

An Evaluation on The Relationship Between Reduced Grants and Project Execution in Public Schools: A Case Study of Itezhitezhi District

(Paper ID: CFP/1593/2020)

Author: Fredrick Chilwa

fredrickchilwa@gmail.com

School of Education

Information and Communications University

Lusaka, Zambia

Abstract— With regard to Teaching and Learning Materials (TLMs) the main interest was on textbooks required in schools. This was against the background that there was shortage of text books in most schools with a textbook pupil ratio going beyond the targeted 1:1. The book: pupil ratio in 2009 was 1:2 and stayed almost the same in 2010 with marked variations across provinces like Lusaka and Copper belt having 1:1.8 and Western Province 1:2. In 2010 ICT book: pupil ratio was at 1:3. Shortage of text books and other TLMs affects the quality of education in community schools. A breakthrough in promotion of basic education was reached in 2000 when countries adopted the Education for All (EFA) goals and the Sustainable Development Goals (SDGs), two of which focus on education. These two frameworks among others put emphasis on investment in early childhood education (ECD), universal grants education (UGE) and out of school youth education and skills development. They also promote adult literacy and non-formal education, gender parity in grants and secondary education, as well as quality education. Education financing is a key challenge in ensuring basic education for all and achievement of 2015 EFA goals and MDGs. One of the targets in the regional framework is a pledge by governments to allocate at least 6% of their GDP to education by 2005 and increase it to 9 % by 2010. The study adopted the cross-sectional design. In this type of study design, either the entire population or a subset of the population was selected, and from these individuals, data was collected to help answer research questions of interest. In cross-sectional studies, data was collected from the research participants at a defined point in time or relatively brief time period. The data was classically collected from multiple groups. Cross-sectional design helps to enrich a study because it helps to study many people within a short period and determine the causes and prevalence of a phenomenon which other study design cannot do. Cross-sectional design was used in the study because data had to be collected from the study

population once, within a specific period. Findings from this study revealed that most zones were implementing grants educational projects and classroom blocks (CRBS), school toilets, teachers' houses and desks were the major types of educational projects being implemented under grants. The study further revealed the major challenges faced when implementing grants educational projects as well as how most respondents reported that grants educational projects were not being completed according to schedule. The study also established that although the community members generally participated in the implementation of grants educational projects, there was a general lack of awareness on grants guidelines by the community and stake holders in general. The study also revealed a less than desirable level of adherence to quality standards which could somewhat be attributed to non-involvement of technical staff from ministry of education (MOE) DEBS officials during district officials monitoring visits. The next chapter presents the discussion of research findings. Grants educational projects have the potential to positively impact the communities in which the projects are being implemented. The following recommendations would make the impact of grants educational projects even greater: The study recommended that: 1. Increase awareness on grants guidelines to key stake holders for improved community and district participations. Raising awareness shall also help improve the adequacy of participation and clear some misunderstandings. 2. The District council should continue hastening the process of disbursing grants and construction materials to help complete the construction projects on time. 3. Monitoring visits to projects should involve all relevant stake holders for grants educational projects, the technical staff from ministry of education (MOE) Debs office should always be included in the team making monitoring visits for their required technical inputs. **Key words:** Grant, learning and teaching material.

I. CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter constitutes the background of the study, statement of the problem, purpose of the study, research objectives, research questions, research variables, definition of concepts and theoretical framework.

1.1 Background to the research situation

The 2011 Annual Work plan and budget for Ministry of Education (MOE, 2011), also made learning facilities and infrastructure development as key priorities. The survey set out to establish the status of infrastructure in the sample schools and identify key issues. The key aspects researched were classrooms, teachers' houses and staff rooms, toilets, water facilities, teaching and learning materials, and libraries.

With regard to Teaching and Learning Materials (TLMs) the main interest was on text books required in schools. This was against the background that there was shortage of text books in most schools with a textbook pupil ratio going beyond the targeted 1:1. The book: pupil ratio in 2009 was 1:2 (MOE, 2009) and stayed almost the same in 2010 with marked variations across provinces like Lusaka and Copperbelt having 1:1.8 and Western Province 1:2 (MOE, 2011 Work plan). In 2010 ICT book: pupil ratio was at 1:3. Shortage of text books and other TLMs affects the quality of education in community schools.

A breakthrough in promotion of basic education was reached in 2000 when countries adopted the Education for All (EFA) goals and the Sustainable Development Goals (SDGs), two of which focus on education. These two frameworks among others put emphasis on investment in early childhood education (ECD), universal grants education (UGE) and out of school youth education and skills development. They also promote adult literacy and

non-formal education, gender parity in grants and secondary education, as well as quality education (UN SDG Report 2017).

The SNDP would dwell prominence on improvement of quality, while still regarding increase in access as a priority for early childhood care, development and education, upper basic, high school, vocational training and tertiary education. In this regard, reforms in curriculum development; syllabus design; professional teacher enhancement; making the learner environment more productive and conducive to the learning and welfare of the learner; and attainment of educational standards would be among the key reform areas (Seventh National Development Plan 2017 – 2021).

In the area of access to education, the major reforms in the FNDP would involve provision of education through low cost/high impact interventions for different categories of learners who previously were not sufficiently catered for as children, youth or adults. One reform would be through the expanded use of open and distance learning and provision of literacy and basic skills education (JCTR, 2016). Other reforms will continue to ensure that pro-poor policies are instituted to offer equitable education to vulnerable members of society, notably under gender, HIV and AIDS, SHN, OVC, CSEN and out of school children.

In terms of funding, from 2006 to 2010, funding to the sector steadily increased from 2.9 percent to 3.5 percent of GDP (GPE, 2011). While the education budget increased from 17.2 % in 2009 to 19.9% in 2010 and in 2011 it declined to 18.5%. It should be noted that the increased funding falls below the international benchmarks of allocating at least 6% of the GDP or 20% of the national budget to education, and at least 3% of education budget to adult literacy. Adult literacy figures remain under 1% (MOE, 2017). This sub section focuses on the status of learning facilities and infrastructure in

community schools. Both Educating Our Future (1996) and NIF (2010) have put provision of teaching and learning materials and infrastructure development as being crucial for expansion of access and improvement of quality of basic education in schools.

Furthermore, mismanagement of resources for education means that less and less funds are reaching schools. For instance, apart from the corruption findings by Transparency International as reported earlier, ZANEC also established, through its budget tracking surveys, that there is a problem of leakage of resources (TIZ, 2016). The Government would significantly increase the levels of funding to the education and training sector and additional funding would be sourced from external funding agencies. This entails an increase by 2010 to Southern African funding levels of a minimum of 5 percent of GDP devoted to education and training. The external partners will also need to both increase the present levels and move to zones unrestricted sector support (pool funding) and general budget support to address the challenges the sector is facing in other key sub-sectors.

For example, according to ZANEC (2017) there were vertical leakages of K2.1 billion of the infrastructure funds meant for utilization by Provincial Education Officer (PEO) offices, and K2.2 billion of the infrastructure funds meant for utilization by DEBs offices respectively at Ministry of Education Headquarter.

In addition, out of K3.1 billion National Implementation Framework (NIF) funds that was released to the nine districts, only K2.01 billion representing 64.8 % reached the schools (ZANEC, 2016). This means that stakeholders should be vigilant in addressing corruption in the education system.

In relation to global development in 2011, Zambia sat at number 16 out of 53 countries in Africa on the

Mo Ibrahim Index (2015), and had a score of 57 on education development in a category topped by Seychelles with 96% and Algeria with 81%. In the same year, Zambia which has just got a middle-income status in 2011 was ranked 164 out of 187 on the Human Development Index (HDI).

1.2 Statement of the problem

According to ACPF (2017) only 6 countries have kept this target. These countries are Botswana, Djibouti, Kenya, Lesotho, Swaziland, and Tunisia. Some countries even allocated less than 2%, Like Chad, Congo (Brazzaville), Guinea, Central Africa Republic, Equatorial Guinea and Sudan. Zambia is among the countries allocating below the African median of 4.2 % of GDP to education. Education financing is a key challenge in ensuring basic education for all and achievement of 2015 EFA goals and MDGs. One of the targets in the regional framework is a pledge by governments to allocate at least 6% of their GDP to education by 2005 and increase it to 9 % by 2010.

1.3 Purpose of the study

The essence of this study was to find out the effects of erratic funding to public grants schools are having on their operation and mandated service delivery.

The schools are expected to procure teaching and learning materials for them to meet the free education which the central government says is to be given to the Zambian child. With the late and reduced grants to these schools and how are they affected? This and many related questions are what this paper wish to address.

The public grants school like any other school is expected to meet its financial obligations like maintaining the school to the expected and acceptable sanitary standards, pay auxiliary staff and some teachers they hire on the board due to the

shortage of teachers on government payroll, teaching and learning material and stationery in order for them to run assessments and correspondence.

1.4 Research objectives

The General objective for this study was to find out the impact of reduced and delayed funding to education institutions as they strive to contribute to the advancement of the education standards and national development.

The specific research objectives were:

1. To highlight the specific challenges facing projects in public grant aided schools due to reduced and delayed grants from the central government.
2. To identify challenges in project execution by public grant aided schools because of delayed and reduced grants.
3. To evaluate the relationship between reduced and delayed grants and project execution by these institutions as they work to offer decent education.

1.5 Research questions

The General research question for this study was to find out the impact of reduced and delayed funding to education institutions as they strive to contribute to the advancement of the education standards and national development.

The specific research questions for the study were:

1. What are the specific challenges education institutions are facing in carrying out infrastructure projects due to reduced and delayed grants from central government?
2. How have the reduced and delayed grants/funding affected education institutions in carrying out infrastructure projects?

3. What are the specific major problems schools are facing in infrastructure projects as public institutions as a result of reduced and delayed grants?

1.6 Significance of study

This study would endeavor to bring out the impact reduced and delayed grants are having on the operations of public grant schools. The target population included all public grants schools in Itezhi tezhi District.

The study would bring out the specific challenges the public institutions under study are facing because of reduced and delayed financing as they work to help meet the United Nations Sustainable Development Goals (UNSDGs) and trickled to Seven National Development Plan (SNDP) and above all contribute to economic growth and national development.

By economic development the researcher discusses an increase in living standard, improvement in self-esteem needs and freedom from oppression as well as a greater choice.

Economic growth leads to creation of more opportunities in the sectors of education, health care, employment and the conservation of the environment. It alleviates people from low standards of living into proper employment with suitable shelter.

Lusaka is the capital city of Zambia and the operations of public institutions are cardinal because the district houses presidential office and residence, national assembly as well as Ministry of General Education headquarters among many others, like Ministry of Planning and Finance. The operation of public institutions in Itezhi tezhi district should reflect the picture of the entire country.

1.7 Theoretical framework

The lack of school places is identified as a major problem for the education system in Zambia, particularly at the secondary level. The government is committed to providing better educational infrastructure in the form of new schools and training institutions with the provision of adequate running water and sanitary facilities. It also repairs existing facilities. A user levy would be employed to expand infrastructure (ROZ, 1995). However, introducing user charges in education such as levies would negatively affect girls' access and persistence.

To underline its significance as a human right vital for development, education should therefore be available, accessible, acceptable and adaptable to all, to use the words of late UN Special Rapporteur on the Right to Education, Katarina Tomasevski. Policy wise international and local policy frameworks put education as a national priority. At international level, influential policy frameworks include the 1990 Jomtien Declaration on Education for All; the 2000 Dakar EFA Framework for Action, the 2000 United Nations Declaration on Millennium Development Goals (MDGs); and the 2006 Africa Union Second Decade of Education for Africa Plan of Action.

1.8 Limitation of the study

Due to the nature of the public finance problems and the many challenges being faced by public institutions in Zambia the researcher proposes to be confined to the impact of public grants on schools. In addition, due to resources and time the researcher proposes to be limited to public grants schools in Itezhi tezhi district in Central province of Zambia.

II. CHAPTER TWO: LITERATURE REVIEW

2.0 Overview

This chapter reviews literature from global, regional and Zambian perspectives with special interest to the effects of delayed and reduced grants on infrastructure projects to public schools. By reviewing the literature, the researcher tried to identify which gaps had been left out so that they could be bridged (Kombo & Tromp, 2006)

2.1 Global perspective

1. Concept of Head teachers' Effectiveness

According to Sigilai (2013), head teachers' effectiveness is determined by whether they perform their assigned roles in managing pupils, staff, and curriculum and school finances as required by the Ministry of Education. Moreover, many difficulties arise with attempts to define the concept of effectiveness adequately because of its subjectivity. The concept of effectiveness has been viewed and operationised mainly in terms of productivity. According to Coleman (2005), the juxtaposition of the two words effective and leadership signifies the growing acceptance of leadership as a key constituent in the effective school. From implementation of a policy such as FPE, effective leadership could be seen as holding the key to solving many problems. Effective leadership according to Wallace (2010) is the combination of leadership, managerial and administrative behaviors and actions that are appropriate to the given circumstance. Effectiveness is judged by outcomes. The definition of desired outcomes according to Wallace (2010) is a matter for each school to decide because effectiveness is subjective. For example, the head teachers' measure of effectiveness may be ensuring resources for the effective implementation of FPE and in others it may be student attendance rate. However, effectiveness of head teachers depends on patterns of support and professional

development which are consonant with the way the individual develops and adjusts to the school context after his or her appointment. Whatever the context, the role of the head teacher is to assist the school staff or students to identify and achieve agreed outcomes.

According to Earley (2006), effective head teachers create a culture in which new teachers are supported and mentored by others and the administrators themselves are critical resources of effective instruction. Effective administrators provide the time, resources and structure for meaningful professional development and recognize the teacher leadership within the building. Teachers leave the teaching profession for a variety of reasons, one of which is the lack of administrative support. Effective head teachers make creative use of all resources, people, time, and money to improve teaching and learning (MOE, 2001). Effective administrators use multiple forms of data to inform school planning, communication and community relations. An effective head teacher incorporates stakeholder's views in a shared decision-making process and is a good listener as indicated by Cotton (2003) and Leitwood (2010). It is important for the head teacher to engage in open and democratic dialogue with multiple stakeholders. Good allocation of finances is crucial to meeting school goals. Professionalism according to James et.al (2013) is very important to effective head teachers. They are fair and honest in the utilization of funds and possess a high degree of integrity, and hold themselves to high standard of ethics. Effective head teachers communicate and model core values through their interactions with students and teachers. Most important, they care for learners.

Bush (2009) sees the school as an organization that requires formal administration. All schools are established for the sake of providing conditions and services that enable the pupils to learn. Head teachers who fail to perform their duties with

competence and integrity and fail to cultivate relationships have low levels of trust in their schools. The head teacher is the chief executive of the school. The success of any school depends on how effective the head teacher is in proper managing or utilization of funds as an administrator. Furthermore, Coleman (2005) explicated that in order for a school to achieve its desired academic objectives effectively and efficiently, the head teacher should work with teachers, pupils and other relevant people within and outside the school community. Effective management of finances lies squarely on the head teachers' financial skills. The head teacher ensures that money is allocated to schools as per government policy. The head teacher is also supposed to encourage and provide for the professional growth of his or her teachers. This can be achieved through properly planned seminars, workshops and in-service financial management programmes in financial record keeping, book keeping, retirements and acquittals of GRZ funds among others.

2.1.1 Adequacy of FPE Funds in Schools

Schools in England currently receive the bulk of their funding via local authorities, each of which has their own funding formula (Audit Report Review, 2011). These formulae can be myriad and complex: different local authorities take into account different factors and fund particular types of schools differently. In 2010 to 2011 primary schools received, on average, an implicit premium of about £2,000 extra for poorer pupils (defined as those eligible for free school meals). In secondary schools, the premium was roughly £3,400 extra; this is according to a study conducted by Sibieta (2011). This system is progressive in those schools with poorer pupils being funded more generously. While the progressivity has increased over time, school finances also depend on historical factors, such as funding in previous years. Funding can thus

adjust slowly to changes in pupil needs. In the 2010 Spending Review, the government announced a cash-terms freeze in all existing funding per pupil and the creation of a pupil premium targeted at disadvantaged pupils. The net result is to make the school funding system more progressive with the most deprived schools expected to see real-term increases in funding. However, the majority of schools are expected to see real-term cuts in funding. United Kingdom support has helped in making progress on achieving universal primary education and promoting gender equality through support to the Afghanistan Reconstruction Trust Fund (ARTF). Department for International Development (DFID) assistance helped to get approximately 4.5 million children into primary school in 2011–12, of which 1.8 million were girls – up from less than a million children under the Taliban, virtually none of whom were girls. 36% of Afghans live below the national poverty line.

