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Management of teaching staff for quality education delivery in
selected secondary schools in Nyimba District of Eastern Province,
Zambia

By

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DECLARATION

I, Jere Andrew, declare that this dissertation is my own work that has not been previously submitted before for any award of a degree or master's degree at both the University of Zambia and the Zimbabwe Open University or any other institution. All the different sources in this study to which I am greatly indebted are acknowledged both in the context and the references.

Signature

Date

DEDICATION

I wish to dedicate this work to my wife, Magret and sons, Saul, Kumbukani, Chisomo, Dalitso and my only daughter Chikondi for their selfless support, tireless endurance and encouragement during the time I was carrying out this research. I am also deeply indebted to them for their patience with me when they at times felt completely abandoned when they needed me the most. Being on self- sponsorship, there were times they were without food to see me through this programme.

ABSTRACT

This study examined the management of teaching staff for quality education delivery in selected secondary schools of Nyimba District Eastern province. The objectives of the study were to identify teacher management strategies employed by head teachers, establish quality assurance mechanisms used in the teaching- learning process, determine challenges faced by schools in their quest to provide quality education and propose strategies on how to enhance quality education delivery.

The study adopted a descriptive survey design. The sample of this study comprised 30 teachers and 20 supervisors bringing the total of 50 respondents. The instruments used for data collection were questionnaires and the interview guides. The interview guides were used to collect data from supervisors while questionnaires were used to collect information from teachers. Data was analysed thematically and information presented in narrations.

The study revealed that strategies employed by head teachers included respect for teachers, teacher group meetings through Continuous Professional Development meeting (CPD), motivation of teachers through awards, non- monetary motivation such as letters of commendation, collective decision making, involving teachers in the procurement of teaching and learning materials and monitoring teachers individual work plans.

The study also revealed that quality assurance mechanisms used in the teaching- learning process included coordination and cooperation among staff, collective decisions of staff, lesson planning and delivery, task analysis, performance appraisal for teachers, pupil and teacher assessment, evaluating academic performance of pupils, creating new teaching methods and techniques and improved information management. The study further indicated that challenges faced by schools in their quest to provide quality education included poor working conditions, poor relationship between the administration and teachers, inadequate teaching facilities, supervisory problems, insufficient management of workforce skills, poor motivation of teachers, poor implementation of C.P.D meetings, weak management systems for decision making and tight fiscal management policies. Strategies proposed by respondents to enhance quality education delivery included teacher group meetings through C.P.D, teacher awards, in-service training for teachers, frequent assessment, encouraging teachers to belong to associations and teacher.

The study concluded that respect for teachers by administrative staff was important as it created a conducive environment for both administrators and teachers. Motivation and supervision of teaching staff could enhance effective service delivery in secondary schools in Nyimba District.

The study recommended that school administrators should endeavour to continuously put in place appropriate strategies for motivating their teachers. Supervisors should constantly supervise teachers' classroom activities to create a democratic climate while teaching, finding solutions to instructional problems, and continuously assess teachers' performance in meeting school goals for institutional development. School administrators and supervisors should adopt appropriate administrative strategies such as respect for teachers in order to mitigate the negative effects of the challenges in school management to ensure effective service delivery.

CHAPTER 1

INTRODUCTION

1.0 Overview

This chapter presents the background to the study, statement of the problem, objectives of the study and research questions. This chapter also outlines purpose of the study, theoretical framework, conceptual framework and definition of key terms.

1.1 Background to the study

A teacher is one who guides others in gaining knowledge, skills and abilities that are necessary for possible adjustments in the society for future development. The teacher facilitates the acquisition of desirable knowledge and skills and inculcates societally acceptable attitudes into the learners for present and future development (Robert 2003). This explains why teachers are regarded as the most influential people in the lives of the children and society at large.

Afangideh (2001) states that teacher performance management is a continuous process for identifying, evaluating and developing the work performance of the teachers so that the goals and objectives of the school are more effectively achieved, while at the same time benefiting teachers in terms of professional development and career. Hence, teaching staff management comprises the effective use of human resources in the educational institutions through proper management of people related activities.

Emphasizing the importance of teacher management in increasing the effectiveness of secondary schools, the teacher facilitates personal and professional development for individuals and groups, enabling them to achieve their potentials and contribute to the provision of excellence in teaching and research development (Goldhammer 1969). Therefore, secondary educational institutions should put in place appropriate teacher management strategies to support all staff and encourage their involvements in the development and implementation of secondary school policies and guidelines for national development. This is because effective staff management is essential to the new approaches and strategies of teaching and learning as well as meeting the changing needs of institutions.

Studies done by Robert (2003) have shown that management of teaching staff for quality education delivery is about more than order and simply following rules. Management of

teaching staff is the same as controlling a person's life and also take responsibility for their actions that are very important for their personal fulfilment. Allen (1996) further points out that a school is a place where teachers are engaged and helped to achieve the intended or desired activities and routines for the job description. Rules are good and important, but there are not in themselves the objectives, but they help to address problems that may arise in a working place.

Roddick (2016) adds that many learning institutions world over have been found to be experiencing poor management of teaching staff and Nyimba District secondary schools in particular is an exception to this problem. For the past few years, there has been an outcry for improved conditions of service, and motivation for rural teachers and teacher retention mechanisms to be implemented.

1.2 Statement of the problem

Effective management of staff is crucial to any organisation, including schools. This is because management of staff may affect job performance positively or negatively. Little is known about management strategies employed in the management of teachers and their effect on quality education delivery in Nyimba district, hence the relevance of this study.

1.3 Objectives of the study

The objectives of the study were to:

1. Identify teacher management strategies employed by head teachers in secondary schools in Nyimba district.
2. Establish quality assurance mechanisms used in the teaching –learning process in secondary schools in Nyimba District.
3. Determine challenges faced by schools in their quest to provide quality education in Nyimba District.
4. Propose strategies of to enhance quality education delivery in secondary schools in Nyimba district.

1.4 Research questions

The following research questions guided the study

1. What teachers' management strategies are employed by head teachers in secondary schools in Nyimba?
2. What quality assurance mechanisms are used in the teaching – learning process in secondary schools in Nyimba District?
3. What challenges do schools face in their quest to provide quality education in Nyimba District?
4. What strategies could be employed by administrators to enhance quality education delivery in secondary schools in Nyimba district?

1.5 Purpose of the study

The purpose of this study was to examine the management of teaching staff for quality education delivery in selected secondary schools in Nyimba district of Eastern Province.

1.6 Theoretical framework

The study was based on Herzberg's two-factor theory. Herzberg modified Maslow's needs and consolidated down to two areas of needs that motivate workers: hygiene and motivators. Herzberg (1993) identified that factors which seemed to make individuals feel satisfied with their jobs were associated with the content of the job these were labelled motivators, yet factors that seemed to make individuals feel dissatisfied were associated with the job context these he labelled hygiene factors. Herzberg argues that two entirely separate dimensions contribute to teacher's behaviour at work. Hygiene factors and motivator hygiene factors refer to the presence or absence of job dissatisfies. When hygiene factors are valued, work is dissatisfying. These are considered maintenance factors that are necessary to avoid dissatisfaction but they do not themselves contribute to the jobs satisfaction and motivation of personnel. That is, they only maintain teachers in the job. Therefore the school management should provide hygiene factors to reduce sources of teacher dissatisfaction and be sure to include motivators because they are the factors that can motivate teachers and lead ultimately to job satisfaction.

