

## EFFECTIVENESS OF SCHOOL MANAGEMENT IN THE PROVISION OF QUALITY EDUCATION IN SELECTED SECONDARY SCHOOLS: A CASE OF CHAVUMA DISTRICT.

(Paper ID: CFP/1109/2019)

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### **Abstract**

*This study was conducted to assessing the effectiveness of school management in the provision of quality education in selected secondary schools: a case of Chavuma District of North-Western Province. The study used descriptive design with qualitative and quantitative method.*

*The study used qualitative design which is interactive in nature, in order to come up with detailed, accurate and factual account of the perceptions and attitudes of stakeholders, the researcher used interview guide, questionnaire and questionnaire schedules to conduct the in-depth interview. Apart from that the researcher used quantitative method this method allowed the use of questionnaire.*

*Purposive sampling was used to select respondent for in-depth interview while simple random sampling was done to selected respondent to the questionnaire. The data collected using in-depth interview was arranged according to themes that emerged in the course of the study while data collected using the questionnaire was analysed by using tables, graphs, pie-chart and percentages. The following themes emerged as effectiveness of school management on quality education provision in secondary schools namely: supervision and monitoring, provision of teaching and learning resources, challenges faced by school management. The study has revealed slight improvement in the*

*supervision and monitoring by school management in secondary schools, this has attracted some good teaching lesson preparations in schools. The study has also revealed that secondary schools have no enough teaching and learning resources. However, school management in secondary schools are still facing challenges in the delivery of quality education.*

*It was also revealed that school management in secondary school face a lot of problems or challenges in the management of schools unfortunately all schools visited has no written plan to solve the problem. Therefore, it was recommended that the ministry of general education should allocate more teaching and learning resources and also school management and standard officers intensify supervision and monitoring of schools in the secondary schools.*

**Keywords:** *Effectiveness, Management, Quality Education.*

## 1.1 Background of the study

Quality education therefore can be seen in the purpose and process of education provision, Henard and Leprince-Ringuet (2008) and in the outcomes of the education products who are the pupils in terms of knowledge skills and attitudes acquired as well as the scores they attained. For this to be attained, school management and leadership cohort, the teaching and nonteaching staff, the community and concerned parents, the pupils, the government, commerce and industry should all take part in this process called education, Nzoka and Orodho (2014). The large weight however, is anchored on the school management and leadership cohort, the teaching and nonteaching staff as the main actors World Bank (2008). Many expectations ride on the smooth operation of school systems.

It is widely believed that countries' social and economic well-being will depend to a greater extent on the quality of their citizens' education because the emergence of the so-called "knowledge society", the transformation of information and the media, and increasing specialization on the part of organizations, all call for high skill profiles and levels of knowledge. Today's education systems are required to be both effective and efficient, or in other words, to reach the goals set for them (by main consumers of the education quality namely parents and students, higher learning institutions, commerce and industry) while making the best use of available resources.

Newly independent Zambia was gripped with a grim and gloom reality in 1964 (Beyani, 2013). There were very few educated Zambians to take up jobs in the public service and other private sector. This set the tone and direction of education provision. The government decided to expand the education sector to increase manpower development Chaampita, (2010). Teacher training colleges were established in all provinces and primary education became free and compulsory and secondary education became free too Education Act (1966). The World Bank helped Zambia in

expanding secondary education through ensuring that there was at least one secondary school in every district. It can be noted that the focus of education was on quantities and numbers, the government wanted more Zambian citizens to access education. This was however, at the peril of quality.

It has become clear that the work of policy makers is no longer that of merely increasing school enrolments, but improving the quality of schooling. The Dakar Education Forum of (2000) emphasised the need for improvement in quality education to accompany the quantitative expansion, UNESCO (2005). This is because quality education directly impacts positively on the socio-economic wellbeing of individuals in the future. As such, it is a catalyst for national economic growth. The Zambian government has, therefore, committed itself to promoting "the highest standard of education and learning for all" (MOE, 1996: 4).

According to the Sixth National Development Plan (2013), the Zambian government has pledged to focus more on improving quality in education delivery. In this regard, school level processes such as school governance, quality assurance, teacher supervision and pedagogical support would receive special attention. The education sector would also promote school effectiveness through improved school governance and management, community involvement, partnership and curriculum development, MOFNP (2011).

From Focus on Learning (1992) to Educating Our Future (1996), recent developments have continued to put more emphasis on quality education Beyani, 2013; Nzoka and Orodho (2014) undertook a research to identify the significant roles that school leaders play in student achievement. Contrary, to the foregoing however, the World Bank (2008) posits that much research has demonstrated that retention and the quality of education is dependent primarily on the how schools are managed, more than the abundance of available resources. Further, Nzoka and Orodho (2014) argue that the capacity of schools to improve teaching and learning is strongly

influenced by the quality of the leadership provided by the head teacher. Concerted effort to improve school leadership is one of the most promising points of intervention to raise retention, the quality and efficiency of secondary education across Sub-Saharan Africa, Nzoka and Orodho (2014). In South Africa, leadership training for secondary school heads was to improve quality of Education. Senegal's Improvement Plans (SIP) created in 1996, encourage entrepreneurial skills of head teachers to find funding for school projects that enhance educational quality. In Kenya, all head teachers are currently undergoing a management course at the Kenya Management Institute (KEMI) to improve on their management skills (Republic of Kenya, 2012). In Zambia, the government introduced an education management diploma by distance learning at NISTCO, Chalimbana.

School outputs are direct products of the interaction of the following: input resources, and the general school context. Both school climate and policies can be categorised as process factors. Input factors could be taken to include both the human and material resources in a school. Human resources in particular, constitute the number of qualified teachers in a school as well as the teacher-pupil ratios. Material resources on the other hand, may include such things as the quality of the school infrastructure, the availability of educational materials, science laboratories and the general school physical environment, OECD (2005).

Quality therefore is a pinnacle of education provision and central to this are the school managers and leaders. This group of education personnel is entrusted with resources ranging from human, financial and material, in order for them to see to it that education is taking place accordingly. Management should mobilize teachers and put a mechanism of retention, mobilize financial resources through boards, parents, government, NGOs and other stakeholders, and prudently utilize these resources efficiently and proficiently so that quality can be attained.

What, however, seems to be much clearer is the general slow rate of accommodating changes in the way the education system is managed as well as the adoption of a total quality management system by the Ministry of Education aimed at achieving quality assurance in education service delivery and provision.

Zambia has recorded significant success in the access since the 1990s, there have been concerns raised about the quality of education. There are various conceptualizations of quality education in Zambia, ranging from the economist input/output approaches, and the input-process-output humanist model, which goes beyond the input-output approach and relates education quality to all the processes surrounding learning, including such factors as learners, learning environments, content, processes and outcomes. The humanist model deals holistically with the needs of learner and the realization of the learner's full potential, based on education as a human right and on learner-centeredness.

Concerns about the poor quality of education have been consistently highlighted in the findings of all the national assessment surveys that the Ministry of General Education (MoGE) has undertaken since 1999. Learning achievements have remained low with marginal increases in the overall scores from both the national assessments and examinations pass rates. Overall, the quality of education in Zambia has been compromised by various factors at all levels of the education system. It is on this basis that this study is designed to examine the current status of our education system.

In Zambia, for the most part the overarching focus, concerning quality of education, has been on examination scores. Until about 2006, with the piloting of the schools as Centres of Care and Support (SCCS), there has not been much focus on the broader dimensions of education quality along the humanist model. The concerns on quality of education have mostly been based on findings from the Ministry of General Education's biennial

national assessment survey, which have been conducted since 1999. The surveys indicate that there has been very little progress in quality, measured by the examination scores of learners. National Assessment Survey reports of Grade 5 learners indicate that a) learners' academic performance falls below 40% and has not been significantly improving and that b) only a minority of learners reach the minimum literacy and numeracy standards and an even smaller proportion reach the desired levels. Pass rates at Grade 9 and 12 exhibited a similar trend.