Dawuda (2011) conducted a research on the impact of capitation grants on access to primary education in Ghana. Although the Ghana Education Service is aware that schools charge fees, they are unable to prevent or stop those illegal fees. Indeed, charging children examination levies is likely to undermine the well-intentioned capitation grant policy in general. Although, evidence from the literature showed that abolition of school fees is likely to increase enrollment in schools, it was not clear whether these increases will automatically lead to bridging the gender gap in education attainment. Finally, evidence from the study suggested that capitation grants are less equitably allocated and might perpetuate inequalities in schools. The current allocation method is less beneficial to smaller schools in under-resourced communities where many out-of-primary school children are found.

Additionally, the current allocation method of the capitation grants does not account for children with

special needs who might not be able to enroll in schools due to their conditions. If the equity issues are not addressed, capitation grants are likely to create greater inequality between schools and this will undermine the very essence of its implementation. In light of this, there is urgent need for the Government of Ghana to revise the allocation method to target less endowed schools as well as children with special needs to avert possible inequality. Inequality in all forms is detrimental to sustainable development. The researcher has identified key lessons from Ghana's experience with capitation grants. A fairly simple method of financing primary education could potentially bring enormous improvement in education outcomes. It is evident from this study that when well designed, capitation grants can contribute greatly to encourage a country to achieve its target of the UN Millennium Development Goals. Another lesson learnt in this study is that equal share of resources does not guarantee equity but rather could perpetuate inequality.

2.1.2 Management of FPE Funds

The realization that illiteracy seriously hampers both economic and industrial growth of nations has led many countries into putting a lot of investment in the provision of free education. Illiteracy imposes both relative and absolute burden on the economic well-being of the nation (UNESCO, 2000). More countries are slowly realizing the relevance of investing in education. The United States of America (USA) introduced a "Cheque book scheme" giving heads of schools their own general account with responsibility for stationery, materials, textbooks, library books, repairs of furniture and equipment, purchase of small apparatus, cleaning materials and first aid materials. In this scheme, unspent balances could be carried forward. This scheme was very successful and was copied by London in the 1970s and quickly followed by many other regions of the United

Kingdom (Downes, 2000). The United Kingdom (UK) following the global financial crisis (GFC) of 2007 to 2009, the Audit Commission Report (2009) set out a clear vision for making schools more efficient in managing their resources. The Audit Commission suggested that better procurement can lead to both significant savings and the acquisition of better-quality goods and services. Investment in primary education was seen to be investment in human capital: equipping children with knowledge and skills that could translate into higher labour productivity and increased earnings for individuals.

Abdulishev (2000) conducted a study on head teachers' role in managing financial resources in Pakistan. Financial resources play a significant role in meeting school needs. However, head teachers cannot manage these resources without adequate autonomy. Literature on school financial management reveals that delegation of responsibility and authority for managing financial resources to head teachers helps them to manage financial resources effectively in order to meet school needs. The study aimed to explore and understand the existing practices of managing financial resources in the context of a private school in Pakistan with a particular focus on the head teacher's role. Since the nature of study determines the research design and methodology, case study was used as the main method within the qualitative design. Different research techniques including interview, observation, video taping, writing memos and reflective journal were used to gather relevant information for developing an understanding about the head teacher's role in managing financial resources. The research findings revealed that the responsibility for allocating, utilizing and monitoring financial resources was delegated to the head teacher. This empowered them to match the financial resources with the educational needs of the school. However, the head teacher's role in generating financial resources was not found to be significant, as it was the responsibility of the senior

managers. The study also established that the head teacher faced challenges in maintaining a balance between academic and financial management roles. The study further proposed recommendations such as further devolution of authority and power to the head teacher, professional development of the stakeholders, involvement of the head teacher in generating financial resources and greater involvement of teachers and parents in managing the financial resources in order to manage the school effectively. In view of the recommendation of Abdulishev (2000), the current study sought to consider the training of head teachers in financial management skills to enable them monitor and account for FPE and PTA funds in schools.

Odhiambo, Rodah, Simatwa and Enose (2012) conducted a study on the management of free primary education funds by head teachers in Kenya with a focus on public primary schools in Rachuonyo District, Kenya. The study employed a descriptive survey design. The study population consisted of 325 primary school head teachers, one District Auditor and one District Quality Assurance and Standards Officer. Simple random sampling technique was used to obtain a sample of 108 public primary school head teachers and simple random sampling technique was used to sample one district auditor and one district quality assurance and standards officer. Questionnaires, in-depth interviews and document analysis guide were used for data collection.

Quantitative data was analyzed by use of descriptive statistics in form of frequencies and percentages. Content analysis was used to analyze qualitative data. The study revealed that the government entrusted large sums of money to primary school head teachers. However, head teachers faced challenges in managing free primary education funds, the courses provided to the head teachers were not adequate for effective management of free primary education funds and

that head teachers needed more training to manage the funds.

The study concluded that Free Primary Education Funds (FPEF), were inadequate and not effectively managed by head teachers. It recommended that funds allocated per child per year be increased to Kshs. 2000.00 to cater for the needs of the pupils. The researcher recommended that head teachers should be trained on how to use financial guidelines and be provided with frequent refresher courses on how to manage the funds effectively. The study has given a good recommendation related to the current work which Zambia can emulate but has not examined how financial records are handled in school. Boesong (2014) did a study on principal's administrative effectiveness and staff productivity in selected secondary schools in South West Region, Cameroon. The study investigated administrative effectiveness and its managerial implications towards staff productivity in terms of managing human and material resources and interpersonal relationships, managing school finances, discipline and motivation of staff. The researcher used questionnaires to collect data and stratified random sampling technique to select participating schools. The results of the study showed that principals' administrative effectiveness was significantly positive in terms of interpersonal relationship, managing school finances, material resources and motivation of staff, but significantly negative in managing human and material resources.

2.1.3 Challenges Head teachers encounter in the Management of FPE and PTA Funds in Schools

United Nations Educational Scientific and Cultural Organization (UNESCO, 2005) observes that currently, there are signs of great interest in the provision of relevant management training for senior educationalists, especially for head teachers. However, developing countries like those in Sub-

Sahara Africa have been unable to put sufficient resources into human resources development because they have poor productive sectors both at family and national levels. In United States of America (USA), education is mainly provided by the public sector with funding from three levels, namely; federal, state and local government. Because of the disparities in the economies of states and local authorities, funding of education varies regionally. Even within the same state, local authorities vary in their investment in education. For example, the state of New Jersey has the highest investment per child and yet in this state, one district spends 8,000 dollars (highest) while another spends 4,000 dollars (lowest) (UNESCO, 2006). Child education in the USA is however compulsory. It is clear therefore that to achieve some parity, especially in developing countries such as Zambia, funds should be equitably distributed from a central pool. The introduction of Free Primary Education (FPE) in 2003 saw a shift in the functions of School Management Committees (SMCs) with emphasis shifting from collection of funds and provision of infrastructure to management of government funds and learning resources in the school (MOEST, 2003).

According to a study by Kipkoech (2011) most head teachers have difficulties in planning and managing schools' funds, among other managerial challenges. The study examined implications of the implementation of free primary education policy on the management of primary schools in Keiyo District, Kenya. This was a descriptive survey study where questionnaires, interview schedule and an observation were used to collect data from the head teachers, teachers and Education Officers. Purposive sampling technique was used to select the education officers and head teachers while random sampling was used to select the zones, teachers and the primary schools that participated in the study. A total of 260 respondents participated in the study. Data collected were analyzed using

descriptive statistics, percentages and frequencies. The findings showed that the school management committees are not effective as change agents; they have difficulty in planning and are plagued with inadequacy in financial management as well as in other administrative skills. It is imperative that training of head teachers and teachers be a continuous process and the public should be sensitized further to support the government efforts in the provision of FPE if this noble initiative is to succeed. However, the study used quantitative design only.

Balwanz David, Moore Audrey, Ash Hartwell and Destefano Joseph (2006) assert that capacity building of school management committees and local communities is a critical element of education programmes. Section 19 of SASA recognizes the need for the enhancement of capacity of governing bodies to ensure that their roles are carried out optimally. Capacity building programmes of SGB in South Africa essentially revolve around that of financial management, legal matters, learner discipline and duties of the SGB, communication skills, policy-making, conducting meetings and conflict management. People need the skills to understand budgets, bookkeeping, financial records and administrative systems. Because of the regular turnover of head teachers and SMC members, capacity building cannot be limited to one-off training. It requires long term strategies, such as regular on the job training, support networks, advisory visits, and published guidelines. It is clearly the responsibility of the Ministry of Education to ensure that this takes place. SMC training makes a major positive contribution to school stakeholder cooperation and teamwork as well as better understanding of responsibilities in school management. Additionally, the findings of this study have shade light on the present study, the policy makers in Zambia can re-enforce capacity building for both head teachers with their deputies and senior teachers to be trained in financial

management skills both at district and provincial level. The major objective behind any training is to foster specific alteration of attitudes, which can only be realized if those in administration and education stakeholders have a solid understanding of financial issues and dynamics of the policy.

Benn ell and Akyeampong (2006) report that in Ghana the widespread introduction of SMCs has served urban communities better. This was because they have been able to muster financial capital to improve the quality of some urban schools, thus widening the quality gap between them and rural public schools. In Ghana, the Ministry of Education embarked on capacity building plans for district education authorities with focus on improving management, efficiency and transparent decision making (MOESS, 2006). In Ghana, for example, SMCs have been set up and its member's undergone training on developing work plans for school improvement (World Bank, 2006). In Bangladesh, there is widespread dissatisfaction with how school management committees are functioning. They tend to be dominated by head teachers and local political leaders, reason being lack of sufficient capacity to manage and use devolved funds. More than ever, in today's climate of heightened expectations, head teachers are in the hot seat to improve teaching and learning in their schools. Head teachers of public primary schools play a vital and multifaceted role in setting the direction for schools that are positive and productive workplaces for teachers and vibrant learning environments for children.

Norman (2010) in a study of the importance of financial education in making informed decision on spending conducted in Iringa in Tanzania established that head teachers need to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts and financial

managers, facility managers, special programs administrators and expert overseers of legal, contractual, and policy mandates and initiatives. Norman (2010) reiterated that head teachers are expected to broker the Often-conflicting interests of parents, teachers, students, education officials, unions, and state agencies and they need to be sensitive to the widening range of student and stakeholder needs. While that job description sounds overwhelming, at least it signals that the field has begun to give overdue recognition to the critical role and mounting demands on school head teachers. But are present and future head teachers of public primary schools getting the professional preparation they need to meet the heightened expectations and growing demand for efficient service delivery in primary school institutions. A range of critics, including head teachers themselves, raise a litany of concerns about the quality and effectiveness of the leadership preparation typically provided at teacher training colleges and elsewhere in the country. The study found out that curricula offered in teacher training institutions often fail to provide grounding for effective management skills among learners, and that mentorship and internships often lack depth or opportunities to test their leadership skills in real-life situations. The study further established that admissions standards in many teacher training institutions lack rigor and as a result, too many graduates are eventually certified, but not truly qualified to effectively lead school-wide change management. The findings are relevant to the current study.

The study by Cheruto and Kyalo (2010) on management challenges facing implementation of Free Primary education in Keiyo District, Kenya, used descriptive survey study. Questionnaires, interview schedule and observation were used as tools to collect data from head teachers, teachers and education officers. Purposive sampling technique was used to select the zones, schools and

teachers that participated in the study. Two hundred and sixty (260) respondents participated in the study. Data collected was analyzed using descriptive statistics, percentages and frequencies. The study findings indicated that management of primary schools face challenges in implementing Free Primary Education Program. According to Cheruto and Kyalo (2010) the challenges include shortage of staff and limited financial management skills, among others. The study recommended that head teachers undertake further training in financial management and other managerial skills. This study addressed issues relevant to the Kenyan situation but the current study has been conducted in Itezhi tezhi district in central province of Zambia.

Diangui (2008) conducted a research on the challenges in managing Free Primary Education funds in public primary schools in Nyahururu District and Laikipia district in Kenya. The study used a descriptive survey. Questionnaires were used to collect data from the field. Stratified random sampling was used to select 7 schools (10%) from a population of 70 primary schools in the District. Purposive sampling was used to select 56 School Committee Members to participate in the study. The study used descriptive statistics such as percentages and frequencies and results were presented in summary tables and charts. The study established that a majority of public primary head teachers and school committee members are not trained or inducted on school financial management. However, the study did not include teachers, yet they are also key stakeholders in the implementation of FPE in public schools. The current study has considered head teachers, teachers, pupils, and PTA and government officials.

Museba (2012) studied challenges to the implementation of Free Primary Education (FPE) in North-Western Province of Zambia. The study sought to identify the limitations of the FPE policy and to identify strategies that schools could employ

to cope with the challenges. The study used the descriptive survey in collecting and analyzing of data. The study employed questionnaires and key informants. The District Education Officer (DEO) and District Education Board Secretariat (DEBS) were interviewed using structured interview schedules. The observation checklist was used to record school enrolments, equipment and facilities that were available. Qualitative data was analyzed thematically as themes and sub-themes emerged from the data, while quantitative data were analyzed by the use of descriptive statistics in form of percentages and frequencies. The sample design adopted for this study was a two-stage stratified design. Therefore, in order to get reliable estimates of the survey indicators, a total sample size of 123 teachers was obtained. Out of this population, a sample size of one hundred and twenty-five (125) teachers was stratified and randomly selected. One hundred and seventy-eight (178) head teachers from all the primary schools in the district and the entire management team at the District Education Board Secretaries office were included. The findings showed that the introduction of Free Primary Education Policy resulted in the abolishment of fees and left the schools to depend largely on government funding. However, budgetary allocation to schools was very meager and remittance of funds was erratic.

Maliwatu (2012) conducted a study on in-service training for head teachers and its effects on their leadership practices. His focus was head teachers of Basic Schools of Copperbelt Province trained at the National In-service Teachers' College, Chalimbana, Zambia. There have been efforts to offer in-service training to head teachers. However, while in-service training programmes are worthwhile efforts, there have been little efforts, if any, to establish the efficacy of the training provided for the serving head teachers. Maliwatu's study was an attempt to establish whether or not the training provided for the serving head teachers improved

their leadership practices, and whether there was a significant difference in the leadership practices of the head teachers who had taken in-service training and those who had not. The study employed both qualitative and quantitative methods. The data was obtained from questionnaires and interviews. The results revealed that the majority of head teachers who had taken in-service training in the area of educational management and those who had not taken the training demonstrated practices associated with the leadership practices that were taken into account. On the question as to whether a significant difference existed between the head teachers who had taken in-service training and those who had not, the results generally revealed that there was no significant difference in their leadership practices. However, the results revealed overwhelming evidence that there had been improvements in the head teachers' leadership practices as a result of the training they had taken. Based on the findings of the study, recommendations were made, inter alia, that the Ministry of Education should support in-service training programmes for head teachers, and should involve more educational institutions in the provision of relevant training to head teachers.

2.1.4 Strategies to be employed in improving Head teachers' Effectiveness in managing Finances

Day and Pamela (2013) conducted a research in North America titled, "learning from Leadership" Investigating the links to improved student learning. The research used mixed methods survey design, with both qualitative and quantitative data collection and analysis. The study used purposive sampling to select head teachers. The research reported that leadership particularly that of the head teacher, counts. The researchers claimed that they did not find one case of a school which was improving in its effectiveness of any policy implementation or improving its student

achievement in the absence of talented leadership. Chapman (2005) asserts that leadership has been identified as a key characteristic of effective schools. This implies that head teachers are central to school improvement. The study states that nearly 60% of schools impact on student achievement is attributable to head teacher and teacher effectiveness. One of the main factors seen to contribute substantially towards the improvement of schools in this study was head teachers' recognition of the different progress faced by schools trying to improve. Highly effective head teachers understand this trajectory and constantly diagnose their school's practices against it. They have a clear picture of their current state, future goals, and the path in between. Head teachers use this information to identify the few, focused, and highest impact actions they can take to move their schools into the next stage and achieve breakthrough outcomes for children. They recognise that key dimensions of leadership in an early turn round situation are quite different than in a highly successful, well –functioning school. However, the study did not focus the research problem on the head teachers' effectiveness in managing finances, but it brought out important aspects and information on how to measure effectiveness of head teachers in school based on the roles of a head teacher. This was relevant to the current study.

