

**THE UNIVERSITY OF ZAMBIA**

**IN COLLABORATION WITH**

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**Crisis Management in Senior Secondary Schools in  
Kawambwa District of Luapula Province**

**By**

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Zimbabwe Open University in partial fulfillment of the requirement for the award of the  
degree of Master of Education in Educational Management.**

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**Approval Form**

This dissertation for Mwamba Lukwesa is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Educational Management by the University of Zambia in collaboration with Zimbabwe Open University.

Examiner's Signature

Signed:.....

Date:.....

## **DECLARATION**

I, Mwamba Lukwesa solemnly declare that this dissertation presents my work and that it has not been previously submitted for a degree at this or any other university. All the works of other people have been duly acknowledged.

Signed: .....

Date: .....

## **Dedication**

This work is dedicated to my mother, my father, my husband and my children Chabota and Chiwego for valuing me always and for their continued support throughout this research work.

## **ABSTRACT**

This study was designed to examine management of crises in senior secondary schools in Kawambwa district of the Luapula Province. The objectives were to: investigate the kinds of crises prevalent in senior secondary schools; examine the effects of crises on school management and discovered how school leadership and management dealt with crises in senior secondary school education in Kawambwa District of Luapula Province.

The population of the study included all providers of senior secondary school centers in Kawambwa district, drawing a sample of 16 respondents.

Data collection was done through interviewing the head teachers, deputy head teachers and guidance and counseling teachers who were purposively sampled people who had the knowledge and skills for the situation that was under investigation. These respondents provided the required information for the study.

The data was analyzed and a comparison was made between the different situations to determine the variation and effects of crisis on the state of secondary school education.

The study revealed that the main crises were; hail storms, disease outbreaks, financial crisis, water crisis, food crisis and teenage pregnancies among girls.

Furthermore, this study has shown that crises do impact school management negatively mainly by disturbing the normal school proceedings like teaching and learning. The schools managed the crises by involving several stakeholders like local government through the council secretary, District Education Board Secretary (DEBS) and well-wishers from the surrounding communities in solving the crises in schools such as hail storms.

A major recommendation was that school managers were supposed to take action quickly after the crisis event through involvement of communities and other stakeholders like the insurance companies.

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## **CHAPTER ONE**

### **1.1 Background**

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

The study was designed to examine management of crises in senior secondary schools in Kawambwa district of the Luapula province. Crisis is a sequence of sudden disturbing events harming the organization; it generally arises on a short notice and triggers a feeling of fear and threat amongst the individuals (Barton, 2001).

A crisis can arise in a school due to any of the following reasons:

Technological failure and Breakdown of machines through problems in internet, corruption in the software, and errors in passwords; when employees do not agree with each other and fight amongst themselves; boycott, strikes for indefinite periods, disputes violence, thefts and terrorism at the workplace result in organizational crisis; neglecting minor issues in the beginning can lead to major crisis and a situation of uncertainty at the work place (Barton, 2001).

The management must have complete control on its employees and should not adopt a casual attitude at work (Coombs, 2006). More so, illegal behaviors such as accepting bribes, frauds, data or information tampering all lead to organization crisis and it arises when organization fails to pay its creditors and declares itself a bankrupt organization (Coombs, 2006).

Crisis management is very necessary. Crisis Management prepares the individuals to face unexpected developments and adverse conditions in the organization with courage and determination, employees adjust well to the sudden changes in the organization and they can understand and analyze the causes of crisis and cope with it in the best possible way (Barton, 2001). Crisis Management also helps the managers to devise strategies to come out of uncertain

conditions and also decides on the future course of action and crisis Management helps the managers to no need to feel but to detect the early signs of crisis, warn the employees against the aftermaths and take necessary precautions for the same (Barton, 2001).

After democracy in 1994, higher education institutions were a key prospect on the change and transformation agenda (May, 2004). The Ministry of Education (2001) provided a framework for achieving the vision of a single coordinated higher education system in South Africa. In order to meet these goals, various technikons and universities were merged. These mergers brought about both challenges as well as opportunities for higher education. Pityana (2004) explains that some of the opportunities that have resulted from the merger process are that higher education institutions now provide a sphere for public debate and encourage the development of a reflective capacity, a willingness to address, renew ideas and practices.

Pityana (2004) further states that one of the challenges emerged from the merger process were that institutions find themselves in tensions with their partners. These challenges often lead to crisis situations. It was therefore, imperative that higher education institutions attempt to prepare themselves for these crisis situations. Tench and Yeoman (2006) define a crisis as an event that disrupts normal operations of an organization and if, badly managed, can ruin hard won reputations. When a crisis does occur, events usually unfold rapidly, leaving little time for planning, therefore advance preparation is essential. From this, it is worth noting that every organization has to deal with some form of crisis during their existence, therefore effective planning and management of a crisis is essential for the survival of any organization. Higher education institutions play a critical role in the social, cultural and economic development of any country. According to Higher Education South Africa (HESA) (2008), the purpose of higher education institutions is to meet the learning needs and aspirations of young individuals. Management at higher education institutions can avoid or be better prepared to handle crises if they have a crisis communication plan in place and if they communicate effectively during these uncertain periods of time. Apart from having a crisis communications plan, public relations practitioners need to develop communication strategies and processes to influence the cause of conflicts to the benefit of the organizations and many stakeholders. This is often referred to as strategic conflict management. Donyale, Padgett, Cheng and Parekh (2013) purport that organizations are required to engage with their internal and external stakeholders about the

severity and nature of the crisis. A crisis situation therefore makes it necessary to implement a response strategy as responsibility for the crisis is placed on the organization. Based on this, communication is therefore at the heart of a crisis and conflict management and crisis communication therefore becomes a public relations issue (Lubbe and Puth, 2000).

Cashwell, (2006) states that in the course of a school year, schools may face a number of crisis situations like child abuse and neglect, violence, and natural disasters that may impact on individual students or create school-wide crises, each of these crises can pose a threat to student and school safety and, therefore, requires swift and precise action. In addition to the potential lethality of these situations, they also can take an emotional toll on school personnel, potentially leading to increased levels of burnout (Collins & Collins, 2005). Schools serve as the primary provider of child and adolescent mental health services (Burns et al. 1995; Hoagwood & Erwin, 1997), limited training in crisis intervention may leave the professional school counselor less than adequately prepared for the crises they encounter in their schools (Allen et al., 2002).

The current study focused particularly on how schools managed crises in Kawambwa district. In addition; every school is different and unique in its makeup of staff, students, parents and surrounding community. Hail storms became a crisis when they have an adverse impact on human lives, settlements and activities. One such adverse impact is on secondary education because education is generally seen as the basis for individual and social development. With the increase in the occurrence of climate related hazards (Guha-Sapir et al., 2012), the schools living in these rural areas are faced with several crisis induced by rain, one of which is the education of children. The Universal Declaration on Human Rights and the Education For All (EFA) commitment emphasizes education as a basic human right and the need to ensure that the goal by 2015 all children, particularly girls, those in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality which is the foundation of secondary education (Guha-Sapir et al., 2012). However, in the Luapula Province of Zambia where this research was conducted, there was clear evidence that many children could not have quality education because of hail storms events.

## **1.2 Statement of the Problem**

Each school crisis is different from others in nature. ZANIS (2017) reports that a survey conducted by Samfya District Commissioner Narson Bwalya in the District revealed that in areas such as Mano Ward in Bangweulu Constituency and Chisokone Secondary School in the area were damaged due to heavy rains that left several people homeless after their houses collapsed. There was an urgent need for the Luapula Provincial Disaster Management and Mitigation Unit to move in quickly to repair especially the damaged schools for the benefit of children in the area. It is for this reason and the like that the study examined crisis management in secondary school. So far, there has been no comprehensible study undertaken in Kawambwa district on crisis management in secondary schools in spite of the many crises that have occurred in several schools.

## **1.3 Purpose of the study**

The study examined crisis management in secondary schools of Kawambwa district of Luapula province. The study was carried out in order to identify current gaps that exist in current practices of crisis management at senior secondary education institutions.

## **1.6 Significance of the Study**

The significance of the study was to provide the researcher with an in-depth knowledge in terms of school crisis management and strategies to employ when handling crises in management in the future. The study hopes to contribute to policy making in the Ministry of Education on the possibility of crisis management of schools in rural areas. Lessons from crises management and how these crises were solved in rural schools would serve as models for school improvement among other schools. Most importantly the study hopes to add value and contribute to the professional literature of crisis management in schools. The findings and recommendations generated from this research were intended to enlighten the government, and other stakeholders involved in dealing with crisis management and hence could contribute to the development of competencies for crisis intervention in the schools, then it would be availed to Kawambwa District Education Board Secretary (DEBS).

#### **1.4 Objectives of the study**

The specific objectives of the study were:

1. To identify kinds of crises prevalent in senior secondary schools in Kawambwa district of the Luapula Province.
2. To examine the effects of crises on school management in Kawambwa district of the Luapula Province
3. To investigate how school leadership and management deal with crises.

#### **1.5 Research Questions**

The research answered the following questions:

4. What are the prevalent kinds of crises in this secondary school in Kawambwa district of the Luapula Province?
5. How do crises affect school leadership and management in Kawambwa district of the Luapula Province?
6. How do school managements deal with crises?