The Ministry is a member of the Southern and Eastern African Consortium on measuring Education Quality (SACMEQ). SACMEQ assessments of Grade 6 learners indicate that the performance of Zambian learners lies close to the bottom regionally.

Some of the factors for learners' low performance have been identified as inadequately/inappropriately trained teachers, inadequate teaching and learning materials, low teacher motivation and absenteeism, high learner-teacher ratios, ineffective school management and supervision and inadequate funding at school level. In addition to low learning outcomes, the education sector is faced with high dropout and poor completion rates.

In recent years there has been an increased interest in the area of school improvement, school effectiveness and efficiency by policy makers, politicians, academicians, parents and society at large. In an effort to achieve this; educators and researchers have strived to answer questions related to what effective schools are and what were some indicators to decide upon whether a school was effective or not. There was inadequate supervision at the point of delivery.

MOE (1996), the majority of those occupying supervisory and management positions in the sector have not received relevant training for their posts. Neither has the ministry had any facility or mechanism for ensuring that those appointed to

managerial or supervisory positions could receive relevant training. This state of affairs has led to inefficiencies and poor performance in the management and supervision of the system.

According to Bauleni (2005) management is like the flow of blood in the human body. Any dysfunction in the cycle would cause problems. It is through the cycle of management functions above that organizations will be efficient and effective. Breaking the cycle may create irreparable problems in the management of organizations. Through the planning process for example the aim will be to manage an efficient and effective organization by using minimum resources to get maximum results on time, thereby achieving set objectives. This is a decision-making point in the management of what should happen in future. The manager therefore should organize activities in order of priority and preferences of the available resources. This will entail making optimum use of the resources available to enable the successful carrying out of the plans. Furthermore, in management there is provision of leadership by sharing responsibilities and by motivating the staff to participate in implementing the planned activities. This involves coordinating and controlling the available resources. This means that were people coordinate in an organization there must be supervision. This is to show that as a manager there is understanding of various roles and responsibilities of staff in an organization. Supervision is also provision of support.

NCF (2012), educational Leadership envisages also the role of teachers as Educational Leaders and Curriculum Managers, according to their specific roles. Teachers are the most directly responsible for the implementation of the Curriculum within the classroom and their professionalism ought to be empowered by their use of resources in order to develop meaningful curricular experiences that connect with children's everyday lives.

According to the Sixth National Development Plan (SNDP), the Zambian government has pledged to

focus more on improving quality in education delivery. In this regard, school level processes such as school governance, quality assurance, teacher supervision and pedagogical support would receive special attention. The education sector would also promote school effectiveness through improved school governance and management, community involvement, partnership and curriculum development (MOFNP, 2011).

While school practices and policies are within the greater control of school personnel, school inputs are outside their control (Palardy, 2008). School inputs encompass variables such as pupils' background characteristics and schools' physical, material and human resources, which may not necessarily be manipulated by respective school managements. To date, there is no consensus in literature regarding the degree to which student performance is accounted for, by school factors especially in developing countries.

The observed differences in performance among several schools are, however, a concern to both policy makers and researchers. Researchers in particular, have inquired into reasons behind differences in school performance; asking whether or not factors that account for the differences are within or outside the control of policymakers and school administrators. This is more so, if the schools are operating under similar policy and socio-economic conditions.

In some cases, the effective or ineffective delivery of public educational services is heavily dependent on the school management and suitability of the management structures and procedures employed in an organization. This has affected has also teacher and pupil's performance in the schools

## 1.2. Statement of the problem

Ministry of Education Sector Plan (2003-2007), The Education Sector National Implementation Framework (2008-2010) and the Education Sector National Implementation Framework, 2010-2015

(NIF III), on the other hand, all point to the need for improvements in the quality of education.

Zambia by Systematic Review (2016) identified as a tension between the monitoring functions of accountability activity and the development functions that aim to cultivate educators' capacities around improving service delivery. School-level service delivery did not change while those at the local level did not have the capacity or resources to fulfil implicit or explicit demands. However, the focus of this agenda was on supervision and monitoring of the teaching and learning activities, teaching and learning resources provision and the challenges faced by the school management. Pola (2016) teaching and learning materials are important in the delivery of quality education in schools, this helps teachers prepare lessons and enhance teaching. The aspect of school management has not taken center stage. There are a number of questions that remain unanswered regarding school management and the quality of student outcomes like how and to what extent does school management and leadership impact on the quality of education provision and output? Could the ambiance and working culture that is found in public schools be presumably associated with the management skills and abilities of a school head teacher and other officers in leadership at these institutions while the poor work culture in public schools be also seemingly attributed to poor management skills applied by the school managers? We do not know the effects of school management on the provision of quality educational.

It is against this backdrop therefore that this study sought to investigate school management effects on the quality of education in selected secondary schools of Chavuma districts.

## 1.3. The purpose of the study

The purpose of the study was to assess the effectiveness of school management in the provision of quality education in selected secondary schools in Chavuma district.

## 1.4. Objectives of the study

### 1.4.1. Specific Objective

To achieve the purpose of this study, three specific study objectives guided the process:

1.4.1.1. To investigate the effectiveness of roles of school management in the supervision and monitoring of provision of quality education in secondary schools in Chavuma District by November 2019

1.4.1.2. To assess how school management, provide teaching and learning resources in the provision of quality education in secondary schools in Chavuma?

1.4.1.3. To identify the challenges faced by school management in the provision quality of education in schools in Chavuma District.

### 1.5. Research questions

In examining the problem under study, the research three questions of the study are:

1.5.1. What role does school management play in the supervision and monitoring of provision of quality education in schools in Chavuma District?

1.5.2. How can the school management help in the provision of quality teaching and learning resources in Schools in Chavuma?

1.5.3. What are the challenges faced by school management in the provision of quality education in schools?

### 1.6. Research variable

#### 1.6.1. Independent variables

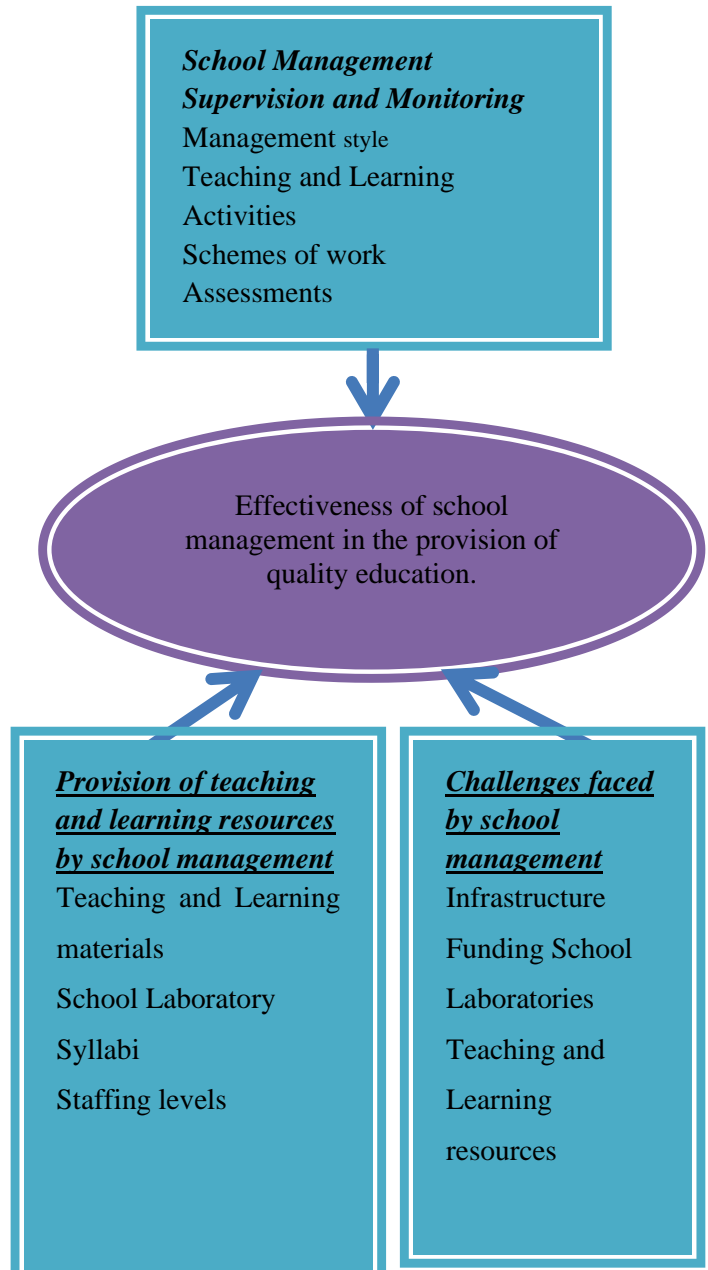
- Effectiveness of school management in the provision quality education.