According to Coleman (2005), in order to achieve the core purpose of head teachers' effectiveness in the implementation of FPE in public schools, financial resources need to be transferred into other forms of resources or into real resources. There are different types of resources such as physical (land, buildings) to support teaching and learning. The human resources include teachers, students, parents and support staff among others. It is the head teachers' responsibility to ensure that instructional materials such as textbooks and equipment are adequate for the staff to deliver the curriculum

(Smith and Andrews, 1989), ensure that physical facilities such as classrooms, chalk boards are well maintained and improved to promote effective learning for pupils. In this study, resource refers to people and items that help one to achieve a desired goal. Lessons that Zambia can learn from Coleman is that the physical and human resources in schools are crucial for quality education provision. Effective head teachers must provide teaching and learning materials and go beyond providing books.

Schools in Lesotho have to account for funds through financial reports which they submit once a year to the district office. According to a study conducted by MOE (2011) on Financial Management and Accountability in Government schools, the expenditure of funds has to be supported by receipts from suppliers since further funds are not released until the principal has provided the financial report for the previous year. It seems that the failure on the part of schools to submit financial reports in time has serious implications particularly for children who are primary beneficiaries. In response to this, Lesotho's Ministry of Education has developed guidelines for financial management and the DEOs provide training for principals (Maliba, 2011). Although in practice the books are not audited, there are regulations on how money should be utilised. Even though there are control mechanisms in place, the DEO expressed concern over the fact that auditing of funds does not seem to be a common feature in that particular district office, a discrepancy that is not acceptable in the accounting discipline. Another challenge regarding school funding in Lesotho was expressed by both the senior education officers and Senior Accountants, that principals lack accounting and financial management skills. The study by Maliba (2011) and the ministry of education did not indicate the methodology used in their study. However, the study has provided positive aspects in training of head teachers in managing finances in schools.

Wanjiku (2004) conducted a study on factors affecting free primary education in Kenya, basing her research on Kasarani Division in Nairobi District. The objectives of the study were to examine whether human resources such as availability of qualified teachers and other support staff affect the delivery of free primary education and established whether learning resources such as textbooks, chalk, and writing materials are pertinent to the delivery of the FPE. The researcher used ex-post facto design. A pilot study was conducted which led to the modification of research instruments. Data was collected using informal interviews, questionnaires and analyzed using descriptive statistics involving the use of frequencies, percentages and presented in pie-charts. The findings of the study were that there was need for more teachers, secretaries and clerks and head teachers ought to be more informed on accounting procedures for proper financial management. The researcher recommended that more money should be allocated to enhance the implementation of FPE.

This part highlights the knowledge gap identified in the foregone sections by the researcher as she reviewed related literature. Previous studies on the international perspective reviewed studies, such as the Audit Commission Report (2009) in UK set out clear vision for making head teachers and schools more effective and efficient in managing both human and financial resources. United States of America introduced a cheque book scheme giving school head teachers their own general account responsibility to procure the requirements of the school. Day and Pamela (2013) in their study in North America gave insights on how head teachers' effectiveness can be measured. Abdulishev (2000) in his study in Pakistan, financial resources were seen to play a significant role in head teacher's effectiveness in school. The authority or delegation given to head teachers to manage finances helps them to manage financial resources effectively in

order to meet the needs of the school. Studies reviewed by the western world gave a good basis for the present study.

As for reviewed studies from Africa, not much has been done on head teachers' effectiveness in managing finances in the implementation of free primary education in schools compared to the Western world. Only few academic scholars have conducted studies on head teacher's effectiveness in managing finances in the implementation of FPE in schools. Most of the studies that were reviewed investigated the challenges head teachers encountered in financial management. For example, in Kenya Odhiambo et al., (2012) observed that head teachers faced challenges in managing FPE funds, the courses provided to head teachers were found to be inadequate for effective management of FPE funds. The researchers suggested that head teachers needed more training to manage funds. The findings were closely associated with the current study on head teacher's effectiveness in managing FPE funds in the implementation of FPE in Itezhi tezhi district in central province of Zambia.

At the school level, the head teacher has always been the "gate keeper" of any policy or change, often determining the fate of innovations coming from outside or from teachers' initiatives on the inside, according to Full an (2001). Since head teachers are expected to lead change, they have become a critical source of initiation according to Marzano, Waters and McNulty (2005). Proper financial management is important to the general development of the school. Accounting for finances is one of the keys in managing finances in any organization. A school like any other organization requires finances in order to run. There must be an efficient control of finance to keep the school afloat. Funds have to be obtained, utilized and budgeted for. Efficiency in handling school funds requires proper records to avoid misappropriation (Kioko,

2004). Monitoring of expenditures is another important role of a head teacher in managing finances. Educational scholars and practitioners such as Kelly (2009) agree that the school administrator or the head teacher in Zambia is the most influential factor in the success of the school. According to the Zambian Ministry of Education (2015), the head teacher oversees the entire educational programs of the school and is in the best position to provide the necessary direction to various aspects of the school. In Zambia the national educational policy entitled “Educating Our Future” was launched in May 1996. It focuses on decentralization, partnership, equity, efficiency, quality, democratization and effectiveness (MOE, 2007). In April 2016, Zambia received a US\$498,000 grant to prepare its next education sector strategy (NIF IV). Zambia has received two GPE grants to implement its education plans: US\$60.2 million for 2009-2011, US\$35.2 million for 2013-2018.

The head teacher must act professionally at all times. Zambia’s main legislation on education, the Education Act 2011 defines each person’s rights to early childhood, primary and high school education according to the Government Document Report National Review (2012). Mbobola (2013) reported that head teachers complained, especially in rural areas, that they lacked financial management skills in raising funds for maintenance and rehabilitation, motivating teachers and paying casual workers. Teachers complained that head teachers receive little or no training to develop their skills and abilities to transit from teachers to their headship positions and to continue to grow in the role (Mukundi, 2004). Commonwealth Education Partnerships (2013) stresses that when teachers are given the right opportunities and support through professional training, they are able to achieve their vision as school leaders, set time-bound goals for improving school processes and take appropriate decisions directed towards the core objective of the

institution, which is basically improved school outcomes.

The Ministry of Education in Zambia frequently conducts workshops and offers courses for head teachers on leadership in order to help improve their leadership skills. In spite of all these initiatives, it has been observed that most head teachers are not trained in financial management (MOE, 2015). For example, in Zambia, PTA (user fees) is meant for sports, stationery and expressive arts. However, some head teachers who had accountants/bursars in primary schools were reported to connive with accountants in misappropriating FPE funds (MOE, 2015). There is therefore need for increased capacity building for head teachers and teachers to participate in the FPE process and manage devolved funds effectively. Capacity will need further development if FPE progress is to be sustainable (MOE, 2015). MOE (2010) observed that schools do not receive their grants on time and funds not utilised are not added to the next grants.

For Wiener (2010), implementation is about capacity building and motivation of implementers, the extent to which rules and regulations of implementation strategies are known by all actors and actions taken and daily tasks done by different actors throughout the system. The elimination of user fees in public primary education requires considerable planning, managerial skills and effective communication. Fullan (2001) argued that the FPE policy required changes in the managerial skills of school head teachers. Any rapid change requires a continuous process of adjustment on the part of those involved in the education system. This view is supported by Chengo (2005), who pointed out that head teachers need continued professional growth and development in order to be competent to handle changes. School head teachers have the responsibility of interpreting educational policies to parents and other stakeholders. They are also

responsible for obtaining, directing and utilising resources for successful implementation of education policies such as FPE.

The Ministry of General Education in Zambia has outlined the functions of effective head teachers in its head teacher training manual (2006), which compels head teachers to be effective in managing finances for the implementation of FPE in Zambia. Head teachers are expected to lead change in order to be effective. The functions of the head teacher/deputy-head teacher include, firstly, financial planning which is ensuring timely planning of budgets of FPE/PTA funds for effective and efficient utilisation of funds. Secondly is coordinating financial committee which is effectively and efficiently co-ordinating financial programmes and activities. Thirdly, there is monitoring and evaluation which includes monitoring the accuracy of financial records; and ensuring settlement of all expenses incurred by the school. Head teachers require also regular monitoring to ensure efficient, effective and cost-effective utilisation of resources within the school. Fourthly, supervision is used to efficiently and effectively supervise PTA/school fundraising ventures and ensure that there are no misunderstandings between the PTA fundraising ventures and other school fundraising ventures. There is also need to Control overlapping responsibilities of those entrusted with school funds, FPE/PTA funds. Clarke (2007) emphasises that the first and important aspect of managing school finances is to be clear about who is responsible for what. Clarke (2007) further warns that overlapping responsibilities need to be minimised. Fifth is record management which calls for regular receiving and maintenance of financial accuracy, up to date and reliable records for efficient management of funds in schools within the board. Sixth is information dissemination which involves regular communication of information to key players and stakeholders in order to facilitate

effective decision making, knowing management functions alone is not good enough. There is need to possess special skills in oral communication, decision-making, and conflict resolution in order to be effective in one's managerial responsibilities (Government of the Republic of Zambia MOE, 2006).

The researcher realizes that assessing all the facets of effectiveness may not be practical. Therefore, the researcher assessed one of the head teacher's functions that include financial management: financial record management. This calls for ensuring maintenance of accurate, up to date and reliable records for efficient management of FPE/PTA funds in schools. Head teachers receive funds from the central government through the District Education Board Secretary office (DEBS); some of it is raised by the PTA members. These funds are the ones used to ensure that resources required are available in sufficient quantities. The resources required include classrooms, chairs, laboratories, library, toilets, and textbooks. The researcher notes that a school with sufficient resources may be an indicator that the funds given to the school are well managed. If not, then the assumption is that the management of the funds is poor or non-existent. Empirical studies have been carried out in developing countries such as, Pakistan by Abdulishev (2000), Kenya by Odhiambo (2012) and Naidoo (2009), in South Africa on issues related to managing free primary education funds by head teachers. In Zambia, the researcher notes that not much has been done pertaining to head teachers' effectiveness in managing finances for the implementation of FPE in Itezhi tezhi District of central province and Zambia as a whole. Although the head teacher is the chief accounting officer in public primary schools, according to Millennium Development Goals Document (MDGs) Progress Report (2015), the head teachers are not trained in financial management. Hence accountability for FPE and

PTA funds remains a problem. Most of the studies on head teacher's effectiveness in managing finances in schools have been conducted in other countries in the World. Moreover, limited studies in Zambia looked at challenges facing head teachers in the implementation of free primary education. To this effect, the researcher felt the need for a study focusing on the head teachers' effectiveness in managing finances for the implementation of FPE in Itzhi tezhi district in central province of Zambia.

2.1.5 Bucket Theory of Financial Management

Bucket Theory of Financial Management was advanced by Ann Henderson in 1990. According to the theory, to become financially worry-free is not an impossible goal. This theory is borrowed since schools can apply it when budgeting for financial resources moving from basic needs to other needs like investment in entrepreneurship. Based on this theory it is therefore illogical for schools to continue increasing enrollments of pupils in primary schools without building more classrooms, building houses for teachers and addressing other areas that need attention such as provision of teaching and learning materials and providing financial training for people responsible for managing funds in primary schools.

2. 2.1.6 Adult Learning Theory

Malcolm (1990) is the theorist who came up with the concept of adult learning. This theory applies to the current study since in-service training is meant for employees who are adults (Head teachers, senior teachers and Bursars). Burns (1995) discusses the "Petrol tank" in view of school education that fill the tank full at the only garage before the freeway, and then away we go on life's journey. He discusses that problems can arise when people have not had their tank filled completely at school and suggests that there should be service stations along the length of the highway of life thus training in financial management is needed for head

teachers in order to be effective in monitoring and supervising FPE/PTA financial records at school level to avoid auditing queries.

Kirk (1993) provided an outline paper where he explained some of the key ideas about the orientation to curriculum work in physical education. Kirk (1993) cited Siedentop's (1980) view that the study of physical education curriculum in the last fifty years had led to little reform in many aspects (i.e., the goals, subject matter, and teaching strategies of physical education teachers). Kirk stated that the curriculum of physical education should be designed in a way that teachers can achieve the learning objectives in physical education. However, Kirk's statement led teachers to think critically about how physical educators should plan physical education curricula in such a way that students not only accomplish a set of certain activities, but also facilitate their learning and thinking in physical education by applying multiple teaching methods.

The literature reviews outline the physical education program which includes not only activities and applications, but also contain skills that teach students an understanding of the subject matter. Moreover, according to the literature review, this kind of technique does not exist in some physical education curricula. Physical education teachers need a physical education curriculum that has a set of objectives that include knowledge-based skills and understanding-basic skills that are written based on critical thinking skills so that students can be questioned and assessed on the skills. This is part of teachers' skills and the curriculum designers should include guidelines and outlines in the teacher's edition book for educators to use and apply in the class.

According to the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD, 1994), during high school, students

spend a lot of time on video games and television, therefore, they do not physically move. They become less fit and overweight after a while. The literature review provided suggestions that physical education hours should be increased in schools.

Many physical educators do not know what to do when teaching a specific skill if they have students with different physical abilities (i.e., low-skilled ability versus high-skilled ability learning skills). Silverman (1998) cited Portman's study (1995) that interviewed sixth grade students to explore their attitudes to zone physical education classes. He defined how low-skilled students view physical education classes and how they criticize practicing activities. Silverman (1998) stated that "physical education teachers play a pivotal role in helping low-skilled students succeed by providing skilled-rated feedback and creating an environment in which all students can be successful" (p. 1).

Al-Liheibi (2008) conducted a survey to compare and examine 480 middle and high school students' attitudes to zone physical education in Saudi Arabia. He made an interesting statement by saying that only male students are required to have physical education during basic education and the awareness of health education is not offered as well. Saudi Arabian students practice physical education only one period during the week. Thus, the previous statements show that the time allotted to physical education is not enough in the schools.

Liheibi made a good point as well -- that physical education should not be only a class where students have fun and play sports. He cited Tannehill and Zakrajsek (1993), stating, "because of the changing needs of the youth in today's society, physical education programs should change the traditional physical education curriculum to meet the needs of their students and make them active throughout their lives" (p. 17). This is what curriculum experts of physical education should focus on: how to shift

physical education from a traditional teaching style to knowledge and understanding –based teaching skills.

Another issue found in the literature is students' desires to zone physical education in high schools. Baney and Strand (2008) cited Ennis (2004) who conducted a survey of 369 high school students to determine their knowledge of the appropriate practices in high school physical education. The results showed that the physical education curriculum in urban high schools negatively affected students' behavior during the class time. Ennis mentioned that students who did not engage in practical drills or skills were sitting on the bench, walking around the gym, not dressed for the class, or did not listen to the teachers. Ennis expressed that the physical education program should be reformed by having instructional strategies that can help all students enjoy physical education classes. He advised physical education teachers to look at the appropriate practices for High School Physical Education (NASPA, 2004). Ennis (1995) confirmed that the benefit of this tool is to help, address, and aid physical educators in having instructional strategies and practices that are critical to the delivery of quality physical education to adolescents and young adults. Ennis stated also that the literature failed to find one study that provided appropriate practices in high school physical education.

Career guidance is offered at institutions of learning such as schools, colleges and universities among others. High schools are a transition to higher institutions of learning and the world of work so they have a critical role in assisting students choose careers (Baloch & Shah, 2014 :547) If students have too many choices of careers or have not made a decision on which career to take, school career guidance is helpful in selecting their study paths and in identifying their potential strengths to

enhance their competitiveness for positions (Dodge & Welderndael, 2014;

Sun & Yuen, 2012:204). Krumboltz's theory of Social Learning Theory of career development which informs this study emphasizes teaching people career development techniques so that they can give career guidance in schools.

Similarly, Lapan, Tucker, Kim and Fascicule (2003:329) stated that the transition from high school to university or the world of work has been understood as one of the most difficult developmental challenges confronting adolescents and that school plays a pivotal role in guiding the students to a career.