#### **1.8 Delimitations of the study**

The study was delimited to all the eight (08) senior secondary schools in Kawambwa district of the Luapula Province. The study was interested in finding out how some senior secondary schools managed crises. The selection of Kawambwa district had proved to be successful despite the challenges faced. The sampled schools were confined to one district so as to avoid sample differences resulting from differences in administrative and selection policies among others.

#### **1.9 Limitations**

Conducting research in remote areas of the predominantly-rural Luapula province proved to be very difficult for the researcher. Some school managers were not accommodating the researcher

to conduct interviews effectively instead they referred to deputy head teacher's office for more details. This reduced the flow of information from some head teachers to the researcher.

### **1.9 Operational Definitions**

The following terms and definitions were used in the study:

**Crisis** is a temporary state of upset and disorganization.

**Crisis Management** is an activity of control of disorder

**Secondary Schools;** means classes run from grade eight up to twelve pupils

## **CHAPTER TWO**

## **2.0 LITERATURE REVIEW**

### **Overview**

This chapter provides an overview of the broader literature that inspires the approach to be taken. As such, the chapter focuses on conceptual or theoretical framework of the scholarly literature dealing with crisis management strategies and analyses of crises, and how they have been studied in the international or developed countries, African context and on the Zambian scenario.

### **2.3 Empirical Review- International Studies**

Different studies have been done in the world on crisis management of schools and how these crises have been managed.

The important roles played by Burke as the organization's leader and public relations professionals during this crisis and the model Johnson & Johnson demonstrated for working effectively with the media are examples that have implications for crisis management in public schools. Other organizations have not always fared as well in times of crisis. Exxon spent more than two billion dollars in clean-up fees alone after the Exxon Valdez accident released almost 11 million gallons of oil along Prince William Sound, Alaska, on March 24, 1989, and yet it is perceived as having been unsuccessful in salvaging its public image and reputation in the face of the environmental disaster (Small, 1991; Harrison and Prugh, 1989). Exxon was criticized for corporate arrogance and being slow to demonstrate concern and accept responsibility for the accident (Lukaszewski, 1993). Exxon Chairman Lawrence Rawl was perceived as unable to view the situation from the media's and public's perspectives; the corporate culture was unable to overcome the "personal culture" of its leader (Small, 1991). Exxon suffered by not taking charge of the news flow and not providing a credible and empathetic chief executive officer as spokesperson (Lukaszewski, 1993, Harrison and Prugh, 1998).

According to Small (1991: 22-24), a number of lessons can be learned from the Exxon Valdez crisis. These lessons are as relevant to public school districts as they are to the corporate sector; show candor and repentance, move quickly when a crisis hits, prepare a crisis plan, make a conscious decision about whether the District Education Board Secretary (DEBS) should go to the scene of the crisis event, identify the DEBS as the spokesperson, unless the DEBS won't be

perceived as forthright and sincere, have an ongoing media evaluation program in place, centralize communications, both internally and externally, be aware of creative ideas, such as involving critics in solving the problem, build relationships with those who will matter in a crisis (the media, special interest groups, and other external publics), build positive relationships with politicians and never attack them, evaluate the appropriateness of paid advertisements and handouts.

Lukaszewski (1993) stipulated that the more complex the planning process, the less management appeared willing to tend to issues of visibility and reputation. “If an organization is worthy of its reputation and interested in maintaining its credibility, then emergency preparations are an absolute necessity. When bad news happens, critical audiences, including employees, have expectations of a company’s behavior and its ability to manage problems. Every organization and business is vulnerable to mistakes, mishaps, unanticipated events, and human error because we are all vulnerable. The prudent organization studies its vulnerabilities, identifies those most dangerous to the organization, and prepares to manage them” (Lukaszewski, 1993: 210-211).

Group or individual counseling may be needed to help them release distress, and they can also acquire coping or relaxation skills to restore normal functioning. In view of the individual differences in reacting to a critical incident, unnecessary intervention may affect the natural recovery process. On the other hand, unaddressed needs may hinder the recovery process. Thus, it is important to assess the impact of the crisis event and identify at-risk individuals so that intervention and support measures can be appropriately conducted as indicated from the assessed needs (Brock et al, 2014).

In addition, crisis reactions may change from time to time. Some students/staff may have delayed crisis reactions; they may not show the need for support immediately after a school crisis happens. Yet, it is important to keep observing and assessing the needs of students/staff at risk on different post-crisis periods for example, after a few days, a few weeks and a few months so that appropriate support can be arranged accordingly (Brock, 2011).

In a review of literature on school crisis managements in disadvantaged contexts, Muijis et al(2004) identified the following important factors in improving effectiveness in schools in areas of deprivation: (1) focus on learning and teaching, (2) parental involvement, (3)

developing a learning community in schools, (4) focus on Continuing Professional Development (CPD), (5) effective leadership, (6) using data to inform decisions, (7) creating a culture of high expectations, (8) building links to external agencies and (9) proper resourcing for improvement efforts (Harris et al, 2003: 37).

Abstracts from the following school psychology journals were coded to determine the type of articles that were published on crisis-related topics over the 31-year period: School Psychology International, School Psychology Review, and Psychology in the Schools, School Psychology Quarterly and Journal of School Psychology. This study's main limitation is that it drew from a very narrow list of journals. Allen, Marston and Lamb (2001) included as crisis topics in their coding: suicide, grief and death, aggression/violence, post-traumatic stress disorder (PTSD) and school phobia, dealing with the media during a crisis, natural disasters, development of crisis plans and crisis teams, abuse (physical and sexual), gangs, drugs/addiction, critical illness (cancer and AIDS were the primary subjects under this category), incidents involving guns and weapons, and 'other' crisis situations such as war and crisis in general.

Allen, Marston and Lamb (2001) had very broad inclusion criteria, but failed to offer a definition of crisis. Using the definitions employed in the current review, and assuming an equal distribution of research across each area, this would narrow the field to 62 articles from 5298, or just over 1 per cent. About 0.5 per cent of the papers involved 'research' as considered in the current review. In broad terms, this equates to one research article per year. The survey by Allen, Marston and Lamb (2001) suggested that published works in the field are heavily weighted towards the anecdotal and best practice rather than research.

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

## **2.6 Studies from African Region**

African countries hit by crisis featured prominently in the UNICEF's first global out of school ranking children, with south Sudan coming joint second with Eritrea on the list. In both countries, 59 percent of children are out of school. In August, UNICEF (2012) said a spike in the forced recruitment of child soldiers in the South Sudan could be imminent amid fears the East Africa nation was on the brink of renewed civil war.

The level and quality of basic services in a school are important factors that can have a significant and positive impact both on child health and education management crisis. Studies show that safe, adequate water and sanitation facilities in schools, coupled with hygiene education, reduce the incidence of diarrhea and other water-borne diseases (UNICEF, 2009). Furthermore, inadequate access to sanitation may have a negative impact on enrolment and attendance, especially of girls, and on school performance. Many schools in sub-Saharan Africa, however, have little or no access to basic services such as clean water, adequate sanitation facilities or electricity.

A lack of toilets which are clean, safe and ideally segregated is bound to discourage children, especially girls, from attending school regularly. However, for many public primary schools in the region this is the norm. In 1 out of 3 countries with available data, more than one-half of schools have no toilets. Shortages are particularly severe in five countries: Chad, Côte d'Ivoire, Equatorial Guinea, Madagascar and Niger, where at least 60% of schools are without toilets (UNESCO Institute for Statistics database, 2011).

Schools also protect children from the trauma and physical dangers around them. Classroom routines can help children psychologically after witnessing atrocities, as well as safeguarding them from abuse. A crisis fund was launched in May at the World Humanitarian Summit to increase funding for children missing out on schools due to war and natural disasters. The West African country of Liberia, which emerged from two civil wars in 2003, temporarily shut its schools to stop the spread of the Ebola epidemic, which ended in June (UNICEF, 2012).

Mozambique presents an interesting case in which electoral incentives seem to play an important role in the behavior of the government, despite the success of the controlled government in maintaining a largely one-party state at the national level. Since the extreme flooding of 2000,

the national government has made a clear and largely effective effort to improve the country's preparedness for natural disasters (Bussell, 2014). Multiple interviewees noted that there is a sense within the ruling party that, despite their control over the government, if there were another disaster on the scale of that in 2000, then this would put at a significant risk electorally. The fear of this disaster-induced electoral threat has then contributed to the clear investment the government has made in its natural disaster management agency, and in developing strong relationships with non-state actors to facilitate implementation of its policy goals. Also, perhaps because past experience has highlighted to both the government and the public the important contribution that preparedness can make in reducing the effects of hydro meteorological hazards, the national policy on natural hazards includes a more substantial set of preparedness components, such as educational programs in communities and schools as well as pre-stocked supply posts in vulnerable areas, than is observed in many other African states (Bussell, 2014).

Kenya provides some of the strongest evidence in support of the moral hazard hypothesis. The country receives substantial international aid, \$3.5 billion overall in 2009, and natural disasters play an important role in perpetuating this assistance. In particular, these research shows both that the national government invests very little in its own preparedness and response activities and that the presence of aid for people living in arid regions of the country reduces the incentives for these individuals to adapt and move away from otherwise unlivable areas (UNICEF, 2012). The emphasis of international actors on rural, drought-prone areas is also in contrast to the lack of attention to the need for improved disaster mitigation and preparedness strategies for urban areas, which are at risk due to overpopulation, weak infrastructure, and constraints on access to necessary resources. Neither the international community nor the national government is placing an emphasis on reducing risks in urban areas, despite the majority of interviewees noting the high vulnerability in these areas (Bussell, 2014).

