

**A COMPARATIVE STUDY OF PERFORMANCE OF GRADE 9 PUPILS  
IN THE JUNIOR SECONDARY SCHOOL LEAVING EXAMINATIONS IN  
SELECTED RURAL AND URBAN BASIC SCHOOLS IN SENANGA  
DISTRICT**

By

Imasiku Monde

A dissertation submitted to the University of Zambia in partial fulfillment of the requirements for the Degree of Master of Education in Sociology of Education

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**AUTHOR'S DECLARATION**

I, Imasiku Monde, do hereby declare that this dissertation represents my own work and that it has not previously been submitted for a degree at the University of Zambia or any other University.

Signature.....

Date.....

**APPROVAL**

This dissertation of Imasiku Monde is approved as a partial fulfillment of the requirements for the award of the Master of Education in Sociology of Education of the University of Zambia.

Signed..... Date .....

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## **DEDICATION**

I dedicate this work to my late parents whose interest in my education has never ceased to inspire me. I also dedicate this work to my brothers and sister who have supported me in every way possible all my life.

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## ABSTRACT

The purpose of the study was to compare the performance between urban and rural Grade 9 school pupils in the Junior Secondary School Leaving Examinations in basic schools in Senanga District.

Two objectives guided the study namely, to establish if there was any difference in performance between urban and rural Grade 9 pupils in basic schools in Senanga District and to find out the factors that affected the performance of the Grade 9 pupils in rural and urban basic schools in Senanga District.

The sample comprised 140 respondents from urban and rural basic schools, consisting of 100 Grade 9 school pupils, 50 from the urban and 50 rural basic schools, 20 Grade 9 class teachers, 10 from the urban and 10 from the rural basic schools, 10 head-teachers, 5 from the urban and 5 from the rural basic schools and 10 PTA chairpersons, 5 from the urban and 5 from the rural basic schools from Senanga District.

The study employed mostly the quantitative and, to a lesser extent, the qualitative research designs. The research instruments used were questionnaires, the semi-structured interview and the document analysis. The questionnaires were used to collect data from the pupils, head teachers and the class teachers, while semi-structured interviews were used to collect data from the PTA chairpersons

Quantitative data were analysed using the Statistical Package for Social Sciences (SPSS) which was used to generate tables of frequencies, percentages and graphs.

The findings revealed that the performance of urban and rural Grade 9 school pupils in Junior Secondary School Leaving Examinations was generally poor with no significance difference between the urban and rural Grade 9 school pupils. The poor performance of the Grade 9 pupils was attributed to factors such as lack of qualified teachers, shortage of Grade 9 school teachers, long distance to and from school, lack of homework, insufficient learning materials and lack of library facilities.

The study recommended that the Ministry of Education should provide adequate learning and teaching aids for both teachers and pupils in order to reduce the book pupil ratio from 1:4 to 1:1. It further recommended that more qualified teachers be employed to places where their services were required. Furthermore, the government should support teachers to go for further studies to various universities and colleges. The Ministry of Education should improve the conditions of service for teachers in order to motivate them to work efficiently. Finally, the government should provide library facilities at every institution of learning.

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## CHAPTER ONE

### INTRODUCTION

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, definitions of terms and organization of the dissertation's remaining chapters.

#### 1.1 Background to the study

Comparative studies in the performance of pupils in the examinations and the factors that affected their performance have been carried out in Zambia. Mulubwa (2007) compared the performance of visually impaired and nonvisually impaired pupils in the National Examinations of Grade 12 level for five years and the factors that affected their performance. The study revealed that the performance of the visually impaired pupils had been poor in the past five years compared to that of pupils without the visual impairment. It attributed the poor performance of the visually impaired pupils to factors such as, lack of learning/teaching materials and equipment, poor infrastructure in terms of resource rooms and lack of specialist teachers and negative attitude of ordinary teachers towards the visually impaired pupils.

Similarly, Mbozi (1989) compared the performance of pupils in government and Grant aided schools and the factors affecting their performance in English Examination certificate. The study revealed that Grant aided schools performed better than government schools in the school certificate English examinations. The study revealed that factors such as size, distance and examination preparations had a significant relationship with the performance of pupils.

Matafwali (2006) compared the performance of Grade 3 pupils on the nature and prevalence of reading difficulties in rural and urban basic schools in Lusaka. The study revealed that, the

performance of pupils was generally poor with no significant difference between the rural and urban basic schools.

Kalima (2006) also carried out a study in which he compared the performance of Grade 3 pupils on the prevalence and nature of mathematical difficulties in the rural and urban basic schools of Lusaka. The study revealed that there was a difference in Mathematics difficulties between males and females, though the results were generally poor both in rural basic schools and urban basic schools.

This study investigated whether there was any difference in performance between urban and rural Grade 9 school pupils in the Junior Secondary school leaving examinations in basic schools in Senanga District and established the factors that affected their performance.

## **1.2 Statement of the problem**

Although there are various studies in Zambia on the comparison of performance of pupils in different examinations, in various settings and at different levels and the factors which affect their performance, there is no study which has been carried out in Zambia to compare the performance between urban Grade 9 school pupils and rural Grade 9 school pupils in the Junior Secondary School Leaving Examinations. The problem, therefore, is that we do not know whether there was any difference in performance between urban and rural Grade 9 school pupils in the Junior Secondary School Examinations in basic schools in Senanga District and the factors which affected their performance, hence this study.

### **1.3 Purpose of the study**

The purpose of the study was to compare the performance between urban Grade 9 school pupils and rural Grade 9 school pupils in the Junior Secondary School Leaving Examinations in basicschools in Senanga District and investigate the factors which affected their performance.

### **1.4 Objectives of the study**

The objectives of the study were:

1. To establish if there was any difference in performance between urban and rural Grade 9 school pupils in the Junior Secondary School Leaving Examinations in basic schools in Senanga District.
2. To find out the factors that affected the performance of pupils in the Junior Secondary School Leaving Examinations in rural and urban basic schools in Senanga District.

### **1.5 Research questions**

The research questions of the study were:

1. Is there a difference in performance between urban and rural Grade 9 school pupils in the Junior Scondary School Leaving Examinations in basic schools in Senanga District?
2. What are the factors that affected performance of pupils in the Junior Secondary School Leaving Examinations in rural and urban schools in Senanga District?

### **1.6 Significance of the study**

The results of this study would make the teachers, the administrators and the Parent Teachers' Associations aware of the problems regarding the Grade 9 examinations in both rural and urban basic schools for clearance of these problems. The outcome of this study might also add to the

already existing knowledge concerning the factors that affected the performance of the Grade 9 school pupils in the Junior Secondary School Leaving Examinations in both urban and rural basic schools in Senanga district. The findings of this study might be valuable to planners and decision makers in the Ministry of Education for future planning.

### 1.7 Definitions of terms

For the purpose of this study, the following definitions were used:

**Academic performance** – scores obtained by students in a given task or test.

**National examination** – refers to examination that is written by all pupils in a particular grade at the end of a grade at the end of a school course throughout the country.

**Grade 9 General Certificate Examinations:** Examinations written by Grade 9 pupils at the end of the year to proceed to Grade 10.

**Urban** - means characteristics ascribed to cities like, concentration of population, a special type of dense built up environment, density in general, specific life styles dedicated to certain parts of cities.

**Rural:** means out of the city limits country side, less populated areas.

### 1.8 Organisation of the remaining chapters

The second chapter deals with literature review which has attempted to describe and analyse what has been done by other researchers who have addressed the same subject globally, in Africa and in Zambia.

Chapter three discusses the research methodology used in the study. The chapter is divided into sections subsumed under the following headings: population, sample, sampling procedures, research instruments, data collection, data processing techniques and limitations of the study, ethnical procedures. Chapter four deals with presentations of the findings.

Chapter five discusses the findings of the study while, chapter six deals with the conclusion and recommendations. This chapter ends with suggestions for further research. The subsequent pages consist of the bibliography and appendices.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter discusses relevant literature on the comparative studies in the performance of pupils and factors that affected their performance which has been done by other researchers who have addressed the same subject globally, in Africa and in Zambia.

#### **2.2 Comparativestudies on the performance of pupils in urban and rural schools**

For quite some time, a general perception of the comparative inferiority of rural schools has prevailed. This view implied the existence of rural-urban differences in students'academic performance. The general perception of rural urban differences extended as well to many other socially desirable outcomes, such as aptitude, intelligence, and aspiration (DeYoungandLawrence, 1995; Herzog andPittman,1995). This issue of whether real differences in educational outcomes existed between rural school students and their peers in urban schools had been a topic of debate among researchers, with particular salient for practitioners in rural areas.

The concern about potential rural-urban differences in education outcomes is not limited to this country, but rather appeared to be a global issue. For example, research comparing students from rural and "metropolitan" (urban and suburban) areas on a variety of social, psychological and educational outcome variables had been conducted in South Africa (Liddell, 1994; Mwamwenda, 1992), Nigeria (Akande, 1990), Australia (Northern Territory Department of Education, Darwin, Australia, 1992), India (Singh andVarma, 1995), and Peru (Stevenson, ChenandBooth, 1990).

Not surprisingly, like many other issues in education, the research comparing rural students with their urban counterparts in educational outcomes in general and in academic achievement in particular, has yielded inconsistent findings (Khatti, Riley and Kane, 1997). While some studies failed to find any statistically significant differences (Alspaugh, 1992; Snyder and West, 1992; Edington and Koehler, 1987; Haller, Monk and Tien, 1993), other studies found that students in metropolitan areas exhibit better performance than their rural counterparts in Mathematics, reading and Science and on the ACT (Coe, Howley and Hughes, 1989a,b; Edington and Koehler, 1987; Greenberg and Teixeira, 1995; Lindberg, Nelson and Nelson, 1985). In other studies, however, students from rural schools were found to have performed better than those from metropolitan areas (Alspaugh, 1992; Alspaugh & Harting, 1995; Haller et al. 1993)

Researchers have compared rural students with students from metropolitan schools on several major areas of academic achievement, including reading, Mathematics, Science, and Social studies. For reading, rural students have been shown to have performance comparable to their urban counterparts (Ratekin, 1971), especially for younger students (Liu and Brinlee, 1983). For Mathematics, some studies have found no differences in Mathematics achievement scores (Alspaugh, 1992) or the higher-order thinking skills presumably required for Mathematics achievement (Haller et al., 1993).

Others, however, have found differences in Mathematics achievement among schools of different size (Wilson, 1985). Lindberg et al (1985) found that students from small rural schools performed worse than those attending larger schools, and some researchers have concluded that such differences may not be attributable to differences in technology resources (Templeton and Paden, 1991). There is relatively little research on science achievement, particularly at and below the middle school level. Science is usually considered most properly to

be a "hands-on" enterprise that requires specialized equipment and supplies-resources that some rural schools lack, at least in comparison to many suburban schools (Coe et al., 1989a,b; Edington, 1979; DeYoung and Lawrence, 1995). Moreover, Carlsen and Monk (1992) reported that, compared to their more urban counterparts, proportionately fewer rural science teachers were experienced, had a science-based education, or had earned a graduate degree. On the basis of these various reports, one might well hypothesize that rural students would be at a disadvantage compared to their urban counterparts. Haller et al. (1993), however, found that neither ruralness nor school size had any effect on mathematics and science achievement, or on the higher-order cognitive skills presumably required for these subject domains.

Like Science, there has been relatively few studies addressing social studies achievement. Easton and Ellerbruch (1985) examined data on over 900, 13-year olds and observed that students from the extreme rural communities performed slightly lower than the national levels, whereas those from the "disadvantaged-urban" communities scored much further below the national levels. Families of students in these latter communities exhibited higher rates of unemployment and higher rates of public assistance. Students in the "advantaged-urban" communities, whose parents mostly held professional or managerial positions, scored significantly above national averages.