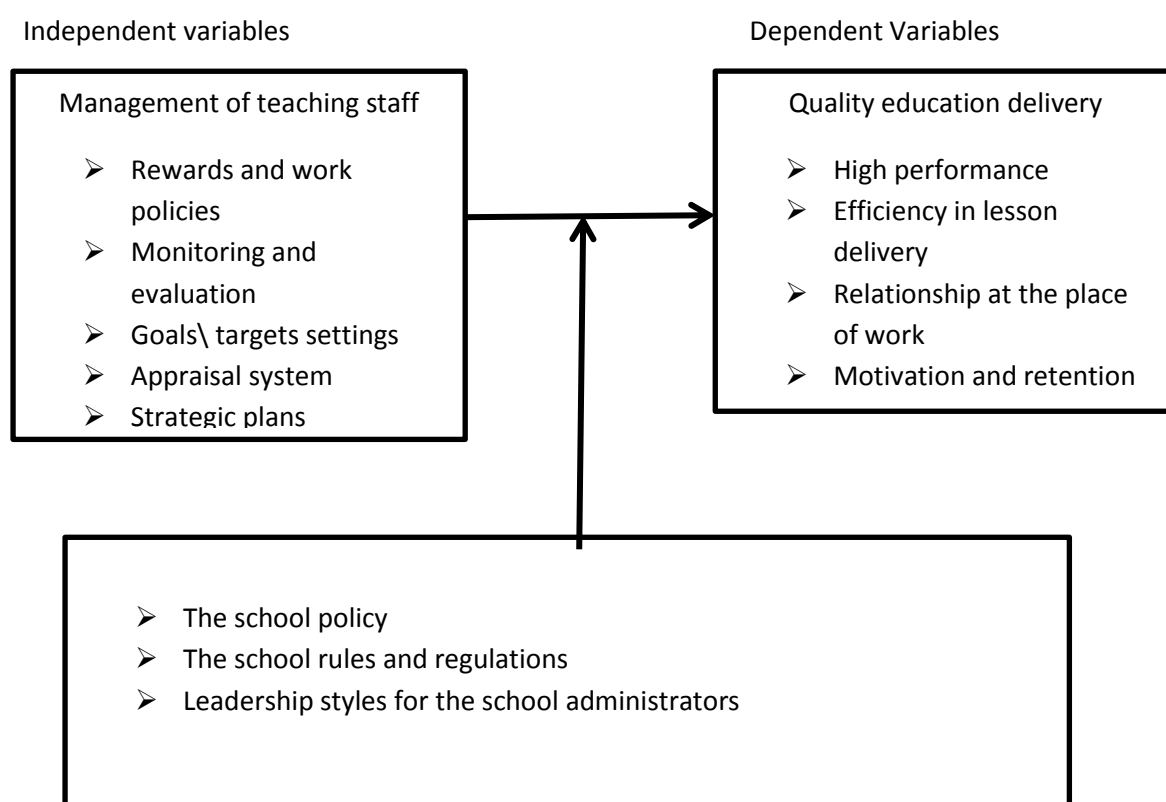
In line with Herzberg's view, unsafe working conditions or a noisy work environment would cause teachers to be dissatisfied with their job but their removal does not lead to high level of motivation and quality delivery of service. Other examples of hygiene factors include salary, status, security, and supervision and education policy. On the other hand motivators, leading

to job satisfaction are associated with the nature of the work itself. They are those job related practices such as assignment of challenging jobs, achievement, work itself, recognition, responsibility advancement and opportunities for growth in the teaching service. Herzberg argued that when motivators are absent, workers are neutral towards work, but when motivators are present, workers are highly motivated to excel at their work.

Hygiene factor include the education policy and administration supervision, interpersonal relationship, working conditions, salary status and security while motivators on the other hand focuses on aspects of work such as achievement, recognition, the work itself and growth and advancement of the school. This theory was relevant to this study as it describes the work environment of teachers and their motivational aspects which tend to keep them at work and they in turn try to achieve their set targets.

1.7 Conceptual framework

The conceptual framework focused on the management of teaching staff for quality education delivery. According to Miller (2003), conceptual framework is a group of concepts that are broadly defined and systematically organised to provide a focus, rationale, and a tool for the integration and interpretation of information. Furthermore, conceptual framework was developed by explaining the relationship between independent variables, dependent variables and intervening variables. It showed the relationship between management of teaching staff and quality education delivery. The said relationship is shown below:



The diagram above indicates that poor management of teaching staff (independent variable) could affect teacher quality education delivery in secondary schools. The intervening variables in this case are the school policy, the school rules and the leadership styles for the school administrators.

1.8 Definition of key terms

Management: The process of getting activities completed efficiently and effectively with and through other people.

Teaching staff: A group of teachers who help learners acquire knowledge.

Quality delivery: The measurement of learner's satisfaction in the provision of education.

Secondary school: The next step from a primary school.

1.9 Summary

This chapter has presented the background to the study, the statement of the problem, objectives of the study, research questions and purpose of study. It has also presented theoretical framework, conceptual framework and the definitions of key terms. The next chapter presents the literature review of the study.

CHAPTER 2

LITERATURE REVIEW

2.0 Overview

This chapter discusses the literature review related to the study under the following themes; school as an organisation, school management for quality education service delivery, managing teachers, effective supervision and motivation of teaching staff. The review also describes challenges in the management of teaching staff.

2.1 Characteristics of an effective teacher.

A teacher is a trained person employed to facilitate learning in the classroom situation in order to achieve set educational goals. The teacher imparts knowledge to the pupils and helps them to acquire certain skills, attitudes and creates desirable changes in the behaviour of the pupils. Good teachers possess unique qualities including a passion for their subjects and the ability to transfer into the learners, a sound knowledge, excellent communication and interpersonal skills for social and economic growth of a nation (Afangideh, 2001). A good teacher does more than teaching by contributing to the general academic, emotional, research development approaches and strategies of teaching and learning as well as meeting the changing needs of institutions.

2.2 The school as an organisation

Education in all countries of the world is seen as the cornerstone of development. It forms the basis for literacy, skills acquisition, technological advancement as well as the ability to harness the natural resources of the environment for development. To be able to actualize this, the school organisation must be properly managed (UNESCO, 2012). The school is an organisation of complex activities which are carried out by people and are coordinated by different persons. Thus, management is necessary in school to co-ordinate the various activities of the units for goal achievement. Management in school entails working with and through teachers, non-teaching staff and pupils or students to get things done effectively. School management has its attention primarily on the school. It is more concerned with the institution, its goals, policies and execution of these policies. In school management, the primary aim has to do with the improvement of teaching and learning, and all the activities of

the school. The function of management in school is performed by the schools heads known as a school manager (Campbell et al 1969).

A school manager is described as an executive head of the organisation. He\ She is a coordinator who has to organise activities in such a way that things work smoothly, quickly and effectively. Jaiyeoba (2006) states that education manager is described as the individual in a school setting who directs the affairs of the school in such a way as to achieve its primary goals and objectives. He/ She is involved in effective planning, organising, supervision, controlling and evaluation. Therefore, for a school manager to successfully accomplish the set objectives, he has to work with other people within the school system and be able to inspire them to work cooperatively with him so as to achieve the educational objectives.

Sidho (2002) highlighted some principles that can be of help in the achievement of school objectives. These include consistency with the philosophy of education, democratic approach, optimum contribution by all, respect for individualities due importance to different programmes, and optimistic outlook.

2.3 School management for quality education service delivery

According to the UNESCO (2012), School Management for Quality Education Service Delivery Education quality is becoming increasingly important for those who are involved in it either directly or indirectly, and for those who use its services. Access to education and quality education are to be regarded as mutually dependent and individual needs and rights. This is primarily achieved by developing creativity, civil and democratic values, as well as by knowledge, ability and skills needed for everyday and professional life. Basic education is not sufficient or complete, and therefore should be considered only as a basis for learning that needs to be used all lifelong. Lifelong learning for all has become one of the pillars of development.

The UNESCO (2012) report highlighted indices of quality education. Some of them are:

- i. Quality learners: Are learners healthy, well-nourished and ready to participate and learn, supported in learning by their families and communities?
- ii. Quality learning environment: Is the environment healthy, safe and protective and gender sensitive, and provides adequate resources and facilities?

iii. Quality content: Is the content reflected in relevant curricula and materials for the acquisition of basic skills and knowledge?

iv. Quality processes: Processes through which trained teachers use child- centered teaching approaches in well-managed classrooms and schools and skill assessment to facilitate learning.

v. Quality outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education.