The fact that Kenya is such a focus and home base for international organizations (IOs) may contribute both to the perception that moral hazard is a problem and the actual relevance of the dynamic. However, it seems that other characteristics of Kenya's institutional structure are interacting with the strong presence of aid organizations to magnify this problem. In particular, the lack of bureaucratic capacity within the country has led the government to rely on external

actors in many areas of service provision, not only in the arena of natural disasters (Bussell, 2014).

This implies that an important strategy for reducing the relevance of moral hazard may be to focus on improving the development of state institutions in general, so as to increase the capacity of national and local governments to take on responsibilities otherwise adopted by international and local non-state actors. One complicating issue in the Kenyan case is the large number of refugees from neighboring states who comprise some of the most vulnerable people in the country. One might argue that it is more appropriate to reduce the risks for this population, in which case the Kenyan government's underinvestment could be considered less deserving of a "moral hazard" label. This argument cannot account, however, for the clear lack of attention by the government to disaster risks in urban areas and rural parts of the country less affected by immigration from the north (Bussell, 2014).

Zimbabwe also provides evidence to support a moral hazard hypothesis. Despite its status as a largely pariah state, given sanctions on aid into the country, Zimbabwe has continued to receive substantial external support, largely through funding of NGOs. Food aid, in particular, is seen to have enabled farmers to continue to grow maize, even if their crops are only profitable every four to six years, thus reducing the incentives to adapt to more sustainable crops. In general, donors and NGOs often noted that they felt the Zimbabwean government perceived their support as a substitute for state funding, rather than a complement (Bussell, 2014). Thus, the government still expects external support and invests less of its own resources in response to potential natural hazards as a result.

Over the past five years, several major floods have affected the Gambia. Most flooding is due to heavy rainfall and overflowing bodies of water. The trend of urbanization exacerbates flooding by establishing temporary settlements on wetlands and natural drainage areas and, in so doing, clogging water drainage systems (Relief Web, 2014).

The 2010 floods in Gambia were particularly damaging. Flooding caused by consistent heavy rains beginning in July: hit the Western, Upper River, Lower River, North Bank, Central River regions and the Kanifing Municipal Council. The River Gambia in the Upper River Region part over-floated for about 150 meters of the riverbanks causing flooding in residential areas, markets

located in Basse. Access to both banks of the river proved to be very difficult with ferry crossing at a standstill. The movements of people, goods and services from both sides had been handicapped (Relief Web, 2014).

In September, over 1,995 houses were completely destroyed and 371 schools were damaged. The number of affected people countrywide is estimated at 14,258 or 1,914 households, while 1,995 families were displaced and others forced to remain in unsuitable homes<sup>125</sup> (Relief Web, 2014).

The Gambian Red Cross Society was only able to support 354 displaced families in recovery of their livelihoods. Beyond damage to poor communities' property, Gambia's crucial agricultural sector suffers under floods. The rainy seasons and increased vulnerability to flooding have a major impact on the success of Gambia's crop yields. June and July are sowing months for major crops like maize, millet, rice, and sorghum. During those months seeds take root in the soil. The rains in 2010, which led to severe floods, came in July, August, and September, wiping out the seeded crops and causing the agricultural yield to suffer (Bussell, 2014).

Overall, during the 2010 season, floods destroyed 80 percent of swamp rice fields across 17 villages in the Upper River Region. One farmer said of the flooding, "We were expecting a good harvest this year because there was enough rain, but our crops were destroyed by floods." The village head of ChamoiBunda village noted, "Forty hectares of my village's communal rice fields, as well as a number of individual and family farms, were all lost to the floods" (Relief Web, 2014:150)

Togo has been considered an "aid orphan" since the early 1990s, when electoral irregularities and human rights violations caused international donors to withdraw aid support from the country. While aid has increased in the last five years, the government continues not to expect to receive substantial assistance in the form of aid. In the wake of substantial increases in flooding since 2007, however, the government has invested little to no money in disaster preparedness and response. Thus, the expectation that the state will not receive support during a disaster has not led to increased investment in preparedness and response (Relief Web, 2014).

Directly, civil society may contribute in two primary ways, either by engaging in self-directed disaster preparedness activities or by supporting the government through acting as the implementers of state policies. In either case, this may take the form of activities such as

community education programs, stockpiling of resources, or providing support to families permanently relocated as a part of risk reduction programs (Bussell, 2014).

Perhaps the most striking case is Kenya, for reasons that are also relevant for considering the role of external actors, as discussed below. In Kenya, the government itself has done relatively little to establish a comprehensive framework for disaster preparedness and response and what it has done, such as the creation of a Drought Management Authority and the National Drought Contingency Fund, are seen to be the result of substantial pressure from civil society. At the same time, the predominant role of civil society can mean that the government itself is less technically prepared than Civil Society Organizations (CSOs) themselves or community actors in areas supported by CSOs. Thus, a strong civil society does not always result in parallel capacity within the government (Bussell, 2014).

Similarly in Senegal, civil society actors, such as local radio and television stations, have devoted considerable attention to documenting natural shocks and attempting to raise public awareness of risks associated with issues such as coastal erosion. Community groups have also pressured the government to invest more in flood management capacities. These efforts seem to have had a moderate effect on government policies, contributing to the introduction of one flood risk reduction plan in 2005 (Bussell, 2014). Yet, this is a case where moderate pressure from civil society seems to be associated with moderate government outcomes in terms of preparedness investment: civil society is not as strong in Senegal as in some of the other cases considered here, nor is the government's preparedness capacity robust, but it does exist in some areas and this is at least in part thanks to the actions of civil society actors.

In other countries, such as Zimbabwe, the national government has less exposure to international actors with an interest in natural disaster management. While there are many International Non-Governmental Organizations acting in the country, only a small number have an explicit focus on preparedness activities, thus offering few examples from which government actors can learn. The efforts that the Zimbabwean government has put forth with regard to disaster preparedness, then, should not be attributed to the influence of external parties (Bussell, 2014).

Zimbabwe's neighbor, Zambia, provides a similar example, in which minimal attention from international agencies, relative to other countries in the study, suggests a limited causal role for

external actors. While representatives in Zambia noted that the national disaster risk reduction platform initially drew from the experience of South Africa, they also argued that the Zambian approach has now gone beyond what is done by its southern peer. In this way the Zambian and Zimbabwean cases do not contradict the argument, as there is evidence of some preparedness activity in each country, but this activity cannot be attributed to the influence of external actors (Bussell, 2014).

While the country had been experiencing recurrent flooding during the past decade especially in the peril-urban areas of Dakar was unprepared for the July-September flooding in 2009. Rainfall of that year was 173 percent above average, which, combined with other conditions, caused flooding throughout the country, directly affecting 360,000 people in the Dakar Metropolitan Area and 125,000 elsewhere in the country (Relief Web, 2014)

Flooding was most serious around Dakar where many areas were under water and the only road out of the capital was impassable in several places. At the worst stages, flooding covered 85 percent of the suburb of Pikine and three months after the flooding started in August, the homes of tens of thousands of residents remained underwater (Relief Web, 2014).

Four months after the height of the flooding, many area schools were still inundated with floodwater and had not reopened. The stagnant waters in these areas served as an incubator for disease and posed serious public health problems. As one local NGO worker described at the time, “The malaria rate has increased and diarrhea, dysentery and skin diseases are also increasing, creating a sort of Molotov cocktail of illnesses and health hazards.” In response, Senegal’s prime minister triggered Plan (the National Emergency Plan), releasing \$4.5 million to finance relief efforts for those affected (Bussell, 2014). International donors also stepped in with the World Bank financing much-needed water pumps and the United Nation providing \$278,000 worth of equipment to help the pumping efforts. A host of NGOs working in the country provided support to the affected areas, helping to drain floodwaters and collect waste and by distributing water storage containers, mosquito nets, and emergency food supplies (Bussell, 2014).

In the wake of the disaster, the government requested that a Post-Disaster Needs Assessment (PDNA) be conducted to determine the losses and damages from flooding and create a plan for

recovery and reconstruction that would help prevent future disasters. Financed by the Ministry of the Interior with help from International Organizations, the Post-Disaster Needs Assessment estimated the cost of the flooding at \$103 million, \$56 million in damages and \$47 million for losses. The PDNA also estimated the total revenue lost by those affected at 14 percent of average annual household revenue (Bussell, 2014).

To recover from the flooding and mitigate and adapt to future flooding, the Post-Disaster Needs Assessment recommended both structural measures (such as storm water drainage, sewage disposal, and building of new urban roads) and non-structural measures (for example, better integration of risk in town planning, institutional reform and capacity building, and improved early warning systems). The government and international donors have begun to initiate reconstruction efforts that reflect these priorities (Bussell, 2014).

On August 2, 2007, the Oti plains flooded, affecting populations living in the Kpendjal, Tone, and Oti regions in Togo. The flood caused 20 deaths, injured 58 people, and displaced 34,000, destroying 22,129 huts or cabins. The devastating floodwaters also carried away or damaged 101 bridges. The flooding left 46 elementary and middle schools either damaged or destroyed and three grain-storage sites in unusable condition. In total, the disaster affected 127,880 people (Relief Web, 2014).

