

**EDUCATIONAL STRATEGIC PLANNING AND DEVELOPMENT: EXAMINING
ITS CONTEXT AND EFFECTIVENESS IN SELECTED SECONDARY
SCHOOLS OF KABWE DISTRICT, ZAMBIA**

BY

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A dissertation submitted to the University of Zambia in partial fulfilment of the requirements
for the award of the degree of Masters of Education in Education and Development

UNIVERSITY OF ZAMBIA

LUSAKA

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DECLARATION

I, Anthony Mulenga Bwalya, do hereby declare that the work contained in this dissertation is my own, and that it has not been submitted for a degree at this or any other University and that it does not include any published work or material from another dissertation except where the reference has been made.

Signed.....

Date.....

CERTIFICATE OF APPROVAL

This dissertation of Anthony Mulenga Bwalya has been approved as partial fulfilment of the requirements for the award of Master of Education in Education and Development by the University of Zambia.

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Date

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DEDICATION

I dedicate this dissertation to my late father Mr. Augustine Mpange Bwalya and late mother Mrs Deovister Ngosa Kasonde; my late elder brother Mr Everisto Kasonde Bwalya, my elder sister Ms Catherine Chanda Bwalya and lastly but not the least, my late younger sister Ms Annie Mpange Bwalya for having been there for me in turbulent and happy moments and encouraging me in this transient life.

To my family, my wife Rhoda and my three sons, Chishala, Lusungu and Mpange, I say thanks for the endurance you have had during the period of study and the patience rendered. I love you all, God bless.

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ACRONYMS

ASP	-	Association for Strategic Planning
FNDP	-	Fifth National Development Plan
GCE	-	General Certificate of Education
HOD	-	Head of Department
JSSLE	-	Junior Secondary School Leaving Examination
MOE	-	Ministry of Education
PEO	-	Provincial Education Officer
PESTELIN	-	Political Economical Social Technological Environmental Legal Industry National plan
PTA	-	Parents Teachers Association
SNDP	-	Sixth National Development Plan
SP	-	Strategic Plan
SWOT	-	Strength Weakness Opportunity Threats
UNZA	-	The University of Zambia
US	-	United States
USA	-	United States of America
ZEDPES	-	Zambia Effective Delivery of Public Education Service

ABSTRACT

The demand for performance based management in Zambia 's education system has brought changes in the approach of management of schools. Strategic planning is extremely important in the realization of change. The purpose of this study was to establish the context and effectiveness of educational strategic planning in terms of development in selected secondary schools of Kabwe district. The study sample consisted of 480 respondents from 8 secondary schools. Each school had 60 respondents comprising the Head teacher, deputy, 42 pupils, 4 HODs and 12 teachers. The respondents were selected using purposive, stratified, simple random sampling technique and the instruments for data collection were questionnaires and interview schedule. The validity of the research instruments was determined by requesting lecturers to assess the research instruments. The agreements among lecturers gave satisfaction on validity of the research instruments. The data were analysed using descriptive statistics such as frequency and percentage distribution in SPSS software programme.

The findings of this study reviewed that the context for educational strategic planning was favourable. The head teachers of the secondary schools are qualified and had the necessary experience. Schools were able to apply standard principles of management so well. Schools recognised the need to had had mission and vision statement displayed in the premises in accordance with the Zambia national policy on education “educating our future” of 1996 but there were inabilities for all schools to have evolved from mission statement and vision statement and put in place an educational strategic plan for the school. Schools do not have hard copies of an educational strategic plan. If it were claimed to be there though not written, still from the discussions of the findings, we deduced situations like no meaningful objectives for the strategies in all schools in their acclaimed unwritten plan; schools could not give an account of Historical profile and their milestones which were essential in educational strategic planning. Stakeholders’ involvements in the planning were inadequate. In some cases only the head, deputy and statistician were doing the planning. Necessary documents that were supposed to be used like the education act, millennium development goals, educational policy, education for all and school core values, were not at all observed to have been consulted in their planning according to findings. The effectiveness of this kind of planning, where there were the mission and vision statements but having no ideal components had ushered schools to a level where identified key issues, desired outcome and achievements not having had much correlation in each of the selected secondary schools as could be

observed in the presentation of findings. The key issues, desired results and achievement to a greater extent were not the same. To some extent there was no educational strategic planning in the selected secondary schools in Kabwe District.

The decisions, procedures, predispositions and control procedures were not as in ideal administrative systems associated with the undertakings of strategic planning. Findings shown no strong indication that the conversion process had input from the political, social, economic, technological, environmental, legal, industrial and national plan matters. The expression of policy/laws plus performance or goods and services actually delivered to the public and to officials in other segment of government were inadequate (Iran Sharkansky, 1978)

The study recommended that Secondary schools should have comprehensive educational strategic planning for administrative function as the educating our future national policy on education demanded. As Strategic planning was a key to superior performance and extremely important tool for school organisational effectiveness. Strategic planning was a management tool that evolved in institution of learning through adaptation of practices in the business world (Rowley, Lujan & Dolence, 19997) and had been acclaimed internationally as effective in improving the performance of state owned enterprises as well as government (Bryson,1998). Strategic planning was applied when new organisation was started, when organisation had embarked on a new initiative or large project or begun phase of an ongoing effort, organisation invigorated an older initiative that had lost its focus or momentum (Fawcett et al, 2001).

Study be undertaken to find out why secondary schools were not planning strategically to resolve the current situation. Continuous Professional Development workshops be conducted to assess practices in Education delivery. Secondary educational standard officers be equipped with skills needed in coming up with strategic planning so that they could give informed advice to secondary schools.

CHAPTER 1

INTRODUCTION TO THE STUDY

Overview

This chapter introduced the investigation into the context and effectiveness of strategic planning in selected secondary schools of Kabwe district of Central Province of Zambia. The introduction starts with the background of strategic planning in Zambia. Thereafter, the chapter presented the problem under investigation, the purpose and objectives of study as well as the specific questions through which the objectives are addressed. Subsequently, the chapter provided the significance of study and scope of study. The chapter ended by providing the theoretical/conceptual framework and operational definitions.

1.0 Background to study

Following Zambia gaining independence in 1964, there was need to expand the economy. The Government of the Republic of Zambia realised that economic expansion could best be done by developing the education system because of the centrality of its knowledge, skills and technology in shaping the organisation and its ability to develop the productivity of the economy. Furthermore, the development of education system would provide the much needed educated labour force but then the education system was afflicted with so many problems. The Government of the Republic of Zambia embarked on the establishment of Educational infrastructure such as The University of Zambia, expansion of secondary schools and improvement of primary education based on the Education Act of 1966. Policy on education provision went through many changes and this led to the establishment of Education policy of 1996 called **Educating Our Future** national policy on education (Kelly 1999).

The Policy on education, **Educating Our Future**, demands that schools should adopt and embrace performance-based management for effective attainment of the school objectives to avert the many challenges facing educational institutions such as poor performance and lack of adequate physical and human resources (MOE, 1996). The policy emphasises that supervisors in educational institutions should have various skills, both technical and social. The skills included strategic management functions of organising, staffing and leading; human resource development, completion of confidential and statistical reports; computer

skills, managing change, research skills and writing up project proposals; control of physical resources and assets; industrial law; visionary leadership and the ability to communicate the vision to the staff; decision making; organising and chairing meetings; and personnel management skills, including record keeping and staff appraisal. The policy also put emphasis on the need to creating effective schools with school cultures which was consciously developed based on vision of the school mission. The culture should be expressed in actual practice on a regular basis. The culture values, aspirations and traditions of the school provided a justification for everything else the school did. School culture manifested values, aspirations and traditions through the aims formulated, stories about school history and past pupils, its rules and regulations, the environment created for teaching and learning, assemblies, routine rituals and special ceremonies, the upkeep and appearance of its buildings and surroundings, its distinguished symbols (colours, mottos, crest, uniforms e. t. c). All these, and other factors, contribute to corporate culture and identity of school. The policy stipulated that School plans should be derived from the vision statement which emanates from the mission statement of the school. The school action plan should provide goals, strategies and their objectives (MOE, 1996). This process of creating a school culture and plan through the mission and vision to provide a school plan is called education strategic planning. The guidelines issued by MOE seem to suggest that by pursuing a greater mission differentiation and re allocation of resources, schools would be better positioned to respond to changing needs of an area.

Wernham (2004) observed that Strategic Planning process, resources such as people, skills, facilities and money to implement the strategy must be adequate. Many organisations are focused on becoming more competitive by launching competitive strategies that give them edge over others. To do this they need to craft workable strategies. Cummingham (2006) observed that Strategic planning was a disciplined effort to produce fundamental decisions and actions that shape and guide what an organisation is, what it does and why it does it. It was for this reason that the Government of the Republic of Zambia through the ministry of Education embarked on competitive strategies that made Educational institutions competitive and gave schools edge over other organisations.

The Ministry of Education implemented the strategic plan training in management and supervisory positions (MOE, SP 2003-2007). The Sixth National Development Plan which aimed at building on the gains of Fifth National Development Plan in the process of attaining

the vision 2030, improved school management through capacity building of school managers (SNDP,2011-2015). With the MOE, SP (2003-2007) and SNDP (2011-2015), those in management and supervisory positions were trained in strategic management of change and planning.

1.1 Statement of a Problem.

Administrators in secondary schools of Zambia used Educational strategic planning from 2003 to 2016 as an approach to meet the school developmental needs, as directed in the Educating our future national policy on Education, but the implementation of Educational Strategic Planning lacked monitoring (ZEDPES, discussion paper, 2013).

The argument was a School was an organisation in a Social System. If Social System analysis were to be conducted it had to be studied in totality. No single component of the social system had to be looked at in isolation when evaluating school performance. Administrators should not be isolated and analysed when evaluating the school performance (Basu, 1994).

.Johnson (2004) observed that 66 percent of organisational strategies are not executed at all. In many cases, this was not because of poor strategy and the idea behind. Many valuable strategies were faced with problems and failures in the implementation stage. The main challenges in management of Educational strategic planning, basically, were in the implementation of strategies rather than in the developing stage. These contexts permeate this study

According to many, strategic planning has become a systematic means of analysis for schools in time (Davies and Ellison, 1997). There was not enough empirical research in secondary schools in relation to strategic planning. Empirical research concentrate only in the area of higher education (Ham bright and Diamantes, 2004). It seemed as though there were limited published studies having been done to find out about the context and effectiveness of the Educational Strategic Planning in secondary schools of Zambia where a school was considered to be in a social system. Therefore, this research investigated Educational Strategic Planning and Development: examined its context as well as the effectiveness of the Educational Strategic planning in selected secondary schools of Kabwe district which were considered in totality and being in social system, whether the main challenges are in management or lie in the implementation of strategies rather than in the developing stage.

1.2 Purpose of study

The purpose of the study was to examine educational strategic planning context and its effectiveness in selected secondary schools of Kabwe district.

1.3 Study objective

1.3.1 General objective

To establish the context and effectiveness of strategic planning in selected secondary schools of Kabwe district.

1.3.2 Specific objectives

1. To measure the extent of application of standard principles of management in the selected secondary schools of Kabwe district.
2. To investigate the nature of educational strategic planning in the selected secondary schools of Kabwe district.
3. To determine the desired outcome from the educational strategic planning in the selected secondary schools of Kabwe district.
4. To identify the achievements from the implementation of the educational strategic plan in selected secondary schools of Kabwe district.

1.4 Research questions

- I. How are the standard principles of management applied in these selected secondary schools of Kabwe district during the implementation of educational strategic plans?
- II. What is the nature of educational strategic planning in the selected secondary schools of Kabwe district?
- III. What are the desired outcomes expected from the successful implementation of educational strategic planning in each of the selected secondary schools of Kabwe district?
- IV. What are the achievements from the implemented educational strategic planning in these selected secondary schools of Kabwe?

1.5 Significance of study

The findings of this study may be used in the efforts to reorient secondary schools towards Strategy Planning and Development. Stakeholders of the secondary schools may intensify on the understanding of Strategic Planning and its effectiveness and appreciate the importance of continuous professional development programmes. The findings would contribute towards the management of change in educational development in Zambia. Furthermore, the findings may guide secondary schools in checking and controlling external influence on the running of schools and help in the management of educational organisations by emphasising on the need to uphold performance based approach. Findings would be helpful in economic development as may lead to producing good quality educated human capital that would enhance production in the economy of the country as the weaknesses in the findings are worked on by supervisors of educational organisations. And findings would provide information to researchers dealing with related problems.

1.6 scope of study

The researcher limited this research to eight government secondary schools in Kabwe district, Central Province. The study included respondents such as the head teacher, deputy head teacher, head of departments, subject teachers and grade twelve pupils and this provided a population of 60 respondents from each of the selected secondary schools. The grade twelve pupils were in a position to understand the items in the questionnaire. The study focused on the strategic planning (administrative functions), management of principles for organisational administration, desired results and achievements in school development. The study did not cover grant aided secondary schools in Kabwe district so that the mission and vision of the selected secondary schools were not misunderstood by pupils and some teachers as managing agencies also had the mission and vision statements pertaining to their religious organisation. The study included quantitative and qualitative data collected by survey method through physical visits to the selected secondary schools using interviews, questionnaire and document observation and the data collection. The research took a year before its completion.

1.7 Theoretical framework for the study

According to Pfiffner (1960), Administration entailed organisation and directing of human and material resources to achieve desired ends. Therefore, cooperative effort and pursuit of common objectives are the two essentials of administrative. Public administration was any kind of administration in public interest which meant Government administration but the administration of private enterprises meant private administration. Public administration was the non-political bureaucratic machinery of Government for implementing its laws and policies in action, e.g. the collection of revenues, maintenance of law and order, running the railways and postal services, Maintaining an army, running schools and hospitals. Public administration operated within a political context and means by which the policy decisions made by the political decision makers were carried out. Public administration was decision making, planning the work to be done, formulating objectives and goals, working with the legislative and citizen organisations to gain public support and funds for Government programmes, establishing and revising organisations, directing and supervising employees, providing leadership, communicating and receiving communications, determining work methods and procedures, appraising performance, exercising controls and other functions performed by Government executives and supervisors. Public Administration was the action part of Government, the means by which the purposes and goals of Government were realised (Basu, 1994). The scope of public Administration encompassed principles of public administration such planning, organising, staffing, directing, coordinating, reporting, and budgeting (Gulick et al, 1937) and principles of management such as division of labour, authority and responsibility, discipline, unity of command and direction, subordination of interests, remuneration of personnel, order, equity, initiative, team spirit, centralisation and decentralisation, scalar chain, stability of tenure of personnel and others (Taylor, 1947).

Public administration was considered as a social system with interrelated parts which received inputs, acted upon them in an organised or planned manner and thereby produced certain outputs. The system comprised of individuals who made decisions and behaved on the basis of their reactions to their needs and environment. The most important values of the system approach were to be found in the systematic research for significant interactions while evaluating policies or actions of any organisation. Social system analysis was conducted, it had to be studied in totality and what systems analysts are set to achieve was to predict the system ' movements by interpreting the relationship between parties (Simon, 1959). The

systems approach to Public Administration analysis took into account more variables and interrelationships while looking at organisational problems in the frame work of a larger system (Basu, 1994).

Administrative system was concerned with implementation of public policy and execution of laws and it was the indispensable arm of Government for attending to the welfare needs and aspiration of it citizen. Administrative system is not only acted upon but it acted in rational and cooperative way. It inaugurated and controlled much change. The systems frame work provided piece of information to the need for an integrated perspective on public administration. Administrative system was the combination of administrative unit and all the elements and processes that interacted with the unit, that was the (1) environment within which administrative unit operated and which influenced and was influenced by the unit, (2) inputs to the unit, (3) output from the unit that are connected with each other by the (4) conversion process and by the (5) feedback mechanism (Sharkansky, 1978).

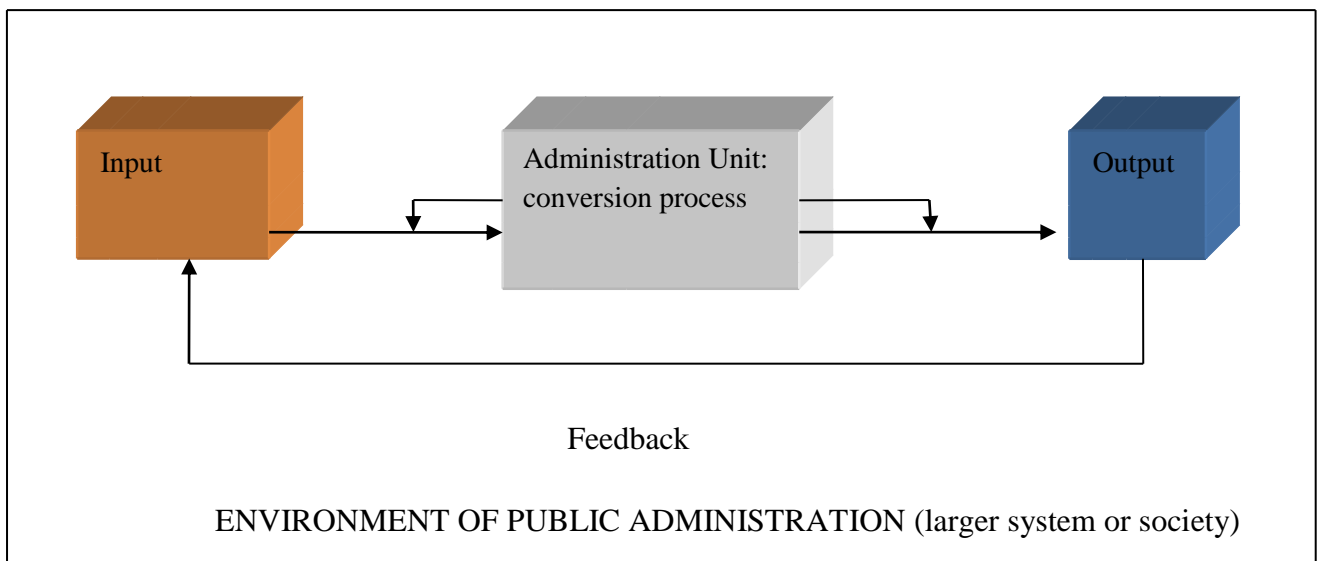


FIGURE 1.8.1 ADMINISTRATIVE SYSTEM (Basu, 1994)

In this administrative system of Public Administration, environment included the numerous social, economic, and political conditions that presented problems to the administrators and subsequently, assisted or confounded their efforts to resolve these problems.

The environment comprised the clients who were to benefit from a policy; a market that was influenced by the adoption of the policy, interest group, members of the public, and other units of Government that expressed political support for or opposition to the policy. While

some of these elements facilitated policy making and solution to social problems, others made the problems difficult for the administrators

Policy inputs were the resources sent from the environment to the conversion process of the administrative system. These included demands for policy, human and natural resources, support or opposition towards the actions of administrators.

Conversion process affected the actions of administrators and they included the chains of command and other formal structures found within the administrative agencies, the procedures used by officials to make their decisions, the administrator 's personal experience and predispositions and the ways the administrative superiors controlled their subordinates. Besides there might be conflicts between the formal rules of the organisation and the personal values of administrators; clashes among administrators that increased the problems in making agent outputs; decision makers' use of routine procedure to simplify complex and numerous inputs. Output that administrators provided to the environment included services, tangible goods, behavioural regulations, statements, and activities. Administrators also provided direct benefits- information, technical advice, and concremented proposals necessary for policy formulation to officials in other Government unit. Output to environment included: expression of policy plus performance actually delivered to the public and to officials in other segments of government. Policy represented efforts of administrators and other officials to make choices in public affairs. Performance represents the work which is actually delivered. Policies aimed at services by defining expenditures, salary levels, number of employees and the rule that governed treatment of the clients. Performance might reflect the influence of policies but also reflected the influence of various factors that complicated the implementation of policy. It was difficult to judge administrators' partly because the policy might have several goals spelled out in the legislation or statements of administrators. For each policy, there might be different ways of measuring performance, by the frequency with which services are actually made available, by evaluation of services by clients or professional experts; or by changes in the level of consumer satisfaction as a result of a programme.

Feedback represented the influence of earlier outputs upon the demands, resources, support, or opposition (inputs) that an administrative system receives. Clients and legislators were always making some efforts to get administrators to change their policies or their decisions in particular cases (Basu, 1994)

Churchman (1968) drew attention, in relation to the management of the system as encompassed the total objectives of the system and the measures of system performance, the system 's environment acting as a constraint, the systems' resources that are put to use in performance, the system 's components and its goals and activities, and the management of the system, regulating and decision making aspect.

The Government selected secondary school in this study when it came to be analysed were regarded as public administration in the context of general system. In this general system approach, Zambian society was regarded as larger system where as Government secondary school was a subsystem interacting with the larger system. The secondary school was observed to have had an administration system. The administrative system having inputs, administrative unit, output, conversion process connected to input and output, and feedback influencing the input. The conversion processes used with the input were the principles of management, administrative function (planning, organising, directing executing, controlling, coordinating, and others), policies and laws. The administration system of the secondary school organisation that was associated with the undertaking of strategy in planning did strategic planning. Government secondary schools in Zambia implemented strategic planning from 2003 to 2016 and offered an opportunity to examine the context and effectiveness of strategic planning during the period. The conceptual frame work for the study emanates from administrative system offered context of strategic planning in the conversion process with input which encompassed principles of management, laws/ policies and administrative function and it's measure of effectiveness through the measure of performance as the output. The theoretical frame work would provide the determination through the conceptual frame whether the challenges situates in the implementation stage rather than in the developing stage of Educational strategic planning.

1.8 Conceptual framework for the study

The figure below shows the Conceptual framework and administrative system of secondary school organisation with the involved principles of management; intervention of policy, rules, regulations and laws, Strategic functions of administration interacting and producing strategic plan for demands, sourcing materials and support; and developments.