The current study sought to find out whether career guidance offered in schools influences students' career choice. Study conducted by Boyle, Jones & Walters (2008) in Australia found that teachers perceived some institutional and teacher - related barriers to poor implementation of Physical Education similar to those found in the grants school studied. Boyle, Jones & Walters (2008) also found that teachers perceived that pupils were lured by the greater availability of sedentary opportunities and consequently suggested that lower levels of fitness and lower physical ability in pupils might be impacting on both delivery and participation in Physical Education and physical activity. Thus, a challenge in the implementation of Physical Education is the preference for sedentary an activity by pupils in schools. Another study conducted by Dagkas & Stathi (2007) have indicated the dislike of activities by pupils and a lack of understanding of the importance of physical activity And Physical Education in general

The Afghanistan National Education for All (EFA) 2015 review is part of a global stocktaking of progress to zones the Education for All (EFA) targets, which are linked to the Millennium Development Goals (MDGs). The EFA targets and

the MDGs constitute the tangible indicators against which progress is measured. They form part of the Afghanistan National Development Strategy (ANDS) policy framework and the National Education Strategic Plan (NESP). This review is the result of a government led process of critical self-assessment of EFA progress and contribution to the EFA 2015 review regional report and thereby the EFA global report, taking into account the difficult point of departure and the huge challenges that Education has been facing in Afghanistan. In recognition of these difficulties, the time frame for achieving the 2015 EFA goals was modified to 2020, when Afghanistan joined the EFA movement in 2005. Significant progress has been made against the EFA goals since 2001. Children are enjoying easier access to schools with the establishment of twelve thousand new general schools. The increase in enrolment from 1 million pupils, almost all boys to today's enrolment of more than 8 million students, 39 % of whom are girls, stands out as one of the most significant achievements in the world. The number of teachers has also significantly increased from 110,000 in 2007 to around 187,000 in 2013 of which 32 % are females. The annual number of secondary graduates has risen from about 10,000 in 2001 to more than 266,000 in 2013 and it is estimated to reach 320,000 in 2015. Enrolment at higher education institutions has risen from less than 8,000 in 2001 to more than 132,000 in 2013. Investments have been made to improve quality and relevance of education.

This education effort led to Cambodia being a zoned two grants from the Global Partnership for Education Fund. The first grant was an amount of 57.4 million US dollars in 2008 and the second grant was an amount of 38.5 million US dollars in 2014. It has also received assistance from other development partners to continue developing education in response to the increased need for education.

The study used the Social Cognitive Career Theory which explains the process through which people form interest, make choices and achieve varying levels of success in education and occupational pursuits (Lent, Brown and Hackett, 1994).

Anchored in Bandura's (1986) Social Cognitive Theory, this theory was advanced by Lent, Brown and Hackett (1994) and it attempts to use social cognitive mechanisms to explain why people become interested in different academic and vocational domains, why they experience success or failure and why they eventually choose academic or career behaviors (Mills, 2009). The social cognitive career theory focuses on several cognitive-person variables such as self-efficacy beliefs (one's beliefs about his or her abilities), outcome expectations (consequences of succeeding or failing at a particular task) and goals or intentions and how these variables relates with other aspects of the person and his or her environment.

The principal assumption of this theory is based on the interconnection between the personal cognitive and environmental parameters. Therefore, behavior is considered to be a function of an individual's personal factors, learning experiences, self-efficacy beliefs, outcome expectations, interest, environmental norms and intentions (Rojabi et al, 2012). In this theory, it is propounded that self-efficacy beliefs and outcome expectations have a direct influence on intention or goal, which therefore can be changed due to the effects of self-efficacy beliefs and outcome expectation (Gainor and Lent, 1998).

Preparation of the National Education for All 2015 Reviews Report gave Cambodia an opportunity to understand more clearly the priorities for further implementation, and the means of comparing its educational situation with that of other countries in the region and around the world. Furthermore, this review enabled development partners and other

stakeholders to reflect on their previous performance and the use of their aids cooperative financing in order to achieve Education for All by 2015 and also to think about the post 2015 period.

According to the 2008 census, the number of students per teacher was 22 in grants schools and 20 in secondary schools, which shows that the Government has trained many teachers to send to educational institutions. In consideration of the demand to decrease the number of students per teacher for higher quality of education, the number of students per teacher is small in secondary education but relatively big in grants education in comparison with the east-Asian countries. This is because there is not enough number of teachers working in grants education in DPRK. (Democratic People's Republic of Korea, Education for All 2015 National Review)

2.2 Regional perspective

Kenya vocationalised its secondary education in 1986 with a view to preparing secondary school leavers for employment (Lauglo et al., 2012). The policy was born out of the government's desire to provide a practical type of education that would prepare learners for a wide variety of job opportunities. This was a robust reform which was extended to all secondary schools countrywide. Regardless of whichever secondary grade level, all pupils were expected to master at least some practical skills necessary for self-reliance. However, the implementation of this ambitious program was met by serious financial constraints. Schools had to rely on parents to provide resources for the construction of industrial workshops and procurement of equipment. The continued resource challenges made the government to revisit the policy in 2002 (Mwiria, 2002).

Botswana is credited as having a more successful vocationalised secondary school system than any other Sub Saharan African country. Like Kenya, it

also vocationalised all its secondary schools with a view to providing pupils at various stages of education, with sufficient prevocational skills necessary for a wide range of employment opportunities when they leave school (Lauglo et al., 2012). However, Botswana approached this reform with caution. The policy simply constituted an addition of compulsory vocational subjects to the broad academic curriculum (and not a creation of a whole new parallel track). Despite being Africa's shining example of both political and economic growth and stability, Botswana resisted the temptation to introduce a fully-fledged vocational track (Weeks, 2005). In other words, all pupils continue to study the core academic subjects; except that they have an addition of two compulsory practical subjects. This was done tactfully in order to provide pupils with both the academic and non-academic career opportunities.

The increase in the number of out of school children does not auger well with the spirit and requirements of education for all, whose advocacy started at the Jomtien World Education Conference in Thailand. Moreover, the *Dakar Framework for Action*, item 7 (ii) states that countries should be committed to "ensure that by 2015, all children, with special emphasis on girls, children in difficult circumstances and from ethnic minorities have access to basic and complete free and compulsory grants education of good quality".

The Education for All 2015 Review is an opportunity for Rwanda to look back at the achievements and progress made in the education sector since 2000. The review also has a complementary objective, the exploration of post-2015 prospects and strategies to address issues and challenges that have been raised through the review.

The EFA 2015 Review indicates that significant progress has been made by Rwanda on each of the

seven EFA goals (including the seventh goal on HIV/AIDs in schools added by Rwanda), which is to be commended considering the post-genocide context of Rwanda when human, infrastructure and financial resources had been exhausted. These achievements since 2000 have been underpinned by the Vision 2020 and the Economic Development and Poverty Reduction Strategies I and II aimed at improving the social and economic prosperity of Rwanda. Early Childhood Care and Education has a higher profile in the government's agenda with the establishment of an inter-ministerial Early Childhood Development (ECD) implementation framework coordinated by the Ministry of Gender and Family Promotion with the education responsibility held by the Ministry of Education. Universal basic education has been encouraged through initiatives such as: the abolition of school fees and introduction of capitation grants; the Nine Years Basic Education Program which was extended to Twelve Years Basic Education in 2012; the community initiative of school construction; teacher recruitment and school feeding programs, among others. The learning needs of young people and employment opportunities are being addressed through increased emphasis on Technical and Vocational Education and Training (TVET) with the establishment of the Workforce Development Authority (WDA) and its partner Sector Skills Councils (SSC).

2.3 **Zambian perspective**

Global figures show that there is some progress in ensuring that many people access the right to education, but a lot needs to be done to reduce the number of those that are excluded and marginalized. Reliable statistics on this come from the UNESCO Global Monitoring Report (GMR) for 2011 as well as the UN MDG Report (2011).

Figures from both the MDG Report 2011 and UNESCO GMR 2011 show that there was

additional increase in enrolment of 52 million girls and boys in grants school between 1999 and 2008. Countries in sub-Saharan Africa are said to have registered one third increments. There are also reported improvements in gender parity at the grants school level as well as increased investments in national budgets. For instance, low income countries have increased their share of national income spent on education from 2.9% to 3.8%.

On this point the United Nations Development Programme (UNDP) report (2011), shows that there are impeding education advances for disadvantaged children, especially girls. The report notes that despite near universal grants school enrolment in many parts of the world, gaps remain. Nearly 3 in 10 children of grants school age in low Human Development Index (HDI) countries are not even enrolled in grants school, and multiple constraints persist even for enrolled children.

In line with Zambia's long-term national development plan Vision 2030: of Zambia becoming a prosperous middle-income nation and the 5th and 6th National Development Plans, the Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE) through the Curriculum Development Centre (CDC) began to implement curriculum review processes in 1999/2000. This was in order to "re-define the desired learner, the teacher-educator/instructor and the teaching/learning outcomes so as to make education relevant and responsive to the individual and society. The thought was that pupils needed knowledge, values, attitudes, skills and competencies to enable them to make the best use of their learning. This revision process broke down the structure of education in Zambia as follows: Early Childhood Education (3-4 years olds nursery school and 5-6 years olds reception), Grants Education (grades 1-4 lower grants and 5-7 upper grants), Secondary Education, Tertiary Education and Adult Education.

In the area of education and skills development, Government proposed to spend K10.6 billion..... Of this amount, K1.0 billion was earmarked for various infrastructural projects, such as schools, universities, colleges and trades training institutes. To enhance the learning ability of vulnerable children and encourage school attendance, the ministry of finance proposed to allocate K35.6 million to the rolling out of the School Feeding Programme, which has been a success so far. A total of K314.9 million has been allocated to zones for the implementation of the Loans Scheme for university students. The Skills Development Fund has been allocated K233.5 million to enhance technical and vocational skills.... (Zambia National Budget, 2017)

Schemer's (2010) interviews with parents sending their children to private schools in South Africa indicate that parents felt payment of fees made private schools more accountable to parents, and that this was a major advantage of private schools over public schools. A study done by Fennell (2013), comparing users of Pakistani government and private schools adds more nuances, however, finding that the likelihood of complaining about poor school performance depended more on the gender of the child and the parent than the type of school.

Zambia Education Curriculum Framework 2013 led to the introduction of two career pathways in the curriculum at secondary school level: academic and vocational, and linking the school vocational curriculum to the technical and vocational training curriculum was one of the major changes made in this curriculum revision process. The vocational career pathway is for learners with ambitions and interests in technical and practical subjects while the academic career pathway is for pupils who wish to study academic subjects only. PE is categorized under the vocational career pathway.

In the Junior Secondary School Curriculum that is a two years course covering grades 8 and 9, two career pathways were introduced, which are academic and vocational. Each junior secondary school offers both academic and vocational career pathways, but restricted to offering only two vocational options. Vocational subjects have been allocated more time to enable the pupils to apply the skills they are learning. A single period takes 120 minutes while for other subjects' a single period is 40min.

The vocational career pathway offers five options: Agriculture, Technology, Performing & Creative Arts, Physical Education and Sport (PES) and Home Economics and Hospitality.

Each pupil is guided to choose an option based on their best subjects in examinations and will be allowed to take a maximum of seven subjects. Selection and placement of pupils within the career pathways is expected to take account of the pupils' outstanding performance as well as the availability of teachers and resources. Pupils are supposed to continue with the same career pathway. In the same way, schools are supposed to offer the same career pathways at senior as at junior level.

Pupils who will study vocational subjects like PES and successfully complete junior secondary education will be zoned a level 3-trade certificate by the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) in addition to the Junior Secondary School Certificate by the Examinations Council of Zambia.

With the free education policy pronouncement, the Ministry of General Education has committed itself to supporting all the schools in the country through grants of about \$500 – \$600 per term, through funding of the *Basic Education Sub-Sector Investment Programme* (BESSIP). The funds are meant to support school requisites such as books, chalk, paper, pencils and other learning and

teaching inputs. Although some big urban schools have found this grant to be insufficient, rural schools have found it very useful as they were previously disadvantaged. Urban schools, on the other hand, used to levy and collect a lot of money prior to this policy.

In Zambia as is the case in other countries world over, the education system is intended to promote the full and well-rounded development of the physical, intellectual, social, emotional, moral and spiritual qualities of all learners so that each can develop into a complete person for his or her fulfillment as well as for the good of society and the economy (Ministry of Education, Science, Vocational Training and Early Education, 2013). School Guidance and Counseling is acknowledged worldwide to be a key strategy in realizing the foregoing aim of education (Barky, 1986; Kochar, 2013; Makinde, 1984).

While traditional Guidance and Counseling is as old as humanity, its professional aspect has its roots in the work of Frank Parson who in 1905 founded a Vocational Bureau in Boston, United States of America as an agency to address the problem of unemployed youths, (Kochar, 2013). The purpose of Parson's Vocational Bureau was to assist young men to make vocational choices based upon their occupational interests and abilities. This marked the genesis of what has come to be known as Vocational or career guidance which is a major component of School Guidance and Counseling today. After 1905, career guidance gained momentum and was expanded in scope to include educational guidance and training in preparation of a career (Kochar, 2013). It was therefore from America that the guidance movement spread to other parts of the world; Europe, Asia and finally Africa.

In Zambia, the provision of Guidance services started in 1967 when career guidance was initiated

under the auspices of the Psychological Services of the Ministry of Education to provide guidance to pupils to help them get into occupations according to their abilities (Tuchili, 2008). This responsibility was placed on Careers Masters who today are referred to as School Counselors or Guidance teachers. By 1970 all existing secondary schools were directed to appoint Careers Masters. The Psychological Services Unit and its successor, the Guidance Unit had the responsibility of monitoring the provision of Career guidance by the Careers Masters in Secondary Schools (Ministry of Education, 2003). Between 1971 and 1990, several significant steps were taken in the development of Guidance and Counseling Services in Zambia culminating in the introduction of the School Guidance Services Unit in the Directorate of Teacher Education and Specialized Services of the Ministry of Education. This new unit was given a broader mandate of taking care of the cross-cutting issues such as HIV and AIDS, career guidance, Psychosocial life skills and counseling as an integral part of its operations, (Ministry of Education, 2003).

The resolve of the Zambian Government to ensure that learners in all schools receive adequate Career Guidance is reflected in its Education Act of 2011 which compels all schools to provide Career guidance and Counseling services to learners. For example, the Education Act 2011: states that “counseling and career guidance shall be an essential component of the learner’s welfare at all levels of the Education system and shall be part of the overall management and administration of the education system,”

As a result, the Zambia Education Curriculum Framework of 2013 has embraced career guidance as an integral part of the curriculum to be taught in an integrated approach across the curriculum. In this regard, subject teachers are required to teach or provide careers guidance to learners in relation to

their subject areas. The Zambia Education Curriculum Framework also provides for two career pathways to be followed by learners in secondary schools namely: The Academic Career pathway and the Vocational Career pathway. This provision requires teachers in secondary schools to place pupils in either of the two career pathways. This implies that teachers must possess certain knowledge and skills to competently place learners in their correct career pathways and provide career guidance. There have been observations that many pupils in secondary schools have challenges of choosing an occupation and relating personal skills, interest and abilities to careers. Additionally, school leavers today end up on the streets without being aware of their career paths. It was not clear whether the teacher’s competences in career guidance were adequate, hence the need for this study.

On 15th March 2002, the Ministry of Education announced the “free education policy”, which would apply from grades 1-7 of the education system. In terms of justification, one section of the policy circular stated that: “The announcement should be seen in the context of unprecedented decline in enrolment rates and increasing dropout rates even after those years of BESSIP, whose objectives were to increase enrolment and improve learning achievement” (MOE Circular No. 3, 2002).

According to ACPF (2011) only 6 countries have kept this target. These countries are Botswana, Djibouti, Kenya, Lesotho, Swaziland, and Tunisia. Some countries even allocated less than 2%, like Chad, Congo (Brazzaville), Guinea, Central Africa Republic, Equatorial Guinea and Sudan. From the following, we note that Zambia is among the countries allocating below the African median of 4.2 % of GDP to education.