While flooding is a common problem in Togo, many assert that this particularly intense year of flooding surprised both the Togolese government and citizens. Togo is a small West African country situated on the Gulf of Guinea. It is 56,785 square kilometers, extends 579 kilometers from north to south, 160 kilometers from east to west, and shares borders with Ghana, Burkina Faso, and Benin. Togo shares waterways with a number of other countries. Of particular significance is the Upper Volta River Basin, which is shared with Ghana and Burkina Faso, and the Mono, which flows along the border with Benin (Relief Web, 2014).

Burkina Faso controls a dam on the Upper Volta River, while Benin controls a dam on the Mono. When water levels rise too rapidly, the dams are opened without warning to the Togolese government, resulting in substantial flooding of the northern and eastern regions of Togo. Flooding is the primary natural hazard in Togo, though drought also affects the northern parts of the country. Togo has two different weather patterns. The North experiences tropical Sudanian

weather, marked by distinct and cyclical wet seasons from May to October and by a dry season from November to April. The South experiences a Guinean system including two dry and two wet seasons of varying length (Relief Web, 2014).

The rainy seasons are less predictable than in the past and, increasingly, rain is not equally distributed throughout the country. In the nearly 70 years between 1925 and 1992, Togo experienced 60 floods of varying magnitude. In the past ten years, Togo experienced six major floods with severity increasing substantially in 2007. The floods, which disproportionately affected the Savanes region, served as an impetus for increased awareness of potential flooding both to the Togolese government and people. After the 2007 flood, the government continued to under-invest in preparedness measures that could have mitigated the impact of future flooding. Rather than seeing the flooding as part of a series of severe and recurrent floods, the government believed it to be a particularly bad year of flooding and therefore failed to explore disaster risk reduction measures (Bussell, 2014).

In 2008, the rains carried away the bridge at Amakpape, which was the link between the northern and Southern portions of the country. The bridge, which is on the paved National Highway 1, is essential in facilitating the transfer of goods from the south of the country, where the Port of Lomé is located, to the north and even farther to neighboring Burkina Faso. The poor infrastructure and drainage systems in cities, including the capital, Lomé, exacerbate the flooding (Bussell, 2014).

### **Studies from Zambia**

The Zambia Demographic and Health Survey (ZDHS, 2007), shows that, Zambia is one of 22 African countries with the highest burden of under-nutrition in children under five years of age. Thousands of children and women suffer from one or more forms of malnutrition, including low birth weight, wasting, stunting, underweight, and multiple micronutrient deficiencies such as vitamin A, iron, zinc, and iodine deficiencies. Deficiencies of a single nutrient are uncommon, while multiple nutrient deficiencies usually predominate in the same individuals. Despite its serious effect and occurrence in Zambia, malnutrition is not categorized as a disaster but as a crisis, because it is silent and chronic.

According to the Lancet Nutrition Series of 2008 on the effects of nutrition interventions, Zambia is among the 36 countries with more than 20 per cent stunting. The WHO's 2009 landscape analysis on nutrition assessed Zambia's nutrition governance as 'medium' and also noted that the country was making 'insufficient progress' towards the First Millennium Development Goal (MDG 1). Stunting affects health, physical and cognitive development capacity as well as productivity in adulthood. It was estimated that the levels of child stunting of 45 per cent if unchanged in Zambia, may have cost over the last ten years period (2004-2013), US\$775m in productivity (NFNC, 2008).

Drought is technically speaking- a deficiency in precipitation over an extended period, usually a season or more, resulting in water shortage (surface or underground water), causing adverse impacts on vegetation, animals, and/or people. It is a temporary aberration from normal climatic conditions, thus it can vary significantly from one region to another (NOAA, 2008). A drought can last for months or years, or may be declared after as few as fifteen days. Although droughts can persist for several years, even a short, intense drought can cause significant damage and harm to the local economy, especially by affecting agriculture, food security and incomes. Droughts are not only to be measured as deviations from normal rainfall patterns or in terms of precipitation, but also have important social, cultural and behavioral connotations, making them more than an issue of rainfall only. Several societies are accustomed to recurrent drought (and flooding) and have devised particular localized forms of understanding and perceiving it. They also adjusted themselves to it by developing coping mechanisms and even so called disaster cultures.

Having said that, drought is considered a major threat to Zambia's food security. Although Zambia is land abundant relative to her population, a significant part of arable land is in a semi-arid region that is frequently hit by drought. Only 2.9 per cent of the country's arable land is under irrigation (World Bank, 2009). The remainder depends critically on rain fed subsistence agriculture. Such rain fed agriculture coupled with thin public resource endowments put Zambia in a precarious position to deal with drought impacts. When drought prevails, water, food and other necessities needed by people to live a normal life becomes scarce, a situation that becomes direr for children because it causes deficiencies and affects their health and wellbeing. This situation may affect the educational outcomes of school children, too.

Previous studies focused on the impact of flooding on primary education and drought in Africa for strengthening household and community level resilience, so that children's education is less vulnerable to flooding. It did so by focusing on the case of Zambia, a country in Sub-Saharan Africa that is regularly subject to severe flooding along the Zambezi River (Conteh, 2015). Then the other study focused on the crisis of thousands of children and women suffer from one or more forms of malnutrition, including low birth weight, wasting, stunting, underweight, and multiple micronutrient deficiencies such as vitamin A, iron, zinc, and iodine deficiencies. Deficiencies of a single nutrient are uncommon, while multiple nutrient deficiencies usually predominate in the same individuals. Therefore, the current study seeks to investigate crisis management in selected senior secondary schools in Kawambwa district of Luapula province.

### **Theoretical Framework**

This study conceptualized school crisis management from 'Crisis Theory' perspective, whereby the school could be seen has self-perceived crisis intervention skills and level of experience by school managers. Schools are directly faced with different kinds of crises which has been described and revised by several theorists and researchers, including Caplan (1964), Schulberg and Sheldon (1968), and Taplin (1971). Caplan discussed crisis as the upsetting of equilibrium. Therefore, school leadership and management deal with crises have a specific pattern of being and handling situations, and school managers maintain balance by employing never-fail problem-solving strategies whenever there is a problem that threatens to upset the balance.

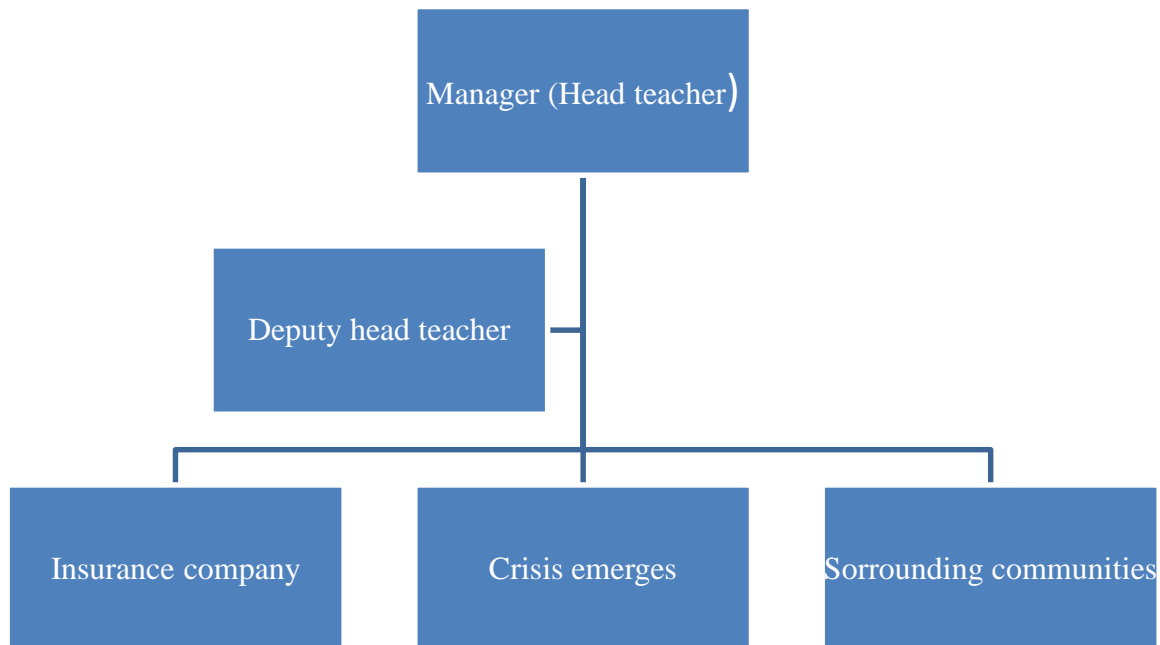
The assumptions of crisis theory as described by Slaikeu are described in detail in the following section. Precipitating event is a crisis need as an identifiable beginning tied to an event in the life of the individual (Caplan, 1964; Halpern, 1973; Rapoport, 1962; Slaikeu, 1990). Crisis situations can range from national disasters and large scale violence that almost universally affect those both directly and indirectly involved to incidences of bullying in schools, which are often accepted as a basic part of adolescence (Sandoval, 2002). Further, similar instances may trigger a crisis in one individual and not in another, or may trigger crises of greater or lesser intensity in different individuals (Rapoport, 1962).

