9	6	18	24/74
Zambia Education curriculum 2013	12	-	12		24		100/0
National School Health/ Nutrition Policy	6	6	6	6	12	12	50/50
Homework policy	12	-	12	-	24	-	100/0
Remedial policy	2	10	2	10	4	20	58/42
Repeat policy	12	-	12	-	24	-	100/0
Other	-	-	-	-			0/0

Table 56 shows the policy documents found in the schools and were evident. All other necessary documents were not known by the respondents worse by the managers who had the duty to interpret them.

Table 57: Source of policies guidelines

Source of policy/guideline	Manager	Teacher	Total	Percent
DEBS	12	24	24	100
Zonal head	-	2	2	17
PEO	-	-	-	-
Ministry HQ	-	-	-	-
Government Printers	-	-	-	-
Resource Centre	12	8	20	83
Any other (NGO)	1	-	1	4

Table 57 shows the frequency of responses in relation to where the schools got the available policy/guidelines from. 100% was from DEBS, 83% the resource centre and 17% zonal head.

Table 58: Method used to explain and interpret policy documents

Method used to explain and interpreted policy/ guideline to:		Manager	Teacher	Total	Percent
		Teacher	One to one	1	4
Individual reading	12		7	19	75
Discussion in meeting	12		12	24	100
Memo	-		-	-	-
Notice board	-		-	-	-
Any other	-		-	-	-
Pupils	Assembly	12	12	24	100
	Through teachers	12	12	24	100
	PTA meetings	-	-	-	-
	Notice board	-	-	-	-
	Open day	-	-	-	-
	Any other	-	-	-	-
Parent/ community	Assembly	-	-	-	
	Open day	12	12	24	100
	PTA meeting	12	12	24	100
	Notice board	-	-	-	-
	Letters	-	-	-	-
	Phone	-	-	-	-
	Through pupils	12	8	20	82
	Any other	-	-	-	-

Table 58 basically shows the frequency of the responses in line with how they are interpreted by the school manager to teachers, pupils and the parents/community.

Table 59: Need for policy

Need for unavailable policy/ guideline	Manager	Teacher	Total	Percent
	All missing policies guidelines	12	12	24

Table 59 shows the frequency of responses for the need for all the policy documents to be made available to the schools.

Section F: Management

Table 60: Responses on management activities

Statement on activities done	Frequency							
	Manager		Teacher		Total		Percent	
	Yes	No	Yes	No	Yes	No	Yes	No
Preparation of individual work plan	8	4	8	4	16	8	67	33
Collection of data in the school	12	-	12	-	24	-	100	-
Submission of reports DEBS	12	-	12	-	24	-	100	-
Conduction of PTA/PCSC meetings in the school	12	-	12	-	24	-	100	-
Attendance of meetings at DEBS	12	-	12	-	24	-	100	-
Appraising teachers	8	-	4	8	8	4	33	-
Approval leave	8	4	8	8	16	8	67	33
Do you keep records	12	-	12	-	12	12	100	-

Table 60 above generally shows the frequencies and percentages in relation to the respondents on the management activities that managers carry out. Generally the questionnaire showed most of them were 100%, however there was little evidence of

records in almost all activities. This could mean nothing was happening or poor record keeping.

Table 61: Use of reports compiled from data collected

Submit to	Manager	Teacher	Total	Percent
PTC/PCSC only	1	-	1	4
DEBS only	-	-	-	-
PEO only	-	-	-	-
Ministry HQ	-	-	-	-
Duplicate and send to either PTA, DEBS, PEO or where necessary	12	12	24	100
Other	-	-	-	-

Table 61 above generally shows the responses in relation to percentage and frequency on what managers do with the data which is collected in the school.

Table 62: Document used to compile reports

Documents	Manager	Teacher	Total	Percent
Leave forms	8	8	16	67
Registers	12	12	24	100
Permission book	8	4	12	33
Staff attendance	12	10	22	92
Assessment	12	12	24	100
Log books	12	-	12	50
Monitoring form	12	8	20	67
Other: minutes	12	12	24	100

Table 62 above shows the kind of documents used to compile the reports as reported by the respondents.

Table 63: Responses on reports compiled/ submitted

Reports submitted	Manager	Teacher	Total	Percent
Staff returns	12	8	20	83
Pupils returns	12	8	20	83
Assessments	12	12	24	100
Appraisals	8	8	16	67
Monitoring	12	8	20	83
Other: financial	4	2	6	26

Table 63 shows the frequency and percentages of the responses on the type of reports that schools compile and submit to relevant authorities.

Table 64: Time for submit the reports

Duration	Manager	Teacher	Total	Percent
Weekly	-	-	-	-
Monthly	12	12	24	100
Termly	12	12	24	100
When needed	12	12	24	100
Annually	12	8	20	83
Other	-	-	-	-

Table 64 represents the responses and frequencies of when the reports are submitted as reported by the respondents.

Table 65: Role of school manager in PTA/ PCSC

Role				
	Manager	Teacher	Total	Percent
Chairperson	-	4	4	33
Secretary	12	8	20	83
Treasurer	-	-	-	-
Any other	-	-	-	-

Table 65 represents how frequent the responses are in percentages on the role of school manager in PTA/PCSC.

Table 66: Frequency of PTA/ PCSC meetings.

Duration				
	Manager	Teacher	Total	Percent
Once termly	12	12	24	24
Twice termly	-	-	-	-
Thrice termly	-	-	-	-
More than thrice	-	-	-	-
Other: annually	12	12	24	100

Table 66 above shows the frequency and percentages of the responses on how often the PTA/PCSC meetings are held in the school.

Table 67: Managers responses on communication

Communication	Assembly		Letter		Phone		Through DEBS		Send teacher		Report		Internet		Poster		Meeting	
	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P
Headquarters	-	-	12	50	12	50	12	50	-	-	12	50	4	17	-	-	-	-
Managers	-	-	12	50	12	50	12	50	12	50	12	50	4	17	-	-	-	-
Teachers	-	-	12	50	12	50	-	-	12	50	12	50	-	-	-	-	12	50
Students	12	50	12	50	12	50	-	-	-	50	8	33	4	17	-	-	12	50
Shareholders	-	-	12	50	12	50	12	50	-	-	12	50	8	33	-	-	-	-
Parents	-	-	12	50	12	50	-	-	12	50	4	17	-	-	12	50	12	50

F – frequency P – percent

Table 67 represents the frequency and percentage of the responses on the ways used to communicate by the school managers as indicated in the questionnaire by the managers.

Table 68: Teachers responses on communication

Communication	Assembly		Letter		Phone		Through DEBS		Send teacher		Report		Internet		Poster		Meeting	
	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P
E HQ	-	-	12	50	12	50	12	50	-	-	12	50	-	-	-	-	-	-
D	-	-	12	50	12	50	12	50	-	-	12	50	-	-	-	-	-	-
BS	-	-	12	50	12	50	-	-	12	50	12	50	-	-	-	-	8	33
chers	12	50	12	50	12	50	-	-	12	50	12	50	-	-	12	50	12	50
ls	12	50	-	-	-	-	-	50	-	-	4	17	-	-	12	50	12	50
eholders	-	-	12	50	12	50	12	50	-	-	12	50	-	-	12	50	12	50
nts	-	-	12	50	12	50	-	-	7	29	8	33	-	-	12	50	12	50

Table 68 above shows the frequencies and percentages of the teachers responses on the way the felt managers communicate to different stakeholders.

Table 69: Attendance of meeting at DEBS

Number of times				
	Manager	Teacher	Total	Percent
Once	-	-	-	-
Twice	-	-	-	-
Thrice	-	12	12	50
More than thrice	12	-	12	50
Other	-	-	-	-

Table 69 above represents the number of times the head teacher attends meetings at DEBS as reported by the respondents.

Table 70: Responses on teacher appraise teachers

Duration				
	Manager	Teacher	Total	Percent
Monthly	-	-	-	-
Termly	4	4	8	33
Annually	12	8	20	67
Other	-	-	-	-

Table 70 shows the frequency and percentage of respondents when school managers appraise teachers. The school managers who were not trained indicated that they have never appraised anyone and they had no authority to do so because they were not qualified.