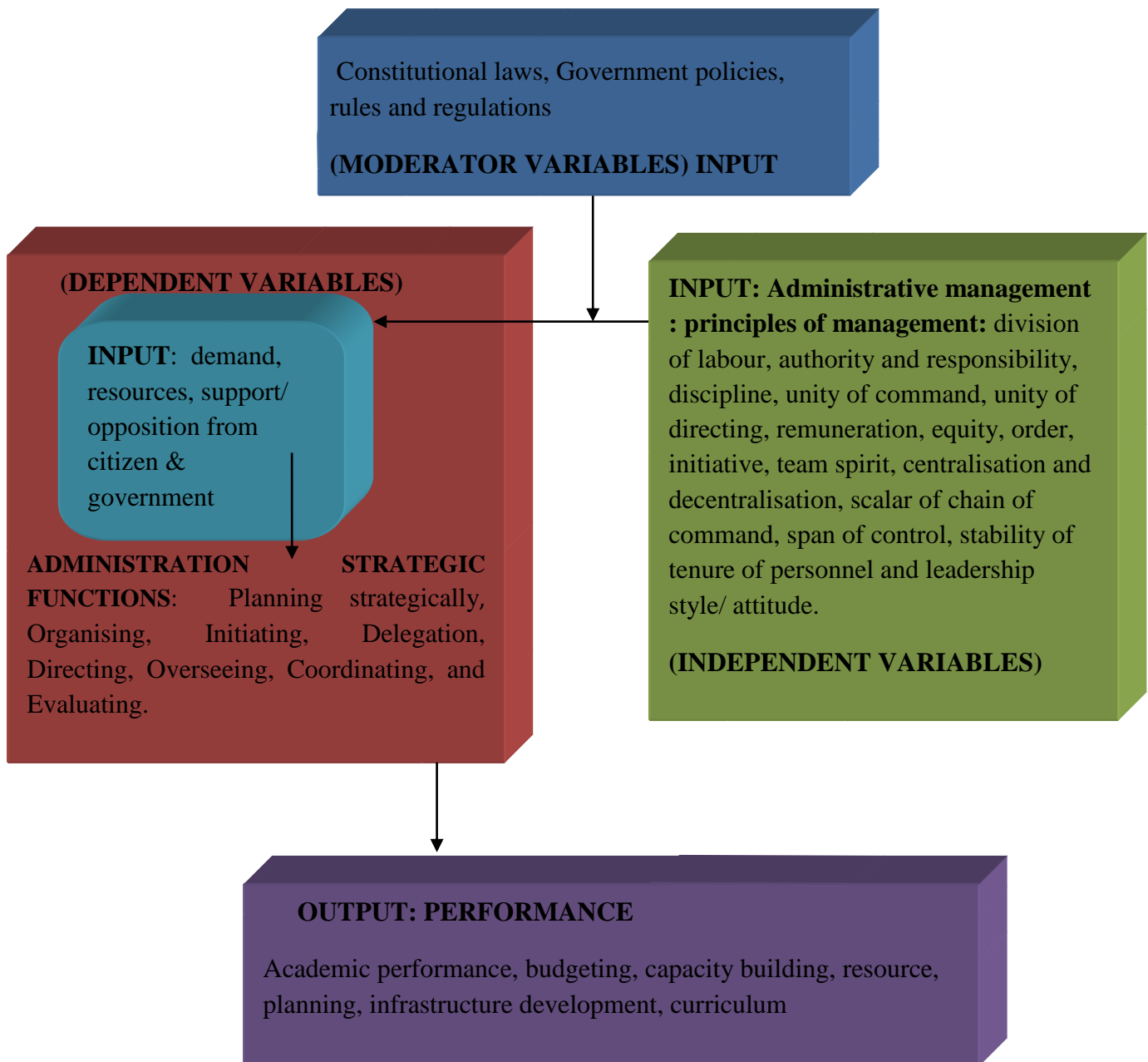


Figure 1.9.1 Conceptual frame work from the administrative system (Basu, 1994)

The details of variables in the conceptual framework provided parameters for analysing the context and the performance of educational strategic planning. The intense of implementation of variables of the conceptual framework provided a correlation with the performance. When such variables are well implemented and desired performance achieved then the context is fine and relevant development took place. This emanated from the Association for Strategic Planning; United States based nonprofit organization which mentioned that measure performance the same way starting with desired outcomes and results. The criterion involved the considering of desired outcome from the context and effectiveness (achievements of the school), Strategic planning (future direction of the school) was evaluated together with principles of management together with administrative strategic functions in organisations and results of the administrative system of the selected secondary schools organisation due the general systems theory for organisation analysis which stated that an organisation was regarded as a system to be studied in totality (Basu, 1994). The study culminated the study in totality into determination whether the main challenges situated in the implementation stage rather than in the developing stage as the context of strategic planning in secondary schools.

1.9 Operational definitions for the study

- a. **Theory:** A body of ideas which help to determine the actual phenomena (Hoy et al 1987).
- b. **Administration:** Actual process of implementing or carrying out the organisation goals and objectives (Basu, 1994).
- c. **Strategy:** Setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. A strategy describes how the ends (goals) will be achieved by the means (resources). The senior leadership of an organization is generally tasked with determining strategy. Strategy can be planned (intended) can be observed as a pattern of activity (emergent) as the organization adapts to its environment or competes (Williams 1994).
- d. **Strategic planning:** An organisation's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy. It may also extend to control mechanisms for guiding the implementation of the strategy and knowing when the strategy is implemented (Bryson, 1988).
- e. **Strategic planning** is reproducing an organisation 'itself in the eyes of its stakeholders in order to move the organisation to future(Alexander and serfas, 1999)

- f. **Effectiveness:** producing results that are intended (advanced oxford learner s dictionary 8th edition).
- g. **Achievements:** Something that somebody has done successfully especially using their effort and skill or the act or process of achieving something. (Advanced oxford learner s dictionary 8th edition). .
- h. **System:** a collection of interrelated parts which receives inputs, acts upon them in a planned manner and thereby produces certain outputs (Basu, 1994).
- i. **Development:** Improvement in terms of pupil performance, infrastructure, human and material resource, budget, planning, capacity building, curriculum, infrastructure.
- j. **Context:** the situation in which something happens and helps you to understand it. (Advanced oxford learner 's dictionary 8th edition).
- k. **Policy:** a statement about practice (Dolence, 2004.)
- l. **Management:** the process of maximising the potential of people and coordinating their efforts to attain the set goals or objectives (Savendra et al 1994).
- m. **Principle of management:** rules, guide lines or regulations that are applied for management of an organization (Dolence, 2004).

1.10 Summary

This chapter introduced the title of study and provided some back ground information on strategic planning and education in secondary schools. Subsequently, the chapter provided the statement of the problem, the purpose of study, objective of study as well as specific questions through which objectives are addressed, significance of the study and scope of the study. Furthermore, the chapter provided the theoretical and conceptual frame work, attempted to explain key concepts in the study. The next chapter presents a review of relevant literature on the strategic planning and educational development.

CHAPTER 2

LITERATURE REVIEW

Overview

The previous chapter gave an introduction to the study on examining Educational Strategic Planning context and effectiveness in selected secondary schools in Kabwe district. This chapter examines the literature related to this study. It starts with the historical overview of area of Strategic Planning, model of Strategic Planning, Study done in developed country on Strategic Planning and Educational Development followed by studies on Strategic Planning in developing countries in Africa and also gives the limited studies pertaining to Strategic Planning in Zambia. The chapter concludes by synthesising the knowledge and experiences gathered from different studies from developed, developing countries.

2.0 Historical overview of Strategic Planning

Historical accounts of General Planning begun during the Industrial Revolution with Taylor in the year 1911, the proponent of the Principles of Scientific Management (Dolence, 2004). Later, the Harvard Policy Model introduced the assessment of Strength, Weaknesses, Opportunities and Threats to general planning (Mintzberg, 1994). Following World War II, Corporate Strategy, a sophisticated model for Strategic Planning developed (Ansoff, 1968). The sophisticated model of Strategic Planning was simplified to contemporary model of Strategic Planning (Dolence, 2004). Mintzberg made a critical review of Strategic Planning method in his book titled Rise and Fall of Strategic Planning. Despite Mintzberg's purported rise and fall, Strategic Planning remained widely practiced process in non-profit making organisations and business sector as a key to superior performance and a management tool that had evolved in institutions of learning through adaptation of practices in the business world (Rowley et al, 1997). Strategic Planning had been welcomed publicly internationally as effective in improving the performance of state owned enterprises as well as government and was important to any organizational work performance because it determined the organisation's success or failure. According to Birnbaum (2003), strategic planning had also been integrated into Educational organisation since 1990s. According to many, strategic planning had just become a systematic means of analysis for schools in time (Davies and Ellison, 1997). Strategic planning was used when starting a new organisation, organisation starting a new initiative or large project or going to begin work in a new direction,

Organisation moving into a new phase of an ongoing effort, organisation try to invigorate an older initiative that has lost its focus or momentum (Fawcett et al, 2001). Johnson (2004) observed that challenges of Educational strategic planning were situated in the implementation stage rather than in the developing stage of strategic plan and this was what this study investigated.

2.1 Model of Educational Strategic planning

Strategic Planning was designed to move school organisation through the steps of understanding changes in school organisation external environment, assessing the internal strengths and weaknesses of the school organisation, developing a vision for the desired future for the school organisation and some ways to achieve the mission of the school organisation, developing specific plans to get school organisation from where it is to where it wants to be, implementing the plans and monitoring that implementation using milestones so that necessary changes could be made (Brown et al, 1987). Creating the future for a school organisation involved stakeholders such students, subject teacher, head of department, deputy head, head teacher, school board chairman, district educational board secretary, provincial educational officer, community representative and local businessman.

Strategic planning begins with Mission Statement that summarises the organisation purpose, operations and aims (Cook, 1988). The process focused on student/ pupil performance when setting values and vision and used the principles of productivity and achievement. The process involved the Conducting of scan of school organisation environment called Strength, Weaknesses, Opportunities and Threats analysis, prioritising of issues, then action planning based on Strength, Weakness, Opportunity, Threat analysis was put in place and administrative functions such as planning, organising the staff, directing staff, execution of the plan, controlling and coordinating of staff, motivation of staff while paying attention to subordination of staff interest, public relations and labour relations making sure that they are adhered to. Local data generated was collected to set ongoing improvements and research (Blum et al, 1991). Pupils/ student learning goals are central to all improvement efforts over a two year period during which there was guided building to establish values, beliefs, vision and pupils learning goals. The initial process took three years and then the process was renewed, revised, renewed and strengthened. Frequent two way communication was essential to this process (Blum et al, 1991).

Many models for strategic planning could be found in the literature. Some authors and researchers had offered analyses of the various processes available at any given time in history but the core elements for Strategic Planning included: 1. Vision statement that decided in advance a desired future stated in words. 2. Mission statement suitable with the vision that identified purpose. 3. Core values that articulated the motivation of the community. 4. Statement of key issues. 5. Goals that closed the gap between the institution's current state and its future vision. 6. Strategies to achieve each goal. 7. Objectives for each strategy. 8. Measurable indicators of success (Center for Strategic Planning 2001).

The variables in strategic planning provided parameters for measuring its content and performance. The Association of Strategic Planning, United States based nonprofit organization mentions that performance should be measured in the same way starting with desired outcomes and results: considering of desired outcome from situation analysis, strategy formulation implementation. The model for Educational Strategic planning was implemented in secondary schools of Zambia from 2003 to 2016 as a management tool for effectiveness in Educational delivery. This study used the model and its parameters situated it in the school organisation as a social system and analysed the context of strategic planning in the selected secondary school and its effectiveness and determined whether the main challenges of educational strategic planning situated in the implementation stage rather than in the developing stage.

2.2 Study done in developed country

A study was conducted in Winnetka public school, United States America on the effectiveness of school using strategic planning and the study revealed that strategic planning was worth the effort and agreed that the process improved communication between school and community, provided school board direction, aligned other processes to national strategic plan, created a staff willingness for school improvement priorities, established goal priority among staff, and aligned the budget process to strategic plan goals and objectives (Jasparo, 2006). The study also revealed that there were improvements, including higher scores on standardized achievement tests, curriculum planning initiative improvements, professional development planning improvements, better use of technology integration by teachers, better communication in and out of the school, development of benchmark assessments, and improved curriculum alignment. Where challenges are situated was missing in the study done in developed country. This study investigated the context whether the challenges of

educational strategic planning was situated in the implementation stage rather than in the development of design of the strategic planning.

2.3 Studies done in developing countries in Africa

A Study was conducted in Baringo District, Kenya (Chemwei, 2014). The objective of this study was to find out the factors that impede the implementation of strategic plans in selected secondary schools in Baringo district. The study had variables such as human resources, leadership style, organizational structure and culture of schools. The research employed the descriptive research design. The target population of the study was the 21 secondary schools and 329 teachers in the district. A sample of 84 teachers was utilized. A questionnaire was used to collect data. The data collected were analyzed both qualitatively and quantitatively. Data were analyzed according to the objectives of the study.

From the summary of research findings on the factors constraining the success of school strategies, it can be concluded that despite the evidence of the existence of strategic plans in learning institutions in Kenya, Public secondary schools in Kenya were facing the problem of successfully implementing their strategic plans amidst the Ministry of Education's demand for written strategies. Inadequate human resources to implement the strategy was a major constraint since without the people to work towards an organisation's vision and mission, it is not possible by all means to succeed in strategy implementation even if the budgetary allocation is sufficient and that for schools' strategies to succeed, the vision should be very clear to the implementers. The implementers should however own the whole process and not take it as if they are just working for the government. A Lack of ownership by the management could also constraint the whole process since they were the key decision makers and leaders of their institutions. At the same time, for the schools' strategies to succeed, the vision must be communicated to all the stakeholders. Budgetary allocation should also be sufficient to cover the costs of implementation. Furthermore, to curb the challenges posed by technology, the technological knowhow of all the stakeholders should be emphasized in order to minimize the chances of resistance from employees and any interested party in the schools' development. The study to find out the factors that impede the implementation of strategic planning did not address the argument whether challenges of educational strategic planning were situated in the implementation stage rather than in the developing stage. This study investigates the context ultimately.

Another study was done in Kenya on the Availability and the Level of Implementation of Strategic Plans in Secondary Schools in Nandi County, (Kipkemboi et al, 2015). The purpose of this study was to establish availability and the level of implementation of strategic plans in schools in Nandi County. The study adopted a mixed-method design. The target population included district education officials, senior teachers, and principals of secondary schools. A sample of 322 respondents which form 16% of the population arrived at using Krejcie and Morgan Formula. The study sample comprised of 85 secondary school principals out of a population of 152 and 234 senior teachers out of 1,900, and all the 5 district education officers. The respondents were selected using purposive, proportionate, and simple random sampling technique and the instruments for data collection were questionnaires and interview schedules. Data were analyzed using descriptive statistics such as measures of central tendencies.

Study findings revealed that very few (8) secondary schools in Nandi County had functional strategic plans, whereas the majority (77) of secondary schools had no strategic plans. The results indicated that the majority of the secondary school principals in Nandi County had no functional strategic plans to guide their respective schools to achieve their desired mission and vision. This study concludes that the majority of the secondary school principals in Nandi County had no functional strategic plans to guide their respective schools to achieve their desired mission and vision; that all the principals who had developed strategic plans in their schools implemented them in academic purposes, planning, and infrastructure development, whereas others had implemented theirs in budgeting, capacity building, and human resource development in their respective schools. It is therefore important that a competent and representative stakeholders' team should be put in place and through in-service and training on strategic planning process, competencies on strategic planning is enhanced so as to increase the level of its implementation. The study recommended that the Ministry of Education should train well all school managers in public secondary schools on the Strategic Planning process. The study in Nandi County therefore amplifies the need for the government of the republic of Kenya to streamline the strategic plan policy in view of expectations of the Ministry of Education circular in strategic planning of 2003.

On whether the schools were having plans of adopting strategic plans, it was found out that 63 principals indicated that they had plans of developing a strategic plan for their respective schools, whereas a few principals (14) indicated that they had no resolve of developing a

strategic plan for their schools. It was therefore concluded that majority of the principals in secondary schools in Nandi County who had no strategic plans for their schools were in the process of developing one, whereas a few had no plans of developing a strategic plan for their schools.

Regarding implementation of strategic plans in their respective schools, it was found out that all principals (8) indicated that they had implemented strategic plans in their schools in academic performance purposes, majority (7) had implemented in budgeting purposes, whereas only 1 had not implemented it in budgeting. Similarly, the majority of the principals (5) had implemented available strategic plans in capacity building, half (4) had implemented it in human resource development, all (8) principals had implemented the strategic plans in planning purposes, and, at the same time, all principals had implemented strategic plans in infrastructure development. It can therefore be concluded that the majority of the secondary schools with strategic plans in Nandi County had implemented strategic plans for their rightful purposes and intentions. The study did not cover the argument on where the challenges of educational strategic planning were situated whether in the implementation stage or in the developing or design stage. The study looked at the availability and implementation of Educational strategic Planning but Examining the context and effectiveness of Educational strategic planning in selected secondary school intends to fill the gap.

2.4 Studies within Zambia

It appeared there was limited study done on strategic planning in secondary schools in Zambia .The published study available was a research which was conducted on the impact of strategic plan on learners' academic performance: a case of selected secondary schools of Mwense District, Zambia. The research objective were to determine teachers' effectiveness in the implementation of strategic plan; to ascertain factors that acts as barriers in the implementation of plan and establish possible measures aimed at mitigating barriers to an effective implementation of strategic planning. The research used quantitative and qualitative technique and targeted a population of 1000. The results of the research showed that teachers were being effective in implementing the strategic plan while the absence of inadequate teaching and learning materials was the major barrier to successful implementation of strategic plan (William et al, 2016)

2.5 Synthesis of knowledge and experiences

Strategic planning had been integrated into educational organisation since 1990s. According to many, strategic planning had become a systematic means of analysis for schools in time (Davies and Ellison, 1997). There was not enough empirical research in secondary schools in relation to strategic planning. Empirical research concentrate in the area of higher Education (Ham bright and Diamantes (2004).This was the gap this study was to reduce.

When a study was to be conducted to evaluate a social system, it was to be done in totality (Basu, 1994). The research done in Zambia only focused on administrator 's performance in the strategic plans of the schools in Mwense District. Administrator s weaknesses/ strengths were isolated and evaluated in relation to school performance when ,according to social system theory, the school organisation was a social system part of the larger system.. when evaluating performance of school organisation which is a social system, the school had to be studied in totality, components of the school system were to be studied as an entity. It is difficulty to Judge administrator 's performance to some extent because a policy may have several goals spelled out in the legislation or statements of administrators. For each policy there maybe different ways of measuring performance; by the frequency with which the services are available, by evaluation of services by clients or professional experts, or by changes in the level of consumer satisfaction as a result of a programme.This is what this study intended to fill. To study school organisation as a system, studying the school system as an entity then related to school performance. The studies tended also to study whether the main challenges in management of educational strategic Planning were in the implementation of strategies rather than in developing stage(Johnson,2004).

Inspite of Zambia Educating our future Policy, national policy on education, put emphasise on strategic planning (EFP, 1996) and strategic planning implemented in schools from 2003 to 2016.There was no strong evidence of published investigations on educational strategic planning and development in secondary schools of Zambia which examined educational strategic planning whether the main challenges in management of educational Strategic Planning were in the implementation or in the developing stage of effective strategies and yet Strategic planning has been widely welcomed publicly internationally as an effective in improving the performance of Public Educational Organisation which had remained widely

practised process in Educational Institutions (Bryson, 1988). This was the gap that this study was to fill with regards to school organisational analysis.

The study provides the theoretical and conceptual frame work to show where the study is situated. The study used the administrative system theory (Sharkansky, 1978) and a conceptual frame work of the study showing the connections between the administration system with its principles of management and inputs from political, economical, social, technological, environment, legal, industries and national development plan, laws and policies moderating in the administrative function; administrative functions which involved planning strategically, organising, initiating, delegation, directing, overseeing, coordinating and evaluating. The entity of school system was being related to the performance emanating from the achievement. The school organisation was being studied in totality and this made it easy to predict the system 's movements by interpreting the relationships between the parts of the system. The system approach took in more variables and relationships, unlike previous study done within Zambia which only considered the Head te4acher and the teacher, while looking at organisation problem in the frame work of larger society and this approach of considering an organisation in an administrative system approach is widely used in organisation analysis (Basu, 1994). This was the gap this study tried to bridge. The approach reviewed whether the challenges in management of Educational Strategic Planning were in the implementation of strategies rather than in the developing of Strategies.

2.6 Summary

The chapter provided the historical overview of strategic planning, model of strategic planning, study done in developed country, studies done in developing countries in Africa, studies done in Zambia and synthesis of knowledge and experience. The next chapter presented the methodology applied in data collection and analysis in the study.

CHAPTER 3

RESEARCH METHODOLOGY

Overview

The previous chapter reviewed the literature of the study on Educational strategic planning and development: examining its context and effectiveness in selected secondary school of Kabwe district. This chapter presents the methodology used in carrying out this study. It consists of research design, study area, study population, study sample, sampling technique, instruments for data collection, procedures for data collection and time line and data analysis instruments and procedures.

3.0 Research Design

Caswell (2009) defined research design as an arrangement and procedures for the research that gives a range of broad decisions from beliefs to detailed data collection and analysis.

Kombo and Tromp (2003) defined research design as a scheme, outline or plan that is used to generate answers to research problems. Achola and Bless (1998) defines research design as a programme which guides the researcher in collecting, analysing and interpreting observed facts. De Vaus (2001) observed that the function of a research is to ensure that the evidence obtained enables us to answer the initial question as unambiguously as possible. Obtaining relevant information, therefore, entails specifying the type of evidence needed to answer the research question, to test a theory, to evaluate a programme or to accurately describe some phenomenon. It is the conceptual structure within which research is conducted.

The research design adopted descriptive survey method design. In the qualitative aspect feelings and insights were considered was used in the study of strategic planning with regards to the head teacher' s interview, considered to collect data using questionnaire and used in the determining of validity, reliability and analysis of responses given by respondents.

3.1 Study area

The study area for this research was Central Province of Zambia. There were seven districts in Central Province but the research targeted one district which is Kabwe district. Kabwe district was picked because of its location. It was the headquarters of central province, was along the rail line which made transportation easy and it was densely populated and would

easily provide the required respondents in nearby secondary schools. Kabwe district, had Government run Secondary Schools, therefore, the collection of data from Government secondary schools was assured. 8 Government run secondary school were targeted.

