EXPLORING STRATEGIES USED BY SCHOOL MANAGERS IN MANAGING UPGRADED SECONDARY SCHOOLS IN MAZABUKA DISTRICT

BY

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A dissertation submitted to the University of Zambia and Zimbabwe Open University in partial fulfillment of the requirements for the award of the degree of Master of Education in Educational Management.

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AUTHOR'S DECLARATION

I, **Arthur Mandevu**, do hereby declare that this dissertation entitled, Exploring strategies used by school management in managing upgraded secondary schools in Mazabuka District is my own work, and that the work of other people has been duly acknowledged and that this study has never been presented before by anyone at this University or any other University for similar purposes.

Signature: ……. Date: …….……

APPROVAL

This dissertation by Arthur Mandevu is approved as fulfilling part of the requirement for the award of the degree of Master of Education in Educational Management of the University of Zambia and Zimbabwe Open University.

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ABSTRACT

The structure of the education system has been changing from the time Zambia attained its political independence to date, Lungwangwa (1987). The latest change is the upgrading of primary/basic schools into secondary schools, in which the Ministry of General Education has upgraded, established and gazette 447 Basic schools into secondary schools across the country (MoGE, 2017). This study sought to explore strategies used by school managers in managing these upgraded secondary schools in Mazabuka district of the Southern province of Zambia. The objectives of the study were as follows: to explore school managers` strategies in managing upgraded secondary schools, to examine the challenges school managers face in the management of the upgraded secondary schools, to establish stakeholders` roles in the running of the upgraded secondary schools. A Survey Study Design was employed using qualitative strategy in order to address the issues raised by the research objectives and questions. The four schools were randomly selected 4head teachers, 8 deputy head and 12 heads of departments were purposefully sampled. In-depth interviews were used to collect data from head teachers and deputies while focus group discussion was used to collect data from Heads of Departments. The Interview and focus group discussion data was analysed using thematic analysis. The major findings showed that managers used ad hoc methods aimed at keeping the schools and programmes running. The schools were generally supported by the community/stakeholders whose support ranged from provision of school fees, desks to capital projects like classroom blocks. However, challenges still remained impeding smooth running of the schools. The study's main recommendation was that the stakeholders to work towards putting up capital infrastructure so that learners learn in conducive environments and teachers to live and work from motivating environment so that quality education is enhanced.

Key words: *Strategy, upgrading, school manager, stakeholders and physical infrastructure.*

DEDICATION

This work is dedicated to God, my wife Eviness Munsaka Mandevu and my children: Muleko, Holly, Cheebelwa, and Joshua Mandevu for their unwavering support and their great contribution to this great work of my hands and their continued encouraging me even at the point when I almost stopped the study Programme at the point of research due to numerous challenges I faced on this academic journey. I love you all.

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ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune-Deficiency Syndrome
BESSIP	Basic Education Sub Sector Investment Programme
CPDC	Continuing professional Development Coordinator
DAPP	Developmental Aid from People to People
DEBS	District Education Board Secretary
DFID	Department For International Development
ECCDE	Early Child Education, Care Development and Education
ECE	Early Child Education
EFA	Education For All
FBE	Free Basic Educating
FNDP	Fifth National Development Plan
GRZ	Government of the Republic of Zambia
HIPIC	Heavily Indebted Poor Countries
HIV	Human-immuno Deficiency Virus
JSSLE	Junior Secondary School Certificate Leaving Examination.
MoE	Ministry of Education
MoESVTEE	Ministry of Education, Science, Vocational Training and Early Education
MoGE	Ministry of General Education

NGOs	Non-Governmental Organisations
PTA	Parent and Teachers' Association
RISE	Research Initiative for the Support of girls' Education
SIC	School In-service coordinator
UNESCO	United Nations Educational, Scientific and Cultural Organisation
WBR	World Bicycle Relief
ZAMFAM	Zambia Family

CHAPTER ONE: INTRODUCTION

1.1 Overview

Chapter one gives a synopsis of the study, providing the background of what elicited the need to undertake this study, "Exploring strategies used by school managers in managing upgraded secondary schools." The chapter further presents the statement of the problem, purpose of the study, objectives of the study and research questions. It also outlines the significance of the study, delimitation of the study, conceptual framework, limitation of the study, operational definition of key term/words as well as the structure of the dissertation.

1.2 Background

The provision and administration of education in Zambia can be traced as far back as the colonial period during which it was the responsibility of the British South African Company (1890-1924), The British Colonial Administration Office (1924-1952) and the Federation of Rhodesia and Nyasaland (1953-1964) whose focus was on Primary Education (Chisholm, 1998). The structure however has been changing from the time Zambia attained its political independence to date, as rightly observed by (Lungwangwa, 1987). The main school system has always consisted of a primary and a secondary school level. The primary sub-sector comprises seven years of schooling while the secondary school subsector is divided into two levels: Grades 8 and 9 (Forms 1 and 2), which required an examination and again selection to senior secondary levels of Grades 10–12 (Forms 3–5), (Beyani,2013:4)

It is further evident that in 1964, Zambia planned to provide a ten-year compulsory basic education for every child from 1974-1984, which was not implemented due to inadequate resources (Lungwangwa, 1987). Having faced challenges, therefore, a new education structure, a 7-3-2 was brought on board, which was seven years of primary, three years of junior secondary and two years of senior secondary education. The government of the republic of Zambia thought of making some changes in the education structure in the 1970s where Basic education became the ultimate goal whose aim was to provide nine years of universal basic education, whereby a child entering grade one would remain in school for at least nine years (MOE, 1977:7). However, the only step taken to implement the 1977 education reform was continued efforts to increase

school enrolment so that an increasing number of grade seven pupils was able to continue into grade eight (8) and nine (9), (Lungwangwa,1987).

Realising the numbers of grade seven pupils who could not be absorbed into the secondary schools due to limited places coupled with government's inability to provide more places prompted communities to upgrade primary schools into Basic schools in the late 1980s (MoE, 1992). In 1997, the Ministry of Education with the help of Cooperating Partners under the Basic Education Subsector Investment Programme (BESSIP) introduced a 9-3-4 structure of the school system, which is nine years of basic education (Grade 1-9); three years of high school education (Grades 10-12) and four years or more of tertiary education depending on the school and Programme admitted into. The introduction of Basic Schools resulted into another change of the education structure of the school system in Zambia, whereby most schools in Zambia became known as Basic Schools which were expected to run from grade I-9. The basic school education Programme had challenges of the needed infrastructure and quality of teachers to teach grade eight(8)and (9); thereby utilizing the under qualified teachers for that section thereby also depriving the primary school (grade 1-7) the needed teachers (Ministry of Education,1996)

The latest change is the upgrading of primary/basic schools into secondary schools, in which the ministry of General Education has upgraded, established and gazetted 447 Basic schools into secondary schools across the country (MoGE, 2017). While upgrading of many basic schools into secondary schools may have increased accessibility into senior secondary school classes (Chitamaluka, 2016); no study seems to have been done to explore strategies used by school management in managing upgraded secondary schools with focus on resources and stakeholders' involvement in selected schools of Mazabuka District.

1.3 Statement of the Problem

There are presently not enough school places for pupils as only 25.9 percent of children completing primary school move on to high school (GRZ, 2006); Therefore, in a quest to increase on school places; the government of the Republic of Zambia through the Ministry of General Education is upgrading some primary or basic schools into secondary or high schools to increase on access for the majority Zambian learners (Chitamaluka, 2016, MoGE, 2017).

The issue of having two systems of education under one institution is recognized by law if the two are made separate entities (GRZ (No.23of 2011:444) further, posits that," where a public educational institution is organized into two or more level, the Education board of the public educational institution shall apply to the minister to have the institution divided into two or more public educational institutions". It has also been the trend to have primary and secondary schools operating independently of each other since Zambia got its independence in 1964, therefore the combination of the primary and the secondary sectors seem a new phenomenon which may pause resistance for acceptance by the administrators, teachers, parents and pupils at large, especially that various stakeholders were not involved in the initial plans of these schools (Katende, 2014). Therefore, it is not known how the different 'institutions' are running or operation under one administrative structure.

1.4 Purpose

The purpose of the study was to explore strategies used by school management in the management of upgraded secondary schools in Mazabuka district.

1.5 Objectives

The following were the objectives:

- To explore school managers` strategies in managing upgraded secondary schools.
- To examine the challenges school managers, face in the management of the upgraded secondary schools.
- To establish stakeholders` roles in the running of the upgraded secondary schools

1.6 Research Questions

- What strategies do managers use in managing newly upgraded secondary schools?
- What challenges do school managers' face in the management of the upgraded schools?
- What roles do stakeholders perform in the running of the upgraded schools?

1.7 Significance

It is hoped that the results of this study will help the policy makers evaluate their pronouncements, policy implementers to be cautious of new policies and be innovative to seal off the inadequacies when need be, stakeholders and other readers shall also be able to adjust and embrace change. It is further hoped that the findings will bring about quick action by all relevant stakeholders in ensuring that the upgraded secondary schools are given quick attention in areas of need so that quality education is delivered to all levels of education in such schools.

1.8 Limitation

According to Orondho (2004) a limitation is an aspect of study that the researcher knows may affect the results of the study over which the researcher has no direct control over. These are challenges anticipated or faced by the researcher which include time and financial limitations that influence the study, data inaccessibility and unanticipated occurrences (Kombo and Tromp,2006)**.**The study was limited by the fact that only four upgraded secondary schools were sampled out due to the consideration of time and financial constraints which hindered the researcher from sampling out schools across the country to give a national wide generalization of results as schools found only in Mazabuka district may not give a true picture of results obtaining in the whole country. However, the researcher used simple random sampling to ensure that all schools had a chance of being explored to give a generalized view of the results to the whole nation.

1.9 Delimitation

This study was limited to four selected upgraded secondary schools in Mazabuka District, it would have been extended to other upgraded secondary school in the district, but due to time, this was never the case. The findings, therefore, did not reflect a complete picture about all the schools in Zambia.

1.10 Theoretical Framework

A theory is an analytical tool for understanding, explaining, and making predictions in particular areas of study (Shafritz and Ott, 2001).In this study the systems theory which was propounded

by Ludwig von Bertalaffy et al (1956) was used. Miller and Rice (2001), state that the systems theory posit that organization should be treated as open systems which are continually dependent upon and influenced by their environments. A school also has an external environment; the community surrounding it, the Non-Governmental organisations, and religious bodies/churches the civil society organization and government. This concept of the systems theory suggests that the whole is greater than the sum of its parts. Simmons (2000) describes a systems theory as a series of interrelated and interdependent parts, such that the interaction of any part of subsystem affects the whole system. Each part of an organization is tightly linked to other parts of the organization and no single part of the organization exists independent of the other parts. The school administration, the teachers, the Parent and Teachers Committee, the Non-Governmental organisations and the government as the external environment are supposed to as well be taken on board to ensure they are also part of the systems as schools are open system being social institutions. The organizations; upgraded secondary schools in this context, are supposed to interact closely with their stake holders, that is the government, local authorities the community and various publics they serve. The system has to be effective within itself, that is the different parts are to be competent enough well qualified in order for the whole system to gain its meaningful mandate.

1.11 Conceptual Framework

The researcher conceptualizes that good management of a school requires enough and well qualified teaching staff and administrators, adequate infrastructure and there has to be stakeholder's involvement in running an education institution. Resources entail Education managers, teachers, finances and physical infrastructure; physical infrastructure means classrooms, staff houses, office space, furniture, laboratories, libraries and toilets. The researcher conceptualises that all the said above should be adequate and stakeholders should be adequately involved. Stakeholders are the government, Non-Governmental organisations, the Parents and teachers Association, and individual well-wishers.

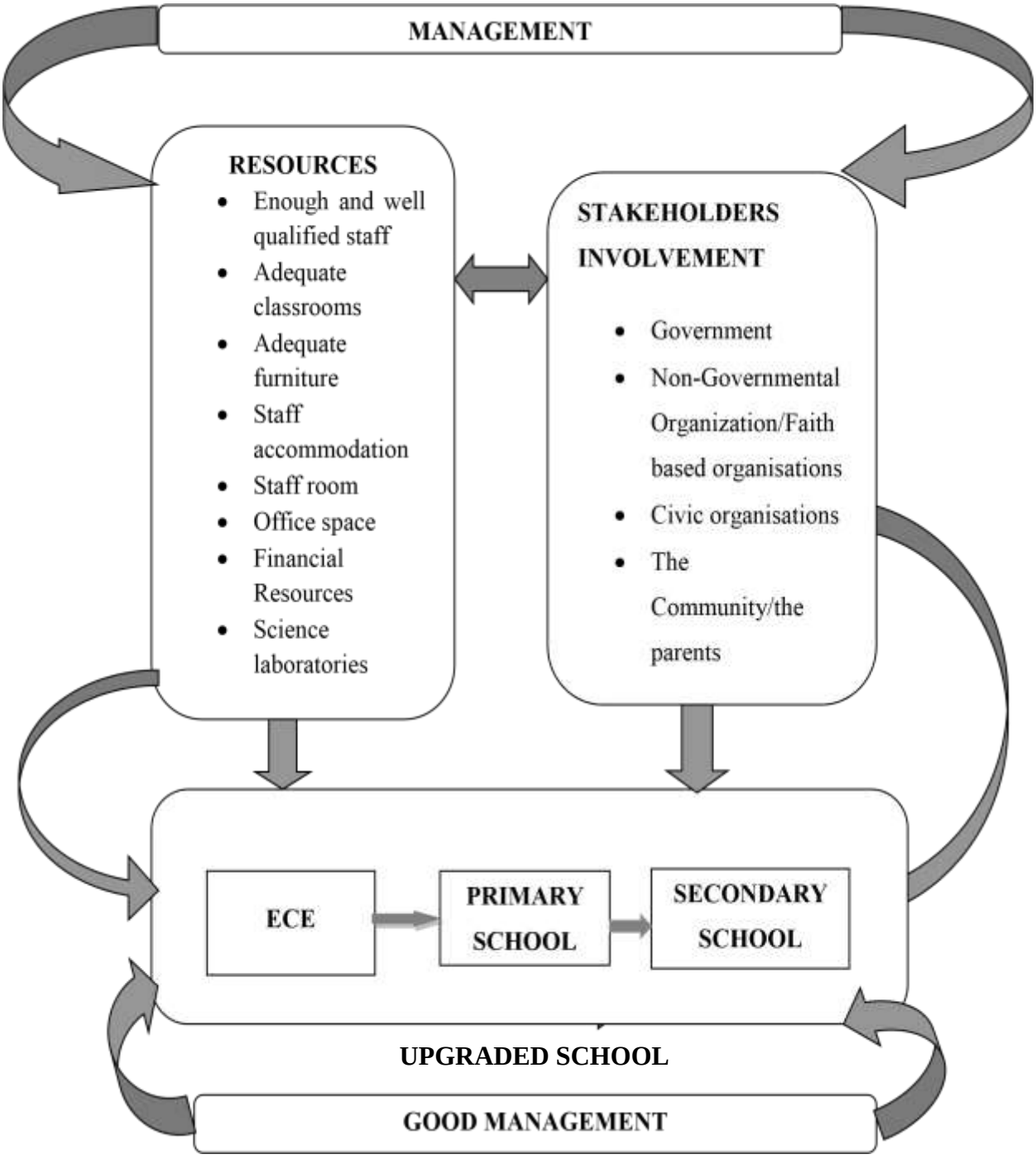

Figure 1: Conceptual Framework

1.12 Operational Definition of Terms

Physical infrastructure: Classrooms, administrative offices, libraries, laboratories, desks and staff houses.