Luiet. al. (1983) compared the performance of urban and rural students in reading in different provinces. This study used data from the Youth in Transition Survey (YITS) and the Programme for International Student Assessment (PISA) to examine the difference in reading performance between students in rural and urban schools and investigated why the rural-urban reading gap existed in some provinces.

Students from urban schools in Canada performed significantly better in reading than students from rural schools, according to the Programme for International Student Assessment. The rural-urban reading gap was particularly large in Newfoundland and Labrador, Prince Edward Island, New Brunswick and Alberta.

Students in rural schools in Alberta, while not performing as well as their urban counterparts, had reading scores above the national average and better than urban students in some other provinces. While these results are noteworthy, rural students did not perform quite so well. At the national level, students from urban schools significantly outperformed students from rural schools in reading. In all provinces, except Nova Scotia and Manitoba, there were differences in the reading performance of rural and urban students. In only four of these provinces, Newfoundland and Labrador, Prince Edward Island, New Brunswick and Alberta, were the differences significant. It is worth noting, however, that rural students in Alberta still performed well, exceeding the Canadian national average, and better than urban students in some other provinces. Urban students significantly outperformed rural students in Newfoundland and Labrador, Prince Edward Island, New Brunswick and Alberta. However, rural students in Alberta still performed well, exceeding the national average and scoring better than urban students in some other provinces.

Parmjit et.al.(2010) in Malaysia carried out a study in Teaching and Learning of Science and Mathematics in English and Bahasa a local language (PPSMI) in urban and rural schools. This study sought to analyse 186 urban and rural Primary 4 pupils' Mathematics achievements in tests using English and English/Bahasa Malaysia presentations. The results from this study indicated that both urban and rural pupils performed weakly in both the English and English/Bahasa

Malaysia test. The rural pupils were weaker in Mathematics compared to the urban pupils. It was found that rural pupils' Mathematics achievements were not influenced by the language used during the tests, while urban pupils' Mathematics achievements were influenced by the language the tests were presented in. Urban pupils' Mathematics achievements in both tests surpassed those of their rural counterparts'. Although both groups' mean scores for the English test were slightly lower than those of the English/Bahasa Malaysia Mathematics test, the difference was only significant for urban pupils.

In Mathematics test, the study by Goyal (2007), of the primary school children achievement in India showed that the pupils in grade IV scored 50% in Mathematics and 55.71% in English. Gender differences in the study showed a slight variation between the scores of male and females. In English, males scored 55.71% and 44.28% in Mathematics and the female had an average score for Mathematics of 55.72% and 44.29% in English. In Das et al and Goyal's studies, achievement seemed to be indicated by the quality of school fixed factors and other inputs. The urban and rural scores did not significantly vary.

Bzufka, Hein and Neumarker( 2000) studied 181 urban and 182 rural German third grade pupils. They were given standardized school achievement tests of Arithmetic and spelling. Twelve (12) children in each sample ( about 6.6.% of the whole population ) performed above the 50<sup>th</sup> percentile in spelling , but below the 25<sup>th</sup> percentile in Mathematics.

When the urban and rural children were compared, they showed little difference in incidence of specific spelling or Mathematics difficulties but the urban children (who were on the whole from a lower socio economic background) were far more likely than the rural children to have difficulty with spelling and mathematics.

Herod of Zimbabwe (2010) reported that rural schools performed better than urban schools in the 2010 public examinations. The pass rate for Ordinary Level pupils in rural schools was 19.85 percent while that of urban pupils was 16.95 percent. This was according to the report presented by the Minister of Education to the august house in Zimbabwe. Both rural male candidates and rural female candidates performed better than their urban counterparts. O-level male candidates performed better than their female counterparts in both rural and urban schools. The Minister of Education further stated that on Grade Seven examinations, rural pupils recorded high pass rates in Shona and Ndebele but performed poorly in English, Mathematics and General Paper.

A study by UNESCO (<http://unesco.org>) compared analysis of performance in the learning achievement tests by location of schools in Nigeria. The study revealed that pupils in urban schools performed better than pupils in the rural schools. The mean percent scores in the urban schools on literacy, numeracy and life skills tests were 28.9 (SD .20.4) 35.0 (SD 17.3) respectively as against the mean percent scores of the rural schools which were 22.6 (SD 16) 32.3 (SD 16.4) and 31.0 (SD 15.6) for literacy, numeracy and life skills respectively.

When performances were analysed on the basis of content areas in the urban schools, performed better in all the subtests than the rural schools. However, the trend of performance by pupils on the content areas in both urban and rural schools were similar in all the three tests ( literacy, numeracy and life skills). On the literacy test, performance decreased in order, reading and comprehension (44.3%), writing (34.5 %), lexis and structure (22.0 %) in the urban schools. The trend of performance followed the same order in the rural schools, reading and comprehension (35.5 %) writing (28.6 %) and lexis and structure (15.6%).

Owoeye(2010) carried out a study which looked at the location of schools as it related to their academic performance of students in Ekifi State of Nigeria. The study population was results of the West African school certificate examinations conducted between 1990-1997 in the secondary schools in both rural and urban areas of the state.

The results showed that there was a significant difference between students' academic achievement of rural and urban secondary schools in senior secondary school certificate examinations. The study further showed that students in urban schools had better academic achievement than their rural counterparts.

In a study on locational factors, private cost and academic performance of secondary school students in Oyo State in Nigeria, Adepoju (2002) found that a significant difference existed in the academic performance of students in urban and rural secondary schools particularly in English language and Mathematics.

In separate studies by Ojoawo (1989) and Adepoju (2002) it was found that location of schools in Oyo state in Nigeria had a significant difference on school academic performance and that there was a significance difference in performance between rural and urban schools pupils.

In Tanzania, Kaabwe (1987) investigated the performance of pupils on perceived difficult topics in Social studies curriculum and the extent to which environmental differences have influenced the learning of such topics. The result of the investigation showed that out of the eight broad topics, three (3) were perceived difficult by more than half of the pupils.

The level of difficulty, however, varied from one topic to the other and from one environmental location to the other. The results indicated that there was a significance difference in level of difficulties perceived by students in the rural and urban locations.

A study by UNESCO( <http://www.unesco.org>) investigated the performance of primary six (6) pupils in English language and Mathematics in Central and Western regions of Ghana. According to the study, the urban school pupils performed better than rural school pupils in both English language and Mathematics.

The National Assessment Progress in Education of Uganda (1997) also carried out a study to assess the performance of primary three (3) pupils in Science and Social Studies in the rural and urban regions of Uganda in which boys and girls, mixed day and boarding schools participated. The performance in Science and Social Studies were very good with 92% and 98% passing; more pupils obtained distinction in Social Studies than Science. There was no significant difference in performance of pupils in Science and Social Studies between urban and rural schoolpupils.

Kasonde – Ng’andu( 2010 ) carriedout a comparative study in Zambia based on 400 Grade 5 children who had lost one or both parents against their 400 peers in the same grade with both parents alive in urban and rural schools. Data collection involved the children completing various tests for academic performance, the Child Behaviour Checklist (CBCL), and the Dissociative Experiences Scale (DESII). Leading hypotheses of this study were that because loss of one or both parents is a painfully devastating experience especially when it happened at a tender age as was the case for the children in this study, children with one or both parents dead were likely to exhibit more behaviour problems than their peers with both parents alive as measured by the Child Behaviour Checklist (CBCL), which assessed social competence and behavioural problems, scored higher on dissociation than their peers with both parents alive as measured by the Dissociative Experiences Scale (DES-II), DES-11 assessed the nature and level of disruption in memory or consciousness as a consequence of traumatic experiences such as loss of a beloved one, scored lower on the selected school performance

tests (in this case Grade 5 competence tests in Mathematics and English) than their peers with both parents alive, displayed associations between behaviour problems, dissociation and school performance as these areas of functioning were supposed to reinforce one another. Comparisons between urban and rural pupils on all the school performance tests revealed significant differences in performance, with urban pupils out performing their rural counterparts regardless of whether they were orphan or non-orphan. A similar trend was noted even when age was controlled for.

Kalima (2006) carried out a study which investigated the prevalence and nature of Mathematical difficulties among the grade five pupils in selected schools of Lusaka. In order to assess their mathematical skills, two instruments were used, the Mathematics of Zambia Achievement Test (ZAT-M) which was an instrument developed by the University of Zambia and the YALE University, the grade five National Assessment (G5-NA) a test which was developed by the Examinations Council of Zambia to assess learning achievement of children in grade five.

The Universal Nonverbal intelligence Test (UNIT) was used to measure the cognitive skills of the children to see how the (UNIT) scores correlated with Mathematical achievement. The results of the study indicated that 4.5% of the children had scores falling 1.5 standard deviations below the mean. This meant that 4.5% of the sample population had Mathematical difficulties. The results further showed that there was a difference in prevalence of mathematical difficulties between the male and female participants (males 4.5 % in the ZAT-M and 3.6 % in the G5 –NA, the female 7.3 % in the ZAT –M and 4.5 in the G5 –NA), the results showed that there was a difference in performances between the rural and the urban participants on all the tests in the study.

The results also showed that children had different types of mathematical difficulties. Some had difficulties in number computations, fact retrieval difficulties, mathematical word problems, principles of calculations, estimations and others had problems with identification of numbers and

number place values. The results further showed that there was a significant correlation between the mathematical tests and the intelligence tests.

Matafwali (2006) carried out a study which aimed at investigating the nature and prevalence of reading difficulties in third grade of Lusaka rural and urban schools.

A number of instruments were used to measure requisites and correlations of reading skills. Sub-tests from the screening instrument known as the Basic Skill Assessment Tool (BASAT) provided most of the individual measures of reading skills. Included measures were the alphabetic principle, phonological awareness, working memory and reading comprehension. Additionally, the serial rapid naming test comprising objects and numbers was used to assess verbal fluency in children. A spelling test consisting of words was also used to measure the children's spelling and writing skills. A passage story adapted from grade three readers book was used to measure reading comprehension skills. While the PangaMunthu test (PMT) measured non-verbal cognitive abilities.

The results suggested that only a small proportion of children were able to read at a comfortable grade level. Performance was found to be generally poor with no significant difference between the rural and urban schools.

### **2.3 Factors that affect the performance of pupils**

In different settings, different sets of factors may affect schooling outcomes. Evidence from numerous research studies in the developed world have shown that in the right circumstances teachers and schools can become more effective in making children more intelligent (Alspaugh, 1992) The essence of this is that when schools in poor circumstances are properly adjusted they may become effective in enhancing schooling outcomes. Drever (1991) stated that in Scotland, for example, effective schools emphasized on high intellectual expectations of teachers, a professional attitude towards school and staff development, the use of rewards rather than

punishments, an emphasis on teacher involvement in development. In China, Allan (1996) found that school characteristics significantly improved academic performance.

Another set of studies point to student attributes as being more important in influencing student learning outcomes than school attributes. Edington (1979) showed that the most economically disadvantaged students in San Diego in the United States of America exhibited lower scholastic achievement from the onset of their schooling and never caught up. Using test scores for 4<sup>th</sup>, 8<sup>th</sup> and 12<sup>th</sup> grade, students in Massachusetts. Jaggia and Kelly-Hawke (1994) found that family background and the stability of a community were the main factors affecting student performance. The data suggested that higher levels of spending had no consistent or systematic relation with student performance.

Using data from schools in seven countries in Florida, Drever (1991) found school libraries to have a measurable effect on student performance achievement. At the elementary and middle school levels, approximately 4 percent of the variance in Texas Assessment of Academic Skills (TAAS) scores was attributed to school libraries, while the figure more than doubled at school level, reaching 8.2 percent. Library variables outweighed the effects of other school variables including computers per student and teacher experience.