3.2 Study population

Bryman (2008) observed that a population is a universe of units from which the sample is selected or chosen and according to Kombo and Tromp (2006) a population is a group of individuals, objectives, or items from which samples were taken for measurement. In this study the population was the number of stakeholders of secondary schools which included school head teachers/deputy Head teachers, heads of department, teachers, and 2016 grade twelve pupils. Heads of department came from Natural sciences, Mathematics, languages, social sciences, business studies, practical subjects and computer.

3.3 Study sample

A sample was the segment of the population that is selected for investigation. It was a subset of the population (Bryman 2008). In this study 480 respondents was a representative sample (16 percent of study population). As Bryman (2008) argued in order to be able to generalise your findings from your sample to the population, the sample must be representative. By targeting same stratification of stakeholders in school, the sample was justified. Each secondary school provided 60 respondents and this was a representative sample for the secondary school as it gave what was to be known, useful, and credible and was done within the available time and resource and eventually contributed in the purpose of inquiry (Krejcie et al, 1970). The 60 respondents were distributed as follows: Head teacher, Deputy Head teacher, 4 HODs, 42 pupils, and 12 teachers.

As distributed below.

SCHOOL	head	deputy	HOD	TEACHER	PUPIL	TOTAL
A	1	1	4	12	42	60
B	1	1	4	12	42	60
C	1	1	4	12	42	60
D	1	1	4	12	42	60
E	1	1	4	12	42	60
F	1	1	4	12	42	60

G	1	1	4	12	42	60
H	1	1	4	12	42	60
TOTAL	8	8	32	96	336	480

Table 3.4.1: showing the distribution of representative respondents in each selected secondary school.

3.4 Sampling technique of the study

This study used Simple random, purposive and stratified sampling as sampling technique. According to Kombo and Tromp (2013:82) purposive sampling was a sample method the researcher purposely targets a group of people believed to be reliable for study. It is for this reason that the study intended to use the stated categories of people who were believed to have information through experience. Head teachers and deputies were selected purposely as they had required information for the research like government circulars, law and policy documents and used their authority and judgement that guided strategic planning. Random sampling was a method used where each unit in the population had an equal chance of being selected (Kombo and Tromp 2006). Specifically, simple random sampling was used in this study since no complexities were involved. This method was involved in picking respondents such as grade 12 Pupils, teachers and Heads of departments. These respondents were picked randomly so that each had equal chance of being selected as respondent. Though grade pupils were randomly picked within the class, they were picked by stratification according to the grade. Grade twelve pupils were in the position to understand the items in the questionnaire.

3.5. Instruments for data collection

Research instruments for data collection refer to the tools that the researcher used in collecting Data for the study (Ngandu, 2013). To collect data for this study used the instrument for collecting data such as questionnaires, interviews and documents. The respondents in the selected secondary schools were subjected to these instruments. The document check list was involved in the analysis of strategic plan documents.

3.5.1 Questionnaires

According to Kombo and Tromp (2006), a questionnaire was an instrument that gathers data over a large sample. A self-administered questionnaire was administered to 472 respondents

from 8 selected secondary schools in Kabwe district to collect quantitative data. The main reason of administering a self-completion questionnaire to respondents was to explore the existence, the nature, the performance of the Educational Strategic Planning in the selected secondary schools of Kabwe district. The questionnaires contained close ended questions about educational strategic planning. Closed ended questions gathered information pertaining existence, context and effectiveness of strategic planning in the selected secondary schools.

Each of the categories of respondents such as deputies, head of department, teachers and pupils had their own suitable questionnaire depending on the level and experience. Each of the questionnaires had the demographic section for the respondents, strategic plan section, strategic Planning process section, principles of management section and achievements of school section. Respondents were availed with the grading on the questionnaire to determine each one's level of agreement with the statement. The ranking were categorised as follows: 1= strongly agree, 2= Agree, 3= not quite sure, 4= Disagree, 5=strongly disagree. Respondents ticked throughout for each statement in the questionnaire

3.5.2 Interview schedules

An interview as a method of data gathering refers to the questions which are asked to respondent orally (Kombo and Tromp 2006). It consisted of a written list of questions on topic that needed to be covered by an interviewer. In this study, to collect qualitative data, semi-structured questions were administered to 8 head teachers to cross check deputies, heads of department, teachers and pupils responses to their questionnaires. According to Kombo and Tromp (2006), Interviews schedules were used in the data collection. Using the interview guide, face to face Interviews were conducted with school heads. To allow flexibility in data collection since the researcher was able to modify difficulty questions for more clarity and even ask some more questions depending on the context. The questions were open ended so that information not collected in closed ended questions in questionnaires could be collected. During the interviews the researcher took down notes for qualitative analysis. Interviews were designed for the purpose of getting intended information in a more systematic way.

3.5.3 Documentary review

Eight Educational strategic planning documents from the selected secondary schools were sought in trying to get the hard or soft copy of the plan to be used in the analysis of data.

3.5.4 Ethical Consideration

After being cleared by the research ethics committee at the University of Zambia obtained an introductory letter from the Assistant Dean Post Graduate in the School of Education and subsequently, got consent from the Provincial Education Office through the District Education Board secretary to initiate research. Permission was sought from the supervisors of the selected secondary school before research was to be done. Confidentiality was assured throughout the process First a piloting study on examining the context and effectiveness of strategic planning in secondary schools was conducted to establish whether the questionnaires could provide accurate data or not.

The pilot study was done at school A, a secondary school in Kabwe District. The head teacher was interviewed, the deputy, 4 heads of departments, 12 teachers, and 42 pupils were subjected to the questionnaire. The school was near to the study area and had similar characteristics as those in other selected Government secondary schools in Kabwe district. The results helped to devise the instruments for data collection further towards getting the required data and enhance validity. Validity entails the extent to which an instrument fairly and comprehensively represents the factors under study (Cohen et al). Validity examines the extent to which the results of the study could be generalised to the real world ((Bless and Achiola, 1988). Reliability was concerned with the consistency of results obtained from a measuring instrument. According to Bless and Achola (1988), reliability was concerned with the degree of consistency to which a particular measuring procedure gives equivalent results over a number of repeated trials. It depends on the trustworthiness of the research instrument, whether a research instrument was consistent and able to generate the same data when repeated several times. The data generated during pilot study were also used to determine the internal consistency reliability of the questionnaire.

3.6 Procedure for data collection

The data collection was done within the three months namely: November 2015, December 2015 and January 2016. Before the data were collected the following undertakings were made: first visits were made to the schools to make appointments and familiarisations with the schools. Made visits to the selected secondary school and administered the questionnaires/interviews and strategic plan document check list.

3.7. Limitations of study

Deviations from the true picture, with regards to the implementation of Principles of Management, Educational Strategic Planning in the selected secondary schools, might be there as some respondents feared to give the true picture of school activities in case the responses in the questionnaire were known by their supervisors. Owing to the fact that the research is academic and might review the participants' weakness and those for the school, some respondents were reluctant to give the true picture of the school in the study. Funds were a limiting factor otherwise more government schools would have been captured as transport to some government schools was not reliable.

3.8 Data analysis instruments and procedures in the study

Data analysis refers to examining what has been collected in the study and making deductions and inferences (Kombo and Tromp, 2006). Since the research design that was used in this study was mixed methods design, quantitative and qualitative data analysis was done separately and then comparison made. Data from questionnaire and document analysis was analysed quantitatively whereas data obtained from interviews was analysed qualitatively.

Data collected through interviews schedules, questionnaires and documentary review methods were synchronised and organised according to the research questions. The quantitative data collected was put for analysis in the SPSS software programme to get the frequencies and percentages. The percentages were then presented in tabular forms, Bar charts and pie chart as presentation of findings and the presentations formed a basis for the discussion of findings. Non quantifiable data were subjected to content analysis and interpretation, and open ended responses organised either under their relevant subheadings or in tables to facilitate comprehension, especially responses that came from 8 head teachers as they were qualitative. Ngandu (2013) observed that qualitative data analysis was a manipulation of the collected data for the purpose of drawing conclusions that reflected on the interest, ideas and theories that initiated the study. Hammersely et al (1995:209) suggested that in analysing qualitative data, the initial task was to find concept that help make sense of what was going on. Creswell (2012) observed that analysing qualitative data required an understanding on how to make sense of the text and images so that answers to research question are formed.

3.9 Summary

Chapter 3 has provided the research design, study area, target population, study sample, sample technique, instruments for data collection, procedure for data collection and data analysis instruments and procedures. What follows after chapter 3 is chapter 4 which presents the findings in tabular form obtained after processing the data from respondents using the Statistical Package for Social Sciences and content analysis and interpretation.

CHAPTER 4

PRESENTATION OF FINDINGS

Overview

The previous chapter presented the research methodology on the study on educational strategic planning and development: Examining the context and its effectiveness in selected secondary schools of Kabwe district. Chapter 4 presents the research findings from selected secondary schools. The responses that respondents at selected secondary schools provided in the questionnaire were analysed using Statistical Package for Social Sciences software programmes and the findings were summarised in tabular, bar chart and pie form. The presentation of findings was guided by research questions in the following order. 1. How are the standard principles of management applied in these selected secondary schools? 2. How is the educational strategic planning in the selected secondary schools? 3. What are the desired outcomes expected from the successful implementation of educational strategic plan in each of the selected secondary schools? 4. What are the achievements from the implemented educational strategic planning in these selected secondary schools? Lastly, the chapter offers its Conclusion.

4.0 How are the standard principles of management applied in these selected secondary schools in Kabwe district?

It was not only the inputs that influence the actions of an administrator, features of the conversion process affected the actions and included chains of command and other formal structures used by the officials to make decisions, the procedures used by officials to make decisions, the administrator ' personal experiences and predisposition and the ways administrative superiors controlled their subordinates (Basu, 1994).

4.0.1 Presentation of personal experiences and predisposition (demographic) findings from Head, Deputy, four Heads of department, and twelve teachers for each the selected secondary schools in kabwe district.

Head teacher presentation on the head teacher personal experiences and predisposition (demographic) findings:

Figure 4.1.1 showed bar chart on service head and gender

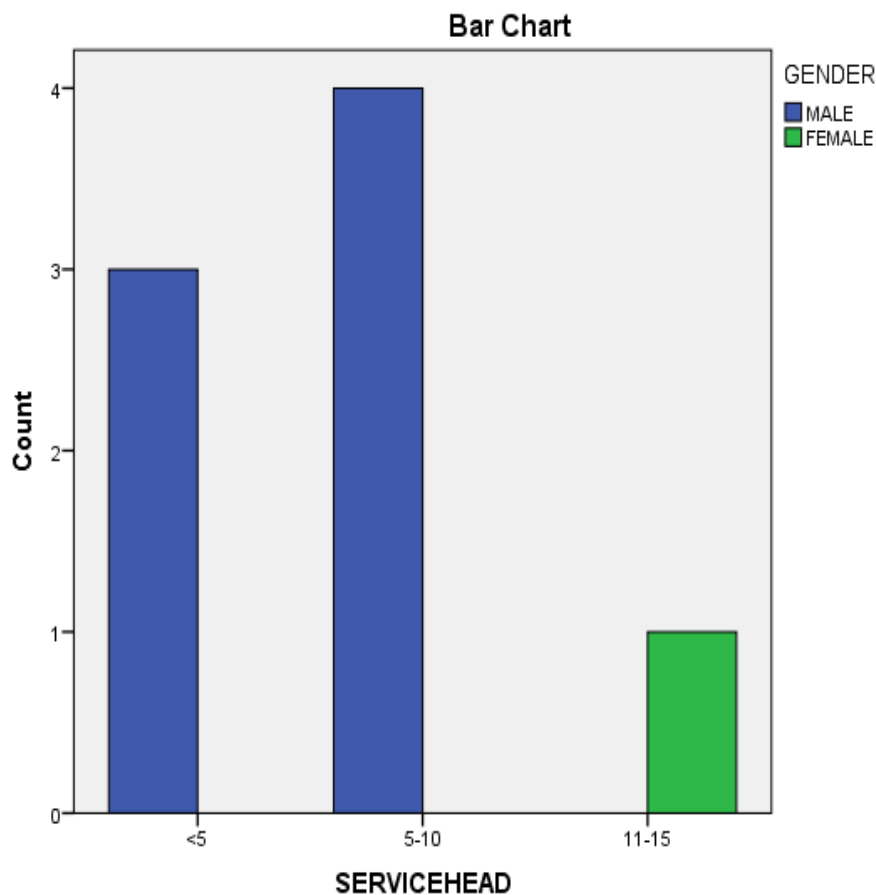


Figure 4.1.1 showed that four male head teachers served between 5-10 years as head teacher and three head males served less than 5 yrs whereas for females head teachers the service ranged 11-15 yrs.

Figure 4.1.2 Bar chart showed head teacher years served as deputy

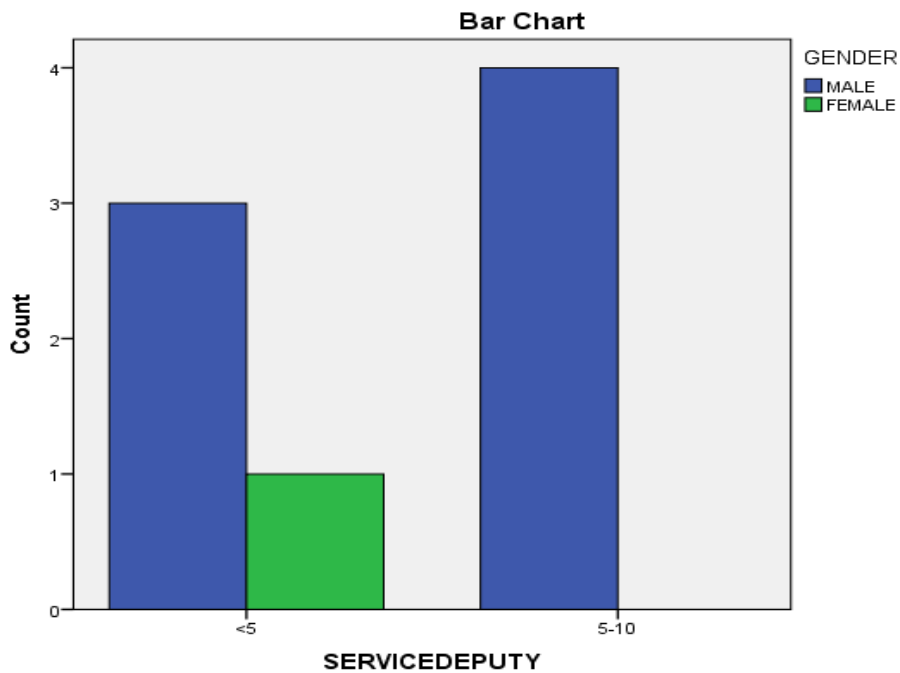


Figure 4. 1. 2 showed three head teachers served 3 yrs as deputy head and four head teachers served between 5-10 yrs as deputy head whereas for the females, head served 1 yr as deputy head.

FIGURE 4.1.3 Bar chart showed head teachers age and gender

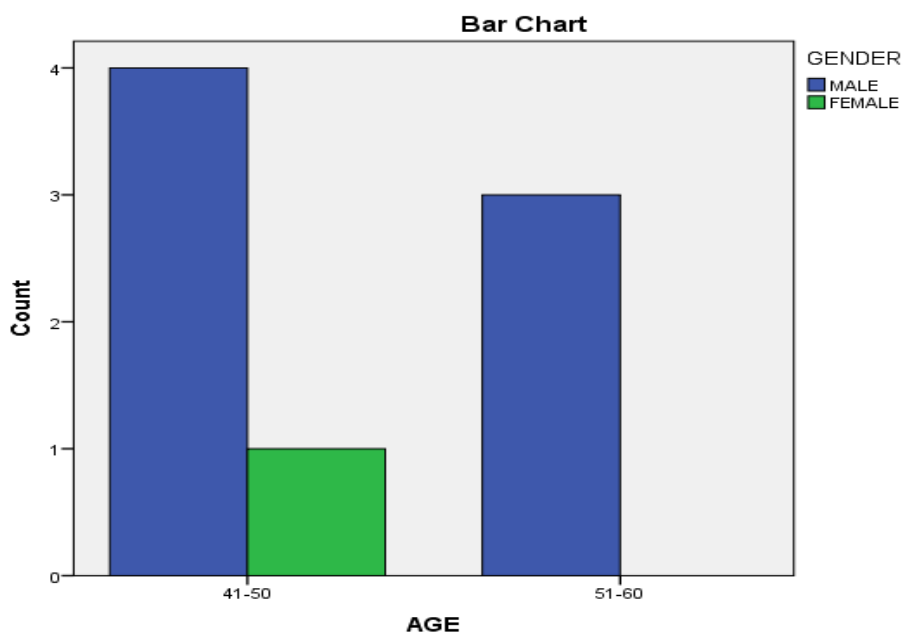


Figure 4.1.3 showed that four male head teachers were aged between 41-50 yrs and three male head teachers aged between 51-60 yrs whereas for females the head teacher was aged between 41-50 yrs.

Figure 4.1.4 bar chart showed head teachers qualification and gender.

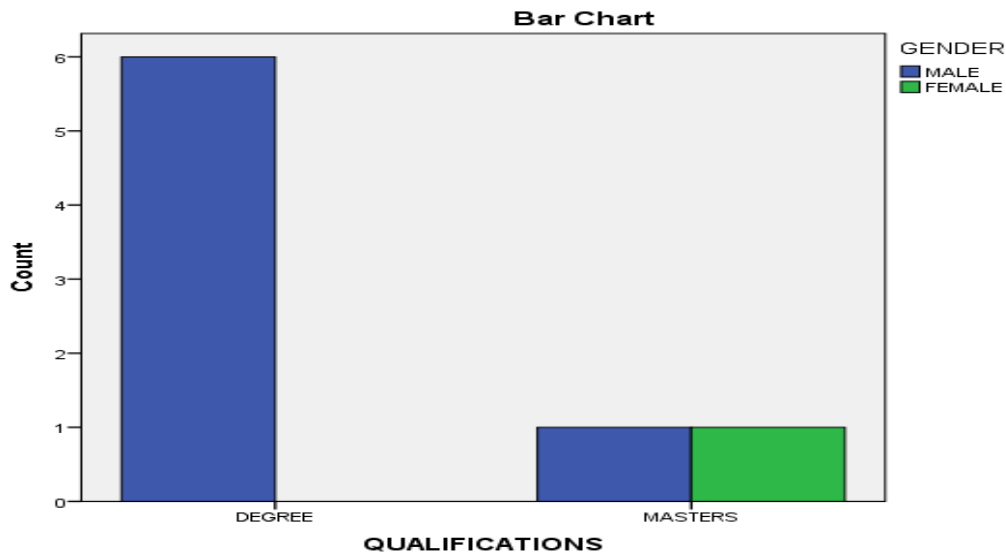


Figure 4.1.4 showed that six male head teachers had degrees and one male head teacher had master’s degree whereas for the females she had a master’s degree.

Figure 4.1.5 shows bar chart for head teachers marital and gender

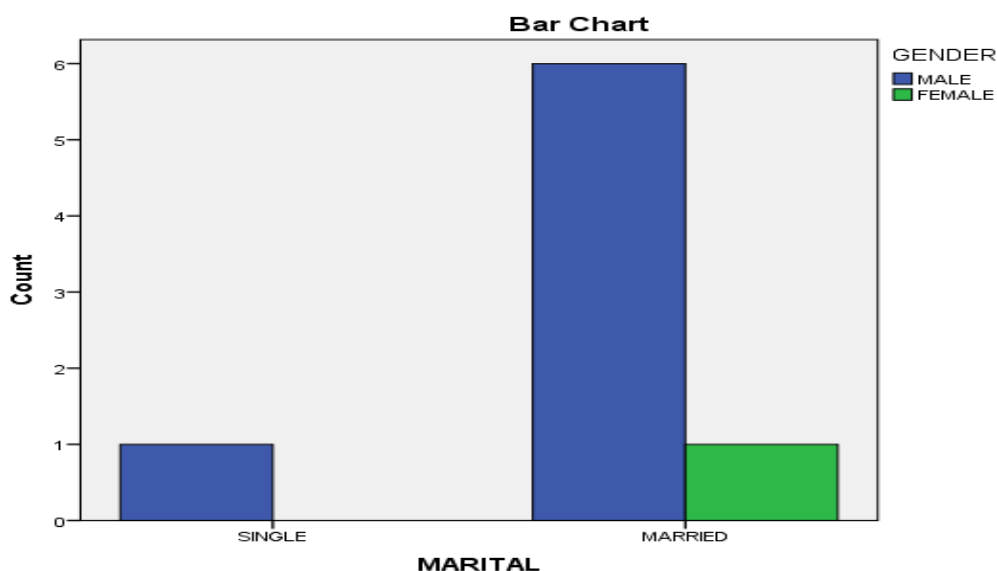


Figure 4.1.5 six male head teachers were married and one male head teacher was single whereas the female head teacher was married.

Figure 4.1.6 showed head teachers qualifications and age

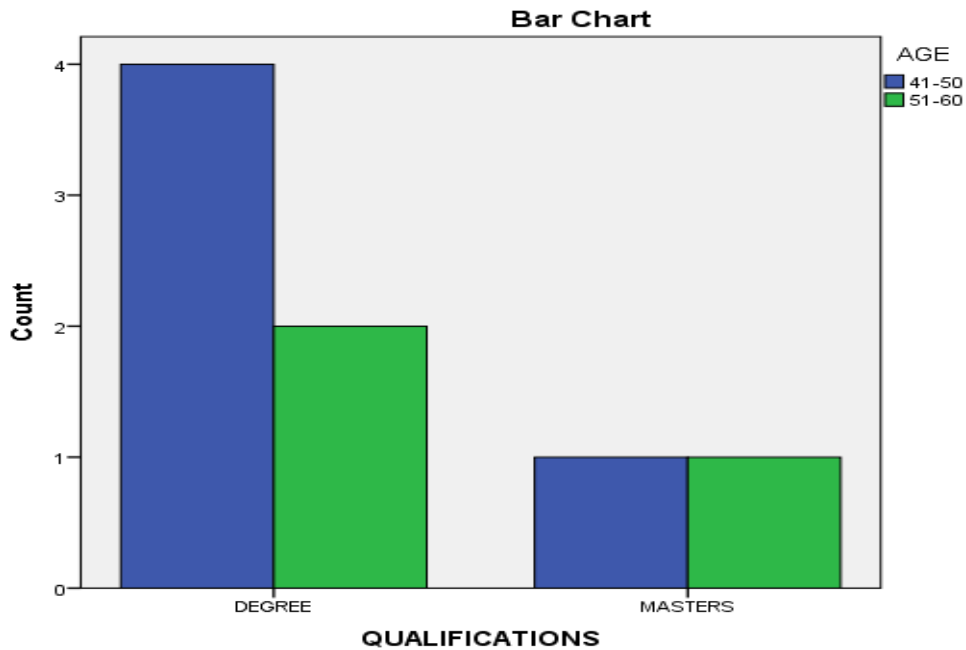


Figure 4.1.6 Indicated that four male head teachers with a degree were between the age of 41-50 years and two male heads with a degree were between 51-60 years whereas for masters one male and one female were between the ranges 51-60 years.

