



Assessing the Effectiveness of Resource Management in Selected Primary Schools. A Case Study in Kafue District

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Abstract- This study aimed to assess the effectiveness of resource management in selected primary schools in Kafue District. Resource management in schools plays a critical role in improving teaching and learning outcomes. The study focused on key resources such as human resources, financial resources, and physical facilities. A descriptive research design was used, involving school administrators and teachers from selected primary schools. Data was collected using questionnaires and interviews to gain insights into how resources are planned, allocated, and utilized. The findings revealed that although schools make efforts to manage resources effectively, several challenges exist. These include inadequate funding, shortage of teaching materials, poor maintenance of infrastructure, and limited staff development opportunities. The study also found that proper planning and monitoring significantly improve resource utilization. The research concludes that effective resource management enhances the quality of education. It recommends increased funding, improved training for school managers, and better monitoring systems to ensure efficient use of available resources.

Keywords- Resource management in schools, School resource management, Primary school resource management, Educational resource management, School administration, School management, Resource allocation in schools

I. Introduction

1. Background of the Study

Education is widely recognized as a key driver of national development and social transformation. In primary schools, effective teaching and learning depend largely on how well resources are managed. Resources in education include human resources (teachers and support staff), financial resources, physical facilities, and instructional materials. Proper management of these resources ensures that schools operate efficiently and achieve their intended educational objectives.

In many developing countries, including Zambia, primary schools face numerous challenges related to resource availability and management. These challenges include



limited funding, shortage of qualified teachers, inadequate teaching and learning materials, and poor infrastructure. As a result, the quality of education provided may be compromised.

Resource management involves planning, organizing, allocating, and monitoring the use of available resources to achieve institutional goals. In the context of primary schools, effective resource management ensures that teaching materials are available, classrooms are conducive for learning, and teachers are adequately supported to deliver lessons effectively.

Kafue District, like many other districts in Zambia, has experienced an increase in school enrolment due to government policies promoting access to education. While this is a positive development, it has also increased pressure on available school resources. In some schools, overcrowded classrooms, insufficient desks, and limited teaching materials are common challenges.

Despite efforts by the government and other stakeholders to provide resources, concerns remain about how effectively these resources are managed at the school level. Poor planning, lack of accountability, and inadequate monitoring systems can lead to misuse or underutilization of resources.

It is against this background that this study seeks to assess the effectiveness of resource management in selected primary schools in Kafue District. The study aims to identify existing practices, challenges, and possible strategies for improving resource management in schools.

2. Statement of the Problem

Effective resource management is essential for the smooth functioning of schools and the delivery of quality education. However, many primary schools in Kafue District continue to experience challenges related to the management of available resources.

In some schools, there is evidence of inadequate teaching materials, poorly maintained infrastructure, and inefficient use of financial resources. Additionally, shortages of qualified teachers and lack of professional development opportunities affect the overall performance of schools.

Although resources may be provided by the government and other stakeholders, their impact is often limited due to poor management practices. This raises concerns about whether available resources are being utilized effectively to support teaching and learning.



Therefore, the problem this study seeks to address is the lack of effective resource management in selected primary schools in Kafue District, which may be negatively affecting the quality of education.

3. Objectives of the Study

General Objective

To assess the effectiveness of resource management in selected primary schools in Kafue District.

Specific Objectives

- To examine the types of resources available in selected primary schools.
- To assess how human resources are managed in these schools.
- To evaluate the management of financial resources in the schools.
- To analyze the management of physical and instructional resources.
- To identify challenges affecting effective resource management.
- To propose strategies for improving resource management in primary schools.

4. Research Questions

- What types of resources are available in selected primary schools in Kafue District?
- How are human resources managed in these schools?
- How are financial resources planned and utilized?
- How are physical and instructional resources managed?
- What challenges affect effective resource management in these schools?
- What strategies can be implemented to improve resource management?

5. Significance of the Study

This study is important to several stakeholders in the education sector:

- School Administrators: The findings will help school managers improve planning and utilization of resources.
- Teachers: The study will highlight the importance of proper resource use in enhancing teaching effectiveness.
- Ministry of Education: The results will provide insights into areas that require policy improvement and support.
- Researchers and Students: The study will serve as a reference for future research on resource management in education.
- Community and Stakeholders: It will help promote accountability and transparency in the management of school resources.