The formulation of the Basic Education Sub Sector Investment Program aimed at universalizing grants

education by the year 2005 and the individual's achievement of a basic education by 2015. Basic education has been defined to mean the first nine years of school. However, before the new policy was introduced, a number of factors had contributed to the low overall quality of basic education. School buildings and equipment were often run-down and educational materials were insufficient. Rural areas suffered from the lack of motivated and qualified teaching personnel. As a consequence of the low level of wages, poor quality teacher training, and insufficient funding for education, the government was hiring unqualified teaching personnel in rural areas. Activities within BESSIP involved 61 percent of the expenditures in the 1998 GRZ budget for education, as well as 83 percent of ongoing donor support to the sector. The major multilateral donors included The World Bank, ILO, UNESCO, and bilateral donors such as NORAD, USAID, DfID, SIDA, Finland, The Netherlands, and Ireland.

Before 1964, the policy climate allowed for the existence of a parallel system of education justified on racial and other lines. In 1965, the new Zambian government proclaimed “free education policy” to reverse the many years of injustice imposed on the Africans through education fees and other levies they could hardly afford. *The Education Act* (1966) legalized the changes from “fee-paying” or “non fee-paying to “scheduled” or “non-scheduled”, in order to take care of equity issues.

To support the free education policy, the government abolished racial schools in 1966 with the aim of desegregating the education system further. From the time of its inception in 1964, the education policy worked well, and its advanced accelerated educational development. Through the policy, the government ensured that all the schools were well stocked with education supplies. These included exercise books, textbooks, pens, pencils, rulers, mathematical instruments, science kits, art,

music, physical education and all other needed materials and equipment.

By 1986, a change in policy was evident as boarding and examination fees were re-introduced through the *Interim National Development Plan* (1988). This was justified on the premise that parents needed to be involved in the education of their children through cost-sharing. During the same period, Structural Adjustment Programme (SAP) influenced government policy to a great extent. This was the policy that the International Monetary Fund and World Bank believed would be the panacea to African development problems.

The increase in the number of out of school children does not auger well with the spirit and requirements of education for all, whose advocacy started at the Jomtien World Education Conference in Thailand. Moreover, the *Dakar Framework for Action*, item 7 (ii) states that countries should be committed to “ensure that by 2015, all children, with special emphasis on girls, children in difficult circumstances and from ethnic minorities have access to basic and complete free and compulsory grants education of good quality”.

The spirit and commitments from the international forums certainly do have some degree of influence on what is happening within the Zambian policy arena, where the changes seem to follow the global dictates for better or for worse.

The increase in the number of out of school children does not auger well with the spirit and requirements of education for all, whose advocacy started at the Jomtien World Education Conference in Thailand. Moreover, the *Dakar Framework for Action*, item 7 (ii) states that countries should be committed to “ensure that by 2015, all children, with special emphasis on girls, children in difficult circumstances and from ethnic minorities have access to basic and complete free and compulsory grants education of good quality”.

On 15th March 2002, the Ministry of Education announced the “free education policy”, which would apply from grades 1-7 of the system. In terms of justification, one section of the policy circular stated that: “The announcement should be seen in the context of unprecedented decline in enrolment rates and increasing dropout rates even after those years of BESSIP, whose objectives are to increase enrolment and improve learning achievement” (MOE Circular No. 3, 2002).

The Ministry of education Strategic Plan (2003-2007) is a follow up to an earlier Basic Education Sub-Sector Investment Programme (BESSIP) whose focus was on Basic Education. Both plans have been influenced, by Zambia’s national policy document on education; ‘Educating Our Future’ (1996). The vision for education reform is clearly articulated and major policy direction is indicated in this document. The major challenges for the education system are stated as:

- The achievement of Universal Basic Education for grades 1-9;
- Improvement in progression rates from Grades 7 to 8 and from Grades 9 to 10;
- Increase in retention and completion rates for grades 1-9;
- Improved access to high school and tertiary education, particularly for the poor, girls and children with special needs;
- Adequate supplies of trained and motivated teachers and lecturers for all levels;
- Reform of the curriculum at basic, high school and tertiary levels to provide relevant skills and knowledge necessary for the changing world;
- sufficient learning/teaching materials for all levels;
- Effective decentralization of education delivery, management/mitigation of HIV/AIDS;
- Increase in budgetary allocation to the education sector.

Education and training provide skills to drive economic and social development within the context of both the local and global economy. Education and training also provide equality of opportunity for individuals to participate in local and national development. Given the importance of

education and training for the required socio-economic development, there is need for greater investment of resources in this sector in the FNDP.

The FNDP is strategically focused on improving the quality of education and training within and outside the public education and training system. Further, the chapter has been developed taking into consideration all key stakeholders’ plans to implement decentralization as stipulated in the National Decentralization Policy (2004).

There are also many non-government providers of education and training at all levels from the private sector. Further, some non-governmental organizations (NGOs), faith-based organizations (FBOs) and community-based organizations (CBOs) also provide education and training. These organizations provide education, using alternative delivery systems, to a large population of young people by equipping them with knowledge and skills needed for their livelihood.

The MOE is the largest stakeholder in the education sector and employs about 65,000 teachers and lecturers and over 4,400 administrative and support staff. Currently, under the MOE, education provision is guided by the education policy document, Educating Our Future (1996). This policy focuses on equitable access to quality education at all levels. Actual implementation of the policy has, since 2003 been based on the education sector Strategic Plan, 2003 to 2007.

The MOE is also the leading provider of distance education programmes in the country. In 2005, there were 10 basic colleges of education (CEs) and 2 Junior Secondary CEs and University of Zambia (UNZA), training senior secondary school teachers. Recently, there have been initiatives to increase teacher output, such as through the Zambia Teacher Education Course (ZATEC) at basic education level in order to meet teacher demand. From 2000 to 2005 teacher output under the ZATEC

programme doubled. (Fifth National Development Plan 2006 –2010).

The combined efforts of the University of Zambia (UNZA) and Copperbelt University (CBU) have resulted in the production of over 25,000 graduates as at December 2004. Both universities have established Staff Development Programmes, which have resulted in significant training of indigenous staff who make up close to 90 percent of the academic staff. While the two universities have made significant achievements in undergraduate education over the past four decades, postgraduate training is still lagging behind. The two universities have experienced severe under-funding since 2000. This has led to overcrowding; dilapidation in infrastructure; high student lecturer ratios; lack of expansion in facilities; high levels of indebtedness; and inadequate education materials and ICT.

In Zambia there are 14 Colleges of Education out of which 8 train teachers for middle basic level (Grades 1-7); 2 train teachers for upper basic level (Grades 8-9); 2 provide degree programmes; and 2 provide in-service training. David Livingstone and Kitwe colleges of Education also offer ECCDE training. Public and private universities and colleges of education offer training at degree and diploma levels.

According to Ministry of Education, although teacher training has expanded, the output does not meet the demand for teachers at various levels within the education delivery system. This problem is more acute at high school level where, officially, teachers are expected to have a degree qualification in their teaching subjects, but in practice only 12% possess this level of qualification.

According to 2011 AWPB to ensure continuous professional development of all teachers the MOE in 2011 planned to train 20,000 teachers in learner centered methodologies, 3,000 teachers in Lesson study, 1,500 basic school teachers in science and

math's, and 600 teachers in library and guidance provision. (AWPB,2011)

Teacher recruitment, training, and incentives are key ingredients for improving access and quality of education in schools. Internationally UNESCO recommends a teacher: pupil ratio of 1:40. According to policy projections, Zambian government will need to recruit 5000 additional teachers every year to reduce the high pupil teacher ratio and eliminate the system of double and triple shifts as a way of maintaining quality in schools (MOE 2007 Annual Progress Report/ Fifth National Development Plan).

Currently, there are a total of 319 registered technical and commercial training institutions in Zambia. The main challenges facing the skills training sub-sector include the fact that formal employment has not grown to take up many of the school leavers and graduates from technical education and vocational training colleges. Besides, the institutions that promote generation of employment have neither resources nor ability to adequately offer the skills demanded by the labour market. Addressing these challenges remains a serious concern, especially with regard to sustainable financing of the sub-sector.

At tertiary level, Government in 2016 undertook construction of new universities and expansion of existing ones. The Kapasa Makasa University, which was recently completed, is already offering programmes under the auspices of the Copperbelt University. To improve the quality and relevance of tertiary education provided by public and private universities, the Higher Education Authority and the Zambia Qualifications Authority were operationalized in 2016. (National Budget, 2017)

The Teaching profession in Zambia, like many other countries in the region, has been under constant pressure to be more effective and responsive to the needs of the nation. The pressures

have been in existence for a long time and have thus necessitated the development of an Act of Parliament in 2013 to improve the teaching profession and enhance the quality of education services. On 21st March, 2013 the government through Parliament enacted the Teaching profession Act No. 5 of 2013. This Act, among other things, provides for the establishment of the Teaching Council of Zambia (TCZ). The Act is primarily intended to provide for the regulation of teachers, their practice and professional conduct. It also provides for the accreditation and regulation of Colleges of Education through approval of teacher training programmes. From 2013 onwards, prominent activities leading to teacher registration, certification and accreditation of Colleges of Education has been spearheaded by the Teaching Council of Zambia. Among the major breakthrough in this initiative were recent development of the Code of Ethics and Professional Conduct for teachers and the development of subsequent legal documents such as The Teaching Profession Regulation No. 2 of 2016.

Teaching is a profession. But can we say that teaching is a profession in Zambia? It is not easy to answer this question because, by our definition, many of the attributes of a profession are lacking. For example, there are a number of teachers in Zambian public, private and community schools without any teaching qualifications. Some of the teachers are semi-illiterates and are not much better than those they teach (Simuyaba, Falconer-stout and Mayapi (2015).

Though plans are underway to implement the provisions of the Teaching Profession Act no. 5 of 2013, as well as the Teaching Profession Regulation of 2016, many unqualified persons still teach in our Zambian schools, both public and private. Thus, it is fair to argue that teaching is not yet a profession in Zambia. Other challenges obtaining in the teaching profession in Zambia

include “increase in examination malpractices, teacher misconduct, poor pupil performance and work culture” (Teaching Council of Zambia, 2016). This development can partly be attributed to the absence of the professional teacher’s regulatory body and a Code of Ethics prior to the enactment of the Teaching Profession Act No. 5 of 2013 and its implementation.

Colleges receive their candidates for training from secondary schools within the country. The candidates are required to have five credits or better including English and Mathematics. However, despite the good results of admitted students, their performance is generally poor. Many exhibit poor writing, spelling skills and have generally poor performance in Mathematics and Science. Another challenge of teacher training is the lack of training and learning resources.

Most Private Colleges of Education do not have enough textbooks and other training and learning resources necessary for the molding of teachers. The libraries in Private Colleges of Education are ill equipped. In most cases, the few books available are too shallow to mould a teacher’s skills. There cannot be quality training in Colleges of Education without overcoming the challenges. Indeed, the challenges which this paper has presented are not insurmountable. In fact, they are a ‘wake up’ call for the Ministry of Education to implement the lofty goals it set for itself some 14 years ago in the Educating Our Future document: (Kanyika and Musakanya, 2010)

Responsibility for educational provision in Zambia rests heavily with government. At the grants level almost all schools are government owned, financed and managed; at the secondary level the bulk of the provision is through government institutions, although a significant contribution is made through aided schools, that is, schools which are owned and managed by missionary bodies though the greater

part of their development and operating funds originates from government. At the post-secondary level most of the teacher training and technical education is provided in government institutions, although at this level also the voluntary agencies make some provision through aided colleges and institutes. International Institute for Educational Planning 7 - 9 rue Eugene-Delacroix, 75116 Paris© UNESCO

With the expansion of school enrollments, challenges of improving the quality and relevance of education have arisen. Over the Fifth National Development Plan period, (2006 – 2010) Zambia set the target of hiring 5,000 teachers annually to reduce high pupil teacher ratios particularly in rural areas. The government has also taken steps, including improving conditions of service and requiring teachers to serve a minimum two years before requesting to be moved, to reduce teacher attrition which tends to be high in rural areas. The persistence of low learning achievement scores across the board, however, shows that more needs to be done. Accordingly, Zambia has prioritized quality and relevance for its post 2015 agenda for education. Key to this agenda is the execution of the recently introduced grants school curriculum and the two-tier education system that offers academic and skills education. In this regard, the government wishes to reaffirm its unequivocal commitment to ensure that any child, pushed out of the educational system will have an alternative opportunity to continue with their acquisition of skills and knowledge.

As in its pursuit of access, the government would continue to call on the contributions of communities, cooperating partners and the private sector in addressing issues of quality and relevance. The next decade would still be challenging because the country would continue to tackle access due to population growth while trying to improve educational quality. The challenges for the

educational sector would increase in view of globalization and the importance of knowledge for nations to be competitive. Investments in human capital and the quality of such investments would play a decisive role in determining the productivity of any country and resulting economic fortunes. “Education for All 2015 National Review Report: Zambia”.

2.4 Establishment of the gap

The Zambian treasury has been pressured a lot in the recent years because of increased expenditure on many governance and capital projects as well as the bloated civil service which accounts for about 60% of government expenditure. Coupled with reduced revenue the treasury has failed to meet its financial obligations as a result many government grants have been reduced and delayed and, in many instances, scrapped off.

By and large, most studies reviewed show that delayed and reduced grants have affected a number of public activities and institutions but nothing has been brought out with regard to public grant schools hence, this paper. This study would endeavor to show the effect on delivery by public grant schools in Itezhi tezhi district in particular.

Globally, regionally and locally, the impact on delivery by public schools is compromised by erratic funding, studies and observations have shown, but the researcher wishes to find out exactly the effects on public grant schools in Itezhi tezhi district in central province. It is also important to mention that most studies have concentrated more on impact at the national level but the researcher would investigate Itezhi tezhi district only in central province

III. CHAPTER THREE: METHODOLOGY

3.0 Overview

The previous chapter presented a review of related studies covering global, regional, and local perspectives. Chapter three will cover the study methodology that guided this enquiry.

3.1 Research design

The study adopted the cross-sectional design. In this type of study design, either the entire population or a subset of the population was selected, and from these individuals, data was collected to help answer research questions of interest. In cross-sectional studies, data was collected from the research participants at a defined point in time or relatively brief time period. The data was classically collected from multiple groups.

According to Mann (2003), cross-sectional design helps to enrich a study because it helps to study a large number of people within a short period and determine the causes and prevalence of a phenomenon which other study design cannot do. Cross-sectional design was used in the study because data had to be collected from the study population once, within a specific period.

Ontology is concerned with the nature of reality while epistemology refers to what constitutes acceptable knowledge in a field of study (Mark, et al., 2012 pp. 141). The later considers views about the most appropriate ways of enquiring into the nature of the world and ‘what is knowledge and what are the sources and limits of knowledge (Mark, et al., 2012 pp. 142)’.

This study adopted an objective ontological view which portrays that the existence of social entities (phenomena) are external to its social actors and objective epistemology which presumes that a world exists that is external and theory neutral. Both

objective ontology and objective epistemology take the root of quantitative methods.

These two assumptions underpin that data collected from objects that exist separate to the researcher (an external reality) is less open to bias and therefore more objective and that if social phenomena are studied, these must be presented in a statistical, rather than narrative form in order to hold any authority (Mark, et al., 2012).

And to conduct a study that was free of subjectivism and bias, in addition to the need to produce descriptive and quantified results, the two philosophical assumptions were anchored on the position of positivism. Positivism presumes that the social world exists objectively and externally, that knowledge is valid only when it is based on observations of the external reality. And that universal or general laws exist or that theoretical models can be developed that are generalizable, can explain cause and effect relationships, and which lead themselves to predicting outcomes. Positivism is based upon values of reason, truth and validity and there is a focus purely on facts, gathered through direct observation and experience and measured empirically using quantitative methods such as surveys... and statistical analysis (Dammak, 2010).

The study used a descriptive research design because of the nature of the variables that were at hand, to produce data, required for quantitative analysis and to allow simultaneous description of views, perceptions and beliefs at any single point in time.

To achieve the proposed research objectives of highlighting the specific challenges inhibiting public grants school in their quest to contribute to meeting government programmes and policy as well as Sustainable Development Goals (SDGs) in education. The researcher adopted a research method which was efficient and cost-effective.

In view of this, the study focused on randomly selected public grant schools in Itezhi tezhi District in central province of Zambia. The survey was designed to investigate impact, reduced and delayed grants have on the operations of these governments owned and run institutions.

3.2 Target population

Basha and Harter (1980 cited in Djan, 2013) “a population is any set of persons or objects that possesses at least one common characteristic.” The term population“ should not be taken in its normal sense when sampling rather it represents the full set of cases from which the sample is chosen (Saunders et al., 2012). Thus, the population from which the sample for the study was chosen was Itezhi tezhi District in central province. The researcher proposes to randomly select public grant schools in each zone.