Section G:

Challenges

The study revealed several challenges faced by school managers in management of Community schools. These are as follows;

- (i) Lack of adequate trained staff.
- (ii) Teachers' failure to cooperate.

- (iii) Conflicts with community members at times..
- (iv) Pupil late coming.
- (v) Pupil absenteeism.
- (vi) Poor or no funding.
- (vii) Poor infrastructure and lack of furniture
- (viii) Inadequate training and expertise.
- (ix) Distance to DEBS.
- (x) Lack of adequate resources such as teaching and learning aids.
- (xi) Over enrolment.
- (xii) Bad attitudes by some teachers.
- (xiii) Lack of transport.
- (xiv) Lack of knowledge and skills in school management.
- (xv) Delay in confirmation to appointment as school head teachers.
- (xvi) Lack of health facilities near the school to go to and take pupils when sick.
- (xvii) Poor communication to stakeholders/ DEBS and vice-versa.
- (xviii) Poor or no accommodation.
- (xix) Lack of proper water and sanitation.
- (xx) Distance to town.
- (xxi) Lack of hydro power.
- (xxii) Teachers' drunkenness.
- (xxiii) Lack of policy/ guidelines.
- (xxiv) Lack of syllabus, curriculum and text books.
- (xxv) Teaching and managing of the school.
- (xxvi) Interference by PTA/ PCSC committees in running.

The previous chapter discussed the findings of the study in depth. The main objective of the study was to evaluate the management practices employed by school managers according to the information gathered. The next chapter discusses the findings.

CHAPTER 5

DISCUSSION OF FINDINGS

The previous chapter presented the findings of the study. Based on the findings reported in the previous chapter, this chapter seeks to discuss the findings of the study in detailed summary in line with the objectives of the study which were as follows:

1. To establish the qualifications of school managers in Community schools.
2. To ascertain the managerial practices used by school managers in Community schools.
3. To assess the effectiveness of the management practices employed by school managers in Community schools.
4. To establish the challenges faced by school managers in effectively managing schools.

5.1 Qualifications of school managers in Community school

The study revealed that most of the respondents were below 45 years old and the majority were male. Ten out of the twelve school managers were married. The majority of them had only been teaching less than five years. Furthermore, it was revealed that none of the respondents had attained a degree. The highest professional qualification was a diploma in primary education. For academic qualification the highest was grade 12 and the least grade 9. Sixteen of the respondents were employed by government and eight by the community. This automatically meant that the sixteen were on salary from government and eight on a wage from the community.

Furthermore, the study on training revealed that although 16 of the respondents were trained as teachers they had not done any school management training. Some had only done classroom management, guidance and counseling and community mobilization. The study also revealed that training for the sixteen was done in government colleges and that all had been trained through stakeholders workshops in class management. In general, all the school managers lacked experience (most had only worked a few years), management training and acceptable academic qualification for one to be a teacher.

This is a sad state for our nation because despite the many colleges and universities training teachers, we are still faced with the lack of proper qualified teachers. The day to day affairs in a school are the sole responsibility of the head teacher. It is assumed that headteachers are qualified both academically and professionally for their role having taught for several years. However this is not always the case. Sometimes good classroom teachers are appointed to the position of school manager without formal training in management and this can lead to a lot of managerial problems if not handled properly (Mwanza, 2005).

The study also showed that most of the schools were being run by government, three were gazetted, two were privately owned by an NGO and a church. The schools are located from very remote to peri-urban and all are co-education.

5.2 Management practices

The term management has often been misunderstood because it has not always been grasped that in the case of education it corresponded to different areas in which the same methods and organizations as were used in private industrial or commercial enterprise apply (UNESCO, 2009). The study grouped the management practices of school managers into the five key results areas which are as follows; academic program, administrative functions, monitoring and evaluation, policy interpretation and management. These are the focus for the head teachers practice and are all embraced under the management umbrella. All these areas in fact distinguish three areas of decision-making which are as follows; management of resources, management of people and management of educational programs (curricular) (Munro, 2008). In the school system all three areas may be assigned to different actors. Such a distribution necessarily restricts each of the actors in their ability to make decision. Consequently, increased autonomy inevitably involves concentrating these areas on one of them to the detriment of the other. The study revealed that all these practices were being employed in Community schools, however not effectively.

5.3 Effectiveness of management practices

The success of any school is determined by the management practices used by the head teacher. As already stated above there are several managerial practices. In this study, the academic practices for school managers revealed that school managers do not regularly hold meetings to promote academic activities but only when it suits them. They did not provide resources on time to facilitate quick planning for teachers. Headteachers also rarely checked teachers' preparations to give guidance and feedback. They did not prepare master timetables which guide the implementation of academic programmes. The study also revealed that school managers carry out dual roles of teaching and administration which made it difficult for them to effectively carry out other duties like checking pupils' books, monitoring and evaluation of school activities, compiling reports, disseminating and record keeping.

The quality of learning and teaching or academic programs should take precedence over other factors of school effectiveness. This is because learning and teaching determines the perceptions of everyone who is interested in the quality of the school. For learning and teaching to be effective in the classroom, it's the duty of the school manager to ensure learners and teachers are motivated, the teacher must be guided by the head teacher to plan and organize their teaching well by being clear in the objectives of the whole lesson process. The headteacher must provide all the resources needed to the teacher to enable them work effectively to achieve the school objectives. The school managers must ensure other activities such as homework, remedial work, and subject clubs and so on are done regularly in the school (Munro, 2008, Owens and Valesky, 2007).

The other main duty of the school manager is helping teachers structure the curricular for their classes. A head teacher helps align their lesson plans with context found in the national guideline and standard test for the class's age group. School managers also make sure that class curricular discusses material mandated by the national policy (Munro, 2008). The study showed that this was not adequately done in all the schools by the headteachers.

It is the duty of a manager to create a coordinated intervention plan which ensures that students who struggle receive additional time and support for learning in a way that is timely, directive, diagnostic, precise, important and systematic. Research has also established that simply providing time for educators to meet will have no effect on student learning unless their meetings focus on the right work. In most traditional schools, the question of who will determine what constitutes the right work becomes a question of power. Will the head teacher have the authority to determine what will happen at the teacher meetings? However in a professional learning community managers and teachers are expected to engage in collective inquiry to decide on the work that will most benefit their students (Sauders, Goldenberg, and Gallimore, 2009).

With regards to administrative functions the study revealed that all the school managers had no idea of what a school strategic plan is. They had never done one. They organized the schools based on what suited them and the environment. The interviews revealed that headteachers did not have proper administration routine and organization to guide teachers, learners and parents concerning the timing of each school activity.

Being both an administrator and head of staff, the head teacher has overall responsibility for ensuring that all the activities of the school are focused on attaining national goals as stipulated in the national policy. The school manager does not only draw up the individual or school plan but also undertakes to evaluate school results in relation to both national goals and those specified in the school plan (DuFour and Marzano, 2011).

In this study further it is revealed that the school managers were not adhering to the financial regulations of the Ministry in administration of school funds because they were rarely funded or had no funding at all and the resources were so minimal to require application of the regulations. They had no financial records. As it is stated, the school head is responsible for overseeing the school finances. He or she is the chief controller of all finances and resources. They oversee the school budget; see that each area receives adequate funding without spending more money than allotted to the school. Furthermore, it is expected that a school head teacher must keep proper accounts records of income and expenditure and bills and receipts must be accompanied by vouchers. These are important

for auditing of school accounts as well as promoting the principles and practices of accountability and evaluation in the school (Brimley and Garfield, 2008).

Furthermore the study in the document analysis revealed that school managers had very few school records kept in all aspects of the school. Thungu et al., (2011) emphasizes that it is the duty of the school head to ensure complete and accurate records and registers covering pupils and staff, stock ledgers and registers and other records which give a full picture of the life of the school are kept. It is also necessary for the manager to have such records as time and movements of staff and absenteeism and irregular movement of staff and school resources can be checked.