Instructional resources which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. Wales (1975) in the United States of America was of the opinion that the use of instructional resources would make discovered facts glued firmly to the memory of students. Savory (1958) in his study of instructional materials in Scotland, claimed that a well planned use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as aroused students interest by giving them

something practical to see and do and at the same time helped to train them to think things out themselves. He further suggested a catalogue of useful visual aids that were good for teaching History, pictures, post cards, diagrams, maps, filmstrips and models. He said that the selection of materials which were related to the basic content of a course or a lesson helped in depth understanding of such a lesson by the students in that they made the lesson attractive to them, thereby arresting their attention and thus, motivating them to learn. He suggested that a catalogue of aids which could be used to teach history, he advocated the use of pictures which helped children in grounding their thoughts and feelings. He said the pictures were used as alternatives to real objects where it was impossible to show students the real objects, and they served effectively in an imagined activity. In order to raise the quality of education, its efficiency and productivity, better learning materials was needed.

Copper (1989) in Germany found out that homework that was gradually increased every year, enhanced academic achievement and students scored better on class tests. Beattie (1987) noted that studies had brought out certain rules regarding the amount of homework that was to be given to students of particular ages. Homework manifested only if it was given in right amounts and taken in the right spirit. It was not good to burden children with home assignments and expected them to do well in their studies. Homework should be proportionate to their age and mental ability.

Berger (1991) in Finland pointed out that in the 50 studies, time students reported spending on homework was correlated with their achievement. 43 of the 50 studies showed that students who did more homework achieved more, only 7 studies showed the opposite.

In Asia, Beattie (1987) claimed that homework was found to be correlated to academic performance. He stated that homework bore a positive relationship with learning outcomes when it was relevant to learning objectives, assigned regularly in reasonable amounts, well explained, motivational and collected and reviewed during class time and used as an occasion for feed back to students.

In Uganda, a baseline study showed that the worst performing schools had little or no instructional materials including text books, teachers' guides and charts. There was no correlation between examination results at the end of primary schooling and instructional materials. This means that in the case of literacy and numeracy, it was likely that instructional materials had a significant part to play (Liddell,1984). In the same country a study conducted in a poor region where the population had been affected by many adverse elements such as drought, civil strife and continued insecurity, Oluka and Opolot – Okulut (2008) found that performance of students was adversely affected compared to other regions mainly attributed to teacher factors, large classes, poor school facilities, lack of home work, lack of a reading culture among teachers and pupils, lack of sound leadership in the school, administration and inadequate amount of time allocated to teaching and learning.

A study by UNESCO (<http://www.unesco.org>) compared the performance of pupils in the certificate of primary education and the certificate of secondary school education in western province to other provinces in Kenya. The study revealed that the poor performance of pupils in western province were generally poor. The poor performance was attributed to factors such as streaming effect, large class size, poor school facilities, the lack of preparation or home work , the lack of sound efficient leadership in school administration, the inadequate time allocated to teaching/learning and teacher characteristics.

In Madagascar, several studies revealed that leadership skills of a school principal and the degree of community participation were the major influence on pupils' educational achievement. Teaching materials used teachers' skills and attitudes together with schools' facilities and equipment were found to be important albeit secondary to the first two (Ramandria, 1995). In this system, the presence of materials and teachers demand principals' management skills to maximize outcomes. These studies showed that with proper methodologies, some factors in a multilevel model such as a school can be isolated to see the impact on performance.

In Botswana, Mwamwenda and Mwamwenda (1987) linked the availability of classrooms, desks and books to be significantly better the performance in examinations. This was in support to the contention that school facilities are integral to academic achievement.

In Nigeria, a study in the secondary schools in 1987 by Pennyquick (1997) found that school facilities did not seem to be related to achievement. He summarized research evidence from developing countries and emphasised that more evidence is needed to strengthen the case that school facilities and pupil home characteristics influence pupil achievement or performance in class. In Nigeria, Owoeye (2000) in his study revealed that school facilities were found to be the most potent determinant of academic achievement.

In contrast, using multilevel modeling techniques, Kadzamira (1982) found that prior achievement, age and social background were the factors that affected performance in secondary schools in Malawi. In the same country, SACMEQ studies in 2001 and 2004, (Milner et al. 2001; Kadzamira (2004) investigated pupil, teacher and school factors and how they related to the achievement of minimum levels of literacy and as politics, culture, economic prosperity and global trends set the standards. The main findings were that the majority of pupils in Malawi

primary schools were performing below minimum and desirable levels of reading and Mathematical skills.

Owoeye (2000) carried out a study in which he examined the factors that affected poor quality of teaching of English as a second language in public secondary schools in Nigeria. The main findings were that; English language teachers did not frequently use modern instructional technologies and a variety of teaching techniques in their English language lesson. It also revealed that students learnt under harsh environment which often was rowdy and congested.

In a study by the Ghana National Association of Teachers (1996) it was revealed that the poor performance of the pupils at the basic level of education was attributed to factors such as lack of access to basic education to all citizens, quality of education in many schools was not sufficiently high to produce the level of literacy and other skills required for social and economic participation in society. In the same study, it was also found that the problem of low performance was due to partly unavailability of text books and other teaching /learning materials, poor teacher quality and motivation and that the pupils could not cope with large number of subjects for which they could pass the exam.

Ojoawo (1989) in Nigeria found out that audio visual materials, as an integral part of teaching in learning situations helped to bring about permanent and meaningful experiences. He said that they provided hand experience where possible or vicarious one where only that is feasible.

Long distances to schools affected attendance in rural and urban areas. Kelly (1999) stated that by the time pupils arrived at schools, there were too tired for concentrated school work, girls were less able than boys to negotiate physical hazards, like swollen rivers, or dangerous

escarpment paths which they encountered on the way to school. In Nigeria, Fatunwa (1969) found that school home distance affected students' academic performance.

Ukefe (1970) and Fatunwa (1969) in Nigeria have written extensively on the prime importance of teachers to the educational development of any nation be it simple, complex, developed or developing. From the writings of these educators, one can infer that whatever facilities are available, whatever content is taught, whichever environment the school is situated and whatever kind of pupils are given to teach, the important and vital role of the teacher cannot be over – emphasised.

Assuming the necessary facilities are provided for, the environment is conducive to learning, the curriculum satisfies the needs of the students and the students have interest in learning, learning cannot take place without the presence of the teacher. Teachers represent the proportion of the input of an educational system. Fagbamiye (1977) noted that schools with stable, experienced and qualified teachers usually have better school facilities in terms of school buildings, books and equipment than those schools which have difficulty in attracting experienced and qualified staff.

In Zambia, a study by Mulubwa (2007) compared the performance of visually impaired and non-visually impaired pupils in the National Examination of Grade 12 level for the past five years and the factors that affected their performance. Firstly, it was revealed that the performance of the visually impaired pupils had been poor in the past five years compared to that of the pupils without the visually impaired. Secondly, it was also revealed that the poor performance of the visually impaired pupils was attributed to factors such as lack of learning/teaching materials and equipment, poor infrastructure in terms of resource rooms, lack of specialist teachers, negative

attitude of ordinary teachers to the visually impaired and the setting and marking of Grade 12 examinations did not take into consideration the problems of the visually impaired pupils as setters and markers were not specialized teachers.

Mbozi (1989) compared the performance of pupils in government and Grant –Aided schools and the factors affecting their performance in English Examination certificate. The study revealed that Grand –Aided schools performed better than government schools in the school certificate. It study also revealed that factors such as size, distance and examination preparations had a significant relationship with the performance of pupils.

#### **2.4 Summary of literature review**

In different countries, different sets of studies have been carried out to compare the performance of urban school pupils and rural school pupils. For quite some time, a general perception of the comparative inferiority of rural schools has prevailed. This view implies the existence of rural – urban differences in students’ academic performance. The general perception of rural –urban differences extended as well to many other socially desirable outcomes, such as aptitude, intelligence and aspiration. Because rural-urban differences in cultural, economic and political conditions can differ drastically from one country to another, findings from a study conducted in one country are not necessarily generalized to another.

In the industrialized world where school systems are well developed, there are so many external and internal players who influence what goes on in classroom. There are also so many different views on what constitutes school outcomes. The factors that come into play to influence school outcomes are thus connected in complex way and it is not easy to pinpoint one particular aspect or set of aspects of schooling which contributes to schooling outcomes. But when schools have

similar conditions of resourcing, it is possible to manipulate and investigate the impact of other factors on outcomes.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter discusses the research design, population, sample, sampling procedure, the research instruments, analysis of data, limitations of the study and ethical considerations.

#### **3.1 Research Design**

A research design can be thought of as the structure of the research and could be defined as the scheme outline used to generate answers to research problems. It is “ glue” that holds all of the elements in a research project together. It stimulates the researchers in the empirical world by connecting them to specific sites, persons, institutions and bodies of relevant interpretive material and documents. It further lays down conditions for the collection and analysis of data. The study used mostly the quantitative research design.

Quantitative research design is an excellent way of finalizing results and proving or disproving a hypothesis. After a statistical analysis of the results, a comprehensive answer is reached and the results can be legitimately discussed and published. Quantitative research design filters out external factors and so the results gained can be seen as real and unbiased.

#### **3.2 Population**

A population is a group of individuals, objects or items from which samples are taken for measurement. Population can also refer to an entire group of persons or elements that have at least one thing in common. Population also refers to the larger group from which the sample was taken. The target population of the study consisted of all head teachers, class teachers, Grade 9 pupils and PTA chairpersons in Senanga District.

### 3.3 Sample

A sample is a portion, piece, or segment that is representative of a whole.

The sample for this study was drawn from ten (10) (5 rural and 5 urban )government basic schools in Senanga District.

The sample size for the study was made up of 140 respondents. It consisted of Grade 9 pupils, who were selected from the ten (10) basic schools, fifty (50) from the urban basic schools and another fifty (50) from the rural basic schools consisting of 50 girls and 50 boys; 10 head-teachers, 20 class teachers and 10 PTA chairpersons.

**Table 1: Age distribution of the Grade 9 pupils**

| <b>Age of respondents</b> | <b>Frequency</b> | <b>Percent</b> | <b>Total</b> |
|---------------------------|------------------|----------------|--------------|
| <b>13</b>                 | <b>6</b>         | <b>6.0</b>     | <b>6</b>     |
| <b>14</b>                 | <b>23</b>        | <b>23.0</b>    | <b>23</b>    |
| <b>15</b>                 | <b>22</b>        | <b>22.0</b>    | <b>22</b>    |
| <b>16</b>                 | <b>26</b>        | <b>26.0</b>    | <b>26</b>    |
| <b>17</b>                 | <b>11</b>        | <b>11.0</b>    | <b>11</b>    |
| <b>18</b>                 | <b>9</b>         | <b>9.0</b>     | <b>9</b>     |
| <b>19</b>                 | <b>1</b>         | <b>1.0</b>     | <b>1</b>     |
| <b>20</b>                 | <b>2</b>         | <b>2.0</b>     | <b>2</b>     |
| <b>Total</b>              | <b>100</b>       | <b>100.0</b>   | <b>100</b>   |

The sample consisted of (100) Grade 9 pupils whose ages ranged from (13) thirteen years to (20) years.

### 3.4 Sampling Procedure

The term sampling procedure refers to that part of the research plan that indicates how cases are to be selected for observation. Samples are not selected haphazardly but are chosen systematically. The two sampling procedures are probability and non –probability. The former is based on random selection of the respondents in which every case in the population has an equal and non –zero chance of being selected to be part of the sample. Probability sampling procedures include simple random sampling which this study used.

In a simple random sampling each member of the population has an equal chance of being selected and the member is not affected by the selection of other members. This method of selection is commonly used when the size of population is small. At every school, all the names of the Grade 9 pupils and Grade 9 class teachers were written on small pieces of paper folded and put in a bow. This was done in presence of the respondents to be and the bow was thoroughly mixed and one of the pupils or a teacher was asked to pick one of the folded pieces of papers at random. This went on until the required number for the study was selected.

This study also used the purposeful sampling procedure. Purposeful sampling is a non random method of sampling where the researcher selects information – rich cases for study in depth. Information –rich cases are those from which one can learn a great deal about the issues of central importance to the purpose of the research. This method of selection aims at providing theoretical representativeness of the study population maximizing the range of the variation of the study.