#### 1.6.2. Dependent variables

- School management supervision and monitoring
- Provision of teaching and learning resources by school management
- Challenges faced by the school Management

## 1.6. Conceptual framework

Fig. 7.1.1 Shows School management on supervision and monitoring, provision of teaching and learning materials and challenges.



Source: Haindi M. Kaumba (2019)

## 1.8. The significance of the study

This study is important because the findings of the study benefit Ministry of education, the schools and researchers who will research in the same study.

## 1.9. Operational definition of terms

- **Educational quality:** defined using a conceptual framework that depicts education within schools as a productive system in which school inputs are transferred into outcomes.
- **Performance:** Is the extent to which a student, teacher or institution has achieved their short or long-term educational goals.
- **Education:** The process or art of imparting knowledge skills and judgment
- **Quality:** The degree to which a man-made object or system is free from buds and flaws, as opposed to scope of functions or quality of items.

## CHAPTER TWO: LITERATURE REVIEW

### 2.0. Chapter Overview

This chapter gives a brief description of the literature review about effect of school management on quality education provision in selected secondary schools globally, regional and Zambian,

#### 2.1. Supervision and Monitoring by school management on equality education provision

Studies conducted, on average in 11 countries, including Brazil, Poland and Slovenia, principals undertake more direct supervision of instruction than the TALIS average. Another 11 countries, including Denmark, Ireland and Portugal, are below the TALIS average; only Australia is at the TALIS average. Direct supervision of instruction in the school – actions to directly supervise teachers' instruction and learning outcomes. Principals who score high on this index frequently use direct observation of teachers' pedagogical practices and also make frequent suggestions to teachers on how to improve instruction in classrooms. These principals also frequently monitor students' academic efforts and work. There is again considerable variation among countries on this index. It is vital to keep track of education quality

as it is to monitor the expansion of education systems. Quality goes beyond just inputs and outputs but also embraces the teaching and learning processes, school management and monitoring mechanisms.

A study in Nigeria, by Shiundu and Omulando (1992) emphasized that on a daily basis head teacher have the responsibility to ensure that teachers implement the set curriculum and that learning activities take place. Among the roles of a principal according to Ekundayo, (2010) is that of a curriculum and instructional supervisor which include obtaining and making available for teachers all educational information; visiting classrooms often to observe his teachers teaching; inspecting teachers' lesson notes and class registers, diaries and teaching aids and offering professional advice for their improvement.

According to a research done by Mobegi et al., (2010) in Gucha District, Kenya, principals should ensure that there is adequate departmental organization and supervision and engage in classroom supervision to ensure that a variety of teaching methods are used.

A research conducted in Kenya by Macttemer and Crawford, (2007) established that the principals hardly monitored the teaching and learning process in their respective schools. It was evident across the schools sampled that there was inconsistent instructional supervision and monitoring of student learning through consistent and more practical assessment procedures. This could have contributed to poor performance because student passivity does not enhance learning and active learning helps students to learn independently and perform well. According to a research done by Mobegi et al., (2010) in Gucha District, Kenya, principals should ensure that there is adequate departmental organization and supervision and engage in classroom supervision to ensure that a variety of teaching methods are used.

A study conducted in Zambia by Policy and Operations Evaluation Department [IOB], (2008)

This study includes a survey that was designed to explore teachers' perceptions of their head teacher as one who defined and communicated shared goals; monitored and provided feedback on teaching and learning process; and promoted school-wide professional development. Instructional leadership consists of head teacher behaviours that set high expectations and clear goals for student and teacher performance, monitor and provide feedback regarding the technical core (teaching and learning) of schools, provide and promote professional growth for all staff members, and help create and maintain a school climate of high academic press

## **2.2. Provision of teaching and learning resources by school management on quality education provision**

According to research carried out by World Bank (2008) posits that much research has demonstrated that retention and the quality of education depends primarily on the way schools are managed, more than the abundance of available resources, the capacity of schools to improve teaching and learning is strongly influenced by the quality of the leadership provided by the head teacher. Concerted effort to improve school leadership is one of the most promising points of intervention to raise retention, the quality and efficiency of secondary education.

A study conducted in Zambia by Policy and Operations Evaluation Department [IOB], (2008) as administrators they have many and diverse responsibilities: organizing the implementation of the curriculum in the school, supervising and evaluating teachers, procuring materials, keeping records, communicating with the ministry, maintaining facilities and equipment, dealing with parents and the community, serving on the PTA (Ministry of Education, 1992). Additionally, the good head teacher stimulates improvements, fosters resourcefulness in the use of locally available materials, takes the initiative in promoting the well-

being of the school within the community, and creates among staff and pupils a bond of identity with each other and with the school.

A study conducted in Zambia by Pola (2016) shows that teaching and learning materials are important in the delivery of quality education in schools, this helps teachers prepare lessons and enhance teaching. Teaching and learning materials include things such as text books for both teacher and pupils, black board, charts and any other material that can be used to teach and learning. According to Nkosha and Mwanza (2009) teaching and learning materials help to meet goals of the curriculum and assist the teacher to achieve set lesson objectives.

## **2.3.Challenges faced by school management on quality education provision.**

A study conducted in Malaysia by Muniapan (2007) heighthed inadequate infrastructure, untrained academic staff, and management expertise, the institutes are displaying poor business sense ignoring the real customer, the industry or the corporate recruiter. Similar scenario in context of Indian management education. Academic staff also seems to be problem as remuneration in the IHL is not as attractive as in the industries. Moreover, even after recruitment, good academic staff is difficult to retain, unless they see career growth and high returns.

Another study conducted in Tanzania by United Nations Development Programme (UNDP) index (2006) showed that Tanzania ranked 162/177 in the poverty line in African poor countries (Haggerty, Poverty has been said to be the outcome of lack of quality education that can aid people perform and contribute to national economy (Nkumbi, Warioba and Komba, 2006). At the same time, poor quality of education is the greatest bottleneck towards a strong economy.

A study carried out in Nigeria, point out that school administration, education resources are not only limited but can be effectively and efficiently managed when management activities are properly



harmonized, organized, coordinated and controlled by the school management team. Adequate and apposite resources are vital in the administration of a school. The proper management and use of these resources will not only boost the morale of human resources who coordinates other activities in the school system but also ensure the attainment of goals. Meanwhile, shortage or inadequacy of these resources is inimical to goal achievement of school administration.

World Bank, (2006) review shows that contributing factors to the poor performance and absenteeism at basic level were, delayed disbursement of funds, inadequate teaching and learning materials and desks, reduced pupil teacher contact time, inadequate funding for bursary support to meet ever increasing demand due to increase in the number of orphans and vulnerable children and continued existence of classroom congestion due to limited infrastructure and this has continued to compromise the quality of education, leading to poor quality being seen as a major challenge facing Zambia in education.