Another major revelation in the study was the lack of consistency in holding of meetings by head teachers. They concentrated mostly on school opening and closing meetings. School managers are urged to hold all meetings that are necessary in the school to review the running of the school. The head teacher should adopt a democratic system by listening to teachers and understanding their personal and professional concerns (DuFour and Marzano, 2011).

A lack of administration plan and activities by the school managers means the school is managed on impulse. There is no systematic order of doing things by the head teacher which trickles down to the teachers and entire school. This affects the quality of education being offered. Further the study revealed lack of collaboration between teachers and headteachers in most activities. Research has also established that simply providing for teachers to meet will have no effect on student learning unless their meetings focus on the right work. In most schools the question of who will determine what constitutes the right work becomes a question of power and whether the headteacher can determine what will happen in the next meetings. However in a professional learning community managers and teachers are expected to engage in collective inquiry to decide on the worth of what will most benefit their students (Saunders, Goldenberg and Gallimore, 2009).

To add on the study further revealed that school managers have very little time due to overload of teaching and management. They said it was difficult to monitor all activities because of the dual role. Furthermore, it was revealed that a lack of expertise to enhance student learning through classroom observation was also lacking. It was noted that managers do not observe teachers in content area in which they may not understand completely especially if it's not their area of strength. They are ill equipped to enhance the pedagogy of the areas where there are not competent. They acknowledged the failure to determine the appropriateness of either the content or the level of its rigor. One school manager said,

“We just observe what we understand about teaching and apply only what we know about effective questioning techniques, involvement of pupils and the general class management since, that's what seems to be important”.

Another head teacher said,

“When I monitor I just stand outside or walk around the school premises to see if all is well. I don't need to enter the classroom because I also have a class”.

The study also revealed that headteachers were not using evaluation as much as they should do. They merely examined student's examinations or assessment for the purpose of reporting but ignored, for example the reports of the standards officers. They perceived assessment as evaluation and considered the results as the end process. One head teacher questioned saying,

“Is there need to monitor all activities we already know what the ministry is always looking for, it's the results of the assessments.”

Furthermore, the study revealed there were no records of monitoring internally despite 100% of respondents indicating that monitoring was done in the schools. Monitoring and evaluation records must be kept by the head teacher. The head must also discuss these reports with teachers so that they can make recommendations with regard to how the

system can be improved and developed and also to use for appraisal of teachers. There was no single record in any of the schools for appraisals.

Teachers' response on headteachers monitoring was mostly negative. Most of them said that school managers were too busy to monitor. One teacher said,

"I just see the head teacher when he needs me to compile monthly reports to take to DEBS, I have never been monitored by the head".

Another teacher said,

"My head teacher monitors our work by only checking our lesson plans because he is too busy going for meetings".

Another teacher said,

"The head teacher is only concerned about literacy monitoring because DEBS is always asking for these reports".

From the sentiments, we can see that classroom observation as a practice of systematic collection and reporting of data about quality of teaching, although essential, is not a major activity in most of these schools.

One headteachers actually said,

"Once per term is enough to monitor a teacher if I have time".

If effective monitoring is to take place, the school manager should try to check on a day to day and week by week basis what is happening in the classrooms and the whole school. The study reveals monitoring generally is once per term by the entire respondents. Monitoring and evaluation are essential characteristics of effective school management practices. The major functions of evaluation have been identified as evaluation to assess the extent to which goals are being achieved in order to improve performance and evaluation for accountability purpose in order to justify performance to others. The head teacher can thus ask questions and gather information and attention which draws out both the quantity and quality of the information needed to help improve school effectiveness (Dufour and Marzano, 2013).

A school manager is expected to interpret various policies. In this study it was revealed that most of the schools did not have the necessary policy/ guidelines documents needed in the running of the school which proved difficult for headteachers to interpret. One school manager lamented,

“How can i effectively interpret a policy which is not available.”

All the schools only had a few ministerial circulars, MOE HIV/AIDS policy, Operational guidelines for community schools, Re-entry policy, Zambia Education curriculum 2013, and National School Health/ Nutrition policy. A few had in place a local made homework and repeat policy.

The study further revealed that there were difficulties in interpreting some of the policies because they were practically demotivated. Community schools managed by untrained school managers all clearly had challenges understanding some of the policies available. One stated,

“I need to go back to school to understand and be able to explain policy”.

Another said,

“For me, I ask the zonal head to help me where I am not clear but then sometimes the zonal head is not available.”

All headteachers requested they be provided with necessary policy documents even if they did not understand fully. They would consult. It is important that all school headteachers understand the laws and policies that govern the school regardless of the school status.

DuFour and Marzano (2013), state that when a school manager is faced with national or district policies that mandate a more stringent approach evaluation or may be stuck with punitive accountability policies, they don't have to be stuck with a punitive mind-set. A highly effective head teacher will look for ways to align the process to culture of collective responsibility for learner focused outcomes. For example, the managers can repurpose the individuals teaching goal setting process to focus on team goals. Thus, although there are common basic policies in schools, most differ from school to school, but variations occur also in the nature of policies themselves. Some policies are

documented, while others are traditions and a part of the school ethos. There are administrative policies which differ from statutory/ government policies. Having a policy is one thing, ensuring that it is implemented is quite another and here, the heads role is crucial.

Furthermore, the study revealed that practices related to management were not effective. All managers had no records of the planned activities of the schools. This meant the schools were not well organized and there was little control of all aspects of school management. Furthermore, there was no evidence of school committee structures. When asked why, some of the respondents said it was due to lack of staff. One asked,

“How can you form all the needed school committees with only two or three teachers? It is difficult to handle all the committees that’s why we don’t have them.”

Another said,

“It is quite difficulty to run a school and all its activities when you have no teachers, proper infrastructure, no funding and all other requirements. it is not easy because you have to make decisions that need other people or teamwork”.

Another said

“It is a hard thing to plan and organize a school to run by just three people. We also need time for our personal lives. We can only do what we can.”

Another major concern was poor communication. It is difficult to communicate due to the geographical locations of the schools and being in a rural district. All the schools also have no hydro power. Management of school activities requires collaboration. It is a leadership function which requires the manager to cause other people to take effective action. The head is the leader in the school setting. He or she is involved in five main

management activities that is decision making, (arriving at conclusion and judgements), communicating (creating understanding, motivating ,encouraging and inspiring people to take the required action), selecting people for positions in the school and appraise them) and developing people by helping them improve their knowledge attributes and skills (Munro, 2008).

Additionally, the school managers' strengths and weaknesses may affect the performance of the whole school. He or she can clarify or confuse objectives, the extent to which the curriculum is oriented to jobs and criteria for measuring performance (Thungu, et al., 2011). Furthermore, management can stimulate or inhibit optimum performance, encourage or retard the use of the headteachers subordinates best abilities, skills and interest, provide or withhold incentives for growth and development, enhance or undermine job satisfaction and morale (Saunders et al., 2009).

In the study one respondent said and I quote

“The problem with some head teachers, off course not at my school, is that they think they are bosses. They do not want to delegate or share responsibilities. Some head teachers are selfish. They abuse resources in the name of attending meeting. This is quite discouraging”.

A head teacher also complained of some teachers attitudes towards work stating,

“I wonder why some teachers joined the profession, they want to be told what to do all the time. They are not self-driven”.

The study also revealed that the private owned school by the NGO was well managed in all aspects of the school despite having an old retired public worker who was just trained through stakeholders' workshops and by the running agency as compared to the ones that had managers who had some training as teachers. Asked why it was so, one headteacher said,

“It is because we work under very difficult conditions, we receive very little help and the communities are poor giving very little support.”

Another revelation for all the schools in management was that all the schools used pupils to communicate to parents, assembly, PTA/ PCSC meeting. Letters were rarely used to parents but to DEBS or other stakeholders. All the schools did not have phones for the school but depended on personal cell phones. They all have no power to connect to internet.