3.3 Sample size

The sample for this study was drawn from the public grant schools in Itezhi Tezhi District and at least one from each zone. The district is divided into zones and the district has five zones.

3.4 Sampling techniques

The survey population included randomly selected public grant schools in Itezhi Tezhi District. Multistage sampling design was proposed to be adopted for the public grant schools. These institutions were first stratified into Zones from zone one to zone five. Secondary information, which was meant to review information regarding current situation on public grant schools was collected from Itezhi-tezhi District Education Board Secretary (DEBS).

3.5 Instruments of data collection

With the mixed method design, interview schedule, interview guide and observation checklist were

developed to collect the primary data from the field. These instruments were selected because they are the most appropriate. The interview schedule was used because of its known benefits of building good rapport, creating a relaxed and healthy atmosphere in which respondents easily cooperate, answer questions, and clear misapprehension about any aspect of a study (Kumekpor, 2002).

The interview schedules were semi-structured and comprised of many close ended questions. This facilitated relaxed administration of the interview schedules. It also aided to avoid irrelevant answers from respondents, and this made data entry in the statistical package for social sciences (SPSS) easier.

In-depth interviews were used to collect data and information from the five key informants. The interview guide for the In-depth-interviews was in semi-structured format in line with the view of Hockey, Robinson and Meah’s (2008) that semi-structured interviews are flexible, and they allow for the exploration of emerging themes and ideas. In other words, In-depth-interviews provide some scope for asking for more relevant information through additional questions often noted when it prompts the interviewer. Observation checklist was another instrument that was used in the study.

The questionnaire survey was equally used in the primary data collection and was used to generalize research findings. The questionnaire method was used because a large coverage of the population being studied was realized within limited costs and time. A letter accompanied the questionnaire that guaranteed anonymity so that honest responses could be obtained.

The questionnaire was used to find out the specific challenges public grants schools are facing in their operations as a result of reduced and delayed funding.

It was deemed important to understand the importance of financing public institutions and the challenges of obtaining financing and how the same has impacted their operations in the quest to meet their mandate.

The questionnaire consisted of two parts. The first part contained questions about the public grant schools, that is, location, their financing demand and the challenges faced when obtaining the same financing.

The second part included the direct cost estimation of reduced and delayed financing. This part solicited the actual impact of the reduced and delayed financing on these public grant schools. This was in regard to the level of operation affected as a result of reduced or lack of finance.

Before the questionnaire was validated, it was tested in smaller focus group of public institutions followed by a final survey study of administering of not less than 50 copies of questionnaire to the corresponding respondents.

Secondary information that was review and collection of information from the District Education Board Secretary (DEBS) and the Provincial Education Office (PEO) and other Ministry of General Education official policy documents.

3.6 Data analysis techniques

Data analysis refers to the processing of data (raw facts) in order to produce meaningful information (processed data). Due to the nature of the questionnaire which had both open-ended and closed-ended questions, two methods were used to analyze the data. These were descriptive statistics and content analysis methods. Descriptive statistics techniques were used to analyze the data generated through closed-ended questions found in Part A, C, and a section of part B of the questionnaire.

Descriptive statistics are procedures for organizing, summarising, and describing quantitative data about samples or about the population (William, n.d). This process had 4 steps. Step 1 involved computing the data to produce summaries. Using Statistical Package for Social Sciences (SPSS 16.00), cross tabulations displayed the summaries of all the items inputted in form of frequencies and percentages. Step 2 involved in putting into excels the frequencies of the items identified in part C of the questionnaire to calculate the prominence (frequency) and impact (severity) of the delay factors. This was aided by the use of the two formulae of relative importance indices (RII).

Furthermore, the prominence and impact of the factors were ranked in accordance with the level of RII and the different categories they belong. Furthermore, data collected through open-ended questions found in part B of the questionnaire were analyzed through the process of content analysis. This process too followed a number of steps. The first step involved identifying the main themes by carefully going through the responses given by the respondents to each question in order to understand the meaning they communicated. The second step involved assigning codes to the themes. Coding is defined as the process of marking the segments of data with symbols, descriptive words, or category names (Nahid, 2003) and (Dawson, 2002). This helped to determine the frequency of a theme in the responses. The third step involved classifying the responses under the main themes. This included going again through the responses and classifying them under the different themes. The fourth step involved subjecting the results from this stage to descriptive statistics using SPSS to manipulate the frequencies into percentage summaries that were displayed in bar charts.

Personally, administered questionnaire survey was used to collect the data in order to reduce misinformation biases. The respondents were

informed of the purpose of the research. The data from the questionnaires was cleaned, coded, collated using SPSS.

3.7 Triangulation

The data for qualitative research was drawn from several sources, including field observations and questionnaires. Triangulating the methods of data collection in this way allowed the researcher to compare different perspectives and ensure validity of the findings. Quantitative data was also interpreted using SPSS and descriptive statistics in form of frequencies and percentages. Triangulation was achieved through the use of field observations and analysis of official government and published documents.

Mikkelsen (1995) identified two forms of mixed method which are “within method” triangulation and “between method” triangulation. Within method triangulation involves using the same method on different occasions whilst the “between methods” triangulation is where different methods are used in the same study. The study used the “between methods” triangulation. In this study, both interview schedule (quantitative method), and in-depth interview and observation (qualitative methods) were used to collect data from the field.

Some criticisms have been leveled against the use of mixed method approach. For example, Creswell (2003), described the use of mixed method as time consuming, while Sarantakos (2005) observed that mixed method is difficult to replicate, and therefore advised that it is not more valuable than the single-method procedure, which can be more suitable, useful and meaningful to answer certain questions like these the focus study of Itezhi tezhi district has brought out.

3.8 Ethical considerations

Every method of data collection involves ethical issues in relation to both the participants and the researcher. Therefore, it was very imperative to

observe the same in this study. As a result, the following issues in accordance with (Mark et al, 2009) were observed:

It was necessary to respect the respondents’ dedicated time to the study by explaining the relevance and use of the study in which they were participating. Failure to do so would mean wasting their time and therefore would be unethical.

It is unethical to collect information without the knowledge of the participants and their expressed willingness and informed consent. Therefore, the consent of the participants was sought for during the data collection process.

Certain information is regarded as sensitive or confidential by some people hence asking for such was an invasion to their privacy and has potential to upset or embarrass the respondent. As a result, care was taken to avoid enquiry into any information perceived to be sensitive. Where necessary, confidentiality was observed through the questionnaire which did not require respondents to indicate their names or for their organization.

Presenting study results differently from their true existence is unethical as information ought to be presented in its true form whether or not it confirms the researcher’s expectations. Therefore, care was taken to ensure that there was no impartiality, preference, and bias during sample selection, data analysis, and presentation of results.

Use of incorrect methods and invalid instruments in any study of this nature is unethical. Doing this would result in producing results that are wrong and deceiving which can lead to wrong decision making. Therefore, methods appropriate for this study were adopted which resulted into the generation of valid results.

Failure to recognize original sources of information used or improper citation of such is plagiarism.

Smith et al (2008) as quoted in (Mark, 2009) defines plagiarism as ‘presenting the work and ideas of other people and passing them off as your own, without acknowledging the original source of the ideas used’. Therefore, to take care of this ethical issue, correct citation of other people’s information and ideas was done.

3.9. Conclusion

Chapter three presented the study methodology that guided the enquiry as well as the methods that were used to select the study participants, collect and analyze data. The methodology included the aspects of objective ontology and objective epistemology which were collectively anchored on objective positivism. The study adopted quantitative methods with survey as the study strategy. Data was collected from the respondents using a self-administered closed ended questionnaire. The data obtained was analyzed using descriptive statistical techniques aided by SPSS version 16, Microsoft excel, and formulae of relative importance index. The next chapter covers the results of the study.

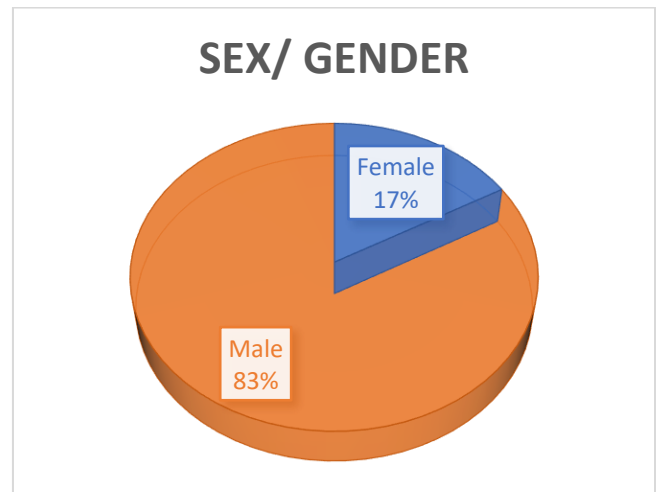
IV. CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESEARCH FINDINGS

4.0. Overview

This chapter presents the findings of this study. The findings are presented according to the following details; demographic information of the respondents and according to the demands of the research questions. The demands for the research questions are dealt with from the point of view of circumstances of reduced and delayed grants in Itezhi Tezhi District in terms of phases of the flood period according to the understanding of the people living in the plains. It also looks at the accessibility of schools, the comfort of the teachers as well as the impact of reduced and delayed grants on education equipment.

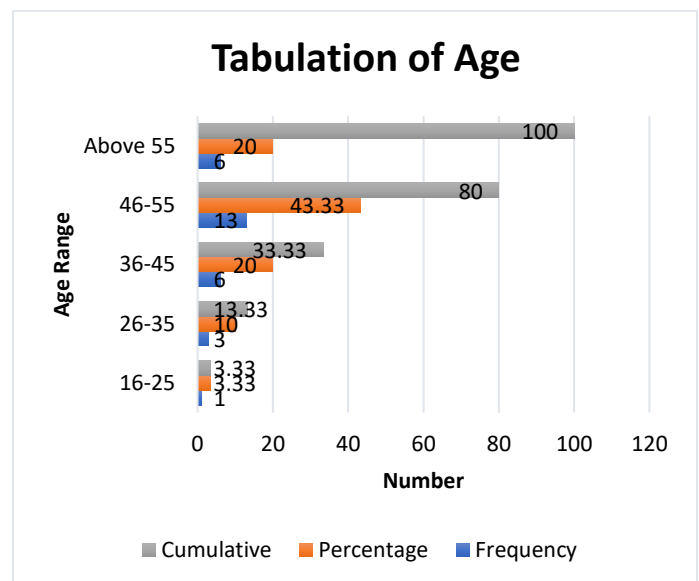
4.6 Figure 4.1 Tabulation of sex/ gender



Source: Field Data, 2019

From Figure 4.1 above, it indicates that 25 out of 30 respondents representing 83.33 % were male while 5 out of 30 respondents representing 16.67 % were female respondents.

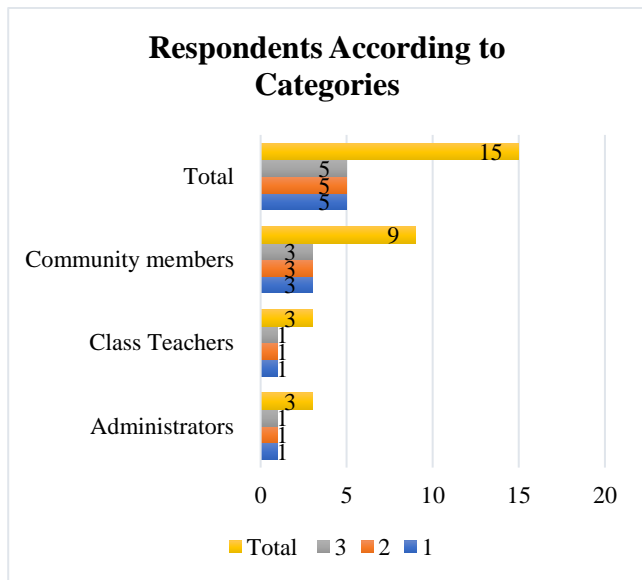
5.6 Figure 4.1.1 Tabulation of age



Source: Field Data, 2019

Figure 4.1.1 above indicates that the majority of respondents fell in the age range of 46-55 years followed by those that fell in the age range of above 55 years and 36-45 years. The smallest age range category was 16-25 years represented by 1 respondent.

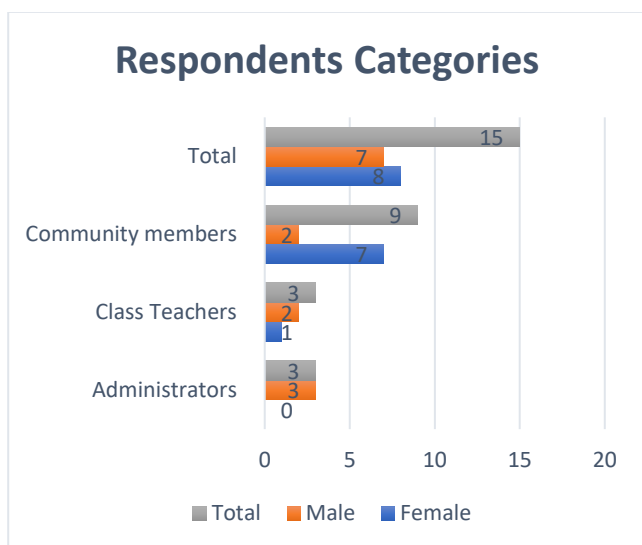
Figure 4.1.3 Respondents according to categories



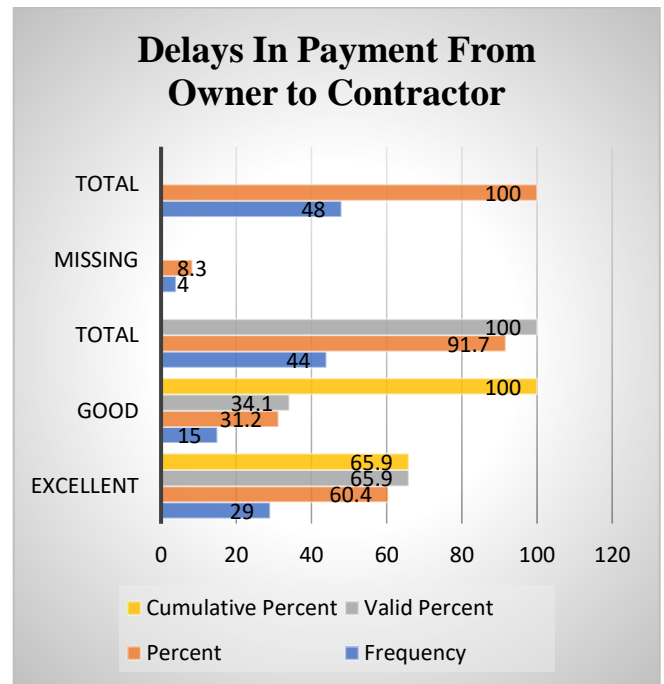
Source: Field Data, 2019

The composition of the respondents in terms of gender was as follows:

Figure 4.1.4 Respondents according to gender



Source: Field Data, 2019



Source: Field Data, 2019

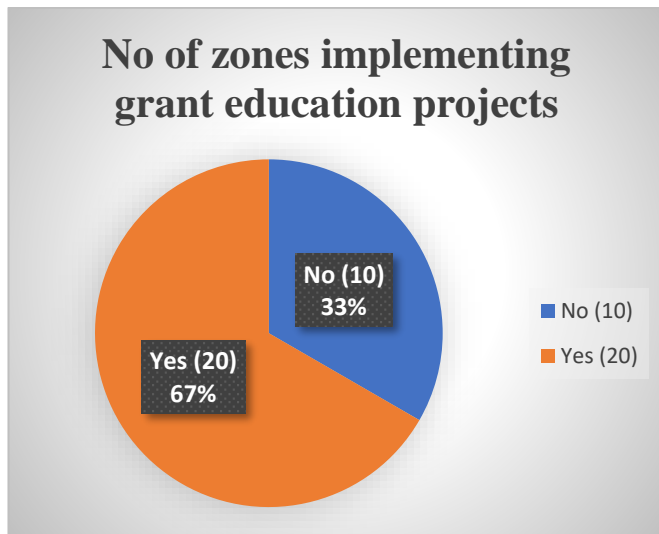
65.9% of the Respondents submitted that on average, delay in payment was high while 34.1% of the respondents agreed with the statement that on average delays in payment from owner to contractor was high.