A study in Zambia by VSO (2000) outlined BESSIP, the main implementation programme of Educating Our Future, acknowledges the underpayment of teachers and the poor administration of salaries as factors contributing to low morale and motivation. Other factors it addresses are poor training, poor preparation and posting and lack of support within schools. Given the increased administrative load on schools as a result of devolution - much of which is being undertaken by teachers in time they would formerly have spent in classroom teaching - it is likely (but difficult to prove) that teachers are correct in claiming significant increases in class size. Figures published recently by the Victorian Government show an increase in average class size in government primary schools from 23.4 in 1992 to 26 in 1997, with average class sizes ranging from 6 to 31.9

A research conducted in Zambia by Malambo's (2012) findings are somewhat similar to those of Mbozi (2008), who after conducting a study in Kazungula and Livingstone Districts, concluded that most schools with poor performance were characterized by lack of adequate materials.

## CHAPTER THREE: METHODOLOGY

### 3.1. Research design

Descriptive survey research design is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2012). The study employed both qualitative and quantitative research methods. Qualitative research are procedures which produces peoples' own written and spoken words and observable behaviour and directs itself at settings and individuals in the settings holistically. While quantitative research was concerned with use of numbers to explain phenomena.

### 3.2. Study Area

This study was carried out in eight secondary School, within Chavuma District.

### 3.3. Target Population

This study targeted:

- i). 8 Secondary schools in the district.
- ii). 100 respondents, comprise of 2 from DEBS, 8 Head teachers, 50 teachers and 40 pupils

### 3.4 Sample Size (100 respondents)

The total sample size was 8 Secondary schools

- 100 respondents, that is;
  - i) 2 DEBS office
  - ii) 8 Head teachers
  - iii) 50 Teachers
  - iv) 40 pupils

### 3.5 Sample and Sampling Techniques

The sample population was carried out in eight secondary schools and was restricted to grade 8 to 12

- For head teachers and DEBS Office the researcher used Purposive Sampling
- For teachers and pupils, the researcher used Probability

### 3.6. Instrument of Data Collection

In this study, the administration of questionnaires, questionnaire schedule, checklist and conduct of structured interviews was conducted to the pupils (focus group), teachers within the school environment and the DEBS Office.

### 3.7. Data Analysis

The researcher used SPSS and Excel to run descriptive analysis including frequencies, percentages and pie charts.

### 3.8. Triangulations

During the study, the researcher used questionnaire, questionnaire schedules, checklist and focused group. After collecting the data, the researcher compared data collected using other data collection tools.

### 3.9. Reliability and Validity

Reliability is concerned with the degree of consistency to which a particular measuring procedure gives equivalent results over a number of repeated trials. To ensure that the research instruments remained consistent, all the instruments were piloted so that corrections and modifications could be made.

Validity was the most critical criterion and indicated the degree to which an instrument measures what was supposed to measure. To ensure validity of the data the data was tested by using variances and pre testing of questionnaires, triangulation methods for data collection was adopted. Validity was addressed through member checking, depth, richness and scope of the data.

Content validity was established by seeking judgments from the supervisors who assisted in developing and revising the research instruments. The supervisors provided feedback and their recommendations were incorporated in the final questionnaire.

### 3.10 Pilot Testing

The interviews were pre-tested to a selected sample that was similar to the actual sample to be used in the study in Chavuma District of Zambia. The researcher selected two schools in the district. The two schools that were used in pilot testing did not take part in the main study.

### 3.11. Ethical Considerations

The researcher had to seek authorization from these institutions by writing and informing the relevant authority to allow him to go a heard collect data. Only data that was collected was analysed for this study

### 3.12. Scope of Study/Delimitation of the Study

The researcher was restricted to the topic of study. The study was involved eight schools found in Chavuma central ward in Chavuma District in North-Western Province

### 3.13. Limitation

During the study a number of challenges and problems were faced. Some of the challenges included:

- i). As the target groups were administrators, teachers and pupils were busy in certain cases.
- ii). This study was conducted within the busy school calendar thereby making it difficult to concentrate on the research study at expense of the course work.
- iv). Some pupils I interviewed seemed not to understand the importance of the study, therefore, not all were able to follow the questionnaire well.

## CHAPTER FOUR: FINDINGS OF THE STUDY

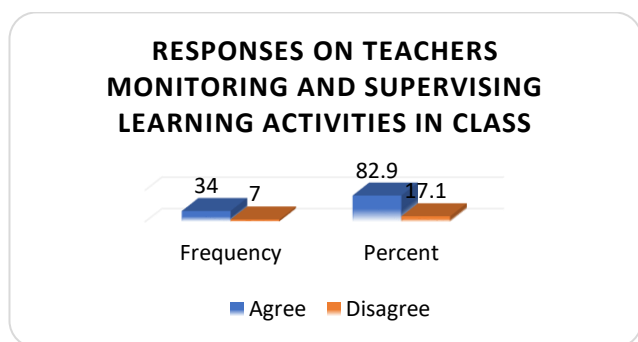
### 4.0. Chapter Overview

This chapter presents results of the study and discusses them based on the study objectives as well as background characteristics of the respondents. This chapter includes an overview, background characteristics of the respondents, effective of school management on provision of quality education.

- i. The roles of school management play in the
- ii. supervision and monitoring of provision of quality education.
- iii. Provision of quality teaching and learning resources in the provision of quality education in schools.
- iv. The challenges faced by school management in the provision quality of education in schools

### 4.1. The roles of school management in the supervision and monitoring of provision of quality education.

#### 4.1.1. Pupils Responses on teacher monitoring and supervising learning activities in class in the schools.



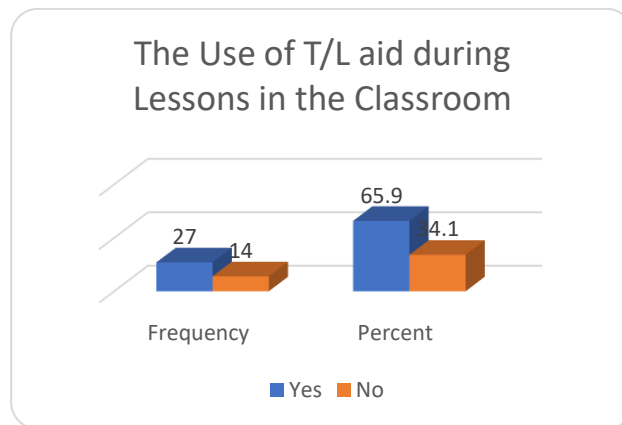
Source: (Field Data, 2019)

The findings of this research show that teachers monitored and supervised learning activities in class. This is done through there constant monitoring of the classroom during learning time. Out of 41 interviewed respondents; 34 (82.9%) stated that the management created a conducive

learning atmosphere for pupils. 7 (17.1%) respondent said that school management does not usually conduct teachers monitored and supervised learning activities in class.

#### 4.1.2. Pupils Responses on the use of Teaching and Learning aid in class.

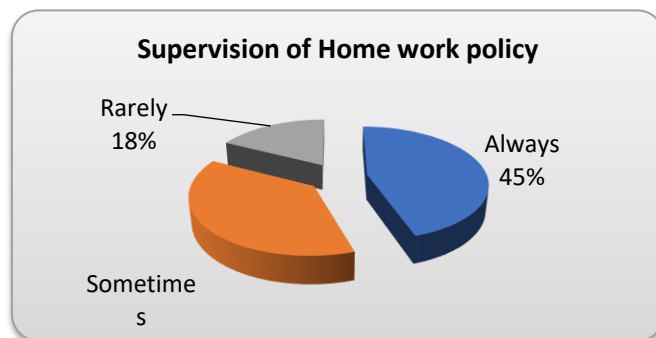
The Use of T/L aid during Lessons in the Classroom were obtained as shown in the Figure below.