2.4 Managing teachers

Zambia has improved the supply of trained teachers while aiming to manage attrition by deploying 5000 teachers annually. With a total teaching force numbering 93164 (56721 in basic school) in 2013, the education sector is the largest government employer. Of these teachers, 8803 left their positions compared to 6450 in 2012. This number includes retirement upward movement into administrative positions, contract expiration, death, dismissal, illness, transfers and other reasons. The 2013 statistical bulletin has the highest number (4036) leaving under the category others' indicating a need for investigation. Nonetheless the numbers leaving exceed replenishments. Moreover, 20 per cent of the teachers deployed annually will now be allocated to meet the growing requirements of the ECE subsector. As such, all schools will continue to experience deficits (Survey 2014).

In addition to keeping numbers at desired levels are challenges with distortions resulting from deploying teachers in overstaffed schools. Typically, urban schools have excess' teachers due to classroom shortages. Most of these teachers have, however, been reassigned to community schools while maintaining their payroll status at the respective school of deployment. Survey (2014) identifies distortion that relates to the fact that typically, over 70 per cent of teaching staff in urban schools are female (largely because of requesting transfers from rural areas). As such, the impact of teachers taking time from school for maternal reasons is much more significant urban schools. Other issues relate to teacher quality which has more to do with qualification as opposed to just being untrained. The government is now requiring teachers to have diplomas and degrees as appropriate for their teaching positions.

2.5 Effective supervision

Supervision is an administrative process through which the leader ensures that his subordinates are all contributing towards effective learning process. Hammock (1980) states that supervision attempts to look into the organisation of learning programmes, the groupings of teachers, method of evaluating, reporting and determining pupil's progress, the content of the curriculum, the teaching methods, the philosophy and practicing of discipline, the time schedule, place and procedure of staff meetings, procedures used in parents conference, the study and use of the community resources. All these are evaluated and thoroughly discussed in the attempt to improve the quality of education delivery.

Supervision also gives recognition to the teachers and creates a cordial working atmosphere based on good working atmosphere based on good human relations (Peretsonode, 2000). It creates a safe environment in which the teacher can work through the developmental challenges of the teaching| learning process in order to gain the necessary motivation, autonomy and self- awareness to successfully move to the next level of development.

Supervision also helps teachers in terms self- discovery, particularly in the area of improvisation and the use of modern teaching materials as a basis of improving teaching strategies. Supervisors help teachers by introducing them to a variety of audio and visual materials that help to facilitate good teaching (Chibesakunda, 2000). Supervisors are expected to demonstrate a professional orientation characterized by technical competence and expertise, desire for autonomy in decision making based on their knowledge and a colleague-oriented reference group supervision therefore, is tailored towards ensuring that the general guidelines as provided in the curriculum are followed by the teachers. It strives to utilize the talents and strengths of all.

2.6 Motivation of teaching staff

Motivation is associated with teacher productivity. It is a process by which people are equally managed to satisfy their basic drives, perceived needs and personal development. Motivation may also be seen as the willingness to exert high levels of efforts towards organisational goals conditional by the efforts to satisfy some individual and societal needs. In the field of education, motivation is a management function that stimulates staff to accomplish laid down institutional goals for sustainable development. It is purposive, designated and goal- oriented as well as involves certain forces acting on this on the academic staff to initiate, sustain and direct their teaching activities through research development. Motivation of academic staff is a strategic force that would reduce tension, stress, worries and frustration arising from the

academic environment for quality service delivery. Also, this enhances teaching staff functions for effective curriculum implementation in secondary schools.

Pintrich (2002) sees motivation as a management function that stimulates individuals to accomplish laid down institutional goals. It is no wonder, scholars see it as the process of instigating and sustaining goal directed behaviour. Schunk (2008) supports this claim by noting that it is a purposely designated goal oriented behaviour that involves certain forces acting on or within the individual in order to initiate, sustain or direct behaviour.

2.7 Challenges in the management of teaching staff

It is important that we understand management of teaching staff is significant in educational institutions as it improves the quality of education in learning institutions. Leithwood (2008) put forward seven strong claims about what constitutes successful management of staff which are considered vital in educational institutions. These include focusing on teaching pupils, responding to situations, improving learning, develop leadership capacities and distributing tasks between staff.

With regard to the challenges facing in the management of staff, there may be derived from both internal and external sources. One of these challenges is presented by the school building and there is little doubt that the quality of a school building can determine the quality of the school's environment. In other words, if the school building is of a high standard then there will be an increased probability of a high standard of teaching and learning. According to Sanoff (2001), the physical environment can be considered as the second teacher, since space has power to organise the educational process and promote the relationships among teachers, pupils and administrators.

Schools can be considered as social institutions, which are created to serve the community and educate children, therefore, there should be a close link between the school and the local community. In fact, a successful management will relate closely to society. Researchers have found that successful school managers tend to establish strong relationship with local communities. Kelly (1999) presents the challenges to effective teacher management as weak management systems and decision making, weak management systems for the recruitment and deployment of teachers and administrators, tight fiscal management of workforce skills, poor or ineffective systems of development, supervision, monitoring and evaluation of workforce skills are in operation, poor working conditions and salaries of teachers,

supporting roles of administration staff and limited capacity as well as quality of instruction of teachers. Similarly, at secondary school level where teacher managers are poorly trained and prepared for management responsibility, teaching staff may not be efficiently managed to ensure punctuality, good quality teaching and learning as well as the provision of an appropriate level of continuing professional development.

M.O.E (1994) reports that a number of factors tend to influence the management of teaching staff for effective job performance in schools. These include training and manpower development, employment policy and conditions, supervisory problems, environmental management, external environmental factors, and recruitment policies and practices. This therefore suggests that weak management systems and decision-making, tight fiscal management policies and insufficient or inappropriate management of workforce skills constitute serious challenges to the strategic ways of managing staff.

2.8 Summary

The review of literature has shown that the teacher is a trained person who imparts knowledge and skills to the learner. A teacher also contributes to the general academic and emotional development of learners hence should develop a strategy in the teaching and learning process. Furthermore, school management and quality service delivery becomes important if the school operates with effective administrators. Effective supervision of teachers has been considered as the only way of creating safe environment for both the teachers and administrators. This has also prompted competence and professionalism amongst teachers.

CHAPTER 3

METHODOLOGY

3.0 Overview

This chapter describes the methods used in collecting data and how the data was analysed. It also outlines the research design employed, the target population, sample size and sampling method. Data collection procedure and analysis as well as the instruments used and the reason for choosing the stated instruments are also discussed.

3.1 Research design

A research design is the set of methods and procedures used in collection and analysing measures of the variables specified in the research study (Wilson, 2017). The descriptive research design was used in this study.

3.2 Target population

Target population refers to the entire group of individuals or objects to which researchers are interested in generalising the conclusion (Wilson, 2017). Target population in this study included the head teachers, deputy head teachers, heads of departments and teachers. The research was conducted in three secondary schools and these were Nyimba Boarding Secondary School, Kalambakuwa Day Secondary School and Vizimumba Day Secondary School.

3.3 Sample size

Sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample. The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample (Ethridge, 2004). The Sample for this study size comprised 50 participants broken down as follows: 3 head teachers, 3 deputy head teachers, 9 heads of department, 5 heads of section and 30 teachers from the respective schools.

3.4 Sampling procedure

Purposive sampling techniques were used to all the participants and respondents for this study. Saunders (2004) explains that purposive sampling represents a group of different non-

probability sampling techniques. Also known as judgement selective or subjective sampling, purposive sampling relies on the judgement of the researcher when it comes to selecting the units that are to be studied.

3.5 Instruments for data collection

The instruments that were used for data collection were questionnaires and the interview guides. The interview guides were used to collect data from the Head teachers, Deputy Head teachers and Heads of Department. Questionnaires were used to collect information from teachers.

3.6 Data analysis

Data analysis is defined as the process of transforming raw data into usable information, often presented in the form of a published analytical article, in order to add value to the statistical output (Ethridge, 2004). Qualitative data was analysed thematically and information presented in narrations. Quantitative data was analysed using descriptive statistics and presenting the information in frequencies, percentages and graphs.

