

**ADMISSIONS POLICY OF STUDENTS INTO MALAWI
SECONDARY SCHOOLS**

BY

VICTOR CHINYAMAH SANDIKONDA

SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF

MASTER OF PUBLIC ADMINISTRATION [MPA]

AT THE

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR

MR BUTI LEKONYANE

JOINT SUPERVISOR

PROFESSOR D MYRICK

November 2013

DECLARATION FORM

Student number: 32422687

I VICTOR CHINYAMAH SANDIKONDA declare that **ADMISSIONS POLICY OF STUDENTS INTO MALAWI SECONDARY SCHOOLS** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of a complete reference.

SIGNATURE

Mr V.C SANDIKONDA

DATE

DEDICATION

This research is dedicated to my late father, Mr. **Victon Chinyama** and my late mother , **Christina** for inspiring me to take education seriously since young, despite both of them being uneducated. To my four children, Matrida, Estery, Brighton and Anastanzia this work should arouse your interest to wish to achieve more in education. Finally I thank the Almighty God for blessing me through out my studies. The Lord is Omnipotent, Omniscient, Omnipresent and giver of all what you beg and pray in life. My wish is to continue with my education until I get a Ph.D. In God I trust.

ABSTRACT

In Malawi the future of a child in terms of academic achievement is known before a child completes a higher secondary education. This is determined by the type of secondary school a child has been selected to. The secondary schools in Malawi are classified into three types namely the grant aided, secondary schools, the district conventional secondary schools and the community day secondary schools.

When a pupil has been selected to a grant aided secondary school the general public expectation is that such a student would achieve a high academic standard, similarly when a pupil has been selected to the community day secondary school the public expectation is that such a pupil would not achieve a high academic standard. On the other hand those who are selected to attend the district conventional secondary schools will have an academic achievement which is between the other two types of secondary schools.

This research was carried out to find out the impact of the **ADMISSIONS POLICY OF STUDENTS INTO MALAWI SECONDARY SCHOOLS** by examining the factors which contribute to disparities in academic achievements from the three types of secondary schools. The study was carried out in Dowa District in the Central Region of Malawi. Specifically it was conducted in the Central East Education Division which is comprised of five education districts namely: Dowa, Ntchisi, Nkhotakota, Salima and Kasungu.

The research was conducted using a number of methods namely: survey questionnaires, convenient sampling, interviews and snowballing. Through the research it was established that the grant aided secondary schools offer excellence of education where many students excel in academics and is seconded by the district conventional secondary schools, while the community day secondary schools offer poor education which attributes to poor academic achievement. The research has explained what has been responsible for the differences in academic achievement.

Key terms

Admission, Policy, Hierarchy, Cost Sharing, academic standard and secondary schools

ACKNOWLEDGEMENTS

The success of this research is deeply indebted to several peoples' wisdom, support, guidance and encouragement.

I am grateful to Mr. Buti Lekonyane, my supervisor for his scholarly advice which he offered to me through supervision and marking all my work. I thank him for his patience because as a lecturer he had a lot of work so to spare part of his time of his busy schedules to supervise my work I deeply give him a credit. Mr. Lekonyane you are wonderful and nonpareil [without equal] because one contact was enough to open my eyes in coming up the research report.

Secondly I would like to thank my family members for giving me moral support and financial support to complete my studies. The time taken to complete theory and the research was so extensive that patience was required by my family members. The theoretical work was finished Mafunisa who was appointed my supervisor in 2007 but since has left the service of UNISA, I was left alone without a supervisor for one and a half years, however his contribution to this work was vital. I would also like to thank Professor Binza for approving my research proposal. This was a step ahead in the research. Despite also leaving UNISA, I value his contribution.

Lastly I would like to thank the management of University of South Africa because their support has made it possible for me to rise in the hierarchy of administration in the civil service in Malawi. I am now Deputy Secretary in the Office of the President and Cabinet at the Department of Nutrition, HIV and AIDS because of my first degree from UNISA. Bravo UNISA.

THE TABLE OF CONTENTS

Declaration	ii
Dedication	iii
Abstract	iv
Acknowledgements	v

CHAPTER ONE

GENERAL INTRODUCTION OF ADMISSIONS POLICY

1.0. Introduction	1
1.1. Background of admission policy into secondary schools in Malawi	2
1.2. The Grant Aided Secondary Schools	3
1.3. The District Conventional Secondary Schools	3
1.4. The Community Day Secondary Schools	3
1.5. Problem statement	4
1.6. Research questions	5
1.7. The research aim and objectives	5
1.8. Significance of the study	6
1.9 Limitations	6
1.10 Delimitations	7
1.11 Research design	7
1.12 Qualitative approach	8
1.13 Research method	9
1.14 Participant observation	9

1.15 Survey questionnaires	10
1.16 Personal interviews	11
1.17 Literature study	11
1.18 Snowballing method	12
1.19 Definition of terms	12
1.20 Ethical consideration	14
1.21 Informed consent and voluntary participation	14
1.22 Privacy, confidentiality and anonymity	14
1.23 Protection from harm	15
1.24 Layout of the chapters	15
1.25 Conclusion	15

CHAPTER TWO

RELATED LITERATURE REVIEW OF PUBLIC POLICY AND EDUCATION

2.0 Introduction	16
2.1 The policy definitions	16
2.2. Public policy making process	18
2.3. The policy agenda	19
2.4. Policy formulation	20
2.5. Policy adoption	21
2.6. Theoretical background of education in Malawi	22
2.7. History of admission policy in the early independence	23
2.8. Types of policy theories	27
2.8.1 Rational comprehensive theory	27
2.8.2 The incremental theory	28

2.8.3 Political system theory	29
2.8.4 Group theory	31
2.8.5 Elite theory	31
2.8.6 Rational-choice theory	33
2.9 Limiting factors of the policy implementation	33
2.10 Peace corp. volunteer association research for Malawi	34
2.11 An education research	36
2.12 A research by Dixie Maluwa-Banda gender sensitive education policy	37
2.13 Conclusion	38

CHAPTER THREE

ADMISSIONS POLICY IN DETAILS AND OTHER COUNTRIES ADMISSION POLICIES

3.0 Introduction	39
3.1 Definitions of admission policy	39
3.2 Different admission policies in other countries	40
3.2.1 Admission policy of Impact Schools	40
3.2.2 Admission policy of St Andrews and St Elizabeth Schools	41
3.2.3 Admission policy of Lincoln Community Schools	42
3.2.4 Admission policy at Sri Satya Sai High School	43
3.2.5 Admission policy of some public schools in Pretoria	44
3.2.6 Admission policy at Air Force Secondary School	45
3.2.7 Ugandan Universal Secondary Admission Policy	47
3.2.8 Policy 605-Admission of students	47
3.3 Detailed Discussion of Admissions Policy of the Students in Malawi	50

3.3.1 Mission statement of the admissions policy in Malawi	50
3.3.2 The purpose of secondary education in Malawi	51
3.3.3 Equitable access in the admission policy	52
3.3.4 Cost sharing in the admission policy	57
3.3.5 Relevance of the school curriculum as stipulated in the policy	59
3.4 Conclusion	61

CHAPTER FOUR

RESEARCH SAMPLING AND METHODOLOGY

4.0 Introduction	62
4.1 Research design plan	62
4.2 Sampling method	63
4.3 Data collection method	64
4.3.1 Survey questionnaires	64
4.3.2 Snowballing method	64
4.3.3 Interviews	65
4.3.4 Insider researcher	65
4.4 Data processing	66
4.5 Conclusion	67

CHAPTER FIVE

DATA ANALYSIS, RESEARCH CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction	68
5.1 Data presentation	68
5.2 Data analysis	70

5.3 Conclusion	85
----------------	----

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Introductions	87
6.1 Knowledge of the policy by the head teachers, deputy head teachers and the parents	87
6.2 Chance of the teachers to select a school	88
6.3 Students choice of secondary schools	89
6.4 Suppose the admissions policy is changed-students choice	90
6.5 Number of transfers in each secondary school type	91
6.6. Examinations results and university selection	92
6.7 Summary of the conclusions	94
6. 8 Recommendations	95
6.8.1 Recommendations to the government	96
6.8.2 Recommendations to the ministry of education	97
6.8.3 The recommendations to the parents of the students	98
6.8.4 Recommendations for further studies	98

REFERENCES	99
-------------------	-----------

LIST OF TABLES AND FIGURES

TABLES

Table 3.0. Policy 605 of Columbia	49
Table 5. 1 The respondents by sex	71
Table 5. 2 Staffing in the three secondary schools	75

FIGURES

Fig 2.1 A model of a political system model theory	30
Fig 5.1 Respondents by sex	72
Fig 5.2 School enrolment [form 1]	73
Fig 5.3 Pie chart for school enrolment	74
Fig 5.4 School staffing by teacher qualification	76
Fig 5.5 School infrastructure	77
Fig 5.6 School infrastructure [teachers' houses]	78
Fig 5.7 Junior Certificate Results of 2006	79
Fig 5.8 Malawi School Certificate of education results	80
Fig 5.9 Pupils selection to university selection in 2006	81

APPENDICES

1. Questionnaire for the head teachers and the deputy head teachers	104
2. Questionnaire for the parents of the pupils	106
3. Questionnaire for the students from the three types of secondary schools	107
4. Letter requesting approval to collect data	108
5. Letter from Robert Blake Secondary School	110
6. Letter from Mvera Community Secondary School	111
7. Letter from Dowa Secondary School	112

CHAPTER ONE

1.0 GENERAL INTRODUCTION

When Malawi became an independent state in 1964 there were many vacancies in the government departments which needed well educated people to fill. This resulted into creating tough competition for places in secondary schools. According to Sociology of Education Study Guide 305-A [2002:49] education is seen as a prerequisite for entry into the formal occupational structure and is thus a channel of mobility. The places for studies became scarce because of big number of students to enroll to secondary schools and this resulted into high competition. In order to select the students each secondary school was administering entrance examinations. Such examinations became subjective because sometimes the churches were favouring their faithful.

The admissions policy of the students into secondary schools which was based on the church membership created a problem for some intelligent students because of not having a church which had secondary schools so they were unable to find learning places. This prompted Dr Kamuzu Banda, the then president of Malawi in 1971 to implement the current policy which resulted in classifying the secondary schools and administer the national examinations for standard 8 scholars which would assist to determine in selecting the school where a student would be admitted. Banda [1996:33] suggests that Dr Banda by introducing the admission policy into secondary schools meant to control all the secondary schools by the government.

The admissions policy of secondary schools based on classification resulted into inequality in academic achievement of pupils from the three types of secondary schools namely the grant aided secondary schools, the district conventional secondary schools and the community day secondary schools. Bowles and Giantis [1976:11] argue that the educational system does not add or subtract from the overall degree of inequality and repressive personal development of an individual. The two authors further says that schools are understood as an institution which serves to perpetuate the social relationships of economic life through which pattern are set, by facilitating a smooth integration of the youth into the labour force. The research would like to evaluate the impact of the admission policy of students into the Malawian secondary schools by examining the secondary schools classification, school staffing, school enrolment, classification of school pupils, examination results at both the Junior Certificate and at the Malawi school certificate of education, school funding and school environment. Sociology of Education Study Guide 305-A [2002:50] states that the straight forward version of the meritocratic hypothesis asserts that industrial societies at present there is a strengthening of the link between educational

achievement and occupational status. The research wanted to find out why there were differences in examinations results in the community day secondary schools, in the district conventional secondary schools and in the grant aided secondary schools.

1.1 BACKGROUND OF ADMISSION POLICY INTO SECONDARY SCHOOLS IN MALAWI

The increased chances for employment and better payment of the people who secured a chance of employment in the government and at the mission stations resulted into enormous pressure for places in secondary schools. This resulted into increased enrolment in all the primary schools. The school education created three distinct classes of people in Malawi. The three classes of people who were created were the elites, the middle class and the poor class. From these three classes of people, the children faced competition for places in secondary schools. The general belief that better education would lead to social mobility and have overriding influence on occupational status as claimed by SOC 305-A [2002] in Malawi was turned into a mere dream because the current admissions policy of the students into secondary schools favoured the children from the elite.

In order to contain the pressure for places in secondary schools the Malawi government instituted an admissions policy for secondary schools. The admission policy in Malawi had the following attributes: the standard 8 pupils in Malawi write the same national examination set by the Malawi National Examinations Board. The results of such examinations are classified according to ability of the students. The best students known as the 'cream' are selected to the grant aided secondary schools. The second category composed of average students who score **second** to the cream are selected to the district conventional secondary schools. The rest who are composed of weak and the average students are selected to the community day secondary schools. Burt [1974:57-71] suggests that allocation of pupils to the various types of secondary schools should be based on systematic study of the child's whole personality plus a realistic appraisal of his sociological background.

The three secondary schools in Malawi are classified based on the following characteristics:

1.2 THE GRANT AIDED SECONDARY SCHOOLS

The grant aided secondary schools in Malawi are well equipped schools. They have good classrooms which have enough furniture for the students. The school's staffing level is high and is attributed by good teachers' houses which are well furnished. Such schools have laboratories and libraries to support learning. The enrolment is controlled by the available learning resources. They have dining halls and entertainment halls for the recreational activities. They also have hostels for the students. These schools have electricity and piped water. The average class has an average of 30 pupils. The pupils from such type of schools achieve high marks in examinations. They receive double funding from the government and from the school proprietors whether the government or the missionaries. SOC305-A [2002:49] supports this by saying education is seen as prerequisite for entry into the formal occupational structure and as such is a channel for mobility. Usually these schools have best examinations results at both the Junior Certificate and at The Malawi School Certificate of Education.

1.3 THE DISTRICT CONVENTIONAL SECONDARY SCHOOLS

These secondary schools rank second to the grant aided secondary schools in the areas of staffing and school environment. These schools are owned by the government. They were built following the standards set by the missionaries in the grant aided secondary schools. They have good teachers' houses, dining halls, hostels, good classrooms, laboratories and libraries. They receive funding from the central government on a monthly basis. Staffing levels rank second to the grant aided secondary schools. These secondary schools have an average class of 80 pupils per class. In examinations achievement by the pupils they rank second to the grant aided secondary schools.

1.4 THE COMMUNITY DAY SECONDARY SCHOOLS

These are the secondary schools which originated from the Malawi Correspondence Colleges of Distance Learning Centres which were introduced in 1965. These secondary schools are established by the community depending on the need for secondary education by the community. Infrastructure is built by the community on a self help basis. These schools do not have hostels, dining halls, good teachers' houses and have no pipe water and electricity. The enrolment is not

controlled and an average class has 120 students. The teachers' qualification is low and mostly the primary school teachers are the ones who teach in such schools. The government has just deployed the diploma and degree teachers as head teachers to improve the school management and administration. When the admission policy was implemented the Malawi government categorized the community day secondary schools as full secondary schools with all the necessities like the grant aided secondary schools and the district conventional secondary schools.

Based on the above factors the admission policy into the Malawi Secondary Schools has brought inequality in: academic achievement, employment and even the way the pupils are selected to the secondary schools and to university colleges. It should be noted that Hurn [1993:22] suggests that schools foster legitimate inequality through the ostensibly meritocratic manner by which they reward and promote students and allocate them to distinct positions in the occupational hierarchy. Mark [1985:29] describes the nine categories of criteria used in developing nations to determine high school admission the most being competitive examinations and regional or school-level quotas. The research examined the impact of admissions policy into the Malawi Secondary Schools. It wanted to find out what is responsible for bringing the inequality in terms of academic achievement in the three types of secondary schools. Montague [1959:374-378] argues that the validity of the examinations is questionable, selection system results in class distinctions, selection is not on basis of ability and the serious drop-out problem. The admission policy in Malawi works opposite to what Ballantine [1993:79] states that equal opportunity exists when all people even those without status, wealth or membership in a privileged group, and have an equal chance of achieving a high socioeconomic status in society regardless of sex, minority status or social class.

1.5 PROBLEM STATEMENT

Admissions policy of secondary school students in Malawi since its inception in 1971 had resulted into inequality in academic achievement in all the three types of secondary schools. The grant aided secondary schools had created a group of the elite in Malawi. The pupils selected to these schools achieve the highest in the national examinations followed by the district conventional secondary schools while the students from the community day secondary schools

achieve the poorest. The 2000 survey conducted by the National Statistics Office in Zomba revealed that the admission policy has a role in promoting the academic inequality in Malawi. Bowles and Giantis [1976] support this by saying that schools reinforce class inequalities in contemporary society.

It was because of such differences in academic achievement which prompted the researcher to evaluate the impact of admissions policy of the students in Malawi. The academic results in the three types of secondary schools had indicated that there are some factors which contribute to the academic differences. Some notable differences include: the academic achievement, the university colleges selection, the entrance to the job market and life style in the community. The research would like to evaluate the impact of the admissions policy into secondary schools in Malawi. In Malawi there are many unanswered questions on what is responsible for the differences in academic achievement in the three types of secondary schools.

1.6 RESEARCH QUESTIONS

The topic admission policy of the students into Malawian secondary schools has the following research questions:

- What is the impact of the admission policy into secondary schools in Malawi?
- Which factors contribute to the differences in academic achievement in the Malawian Secondary Schools?
- What are the challenges affecting the admission policy in Malawi?

1.7 THE RESEARCH AIM AND OBJECTIVES

The main aim of the study is to evaluate the impact of the admissions policy into the Malawian Secondary Schools in some sampled secondary schools in the Central East Education Division which is made up of five districts in the Central Region of Malawi. The districts are: Dowa, Ntchisi, Kasungu, Nkhotakota and Salima. The research wanted to achieve the following objectives:

- To evaluate the fairness of the admission policy into secondary schools in Malawi

- To investigate the impact of admission policy into secondary schools in Malawi
- To examine the factors which contribute to differences in academic achievement in the three types of secondary schools in Malawi
- To investigate the challenges the admission policy was/is facing in Malawi

1.8 SIGNIFICANCE OF THE STUDY

This research would be important because no any other research had ever been conducted to examine the differences in academic achievement from the three different types of secondary schools namely the grant aided secondary school, the district conventional secondary school and the community day secondary schools. Since the classification of the secondary schools was done implicitly this research would assist to unveil the hidden motive of the elite in coming up with the admissions policy in Malawi. The Malawi government using the research findings would reexamine the admission policy based on the current impact based on examination results at the Malawi School Certificate, the Junior Certificate of Education and the university selection. The findings of the research would assist the non governmental organizations working in the field of education to advocate for equal treatment of the Malawian Secondary Schools in many areas such as funding, staffing, school infrastructure and school equipment. The research had been an eye opener to why some schools have poor academic achievements while others have best examinations results every year. Through the research the stakeholders in the ministry of education would decide to find means to improve this policy.

1.9 LIMITATIONS

The research sampled only three different types of secondary schools in Central East Education Division because of having limited time to conduct the research. The period of the study was just too short and shortage of resources such as finances was another limiting factor. Consulting and visiting many secondary schools needed a lot of money. The research was conducted from 2000 to 2006. This was an ideal period to collect the needed information. The other limitations include the following:

- Not all the questionnaires were responded to which had an affected the sample later on. In order to solve this problem all the questionnaires were distributed in the presence of the authorities. The second option was to distribute them and wait for the respondents to fill them.
- Since secondary schools are far apart transport to visit each sampled secondary school had a unique challenge. The researcher had to ask for permission in order to be allowed to collect data from his employer.

1.10 DELIMITATION

The research took place in Malawi, in Dowa District where some schools were sampled. The research was conducted in two months period. The research focused on Robert Blake secondary school as grant aided secondary school, Dowa Secondary School as a district conventional secondary school, and Mvera Community Day Secondary. All these secondary are in Central East Education Division [CEED]. The study focused on a period from 2000 to 2006.

1.11 RESEARCH DESIGN

The research was conducted to find out the impact of the admissions policy of students into the Malawian Secondary Schools from 2000 to 2006; the area of focus was in Dowa District. The study used the experimental research design whereby three schools of different types from three clusters were studied closely to find out the impact of the admissions policy by examining the examinations results, university selection and the future successes of ones' life after school. In the study the grant aided secondary schools and district conventional secondary schools were taken as ideal secondary schools which were compared with the community day secondary schools. The research was carried out using a survey whereby a convenient sampling design of the schools which were convenient to the researcher to visit was chosen. This was done because of lack of money for extensive travelling and lack of time. Ghauri [1995:37] defines convenient sampling as a study design which consists of observing a single group or event at a single point in time, usually after some phenomenon that may have produced change. The convenient

sampling is a method which is part of a case study. Huysamen [1994:168-9] defines the term case study as a method which pertains to the fact that a limited number of units of analysis such as individual, group or institutions are studied intensively. In this research the research design was adopted in order to understand the uniqueness and idiosyncrasy of a particular case in all its complexity. The plan chosen had an advantage of reducing the cost involved in conducting a research, shortening the period for study and it was easy to compile detailed data from the targeted schools. The research used both qualitative and quantitative research methods.

In comparison the quantitative and the qualitative research methods, Wimmer and Dominick (1991) state that in the former the design of the study is determined before it begins while the latter the design evolves during the research. Thus the design can be adjusted or changed as it progresses.

The qualitative method was the most appropriate because the researcher wanted to tap into people's lived experiences, their descriptions and interpretation of their particular experiences. Despite qualitative method being superior quantitative method was also used in data analysis when explaining the examinations results and number of resource rooms.

Merriam in Mestry (2004:126) indicates that qualitative research is primarily concerned with the view that individuals interacting with the social world construct about qualitative reality. Qualitative researchers are interested in understanding the meaning people have constructed in making sense of the world and the experiences they have in it.

There was also a need to note that the research generalized the findings to a wider population, of all the secondary belonging to the grant aided secondary schools, district conventional secondary schools and community day secondary schools.

1.12 QUALITATIVE APPROACH

Straus and Corbin (1990:19) assert that the qualitative approach can be used to uncover and understand what lies behind any phenomenon about which little is yet known. This was what the researcher did in order to uncover and underlying phenomenon of the impact of the admissions policy of the students into Malawi Secondary Schools.

Qualitative researchers collect data by interacting with selected persons and by obtaining relevant documents. Furthermore, observations take place in real-world settings and people are interviewed with open-ended questions in places and under conditions that are comfortable for them and familiar to them (McMillan & Schumacher 1993:372, and Patton 2002:39).

1.13 RESEARCH METHOD

The research was conducted using a number of methods. Some of the methods included sampling method whereby one school using convenient sampling was chosen to represent the rest of the type of secondary schools. In the study Mvera Community Day Secondary School was taken to represent all the community day secondary schools while Dowa Secondary School was conveniently chosen to represent all the district conventional secondary schools and Robert Blake Secondary School was singled out to represent all the grant aided secondary schools. Kanna [2004:51] supports sampling when the author says that was impractical to cover all the population and in this case all the secondary schools. By using convenient sampling the element of bias was avoided because all the secondary schools were chosen based on cluster leader status. Kanna [2004:51] defines a bias as a statistical term which means error. A questionnaire was also used to collect information. The questionnaires were used for conducting the interviews. The questionnaires were used because of a large number of participants to be interviewed. This method had a disadvantage of taking long time and it needed special skill to address the chosen sample.

1.14 PARTICIPANT OBSERVATION

The research was also conducted using participant observation whereby the researcher was a teacher between 1991 and 2005. The researcher had to use the personal insights of his former profession when collecting and compiling the data. The previous knowledge formed a big part of knowledge when conducting this research. As a head teacher the researcher had a lot of data and personal knowledge and information which formed part of the information used in this study. This method had some challenges which included loss of memory of the needed information and difficulties in soliciting the information. However due to the available information in form of books and other administrative literature it was easy to compile the information.