Source: (Field Data, 2019)

The study revealed that 41 (100) respondents from different secondary schools who participated in the study. 27 (65%) of the respondent agreed that teachers use teaching and learning aid during lessons. While 14 (34.1%) respondents said that teachers rarely use teaching and learning aid during lessons.

#### Figure: 4.1.3. Show Pupils' responses on Homework policy



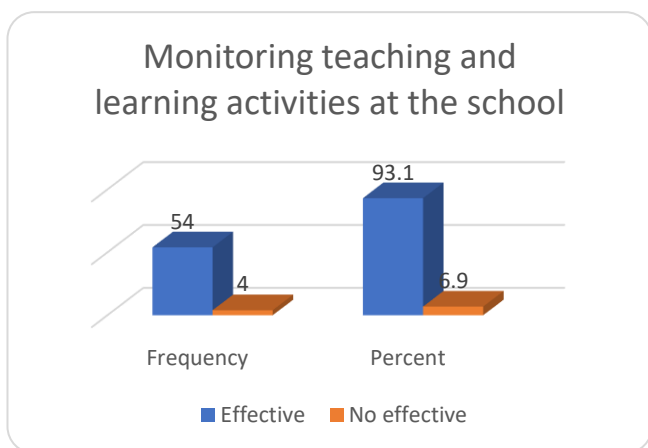
Source: (Field Data, 2019)

The study revealed that 41 (100) respondents from different secondary schools who participated in the study. 18 (45%) of the respondent said that school

management always monitors homework policy. While 15 (34.1%) respondents said that school management sometimes monitors homework policy. 7 (18%) respondents said that school management rarely monitors homework policy.

**Figure: 4.1.4. Show Teachers responses on monitoring of teaching and learning activities in the schools**

Monitoring of teaching and learning activities in the schools obtained as shown in the Figure below.

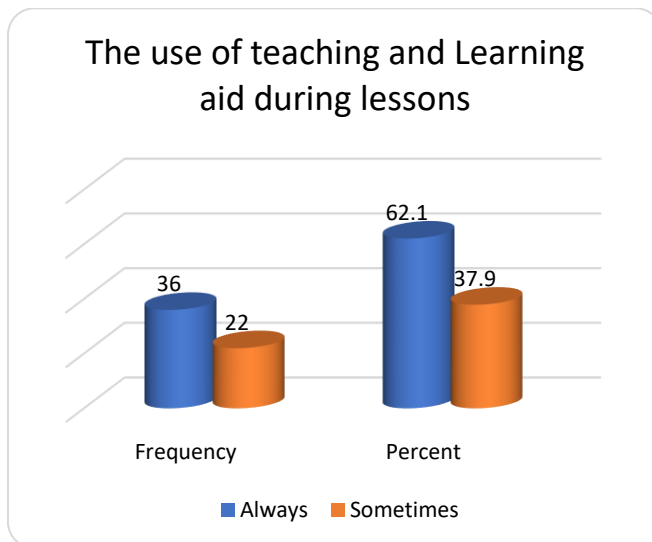


**Source: (Field Data, 2019)**

The study revealed that 58 (100%) respondents from different secondary schools who participated in the study. 54 (93.1) indicated that school management is able to monitor teaching and learning activities in the school. While 4 (6.9%) respondents indicated that the school the school management does not effectively monitors teaching and learning activities in the school in order to promote quality education.

**Figure: 4.1.5. Show Teachers' responses on the use of teaching and learning aid during lessons**

Teachers from each school who participated in the study and the responses were obtained as shown in the Figure below.

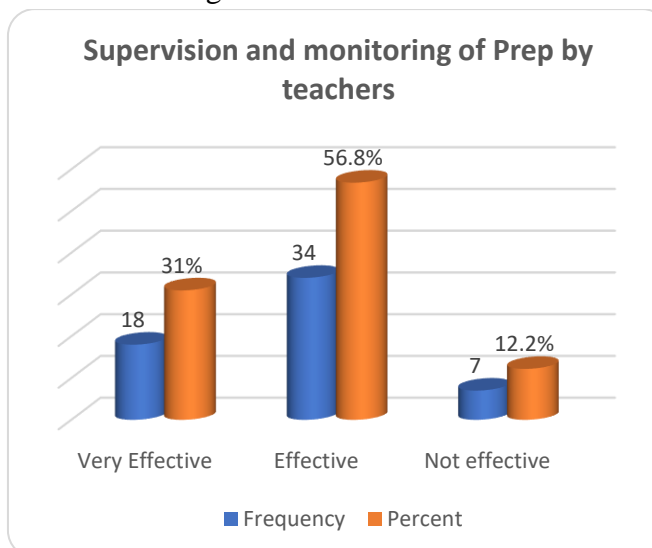


**Source: (Field Data, 2019)**

The study revealed that 58 (100%) respondents from different secondary schools who participated in the study. 36 (62.1) the respondents said that teachers always use teaching and learning aid during to provide of quality education in the school. While 22 (37.9%) respondents indicated that teachers sometime use teaching and learning aid during. This means that the quality education provision by management may be affected.

**Figure: 4.1.6. Show Teachers responses on supervision and monitoring of Prep by teachers.**

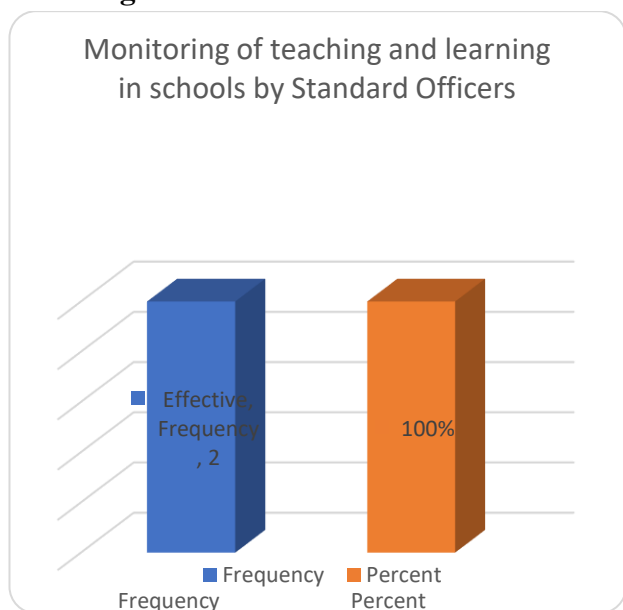
Teachers from each school participated in the study and the responses on prep supervision obtained as shown in the Figure below.



**Source: (Field Data, 2019)**

The study revealed that 58 (100) respondents from different secondary schools who participated in the study. 18 (31%) of the respondent said that prep is well supervise by school management. While 34 (56.8%) respondents said that the supervision of prep by school management is effective. 7 (17.5%) respondents said that the supervision of prep by school management is not effective conducted.

**Figure: 4.1.7. Show Standard Officers’ Responses on Monitoring Teaching and Learning activities in schools.**

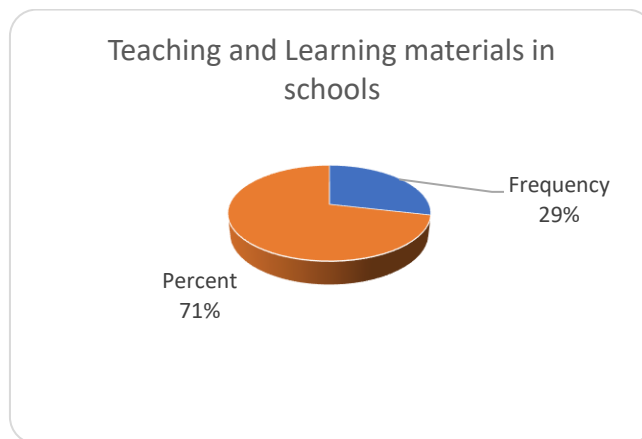


**Source: (Field Data, 2019)**

The study reveals that the district management monitors schools in the provision of quality education in the school. Out of 2 (100%) respondents in the study both standard officers 2 (100%) indicated that district management monitors school every term at the beginning of the term, in the middle of the term and at the end of the term. The ESO GI said that they are un able to monitor all the schools but they prepared a monitoring schedule that they follow when monitoring schools and but they have transport challenge.