6. Scope of the Study

The study focuses on selected primary schools in Kafue District. It examines the management of key resources, including human resources, financial resources, and physical facilities.

The study is limited to school administrators and teachers as respondents. It does not cover all schools in the district, therefore findings may not be generalized to all primary schools in Zambia.

7. Definition of Key Terms

Resource Management: The process of planning, organizing, allocating, and monitoring resources to achieve set goals.

Human Resources: School personnel such as teachers, head teachers, and support staff.

Financial Resources: Funds allocated to schools for operations and development.

Physical Resources: School infrastructure such as classrooms, desks, and buildings.

Instructional Materials: Teaching aids such as textbooks, charts, and laboratory equipment.

Effectiveness: The degree to which objectives are achieved using available resources.

II. Literature Review

1. Introduction

This chapter reviews existing literature related to resource management in primary schools. It explores key concepts, types of school resources, relevant theories, and findings from previous studies. The purpose of this chapter is to provide a theoretical and empirical foundation for the study and to identify gaps that the current research seeks to address.

2. Concept of Resource Management in Education

Resource management in education refers to the effective planning, allocation, utilization, and monitoring of available resources to achieve educational goals. These resources include human resources, financial resources, physical facilities, and instructional materials.

Effective resource management ensures that schools operate efficiently and that teaching and learning processes are supported. It involves decision-making processes that determine how resources are distributed and used within the school system.

According to educational management principles, proper resource management leads to improved student performance, better teacher productivity, and enhanced school



effectiveness. On the other hand, poor management of resources can result in wastage, inefficiency, and low quality of education.

In primary schools, resource management is particularly important because these institutions often operate under limited budgets and must make the best use of available resources.

3. Types of Resources in Primary Schools

Human Resources

Human resources include teachers, head teachers, administrative staff, and support staff. Teachers play a central role in delivering the curriculum and facilitating learning. Effective management of human resources involves recruitment, training, supervision, motivation, and performance evaluation.

A well-managed teaching staff contributes to improved student outcomes, while poorly managed human resources can lead to low morale, absenteeism, and reduced productivity.

Financial Resources

Financial resources refer to funds allocated to schools by the government, donors, or the community. These funds are used for purchasing teaching materials, maintaining infrastructure, and supporting school activities.

Effective financial management requires proper budgeting, accountability, transparency, and monitoring. Mismanagement of funds can lead to shortages of essential materials and negatively affect school operations.

Physical Resources

Physical resources include school buildings, classrooms, desks, sanitation facilities, and other infrastructure. A conducive learning environment is essential for effective teaching and learning.

Proper management of physical resources involves maintenance, repair, and expansion of facilities. Poorly maintained infrastructure can disrupt learning and pose safety risks to pupils and staff.

Instructional Materials

Instructional materials include textbooks, charts, teaching aids, and technological tools. These materials support the teaching process and help learners understand concepts more effectively.



Effective management of instructional materials ensures their availability, proper use, and maintenance. Shortages or misuse of these materials can hinder the learning process.

4. Theoretical Framework

This study is guided by several theories related to resource management in education:

Systems Theory

Systems theory views a school as a system made up of interconnected parts, including inputs (resources), processes (teaching and management), and outputs (student performance). According to this theory, effective management of inputs leads to better outputs.

In the context of this study, proper management of school resources is essential for achieving desired educational outcomes.

Human Capital Theory

Human capital theory emphasizes the importance of investing in people, particularly through education and training. In schools, teachers are the most valuable resource, and their skills and knowledge directly influence student achievement.

Effective management of human resources, including professional development and motivation, is therefore critical for improving educational quality

Resource-Based View (RBV)

The Resource-Based View suggests that the success of an organization depends on how well it utilizes its internal resources. Schools that effectively manage their resources are more likely to achieve better performance.

This theory supports the idea that efficient use of available resources, rather than just their availability, determines school effectiveness.