One of the key stakeholders submitted that “contractors complain of delayed payment by employers, sometimes in excess of 6 months from the date of certification. As a result, contractors fail to meet their various contractual obligations and works had ended up costing much more than budgeted for due to claims and accrued interest”.

6.6 4.2 Contribution of Grant Funded Projects to School Infrastructure Development

In order to respond to research question one, the paper looked at the zones implementing the grant educational projects and then the type of educational projects being implemented in the various zones. Whether or not the zone was implementing grant educational projects.

7.6 Figure 4.2.1 Tabulation of zones implementing grant education projects



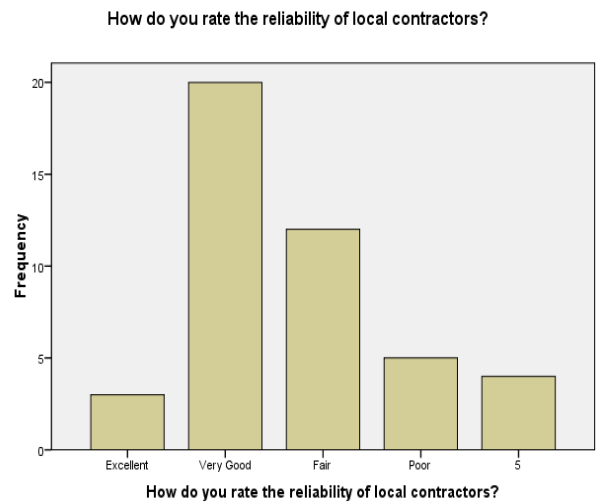
Source: Field Data, 2019

Figure 4.2.1 above gives a description of the number of zones implementing grant educational projects. The Figure indicates that 10 out of 30 respondents reported that there were no grant educational projects being implemented in their zone, representing 33.33 % and that they were not aware of any such projects being implemented. The remaining 20 out of 30 respondents, representing 66.67 % reported that they were aware of grant educational projects being implemented in their zones. Therefore, two third of the respondents reported that they were aware of grant educational projects being implemented in their zones. A closer look at the respondents who reported not having educational projects in their zone shows that 6 out of 10 were from Kaanzwa zone while 3 out of 10 were from Lubanda zone and 1 out of 10 was from Mbila zone.

The council officials reported that only one grant educational project had been implemented in Kaanzwa zone but also reported that a staff house at the school had been done. That should explain why two of the zone members were not aware of any grant educational project in the zone. In

Lubanda where all the 6 respondents reported that no grant educational projects had been done, the council officials reported that one staff house and 1 classroom block had been done in the zone. Those could have been done earlier than when most respondents took over office in their zones. The Council Officials also reported that many grant educational projects had been done in Mbila zone.

Through the Focus Group Discussions (FGDs), officials from DEBS office also indicated that grant educational projects had been done in Kaanzwa zone, Lubanda zone and Mbila zone naming the same grant educational projects reported by the Council Officials.



Source: Field Data, 2019

Majority of the professional respondents (11.4%) said that local contractors are not reliable. Some of the respondents (27.3%) rated local contractors as fairly dependable and reliable, 45.5% of the respondents rated them as good while 6.8% rated local contractors as excellently reliable.

8.6 Type of Grant Educational Projects being implemented

This section discusses the type of grant educational projects that were being implemented. It looks at what type of infrastructure was being built in the

various zones as reported by the selected respondents. These types of grant educational projects are outlined as reported by the respondents.

9.6 Figure 4.3.1 Type of Grants Educational projects being implemented

The FGD indicated ten (10) categories of reported combination types of grant educational projects. There were ten (10) respondents whose response to the question was none applicable as they reported that they were not aware of any grant educational project being implemented in their zones. Seven (7) of the respondents indicating 23.33 % reported a combination of only teachers' houses.

The second highest category was that of classroom blocks and teachers houses which stood at 4 out of 30 representing 13.33 %. The rest of the combinations as indicated in Figure 4.10 above were only 2 and 1.

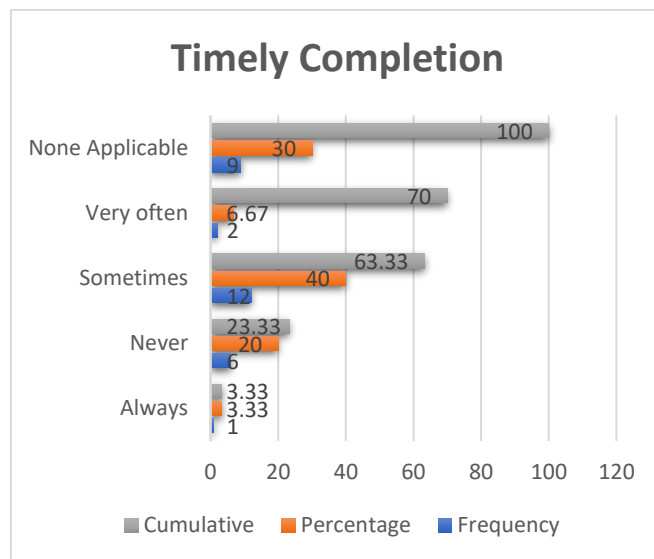
From the Focus Group Discussions (FGDs), both the DEBS officials and the Council Officials reported that there were various types of school infrastructure built in various zones using Grants. They revealed the various types of school infrastructure in the various zones which basically validated what the respondents had reported.

The Councilors could not give a comprehensive validation of the respondent's report because they had just assumed office after the recent zonal councilors' elections. The beneficiary school also reported the 1 x 3 classroom block (CRB) that had been done at their school using Grants.

10.6 4. Grants Educational Projects' Completion Schedules

This section answers the research question number two on whether or not the grants Educational projects are completed according to schedule.

11.6 Figure 4.4.1 Tabulation of timely completion



Source: Field Data, 2019

Figure 4:4.1 above describes the completion timelines as reported by the respondents. 9 of the respondents representing 30 % indicated that the question was none applicable while the other 21 gave the responses as indicated. From the above Figure, only 1 out of 30 respondents representing 3.33 % reported that the grant educational projects were completed on time. 6 out of 30 respondents representing 23.33 % reported that the grants educational projects were never completed on schedule. 12 out of 30 respondents representing 40 % reported that sometimes the grant educational projects were completed on time. The remaining 2 out of 30 respondents representing 6.67 % reported that grant educational projects were very often completed on time. From the above reports, it was clear that most respondents felt that the grant educational projects were not completed according to schedule.

From the Focus Group Discussions (FGDs) all the groups for council officials, DEBS officials, Councilors and beneficiary school officials agreed that construction projects were not being completed according to schedule. However, the Council

officials indicated that that would be a thing of the past as they had put in place an action plan that would be able to ensure timely completion of grant educational projects.

Figure 4.4.1 describes the analysis of responses from 19 respondents on challenges faced when implementing grant education projects. Respondents were asked to give as many responses as possible. The percentages indicated depict how many respondents gave a particular response from the total number of 19 respondents.

The reported challenges with the highest frequency were the delays in materials and grant disbursement while the other was that of receiving less quantity of materials than that budgeted for by the zone. The delay in the disbursement of materials and grant funds explains why it was very rare that the grant education projects were completed according to schedule. The challenge with the second highest number of responses was that of not involving the community on material purchases for grant projects which stood at 7 out of 19 respondents. The respondents were not encouraged to see materials being purchased without involving any member from the community leadership. They felt it reduced a sense of ownership on the part of community members. That did not encourage the community to participate in other areas they were asked to participate in. There were three other reported challenges by 4 respondents out of the total 19 respondents. Such three challenges included not involving the community in selecting the contractor; giving allowances to government officials only while the community officials were denied such allowances for similar roles played; and inadequate supervision of the contractor.

The inadequate supervision by the contractor also partly explains the reasons for late completion of grant educational projects. The issue of not involving the community in selecting the contractor

and not giving community leaders allowances may be due to issues of ignorance on the grant guidelines. See section on the number of respondents reported to be knowledgeable on the guidelines.

The next challenge with the highest number of responses was that of having water access challenges which stood at 3 out of 19 respondents. Other challenges with their corresponding frequencies are indicated

The Implementation Process and Procedures of Grant educational projects in Itezhi tezhi District

This section discusses the implementation process and procedures of grant Educational projects in Itezhi tezhi District. It looks at areas of participation by both community and district officials, knowledge of grants guidelines by the community, adherence to those grants' guidelines; adherence to quality standards among others.

Out of the 30 respondents on this issue, 20 representing 66.67 % reported that the community was participating while only 1 out of 30 respondents representing 3.33 % reported that the community did not participate in the implementation of grant Educational projects. The remaining 9 out of 30 respondents representing 30 % did not give a response on this issue.

It was earlier pointed out that in Zambia, three to four evaluators are often used per book. For several factors and it was rare for the evaluators to score the same mark. As an example, the scores could be 90%, 75% and 45%. The wide differences suggest that some evaluators have varying abilities in the subject matter. Perhaps others lack concentration to details. The policy of the Curriculum Development Centre does not favor the involvement of curriculum specialists in writing books for publishers. However, some specialists were being found to have been engaged by the publishers, and

if such did not declare their interests during evaluation, they could have contributed to poor books being approved.

The National Academy of Sciences (1990) says a policy is one thing and practice is another. It is possible that some evaluators may not be following the laid down evaluation procedures with caution. Depending on the strength of the management, some critical issues could be overlooked and a book may pass with some serious errors. Each evaluator needs to be made accountable for their observations, and management needed to ensure that only credible evaluators are maintained.

This section discusses the participation of district officials in the monitoring of grant education projects. It also brings out the key stakeholders that are involved in the monitoring process.

From the Focus Group Discussions (FGDs), all the groups from the Councilors, DEBS officials, and Beneficiary school officials indicated that there were monitoring activities conducted by district officials. However, the councilors felt it was very rare that the district officials went for those monitoring visits for grant educational projects.

The major difference from the FGD reports came from one who was part of those educational grant projects' monitoring visits. While the Council officials were indicating that they involved DEBS officials in doing monitoring visits, the DEBS officials and the beneficiary school officials reported that the council officials were going without DEBS officials. That was a gap as officials from the Ministry of education through DEBS were key stakeholders on ensuring quality standards were adhered to.

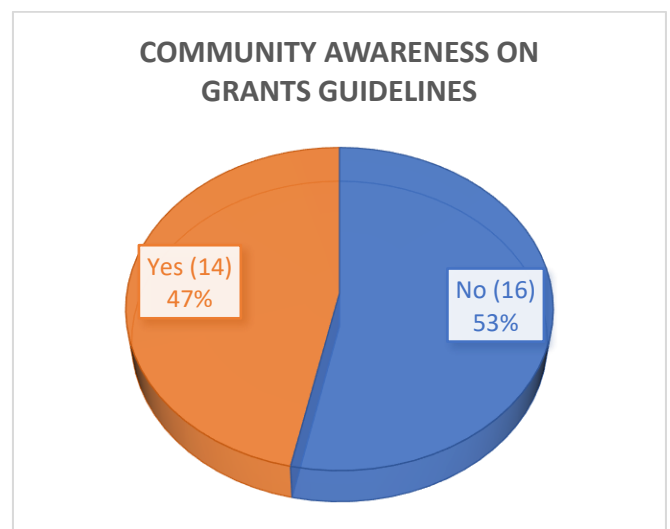
Figure 4.7.2 describes a report on the reported frequency of monitoring visits by the district officials to the grant education project sites. 13 out of 30 respondents reported that the district officials

visited the grant educational project sites quarterly while 3 out of 30 respondents representing 10 % reported that the district officials monitored the projects semiannually.

2 out of 30 respondents representing 6.67 % reported that the district officials visited the grant projects sites for monitoring annually. 2 other respondents also reported that the district officials visited the project sites for monitoring monthly. 10 out of 30 respondents representing 33.33 % did not give a response to this question.

Through the FGDs, the DEBS officials, beneficiary school officials and the council officials reported that the district officials went for grant educational projects' monitoring visits quarterly. They however also indicated that there were times when the period went beyond a quarter.

12.6 Figure 4.7.3 Tabulation of Community Awareness on Grants Guidelines



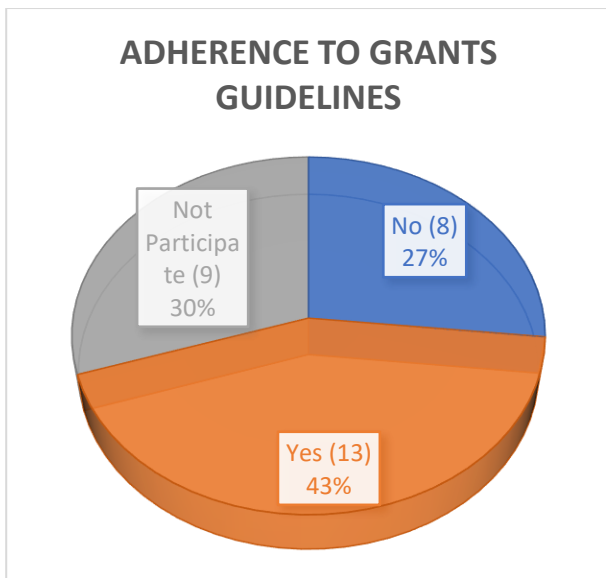
Source: Field Data, 2019

Figure 4.7.3 above describes the level of community awareness on grants guidelines. The Figure reveals that out of the 30 selected respondents 16 representing 53.33 % reported not being aware of the grant's guidelines. 14 out of 30 respondents representing 46.67 % reported being aware of the grant's guidelines.

Therefore, the majority of the respondents were ignorant of the grant’s guidelines making it highly probable that they did not know exactly what was expected of them in their participation in implementing grant educational projects.

From the FGDs, it was observed that there had not been awareness raising meetings on grants guidelines. Even the Council officials who were the custodians of the grant’s guidelines reported that the awareness meetings had not been held. The DEBS officials, beneficiary school officials and the councilors also reported that they were not aware of the grant’s guidelines.

13.6 Figure 4.7.4 Tabulation of Adherence to grants guidelines



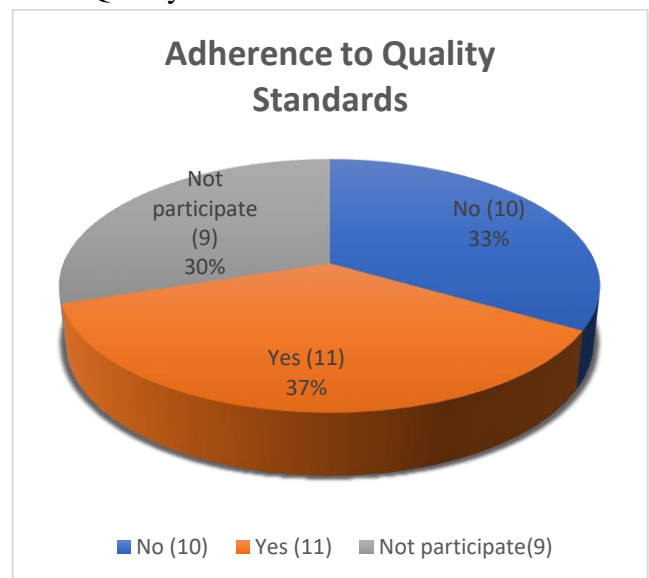
Source: Field Data, 2019

Figure 4.7.4 above gives a description of a report on responses to whether or not there was adherence to grants guidelines when implementing grant educational projects. 8 out of 30 respondents representing 26.67 % reported that there was no adherence to grants guidelines when implementing the projects. 13 out of 30 respondents representing 43.33 % reported that there was adherence to grants guidelines when implementing the grant

educational projects. 9 out of 30 representing 30 % did not respond to this question.

From the FGDS, the council officials reported that there was 85 % adherence to grants guidelines. Other groups were not sure of grants guidelines as they had not been availed with the guidelines at the time of the FGDS.

14.6 Figure 4.7.5 Tabulation of Adherence to Quality Standards



Source: Field Data, 2019

Figure 4.7.5 above gives a description of responses on whether or not quality standards were followed as reported by the respondents. 10 out of 30 respondents representing 33.33 % reported that the quality standards were not being followed when implementing grants educational projects. 11 out of 30 respondents representing 36.67 reported that quality standards were being adhered to when implementing grant educational projects. 9 out of 30 representing 30 % did not give their view on the matter.