Patton (2002:262) argues that firsthand experience with a setting and the people in the setting allows an enquirer to be open, discovery orientated and inductive because, by being on site the observer has less need to rely on prior conceptualization of the setting, whether those prior conceptualizations are from written documents or verbal reports. Furthermore, the enquirer has the opportunity to see things that may routinely escape awareness among the people in the setting. This will afford the researcher valuable chance to gather much information about the research topic.

Bulmer (1982:251-260) classifies participant observation into two main types; *covert* and *overt*:-

Covert observation involves:

- the social researcher participating fully without informing members of the social group of the reasons for her presence, thus the research is carried out secretly or covertly.
- contact with a '*gatekeeper*', a member of the group under study who will introduce the researcher into the group.

Overt observation involves:

- the researcher being open about the reason for her presence in the field of study
Since the researcher is given permission by the group to conduct his research.
- the use of a '*sponsor*', who is an individual likely to occupy a high status within the group, therefore lessening any potential hostility towards the researcher.

1.15 SURVEY QUESTIONNAIRES

Survey questionnaires were administered to respondents in the sampled secondary schools such as Mvera Community Day secondary school, Dowa Secondary School and at Robert Blake Secondary School. From all these secondary schools, the head-teachers, the deputy head-teachers, the pupils and the parents of the pupils were interviewed. The survey questionnaires

were administered using the structured interviews and this contributed a large part of information for the research. This method had a number of challenges which included: some answered questionnaires were not brought back in time. This was solved by making a follow up hence creating a problem of finding some resources for travelling. In some instances some questionnaires needed proper explanation in order to get the correct responses. Questionnaires are widely used as a technique in obtaining information from respondents (McMillan & Schumacher 1993: 238).

Comprehensive literature study related to admission policy was widely read and used in the research. Literature related to admission policy was used in questionnaire compilation. The following literatures were consulted: policy books, similar research reports like the one conducted by the Volunteers Society Organization of Japan, Selection Book of Central East Education Division, and other literature which are relevant to the research. The details of this would be found in chapter 2.

1.16 PERSONAL INTERVIEWS

According to De Vos [2001:299] states that in-depth interviews with individuals are defined as one or more face to face interaction between an interviewer and an interviewee, where the purpose is to understand the interviewees or situation as expressed in his or her own words. The in-depth interview was conducted in the sampled secondary schools targeting the students. This was done to understand the in-depth knowledge about the admission policy from the students. The method had an advantage of asking extra questions where necessary. De Vos [2001:300] supports this by saying that the advantage of in-depth interviews is that reality can be constructed from the World of the interviewee, which enables the researcher to obtain an insider of the social phenomenon as well as to explore other avenue of the research emerging from the interview.

1.17 LITERATURE STUDY

Literature on public policy focusing on meaning, processes of policy making, and different types of policy theories, policy stages and admission policy of other countries are used in this study. Other similar research and history of education in Malawi were also used when compiling this dissertation.

The following literature forms the most important aspect of literature review:

- Relevant literature on policy making and implementation.
- Other similar research reports conducted in Malawi.
- History of education in Malawi by Kelvin Banda [1996].
- Political and Public Administration journal from University of South Africa.

1.18 SNOWBALLING METHOD

Snowballing method was also used because when some respondents were contacted for an interview they were mentioning their friends who had knowledge about the research topic so they were interviewed.

1.19 DEFINITIONS OF TERMS

In this research the following terms were used as defined below:

- **Admission:** Policy Implementation Framework [1996:15] defines admission as the selection of pupils from primary schools into secondary schools. Easy Dictionary [1995:21] defines admission as the placement of the pupils into new classes.
- **Policy:** it is a procedure how government implement what it would like to do. Dye [2001:9] defines policy as what the government decides what to do or what it decides not to do.
- **Diploma:** the minimum education qualification for teaching at a secondary school. Safuli [1996:55] defines diploma as the basic certificate before a degree which is issued at the places of higher learning such as at universities and at the colleges.
- **Degree:** a higher level of a teaching education qualification at a secondary school. Safuli [1996; 57] defines degree as a qualification higher than a diploma which is issued at a place of high learning such as a university.
- **Cost Sharing:** the community contribution towards the running of a school. Policy Implementation Framework [1996:15] describes cost sharing as the community involvement in contributing the resources for running a school.

- **Hierarchy:** Safuli [1996:13] defines hierarchy as a chain of command in school administration. Smith [1999: 33] defines hierarch as the arrangement of offices following the beaucratic principles
- **Grant Aided:** Policy Implementation Framework [1996:24] defines the Grant Aided secondary schools which are rich in teaching resources and receive double funding from the government and the proprietor. These are few in number. Safuli [1996:52] defines the Grant Aided Secondary Schools as education institutions of education excellence in Malawi.
- **District Conventional:** Safuli [1996:54] describes the District Conventional Secondary schools as the secondary schools which rank second to the grant aided secondary schools. In each district there are three or two secondary schools. These are the secondary schools which are under the central government. Policy Implementation Framework [1996:26] defines the District Conventional Secondary Schools as government owned secondary schools which were established copying the Grant Aided Secondary Schools.
- **Community Day Secondary School:** Policy Implementation Framework [1996:27] defines the Community Day Secondary Schools as the secondary schools which are opened by the community. The resources are provided by the community. Generally they are poor secondary schools. These are the poorest secondary schools run by local government. Safuli [1996:55] defines the Community Day Secondary Schools as the old Malawi College of Distance Education Centres which provided secondary education to those who had no chance for secondary school selection.
- **Cluster:** Policy Implementation Framework [1996:17] defines cluster as a grouping of secondary schools in a geographical area which share resources and expertise. A group of secondary schools which are in a common region which share resources and expertise. Easy Dictionary [1995:23] defines cluster as the grouping of organizations based on a certain criterion.

- **Malawi School Certificate of Education:** This is equivalent to grade 12 and in Malawi it marks the end of secondary level where one is selected for the university colleges. A final class at secondary school level in Malawi. Safuli [1996:24] says, “Malawi School Certificate is equal to General Certificate of Education which is administered in East Africa. Kalanda [1996:11] equates Malawi School Certificate of Education to Ordinary Education level.

1.20 ETHICAL CONSIDERATION

When conducting the study, it was essential that the researcher followed the standard ethical principles. C.F Hinckly, [2005:298-299], Mare der Westhuizen, [2007:41-42] support the idea by saying that the researchers need to adhere to the ethical values when conducting a research. When carrying out the research the following ethical considerations were observed:

1.21 INFORMED CONSENT AND VOLUNTARY PARTICIPATION

The researcher always explained the purpose of collecting data and its use. The respondents were told to participate in the study voluntarily and verbal confirmations were sought that the participation was on a voluntary basis. The letters of permission to conduct a research from the sampled Head teachers of the secondary schools were obtained. The sampled Head teachers of Robert Black grant aided secondary school; Dowa secondary school and Mvera community day secondary school were contacted. Please see the appendix page 112.

1.22 PRIVACY, CONFIDENTIALITY AND ANONYMITY

All the participants were assured that the information they provided was kept private and treated as confidential. The research results would present in anonymous way and no participant or school would be identifiable from the report.

1.23 PROTECTION FROM HARM

The researcher tried to remain honest, respectful and sympathetic towards all the participants since the study has no experimental aspect on a human being.

1.24 LAYOUT OF CHAPTERS

The research has the following chapters: **chapter 1** is made up of introduction, background of the admissions policy, problem statement, research questions, research aim and objectives, significance of the study, limitations, delimitations, research design, research methodology, research layout and references. **Chapter 2** focuses on related literature review of the public policy and education in Malawi and other countries, **chapter 3** focuses on the admission policy as implemented in Malawi and other countries, **chapter 4** gives the details of research methodology. **Chapter 5** focuses on how data was collected; data was processed, data was presented and was analyzed while **chapter 6** gives the summary, conclusions and recommendations of the study. The study has finally the references and the appendices which will be made up by the questionnaires which were used in collecting data.

1.25 CONCLUSION

In conclusion chapter 1 has explained the introduction of the study, the background of the admission policy of the students into Malawi Secondary Schools, the classification of the Malawi Secondary Schools into Grant Aided, District Conventional and the Community Day Secondary Schools. It has also given an explanation of the problem statement, research questions, the research aim and objectives, significance of the study, the study limitations and delimitations. It has gone further to discuss the research design and the research methods amongst the research methods discussed include: qualitative approach, participant observation, survey questionnaires, literature review and snowballing. The chapter has also covered the definitions of the terms used in the research, ethical considerations, and layout of chapters.

CHAPTER TWO

LITERATURE REVIEW OF PUBLIC POLICY AND EDUCATION IN MALAWI

2.0 INTRODUCTION

The major areas the chapter covers are: - definitions of policy by a number of authors, the process of policy making, historical perspective of education in Malawi, introduction of secondary education in Malawi, education and the admission policy in early independence, types of policy theories, limiting factors of policy implementation, previous research findings, rationale and relevance of the current study and a conclusion of the chapter.

2.1 THE POLICY DEFINITIONS

There are many ways in which the term policy is defined and it has a number of uses in the public sector. In this section the main focus is to examine how the different authors have defined the term and how it is used in the public sector.

Baker [1975:12-15] defines policy as a mechanism employed to realize societal goals and to allocate resources. Roberts [1997:30] defines policy as a set of interrelated decisions taken by political actor or group of actors concerning the selection of goals and the means of achieving them within a specified area. Starling [1979:4] defines policy as a kind of guide that delimits action.

Fourie [2006:6] suggests that the public policies are the result of societal public problem while Minoque [1997:13] points out that the policy making process entails the translation of the decisions into actions. Ranney [1968:7] defines policy as a declaration and implementation of intent.

Anderson [2000:4] suggests that public policies are those developed by government bodies and officials aimed at changing, achieving or solving a problem. On other hand Easton [1953:129] defines policy as the authoritative allocation through the political process of values to groups or individuals in a society. According to Baker [1975:12-15] defines policy as a mechanism

employed to realise societal goals and to allocate resources while Roberts [1997:30] defines policy as a set of interrelated decisions taken by a political actor or group of actors concerning the selection of goals and the means of achieving them within a specified area. On the other hand, Fourie [2006:6] suggests that the public policies are the result of some societal public problem. In a similar development Minogue [1997:14] points out that the policy making process entails the translation of the decisions into actions. It is therefore, distinctly political in nature-dealing directly with who implements the policy, who gets what, where, when and how? The success of this stage is dependent upon myriad variables: the correct definition of the problem, the accurate identification of casual links, just determination of the realistic objectives and so on. According to Lane [1987:528] policy implementation has double meaning: to give practical effect to or execute on the one hand, and fulfil or accomplish on the other hand and that is why we have basic ambiguity in the notion of implementation: implementation as an end state or policy achievement, and implementation as a process or policy execution. On the other note Heinemann et al [2002:52] states that the central figures in implementation are the administrators in the agencies charged with putting a paper policy into action.” Anderson [2000:88,92] suggests that a public problem can be defined as a condition or situation that produce needs or dissatisfaction among people and for which relief or redress through governmental action is sought or public problems are those which affect a substantial number of people and have broad effects, including consequences for persons not directly involved. Such types of problems are the ones that lead to the making of a public policy. In Malawi a policy was formulated by the elite in order to solve the problem of mixing their children and the children of the poor in secondary schools. Anderson [2000:4] points out those public policies are those developed by the governmental bodies and officials. The author goes on and states that a policy [public or private] is a tool, aimed at changing, achieving or solving something and does not refer to random act, the result of chance, but public policies are courses or pattern of actions over time of governments and their agencies.

It is a fact to conclude that a policy is made to solve the society problems as happened in Malawi from 2002 to 2004 where a policy was formulated, adopted and implemented.

2.2 PUBLIC POLICY MAKING PROCESS

For a policy to be formulated and implemented it passes through a number of stages. In this section the major focus is to examine whether the admission policy in Malawi passed through different stages of making a policy as explained by a number of authors. For any credible law it has to pass through a number of stages. This section would like to examine whether the admission policy of the students into secondary schools in Malawi passed through the normal procedure of making a public policy. Fourie [2004:11] suggests that problem identification is probably the most under-valued stage in the policy-making process. Parson [1997:87] makes a related point that the genesis of a policy necessarily involves the recognition of a problem and Fourie continues by saying in order to qualify as a public problem an issue has to be [1] deemed unsatisfactory by a significant group in the public domain and [2] something which can be addressed by the government action-if there is no solution to such an issue, no policy would bring any change; the attempted drafting such a policy would therefore be superfluous. In the case of Malawi there was a problem of how to select the students to the three types of secondary schools. The elite did not disclose the problem to the public but they implicitly sought the need to come up with a policy.

According to Dunn [1994:299] problems and perceptions can change over time hence assisting in problem structuring which does not occur once, at the beginning of the analysis, but occurs at many points throughout the analysis [yielding] information about the potential relevant goals, objectives, alternatives, criteria, target groups, costs and benefits to guide the analysis. Parson [2004:82] defines policy problem as a condition or situation that produce needs or dissatisfaction among people for which relief and redress by governmental action is sought. The author went on stating that not all problems are policy problem but they become a policy problem when a problem affect a substantial number of people, if the problem produce sufficient anxiety, discontent, or dissatisfaction to cause many people to seek governmental remedies. Then it is added on a policy agenda. In Malawi when the admission policy was formulated the public was not informed that there was a problem which required a public policy to solve it. This is a serious anomaly in policy formulation because when everybody is aware that there is a problem then the process of making a policy can start. Roberts [1997:30] supports this by saying, “policy as a set of interrelated decisions taken by a political actor or group of actors concerning the selection of

goals and the means of achieving them within a specified area. On the other hand, Fourie [2006:6] suggests that the public policies are the result of some societal public problem. Therefore the admission policy in Malawi lacked basis why the policy was formulated because there was no problem to address this was so because the elite never explained the problem they were facing when admitting the students into two secondary schools before converting the Malawi College of Distance Learning Centres into the third type of secondary schools called the community day secondary schools.

2.3 THE POLICY AGENDA

After identifying a problem the next stage in the policy making process is the policy agenda. This is a stage where the problem is examined whether it really needs government attention to address. Usually this is done by the executives or by the legislators. The admission policy as seen from the first stage it was formulated without having a serious problem which was affecting the public at large. The following authors have given out definitions of the policy agenda as follows: Parson [2002:87] suggests that out of the thousands and thousands demand the government receive in form of problems, only a small number will receive consideration at any given time by the public policy makers in other words each problem must compete for official attention because the legislators and the executive have limited time and resources. The author point out that some of the factors which can make a policy reaching an agenda include: a problem which creates a crisis has a big impact, and affecting many people. Fourie [2006:12] argues that not all policy problems make it onto the policy agenda, for a problem to get onto public policy agenda a problem must be converted into an issue that the government actually respond to. Anderson [2000:98] suggests that an issue can go to public policy agenda when it causes crisis, attract media attention, undergone lobbying, and has big impact. Heinemann etal [2002:50] deduce that the policy-setting process reveals the basic power patterns of the larger policy process who state that policy analysts can be extremely influenced at this stage, by translating the argot and implications of public policy making into the vernacular of the general public, thus assisting in conscientising the public about specific issues/problems and getting them onto the public policy agenda.

It should be noted that the admission policy in Malawi never passed through the agenda because there was no problem to address and there was no impact to warrant putting on the agenda. The elite just used their influential position in the country to draft and implement the policy so that their children should be given the best schools in Malawi. The research conducted by the Peace corp. volunteers in Malawi clearly indicated that on the community day secondary schools were admitting the children from the disadvantaged background.

2.4 POLICY FORMULATION

It has been explained that the admission policy of the students in Malawi never followed stage one and stage two in the making a policy. The next stage is to examine whether it only jumped to step three. Policy formulation is the actual process of the making a policy. Fourie [2006:13] suggests that once an issue has become a problem, and the problem has made it into the public policy agenda, it is incumbent upon the government to strategise an appropriate response to that public problem and a response could be positive leading to action such as planning, drafting and eventually implementation of a new policy or amended policy or negative which will result in inaction- maintaining a status quo. Rao [1996:107] defines policy formulation as making policy which is the function of the highest echelon of the government and the authors goes on to state the administration's role in policy- formulation process takes place in two steps of process: [a] before the constitutionally empowered legislature and chief executive have made their policy- decisions and [b] after they have enacted statutes or issued executive orders and passed it on to the administration the job of making sense out of them. According to Anderson [2004:103] policy formulation as the formulation of policy proposals which involve developing pertinent and acceptable proposed courses of action [often called alternatives, proposals or options] for dealing with the problems. Anderson continues by stating that the policy makers may be confronted with several competing proposals for dealing with the problem, or may be struggle with devising their alternatives and he further explains that policy formulation does not always culminate in a law, executive order, or administrative rule. Roux [2000:131-33] argues that policy alternatives should not be obviously unattractive- then they serve no purpose; rather they should be mutually exclusive, fairly specific, operationizable, and there should not be too many alternatives. Fourie [2006:28] gives the key actors in the process of policy formulation include

government agencies, organizations appointed by the executive arm of government, legislators and their researchers, and interest groups and their non governmental organization [ngo] representatives. Anderson [2000:115] points out that the actual writing of the policy alternatives- with all the legal aspects and technical language involved- is highly complex activity. This is usually undertaken by the experts in government, who should aim at a product that is both encompassing of societal demands and technical accurate. [to forestall any possible future legalistic loopholes in policy application].

As can be seen from the author's contribution in the policy process of formulation the elite in Malawi were not open to the public when the policy was formulated. The policy formulated had no clear alternatives hence lacking the aspect of democracy. There were no clear means to evaluate the success or the failure of the policy. In democratic country like Malawi there was no reason why the policy should have been made in a hidden way. Kalanda [1996:17] points out that any public policy which formulated and implemented in a hidden manner does not reflect solving the problems of the society.

2.5 POLICY ADOPTION

The forth stage in policy making is called policy adoption, this process in a political country like Malawi takes place in the national assembly where the members of parliament debate the policy and finally vote. Where a policy has followed the right channel it passes through the four stages. A number of authors have defined what policy adoption means and how it is done. Fourie [2006:14] defines policy adoption as a stage during which a selected policy, once formulated is legitimised and formalised. The author further points out that policy adoption therefore has direct correlates with decision making-who decides on any specific policy alternative, what the variables are that impact on the decision maker and so on. Anderson [2004:121] defines policy adoption as a stage of policy decision which involves action by some official persons or body to adopt, modify, or reject a preferred policy alternative and it takes such forms as the enactment of legislation or the issuance of an executive order. The decision maker is confronted with a problem that can be separated from other problems or at least considered meaningfully in comparison.

It should be concluded that the admission policy of secondary school students in Malawi was implicitly made by the elite without passing through the laid stages of policy formulation as explained above. It is questionable whether the policy was meant for the good of everybody in the country. The clear point is that the elite in Malawi are perpetuating themselves through this policy by deliberately discriminating the children of the poor by sending them to poor schools like Community Day Secondary Schools.

2.6 THEORETICAL BACKGROUND OF EDUCATION IN MALAWI

Education in Malawi has passed through three phases historically. These three phases are the past which has the origin of education in Malawi which is commonly called the missionaries' era. The second phase is called the present phase which makes the period after independence when the Malawi Government took over the responsibility to control education. The last phase is called the future which focuses on the new trends in the education sector. In all these three phases the major focus was the policy of secondary admission into secondary schools.

Banda [1996:34] suggests that education was started by the missionaries in 1900. The author further pointed out that each mission station opened a school at the main station and later also opened other schools in the surrounding areas under the jurisdiction of that mission station. The schools were run by teachers, many of whom had received some training at the Blantyre Mission's Normal Schools. The curriculum followed the 3Rs, [arithmetic, reading, writing], Bible study, geography, history and agriculture. The real battle for the demand of secondary education came from the African representatives in the Advisory Committee of Education, Mumba appointed in 1933 and Matinga who was appointed in 1937. Banda [1996:84] further states that all these deliberations came into fruition only when in 1940 Blantyre Secondary School was opened under the auspices of the Board of the Federated Missions and built with the aid of financial grant of K8, 620 from the government." The author suggests that the opening of Blantyre and Zomba Secondary Schools only increased peoples' desire for further secondary education. The missions tried to meet this by opening Junior Secondary Schools providing a two year post primary course. During this time the policy of selecting the pupils into secondary schools was done by the individual schools based on the church faithful. Those from the Roman

Catholic Missions had their children selected to the secondary schools belonging to the Roman Catholic Church and this was also true with the protestant churches. The policy had a disadvantage of promoting discrimination based on faith in the country that those church faithfuls whose churches had no secondary schools had tough time to find a place at a secondary school. Pachai [1996:55] supports this by emphasizing that many people during the missionaries' period failed to finish the first two years of education at secondary school because of poor the policy of selecting the students into secondary schools.

2.7 HISTORY OF ADMISSION POLICY IN THE EARLY INDEPENDENCE YEARS FROM 1900-1990

Education in Malawi was started by the missionaries who used it as a tool for evangelization. There were so many missionaries in Malawi since 1900 and the notable ones were: the Roman Catholics, the Dutch, the Scottish and other local missionaries such as Zambezi Evangelical and Providence Industrial Mission. All these missionaries opened schools which were offering education to the children of their followers. Nobody in Malawi can come up with a research without referring to how the missionaries were admitting the pupils into their primary and secondary schools. The admission policy of the students at this particular time was based on being a follower of a particular church. Phiri [1996:19] supports this by stating that by 1912 Providence Industrial Mission had opened six schools namely: Providence Industrial Mission Station which had 200 pupils, Namkumadi School which had 168 pupils, Matiti School which had 190 pupils, Ndunde School which had 82 pupils, Thumbwe School which had 120 pupils, Malika School which had 60 pupils and Sangano School which had 86 pupils." The admission policy was discriminatory and had no further place to select the children because by this time secondary education was not yet introduced. There was competition between the missionaries because the offering of education was taken as a tool to win the church membership. On the other hand the colonial government had its own few primary schools where education was also offered. The missionary schools were called independent schools because all the control, payment of the teachers and provision of all other suppliers were provided by the individual missionaries.

With time the perception of education started to change because those who had gone into the schools from standard 1 to standard 6 were offered jobs as evangelists, teachers, and shop keepers and from there the demand for more education increased. Phiri [1996:19] states that the steady growth of the Providence Industrial Mission had given Chilembwe hope and he strongly believed that the Independent African Schools were in a better position to give the Africans the knowledge and skill by which they could integrate themselves successfully into the new community. The new vision on education brought a change in the curriculum in order to make the Africans to better understand their environment and apply the knowledge which they were acquired. Bisika [1996:10] points out that the new curriculum was organized following the normal British Standard-Seven elementary course of Bible Study, Geography, History, Agriculture and 3Rs.