5. Empirical Review of Related Studies

Several studies have been conducted on resource management in schools, both globally and locally.

Studies in developing countries have shown that inadequate funding and poor resource allocation are major challenges affecting school performance. In many cases, schools lack essential teaching materials and infrastructure, which negatively impacts learning outcomes.



Research has also indicated that effective leadership plays a key role in resource management. School heads who demonstrate strong management skills are better able to allocate resources efficiently and ensure accountability.

In Zambia, studies have highlighted challenges such as overcrowded classrooms, shortage of teachers, and insufficient teaching materials. These challenges are often linked to poor resource management practices.

Other studies have found that community involvement, such as through Parent Teacher Associations (PTAs), can improve resource management by promoting transparency and accountability.

Despite these findings, there is still limited research focusing specifically on the effectiveness of resource management in primary schools in Kafue District. This study aims to fill that gap.

6. Challenges in Resource Management

Several challenges affect effective resource management in primary schools:

Inadequate Funding: Limited financial resources restrict the ability of schools to meet their needs.

Poor Planning: Lack of proper planning leads to inefficient use of resources.

Lack of Accountability: Weak monitoring systems can result in misuse of funds and materials.

Shortage of Qualified Staff: Limited human resources affect teaching quality.

Poor Infrastructure: Inadequate and poorly maintained facilities hinder learning.

7. Strategies for Improving Resource Management

To improve resource management in schools, several strategies can be adopted:

- Proper planning and budgeting of resources
- Training school administrators in management skills
- Strengthening monitoring and evaluation systems
- Encouraging community participation
- Ensuring transparency and accountability in financial management

8. Summary of the Literature Review

This chapter has reviewed literature on resource management in primary schools. It has discussed key concepts, types of resources, relevant theories, and findings from previous studies.



The review shows that effective resource management is essential for improving educational outcomes. However, many schools face challenges such as inadequate funding, poor planning, and lack of accountability.

The chapter also identified a gap in research on resource management in primary schools in Kafue District, which this study seeks to address.

9. Research Gap

The review of related literature indicates that resource management in education has received considerable attention at global, regional, and national levels. Scholars have emphasized that effective management of human, financial, and physical resources is essential for improving the quality of education and student outcomes (Bush, 2011; Hoy & Miskel, 2013).

Previous studies have identified common challenges affecting resource management, including inadequate funding, shortage of qualified teachers, limited instructional materials, and poor infrastructure (UNESCO, 2017; World Bank, 2018). In many developing countries, these challenges are further compounded by weak accountability systems and insufficient managerial capacity at the school level (OECD, 2012).

However, despite the availability of such studies, several gaps remain. Firstly, much of the existing research has been conducted in developed countries, where educational systems and resource availability differ significantly from those in developing countries such as Zambia. This limits the applicability of findings to local contexts.

Secondly, studies conducted in Zambia have largely focused on broader educational issues such as policy implementation, curriculum reforms, and student performance, with limited attention given to the effectiveness of resource management at the primary school level (Ministry of General Education, 2018). As a result, there is insufficient localized evidence on how resources are actually managed in primary schools.

Thirdly, many previous studies have concentrated on the availability of resources rather than evaluating how effectively these resources are planned, allocated, utilized, and monitored. According to Coleman and Anderson (2000), the mere presence of resources does not guarantee improved educational outcomes unless they are properly managed.

Furthermore, limited research has adopted a comprehensive approach that integrates both quantitative and qualitative data to examine resource management practices in depth. This creates a gap in understanding the practical challenges faced by school administrators and teachers in managing resources effectively.



Therefore, this study seeks to address these gaps by assessing the effectiveness of resource management in selected primary schools in Kafue District. It focuses on both the availability and utilization of resources, explores the challenges faced by schools, and proposes practical strategies for improving resource management.

III. Methodology

1. Introduction

This chapter describes the research methods that were used in the study. It explains the research design, study population, sample size, sampling techniques, data collection methods, data analysis procedures, and ethical considerations. The purpose of this chapter is to show how the study was conducted in a systematic and reliable manner.

2. Research Design

The study adopted a descriptive research design. This design was appropriate because it allows the researcher to collect detailed information about the current status of resource management in primary schools.