Resources: Funds, physical infrastructur**e,** administrators and the teachers in the upgraded secondary schools

School Managers/Administrators: Head teachers, Deputy Head teachers, Senior Teachers and Heads of Department for the upgraded secondary schools.

Stakeholders: These are the people or organizations who take part in the establishment and development of the upgraded secondary schools as will be used in this study.

Strategy: is an elaborate and systematic plan of action, these are ways that school managers use to manage upgraded secondary schools to avert challenges in the running of the upgraded secondary schools.

Systems Theory: This theory asserts that, there is interdependability of different departments in an institution.

Upgraded Secondary Schools: these are schools that were changed in structure from Basic/primary schools; some run from preschool to grade twelve while others from grade one to grade twelve.

Upgrading: This is a change of a school from grade two to grade one, or from grade three to grade two; primary to a secondary school (MoESVTEE, 2015).

1.13 Summary

Chapter one looked at the introduction which highlighted the background of the study, the statement of the problem, the purpose of the study, the objectives of the study, research questions, Significance of the Study, Limitation of the Study, Delimitation of the Study, Theoretical framework, Conceptual framework and operational definition of terms. The next chapter looked at the related literature

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Overview

The previous chapter discussed the background to the study justifying the problem, stating the purpose and outlining the objectives. This chapter looks at documents and other materials like books, journals, dissertations and theses and other researches related to the study. The review starts by looking at strategies used by school managers in managing schools, then, challenges school managers face in managing schools and finally, stakeholders' involvement in the management of schools.

2.2 Strategies used by School Administrators in managing schools

2.2.1 Global perspective

From a global perspective, school managers use different leadership models to run schools, for example, Northouse (2015) argues that the global view of managers running schools is based on the notion of 'total leadership' to include all possible sources, including teachers, staff teams, and deputy heads as well as head teachers. This type of running schools has a significant variation in student achievement across schools which are much higher than the individual head teacher effects. The school managers also use the 'instructional leadership model' to run schools. According to Prussia (2010), the impact of this model on student outcomes is likely to be greater where there is direct leader involvement in the oversight of, and participation in curriculum planning and coordination, teacher learning and professional development. For the instructional leadership model, the closer leaders are to the core business of teaching and learning, the more likely they are to make a difference to students. For this reason, Avolio and Gardner (2009), argue that instructional leadership is more powerful than transformational leadership in promoting student learning. The school heads have additional responsibilities imposed on them. These demands on school leaders emanate from two contrasting sources. For example, Den (2012), argues that the accountability pressures facing school managers are immense and growing in many countries. That is, governments, parents and the wider public expect a great deal from them schools and most of these expectations are transmitted via school managers.

School Management deals with achieving objectives of a school. This means that the management has a responsibility for the education of all pupils, management of staff, and for policy making. The school management is able to run a school with help from the teachers. On top of the school management is the head teacher who is the most senior teacher and leader of a school. The head teacher plays a key role in school management. According to Cleona and Nixon (2012) the head teacher leads, Motivates and manages staff by delegating responsibility, setting expectations and targets and evaluating staff performance against them among other strategies. School management according to Humphrey (2008), in an educational institution is where the managers adjudicate school operations and day to day activities of … schools. When running a school, the school management uses many strategies and one of them is to manage the perception. In as much as many people see change as something that just happens, James, et al (2016), argues that change is something that is done to them without their consent and outside their control, however; most undertakings within a school environment; teachers and administrators have some autonomy as to how change is affected; this is through managing the perception; in order to do this, school managers give more opportunity and encouragement to other staff such as teachers to have some input. This means that the more control the teachers will have the easier it will be to run the school. Managing perception deals with providing a sense of ownership. Research shows pretty clearly that a greater sense of ownership is more likely to lead to successful change implementation within a school. The other strategy that school managers use to run schools is to make change as part of school culture. That is, as Cleona and Nixon (2012), argue that for school managers where change is anathema starting with small but visible changes in making a positive difference is key. As these small changes accumulate, staff members at a school become more open to trying out new things. When making change to be part of school culture, school managers deal effectively with setbacks if change is going to be accepted as part of a school's culture. Humphrey (2008) argues that the school managers do not jump in with both feet when trying to impose significant change on a staff before its members are comfortable with new ideas and processes because this will doom the running of the schools.

The school managers also manage to run the schools by appreciating the skeptics. According to Jacqueline (2008), people who do not accept skeptics when someone is questioning a proposed change the first reaction they have is to get frustrated or even angry. As for school mangers, when running schools, they keep in mind though that's always good to have skeptics in the mix,

because they ask tough questions. When running a school and if someone poses a reasonable question for which the school manager can't provide a reasonable answer, then they need to rethink something that's being proposed. It is great for school managers to be optimistic about new initiatives, but the skeptics are the ones that keep the school managers grounded in reality.

Another strategy that the school managers use to run schools is, knowing the history of change within the school. That is, before moving forward with new ideas, the school managers always look at the past. According to Jonathan (2013) they ask themselves what the last significant initiative was, when it was undertaken, and what impact it had. That is so because organisations that undergo change too often or perpetually tend to become jaded about new ideas and organisations that have had negative experiences with change will be much more reticent to try new things. There are no hard and fast rules, but as with many things in life, looking to the past can provide vital information regarding how things may or may not work moving forward.

The other strategy that school managers use is always being aware of preconceived notions. According to Cleona and Nixon (2012), since there are many stakeholders in education; students of course, but also administrators, teachers, and parents; all members of these groups have been to school and most of them have some preconceived notions as to what a school should be about. However, maintaining the status quo much longer is looking increasingly difficult, not to mention counterproductive. For this reason, the school managers consider and respect individual notions of what a school should be, while at the same time convincing people that what they are proposing will be better.

Taking up some course is another strategy that school managers use to run schools. School managers who are willing to manage schools will face several difficulties and to cope with these they need to take up some courses which can help them in managing the organisations **(**Humphrey, 2008**).**In addition, for school managers taking up some courses, as the growth of the educational institution is taking place at a rapid pace there is a huge demand for administrators who would help in the expansion of the entire institute. Jacqueline (2008), believes that many schools are thus training the potential candidates in the school administration, management and supervision of a framework. The school administrators need to undergo a lot of research and studies so that the entire framework runs well. James et al (2008), asserts that it is necessary for a

candidate to pursue the school administration management courses provided by reputable institutions.

The running of a school cannot be complete without finances. It is for this reason that school managers use transparency and accountability strategy to manage the school finances. According to Jonathan (2013), budgeting and resources allocation is one of the most important factors in school administration and the school managers will regulate the accounts to prepare budgets and the resources. They will review and then implement the school finances so as to run the school smoothly.

Effective communication is another strategy that school managers use to run schools. According to Humphrey (2008), administrators will talk to other employees and engage in one to one interaction to know their problems and solve them accordingly. This is important for the growth of both the individual and the school. It is important for school managers to determine the most effective means of communication for the group or individual that will bring them on board. According to Cleona and Nixon (2012), the communication strategy should include a timeline for how the change will be incrementally communicated, key messages, and communication channels and mediums you plan to use.

Keeping track of employee performance is another strategy that school managers use to run schools. Jacqueline (2008), asserts that, school administrators will keep track of the performance of employees or teachers so that the entire school framework runs smoothly. The administrators will try to promote and appreciate the good work of the employees.

Providing support structure is another strategy that school managers use to run schools. This is according to James, et al, (2016), who assumes that, it is essential to assist employees to emotionally and practically adjust to the change and to build proficiency of behaviours and technical skills needed to achieve desired school objectives. Some changes can result in redundancies or structures, so the school manager should consider providing support such as counselling services to help people navigate the situation. To help employee adjust to changes to show how a role is performed, a mentorship or an open-door policy with management to ask questions as they arise could be set up. One of the main policy trends in the managing of schools is the devolution of powers to site levels. In many countries, May (2003) argues that the scope of

leadership and management has expanded as governments have shifted responsibilities from local regional or national bureaucracies to school managers. The inevitable consequences of such changes is an increase in leadership scope as school heads and other leaders have to exercise functions, notably financial management and staffing issues, previously undertaken outside the school. Devolution produces increasing complexity in the role of the head of the school and heightened tensions for principals. According to Northouse (2015), it leads to the need for the exercise of judgment in particular situations, rather than the simple following of rules. Because of the devolved nature of leadership in many education systems, Avolio and Gardner (2005), say that, the pressure is exerted on site based leaders, notably school managers who have to deal with increasing complexity and unremitting change.

The additional responsibilities imposed on school leaders, and the greater complexity of the external environment, increase the need for school managers to receive effective preparation for their demanding role (Dion, 2012). Being qualified only for the very different job of classroom teacher is no longer appropriate. While competence as a teacher is necessary for school managers, it is certainly not sufficient. As professionals move from teaching to school leadership, there should be a right for them to be developed appropriately, which is a moral obligation (Dion, 2012). Otherwise requiring individuals to lead schools, manage staff and care for children, without specific preparation may be seen as foolish, even reckless, as well as being manifestly unfair for the new incumbent .The global perspective on the strategies used by school managers is also based on the belief that specific preparation makes a difference to the quality of leadership. Without effective preparation, may (2013) argues that many school managers flounder as they attempt to jungle the competing demands of the post.

Prussia (2010), makes a compelling case for leadership development based on the view that leadership is ‘made not born’. Those who appear to have natural leadership qualities acquired them through a learning process, leading to deny that ‘leadership is fixed at birth’. This leads to a view that systematic preparation, rather than inadvertent experience, is more likely to produce effective leaders. This view is supported by the findings from a longitudinal study of the effects of a national principal development program in South Africa (Northouse, 2015). As teachers embark on their training and professional practice, they become socialized as teachers and develop and hone their professional identity. These twin concepts are helpful in understanding

how professional frame and practice their roles. However, according to Avolio and Gardner (2005), moving into the very different role of school manager is likely to lead to new socialization processes and a change in identity.

The global perspective on strategies used by school managers to run schools also rests on the twin concepts of professional and organizational socialization as a lens to examine the impact of preparation of the school managers (Den, 2011). Professional socialization includes formal preparation of the school manager and the early phases of professional practice. According to Dion (2012), organizational socialization involves the process of school managers becoming familiar with specific context where leadership is practiced. According to May (2003), the socialization process accounts for about one fourth of the variance in administrative performance. This is a significant finding which underpins the view that preparation should be a deliberate, rather than an inadvertent process. Northouse (2015), argues that aspiring school managers require professional socialization, preparing them to become school managers. They also need to change their identity, from teacher to school manager, a process of personal socialization. They need a period of organizational socialization; learning to lead in a specific school. To manage to run the schools, in as much as new managers often experience 'anxiety, frustration and professional isolation', an effective induction process seems essential. Induction occurs and is offered by a local administrator, unconnected to previous or subsequent development and often provided just before, or just after, the school head takes up the post (May, 2003) Avolio and Gardner (2005), argue that this type of induction is usually confined to procedures and reporting processes, and rarely customized to the specific needs of the school manager or the school. In the absence of effective induction, school managers may be left to 'sink or swim'.

A better approach is to regard induction as an ongoing process if the school managers are to succeed to run the schools and this begins with succession planning and continues through to in-service development. Such a process might have six phases; succession planning, Leadership planning, Recruitment and Selection, Induction, Mentoring and In-service development (Den, 2011). Designing an effective induction program requires consideration of the nature of the process and of the providers. Dion (2012), argues that if induction is provided by a local administrator, often the school managers' super ordinate within the hierarchy, it is likely to be

confined to administrative procedures and reporting processes. Another approach is for induction to be provided by a professional mentor, for example an experienced and successful school manager. Almost all research on mentoring reports positive outcomes (Northouse, 2015). Prussia (2010), claims that, "mentoring offers a way of speeding up the process of transition to headship. Personalized induction, co- constructed by the new principal, is likely to be more effective than 'a one size fits all' approach".

2.2.2 The Zambian Perspectives

One Strategy that education managers in Zambia employ is on governance. Governance is about developing, implementing and evaluating laws, policies and rules which govern the actions of every society at all levels. Governance issues are an integral part of every society and therefore, should be included in the curriculum. The type of leadership in place has an influence on the social, economic and political development of a country. It is important that learning institutions expose learners to good governance by upholding democratic tendencies. It is, therefore, important that learning institutions include activities and practices in programmes that promote good governance (curriculum framework, 2013).

A strategy to deal with the inadequacy of infrastructure …the Zambian government recognises the fact that alone might not create a conducive learning environment for all learners; therefore, in 1996, the education Act gave powers to Parents and Teachers Association to ensure through regular contacts between teachers and parents, the welfare and possible education of pupils, and enlightening of all the parent on all aspects of pupils' progress in school (Mwanakatwe, 2013). All stakeholders are tasked to manage education institution should ensure that they establish new infrastructure and refurbish and maintain existing ones, they should also Maintain efficiency, effectiveness, transparency and accountability in the use of public financial resources(GRZ,2006). The Ministry of Education needs to reduce the pupil–teacher ratios by scaling up the building of more schools and related infrastructure, including the training and recruiting of teacher (Beyani, 2013).

In upgraded secondary schools (Combined schools; as they were called at inception), the secondary school teachers should teach subjects they are specialised, and each secondary school is striving to have seven heads of departments typical to the seven subject area in the

school(MoESVTEE,2015). Policymakers, educators, and others involved in education are seeking ways to utilize limited resources efficiently and effectively in order to identify and solve problems in the education sector and to provide quality education for children (Omari, 2008).

2.3 Challenges of School Administrators in Managing Schools

2.3.1 Global perspective

Many challenges that school heads face are that they are dealing with multiple tasks, feelings of preparedness, unanticipated events, and excessive time dedicated to administrative tasks. Prussia (2010), argues that with organizational socialization, the school managers can take the full responsibilities without much support. However, if the school head is not developed they will lack a reservoir of experience and confidence to sustain them through the most challenging times. In a crisis challenge, a group faces an unexpected event or change in circumstances that threaten its ways of working or even its existence. This might occur when an abrupt shift occurs within an Organisation. According to James, et al (2016), the immediate leadership work is to establish a process to de-escalate the situation and then focus on addressing the key issues that led to the crisis in order to prevent its recurrence. Another challenge is in decision making. Principals' decision and strategies are critically important to institutional performance (Jonathan, 2013).