According to his theory, an individual experiences Outcry, which is an initial reaction to a precipitating event. Outcry may result in either Denial, described as a blocking of that impact

from consciousness, or Intrusiveness, described as a constant and involuntary stream of thoughts and feelings about the precipitating event. At that point, individuals may vacillate between Denial and Intrusiveness multiple times, or may skip the Denial phase altogether. At some point, the individual moves to Working Through the crisis where they are identifying, expressing, and venting their cognitions, emotions, and images of the precipitating event. Once individuals have finished Working Through the crisis, they can then integrate those experiences into their lives, thus reaching Completion. At that point, disorganization and disequilibrium of the crisis has ended (Horowitz, 1976).

Outcome of crisis has been described as unique from other types of life stress due, in part, to potential for an end result that is either adaptive or maladaptive (Caplan, 1964; Darish & D'Augelli, 1980; Greer, 1980; Rapoport, 1963; Slaikeu, 1990). Although some researchers have suggested there may be a return to the status quo (Sugarman & Masheter, 1985), others have suggested that this happens rarely and that outcomes are typically more polarized in nature (Slaikeu, 1990). Mental illness is final assumption of crisis theory is that anyone can experience a crisis and, therefore, it is not necessarily indicative of mental illness (Slaikeu, 1990). Although many of the symptoms may present as similar to symptoms of common psychological disorders, the idea that any individual can have a developmental or situational crisis cautions against defining crisis reactions as pathological. Indeed, (Slaikeu, 1990:29) suggests that the emotional disorganization provoked by a crisis experience is, rather, a "normal response to an abnormal circumstance". The framework provided by Caplan (1964) as a temporally bound instance of disorganization marked by the disruption and then subsequent return to homeostasis suggests that symptoms that fit this definition of crisis are not pathological and, therefore, are not indicative of mental illness.

## Conceptual Framework



This study conceptualized school crisis management from ‘Crisis Theory’ perspective, whereby the school could be seen has self-perceived crisis intervention skills and level of experience by school managers. Schools are directly faced with different kinds of crises which has been described and revised by diagram. Therefore, school leadership and management deal with crises have a specific pattern of being and handling situations, and school managers maintain balance by employing never-fail problem-solving strategies whenever there is a problem that threatens to upset the balance. Through the involvement of the following:

- Deputy Head teacher: works together with manager in planning event to take place during crisis through writing letters to all stakeholders.
- Insurance company: deal with characteristic of the crisis that at source in order to compensate the damage.
- Surrounding communities: render their skills needed according to the crisis at hand

## **CHAPTER THREE**

### **Methodology**

#### **3.1 Research Design**

There are a number of researchers who believe and support the fact that qualitative descriptive is a viable and acceptable label for qualitative research design. Qualitative descriptive studies are the least encumbered studies compared to other qualitative approaches, by a pre-existing theoretical or philosophical commitment. By comparison, qualitative descriptive studies tend to draw from naturalistic inquiry, which purports a commitment to studying something in its natural state to the extent that is possible within the context of the research arena. (Pacific Rim International, 2012). Therefore, a qualitative descriptive methodology was employed for this study. Houser (2008) describes descriptive research as a type of study that tries to find out what, why, who or where. This study aimed to describe the gaps that exist in the practices of crisis at secondary education institutions.

#### **3.2. Research Site**

This study was conducted among eight secondary schools in Kawambwa district of the Luapula Province of Zambia. The Province is predominantly rural, with a total population of 985,976 peoples of which 467,613 are males and 491,363 are female with an annual growth rate of 2.8 percent (CSO 2010).

#### **3.3. Population Study**

A study population is a set of cases, objects or events of interest to the researcher; from which he or she wanted to draw a sample from all the eight (8) secondary schools and to which the research findings would be generalizable to the all-district (McMillan & Schumacher, 2001). The nature of this study necessitated the researcher's focus on the following units: all head teachers including deputy head teachers in selected eight rural secondary schools of Kawambwa district.

#### **3.4 Sample study**

A sample is a subset or group of subjects selected from the larger population and whose characteristics can be generalized to the entire population (White, 2005). Therefore, the sample size was sixteen (16) respondents. These included eight (08) head teachers and all eight (08) deputy head teacher. According to the nature of study minimum sample size for semi-structured, in depth interviews is between 5-25 participants (Saunders, et al., 2012).

### **3.5. Sampling Techniques**

Non-probability sampling technique also known as non-random sampling was used because of the nature of the study. The necessity for non-probability sampling can be explained in a way that for this study it is not feasible to draw a random probability-based sample of the population and due to time consideration (Saunders, et al., 2012). The selection of the schools was based on being a senior secondary school; head teachers and deputy head teachers were selected because they manage the school administration activities.

### **3.7. Data Collection Instruments**

Since this study utilized a qualitative methodology and two instruments were used to collect the data. These were: semi-structured interviews which were constructed by the researcher and official school documents.

#### **Semi-structured Interview**

According to Henriquez, et al (2009), the use of interviews is most ideal for qualitative study. This is because crisis management needs in-depth information. Therefore, semi-structured questions were constructed (reference to appendices). In addition, the interviews allowed the researcher to ask follow-up questions, and hence, get well-detailed clarifications. A voice recorder was used to record interviews from all the head teachers and deputy head teacher, which were later, transcribed.

**Document Analysis:** In order to reinforce the other data collection strategies, official documents related to the schools under investigation were requested for and analyzed. The viewed document was school management meeting minutes.

**3.7 Data Collection Procedure and time line:** Firstly, the researcher obtained permission, before venturing into the field, the researcher sought permission to conduct the study from the District Education Board Secretaries (DEBS) of the districts and school administrators in the respective schools. She had an introductory letter from the Institute of Distance Education Director (Postgraduate), University of Zambia (UNZA). The DEBSs wrote letters of introduction; introducing the researcher to all the head teachers in their respective secondary schools. The data were collected between 22<sup>nd</sup> July 2017 and 7<sup>th</sup> August, 2017. Not less than three days were spent in each visited school.

The researcher used interview guide (10-15 open-ended questions, with detail discussions), prompting/Probing from the respondents, note taking of information and tape recording of all the informal interviews from government secondary schools. A total of 24 informal interviews for all head teachers, deputy head teachers and guidance and counseling teachers on a one to one basis were completed.

Confidence was also built when respondents were assured that the information collected is purely for research purposes and no one will be quoted for any information provided. The fact that the outcome of the research might be useful for government planning purposes, policy development and decision making was also reiterated.

### **3.10. Data Analysis Procedures**

Data analysis refers to scientific treatment of data in order to make it easier for the researcher to derive interpretation or obtain answers for the researcher to derive interpretation to the research problem. Qualitative data analysis used interpretive techniques which were employed to determine the variation and effects of crisis on the state of secondary school education as themes and sub-themes emerged then data were described and sorted into tables such as rows and columns.

The researcher wanted to ensure that the reader is able to work through from the findings to the analysis and reporting, and see how the interpretations and conclusions were arrived at. The findings of this research have been reported for chapter four under 3 main headings; presentation; results and discussions; and concluding remarks and recommendation.

## **Ethical Considerations**

The first ethical considerations was an introductory letter got from the University of Zambia under the Institute of Distance Education which is in the appendix and permission from District Education Board Secretary which provided introductory letters address to all head teacher in the secondary schools in Kawambwa district it is also attached in the appendix, the researcher sought informed consent from the actual participants. All details of the research were explained in full to the participants, including the fact that they could choose to withdraw their participation even in the middle of the research.

The collected data were held in strict confidence and were only used for the purpose of this study. The data collected from the field has been reported as it is, without the researcher twisting it to suit her own biases.

## CHAPTER FOUR

### Presentation of findings

The findings are reported and contextualized against themes identified out of data from respondents. This chapter gives the views of the respondents in the interviews. The findings in this chapter have been presented in three main themes which are;

- a. The prevalent kinds of crises in secondary schools in Kawambwa district
- b. Impact of crisis on management
- c. Ways school management dealt with crises

For this reason, this chapter unveils the findings of this study with regards to the issues expressed by the following respondents being; 8 head teachers and 8 deputy head teachers. On each theme, the responses have been reported as they were said by the respondents.

*Table 4.1. Theme 1: the prevalent kinds of crises in secondary schools in Kawambwa district*

School	Type of crises
St. Mary's	Water crisis and food shortage at times
	Water and accommodation shortage
Kanengo	Water crisis such that the school has un protected wall
Kawambwa	Water crisis such in the past two years
Technical	Water crisis such that pupils used to go in nearby houses to ask for water
Chimpempe	Water crisis which make pupils to bath and fetch water for cooking in the Kalungwishi River nearby the school because the school was boarding school
Kanengo	Disease outbreaks such as STIs
St. Mary's	Diseases out break such as malarial and diarrhea which affected 41 pupils
	Disease outbreak such as sexually transmitted infections (STIs) with pupils who rented hunts in the nearby villages
Tea estate	

Kawambwa Central	pupils rented huts in the nearby villages lead to high teenage pregnancies among eight girls every term
	High teenage pregnancy and accommodation crisis
Tea estate	High teenage pregnancy and accommodation crisis
Chishinga	High teenage pregnancies among girls
	High teenage pregnancy such that every term there is a good number of girls getting permission to go on maternity leave
N'gona	<b>Financial crisis;</b> high poverty levels among pupils leading to failure of school user fees payment
Kawambwa Central	<b>Financial crisis;</b> high poverty levels among pupils lead to failure of school user fees payment
	<b>Financial crisis;</b> high Poverty levels such that a lots of the school pupils are on social welfare or Orphan and vulnerable Children program for sponsorship
Chishinga	<b>Financial crisis;</b> high poverty levels amongst pupils
Kawambwa	Hail storms in the year 2016 affected four classrooms
	Hail storms every year and water crisis at times
	Hail storms affecting a poultry for chicken hence causing food crisis
Technical	
N'gona	Hail storms in the year 2015 which affected two classrooms and terrible floods which used to affect ¾ of the all school
Chimpempe	Hails storms in February 2016 leaving some pupils injured and the roof blown off from eight classrooms
	Hail storms which destroyed eight classroom and some pupils were severely injured.
Kanengo	

Table 4.1; has shown the kinds of crises prevalent in secondary schools

**Table 4.2. Theme 2; Findings on the impact of crises on school management**

There were a number of impacts of crises on school management in the delivery of education that were observed by the head teachers. A number of findings were revealed by the respondents.