3.7. Ethical considerations

Confidentiality and anonymity was observed by not requesting the respondent identities. Further, the right of respondents to information was ensured by telling them the true purpose of the study. Permission to conduct the research was obtained from the respective heads of the schools. The researcher got informed consent from the participants and the respondents.

3.8 Summary

This chapter has presented the methodology employed by the study under the following themes: research design, target population, sample size, sampling procedure, instruments for the data collection, data analysis and ethical considerations.

CHAPTER 4

PRESENTATION OF FINDINGS

4.0 Overview

This chapter presents the findings of the study. It was guided by the objectives of the study which were to: identify teacher management strategies employed by head teachers in secondary schools in Nyimba District, establish quality assurance mechanisms used in the teaching-learning process in secondary schools in Nyimba District, determine challenges faced by schools in their quest to provide quality education in Nyimba District and propose strategies of to enhance quality education delivery in secondary schools in Nyimba District.

4.1 Management strategies employed by head teachers

The first objective sought to identify management strategies employed by head teachers in secondary schools in Nyimba District. Table 1 below shows management strategies employed by head teachers.

Table 1: Management strategies employed by head teachers

Strategies	Frequency	Percentage
Respect for teachers	46	10.7
Teacher group meetings through C.P.D	42	9.8
Motivation of teachers through awards	40	9.3
Non- monetary motivation such as letters of commendation	40	9.3
Discipline through positive reinforcement	38	8.9
Formulation of internal policies (strategic plans)	36	8.4
Collective decision making	32	7.5
Involving teachers in the procurement of teaching and learning materials	32	7.5
Monitoring teachers individual work plans	32	7.5
Promotion of school values (hard work and commitment to duty)	18	4.2
Motivating teachers through building of accommodation	12	2.8

As indicated in the table above the study established diverse responses about the teacher management strategies employed by head teachers in secondary schools. The study revealed that respect for teachers by administrative staff was important as it created a conducive environment for both the administrators and teachers hence improving education delivery in schools. One teacher lamented: *the administrators' gossips over our conducts instead of advancing us making us lose respect to them. This has also caused us to experience sense of complicity and discontentment with the administrators.*

The study further indicated that teacher group meetings through Continuous Development Meetings (C.P.D) were very important as it promoted effectiveness and efficiency in the lesson delivery. Teachers of different specialisation meet in their departments to discuss challenges faced in the subjects and come up with solutions through sharing knowledge on how to teach the subject or the topic. This therefore, enhanced competence and efficiency in the lesson delivery. The CPD meetings also made teachers to come together to share challenges in their teaching professional and come up with the solutions in their problems.

In a quest to improve performance and to increase interaction between administrators and teachers, teachers have been regularly motivated by the administrators. This motivation was in the form of awards. The administrators usually give these awards during the Labour Day, teacher's day and also during the PTA general meetings. Very few teachers were being awarded and sometimes promissory awards were done without the actual present being given to the teachers. Furthermore, non- monetary motivation was also employed to enhance teacher activeness in classroom activities. The teachers considered praises as part of making management of teaching staff for quality delivery. For example one teacher said: *better to be commended for promotion rather than just praising me for my good work I do at my school.*

The more the teachers were promoted and given responsibility the more the quality of education service delivery improved. Additionally, discipline through positive reinforcement among teachers created effective classroom instruction in schools. Teachers encouraged the use of democratic and participative leadership among the administrators to enhance discipline among the staff.

The results from the interview with key informants showed that the schools formulated internal policies such as strategic plans which were supposed to run for three years. Some informants, however, said schools failed to achieve the set targets due to the changes of administrative staff and teachers as a result of transfers and suspensions. Additionally,

collective decisions making between administrators and teachers was inadequate and pathetic as administrators had little time to meet teachers to discuss their affairs. This made teachers mistrust decisions made by the administrators.

Focusing on the procurement of teaching and learning materials, the study indicated that schools lacked funds to buy important teaching and learning materials. Administrators do not prioritise the procurement of teaching materials but spend more money on workshops for administrators. This made it difficult for teachers to teach effectively and efficiently thereby making it difficult for effective education service delivery. Furthermore, some administrators did not follow the procurement procedures recommended by the Ministry of General Education. The Administrators bought materials on their own without proper delegation and meetings with the teachers' thereby promoting mistrust among teachers.

The study further revealed that the Administrators were not assisting teachers in the preparation and implementation of the individual work plans. The work plans are made annually and they reflected what the teacher taught in that particular year. It was discovered that teachers just made individual work plans without guidance and ended up preparing irrelevant themes that were not in line with the set targets. It was discovered that the key performance areas on the individual work plan were contrary to the key result area for the learners. Teachers blamed their administrators for lack of guidance on the preparation and utilisation of the individual work plan hereby considering it as a useless document that does not assist them at all.

The Administrators brought in the system of login in and out whenever the teachers reported for work and knock off. Late comers were warned and encouraged to come early but the only challenge was that most of the administrators were reporting late for work. This had made teachers to lose trust to the administrators as most of them stay away from school compounds. One informant said: *they is no use for teachers to come early when most of the administrators report late for lessons as administrators are supposed to lead by example.*

The study also identified some mechanisms used that promoted good condition of service among teachers. These mechanisms were in line with the teacher unions and government guidelines. Teachers belonged to different unions that supported them in terms of salary negotiations and disciplinary issues. Schools had also made local condition of service among teachers that helped them be motivated in their place of work. These were programmes

introduced such as open learning that made teachers got paid apart from their salary. At one school the teachers were being given incentive allowances every month.

Finally, the study revealed that building houses for teachers promoted effectiveness and efficiency in the lesson delivery by the teachers. Schools had started building more houses for teachers in order to encourage them to perform effectively.

4.2 Quality assurance mechanisms used in the teaching- learning process

The second objective sought to identify quality assurance mechanisms used in the teaching- learning process. Table 2 below shows the responses on quality assurance mechanism used in teaching- learning process.

Table 2: Quality assurance mechanisms used in the teaching- learning process

Quality assurance mechanisms	Frequency	Percentage %
Coordination and cooperation among staff	50	100%
Collective decisions of staff	48	96%
Lesson planning and delivery	42	84%
Task analysis (APAS)	36	72%
Performance appraisal for teachers	30	60%
Pupil and teacher assessment	26	52%
Evaluating academic performance of pupils	22	44%
Creating new teaching methods and techniques	21	42%
Improved information management	12	24%
Assessment of teachers abilities	11	22%
Good record management	08	16%

The table above indicates that 50 respondents which are 100% said that cooperation and coordination among staff come as a result of the established assurance mechanisms used in the teaching- learning process. Another 48 respondents representing 96% said that collection decisions of staff were enhanced through the established mechanisms put in place by the administrators' thereby promoting teaching- learning process. 42 respondents representing 84% reported that lesson planning and delivery became effective with the established

assurance mechanisms used in the teaching- learning process. Another 36 respondents representing 72% indicated that reports for Task Analysis were made from respective classes and were in line with the established assurance mechanisms put in place to enhance teaching-learning process.

Further, 26 respondents representing 52% reported that the established assurance mechanisms used in the teaching- learning process enhanced Administrators and teachers to improve in pupils and teachers assessments. Both teachers and pupils were assessed depending on the performance outcry from the tests and examinations. 30 respondents representing 60% stated that performance appraisals for teachers had improved due to the established assurance mechanisms used in the teaching- learning process. Both the administrators and teachers main aim were to achieve the set targets by the Ministry of Education. Promotion and salary upwards adjustment came as a result of promotion through the annual performance appraisals.

In addition, 22 respondents representing 44% said that academic performance of pupils came about as a result of the mechanisms used in the teaching- learning process. One teacher said: *teachers are well prepared since they have a successful instructional experience*. About 21 respondents representing 42% stated that the established assurance mechanisms used in the teaching- learning process had made the improvement of teaching methods and techniques of teachers. This is done through the CPD meetings where teachers share different methods of techniques on how to teach challenging topics in their subjects' areas. This had however created conducive working environment which 18 respondents representing 36% have supported as ways in which the established assurance mechanisms are used in the teaching-learning process.