Presented are Deputy Head findings on their personal experiences and predisposition (demographic).

Figure 4.1.8 Bar chart show deputy head teacher service as deputy and gender.

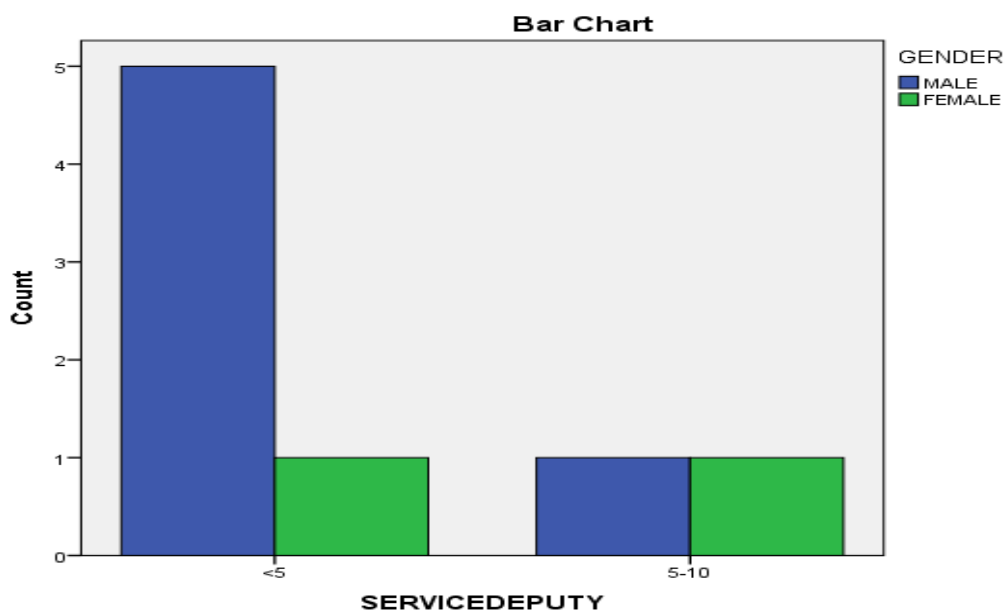


Figure 4.1.8 indicated that one female deputy and five male deputy had less than five years experience as deputy whereas one male deputy and one female deputy had a year as experience as deputy.

Figure 4.1.9 Bar chart showed deputy head teacher serve as head of department and gender.

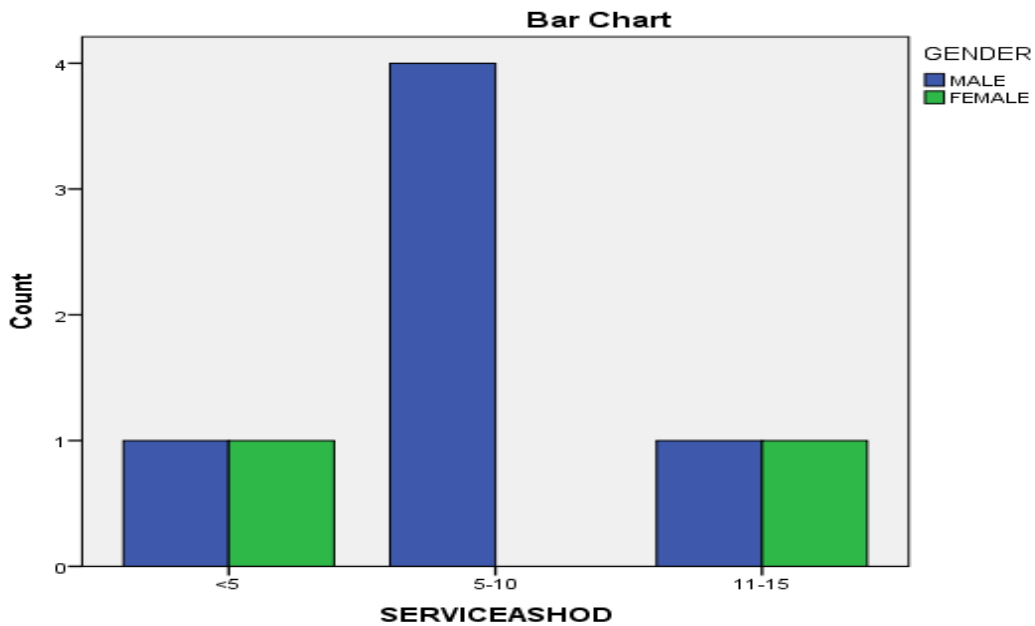


Figure 4.1.9 showed that one male and one female deputy had less than five years' service as head of department, four male deputies had service in the ranges 5-10 years and one male and one female had service in the ranges 11-15 years.

Figure 4.1.10 bar chart present qualifications for deputies and gender

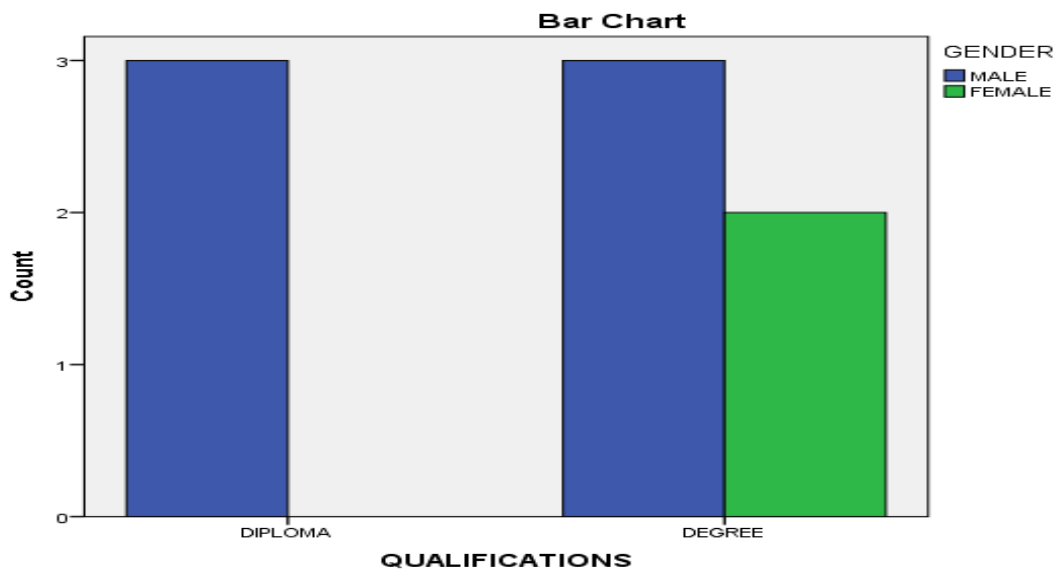


Figure 4.1.10 showed that three male deputy head teachers had diploma, three male deputies had first degree and two female deputies had first degree.

Figure 4.1.11 bar chart showed deputy head teachers age and gender

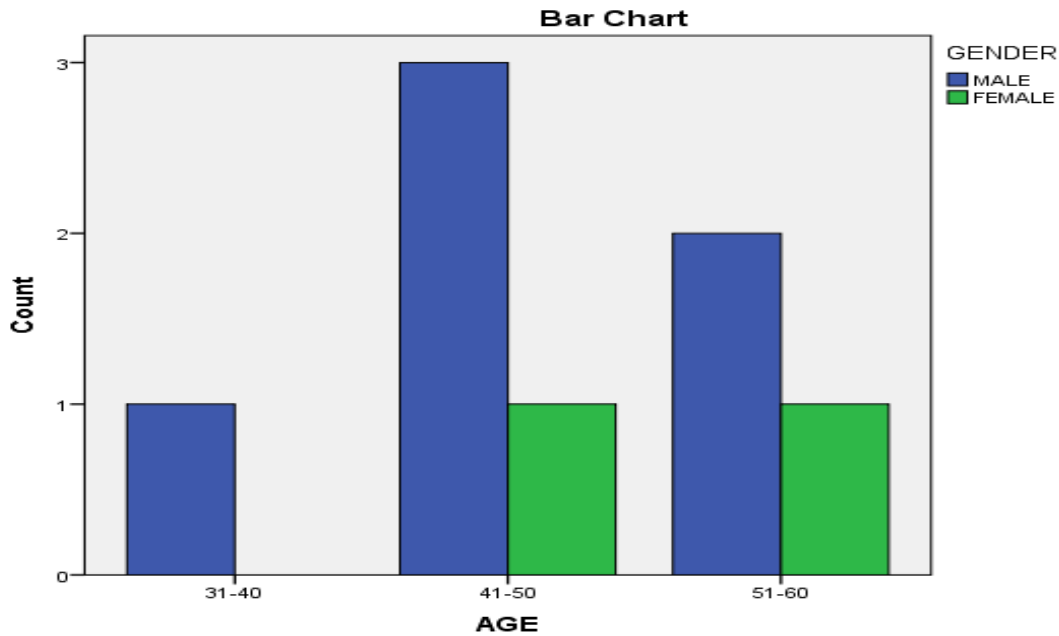


Figure 4.1.11 , one female deputy head teacher was aged between the range 31-40 years, three male deputy head teachers were aged in the ranges 41-50 years, one female deputy head teacher was aged between the ranges 41-50years, two male deputy head teachers were aged between the ranges 51-60 and 1 female deputy head teacher was aged between 51-60 years.

Figure 4.1.12 showed Deputy Head teacher’s age and gender

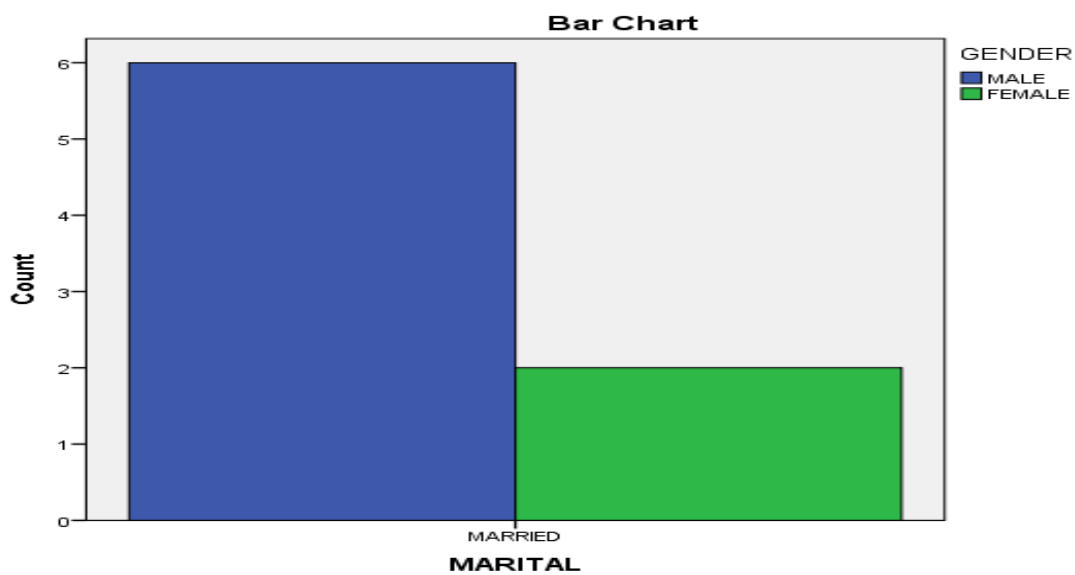


Figure 4.1.12 showed that all the deputies were married public servants

Figure 4.1.13 showed Deputy Head teachers qualification and age

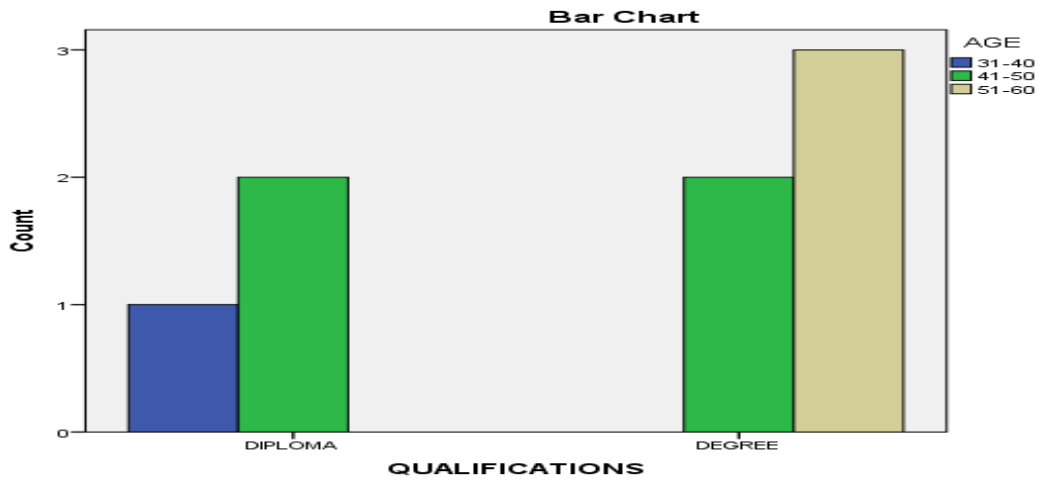


Figure 4.1.13 one deputy had a diploma and age in the ranges 31-40 years, two deputies had diploma and aged between the range 41-50 years, two deputies had a degree and aged in the range between 41-50 years and three deputies had a degree and aged between the ranges 51-60 years.

Presentation on Heads of Department findings on the personal experiences and predisposition (demographic) findings. Figure 4.1.14 the Pie chart showed head of departments and age

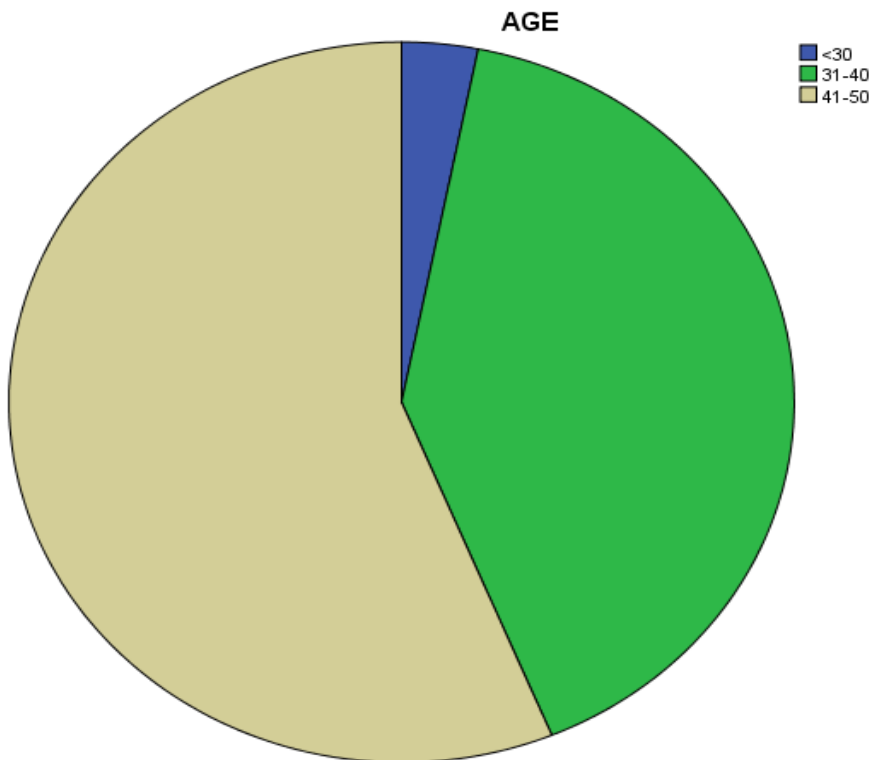


Figure 4.1.14 showed 56.3 percent of head of departments were in the ranges 41- 50 years; 40.6

percent of head of departments were in the ranges 31-40 years whereas 3.1 percent of head of departments were less than thirty years

Figure 4.1.15 Pie chart showed Head of departments and qualifications

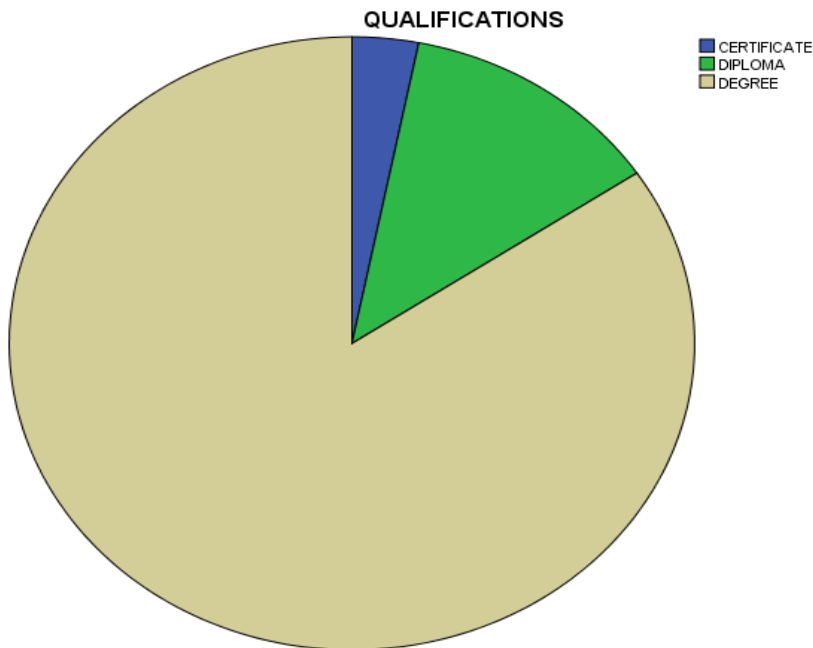


Figure 4.1.15 showed that twenty seven Head of departments had degrees and five head of departments had diploma in education.

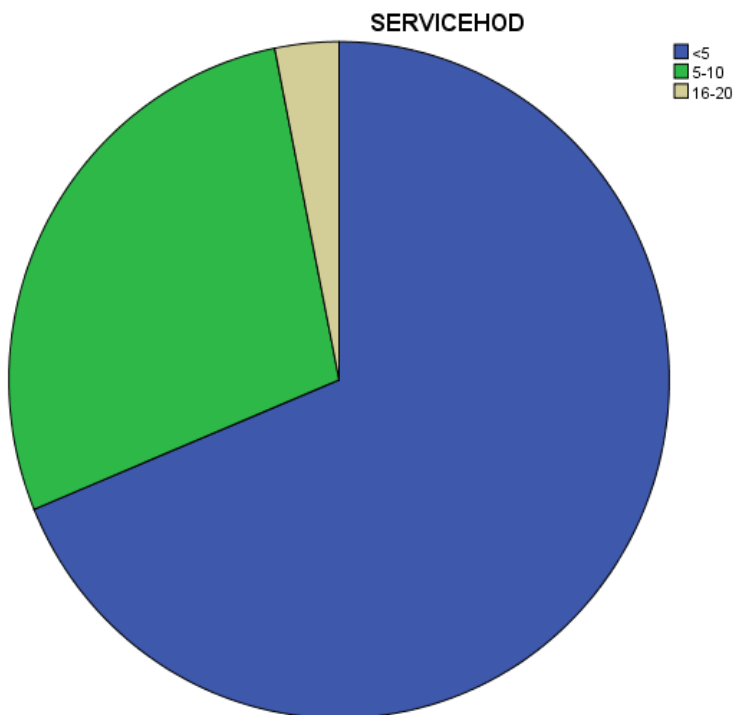


Figure 4.1.16 showed that 68.8 percent head of departments had less than five years as service, 28.1 percent of head of departments had service between the range 5-10 years and 3.1 percent had service as head of department between the ranges 16-20 years.

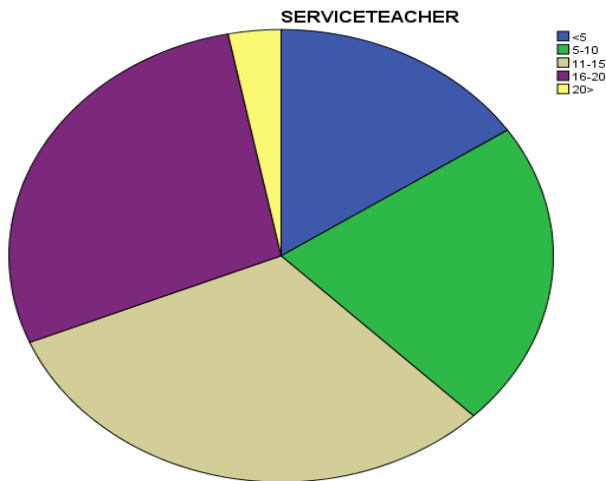


Figure 4.1.17 showed that of the head of departments, 21.9 percent were in the ranges of 5-10 years of service, 15.6 percent were less than 5 years of service, 31.3 percent were in the ranges 11-15 years of service, 28.1 percent were in the ranges 16-20 years of service and 3.1 percent had above 20 years of service as classroom teacher.

Presentation on teacher's personal experiences and predispositions (demographic).