Despite the efforts made by the missionaries and the colonial government the primary education policy was applied in a disjointed manner because there was no coordinating body to oversee the education services. It was not until in 1926 when a recommendation by the Phelps-Stockes Commission was made to establish a Department of Education which should be responsible to coordinate all the education affairs. The same commission also made a redefinition of aims of mission education. Phiri [1996:61] supports this by saying that it is generally felt that the mission has now passed the pioneer stage of education and that while the schools must follow their moral and religious aims intensively there is a large opportunity given us for new developments to make them better servants of the people. The coming of the Department of Education assisted to bring closer the missionaries and the colonial government schools in management. The government started assisting the mission schools by paying for the salaries and provisions. A new policy was formulated to govern all the primary schools. The new policy set the number of classes a primary school pupil should attend and to consider introducing Junior Secondary schools which had only forms 1 and 2. In 1940 the first secondary school was opened by the Roman Catholic Mission in Zomba. Phiri [1996:78] argues that up to 1940 there was no recognized secondary school education in the then Nyasaland and with the introduction of the government examinations in 1940 for standard 6 the very few bright pupils were accepted at either Blantyre or Zomba Catholic Secondary Schools when they were opened in the early parts of 1940s. Malawi gained her independence in 1964 under the Malawi Congress Party with Dr

Kamuzu Banda as a president. From 1961 onwards there was an evolution in the development of education.

Banda [1996:52] points out that it was during the early years of independence that the educational policy was geared to meet the manpower requirements and priority was therefore accorded to the expansion of secondary education and the development of post secondary education through the setting up of the university of Malawi in 1966. The author further stated that in 1961 Malawi Congress Party Manifesto the new government was determined that more secondary schools should be built and the existing secondary schools were to be expanded with additional facilities and each district had its own secondary school.

Banda [1996:55] stated that the pupils' enrolment increased year after year. For instance in 1974 the total enrolment of the pupils at both government [conventional district] and Government-aided secondary schools was 12,101 plus 1,516 who were at unassisted secondary schools [community day secondary schools].

The author further highlighted that the new policy of expanding secondary school education meant that more teachers were required to manage and teach in the secondary schools. The admission policy during the early years of independence as already explained was based on the relationship between a secondary school and the denomination of a student. The pupils from the Roman Catholic Church were admitted [selected] into Roman Catholic Church built secondary schools while those from the protestant churches their children were admitted into the protestant built secondary schools. This policy had a problem of promoting discrimination based on religious background. The Roman Catholics had a lot of chances for secondary places because this church had a good number of secondary schools as compared to the protestant churches. Children from other denominations which had no secondary schools had no chance to join the missionaries' secondary schools. They had a chance of only joining the government owned secondary schools despite the government having little number of secondary schools. Many pupils had a challenge to find learning places. This was so until 1974 when a new policy was formulated and implemented by the government.

The policy in the research came into use in 1974 after discovering the weaknesses of the policy of admission which was put forward by the missionaries. The government implemented a policy which allowed all the children from religious background and non religious background to be selected into the secondary schools based on merit which focused on a child's ability and performance in the standard 8 examinations. Pachai [1996:77] stated that the new policy graded the secondary schools into day secondary schools, district conventional secondary schools and the boarding secondary schools [grant aided secondary schools] and administering national standard 8 examinations which were managed by the Malawi National Examinations Board. Banda [1996:73] points out that for the government to advance the new policy it took over the responsibility to pay the teachers salaries and funding the schools in order to operate with lesser problems. The policy had nothing to do with the admission of pupils into the then Malawi College of Distance Education Centres [community day secondary schools]. This policy also met some challenges such as nepotism in selecting the pupils into the grant aided secondary schools. Pachai [1996:88] supports this by stating that the elite were influencing the selection of the pupils into the grant aided secondary schools directly or through transfers. Banda [1996:54] mentioned that because of nepotism in selecting the pupils into grant aided secondary schools the missionaries claimed quotas for all their schools. The increased enrolment at primary schools had a direct influence for competition of places in secondary schools.

After the development of a quota system in the admission of the pupils into secondary schools was adopted the elites capitalized in the increased enrolment in the primary schools they implemented a new policy in an implicit manner. The new policy came into force in 1994 whereby the old policy was modified so that the selection of pupils into all the secondary schools in Malawi should be based on merit and that the then Malawi College of Distance Education Centres be turned into community day secondary schools. The policy which came into force in 1994 was the one which was under this study. The Policy Implementation Framework [1996:11] suggests that the conversion of the Malawi College of Distance Education is one way of increasing access to secondary schools. In Malawi there are over one hundred and twenty community day secondary schools. The plan to convert all the Malawi College of Distance Learning into a third type of secondary schools was made without improving the learning environment in these schools. In most community day secondary schools there are no

laboratories, hostels, libraries, few numbers of books and the teachers teaching in these schools have no competency because they were trained as primary school teachers. Peace Corp Research [1996:21] supports this by saying that of the 25 community day secondary schools which were visited by the researchers discovered that the learning and teaching environment in the community day secondary schools was poor. In most schools there were no furniture, dilapidated classroom blocks, no libraries, no laboratories, no hostels and if any were on improvised basis and no kitchen or dining hall. On the other hand the grant aided secondary schools are rich schools with well trained and qualified teachers, have laboratories, libraries, best hostels, well funded schools and have good teachers' houses. Bisika [1996:12] supports this by stating that Malawi has three types of secondary schools namely: grant aided secondary schools, district conventional secondary schools and the community day secondary schools. The grant aided secondary schools are rich schools with the best teachers, the district conventional secondary schools rank second to the grant aided secondary schools while the community day secondary schools are the poorest schools in Malawi.

2.8 TYPES OF POLICY THEORIES

Anderson [2004:122] outlines the following types of policy theories: rational, the incremental, political systems, group, elite and rational- choice. In this section the main theme is to examine different types of theories and find out which theory the Malawi Government used when formulating the admission policy of the pupils into the Malawian Secondary Schools. It should be pointed out that any good public policy is guided by a theory. The section would like to demonstrate the theory the admissions policy of the students into Malawi secondary schools was formulated from.

2.8.1 RATIONAL COMPREHENSIVE THEORY

Anderson [2004:123] suggests that the rational comprehensive theory is perhaps the best known theory of decision making because it draws considerable from the economist's view of how a rational person would make a decision. The author came up with the following features of rational comprehensive theory:

- The decision maker is confronted with a problem that can be separated from other problems or at least considered meaningfully in comparison.
- The values, the goals or objectives that guide the decision- maker are known and can be clarified and be ranked according to their importance.
- The various alternatives in dealing with the problem are examined.
- The consequences that would follow from selecting each alternative are investigated
- Each alternative and its attendance are then compared with the other alternative.
- The decision maker will choose the alternative and consequences that maximizes attainment of the goals, values or objectives.

When formulating the admissions policy of students in Malawi secondary schools the rational theory was not used because there was no problem which was identified, however since the elite made the policy in order to discriminate the children from the disadvantaged families[the poor] by classifying the schools into the grant aided as the best schools, the district conventional as the better schools and the community day secondary schools as the poorest schools where they could select the children from the disadvantaged families. No alternatives were identified to address the problem of the elite. Anderson [2004:123] backs this by explaining that the various alternatives in dealing with the problem are examined. Since the formulation of a policy was done in a hidden manner it is questionable whether there was a good intention in making this policy by the elites. A good policy is one which achieves a common good of a society [Anderson 2004:45]. Since this policy was meant to achieve a common good of the elite, it would be difficult to conclude that it is a good policy.

2.8.2 THE INCREMENTAL THEORY

Anderson [2004:125] defines the incremental theory of decision making is presented as a decision theory that avoids many problems of the rational comprehensive theory and it is more descriptive of the way in which the public officials make decisions. The author gives the following features of the incremental theory:

- The selection of goals or objectives and the empirical analysis of the action needed to attain them closely intertwined with rather than distinct from one another.
- The decision maker considers only some of the alternatives for dealing with the problem which will differ only incrementally.
- For each alternative only a limited number of important consequences are valued.
- The problem confronting the decision maker is continually redefined. Incremental allows for countless end means and means ends adjustments that help the problem more meaningful.
- There is no single decision or right solution for a problem.

The admission policy did not take the incremental theory because when the policy was formulated there was no selection of goals or objectives and the empirical analysis of the action needed, no alternatives were openly made as solutions to the problem and no valuing of the consequences were made. The process worked contrary to the incremental theory. This is supported by Anderson [2004:123] who pointed out that the problem confronting the decision maker is continually redefined.

2.8.3 POLITICAL SYSTEM THEORY

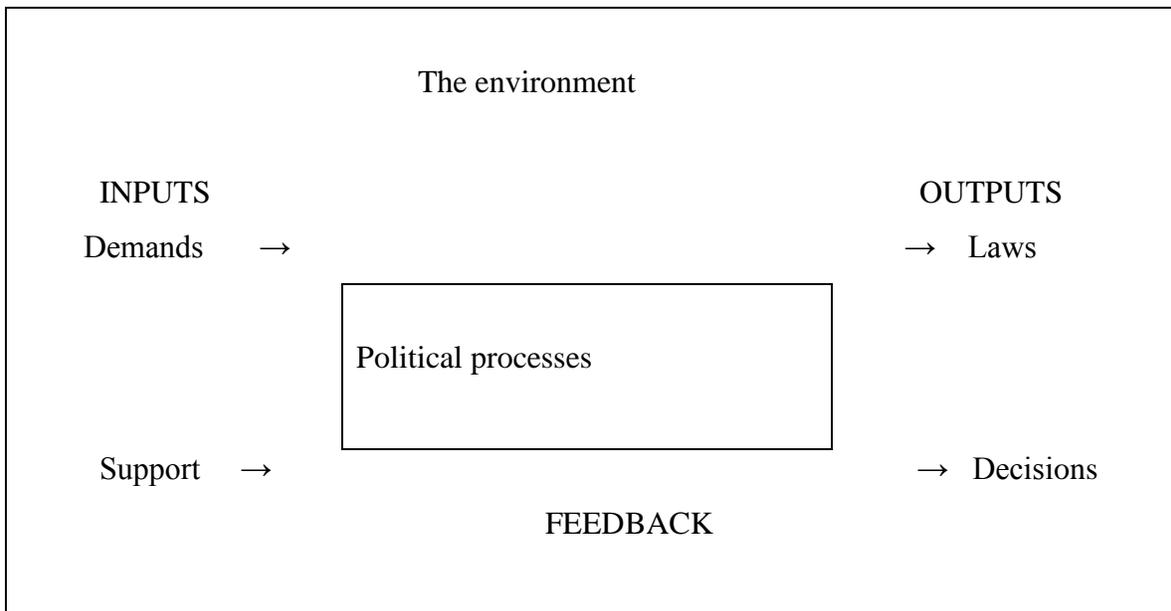
Apart from the incremental theory Anderson [2004:18] gives political system theory as another approach which can be used. In political system theory the author suggests that a political policy may be viewed as a political system's response to demands arising from the environment. Anderson 2004] points out the following as the features of this theory:

- The approach has inputs which are the demands of the people.
- The demands are processed in a political system.
- The results of processing the inputs are the laws.
- The laws come as feedback to address the demands from the environment.

- The decisions made can lead in support of the political system or rejection if not addressed the made demands.

The admissions policy of the students into the Malawian Secondary Schools was made using the political system theory. This was so because all the policies in Malawi which affect many people are supposed to be made in the national assembly. There were demands by the elite which needed to be made into laws [policy]. Anderson [2004:124] suggests that the decisions made can lead in support of the political system or rejection if not addressed the made demands. If properly scrutinized this can be presented in this diagram below:

FIG 2.1: A MODEL OF A POLITICAL SYSTEM THEORY:



Adopted from Anderson 2004:125: Public policy and analysis.

The admission policy fell short of the procedure of how the policy was made but through conducting an evaluation of this policy there is need to modify it to suit this model. This model could be ideal because Malawi is a political country which requires most of its policies to pass through this model.

2.8.4 GROUP THEORY

Anderson [2004:20] defines group theory as an approach which is based on politics; public policy is the product of group struggle. The author further points out that one writer stated that what may be called public policy is the equilibrium reached in this group struggle at any given moment and represents a balance which the contending factions or groups constantly strive to weigh in their favour

The admissions policy of the students into the Malawian Secondary Schools did not follow the group theory because no room was given to the poor to counter attack the elites on why the policy should come into force. In a normal situation where there is transparency in making a policy, the admission policy should have taken this model but the elites deliberately avoid providing information of the policy with the aim of competition with the disadvantaged people.

2.8.5 ELITE THEORY

Anderson [2004:21] defines elite theory as an approach from the perspective of the elites whereby a policy can be regarded as a reflecting the values and preferences of a governing elite. The author gives the following features of the elite theory:

- It is not determined by the demands and the actions of the people.
- It is formulated for the elite's preferences.

Professor Thomas Dye and Harmon Zeigler according to Anderson [2004:32]

gives a summary of the elite theory as follows:

- Society is divided into the few who have power and many who do not have power.
- Only a small group of people allocate a value for a society: the masses do not decide public policy.
- The few who govern are not typical of the masses that are governed. The elites are disproportionately from the upper socioeconomic strata of society.

- The elites share a consensus on the basic value of the social system and the prevention of the system.
- Public policy does not reflect demands of the masses but rather the prevailing values of the elite.
- The elites may act out of narrow self-serving motives and risk undermining mass support or may initiate reforms, curb abuses and undertake public regarding programmes to preserve the system and their place in it.
- Active elites are subject to relatively little direct influence from apathetic masses. The elites influence masses more than masses influence elites.

The admissions policy of the students into the Malawi Secondary Schools in Malawi was made following this model. This was so because it was formulated following the preferences of the elites. In the admission policy the elites had a preference to make sure that their children are selected to the best schools. Anderson [2004:23] supports this by stating that it is formulated for the elite's preferences. The policy was implemented because the elites wanted to perpetuate themselves in the labour market by using the best education their children acquire in the best schools such as the grant aided secondary schools in Malawi. The elites used their power to influence the formulation and the implementation of the policy without passing through the parliament like the case usually. The masses were cheated that the policy would benefit everybody yet the elites had a system of how to influence the selection of their children to the best schools unlike the majority disadvantaged people who have no means to influence the selection of their children to any secondary school. Anderson [2004] backs this by saying, "Society is divided into the few who have power and many who do not have power. Only a small group of people allocate a value for a society: the masses do not decide public policy. The admission policy of the students into the Malawi Secondary Schools was formulated and implemented without reflecting the demands of the masses but the masses were just dragged in accepting the policy. Dye [2001:124] supports this by stating that public policy does not reflect demands of the masses but rather the prevailing values of the elite. The elites may act out of narrow self-serving motives and risk undermining mass support or may initiate reforms, curb

abuses and undertake public regarding programmes to preserve the system and their place in it. It should be noted that by deliberately separating the children of the elites and the poor [the disadvantaged families] the academic inequality and social inequality was also promoted. For the Malawi Government to have well balance number of educated people there is needed to reexamine the policy. If the government will not take keen interest to evaluate the impact of the policy then the elite will continue dominating in the labour market while the children of the poor [disadvantaged families] will continue to be suffering. Anderson [2000:88,92] suggested that a public problem can be defined as a condition or situation that produce needs or dissatisfaction among people and for which relief or redress through governmental action is sought or public problems are those which affect a substantial number of people and have broad effects, including consequences for persons not directly involved. Such types of problems are the ones that lead to the making of a public policy. The admission policy of the students into the Malawian Secondary Schools is a problem which also requires a policy to solve.

2.8.6 RATIONAL-CHOICE THEORY

Anderson [2004:24] suggested that the rational choice theory which is sometimes called the social-choice, public-choice or formal theory, originated with economists and involves applying the principles of microeconomics theory to the analysis and explanation of political behavior.

The admission policy of the students into the Malawian Secondary Schools was not formulated following the rational theory model because no economists were involved in formulating the policy. Further to that the policy carries the microeconomics theory and had no political behavior explanation. It should be clearly stated that the admissions policy of the students into Malawi secondary schools came out through the podium political pronouncements by the then president Dr Bakili Muluzi.

2.9 LIMITING FACTORS IN THE POLICY IMPLEMENTATION

Usually there are some factors which impinge on the smooth policy implementation. This section will examine the authors who have written on factors which prevented the smooth implementation of a policy. Basu [2002:434] suggested that the economic development would impose limits on what the government can do in providing public goods and services. Birkland

[2005:121] pointed out that a clue that the public policy choices are influenced by the economy, but the policy decisions and the daily operations of the government also influence the economic development so they are very much intertwined. Hogwood and Gunn [1997:217-223] cautioned that circumstances external to the implementing agency, absence of adequate resources and inaccurate theories can affect policy implementation.

The admissions policy in Malawi was affected by the financial resources for purchasing the school provisions, few numbers of grant aided and the district conventional secondary schools which resulted in having few numbers of places for the students to be selected to hence converting the then Malawi College of Distance Learning centres into community day secondary schools.

In Malawi in the three types of secondary schools namely: the community day secondary schools, the grant aided and the district conventional secondary schools have few number of learning places. For instance in the country there are only eight grant aided secondary schools, forty-eight district conventional secondary schools and over one hundred community day secondary schools. At each grant aided secondary schools only sixty students are admitted [selected], while at each district conventional secondary schools only eighty students are admitted and at each community day secondary school one hundred students are admitted[PIF:1990]. It is obvious that at the grant Aided secondary school there are very few learning places as compared to the district conventional and at the community day secondary schools. Despite having a lot of learning places in the community day secondary schools it is a well known fact that there are no boarding facilities so the students have to commute from their homes to school everyday while in the grant aided and the district conventional secondary schools there are boarding facilities so as a result such students have adequate time for studies and they have well qualified teachers.

2.10 A RESEARCH CONDUCTED BY THE PEACE CORP VOLUNTEERS ASSOCIATION FOR MALAWI

A number of researches in Malawi had been conducted in the field of education to establish the causes of poor examinations results at the Junior Certificate of Education [JCE] and at the

Malawi School Certificate of Education focusing those researches only to the community day secondary schools. The research by the peace corp. association was commissioned specifically to find out why many students failed the national examinations in the community day secondary schools. The other two types of secondary schools had been not the major focus because the grant aided and the district conventional secondary schools had been having good results at both levels of the national examinations namely the Junior Certificate of Education and at the Malawi school Certificate of Education. The Peace Corp Volunteers Association [PCVA] in 1996 conducted a research in all the community day secondary schools in Malawi to establish the main causes for the poor examination results at both the Junior Certificate of Education and at the Malawi School of Education. The research discovered the following areas in the field of learning and teaching. The Peace Corp Research [1996:11] pointed out the following findings:

- Out of all the 25 community day secondary schools which were visited by the researchers from PCVAM had 99 % under qualified teachers excluding the school administrators.
- Out of the 25 community day secondary schools which were visited by the researchers discovered that the learning and teaching environment in the community day secondary schools was poor. In most schools there were no furniture, dilapidated classroom blocks, no libraries, no laboratories, no hostels and if any they were at an improvised basis and no kitchen or dining hall. PIF [1996:23] suggests that there is great need for the Malawi Government to improve the learning environment in the community day secondary schools by building laboratories and libraries.
- The research also found out that in most community day secondary schools were not funded and it was reported by one headmaster that only one community day secondary school was funded but not equal to the district conventional secondary schools and the grant aided secondary school.
- It was also established that enrolment of the pupils in the community day secondary schools was not controlled. This led to having a high teacher pupil ratio of 1:120.
- The research also discovered that the examination results in all the 25 visited community day secondary schools were only good at the Junior Certificate of Education while at the

Malawi School Certificate of Education were poor in all the community day secondary schools visited.

Following these findings the research recommended to improve the learning environment in the all the community day secondary schools and the organization started sending the qualified teachers from the United States of America [USA] and from Japan to teach English, Mathematics, Biology and Physical Science. These subjects were earmarked because the research discovered that they were poorly taught and are key for university colleges' selection.

2.11 AN EDUCATION RESEARCH

In the United Kingdom a research was conducted and the following was established that:

- The tracking of pupils by ability into elite and non elite schools represents a controversial policy in many countries. There is no consensus on how large the elite track should be and little agreement on the effects of any further increase in its size.
- The tracking of students by ability into different school types is widespread but highly controversial policy which some countries start to track as early as at the age of ten [Germany, and Australia] where as in other countries start tracking much later after the years of compulsory schooling [United Kingdom, United States and France]. [<http://www.parisschooleconomics.eu/docs/guyon-n/>]

From the results of the above research one would easily conclude that the admission policy in Malawi adopted the early tracking whereby after the students have written the standard 8 examinations the elites play a role of influencing the selection of the students into different types of secondary schools. They influence the selection of their children to the grant aided secondary schools and if they miss the chance they are selected to the district conventional secondary Schools and if they do not succeed they request for transfers from the district conventional secondary school to the grant aided secondary schools. The chances of transferring the students from one type of secondary school to the other are not open to all the people of Malawi.

2.12 A RESEARCH BY DIXIE MALUWA-BANDA: GENDER SENSITIVE EDUCATION POLICY

Maluwa-Banda conducted a research to check the gender sensitive of the education policy in Malawi. The findings of his research were:

- There is no doubt that significant progress has been made at policy level to have gender sensitive educational framework.
- The Ministry of Education, Science and Technology's Policy and Implementation Framework (PIF) for the period from 2000 to 2015 and the Malawi Poverty Reduction Strategic Paper (MPRSP) clearly state that high priority would be given to the gender imbalance and inequity in the education system at all levels.
- Both the PIF and MPRSP recognise the need for gender sensitivity in education through appropriate educational policies and practices.
- The PIF identifies and addresses seven main educational challenges facing Malawi in the following areas of access, equity, quality, relevance, management, planning and finance at all three levels of the education system.
- Specifically, policies with quantifiable targets where appropriate and strategies to address the seven aspects of primary, secondary, tertiary and teacher education sectors were developed.
- However, it should be noted that gender focussed initiatives outlined in PIF and MPRSP are directly more pronounced and visible in the policy-related areas of educational access, equity and relevance of the curriculum at all levels of the education system.[dmbanda@unima.mw:2]

From this research one would easily pick the attributes of the admission policy of secondary students in Malawi, that it favours the boys for admission in secondary schools as well as in university colleges. It should be set clear that most community day secondary schools have many learning places because students commute from their homes while at the district conventional

and at the grant aided secondary schools they have limited number of learning places because they match with the available space at the boarding.

2.13 CONCLUSION

Having examined what a policy is, how a policy is used and evaluation of a policy this assisted in in-depth understanding the meaning of a policy, the processes that lead to policy making, policy theories and the policy is implemented and evaluated. In addition one of a similar research which was conducted in the community day secondary schools was also referred to because the research findings was relevant to what the research is trying to find out why there is academic disparity in achievement in the three types of secondary schools in Malawi.

CHAPTER THREE

ADMISSION POLICY IN MALAWI SCHOOLS

3.0 INTRODUCTION

In this chapter the main focus is on admissions policy in Malawi secondary schools how it was formulated and its main features. It will commence with a definition of admission policy of secondary school students in Malawi. It will further examine how admission policies are implemented in other countries in comparison to how the policy is implemented in Malawi. In order to enrich the discussion a number of admission policies from a number of countries have been examined. Some of the policies which has been examined are: admission policy of the Impact Schools, St Andrews and St Elizabeth, Lincoln Community Secondary Schools, Sri Satya Sai High School, admission policy in Pretoria, admission policy at Bristol University, admission policy at Air Force Secondary School, Ugandan Universal Secondary School Policy and 605 Policy. Further to this the admission policy of the students into Malawian Secondary Schools will be analyzed clearly to examine the all the features of the admissions policy. The following areas of the policy will be examined: the mission statement, the purpose of secondary education, equitable access in selection of the pupils into secondary schools, cost sharing in running the schools and relevance of the school curriculum. The discussion will also compare the admissions policies of other countries with the Malawi policy with regard to admitting students into secondary schools. Finally the discussion will give a conclusion of the discussion.