School	Type of crises	Impact on school management
St. Mary's  Kanengo Kawambwa Technical  Chimpempe	Water crisis at times	Disrupts teaching and learning process because the period of fetching water is prolonged.
St. Mary's	Water and accommodation shortage at times	Made difficulty to delivery teaching and learning of a lot of pupils sitting on the floor.
Chimpempe	Water crisis such that the school has un protected wall Water crisis such in the past two years Water crisis such that pupils used to go in nearby houses to ask for water Water crisis which make pupils to bath and fetch water for cooking in the Kalungwishi River nearby the school because the school was boarding school	Water crisis made all activities to stand still.
Kanengo  St. Mary's  Tea estate	Disease outbreaks such as STIs	Disease outbreak such as Sexually transmitted affected management to delivery their services.  Brought about disorder in the school and affected management to delivery their services instead started attending to the pupils through contacting the health personnel

	Diseases out break such as malarial and diarrhea which affected 41 pupils	Disease outbreaks such as Sexually Transmitted Infections (STIs) and malarial brought about disorder in the school through pupils reporting to the management frequently Impact management because of continuous water-borne diseases outbreak such as diarrhea and cholera
	Disease outbreak such as sexually transmitted infections (STIs) with pupils who rented hunts in the nearby villages	Diseases out break such as malarial and diarrhea which brought about a temporal disorder in the school management this was report by the head mistress.
Kawambwa Central  Tea estate Chishinga	pupils rented hunts in the nearby villages lead to high teenage pregnancies among eight girls every term	Affects the number of girls and contractions become slower.
	High teenage pregnancy and accommodation crisis	Affects the number of girls and contractions become slower.
	High teenage pregnancy and accommodation crisis High teenage pregnancies among girls High teenage pregnancy such that every term there is a good number of girls getting permission to go on	Difficulty for management to implement the policy and purchasing required materials Affects the number of girls and contractions become slower.

	maternity leave	
N'gona Kawambwa Central Chishinga	<b>Financial crisis;</b> high poverty levels among pupils leading to failure of school user fees payment	affected management to delivery their services instead started contacting the health personnel
	<b>Financial crisis;</b> high poverty levels among pupils lead to failure of school user fees payment <b>Financial crisis;</b> high Poverty levels such that a lots of the school pupils are on social welfare or Orphan and vulnerable Children program for sponsorship	Extreme poverty by learner makes it difficult for management to implement the policy and purchasing required materials such as paper, toner for printing documents need for use.
	<b>Financial crisis;</b> high poverty levels amongst pupils	Difficulty for management to implement the policy and purchasing required materials such paper and toner for printing school documents.
Kawambwa Technical	Hail storms in the year 2016 affected four classrooms	Destroyed plants in the production unit section made it disorder for agriculture science department.
Kanengo	Hail storms and water crisis at times	Contacting other well-wishers for help up to now management is still sourcing for fund.
Kawambwa Technical	Hail storms affecting a poultry for chicken hence causing food crisis	Food shortage caused the management to panic in order to cater for all the pupils
N'gona	Hail storms in the year 2015 which affected two classrooms and terrible floods which used to affect $\frac{3}{4}$ of the	Brought a temporal disorder in the school because the entire school was with ice

Kanengo	all school	
Chimpempe	Hails storms in February 2016 leaving some pupils injured and the roof blown off from eight classrooms	Disrupted all the school environment because of commotion for affected pupils who were injured during the incidence hail storm
Chimpempe	Hail storms which destroyed eight classroom and some pupils were severely injured.	Disrupted all the school environment because of commotion for affected pupils who were injured during the incidence

The impact of crisis on the school management such as hail storms destroy education facilities, all materials, equipment and documents including files are destroyed, making it impossible for management to get any form of information and the result is usually deadly. This situation may be further exacerbated by the difficulty to access the upper hand of help during peak heavy rainfall periods when the waters are high. Disease outbreak such as sexually transmitted infections (STIs) affected with pupils who rented hunts in the nearby villages affected management to delivery their services instead started contacting the health personnel. Hails storms in February 2016 leaving some pupils injured and the roof blown off which disrupted the entire school environment because of commotion for affected pupils who were affected during the incidence.

#### **Theme 4.3.; Findings on waysschool management dealt with crises**

Findings from the head teachers were diverse ways on how the school management was involved in the solving of crises in the secondary schools. The respondents started that the community participated in the school projects by providing their labour, time and guidance to the growth of the school.

<b>School</b>	<b>Type of crises</b>	<b>school management solutions</b>
St. Mary's	Water crisis and food shortage at times	Engaged Luapula water and sewerage company to connect pipe water.
	Water and accommodation shortage	Involved the Luapula water to

		connect piped water for the school. Started construction of new building in order to accommodate everyone
Kanengo	Water crisis such that the school has un protected wall Water crisis such in the past two years Water crisis such that pupils used to go in nearby houses to ask for water Water crisis which make pupils to bath and fetch water for cooking in the Kalungwishi River nearby the school because the school was boarding school	School management had constructed a modern bore water with piped water around the entire school  School management involved world vision and the bore hole was sunk, there are some abolition block been constructed.
	Disease outbreaks such as STIs	Contacted the district health hospital administration for drugs in the school sick bay.
	Diseases out break such as malarial and diarrhea which affected 41 pupils	Contacted the district health hospital administration for drugs in the school sick bay.
Kawambwa Central	Disease outbreak such as sexually transmitted infections (STIs) with pupils who rented huts in the nearby villages	school management involved the health personnel who treated all the victim of sexually transmitted infections (STIs) Management contacted the health personnel who later went to the school site
	pupils rented huts in the nearby villages lead to high teenage pregnancies among eight girls every	Involved guidance and counseling teacher who talked to all the girls before and after their maternity

	term	leave was granted.
	High teenage pregnancy and accommodation crisis	Involved guidance and counseling teacher. Involved the provincial educational officer and there has been some construction of hotels for pupils
N'gona	High teenage pregnancy and accommodation crisis	Involved guidance and counseling teacher.
	High teenage pregnancies among girls	Involved guidance and counseling teacher.
	High teenage pregnancy such that every term there is a good number of girls getting permission to go on maternity leave	
	<b>Financial crisis;</b> high poverty levels among pupils leading to failure of school user fees payment	Involved parents through parent teacher association meeting and parents pledged to pay in kind, they took their farm product and goats and the management sold to and earned some money for school management.
	<b>Financial crisis;</b> high poverty levels among pupils lead to failure of school user fees payment	Involved parents by signed commitment letters in order to inform the school management when money was available
	<b>Financial crisis;</b> high Poverty levels such that a lots of the school pupils are on social welfare or Orphan and vulnerable Children program for sponsorship	Involved the parents through parent teacher association meetings and lobby for funds
Kawambwa	<b>Financial crisis;</b> high poverty	Engaged parents to be full involved

Technical	levels amongst pupils	in their children's education through commitment letter which indicated when to pay the fees.
	Hail storms in the year 2016 affected four classrooms	School management contacted the council and affected pupils were set back to their home until flooded classroom were dry.
	Hail storms every year and water crisis at times	Management was still sourcing for funds from well-wisher in the surrounding communities
Chishinga	Hail storms affecting a poultry for chicken hence causing food crisis	School management involved the council and contacted other well-wishers for help up to now management was still sourcing for fund
	Hail storms in the year 2015 which affected two classrooms and terrible floods which used to affect $\frac{3}{4}$ of the all school	Involved the guidance and counseling teacher to encourage the girls who were victims in their education
	Hails storms in February 2016 leaving some pupils injured and the roof blown off from eight classrooms	The school was insured by the insurance company. Therefore, reconstruction is undergoing.
Chimpempe	Hail storms which destroyed eight classroom and some pupils were severely injured.	School management took all affected six (6) pupils who were injured during the incidence by the staff bus to the hospital and involved the insurance company to rebuild the affected building because the institution was insured.

## **CHAPTER FIVE**

### **Discussion of the findings in the light of the conceptual framework**

#### 5.1 Overview

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

This chapter provides a full discussion of the findings presented in the previous chapter. It is organized under the following subtitles, ensuing from the research objectives: Investigate kinds of crises prevalent in secondary schools in Kawambwa district of the Luapula Province; to find out the effects of crises on school management in Kawambwa district of the Luapula Province and the solutions to these crises.