5.4 Challenges

The study revealed several challenges faced by school managers in management of Community schools such as; lack of adequate qualified and trained staff, lack of expertise, lack of knowledge and skills particularly in school management and Continuous Professional Development (CPD) headteachers had problems in monitoring and evaluating, information management, financial management, supervision and inspection, administration and so forth. Other challenges faced by the managers were, teachers failure to cooperate, conflicts with community members at times, interference by PTA/ PCSC committee members and bad behaviour by some teachers such as; late coming, absenteeism, drunkenness, failure to plan and do the work on time and so on.

Furthermore the study revealed that managers were not able to effectively work due to over enrolment, late coming of pupils, absenteeism and indiscipline of learners. Lack or insufficient funding for the school, poor infrastructure, in adequate furniture, teaching and learning aids, poor water and sanitation, lack of hydro power, health facilities near the school, long distance to town or DEBS office and other amenities needed also posed as a challenge making the school managers work difficult.

The previous chapter discussed the findings of the study in depth. The main objective of the study was to evaluate the management practices employed by school managers. The next chapter concludes the study and makes recommendations.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

This chapter covers the conclusion and recommendations of the study.

6.1 Conclusion

The purpose of the study was to evaluate the management practices employed by school managers in the Community schools of Chisamba district. The objectives of the study were:

1. To establish the qualifications of school managers in Community schools.
2. To ascertain the managerial practices used by school managers in Community schools.
3. To assess the effectiveness of the management practices employed by school managers in Community schools.
4. To establish the challenges faced by school managers in effectively managing schools.

From the findings of the study, the following was the conclusion; not all school managers in Community schools are academically and professionally qualified to effectively run schools. They lack adequate knowledge and skills in school administration and management. This has led them to not effectively monitor and evaluate all school programs, fail to consistently follow the laid down financial regulations, interpret policy matters, keep proper records of all documentation of school proceedings and being role models in management of all school activities. All of them indicated the need for further training.

To add on the study showed that school managers are discouraged due to late confirmation in service as there are no PMEC IDs for the Community schools.

The study also revealed that School managers practices were affected by several challenges such as; workload due to dual roles, poor infrastructure, poor water and sanitation, inadequate equipment, books, furniture and learning aids, lack of funding, long distance to town to mention a few.

6.2 Recommendations

Based on the findings of the study, the following are the recommendations:

- i. The Ministry of General Education must stop the practice of allowing untrained teachers to teach in Community schools in order to avoid compromising quality.
- ii. The Ministry of General Education should create PMEC IDs for Community schools to quicken the process of confirmation by Teaching Service Commission.
- iii. The Ministry of General Education should retrain all those who are already trained teachers but managing Community schools and equip them with school management skills and knowledge in order for them to improve their practices and motivate them.
- iv. All Community schools should be upgraded and gazetted so that they also benefit from government funding like all other public schools.
- v. The Ministry of General Education should ensure it gives all Community schools policy/ guideline documents for education and train the teachers to interpret them in order to be guided.
- vi. The government should improve the road network to the Community schools for easy access.
- vii. The government should electrify Community schools too in order to make work easy and enjoyable.
- viii. All Community schools should be mandated to have bank accounts especially if funded for accountability of public funds.
- ix. The Ministry of General Education should deploy enough teachers to each Community school to improve teacher pupil ratio and reduce the work load of school managers.

This chapter has covered the conclusion and recommendation of the study.

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APPENDIX i

**QUESTIONNAIRE FOR SCHOOL MANAGERS
THE UNIVERSITY OF ZAMBIA
IN COLLABORATION WITH
ZIMBABWE OPEN UNIVERSITY
INSTITUTE OF DISTANCE EDUCATION
MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**TOPIC: AN EVALUATION OF MANAGEMENT PRACTICES EMPLOYED
BY SCHOOL MANAGERS OF COMMUNITY SCHOOLS IN
SELECTED SCHOOLS OF CHISAMBA DISTRICT.**

Dear respondent,

My name is Doreen Nzala Chilala a post-graduate student at the University of Zambia conducting a research on the above topic. You have been purposely selected to take part in the study for being part of school managers in community schools. You are kindly requested to take part in this study by completing this questionnaire. Your participation is purely voluntary and you are free to withdraw anytime without any explanation. Even when you agree you are free to refuse to answer any question which you may not be comfortable with. The purpose of the study is to examine the management practices school managers use in community schools to manage their schools.

Yours Sincerely



Doreen Nzala Chilala.

QUESTIONNAIRE FOR SCHOOL MANAGERS

SECTION A BIO-DATA

Instructions

Please tick (✓) in the appropriate box

1. Sex Male Female

2. Marital Status Single Married Divorce

3. Number of years in teaching

(0-5) (6-10) (11-15) (16-20) Above 20

4. Age range

15 - 25 26 - 35 36 - 45 above 45

5. Position in the school

School manager

Class teacher

6. Academic qualification

Grade 7

Grade 8/9

Grade 10/11

Grade 12

7. Professional qualification

Certificate

Diploma

Degree

None

8. Who employed you as teacher?

Government

Community

Other

9. Trained Not trained

10. Do you receive any payment? No Yes

11. Are you trained in any management course? No Yes

12. If yes, specify which course?

Classroom management School management Guidance/ counselling

Technology Community mobilization

13. Who trained you?

Ministry

Community

NGO

Honors

Other

14. If you are not trained, do you think you need training Yes No

15. Which agency runs the school?

Government

Community

NGO

Church

16. Where is the school located?

Very remote

Remote

Rural

Peri Urban

Urban

17. Is the school single sex or Co-education? Single Sex Co-education

SECTION B

ACADEMIC PROGRAMMES

Instruction

Please tick (✓) what is appropriate and give an explanation where necessary.

1. Do you hold professional or academic meetings with teachers?

Yes [] No []

2. What type of meetings do you hold and how many times?

	Once	Twice	Thrice	More than Thrice
Him meeting	[]	[]	[]	[]
CPD meeting	[]	[]	[]	[]
Opening staff meeting	[]	[]	[]	[]
Closing staff meeting	[]	[]	[]	[]
Meeting with deputy head	[]	[]	[]	[]
Meeting with senior teacher	[]	[]	[]	[]
Meeting with pupils	[]	[]	[]	[]
Any other (specify)	[]	[]	[]	[]

3. Do you provide teachers with academic materials to facilitate their teaching?

Yes [] No []

If yes what type of materials do teachers receive? List them down

.....

4. When do you provide the materials needed for teaching?

In the Zero week [] At the beginning of the term []

During the term [] any other (specify)

5. What academic preparations do teachers carry out for effective teaching?

Schemes of work [] Lesson plans [] Weekly forecast [] Timetable []

Registers [] Individual work plan [] Any other

6. Do you check teachers' preparations? Yes [] No []

If yes, how often? Daily [] Once a week [] Fortnightly []

Monthly [] Termly [] Any other (specify)

7. Do you have the following teaching and learning materials in the school?

Curriculum [] Syllabi [] Teachers guide [] Pupils text book []

Story books [] Any other (specify)

8. If No, what do teachers use to prepare and plan?

Experience [] Improvisation [] Pupils text books []

Teachers Guides [] Internet [] Other (specify)

9. What type of curriculum does the school use?

Ministry of Education [] Localised [] SPARK [] Foreign [] Other (specify).....

10. Do you have a master time table for the school? Yes [] No []

If yes, who prepares it? The head teacher [] The head teacher in collaboration with the deputy and staff [] The deputy with teachers only [] Teachers [] Any other []

11. Do you allocate classes to teachers? Yes [] No []

If yes, who helps you? Deputy Head [] Senior teacher [] Teachers []

Deputy head /senior teachers [] Any other.....

12. How do parents receive academic reports for their children?

Open day [] Meetings [] Letters [] Report book/ form [] Noticeboard [] Through pupils [] Any other []

13. Does the school carry out any of the following assessments?

Weekly assessments [] Monthly assessment [] End of term assessment []

Fortnight assessment [] End of year assessment [] End of topic assessment []

National assessment/ examinations []

Where not, explain briefly why?