Figure 4.1.18 bar chart showed teacher and gender

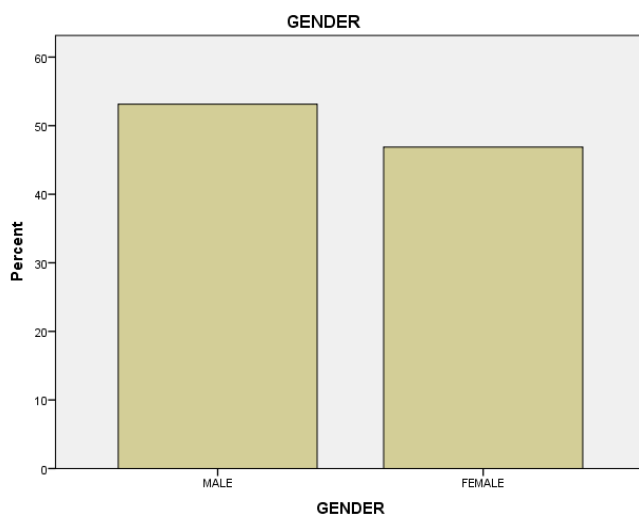


Figure 4.1.18 showed 52.6 percent were males whereas 46.4 percent were females

Figure 4.1.19 showed bar chart on teacher and age

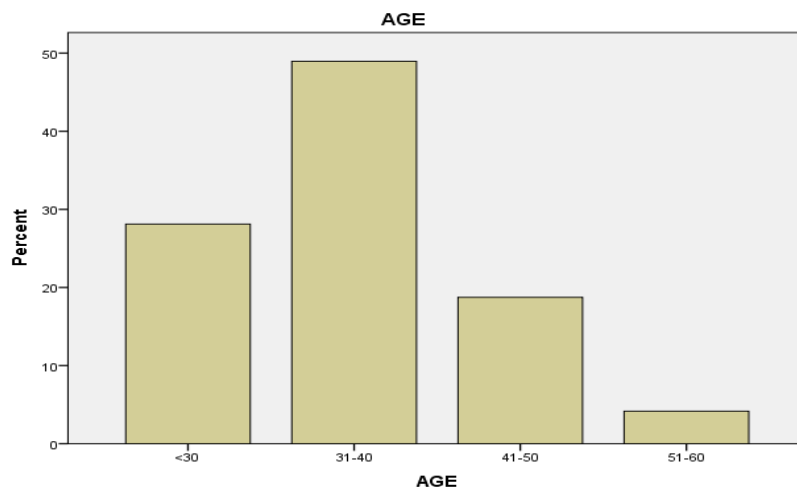


Figure 4.1.19 showed that 27.8 percent were less than 30 years of age, 48.5 percent were between the ranges 31-40 years of age, 18.6 percent were between the ranges 41-50 of years of age and 4.1 percent were between the ranges 51-60 years of age.

Figure 4.1.20 showed bar chart on teachers and qualifications

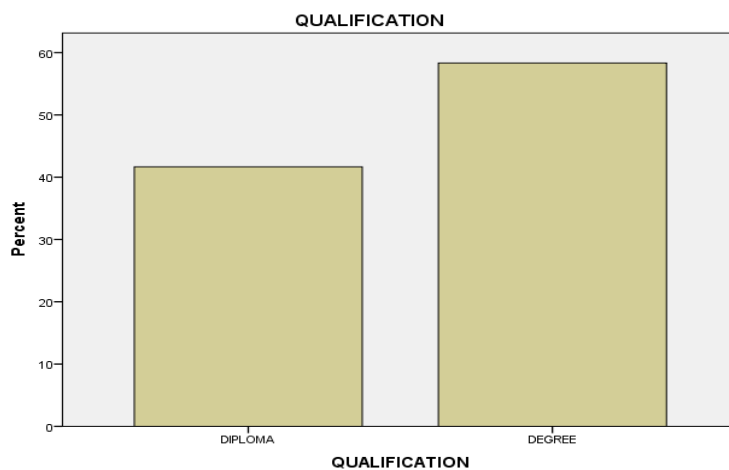


Figure 4.1.20 showed that 41.2 percent of the teachers in selected schools had diploma in education whereas 57.7 percent of the teacher in the same schools had degrees

Figure 4.1.21 showed bar chart on teachers and service as teachers in public service

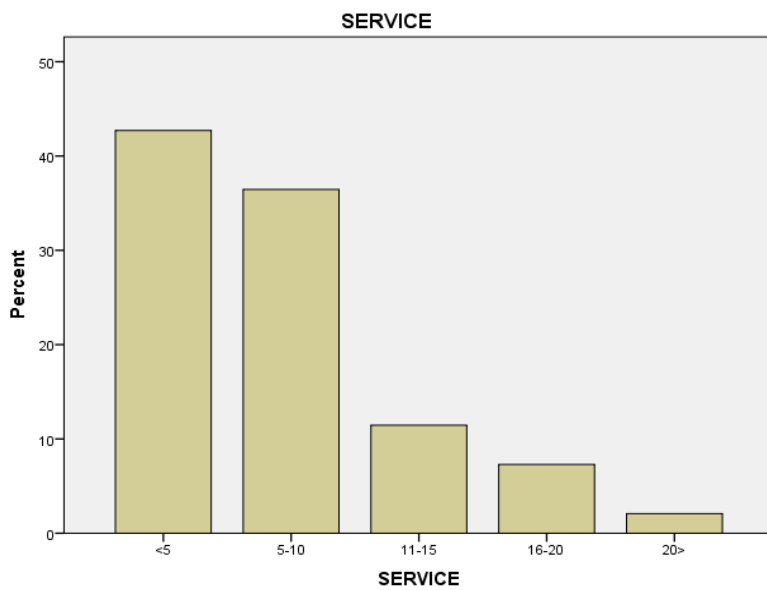


Figure 4.1.2 showed that 42.7 percent of teachers were less than five years of service, 36.5 percent of the teachers were between the ranges 5-10 years of service, 11.5 percent of teachers were between the ranges 11-15 years of service, 7.3 percent of teachers were between the ranges 16-20 years of service and 2.1 percent were above 20 years of service.

Figure 4.1.22 showed teachers and marital status

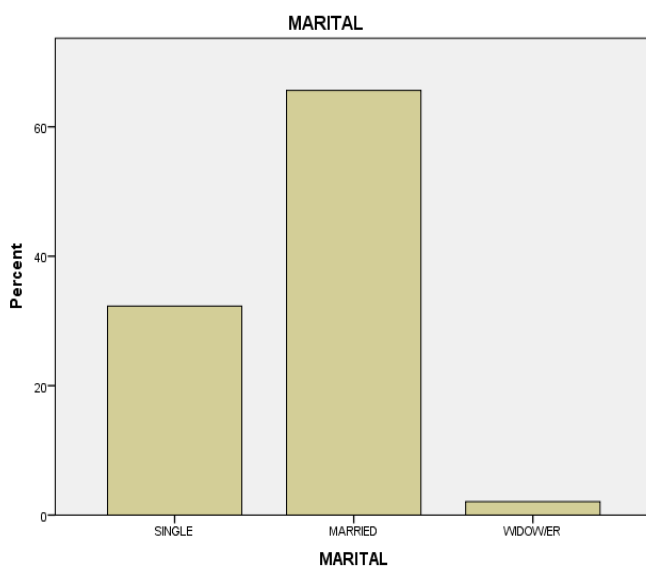


Figure 4.1.22 showed 32.3 percent of the teachers were single, 65.6 percent of the teachers were married and 2.1 percent were either widow or widower.

4.0.2 Presentation of overall principles of management findings from Deputy, four Heads of department, and twelve teachers each selected secondary school in kabwe district.

For all the 18 variables, Agree as a response on the questionnaire scored the highest.

4.1 How is the educational strategic planning in the selected secondary schools in Kabwe district?

The question encompasses overall educational strategic planning findings from Deputy, four Heads of department, twelve teachers and forty two pupils. Head teachers' responses on Historical profile, milestones, key issues, goals, objectives during interviews. Physical survey conducted on mission, Vision and other features provided by researcher. Stakeholders involved during environmental scan and formulation of strategic plan and key issues provided by the deputy and Heads of department. Documents and aspects of Political, Economical, Social, Technological, Environmental, Legal, Industrial, National Planning used in the formulation of strategic plan in each of the selected secondary schools provided by deputy head teacher.

4.1.1 Presentation of overall educational strategic planning findings from Deputy, four Heads of department, twelve teachers and forty two pupils for each selected secondary school.

Figure 4.2.1 showed Pie chart on strategic planning and variable one ratings accepted with schools.

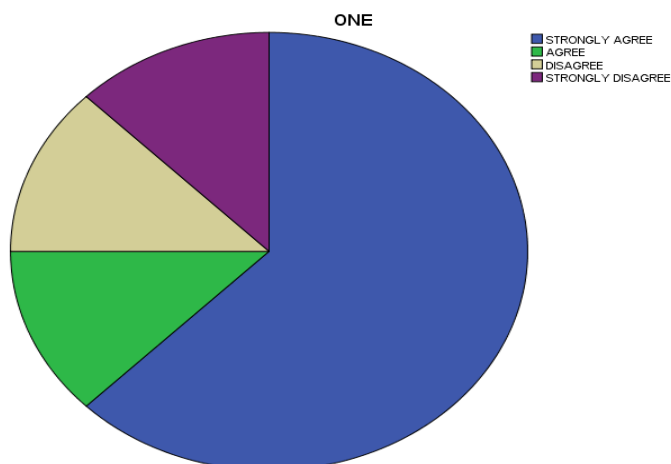


Figure 4.2.1 showed that 62.5 percent of schools strongly agreed on variable one ratings, 12.5 percent of schools agreed variable one ratings, 12.5 percent of schools disagreed on variable one ratings, 12.5 percent of the schools disagreed on variable ratings on strategic planning in school.

Figure 4.2.2 showed Pie chart on variable 2 ratings o strategic planning and variable ratings accepted in schools.

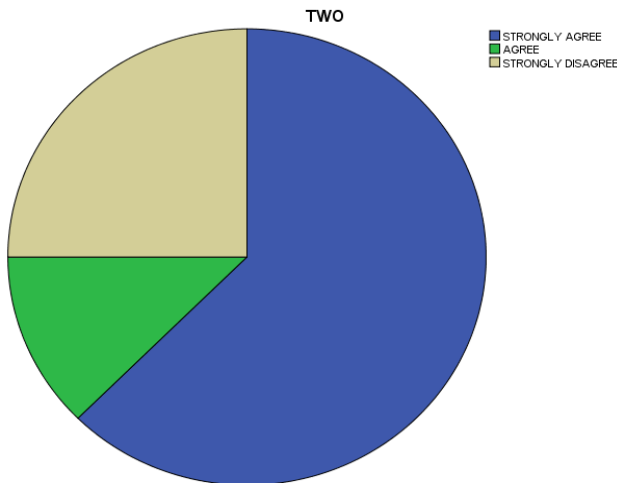


Figure 4.2.2 showed that 62.5 percent of schools strongly agreed on variable two ratings, 12.5 percent of schools agreed on variable two ratings, 25.0 percent disagreed on variable two rating on strategic planning in school.

Figure 4.2.3 showed Pie chart on variable 3 ratings on strategic planning and ratings accepted by schools.

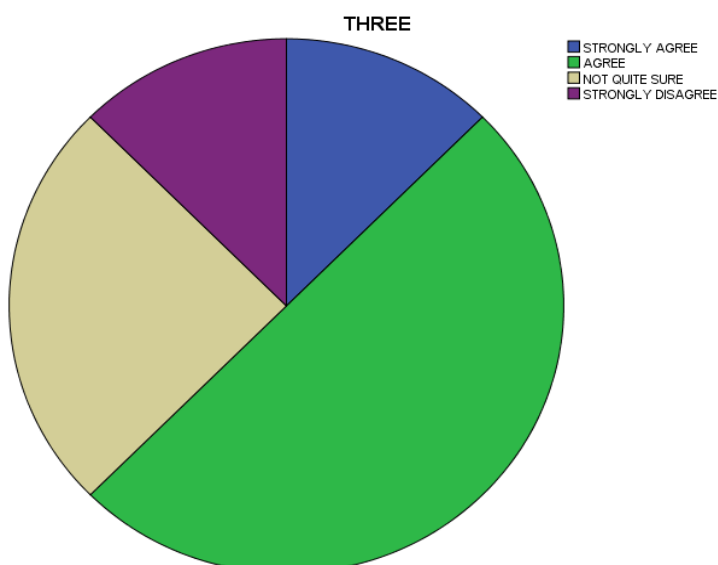


Figure 4.2.3 showed that 12.5 percent strongly agreed on variable three ratings, 50 percent agreed on variable three rating, 25 percent were not quite sure on variable three ratings, 12.5 percent strongly disagreed on variable three ratings on strategic planning in school.

Figure 4.2.4 showed Pie chart on strategic planning and variable 4 ratings accepted with schools.

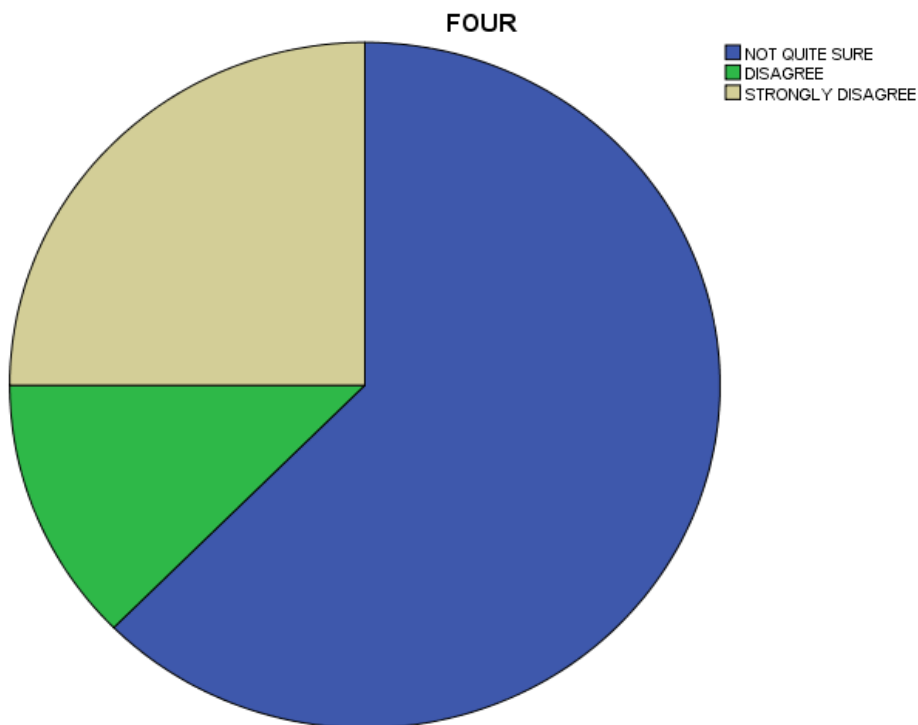


Figure 4.2.4 Showed that 62.5 percent of schools were not quite sure on the ratings, 12.5 percent of schools disagreed with the rating, 25 percent of the schools strongly disagreed with the ratings on strategic planning in school.

Figure 4.2.5 showed Pie chart on strategic planning and variable 5 ratings accepted by schools.

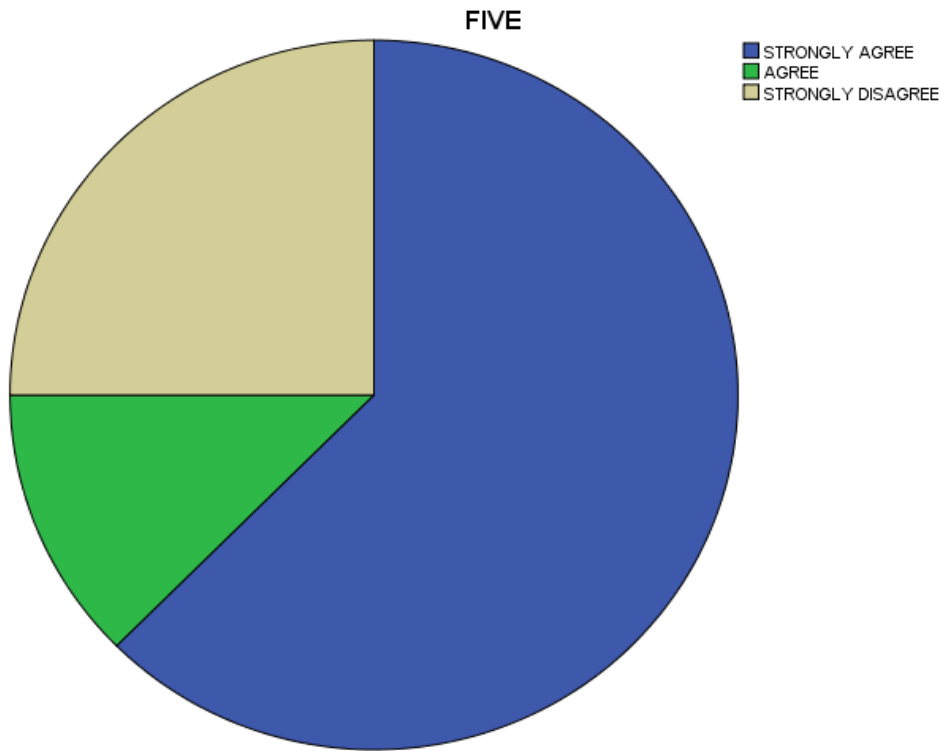


Figure 4.2.5 showed that 62.5 percent of schools strongly agreed on variable 5 ratings, 12.5 percent of schools agreed on variable 5 ratings, 25.0 percent strongly disagreed on variable 5 ratings on strategic planning in schools.

Figure 4.2.6 showed the pie chart on strategic planning and ratings on the variable 6 in schools.

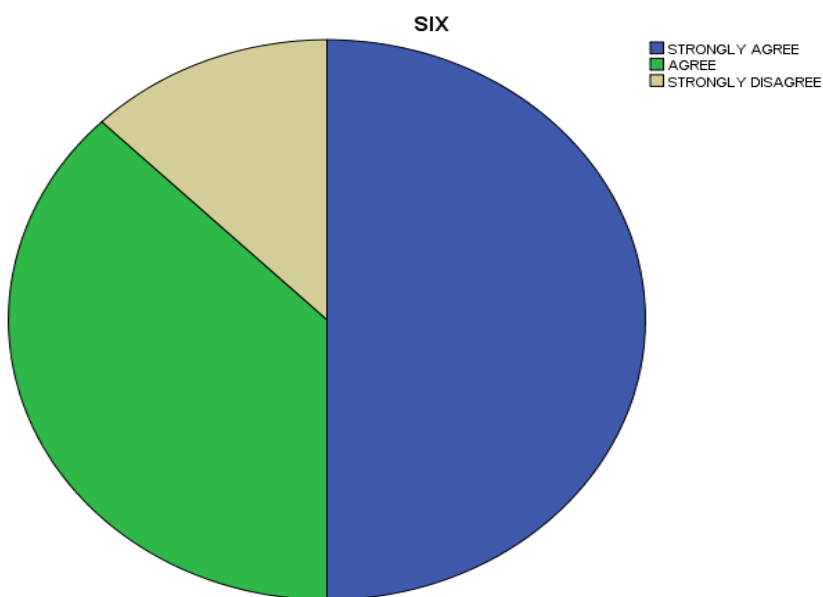


Figure 4.2.6 showed that 50 percent of the schools strongly agreed on variable 6 ratings, 37.5 percent of schools agreed variable 6 ratings, 12.5 percent of schools strongly disagreed on variable 6 ratings on strategic planning in school .

Figure 4.2.7 showed Pie chart on strategic planning and variable 7 ratings in schools.

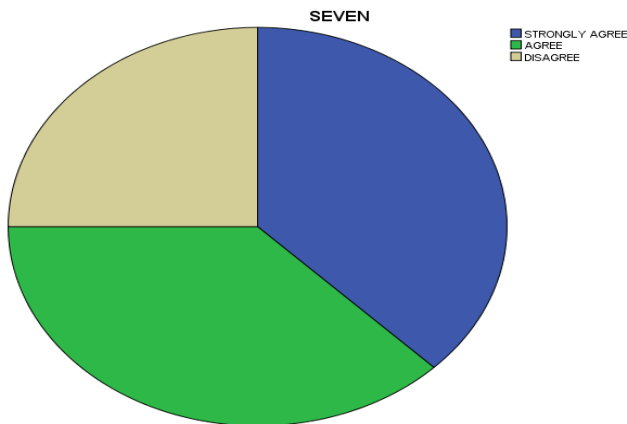


Figure 4.2.7 showed that 37.5 percent of schools strongly agreed on the ratings of variable 7, 37.5 percent of schools agreed on the ratings of the variable 7, and 25 percent of schools disagreed on the ratings of the variable 7 on strategic planning in schools.

Figure 4.2.8 showed pie chart on strategic planning and ratings adopted on the variable 8 in schools.

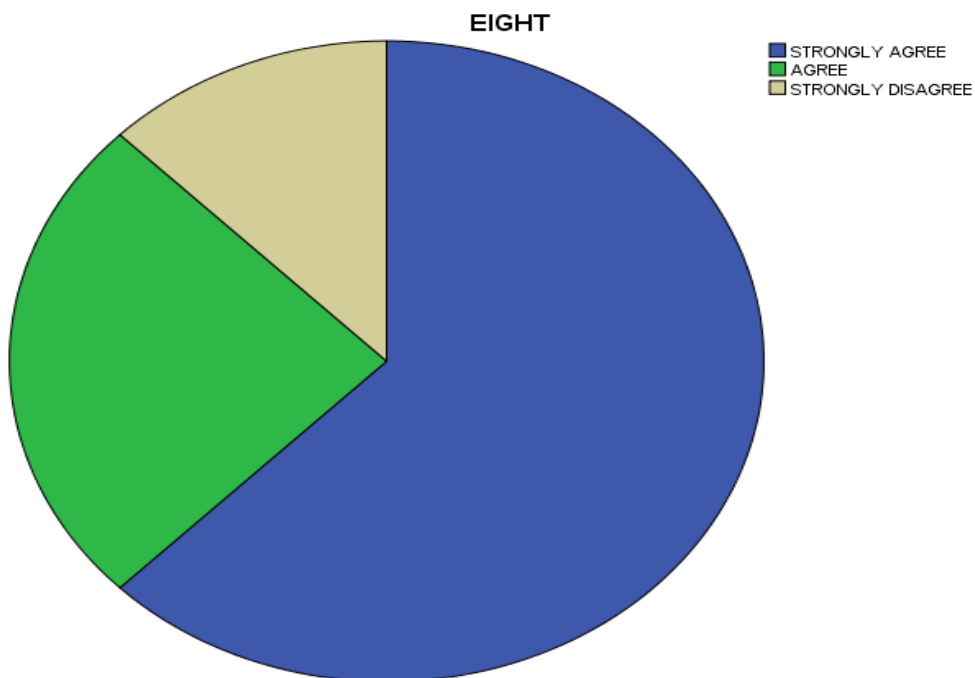


Figure 4.2.8 showed that 62.5 percent of schools strongly agreed on the ratings of variable 8, 25 percent of schools agreed on the rating of the variable 8, 12.5 percent of schools strongly disagreed on variable 8 on strategic planning in schools.