3.1 DEFINITIONS OF ADMISSION POLICY

Bisika [1996:11] defines admission as the placement of the students in various classes after meeting a given selection criteria such as passing national examinations administered by a recognized board. On the other hand in India admission is defined as a process of selection of students into new schools such as primary and secondary, [Basu, 2001:12]. Mtunda [1999:101] defines admission as the placement of the students into a new class after satisfying the entry requirements through an examination. Safuli [1996: 123] defines admission as the selection of the students into a higher class after passing a given examinations.

In the discussion admission policy will be defined as the process of selecting the school children to start classes after passing prescribed criteria such as passing the National Malawi Examinations Board Examinations. The admission policy of the students in Malawi is the placement of the students into classes after passing an examination. In the discussion the major focus is the national examinations such as the Junior Certificate, the Malawi School Certificate of Education and then the selection into universities.

3.2 DIFFERENT ADMISSION POLICIES IN OTHER COUNTRIES

The researcher felt it will be imperative to also discuss different admission policies in other countries as compared to Malawi and recommend later in chapter 6 conclusion and recommendations. Below herewith different admission policies;

3.2.1 ADMISSION POLICY OF IMPACT SCHOOLS

The Impact Schools are in the United Kingdom and are comprised both secondary and primary schools. The Impact Schools have admission policy of enrolling students upon completing the requirements of enrollment and receiving an approval from the administrator. The selection criterion is based on taking relevant tests and the production of past records of learning performance. The parents are advised to consider objectively the school's opinion on the placement of students [<http://www.impact-schools.com/>].

The policy for Impact Schools is similar to the Malawian admissions policy of students into secondary schools as selection of students into secondary schools is based on national examinations which are administered by the Malawi National Examinations Board. The scoring of a candidate [student] has a direct bearing on the type of secondary school where one can be placed. Policy Implementation Framework [1996:71] points out that in the admission policy of the students into the Malawian secondary school system select the cream to the grant aided the second group to the cream to the district conventional secondary schools and the average or the rest to the community day secondary schools. The admission policy of the Impact schools looks more likely for the private schools while the admission policy of the students into Malawian Secondary Schools is for all the public and private secondary schools in Malawi. This clearly shows that the government in Malawi has power to control the students' admission into

secondary schools. Malawi Government does this in order to enforce controls on the standard of education to be offered. Education is viewed as a very important service to the public which can spearhead development. Blackledge and Hunt [1985:15] stated that the function of education as identified by Durkheim, are primarily to facilitate the survival of society and to socialize young people by instilling normative and cognitive frameworks.” It should be noted that the admission policy of the Impact Schools should be one of the many admission policy in the United Kingdom. This is an indication that in the United Kingdom they have decentralized the system of education unlike the case in Malawi where the system of education is centralized.

3.2.2 ADMISSION POLICY OF STUDENTS AT St. ANDREW AND AT St. ELIZABETH ANN SETON CATHOLIC SCHOOLS

The admission policy of these schools states that in accordance with the Christian philosophy no student will be denied admission solely because of sex, race, colour, national of origin and ancestry. Admission shall not be based on ability or achievement.[<http://www.st Andrew parish/st Elizabeth Ann parish/>]

The policy for these schools is based on Christian faith which does not promote discrimination based on academic achievement. In the Christian primary or secondary schools they have a belief that everybody has a talent which schooling can stimulate. In some schools they introduce technical subjects in order to allow the students who are not good in other knowledge subjects to pursue [Safuli,1994:13].This is not the case with the Malawian admission policy of secondary school students since performance of a child is a criterion for placement of students into different types of secondary schools. After the standard 8 examination results are out the students results are classified into the cream [best students], the second group to the cream and the last lot which is commonly called the average group. The classification of the results goes with the secondary school type where a student can be selected to. For instance the best students are selected to the grant aided secondary schools while the second group to the cream is selected to the district conventional secondary schools and the last lot is selected to the community day secondary schools. By classifying the standard 8 results of the students and classifying the secondary schools is a clear sign that there is discrimination of the students which is the opposite of the admission policy in the above schools. Hurn [1993:13] argues that education is seen to be an

important way of allocating status. This is because the more successful you are at acquiring formal credentials such as degrees and diplomas, the more your status is enhanced, and the greater the opportunities that exists for you in a society. The Malawian admission for the secondary school students into secondary schools is more to what the author has explained above. The admission policy for the above mentioned schools focuses on equality. Hurn [1993:13] questions whether schools create the basis for equal opportunities for all. In South Africa like the case in Malawi the parents who received inferior education tend to have high expectations of the education system ability to equalize the opportunities and to address the consequences of the past inequalities [Hurn, 1993:35]. Both admission policies of the students into schools have this expectation.

3.2.3 ADMISSION POLICY OF LINCOLN COMMUNITY SCHOOL

The Lincoln Community Secondary School in the United States has transparent admission policy which has the admission requirements and procedures published widely and are made available to all prospective parents.”[mht!http://www.lincoln.edu.g.]

In contrast to the Malawian admission policy of students into secondary schools the Lincoln Community School Policy is transparent while the Malawian admission policy was formulated, adopted and implemented without the knowledge of the public. Anderson [2004:16] suggests that public policies are made in a transparent manner. This is unlike the case in Malawi because the elite implicitly made the policy and implemented it. In Malawi it is a big question whether the parents are aware why one child is selected to the community day secondary school while the other is selected to district conventional secondary school and the other to the grant aided Secondary School. Anderson [2004:45] suggests that the elites share a consensus on the basic value of the social system and the protection of the system. Public policy formulated by the elites does not reflect demands of the masses but rather the prevailing values of the elite. The elites may act out of narrow self-serving motives and risk undermining mass support or may initiate reforms, curb abuses and undertake public regarding programmes to preserve the system and their place in it. Active elites are subject to relatively little direct influence from the apathetic masses. The elites influence masses more than masses influence elites. The aspect of transparency is completely missed completely in the admission policy of the students into the

Malawian secondary schools because the elites wanted to fulfill their wishes of perpetuating their children into their social class. Hurn [1993:13] supports this by writing, “groups competing for educational success can be seen as those who already enjoy high status positions and want to preserve them.” This has been the case in Malawi; the elites would like to maintain their children in their social status through the education offered in Malawi controlled by the admission policy of the students into Malawian secondary schools. If the policy was meant to benefit both the elites and the masses the best was to use the political theory model. Anderson [2004:46] writes that the approach has inputs which are the demands of the people. The demands are processed in a political system. The results of processing the inputs are the laws. The laws come as feedback to address the demands from the environment. The decisions made can lead in support of the political system or rejection if not addressed the made demands.

3.2.4 ADMISSION POLICY OF STUDENTS IN INDIA AT SRI SATYA SAI HIGH SCHOOL

The Indian Government has an open admission policy and has no preference or reservation for any community, caste, creed, class, religion, or region. The selection is done solely on the basis of merit. The Admission policy has an age limit of entry into secondary school and is pegged at 15 years and above.

The admission policy of the students into their secondary schools which are called the high schools. Basu [2004:111] wrote that admission policy rests on the open admission policy which has no preferences or reservation for any community. In other words the admission policy is based on merit however it has an age limit of entry into secondary schools as stated above.

In comparison with the admissions policy of the secondary students into Malawian Secondary Schools both have a common standing point of selecting the students based on the merit. Safuli [1996:53] suggests that the admission policy of the students into Malawian Secondary Schools has an element of selecting the students on merit into the three types of secondary schools. In comparison the admissions policy of the students in Malawi is different from the admission policy at Sri Satya Sai High school because the policy in question is for a particular school while the admission policy of the students into the Malawian Secondary Schools is covering for all the

secondary schools in Malawi. This is so because the secondary education system in Malawi is controlled by the Ministry of Education. The Policy Implementation Framework [1996:67] points out that all the private secondary schools are affected by the policy because certification when to open, registration and examining the students is done by the Malawi Government. Checking the standards in terms of school inspection is done by the government through the directorate of schools inspection. The other major difference is on the age limit which the Sri Satya Sai High School follows is quite different because the admission policy of the students into secondary schools in Malawi does not bar anybody based on age. In Malawi the students can join a secondary school at any age starting from 14 years on wards.

3.2.5 ADMISSION POLICY IN SOUTH AFRICA: ADMISSION TO ORDINARY SCHOOLS—PRETORIA

In South Africa in Pretoria all the public schools have a common admission policy for admitting the students into schools. In the admission policy the public schools are also called the ordinary schools. These schools have a policy of admission of students in ordinary public schools which were implemented in 1998. Before the implementation of this policy a number of stages were followed. The following stages were followed:

- The problems the teachers and the community were facing were identified such as enrolling children before 5 years. It was also recognized by all the role players that this was one of the problems. This process is what Anderson [2004:46] call problem identification.
- Wide consultations were made and even the national teachers unions were consulted. “I want to pay tribute to the constructive involvement of the national teachers unions in several workshops at which the policies have been harnessed out,” [www.go.za]. This was an acknowledgement made by the minister of education in South Africa when launching the new admission policy.
- The stakeholders who will be involved in implementing the policy were clearly spelled out. This is supported by the minister of education in South Africa who said that the

implementation of the new policies will depend as always on the understanding and professionalism of the educators, principals and governing body members”.[www.go.za].

The admission policy in Pretoria one of the cities in South Africa as compared to the admission policy in Malawi, was formulated and implemented quite differently. In Malawi there were no consultations and no official launch of the policy. This is a clear short fall on how a policy is made and implemented in a country. Anderson [2000:45:] suggests that any policy should pass through: problem identification, policy formulation, policy adoption, policy implementation and policy evaluation. The Malawian admission policy of the students into secondary schools was made and implemented like a private policy which could only affected few people. By doing this in Malawi with time there is a problem which will be needed to be addressed through a public policy. The only option would be reversing the policy so that the Malawian Secondary Schools should accommodate the children from all the backgrounds namely the elites and from the masses. The other major difference is that the admission policy of the students into some public schools shows that other schools do not use the same policy while in Malawi the admission policy of the secondary students into Malawian Secondary Schools is for all the secondary schools whether public or private. The admission policy in Malawi is treated as Biblical policy for all the schools offering education in Malawi. It spells out the entry qualification of all the students into both the public and private secondary schools. The policy also gives the specific conditions that each institution offering education should offer to be recognized as a secondary school.

3.2.6 ADMISSION POLICY OF AIR FORCE SECONDARY SCHOOL MAKURDI: NIGERIA

Admission of students into Junior Secondary School 1 in Air Force Secondary School in the country is the prerogative of the Directorate of Education of the Nigeria Air Force in Abuja. This is done through an entrance examination taken in designated centers throughout the country. Successful candidate who must be between 11 and 13 years of age are subsequently subjected to a selection interview [Makurdi Admission policy, 176].

An interview board is set up by the DOEDN which interviews and recommends suitable candidate for admission. A second mode of entry is through transfer into some specific classes. However, this is subject to the availability of vacancies. Candidates need to secure the cut off score at the placement test and meet all other criteria set by the school for admission. Admission through transfer is only available into Junior Secondary School II and Senior Secondary School I.

As stipulated by the admission policy of the students into this school is the prerogative of the Director of Education. This is a clear indication that admission of students despite taking the entrance examinations of the students between 11 and 13 years of age the Director of Education has a final say. This is not the case with the admission policy of the secondary students into Malawian Secondary Schools because once the divisional committee of selection has done the classification of the students into the cream [best students], the second best group and the last lot [average and weak students] the purpose of the Ministry of Education Science and Technology is to endorse and announce the results. It is through the selection process done by the education division selection committees when the elites use an invisible hand to see that their children are selected to either the grant aided or the district conventional secondary Schools. Halsey [1953: 60-75] supports this by saying, “ the manner in which social class status affects the achievement and interest in British Secondary Schools is shown from a study of 700 London School boys, 13-14 years of age. Class differences are demonstrated in intentions to remain in school, performance in school subjects, personality traits associated with academic success.” The admission policy of the Makurdi Air Force Secondary School seems it bears the same connotation of perpetuating who they want into their secondary like the case of the elites in Malawi. The two admission policies seem they were formulated to fulfill the wishes of the elites who may violate what the masses may need. Anderson [2004] the elites share a consensus on the basic value of the social system and the prevention of the system. Public policy does not reflect demands of the masses but rather the prevailing values of the elite. The elites may act out of narrow self-serving motives and risk undermining mass support or may initiate reforms, curb abuses and undertake public regarding programmes to preserve the system and their place in it. Active elites are subject to relatively little direct influence from apathetic masses. The elites influence masses more than masses influence them.

3.2.7 THE UGANDAN UNIVERSAL SECONDARY ADMISSION POLICY

Uganda is one of the countries in Africa where the government has championed and adopted a universal policy on secondary education. Asankhe and Takashi, [2011:11] are evaluating the impact of the policy. Their findings since the implementation of the policy in 2007 was that the number of students attending secondary education increased substantially by 20.5%. This was a positive sign, however in the following years the enrollment started declining because no new teachers were trained, no new classrooms were built and shortages of other resources such as books. Uganda adopted a policy which was not discriminating against the students. In contrast with the Malawian admission policy there are huge differences because in Malawi the policy came into being after classifying the secondary schools and classification of the standard 8 results which determined where to place each student. By classifying the standard 8 examination results as previously stated it is a clear manifestation that the admissions policy of the students into Malawian secondary schools. However it should be noted that the new policy adopted in Uganda is not clearly explaining the type of secondary schools in Uganda so comparison based on the school environment cannot be done. It has been pointed out that when the policy was implemented many students joined the secondary schools and after some time the drop out increased. This was a similar situation when the Malawi College of Distance Education was turned into the third type of secondary schools and many students enrolled in these schools and after some time the drop out increased.

3.2.8 POLICY 605: ADMISSIONS OF STUDENTS TO COLUMBIAN SCHOOLS

Table 1

Revised	September 25 th	2001
Revised	January 14 th	2003
Revised	October 28 th	2003
Revised	February 28 th	2007
Revised	February 19 th	2013

Adopted from the Journal of Education Psychology: 2006: 23

As prescribed in the School Act [Sections 2,3 and 82],the Board must provide an educational programme free of charge to every student of the school age, resident in British Columbia and enrolled in an educational program in a school operated by the Board. A student is resident in British Columbia if the student is ordinarily resident in British Columbia and the parent/court appointed guardian of the student is ordinarily resident in British Columbia. The Superintendent, or designate, shall establish school catchment areas, and review on an annual basis, to ensure that each school has the capacity to accommodate the anticipated enrolment of students in its catchment area. Catchment areas shall be determined after due consideration of all relevant factors, including the accommodation available in the schools, the accessibility of the schools to the students, and the safety of the students in going to and from school. The Board shall be informed of all major changes to school boundaries [Admission policy, 605:1].

The admission policy 605 of British Columbia is clearly explaining the target it was formulated for. It also has a provision of a periodical review by the people within the catchment area. The admission policy for the students into the Malawian secondary schools does not come in the open to spell out the major target as it uses the term selection of the students on merit. The policy is not reviewed from time to time like the above policy. Policy 605 has been under the review in 2001, 2003, and 2007 and 2013 in order to check whether the policy is solving the problems it was formulated for. Anderson [2004:9] suggests that policy evaluation is the last stage of the policy process which may in turn lead to additional policy formulation. The author gives two types of policy evaluation namely “set-of-the pants” or political evaluation and systematic evaluation. The author defines set-of-the-pants evaluation is imprissimistic in local way because such judgements are based on fragmentary evidence and are often strongly ideological or biased. Political evaluation cannot sort out personal desires and agency interests from what the policy really achieved. On systematic evaluation of policies and programmes seek to objectively measure the societal impact of policies and the extent to which stated objectives are met. The author further points out that systematic evaluation focuses on the effects a policy has on the problem to which it is directed and it gives all concerned with the policy process some feeling for the impact of policy.

When a policy has been implemented there is need to check the successes and its failures. The process of checking this is what is called evaluation. When evaluating you check the impact of the policy. Anderson [2000:278-283] notes that determining whether a policy or program is

doing what it is supposed to do, or doing something else is not a straight forward task. The author goes on to state that a variety of conditions raise obstacles or create problems for the effective accomplishment of policy evaluation and these include uncertainty over policy goals, difficulties in determining the causal link between a specific policy and its purported impact, diffuse impact, difficulties in data acquisition, official resistance, a limited time perspective and general lack of influence. According to Parson [1997:46] points out that policy evaluation and monitoring examines how policies have performed against policy goals and what impact a policy has had on a given problem. Dye [2001:20-21] defines policy evaluation as an assessment of all the policy effects, including its impact on the target situation. The author further suggests that policy evaluation in government is done by instructing officials to provide reports, do visits, measure programme effectiveness, conduct public hearings, evaluate citizens' complaints and compare outputs with professional standards.

On the other hand, Birkland [2005:15] states that policy failure is simply a symptom of profound ailments within political institution which results in failure to achieve the set goals of a policy. In this case the author is trying to point out that when there is no proper planning when formulating and implementing a policy the end result is a failure because the intended goals are not achieved. In a related manner FAO [1994:138] points out efficiency, equity, participatory and accountability criteria surges that the four mentioned criteria are the core functions each are evaluated separately to check the impact. Therefore this research should have a special focus on the four criteria when measuring the impact.

Dunn [1994:407-8] provides a useful distinction between the various kinds of formal policy evaluation. It is important to note that evaluation does not only occur ex-post facto after implementation. Rather developmental evaluation refers to policy assessment activities that are explicitly designed to serve the everyday needs of the policy implementation staff. In addition, summative evaluation refers to an effort to monitor the accomplishment of formal objectives and goals after a policy has been implemented.

Research of 1996 it has been established that the Community Day Secondary Schools have the poorest learning environment which constituted to the poor examination results.

3.3 DETAILED DISCUSSION OF THE ADMISSIONS POLICY OF STUDENTS INTO MALAWIAN SECONDARY SCHOOLS

According to Malawi Policy Implementation Framework [1996:45] gives the following details of the Malawi admissions policy of students into secondary schools:

3.3.1 MISSION STATEMENT OF THE ADMISSIONS POLICY IN MALAWI

The aim of secondary education in Malawi is to create a conducive environment in which all the Malawians can have access to relevant, high quality secondary education to fulfill human aspirations and national development objectives [PIF, 1996:11]. The mission statement of the admissions policy of the students into secondary schools in Malawi is focusing on creating a conducive environment in order to promote high quality secondary school education to fulfill the human aspirations and national development objectives. It should be noted that in the same admission policy the secondary schools have been classified into the community day secondary schools, the district conventional secondary schools and the grant aided secondary schools. These secondary schools have different learning environment. From the Peace Corp Volunteers Research of 1996 it has been established that the community day secondary schools have the poorest learning environment which constituted to the poor examination results of 1996 at both the Junior Certificate of Education and at the Malawi School Certificate of Education. The research noted that the community day secondary schools had no libraries, no books for the students, no laboratories, no hostels, no teacher's houses and no electricity. In the Grant Aided and in the district conventional secondary schools all these were available. Day secondary schools which were visited by the researchers of the 25 communities discovered that the learning and teaching environment in the community day secondary schools was poor. In most schools there were no furniture, dilapidated classroom blocks, no libraries, no laboratories, no hostels and if any were on improvised basis and no kitchen or dining hall. PIF [1996:17] suggests that there is great need for the Malawi Government to improve the learning environment in the community day secondary schools by building laboratories and libraries. The dream of having a conducive learning environment in all the three types of secondary schools in Malawi is a

generalization because already it has shown that there are differences in terms of learning environment amongst the three types of secondary schools in Malawi. The admission policy can only fit to have this mission statement if the learning environments are improved in all the community day secondary schools. As the case now the mission statement is not in tandem with the current situation in the Malawian secondary schools.

3.3.2 THE PURPOSE OF SECONDARY EDUCATION IN MALAWI

The purpose of secondary education is to provide training and educating human resource based with knowledge, skills and ability to earn a living in the public and private sectors and to contribute significantly to the national development. The education should prepare students for further education in line with their ability and aptitude [PIF, 1996:21]. The purpose of secondary education as outlined by the admissions policy of the students into the Malawian secondary schools is a mayor generalization since the same policy has classified the secondary schools into three types which was done based on the assessment of the learning resources such as the teaching staff, the learning infrastructure, the teacher accommodation, school funding, and the type of the students to be selected to the school. The knowledge and skills a student will get will depend on the school type a student was selected to. For instance the academic achievement which could be obtained from the community day secondary schools would not be equal to the academic achievement one would get from the Grant Aided Secondary Schools and from the district conventional secondary schools. The Peace Corp Volunteers Research of 1996 suggests that the research also discovered that the examination results in all the 25 visited community day secondary schools were only good at the Junior Certificate of Education while at the Malawi School Certificate of Education were poor in all the visited community day secondary schools. It should be noted that the poor examination results in the community day secondary schools is what triggered the Peace Corp Volunteers to conduct the research in the community day secondary schools. By deduction it should be pointed out that the grant aided secondary schools and the district conventional secondary schools had good examination results because if all the secondary schools had poor examination results the Peace Corp Volunteers Research would have extended to all the three types of secondary schools. In Malawi it is a known factor that when a child has been selected to a Grant Aided Secondary School of a district conventional secondary

school one is sure that such a student has a future to achieve high in academics. Bisika [1996:11] supports this by saying, “the poor learning environment in the community day secondary schools constitute to the poor academic achievement. The community day secondary schools have under qualified teachers, receives average students from the standard 8 examinations results, have poor learning environment and are not funded. How can you expect the students in the three types of secondary schools to achieve equally in academics when they are subjected to different learning environment. Halsey [1953:60-75] supports this by saying that the manner in which social class status affects the achievement and interest in British Secondary Schools is shown from a study of 700 London School boys,13-14 years of age. Class differences are demonstrated in intentions to remain in school, performance in school subjects, personality traits associated with academic success, interest and concern with schooling, participation in extra curricula activities and parent interest in education.