## 4.2. How school management provide quality teaching and learning resources in the provision of quality education in Schools.

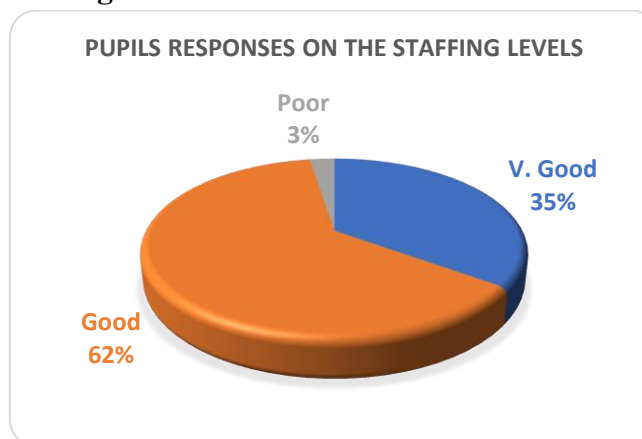
**Figure: 4.2.1. Show Pupils’ responses on the Teaching and learning materials.**



**Source: (Field Data, 2019)**

The study revealed that 41 (100) respondents from different secondary schools who participated in the study. 26 (71%) of the respondent said that teaching and learning materials are available. This helps to provide quality education in schools. While 15 (29%) respondents said that school management does not effectively monitors end of term test.

**Figure: 4.2.2. Show Pupils responses on the staffing levels in the schools.**

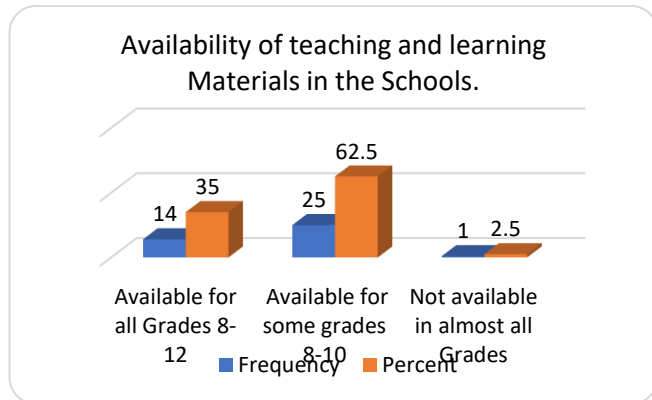


**Source: (Field Data, 2019)**

The study revealed that 41 (100) respondents from different secondary schools who participated in the study. 14 (62%) of the respondent said that teachers are available at the school. 25 (35%) of the respondents said that the staffing levels at the school is good. 2 (3%) of the respondents said that the staffing levels at the school is too low.

**Figure: 4.2.3. Show Teachers’ responses on availability of teaching and learning Materials.**

Availability of teaching and learning materials in schools obtained were as shown in the Figure below.

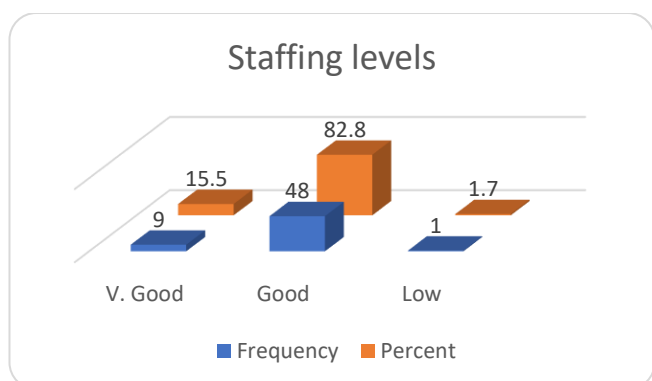


**Source: (Field Data, 2019)**

The study revealed that 58 (100%) respondents from different secondary schools who participated in the study. 20 (35%) of the respondent said that teaching and learning materials for grade 8 to 12 were available in schools. 36 (62.5%) of the respondents said that only teaching and learning materials for grade 8 to 10 were available in schools. 2 (2.5%) of the respondents said that teaching and learning materials for almost all the grades were not available in schools.

There is need to supply updated teaching and learning materials so as to promote quality education in schools. This challenge is marriage by poor funding most of the schools depend on user fees pupils.

**Figure: 4.2.4. Teachers’ responses on staffing levels**

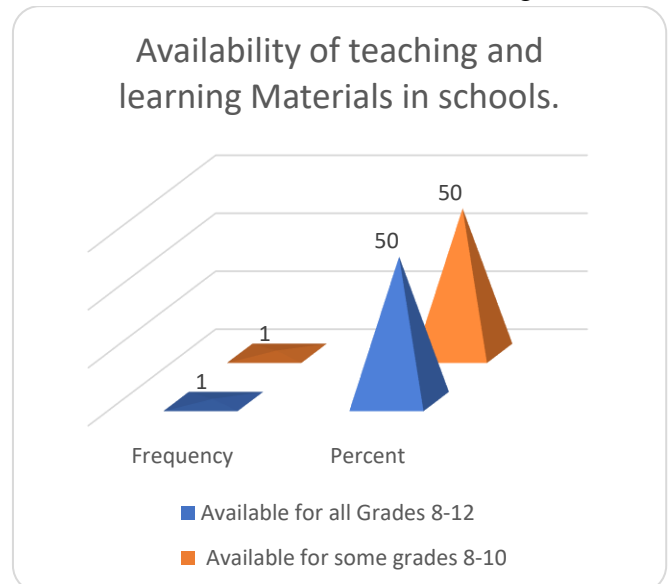


**Source: (Field Data, 2019)**

The study reveals that 58 (100%) respondents from different secondary schools who participated in the study. 9 (15.5%) respondents said that the staffing levels were very good in some of the schools. While 48 (82.8%) respondents said that the staffing levels were good in some of the schools. 1 (1.7%) respondents revealed that the staffing levels in most of the schools are still low. There is need to improve the staffing levels in the schools in order to promote quality education in schools.

**Figure: 4.2.4. Shows Standard Officers responses on availability of teaching and learning Materials.**

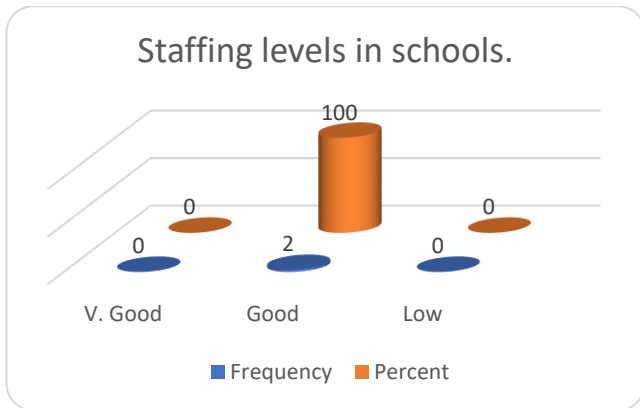
Availability of teaching and learning materials in schools obtained was as shown in the Figure below.



**Source: (Field Data, 2019)**

The study reveals the 2 (100%) standard Officers who participated in the study. 1(50%) the respondent said that schools have enough teaching and learning materials for all the grades while the other 1 (50%) respondent said that schools have enough teaching and learning materials for all grade 8 to 10. The availability of teaching and learning materials in the school affects the quality of teaching and learning in the school.