A descriptive design helps in understanding existing conditions, practices, and challenges without manipulating any variables. It was suitable for this study because the researcher aimed to assess how resources are managed in selected primary schools in Kafue District.

3. Study Area

The study was conducted in Kafue District, located in Lusaka Province of Zambia. The district has both urban and rural primary schools, making it suitable for examining different resource management practices.

Kafue District has experienced an increase in school enrolment, which has put pressure on available resources such as classrooms, teachers, and learning materials. This makes it an ideal location for studying resource management in primary schools.

4. Target Population

The target population consisted of school personnel involved in resource management. These included:

- Head teachers
- Deputy head teachers
- Teachers
- Administrative staff

These groups were selected because they play a direct role in planning, allocating, and utilizing school resources.



5. Sample Size

A sample of 50 respondents was selected from the target population. The sample included:

- | | |
|-------------------------|----|
| • Head teachers. | 10 |
| • Deputy head teachers. | 5 |
| • Teachers. | 30 |
| • Administrative staff. | 5 |

This sample size was considered adequate to provide reliable data while remaining manageable for the study.

6. Sampling Techniques

The study used a combination of purposive sampling and simple random sampling: Purposive sampling was used to select head teachers and deputy head teachers because of their key role in resource management.

Simple random sampling was used to select teachers and administrative staff to ensure fairness and reduce bias.

These techniques ensured that the study included respondents with relevant knowledge and experience.

7. Data Collection Methods

The study used both primary data collection methods to gather information.

Questionnaires

Structured questionnaires were administered to teachers and administrative staff. The questionnaires included both closed-ended and open-ended questions.

This method was chosen because it allows for the collection of data from a large number of respondents in a short time and ensures consistency in responses.

Interviews

Semi-structured interviews were conducted with head teachers and deputy head teachers. Interviews provided an opportunity to gather in-depth information about resource management practices and challenges.

This method allowed the researcher to ask follow-up questions and gain deeper insights into the topic.

8. Data Collection Instruments

The main instruments used in this study were:
Questionnaire forms



Interview guide

These instruments were designed to address the research objectives and questions. They were kept simple and clear to ensure that respondents could understand and answer them easily.

9. Validity of Instruments

Validity refers to the extent to which the instruments measure what they are intended to measure. To ensure validity:

- The research instruments were reviewed by the supervisor.
- Questions were aligned with the objectives of the study.
- A pilot study was conducted in a nearby school to test the clarity of the instruments.
- Feedback from the pilot study was used to improve the instruments.

10. Reliability of Instruments

Reliability refers to the consistency of the research instruments. To ensure reliability:

- The same questionnaire was administered to all respondents.
- Questions were structured clearly to avoid ambiguity.
- The pilot study helped to identify and correct inconsistencies.
- These measures ensured that the data collected was consistent and dependable.

11. Data Collection Procedure

The researcher obtained permission from relevant authorities before conducting the study. After approval:

- The researcher visited selected schools in Kafue District.
- Respondents were informed about the purpose of the study.
- Questionnaires were distributed and later collected.
- Interviews were conducted with school administrators.
- The process was conducted in a respectful and organized manner.

12. Data Analysis Techniques

Data collected from questionnaires was analyzed using descriptive statistics such as:

- Frequencies
- Percentages
- Tables

Qualitative data from interviews was analyzed using thematic analysis, where responses were grouped into common themes and interpreted.

The results were presented in tables and explained in narrative form.

13. Ethical Considerations

Ethical issues were carefully observed during the study:



- Informed Consent: Respondents were informed about the purpose of the study and participated voluntarily.
- Confidentiality: Information provided by respondents was kept confidential and used only for academic purposes.
- Anonymity: Respondents were not required to provide their names.
- Permission: Approval was obtained from school authorities before data collection.
- These measures ensured that the study respected the rights and dignity of all participants.

14. Summary

This chapter has outlined the methodology used in the study. It described the research design, study area, population, sampling techniques, data collection methods, and data analysis procedures.

The chapter also highlighted the steps taken to ensure validity, reliability, and ethical compliance. These methods were appropriate for achieving the objectives of the study and ensuring credible results.