The ten (10) schools that formed the sample of the study were selected on either being rural or urban, having Grade 9 classes and being able to provide information for Grade 9 Examination for

the past five years in Senanga District. Pupils were randomly sampled on the basis of being in Grade 9, having experience on the factors that hindered the performance of pupils. Teachers were randomly sampled on the basis of teaching Grade 9 pupils and being able to know the factors that affect the performance of the Grade 9 pupils at that particular school.

The head teachers and the PTA chairmen at each school were purposefully sampled by virtue of their positions in the schools and they had all the information pertaining to their schools.

### **3.5 Research instruments**

In concept, research instruments are questionnaires, interview schedules, observation and focus group discussions. The study used questionnaires, interview guide and document analysis to collect data. Data was collected from four categories of respondents.

#### **3.5.1 Questionnaires**

The questionnaires were used to collect data from the pupils, head-teachers and class teachers. The use of the questionnaire was arrived at because it helps create rapport, explains the purpose of the study. Questionnaires are sharply limited by the fact that respondents must be able to read the questions and respond to them. In addition the availability of many respondents at a time made it possible for the researcher to collect data within a short period, get a high response rate and also reducing the financial expenses. In fact the use of the questionnaires was chosen since studies by Bowling (1999) revealed that as an instrument for collecting data, questionnaires used in a survey increased the external validity of the study done in a natural setting. The questionnaires had two sections. The first section of the questionnaire contained information on particulars of the respondents while the section of the questionnaire contained multiple choice and open ended questions on the factors that affected the performance of the Grade 9 pupils.

**Table 2: Distribution and return of questionnaires from respondents**

| Questionnaire       | Pupils    |           |            | Class teachers |           |            | Head teachers |           |            | PTA chairperson |          |            |
|---------------------|-----------|-----------|------------|----------------|-----------|------------|---------------|-----------|------------|-----------------|----------|------------|
|                     | F         | M         | %          | F              | M         | %          | F             | M         | %          | F               | M        | %          |
| <b>Distributed</b>  | <b>45</b> | <b>55</b> | <b>100</b> | <b>7</b>       | <b>13</b> | <b>100</b> | <b>2</b>      | <b>8</b>  | <b>100</b> | <b>1</b>        | <b>9</b> | <b>100</b> |
| <b>Returned</b>     | <b>45</b> | <b>55</b> | <b>100</b> | <b>7</b>       | <b>13</b> | <b>100</b> | <b>2</b>      | <b>8</b>  | <b>100</b> | <b>1</b>        | <b>9</b> | <b>100</b> |
| <b>Not returned</b> | <b>0</b>  | <b>0</b>  | <b>0</b>   | <b>0</b>       | <b>0</b>  | <b>0</b>   | <b>0</b>      | <b>00</b> | <b>0</b>   | <b>0</b>        | <b>0</b> | <b>0</b>   |

All the questionnaires that were distributed were returned.

### **3.5.2 Semi –structured interviews**

The researcher decided to use the semi – structured interviews because it is flexible, allowing new questions to be brought up during the interview as a result of what the interviewee says.

The researcher in a semi-structured interview generally has a framework of themes to be explored. However, the specific topic or topics that the researcher wants to explore during the interview should be thought about well in advance. It is generally beneficial for the researcher to have an interview guide prepared which is informal ‘ ’ grouping of topics and questions that the researcher can ask in different ways for different participants. The interview guide helps the researchers to focus on an interview on the topic at hand without constraining them to a particular format. This freedom can help the researchers to tailor their questions to the interview context or situation to the people they are interviewing.

### **3.6 Data Analysis**

Data analysis refers to examining what has been collected in a survey or experiment making deductions and inferences. The Statistical Package for Social Sciences was used to analyse

quantitative data from the questionnaires while qualitative data which was obtained through semi-structured interviews was analysed by coding and grouping the emerging themes.

### **3.7 Limitations of the study**

Due to limited given time and nature of the study which was academic and with inadequate funds, the study was only conducted at only five basic schools in the urban and five basic schools in the rural and drew a total sample of 140 respondents. Therefore, any generalizations of the findings of this study to schools throughout the nation should therefore not ignore this limitation.

### **3.8 Ethical procedures**

Before any assessment was carried out in any school, permission was sought first from the Ministry of Education. After this permission was granted further permission was requested from the school managers. Each of the respondents was assured of the highest confidentiality of their responses obtained from the study. It will be observed that even in the reporting of the study findings, no names are mentioned in order to protect the identity of the respondents and the school.

## CHAPTER FOUR

### PRESENTATION OF THE FINDINGS

#### 4.1 Introduction

This chapter presents the findings of the study according to the research questions. The first question deals with difference in performance between the urban and rural Grade 9 school pupils in the Junior Secondary School Leaving Examinations in basic schools in Senanga District while the second question deals with factors that affected performance of the Grade 9 pupils the Junior Secondary School Leaving Examinations in urban and rural basic schools in Senanga District.

4.2 Whether there was any difference in performance between urban Grade 9 school pupils and rural Grade 9 school pupils in the Junior Secondary Schools Leaving Examinations in urban and rural basic schools in Senanga District?

Table 3 below shows the examination analysis for the past five years to establish whether there was any difference in performance between the urban Grade 9 school pupils and rural Grade 9 pupils in the Junior Secondary School Leaving Examinations in Senanga District.

**Table 3: Grade 9 Examination analysis for the past five years from 2005 -2009 for urban and rural Grade 9 school pupils.**

| Year  | Number of pupils sat |       | Number of pupils passed |       |
|-------|----------------------|-------|-------------------------|-------|
|       | Urban                | Rural | Urban                   | Rural |
| 2005  | 312                  | 122   | 133                     | 63    |
| 2006  | 301                  | 146   | 124                     | 91    |
| 2007  | 362                  | 168   | 128                     | 57    |
| 2008  | 387                  | 203   | 151                     | 62    |
| 2009  | 411                  | 218   | 197                     | 80    |
| Total | 1,773                | 857   | 727                     | 533   |

**Passing rates : 41% for urban Grade 9 school pupils and 40% for rural Grade 9 school pupils**

Table 3 above shows that out of 1,773 Grade 9 pupils who sat for exams in urban basic schools for the past five years, 727 pupils passed and 1,046 Grade 9 pupils failed. 857 pupils sat for exams in the rural basic schools for the past five years, 533 passed and 324 Grade 9 pupils failed.

Therefore, from the examination analysis for the past five years from (2005-2009) the table above shows that the performance of the urban and rural Grade 9 pupils in the Junior Secondary Schools Leaving Examinations in the basic schools in Senanga District was generally poor with no difference in performance between urban Grade 9 school pupils and rural Grade 9 school pupils.

The study further gathered information from the pupils, class teachers, head teachers and the PTA chairpersons to find out if there was any difference in performance between urban and rural Grade 9 school pupils in basic schools in the Junior Secondary School Leaving Examinations for the past five years.

The findings revealed that of ninety-eight (70.0%) of respondents, sixty-three (45.0%) of pupils, sixteen (12.0%) of the Grade 9 class teachers, nine (6.0%) and ten (7.0%) of the PTA chairpersons indicated that there was difference in performance between urban Grade 9 school pupils and rural Grade 9 school pupils in the Junior Secondary School Leaving Examinations in Senanga District for the past five years. However, 42 (30.0%) of the respondents, thirty seven (26.0%) of the Grade 9 school pupils, four (3.0%), one (1.0%) and zero (0.0%) of the PTA chairpersons indicated that there was no difference in performance between urban and rural Grade 9 school pupils in the Junior Secondary School Leaving Examinations for the past five years in Senanga District.

#### 4.3 What are the factors that affected the performance of pupils in the Junior Secondary School Leaving Examinations in rural and urban basic schools in Senanga district.

In line with this objective, the Grade 9 school pupils, the Grade 9 class teachers, headteachers and the PTA chairpersons were asked to indicate whether they had enough Grade 9 class teachers in their schools. Of the forty-seven (34.0%) of the respondents, thirty three (24.0%) of the Grade 9 school pupils, six (4.0%) of the Grade 9 class teachers, four (3.0%) of the head teachers and four (3.0%) of the PTA chairpersons indicated that they had enough Grade 9 class teachers in their schools, while ninety-three (66.0%) of the respondents, sixty seven (48.0%) of the Grade 9 school pupils, fourteen (10.0%) of the class teachers, six (4.0%) of the head teachers and six (4.0%) of the PTA chairpersons indicated that they did not have enough Grade 9 class teachers in their schools.

The head teachers and the class teachers were asked to indicate whether the Grade 9 teachers in their schools were teaching the subject they were trained to teach. Of the twenty four (80.0%) of the respondents, fourteen (46.0%) of the class teachers and ten (34.0%) of the head teachers indicated that the Grade 9 class teachers were not teaching the subjects they were trained to teach. While, of six (20.0%) of the respondents, six (20.0%) of the class teachers and zero (0.0%) of the head teachers indicated that the Grade 9 class teachers were teaching the subjects they were trained to teach.

The head teachers and the class teachers were further asked to indicate the reasons why the Grade 9 teachers were teaching the subjects not trained to teach. The responses are indicated in Table 4 below.

**Table 4: Reasons why the Grade 9 teachers teach the subjects not trained to teach?**

| Reasons   | Respondents       |                   | Total              |
|---|-------------------|-------------------|--------------------|
|   | Head teachers     | Class teachers    |                    |
| No qualified teachers to teach most of the subjects | 11 (27.5%)        | 14 (35.0%)        | 25 (62.5%)         |
| Shortage of teachers                                | 5 (12.5%)         | 5 (12.5%)         | 10 (25.0%)         |
| Lack of interest in the subjects trained to         | 2 (5.0%)          | 3 (7.5%)          | 5 (12.0%)          |
| <b>Total</b>  | <b>18 (45.0%)</b> | <b>22 (55.0%)</b> | <b>40 (100.0%)</b> |

Of the respondents, eleven (27.5%) of the head teachers and fourteen (35.0%) of the class teachers indicated that the Grade 9 class teachers taught the subjects not trained to teach because there were no qualified teachers to teach most of the subject. Out of ten (25.0%) of the respondents, five (12.5%) of the head teachers and five (12.5%) of the class teachers indicated that the Grade 9 class teachers were teaching the subjects not trained to teach because of shortage of teachers. On the other hand, of the five (12.0%) of the respondents, two (5.0) of the head teachers and three (8.0%) of the class teachers indicated that the class teachers were teaching the subjects not trained to teach because of lack of interest of some of the trained teachers in the subjects trained to teach.

The pupils were asked to indicate whether their class teachers gave them homework. Of hundred respondents, seventy (70.0%) of the pupils indicated that their class teachers did not give them home work while thirty (30.0%) of them indicated that they were given home work by their class teachers to do at home.

The pupils were asked to indicate the number of times in a week they were given home work.

The responses are indicated in the Table 5 below.

**Table 5: Frequency at which pupils were given home work.**

| <b>Reasons</b>                     | <b>Frequency</b> | <b>Percent</b> |
|------------------------------------|------------------|----------------|
| <b>All the five days in a week</b> | <b>14</b>        | <b>14.0</b>    |
| <b>Not given at all</b>            | <b>6</b>         | <b>6.0</b>     |
| <b>Twice in a week</b>             | <b>80</b>        | <b>80.0</b>    |
| <b>Total</b>                       | <b>100.0</b>     | <b>100.0</b>   |

Out of one hundred (100.0%) of the pupils, fourteen (14.0%) of the pupils indicated that they were given home work in all the five days in a week, six (6.0%) of them indicated that they were not given home work and eighty (80.0%) of them indicated that they were given home work only twice in a week.

The pupils and the class teachers were further asked to indicate whether most of the pupils in their classes were able to read and write without any problems.