**Figure: 4.2.5. Shows standard officers’ responses on staffing levels in schools.**

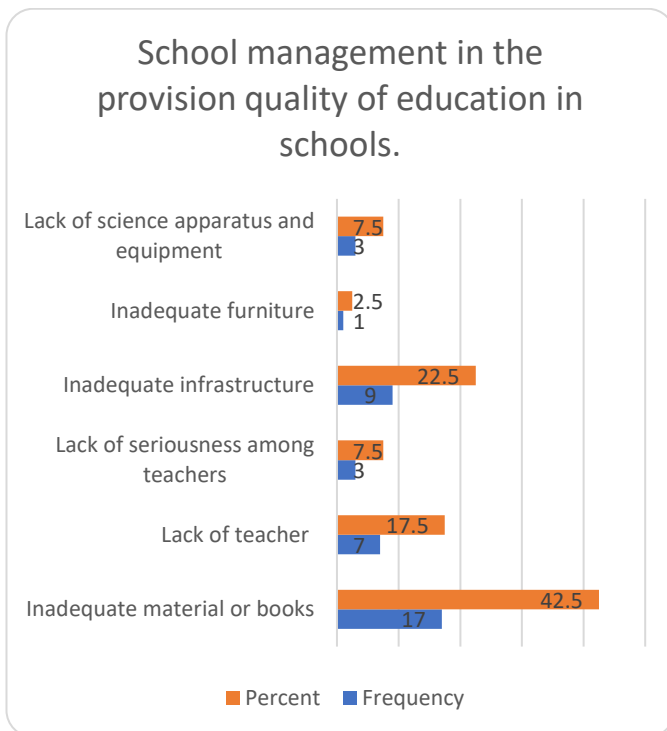


Source: (Field Data, 2019)

The study reveals the 2 (100%) standard Officers who participated in the study. 2 (100%) the respondents said that staffing levels in the schools were good. Although in one school is not good. This affects the quality of education provision in the school.

### 4.3. The challenges faced by school management in the provision quality of education in schools.

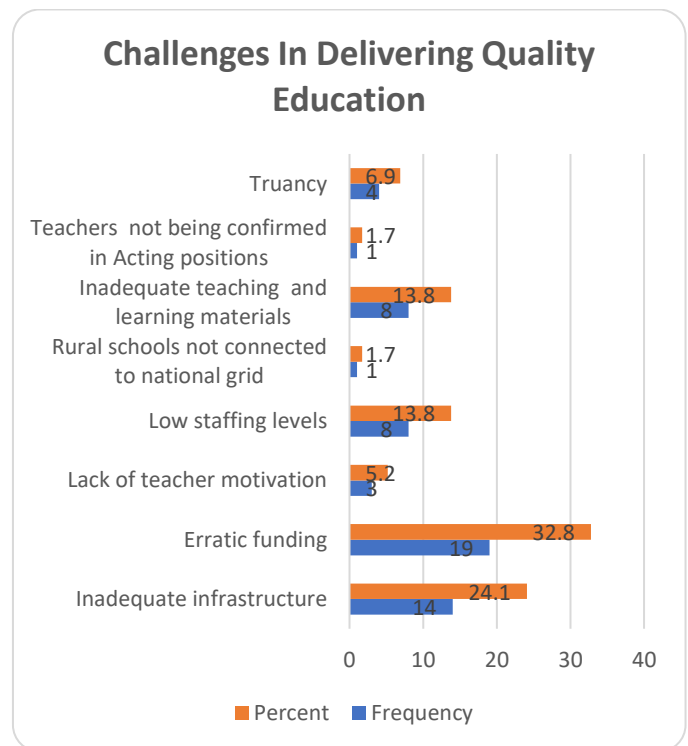
Figure: 4.3.1 Shows pupils' responses on challenges in delivering quality education



Source: (Field Data, 2019)

The study revealed that 41 (100) respondents from different secondary schools who participated in the study. Figure 1 above shows some factors affecting the delivery of quality education in schools. Out of the 41 (100%) respondents, 17 (41.5%) said that there was inadequate teaching and learning materials, 8 (19.5%) said that lack of teachers in the school, 1 (2.4%) said that there is lack of serious from teachers, 9 (22%) said that there was inadequate infrastructure, 1 (2.4) said that there was inadequate furniture in school, 3 (7.3) said that schools are lacking science apparatus.

Figure: 4.3.2. Shows Teachers' Responses on challenges in delivering quality education provision



Source: (Field Data, 2019)

The study revealed that 58 (100) respondents from different secondary schools who participated in the study. The study shows some factors affecting the delivery of quality education in schools. Of the 53 (100%) respondents 14 (24%) said that there was inadequate infrastructure, 19 (33%) said that there is erratic funding, 3 (5%) said that there is lack of teacher motivation, 8 (14%) said that the staffing

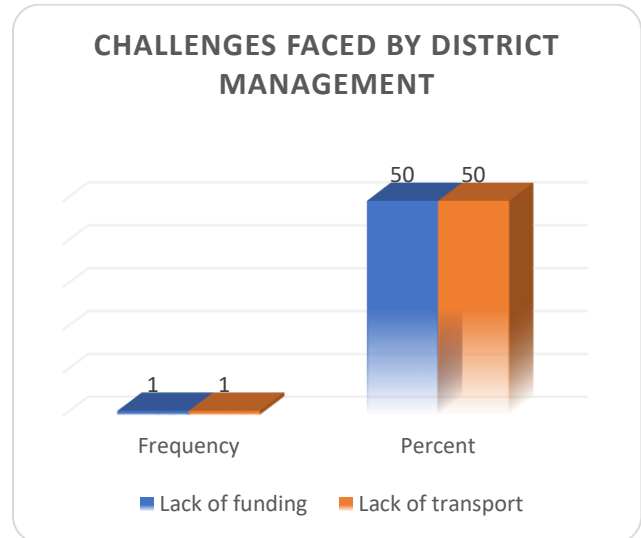
levels are low in schools, 1 (1%) said that the school is not connected to the national grid, 3 (5%) said that schools are lacking teaching and learning materials, 1 (2%) said that most of the schools were run by teachers who are in acting position for a long time, 4 (7%) respondents said that there is truancy in by learners and teacher.

Further 4 head teachers were interviewed regarding the challenges head teachers face in the management of secondary schools. The four head teachers responded as follows: Most of the pupils find it had to not pay school fees in full this makes the schools not to enough teaching and learning materials. They further said that the school have insufficient teachers. Most of the teachers are overloaded with teaching loads.

**Some Class Teachers** were interviewed they responded that there are very few teachings and learning material for grade 11 and grade 12. There are inadequate furniture and also classroom space for pupils. There is also inadequate infrastructure in these schools and some of the infrastructure is in poor condition, cupped by understaffing, Head teacher number 4 said that the only solution is the government to come in and attend to our challenges whenever we request money through CDF for infrastructure development and also the grants must flow quarterly. The government must also deploy more teachers to address the low staffing levels in schools.

**Figure: 4.3.3. Shows Standard officers' Responses on challenges in delivering quality education provision.**

### Challenges faced by district management



**Source: (Field Data, 2019)**

The study shows some factors affecting the delivery of quality education in schools. Of the 2 (100%) respondents, 1 (50%) respondent said that there was inadequate funding, 1(50%) respondent said that there is lack of transport. He further went on to say the district Education Board Secretary's office has no transport which was supposed to be use by standard Office to go to schools to monitoring the quality of education being delivered.

Participants were interviewed regarding the challenges head teachers face in the management and supervision of secondary schools. The DESO responded as follows: due to erratic fund the district is failing to all the schools to carry out monitoring in schools to delivery of quality of education.

The ESO GI further respond that the Office is hit by lack of transport which would enable the standard officers conduct their normal duties by inspecting delivery of quality education in schools.



## CHAPTER FIVE: DISCUSSION, COCLUSION AND RECOMMENDATIONS

### 5.1. Monitoring and Supervision in School.

The study assessed the role of school management in the supervision and motoring of the provision of quality education in secondary schools. School management have a critical role to play in impacting teacher performance during supervision of teachers' work.