One of the biggest frustrations faced by school managers is that parental involvement is lacking to support the institutions effort towards improving student achievement (Jacqueline, 2008). In nine major disasters that have occurred since 2000 in El Salvador, Venezuela, Italy, Turkey, Cambodia, USA, Pakistan and China more than 28, 000 children and teachers have lost their lives because of unsafe school buildings (DFID, 2010). The poor seismic resistance of the existing building stock was the significant factor in the large death toll amongst the children. The issue of 'school safety' incorporating adequate building standards and construction quality has now become high the reconstruction agenda. The pressures facing leaders in developing countries are even more onerous than those in the World's richest countries. In many countries in Africa, Dion (2012), argues that head teachers manage schools with poor buildings, little or no equipment, untrained teachers, and lack of basic facilities such as water, power and sanitation, and learners who are often hungry.

Class size has been said to be cardinal component in the learning environment if proper learning is to take place. A UNICEF/UNESCO survey conducted in 1995 in 14 least developed countries found that class sizes were mostly big. For instance, in Madagascar from 30 students to 73 students and 30 to 118 in Equatorial Guinea (UNESCO 2012). It was found that there was a relationship between class sizes and academic achievement in the sense that most teachers could not manage the teacher-pupil ratio. Another similar study conducted in New York found that students in such schools scored significantly lower in both mathematics and reading exams than did similar students in underutilized schools. In addition, when asked, students and teachers in overcrowded schools agreed that overcrowding negatively affected both classroom activities and instructional techniques (Myburgh, 2011). It was further discovered that overcrowding and heavy teacher workloads created stressful working conditions for teachers and led to higher teacher absenteeism. Crowded classroom condition not only make it difficult for students to concentrate on their lessons, but inevitably limit the amount of time teacher can spend on innovative teaching methods such as cooperative learning and group work or, indeed teaching anything beyond the barest minimum of the required material (UNESCO,2012). In addition, because teachers must struggle simply to maintain order in an overcrowded classroom, the likelihood increase that they will suffer from burnout earlier than might be otherwise be the case, (Myburgh, 2011). According to Jago et al Tanner (1999), learning environment encompasses working conditions for teachers. When teachers have decent accommodation, they create a good atmosphere around the school. In schools were teachers face transport and housing obstacles, it is difficult to get to school on time and staying until school closes. A study in china, Guinea, India and Mexico found that nearly half the teachers interviewed reported being absent at some point during the previous month (Carron & Chau, 1996), requiring other teachers to compensate for them or leaving learners without instruction for the day… the main reason given was lack of housing within the school preemies. When teachers have no accommodation, adequate education provision is affected. Teacher absenteeism becomes rampant because they have to travel long distance to see their families.

The other integral resource is the teacher presence. The learning environment cannot be adequate without the availability of teachers themselves. Teachers are most capable of helping the students learn, have deeper mastery of their subject, (Akinsolu, 2010). The number of teachers relative to students is very low. UNESCO report of 2011 reveals the following; on average, more than 60

percent of sub-Saharan countries have more than 40 pupils per teacher. Countries such as Chad, Rwanda, Zambia, Malawi and Mozambique and many more, have ratios exceeding 60:1. Quality teaching demands administrative and specialist supports, mentoring and professional development, curriculum and assessments (Darling-Hammond, 2010). In this study, these concepts will facilitate ideas about the process of exchanging knowledge practiced by both teachers and learners during teaching. An administrator must be such a one who is involved in ensuring that quality teachers are deployed in a school so that relevant knowledge is imparted to the learners, this is also strategic on part of the administrator without which there won't be meaningful impartation of knowledge, skill and values (Darling-Hammond, 2010). Kaya (1989), further, asserts that in Zambia, all students deserve a teacher who can help them to be independent learners. Darling-Hammond (2010), states that, quality teachers know how to create successful learning environment in classroom. According to Govinder (1997), an effective teacher must be expert in subjective as well as content based pedagogical knowledge, have mastery in the language of instruction, create productive and joyful learning environment, arouse interests among the students in their studies, generating compliant classroom environment for students' needs, bearing strong ethical minds, dedication in profession and intensive caring for students. In addition, Teaching-learning process requires appropriate approaches of teaching. In this aspect, teachers have to know which strategy is better for students' learning and when. It is found in many studies that proper learning seems hard to takes place following a single method of teaching. Besides, many factors are involved in effective teaching strategies such as teacher knowledge and qualification, motivation, commitment, provision for resources and use, and learning environment. Generally speaking, teachers' qualification and experience are indispensable for quality teaching. Teaching-learning process can be enthusiastic with knowledge, skill and experience. Likewise, learners may be benefited from teachers' subject based knowledge and proper use of instruction.

The classroom environment established by the teacher has a major impact on pupil's motivation and attitudes towards learning. In this respect, purposeful, task oriented and supportive (Davis, 1999) classrooms generally facilitates students' learning. Kones (2012) further reveals that classrooms must feature accessible print that support children's daily reading and writing whereby each classroom should have a sizeable library of children's books, charts, poems, lists and big books for instruction and their walls include displays of children's activities. Such

environment functions as a support system which prompts to celebrate literate behaviors. According to Epstein (1995), quality of classroom interaction might be hampered due to insufficient teaching resources and poor physical facilities. Different teaching materials such as textbooks, pen, pencil, cards, big papers, building blocks, straws, wooden chips, money, body and social games can be employed during lessons. Okoye (1986) asserts that there may be lack of sufficient resources to provide educational services or be administratively incapable of channeling resources to the schools that need them. Government financed schools may be existing in urban areas but not in rural areas or may vary greatly in quality….

2.3.2 Zambian Perspective

Secondary education was the most neglected part of the education sector. The stagnation in high school expansion drastically reduced access of Secondary school places. After years of neglect, the Ministry of Education, from 2005/6 began to improve access to secondary education by increasing budget commitments and addressing access as a priority. This required expansion of some existing school infrastructure and building of new high schools country-wide. The Fifth National Development Plan (FNDP) reflected this new policy and focus (Beyani, 2013). Since the introduction of the Free Basic Education (FBE) policy, the enrolment of children has increased tremendously and this necessitates a corresponding increase in classroom space.

Children with ECCDE experience entering Grade 1 all came from private institutions. The majority did not have early childhood education. The low participation in preschool education in Zambia can be attributed partly to parents' inability to pay fees as pre-schooling is provided mostly by private institutions as a business institution, whether the country is on track to achieve MDG 2 and EFA goal 2. School funding and learning materials are inadequate; so is school infrastructure. There are insufficient teachers and pupil–teacher ratios are high in some primary schools (Beyani, 2013). One problem that school managers might have is the issue of lack of infrastructure in schools (MOE, 1996). A number of studies have shown that many schools in the world are faced by a challenge of decaying buildings that threaten the healthy, safety and learning opportunities of students (Barrett et al, 2015). Good facilities seem to be an important condition for student learning, provided that other conditions are present that support a strong academic program in the school. A growing body research has linked student achievement and

behavior to the physical building conditions… (Barrette et al, 2015). Infrastructure development is one of the major challenges affecting success in the education sector (Nawa, 2010). Further, Nawa (2010) does indicate that, it would be impossible for Zambia to achieve the Education For All (EFA) target, come the year 2015.

The over use of school buildings, through multiple sessions and large classes, coupled with the near absence of public funds for school maintenance and repairs, has left most schools unacceptably poor physical conditions. Except in a few rehabilitated schools, classrooms are typically bear with few or no desks, no teachers table or chair, and a broken chalkboard (Ministry of Education, 1996) educational facilities remain limited and unsatisfactory due to the increasing pressure on education infrastructure, poor maintenance and increase in the school going population…

The number of teaching staff is not keeping pace with the needs of the major expansion in the school system since the years of the Basic Educational Sub-Sector Investment Programme (BESSIP) and the poverty reduction paper policy framework, that is, between the mid-1990s and the late 2000s. The years of the Heavily Indebted Poor Countries (HIPC) initiative imposed on Zambia by the Bretton Woods Institutions during the early to middle years of the Movement for Multi-Party Democracy (MMD) government saw expansion of primary school infrastructure under BESSIP, but a freeze on civil service recruitment was imposed as part of meeting the HIPC debt relief initiative. Despite meeting the HIPC conditionality and increasing teacher recruitment over the last few years, efforts have not met the demand or need. The Ministry of Education has been unable to effectively stem the flow of teachers from the education system (Beyani, 2013). The poor investment in education has led to high pupil-teacher ratios of about 80:1 at primary school level, over 10km walking distance to the nearest primary school and textbook-pupil ratio of 1:1.3 at primary school level and 1:7 at high school level in different subjects (GRZ,2006). Regarding access to secondary education, both boys and girls have been affected adversely due to neglect of infrastructure development at secondary level of education. This has resulted over the years in high school infrastructure growing at a much slower pace than that of primary school infrastructure (GRZ, 2006). GRZ (2006), asserts that the provision of educational facilities remains limited and satisfactory due to the increasing pressure on educational infrastructure, poor maintenance and increase in the school going population.

Science laboratories is another important key facility for the teaching of Science Subjects in secondary Schools. The standard number of laboratories which a secondary school should have is four (Chitamaluka, 2016). He further states that it is highly difficult for these (upgraded) secondary schools to have the standard number of laboratories therefore perhaps the effective teaching of science could be a challenge. This, therefore, could impact on the management of these schools making substandard indicator ((MoE, 1992). In a comment on the state of science facilities in high schools, laboratories and other practical rooms had fallen into a state of disrepair (Ministry of Education, 2004). Ministry of education, 2004, further states that, "almost no investment has been made in the last ten years to counter the situation. Many schools are poorly equipped to teach science subjects due to either lack of laboratory time, space, or equipment as well as adequately trained science teachers, (Beyani, 2013). The study carried out by Mudenda, (2008), to describe the experience of grade 12 pupils in the school certificate at one schools in central province, revealed that the examinations were characterized by a provision of inadequate mater1ials and facilities, and a lot of improvisation. The study further revealed that1the candidates failed to use improvised equipment to obtain results that were consistent, the study furthermore found out that learners did not do well in examinations because they have little practice sessions in experiments during learning time.

2.4 Stakeholders' Involvement in the Management of Schools.

2.4.1 Global perspective

The United declaration on human rights in November 1994 opened up to the declaration to the recognition of the dignity of and equal rights of human beings, which is contained in article 26, which states that, "everyone has the right to education…" (UNESCO, 2015). As a follow up to this, nations made a declaration of the right to education for all people. From this background, many United Nations agencies among them the United Nations International Children's Emergency Funds (UNICEF) and the United Nations educational, scientific and cultural organisations (UNESCO) sponsored the world conference of Education For All March, 1990 in Jomtien, Thailand. The Education for All conference emphasised that expanding access alone would be insufficient for education to contribute fully to the development of individuals and society, there is need to improve on the facilities in the provision of education (EFA Global

Monitoring Report, 2012). The World Education Forum held in the year 2000 in Dakar, Senegal as a follow up to the Jomtien conference, a decade later set up some goals; one of which was to look into the accessibility of learners in relation to the learning facilities obtaining in various countries, which was the sixth goal. The Dakar framework was later created which declared that access to an education of good quality was the right of every child (Education For All Report, 2015). According to UNESCO report of 2015 Bangladesh has been cited among many countries which have achieved success in creating a good learning environment. Bangladesh adopted a new education policy in 2010.

Taking a leaf from the Dakar Framework for Action, the country formulated the concept of quality in education in terms of student quality, teacher quality, sound classroom and the learning environment…resource allocation, sound physical environment in schools and good governance (UNESCO, 2015). The policy aimed at creating a suitable environment for all pupils in rural and urban areas. Here we can deduce that, the Jomtien conference in 1990 and the Dakar Declaration of 2000 provided the benchmark for countries to improve their secondary education to realise Education For All goals.

Therefore, Humphrey (2008) argues that the school administration has the role of maintaining the pupils' numbers at the school. It is the role of the school administration to see to it that more pupils in the school system perform well in the primary sector and starts to feed through into the secondary schools. Both the government and school administration have a role of providing technology in the schools. According to Cleona and Nixon (2012), schools vary enormously in the extent to which they are harnessing technology effectively to support learning, so it is a key role of the government and the school administration to provide schools with technology. It is the role of government to recruit teachers. The government has the role to supply teachers in the schools. James, et al, (2016), argue that over the past years there have been issues of fewer teachers being trained hence the shortage of teachers in schools. However, in recent years there are a lot of trained teachers and so the government has a role to supply the schools with enough and qualified teachers. It is the role of the government to fund schools so that schools have a conservatives plan to protect and spending per pupil; including the extra pupils coming into schools but without allowing for the impact of inflation (Jonathan, 2013). It is the role of government to provide the curriculum that meets the needs of the learners so as to be productive

in the future. Cleona and Nixon (2012) argue that the government should also provide an assessment that is in line with the curriculum they provide; for instance, the national examinations as is the case with the Examinations Council of Zambia. Where Government investments at the primary level have been extremely low, parents and communities contribute money, labor and materials (World Bank 1995). The absence of government support leaves the school infrastructure, equipment, and pupil supplies to the parents and the community. As a result, community and parents are in the center "in keeping the schools going where government investments at the primary level have been extremely low, parents and communities contribute money, labor and materials (World Bank, 1995). Uemura (1999) asserts that, although the government has historically been involved in their children's education, it hasn't been fully recognized that the government itself have resources to contribute to education, and they can be resources by providing local knowledge for their children.

Jacqueline (2008), believes that the community should take an active role in the checks and balances of the school so as to see the school abiding by its principles. The responsibility for educating children rested with the community. Although there still are places where communities organize themselves to operate schools for their children today, community participation in education hasn't been fully recognized nor extended systematically to a wider practice (Okoye, 1986). He further indicates that in preparing and implementing any efforts to promote community involvement in education, it is important to understand the whole picture of community participation: how it works; what forms are used; what benefits it can yield; and what we should expect in the process of carrying out the efforts. A deeper understanding of this issue is important since the link between community involvement and educational access and quality is not simple and involves various forms.

The teachers and pupils should also take an active role in improving attainment. According to James, et al, (2016) the teachers and pupils should play an active role in overall performance of the schools. The teachers should put in their best strategies to impart knowledge while the learners also should have their best output.

4.4.2 Zambian Perspective

Government efforts have contributed to realising the significance and benefits of community participation in education, and have recognized community participation as one of the strategies to improve educational access and quality (MOE, 1996).The community is one of the major key stakeholders in school governance development, it has a very big influence towards the flourishment of an educational institution, therefore educational managers should always yearn to incorporating the community in issues to do with school development.