Of sixty (50.0%) of the respondents, thirty five (30.0%) of the class teachers and twenty five (20.0%) of the pupils indicated that the Grade 9 pupils in their classes were able to read and write without any problems. Furthermore, sixty (50.0%) of respondents, forty (34.0%) of the class teachers and (16.0%) of the pupils indicated that the Grade 9 pupils were not able to read and write without any problems.

The class teachers and the pupils were asked to indicate the reasons why some pupils were not able to read and write without any problems. The responses are indicated in the Table 6.

**Table 6: Reasons for pupils not able to read and write without any problems in your class?**

| Reasons   | Respondents       |                   | Total             |
|---|-------------------|-------------------|-------------------|
|   | Pupils            | Class teachers    |                   |
| <b>A lot of them did not go to school</b>           | <b>12 (20.3%)</b> | <b>16 (27.1%)</b> | <b>28 (47.5%)</b> |
| <b>Books are not enough</b>                         | <b>3 (5.1%)</b>   | <b>5 (8.5%)</b>   | <b>8(13.6%)</b>   |
| <b>Pupils do not read in class with the teacher</b> | <b>9 (15.2%)</b>  | <b>4 (6.8%)</b>   | <b>13 (22.0%)</b> |
| <b>Total</b>  | <b>24 (40.7%)</b> | <b>35 (59.3%)</b> | <b>59(100.0%)</b> |

The findings revealed that , of the twenty eight (47.5%) of the respondents, twelve (20.3%) of the pupils and sixteen (27.1%) of the class teachers indicated that the Grade 9 pupils were not able to read and write without any problems because a lot of them did not go to school, of the eight (13.6%) of the respondents, three (5.1%) of the pupils and five (8.5%) of the class teachers indicated that pupils were not able to read and write without any problems because books were not enough, of the thirteen (22.0%) of the respondents, nine (15.2%) of the pupils and four

(6.8%) of the class teachers indicated that pupils were not able to read and write without any problems because they did not read and write in class with their teacher.

The pupils, class teachers and the head teachers were asked to state how often the pupils went to school. The responses are indicated in Table 7.

**Table 7 : Frequency pupils went to school**

| Frequency    | Respondents     |                  |                  | Total               |
|--------------|-----------------|------------------|------------------|---------------------|
|              | Headteachers    | Teachers         | Pupils           |                     |
| Frequently   | 1(0.8%)         | 5(4.0%)          | 17(13.5%)        | 23(47.5%)           |
| Sometimes    | 9(7.1%)         | 15(11.9%)        | 75(59.5%)        | 99(78.6%)           |
| Not sure     | -               | -                | 4(3.2%)          | 4 (3.2%)            |
| <b>Total</b> | <b>10(7.9%)</b> | <b>20(15.9%)</b> | <b>96(76.2%)</b> | <b>126 (100.0%)</b> |

Of the twenty three (47.5%) of the respondents, seventeen (13.5%) of the pupils, five (4.0%) of the class teachers and one (0.8 %) of the head teachers indicated that the Grade 9 school pupils went to school frequently. Of ninety nine (78.6%) of the respondents, seventy five (59.5%) of the pupils, fifteen (11.9 %) of the class teachers and nine ( 7.1%) of the head teachers indicated that the Grade 9 school pupils went to school sometimes and four (3.2%) of the pupils were not sure how often the Grade 9 school pupils went to school.

The pupils, class teachers, head teachers and the PTA chairpersons were asked to indicate the reasons why some pupils did not go to school. The findings revealed that of the seventy two

(51.0%) of the respondents, forty eight (34.0%) of the pupils, twelve (9.0%) of the class teachers, six (4.0%) of the head teachers and six (4.0%) of the PTA chairpersons indicated that the Grade 9 school pupils did not go to school because of long distance to and from school while, forty-eight (34.0%) of the respondents, thirty-seven (26.0%) of the pupils, six (4.0%) of the class teachers, three (2.0%) of the head teachers and two (1.0%) of the PTA chairpersons indicated that the Grade 9 school pupils did not go to school because of lack of support from their parents /guardians. Of the nineteen (13.0%) of the respondents, fourteen (10.0%) of the pupils, two (2.0%) of the class teachers, one (1.0%) of the head teachers and two (2.0%) of the PTA chairpersons indicated that the Grade 9 school pupils did not go to school because of hunger. Only one (1.0%) of the pupils indicated that the Grade 9 school pupils did not go to school because of bad attitude of their class teachers.

The pupils, the class teachers, the head teachers and the PTA chairpersons were asked to indicate whether they had enough Grade 9 text books in all the subjects. Their responses are indicated in the Table 8 below.

**Table 8: Enough Grade 9 text books in all the subjects at the school.**

| Respondents             | Responses         |                    | Total               |
|-------------------------|-------------------|--------------------|---------------------|
|                         | Yes               | No                 |                     |
| <b>Pupils</b>           | <b>17 (12.1%)</b> | <b>83 (59.3%)</b>  | <b>100 (71.4%)</b>  |
| <b>Class teachers</b>   | <b>2(1.4%)</b>    | <b>18(12.9%)</b>   | <b>20(14.3%)</b>    |
| <b>Head teachers</b>    | <b>2 (1.4%)</b>   | <b>8 (6.1%)</b>    | <b>10 (7.1%)</b>    |
| <b>PTA chairpersons</b> | <b>-</b>          | <b>10 (7.1%)</b>   | <b>10 (7.1%)</b>    |
| <b>Total</b>            | <b>21 (15.0%)</b> | <b>119 (85.0%)</b> | <b>140 (100.0%)</b> |

Of the respondents, twenty one (15.0%) of the respondents, seventeen (12.1%) of the pupils, two (1.4%) of the class teachers, two (1.4%) of the head teachers and 0(0.0%) of the PTA chairpersons indicated that they had enough Grade 9 text books in all the subjects. Of the one hundred nineteen (85.0%) of the respondents, eighty three (59.3%) of the pupils, eighteen (12.9 %) of the class teachers, eight (6.1%) of the head teachers and ten (7.1 %) of the PTA chairpersons indicated that they did not have enough Grade 9 text books in all the subjects at school.

The class teachers and the head teachers were asked to indicate the book pupil ratio in the Grade 9 classes. Their responses are as indicated figure 1 below.

**Figure 1: Book pupil ratio in classes**

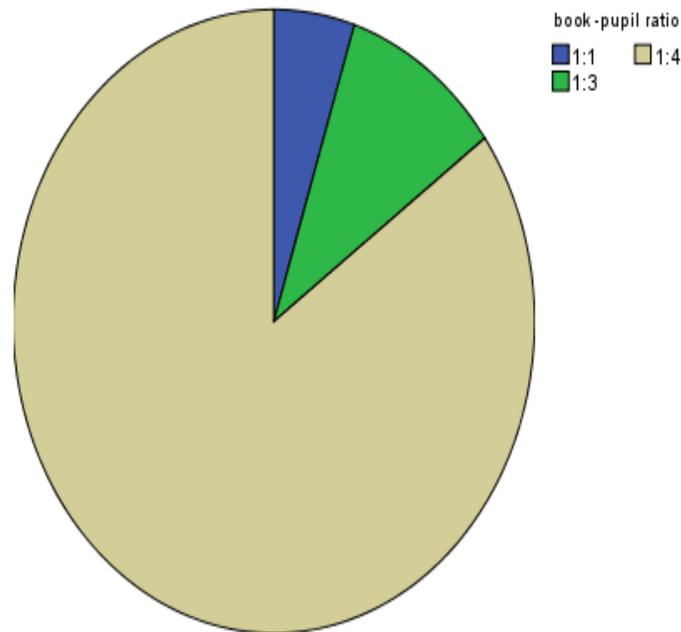


Figure 1 above shows that, of the twenty two (73.0%) of the respondents, seventeen (56.0%) of the class teachers and six (20.0%) of the head teachers indicated that the book pupil ratio in their classes was 1:4, of five (16.0%) of the respondents, three (10.0%) of the class teachers and two (6.0%) of the headteachers indicated that the book –pupil ratio in their classes was 1:3 while, three (10.0%) of the respondents, two (6.0%) of the class teachers and one (3.0%) of the headteachers indicated that the book-pupil ratio in their classes was 1:1.

The class teachers were asked to indicate the reading culture of the Grade 9 pupils in their classes. Figure 1 below shows the responses of the respondents.

**Figure 2. Reading culture of the Grade 9 pupils**

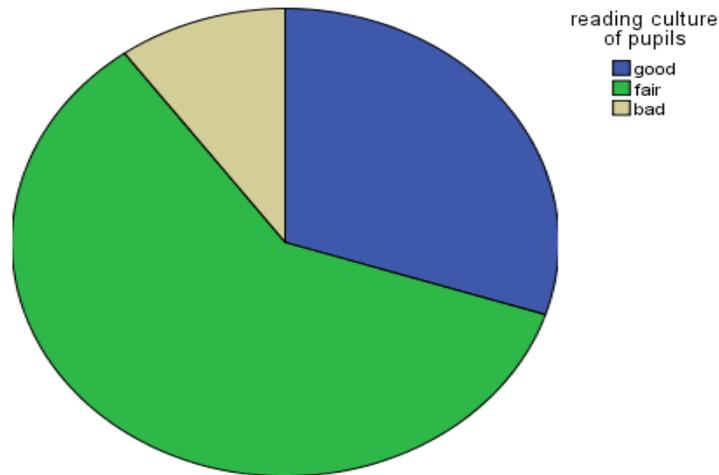


Figure 2 above shows that twelve (60.0%) of the class teachers indicated that the reading culture of the pupils was fair, six (30.0%) of them indicated that the reading culture of the pupils was good and two (10.0%) of them indicated that the reading culture of the pupils was bad.

The pupils, class teachers, head teachers were asked to indicate whether they had library facilities at their schools. The findings revealed that, of the one hundred fifteen (82.0%) of the respondents, eighty five (61.0%) of the pupils, fifteen ( 10.0%) of the class teachers, eight (6.0%) of the head teachers and seven (5.0%) of the PTA chairpersons indicated that they did not have library facilities at their schools while of the twenty five (17.0%) of the respondents, fifteen (11.0%) of the pupils, five (4.0%) of the class teachers, two (1.0%) of the head teachers and three (2.0%) of the PTA chairpersons indicated that they had library facilities at their schools.

The pupils were asked to indicate the type of friends they associated with at home and at school. Their responses are shown in Table 9 below.

**Table 9: Type of friends learners associated with at home and at school**

| <b>Type of friends associated with at home and at school</b> | <b>Frequency</b> | <b>Percent (%)</b> |
|--|------------------|--------------------|
| <b>Those who can help me academically</b>                    | <b>90</b>        | <b>90.0</b>        |
| <b>Those I mingle with in the same locality</b>              | <b>6</b>         | <b>6.0</b>         |
| <b>I do not have friends</b>                                 | <b>1</b>         | <b>1.0</b>         |
| <b>Anyone who came on my way</b>                             | <b>3</b>         | <b>3.0</b>         |
| <b>Total</b>   | <b>100</b>       | <b>100.0</b>       |

Table 9 above shows that out of 100 (100%) of the respondents, ninety (90%) of the Grade 9 pupils indicated that most of them associated with friends who could help them academically, six (6.0%) of them indicated that they mingled with those in the same locality, one (1.0%) of them indicated that they did not have friends and three (3.0%) of them indicated that they associated with anyone who came on their way.

## **Summary of the findings**

The findings have revealed that the performance of the Grade 9 pupils for the past five years was generally poor with no significance difference in pupil performance in the Junior Secondary Schools Leaving Examinations between urban and rural basic schools. This poor performance as revealed by the findings has been attributed to factors of lack of library facilities, shortage of teachers, unqualified teachers, lack of parental support, long distances to and from school, inadequate learning and teaching materials and lack of homework.