Figure 4.2.9 showed Pie chart on strategic planning and variable 9 ratings adopted in schools

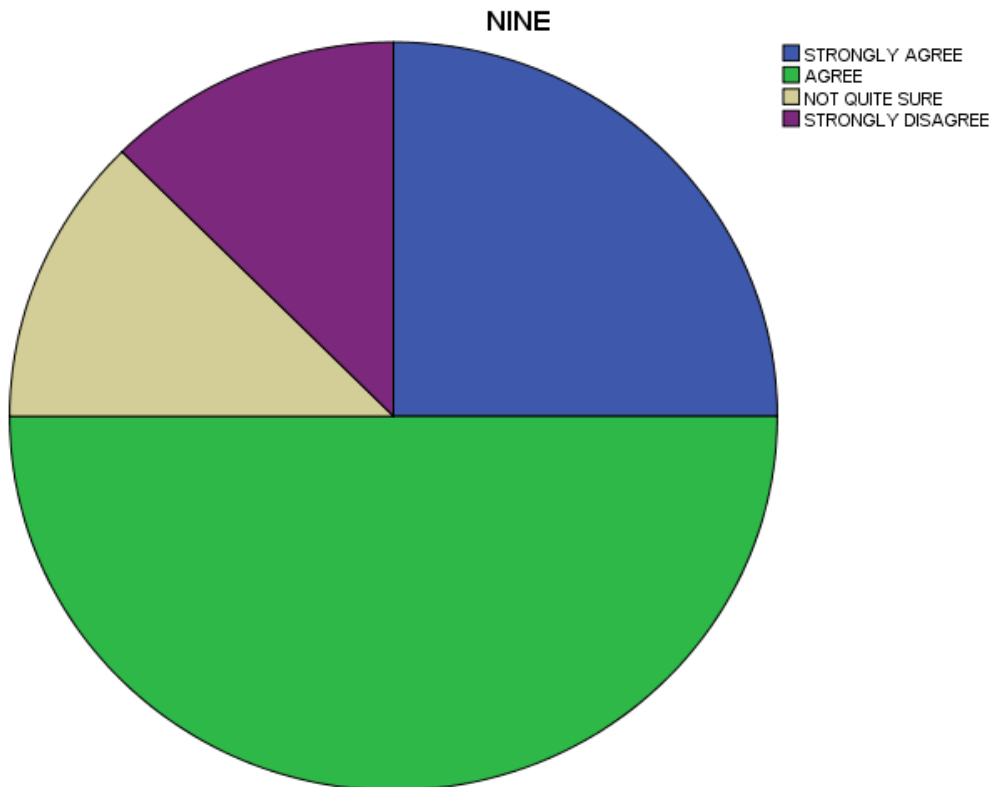


Figure 4.2.9 showed that 25 percent of schools strongly agreed on variable 9 on strategic planning, 50 percent of schools agreed on variable 9 on strategic planning, 12.5 percent were not quite sure on variable 9 on strategic planning, 12.5 percent of schools strongly disagreed on variable 9 on strategic planning in school.

Figure 4.2.10 showed Pie chart on strategic [planning and variable 10 ratings accepted in schools.

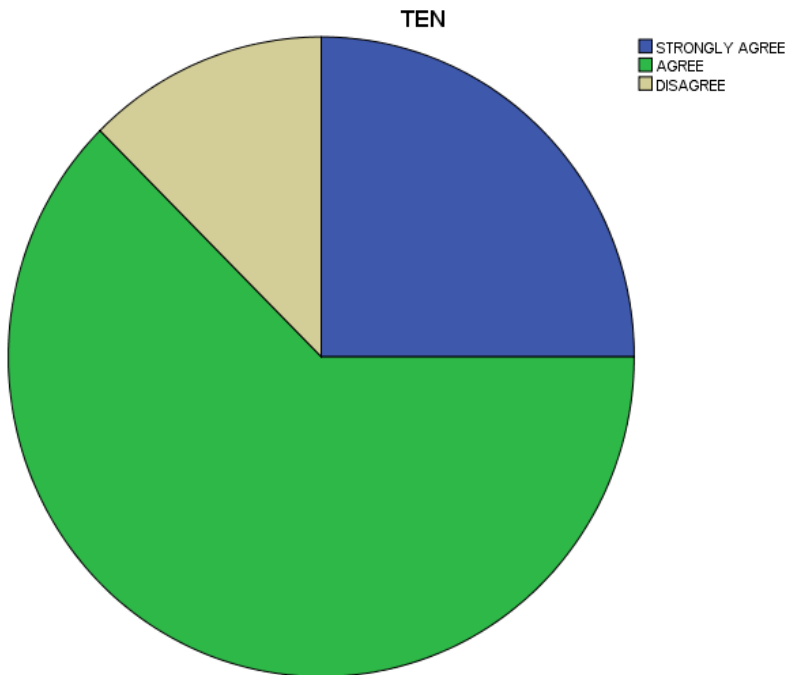


Figure 4.2.10 showed that 25 percent of schools strongly agreed on variable 10 ratings on strategic Planning in school, 62.5 percent of schools agreed on variable 10 ratings on strategic planning in school, 12.5 percent of schools disagreed on variable 10 on strategic planning in school.

Figure 4.2.11 Showed Pie chart on strategic planning and variable 11 ratings adopted in schools.

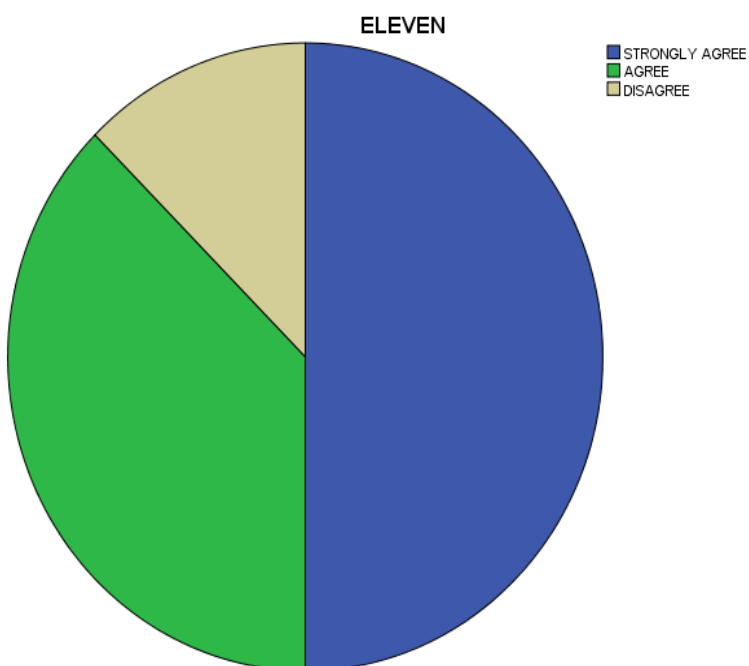


Figure 4.2.11 showed that 50 percent of schools strongly agreed on variable 11 on strategic planning, 37.5 percent of schools agreed on variable 11 ratings on strategic planning, 12.5 percent of schools disagreed on variable 11 ratings on strategic planning in school.

Figure 4.2.12 showed Pie chart on strategic planning in schools and variable 12 ratings accepted.

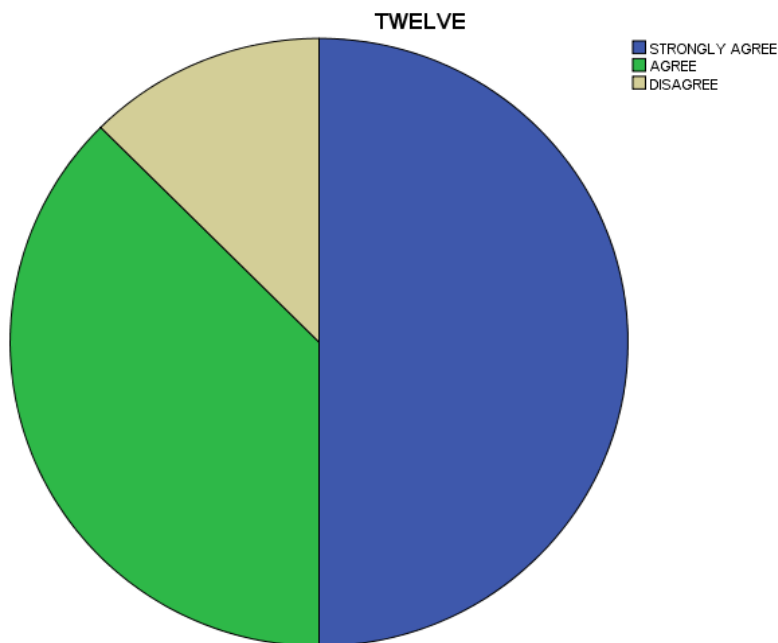


Figure 4.2.12 showed that 50 percent of school strongly agreed on variable 12 on strategic planning, 37.5 percent of schools agreed on variable 12 on strategic planning, 12.5 percent of schools disagreed on variable 12 ratings on strategic planning in school.

Figure 4.2.13 showed Pie chart on strategic planning and variable 13 ratings adopted by schools.

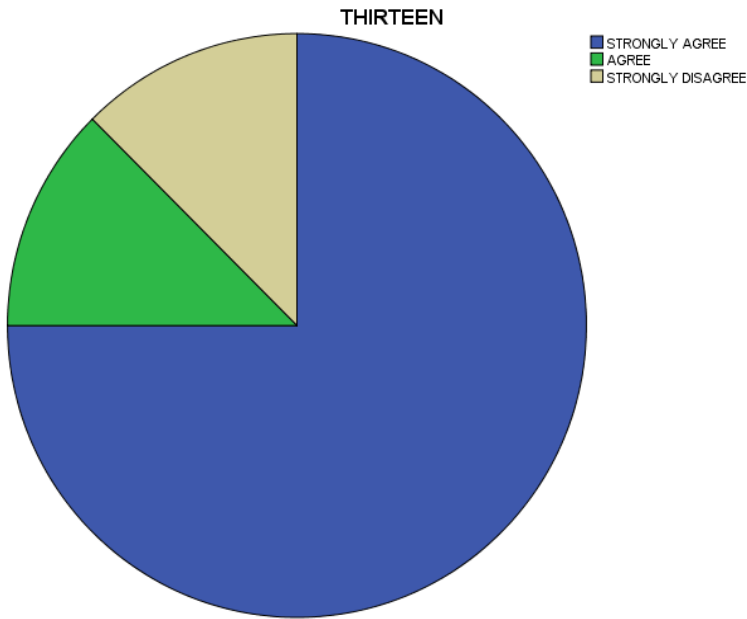


Figure 4.2.13 showed that 75 percent of schools strongly agreed on variable 13 ratings on strategic planning, 12.5 percent of schools agreed on variable 13 ratings on strategic planning in school.

The core elements for strategic planning include mission, vision, core values, statement of key issues, strategies to achieve each goal, objectives for each strategy and measurable indicators of success (centre for strategic planning, 2001) This justified the collected data in the respect.

Table 4.2.14 Presented overall findings on components of strategic planning collected from Head teachers during the interviews.

Sch	Historical profile	milestone	Key issues	goals	objective	Strategy
A		newsletter Magazine meetings	Infrastructure Administration	Quality.edn Academic Perform. Pupils Health		Call Stake- Holders -funds
B		meeting newsletter notice board	Teachers flats desks, paint	Furniture motivation		

C		newsletter meetings	Safety Of pupils, Fin. & acc. Admin. Management	Fin. &Acc. Management Sanitation administration Man Absenteeism. Save money	50 -80% Pass rate	
D		newsletter meetings	-Pupil Poor back Ground Infra Structure	-User Friendly -embrace Culture diversity		
E		-Talk to Parents -circular	Upgrade Into Secondary School Results From 58-95% Pupils dodging	-Good Results -good Discipline -teaching Learning materials		
F		newsletter				
G		Meetings notice board	Wall fence, more classrooms	absenteeism weekly Boarding Grade one status	Reduce Pregnancies improve results, include stakeholders	
H			orchard, finances			issues

N.B. all schools did not have hard or soft copy of the educational strategic plan.

It was emphasised that there was need to communicate effectively in strategic planning process. An explanation of the process of strategic planning to stakeholders was paramount (Nebgen, 1991)

Table 4.2.15 Physical survey on the schools for the **communication** of mission statement, vision statement, core values, head teachers that have served the school, PTA executive chairperson that have served the school, management board chairperson that have served the school, geographical location of the school on or off the school premises.

7								
6								
5								
4								
3								
2								
1								
	D	E	G	H	F	B	A	C

Key: 1= mission statement, 2= vision statement, 3= served heads, 4= core values, 5= geo location, 6= PTA chair served, 7= Board chair served

Table 4.2.16 Findings provided by HODs and deputy on stakeholders involved during the analysis and formulation of strategic development plan in the selected secondary schools of kabwe District.

school	A	B	C	D	E	F	G	H
stakeholders	7	4	7	5	3	3	5	5

Table 4.2.17 Key issues identified after scan of school environment provided by Deputy and HODs in each of the lettered selected secondary schools in kabwe district.

Pupil, staff discipline								
Finance, acc, management								
Environmental conservation								
Administrative management								
Health, welfare Safety,								
infrastructure								
Co-curricular								
academic								
school	A	B	C	D	E	F	G	H

Key: Selected secondary schools labelled A-H, small letters a-h= key issues identified as on questionnaire by colour.

An administrative system that undertook strategic planning was concerned with the implementation of public policy and execution of laws (Basu, 1994)

Table 4.2.18 Findings on the aspects of **Political, Economical, Social, Technological, Legal, Environmental, Industrial, and National planning** which were considered in the formulation of strategic plans and provided by the deputy in each of the secondary schools targeted.

National, dev. plan								
Environmental								
industrial								
Legal								
Technological								

Social								
Economical								
Political								
school	A	B	C	D	E	F	G	H

Table 4.2.19. Findings on documents consulted strategic planning

Sch. Core values								
Millennium dev. goals								
Edn for all								
National policy on Education								
Education act								
SCH	A	B	C	D	E	F	G	H

4.2 What are the desired outcomes expected from the successful implementation of educational strategic plan in each of the selected secondary schools in kabwe district?

Table 4.3.1 Presentation on desired outcome expected from the successful implementation of educational strategic plan provided by the head teachers' interviews in each of the selected secondary schools of Kabwe district.

school	Desired outcomes
A	Maintain high standards, improve the school current status
B	Improvement of Overall performance of pupils
C	Improve .results, Health and safety
D	Pupils to achieve highest academic results, empower pupils through production unit (agric).
E	Good Quality education, good discipline, good performance, availability of teaching materials.

F	
G	Reduce cases of pregnancies, improve academic results, involve parents in the management of the school.
H	Overall good pupils Performance

N.B. all schools did not have hard or soft copy of the educational strategic plan.

4.3 What are the achievements from the implemented educational strategic planning in these selected secondary schools?

Table 4.4.1 Presentation of overall Achievements from Deputy, four HODs and twelve teachers for each selected secondary school in Kabwe district

SCHOOL	ACHIEVEMENTS
A	Improved performance of pupils, improved fee collection, committed teachers, pupils & administration towards education provision, punctuality, stronger management board & PTA, guidance & counselling services including life skills, adequate teaching materials, enhanced teaching and learning, implemented MOE/MOH health guide lines, improved security of the school, improve power supply.
B	Enhanced teaching and learning, reviewed effectiveness of disciplinary committee, strengthen curriculum management of academic excellence
C	Created open communication at all levels, reduced drug abuse, enhanced teaching & learning, mobilised stakeholders in the provision of education, committed teachers, pupils & admin. towards education provision, assisted pupils from humble background, improved security, priotised infrastructure needs, improved power supply, improved on the school premises, constructed wall fence for,
D	Effective performance of operation, introduced good parenting to foster parenthood, assisted pupils from humble background, offered guidance and counselling services including life skills, assessed recording keeping & maintenance, committed teachers, pupils & admin. towards education provision, purchased a bus, priotised infrastructure needs, constructed wall fence,
E	Improved academic performance, put in place measures to improve fee collection, created open communication at all levels, assessed record keeping

	& maintenance, committed teachers, pupils, administration towards education provision, enhanced pupils & staff motivation, strengthened management board & PTA, reduced reporting late to school, provided adequate teaching materials, Enhanced teaching & learning, mobilised required resources for infrastructure, assisted pupils from humble background, strategy improvement, improved security of school, water articulation,
F	Committed teachers, pupils, administration towards education provision, created open communication at all levels, capacity enhancement at all levels, reduced drug abuse, reduced reporting late to school, enhanced pupils & staff motivation, guidance & counselling services including life skills, assessed record keeping & maintenance, tree planting & clean up campaigns, assisted pupils from humble background, mobilised stakeholders in the provision of education, water articulation,
G	Committed pupils, teachers and administration towards education provision; good parenting, strengthen management board & PTA, reduced reporting late, enhanced teaching and learning, reviewed current infrastructure needs,
H	Improved academic performance of pupils, improved income generating activities, committed teachers, pupils & administration towards education provision, enhanced pupils & staff motivation, strengthen management board & PTA, reviewed school rules & regulations, mobilised stakeholder in education provision, reduced reporting late, provided adequate teaching materials, enhanced teaching and learning, improved security of the school, improved on the school premises

Table 4.4.2 summary of thematic overall performance for schools under sub headings

Curriculum								
Infrastructure development								
Planning								
Resources								
Capacity building								
Budget								
Academic performance								
SCHOOL	A	B	C	D	E	F	G	H

4.4 Ethical issues

Confidentiality was maintained by names of respondent are not appearing in the report. Respondents willingly participated in the study implying that they were not forced. Those who were not interested to participate were free to do that.

4.5 Summary

Chapter 4 has provided the research findings from selected secondary schools. The presentations of finding are provided in the following order. 1. How are the standard principles of management applied in these selected secondary schools? 2. How is the educational strategic planning in the selected secondary schools? 3. What are the desired outcomes expected from the successful implementation of educational strategic plan in each of the selected secondary schools? 4. What are the achievements from the implemented educational strategic planning in these selected secondary schools? Chapter 4 culminate into chapter 5 which offers the discussions of the findings of the four questions.

CHAPTER 5

DISCUSSION ON FINDINGS

Overview

The previous chapter presented the findings of the study according to the questions of study. This chapter presents the discussions of the research findings of the study that aimed at 1. To measure the extent of application of principles of management in the selected secondary schools of Kabwe district. 2. To investigate the nature of educational strategic planning in the selected secondary schools of Kabwe district. 3. To determine the desired outcome from the educational strategic planning in the selected secondary schools of Kabwe district. 4. To identify achievements from the implementation of the educational strategic plans in the selected secondary schools of Kabwe district. Chapter 5 ends with conclusion and then spills into chapter 6 which offers the conclusion and recommendations to the whole study.

5.1. The extent of application of principles of management in secondary schools.

The study established that head teachers that managed secondary schools in the district had first degree as minimum professional qualification and more than three years as minimum experience as head and more than three years' experience as deputy. The head teachers came from stable families. All were aged above 41 years and served between 5-10yrs and above as head. The deputies had similar trends except on the professional qualification where one third of them had diploma. All the heads of department were qualified and had the required experience. All teachers had relevant professional qualifications and necessary work experience as reflected in the demographic findings. The human resource of the school had knowledge and skills to meet the demand of the larger society through adherence to principles of management, administrative function and expressing the policy.

The study established that secondary schools scored 83 percent and above on the application of the eighteen questions on standard principles of management applicable in organisations. Furthermore, on the application of standard principles of management, agree on the ratings was significant. Basu 1994 observed that it was not only the inputs that influence the actions of an administrator, features of the conversion process affected the actions and included chains of command and other formal structures used by the officials to make decisions, The conversion process included the procedures used by officials to make decisions, the

administrators' personal experiences and predisposition and the ways administrative superiors controlled their subordinates. That under pinned the reason that the discussions on the administrators' personal experience and predisposition. The extent of application of standard principles of management had to be established following the theoretical view that when evaluating the strategic planning, the evaluation of strategic planning has to be done together with principles of management in organisations and results (Rohm, 1999).

According to the findings of the study it had been established that all the secondary schools applied standard principles of management significantly as secondary schools scored 83 percent and above on the application of the eighteen questions on standard principles of management applicable in organisations. This was partly because the staff had professional qualifications that enabled the application of knowledge, skills and abilities acquired during their training to manage the secondary schools and the experience that they had had while being as a teacher or as deputy. The supporting such teachers and heads of department were equally qualified to understand and implement the school programmes.

The objective to measure the extent of application of standard principles of management has been achieved as the study had realised that 83 percent and above of the principles of management were being implemented though not all of them are being applied. The eighty three percent reveals that there are efforts being made.

5.2. The nature of educational strategic planning in secondary schools.

The study established that for each question on the questionnaire 87.5 percent of the schools agreed with the question whereas on three questions on the questionnaire 25 percent of the schools disagreed. 25 percent of the schools had no strategies and objectives in their planning. All schools had no documentation on Historical profile but mile stones one school had. All Schools had key issues and goals except one school. All schools had no display for PTA executive and management board chairpersons who served the school previously but had display for head teachers and deputies who served their schools. All schools had vision statement displayed together with the mission statement. All schools had no core values except three of the schools had core values displayed on according to table 4. 2. 7. But under communication of core values, table 4. 2. 3, had four different schools communicating the values. Two Schools displayed a poster for the school geographical location. Number of stakeholders that was consulted during strategic planning was within the range of 3 to 7

stakeholders out of twenty or more stakeholders. Schools did not consult necessary policies/ acts of parliament and all features of Political, Economical, Social, Technological, Environmental, Legal, Industrial, National planning (Budget for a year, sixth national development plan and vision 2030) adequately as ideal and this was deviant to cooperative and pursuit of common objective as two essentials of administrative (Pfiffner, 1960). Schools had no hard copies of strategic plan.