Studies conducted in Zambia by Nzala (2006), Chituma (2005) and Mwakaya (2005) using a descriptive survey research design showed that there has been community participation in education area such as provision of finances, construction…. they further allude to the fact that education provision in most schools in Zambia has been a challenge and learning does not adequately take place simply because the proper infrastructure…needed is not enough. There has to be a positive effect on the provision and educational support by the community as long as the community is sensitised (Siyumbwa, 2010). This therefore means that the school administration needs to sensitise the agenda.

The Ministry of education is the driving force for change, growth and development in education, providing the legislative framework, policies, strategies, plans and resources to enable institutions, agencies and other bodies to achieve their agreed mandates (Sennett, 2012). Although the Ministry of Education executes governments mandates on the education system in Zambia, schools are owned by the government, the private sector and communities. Some of the schools are sponsored by charities (UNESCO Institute for Statistics, 2012). The government should be embraced as one of the key stakeholders because it offers financial, technical, material and deploy teachers to teach in the schools, (MoESVTEE, 2015). In addition, The Ministry of Education in 2017 upgraded 447 basic schools into day secondary schools countrywide (MoGE, 2017); which schools run from Early Child Education to Secondary and which are still making strides struggling to reach a level of a fully-fledged secondary or high school as they appear on the structure.

2.5 Summary

The review of literature has shown that education managers with sound strategies, adequate and quality resources such as teachers, infrastructure, finances and stakeholder involvement are very important in quality management of educational institutions the world over including Zambia. It was well shown that many countries are striving to ensure that they get the quality teachers, adequate and quality infrastructure and the importance of finances was indicated as needed in construction and maintenance of the existing infrastructure.

From the reviewed literature, it appears that all the studies conducted have emphasised the importance of Managers with strategy to run these schools acceptably, infrastructure, the learning environment and the importance of the human resource and finances but it appears that in Zambia, particularly Mazabuka district, there has not been any study that has looked at the strategies school managers use in managing the upgraded secondary schools the challenges encountered managing the schools and stakeholders' involvement on the management of the schools, therefore the need to contribute to the body of knowledge to fill this knowledge gap.

CHAPTER THREE: METHODOLOGY

3.1 Overview

The previous chapter reviewed the relevant literature for the study. This chapter presents the methodology which the study used in carrying out the study. Wilson (2009) says that methodology is the plan of action which informs and links the methods used to collect and analyse data to answer the original research questions. The chapter is divided into the following subsections: the first section describes research design, target population, sample size and sampling procedures and the research instruments. The last section comprises data collection methods, data analysis and ethical Considerations.

3.2 Research Paradigm

The Research paradigm which was used in this Study was qualitative. According to Kombo and Tromp (2014), qualitative research is a form of research which is based on descriptive survey. Qualitative research is a scientific method of observation to gather non-numerical data, which focuses meaning-making. This type of research answers questions related to why or how a certain phenomenon may occur, rather how often it occurs. The qualitative Paradigm was used because this Study basically described the strategies used by school administrators in managing upgraded secondary schools, which this paradigm stands to address. This paradigm also includes interviewing, focus group discussions which this study used.

3.3 Research Design

Kombo and Tromp (2014), define a research design as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. A research design can be thought of as the structure of research or the `glue` that that holds all the elements in a research, to show how the major parts of the research project work together to try and address the central research questions (Kombo and Tromp,2014). They further, says that, “a design on a practical level is one that connects the research questions to data. Therefore, a research question sits between the research questions and data, showing how research questions will be connected to data and what tools and procedures to use in answering them.” The study employed a descriptive survey design. The descriptive survey is a method of collecting information by

interviewing or administering a questionnaire to a sample of individuals (Orodho, 2004). It can be used when collecting information about people's opinions, attitudes, habits or any other variety of education or social issues (Orodho, 2004). This study was basically qualitative in nature because the data needed, mostly involved the views that respondent have on the strategies used by school management on the management of upgraded secondary schools, which used explanations observations. Therefore, the data was best collected qualitatively. According to William (2006), qualitative research brings out data which cannot be measured or counted but rather expressed more in words than numbers.

3.4 Research Site

Kombo and Trump (2014) give guidance on how to select a research site in order to come up with useful data for one's study. They recommend that the researcher should identify a very large area which could be appropriate to the research objectives and questions. The area should be an actual one which could have all possible characteristics of the study. Accordingly, this study was done in Mazabuka district, Southern province, Zambia. Purposive sampling was used to select this district because the district has witnessed a number of upgraded secondary schools. All schools sampled were the upgraded secondary schools in the district. The research site was very convenient to the researcher because it was very accessible

3.5 Target Population

Population is the complete set of individuals' cases or objects with some common observable characteristics (Orlando, 2004). The population of this study was gotten from Mazabuka district which had six upgraded secondary schools, with six (6) head teachers, twelve (12) deputy head teachers, and thirty-six (36) heads of departments.

3.6 Sample Population

Sample size refers to the number of items to be selected from the universe. The sample of the study consisted of four (4) schools, thirty-six (36) respondents; comprising four (4) head teachers, four (4) deputy heads, twenty-four (24) heads of departments. The choice of head teachers, deputy- head teachers and heads of departments was centered on the fact that they were

the administrators that were being explored about the strategies they employed to run these upgraded secondary schools and that they were perceived to have the required information.

3.7 Sampling Procedures

Kombo and Trump (2014) state that sampling procedure is a process that is used to find a number of individuals from a population such that a selected number of individuals consists of elements representative of characteristics found in the whole group. In this study two sampling techniques were used; simple random sampling and purposive sampling.

3.7.1. Simple Random Sampling

According to Bless and Achola (1988), simple random sampling means, a sampling procedure which provides equal opportunity of selection for each element in a population. It is probability sampling in which all the members of the population have equal chance of being selected for the study. In this study a simple random sampling was used to select schools and heads of departments. The lottery method was used; by way of using slips of papers containing names of schools. Then they were shaken thoroughly, and then, they were drawn. The researcher used simple random sampling because it allowed every unity in the population an equal chance of being chosen or selected as a sample.

3.7.2 Purposive Sampling

This study employed purposive sampling because all the selected respondents had rich information regarding the proposed study. The other reason was that purposeful sampling could be used for qualitative research. Purposeful sampling means using one's common sense and the best judgment in choosing the right territory and meeting the right number of the correct people for purpose of one's study (Kasonde-Ng`andu, 2013).

Purposive sampling is non-probability sampling where participants were selected purposively due to the potential information they had to the study. Mostly, it involved small number of respondents. Heads of schools, the deputies, senior teachers and the heads of departments were selected purposively because of the positions and the professional skills they had in education in the management of the upgraded secondary schools.

3.8 Research Instruments

The research instruments that were used included Structured and semi structured questions and focus group discussions.

3.8.1 Structured and Semi-Structured Interview Guide

Interview is the verbal conversation between two people with the objective of collecting relevant information for the purpose of research (World Bank, 1995). The rationale behind using semi-structured questions is to allow respondents to express their views freely. This method, however, still enables the interviewer to retain control throughout the whole process. The interview guide was used on the school head teachers and deputy head teachers. Each participant was interviewed alone and they were given time to ask question were they were not clear and not comfortable.

3.8.2 Focus Group Discussion

A focus group discussion as a method of data collection refers to a planned group interview designed to obtain information on the participants' beliefs and perceptions on a defined area of interest (Kombo and Tromp, 2014). A focus group discussion is usually composed of 6-8 individuals who share certain characteristics, which are relevant to the study (Kombo and Tromp, 2014). In this study, structured focus group discussion guides as instruments were used in order to get Heads of Departments views, experiences, perceptions and beliefs on the problem under exploration. During the discussion every participant was given a chance to contribute something especially on the individual's strategies used to manage their department and opinion on the challenges and stakeholder involvement in management of upgraded secondary schools.

3.9 Data collection procedure

Data collection started with the development of a research proposal and when it was approved, research instruments; the interview guide for the head teachers and Deputy Head teacher, and the focus group discussions guide for the heads of departments were also developed. Then, I requested for an introductory letter from the Institute of Distance Education (IDE). At the district level, I got permission from the District Education Board Secretary (DEBS). When permission

was granted by the DEBS, before, I went to the schools to collect data, the head teachers were informed by phone call and/or text messages. When data was collected, it was analysed and the findings discussed.

3.10 Trustworthiness

The data collected can be trusted because the researcher employed four factors which reinforced trustworthiness of the results in this particular study, which are: In quantitative studies, it is referred to as validity and reliability, while in qualitative studies; this concept is more obscure because it is put in different terms. Since qualitative researchers do not use instruments with established metrics about validity and reliability, it is pertinent to address how qualitative researchers establish that the research study's findings are credible, transferable, confirmable, and dependable. Trustworthiness is all about establishing these four things:

3.10.1 Credibility

This is how confident the qualitative researcher is in the truth of the research study's findings. The researcher used triangulation by interviewing and discussing with all Education Administrators to show the research study's findings are credible.

3.10.2 Transferability

This is how the qualitative researcher demonstrates that the research study's findings are applicable to other contexts. In this case, "other contexts" can mean similar situations, similar populations, and similar phenomena. The researcher used thick description to show that the research study's findings can be applicable to other contexts, circumstances, and situations. The researcher also sampled schools which gave an equal chance for other schools in the Study Population to study. The results can be transferred to any schools in Zambia as long as those are upgraded, the results may be similar.

3.10.3 Conformability

This is the degree of neutrality in the research study's findings. In other words, this means that the findings are based on participants' responses and not any potential bias or personal motivations of the researcher. This involves making sure that researcher bias does not skew the

interpretation of what the research participants said to fit a certain narrative. To establish conformability, qualitative researchers can provide an audit trail, which highlights every step of data analysis that was made in order to provide a rationale for the decisions made. This helps establish that the research study's findings accurately portray participants' responses.

3.10.4 Dependability

This is the extent that the study could be repeated by other researchers and that the findings would be consistent. In other words, if a person wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did. In qualitative research one can use inquiry audit in order to establish dependability, which requires an outside person to review and examine the research process and the data analysis in order to ensure that the findings are consistent and could be repeated.

It is however important to remember that this paradigm (qualitative) is associated with generalisability (Philimore and Goodson, 2004). The combination of these four factors helped towards the trustworthiness criteria of results established in the Study, thus forming conventional pillars for qualitative methodology (Phillimore and Goodson, 2004).

3.11 Ethical Consideration

The researcher adhered to ethical considerations firstly by seeking authority from the university of Zambia-Institute of Distance Education where an introductory letter to show to people in charge of the research site. Further, permission was sought from the District Education Board Secretary office to carry out research from the four selected schools in the district, and permission was granted. While carrying out the research the right of the self-determinant was highly respected to allow the respondents decide free–will whether to take part in the research or not. No coercion was used to influence participation of respondents.

Furthermore, the researcher ensured that all the data collected was given maximum confidentiality and considered purely for academic purposes so as not to betray the confidence of the participants as well as respecting their right to privacy. Above all, the researcher did not take the participants by surprise, but instead communicated in advance by word of mouth, phoning or text message before the administration of the research.

3.12 Summary

In this Chapter, the researcher presented the methodology that was used in the study; the research design, the target population, the study sample and the sampling procedures, which included simple random sampling and purposive sampling, were discussed. Furthermore, the research instrument which was semi structured interviews and focus group discussion were used.

CHAPTER FOUR: RESEARCH FINDINGS

4.1 Overview

The previous chapter presented the methodology that was used for the study. This chapter presents the findings of the study. The findings are presented according to the following three main research questions of the study which are also used as headings; Strategies use by school managers in managing upgraded secondary schools, Challenges faced by school managers in running upgraded secondary school and Roles of stake holders in running upgraded secondary schools.

4.2 Strategies used by School Managers in managing upgraded Secondary Schools

In order to address the strategies used by school managers in managing upgraded secondary schools a number of questions were asked to four head teachers, 7 deputy head teachers and 22 Heads of departments.

It was established that there were six schools upgraded in the district. The administrative structure was as shown in the figure below.

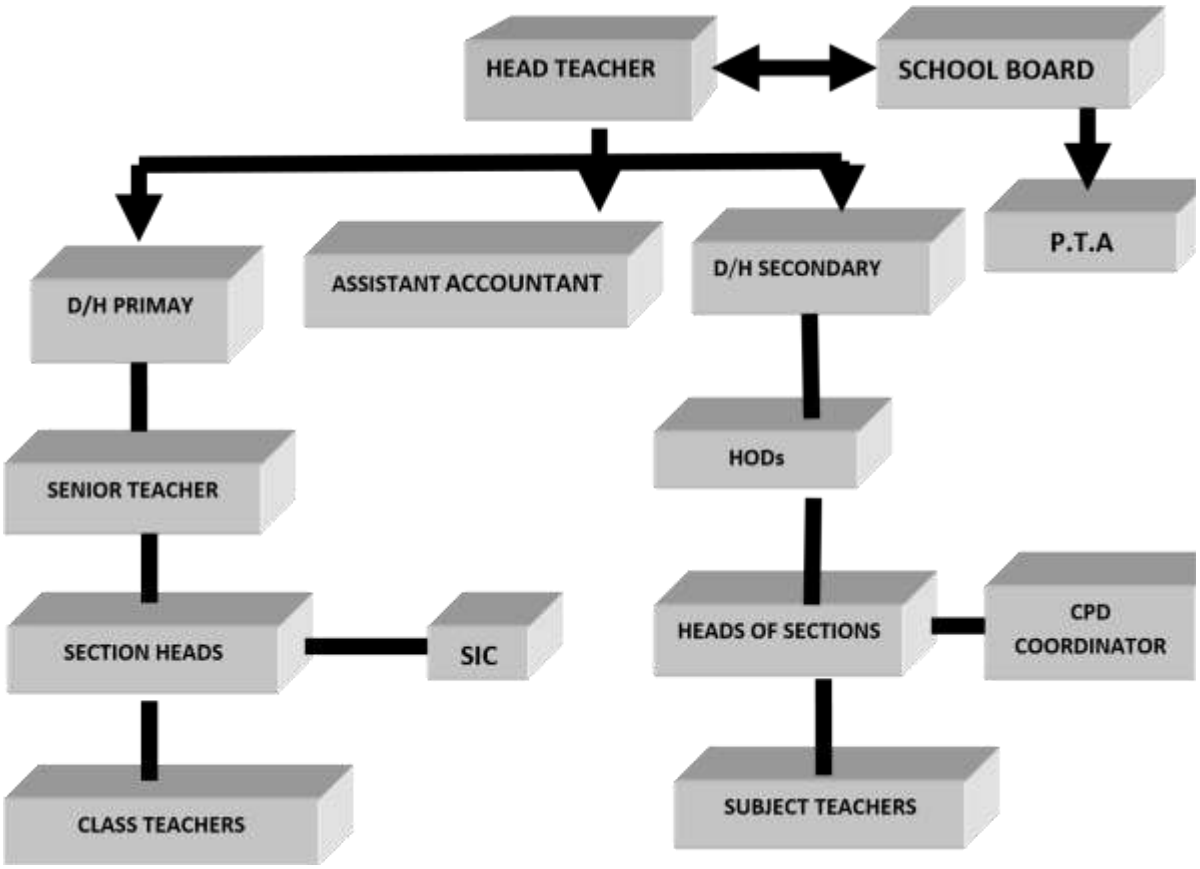

Figure 2: Structure of an upgraded primary/secondary school

Head teacher A, said

> *That management of an upgraded secondary school is similar to that of a primary school and of a secondary school except that both school are under one school.*

The administrative and academic structure of an upgraded secondary school is similar to that of a secondary school and that of a primary school; it is like having two schools in one school. All the administrators said that,

> *the head teacher is at the helm of the institution while the two deputy heads teachers, one looks after a primary school, while another looks after the secondary school; while the heads of departments look after*

departments at the secondary section, while the primary section also has senior teacher and section heads.