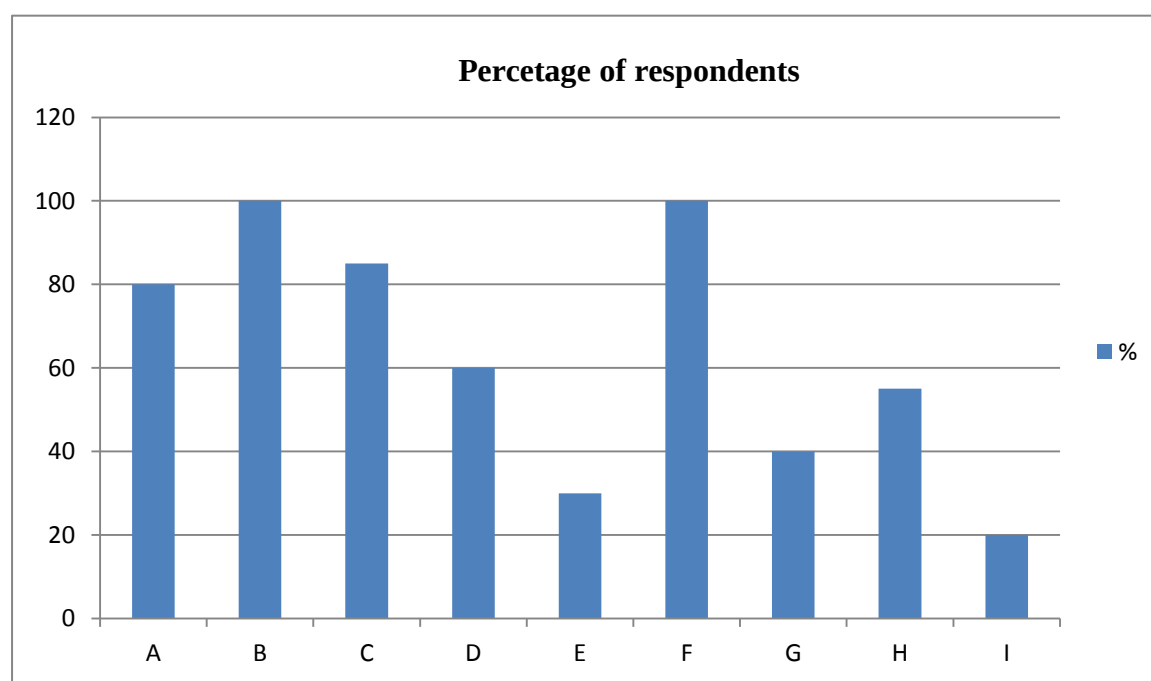
Moreover, 12 respondents representing 24% stated that the established assurance mechanisms used in the teaching- learning made a lot of staff acquire relevant information necessary in imparting of knowledge and skills to the learners. Through teacher group meetings many teachers have benefitted in the implementation of the learnt knowledge and skills thereby improving performance among learners. These also made it possible for learners to identify their abilities identified by 11 respondents representing 44%. One head teacher lamented: *the learning activities should be enjoyed and sustain the interest of the pupils as long as it takes them to succeed in what they are doing*.

Nine respondents representing 18% stated that effective systems of staff development is one way in which established assurance mechanisms used in teaching – learning process. Many teachers and administrator have been sponsored by the school to go for further studies in different specialisation. Others have been taken for short courses under the fast track programme in order for them to obtain necessary qualifications such as degrees and masters. Lastly, 8 respondents representing 16% said that good record management came as a result of the established assurance mechanism in the teaching – learning process. Teachers are able to keep records on whatever activity they do in schools.

4.3 Challenges faced by schools in their quest to provide quality education.

The third objective sought to identify challenges faced by schools in their quest to provide quality education. Administrators and teachers gave the following responses as illustrated in the bar graph below.

Figure 1: Challenges faced by schools in their quest to provide quality education.



Challenges faced by schools in letters from A-I

The findings revealed that poor relationship between the administrators, poor motivation of teachers and inadequate teaching facilities were ranked among the serious challenges that schools faced in their quest to provide quality education. These were mentioned by both the administrator's respondents and teachers. Additionally, the teachers reported that poor

relationship between administrators and teachers was not only affecting their stay at school but also pupil performance looking at the administrators and teachers relationships, the key informants were asked to ascertain if the school policies were sustainable to promote a good relationship in schools. In response to this question, one teacher was of the view that:

School policies should bring teachers and administrators together. The only set back is that the policies are segregated in nature. Administrators make their own rules and impose them to the teachers. The schools should have policies that sustain both the administrators and teachers.

Therefore, most of the respondents were of the view that as long as the school management made policies in isolation that benefit themselves, the intended purpose of good relationship at the place of work would not be achieved and could not yield the expected results and achieve the set goals of the school.

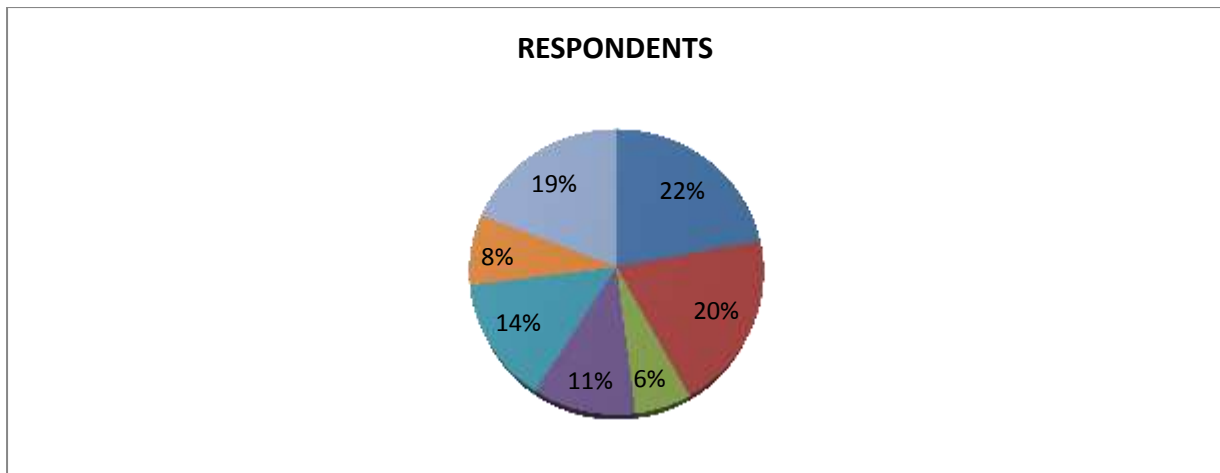
The study revealed that all the three school schools faced supervisory problems. Most of the Deputy Head teachers and head of departments were acting in their positions and new and lacked supervisory skills. These have revealed inadequacies in the executing of their duties. One respondent said that: *It is better to take these administrators to training before appointing them because most of them are incompetent in supervisory work.*

Lastly, the study revealed that tight fiscal management policies had impacted the provision of quality education. This was confirmed by the study results which established that 20% of the respondents were against the policies put in place by managers and these policies only acted as a punishment to the teachers and did not in any way support teachers.

4.4 Strategies on how to enhance quality education delivery

The fourth objective sought to identify strategies on how to enhance quality education. The pie chart model below shows strategies on how to enhance quality education delivery.

Figure 2: Strategies on how to enhance quality education.



Percentages of respondents for strategies on how to enhance quality education delivery

The pie chart above represented 22% said the teacher group meetings through CPD play an important role in enhancing quality education in schools. While 40 respondents of the total frequency of 199 representing 20% indicated that teacher award was the most important strategy of how to enhance quality education in schools. 16 respondents of the total frequency of 199 representing 8% were for the idea of in-service training for teachers as a strategy to enhance quality education. One respondent said:

Many of the secondary school teachers were diploma holders so there was need to take them for further studies in order to increase the number of specialised degree holders. So schools should take a drastic approach to train all diploma holders who were under secondment to teach senior classes.