## CHAPTER FIVE

### DISCUSSION OF THE RESULTS

#### 5.1 Introduction

This chapter presents the discussion of the findings according to the two objectives; (i) to establish if there was any difference in performance between urban and rural Grade 9 school pupils in the Junior Secondary Schools Leaving Examinations in basic schools in Senanga District and (ii) to find out the factors that affected the performance of the Grade 9 pupils in the Junior Secondary Schools Leaving Examinations in urban and rural basic schools in Senanga District.

**5.2 To establish if there was any difference in performance between urban and rural Grade 9 school pupils in the junior secondary school leaving examinations basic schools in Senanga District.**

From the study, the examination analysis from (2005-2009) for Grade 9 school pupils it was established that there was no difference in performance between urban and rural Grade 9 school pupils in the Junior Secondary School leaving examinations in basic schools in Senanga District. The passing rate for the rural and urban Grade 9 school pupils was 40% and 41% respectively. Though, data from the field from the pupils, class teachers, head teachers and the PTA chairpersons indicated that there was a difference in performance between urban and rural Grade

9 school pupils in the Junior Secondary School Leaving Examinations for the past five years in Senanga District.

The poor performance between urban and rural Grade 9 school pupils in basic schools in the Junior Secondary School Leaving Examinations for the past five years in Senanga District could be attributed by a number of reasons. The first reason was less commitment to work in schools by the Grade 9 class teachers. Teacher commitment and work habits were low. During the data collection, it was observed that the Grade 9 teachers in the urban schools lacked enthusiasm and were unable to teach effectively. This attitude made the Grade 9 pupils not to be able to learn well and acquire much classroom content and knowledge resulting in low academic performance in the final Grade 9 Examinations.

The second reason that have contributed to the poor performance of the Grade 9 pupils in the Junior Secondary schools in the urban schools were that Grade 9 class teachers showed less concern about the children's understanding of the lessons. Understanding of the lessons is linked with output and outcome, the greater the understanding of the lessons, the higher the output of the pupils from the exercises, assignments and tests. Since the Grade 9 class teachers showed less concern about the Grade 9 school pupils' understanding of the lessons, the outcome was that their output in the Junior Secondary School Leaving Examinations for the past five years was poor in Senanga District.

The third reason that the study revealed as a contributing factor contributed to the poor performance of the Grade 9 school pupils in the Junior Secondary School Leaving Examinations in the urban basic schools was late coming by the class teachers due to lack of accommodation of teachers. Apart from late coming, absenteeism was also found to be another factor

contributing to poor performance of the pupils in school. When teachers get late to school, they do not take part in the morning assembly and do not start lessons on time. Lateness and absenteeism reduced the amount of instructional time and this resulted in the syllabi not being completed. The Grade 9 class teachers from the urban basic schools, therefore, were not able to cover a lot of the syllabus before the end of the year resulting in a lower output of work by the pupils hence contributing to the poor performance of the Grade 9 school pupils in the Junior Secondary School Leaving Examinations in the past five years in Senanga District.

In the rural basic schools, the first reason that was identified as having contributed to the poor performance of the Grade 9 pupils in the Junior Secondary Schools Leaving Examinations was the use of the local language by both the class teachers and the pupils among themselves. All tests and examinations are conducted in English, therefore, a working knowledge of language was necessary. The use of the local language by the pupils and the class teachers created a deficiency in the grade nine pupils which made them unable to understand the textbooks they needed to use and this ultimately resulted in the poor academic performance.

Secondly, the poor performance of the grade nine pupils in the examinations for the past five years was caused by lack of parents not having time to interact with their children's teachers because of their busy schedules. Interactions with teachers enables the parents of the grade 9 pupils to know what problems their children were encountering in school and what could be done to deal with the problems. This would have put the Grade 9 pupils on alert and then study in school because they would know that their parents would come and inquired about their performances in school. Since interactions were limited, parents were not able to know about what was happening in the schools regarding their children. As such they could not provide

much guidance and help to make their children's performance improve in the Junior Secondary School Leaving Examinations.

Thirdly, the rural Grade 9 school pupils were not enjoying their teachers' lessons. A number of factors would be responsible for this. Teachers in these schools could have shown less commitment to teaching, there was probably inadequate teaching and learning materials and the teachers could have been less professional. Since the pupils probably did not enjoy the lessons, understanding of the lessons and the desire to learn or study were reduced and this resulted in low academic performance.

The finding is consistent with Matafwali (2006) who compared the performance of Grade 3 pupils on the nature and prevalence of reading difficulties in rural and urban basic schools in Lusaka. According to the study, the performance of pupils was generally poor with no significant difference between the rural and urban basic schools.

This finding of the study further supported by Kalima (2006) who carried out a study in which he compared the performance of Grade 3 pupils on the prevalence and nature of Mathematical difficulties in the rural and urban basic schools of Lusaka. The study revealed that there was a slight difference in Mathematics difficulties between males and females, though the results were generally poor both in rural and urban basic schools.

### **5.3 To find out the factors that affected the performance of the grade 9 pupils in the junior secondary school leaving examinations in urban and rural basic schools in Senanga District.**

#### **Shortage of teachers**

The study revealed that shortage of teachers was among the other factors identified as having an effect on the performance of the Grade 9 school pupils in the Junior Secondary School Leaving Examinations in urban and rural basic schools in Senanga District. It is very vital to have sufficient and adequate human resources in terms of teacher quality for the teaching of all the subjects in the school curriculum. Without the teachers as implementing factors the goals of education can never be achieved.

The urban and rural basic school head teachers indicated that inadequacy of teachers in their schools affected the working habits of their teachers. When a school has less teachers, those around became demotivated and less committed to duty. This is what was happening in the schools under review. Majority of the class teachers had overloads which made them tired and it was difficult for them to have lesson preparations adequately for the next day. Therefore, when this happens, the performance of the teacher is reduced and hence affects the output of the learners. The study also established that staffing classrooms with continuous substitute teachers contributed to the inability, low quality of instruction and as consequently led to low performance of the Grade 9 pupils in the Junior Secondary School Leaving Examinations.

The findings revealed that teacher shortage has a negative impact on both the teachers and the pupils. It is bad for the teacher because large class sizes mean more students to be responsible for and more papers to be marked. Therefore, the head teachers and the class teachers especially from the urban basic schools indicated that shortage of teachers contributed to large class sizes. They indicated that high pupil ratio created an overload on the part of the teacher in terms of homework and marking which was required by the teacher. This brought about inefficiency on the side of the teachers which affected both teaching and learning as well as learner achievement.

And also it became difficult for the class teachers to identify the slow learners and pay attention to them.

The study established that shortage of teachers in urban and rural basic schools led to most teachers not following the time table. Change of grades everyday affected the time tables. Timetabling and allocation of time on the timetable is based on the content to be covered in a given class. It is important that all time assigned to teaching is used for the purpose and failure to adhere to the time table has a negative impact on content coverage which may adversely affect learner achievement.

The head teachers from the urban and rural basic schools indicated that shortage of teachers in their schools affected the teacher's pedagogical skills. A teacher's pedagogical skills determine pupil's learning achievement and attendance in class. Friendly approaches and teacher's professional knowledge of the subject matter influence pupil's learning abilities.

This finding is supported by Ukefe (1970) and Fatunwa (1969) who have written extensively on the prime importance of teachers to the educational development of any nation be it simple, complex, developed or developing.

From the writings of these educators, one can infer that whatever facilities are available, whatever content was taught whichever environment the school was situated and whatever kind of pupils are given to teach, the important and vital role of the teacher cannot be over-emphasized.

Assuming that necessary facilities were provided for, the environment was conducive to learning, the curriculum satisfied the needs of the students and the students had interest in learning, learning could not take place without the presence of the teacher. Teachers represented

a large proportion of the input of an educational system. This finding is also supported by Coombs (1970) who observed that the problem of teacher supply was not one of simple numbers. It was first and foremost a problem of quantity and of getting the right quality.

Ojoawo (1989) also further supported this finding by observing that it was a truism that teachers were the hubs of any educational system that upon their number, their quality and devotion depended on the success of any educational system.

Fafunwa (1970 : 36-37) also further supported this finding in his paper the purpose of teacher education by commenting on the importance of teachers when he said:

The demand for more and better schools, the need to relate curriculum to the needs of the child and the environment, the crying needs of the child and his other instructional materials, the desirability of training in vocational and technical skills and indeed the overall problem of preparing the future citizen of Africa who will be fully oriented to their environment cannot be fully accomplished without the aid of competent teachers.

Fagbamiye (1977) further supported this finding by noting that schools with stable, experienced and qualified teachers usually had better school facilities in terms of school buildings, books and equipment than those schools which had difficulty in attracting experienced and qualified staff.

### **Lack of qualified Grade 9 class teachers**

Lack of qualified teachers was another factor identified that affected the performance of the grade nine pupils in the Junior Secondary School Leaving Examinations in urban and rural basic schools in Senanga District. Most of the head teachers, the class teachers and the PTA chairpersons from urban and rural basic schools indicated that they lacked professional trained Grade 9 class teachers in their schools. Professional qualifications are important in education. The professional skill of the teacher establishes a productive classroom atmosphere from the start

by means of good organization and carefully planned teaching structures. Professional competence often transforms into high quality of teaching with expectation that this would influence the learning of the pupils.

However, it was revealed that in the urban and the rural basic schools in Senanga District, the limited number of professional teachers showed that they were not able to use their teaching skills ( feedback, questioning, explaining things clearly to pupils, exercising good classroom control and discipline, dealing with problems effectively created specific kinds of climate settings for different lessons) to explain lessons made sure that the pupils understood and coped with the amount of knowledge given to them. The outcome was that the Grade 9 pupils in these schools performed poorly in the final Grade 9 examinations.

The study established that the existing basic schools were not adequately staffed with teacher qualified for subject-based teaching in Grades 8 and 9. In many cases, the teaching in these grades was conducted by teachers who had been trained for teaching at the lower and middle basic levels. The head teachers and class teachers from rural basic schools especially indicated that majority of the teachers in their schools had Primary Teachers'Certificates. The teachers who were not qualified to handle Grade 9 classes were involved in the teaching of the Grade 9 pupils because of the background they had in certain subjects. Furthermore, the head teachers and the class teachers from urban and rural basic schools indicated that these teachers accepted to teach Grade 9 pupils because there was a responsibility allowance which they were given by the Ministry of Education but their teaching affected the performance of the Grade 9 pupils in the Junior Secondary School Leaving Examinations for the past five years.

However, the head teachers from the urban basic schools indicated that they had at least some qualified teachers to teach the Grade 9 school pupils. Moreover, although some of the teachers were qualified, they were still weak especially in areas of preparations and following up of lesson plans and schemes of work. These teachers were reported by the head teachers to be having less interest in teaching and giving the Grade 9 pupils less written class work and assignments which significantly affected the curriculum content coverage as well as Grade 9 pupil performance especially in the Junior Secondary school Leaving Examinations.

The PTA chairpersons from the rural basic schools stated that the critical shortage of the Grade 9 class teachers affected the Grade 9 school pupils in the Junior Secondary School Leaving Examinations because most of the subjects were not being taught and if taught wrong subject matter was delivered to the Grade 9 school pupils. They further stated that the system of using these teachers should come to an end because they were just interested in the allowance they were given but not performing hence the performance of the Grade 9 school pupils had not been good because of using such type of teachers.

The findings of this study are consistent with Educating Our Future (1996) which reported that unqualified teachers were harmful to all levels of the basic school system. In many cases, the teaching in these grades was conducted by teachers who had been trained for teaching at the lower and middle basic levels. It deprived the lower levels of the qualified teachers they needed and increased the pressures for the use of the untrained teachers and it put teaching at the upper basic level in the hands of the teachers not trained for this level. Teachers qualified to teach in Grades 8 and 9 were critical to the success of basic schools. Unqualified teachers put students behind. Some unqualified teachers ineffectively taught students, prevented them from earning the grades needed to pass a class. This leads to some students dropping out of school. Other

unqualified teachers passed students to graduate with school diplomas but inadequate skills. Unqualified teachers often did not construct detailed lesson plans. These poorly designed lesson plans made it more difficult for evaluators to assess teachers efficiently and also prevented the school from fully understanding what the teacher would do in the classroom.