The FGDs revealed that while the Council officials reported about 90 % adherence to quality standards, the DEBS officials indicated that there was 75 % adherence to quality standards. The beneficiary school reported that there was some poor workmanship in some areas.

This chapter presented the findings of this study. The findings were presented according to the following details; demographic information of the respondents and according to the demands of the research questions. The demands for the research questions were dealt with from the point of looking at effects of reduced and delayed grants to educational projects in Itezhi tezhi District.

V. CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Overview

This chapter comprise of conclusion and recommendations. It begins by first drawing the conclusion for the study and then gives recommendations to the study.

5.1 Discussion

This chapter gives a discussion of findings presented in the previous chapter. The discussion has been done in relation to the research questions and the existing knowledge in the grant educational projects' implementation process. Chapter five was an effort made to reflect, confirm and extend current knowledge and thinking on grant projects' implementation process. In turn this discussion has helped to correctly interpret the research findings.

Chapter four was a presentation of findings to this study. The chapter has revealed that most zones were implementing grant educational projects and class room blocks (CRBS), school toilets, teachers' houses and desks were the major types of educational projects being implemented under grants. The study further revealed the major challenges faced when implementing grant educational projects as well as how most respondents reported that grant educational projects were not being completed according to schedule.

The study also established that although the community members generally participated in the implementation of grant educational projects, there was a general lack of awareness on grants guidelines by the community and stake holders in general. The study also revealed a less desirable level of adherence to quality standards which could somewhat be attributed to non-involvement of technical staff from ministry of education (MOE) DEBS officials during district officials monitoring visits. The next chapter presents the discussion of research findings.

5.2 Contribution of Grant Funded Projects to School infrastructure in Itezhi tezhi District

5.2.1 Whether or not zones were implementing Grant Educational Projects

From the research findings, the majority reported that they were aware of Grant Educational projects being implemented in their zones. All the key stake holders also confirmed that Grant educational projects were being implemented in all the zones selected. MLGH (2016) also indicate that grant funds can be used to implement projects under the education sector. EAZ (2011) also agrees with this when they confirm that Grants are a good source of infrastructure development under the education sector. Wakaba (2013) also agrees with this when he points out that Grants were used for educational infrastructure project in Kenya. It can therefore be concluded that Grants are used for educational infrastructure development.

5.2.2 Type of Grant Educational projects being implemented

From the responses given above in section 5.2.3, various combinations of grant educational projects were reported. Teachers' houses were reported as the most common school infrastructure done from Grants. That was followed by a combination of classroom blocks and toilets. There were also

reports of desks provision in some zones. MLGH (2016) through their guidelines it indicates that under the education sector, Grants were used for rehabilitation of school infrastructure and provision of desks.

However, more of school infrastructure construction is done than rehabilitation. EAZ (2011) agree with this view when they confirm that most of the grant projects deal with the construction of school infrastructure like classroom blocks and teachers' houses. It was encouraging to note that grant projects deal with school infrastructure development as that helps to improve enrolments, retention as well as school performance for pupils. MLGH (2016) give a similar view when they point out that school infrastructure development from grants, help in improving access to school facilities for pupils.

5.2.3 Grant Educational Projects' Completion Schedules

This section looks at whether or not the Grant education projects were being completed according to schedule. The majority of the respondents did not think grant educational projects were being completed according to schedule. In fact, only one respondent reported that grant educational projects were being completed according to schedule. EAZ (2011) agrees with the view of delayed project implementation when they point out that the involvement of the Member of Parliament (MP) in the grant projects' implementation tend to cause delays.

5.2.4 Challenges faced when implementing Grant Educational Projects

The findings on challenges faced during grant educational projects' implementation indicate that the two most prominent challenges are delays in grants / materials disbursement and purchasing fewer quantities of materials than those proposed from the zone committees. EAZ (2011) does not

agree with the view that the said two reported challenges were the most prominent challenges. On the contrary, EAZ reports the undue influence by Members of Parliament in the implementation process as a major challenge. Surprisingly, this study did not even report the influence of MPs as a major challenge. In Itezhi tezhi District the MP was then a Cabinet Minister and probably did not have time to be dealing with issues of Grants. However, the respondents in the study felt that the delays in grants disbursements as well as the purchasing of fewer quantities of materials posed serious challenges in the smooth implementation of grant education projects.

The second most prominent challenge reported was the issue of not involving the community in materials. The respondents who were Zone Development Committee (WDC) members felt involving community members in the procurement process would help enhance transparency and accountability. However, the grants projects' guidelines place the responsibility of purchasing on the local government officials (MLGH, 2016). Therefore, this could be an issue of ignorance as very few people are well aware of the contents of the Grants guidelines (EAZ, 2011).

The third reported most prominent challenges faced when implementing grants education projects were three. Those included not involving community on selecting contractors; giving allowances only to government officials and not community officials for similar roles; as well as inadequate supervision of contractors. All the three challenges reported by many respondents all point to issues of ignorance on grants guidelines by the respondents. The grants guidelines do not provide for what the respondents identified as challenges. The reported challenges of the current study are not in line with those revealed by EAZ (2011) or even Tshangana (2010). In addition, both EAZ (2011) and Tshangana (2010) report corrupt malpractices as a major challenge

while the current study reports such a challenge as being reported by very few respondents.

5.3 The Implementation Process and Procedure of Grant Education projects in Itezhi tezhi District.

5.3.1 Community Participation in Grant Educational Projects

The current study revealed that most respondents reported that community members were participating in the implementation process of grant educational projects. EAZ (2011) agrees with this when they report that the community was participating in grant projects in various ways. Community members are willing to participate at various levels. Some of the groups that participate involve Parent Teachers Associations (PTAs), Religious leaders, Councilors and Traditional Leaders. The grants guidelines provide for the participation of community members or structures in the implementation of grants projects (EAZ, 2011).

5.3.2 Participation by District Education Officials

The current study reports that district officials were involved in the monitoring of grant Educational projects in Itezhi tezhi District. The majority of the respondents reported that they were aware of District officials who were visiting the projects site for monitoring the projects. This is in line with EAZ (2011) who point out that the district technocrats who are the members of the DDCC and the officials from the Local Government were involved in various aspects of the grant's projects' implementation processes.

However, EAZ (2011) adds that there are some levels of frustration on the part of district technocrats due to political influence by politicians during the projects' implementation processes. The current study also observes that there is a skewed

representation of district officials going for monitoring of activities as key staffs from important sectors like DEBS office are sometimes reportedly left out. EAZ (2011) also agrees with this finding when they point out that Council officials sometimes carry out activities under education without consultation with officials from DEBS office.

5.3.3 Frequency of Monitoring visits by District Education Officials

The current study indicates that the majority of respondents reported that the Monitoring and Evaluation visits by District stakeholders were being done quarterly. However, this is not in line with the MLGH (2016) which stipulates that there should be monthly monitoring of projects' implementation while reports should be written and submitted to the MLGH officials quarterly.

3.4 Community Awareness of Grants Guidelines

The current study indicates that 53.33 % of the respondents reported not being aware of the grant's projects' guidelines. Most key stake holders, including one beneficiary school, also indicated that they were not aware of the guidelines. The council officials also indicated that they had not done much to help raise awareness on grants projects guidelines. EAZ (2011) also agrees with this view on lack of awareness on grants by community when they report that in their study 62 % of the people interviewed expressed ignorance on grants guidelines.

5.3.5 Adherence to Grants guidelines

The current study indicates that 43 % out of 30 respondents reported that the grants guidelines were being adhered to. This means even some of those who reported not to be aware of grants guidelines were among those who felt that the guidelines were

being adhered to. However, EAZ (2011) disagrees with this finding when they point out that the grants implementation process involved flouting a lot of rules in the guidelines. The flouting of rules is cited as a major reason for the poor workmanship and quality of projects implemented. The next section discusses more of quality of projects implemented.

5.3.6 Adherence to Quality Standards during Grants Projects' Implementation

The respondents who reported that there was adherence to quality standards were slightly higher than those who said that there was no adherence. The key stakeholders reported that although there was no 100 % adherence to quality standards, the level of quality was close to what was expected. EAZ (2011) does not agree with this view when they indicate that there is poor quality of grants projects because of none adherence to grants guidelines. There is vested interest by political players who influence most decisions made in the implementation processes.

5.4 Conclusions

Itezhi tezhi District has been able to implement a lot of grant educational related projects. On consultation with Itezhi tezhi District Education officials, it was revealed that up to 80 % of Grants projects fall under the education sector. Therefore, the expectations were that Grants educational projects were having great impact in the constituency.

The type of reported Grants educational projects included class room blocks, school toilets, class room desks and teachers' houses. Those infrastructures led to increased school enrollment and retention as well as motivation for both teachers and pupils. Teachers were motivated to have houses near their schools as well as offering lessons in a Conducive environment.

Pupils were also motivated for learning in a Conducive environment. The result was improved class performance for pupils. Ultimately it is expected that there would be improved literacy levels for the community members.

There was reported community participation through projects identification, upfront materials provision and provision of unskilled labour during the construction process. However, the general feeling was that the participation by community members was less than desirable due to inadequate awareness of grants guidelines. The respondents and some of the key informants talked to expressed ignorance about the content of the grant's guidelines. The resulting inadequate participation by community members could have resulted in less than desirable impact of grant educational projects in Itezhi tezhi District.

There has generally been monitoring of grant educational projects by district officials, most of whom generally monitored the grant educational projects on a quarterly basis. Sometimes the monitoring went beyond the quarter but the district officials were striving for quarterly monitoring of projects. On critical analysis of the grant's guidelines, it was noted that the monitoring of projects should be on a monthly basis while the writing of reports and submission to the Ministry of general education is what should be done on a quarterly basis. In addition, it was observed that the monitoring process by district officials was omitting key technical staff from the ministry of Education DEBs office. This could have led to the reported less than desirable adherence to quality standards and in turn poor quality structures. That also has been leading to reduced impact of grant educational projects on communities.

The study revealed that most grant educational projects were not completed on time. Inadequate participation by both the community and district

officials could have resulted in projects not being completed on time. The study also indicated that the construction materials and grants were generally being disbursed very late. That also led to the reported untimely completion of grant educational projects.

5.5 Recommendations

Grant educational projects have the potential to positively impact the communities in which the projects are being implemented. The following recommendations would make the impact of grant educational projects even greater:

1. Increase awareness on grants guidelines to key stake holders for improved community and district participations. Raising awareness shall also help improve the adequacy of participation and clear some misunderstandings.
2. The District council should continue hastening the process of disbursing grants and construction materials to help complete the construction projects on time.
3. Monitoring visits to grant projects should involve all relevant stake holders. For grant educational projects, the technical staff from ministry of education (MOE) DEBs office should always be included in the team making monitoring visits for their required technical inputs.
4. A System should be devised to ensure transparency of the procurement processes for materials. That would also help clear misunderstandings and enhance adequacy in participation.
5. There is need for monthly monitoring of construction grant educational projects as a way of enhancing timely completion of projects.
6. Elected councilors and Zone Development Committee members should be made aware of grants guidelines and should be made to be in charge of all projects taking place in the zones.
7. There should be regular grants guidelines awareness raising meetings. This would help ensure that key stake holders who come on board at

different times are made known of the grants guidelines thereby avoiding gaps of knowledge on guidelines.

5.6 Suggestion for Future Research

Since the study was looking at the impact of grant educational projects while also looking at the projects' implementation process, it may be good in future to just consider the process of implementation and how to perfect it. It is the researcher's view that looking at the process and seeing how to perfect it would help increase the impact of grant educational projects in future.

VI. ACKNOWLEDGEMENTS

First, I would like to thank the Almighty God for the good health, strength and wisdom during this research and for my future success in my career. My deepest thanks to my Supervisors Mr. Dyson Lungu and Mr. Kaela Kamweneshe (IJMDR-Editor), for their timely advice throughout the research process. Great thanks again go to Zambia Research Development Centre (ZRDC) & Information and Communications University (ICU) Zambia for giving me this Sponsorship and opportunity to study and develop new knowledge and skills. Finally, I would like to thank all other people who have given me ideas to complete this study. May the God Almighty bless you all.

VII. REFERENCES

- [1] Africa Union Second Decade of Education for Africa Plan of Action, 2006
- [2] Ajufo, B.I. (2013). Challenges of Youth Unemployment in Nigeria: Effective Career Guidance. *African Research Review. An International Multidisciplinary Journal*, Ethiopia, 7 (1), 307-321.
- [3] Balcombe, B. (1995). The importance of career education in the 1990: *Guidance and Counseling*, 10(2), 19-26.
- [4] Bandura, A. (1986). The explanatory and predictive scope of self- efficacy theory: *Journal of Counseling*, 4, 559-373. Barki.B. G and Mukhopadhyay, B. (1986). *Guidance and Counseling: A Manual*, New Delhi, Sterling Publisher Limited.
- [5] Basic Education Sub Sector Investment Program, 2005
- [6] Basic Education Sub-Sector Investment Programme (BESSIP).
- [7] Baskin, M. (2010). Grants funds as a tool for decentralized development. Overview paper delivered to the 56th Commonwealth Parliamentary conference. Nairobi.
- [8] Bernes, K., and Magnusson, K. (2004). Building future career development programs for adolescents. Paper presented at the National Career Development and Workforce Learning Event.
- [9] Betz, E. L., Menne, J. W., Starr, A. M., and Klingensmith, J. E. (1971). A dimensional analysis of college student satisfaction: *Measurement and Evaluation in Guidance*, 4(2), 99-106.
- [10] Bulus, I. (1990). *Guidance Practice in Schools, Jos, Ehindindiro Nigeria Limited. Career Guidance Task Force (2007), A Career Guidance Policy and Strategy for compulsory schooling in Malta, Floriana*, Ministry of Education and Employment.
- [11] Chibomba, D.N. (2013). *The Constituency Development Fund as a tool for community development: A case study of Katuba constituency in Zambia*. MA Thesis: Western Cape University.
- [12] Dakar EFA Framework for Action, 2000
- [13] Dakar Framework for Action International Forum on Education for All held in Dakar, Senegal, in April 2000
- [14] Democratic People's Republic of Korea, Education for All 2015 National Review
- [15] Economic Association of Zambia (2011), *the impact of the Constituency Development Fund in Zambia. Lusaka*.
- [16] *Educating Our Future* (1996)
- [17] Education for All 2015 National Review Report: Philippines
- [18] Education for All 2015 National Review Report: Zambia
- [19] GRZ (2006 – 2010) Fifth National Development Plan, Government Printers, Lusaka
- [20] Hsieh H. & Shannon S.E. (2005), *Three Approaches to qualitative content analysis*. Sage publications
- [21] Johnson, B.R. & Onwuegbuzie, A.J. (2004). Mixed Methods Research: A research paradigm whose time has come. 33. 7. *American Education Research Association*, P. 14-26.
- [22] Jomtien Declaration on Education for All, 1990
- [23] Kothari C. R. (2004) *Research Methodology Methods and Techniques. 2nd*. Ed. New Delhi. New Age International Publishers.
- [24] Millennium Development Goals (MDGs), 2000
- [25] Ministry of Education (2011), Annual Work plan and budget for Ministry of Education
- [26] Ministry of Education (MOE) Circular No. 3, 2002
- [27] Ministry of Planning and Finance, National Budget, 2016
- [28] Muchiri, M.S. (2010). *Determinants of success of Constituency development Projects in Mboobi constituency, Makueni County, Kenya*. Kenyatta University.
- [29] National Education for All 2015 Reviews Report Cambodia
- [30] Nyanguti and Oyugi (2013). Influence of Community participation on successful implementation of Constituency Development Funded projects in Kenya: A case study of Mwea Constituency.
- [31] The Education Act (1966),
- [32] The Education for All 2015 Review, Rwanda
- [33] The Ministry of education Strategic Plan (2003-2007)
- [34] The Afghanistan National Education for All (EFA) 2015
- [35] UN MDG Report (2011)
- [36] UNESCO Global Monitoring Report (GMR), 2011
- [37] United Nations Declaration on *Millennium Development Goals* (MDGs), 2000
- [38] United Nations Development Programme (UNDP) report (2011),
- [39] Vietnam National Action Plan for Education for All (2003-2015)
- [40] Vietnam National Education for All 2015 Review