#### **Prevalent crises in secondary school**

According to the conceptual framework schools are directly faced with different kinds of crises which has been described and revised by several theorists and researchers, including Caplan (1964). Free education caters for primary pupils thus from grade one up to grade seven only. This means that parents pay for their children in order to access secondary education which ranges from grade eight up to grade twelve only. Therefore, rural secondary schools' capacities to deliver quality education are compromised in the sense that high pupil poverty, impact of HIV and AIDS and cultural attitudes (World Bank, 2000). As observed by World Bank (2000), it is clear from the current findings that there are lots of pupils, who fail to pay their school fees because they come from very poor families.

Extreme poverty among the communities and learner was found to be very high which led to financial crisis rated at 30%, three secondary schools were found to have their catchment area of a lot of vulnerable children such as single and double orphans who were supported by social welfare department or consistency development fund in order for the pupils to further their secondary education. The other school had the consistency development fund owned management about K24,000 for the learner who were sponsored, therefore, it was difficult for management to print and photocopy documents required for use in the school management because of a lot of

debtors failure to make payments. As a process, crisis management is not just one thing. Crisis management can be divided into three phases: (1) pre-crisis, (2) crisis response, and (3) post-crisis (Barton, 2001). The pre-crisis phase is concerned with prevention and preparation. The crisis response phase is when management must actually respond to a crisis. Therefore, management responded in terms of finance they lobbied different materials from other stakeholders. The communities around them were supportive because they were helping them to build the laboratory because government had said that the school had to source its own fund to build its own buildings.

### **Impact of crisis on school management**

According to the conceptual framework the assumptions of crisis theory as described by Slaikeu are described in detail in the following section. Precipitating event is a crisis need as an identifiable beginning tied to an event in the life of the individual (Caplan, 1964; Halpern, 1973; Rapoport, 1962; Slaikeu, 1990). Crisis situations can range from national disasters and large scale violence that almost universally affect those both directly and indirectly involved to incidences such as secondary school. In a case of water crisis had negative effects on the senior secondary schools such that children were forced to draw water from distant place in order for the school to have access to water. Furthermore, the water sources (mostly hand dug wells) may become polluted due to rains. Then the other five secondary schools sourced some money for borehole drilling which were installed with taps around the entire school and others connected the school to Luapula Water Sewerage.

According to the conceptual framework of crisis theory, an individual experiences Outcry, which is an initial reaction to a precipitating event Horowitz, (1976) which supports water shortage at times when they experienced leakages in pipes and pupils were support to fetch water at a prolonged time. This situation may be further exacerbated by the difficulty to access the time of pupils to attend class. Water crisis in school causing deterioration of their health status and in some cases causing their death because of the water table was very low in past two years whenever, the bore hole was drilled get dry as it is shown in the picture. Therefore, these findings are supported by Horowitz (1976) states; at some point, the individual moves to Working Through the crisis where they are identifying, expressing, and venting their cognitions, emotions, and images of the precipitating event. Once individuals have finished Working Through the

crisis, they can then integrate those experiences into their lives, thus reaching Completion. At that point, disorganization and disequilibrium of the crisis has ended (Horowitz, 1976).



Here is a bore hole which is out of use and pupils draw water in the nearby houses

According to the conceptual framework in crisis theory, an individual experiences Outcry, which is an initial reaction to a precipitating event Horowitz (1976), Kawambwa district has rain season which begins from the month September of every year. This is because it is near Democratic Republic of Congo (DRC) which is near the equator and has rain throughout the year. This means that the wind from DRC affects Kawambwa district's rainfall pattern. Therefore, the following picture shows some natural disasters that come during the rainy season period. The effects of hail storms on secondary education in the Luapula Province of Zambia are described through its destruction of school infrastructure and learning materials as shown in the pictures below of the sample schools.

According to the conceptual framework in crisis theory, an individual experiences Outcry, which is an initial reaction to a precipitating event Horowitz (1976), Kawambwa district has rains which effects secondary education in the Luapula Province of Zambia as described through its destruction of school infrastructure and learning materials as shown in pictures of the sampled secondary schools.



School affected by natural crises caused by rains,

The heavy rainfall and wind made the roof to blow off, then management mobilized funds and engaged the carpenter among the parents to maintain the damaged roof, the other crisis was flooding of water in the class rooms and this used to disturb learning but now there is proper drainage put in place by the Kawambwa municipal council this is supported by conceptual framework which stated that schools are directly faced with different kinds of crises which has been described and revised by several theorists and researchers, including Caplan (1964), Schulbergand Sheldon (1968), and Taplin (1971).

Although the schools sampled are made of concrete, yet parts of the school structures are usually destroyed by heavy rains. During heavy rains, school documents and learning materials get wet and damaged, making them unfit for further use. School records are therefore lost. The time spent in rebuilding the damaged school structures is often long even though there is support from the government and/or humanitarian organizations, it take months or even a year to rehabilitate since the repair work will have to depend on communities' contributions which is most times meager.



The secondary had crisis in terms hail storms which made the roof of the poultry to be blown off. There was an impact on the school management in terms of feeding because all chickens dead and affected agriculture science lesson.



The 2016 heavy rainfall with hail storms made the roof to blow off on eight classrooms.

## **Ways school management dealt with crises**

Both Barton (2001) and Coombs (2006) documented that crisis management is a process designed to prevent or lessen the damage a crisis can inflict on an organization and its stakeholders. As a process, crisis management is not just one thing. Crisis management can be divided into three phases: (1) pre-crisis, (2) crisis response, and (3) post-crisis (Barton, 2001). The pre-crisis phase is concerned with prevention and preparation. The crisis response phase is when management must actually respond to a crisis.

The ways management responded to the prevalent kinds of crises in secondary school which were hail storms, water crisis, high poverty levels, teenage pregnancies and diseases outbreak. School management used the crisis theory of caplan (1964) which states 'school managers maintain balance by employing never-fail problem-solving strategies'.

During a crisis, leadership often initiates a response by activating the crisis plan. The leader may serve as the spokesperson for the organization and identifies resource priorities. The leader may pay symbolic attention to the crisis and may coordinate linkages with emergency responders and other groups. The leader frames meaning and facilitates the flow of information. In a post-crisis mode, leadership may offer explanations or apologies, facilitate investigations, signal a willingness to change, participate in memorializing and grieving, facilitate learning from the crisis, and creates a vision for the future (Seeger, Sellnow and Ulmer, 2003: 250).

Effective crisis management handles threats sequentially. The primary concern in a crisis is public safety (Coombs, 2006). A failure to address public safety intensifies the damage from a crisis. Reputation and financial concerns are considered after public safety has been remedied. Ultimately, crisis management is designed to protect an organization and its stakeholders from threats and/or reduce the impact felt by threats (Barton, 2001).

The post-crisis phase looks for ways to better prepare for the next crisis and fulfills commitments made during the crisis phase including follow-up information. The tri-part view of crisis management serves as the organizing framework for this entry.

The school was insured by an insurance company therefore, maintenance of the structure is ongoing. Several interventions are being undertaken by the government, NGOs, and other stakeholders to mitigate the negative impacts of hail storms on the affected schools. These interventions include disaster preparedness, relocation, relief aid, remittances and rehabilitation of the schools. The interventions do, to some extent, directly or indirectly minimize the negative impact of hail storms on secondary school education by providing opportunities for children to continue schooling, though in an abnormal situation.

According to the conceptual framework in crisis theory, an individual experiences Outcry, which is an initial reaction to a precipitating event Horowitz (1976), Kawambwa district girl child was vulnerable through peer pressure for early pregnancies during secondary school education; support was mostly not sufficient and the conditions in the rented huts are not favorable. They usually stay in the rent huts for three months it was found that most of the girls had been pregnant during school course because of friends influence, family and through been abused by men or boys who were their follow school goers. Most often, it is at this stage (teenage/youth) that parents exploit every available labor in the family, even including that of children, in the bid to support the home. Children are sent out to work or undertake petty trading for the upkeep of the home. For instance, in the former, only 14 per cent of girls dropped out of school due to pregnancy and 0.44 per cent due to marriage.

According to the conceptual framework Caplan (1964), discussed crisis as the upsetting of equilibrium which was diseases outbreak among 41 pupils per term such as malarial at St. Mary's secondary school, diarrhea outbreak among 15 pupils among three schools out of the eight schools visited, sexually transmitted infections (STIs) with 50 pupils who rented huts in the nearby villages at Kanengo secondary school as shown in the above. The findings further reveal a sharp contrast between affected day secondary and non-affected boarding secondary schools in terms of the rate of sexually transmitted infections. As for pure boarding secondary schools pupils are closely supervised while day secondary schools pupils' lodgings with their peers, unsupervised by adults, leading to diseases outbreak such as HIV/AIDS infections.

In the affected schools, economic reasons, being orphaned and illness were among the most prominent factors responsible for dropout among secondary school children. Shortage of food at times in two secondary schools out of the eight visited secondary school which report 80 pupils of missing lunch because of food shortage and then ate later around 15 hours instead of 13 hours stipulated time for lunch, the administration would not cater for 700 pupils at once but now the situation change because of the productive unit put in place and a maize farm to subsidize the food required in boarding, food insecurity and other socio-economic effects of hail storms that drain school resources; translates into the high rate of dropout from secondary school.