### **Lack of homework**

Lack of homework was another factor that affected the performance of the Grade 9 urban and rural pupils in the junior Secondary School Leaving Examinations. Homework forms an essential part of effective pupil learning and therefore, it has to be given serious consideration by parents, pupils and the teachers alike. Homework may take the form of learning and study as well as written tasks done by pupils outside the classroom.

It was established that pupils were given homework sometimes in most of the urban and rural basic schools in Senanga District. Teachers shall be expected to give homework regularly to learners as a way to re-enforcing remedial learning. The government requested all parents and guardians to monitor the implementation of the homework policy in schools through their children's exercise books. Homework refers to tasks assigned to students by their teachers to be completed mostly outside of class and derives its name from the fact that most students did the majority of such work at home.

Homework should be given to pupils every day because it enhances their academic performance. Lack of homework as revealed by the findings of this study indicated that most of the Grade 9 school pupils in urban and rural basic schools lacked developmental skills such as reading and writing. Homework is necessary for pupils in order to practice the skills of writing and reading. The teacher in class cannot pay attention to all pupils who are not able to read and write.

Therefore, when given an assignment by the class teacher, the urban and the rural Grade 9 pupils indicated that parents took up the responsibility by allowing their children to read aloud to provide corrections and help them how to read better. However, this was not happening in urban and rural basic schools, hence the performance of the Grade 9 school pupils in the Junior Secondary Leaving Examinations was affected negatively.

The pupils indicated that because of lack of homework, it was difficult for the class teacher to identify mistakes and learning difficulties amongst the Grade 9 school pupils in the urban and the rural basic schools. Identifying mistakes and difficulties among pupils helps them to learn from their own mistakes and their own difficulties. Lack of homework in the urban and rural basic schools did not make the Grade 9 school pupils to learn from their own mistakes and difficulties hence this affected their academic performance in the Junior Secondary School Leaving Examinations.

The study established that majority of the urban and rural Grade 9 pupils did not prepare adequately for the examinations because of lack of homework. Homework is necessary for examinations preparations in the sense that when pupils are given assignments to do at home, they read and revise daily. It gives the pupils the opportunity to extend and consolidate work experienced during lesson time. It encourages group discussions among pupils so that they can learn from each other. Therefore, some pupils from the rural basic schools indicated that, they found homework to be very helpful especially when it was done in groups according to the different localities they came from. If pupils are not given homework, the implication is failure in academic performance in the Junior Secondary School Leaving Examinations as was the case of the Grade 9 school pupils in the urban and rural basic schools in Senanga District.

It was established that lack of homework did not reinforce work and assess the performance of the teachers and the pupils. Homework helps to reinforce work by pupils to see whether they had understood the lesson or not. It helps the teachers to evaluate themselves through the performance of the pupils after the written assignments. Since this was limited in the urban and rural basic schools in Senanga District, it was difficult to assess the performance of the Grade 9 school pupils in their daily assignments as well as the performance of the class teachers. Hence this contributed to the poor performance of the Grade 9 school pupils in the Junior Secondary School Leaving Examinations.

The PTA chairpersons from the rural and urban basic schools stated that it was necessary for class teachers to give homework to the pupils because it kept them busy during the day and in the night. Because without homework, pupils spent time doing dubious things during the day and at night. They further indicated that several cases especially in rural basic schools were reported to their schools where the Grade 9 school pupils instead of studying during the night went to nearby streams and rivers to swim which was dangerous.

This finding is consistent with Copper (1989) who noted that homework that gradually increased every year enhanced academic achievement. Students score better on class test. Beattie (1987) also supported this finding by stating that studies had brought out certain rules regarding the amount of homework to be given to students of particular ages. Homework manifested only if it was given in right amounts and taken in the right spirit. It was not good to burden children with home assignments and expected them to do well in studies. Homework should be proportionate to their age and mental ability.

Berger (1991) further supports this finding by pointing out that in the 50 studies, time students reported spending on homework was correlated with their achievement. 43 of the 50 studies showed that students who did more homework achieved more; only 7 studies showed the opposite.

Butter (1987) further supported this finding by claiming that homework was found to be correlated of academic performance. He stated that homework bore a positive relationship with learning outcomes when, it was relevant to learning objectives, assigned regularly in reasonable amounts, well explained, motivational and collected and reviewed during class time and used as an occasion for feed back to students.

### **Lack of library facilities**

Lack of library facilities at school was another factor that contributed to the poor performance of the Grade 9 school pupils in the Junior Secondary School Leaving Examinations in rural and urban basic schools in Senanga District. The class teachers from the urban and rural basic schools indicated that lack of library facilities in their schools made their work difficult in the sense that reference books were very minimal. Most of the times, teachers relied on out dated books for their references and in turn most of times pupils in these schools lagged behind in terms of subject coverage, hence it affected them negatively.

The head teachers from the urban and rural basic schools indicated that, though the Ministry of Education created resource centres in zonal schools or a central school where certain books could be found, it was still difficult for the class teachers to go there because of long distances. They further indicated that for one to travel to the zonal centre it took one, two to three days meaning

instructional time was lost looking for better materials to use. Pupils, in this regard missed to be taught when the teacher went out looking for the teaching and learning materials.

The majority of the pupils from the urban and the rural basic schools indicated lack of libraries at their schools encouraged laziness to study because of the times the pupils relied on minimal notes from their class teachers and they had nowhere to research further to consolidate what they learnt in class. This hindered them from having group discussions amongst themselves because they had no better ideas to share This was found to have a negative attitude of the pupils towards learning.

Pupils from the rural basic schools further indicated that most of the pupils came from vulnerable homes where their parents could not afford to buy radios from which they could listen to educational programs as compared probably to their urban counterparts. This somehow disadvantaged most of them because when home, girls were kept busy with house chores and sometimes for boys fire fetching was the order of the day instead of probably listening to a radio or watching some educative programs on television.

The Grade 9 school pupils from the urban and rural basic schools indicated they had difficulties in writing and reading due to lack of libraries at their schools. They could not discover new vocabulary through variety of books to improve their reading and writing skills on their own because they had nowhere to refer to. The so called class teacher also had minimal or shallow vocabulary where the pupils could have learnt from. This made learning boring and lead to some pupils to miss certain lessons and go home.

Information was important in the life of an individual or institution. Within the formal school setting, libraries appeared to have direct educational benefits. Research showed that levels of

reading ability among Zambia's basic school children were dangerously low. The development of reading skills and the formation of reading habits was heavily dependent on the availability of suitable and varied reading materials. Therefore, acknowledging the importance of the library services, the Ministry would promote the concept of the library as an essential learning resource in all of its schools and colleges. The findings of this study are consistent with Drever(1991), who found school libraries to have a measurable effect on student achievement. At the elementary and middle school levels, approximately 4 percent of the variance in Texas Assessment of Academic Skills (TAAS) scores was attributed to school libraries, while that figure more than doubled at school level, reaching 8.2 percent. Library variables outweighed the effects of other school variables including computers per student and teacher experience

### **Inadequate learning and teaching materials**

Inadequate learning and teaching materials was another prominent factor that affected the poor performance of the Grade 9 school pupils in the Junior Secondary School Leaving Examinations in Senanga District. Learning and teaching materials have been found to be less adequate in urban and rural basic schools in Senanga District. The materials were mostly visual and these included wall pictures, chalk and chalk boards, atlases, charts and text books. The teaching and learning materials aid teaching and learning because pupils are able to see and often feel what is taught. They stimulate ideas, demand an active response from the learners and provide enjoyment. The learners become more alive and understanding and grasping of the major concepts become easier. Therefore, the study established that since there were less teaching and learning materials in the urban and rural basic schools, the situation made it difficult for the Grade 9 pupils to understand the lessons and this led to poor performance in the Junior Secondary School Leaving Examinations for the past five years.

Moreover, most head teachers from urban and rural basic schools indicated that the government adequately provided enough learning and teaching materials from Grades 1-7 not for the Grades 8-9. They further indicated that most of the Grade 9 class teachers bought books from their salaries in order to facilitate learning in class. Therefore, because of the critical shortage of teaching and learning materials, the class teachers from the urban and rural basic schools indicated that the book-pupil ratios in their classes was 1:4, hence this made it difficult for Grade 9 school pupils to understand the lessons. Therefore, most of the times, the teachers opted to teach subjects like History, Civics and Religious Education. English and other subjects were rarely taught.

The study established that teaching and learning materials such as Mathematics and English textbooks provide a common resource for widening general and specialist vocabulary. Exercises are often given and pupils use the text books to do their exercises and assignments. This enables students to understand the lesson better and to check from their own performances if they have grasped what has been taught. Lack of textbooks in the urban and rural basic schools implied that the Grade 9 school pupils were not able to do a lot of exercises which in turn made them receive little or no attention and feedback to enhance their gained knowledge and improve their academic performance.

The Grade 9 school pupils from urban and rural basic schools indicated that because of insufficient learning materials, learning became boring in the sense that it was the teacher centered meaning the teacher- pupil and pupil to pupil interaction was not there. It was revealed that for effective teaching and learning to take place, classroom interactions have a significant effect on pupil learning achievements. The implication of this is that when no interaction takes place in the classroom, this has a negative effect on the performance of pupils. Therefore, lack of

interaction between the teacher and pupils and pupil to pupil in the urban and rural basic schools contributed to the poor performance of the Grade 9 pupils in the final examinations.

Most of the PTA chairpersons interviewed from urban and rural basic schools stated that important to pupil learning was availability of relevant text books and supplementary readers. These materials were the tools for the pupils' learning. They further stated that many of the parents of the Grade 9 pupils in the urban and rural basic schools were not able to provide the necessary text books for their children because they claimed they were expensive, despite the government's failure to procure Grade 9 text books. Failure for parents to provide text books for their children meant that they were handicapped with grasping the content taught and completing class exercises and assignments and acquisition of vocabulary. The result was low academic performance in the Junior Secondary Schools Leaving Examinations. Therefore, quality education required the availability and use of text books and other educational materials. Without these aids to the learning process, effective teaching and learning in the modern sense could not take place.

Instructional resources which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. The study findings are consistent with the works of Wales (1975) who was of the opinion that the use of instructional resources would make discovered facts glued firmly to the memory of students. Savoury (1958) support this finding by claiming that, a well planned use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as aroused students' interest by giving them something practical to see and do and at the same time helping to train them to think things out themselves.

Savoury (1958), further suggested a catalogue of useful visual aids that were good for teaching History. These included pictures, post cards, diagrams, maps, filmstrips and models. He said that selection of materials which were related to the basic contents of a course or a lesson helped in depth understanding of such a lesson by the students in that they made the lesson attractive to them, thereby arresting their attention and thus, motivated them to learn. He suggested that a catalogue of aids which could be used to teach history advocated the use of pictures which helped children in grounding their thoughts and feelings. He said that pictures were used as alternatives to real objects where it was impossible to show students the real objects. In order to raise the quality of education, its efficiency and productivity, better learning materials was needed. He further commented that audio-visual materials, as an integral part of teaching in learning situations helped to bring about permanent and meaningful experiences. He said that, they provided hand experience where possible or vicarious one where only that is feasible.

### **Long distances to and from school**

Long distances to and from school was another factor identified that affected the performance of Grade 9 pupils in the Junior Secondary School Leaving Examinations in urban and rural basic schools. The findings of the study revealed that pupils, class teachers, the head teachers and the PTA chairpersons from urban and rural basic schools indicated that majority of the pupils walked long distances to and from school.

The head teachers and the class teachers from urban and rural basic schools indicated that most of the Grade 9 pupils who walked long distances to and from school were victims of lateness, absenteeism and irregular school attendance. They indicated that the pupils started off from their homes at around 04:30 hours or 05:00 hours every day walking a distance of three to four

hours. The effect of lateness and absenteeism and irregular school attendance is that material that is taught was difficult to understand when studied on one's own. Continued missing of classes also resulted in loss of content and knowledge. The Grade 9 pupils lost in terms of what was taught and the result was that assignments and exercises were not properly and correctly done. The consequence was the low academic performance.