The study investigated on the components of strategic planning, process of formulation and implementation and evaluation emanated because of the fact that there were many models for strategic planning, the core elements included: mission statement, vision statement, core values, key or critical issues, goals, strategies to achieve each goal, objectives for each strategy, measurable indicators of success (Center for strategic planning, 2001). The variables (measurable indicators) in strategic planning provide parameters for measuring its content and performance (Rohm, 1999) and there were emphasis on the need to communicate in the strategic planning process. An explanation of the process of strategic planning to stakeholders is very paramount (Nebgen, 1991). Thus the study captured those parameters.

The strategic planning done in the selected secondary schools was not being done holistically. The strategic planning was in fragments. One important part was in the strategic planning for one school but in the other it was missing. It appeared that there was no adequate preparation of strategic planning in schools despite head teachers, deputies, heads of department and teachers having knowledge and skills in strategic planning. The fact that for each question on the questionnaire 87.5 percent of the schools agreed to the rating and for three questions 25 percent of schools disagreed to the rating indicated that stakeholders in schools such as head, deputies, heads of department, teachers and pupils were aware that strategic planning took place in schools and schools undertakes the strategic planning as required by the national policy on Education. The objective to investigate the nature of strategic planning in the selected secondary schools had been achieved in that there was revelation in each of the selected secondary schools pertaining to how the strategic planning were being done. The nature of strategic planning in each of the selected secondary schools had been established.

5.3. The desired outcome from Educational strategic planning in secondary schools.

The study established that one school had no desired outcomes. The desired outcomes were centred on improving performance of the pupil, improved infrastructure, good quality Education delivery, cross cutting issues such as reducing pregnancies and health of the pupil.

The also established that there was no direct link between the goals and desired outcomes of the strategic planning in schools. One school for instance had goals to improve financing and accounting management, sanitation, administration management, reduce absenteeism and save money but the desired outcome was in improve results, health and safety.

Selected secondary school gave desired outcomes of the educational strategic planning as that helped in the measure of performance when related to achievements. The relationship between the desired outcomes and the achievements producing a measurement eminent from Association of Strategic Planning, U.S based nonprofit organization which mentioned that performance should be measured starting with desired outcomes and then results. The desired outcome should come from situation analysis, strategy formulation and implementation then compared with the achievements of the school (Rohm, 1999).

Schools have different desired outcomes but it appeared that selected secondary schools don't know the relationship between goals and desired outcome. There were no links for all the schools though. Respondents did not understand the strategic planning for their school. The objective to determine the desired outcomes from the educational strategic planning in the selected secondary schools was achieved in that the desired outcome for each school had been established from the data and being related to the goals in the strategic planning.

5.4 Achievements from the implementation of the educational strategic plans in secondary schools.

The study established classification of achievements under academic performance, budget, capacity building, resources, planning and infrastructure development and further established that two Schools had achievements in all named categories. One school had achievements in academic performance and capacity building. One School had achievements in all except in the category of planning. School C, D, F, and G had achievements in capacity building, resources and infrastructure development.

THEORY: An administrative system was a combination of the administrative unit and all the elements and processes that interacted with the unit. One was the environment within which the administrative unit operated and which was influenced by the unit and others are the input to the administrative unit, output from the administrative unit. The inputs are connected to the output by the conversion process of the administrative system. Outputs are such that administrators in the administrative unit or rather conversion process provided to the

environment of the administrative unit and such included services, tangible goods, and behavioral regulations, statements and activities (Basu, 1994). The achievements attained by the secondary schools are the outputs to the administrative unit of the secondary schools. The Association of Strategic Planning; U.S based nonprofit organization observed that performance should be measured in the same way starting with desired outcomes and then compared with the results. The achievements or results had been compared to the desired outcomes of strategic planning in the selected secondary schools.

Achievements were easily classified implying that schools were within the expectations of what society demanded from each school. Achievements have offered the basis for analysis. The goals and desired outcomes in the strategic planning of secondary schools had no strong link with the achievements of the schools. It was observed that one school had school goals centred on furniture and motivation and the desired results on improved overall performance of pupils but the same school had achievements such as strengthened curriculum management of academic excellence, reviewed effectiveness of disciplinary committee and enhanced teaching and learning. Observation on the correlation of the goals, desired outcomes and achievements established a weak link and yet strategic planning was the key to superior performance and an extremely important tool for organisational effectiveness. Strategic planning had been acclaimed internationally as effective in improving the performance of government and was important to organisational work performance because it determined the organisational' success or failures. In that regard the study had established that the strategic planning in the selected secondary school was not effective and had a failure to link goals and desired results to achievement. The objective to identify the achievements from the implementation of educational strategic planning in selected secondary schools in Kabwe district was achieved. Achievements for the strategic planning were realised from these secondary schools and were useful in the comparison with the goals and desired outcomes to ascertain the effectiveness of their plans.

5.5. Conclusion

The chapter has offered the discussions on the findings pertaining to the four objectives of the study. The next chapter looks into these discussions in order to conclude and make recommendation or suggestions for the study.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

Overview

This chapter presents the conclusion and recommendations emanating from the discussions of the findings. The discussions culminated into the conclusion and the recommendation of the study.

6.1. CONCLUSION OF STUDY

The study established that the extent of application of standard principles of management was significant as secondary schools scored 83 percent and above on the eighteen questions of standard principles of management applicable in organisations. The highest score was partly because the staff had professional qualifications that enabled the application of knowledge, skills and abilities acquired during their training on how to manage the secondary schools and also the highest score was coupled the experience that they had had while being as a teacher or as deputy. The supporting such teachers and heads of department were equally qualified to understand and implement the school programmes.

On the nature of strategic planning, the study established that schools undertook strategic planning to bring about developments. The fact that for each question on strategic planning 87.5 percent of the schools agreed to the rating and for three questions 25 percent of schools disagreed to the rating indicated that stakeholders in schools such as head, deputies, heads of department, teachers and pupils were aware that strategic planning took place in schools and schools undertook strategic planning as required by the national policy on Education but the strategic planning was not being done holistically as they were certain aspects of the strategic plans missing and those components captured had no correlation with each other. Hard copies of strategic planning were not available at all.

On the desired outcome of the strategic planning, outcomes could not be linked significantly and correlated to goals. There was no strong link and correlation between goals and desired outcome whereas on the achievements from the implementation of educational strategic planning the study the goals and desired outcomes in the strategic planning of secondary schools had no strong link and correlation with their achievements.

Based on these discussions the context on which Educational strategic planning took place was favourable. Schools seemed to have recognised the need to have mission and vision statement which was being emphasised by the national policy on education “educating our future” of 1996 but they lacked detailed practice of strategic management style that could lead to developing a strategic plan with all the crucial components of strategic planning which correlated with each other which resulted from significant inclusive of all relevant stakeholders. There was inability for all schools to have evolved from mission statement and vision statement to put in place a comprehensive effective educational strategic plan and that had culminated to schools not having hard copies of strategic planning. To some extent there is no practice of educational strategic planning in the selected secondary schools in Kabwe District and thus, this had rendered the strategic planning ineffective.

The decisions, procedures, predispositions and control procedures are not as it is in ideal administrative systems associated with the undertakings of strategic planning. The conversion process with output in these selected secondary schools does not include policies put into action and monitoring stages. The expression of policy/laws plus performance or goods and services actually delivered to the public and to officials in other segment of government are inadequate (Iran Sharkansky, 1978).

The context pertaining to formulation and implementation was such that the problem of strategic planning in the selected secondary schools in Kabwe district was in the formulation stage of strategic planning. This was in variance to the concept that the problem of strategic planning in secondary schools was in the implementation stage. .Johnson (2004) observed that 66 percent of organisational strategies are not executed at all. In many cases, this was not because of poor strategy and the idea behind. Many valuable strategies were faced with problems and failures in the implementation stage. The main challenges in management of Educational strategic planning, basically, were in the implementation of strategies rather than in the developing stage.

6.2 Recommendation(s) on conclusion of study

It was therefore important that secondary schools attended to the need for them to have comprehensive educational strategic planning in their management. Strategic planning was a key to superior performance and extremely important tool for school organisational effectiveness. Strategic planning was a management tool that had evolved in institution of

learning through adaptation of practices in the business world (Rowley et al, 19997) and has been acclaimed internationally as effective in improving the performance of state owned enterprises as well as government(Bryson,1988). This has been recognised by the government of the republic of Zambia as important in the management of schools and explains why the national policy on education educating our future policy of 1996 embraces perspective of strategic planning in the management of schools.

Study be undertaken to find out why secondary schools are not planning strategically so that the reasons be established and consequently, try to resolve the situation through continuous professional development workshops. Secondary educational standard officers be equipped with skills needed in coming up with comprehensive educational strategic planning so that they can give informed advice to secondary schools. Strategic planning was used when starting a new organisation, when organisation was starting a new initiative or large project or going to begin phase of an ongoing effort, organisation trying to invigorate an older initiative that has lost its focus or momentum (Fawcett et al, 2001). These aspects are always prevailing in secondary schools. Thus, comprehensive educational strategic planning was indispensable and inevitable.

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APPENDICES:

APPENDIX: A. HEAD TEACHER INTERVIEW

1. Does the school make known of its Historical profile, geographical location, and its mile stones, provide a list of Head teachers, Management board chairpersons and the PTA executive chairpersons that have served the school? If so, how has it been done?
2. What is the vision for the school that needs to be achieved?
3. The school conducted the scan of environment before coming up with a strategic development plan, what key issues were identified which should be attended to in order to develop the school? Is it to do with academic, administrative management, co-curricular activities, environmental conservation, infrastructure, financing and accounting management, health, welfare and safety of pupils and staff discipline?
4. What are the goals for the issues identified in the strategic plan?
5. What objectives have you considered to reach the goals?
6. What strategies has the school put in place to reach the goals?
7. What are the desired outcomes expected from the successful implementation of strategic plan in your school?

Demographic information: Tick where appropriate (interviewer ticking)

8. Gender a) Male b) Female
9. Age ,a) <30 yrs b) 31-40 c) 41-50 d) 51-60 e) 60 yrs >
10. What is your marital status
a) Single b) Married c) Divorced d) Widow/er e) separated
11. What is your level of education?
a) Certificate b) Diploma c) Degree d) Masters
12. How long did you serve as deputy head teacher before you were appointed as head teacher for this school?
a) <5yrs b) 5 – 10yrs c) 11-15yrs d) 16- 20yrs e) 20 yrs >
13. How long have you been in service as head teacher?
a) Less than five years
b) 5 - 10
c) 11-15
d) 16- 20
e) Above 20 yrs

APPENDIX: B, QUESTIONNAIRE FOR DEPUTY HEAD TEACHER

I am a postgraduate student from university of Zambia, pursuing Masters of education in education and development in the school of Education. I am studying educational strategic planning and development: examining its context and effectiveness in selected secondary schools of central province of Zambia, Kabwe district in particular. I would like to request you to fill in the questionnaire as the data you would provide is very helpful in the study being undertaken. Deputy Head teachers have been identified as key respondents to provide data. The data that you give would be confidential and under condition of anonymity. Thus try as much as possible to be **honesty**.

Demographic information: Tick where appropriate

14. Gender : a) Male b) Female

15. Age:

- a) Below 30yrs
- b) 31-40 yrs
- c) 41-50 yrs
- d) 51-60 yrs
- e) Above 60 yrs

16. What is your marital status?

- a) Single
- b) married
- c) divorced
- d) widow/er
- e) separated

17. How long did you serve as HOD before you were appointed as Deputy Head teacher?

- a) Less than five years
- b) 5- 10 yrs
- c) 11- 15 yrs
- d) 16- 20 yrs
- e) Above 20 yrs

18. How long have you served as deputy head teacher?

- f) Less than five years
- g) 5 – 10 yrs
- h) 11-15 yrs
- i) 16- 20 yrs
- j) Above 20 yrs

SCHOOL STRATEGIC PLANNING SURVEY

19. Which stakeholders were involved in school analysis and formulation of the school strategic development plan? Tick one or more as appropriate.

- | | | | |
|------------------------|--------------------------|----------------------------------|--------------------------|
| a) Teachers | <input type="checkbox"/> | l) HODs | <input type="checkbox"/> |
| b) Deputy school head | <input type="checkbox"/> | m) PTA | <input type="checkbox"/> |
| c) MP | <input type="checkbox"/> | n) NGOs | <input type="checkbox"/> |
| d) Police service | <input type="checkbox"/> | o) Village head man | <input type="checkbox"/> |
| e) Councillor | <input type="checkbox"/> | p) school management board | <input type="checkbox"/> |
| f) Head teacher | <input type="checkbox"/> | q) Pupils | <input type="checkbox"/> |
| g) DEBS | <input type="checkbox"/> | r) PEO | <input type="checkbox"/> |
| h) Local authority | <input type="checkbox"/> | s) class teacher | <input type="checkbox"/> |
| i) Non-Teaching staff | <input type="checkbox"/> | t) prefects | <input type="checkbox"/> |
| j) Parents | <input type="checkbox"/> | u) Examination council of Zambia | <input type="checkbox"/> |
| k) School statistician | <input type="checkbox"/> | v) finance committee | <input type="checkbox"/> |

20. Which of the following were considered during the development of the school strategic plan? (tick on one or more as appropriate)

- | | | | |
|------------------------|--------------------------|---------------------------------|--------------------------|
| a) Education act | <input type="checkbox"/> | b) National policy on education | <input type="checkbox"/> |
| c) Educational for all | <input type="checkbox"/> | d) Millennium development goals | <input type="checkbox"/> |
| e) School core values | <input type="checkbox"/> | | |

21. During the formulation of the school strategic development plan, which of the following were considered? Tick on one or more as appropriate:

- | | | | |
|------------------------------|--------------------------|------------------------------|--------------------------|
| a) Political | <input type="checkbox"/> | b) economic | <input type="checkbox"/> |
| c) Social, | <input type="checkbox"/> | d) technology | <input type="checkbox"/> |
| e) Legal matters | <input type="checkbox"/> | f) industry initiatives | <input type="checkbox"/> |
| g) Environmental initiatives | <input type="checkbox"/> | h) national development plan | <input type="checkbox"/> |

22. Which of the following were the critical success factors did your identify?

- | | |
|--|--------------------------|
| a) Mobilisation of stakeholders | <input type="checkbox"/> |
| b) Commitment of teachers, students, administration | <input type="checkbox"/> |
| c) Parental and community support | <input type="checkbox"/> |
| d) Open communication at all levels | <input type="checkbox"/> |
| e) Implementation of operation, effectiveness performance & strategy improvement | <input type="checkbox"/> |
| f) Capacity enhancement at all levels | <input type="checkbox"/> |
| g) Prudent resource utilisation | <input type="checkbox"/> |

23. What are the key issues identified in your school strategic development plan? (Tick on one or more as appropriate)

- | | | | |
|-------------------------------|--------------------------|--------------------------------------|--------------------------|
| a) Academic | <input type="checkbox"/> | e) Administrative management | <input type="checkbox"/> |
| b) Co-curricular activities | <input type="checkbox"/> | f) Environmental conservation | <input type="checkbox"/> |
| c) Infrastructure | <input type="checkbox"/> | g) Finance and accounting management | <input type="checkbox"/> |
| d) Health, welfare and safety | <input type="checkbox"/> | h) Pupils and staff discipline | <input type="checkbox"/> |

24. What are your academic qualifications as deputy head teacher of the secondary school? Tick in a box

- a) Masters b) Bachelors c) Diploma d) certificate

25. Please indicate the extent to which you agree or disagree with the statement below based on the following rating

1. Strongly agree, 2. Agree, 3. Not quite sure, 4. Disagree, 5. Strongly disagree

#	Principles of management	1	2	3	4	5
1.	Teachers are obedient to their supervisors.					
2.	Teachers are hard working.					
3	There is one plan or supervisor for a certain group of activities or work that have the same objectives.					
4	There is a place for everything/everyone & everything/everyone have their own place in school.					
5	There is fairness & justice for all workers. Everyone is treated the same.					
6	Individuals are allowed the power of thinking out a plan & given freedom to carry it out.					
7	There is unity and harmony among teachers/workers.					
8	There is concentration of power & authority at the top calling teachers/workers to receive orders from the top & then transmitting them downwards to the next person lower in rank.					
9	Workers in lower rank are given a chance to make decisions & exercise some form of power, authority and responsibility.					
10	In school there is a line of command which shows who supervises who or who is answerable to whom.					
11	There is retention of teachers/workers in relation to certain jobs they are assigned to.					

12	There is an organisation chart in school.					
13	Supervisors reflect good & explanatory behaviour towards their subordinates.					
14	Teacher/workers are given their own particular allocation of work according to their specialisation.					
15	Administrators give orders and receive obedience.					
16	There is accountability or responsibility for a certain duty or task in school.					
17	Individual teachers/workers do not promote their personal interest/goals at the expense of the school rather subject their interests to achievement of the school overall objective.					
18	The school has satisfactory policies to motivate teachers/workers for the services rendered.					

26. Please indicate the extent to which you agree or disagree with the statement below based on the following rating.

a. Strongly agree, 2. Agree, 3. Not quite sure, 4. Disagree, 5. Strongly disagree

SCHOOL STRATEGIC PLANNING		1	2	3	4	5
1.	The school has a mission statement displayed in the premises.					
2.	The school has a vision statement displayed in the premises.					
3	The school has core values which pupils uphold.					
4	The school conduct SWOT analysis.					
5.	The school has action(s) plan that include strategy, activity, assumptions, time frame, expected results and responsibilities.					
6	School Strategic Plan committees exist in school to see to it that the strategic action plans are implemented.					
7.	Department plans are in line with the school vision to achieve its objectives.					
8.	Individual work plans for teacher are planned according to the action plan of the department.					
9.	There are goals for the issues identified in the school strategic plan					

10.	There are strategies that have been put in place to reach the strategic plan goals.					
11.	There are monitoring and evaluation meetings for implementation of strategic planning.					
12.	The school use themes for the lessons, day, week, month and term during the implementation of the department plan.					
13.	School conduct meetings weekly, monthly, mid-term, and end of term on strategic meeting.					

SCHOOL ACHIEVEMENTS

27. What has the school achieved so far since the commencement of implementation of the school strategic plan? Tick on one or more to indicate what the school has achieved since the implementation of the strategic planning. Please pick on those that are relevant not all of them could be achieved by one plan.

- | | |
|--|--------------------------|
| 1. Mobilised stakeholders in the provision of education | <input type="checkbox"/> |
| 2. Committed teachers, students administration towards education provision | <input type="checkbox"/> |
| 3. Created open communication at all levels | <input type="checkbox"/> |
| 4. Implementation of operation | <input type="checkbox"/> |
| 5. effective performance of operation | <input type="checkbox"/> |
| 6. Strategy improvement | <input type="checkbox"/> |
| 7. Capacity enhancement at all levels | <input type="checkbox"/> |
| 8. Prudent resource mobilisation | <input type="checkbox"/> |
| 9. Increased parental and community support | <input type="checkbox"/> |
| 10. Has reduced over stretching of facilities | <input type="checkbox"/> |
| 11. Reduce High student-teacher ratio | <input type="checkbox"/> |
| 12. Improved reading culture in school | <input type="checkbox"/> |
| 13. Introduced good parenting to foster parenthood | <input type="checkbox"/> |
| 14. Reduced drug abuse | <input type="checkbox"/> |
| 15. Reduced reporting late to school | <input type="checkbox"/> |
| 16. Reduced negative influence from social media(face book, twitter e. t. c) | <input type="checkbox"/> |
| 17. Improved embracement of education by locals | <input type="checkbox"/> |
| 18. Improved academic performance of the pupils | <input type="checkbox"/> |

- 19. Enhanced teamwork amongst stakeholders
- 20. Provide adequate teaching materials
- 21. Enhanced teaching and learning
- 22. Strengthened curriculum management of academic excellence
- 23. Re-examine departmental structures
- 24. Provided adequate co-curricular equipment and facilities
- 25. Enhanced functionality of co-curricular structure
- 26. Improved security of the school
- 27. Enhanced bench marking and partnership with performing schools
- 28. Enhanced student and staff motivation
- 29. Strengthen school board of management and PTA
- 30. Enhanced mechanism for pupils attitude for environment conservation
- 31. Undertook environmental activities like tree planting, clean up campaigns
- 32. Reviewed current infrastructure need.
- 33. Prioritised infrastructure needs
- 34. Mobilised required resources for infrastructure
- 35. Provided administration facility
- 36. Purchased a bus
- 37. Introduced or improved power supply to school
- 38. Constructed classroom blocks to reduce over enrolment
- 39. Water articulation
- 40. Constructed wall fence for the school
- 41. Put in place measures to improve fees collection
- 42. Enhanced income generating activities
- 43. Implemented MOE/MOH health guide lines
- 44. Assisted pupils from humble background
- 45. Reviewed school rules and regulations
- 46. Offered guidance and counselling services. provided life skills
- 47. Assessed record keeping and maintenance
- 48. Improved on the school premises
- 49. Teachers are using smart boards and their markers
- 50. Reviewed the effectiveness of disciplinary committee

APPENDIX: C, QUESTIONNAIRE FOR HEAD OF DEPARTMENTS

I am a postgraduate student from university of Zambia, pursuing Masters of education in education and development in the school of Education. I am studying educational strategic planning and development: examining its context and effectiveness in selected secondary schools of central province of Zambia, Kabwe district in particular. I would like to request you to fill in the questionnaire. The data you would provide would be very helpful in the study being undertaken. Head of Departments have been identified as key respondents to provide data. The data that you give would be confidential and under condition of anonymity. Thus try as much as possible to be honesty.