Further 12 respondents of the total frequency of 199 representing 6% stated that frequent assessment of learners should be taken as a strategy that could enhanced quality education. Respondents stated that learners should be assessed whenever the teacher was having a lesson with them. 28 respondents representing 14% of the total frequency of 199 indicated that the teachers should belong to an association. These subject associations such as Zambia Association for Science Educators, Zambia Association for Mathematics Educators and Languages Association of Zambia. This enhances quality education as teachers share knowledge and skills in their subjects' areas. 39 respondents representing 19% of the total frequency of 199 stated that teacher motivation should be improved. Teachers are supposed to be motivated in order to enhance quality education.

Lastly, 22 respondents of the total frequency of 199 representing 11% indicated that the strategy that enhances quality education were activities such as sports, procurement and production unit. Teachers in these extra-curricular activities benefit a lot thereby enhancing the quality education from the incentives they got when executing their duties.

4.5 Summary

This chapter has presented findings of the study. It has described management strategies employed by head teachers such as the respect for teachers, teacher group meeting through CPD, motivation of teachers through awards, non- monetary motivation, discipline through positive reinforcement, formulation of internal policies, involvement of teachers in the procurement of teaching and learning materials, monitoring teachers individual work plans and motivating teachers through building of accommodation for teachers. The chapter also focused on the quality assurance mechanisms used in the teaching- learning process. These included coordination and cooperation among staff, collective decisions of staff, lesson planning and delivery, task analysis, performance appraisal for teachers, pupil and teacher assessment, evaluating academic performance of pupils, creating new teaching methods and techniques, improved information management, assessment of teacher abilities and good record management.

The chapter further focused on the challenges faced by schools in their quest to provide quality education. Some of the challenges revealed were poor working conditions of teachers, poor relationship between the administrators and the teachers, inadequate teaching facilities, supervisory problems, insufficient management of workforce skills, poor motivation of teachers, poor implementation of CPD meetings, weak management systems for decision making and fiscal management policies.

Lastly, the chapter focussed on strategies on how to enhance quality education delivery. The chapter revealed the following as strategies proposed by teachers: teacher group meeting through CPD, teacher awards, in-service training for teachers, frequent assessment, teachers belonging to associations and teacher given extra tasks such as sports, procurement and production units.

CHAPTER 5

DISCUSSION OF FINDINGS

5.0 Overview

This chapter presents the discussion of findings in relation to the objectives on the study which were to: teacher management strategies employed by head teachers; quality assurance mechanisms used in the teaching- learning process; challenges faced by schools in their quest to provide quality education and; strategies on how to enhance quality education delivery in secondary schools.

5.1 Management strategies employed by head teachers

The first management strategies employed by head teachers was respect for teachers. The study revealed that respect for teachers by administrative staff was important as it created conducive environment for both the administrators and teachers. Respect was considered important because it contributed to openness and reflection. It was also observed that creating a school culture of respect started deep in the heart of the staff wellbeing and professional relationship. The respect for teachers was also discovered during the tea break and lunch break when the researcher discovered the dramatic implications. Some teachers used their tea break to rant about the latest misbehaviour of each other and the administrators.

These findings were in line with Weber (2008) who said that teachers and administrators lack of respect could be counterproductive more especially when they dwell much on complaining , criticizing and repeatedly on the same narrow views. The study also revealed that cliques that never mingle with one another also contributed to a poor staff climate at the secondary school. Many teachers reported that when they heard a piece of gossip they experienced a sense of complicity and discontentment with the school administration. So it is important for administrators and teachers to respect each other in order to create a warm relationship in school thereby promoting quality education delivery in school.

The second management strategy employed by head teachers was teacher CPD meetings. Kloosterman (2013) states that the ultimate outcome of well-planned continuing professional development is that it safeguards the public, the professional and the professional career. In line with this, teachers reported that Continuous Professional Development meetings in the departments were very essential because they helped them share relevant skills, techniques

and new knowledge of how to handle topics perceived to be hard for pupils to understand easily and many issues related to promoting quality education delivery in school. They said of late these departmental meetings were not taking place which could have contributed to poor relationship between the administrators and teachers and also poor classroom management techniques. They suggested that the administration should start funding such important departmental meetings where teachers share such important knowledge. The researcher supports the conducting of CPD in the secondary schools as it ensures teacher capabilities keep pace with current standard of others in the same field. It also maintains and enhances knowledge and skills teachers need to deliver a professional service to learners.

The third management strategy employed by head teachers was motivation. There is a general acceptance that motivation of teachers by the administrators plays a very vital role in the classroom management to enhance quality education delivery. A motivated teacher has the power and force to deliver to the expectation, but this was not the case as there was no form of any motivation of teachers. This finding agrees with Carson (2009) that motivation is a basic psychological process of achieving organisational goals that proper motivation of teaching staff enhances quality teaching and productivity and that it is the process of stimulating staff to employ effective motivation, which makes them more satisfied with and committed to their jobs. The teachers said that they did not take the job seriously as their efforts were not being recognised and appreciated by administrators despite parent's approval of a portion of user fees being allocated to teacher's incentive. Additionally, teachers reported relatively higher levels of stress and burn out. They suggested that the school should start paying the incentives that the parents had approved for them to feel motivated. This suggestion was in line that teaching effectiveness can be seen as a systematic efforts geared towards the achievement of educational goals (Tella 2007). However, motivation is a management/ administrative function that stimulates individuals to accomplish laid down institutional goals.

The fourth management strategy employed by head teachers was non- monetary motivation. In any organisation such as school, there is always the need for rewards to keep members motivated (Anderson 2010). Studies have made about the effect of positive reinforcement especially in the workplace. The study has revealed that the administrators at these schools think that rewards are in the form of material or financial incentives. But few came up with the non- monetary rewards that the school administrators were trying to implement and these are: Continuous education: these included helpful seminars or training courses that were

given to teachers. Some teachers were permitted to attend training courses or seminars, flexible work schedule: the teachers were also provided with flexible work schedule. These were working hours given to teachers to attend to personal issues as are going to funeral, weddings and many other personal activities. But some teachers revealed that time given were not enough to complete all their personal activities. They requested the administrators to increase the time for flexible work schedule as it is part of motivation for quality education delivery among teachers, work environment upgrade: the study also revealed that the environment we work on contributes to the quality of work we do. The work space and environment is important to the teachers. The teachers suggested that a facility such as electricity and running water at a working place motivates them. Teachers from the two schools complained about non-availability of running water as they depended on the water from the borehole which was some kilometres from the school and it was shared with villagers. Teachers suggested that it was important for the administrators to provide them with tape water and lastly, rewards do not necessarily have to be expensive to show sincere appreciation. Non-monetary teachers' rewards can be in any form as long as the sincerity is present.

The fifth management strategy employed by head teachers was discipline through reinforcement. The findings revealed that positive and negative reinforcement were used by the administrators in order to discipline teachers. The positive reinforcement included verbal or written praises, informal and formal awards, bonuses, raises and promotional opportunities to high performers. This positive reinforcement has motivated teachers and has established a positive work environment and maintains high morale for teachers. Furthermore, the study also revealed that the administrators also used negative reinforcement in order to maintain discipline among staff. This was through reprimanding a teacher verbally or through formal documentation, demotion and termination of service. Nevertheless, the negative reinforcement coupled with rewards for positive behaviours has created a good balance of discipline of staff at the schools under research.

The sixth management strategy employed by head teachers was formulation of internal policies. The study revealed that the formation of internal policies was done differently at school levels. This was based on how the schools arranged the resources of time, space and personnel for maximum effect on quality educational delivery. The schools internal policies plan also addressed those issues that affected the school as a whole such as a master schedule, the location of staff in different activities and the assignment of teachers to supervise work

for pupils. Chartte (2002), supported the idea of the formation of internal policies as it make schools to determine and reflect commitment of the school success. Every aspect of the instructional program does convey the values and goals of the staff towards the quality education in schools.