3.3.3 EQUITABLE ACCESS OF THE LEARNING PLACES IN THE SECONDARY SCHOOLS

The policy emphasizes on equal chances to be selected into secondary schools in Malawi [PIF, 1996:33]. By definition equitable means equal allocation [Oxford Dictionary,18, 2001]. Access means to be provided a chance [Oxford Dictionary, 18, 2001]. In the discussion equitable access will mean having equal chances to be allocated a place [selected] at any secondary school. In Malawi the selection of students into secondary schools tend to vary from one type of secondary school to the other. In this case equitable access as indicated in the admission policy of secondary students in Malawi is a tall order which may not have a basis at all. For instance in the community day secondary schools the admission policy of the students allocate 120 students per secondary school, while in the district conventional secondary schools the policy allocates 80 students only and in the grant aided secondary schools only 30 students are selected. Selection of the students is so fluid in the community day secondary schools because most students commute from their homes unlike in the two other types of secondary schools where the students stay in the school boarding facilities. Now if one is to examine if the equitable access is achievable in Malawi, the answer is no because the actual selection of the pupils is done by other authorities who may decide how many students should attend a school. There is only equitable access in the community day secondary schools. These are the only type of secondary schools where many

students are enrolled in Malawi. There are many schools of this type of secondary schools in Malawi. Halsey [1953:60-75] explains that the manner in which social class status affects the achievement and interest in British Secondary Schools is shown from a study of 700 London School boys, 13-14 years of age. Class differences are demonstrated in intentions to remain in school, performance in school subjects, personality traits associated with academic success, interest and concern with schooling, participation in extra curricula activities and parent interest in education. The issue of selecting many students to the community day secondary schools unlike what is done in the District Conventional and the grant aided secondary schools is a clear manifestation that the elites wanted to maneuver through the secondary types in order to keep their children into good schools where they stay long than commuting from their homes like the case in the community day secondary schools. Burt [2007:11] suggests that allocation of pupils to the various types of secondary schools should be based on a systematic study of the child's whole personality plus a realistic appraisal of his sociological background. This study was conducted in England. This is what the admission policy of the secondary school students into Malawian Secondary Schools overlooked. Only one criterion of assessing the students' achievement through the standard 8 examinations was used instead of using a number of factors. Moore [2007:16-20] describes selection for secondary education of the grammar school type is based on the average score of 2 intelligence tests, a simple school examination and a staff evaluation in the light of scholastic achievement and personal qualities. The weighting of intelligence and the combined assessment of school examination and staff rating is in the ratio of 3:2. High correlations between intelligence test scores and final placing are obtained, the average for 12 schools being .98. If what the author is suggesting above was followed some students selected to the Grant Aided Secondary Schools and District Conventional Secondary Schools would have found their way to Community Day Secondary Schools. Safuli [1996:56] supports this by saying that many students who have made it to university colleges perform much better than the students from the Grant Aided and the District Conventional Secondary Schools." From this one would easily deduce that the school environment contributes to one's success. Bray [1985:216-31] describes nine categories of criteria used in developing nations to determine high school admission, the most being competitive examinations and regional or school-level quotas. The example where this is done is in Guinea where the country has reached dilemmas

related to examination biases, grade-six repeaters, teacher and parent attitudes and politics. In Malawi there is a big question whether the standard 8 examinations really achieve their intention of producing credible results. The Daily Times of 26th January, 2011 questioned the criteria used to select the students into the Grant Aided Secondary Schools because many students were selected from the Southern Region of Malawi where the ruling party then the United Democratic Front had its base. From the observation made by the Daily Times it should be noted that the admission policy of the students into Malawian Secondary Schools has an influence of politics determining who should be selected where. The students will be selected into secondary schools based on pure merit. The Malawi National Examinations Board will be administering the standard 8 examinations to all the public and private primary schools. The results of the standard 8 examinations will be classified into three groups namely the cream who will be the best students, the second group to the cream and the average. The cream would be selected to the Grant Aided and the second group would be selected to the district conventional secondary schools while the average would be selected to the community day secondary schools. Once a pupil has been selected each pupil will be given a grace period of two weeks for fees payment. If a student has not reported for two weeks and has not paid fees for the two weeks the student place is declared vacant. The left places are filled through second selection or through transfers of students transferring to equal status schools [PIF, 1996:76].

The crucial part of the admission policy of the students into the Malawian secondary schools is the criteria used to select the students into the three types of secondary schools namely community day, the district conventional and the grant aided secondary schools. From the selection criteria above it should be noted that the grant aided secondary schools are provided with the cream [the best students from the standard 8 examinations results]. The district conventional secondary schools are provided with the second group to the cream while the community day secondary schools are provided with the average students or the last lot of the standard 8 examinations.

It should be noted that as explained above the Grant Aided Secondary Schools are best secondary schools in Malawi which have best learning facilities such as classrooms, teachers' houses, laboratories, libraries, hostels, dining halls and electricity which provides a chance for

studies. The Grant Aided Secondary Schools have well qualified secondary school teachers in all the school subjects. The selection of the cream to such secondary schools is an added advantage in academic achievement because all the factors mentioned above promote schooling. Safuli [1994:12] supports this by saying, “the Grant Aided Secondary Schools in Malawi are the best secondary schools which produce best results at all levels of education because of having best teachers in all the subjects and having conducive learning environment.” On the on-set of the selection criteria the admission policy of the students into the Malawian Secondary Schools had favoured the cream as far as education achievement is concerned. Hurn [1993:59] suggests that the schools foster legitimate inequality through the ostensibly meritocratic manner by which they reward and promote students and allocate them to distinct positions in the occupationally hierarchy. Schools reinforce class inequalities in contemporary society.” By selecting the cream to all the Grant Aided Secondary Schools the elites always fulfill their own wishes of perpetuating their children into the elite social class hence qualifying the elite theory model of the admission policy into secondary schools. Anderson [2004] supports this by saying, “the elites share a consensus on the basic value of the social system and the prevention of the system. Public policy does not reflect demands of the masses but rather the prevailing values of the elite. The elites may act out of narrow self-serving motives and risk undermining mass support or may initiate reforms, curb abuses and undertake public regarding programmes to preserve the system and their place in it. Active elites are subject to relatively little direct influence from apathetic masses. The elites influence masses more than masses influence elites.” The admission policy of the students into secondary schools in Malawi is just fulfilling what the author has stated above.

The situation in the district conventional secondary schools is not quite different from the grant aided secondary schools because they have also qualified secondary school teachers, good classrooms, good laboratories, and libraries, dining halls, hostels and electricity. The students like at the grant aided secondary schools stay at the boarding. These two secondary schools receive monthly funding. The elites have also a stake in these secondary schools, because some of their children are selected to these secondary schools. The treatment in terms of management is not different from the Grant Aided Secondary Schools. They receive the second group to the cream during selection in form 1. The enrollment is totally controlled like the case in the Grant Aided Secondary Schools. Safuli [1996:15] supports this by saying that the district conventional

secondary schools falls under central government so nobody can transfer any student into these secondary schools without formal approval. By this statement it should be noted that the elites indirectly protect these schools. Ballantine [1993:79] argues that the concept of equality of opportunity means therefore providing equal facilities, finances for schools and availability of schooling. The admission policy of the students into Malawian Secondary Schools fails to provide equality of opportunities of schooling and that is why the elites in Malawi had deliberately came up with this policy to advance their wishes.

The community day secondary schools in Malawi make the third type of secondary schools. As explained from the background these secondary schools were the formerly Malawi College of Distance Education Centres which were opened by the community. Most of the school infrastructure was improvised. The teachers teaching in these secondary schools are the primary school teachers. The students who are selected to these secondary schools are the last lot of the students after selecting the cream and the second group to the cream. It should be noted that the admission policy of the students into Malawi Secondary Schools has totally made a big mistake here. How can one send the weak students to the under qualified teachers and expect good results during the examinations? The learning environment is poor, no libraries, no laboratories, poor teachers houses, no hostels, no dining halls and the students have to commute from their homes to school everyday. The teachers also have to walk long distances to school because of lack of teachers' houses. Hurn [1993:15] emphasizes that groups competing for educational success can be seen as [1] as those who already enjoy high status positions and want to preserve them [2] those who come from disadvantaged groups and want to improve their own position by gaining to better education opportunities. Consider the well reported conflicts that that took place around the admission of black students to a Potgietersrus Primary School in 1966 and to Pretoria Schools in 1997. The so called racial tension arose out of competition for education opportunities.” It should be pointed out that with time the admission policy of students into Malawian Secondary Schools is a fertile ground for the future conflict between the elites and the masses. In a multi-party country through the vibrant Civil Society Organizations and the Non Governmental Organizations the Ministry of Education Science and Technology is sitting on a timely bomb. The community day secondary schools are taken as escape goats to properly solve the problem of allocating places to the students into the grant aided and the district conventional

secondary schools. From the study one would easily see that the conversion of the Malawi College of Distance Centre into community day secondary schools was only done to fulfill the political ambitions of the United Democratic Front Government which promised to build 250 secondary schools from 1994- 1999. The idea of coming up with the community day secondary schools was so political and it was the one which assisted to shape the admission policy of the students into the Malawian secondary schools.

3.3.4 COST SHARING IN MEETING THE COSTS OF RUNNING THE SECONDARY SCHOOLS

The government policy advocates cost sharing in the needs of running the secondary schools. The cost sharing includes buying school materials, paying for utilities and doing school maintenance [PIF, 1996:60]. As explained in the literature review the Malawi Secondary Schools are classified into three types of secondary schools namely the community day secondary schools, the district conventional secondary schools and the grant aided secondary schools. By their establishment these secondary schools were established in different ways and have different ownership. The grant aided secondary schools were established by the missionaries and by the central government. By description these secondary schools have the best learning and teaching facilities. The government borrowed a leaf from the missionaries to establish similar secondary schools in the district following the standards set by the missionaries. The secondary schools which were established were called the district conventional secondary schools and since they were not equal in status to the grant aided secondary schools in infrastructure development they were called the district conventional secondary schools. Bisika [1996:17] suggests that differences in the learning infrastructure in the secondary schools in Malawi led to the classification of the secondary schools as stipulated in the admissions policy. The last type of secondary school by establishment is the community day secondary schools which were converted from the formerly called the Malawi College of Distance Learning Centres where tuition was offered through distance education until 1998 when the Malawi government was confronted with a problem of shortage of learning places into the district conventional and in the grant aided secondary schools the Malawi government made a declaration that all the Malawi College of Distance Learning Centres were turned into

community day secondary schools and this formed the third type of secondary schools in Malawi [Phiri,1996]. The community day secondary schools were locally constructed by the members of the public after experiencing that many children were not selected either to the grant aided secondary schools or to the district conventional secondary schools. Malawi has over 250 Community Day Secondary Schools some only offering Junior Certificate of Education as the highest education qualification while others offering the Malawi School Certificate of Education [O-Level] as the highest education qualification. The issue of cost sharing as raised in the admissions policy of the students into the Malawian Secondary Schools is only feasible to the grant aided and the district conventional secondary Schools where the schools are fully developed unlike the case in the community day secondary schools where almost all the school infrastructure is in the improvised state as they were constructed by the local communities using simple materials found in their home environment. There is great need for the government to uplift the status of community day secondary schools. The Peace Corp Volunteers Research suggested that out of the 25 community day secondary schools which were visited by the researchers the learning and teaching environments were poor. In most these schools there were no furniture, dilapidated classroom blocks, no libraries, no laboratories, and no hostels and if any were on improvised basis and no kitchen or dining hall. The big question is whether the Malawi Government will come in a big way to invest in the community day secondary schools like what it did in the Grant Aided and in the District Conventional Secondary Schools to construct permanent school structures. Without this the poor environment in the Community Day Secondary Schools will continue and the disparities between these secondary schools will continue. The large number of community day secondary schools is another big task for the Malawi government to upgrade the learning infrastructure in all the Community Day Secondary Schools. Basu [2001:53] suggests that any public policy a government can institute depends on the available resources. In Malawi the scarcity of the financial resources can impinge on the full implementation of the admissions policy of the students into the Malawian Secondary Schools.

The Peace Corp Volunteers Research [1996] also found out that most community day secondary schools were not funded and only one community day secondary school was funded but the funding was not equal to the funding the district conventional secondary schools and the grant aided secondary schools. If only the community day secondary schools were not funded by

deduction both the grant aided secondary schools and the district conventional secondary schools were funded adequately. Now to introduce the cost sharing in all the three types of secondary schools is a deliberate policy to punish the masses that have their children in the community day secondary schools. It should be noted that the admissions policy of the students into Malawi secondary schools was made using the elite theory model whereby the wishes of the few drive the wishes of the masses. Anderson [2004:46] suggests that public policy does not reflect demands of the masses but rather the prevailing values of the elite. The elites may act out of narrow self-serving motives and risk undermining mass support or may initiate reforms, curb abuses and undertake public regarding programmes to preserve the system and their place in it. The introduction of the cost sharing is a deliberate move by the elites in order to indirectly force the masses to support in totality the education offered in the community day secondary schools where the multitude of their children learn while their children are in the well developed secondary schools of the grant aided and the district conventional secondary schools. Cost sharing would have been feasible only after improving the learning and the teaching environment in the community day secondary schools so that they should match with the district conventional and the grant aided secondary schools. This can only be achieved if the Malawi Government can commit some money in the education budget annually to upgrade the learning infrastructure in all the community day secondary schools.

3.3.5 RELEVANCE OF THE SCHOOL CURRICULUM

The Ministry of Education in Malawi has a broad secondary school curriculum from which schools select the subjects to offer. The choice of the curriculum is based on the availability of the following: number of teachers to teach the subjects, availability of special rooms such as laboratories, woodwork, and metal work and availability of books [PIF, 1996:16]. In Malawi the secondary curriculum is vast and has many subjects which schools can choose from. University selection and employment requirements in Malawi require the following subjects: Mathematics, Biology, Physical Science, Agriculture, English and Geography. Most of these are science subjects which require special rooms such as the libraries, laboratories and chemicals. From the on set of the research it has been explained that in the community day secondary schools there are no laboratories and no libraries. The teachers teaching in these schools are primary school teachers who are not competent to teach in the secondary schools. This is a clear indication that

in most community day secondary schools the science subjects are not taught because of a number of limitations such as:

Lack of competent teachers to teach the science subjects because most teachers are qualified primary school teachers. The Peace Corp Volunteers Research [1996:18] supports this by stating that out of all the 25 community day secondary schools which were visited by the researchers they found that 99 % were under qualified teachers excluding the school administrators.” It should be noted out that the community day secondary schools in Malawi lack the qualified teachers who can assist to provide quality education which can assist the students graduating from such type of schools to be either selected to university colleges and get good jobs in the market. If the government would like to see academic development in the community day secondary schools there is need to upgrade the teachers in the community day secondary Schools to diploma or degree levels. There is also a need to build the laboratories and libraries in all the community day secondary schools. Once all of these are done then the play field is leveled so the policy in question can be applied without any bias as the case now. It should be noted that the grant aided secondary schools have the best learning infrastructure and have best qualified secondary school teachers in Malawi. These schools as explained in the background were established by the missionaries and the Malawi government seeing what was done by the missionaries also opened two grant aided secondary schools using the model set by the missionaries. Unlike the case in the community day secondary schools the grant aided secondary schools and the district conventional secondary schools are well equipped secondary schools which are ideal for learning and teaching. In these secondary schools it is easy to follow the relevant school curriculum because all the facilities for teaching and learning are available. They have libraries which are full of books, laboratories which have apparatus and chemical and have qualified secondary school teachers. Malawi government is playing an unbalanced equation. The equation will only balance when the learning and teaching environment has been improved in the community day secondary schools. Bisika [1996:61] wrote that you cannot talk of equal academic achievement when in the community day secondary schools you subject the students to incompetent teachers in the improvised learning environment. The students in the Community day secondary schools also need relevant secondary school curriculum which is hampered by the teaching environment and by the teachers’ competence.

3.4 CONCLUSION

From the result of the research above it should be noted that the Malawi admissions policy covers all the secondary schools whether under the control of the missionaries or the government unlike the case as contributed where in certain countries each school has its own admission policy. It has also been noted that the attributes of the admission policy are generalized despite having three types of secondary schools in Malawi namely: community day secondary schools, district conventional secondary schools and the grant aided secondary schools. The policy does not come out clearly to explain how the standard 8 pupils results are classified after the Malawi Nation Examinations Board has marked and graded the results. The best students in the standard 8 examinations are selected to the grant aided secondary schools; the next group is selected to the district conventional secondary schools while the last lot composed of average students and weak students are selected to the community day secondary schools. It has also been described how the Malawi government implicitly implemented the policy in order to promote the interest of the elite to perpetuate themselves in the labour market.

The research has also clearly revealed that the admission policy in Malawi is not reviewed or evaluated from time to time like the other policies such as the 605 in British Columbia policy which had been reviewed in a number of years. It should be noted that there is a need for the admission policy of the students into secondary schools to be reviewed in order to check the success or the failure of the policy. It is long overdue in Malawi which should review the policy because from the research the policy is marginalizing the children from the poor and disadvantaged families.

This is working against decentralization because the number of secondary schools both the public and the private are increasing in number. Malawi needs to decentralize the system of education in order to make it responsive. The elite as described above are taking advantage of the system of education to impose the admission policy of the secondary students into Malawian Secondary Schools.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.0 INTRODUCTION

Having looked at the admission policy of the students into Malawian Secondary Schools in details in chapter 3 in chapter 4 the main theme is to examine the research methodology which will highlight the details how the research was conducted. Research methodology will explain the research design, data collection methods, sampling procedure, research instruments and methods of data presentation and analysis.

4.1 RESEARCH DESIGN

The research was conducted to ascertain the impact of admissions policy of the students into Malawian secondary schools from 2000 to 2006 in the Central East Education Division focusing the secondary schools in Dowa District in Malawi. The area of interest was the impact of the admission policy of the students into Malawian secondary schools focusing on academic achievement at the Junior Certificate of Education, the Malawi School Certificate of Education and university selection. The research focused on the teacher qualification, the learning infrastructure, school enrolment and school funding. In order to investigate these factors, convenient sampling of secondary schools in Dowa District was chosen. This was done in the form of a sample. Huysamen [1994:169-169] defines a case a study as a system which pertains to the fact that a limited number of units of analysis such as individuals, groups or institutions are studied intensively. The author further states that case studies are directed at the understanding of the uniqueness and the idiosyncrasy of a particular case in all its complexity. The admissions policy of the students into secondary schools in Malawi is a unique policy which has left many people in Malawi puzzled as to see that only the children from the elites are dominating in the grant aided secondary schools while in the community day secondary schools the children from the disadvantaged families dominates.

The case study was chosen because of time factor, since the time to conduct the research was very short and lack of money for wide coverage. The method has also an advantage of reducing

the costs in terms of travel since only few sampled schools were chosen to represent the entire population. In the study three secondary schools were chosen representing each type of secondary school. The schools which have been chosen are: Robert Blake Secondary School representing the two granted secondary schools in Central East Education Division. The other granted secondary school is Nkhamenya. Dowa Secondary School represented the twelve district conventional secondary schools while Mvera community day secondary school was representing the forty-five community day secondary schools in the education division.

The sampling design of using a case study had a weakness of giving generalized results using a limited sample which may not give a true reflection of the whole. In the three targeted secondary schools the head teachers, deputy head teachers, the heads of departments and five pupils at each school were interviewed on the topic.

4.2 SAMPLING METHODS

The case study was conducted using a convenient sampling method whereby three secondary schools in the neighboring cluster schools were taken to be studied. Mvera Community Day Secondary School was taken from Mvera Cluster, Robert Blake Secondary School was taken from Robert Blake Cluster and Dowa Secondary School was taken from Dowa Secondary School Cluster. These secondary schools will represent all the three types of secondary schools in Malawi. Sampling will be done because of the following reasons: sampling has an advantage of shortening the period of the research. By shortening the time of conducting the study the costs will be reduced. It will have an advantage of obtaining information in a quick way. Kanna [2004:51] supports this by stating that the sampling method is used because it is impractical to cover the entire population. The author defines sampling as a method of selecting some part of a group to represent the total population. "Sampling method was not totally free of problems because according to Kanna [2004:51] if the sample is not properly selected the result could have a bias. Kanna [2004:51] defines bias as a statistical term which means an error. In order to solve this problem the study used a convenient sampling based on school type and by cluster.

4.3 DATA COLLECTION METHODS

The study was conducted using a number of methods amongst included: survey questionnaire, face to face interviews, inside researcher and snowballing. The methods varied depending on the type of the audience. The targeted audiences were the head teachers, deputy head teachers, the parents of the pupils and five pupils per school type.

4.3.1 SURVEY QUESTIONNAIRES

Questionnaires were prepared for the head teachers, deputy head teachers, the parents of the pupils and the students. Only the head teachers and the deputy head teachers were sent the questionnaires to respond to. This was done because the teachers are considered to be literate people who could easily respond to the questionnaires. The second reason was that they were few in number as compared to the number of students who will be interviewed. This method had some advantages which include the following: the cost of travelling to meet the respondents was reduced because the questionnaires were just sent. The other advantage was saving the time of the researcher. Despite having these advantages the method had the following disadvantages: some questionnaires were not responded to and not returned in time so the researcher had to go collect. Extra effort was done to make a follow up in some instances hence attracting some financial implications. Some questionnaires were not properly responded to which led to the receiving information which was not valid.

4.3.2 SNOWBALLING METHOD

The other method which was used in the research was snowballing method which was used in identifying the parents of the pupils from the three different types of secondary schools. The method worked very well for the parents of the students learning in the community day secondary school because many parents of the pupils came from the school catchment area unlike the students from the grant aided and the district conventional secondary schools that were coming from within the district and outside the district. The method has a disadvantage of sometimes misleading because even people without children at any type of secondary school could be referred in the process of the research.

4.3.3 INTERVIEWS [FACE TO FACE]

From each type of secondary school five students were interviewed using a questionnaire. The method was chosen because it assisted to reduce the amount of questionnaires to be produced. The method allowed the researcher to ask for the supplementary questions for clarity on certain information. Goode [1952:194] observes that the interview will vary depending on the type of interview. In the research the main focus of the interview were the head teachers, deputy head teachers, the parents of the pupils from the three types of secondary schools and the students. The following were the disadvantages of using the method: a special skill was needed for one to conduct the interview. There was a need to be patient when conducting the interviews because a lot of time was needed. The method had some disadvantages which included the respondents varying the responses depending on the situation. Ghauri [1995:46] supports this when the author states that it is known that people may vary in response set, some people tend to use extreme ends of response scale and may also be affected by mood. Such responses will have an effect on validity. Zaltman [1977:44] suggests that construct validity is necessary for meaningful and interpretable research findings and can be assessed in various ways such as using varied measuring instrument and reducing the respondent reactivity.

4.3.4 INSIDE RESEARCHER

The researcher was once a secondary school teacher from 1991 until 2006 when he was appointed an administrator in the common service in the Malawi government. The researcher from 1991 to 1993 was a head teacher of Livulezi Community day secondary school. From 1995 to 1998 the he was a boarding master of Dowa secondary school while from 1999 to 2003 he was appointed the head teacher of Mvera community day secondary school. After successfully leading Mvera community day secondary school in 2004 the researcher was posted to Santhe Secondary School until 2006 when he was transferred to Mpherere community day secondary school. The experiences gained in these secondary schools contributed to the research. Through interactions with the other head teachers from the grant aided, district conventional and the community day secondary school the researcher got a lot of information. The information obtained while working as a secondary school head teacher and as a teacher is also vital in this research. Real life experience was used when conducting the research. Krathwohl [1993:315]

argues that inside observers are judged by whether they are sensitive enough to capture the critical aspects of what is occurring, how they make sense and how well the explanations they induce from it. In this case the researcher has enough knowledge on the topic under the research.

4.4 DATA PROCESSING

After data was collected a number of stages were done in readiness for data presentation and analysis, data editing, coding, definitions of data lists, preparation for data file, data entry and data cleaning. Kannae [2004:60] defines that data processing as involving the preparation of data for the analysis. Data editing will be done and according to Kannae [2004:60] explains that data editing is a process of examining the complete questionnaires and data collection sheets for correction of errors and mistakes. The errors could include the omissions and omissions of important information in the research.

The data which was collected was coded giving symbols for each type of variable. Kannae [2004:60] defines data coding as the assignment of symbols for each category of variable in the study. For instance 1= male, 2=female. The coding was done after the field work. Kannae [2004:60] calls this post coding. A code book was also prepared for all the data which was collected which gave specific meaning to each numeric code. The data file for data entry will be prepared in which all data will be entered and a format of SPSS data software format be used. Kannae [2004:61] suggests that SPSS has the following undertakings:

- Assigning identity numbers to each case.
- Preparation of variable list and names.
- Assigning of codes to response categories.
- Assignment of variable and variable labels.
- Determination of column width.
- Determination of type of variables.
- Giving a name to the data file.

Data was entered in the prepared file. The file was divided into columns and rows. Kannae [2004:62] defines data entry as the process of creating a data file and keying data. Finally data is to be cleaned which involved running preliminary frequencies of all the variables to make sure that variable names and response categories/ values were corrected and validated. Kannae [2004:63] went further and stated that data cleaning is important because incorrect or invalid values will introduce some margin of error into analyzed data and such making it less credible.