This qualitative data gathered from interviews showed that the major role of the teachers was teaching pupils while the role of the school management was to manage and supervise the teachers in their work. These roles require close school management interactions. The majority of the respondents in this study stated that the activities facilitated by school management in terms of supervising and monitoring in theses Secondary School were mainly: tracking teaching and learning periods, teaching files, teacher lesson observations, marking of end of term test, checking the schemes of work and lesson plans and homework policy.

#### Teaching and learning activities

Most of the respondents stated that their major roles were teaching, imparting knowledge, supervision of pupils. While the school management described their roles in management of the school, in terms of resource allocation, sharing of duties amongst staff, managing staff meetings, teacher observations, monitoring, teacher supervision, and evaluation of teachers. Other respondents identified the teacher's role in the school as supervision and teaching pupils in class, preparation of schemes and records of work, lesson plans and preparation of teaching-learning aids for effective implementation and delivery of lessons. This is in line with, Some SER studies have indicated that most of the variations in school performance could be attributed to classroom factors as opposed to school factors, Reynolds (2000) study revealed that student performance was more closely associated with

classroom activities and procedures than those at school level. The organizational aspects (school level) were cardinal providers of necessary preconditions for effective teaching to take place, but that actual academic progress was primarily determined by the quality of teacher-pupil interactions.

#### Home work

In order to monitor the progress of pupils at these schools, progress tests were given immediately after a topic was covered. Teachers were also encouraged to give homework frequently. The outcome of these assessments was reported back to the pupils. At the end of the term, pupils were again given tests which assessed their progress throughout the term. The results of these tests were given to parents through the School Report Forms. However, in a focus group discussion, most of the pupils observed that the frequent assessment policy was just on paper.

This is in line with Kelly and Kanyika (2000), who observed that a positive correlation exists between frequency of homework and performance. Some schools with poor pupil performance do not have any policy on homework. Certain other school practices that have been associated with school effectiveness include academic climate, parental involvement, teacher expectations and particular instructional practices.

### 5.2.Provision of quality teaching and learning resources in the provision of quality education in Schools by school management.

The study further revealed that the provision of teaching and learning materials such as text books and other teaching and learning materials improves the provision of quality education that is why government should bring more learning materials like books in time so that learners can get enough knowledge and pass the exams. Text books have

information in line with the revised curriculum. It helps learners to easily understand. The availability of teaching and learning materials improved the quality of education due to the fact that these materials are also under revised curriculum.

Further, school management need to provide enough teaching and learning materials that Learners need and other supplementary materials while teachers need teachers guide for different subject areas within the curriculum. Teachers guide for different subjects or subject areas for teachers enhance the provision of quality education by using them for preparing lesson plans hence enrich teachers understanding of the various subjects' areas. Apart from that, teacher's books help teachers to prepare remedial work for slow learners. Therefore, this is affecting negatively the provision of quality education in the schools. This is supported by Muchelemba (2001), who stated that when schools have enough textbooks, even teacher motivation goes up; they work hard and achieve high performance.

### **Teachers' responses on staffing levels**

The study further revealed that in most of the secondary schools are under staffed. Most of the respondents interviewed at Chavuma Day said that the school's staffing levels are low. Most of the teachers have 35 periods and above. This is because the teacher -pupil ratio is not good. One of the head teachers said that most of the teachers are overloaded with teaching loads. This means that even the quality of teaching and learning is compromised. In turn the delivery of quality education is equally negatively affected and pupils may perform poorly. The low staffing levels has affected school's performance in the provision of quality education. Most head teachers who were asked of the number of pupils selected to go to grade 10 and those completing school (Grade 12) in schools during 2017 examination the numbers were low and the performance was not pleasing.

MoE should be pro-active in ensuring that enough teachers were provided and sent to schools in order

for schools to provide quality education to pupils. Learning happens with the availability of teachers. This scenario confirms the UNESCO report of 2011 which established that on average, more than 60 percent of Sub-Saharan countries had more than 40 pupils per teacher.

### **5.3. The challenges faced by administration and management in the provision quality of education in schools.**

The study revealed that school management were facing challenges in the quality education provision. The respondents said that they are a number of factors affecting the delivery of quality education in secondary schools. These challenges included inadequate infrastructure, erratic funding, lack of teacher motivation staffing levels are low in schools, the school is not connected to the national grid, schools are lacking teaching and learning materials, most of the upgrade secondary schools in Chavuma were run by teachers who are in acting position for a long time, and truancy by learners and teacher.

MoE (1992), This is in line with MOE (2002) identified the following as obstacles to quality basic education provision in Zambia: low learning time, teacher absenteeism, inflexible school calendar as well as double and triple shifting. However, this could be a very simplistic way of looking at quality, bearing in mind that quality is not only affected by inputs and outputs, but also by the many process factors at both school and classroom levels. In themselves alone, inputs cannot improve quality Mbozi (2009).

### **5.4. Conclusion**

The main aim of this study was to assess the effectiveness of school management on quality education in secondary schools that can have a positive impact on the work of the teacher and the learners. Based on the most significant findings in this particular piece of research, it is concluded that, school management plays a potential role in the monitoring and improvement of teaching and

learning in order to provide quality education. This has been the case because of a greater concern for communities, and the quality of education provided in order to meet the needs of a global market economy, whereas knowledge-based skills control the play-ground of competition Friedman, (2005) and Starratt (2007).

School management need to be effective in the quality education provision. Their roles of school management play in the supervision and monitoring of provision of quality education. Quality education enhancement is related to improving systems guiding or supporting the provision of education Parri (2006). In this study, the systems include motivation systems, monitoring, infrastructure development at the school, provision of teaching and learning materials and promotion system, school context and classroom practices Komba and Nkumbi (2008). School inspection as a quality assurance system is also discussed as an area that needs improvement (NAO report, 2008). Teachers felt these areas are being neglected and thus affecting negatively the quality of education in secondary schools.

## 5.5. Recommendations

To improve teacher performance, it has been strongly recommended that:

The MOE should equip all school management with management skills in the supervision and monitoring of provision of quality education. In terms of human resource and performance management to enable them to work more efficiently.

School management ensure that quality teaching and learning resources are provided in Schools required for efficient work in order to motivate teachers to improve quality education.

School management should address the challenge faced in the provision of quality education in schools in order to improve quality education.

As recommendation, the government should:

The MoGE should equip all school management with management skills in human relations, human resource and performance management to enable them to work more efficiently and also make them acquire relevant and necessary knowledge, concepts and skills that would make it possible for them to transmit this knowledge to the teachers and pupils. For them to be administrator and managers of education, they need training to equally equip them with the necessary management skills in order to improve quality education in schools.

MoGE should provide sufficient and quality teaching and learning resources in schools in order to improve quality education provision.

The MOE should work hard to reduce factors that challenges or negatively impact on teacher performance. There is need to remove barriers to their effectiveness. These barriers may be manifest in the management style, lack of training or indeed the unavailability of adequate teaching and learning materials. The onus lies with management both at school level and above to ensure that the necessary requisites are made available.

## ACKNOWLEDGEMENTS

I would like to acknowledge the Almighty God for the wisdom and strength he accorded me in the entire process of the dissertation writing. I would also acknowledge my Supervisor Mr. Siame and Ms Nakamba for his technical advice and his tireless efforts in guiding my work. I also thank all the Lecturers, like Mr. Chibomba and Dr. Mupala, your help can't go without being noticed. To my student colleagues whom we shared quality academic discussions, thank you! Last but not the least I want to appreciate the support of all head teachers and teachers who assisted me in the data collection process. May the Almighty God bless my friends, colleagues and others not mentioned by name but contributed in one way or the other for the successful completion of this endeavour. Lastly my children, Nkisu, Luti, Hana, Yosefu and Lukumo for their understanding and endurance during my absence.

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