The seventh management strategy employed by head teachers was collective decision making. Conley (1990) stated that school based decision making is a concept based on the fundamental principle that individuals who are affected by decision possess expertise regarding the decision and are responsible for implementing the decision and involved in making the decision. The study conducted at the three schools showed that decision making was decentralised and also based on management interchangeably with the staff. The school decision making were empowered to school staff by providing to them with authority, flexibility and resources to solve the educational problems particular to their schools. In all the three schools they based their decision making on two well established propositions and these were: the schools were the primary decision making units and their corollary; decisions were made at the lowest possible level and change required ownership that came from the opportunity to participate in defining change and the flexibility to adapt it to individual circumstances; the corollary were that change did not result from externally imposed produced (David 1989). Furthermore, the study revealed that the decision made by the schools was made within a framework of the Nyimba Education district goals and the core curriculum required by the Ministry of General Education policies and guidelines.

The eighth management strategy employed by head teachers was involving teachers in procurement of teaching and learning materials. Calderhead (1984) stated that availability of teaching and learning aids were essential elements that teachers must make available in the improvement of quality education delivery in schools. He pointed out that procurement of teaching/ learning materials are important because they provide a wide base of teaching/ learning methods.

In a classroom where learning activities are well managed, the availability and use of learning aids such as charts and models can make ideas and concepts very clear, making learning real and pupils could enjoy and appreciate the learning process. When there are a lot of teaching materials in their classroom, children would have a good deal of choice over what they do at a particular time and learning goes on all the time, which may obviously foster improved pupil performance. The teachers said the pupils are helped to grasp concepts by applying

suitable strategies such as concrete objects that promote memory retention. They said that teaching aids are also necessary because they do not only make explanation simple but also capture the learner's interest and motivate them to fully participate in the lesson process.

The ninth management strategy employed by head teachers was promotion of school values. According to the findings on the promotion of school values there was uncertainty regarding strategies for dealing with values in all the three schools. The study revealed that teachers were uncertain and uninformed regarding strategies that could cultivate values in their school environment. Few teachers were aware that there were strategies in the curriculum which could be used to inculcate values. After careful prompting, certain strategies came to light. These included storytelling, poetry, song, dance, debates, role models and even the use of Facebook.

However, all the respondents appeared to use these, "strategies almost as an afterthought, and did not seem to understand how they could be used explicit and effectively. Without exception, there was a plea for curriculum developers to provide training on precise strategies to address values in schools. One teacher exclaimed that "anything will help" revealing a desperate need for more education on values in order to enhance quality education delivery in schools (Berliner, 1988).

The tenth management strategy employed by head teachers was motivating teachers through building of decent houses. The study revealed that there were not enough houses for teachers in the schools. Most of the teachers were renting some houses from the villages around the school. The types of houses were not decent for teacher's occupation because they were very small and dilapidated. The teachers complained that this situation demotivated them and the quality education delivery was also affected. The teachers further explained that it was a challenge for them to prepare lessons in the dilapidated houses without running water and electricity. They further stated that the kind of houses was fit for poultry farming and not for human habitation.

5.2 Quality assurance mechanisms used in the teaching- learning process

The study revealed that a number of assurance mechanisms were used in the teaching-learning process in the three secondary schools. The first quality assurance mechanisms used in the teaching- learning process was lesson planning and delivery. The study revealed that lesson planning and delivery is an essential to the process of teaching and learning. The study

indicated most of the teachers who prepared well had a successful instructional experience. The study also revealed this development led to the establishments of interesting lessons that made a great deal of time and effort. This had also made new teachers in the three schools to be committed to spending the necessary time in the endeavour. The respondents also reported that teachers specialized subject knowledge is very important because it helps teachers to plan and delivery lessons well and also enhances quality education delivery in schools.

Robertson (1981) explains that teacher should possess extensive specialized knowledge of the relevant, subject matter, alternative ways of communicating it and how best to cover it in a given context. If teachers are not knowledgeable and conversant enough with the subject content they teach, they may fail to plan and delivery concepts and ideas pupils needed to learn. This might create confusion in pupils learning process which make them fail to benefit from classroom instructions which would result to poor performance.

The second quality assurance mechanism used in the teaching- learning process was task analysis. The task analysis was among the elements that could enhance the quality education delivery in schools. Robertson (1981) is also of the view that the effectiveness of the teacher is as a result of managing learning activities in to units best understood by the learners. Thus, task analysis is situation where class activities are well within the competence of the age and ability of the child.

The class activities should not be easy or too difficult for the pupils. The learning activities should be enjoyed and sustain the interest of the pupils as long as it takes them to succeed in what they are doing. Failure to properly analysis pupil tasks would result into poor education service delivery. Pupils would lose interest in the learning process and could begin to do other things. If work is too easy pupils would finish faster and begin to make noise and if work is too difficult they lose interest and begin to make noise, hence activities given to pupils should match with their age and ability if they are to benefit from the classroom instructions.

Rodrick (2016) further points out that task analysis helps to control and manage classroom activities, teachers could ensure that there is enough work to keep every child occupied for idleness is a major ingredient of misbehaviour. Keep an eye on the performance of each pupil to prevent breakdown and put off any undesirable behaviour that could have potentially troublesome consequences and achieve a working harmony between yourself and your pupils and also between the pupils themselves (Webber 1983).

The third quality assurance mechanism used in the teaching-learning process was good record management. School records management involves the storage, retrieval and use of information. It is application of systematic and scientific control to all the recorded information that schools need for school administration. Poor records management results in difficulties in administrating, planning and monitoring of educational system globally (Ololube 2013). The study revealed poor records management and the lack of staff development with regards to the entire information cycle. Teachers expressed ignorance in the management of school records and demanded the logic in the relationship between the management of teaching staff through record keeping. The researcher explained that good record keeping is the coherent to quality education delivery in schools as it promotes pupil performance.

5.3 Challenges faced by schools in their quest to provide quality education

The findings revealed that poor relationship between the administrators, poor motivation of teachers and inadequate teaching facilities were ranked among the serious challenges that schools faced in their quest to provide quality education. These were mentioned by both the administrator's respondents and teachers. Additionally, the teachers reported that poor relationship between administrators and teachers was not only affecting their stay at school but also pupil performance looking at the administrators and teachers relationships, the key informants were asked to ascertain if the school policies were sustainable to promote a good relationship in schools. In response to this question, one teacher was of the view that: the school policies should bring teachers and administrators together. The only set back is that the policies are segregated in nature. Administrators make their own rules and impose them to the teachers. The schools should have policies that sustain both the administrators and teachers.

Therefore, most of the respondents were of the view that as long as the school management made policies in isolation that benefit themselves, the intended purpose of good relationship at the place of work would not be achieved and could not yield the expected results and achieve the set goals of the school.

The study revealed all the three school schools faced supervisory problems. Most of the Deputy Head teachers and heads of department were acting on their positions and new and they lacked supervisory skills to their members. These funding have revealed inadequacies in the executing of their duties.

The study revealed the importance of Administrators to go for training before being appointed in management positions because most of them are incompetent in supervisory work. The finding negates the position by Nakpodia (2010) that identifies some ineffective teacher management. This finding does not invalidate the fact that there are challenges in managing teacher but may be the result of other influences.

Furthermore, the informants were asked to state the sufficiency of management of workforce skills and the implementation of CPD activities. The results from informants and the observation of schools indicated that the schools had insufficient management of workforce skills. The implementation of CPD activities was also poor with very few teachers attending the activities claiming that it is a waste of time to attend CPD meetings. The study further revealed that management systems for decision making were weak. Administrators did not meet regularly with the teachers citing waste of teaching time for pupils. There was a gap in decision making by administrators thereby making a lot of speculations among teachers.

Lastly, the study revealed that tight fiscal management policies had impacted the provision of quality education. This was confirmed by the study results which established that 20% of the respondents were against the policies put in place by managers and these policies only acted as a punishment to the teachers and did not in any way support teachers.