Demographic information: Tick where appropriate

28. Gender a) Male

B) Female

29. Age a) Below 30 yrs

b) 31-40

c) 41-50

d) 51-60

e) Above 60 yrs

30. What is your marital status?

a) Single

b) Married

c) Divorced

d) Window

e) Separated

31. What is your level of education?

a) Certificate

b) Diploma

c) Degree

d) Masters

32. How long did you serve been as a class room teacher before appointed as HODs?

- a) Less than five years
- b) 5 - 10
- c) 11-15
- d) 16- 20
- e) Above 20 years

33. How long have you served as Head of Department (HOD)?

- k) Less than five years
- l) 5 - 10
- m) 11-15
- n) 16- 20
- o) Above 20 years

SCHOOL STRATEGIC PLAN

34. Which stakeholders were involved in school analysis and formulation of the school strategic development plan? Tick one or more as appropriate.

- | | | | |
|------------------------|--------------------------|----------------------------------|--------------------------|
| a) Teachers | <input type="checkbox"/> | l) HODs | <input type="checkbox"/> |
| b) Deputy school head | <input type="checkbox"/> | m) PTA | <input type="checkbox"/> |
| c) MP | <input type="checkbox"/> | n) NGOs | <input type="checkbox"/> |
| d) Police service | <input type="checkbox"/> | o) Village head man | <input type="checkbox"/> |
| e) Councillor | <input type="checkbox"/> | p) school management board | <input type="checkbox"/> |
| f) Head teacher | <input type="checkbox"/> | q) Pupils | <input type="checkbox"/> |
| g) DEBS | <input type="checkbox"/> | r) PEO | <input type="checkbox"/> |
| h) Local authority | <input type="checkbox"/> | s) class teacher | <input type="checkbox"/> |
| i) Non-Teaching staff | <input type="checkbox"/> | t) prefects | <input type="checkbox"/> |
| j) Parents | <input type="checkbox"/> | u) Examination council of Zambia | <input type="checkbox"/> |
| k) School statistician | <input type="checkbox"/> | v) finance committee | <input type="checkbox"/> |

35. Which of the following were the critical success factors on strategic planning did you identify at department level?

- a) Mobilisation of stakeholders
- b) Commitment of teachers, students, administration
- c) Parental and community support
- d) Open communication at all department levels
- e) Capacity enhancement at all department levels

f) Prudent resource utilisation

g) Implementation of operation, effective performance & strategy improvement

36. What are the key issues identified in your departmental plan? (Tick on one or more as appropriate)

a) Academic

b) Administrative management

c) Curricular activities

d) Environmental conservation

e) Infrastructure

f) Finance and accounting management

g) Health, welfare and safety

h) Student and staff discipline

37. Please indicate the extent to which you agree or disagree with the statement below based on the following rating

1. Strongly agree, 2. Agree, 3. Not quite sure, 4. Disagree, 5. Strongly disagree

#	Principles management	1	2	3	4	5
1.	Teachers are obedient to their supervisor.					
2.	Teachers are hard working.					
3	There is one plan or supervisor for a certain group of activities or work that have the same objectives.					
4	There is a place for everything/everyone & everything/everyone have their own place in school.					
5	There is fairness & justice for all workers. Everyone is treated the same.					
6	Individuals are allowed the power of thinking out a plan & given freedom to carry it out.					
7	There is unity and harmony among teachers/workers.					
8	There is concentration of power& authority at the top calling teachers/workers to receive orders from the top & then transmitting them downwards to the next person lower in rank.					
9	Workers in lower rank are given a chance to make decisions & exercise some form of power, authority and responsibility.					
10	In school there is a line of command which shows who					

	supervises who or who is answerable to whom.					
		1	2	3	4	5
11	There is retention of teachers/workers in relation to certain jobs they are assigned to.					
12	There is an organisation chart in school.					
13	Supervisors reflect good & exemplary behaviour towards their subordinates.					
14	Teacher/workers are given their own particular allocation of work according to their specialisation.					
15	Administrators give orders and receive obedience.					
16	There is accountability or responsibility for a certain duty or task in school					
17	Individual teachers/workers do not promote their personal interest/goals at the expense of the school rather subject their interests to achievement of the school overall objective					
18	The school has satisfactory policies to motivate teachers/workers for the services rendered.					

38. Please indicate the extent to which you agree or disagree with the statement below based on the following rating.

a. Strongly agree, 2. Agree, 3. Not quite sure, 4. Disagree, 5. Strongly disagree

	Strategic planning	1	2	3	4	5
1.	The school has a mission statement displayed in the premises.					
2.	The school has a vision statement displayed in the premises.					
3	The school has core values which pupils uphold.					
4	The school conduct SWOT analysis					
5.	The school has action(s) plan that include strategy, activity, assumptions, time frame, expected results and responsibilities.					
6	School Strategic Plan committees exist in school to see to it that the strategic action plans are implemented.					
7.	Department plans are in line with the school vision to achieve its objectives					
8.	Individual work plans for teacher are planned to according to					

	the action plan of the department.					
9.	There are goals for the issues identified in the school strategic plan.					
10.	There are strategies that have been put in place to reach the strategic plan goals.					
11.	There are monitoring and evaluation meetings for implementation of strategic planning.					
12.	The school use themes for the lesson, day, week, month and term during the implementation of the department plan.					
13.	School conduct meetings weekly, monthly, mid-term, and end of term on strategic meeting.					

SCHOOL ACHIEVEMENTS

39. What has the school achieved (**RESULTS**) so far since the commencement of implementation of the school strategic plan? Tick on one or more to indicate what the school has achieved since the implementation of the strategic planning. Please pick on those that are relevant not all of them could be achieved by one plan or part of plan.

- 51. Mobilised stakeholders in the provision of education
- 52. Committed teachers, students administration towards education provision
- 53. Created open communication at all levels
- 54. Implementation of operation
- 55. effective performance of operation
- 56. Strategy improvement
- 57. Capacity enhancement at all levels
- 58. Prudent resource mobilisation
- 59. Increased parental and community support
- 60. Has reduced over stretching of facilities
- 61. Reduce High student-teacher ratio
- 62. Improved reading culture in school
- 63. Introduced good parenting to foster parenthood
- 64. Reduced drug abuse
- 65. Reduced reporting late to school
- 66. Reduced negative influence from social media(face book, twitter e. t. c)
- 67. Improved embracement of education by locals

68. Improved academic performance of the pupils	<input type="checkbox"/>
69. Enhanced teamwork amongst stakeholders	<input type="checkbox"/>
70. Provide adequate teaching materials	<input type="checkbox"/>
71. Enhanced teaching and learning	<input type="checkbox"/>
72. Strengthened curriculum management of academic excellence	<input type="checkbox"/>
73. Re-examine departmental structures	<input type="checkbox"/>
74. Provided adequate co-curricular equipment and facilities	<input type="checkbox"/>
75. Enhanced functionality of co-curricular structure	<input type="checkbox"/>
76. Improved security of the school	<input type="checkbox"/>
77. Enhanced bench marking and partnership with performing schools	<input type="checkbox"/>
78. Enhanced student and staff motivation	<input type="checkbox"/>
79. Strengthen school board of management and PTA	<input type="checkbox"/>
80. Enhanced mechanism for pupils attitude for environment conservation	<input type="checkbox"/>
81. Undertook environmental activities like tree planting, clean up campaigns	<input type="checkbox"/>
82. Reviewed current infrastructure need.	<input type="checkbox"/>
83. Prioritised infrastructure needs	<input type="checkbox"/>
84. Mobilised required resources for infrastructure	<input type="checkbox"/>
85. Provided administration facility	<input type="checkbox"/>
86. Purchased a bus	<input type="checkbox"/>
87. Introduced or improved power supply to school	<input type="checkbox"/>
88. Constructed classroom blocks to reduce over enrolment	<input type="checkbox"/>
89. Water articulation	<input type="checkbox"/>
90. Constructed wall fence for the school	<input type="checkbox"/>
91. Put in place measures to improve fees collection	<input type="checkbox"/>
92. Enhanced income generating activities	<input type="checkbox"/>
93. Implemented MOE/MOH health guide lines	<input type="checkbox"/>
94. Assisted pupils from humble background	<input type="checkbox"/>
95. Reviewed school rules and regulations	<input type="checkbox"/>
96. Offered guidance and counselling services. provided life skills	<input type="checkbox"/>
97. Assessed record keeping and maintenance	<input type="checkbox"/>
98. Improved on the school premises	<input type="checkbox"/>
99. Teachers are using smart boards and their markers	<input type="checkbox"/>
100. Reviewed the effectiveness of disciplinary committee	<input type="checkbox"/>

APPENDIX: D, QUESTIONNAIRE FOR TEACHER

I am a postgraduate student from university of Zambia, pursuing Masters of education in education and development in the school of Education. I am studying educational strategic planning and development: examining its context and effectiveness in selected secondary schools of central province of Zambia, Kabwe district in particular. I would like to request you to fill in the questionnaire. The data you would provide would be very helpful in the study being undertaken. Teachers have been identified as key respondents to provide data. The data that you give would be confidential and under condition of anonymity. Thus try as much as possible to be honesty when filling in the questionnaire.

Demographic information: Tick where appropriate

40. Gender a) Male

b) Female

41. Age a) Below 30 yrs

b) 31-40

c) 41-50

d) 51-60

e) Above 60 yrs

42. What is your marital status?

f) Single

g) Married

h) Divorced

i) Window

j) Separated

43. What is your level of education?

a) Certificate

b) Diploma

c) Degree

d) Masters

44. How long you have been teaching at this secondary school

a) Less than 5 yrs

b) 5-10 yrs

c) 11-15 yrs

d) 16-20 yrs

e) Above 20 yrs

45. Please indicate the extent to which you agree or disagree with the statement below based on the following rating

a. Strongly agree, 2. Agree, 3. Not quite sure, 4. Disagree, 5. Strongly disagree

#	PRINCIPLES OF MANAGEMENT	1	2	3	4	5
1.	Teachers are obedient to their supervisor.					
2.	Teachers are hard working.					
3	There is one plan or supervisor for a certain group of activities or work that have the same objectives.					
4	There is a place for everything/everyone & everything/everyone have their own place in school.					
5	There is fairness & justice for all workers. Everyone is treated the same.					
6	Individuals are allowed the power of thinking out a plan & given freedom to carry it out.					
7	There is unity and harmony among teachers/workers.					
8	There is concentration of power& authority at the top calling teachers/workers to receive orders from the top & then transmitting them downwards to the next person lower in rank.					
9	Workers in lower rank are given a chance to make decisions & exercise some form of power, authority and responsibility.					
10	In school there is a line of command which shows who supervises who or who is answerable to whom.					
11	There is retention of teachers/workers in relation to certain jobs they are assigned to					
12	There is an organisation chart in this secondary school.					
13	Supervisors reflect good & exemplary behaviour towards their subordinates.					
14	Teacher/workers are given their own particular allocation of work according to their specialisation.					
15	Administrators give orders and receive obedience.					
16	There is accountability or responsibility for a certain duty or					

	task in school.					
17	Individual teachers/workers do not promote their personal interest/goals at the expense of the school rather subject their interests to achievement of the school overall objective.					
18	The school has satisfactory policies to motivate teachers/workers for the services rendered..					

46. Please indicate the extent to which you agree or disagree with the statement below based on the following rating.

a. Strongly agree, 2. Agree, 3. Not quite sure, 4. Disagree, 5. Strongly disagree

	Strategic planning	1	2	3	4	5
1.	The school has a mission statement displayed in the premises.					
2.	The school has a vision statement displayed in the premises.					
3	The school has core values which pupils uphold.					
4	The school conduct SWOT analysis.					
5.	The school has action(s) plan that include strategy, activity, assumptions, time frame, expected results and responsibilities.					
6	School Strategic Plan committees exist in school to see to it that the strategic action plans are implemented.					
7.	Department plans are in line with the school vision to achieve its objectives.					
8.	Individual work plans for teacher are planned to according to the action plan of the department.					
9.	There are goals for the issues identified in the school strategic plan.					
10.	There are strategies that have been put in place to reach the strategic plan goals.					
11.	There are monitoring and evaluation meetings for implementation of strategic planning.					
12.	The school use themes for the lesson, day, week, month and term during the implementation of the department plan.					
13.	School conduct meetings weekly, monthly, mid-term, and end of term on strategic meeting.					

ACHIEVEMENTS

47. In your own view what has the school achieved so far since the commencement of implementation of the school? Tick on one or more to indicate what the school has achieved since the implementation of the strategic planning. Please pick on those that are relevant and do not pick all as they cannot be done by one plan.

- | | |
|--|--------------------------|
| 1. Mobilised stakeholders in the provision of education | <input type="checkbox"/> |
| 2. Committed teachers, students administration towards education provision | <input type="checkbox"/> |
| 3. Created open communication at all levels | <input type="checkbox"/> |
| 4. Implementation of operation | <input type="checkbox"/> |
| 5. effective performance of operation | <input type="checkbox"/> |
| 6. Strategy improvement | <input type="checkbox"/> |
| 7. Capacity enhancement at all levels | <input type="checkbox"/> |
| 8. Prudent resource mobilisation | <input type="checkbox"/> |
| 9. Increased parental and community support | <input type="checkbox"/> |
| 10. Has reduced over stretching of facilities | <input type="checkbox"/> |
| 11. Reduce High student-teacher ratio | <input type="checkbox"/> |
| 12. Improved reading culture in school | <input type="checkbox"/> |
| 13. Introduced good parenting to foster parenthood | <input type="checkbox"/> |
| 14. Reduced drug abuse | <input type="checkbox"/> |
| 15. Reduced reporting late to school | <input type="checkbox"/> |
| 16. Reduced negative influence from social media(face book, twitter e. t. c) | <input type="checkbox"/> |
| 17. Improved embracement of education by locals | <input type="checkbox"/> |
| 18. Improved academic performance of the pupils | <input type="checkbox"/> |
| 19. Enhanced teamwork amongst stakeholders | <input type="checkbox"/> |
| 20. Provide adequate teaching materials | <input type="checkbox"/> |
| 21. Enhanced teaching and learning | <input type="checkbox"/> |
| 22. Strengthened curriculum management of academic excellence | <input type="checkbox"/> |
| 23. Re-examine departmental structures | <input type="checkbox"/> |
| 24. Provided adequate co-curricular equipment and facilities | <input type="checkbox"/> |
| 25. Enhanced functionality of co-curricular structure | <input type="checkbox"/> |
| 26. Improved security of the school | <input type="checkbox"/> |
| 27. Enhanced bench marking and partnership with performing schools | <input type="checkbox"/> |
| 28. Enhanced student and staff motivation | <input type="checkbox"/> |

- | | |
|---|--------------------------|
| 29. Strengthen school board of management and PTA | <input type="checkbox"/> |
| 30. Enhanced mechanism for pupils attitude for environment conservation | <input type="checkbox"/> |
| 31. Undertook environmental activities like tree planting, clean up campaigns | <input type="checkbox"/> |
| 32. Reviewed current infrastructure need. | <input type="checkbox"/> |
| 33. Prioritised infrastructure needs | <input type="checkbox"/> |
| 34. Mobilised required resources for infrastructure | <input type="checkbox"/> |
| 35. Provided administration facility | <input type="checkbox"/> |
| 36. Purchased a bus | <input type="checkbox"/> |
| 37. Introduced or improved power supply to school | <input type="checkbox"/> |
| 38. Constructed classroom blocks to reduce over enrolment | <input type="checkbox"/> |
| 39. Water articulation | <input type="checkbox"/> |
| 40. Constructed wall fence for the school | <input type="checkbox"/> |
| 41. Put in place measures to improve fees collection | <input type="checkbox"/> |
| 42. Enhanced income generating activities | <input type="checkbox"/> |
| 43. Implemented MOE/MOH health guide lines | <input type="checkbox"/> |
| 44. Assisted pupils from humble background | <input type="checkbox"/> |
| 45. Reviewed school rules and regulations | <input type="checkbox"/> |
| 46. Offered guidance and counselling services. provided life skills | <input type="checkbox"/> |
| 47. Assessed record keeping and maintenance | <input type="checkbox"/> |
| 48. Improved on the school premises | <input type="checkbox"/> |
| 49. Teachers are using smart boards and their markers | <input type="checkbox"/> |
| 50. Reviewed the effectiveness of disciplinary committee | <input type="checkbox"/> |

THANKS FOR YOUR PARTICIPATION!

APPENDIX: E, PUPIL QUESTIONNAIRE

I am a postgraduate student from university of Zambia, pursuing Masters of education in education and development in school of Education. I would like to request you to fill in the questionnaire. The data you would provide would be very helpful in the study being undertaken. Pupils are to answer questions. The answers you give will be kept secret and no names will be given. Thus try as much as possible to be honesty when filling in the questionnaire.

48. Tick on gender

a) Male b) Female

49. Tick to show how long you have been at the secondary school

a) below 3yrs b) 4 yrs c) 5 yrs d) above 6yrs

50. Please indicate the extent to which you agree or disagree with the statement below based on the following rating.

a. Strongly agree, 2. Agree, 3. Not quite sure, 4. Disagree, 5. Strongly disagree

	Strategic planning	1	2	3	4	5
1.	The school has a mission statement displayed in the premises.					
2.	The school has a vision statement displayed in the premises.					
3	The school has core values which pupils uphold.					
4	The school conduct SWOT analysis.					
5.	The school has action(s) plan that include strategy, activity, assumptions, time frame, expected results and responsibilities.					
6	School Strategic Plan committees exist in school.					
7.	Department plans are in line with the school vision.					
8.	Teacher plans is in line with department action plan					
9.	There are goals for the issues identified in the strategic plan.					
10.	There are strategies in place to reach the strategic plan goals.					
11.	There are monitoring and evaluation meetings for any plan.					
12.	The are themes for the lesson, day, week, month and term .					
13.	School conduct meetings weekly, monthly, mid-term, and end of term on strategic meeting.					

THANKS FOR YOUR PARTICIPATION

Table 3.7.5 Time line and study activities

The researcher followed the sequence of research activities including their time frame as scheduled below:

Activity	2015 Sept.	Oct.	Nov.	Dec.	2016 Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.
Prep. Research Instrument												
Processing												
Adjusting Research Instrument												
Data Collection												
Data Coding												
Data Analysis and Interpretati on												
Report writing (1 st draft)												
Presenting results at UNZA for comments												
Final report writing												
Dissertation of research findings												

APPENDIX: F, CONSENT FORM FOR PARTICIPANTS FROM ETHICS COMMITTEE UNZA

UNZAREC FORM 1b



**THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE**

Telephone: +260-211-290258/293937
Fax: +260-211-290258/293937
E-mail: drgs@unza.zm

P. O. Box 32379
Lusaka, Zambia

HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

CONSENT FORM

(Translated into vernacular if necessary)

TITLE OF RESEARCH:

REFERENCE TO PARTICIPANT INFORMATION SHEET:

1. Make sure that you read the Information Sheet carefully, or that it has been explained to you to your satisfaction.
2. Your permission is required if tape or audio recording is being used.
3. Your participation in this research is entirely voluntary, i.e. you do not have to participate if you do not wish to.
4. Refusal to take part will involve no penalty or loss of services to which you are otherwise entitled.
5. If you decide to take part, you are still free to withdraw at any time without penalty or loss of services and without giving a reason for your withdrawal.
6. You may choose not to answer particular questions that are asked in the study. If there is anything that you would prefer not to discuss, please feel free to say so.
7. The information collected in this interview will be kept strictly confidential.
8. If you choose to participate in this research study, your signed consent is required below before I proceed with the interview with you.

VOLUNTARY CONSENT

I have read (or have had explained to me) the information about this research as contained in the Participant Information Sheet. I have had the opportunity to ask questions about it and any questions I have asked have been answered to my satisfaction.

I now consent voluntarily to be a participant in this project and understand that I have the right to end the interview at any time, and to choose not to answer particular questions that are asked in the study.

My signature below says that I am willing to participate in this research:

Participant's name (Printed):

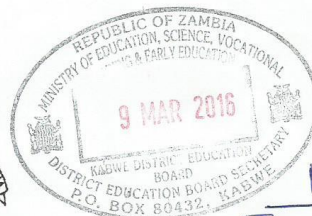
Participant's signature: Consent Date:

Researcher Conducting Informed Consent (Printed)

Signature of Researcher: Date:

Signature of parent/guardian: Date:

**APPENDIX: G POSTGRADUATE STUDENT FIELD INTRODUCTORY LETTER
AND ENDORSED BY DISTRICT EDUCATION BOARD SECRETARY KABWE
DISTRICT**



Secondary Sch.
Head Teachers
Kabwe District

The bearer of this letter has been allowed to do field work in Kabwe District. Kindly attend to him. DRGS.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

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

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

Date: 28/01/2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam

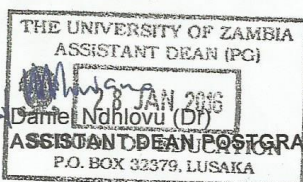
RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr./Ms. Anthony Kwana Computer number 514705524 is a duly registered student at the University of Zambia, School of Education.

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

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

Yours faithfully



ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

P.O. BOX 32379, LUSAKA
Cc: Dean-Education
Director-DRGS

APPENDIX: H SCHOOL INTRODUCTORY LETTER

University of Zambia,
P. O. Box 32379,
Lusaka.

To

10th December 2015.

The Head,

..... Secondary school,

Kabwe.

Dear sir/Madam,

RE: Postgraduate research

I am a postgraduate student from university of Zambia, pursuing Masters of education in education and development in the school of Education. I am studying educational strategic planning and development: examining its context and effectiveness in selected secondary schools of central province of Zambia, Kabwe district in particular. I would like to request you if I could have an interview with you. Head teachers have been identified as key respondents to provide data. The data that you give would be confidential and under condition of anonymity. The data provided would be very helpful in the study being undertaken. Thus try as much as possible to reflect what is on the scene. The current aim of my research is to survey of School strategic development planning and its context

The research targets respondents such as Head teacher, Deputy Head teacher, H. O. Ds, Teachers and pupils in your school. The head teacher is earmarked to be interviewed whereas for the rest of the respondent have to fill in a questionnaire. It is for this reason that I have come so that data could be collected. The information that would be collected would be very help to the school and nation.

Attached to this letter is the supporting letter(s).

Thanks in anticipation,

Anthony Bwalya.

ID# 514705524