.....
.....

14. What other programmes does the school offer to enhance academic programmes?

Quizzes [] Homework [] Remedial work [] Subject clubs [] Debates []

Any other (specify)

15. Do you also teach despite being the school manager? Yes [] No []
If yes, explain briefly why.

16. Cite some examples of how you help teachers improve their teaching.
.....

17. Are resources fairly distributed to?

Teachers; Yes [] No [] Pupils Yes [] No []

18. Do you check pupils' books? Yes [] NO []

19. If yes, how many times? Once [] Twice [] Thrice []
More than thrice []

SECTION C

ADMINISTRATIVE FUNCTION

Instruction

Please tick [√] what is appropriate and give an explanation where necessary

1. Do you have a school strategic plan? Yes [] No []

If yes, who was involved in planning?

Head teacher only [] Head teacher and Deputy [] Head teacher, entire staff, pupils
and parents [] Deputy and teachers []

2. If not, do you have at least a vision statement, mission, motto and core values?

Yes [] No []

3. Is the school funded Yes [] No []

If yes, by who?

Government [] Community [] NGOs [] Church [] Others

4. Do you have a school bank account? Yes [] No []

5. If yes, how many people are signatories? 0-2 [] 2-3 [] 3 [] 1 []

6. If not, how do you keep school funds?

In school [] At head teacher's home [] Accountants home []
Others.....

7. Do pupils pay school fees? Yes [] No []

8. How consistent are the payments?

Consistent [] Very consistent [] Inconsistent []

9. The school follows the right financial procedures for receiving and spending funds?

Yes [] No []

10. If not, explain briefly why.

11. Do you have co- curricular activities in the school? Yes [] No []

If yes , which ones ?

Football [] Netball [] volleyball [] Athletics [] Debate [] Basketball []

Drama [] culture [] HIV / AIDS club [] Human rights club [] Subject club []

Jets [] Other (specify)

12. The school manager is involved in co- curricular activities?

Sometimes [] Always [] Not at all []

13. The school has written down rules and penalties for discipline? Yes [] No []

14. Who formulated the school rules? Head teacher [] Deputy [] Pupils []

Head teacher / Senior teachers [] Head teacher in collaboration with the entire staff and pupils []

15. Do you allow pupils to punish fellow pupils? Yes [] No []

16. Do you support teachers in enforcing discipline? Yes [] No []

17. Do you support pupils in enforcing discipline? Yes [] No []

18. Who else is involved in maintaining discipline in the school?

Teachers [] Pupils [] Parents [] DEBS [] NGOs [] Police []

Local leaders [] Others (specify)

19. How many classrooms does the school have?

1 [] 2 [] 3 [] 4 [] more than 4 []

20. How many offices does the school have?

1 [] 2 [] 3 [] 4 [] more than 4 []

21. Do you have adequate classrooms? Yes [] No []

22. Do you have enough furniture and equipment? Yes [] No []

23. Is there adequate water and sanitation? Yes [] No []

If not, what is the alternative?

24. What type of water source is in the school? Borehole [] Mono pump [] Well [] Piped [] Stream /River []

25. Does the school have a playground? Yes [] No []

If not. What measures have you put in place?

.....

.....

.....

SECTION D

MONITORING EVALUATION

Instruction

Please tick [√] what is appropriate and give an explanation where necessary.

1. Does the school conduct internal and external monitoring? Yes [] No []

2. If yes how many times is internal monitoring done by:

	Once termly	Twice termly	Once a year	After two years
Headteacher	[]	[]	[]	[]
Deputy head	[]	[]	[]	[]
Senior teacher	[]	[]	[]	[]
Class teacher	[]	[]	[]	[]
Peers	[]	[]	[]	[]
PTA/ PCSC	[]	[]	[]	[]

3. How many times is external monitoring done by :

	Once termly	Twice termly	Once a year	After two years	Other
Headquarters	[]	[]	[]	[]	[]
PEO	[]	[]	[]	[]	[]
DEBS	[]	[]	[]	[]	[]
Civil society	[]	[]	[]	[]	[]
NGOS	[]	[]	[]	[]	[]
Other partners	[]	[]	[]	[]	[]

4. What do you monitor and evaluate as a school?

Inputs: For example, materials / funds []

Outputs: For example, learning achievement []

Process: For example, teaching / learning []

Outcomes: For example, good behaviour []

5. What do you use to monitor?

Books [] Prescribed monitoring instruments [] Observation forms []

Interview [] Any other (specify).....

6. When you monitor teachers do you give feedback? Yes [] no []

7. If yes, when?

Immediately [] After a while [] At the end of the day [] After a day []

After a week [] Any other (specify).....

8. How do you give feedback to teachers?

Verbal [] Written [] Verbal/ written [] Other (specify)

9. Do you use your feedback based on evaluation? Yes [] No []

10. If yes how does evaluation help?

Identify problems [] Select areas doing well [] Predict those able to improve []

Assess goals achieved [] Make decisions []

SECTION E

RELEVANT POLICIES / GUIDELINES INTERPRETATION

Instruction

Please tick [√] what is appropriate

1 .Do you understand what educational policies / guidelines are all about?

Yes [] No []

2. If yes explain briefly.

.....

3. Do you have any local government or International policy / guideline in the school?

Yes [] No []

Tick [√] the one you have from the list below.

Document		Response
- National Education Policy	Yes []	No []
- Education Act	Yes []	No []
- Code of Ethics for the Public	Yes []	No []
- Early Childhood Education policy	Yes []	No []
- Children's School Councils Operation Manual	Yes []	No []
- Adult Literacy Policy	Yes []	No []
- Decentralization Policy	Yes []	No []
- Early learning and Development Standards	Yes []	No []
- Education Board Guidelines	Yes []	No []
- Financial Regulations	Yes []	No []
- Free Education Policy	Yes []	No []
- Head Teacher's Manual	Yes []	No []
- In- Service Training Policy	Yes []	No []
- Ministerial Circulars	Yes []	No []
- Ministry of Education HIV and AIDS Policy	Yes []	No []
- Monitoring and Evaluation Guidelines	Yes []	No []
- National Child Protection Policy for Schools	Yes []	No []
- National Decentralization Policy	Yes []	No []
- National Development Plan	Yes []	No []
- National Education Policy	Yes []	No []
- National Gender Policy	Yes []	No []
- National Implementation Framework	Yes []	No []
- National Policy for Open and Distance learning	Yes []	No []
- National Policy on Children's Rights	Yes []	No []
- National/Provincial/District/School Strategic Plans	Yes []	No []
- National School Health and Nutrition Policy	Yes []	No []
- No Child Left Behind Policy	Yes []	No []
- Operational Guidelines for Community Schools	Yes []	No []
- Parent- Teacher Association Training Manual	Yes []	No []

- Participatory School Governance Manual Yes [] No []
- Persons with Disabilities act Yes [] No []
- Planning for School Excellence Guidelines Manual Yes [] No []
- Policy on Student Loans, Bursaries and Scholarships Yes [] No []
- Principles of Education Board Governance & Management Manual Yes [] No []
- Procedures for Handling Disciplinary Matters in the Public Service Yes [] No []
- PTA /AC/ PCSC Guidelines Yes [] No []
- Public Service Training Policy Yes [] No []
- Re- Entry Policy Yes [] No []
- Strategy for Including Persons with Disabilities in School health & Nutrition
Yes [] No []
- Teaching Profession Act Yes [] No []
- Teaching Service Commission Guidelines Yes [] No []
- Tender and Procurement Guidelines Yes [] No []
- Terms & Conditions of service for Public Service Workers Yes [] No []
- Vision 2030 Yes [] No []
- Zambia Education Curriculum 2013 Yes [] No []
- Zambia Qualifications Authority Act Yes [] No []
- Governance in Education Boards: A Handbook for Planning & Decision Making
Yes [] No []
- Guidelines for Child Participation in School
Governance through Children Councils Yes [] No []
- Guidelines for the conduct, management and
Administration of Examination in Zambia Yes [] No []
- Guidelines for the Prevention and management
of Child Abuse in Zambian schools Yes [] No []
- Handbook: A Resource for Turning your School
into a Child- friendly Centre of care and support Yes [] No []
- Any other Policy Documents and Guidelines that may
Direct the Operations of the Ministry Yes [] No []

4. Where did you get the policies/ guidelines from?

DEBS [] Zonal school [] PEO [] Ministry headquarters []
Government Printers [] Resource centre [] Any other

5. Do you explain and interpret the policies / guideline documents to :

Teachers: Yes [] No []
Pupils : Yes [] No []
Parents: Yes [] No []

6. How do you explain and interpret the policy/ guidelines to

Teachers: One on One [], Give individual to read [], Discuss in meetings [], Write memos [], Use the notice board [], Any other (specify)

Pupils: During assembly [], Give document [], Meeting [], Through teachers [], Through parents [], Notice board [], Any other (specify).....