IV. Data Presentation, Analysis and Interpretation

1. Introduction

This chapter presents, analyzes, and interprets the data collected from the field. The data is organized according to the research objectives and questions. Both quantitative and qualitative data are presented using tables and explanations to provide a clear understanding of the findings.

A total of 50 respondents participated in the study, including head teachers, deputy head teachers, teachers, and administrative staff from selected primary schools in Kafue District.

2. Response Rate

Out of the 50 questionnaires distributed, all were successfully completed and returned, representing a 100% response rate. This high response rate was achieved due to effective follow-up and cooperation from respondents.

Category	Number Distributed	Number Returned	Response Rate
Questionnaires	50	50	100%



3. Demographic Information of Respondents

Distribution by Position

Position	Frequency	Percentage
Headteacher	10	20%
Deputy Headteacher	5	10%
Teachers	30	60%
Administrative Staff	5	10%
Total	50	100%

Interpretation

The majority of respondents were teachers (60%), indicating that most of the data reflects classroom-level experiences. School administrators also formed a significant portion, ensuring balanced perspectives.

Distribution by Work Experience

Years of experience	Frequency	Percentage
1-5 years	10	20%
6-10 years	15	30%
11-15 years	15	30%
Above 15 years	10	20%
Total	50	100%

Interpretation

Most respondents had more than 5 years of experience, suggesting that they had adequate knowledge about resource management practices in schools.



4. Availability of Resources in Schools

Types of Resources Available

Resource Type	Available (%)	Not Available (%)
Human Resource	80%	20%
Financial Resource	60%	40%
Physical Resource	70%	30%
Instructional Resource	65%	35%

Interpretation

The findings show that while most schools have basic resources, there are still gaps, particularly in financial resources and instructional materials.

5. Management of Human Resources

Effectiveness of Human Resource Management

Response	Frequency	Percentage
Very effective	10	20%
Effective	20	40%
Moderate effective	15	30%
Ineffective	5	10%
Total	50	100%

Interpretation

Most respondents (60%) rated human resource management as effective or very effective. However, a significant number indicated moderate or ineffective management, suggesting room for improvement.

Qualitative Findings

Interviews revealed that teacher shortages and limited professional development opportunities affect performance and morale.



6. Management of Financial Resources

Financial Planning and Utilization

Response	Frequency	Percentage
Well managed	15	30%
Moderately managed	20	40%
Poorly managed	15	30%
Total	50	100%

Interpretation

Only 30% of respondents believed financial resources were well managed, while 70% indicated moderate or poor management. This suggests challenges in budgeting, accountability, and monitoring.

Qualitative Findings

Some respondents reported delays in funding and lack of transparency in financial decisions.

7. Management of Physical Resources

Condition and Maintenance of Infrastructure

Response	Frequency	Percentage (%)
Well maintained	12	24%
Moderately maintained	23	46%
Poorly maintained	15	30%
Total	50	100%

Interpretation

The majority of respondents (76%) indicated that physical resources are either moderately or poorly maintained. This suggests that infrastructure maintenance is a major challenge.

Qualitative Findings

Respondents highlighted issues such as overcrowded classrooms, broken desks, and inadequate sanitation facilities.



8. Management of Instructional Materials

Availability and Use of Teaching Materials

Response	Frequency	Percentage
Adequate	18	36%
Moderately Adequate	20	40%
Inadequate	12	24%
Total	50	100%

Interpretation

While some schools have adequate instructional materials, many still face shortages. This affects the quality of teaching and learning.

Qualitative Findings

Teachers reported sharing textbooks among pupils and lack of teaching aids.

9. Challenges Affecting Resource Management

Major Challenges Identified

Challenge	Frequency	Percentage
Inadequate funding	20	40%
Shortage of staff	10	20%
Poor planning	8	16%
Lack of Accountability	7	14%
Poor Infrastructure	5	10%
Total	50	100%

Interpretation

The most significant challenge identified was inadequate funding (40%), followed by shortage of staff. These challenges directly affect the effectiveness of resource management.