The head teacher is at the helm of the institution and in charge of the administrative tasks and there are two deputy heads who are in charge of the academic affairs of each section of the school one for primary and the other one for the secondary section; from the figure 1the deputy head for the secondary is assisted by Heads of Departments, while the deputy for primary is assisted by senior teacher(s).

The study established that the head teachers used the two deputy head teachers for the primary and the secondary school sections to be answerable on the day to day operation of the two sections.

Deputy Head teacher B, at school B Said,

we deputy head teacher whether for the primary or the secondary section operate as if we are running a school, primary or secondary, depending on where we are assigned.

In this vein, therefore, the deputy heads, on matters to do with administration, make decisions of the primary and secondary depending on the section they are; like policy decisions, like giving out permission, leave; some issues end with deputies; administration for the for the primary and secondary section is vested with the two deputies. Staff meetings are chaired by either of the deputies, while issues of clubs and associations are done as a unit, he further said.

The deputy heads, on matter to do with administration, operate as if they are running an entire school primary and/or secondary, make decisions of the primary/secondary like policy decisions like giving out permission, leave; some issues end with deputy; administration for the primary is vested with the deputy the primary.

The senior teacher and heads of sections report to the deputy for the primary school, another officer responsible for the primary section hierarchy is the School In-service coordinator who is

heavily responsible for primary in-service activities, at the secondary section, the heads of departments report to the deputy head teacher for the secondary section.

The head teacher A said that on financial related matters,

> *we made sure that we lobby a trained accountant paid by government to ensure that financial regulations are correctly followed ad funds prudently spent.*

The study also found out that out of the four schools sampled head teachers are making whatever, it takes to be at the level of a secondary school and to ensure that laid down financial regulations are adhered to by soliciting for an account so that financial and procurement activities are done as the financial guidelines stipulate. The study further discovered that the one head teacher who is responsible for both the primary section ensures that the financial planning and expenses are done for the entire school so that both benefit from whatever resources gathered, therefore financial activities are done as a school (unit), budgets are submitted to a central unit responsible of finances and needs of the entire school are considered.

Head teacher A, said that,

> *we get most of the finances from user funds levied on the secondary section which money is used for the entire school.*

The most important financial source is user funds levied on the secondary school, and this money is used for the entire school on works like on construction works, water and electricity bills, running cost, purchase of paper and running cost for the entire school because the grants for both the primary and secondary are very erratic. On the few number of departmental heads, Head teacher A said,

> *we only have four departments, because we do not have enough qualified teachers and infrastructure and school are just starting running as secondary schools all of whom are just in acting appointments.*

Due to inadequate number of Heads of Department, the schools are currently operating with four Departments, namely Natural sciences, Social Sciences, Languages and Mathematics, Computer

studies is housed under Mathematics. The Heads of departments are in acting capacities because the schools are not established. These schools do not have the seven required numbers of the departments of an established secondary school; they all do not have Commercials and Practicals, so, instead, home economics and Business Studies stood as departments which were supposed to belong to Practicals and Commercials respectively. The lower section runs from ECE to grade 4, while the upper primary runs from grade 5-7, the two heads of section for the primary work hand in hand with the senior teacher and makes report to the deputy head for the primary school section.

The deputy head was responsible for the academic affairs of the primary section but works in consultation with the head of the school. The School In-service Coordinator (SIC) and Continuing Professional Development(CPD) Coordinator help run the schools, these schools have an accountants paid by government who appear in the administration structure. The SIC and CPDC help run the school in terms of the school based continuous professional development. Lessons start at 07:00 hours,11:45 and 13:00 hours to as to accommodate other classrooms since there are very few classrooms, the managers also explained that hours have been reduced from eleven to three and half at the lower primary, since there are no enough classrooms, and the system is effectively working. On teaching how they utilize the available staff in relation to qualification, whether, they used the primary school for the secondary section and vice-versa.

Head teacher B, said that,

> *We do not use Primary school teachers to teach at the Secondary section but rather teaching loads are given according to qualifications. Where we do not have enough, we employ at local level and pay them using funds raised by the community.*

All head teachers from the samples schools said that particular teachers were apportioned and given teaching loads according to their qualifications, therefore primary school teachers taught only at the primary section while the secondary school teachers, taught only at the secondary section. On monitoring, the head teacher depended on information from the two deputy head teachers, who were seem to run the primary and the secondary section as if they ran a school

academically who also get other information from their heads of departments for the secondary section and Senior teachers and section heads in case of primary school, but once in a while the head teachers also physically monitor the teaching sessions and other activities. Monitoring was a common strategy in all the four schools sampled to ensure that departmental heads and teachers all on top of things to make sure quality learning take place at all levels of education from early child education to the secondary school section. The School In-service coordinators and the continuing Professional Development Coordinator also helps monitor new initiatives that come in the school curriculum to ensure implementation.

Classrooms had been turned into specialised rooms like science laboratory, computer rooms and home economics Centres so that learners could be doing practical during practical lessons. This was a common scenario in all the four sampled schools.

Headteacher A said that,

> *We transformed one classroom into a Science laboratory for the purpose of teaching science practicals.*

While head teaches B and C said;

> *We have transformed classrooms into computer rooms* while head teacher C, said *we have further transformed another classroom into a Home Economics Centre.*

The deputy head in Charge of the Secondary section at School D, Said;

> *we transformed one classroom into a Home Economics Centre.*

For instance at school A one classroom was turned into a science laboratory, while at schools B, C and D classrooms were turned into Computer rooms. On finances, the primary children were levied PTA fund, in order to pay for electricity, water, and other emergencies including learning and teaching materials, while, the secondary section pupils are levied user funds and these funds are used to run the whole school, wherever there is a need regardless of it being primary and/or secondary since schools operate unitarily. But for specific finances like the primary and secondary grants the school operates on sub financial committees; the primary section and the

secondary section independently which budget on the same and procure what is required either for the primary or secondary school but the school administration is flexible enough to use the moneys even at either of the sections where there is a very pressing need.

It was established that some classes were combined to reserve classrooms for other learners because classrooms are inadequate. On the strategies used by the school managers in managing upgraded secondary schools further, it was discovered that since the schools did not have government deployed ECE teachers, they had convinced the communities to employ a qualified Early Child Education (ECE) teachers who are teaching the early education classes and other needy area like Mathematics and science at the secondary school. One school which began as a day school converted into a boarding school by turning three classrooms into girl dormitories and the community constructed temporal dormitories for boys to attract pupils to accept the school which had only one child for grade ten in 2017 the whole of term one (1), and because of that the school now had a lot of learners because those learners who came from far flung areas went to attend school at this school.

The schools also had auxiliary staff paid by the school; like security guards, secretaries' office and cooks in case of one school which has some boarding facility. For instance, at school A,

The head teacher at school A, said,

> *We fought for a qualified accountant, and we employed our own Security officer and sanitary officer,* while head teacher B said, *we have a Secretary, two watchmen and two cooks employed and paid by the school and the community*

These schools were trying to improvising on staff rooms by turning classrooms into the same though with inadequate space and furniture, so that these teachers are kept in these schools. Schools do not have science laboratories, the school bought science mobile laboratories to enhance the teaching of science practical, so that science is not only taught theoretically. Since these schools did not have enough classrooms and staff houses, the managers were engaging stakeholders like the communities; NGOs and government (different stakeholders) to help out acquire the required infrastructure.

The study discovered that from all the sampled schools all them that were interviewed, said they sought assistance about how to run the whole school plant especially the secondary section since they did not have sound knowledge base of running that section, they also sought assistance for material and guidance about certain challenges from other school that were established like how to set test items, and copy what they do.

Head Teacher A said:

> *we do not know much how to run a secondary school; but we keep on finding out from other secondary school that have been in existence for some time, so that one day, we shall be there and run the school as it is expected of us.*

The study established that in all the four schools sampled, there were some overlaps in teaching of some subjects where there are no specialized teachers; for instance, Agricultural science teachers were used to teach other science subjects like Biology and Physics not waiting for qualified teachers to be deployed by the government/Ministry. The school management were also running schools on subject sections criteria for departments that had a lot of staff for instance integrated science, physics, chemistry, Agricultural Science are manned by heads of sections who were competent for those particular subjects who are in turn answerable to the heads of departments. It was further found out that, On teaching load allocation, the heads of departments were also actively involved in the teaching of these subjects to cushion on poor staffing levels since there were very few teachers in these upgraded secondary schools which force teachers to teach throughout the day without time to rest and attend to learners written work, which is a sign of hard work on the managers and a motivating derive for the other junior teachers so that they emulate from their leaders since there are few teachers to man the school teaching loads. The social department being another bigger department in the upgraded Schools also created sections according to subject areas in which teachers were specialised and the heads of sections supervised the other teachers in that section like teachers of Civic Education, History, Geography and Religious Education. The subject or heads of sections helped out in a number of activities like setting examinations, preparations of schemes of particular subjects and invigilation during examinations, they also monitor teachers in those particular subjects and

report to the Head of Department, but sometimes the Head of Department did the monitoring herself/herself .One head of department for social sciences at school B, said that,

> *Since we, as heads of departments are not competent I all the subject found in the departments, we have heads of sections that are experts in particular subjects especially in departments that have big number of teachers like social sciences and Languages.*

4.3 Challenges faced by School Managers in managing upgraded secondary schools

On challenges, the findings indicated that the schools did not have enough classrooms for all pupils from early education to grade twelve. The reason given was that some classrooms which were meant for the primary school were given to the secondary school section to accommodate the senior secondary classes. This led to a deficit forcing the managers to reduce on the learning contact time and combining classes of the same grades. This created a problem of crowding and competition for less furniture which was common in all the four schools studied. Further, all the four schools sampled indicated that they completely did not have rooms for departmental offices for heads of department to work from and because of that, heads of departments shared small rooms some of which were store rooms while others worked from poorly furnished staff rooms. At school A, the senior teacher said that,

> *there were only 4 classroom blocks. The head teacher, deputy head and the senior teacher all had spacious offices. The school had only one Departmental room for Natural science, the languages head of department operated in a small room in the school library, while the rest of the heads of departments did not have rooms.*

At the same school, one classroom *was* converted into a staff room which had no furniture. At school B, it was discovered that, there were three classrooms for learning and teaching purposes, while one classroom was being used as a dormitory for girls. One classroom was converted into a computer room and another into a staffroom which was at least well furnished, though teachers used desks to sit on. At school C, there were five classroom blocks, the head teacher and the

deputy head teachers had offices while the senior teacher and the two section heads for the primary school section shared an office. The Deputy Head teacher at the same school said that,

> a *very small room which was formerly an office was used a staff without furniture which could only accommodate at least five teachers at particular time*.

At school D, there were eight classroom blocks, nice offices for the head teacher and the two deputies, while there was a small room without furniture which was used as a staff room, there were no departmental rooms such that some heads of departments were found working from one small room while some sat in the office for guidance and counseling teacher .All the sampled schools indicated that they never had enough infrastructure, ranging from accommodation, classrooms and office space including furniture.

Table 1: Number of Classroom per School and Staffing in Departments

School	Number of Classroom blocks	Comment
A	4	Not enough
B	3	Not enough(most affected)
C	5	Not enough
B	8	Not enough

Table 2: Table showing staffing levels

Section	School	Department/Subject	No. of Teachers	Comments
Primary	A	All	11	Not enough
	B	All	10	Not enough
	C	All	11	Not enough
	D	All	27	Not enough
Secondary	A	Natural Science	5	Not bad
		Mathematics	1	Not enough
		Social Sciences	6	Not bad
		Languages	3	Not enough
		Practicals/H.E	1	Not enough
		Commercials	1	Not enough
	B	Natural Science	3	Not enough
		Mathematics	2	Not enough
		Social Sciences	5	Not bad
		Languages	4	Not enough
		Practicals/H.E	0	Not offered

		Commercials	1	Not enough
	C	Natural Science	9	Well-staffed
		Mathematics	5	Not bad
		Social Sciences	8	Not bad
		Languages	7	Not bad
		Practicals/H.E	2	Not enough
		Commercials	2	Not enough
	D	Natural Science	4	Not enough
		Mathematics	4	Not enough
		Social Sciences	12	Not enough
		Languages	7	Not bad
		Practicals/H.E	3	Not enough
		Commercials	2	Not enough

The table shows that staffing levels were poor in these schools; teachers were not enough for both the primary and the secondary (especially in Science subjects and Mathematics) sections to handle the teaching loads. The number shows that very few teachers were deployed to the schools.

The enrolments had swelled due to the reduced school fees by the government, meanwhile parents and communities from rural schools were not able to pay the required sums of finances. The findings also showed that staff accommodation was another challenge, especially, in the rural schools;

Table 3: Institutional houses and numbers of Staff

School	No. of Houses	No. of staff
A	6	36
B	9	32
C	5	45
D	12	65

School A had only six (6) staff houses against thirty-six (36) teachers, while school B had9 dilapidated staff houses against 32 members of staff. Most teachers rented from a nearby township which was about11 kilometers away, and while some teachers came from town where they own accommodation. The urban schools also had challenges of institutional houses but it was not very much as compared to rural schools as they rented from town compounds and some from Zambia Sugar Company. The other challenge recorded in the four schools sampled, was inadequate water provision. The schools depended on the water points that were meant for the primary schools which became inadequate with grown enrolments after the introduction of the senior secondary classes and the increased number of teachers. Further, in all the sampled schools the infrastructure was not only inadequate but also of poor quality for instance the classrooms that were there were usually in a deplorable state; such that they needed demolishing and, then rehabilitate; desks were also not enough as from the time the schools were upgraded no desk was given to these schools. On the expertise for running a secondary school.