Parents/ community: During Assembly [], Open day [], P.T.A Meetings [], Notice board [], Through pupils [], Letters [], Any other (specify)

7. Do you supervise implementation of ministry policy and guidelines, Yes [] No []

. If yes, explain briefly how you do it

9. What policy/ guidelines do you think are really needed by your school but are not available now? List down.

SECTION F

MANAGEMENT

Instruction

Please tick [√] what is appropriate and give an explanation where necessary.

1. As a school manager do you prepare individual work plan? Yes [] No []

2. If yes, who do you submit your plan for checking to? P.T.A. [] DEBS [] PEO []
No one []

3. Do you collect any school data in the school? Yes [] No []

If yes, from what documents?

Leave form [] Logbook [] Permission book [] Class Register []
Assessment records [] Staff attendance [] Other (specify)

4. What do you do with the reports you compile?

Keep it in the school [] Submit to DEBS [] Keep copies in school and submit
duplicate to DEBS [] Any other (specify)

5. Cite any examples of reports you submit to DEBS.

6. Do you conduct PTA / PCSC meetings at the school? Yes [] No []

If yes, how many times in a term?

Once [] Twice [] Thrice [] More than thrice []

7. What is the role of school manager in the PTA / PCSC Committee?

Chairperson [] Secretary [] Treasurer []

8. How does the school communicate with?

- Parents – Through pupils [] Letter [] Phone [] Notice board []

Meetings [] Others []

- MOE / HQ – Letter [] Phone [] Internet [] Visit [] Other

- PEO - Letter [] Phone [] Internet [] Through DEBS []

Others.....

- DEBS – Letter [] Phone [] Internet [] Visit [] Send a teacher []

Other.....

- Teachers – Letter [] Phone [] Face to Face [] Meeting [] Through pupils []

- Pupils – Assembly [] Teachers [] Letter [] Report [] Direct []

- Other Stakeholders – Letter [] Phone [] Internet [] Poster [] Through pupils []
Meeting []

9. Do you attend headteachers meetings at DEBS office during the term? Yes [] No []

10. If yes; how many times in a term?

Once [] Twice [] Thrice [] More than thrice []

11. Do you appraise teachers? Yes [] No []

If yes, when? Monthly [] Termly [] Annually []

12. Do you have school committees, in place? Yes [] No []

If yes, list them?

SECTION G
CHALLENGES

Instruction

Please list the challenges faced by the school manager.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

What do you think can help overcome each challenge listed above? Write one suggestion for each challenge?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Thank you for participating.

APPENDIX 2

**QUESTIONNAIRE FOR TEACHERS
THE UNIVERSITY OF ZAMBIA
IN COLLABORATION WITH
ZIMBABWE OPEN UNIVERSITY
INSTITUTE OF DISTANCE EDUCATION
MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**TOPIC: AN EVALUATION OF MANAGEMENT PRACTICES EMPLOYED
BY SCHOOL MANAGERS OF COMMUNITY SCHOOLS IN
SELECTED SCHOOLS OF CHISAMBA DISTRICT.**

Dear respondent,

My name is Doreen Nzala Chilala a post-graduate student at the University of Zambia conducting a research on the above topic. You have been purposely selected to take part in the study for being part of teachers in community schools. You are kindly requested to take part in this study by completing this questionnaire. Your participation is purely voluntary and you are free to withdraw anytime without any explanation. Even when you agree you are free to refuse to answer any question which you may not be comfortable with. The purpose of the study is to examine the management practices school managers use in community schools to manage their schools.

Yours Sincerely



Doreen Nzala Chilala.

QUESTIONNAIRE FOR TEACHERS

SECTION A BIO-DATA

Instructions

Please tick (✓) in the appropriate box.

18. Sex Male Female

19. Marital Status Single Married Divorce

20. Number of years in teaching

(0-5) (6-10) (11-15) (16-20) Above 20

21. Age range

15 - 25 26 - 35 36 - 45 above 45

22. Position in the school

School manager

Class teacher

23. Academic qualification

Grade 7

Grade 8/9

Grade 10/11

Grade 12

24. Professional qualification

Certificate

Diploma

Degree None

25. Who employed you as teacher?

Government

Community

Other

26. Trained

Not trained

27. Do you receive any payment?

No

Yes

28. Are you trained in any management course?

No

Yes

29. If yes, specify which course?

Classroom management

School management

Guidance/ counselling

Technology

Community mobilization

30. Who trained you?

Ministry

Community

NGO

Donors

Other

31. If you are not trained, do you think you need training?

Yes

No

32. Which agency runs the school?

Government

Community

NGO

Church

33. Where is the school located?

Very remote

Remote

Rural

Peri Urban

Urban

34. Is the school single sex or Co-education? Single Sex Co-education

SECTION B

ACADEMIC PROGRAMMES

Instruction

Please tick (✓) what is appropriate and give an explanation where necessary.

1. Do you hold professional or academic meetings with the head teacher?

Yes [] No []

2. What type of meetings do you have and how many times?

	Once	Twice	Thrice	More than thrice
Him meeting	[]	[]	[]	[]
CPD meeting	[]	[]	[]	[]
Opening staff meeting	[]	[]	[]	[]
Closing staff meeting	[]	[]	[]	[]
Meeting with deputy head	[]	[]	[]	[]
Meeting with senior teacher	[]	[]	[]	[]
Meeting with pupils	[]	[]	[]	[]
Any other (specify)	[]	[]	[]	[]

3. Does the head teacher provide academic materials to facilitate teaching?

Yes [] No []

If yes what type of materials do teachers receive? List them down

.....

4. When do teachers receive teaching and learning materials?

In the Zero week [] At the beginning of the term []

During the term [] Any other (specify)

5. What academic preparations do you do as teachers for effective teaching?

Schemes of work [] Lesson plans [] Weekly forecast [] Timetable []

Registers [] Individual work plan [] Any other

6. Are your preparations checked by the headteacher? Yes [] No []

If yes, how often? Daily [] Once a week [] Fortnightly []

Monthly [] Termly [] Any other (specify)

7. Do you have the following teaching and learning materials in the school?

Curriculum [] Syllabi [] Teachers guide [] Pupils text book []

Story books [] Any other (specify)

8. If No, what do you use to prepare and plan?

Experience [] Improvisation [] Pupils text books []

Teachers Guides [] Internet [] Other (specify)

9. What type of curriculum does the school use?

Ministry of Education [] Localised [] SPARK [] Foreign [] Other (specify).....

10. Do you have a master time table for the school? Yes [] No []

If yes, who prepares it? The head teacher [] The headteacher in collaboration with the deputy and staff [] The deputy with teachers only [] Teachers [] Any other []

11. Who allocates classes to teachers? School manager [] Deputy Head []

Senior teacher [] Teachers [] School manager in collaboration with deputy head /senior teachers []

12. How do parents get their pupils academic reports?

Open day [] Meetings [] Letters [] Report book/ form [] Noticeboard [] Through pupils [] Any other []

13. Do you carry out any of the following assessments?

Weekly assessments [] Monthly assessment [] End of term assessment [] fortnight assessment [] End of year assessment [] End of topic assessment []

National assessment/ examinations []

Where not, explain briefly why?