5.4 Strategies on how to enhance quality education delivery

The first strategy on how to enhance quality education delivery was teacher group meetings through CPD. CPD is important because it ensures teachers continue to be competent in their profession. It is an on-going process and continues throughout a professional career. Kloosterman (2013) identified benefits of CPD as follows: CPD ensures teachers capability keep in place with the current standards of others in the same field, CPD ensures that teachers maintain and enhance the knowledge and skills teachers need to deliver a professional service to their learners and community, CPD ensures that teachers knowledge stay relevant and up to date, CPD helps teachers continue to make them continue to make a meaningful contribution to their team. Teachers become more effective in the workplace. These assist teachers to advance in their career and move into new positions where they can lead, manage, influence, coach and mentor others. CPD can deliver a deeper understanding of what it means to be professional along with a greater appreciation of the implication and impacts of their work, CPD can lead to increased public confidence in individual professionals and their

profession as a whole and CPD helps advance the body of knowledge and technology within teacher's profession.

The teachers responded that Continuous Professional Development meetings in the school were very essential because they assisted them share relevant skills, techniques and new knowledge of how to handle topics perceived to be difficult for pupils. The study also revealed that these CPD meetings were not taking place regularly and this contributed to poor quality education delivery in schools. They stated that the administration should start finding such important departmental meetings where teachers share such important knowledge.

The second strategy on how to enhance quality education delivery was teacher awards. The study revealed that teachers were given awards during the Labour Day which falls on the 1st May of the year, teacher's day which falls on 5th October and also during the annual PTA general meeting. Well deserving teachers receive these awards in monetary form and also in material form. Further reports revealed that most of the awards were promissory in nature and it took almost a year to be honoured. Some teachers were given blank cheques and promised to be given the cash when the schools have money.

The third strategy on how to enhance quality education delivery was in-service training for teachers. According to Garing (2015) said that in-service training for teachers is the training given to teachers during the course of employment. This is a wide spectrum of in-service training events in the form of sharing sessions, workshops, seminars and school – based programs for teachers. This in-service training promotes the continuous improvement of the total professional staff of the schools. It also eliminates deficiencies in the background preparation of teachers and keeps the teacher abreast of new knowledge. The study revealed that teachers were taken for in-service training in different institutions of higher learning because most of the teachers were diploma holders who were supposed to upgrade their qualifications. One respondent said:

Many of the secondary school teachers were diploma holders so there was need to take them for further studies in order to increase the number of specialised degree holders. So schools should take a deliberate approach to train all diploma holders who were under secondment to teach senior classes.

The fourth strategy on how to enhance quality education delivery was teachers belonging to associations. The study revealed that teachers belong to different subjects associations

according to their area of specialisation. These subject associations are as follows: Zambia Association for Science Educators ZASE, Zambia Association for Mathematics Educators ZAME, Zambia Association for Technology Educators ZATE, languages Teachers Association of Zambia LATAZ, Home Economics Association of Zambia HEAZ and Social Sciences Teachers Association of Zambia SOSTAZ.

The study indicated that the listed associations above made sure that teachers met according to their subject specialisation and discuss areas of challenges the encounter during the teaching- learning process to enhance quality education delivery. The respondents reported that these associations have helped them to teacher effectively thereby enhancing the quality education delivery in their schools.

The firth strategy on how to enhance quality education delivery was teacher given extra tasks. The study revealed that teachers were given extra tasks apart from that of teaching. The school consisted of different committees that helped in the running of extra-curricular activities and these committees included: Sports committee, Production unit committee, Tack shop committee, Procurement committee, Stores committee, Preventive maintenance committee, Project committee and Guidance and counselling committee

The study revealed that the above mentioned committee's facilitated the smooth running of the school. The teachers became involved in the running of the school in all the programs given by the administrators. This made teachers to become part of the management system of the school through their participation in the committees. The teachers also revealed that lack of support in the running of these committees have demotivated teachers and hence non participation by some teachers in the implementation of programmes. Selective appointments by the administrators have also made some teachers not to support these in top positions of committees. There is need for administrators to put in positions of these committees people who are qualified and experienced.

5.5 Summary

This chapter has presented the discussion of findings based on the objectives of the study. The next chapter presents the conclusion and recommendation of the study.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.0 Overview

This chapter presents the conclusion and recommendations of the study. The objectives of the study were to: identify teacher management strategies employed by head teachers, establish quality assurance mechanisms used in the teaching- learning process, determine challenges faced by schools in their quest to provide quality education and propose strategies on how to enhance quality education delivery.

6.1 Conclusion

The study concluded that respect for teachers by administrative staff was important as it created conducive environment for both administrators and teachers. Respect is important to these three secondary schools because it has contributed to the content of safety, openness and reflection among staff. Adequate supervision of teaching staff enhances effective service delivery in secondary schools in Nyimba District though faced with attendant and institutional challenges. Decision making has to be decentralised and based on management interchangeably with the staff. This provides staff with authority, flexibility and acquisition of resources which could solve the problem of misunderstanding between supervisors and staff.

The study also addressed the issue of teacher motivation as an essential factor for classroom effectiveness and school improvement. Teachers from these schools have to do with desire to participate in the education process. It was therefore recommended that in this era of materialism and display of wealth in the face of widespread poverty teachers need to be adequately motivated. Positive and negative reinforcement employed by administrators to staff enhances order and discipline among staff. The positive reinforcement included verbal or written praises, informal and formal awards. Negative reinforcement employed by supervisors maintains discipline among staff. This could be through reprimanding staff verbally or through formal documentation, demotion and termination of service.

The society might not be aware that the role of the teacher in schools calls for sacrifice, perseverance and tolerance; it implies self-control, discipline and respect for self and others. Therefore teachers need appropriate assistance to raise the academic tone of the school. The

consequence of non-availability of teaching facilities is that no matter how energetic, enthusiastic and committed a teacher might be, his/her efforts and level of performance might not produce the required result. Likewise a teacher action to satisfy motivate could be affected by the negative context of the school environment. Moreover, teacher group meeting (C.P.D) through department are to be encouraged as they promote teacher effectiveness in the acquisition of knowledge and skills.

6.2 Recommendations

Arising from the findings and discussion the following recommendations were made:

1. School Administrators should continuously put in place appropriate strategies for motivating their teachers in order to enhance commitment.
2. The Ministry of General Education should encourage administrators to undergo training in the management of teachers in order to enhance efficiency in teacher supervision.
3. School administrators and supervisors should adopt appropriate administrative strategies to countermand the negative effects of the challenges in school management to ensure effective service delivery.
4. The government should allocate more funds to schools to encourage CPD meetings so that teachers are equipped with the new techniques and skills.
5. School administrators should involve teachers in the procurement of teaching and learning materials in order to enhance quality education delivery.
6. There is need to develop quality assurance framework and strategies for teachers in order to promote efficiency and professionalism among staff.
7. The Ministry of General Education should support subject association's formulation and organisation in order to enhance specialisation among teachers.

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APPENDICES

APPENDIX 1

Interview Guide for Administrators

Management of teaching staff for quality education delivery

1. What quality assurance mechanisms have you put in place to ensure positive teaching and learning in the school?

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2. How do these strategies help you achieve good management results for teacher performance?

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3. How do teachers respond and use these quality assurance mechanisms to improve the teaching- learning process?

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4. What challenges do you face in your quest to provide quality education in your school?

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5. How have you tried to overcome these challenges?

6. What do you think should be done to improve the quality of education and the teaching- learning process in your school?

7. Is there anything else you wish to say on the management of teachers for quality education in your school?

Thank you for your cooperation

APPENDIX 2

Questionnaire for Teachers

INSTRUCTION: tick in the black spaces provided and write briefly in the spaces provided.

1. Gender Male { } Female { }

2. Professional qualifications. Masters { } Degree { } Diploma { }

3. Highlight the teacher management strategies put in place by your administrators?

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4. How would you describe these teacher management strategies?

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5. What quality assurance mechanisms have your administrators put in place to ensure positive teaching and learning?

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6. How have these quality assurance mechanisms helped you in your teaching?

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7. What challenges does your school face in its effort to provide quality education?

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8. What has your school done to mitigate these challenges?

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9. What do you think should be done to improve the quality of education and the teaching- learning process in your school?

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10. Is there anything else you would like to say on the management of your school for improved quality of the teaching- learning process?

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Thank you for your cooperation.