4.5 CONCLUSION

In conclusion this chapter has looked at the research design/ plan, sampling methods which were used when conducting the research. Convenient sampling of the secondary schools in the research was properly explained. In the chapter the data collection methods were described which included: survey questionnaires, snowballing, and interviews and inside researcher. The advantages and disadvantages of each method had been explained. The procedure followed after data had been collected such as data processing which includes: editing, coding, definitions of data lists, data files preparation and data cleaning had been considered.

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS

5.0 INTRODUCTION

Chapter 5 will focus at data presentation and analysis. After the data was collected it was cleaned and coded ready for presentation and analysis. The information collected from the head teachers, deputy head teachers, the parents and from the students in the chapter will be analysed using each question which was asked.

5.1 DATA PRESENTATION

The main purpose of the research was to find out the impact of the admissions policy of the students into Malawian Secondary Schools. The data was collected using the questions below and were directed to the following respondents: the head teachers, the deputy head teachers, the ordinary teachers, the students and the parents of the children who are learning in the grant aided secondary schools, the district conventional secondary schools and the community day Secondary Schools. The questions were formulated from the objective as indicated in Chapter 1. The major research questions of the research were:

- What was the fairness of the admission policy in Malawi?
- What was the impact of the admission policy in Malawi?
- Which factors contributed to the differences in academic achievements in the Malawi secondary schools?
- What were the challenges affecting the admission policy in Malawi?

From these research questions other questions related to the topic of the research were formulated. The following were the questions which were on the questionnaire for the various groups of respondents:

THE HEAD TEACHERS' MAIN QUESTIONS

- What is the type of your secondary school?
- What factors make your secondary school to be classified as such?
- Do you know the policy the Malawi government use to admit the students into secondary schools?
- Which school type receives the best students [cream] of students?
- Which school type receives the average and weak students during the selection for form 1?
- Do schools in Malawi achieve equally at the Junior Certificate and at the Malawi School Certificate of Education?
- How many classroom blocks, laboratories, libraries, teachers' houses, dining hall and recreational hall have your school?
- How much funding do you receive per month at your school?
- How many students do you receive as transfer from other types of secondary schools?
- If you can be given a choice to select a school type amongst the community day, the grant aided secondary school and the district conventional secondary school where can you chose?
- How many teachers are at your school?
- Which factors are considered to select the pupils to your school?
- How many students were selected to the University of Malawi from 2000 to 2006?

The parents of the students were also interviewed and the following were the major questions which were asked:

- If your child can be selected to one of the following secondary schools: Mvera community day secondary school, Dowa secondary school, and Robert Blake secondary school, which school can you choose?
- Why can you choose this type of secondary school?

The pupils were also interviewed and the following were the key questions:

- If you are given a chance to be selected to one of the following secondary schools, Robert Blake, Dowa secondary school and Mvera community day secondary school which school from the list given above can you choose?
- Why do you choose this school type? Give reasons for your answer.

The data which was presented in this chapter was collected from the three types of secondary schools which were classified following the admissions policy of students into secondary schools. The pupils selected to these secondary schools were also based on the specifications of the admission policy of pupils into secondary schools in Malawi. The information was collected from Robert Blake secondary school a representative of the grant aided secondary school, Dowa secondary school represented the district conventional secondary and Mvera community day secondary a representative of the community day secondary school. These secondary schools represented the sample of all the types of the secondary schools in Malawi.

An attempt was made to examine the literature review which had some direct responses to some questions which were addressed to the secondary school head teachers, deputy head teachers, the parents of the pupils and the pupils from the three types of secondary schools. It should be noted that by using literature review some questions in the research were answered.

5.2 DATA ANALYSIS

The data analysis focused on the admissions policy of pupils into Malawian secondary schools examining school enrolment, school staffing, teacher competency and qualification, school funding, school infrastructure, examination results at Junior Certificate of Education, Malawi School Certificate of Education and pupils' selection to university colleges. The research was

based on the impact of the admissions policy of the students into Malawi secondary schools focusing on the fairness of the admissions policy and the challenges affecting the admissions policy. The data was analyzed to establish whether the school type had an impact on examination results and pupils selection to university colleges. Equal factors as mentioned above were examined for each type of secondary school in order to find out whether there was equal academic achievement in the three types of secondary schools.

Below is an analysis of data for the questions which were asked to the respondents. This section also carries the responses which were given as shown below:

TABLE 5.1: THE RESPONDENTS BY SEX

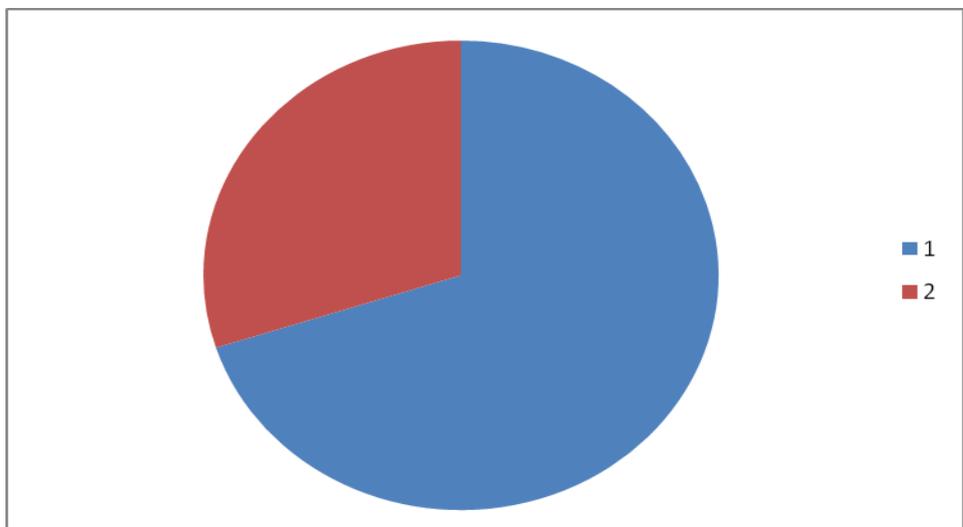
FEMALES	RESPONDENTS FROM	MALES
2	Dowa Secondary	5
4	Mvera CDSS	5
0	Robert Blake	7
5	Parents	4
11[30%]	Totals	21[70%]

Table 1: Shows the respondents by sex.

Out of 32 respondents which were interviewed 21 were males representing 65.625% of the respondents while 11 were females representing 34.375% of the respondents. There were few females in the study because Robert Blake secondary school and Dowa secondary schools were purely boy's single sex secondary schools. The research also noted that the secondary school management was male dominated in most schools for instance at Robert Blake secondary school there was no female teacher in the administration hierarchy. At Mvera community day secondary

school the school had a balance in terms of gender just because it was a boys and girls secondary school where there were both male and female students. It should be pointed out that the findings in the research conducted by Dixie Maluwa –Banda gives a true reflection of the admission policy of the students into secondary schools in Malawi. Many male students are selected to secondary schools as opposed to the female students. It is not gender sensitive as explained by the researcher. As explained in the research above this has been attributed by having more boys' secondary schools than girl's secondary schools. The other factor is as a result of selecting many girls to community day secondary schools where they walk long distance to school and high drop out is the order of the day.

FIG 5.1: THE RESPONDENTS BY SEX



Key 1 = Males

2 = Females

Fig 5.1 shows the respondents by sex.

It should be noted that more male respondents were interviewed compared to the female respondents. This was so because the current trends in Malawian secondary schools showed that secondary school system was male dominated. This had no

influence of the research findings because the focus of the research was to examine the impact of admissions policy into the Malawian secondary schools. The research was not focusing on gender issues but it was examining the impact of the admissions policy which is influenced by the secondary school type.

FIG 5.2: SCHOOL ENROLMENTS: FORM 1 SELECTION IN 2000-2006

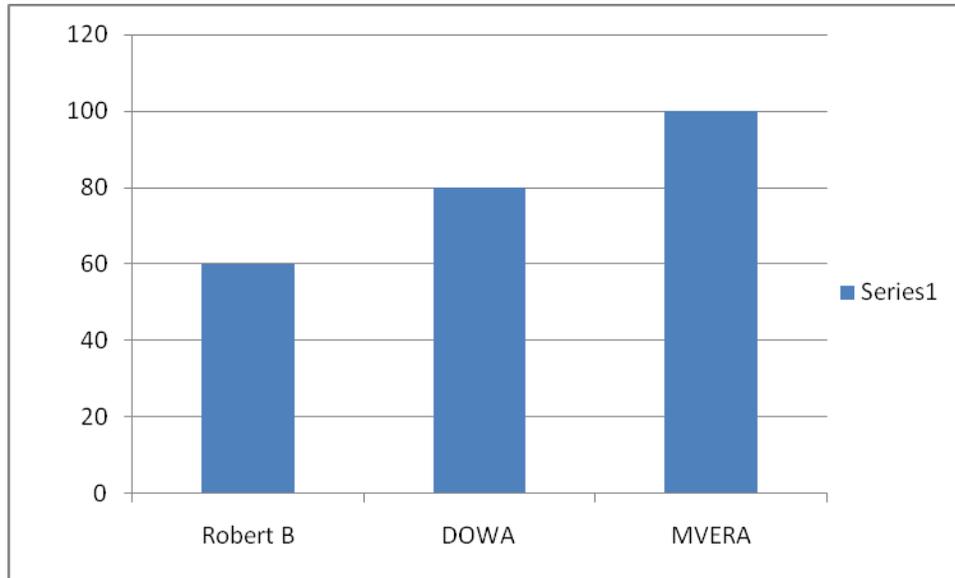


Fig 5.2 shows the school enrolments into form one in the three types of secondary schools.

It was established that at the standard 8 examinations which are administered by the Malawi National Examinations Board, the best students were selected to the grant aided secondary schools. This is according to Policy Implementation Framework of [1996:75]. Such secondary schools admit only 60 students as shown in the fig above. In the district conventional secondary schools the government admit the second group and only 80 students were selected while the rest who were composed of the average and the poor students were selected into the community day secondary schools. The research also discovered that school enrolment in the grant aided secondary schools was seriously controlled that no students' transfers were entertained. Usually the number of the selected students was matched with the learning facilities. The control of enrolment is done in order to match the learning materials with the admitted students. In the district conventional secondary school too the students' enrolment was controlled while in the

community day secondary school the school enrolment was not controlled and at times the research discovered that the enrollment could be more than 100 students per class of form 1. This suggests that the admissions policy of the students into Malawian secondary schools was deliberately formulated with the aim of disadvantaging the children from the disadvantaged families to the community day secondary schools while those from the elites are in the grant aided secondary schools and in the district conventional secondary schools. This is why the admissions policy falls under the elite theory model because it is advancing the wishes of the elites.

FIG 5.3: A PIE CHART FOR THE SCHOOL ENROLMENTS IN FORM 1

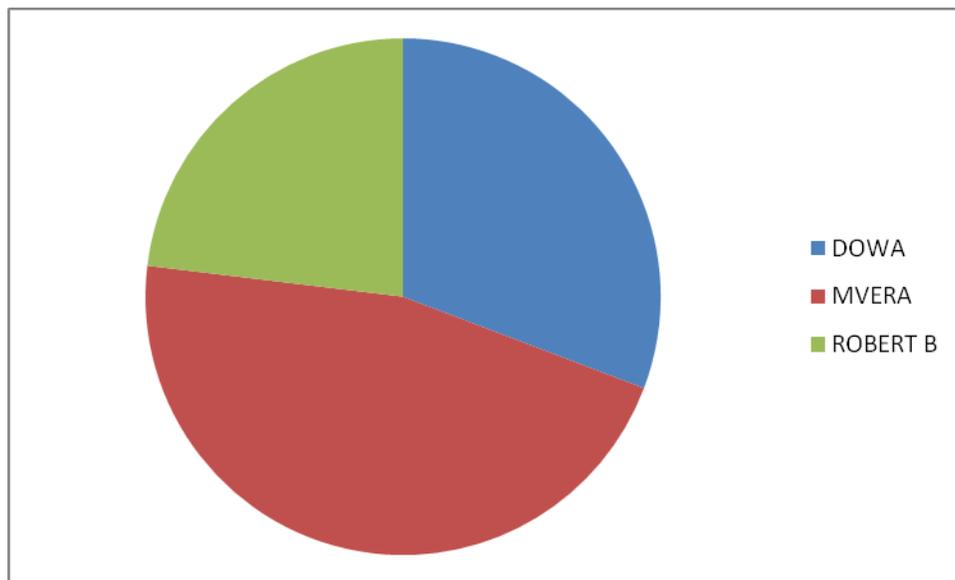


Fig 3 shows the selection of form 1 for the three different school types.

The research discovered that the community day secondary schools were receiving the highest number of students who were coming from the local community while in most grant aided secondary schools it was found that most students were from the families of the elites and the middle class in Malawi. This is according to form selection shown in fig 5.3 above and the results of the survey questionnaires. It was further noted that most of the elites and the middle class who had their children selected to the community day secondary schools were transferred either to the district conventional or to the grant aided secondary schools and if there was no chance they were sent to the private secondary schools. This suggests that the theory of this

study which is based on the elite theory is fulfilled. The elites in Malawi used the admission policy in order to perpetuate themselves through education achievement. In Malawi it was true that any pupil who had been selected to a community day secondary school had no future because they were associated with poor academic achievement because of poor learning environment and having unqualified teachers in the community day secondary schools.

TABLE 5.2: STAFFING IN THE THREE SCHOOLS

Robert Blake secondary school	Dowa secondary school	Mvera community day sec
18	14	16

Key: 1. Robert Blake secondary school representing the grant aided secondary schools

2. Dowa secondary school representing the district conventional secondary schools

3. Mvera community day secondary school representing the community day secondary schools

Table 5.2 above shows that Robert Blake secondary school like other grant aided secondary schools in Malawi had the highest number of secondary school teachers while Mvera community day secondary school came second in school staffing as shown in table 5.2. However the problem with this was that it had a lot of under-qualified teachers and Dowa secondary school came last but the advantage with Dowa secondary school was that all the teachers were trained secondary school teachers. For the details please see below in fig 5.4. Please refer to the research conducted by the Peace Corp Volunteers it was clearly explained that most community day secondary schools had under qualified teachers who were trained to teach in primary schools. It should be noted that the competency of the teachers were different because a diploma teacher is not equal to a degree teacher or equal to a primary school teacher. The findings seem to suggest that the community day secondary school had poor examinations results because they are taught by unqualified teachers. Please see fig 5.4 below.

FIG 5.4: SCHOOL STAFFING BY QUALIFICATION

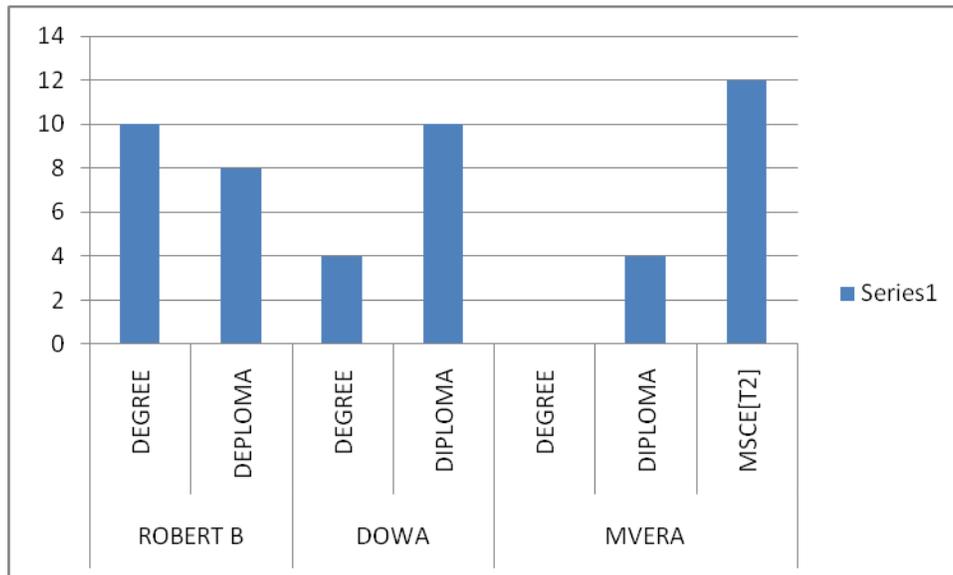


Fig 5.4 shows that in the Malawian secondary schools there are three types of teachers based on education qualifications. The research found that there were degree holders, diploma holders and T2 [primary school teachers] teaching in these schools. The research unveiled that in the grant aided secondary schools like Robert Blake secondary school there were many degree teachers as compared to the district conventional secondary schools while in the community day secondary schools there was none. It was also discovered that there were few diploma teachers in the grant aided secondary schools while in the district conventional secondary schools there were many diploma teachers while in the community day secondary school there were few diploma teachers. This suggests that the differences in the teachers qualification and teaching competency had contributed to why academic achievement in the grant aided secondary school is the highest followed by the district conventional secondary schools while the community day secondary school lags behind. It should also be noted that the majority of the teachers in the community day secondary schools teach above their education competency because they were trained to teach in the primary schools.

FIG 5.5: SCHOOL INFRASTRUCTURE

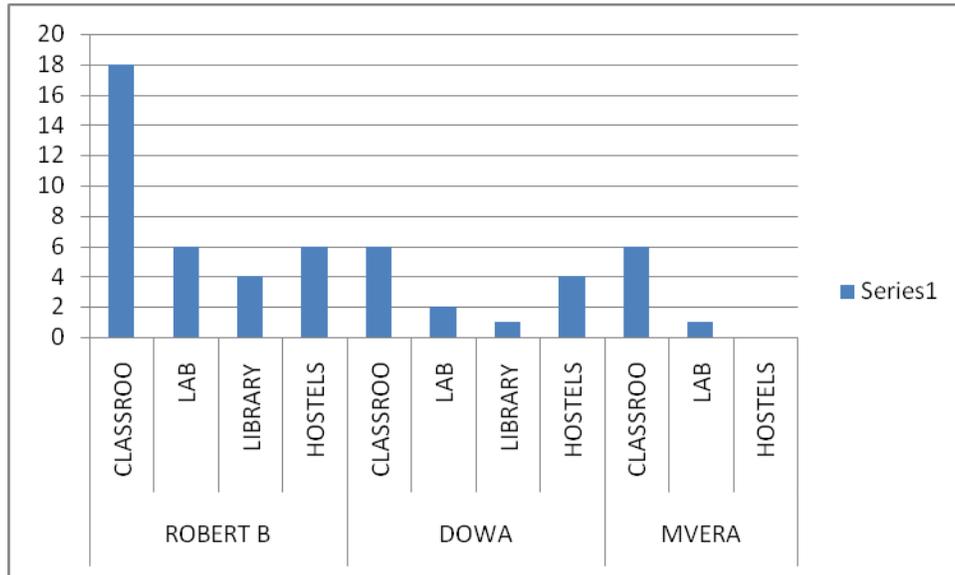


Fig 5.5 shows the available learning infrastructure from the three types of secondary schools which were conveniently sampled in the research. The research discovered that the grant aided secondary schools had best learning infrastructure which could support learning. For instance from the figure above Robert Blake secondary school had 18 classrooms, Dowa secondary school had 6 classrooms while Mvera community day secondary school had 6 classrooms. It was also noted that Robert Blake secondary school had a total enrolment of 240; Dowa secondary school had an enrolment of 320 while Mvera community day secondary school had an enrolment of 400+. It could be suggested that the teacher –pupil ratio in community day secondary schools was the highest as compared to the district conventional secondary schools and the grant aided secondary schools. The research also observed that despite having the highest teacher-pupil ratio, the teachers were not qualified to teach in secondary schools so this had a poor impact in academic achievement of the pupils in the community day secondary schools.

The fig 5.5 also shows that the grant aided had a laboratory and library while Mvera community day secondary school had no library and hostels for the students. It could be that the lack of libraries made a contribution to the poor achievement in academic in the community day

secondary schools like Mvera community day secondary school. This was discovered to be a serious problem of community day secondary school because if a school had no books and the teachers were not qualified to teach in secondary schools then the pupils were not given an equal opportunity to learn with the other students from the other two types of secondary schools.

Absence of a library was also noted to be one of the contributing factors why in much community day secondary schools the students learn few subjects hence making it difficult to have a wide choice of subjects to select and qualify for university. Lack of science subjects which were key subjects for university selection made it difficult for these students to be selected to universities to further their studies.

The absence of hostels in the community day secondary schools was a clear manifestation that the students in such schools commute from their homes hence most students had no time for studies like the case in the grant aided and the district conventional secondary schools. The research discovered that many students walked long distances to schools hence the level of pupil concentration in class was low and in the community day secondary with poor academic results.

FIG 5.6: SCHOOL INFRASTRUCTURE: TEACHERS' HOUSES AND DINING HALL

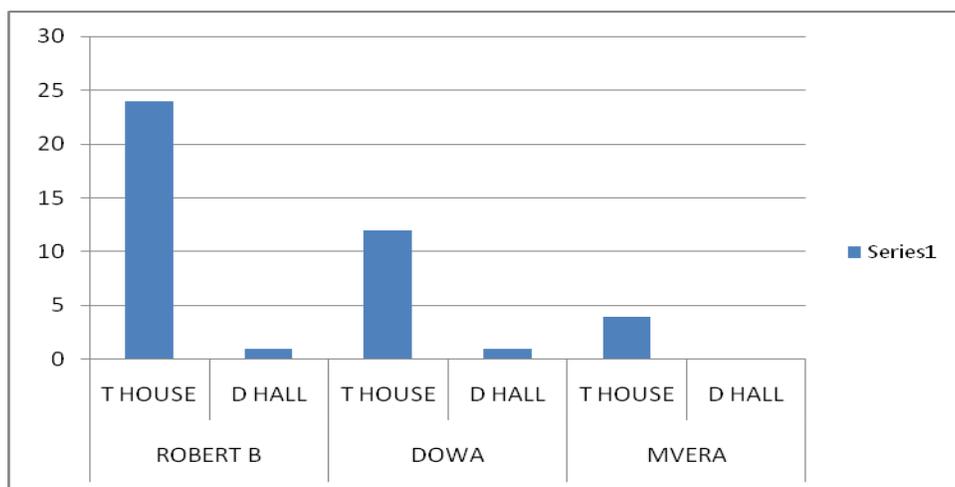


Fig 5.6 shows the availability of the teachers' house, and dining halls for each school type. The research discovered that Robert Blake secondary school like all the grant aided secondary schools had 24 teachers' houses which were well furnished while Dowa secondary school had 12 teachers' houses which were not furnished while at Mvera community day secondary school had only 4 against the 16 teachers. This should be an indication that the teachers in community day secondary schools commute from the surrounding community like their students. This could suggest that the teachers sometimes came late for work depending on the day's conditions such as the rains. The best teachers' houses in the grant aided secondary schools attract the well qualified secondary school teachers as compared as compared to the grant aided secondary schools.