.....

.....

14. What other programmes does the school offer to enhance academic programmes?

Quizzes [] Homework [] Remedial work [] Subject clubs [] Debates []

Any other (specify)

15. Does the school manager also teach? Yes [] No []

If yes, explain briefly why.
.....
.....

16. Cite examples of how the school manager helps teachers improve their teaching.

.....
.....

17. Are resources fairly distributed to:

Teachers Yes [] No [] Pupils Yes [] No []

18. Does the head teacher check pupils' books? Yes [] No []

19. If yes, how many times? Once [] Twice [] Thrice []

More than thrice []

SECTION C

ADMINISTRATIVE FUNCTION

Instruction

Please tick [✓] what is appropriate and give an explanation where necessary

1. Do you have a school strategic plan? Yes [] No []

If yes, who is involved in planning?

Head teacher only [] Head teacher and deputy [] Head teacher, entire staff, pupils and parents [] Deputy and teachers []

2. If not, do you have at least a vision statement, mission, motto and core values?

Yes [] No []

3. Is the school funded? Yes [] No []

If yes, by who?

Government [] Community [] NGOs [] Church [] Others

4. Do you have a school bank account? Yes [] No []

5. If yes, how many people are signatories? 0-2 [] 2-3 [] More than 3 []

6. If not, how do you keep school funds?

In school [] At head teacher's home [] Accountants home []

Others.....

7. Do pupils pay school fees? Yes [] No []
8. How consistent are the payments?
Consistent [] Very consistent [] Inconsistent []
9. The school follows the right financial procedures for receiving and spending funds?
Yes [] No []
10. If not, explain briefly why.
.....
.....
11. Do you have co- curricular activities in the school? Yes [] No []
If yes, which ones?
Football [] Netball [] Volleyball [] Athletics [] Debate [] Basketball []
Drama [] Culture [] HIV / AIDS club [] Human rights club [] Subject club []
Jets [] Other (specify)
12. The school manager is involved in co- curricular activities?
Sometimes [] Always [] Not at all []
13. The school has written down rules and penalties for discipline? Yes [] No []
14. Who formulated the school rules? Head teacher [] Deputy [] Pupils []
Head teacher / Senior teachers [] Head teacher in collaboration with the entire
staff and pupils []
15. Do you allow pupils to punish fellow pupils? Yes [] No []
16. Do you support teachers in enforcing discipline? Yes [] No []
17. Do you support pupils in enforcing discipline? Yes [] No []
18. Who else is involved in maintaining discipline in the school?
Teachers [] Pupils [] Parents [] DEBS [] NGOs []
Police [] Local leaders [] Others (specify)
19. How many classrooms does the school have?
1 [] 2 [] 3 [] 4 [] More than 4 []
20. How many offices does the school have?
1 [] 2 [] 3 [] 4 [] More than 4 []
21. Do you have adequate classrooms? Yes [] No []
22. Do you have enough furniture and equipment? Yes [] No []

23. Is there adequate water and sanitation? Yes [] No []

If not, what is the alternative?

24. What type of water source is in the school? Borehole [] Mono-pump [] Well []
 Piped [] Stream /River []

25. Does the school have a playground? Yes [] No []

If not, what measures have you put in place?

.....

SECTION D

MONITORING EVALUATION

Instruction

Please tick [✓] what is appropriate and give an explanation where necessary.

1. Does the school conduct internal and external monitoring? Yes [] No []

2. If yes how many times is internal monitoring done by?

	Termly	Twice termly	Once a year	After two years
Head teacher	[]	[]	[]	[]
Deputy head	[]	[]	[]	[]
Senior teacher	[]	[]	[]	[]
Class teacher	[]	[]	[]	[]
Peers	[]	[]	[]	[]
PTA/ PCSC	[]	[]	[]	[]

3. How many times is external monitoring done by?

	Once termly	Twice termly	Once a year	After two years	Other
Headquarters	[]	[]	[]	[]	[]
PEO	[]	[]	[]	[]	[]
DEBS	[]	[]	[]	[]	[]
Civil society	[]	[]	[]	[]	[]
NGOS	[]	[]	[]	[]	[]
Other partners	[]	[]	[]	[]	[]

4. What is monitored and evaluated in the school?

Inputs: For example, materials / funds []

Outputs: For example, learning achievement []

Process: For example, teaching / learning []

Outcomes: For example, good behaviour []

5. What do monitors use to monitor?

Books [] Prescribed monitoring instruments [] Observation forms []

Interview [] Any other (specify).....

6. Do you receive feedback after monitoring from the head teacher? Yes [] No []

7. If yes when?

Immediately [] After a while [] At the end of the day [] After a day []

After a week [] Any other (specify).....

8. How do you receive feedback?

Verbal [] Written [] Verbal/ written [] Other (specify)

9. Do you think the feedback is an evaluation of what was monitored? Yes [] No []

10. If yes how does evaluation help?

Identify problems [] Select areas doing well [] Predict those able to improve []

Assess goals achieved [] Make decisions []

SECTION E

RELEVANT POLICIES / GUIDELINE INTERPRETATION

Instruction

Please tick [√] what is appropriate

1 .Do you understand what educational policies / guidelines are all about? Yes []

No []

2. If yes explain briefly.

.....

.....

3. What local, government or International policies / guidelines in the school do you have in your school? Tick [√] the one you have from the list below.

Document	Response	
- National Education Policy	Yes []	No []
- Education Act	Yes []	No []
- Code of Ethics for the Public	Yes []	No []
- Early Childhood Education policy	Yes []	No []
- Children's School Councils Operation Manual	Yes []	No []
- Adult Literacy Policy	Yes []	No []
- Decentralization Policy	Yes []	No []
- Early learning and Development Standards	Yes []	No []
- Education Board Guidelines	Yes []	No []
- Financial Regulations	Yes []	No []
- Free Education Policy	Yes []	No []
- Head Teacher's Manual	Yes []	No []
- In- Service Training Policy	Yes []	No []
- Ministerial Circulars	Yes []	No []
- Ministry of Education HIV and AIDS Policy	Yes []	No []
- Monitoring and Evaluation Guidelines	Yes []	No []
- National Child Protection Policy for Schools	Yes []	No []
- National Decentralisation Policy	Yes []	No []
- National Development Plan	Yes []	No []
- National Education Policy	Yes []	No []
- National Gender Policy	Yes []	No []
- National Implementation Framework	Yes []	No []
- National Policy for Open and Distance learning	Yes []	No []
- National Policy on Children's Rights	Yes []	No []
- National/Provincial/District/School Strategic Plans	Yes []	No []
- National School Health and Nutrition Policy	Yes []	No []
- No Child Left Behind Policy	Yes []	No []
- Operational Guidelines for Community Schools	Yes []	No []
- Parent- Teacher Association Training Manual	Yes []	No []

- | | | |
|--|---------|--------|
| - Participatory School Governance Manual | Yes [] | No [] |
| - Persons with Disabilities act | Yes [] | No [] |
| - Planning for School Excellence Guidelines Manual | Yes [] | No [] |
| - Policy on Student Loans, Bursaries and Scholarships | Yes [] | No [] |
| - Principles of Education Boards Governance and Management Manual | Yes [] | No [] |
| - Procedures for Handling Disciplinary Matters in the Public Service | Yes [] | No [] |
| - PTA /AC/ PCSC Guidelines | Yes [] | No [] |
| - Public Service Training Policy | Yes [] | No [] |
| - Re- Entry Policy | Yes [] | No [] |
| - Strategy for Including Persons with Disabilities in School health and Nutrition | Yes [] | No [] |
| - Teaching Profession Act | Yes [] | No [] |
| - Teaching Service Commission Guidelines | Yes [] | No [] |
| - Tender and Procurement Guidelines | Yes [] | No [] |
| - Terms and Conditions of service for Public Service Workers | Yes [] | No [] |
| - Vision 2030 | Yes [] | No [] |
| - Zambia Education Curriculum 2013 | Yes [] | No [] |
| - Zambia Qualifications Authority Act | Yes [] | No [] |
| - Governance in Education Boards: A Handbook for Planning and Decision Making | Yes [] | No [] |
| - Guidelines for Child Participation in School Governance through Children Councils | Yes [] | No [] |
| - Guidelines for the conduct, management and Administration of Examination in Zambia | Yes [] | No [] |
| - Guidelines for the Prevention and management of Child Abuse in Zambian schools | Yes [] | No [] |
| - Handbook: A Resource for Turning your School into a Child- friendly Centre of care and support | Yes [] | No [] |