Head teacher A, said that,

> we *don't have the required experience, but we are trying our best to reach the level of a secondary school by consulting from administrators of the established secondary school.*

Out of the four school head teachers sampled, three did not have the full experience to manage a secondary section as they only had a primary school background where Head Teacher B only had a secondary background so he did not fully understand a primary school. The findings also highlighted a number of challenges; lack of grants from the central government, poor sanitation (old and few pit latrines, which was impacting negatively on the big girls at a particular time of the month), lack of resting time for staff due to pressure of work as they moved from class to class to ensure that they attended to all periods allocated in those particular subjects, lack of specialized rooms in Home Economic Centers, computer studies and science. At school D pupils were found standing as they did the school based practical assessment. One head of department lamented, and that it took a lot of time to conduct practical lessons and assessment due to the few number of apparatus and equipment:

> *It is difficult to conduct experiments from a classroom set up as the environment is not that of a science experiment*,

One head of department for natural sciences at school C said that there were no laboratory assistants, and teachers took that role, therefore teachers were overused he observed. Generally, these schools did not have the right quantities of quality desks, such that the ECE learners use desks for older pupils making their learning a challenge; similarly, the secondary school pupils sat on the double seater desks instead of the recommended single seaters.

It was also observed that head teachers were biased to the areas for which they had the entry qualification primary or secondary and that they were over utilised. They attended meetings which required heads and teachers for ECE, Primary and Secondary schools and sometimes they attend workshops which were purely academic for either the primary or secondary which was a problem.

The other challenge expressed by some Heads of Departments was poor quality learners selected into grade ten classes, one Heads of Department at School B said that;

> *It seems we pick on learners that are left after the regular secondary schools have selected, the school gets the nearly passed learners and mostly came from basic schools where they were learning science theoretically; this gives us teachers a lot of work.*

4.4 Stakeholder involvement in managing upgraded secondary schools

The findings indicate that there were different notable stakeholders that were involved in different activities and some were common to all the schools while others were school specific. The stakeholders could be bundled as Non-Governmental organisations, the community/parents, cooperating partners, faith based organisations, well-wishers, established Secondary Schools and the Government/Ministry of General Education. The Non-governmental organisations were World Vision, Child Fund and ZAM FAM, which was called DAPP long time ago. World Vision was based only at school B and the head teacher for school B said,

> *it was instrumental in developing school in the following areas: it donated 30 computers for the learners, it was at the time of the study constructing a 1×4 Classroom block, it was also trying to improve water reticulation; it had already put up two tanks, and some taps at teachers' homes and some strategic points at school, it was also constructing two dormitories and two ablution blocks, it was also going to rehabilitate all the nine staff houses, though the managers at the school confirmed that World vision was focused towards the welfare of the primary school section; they were doing whatever they did for the sake of the primary and not the secondary section, the dormitory they were constructing was for the purpose of moving the pupils sleeping from the classroom so that the primary pupils had space to learn from. World Vision also conducted seminars for teachers; it also donated cameras worthy K12, 000 for the journalism club.*

ZAMFAMDAPP was common in all the four schools and assisted schools with desks, sports equipment vegetable seeds for gardening and paid school fees for selected vulnerable learners, they provided help in form of desks, sports equipment, learning and teaching aids, it also helped in information dissemination about HIV/AIDS.ZAMFAM was also concerned about the primary section but most of the materials given benefited the entire schools. The other NGO called Child fund identified vulnerable children for financial support in terms of school fees on a criteria of vulnerability in almost all the four schools. The other key stakeholder in these upgraded schools was the community or parents. These contributed funds at all levels of the education system for instance the preschool to grade seven pay some fund which was used for running costs, they also employed and paid teachers in needy area like ECE and in Mathematics and sciences, they also constructed a temporal dormitory for boys at School B, they also fenced the garden, the PTA was also constructed an examinations strong room for keeping examinations material during examinations. Parent and Teachers Committees were actively involved in trying to ensure that the schools developed, even if the community could not pay the required amount of money at least they provided the upfront materials for any construction works required. At school C the community built a Science laboratory which was at roof level. They also provided the unskilled labour.

The other stakeholders were cooperating partners like the Zambia Sugar Company, which was found out to be very instrumental in providing accommodation for the willing teachers in the two schools that were both found in the Zambia sugar company existing area of operation, which accommodated the majority of teachers in the schools found in its areas. The company also maintained those houses and met the electricity and water bills from the little payment of about fifty-four Kwacha per month which the occupants contributed. The company had also done tremendous works of building standard water bone toilets for both teachers and pupils at school D. The company unblocks the drainage system at the school to avert flooding during the rainy season. The Research Initiative for the Support of girls Education(RISE) project was another stakeholder in the area (a research Initiative from the University of Zambia and Bergen University of Norway) supporting girls that were in grade 7 in 2016 through to grade nine in 2018 by paying school fees for these girls, buying school books and financial support every month; which was boosting the girl morale to remain in school and helped parents in terms fee payment and that had helped beef up the school income as the RISE deposited money for all

beneficiaries once for the whole year realizing a meaningful income which helped the schools a great deal, the RISE project was still making follow ups to ensure that the girls under study remained in school. The World Bicycle Relief (WBR) gave bicycles to pupils who covered long distances to school in 2017, this initiative was very much concerned with the learners that were in grades between 5-7, though some had gone beyond that level but they still benefitted using those bicycles and that gesture helped the entire school because the primary section was part of the secondary school and eventually, those learners reached the secondary school still owning and using the bicycles.

Another group of stakeholders was the group of faith based organisations or simply put, the Churches in which the following churches stood tall; the Salvation Army church helped build a water borne ablution block and was helping improve water reticulation system at school A. The Catholic Church had been giving all the four schools teachers every year who the church through Sisters of Mercy employed and paid to beef up staffing at these schools depending on the needy areas whether secondary or Primary. Another group of stakeholder who the study found out to be very helpful were the farmers; indigenous and white who helped school A ferry upfront materials, they had also put up a fence around this particular school, they had also built 1×3 classroom block for the senior secondary classes. Another group of stake holders were the well-wishers like the Schemell Education Trust fund from Zimbabwe which contributed 10 000 USA Dollars equivalent to89 895.99 Zambian Kwacha for the purchase of roofing materials, window frames and door frames for science laboratory for school B which the community built up to roof level. The Zambia Information, Communication and Information Technology (ZICTA) which had donated 18 computers to school D, they also upgraded the software of the same computers at the same school. The Japanese International Corporation Agency (JICA) was another important stake holder as they gave materials especially at the primary section.

One Head of Department also indicated that old secondary schools offer them material and technical support,

> *Old secondary schools help us acquire a syllabus, they also help us on how marks are awarded to certain examination questions in the business studies*, he said

The administration tried very much what they could, despite funds not being adequate to ensure that departments thrived said that Heads of Department. Almost all the managers benefited from other secondary schools on how to handle Agricultural science in which they did not have a qualified teacher, and how to handle practical examinations (Assessments).The top and middle management also got pieces of advice on how to run those schools especially the secondary school sections and department for the majority heads of departments were in acting capacities and had never served at a secondary school.

4.5 Summary

This Chapter looked at findings established regarding strategies used by managers in running the schools, the Challenges encountered by management in running upgraded schools, and stakeholders' involvement in management of upgraded Schools. The next chapter will discuss the research findings of the Study.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Overview

This chapter discusses the research findings of the study. The main purpose of this study was to explore strategies used by school managers in managing upgraded secondary schools. The research findings will be discussed under the headings drawn from the three specific objectives. These are: I) Strategies use by school managers in managing selected upgraded secondary schools. II) Challenges faced by school managers in running upgraded secondary schools. III) Roles of stake holders in running upgraded secondary schools.

5.2 Strategies used by school managers in managing selected upgraded secondary schools.

According to the research findings the following strategies were found being employed by managers of the upgraded secondary schools:

5.2.1 Creation of structures

The creation of structure in the upgraded primary and secondary schools which helped the managers to run the schools; for instance, having two deputies one for primary; the other for Secondary, section heads at the primary school for lower primary and upper primary made these schools easily managed as each officer in charge was answerable to the area they were responsible unlike the head teachers and deputies to taking everything upon themselves, the school heads were also trying to prepare some officers whom they appointed as acting heads of departments for future substantive assignments. Jacqueline (2008) believes that many schools were thus training the potential candidates in the school administration, management and supervision of a framework. The management also had an initiative of ensuring that both the primary and the secondary sections acquired the needed learning, by reducing the number of periods for both the primary and the secondary section but usually the lower was affected in this strategy. Managers run schools by making change as part of school culture. Cleona and Nixon (2012), argue that for school managers where change is anathema starting with small but visible changes in making a positive difference is important. According to Cleona and Nixon (2012) the head teacher leads, Motivates and manages staff by delegating responsibility according to needs of a school and teacher strength and competence. School management according to Humphrey

(2008), in an educational institution is where the managers adjudicate school operations and day to day activities of … schools.

5.2.2 Sharing of classrooms

In order to ensure that government directive and imitative was done school managers ensured that learning and teaching takes place by way of sharing the existing classrooms or where classrooms were not enough temporal measures like make shift classroom were put in place, this was a strategy to ensure learning goes on regardless of all odds, that is to say that managers needed to be innovative by not always waiting for directives from their superiors, the management had a responsibility for the education of all pupils, management of staff, and for policy making(Nixon,2012).

5.2.3 Improvisation on the teaching of science subjects

The improvisation to ensuring that science subjects by acquiring mobile laboratories, canvassing for classrooms for the sake of science practicals, looking for materials like containers to be used as stools and requesting for stools from other sections was a strategy from relevant school managers to ensure that science was taught as expected, this called for the managers to think outside the box. The additional responsibilities imposed on school leaders, and the greater complexity of the external environment, increased the need for school managers to receive effective preparation for their demanding role (Don, 2011).

5.2.4 Creation of Specialised Rooms

Most of the school managers in these upgraded schools were trying their level best ensuring that things happened regardless of limited resources like it was evidenced from the creation of specialised rooms like Home Economics Centres and Computer rooms showed creativity and passion for the teaching of the subjects by responsible officers; therefore, we could safely claim that innovation(creativity) was the major driving agent in these school managers at whatever level of management they were serving.

5.2.5 Employing teachers to beef up staffing

Lobbying for more staff was a strategy by school managers to ensure that all levels of education from ECE to secondary classes ha teachers so that all learners have at least an equal benefit of learning and teaching. The galvanisation of more staff was an indication that the Head teachers were innovative enough to ensure that the schools ran as expected and it showed collaboration between the school leaders and the community since the money to pay the teachers came from the community. This type of running schools had a significant variation in student achievement across schools which were much higher than the individual head teacher effects, (Northouse, 2015).

5.2.6 Resource Mobilisation

Head teachers being the most senior teachers in these institutions put it upon themselves to ensure that learning took place by mobilizing teaching staff, infrastructure and financial resources for all levels of learners at these institutions of learning. School management dealt with achieving objectives of a school. This meant that the school management was able to run a school with help from the teachers. On top of the school management was the head teacher who was the most senior teacher and leader of a school. Head teachers were trying their level best to be relevant in the upgraded schools by not waiting for top authority but engaged Non-governmental organisations, well-wishers, this type of running schools had a significant variation in student achievement across schools which were much higher than the individual head teacher effects, Northouse (2015).School administrators lobbied resources from cooperating partners and other established Schools. To ensure that the schools ran they had devised a lot of measures to ensure that both the secondary and the primary school sections were equally managed without any by lobbying staff, financial, capital infrastructure and furniture without bias. The head teacher played a key role in school management ensuring the required resources are available. According to Cleona and Nixon (2012) the head teacher leads, Motivates and manages staff by delegating responsibility, setting expectations and targets and evaluating staff performance against them among other strategies. The running of a school could not be complete without finances. Therefore, managers of upgraded secondary schools had used financial resources from whatever section it came from for the benefit of the entire school, (Jonathan, 2013)

5.2.7 Transparency and Accountability

All the schools upon upgrading ensured that they lobbied for an accountant who always sat on the school financial committee and that all financial undertakings were only done on approval by the school financial committee. It was for this reason that school managers used transparency and accountability strategy to manage the school finances by ensuring that they had a qualified accountant who sat at whatever budgetary meeting convened. According to Jonathan (2013) budget and resources allocation was one of the most important factors in school administration and the school managers regulated the accounts to prepare budgets and the resources. They reviewed and then implemented the school finances so as to run the schools smoothly. All stakeholders are tasked to manage education institution should ensure that they establish new infrastructure and refurbish and maintain existing ones, they should also Maintain efficiency, effectiveness, transparency and accountability in the use of public financial resources (GRZ,2006)

5.2.8 Lobbying for assistance from Established Secondary Schools

School managers from all the four school confessed lack of experience in running such schools especially the secondary school part and that they had been seeking assistance from the experienced managers so that they could be learning from them at personal and institutional levels. Northouse (2015) argues that aspiring school managers require professional socialization, preparing to become school managers. They need a period of organizational socialization; learning to lead in a specific school. According to May (2003), the socialization process accounts for about one fourth of the variance in administrative performance.

5.3 Challenges faced by school managers in managing upgraded secondary schools

With regards to challenges faced by school managers in managing upgraded secondary schools, it was discovered that the upgraded secondary schools were faced with a lot challenges, for instance:

5.3.1 Inadequate Infrastructure and Furniture

The combined classes, sharing of furniture and significant infrastructure like classrooms, staff houses staffrooms, poorly furnished staff rooms, science laboratories, specialised rooms which were inadequate and in deplorable states had an adverse effect on the management, learning and teaching in the upgraded schools. Generally speaking, Infrastructure development was one of the major challenges affecting success in the education sector (Nawa, 2010, MOE, 1996). Spaul (2013) argued that, extremely poor and inadequate infrastructure has an effect on the teachers, as well as the pupils. Due to lack of enough classroom space which came up as a result of combining classes at the primary school section bled overcrowding in classes thereby making it difficult for effective learning and teaching. A UNICEF/UNESCO survey conducted in 1995 in 14 least developed countries found that class sizes were mostly big. It was found that there was a relationship between class sizes and academic achievement in the sense that most teachers could not manage the teacher-pupil ratio. A school which has less accommodation for teachers, no enough toilets for learners and teachers, inadequate and substandard classrooms and inadequate furniture for both learners and teachers is likely not to provide quality education. Erick Christensen (2011), argued that the staff room was an important professional learning space where beginning teachers interacted to fit in that community and to understand the job. Chitamaluka (2016) stated that it was highly difficult for the upgraded secondary schools to have the standard number of laboratories therefore perhaps the effective teaching of science could be a challenge. Beyani (2013) also observed that, many schools were poorly equipped to teach science subjects due to either lack of laboratory, time, space, or equipment as well as adequately trained science teachers.

When teachers have no accommodation, adequate education provision is affected. Teacher absenteeism becomes rampant because they have to travel long distance to see their families, (Carron & Chau, 1996).According to Jago and Tanner (1999), learning environment encompasses working conditions for teachers. When teachers have decent accommodation, they create a good atmosphere around the school. In schools were teachers face transport and housing obstacles, it is difficult to get to school on time and staying until school closes.