Therefore, these findings are supported by Allen, Marston and Lamb (2001) included as crisis topics in their coding: suicide, grief and death, aggression/violence, post-traumatic stress disorder (PTSD) and school phobia, dealing with the media during a crisis, natural disasters, development of crisis plans and crisis teams, abuse (physical and sexual), gangs, drugs/addiction, critical illness (cancer and AIDS were the primary subjects under this category), incidents involving guns and weapons, and 'other' crisis situations such as war and crisis in general.

From the conceptual framework, Halpern (1973) described ten symptoms that those in a crisis state experienced significantly more frequently than those not experiencing a crisis, including feelings of tiredness/exhaustion, feelings of helplessness, feelings of inadequacy, feelings of confusion, physical symptoms, feelings of anxiety, disorganization of functioning in work relationships, disorganization of functioning in family relationships, disorganization of functioning in social relationships, and disorganization in social activities. With such widespread symptoms that affect not only the individual, but also her or his work, family, and social relationships, it is possible that those experiencing crisis experience decreased functioning and disorganization in different activities and systems that might otherwise have served as supports or coping mechanisms.

According to Caplan (1964), a crisis upsets a school's equilibrium. That is, people have a specific pattern of being and handling situations, and individuals maintain balance by employing never-fail problem-solving strategies whenever there is a problem that threatens to upset that balance. In the case of crisis, however, the problem is larger and the typical problem solving strategies fail. This leads to a longer span of trying to rebalance and, when that equilibrium is re-established, the individual's pattern of being may have shifted dramatically.

## **CHAPTER SIX**

### **Conclusions and Recommendations**

#### **Conclusions**

In conclusion, the use of purposive sampling techniques targeted people who have the knowledge and understand the situation under investigation. They were able to provide the required information for the study. The study revealed that the main crises were; hail storms, disease outbreak, financial crisis, water crisis, food crisis and teenage pregnancies among girls.

The common school crises according to the study were; hail storms, disease outbreak, financial crisis, water crisis, food crisis and teenage pregnancies among girls. The study has found that crises impact school management negatively mainly by disturbing the normal school proceedings like teaching and learning. During a crisis, leadership often initiates a response by activating the crisis plan. The leaders serve as the spokesperson for the organization and identify resource priorities. School head teacher managed crisis by involving several stakeholders through writing letters to the local government through the council secretary, District Education Board Secretary (DEBS) and well-wishers from the surrounding communities in solving the crises in schools such as hail storms.

The study also stated that the school managers involved the local government through the council; insurance company and other well-wishers in maintain school buildings affected by hail storms, for water crisis the Luapula water sewerage and the non-governmental organization such as the World Vision which ensured safe drinking water for the school through skunked borehole, serious parent's involvement in children's welfare, guidance and counseling teacher to the victim who were pregnant during school time and involved health personnel in handling different kinds of diseases outbreak.

Although the schools sampled are made of concrete yet parts of the school structures are usually destroyed by heavy rains. During heavy rains, school documents and learning materials get wet and damaged, making them unfit for further use. School records are therefore lost. The time spent in rebuilding the damaged school structures is often long even though there is support from

the government and/or humanitarian organizations, it take months or even a year to rehabilitate since the repair work will have to depend on communities' contributions which is most times meager.

Nevertheless, it is important to mention that the government and humanitarian agencies do assist in the recovery process for these secondary schools and also provide support in rebuilding, reconstructing and rehabilitating infrastructure, despite the fact that the support is usually delayed and insufficient.

## **Recommendations**

- The school managers should take action quickly after the crisis event through involvement of communities.
- The senior secondary school centers should be paid grants adequately for effective crisis management by government and humanitarian organizations.
- Government should ensure that all head teacher possesses through training them in educational management skills so that they can adequately manage crisis in schools.
- Although most secondary education institutions incorporate conflict management and crisis communication in their strategic plans a few of them still do not consider this a priority. It is therefore recommended that this aspect should be a pre-requisite of every secondary education institution.
- Secondary Education Institutions should develop a Risk Policy. This policy should include the role of public relations and communication.
- Issue management should be conducted in a more strategic manner so that risks are identified and planned for. It is recommended that issue management is considered a priority at secondary education institutions and be incorporated into the institutions Risk Policy.
- Large staff and student numbers; multi campuses; legal and health issues have created additional challenges for communication during crisis. It is recommended that a plan of action is sought to address these issues.

- More instantaneous communication and the incorporation of social media should be considered a priority as this will alleviate confusion and will ensure clearer communication.

### **Suggestions for Further Research**

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

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

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

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

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## **Appendices**

### **Head and Deputy Teachers' Interview Schedule**

University Of Zambia in Collaboration with Zimbabwe Open University

University Postgraduate Programmes

Institute Of Distance Education

Master of Education Management

Dear Respondent,

I am a postgraduate student at the University of Zambia in collaboration with Zimbabwe Open University. I am conducting a research on Crisis Management in Selected Secondary Schools in Kawambwa District of Luapula Province. You have been randomly selected to participate in this study by way of this questionnaire. The information you give is purely for academic purposes and will be treated with complete confidentiality.

**TOPIC: Crisis Management in Selected Secondary Schools in Kawambwa of Luapula Province**

2. How long have you been head teacher of this school?
3. What formal of academic qualifications do you have?
4. Do you have any special training in management?
5. How did you feel about your appointment here?
6. What are your main duties?
7. Does your secondary have some forms of crises?
8. How do the crises that your institution faces affect learning?
10. How do the crises that your institution faces affect service delivery?
11. How do the crises that your institution faces affect management?
12. What measures were put in the past to address the perceived challenges/crises?

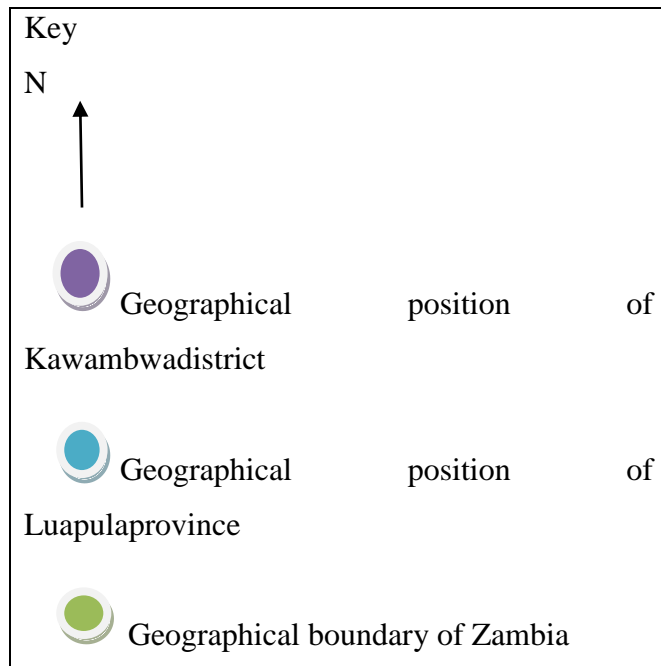
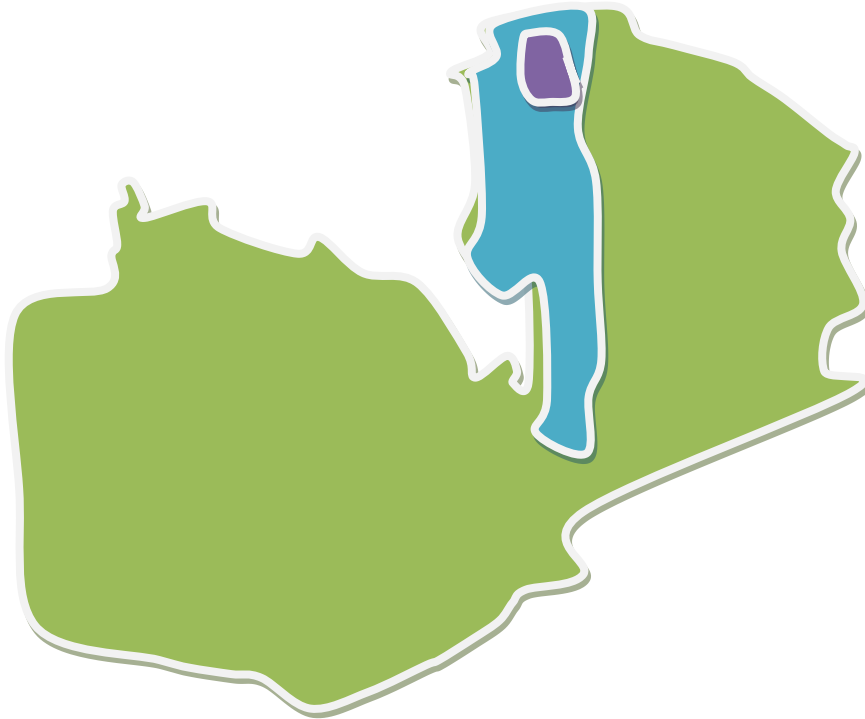
13. How do you ensure good behavior and discipline among your pupils?

14. How do you manage to deal with the crises?

END!

Thanks and God bless you!

**Map of Zambia positioning the geographical position of Kawambwa district of study**



### **Budget plan for the Dissertayon Report**

<b>Day and time</b>	<b>Activity</b>	<b>Quantity and Amount</b>
January-March	Proposal writing	1 realm of paper @K50
April	Sent for Approval to the supervisor	One month waiting
May-August	Data Collections and Data presentation, Analysis and interpretation	Typing
December	Report Ready for printing and book binding	Printing @ K150 and Binding @ K750