FIG 5.7: THE JUNIOR CERTIFICATE EXAMINATIONS RESULTS {2006}

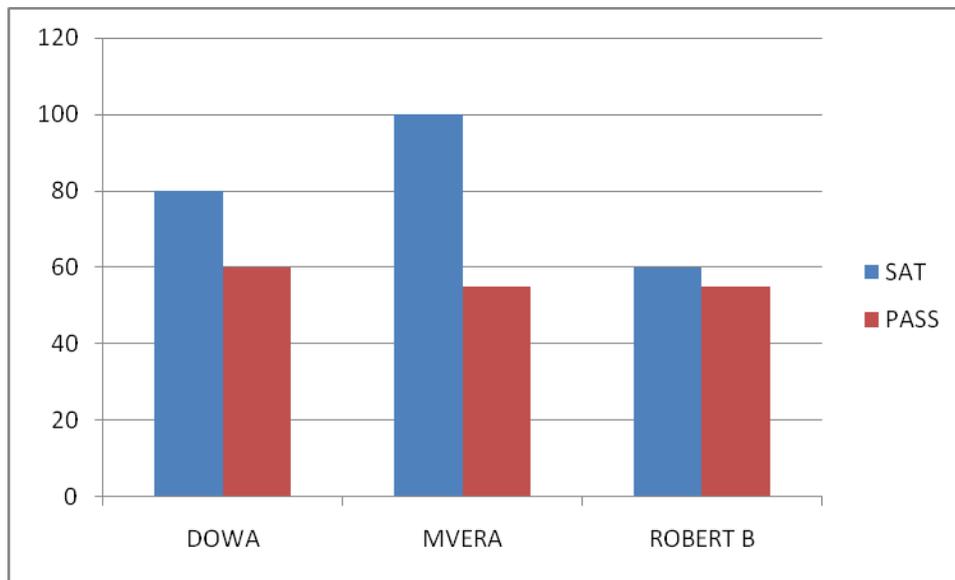


Fig 5.7 shows the Junior Certificate of Education examination results of 2006 of the three different types of secondary schools in Malawi. The research indicated that at Dowa secondary school 80 students sat for the examinations and 60 of the students passed representing 75%, while at Mvera Community day secondary school 100 students sat for the examinations and 57 students passed representing 57%. At Robert Blake secondary school 60 students sat for the examinations and 57 passed the examinations representing 95%. The findings suggest that the grant aided secondary schools had the best examination results seconded by the district

conventional secondary school and lastly the community day secondary schools. The research suggests that the differences in the learning environment and secondary school teachers' qualification have an influence on the examination results. You can compare the results of the three different types of secondary schools in fig 5.7. Robert Blake secondary school is out performing in examination results compared to the two other types of secondary schools.

FIG 5.8 THE MALAWI SCHOOL CERTIFICATE OF EDUCATION RESULTS {2006}

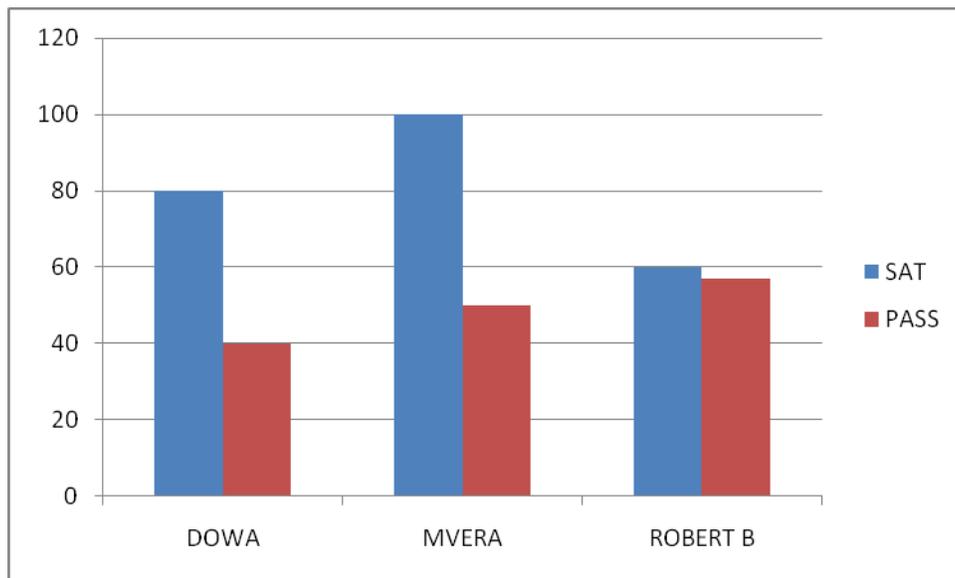


Fig 5.8 shows the examination results of 2006 for the three types of secondary schools in Malawi. It was discovered that out of the 80 students who sat for the examinations at Dowa secondary school only 40 passed the examinations representing 50% , at Mvera Community day secondary school out of 100 students who sat for the examinations only 45 students passed the examinations representing 45% while at Robert Blake secondary school out of 80 students who sat for the examinations in that year 57 passed the examinations representing 71%. This suggests that the differences in academic results at the Malawi School Certificate of Education was attributed in differences of pupils selected to each school type, teacher qualifications and the

learning environment which formed part of the admission policy of the pupils into school category which was done based on school classification. The research discovered that the policy was done implicitly and many people in Malawi were not aware of the policy.

FIG 5.9 PUPILS SELECTION TO UNIVERSITY COLLEGES 2006

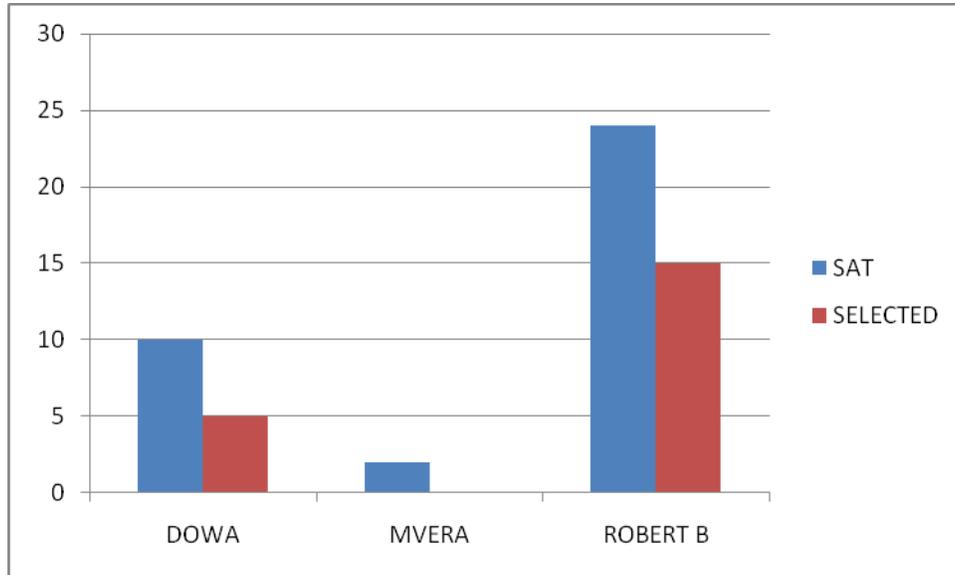


Fig 5.9 shows university selection of students from the three types of secondary schools in 2006. The data is according to the results of the survey questionnaires. The figure shows that at Dowa secondary school there were 10 students and five were selected and while at Mvera Community day secondary school only 2 students qualified for the university entrance examinations and none was selected for university college while at Robert Blake secondary school 24 students qualified for the university entrance examinations and 15 students were selected for various programmes into various universities in Malawi. This suggests that the grant aided secondary schools provide the largest number of students into the university colleges in Malawi seconded by the district conventional secondary schools while, in the community day secondary schools it was discovered that the contribution to the university selection was very low see the figure above.

5.9.1 What factors make your secondary school to be classified as such?

Out of the six head teachers and deputy head teachers who were interviewed on this question the following responses were given: those from the community day secondary school pointed out the shortage of learning facilities such as classrooms and teaching material which usually were provided by the community hence qualifying the school as such. They went on to explain that such schools were initiated based on community needs and all the resources for the school were provided by the community. This suggests that all the community day secondary schools in Malawi contribute less number of students to university colleges. The research has unveiled the under qualified staff, lack of infrastructure to support learning and poor funding provided by the government.

Those from the district conventional secondary schools explained that their schools were classified as such because the students stay at the boarding, the school had adequate learning facilities and central government entirely supports such schools.

The head teacher and the deputy head teacher from the grant aided secondary schools explained the following as a reason for classifying their secondary schools as such: the school received grants from the government and from the proprietor such as the missionaries, had the best teachers' houses, dining hall, classrooms, hostels, library and laboratories which has adequate equipment and chemicals.

This suggests that every school administrator was aware about how his/her school was classified and the factors that makes the school to be classified as such.

5.9.2 Do you know the policy the Malawi Government use to admit the students into secondary schools?

The six secondary school head teachers and deputy head teachers who were interviewed on this questioned expressed knowledge of the policy by explaining the following attributes of the policy: the pupils results who passed the primary school examinations were classified into three categories namely the best students, the second best students and lastly the average students. The best students were selected to the grant aided secondary schools; the second best students were selected to the district conventional secondary schools while the average was selected to the community day secondary schools. It was also explained that the secondary schools were

classified into three classes based on the availability of teaching resources, teacher qualification and availability, central government regulations to control such schools and school provisions. It could be concluded that the policy was fulfilling the elite theory whereby the elite wanted a means of separating best schools from the poorest schools so that their children could be sent to the best schools while the children from the masses could be sent to the poorest schools under the disguise of this policy. Unisa [2002:49] argues that equal opportunities for education for every inhabitant irrespective of race, colour, creed or sex shall be the purposeful endeavor of the state.”

5.9.3 If you can be given a chance to select a type of school where you can work amongst the community day secondary school, the district conventional secondary school and the granted aided secondary school where can you prefer to be posted to?

Out of the six head teachers and deputy head teachers chose Robert Blake Secondary School to be where they would prefer to work. Amongst the many reasons which they indicated the following were some of the prominent reasons: grant aided secondary schools were well funded, enrolment was controlled, best teachers’ accommodation, schools with libraries with all the teaching books, and schools with laboratories with equipment and chemicals. These were schools which were adequately staffed and properly funded. This suggests that even the teachers and school administrators prefer working at the grant aided secondary schools. Therefore it could be concluded that the grant aided secondary schools were ideal and provide conducive environment to learning.

5.9.4 As a parent suppose the government has given you a chance to choose from the following types of secondary schools: Mvera community day secondary school, Dowa secondary school, and Robert Blake secondary school where will you prefer to send your child? Why can you choose such a school?

Out of the nine parents who were interviewed six chose to send their children to Robert Blake secondary school while two chose Dowa secondary school while one person chose Mvera Community day secondary school because of the fees problem as in the district conventional secondary schools and in the grant aided secondary schools the fees were higher than in the

community day secondary schools. Many parents chose the grant aided secondary schools because such schools had the best academic results at both Junior Certificate and at the Malawi School Certificate of Education. They also pointed out that many students from the grant aided secondary schools went on to study at the university or colleges in Malawi. The findings leads to a conclusion that in the grant aided secondary schools the pupils passed very well in all the examinations and were selected to the university or colleges in Malawi. Therefore it should be noted that even the parents of the pupils pretty well know the type of secondary school where they should send their children to education.

5.9.5 Suppose the policy of the government of selecting the students into secondary schools has changed and the students should be choosing on their own amongst the following secondary schools where will you prefer to go amongst: Dowa secondary school, Mvera community day secondary school and Robert Blake secondary school?

From fifteen students who were interviewed on this question ten students chose to be selected to Robert Blake Secondary School while three chose to be selected to Dowa Secondary School while two chose to be selected to Mvera Community Day Secondary School. Those who chose to be selected to Robert Blake Secondary School cited those schools of having best examination results, schools with the best hostels, dining halls and properly staffed. Those who chose Dowa secondary school gave the following reasons: schools with better classrooms, well trained teachers and with good examination results while those who chose Mvera community day secondary school feared the high fees the other two schools charge. Therefore it could be concluded that since the government also hiked fees in the two types of secondary schools namely the grant aided secondary schools and the district conventional secondary schools then the community day secondary schools were meant for the poor masses.

5.9.6 How many students on transfer do you receive from other secondary schools such as the grant aided, the district conventional and the community day?

Out of three head teachers who were interviewed, one of them a head teacher from Robert Blake secondary school explained that he was receiving transfers in all the classes when there are vacancies or dropouts. It was also noted that the transferred students were coming from

influential families [elites] who were either selected to a district conventional secondary school or the community day secondary school. The head teacher of Dowa secondary school also explained that he was receiving students on transfers from the mostly the community day secondary schools and usually such students were from the influential [elite] families. The head teacher from Mvera community day secondary school explained that at his school no students on transfers from the grant aided secondary schools and the district conventional secondary schools were received however the students from other community day secondary schools were admitted. It was also noted that no students on cross transfer from the community day secondary school to the other two types of secondary schools were done. It can be suggested that the transfer of students from the community day secondary schools to the other two types of secondary schools had a class attachment. The research findings show that only the elites had chances to move their children from one type of secondary school to the other. It can also be concluded that the pupils from the elites were transferred from the community day secondary schools because of the poor examinations results, poor learning environment, and poor staffing and having under qualified teachers as already explained in the research.

5.3 CONCLUSION

In conclusion this chapter has focused on the data presentation, analysis and interpretation which was collected from the head teachers, the deputy head teachers, the parents of the pupils and the students from the three types of secondary schools. The data which had been interpreted was from 2000 to 2006. The data which had been analyzed had shown that in Malawi the admission policy of pupils into secondary schools was formulated based on the secondary school classification into the grant aided, the district conventional and the community day secondary schools, the categorization of the students selected into those secondary schools into the best the second best and the average students, the staffing of the three types of secondary schools and the school environment had shown that due to these differences the examination results and selection of the students to the university or colleges in Malawi were not equal. You may see the Junior Examination and the Malawi School Certificate of education results in figs 5.9. It had been

established that a conducive learning environment had an impact on academic achievement for instance the grant aided secondary schools had the best results because of having conducive learning environment while on the contrary the community day secondary schools had a poor learning environment so the end result was having poor academic achievement like the case of Mvera Community Day Secondary School. It was also discovered that having well qualified secondary school teachers was a prerequisite for excellent academic results in secondary schools. For instance Robert Blake Secondary School had excellent examination results because of having well qualified teachers please see fig 5.4 while Mvera Community Day Secondary School which had some under qualified teachers had poor examination results.

In the next chapter the main theme is to present the conclusions of the research and possible recommendations which would have to be implemented or to continue to be implemented for equal academic achievements in all the schools. The recommendations would be drawn from the research findings based on the analyzed data.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 INTRODUCTION

The main aim of this chapter is to make conclusions based on the analyzed data which was obtained from the questionnaires completed by the head teachers, deputy head teachers, parents of the students from the three types of secondary schools and finally of the students who were interviewed. The conclusions would focus on the impact of the admission policy of secondary school students into Malawi Secondary Schools focusing on the teachers preferences to secondary schools where they want to teach, the parents wish of secondary schools where they want their children placed, the student choice of secondary school where they want to be selected to, the results of the Junior Certificate of education in 2006, the Malawi School Certificate of Education Results of 2006, University selection of the students in 2006 and finally the number of students on transfer from one type of secondary school to the other. Each of the items mentioned above will be examined separately based on the research findings supported with the available literature in the research.

6.1 KNOWLEDGE OF THE POLICY BY THE HEAD TEACHERS, DEPUTY HEAD TEACHERS AND THE PARENTS

From the research it has been established that all the head teachers and deputy head teachers who were interviewed, 6 in number expressed to have a knowledge of the admissions policy and its attributes which include the classification of the students after grading the standard 8 examinations which are administered by the Malawi Nations Examinations Board. This shows 100% of the respondents were aware of the policy. This suggests that since the head teachers and the deputy head teachers are the policy implementers the ministry briefed them about the policy. On the other hand all the parents who were interviewed showed ignorance about the existence of the policy. This supports the research findings that the admissions policy complies with the elite theory when being formulated, adopted and implemented. Anderson [2004:21] supports this by saying that the only a small group of people allocate a value for a society: the masses do not decide public policy. The few who govern are not typical of the masses that are governed. The

elites are disproportionately from the upper socioeconomic strata of society. The elites share a consensus on the basic value of the social system. The elites totally take control of the policy in its implementation. Public policy does not reflect demands of the masses but rather the prevailing values of the elite. The research has revealed that the elites in Malawi came up with the policy in order to dominate the all the two spheres of the public sector and the private sector in top positions because of acquisition of best education their children obtain from either the grant aided secondary schools and from the district conventional secondary schools through the use of the admissions policy.

6.2 IF GIVEN A CHANCE TO SELECT A TYPE OF SECONDARY SCHOOL WHERE TO TEACH, WHERE CAN A TEACHER CHOOSE AMONGST THE COMMUNITY DAY SECONDARY SCHOOL, DISTRICT CONVENTIONAL SECONDARY SCHOOL AND THE GRANT AIDED SECONDARY SCHOOLS?

All the secondary school head teachers and deputy head teachers coming from Robert Blake secondary school, Mvera Community day secondary school and from Dowa secondary school chose to be at Robert Blake secondary school which is a representative of the grant aided secondary schools. Amongst the reasons given for their choice included secondary school with controlled enrollment of the students per class, a school which receive double funding from the central government as a grant and from the school proprietor as subventions, a school with best teachers accommodation, a school with supporting infrastructure for learning such as best hostels, laboratories, libraries, and best classrooms. This indicates that the Grant Aided Secondary Schools have best qualified teachers who contribute to conducive environment for education. Please see figure 5.2 on page 75. The results of the findings suggests that teaching as a career is not for only money but it is also for job satisfaction which is attained through having a good working environment. This should be the reason why in Community day secondary schools there are few qualified secondary school teachers like the case in fig 5.6 on page 77. This is why there are many qualified secondary school teachers in the Grant aided secondary schools which in the research is represented by Robert Blake Secondary School. From the findings of the study Robert Blake Secondary School has ten degree teachers compared to the four degree teachers and no degree teacher at Dowa secondary school and at Mvera community day secondary school.

According to the findings the district conventional secondary schools which are being represented by Dowa secondary school in the research ranks second in providing a conducive learning environment. From the study it should be noted that the community day secondary schools are the poorest secondary schools in terms of infrastructure development because everything is provided by the local community where the school has been built. No qualified secondary teacher can be attracted to these schools. It should also be noted that the teacher qualification has a bearing on the students' success at a school.

6.3 STUDENTS CHOICE OF SCHOOL WHERE THEY WOULD PREFER TO BE SELECTED

As a parent suppose the ministry of education has given a chance that you should have a choice to choose a type of secondary school where your child should be selected to amongst Mvera community day secondary school, Dowa secondary school and Robert Blake secondary school, where will you choose your child to be selected to?

Out of the 9 parents who were interviewed 6 chose Robert Blake secondary school which represents 66.67% while 2 chose Dowa secondary school representing 22.02% while only one person chose Mvera Community day secondary school representing 11.01%. The three groups based on their choice gave the following reasons:

The 6 parents who chose Robert Blake secondary school gave the reasons that at this school many students do not fail the Junior Certificate Examinations like the case at Dowa secondary school and Mvera Community day secondary school. In addition to this, the parents also cited the number of students who pass at the Malawi School Certificate of Education and are selected to the universities and colleges unlike the case in the other two types of secondary schools. For reference please see fig5.7, fig 5.8 and fig 5.9 which shows the examinations results in 2006 at the Junior Certificate Examinations, Malawi School Certificate of Education and the university selection in the same year. The findings of the research seem to support the response given by the parents who opted for the grant aided secondary schools as the best secondary schools where they could send their children. The good examinations results at the Junior Certificate of Education, Malawi School Certificate of Education and University College's selection are all

attributed by the well qualified secondary school teachers in the grant aided secondary schools unlike the case in the community day secondary schools where there are under qualified teachers. The findings seems to qualify the poor learning environment in the Community Day Secondary Schools is crucial in hindering learning in these schools hence attaining poor examinations results at the Junior Certificate Examinations, the Malawi School Certificate of Education and university of selection. From the study it should be deduced that the moderate Junior Certificate Examinations results, the Malawi School Certificate of Education results and university selection in the district conventional secondary schools is as a result of having a learning environment which is ranked second to the grant aided secondary schools. The finding suggests that the district conventional secondary schools rank second in offering academic excellence to the grant aided secondary schools. The higher number of diploma and degree teachers compared to the community day secondary schools has a bearing on the examinations results. One parent who chose Mvera community day secondary school gave a reason of not having enough fees to pay for his children to the Grant Aided Secondary School and district conventional secondary school because the fees is higher than the fees paid in the community day secondary school. Another reason which was given is that the students in the community day secondary schools commute from their homes to school so that the children during weekends can assist their parents with the family chores by his children if the farming activities. From the reason given it clearly shows that the parents are aware that the grant aided secondary schools are the school excellence of academic achievement.

6.4 SUPPOSE THE POLICY OF ADMISSIONS OF THE STUDENTS HAS CHANGED AND THAT THE STUDENTS COULD CHOOSE ON THEIR OWN THE SECONDARY SCHOOL WHERE TO BE SELECTED TO. AMONGST ROBERT BLAKE, DOWA SECONDARY AND MVERA COMMUNITY DAY SECONDARY SCHOOLS, WHERE WILL YOU CHOOSE TO GO?

Out of the fifteen students who were interviewed ten chose Robert Blake secondary school as the secondary school of their choice. The choice of Robert Blake secondary school represented 66.67%. This represented the majority of the respondents. Their choice was Robert Blake Secondary School because of producing the best Junior Certificate of Education results, best

Malawi School Certificate of Education results and for contributing a large number of the students to the university and colleges in Malawi. Please see fig 5.7, fig 5.8 and fig 5.9 on page 81-83. From the fifteen respondents three chose Dowa secondary school representing 20% while two chose Mvera community day secondary school representing 13.33%. The students in choosing Dowa secondary school gave reasons such as a school having reasonable fees as compared to Robert Blake secondary school, while those who chose Mvera community day secondary school cited reasons such as a school with very affordable fees and a school where one can commute from home hence making it easy to assist the parents with farming work. Based on the findings of the research the results support conducive environment for a learning at the grant aided secondary schools, having well qualified secondary school teachers, schools with libraries full of books, schools with laboratories with chemicals, apparatus and qualified science teachers attract the students to choose Robert Blake secondary school which represented all the grant aided secondary schools in the research. It should be noted that the grant aided secondary Schools are the academic excellence in Malawi. It should be clear to state that the elite decided to introduce the admissions policy of the students into the Malawi Secondary School in order to monopolize the few learning places which are in such type of secondary schools namely the district conventional secondary schools and in the grant aided secondary schools. Anderson [2004:21] backs this when the author says that the elites may act out of narrow self-serving motives and risk undermining mass support or may initiate reforms, curb abuses and undertake public regarding programmes to preserve the system and their place in it. Active elites are subject to relatively little direct influence from the apathetic masses. The elites influence masses more than masses influence elites.

6.5 NUMBER OF TRANSFERS FROM ONE SECONDARY SCHOOL TYPE TO THE OTHER.

The respondents were also asked the number of students received on transfers in one academic season, and the head teacher of Robert Blake secondary school explained that the school was receiving the students on transfer in every class throughout the year and the students were coming from the district conventional secondary schools and from community day secondary schools. Most of the students coming from the conventional and community day secondary

Schools are from the elite families. This suggests that the children from the elites who failed to qualify for selection to the grant aided secondary schools have a special window which the children from the masses [the disadvantaged families] cannot use. By creating the chance for transfers from one secondary school to the other it was a deliberate mechanism for the elites to secure the best learning places in order to equip their children with education so that after school they can secure good employment. The head teacher of Dowa secondary school a representative of all district conventional secondary schools also accepted receiving some students on transfers from the community day and not from the grant aided secondary schools. These findings suggests that the transfers of the students to the District Conventional Secondary Schools the elites who had their children selected to the community day secondary had their final chance of moving to a better secondary school after the grant aided secondary schools. The head teacher of Mvera community day secondary school which represented all the community day secondary schools indicated that the secondary school never gets any transfers from either the grant aided secondary schools or the district conventional secondary schools. This suggests that the community day secondary schools are the poorest secondary schools where one would willingly sent his child to learn. The study findings on student's transfers are clear evidence that the community day secondary schools attains poorest examinations results at all the examinations namely the Junior Certificate of Education Examinations, and the Malawi School Certificate of Education. See fig5.8 and fig 5.9 on page 82-83. No university selection is done in these secondary schools because of the poor learning environment and also having under qualified teachers.