Spaul (2013), argues that inadequate and substandard classrooms and inadequate furniture for both learners and teachers was likely not to provide quality education. It was very difficult for the managers especially heads of departments to work well, for they lacked office space from all the four schools especially departmental rooms for heads of departments and senior teachers making their work difficult as the required confidentiality was compromises. Departmental meetings were very cardinal for effectiveness of a department in a secondary school; it was from these departmental rooms that schemes of work were planned. Saval (2014) argued that, the primary purpose of an office was to provide a workplace and working environment primarily for administrative and managerial work.

5.3.2 Inadequate qualified staff

The scenario depicted of getting teachers who had obtained a higher qualification from the primary to the secondary and using some teachers who were not specialists in some subjects especially in science subjects spoke volumes that there were inadequate qualified staff in those schools especially for the secondary section, thereby impacting negatively on the primary section which initially had teachers. Generally speaking, teachers' qualification and experience were indispensable for quality teaching, (National policy on Education,1996).The teaching-learning process could be enthusiastic with knowledge, skill and experience, likewise, learners may benefit from teachers' subject based knowledge and proper use of instruction, (Govinder, 1997). The practical problems of phasing out Grades 8-9 from the secondary school level was lack of qualified teachers to handle the Grades 8 and 9 curriculum areas especially in Science, Mathematics and practical subject areas (Katende,2014). Beyani, (2013) argued that there were insufficient teachers: and pupil–teacher ratios were poor in some primary schools, the number of teaching staff was not keeping pace with the needs of the major expansion in the school system since the years of the Basic Educational Sub-Sector Investment Programme (BESSIP).

5.3.3 Inexperience by the Managers

The upgraded school managers confessed that they never had the knowledge required of running especially, a secondary school and that they spent time finding out from established schools. This otherwise, caused some trial and errors in the management of the upgraded schools .Humphrey (2008) argued that school administrators who are willing to manage schools will face several

difficulties and to cope with these challenges, they need to take up some courses which can help them in managing the Organisation. Jacqueline (2008) also believes that many schools are thus training the potential candidates in the school administration management courses which impart knowledge on all the aspects of school management and supervision of a framework. It is necessary for a candidate to pursue the administration management courses provided by a reputable Organisation which they can take online or offline, (James et al, 2016). This therefore, implies that a manager should not depend on the previous knowledge base but should try to move with time by keeping oneself with latest way of solving institutional needs. The school administrators need to undergo some kind research and studies so that the entire framework runs well. James et al (2008), asserts that it is necessary for a candidate to pursue the school administration management courses provided by reputable institutions

5.3.4 Inadequate Financial Resources

Managers in those schools faced a lot of financial constraints as parents/pupils could not pay on time, government grant did not usually come in time, and actually it did not usually come to those schools especially for the secondary school section. The fundamental goal for the Ministry of General Education was to provide education of good quality, which had not been possible due to inadequate funds (National policy on Education, (1996). Payments of grants in schools by government are irregular or erratic. Unfortunately, the non-released funds are not held in balance to be paid over later in the year. So a school may miss two or three funding periods in one year and have to start charging students user fees to compensate for the inadequacy of the funding system (Beyani, 2013)

5.3.5 The Quality of Learners Selected

In order to make a class or classes upgraded schools picked learners close to the pass mark as long as they made certificates learners who were left by regular secondary school during selection, so the quality of learners in those schools was below the required standard. Therefore, the emphasis is on access than quality. The delivery of quality education has been a major problem in Zambia, despite advances in access. It would appear that policy initiatives have paid greater attention to access than quality (Beyani, 2013).

5.3.6 Combining of Classes at the Primary

The Crowded classroom condition lead to some learners sitting on the floor which came from combining and that suggested that the number of classrooms was not enough and it meant that students did not concentrate on their lessons, but inevitably limit the amount of time teacher can spend on innovative teaching methods such as cooperative learning and group work or, indeed teaching anything beyond the barest minimum of the required material (UNESCO, 1995).Overcrowding in classes negatively affect both classroom activities and instructional techniques (Myburgh, 2011). A strategy to deal with the inadequacy of infrastructure …the Zambian government recognizes the fact that alone might not create a conducive learning environment for all learners; therefore, in 1996, the education Act gave powers to Parents and Teachers Association to ensure through regular contacts between teachers and parents, the welfare and possible education of pupils, and enlightening of all the parent on all aspects of pupils' progress in school (Mwanakatwe, 2013).

5.4 Stakeholder Involvement in Managing Upgraded Secondary Schools

With regards to stakeholder involvement, it was clear from the findings that each school manager was trying their level best to ensure that they involved stakeholders like Non-governmental organisations, faith based organisations (Churches), the community/parents, well-wishers, established secondary schools and the government. The non-governmental organisations helped build capital infrastructure like classrooms, staff houses, sometimes, paying school fees for the selected vulnerable children, and equip schools with financial resources and sports equipment.

5.4.1 Faith based Organisations/Churches, Well-wishers, the Community/Parents, Business Companies and Non-Governmental organisations.

The participation in different forms by different categories of groups in infrastructural, furniture, learning and teaching materials showed involvement of different stakeholders in ensuring that the upgraded schools are manageable and conducive for both learners and teachers for the purpose of quality learning and teaching. The following was what different categories of well-wishers were actually doing; some churches were very instrumental in providing teachers, building small projects like ablution especially for the girl child. Well-wishers were also

supporting government efforts in ensuring that those schools run as expected and that learners benefit by providing capital infrastructure like classrooms, science laboratories, they also improved sanitation facilities provision of text books and science reagents. The communities did responsibilities like ferrying upfront materials, being involved in construction works showed positivity in partnering with the school leaders, government and other stakeholders, parents also showed that they liked and owned the upgraded schools. As a result, community and parents are in the center "in keeping the schools going. Where government investments at the primary level have been extremely low, parents and communities contribute money, labor and materials (World Bank 1995, MOE, 1996). The absence of government support leaves the school infrastructure, equipment, and pupil supplies to the parents and the community. As a result, community and parents are in the center "in keeping the schools going where government investments at the primary level have been extremely low, parents and communities contribute money, labor and materials (World Bank, 1995).There are different ways in which communities are participating in education in Zambia today; cost sharing is one of them. The drastic reduction in public recourses for education has resulted in major parts of the direct costs being transferred to parents; parents-teachers Associations are active in raising money for various services in schools. Business companies, churches, and NGOs provide support to schools (Ministry of Education, 2008).

5.4.2 Established Secondary Schools

The other important stakeholder involved by the upgraded secondary schools are the established secondary schools from whom the upgraded secondary school have been getting material and technical support in times of need since most managers confessed of inexperience to run such schools. To sum up the above stake holder and their contributions in these upgraded secondary schools, (National policy on Education, 1996), asserts that, business companies, Churches, NGOs, Parents, the community play a very pivotal role to the improvement and expansion of education institutions.

5.4.3 The Ministry of General Education

The government was also not exceptional as it was also doing what it could in fulfilling its mandate by building classrooms and staff houses though at a small pace, it also deployed

teachers and moved some from other schools to upgraded ones. Government also provided financial support in form of grants though erratic which made management of those schools a little bit plausible. However, governments have found themselves incompetent to do so because of lack of resources and capacities (U.S Department of Education (2000). Learning materials as well as human resources are limited everywhere, particularly in developing countries. The focus has shifted to finding efficient and effective ways to utilize existing limited resources. It is the role of the government to fund schools so that schools have a conservatives plan to protect and spending per pupil; including the extra pupils coming into schools, (Jonathan, 2013).

5.5 Summary

The chapter discussed the findings of the study. The discussion of the findings was informed by the conceptual framework while keeping in mind the research objectives and questions that drove the study. As indicated in the conceptual framework, management employing viable strategies in the light of adequate and quality resources coupled with full stake holder involvement results in good management of upgraded secondary schools. The study showed that, it had been very difficult for the managers of these schools to run those schools because, there were no enough and quality resources in those schools and stakeholder involvement was not very adequate to quickly counter the situation in those schools so that management becomes manageable by the education managers.

The managers were not experienced, infrastructure was inadequate and mostly not to standard. Stakeholder involvement especially by the parents/community and government left much to be desired. What was nonetheless positive was that the school managers were not just sitting idle but, they were doing something in order to ensure that the schools met their meaningful mandate by taking the mantle upon themselves and by engaging other stakeholders to help improve the schools.

There was need for all the stakeholders involved in managing upgraded secondary schools each one to do what was required of them so that challenges are reduced and to help school managers' strategies yield tangible results otherwise these managers were working under very difficult situations. The next chapter draws conclusions and makes recommendations based on the findings of the study

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview

Chapter five discussed the findings of the research findings of the study. The study aimed at exploring strategies used by managers in managing upgraded secondary and examined challenges faced in these schools and it also explored stake holder involvement in the management of upgraded secondary schools.

6.2 Conclusions

This chapter presents the conclusions and recommendations based on what the study established; The study established that school managers in upgraded secondary school were not just idle but were putting in measures through different elaborate plans of actions to ensure that the government policies were implemented despite challenges in the process, and they utilized strategies such as; creation of ad hoc administrative as well as academic structure, sharing of classrooms, Improvisation in the teaching of science subjects, creation of Specialised rooms, employing teachers to beef up staffing, resource mobilisation, transparency and accountability and lobbying for assistance from established Secondary Schools. The study also established that the managers of the upgraded secondary schools faced numerous challenges like: Inadequate infrastructure and furniture, inadequate qualified staff, inexperience by the managers, inadequate financial resources, and the quality of learners selected and combining of classes at the primary school section. The Study found that the schools were supported by a number of ‘stake holders’; private and public. These included Non-Governmental organisations, Faith based/ Churches, Well-wishers**,** The Government, the Community /Parents, Business Companies and Other Secondary Schools.

6.3 Recommendations

In view of the results of the study and the conclusions made, the following recommendations are made:

- The government and other cooperating partners to take an upper hand to relieve poor communities especially in capital infrastructure development so that all learners at all levels of the school get the education they deserve and teachers to work in conducive environments.
- The schools should continue under one Head teacher for the sake of unity of purpose.
- Rural upgraded schools should prioritise on staff accommodation and boarding facilities to avoid teachers and learners covering very long distances.
- Government to establish all upgraded secondary schools so that there will be funded substantive positions and the schools to start receiving funding.
- School Managers to undergo long and short term courses on how to manage a secondary school.

6.4 Suggestion for Further Research

The following were identified as areas of possible future research

- To compare national examination results at both, grade nine and twelve between upgraded and established secondary schools.
- An investigation into whether teachers who teach at the Secondary section teach subjects they are qualified to teach.
- An investigation on the stakeholders' perception about separation of the secondary from the primary section or leave them the way they are.

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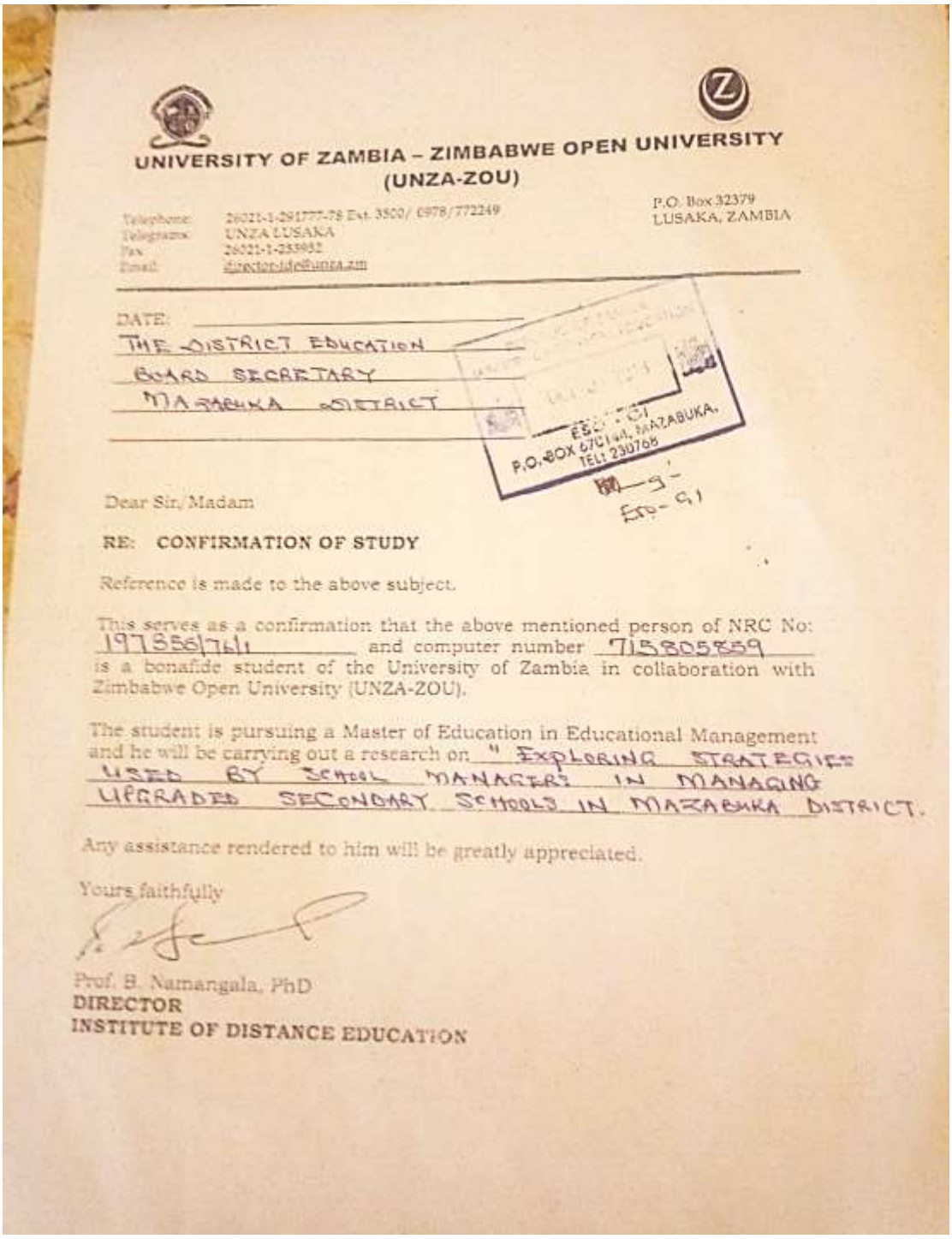
APPENDICES

Appendix 1: Introductory letter from the University



UNIVERSITY OF ZAMBIA – ZIMBABWE OPEN UNIVERSITY
(UNZA-ZOU)

Telephone: 26021-1-291777-78 Ext. 3500/ 0978/772249
Telegrams: UNZA LUSAKA
Fax: 26021-1-253952
Email: director-ide@unza.zm

P.O. Box 32379
LUSAKA, ZAMBIA

DATE:
THE DISTRICT EDUCATION
BOARD SECRETARY
MAZABUKA DISTRICT

ESO-GI
P.O. BOX 670144, MAZABUKA.
TEL: 230768

Dear Sir/Madam

RE: CONFIRMATION OF STUDY

Reference is made to the above subject.