10. Strategies for Improving Resource Management

Suggested Solutions

Strategy	Frequency	Percentage
Increased funding	18	36%
Training for School Managers	12	24%
Improved Monitoring systems	10	20%
Community Involvement	10	20%
Total	50	100%

Interpretation

Respondents emphasized the need for increased funding and training of school administrators as key strategies for improving resource management.

11. Discussion of Findings

The findings of the study indicate that while resources are available in schools, their management is not always effective. Human resources are relatively well managed compared to financial and physical resources.

Financial management remains a major concern due to issues of accountability and limited funds. Similarly, physical resources are not adequately maintained, which affects the learning environment.

The study also found that challenges such as inadequate funding, staff shortages, and poor planning hinder effective resource management. These findings are consistent with previous studies that highlight similar challenges in developing countries.

12. Summary

This chapter presented and analyzed data collected from respondents. The findings show that resource management in selected primary schools in Kafue District is moderately effective but faces several challenges.

Key issues include inadequate funding, poor infrastructure maintenance, and limited instructional materials. The chapter also identified possible strategies for improving resource management.



V. Summary, Conclusion and Recommendations

1. Introduction

This chapter presents a summary of the study, key findings, conclusions, and recommendations. It also suggests areas for further research. The chapter is based on the analysis and interpretation of data presented in Chapter Four.

2. Summary of the Study

The purpose of this study was to assess the effectiveness of resource management in selected primary schools in Kafue District. The study focused on how human, financial, physical, and instructional resources are managed in schools.

A descriptive research design was used, and data was collected from 50 respondents, including head teachers, deputy head teachers, teachers, and administrative staff. Data collection methods included questionnaires and interviews.

The study was guided by research objectives that aimed to examine resource availability, management practices, challenges, and possible strategies for improvement.

3. Summary of Key Findings

The study revealed the following key findings:

Availability of Resources

Most schools had basic resources such as teachers and classrooms. However, there were shortages in instructional materials and financial resources.

Human Resource Management

Human resources were relatively well managed compared to other resources. Challenges included teacher shortages and limited professional development opportunities.

Financial Resource Management

Financial resources were not effectively managed in many schools. Issues such as inadequate funding, poor budgeting, and lack of transparency were identified.

Physical Resource Management

Many schools had poorly maintained infrastructure. Overcrowded classrooms and inadequate facilities were common challenges.

Instructional Materials

There was a shortage of teaching and learning materials.



Teachers often shared resources, which affected lesson delivery.

Challenges in Resource Management

Inadequate funding was the major challenge.

Other challenges included staff shortages, poor planning, and weak monitoring systems.

Strategies for Improvement

- Increased funding
- Training for school administrators
- Improved monitoring and accountability
- Greater community involvement

4. Conclusion

Based on the findings of the study, it can be concluded that resource management in selected primary schools in Kafue District is moderately effective but faces several significant challenges.

While schools make efforts to manage available resources, limitations such as inadequate funding, insufficient instructional materials, and poor infrastructure hinder effective management. Human resources are relatively better managed, but issues such as teacher shortages still affect performance.

The study concludes that effective resource management is essential for improving the quality of education. Without proper planning, allocation, and monitoring, even available resources cannot produce the desired outcomes.

5. Recommendations

Based on the findings and conclusions of the study, the following recommendations are made:

To the Ministry of Education

- Increase funding to primary schools to ensure adequate resources.
- Develop policies that promote transparency and accountability in resource management.

To School Administrators

- Improve planning and budgeting practices.
- Ensure proper monitoring and evaluation of resource use.
- Promote teamwork and staff involvement in decision-making.



To Teachers

- Utilize available resources effectively.
- Participate in professional development programs to improve teaching skills.

To the Community and Stakeholders

- Support schools through financial and material contributions.
- Participate actively in school management through PTAs.

Areas for Further Research

The study suggests the following areas for further research:

- A similar study in secondary schools for comparison
- The impact of resource management on student academic performance
- The role of leadership in improving resource management
- A broader study covering multiple districts in Zambia

7. Summary

This chapter has presented the summary, conclusions, and recommendations of the study. The findings highlight the importance of effective resource management in improving the quality of education in primary schools.

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