6.6 EXAMINATIONS RESULTS AT THE JUNIOR CERTIFICATE OF EDUCATION, MALAWI SCHOOL CERTIFICATE OF EDUCATION AND UNIVERSITY SELECTION.

The researcher also wanted to find out the academic achievement in all the three secondary schools under the research. It was noted that Robert Blake secondary school a representative of the grant aided secondary schools had the best results at the Junior Certificate Education in 2006, best examinations results at the Malawi School Certificate of Education and best university selection in the same year. Based on the history of examination results the Grant Aided

Secondary Schools have been producing the best results in the examinations since Malawi became an independent state. The results of these examinations suggest that well qualified secondary school teachers, well stocked libraries, well equipped laboratories, electricity, well funded schools and controlled enrolment is vital in promoting the academic achievement at a school. The good example is what the research has uncovered about the reality in the Malawi secondary schools. The grant aided secondary schools are schools of academic excellence in Malawi which has produced the current elites who are controlling the private and the public sectors.

Please see figures 5.7 and 5.8 on page 81-82 which clearly show the trends of examination performance at the Junior Certificate of Education, the Malawi School Certificate of Education and university selection. On the other hand the findings have shown that the district conventional secondary Schools rank second to the grant aided secondary schools in producing examinations results. In the study the district conventional secondary schools is represented by Dowa secondary school. From fig 5.7 fig 5.8 and fig 5.9 on page 81-83 at Dowa secondary school at the Junior Certificate of Education, Malawi School Certificate of Education and university selection ranked second to Robert Blake secondary school. This is the case in Malawi all the district conventional secondary Schools rank second in producing examinations results to the grant aided secondary schools. The findings suggest that the availability of qualified secondary school teachers, better learning classes, availability of laboratories, libraries, electricity, hostels, dining hall and other materials which support education have an impact in promoting education in these secondary schools.

The community day secondary schools in the research being represented by Mvera community day secondary school of the three types of secondary schools in the study in 2006 had the poorest examination results. From the figures you will note that Mvera community day secondary school despite receiving a lot of students into form one the pass rate at the Junior Certificate of Education and at Malawi School Certificate of education is very low. In 2006 no student was selected for the university and college while from the other two types of secondary schools sent some students to university colleges. The results of examinations at Mvera community day secondary school are a true reflection of all the community day secondary

schools in Malawi. It should be noted that good education is a prerequisite for good employment in the public as well as in the private sector. From the examinations results above the findings seems to suggest that the students from the grant aided secondary schools have a high chance of securing good employment in the public as well as in the private sector because of high academic achievement. The research also suggests that the students from the district conventional secondary schools rank second in getting chances for employment while those from the community day secondary schools because of achieving less in education they have less chance to secure good employment either in the private sector or in the public sector. All these are attributed by the admission policy of the students into Malawi Secondary Schools. According to the findings of this research uncovers how the policy which the Malawi Government is implementing is creating social inequality amongst the children from the elite and the disadvantages families.

6.7 SUMMARY OF THE CONCLUSIONS

In the conclusion the admission policy of the students into Malawi secondary schools has a negative impact on the Malawian Society because it is promoting social inequality amongst the social classes of people. The current policy is favoring the elite to send their children to the grant aided secondary schools in this study which is represented by Robert Blake Secondary School. The research has established that in the grant aided secondary schools the majority of the students come from the elite families who have power to change any policy in a country for education. The research has revealed that apart from having normal selection to various secondary schools, the elites also request for the transfer of their children from the district conventional secondary schools and community day secondary schools to either grant aided secondary schools or to district conventional secondary schools. This is deliberately done because the elites would like to reposition their children to better and best secondary schools in order to attain the best examination results as is the case in the grant aided secondary schools. The research has also shown that no transfers are affected to the community day secondary schools from either the Grant Aided or the district conventional secondary schools. This qualifies community day secondary schools as schools for the disadvantaged families who cannot transfer their children to any better type of secondary school.

The policy never leveled the playing field when classifying the secondary schools in the three classes of grant aided secondary schools, district conventional secondary schools and community day secondary school. The school resources, secondary teacher qualification, school funding and class of students selected to each of the secondary schools set the prerequisite of creating social inequality in Malawi. From the findings it has been discovered that in community day Secondary schools there are under qualified teachers who were trained to teach in the primary schools but because of shortage of secondary school teachers they were transferred to teach in the community day secondary schools. In addition to this the community day secondary schools have poor learning infrastructures ranging from classes, hostels, no libraries, no laboratories, no instructional material, few teachers, houses and low funding. This alone is enough indication that such types of secondary schools have a lot of challenges in terms of teaching and learning. Making matters worse the findings have indicated that the community day secondary schools from the standard 8 selection the average and the backward students are selected to these schools. Further to that the enrolment in the community day secondary schools is not controlled as in the other two types of secondary schools. It should be pointed out here that majority of the students are learning in the community day secondary schools but yet the admissions policy has favoured the grant aided secondary schools and the district conventional secondary schools in creating a good environment for learning. One would question the rationale of selecting the average or backward students to the community day secondary schools where they are taught by under qualified teachers in a poor learning environment. This is planning to fail the students in any examinations because the under qualified teachers face a number of challenges in teaching the secondary subjects and this is why in many community day secondary schools science subjects such as Mathematics, Biology, Physical Science and Agriculture are taught because of a lack of qualified teachers. By classifying the secondary schools and categorization of the students selected to each school type, the admission policy in Malawi is a tool for promoting social inequality.

6.8 RECOMMENDATIONS

The research identified a number of issues which need to be taken seriously for the improvement of the admission policy of the students into Malawi secondary schools. The recommendations

made in the research have been put into groups based on actions which can be taken by the stakeholders who can assist to improve the admissions policy. The major stakeholders in a change to admission policy and who need to attend to these recommendations they include: the government, the ministry of education officials, the parents of the students and the students.

6.8.1 RECOMMENDATIONS TO THE GOVERNMENT OF MALAWI

Based on the findings of the research the Malawi government should make sure that the following are in order:

- The government should evaluate the admissions policy of the students into Malawi secondary schools in order to check its impact whether positive or negative.
- The government should plan for the further education of the under qualified teachers teaching in the community day secondary schools.
- The government should improve infrastructure in all the community day secondary schools by building standardised classes, teachers' houses, hostels, dining halls, laboratories and libraries.
- The government should start funding all the community day secondary Schools as is the case in the Grant Aided and in the district conventional secondary schools.
- The government should introduce a mixed selection criterion of the best students, the average and the less average students with the aim of these students assisting each other.
- Enrolment of the students should be controlled as is the case with the other two types of secondary schools namely the grant aided secondary schools and the district conventional secondary schools.
- The government should engage the donors to provide funding for upgrading the infrastructure in the community day secondary schools.

- The government should introduce boarding facilities at all the community day secondary schools as is the case in the grant aided secondary schools and in the district conventional secondary schools.

6.8.2 RECOMMENDATIONS TO THE MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

The Ministry of Education Science and Technology is the implementing agent of the admission policy of the students into Malawi secondary schools. The following are the recommendations to the ministry:

- The Ministry of Education Science and Technology should evaluate the admission policy of the students into Malawi secondary schools to check its effectiveness and efficiency.
- The ministry should implement a deliberate policy to train all the under qualified teachers teaching in the community day secondary Schools.
- The qualified secondary school teachers should be posted to all the three types of secondary schools without any bias unlike the case now where priority is given to sending the most qualified secondary school teachers to the grant aided secondary schools.
- The ministry should champion to improve the learning infrastructure namely classrooms, laboratories, libraries, teachers houses, hostels, dining halls and installing electricity in all the community day secondary schools.
- The development budget for the Ministry of Education, Science and Technology should have a component for infrastructure development in the community day secondary schools.
- The ministry should take control all the community day secondary school in order to reduce teacher- pupil ratio which was observed to be very high.

6.8.3 RECOMMENDATIONS TO THE PARENTS OF THE STUDENTS

The admission policy of the students into Malawi Secondary Schools has an impact as discussed in the research on the students. Since the policy has an impact on the students the following are the recommendations to the parents of the students:—

- The parents of the students should request the government through the national assembly to evaluate the policy.
- The parents should contact the civil society organizations dealing with the education sector to do civic education on the existence of the admissions policy of the students into Malawi Secondary Schools which previously when formulated and implemented without doing the public hearing [publishing].

6.8.4 RECOMMENDATIONS FOR FURTHER RESEARCH

The following are the recommendations for future researches:—

- The research was conducted using a convenient sampling of few secondary schools in one district; a full research covering the remaining three education division would be ideal.
- Further research can be conducted to ascertain the number of people in top positions in Malawi to find out where they had their secondary education based on the current classification of secondary schools into community day secondary schools, district conventional secondary schools and the grant aided secondary schools.
- The other area which may be of interest to do research is the effect of commuting from home to school and drop out which is rampant in the community day secondary school.
- The drop out due to pregnancies in self boarding schools like in the community day secondary schools.

REFERENCES

- Anderson, J.E. [2000]. *Public Policy Making*. New York: Houghton Mifflin Company.
- Anderson, J. [2004] . *Public Policy Making and Analysis*. New York: Palgrave.
- Asankha, P & Takashi Y. [2011].“*Impacts of Universal Secondary Education Policy on Secondary School Enrollments in Uganda*”, *Journal of Accounting, Finance and Economics*. Vol. 1. No. 1. July 2011 Issue. Pp. 16-30.
- Baker, R [1975]. *Public Policy Development: Linking the technical and political processes*. New York: John Willy.
- Ballantine, J.H. [1983]. *The sociology of education: A systematic analysis*. Englewood Cliffs: Prentice Hall.
- Ballantine, J.H. [1993].*The sociology of education: a systematic analysis*. Englewood Cliff: Prentice Hall.
- Banda, K. [1996]. *History of Education in Malawi*. Blantyre: Dzuka Publishing Company.
- Blackledge, D. & Hunt, B. [1985]. *Sociological Interpretations of Education*. London: Routledge.
- Basu, R. [2001]. *Public Administration: Concepts and Theories*. New Delhi: Sterling Publishers.
- Basu, R. [2002]. *Public Administration: Concepts and Theories*. New Delhi: Sterling Publishers.
- Bisika, J. [1996]. *Malawi Policy Implementation Framework*. Blantyre Zomba, Centre for Social research.
- Birkland,T.A. [2005]. *Policy Process:Theories and Concepts*,Amonk:New York; M.E Sharpe
- Bowles, S. Z.& Giantis, H. [1976]. *Schooling in capitalist America*. London; Routledge & Kegan Paul.
- Bray, M. [1985]. High School Selection in less Developed countries and the Quest for Equity: Conflicting Objectives and Opposing IVessures", *Comparative Education Review*, VoL 29, No. 2, May 1985.

Burt. [1974]. Symposium on the selection of pupils for different types of secondary schools: British Journal of Educational psychology. London: Oxford Press.

Burt, C. [1950]. *Selection of Pupils for Different Types of Secondary Schools*: Oxford Press.

Burt, C. [2007]. Selection of pupils for Different Types of Secondary Schools: A General Survey. Oxford Press

De Vos, A.S. [2001.]. Research at Grassroot: A primer for the caring professions. Pretoria. Van Schaik.

Dye, T. [2001]. *Understanding Public Policy*. Englewood Cliff: Prentice Hall.

Dunn. W.N. [1994]. *Public Policy Analysis: An Introduction*: Englewood Cliff: Prentice Hall.

Easton, A. [1965]. *Policy Analysis*. New York: Palgrave..

Ghauri, P. [1995]. *Research Methods in Business Studies*: A practical guide. New York; Prentice-Hall.

Golden. J. [2008]. A Conversation with Linda Christensen on Social Justice Education. English Journal 97(6), 59-64. Pretoria: UNISA.

Goode, W. & Hatt, P. [1952]. *Series in Sociology and Anthology*. New York; : McGraw-Hill.

Gunn, L. [1984]. *Policy Analysis for the Real World*. London: Oxford University Press.

Hinckry,C.F.[2005]. *Policy Analysis and Policy Making*, New York: Palgrave- Macmillan.

Huysamens, T. [1994]. *Research Methodology*. New York; Palgrave- Macmillan.

Halsey, A. H. [1953]. Selection for Secondary Education and Achievement in Four Grammar Schools: New York: Prentice Hall.

Heineman, R. [2002]. *The World of policy analyst. Rationality, values and politics*. New York: Chatham House Publisher.

Hinckley, C. [2005]. *Sample of a Research proposal*: Exploring the use of television for guidance to expectant fathers. In K. Maree (Ed.). 2007. *First steps in research*. Pretoria: van Schaik

- Hurn, C. J. [1993]. *The Limits and Possibilities of Schooling; an Introduction to the Sociology of Education*. 3rd Edition. Boston: Allyn and Bacon.
- Kannae, L. A. [2004]. *Research Skills Capacity Building for National Teachers' Organizations: Training Manual*. Lome: Togo: Utdannings Forbundet.
- Krathworthl, D. R. [1993]. *Method of Educational and Social Science Research*. New York; Longman.
- Kalanda, M. [1996]. *Academic Achievement in Malawi*. Blantyre: Dzuka Publishing Company.
- Kirkland, T. A. [2005]. *Policy Process: Theories and Concepts*. Armonk: New York: I Sharp.
- Lane, J. [1987]. *Implementing Accountability and Trust*. New York: Prentice Hall.
- McMillan, J.H. & Schumacher, S. [1993]. *Research in Education A Conceptual Introduction*. New York: Harper Collins College Publishers.
- Mestry R [2004]. *Financial accountability: The principal of the school governing body?* South African Journal of Education.
- Merriam, M.B. [1998]. *Qualitative Research and Case Study Application in Education*. California: Jessey Bass.
- Minoque, M. [1997]. *Theory and Practice in Public Policy and Administration*. London, Prentice Hall.
- Mtunda, K. [1999]. *Education in Perspective in the Third World Countries* Blantyre: Dzuka Publishing Company.
- Montague, J.B. [1959]. *Some Problems of Selection for Secondary Schools in England*. Journal of Educational Sociology.
- Moore, V.J. [1996]. *Selection of Pupils for Different Types of Secondary Schools*. British Journal of Educational Psychology.
- Pachai, H. [1996]. *History of Malawi*. Blantyre: Dzuka Publishing Company.
- Parsons, R. [1997]. *Public Policy. An Introduction to the Theory and Practice of Policy Analysis*
- Patton, M.Q. [2002.] *Qualitative Research and Evaluation Methods*. Newbury Park: London: SAGE.

Peace Corp Volunteers Association of Malawi Research [1996]. JCE and MSCE Results in Community Day Secondary Schools.

Phiri, K. [1996]. *History of Education*, Blantyre: Dzuka Publishing Company.

Ranney, A. [1968]. *Political Science and Public Policy*. Chicago: Markham.

Rao, V.B. [1996]. *Public Administration; Quest for identity*. New Delhi; India: Vikas Publishing House.

Roberts, Y. [1997]. *Public Policy in Perspective*, London: Oxford Press.

Roux, N. [2000]. *Policy Design: In Improving Public Policy*, Pretoria: Juta.

Safuli, S. [1996]. *Education Development in Malawi: History of Education in Perspective*. Lilongwe: Maneno Press.

Smith, F.H. *etal.* [1999]. *Public Administration*. Pretoria: University of South Africa

Starling, G. [1979]. *The Politics and Economics of Public Policy*. Homewood: Dorsey.

Straus, H. and Corbia, T. [1990]. *Public Policy in the Developing Countries*, New York: Palgrave.

SOC 305-A [2002]. *Sociology of Education: Only study Guide for SOC305-A*. Pretoria; University of South Africa.

Zaltman, J. [1977]. *Research Pedagogies: An Introduction*. New York: Palgrave
The Daily Times of 26th January 2011. published by Blantyre Print.

WEBSITE REFERENCES

<http://www.impact-school.com/>

[mht!/http:www.lincoln.edu.g](http://www.lincoln.edu.g)

<http://www.st> Andrew parish/st Elizabeth Ann parish

<http://www.parisschooleconomics.eu/docs/guyon-n/>

www.go.za

APPENDICES

QUESTIONNAIRE 1

HEAD AND DEPUTY HEAD TEACHERS QUESTIONS

BACK GROUND INFORMATION

Victor Chinyamah Sandikonda is an administrator in the Ministry of Gender, Children and Social Welfare. He is currently studying with the University of South Africa in the field of Public Administration and Management. Apart from this study, he is conducting a research titled: ADMISSIONS POLICY INTO MALAWI SECONDARY SCHOOLS. You have been identified as one of the potential people who can provide information towards this topic. The information will be used purely for academics and the information will be treated confidential which it deserves.

RESPONDENT PARTICULARS

Name.....

Position.....

Sex.....

Name of the school.....

School type.....

QUESTIONS

- What factors make your secondary school to be classified as such?
- Do you know the policy the Malawi Government use to admit the students into secondary schools?
- Which school type receives the cream of students? How do you know about the students you receive?

- Which school type receives the poorest students during the selection for form 1?
- Do schools in Malawi achieve equally at the Junior Certificate and at the Malawi School Certificate of Education?
- How many students passed JCE and MSCE per year from 2000 to 2006?
- How many classroom blocks, laboratories, libraries, teachers' houses, dining hall, recreational hall and dining hall has your school?
- How much funding do you receive per month at your school?
- How many students do you receive as transfer from other types of secondary schools?
- If you can be given a choice to select a school type amongst community day, grant aided and the district conventional where can you prefer?
- How many teachers are at this school?
- How many pupils are at this school?
- Which factors are considered to select the pupils to your schools?
- How many students were selected to the University of Malawi from 2000 to 2006?

CONCLUSION

Thank you very much for providing very important information which will assist in carrying out this study. If there will be need to contact you again I will not hastate. Let me assure you once again the information provided is purely for academic purpose only. Thank you very much.

QUESTIONNAIRE 2

QUESTIONNAIRE TO THE PARENTS OF THE STUDENTS

BACKGROUND INFORMATION:

Victor Sandikonda is an administrator working in the Ministry of Gender, Children and Social Welfare. He is pursuing a master degree with the University of South Africa. He is doing a research titled **ADMISSIONS POLICY OF STUDENTS INTO MALAWI SECONDARY SCHOOLS**. In the process of collecting data you have been nominated to provide information based on the following questions. The information is purely for academic purposes only.

RESPONDENT PARTICULARS

Name.....

Sex.....

Name of child.....

Name the school where your child is enrolled

QUESTIONS

- If your child can be selected to one of the following secondary schools: Mvera CDSS, Dowa SSS, and Robert Blake SS which school can you choose?
- Why can you choose this type of secondary school?
- Do you have any reasons why children are selected to these different secondary schools?
- Which school type produce the best results? Why?

CONCLUSION

I thank you taking your time to answer my questions. The information you have provided will be treated confidentially. If need arises to need you I will come back. Thank very much.

QUESTIONNAIRE 3

QUESTIONS TO THE STUDENTS

BACKGROUND INFORMATION

Victor Chinyamah Sandikonda is an administrator in the Ministry of Gender, Children and Social Welfare; currently he is studying with University of South Africa. He has some questions which he would like to ask you about your school. Information provided will be treated confidentially. Please feel free to ask any questions, when the question that has been asked is not clear.

RESPONDENT PARTICULARS

Name.....

Sex.....

Name of the school.....

Form/Grade.....

QUESTIONS

- If you are given a chance to be selected to one of the following secondary schools, Robert Blake Secondary school, Dowa Secondary School and Mvera Community Day Secondary School which school from the list given above can you choose?
- Why do you choose this school type? Give reasons for your answer.
- How many students passed JCE and MSCE last year?
- Are you happy with the examinations results? If Yes or No explain.

CONCLUSION

Thank you for providing this information. If I shall need you I will come back again.

LETTER TO THE HEAD TEACHERS FOR REQUESTING APPROVAL TO CONDUCT A RESEARCH IN THEIR SCHOOLS.

FROM: Mr. Victor Chinyamah Sandikonda

The Ministry of Gender and Social Welfare

P/Bag 330

Lilongwe

Malawi

Date: 03rd May, 2013

TO: The Head Teacher:
Robert Blake Secondary School

The Head Teacher
Dowa Secondary School

The Head Teacher
Mvera Community Day Secondary School

Re: REQUEST FOR PERMISSION TO CONDUCT AN ACADEMIC RESEARCH: VC SANDIKONDA

Sir, I would like to get permission to conduct a research in your school towards my academic requirement at University of South Africa. Am conducting a research titled Admission policy of the students into Malawian Secondary Schools. The topic is relevant to school work so I will need information from you sir, your deputy, other teachers and students. The research will extend to parents of your students and I request you sir to assist to link me to the parents which will be chosen at random. The participants will answer some questions while all the teachers will get a questionnaire and answer the questions. There is no payment attached and the work is on volunteer basis. I believe the study will assist in shaping the policy you are using now; therefore I would be very happy if the people can be cooperative. The information is purely for academic purposes only and all the information will be kept confidential. As a former teacher I will share the results of my research to all the head teachers where data will be collected.

I would be very happy to hearing from you soon. Thanks very much.

Mr. Victor Chinyamah Sandikonda

University Of South Africa Student

1. APPROVAL LETTER TO CONDUCT RESEARCH STUDY

Robert Blake Secondary School
Private Bag 1
Dowa.

15th May, 2013

The Ministry of Gender, Children
and Social Welfare,
Private Bag 330,
Lilongwe 3.

PERMISSION TO CONDUCT A RESEARCH

Reference is made to your letter in which you requested to conduct a research at our school. Permission is granted. I hope you will observe the regulation governing research. Upon your arrival please see management.

Thank you very mach for choosing this school

signed
Roker Kalolo

2. APPROVAL LETTER TO CONDUCT RESEARCH STUDY

FROM : The Headmaster, Mvera CDSS
P/Bag 3
Mvera

TO : Mr. Victor Sandikonda
Ministry of gender, Children and Social Welfare
P/Bag 330
Lilongwe 3

A RESEARCH ON ADMISSION POLICY

With pleasure, management has accepted your proposal to conduct your research at this school. Please feel free to come any day.

Your usual experience and expertise in running secondary schools is what has ably made us to accept your request.

Signed

John Manyozo
Head Teacher
20/06/13

3. APPROVAL LETTER TO CONDUCT RESEARCH STUDY

FROM : The Headmaster, Dowa Secondary School
P.O. Box 55
Mponela.

TO : Mr. Victor Sandikonda
Ministry of gender, Children and Social Welfare
P/Bag 330
Lilongwe 3.

PERMISSION LETTER: TO DO A RESEARCH

Management acknowledged your letter of requesting to conduct a research at this Secondary School. We noted with interest about your topic please come forward to collect data. We hope the research will assist in shaping the admission policy.

Upon your coming please contact the Head Teacher of the school for assistance. Thank you very much.

Signed

James Danayo

Headmaster

20/06/13