- Any other Policy Documents and Guidelines that may Direct the Operations of the ministry Yes [] No []

4. Where did you get the policies/ guidelines from?

DEBS [] Zonal school [] PEO [] Ministry headquarters []
Government printers [] Resource centre [] Any other

5. Does the school manager explain and interpret the policy / guideline documents to:

Teachers: Yes [] No []

Pupils : Yes [] No []

Parents: Yes [] No []

6. How does the school manager explain and interpret the policy/ guidelines to

Teachers: One on one [], Give individual to read [], Discuss in meetings [], Write memos [], Use the notice board [], Any other (specify)

Pupils: During assembly [], Give document [], Meeting [], Through teachers [], Through parents [], Notice board [], Any other (specify).....

Parents/ community : During Assembly [], Open day [], P.T.A Meetings [], Notice board [], Through pupils [], Letters [], Any other (specify)

7. Does the school manager supervise implementation of policies and guidelines, Yes [] No []

. If yes, explain briefly how he or she does it

.....
.....

9. What policy/ guidelines do you think are really needed by your school but are not available now? List down.

.....
.....

SECTION F
MANAGEMENT

Instruction

Please tick [√] what is appropriate and give an explanation where necessary.

1. Does the school manager prepare individual work plan? Yes [] No []

2. If yes , who does he or she submit to? P.T.A. [] DEBS [] PEO [] No one []

3. Does the school collect any data? Yes [] No []

4. If yes, from which documents?

Leave form [] Logbooks [] Permission book [] Class Register []

Assessment records [] Staff attendance [] Other (specify)

5. Cite examples of reports the school submits to DEBS.
.....

6. Does the school conduct PTA / PCSC meetings? Yes [] No []

If Yes, how many times in a term?

Once [] Twice [] Thrice [] More than thrice []

7. What is the role of the head teacher in the PTA / PCSC Committee?

Chairperson [] Secretary [] Treasurer []

8. How does the school communicate with?

Parents – Through pupils [] Letter [] Phone [] Notice board [] Meetings []
Others []

MOE / HQ – Letter [] Phone [] Internet [] Visit []

Other

PEO - Letter [] Phone [] Internet [] Through DEBS []

Others.....

DEBS – Letter [] Phone [] Internet [] Visit [] Send a teacher [] Other.....

Teachers – Letter [] Phone [] Face to Face [] Meeting [] Through pupils []

Pupils – Assembly [] Teachers [] Letter [] Report [] Direct []

Other Stakeholders – Letter [] Phone [] Internet [] Poster [] Through pupils []
Meeting []

9. Does the head teacher attend meetings at DEBS office during the term? Yes [] No []

10. If yes; how many times?

Once [] Twice [] Thrice [] More than thrice []

11. Are you appraised by the head teacher? Yes [] No []

If yes, when? Monthly [] Termly [] Annually []

12. Are there different committees, in the school? Yes [] No []

SECTION G

CHALLENGES

Instruction

Please list the challenges faced by the school manager.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

What do you think can help overcome each challenge listed above? Write one suggestion for each challenge.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

8.

9.

Thank you for your participation

APPENDIX iii

INTERVIEW GUIDE FOR SCHOOL MANAGERS

1. What qualifications do you have?
2. How did you obtain your professional qualifications?
3. What are your duties as school manager?
4. Do you think you are effective as school manager in your work?
5. What challenges affect your work as a school manager?
6. What do you think can help overcome some of the challenges you face in your work?

APPENDIX iv

INTERVIEW GUIDE FOR TEACHERS

1. What qualifications do you have?
2. How did you obtain your professional qualifications?
3. What do you think are the roles of a school manager?
4. Do you think school managers are effective in their work?
5. What challenges affect the work of school managers?
6. What do you think can help overcome some of the challenges?

APPENDIX v
OBSERVATION GUIDE

The things to be observed in a school are numerous. Some of the things the researcher observed were as follows.

Instruction: Tick (✓) the appropriate representation

S/N	Category	Excellent	Very good	Good	Poor
1	School Manager				
	Office arrangement				
	Interaction with student				
	Relation with visitors				
2	Class teacher				
	Personality				
	Class management				
	Co-curricular				
3	Pupils				
	Class work				
	Behavior/ manners				
	Cleanliness				
4	School Environment				
	Cleanliness				
	Class arrangement				
	Chalkboard				
	Furniture				
	Play ground				
	Teaching/ learning aids				
	Pupils toilets				
	Teachers toilets				
	Staff houses				

APPENDIX vi

DOCUMENT/ RECORD ANALYSIS CHECKLIST

There are several documents or records kept by schools. However, this study will check the availability of the following common documents managed by school managers.

Instruction: Tick (✓) in the appropriate column

S/No	Category	Available		Updated		Not updated		Other comment
		Yes	No	Yes	No	Yes	No	
1	School Enrolment							
2	Teachers Establishment							
3	School Inventory							
4	Admission Register							
5	Class Register							
6	Teaching file							
7	Monitoring/ Observation File							
8	Assessment/ Examination file							
9	Stock Book							
10	Stores Ledger							
11	Financial Records							
12	Log Book							
13	Permission Book							
14	School Committees							
15	Departmental Files							
16	Examination analysis							
17	Insert							
18	CPD File							
19	SIR Book							
20	OVC/ SEN							
21	Discipline Record							

22	Statutory Records							
23	Policies e.g. Homework etc.							
24	Sponsorship							
25	School Prefects							
26	Class Representatives							
27	Student Council							
28	School Rules							
29	Security File							
30	Staff Meeting Minutes							
31	P.T.A. / SCP Minutes							
32	Co-curricular							
33	Syllabuses / Curriculum							
34	Text Books							
35	Pupils Exercise Books							
36	School Motto/ Vision/ Mission							
37	Visitors Books							
38	Leave File							
39	Transfer File							
40	Sick Leave Report							
41	Exam Paper Bank							
42	Any Other							

APPENDIX vii
RESEARCH WORK PLAN

S/No	ACTIVITY	PERIOD/ TIME	COMMENT
1	Formulating proposal title and approval	December 2015 to January 2016	Done
2	Drafting the proposal and submission	January 2016 to February 2016	Done
3	Designing of research instruments	February 2016	Done
4	Writing final proposal	February 2016 to March 2016	Done
5	Submission of final version of proposal	March 2016	Done
6	Field work	March 2016 to June 2016	Done
7	Data analysis	June 2016	Done
8	Report writing	June 2016 to July 2016	Done
9	Submission of research report	July, 2016	Done

APPENDIX viii
PROPOSED RESEARCH BUDGET

S/No	DESCRIPTION MAIN ACTIVITY	ITEMS/ PARTICIPANTS	TOTAL PRICE
1	- Consolidation of literature - Designing and developing research instrument	Library/ internet Drafting, typing and printing instrument	K500. 00
2	- Pilot survey - Finalizing of proposal writing - Submission for approval	Transport x 1 Typing and printing	K750. 00 K750. 00
3	- Field work - Delivery of questionnaires - Interviews - Collection of data	Travel expense Subsistence allowances Driver and assistant	K3,000.00 K2, 000. 00
4	Data processing analysis and report writing	Researcher	K1,000.00
5	Purchases	- 4 reams of paper - Pens - Diary - Flash disk - Diskettes	K500, 00
6	Miscellaneous	-	K500. 00
7	Contingency and institutional cost	-	K1, 500. 00
Grand Total			K10, 000.00