This serves as a confirmation that the above mentioned person of NRC No: 197856/76/1 and computer number 715805859 is a bonafide student of the University of Zambia in collaboration with Zimbabwe Open University (UNZA-ZOU).

The student is pursuing a Master of Education in Educational Management and he will be carrying out a research on " EXPLORING STRATEGIES USED BY SCHOOL MANAGERS IN MANAGING UPGRADED SECONDARY SCHOOLS IN MAZABUKA DISTRICT.

Any assistance rendered to him will be greatly appreciated.

Yours faithfully

Prof. B. Namangala, PhD
DIRECTOR
INSTITUTE OF DISTANCE EDUCATION

Appendix 2: Permission request letter to DEBS

28089

Mbaya Musuma primary school,
P.O. Box 670413,
MAZABUKA.
23rd April, 2019.

The District Education Board Secretary,
Mazabuka District Education Board,
P.O. Box 670144,
MAZABUKA.

REF: REQUEST TO CONDUCT RESEARCH IN FOUR UPGRADED SECONDARY SCHOOLS IN YOUR DISTRICT

Reference is made to the subject matter above

I am a post graduate student at the University of Zambia doing master of education in educational management remaining only with the research component.

I therefore wish to undertake my study with four upgraded secondary schools in your district.

The topic of my study is '*Exploring strategies used by school managers in managing selected upgraded secondary schools in Mazabuka district.'*

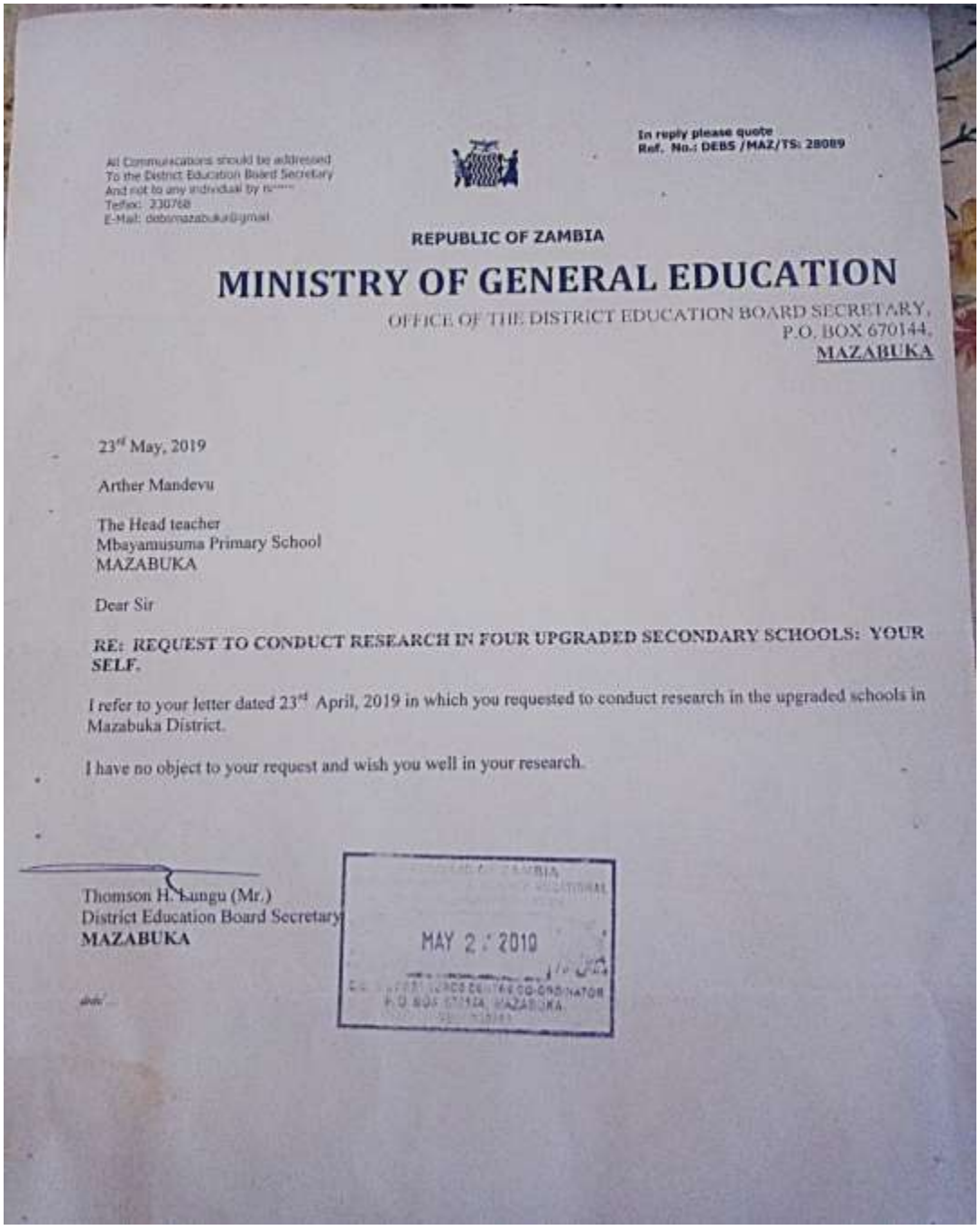
Kindly grant me permission to undertake the study (research) the moment schools reopen in term two of 2019

I thank you in anticipation

Yours faithfully.

Arthur Mandevu

Appendix 3: Authority letter from DEBS



All Communications should be addressed
To the District Education Board Secretary
And not to any individual by n[illegible]
Telfax: 230768
E-Mail: debsmazabuka@gmail

In reply please quote
Ref. No.: DEBS /MAZ/TS: 28089

REPUBLIC OF ZAMBIA

MINISTRY OF GENERAL EDUCATION

OFFICE OF THE DISTRICT EDUCATION BOARD SECRETARY,
P.O. BOX 670144,
MAZABUKA

23rd May, 2019

Arther Mandevu

The Head teacher
Mbayamusuma Primary School
MAZABUKA

Dear Sir

RE: REQUEST TO CONDUCT RESEARCH IN FOUR UPGRADED SECONDARY SCHOOLS: YOUR SELF.

I refer to your letter dated 23rd April, 2019 in which you requested to conduct research in the upgraded schools in Mazabuka District.

I have no object to your request and wish you well in your research.

Thomson H. Lungu (Mr.)
District Education Board Secretary
MAZABUKA

MAY 2[illegible] 2019

Appendix 4: Informed Consent Form

Dear respondent,

Thank you in advance.

Description

This exercise is an educational research; the researcher is a student at the University of Open University pursuing a Master of Education in Educational Management. This research is a major requirement for the researcher to complete his study Programme. Therefore, this exercise is purely academic

Purpose

The researcher wishes to explore Strategies used by school managers in managing upgraded secondary schools. The researcher is interested in the strategies used in managing upgraded secondary schools. The researcher is also interested in unearthing challenges faced by school managers in managing upgraded secondary school. The researcher is finally interested in establishing the involvement of stakeholders and what they have done to contribute to the development and growth of the upgraded secondary schools.

Consent

Participation in the exercise is voluntary. You are free to decline to participate in this exercise

Confidentiality

All data collected from this research is treated with utmost confidentiality. Participants are assured that they will remain anonymous and untraceable in this research.

Rights of respondents

All efforts will be taken to ensure that the rights of participants are protected and respected. Participants are assured that they shall suffer no harm as result of participating in this exercise.

Participants are free to ask for clarification at any point of the exercise and the researcher if they are not comfortable about any procedure in the research.

Declaration of Consent

I have read and fully understand this document; I therefore, agree/ disagree to participate in this exercise.

Signature……

Date……

Appendix 5: Interview schedule for Head teacher

THE UNIVERSITY OF ZAMBIA-ZIMBABWE OPENUNIVERSITYMASTER OF EDUCATION IN EDUCATIONALMANAGEMENT

Interview schedule for Head Teachers

Dear Respondent,

The researcher is a post graduate student at the University of Zambia-Zimbabwe Open University. The interview consists of various questions.

You are assured that the information you give will be treated confidential and will be used for the purpose of study only.

Title of the study: Exploring strategies used by school managers in managing upgraded secondary schools in Mazabuka District.

Part one: General information.

Name of school: …….

Part two: interview on strategies of managers on management of upgraded secondary schools.

1. What systems have you put in place in running your school if any? Or don't you have any system in place?

2. How do you monitor the said system, if any?

3. Are there any structures that you have put for administrative matters as well as for academic matters considering the?

4. What time(s) do the sessions start (lessons (preschool; grade 1 to 4; grade 5 to 7; and grade 8 to 12?)

5. How do you manage infrastructure (classrooms, offices, dormitory, if any, desks, staff accommodation, laboratories)

6. How do you manage learning and teaching aids in the school?

7. How are you managing finances in the school bearing in mind the three systems of education that have been embedded?

Part 3: interview schedule on the challenges faced on managing upgraded Secondary schools

1. Do you have any challenges that you face in matters related to pupil enrolment (over or under enrolment)?

2. Are the members self-motivated? If yes, what have you done to help you have a motivated workforce? If not what factors demotivate them?

3. Do you have any challenges related to financial resources in your school? If yes, what really are the challenges?

4. Do you have challenges related to teaching and learning resources?

5. Do you have difficulties in issues of infrastructure? If any, what are the challenges?

6. Any challenges in matters to do with teacher and pupil discipline? If any, particularly what areas do you face disciplinary challenges?

7. Do you face challenges in cooperation from teachers and the community?

Part four: Interview schedule on the stakeholders' involvement in developing the upgraded secondary schools.

1. Who are involved in developing the school from the community around, and what do they actually do? (PTAs and the general community)

2. Is there anything that the ministry of education does to run the school (ministry headquarters, provincial office, and DEBS office? resource Centre coordinators) If there is anything what are they really doing?

Are there non-governmental organisations, civic and faith based organisations that are involved in the development of the school, if any who are they?

3. What roles have the existing partners performed supporting the activities of the school

Appendix 6: Interview schedule for the Deputy Head teacher

THE UNIVERSITY OF ZAMBIA-ZIMBABWE OPEN UNIVERSITY

MASTER OF EDUCATION IN EDUCATIONAL MANAGEMENT

Interview schedule for the Deputy Head Teachers.

Dear Respondent,

The researcher is a post-graduate student at the University of Open University. The interview consists of various questions. You are assured that the information you give will be treated confidential and will be used for the purpose of research only.

Title of the Research: Exploring strategies used by school managers in managing upgraded secondary schools in Mazabuka District.

Part one: General Information.

Name of School…….

Part two: Interview schedule on the strategies of managers in on management of upgraded secondary schools

- What systems have you put in place your school if any or you don't have any system in place?
- How do you monitor the said systems, if any and how often?
- Are there any structures that you have put in place for administrative and academic matters considering the three education systems under one institution?
- What time(s) do the sessions start lessons (preschool; grade 1to 4; grade 5 to 7; grade 8 to 12)
- How do you manage infrastructure (classrooms, offices, dormitories, if any, desks, staff accommodation and laboratories)?

6. How do you manage learning and teaching aids in the school?

7. How are you managing finances in the school bearing in mind the three systems of education that have been imbedded?

Part three: interview schedule on the challenges faced by school managers on managing upgraded secondary schools.

- Do you have challenges that you face in matters related to pupil enrolment (over or under enrolment)?
- Are members of the teaching staff self-motivated? If yes, what have you done to help you have a motivated workforce? If no, what factors demotivate them?
- Do you have challenges related to financial resources in your school? If yes, what really are challenges?
- Do you have challenges related to teaching and learning resources?
- Do you have difficulties in issues of infrastructure? If any, what are the challenges?
- Any challenges in matters to do with teacher and pupil discipline? If any, particularly areas do you face disciplinary challenges?
- Do you face challenges in cooperation from teachers and the community?

Part four: interview guide on the stakeholder's involvement in developing the upgraded secondary schools

- Who are involved in developing this school from the community around, and what do they actually do? (PTA and the general community?
- Is there anything that the Ministry of education is doing to run the school (Ministry headquarters, provincial office, and district education board office and resource centers) if there is anything, what really are they doing

- Are three non-governmental organisations, civic and faith base organisations that are involved in the development of the school?
- What role have the existing partners performed supporting the activities of the school?

Appendix 7: Focus group Discussion for Heads of Departments

THE UNIVERSITY OF ZAMBIA-ZIMBABWE OPEN UNIVERSITY

MASTER OF EDUCATION IN EDUCATIONAL MANAGEMENT

FOCUS GROUP DISCUSSION FOR HEADS OF DEPARTMENTS.

Dear Respondents,

The researcher is a post-graduate student at the University of Open University. The group discussion consists of various questions. You are assured that the information you give will be treated confidential and will be used for the purpose of the research only.

Title of the Research: *Exploring strategies used by school managers in managing upgraded secondary schools in Mazabuka District.*

Part one: General information

Name of the school: …….

Part two: Questions on strategies used by school managers in managing upgraded secondary schools.

1. What systems has management put in place in running the school, if any? Or don't you have any system in place?

2. How does management monitor the said system, if any?

3. Are there any structures that management has put in place for administrative matters as well as for academic matters considering the three systems of education under one institution?

4. What time(s) do the sessions start lessons (preschool; grade 1 to 4; grade 5to 7; and grade 8 to 12)?

5. How do you manage infrastructure (classrooms, offices, dormitories, if any, desks, staff accommodation, laboratories)?

Part three: questions on the challenges management face on managing upgraded secondary schools.

1. Do you have any challenges that you face in matters related to pupil enrolment (over or under enrolment)?

2. Are members of staff self-motivated? If yes, what have you done to help the school have a self-motivated workforce? If not what are the factors that demotivate them?

3. Do you have any challenges related to financial resources in your school? If yes, what really are the challenges?

4. Do you have challenges related to teaching and learning resources?

5. Do you have challenges in issues of infrastructure? If any what are the challenges?

6. Any challenges related in matters to do with teacher and pupil discipline? If any, particularly what areas do you face disciplinary challenges?

7. Do you face challenges in cooperation from teachers, the community and pupils?

8. Do you have any other challenges other than the discussed that affect the operation of the school?

Part four: questions on the stakeholders' involvement in developing the upgraded secondary schools.

1. Who are involved in developing the school from the community around, and what do they actually, do?

2. Is there anything that the Ministry of education does to run the school (Ministry headquarters provincial offices, and DEBS office?

3. Are there non-governmental organisations, civic and faith based Organisation that are involved in the development of the school, if any who are they?

4. What role have the existing partners performed supporting the activities of the school?