It was found that lateness of the Grade 9 pupils affected the time tables in these schools allowing an allowance of 30 minutes before starting the first lessons. This time allowance was agreed upon by the school administrators and the class teachers because it was reported by the class teachers that most of the intelligent Grade 9 school pupils from their classes came from distant places hence it was ideal to wait for them before the first lesson began. However, this sounded to be a good idea but most of the head teachers from urban and rural basic schools indicated that this reduced the amount of instructional time and resulted in the syllabi not being completed. The completion of the syllabus for each subject in each class provides the foundation for the next class to be built upon. When the syllabus is not completed, content that should be taught in next term which is based on the previous term could not be taught. As this continued there would be a backlog of content not taught and would affect the performance of pupils.

The majority of the Grade 9 school pupils from the urban and rural basic schools indicated that it became very difficult especially for girls to walk long distances to and from school because on the way they became victims of sexual abuse and this affected their performances. They further indicated that most pupils who came from distant places did not have breakfast or carry food to eat at school. They indicated their parents did not provide breakfast for them. Breakfast plays a very important part in the teaching and learning process in the morning. It makes the pupils alert in class and helps them to concentrate on the lessons being taught. However, when pupils are

hungry, they would not concentrate on the lessons. This was the case with the urban and rural Grade 9 school pupils. The lack of breakfast and food to eat at school after a long distance meant that they were not active in class and could not concentrate and this affected their academic performance in the Junior Secondary School Leaving Examinations for the past five years.

These findings are consistent with the works of Kelly (1999) who pointed out that, by the time pupils arrived at school, there were too tired for concentrated school work, girls were less able than boys to negotiate physical hazards, like swollen rivers, or dangerous escarpment paths which they may have encountered on the way to school.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter covers the summary of the study, conclusions that are drawn from the study and the recommendations

#### **6.1. Summary**

The study carried out a comparative study of the performance between the urban and rural Grade 9 school pupils in the Junior Secondary School leaving Examinations in Senanga District. Two objectives guided the study namely; to find out if there was any difference in performance between the urban Grade 9 school pupils and the rural Grade 9 school pupils in basic schools in Senanga District and to establish the factors that affected the performance of pupils in urban and rural basic schools in Senanga District. Quantitative research design was mostly used to collect data.

The study has revealed that there was no significant difference in performance between the urban and rural Grade 9 school pupils in the Junior Secondary School Leaving Examinations in Senanga District for the past five years. The performance was generally poor.

The study has demonstrated that factors such as long distances to and from school, lack of learning and teaching materials, shortage of teachers, lack of homework and unqualified teachers affected the performance of both the rural and rural Grade 9 pupils in Senanga District.

#### **6.2. Conclusion**

The results of this study has demonstrated that the performance of the Grade 9 school pupils in the Junior Secondary Schools Leaving Examinations for a period of past five years from (2005-

2009) was generally poor with no significance difference between the rural and the urban Grade 9 school pupils in basic schools in Senanga district. The passing rates were 41% for the urban Grade 9 school pupils and 40% for the rural Grade 9 school pupils.

The poor performance between the urban Grade 9 school pupils and the rural Grade 9 school pupils could be attributed to a number of reasons. Firstly, the attitude of the Grade 9 school pupils towards school in urban and rural basic schools leaves much to be desired. Pupils somehow did not have time to prepare for the examinations by studying hard and through group discussions. It was reported that pupils mostly relied on examination leakages which were provided to them by their class teachers and parents. Since the government put in strict measures towards examinations leakages, most pupils found the Junior Secondary School Leaving Examinations difficult for them. Secondly, in the urban basic schools, though it was good that most of the Grade 9 class teachers were studying on distance with various institutions of learning, they were kept busy with their studies instead of preparing for the next day's lessons. Instead, the Grade 9 school pupils were forced to attend extra lessons in order for them to catch up but this initiative could not work out for some pupils whose parents could not afford to pay for their children's extra lessons.

Thirdly, the District Education Officer's office contributed to the poor performance of the Grade 9 school pupils in the rural basic schools in the Junior Secondary School leaving Examinations for the past five years because of lack of supervision. The District Standard Officers monitored the rural basic schools once or twice in a year hence making the lazy teachers to loiter around instead of working.

The study has also demonstrated that several factors have generally been identified as causes of poor academic performance of the Grade 9 school pupils in the Junior Secondary Schools leaving Examinations for the past five years. Factors such as lack of learning and teaching materials, lack of qualified teachers, shortage of teachers, long distances to and from school, lack of library facilities and lack of homework and all of these have been found to cause poor academic performance.

Therefore, the performance of the pupils could not have improved within the urban and rural basic schools with some of the issues that have been highlighted. The Ministry of education needed to take these findings seriously to address the problems above.

### **6.3 Recommendations**

Based on the findings from this study, the following recommendations were made:

- a. The government should provide adequate learning and teaching aids for both pupils and teachers in order to reduce the book-pupil ratio from 1:4 to 1:1. Quality education required the availability and use of text books and other educational materials. Without these aids to learning process, effective teaching and learning in modern sense cannot take place.
- b. Having no difference in pupil performance for the past five years for urban and rural basic schools, it is imperative for the government to employ more qualified Grade 9 teachers and also support more teachers to go for further studies at the universities or colleges. All learners should be facilitated in the attainment of the highest standards of learning through teaching quality.

- c. The school should make sure that homework is followed fully in order to keep the pupils active all the time at home. Furthermore, the parents should make follow ups from the head teachers to find out why pupils are not given homework to take home.
- d. The Ministry of Education should to motivate teachers by improving their conditions of service such as better salaries, allowances, accommodation and transport.
- e. Monitoring by both the school management and the District Board Secretary's office should be enhanced in all the schools.

#### **6.4: Suggestions for further research**

The following study could be carried out in future;

A comparative study on the performance of the Grade 12 school girls and boys in the Senior Secondary Schools Leaving Examinations in some selected urban and rural high schools in Senanga District.

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## **APPENDIX A**

### **QUESTIONNAIRE FOR HEAD –TEACHERS**

Dear Respondent

This questionnaire is an investigation into the performance of Grade 9 pupils in the Junior Secondary School Leaving Examinations in selected rural and urban basic schools in Senanga District.

Please fill in this questionnaire carefully and as honestly as possible. Tick where applicable and answer briefly where appropriate by filling in the gaps.

The information to be gathered is for academic purposes and will be treated with the uttermost confidence. Thanking you in advance.

**SECTION A:Demographic Information**

- 1. Name of school:.....
- 2. Location of school:
  - a. Urban [ ]
  - b. Rural [ ]
- 3. How far is the school from the DEBS office?
- 4. Status of school;
  - a. 1 [ ]
  - b. 2 [ ]
  - c. 3 [ ]
  - d. 4 [ ]
- 5. What is the current number of Grade 9 pupils [ ]
  - a. Boys [ ]
  - b. Girls [ ]
- 6. What is the current number of teachers at this school?
  - a. Male [ ]
  - b. Female [ ]
- 7. What is your sex
  - a. M [ ]
  - b. F [ ]
- 8. How old are you? [ ]
- 9. What is your highest level of professional qualifications
  - a. Primary Teacher’s certificate [ ]
  - b. Secondary Diploma [ ]
  - c. Primary Diploma [ ]
  - d. Bachelors’ Degree [ ]
  - e. Others specify.....

**SECTION B: Study Input**

10. Does the location of the school affect the performance of pupils?

a. Yes [ ]

b. No [ ]

11. In your opinion, do you think there is a difference in pupil performance between urban and rural basic schools?

a. Yes [ ]

b. No [ ]

12. If your answer to question 11 is yes, give reasons;

.....  
.....

13. How do you consider the teaching standards at this school?

a. Excellent [ ]

b. Good [ ]

c. Fair [ ]

d. Bad [ ]

14. Do you have adequate Grade 9 teachers?

a. Yes [ ]

b. No [ ]

16. Do you follow the home work policy at this school?

a. Yes [ ]

b. No [ ]

17. How does your school recognize pupils who excel very well?

a. By punishing them [ ]

- b. By giving them presents such as books, pencils etc [ ]
- c. Nothing is done [ ]
- d. Others specify..... [ ]

18. Are Grade.9 teachers teaching the subjects they were trained for?

- a. Yes [ ]
- b.No [ ]

19. If the answer to question 18 is no, what makes teachers to teach the subjects they were not trained for at this school?

- a. Lack of interest in the subjects trained for [ ]
- b. No trained teachers to teach those subjects [ ]
- c. Shortage of teachers [ ]
- d. Others specify..... [ ]

20. What is the highest level of professional qualifications of Grade 9 teachers at this institution?

- a. Secondary Diploma [ ]
- b. Primary Certificate [ ]
- c. Bachelors' Degree [ ]
- d. Primary Diploma [ ]
- e. Others specify..... [ ]

21. How do you view the performance of Grade 9 pupils at this school?

- a. Excellent [ ]
- b. Good [ ]
- c. Fair [ ]
- d. Bad [ ]

22. How often do pupils come to school?

- a. Frequently [ ]
- b. Sometimes [ ]
- c. Do not come [ ]

d. Not sure [ ]

23 If your answer to question 22 is c, what makes pupil absent themselves from school?

- a. Bad attitude of teachers towards pupils [ ]
- b. Long distance to and from school [ ]
- c. Hunger [ ]
- d. No support from parents [ ]
- e. Others specify..... [ ]

24. How is the response of the parents in this locality towards the education of their children?

- a. Excellent [ ]
- b. Good [ ]
- c. Fair [ ]
- d. Satisfactory [ ]
- e. Bad [ ]

25. Fill in the tables below:

a. Professional Qualifications of Grade 9 teachers

| Qualifications      | No. of Male teachers | No. of Female teachers |
|---------------------|----------------------|------------------------|
| Primary certificate |                      |                        |
| Secondary Diploma   |                      |                        |
| Primary Diploma     |                      |                        |
| Bachelors Degree    |                      |                        |
| Others specify      |                      |                        |

b. Grade 9 Examinations Analysis for the past five years

| YEAR | No. Entered | No. Sat | No. Passed | No. Failed | No. Accepted to Grade 10 |
|------|-------------|---------|------------|------------|--------------------------|
| 2009 |             |         |            |            |                          |
| 2008 |             |         |            |            |                          |
| 2007 |             |         |            |            |                          |
| 2006 |             |         |            |            |                          |
| 2005 |             |         |            |            |                          |

*End of questionnaire, thanks for your cooperate*

## **APPENDIX B**

### **QUESTIONNAIRE FOR CLASS TEACHERS**

Dear Respondent

This questionnaire is an investigation into the performance of Grade 9 pupils in Junior Secondary School Leaving Examinations in selected rural and urban basic schools in Senanga District.

Please fill in this questionnaire carefully and as honestly as possible. Tick where applicable and answer briefly where appropriate by filling in the gaps.

The information to be gathered is for academic purposes and will be treated with the uttermost confidence. Thanking you in advance.

**SECTION A: Demographic Information**

1.Name of school:.....

2.Location of school:

a.Urban [ ]

b. Rural [ ]

3. How far is the school from the DEBS office? [ ]

4. Status of school;

a. 1 [ ]

b. 2 [ ]

c. 3 [ ]

d. 4 [ ]

5. Number of classrooms [ ]

6. What is the current number of Grade 9 pupils [ ]

in your class?

a. Boys [ ]

b. Girls [ ]

7. What is the current number of teachers teaching Grade 9 pupils?

a. Male [ ]

b. Female [ ]

8. What is your sex

a M [ ]

- b. F [ ]
- 9. How old are you? [ ]
- 10. What is your highest level of professional qualifications?

  - a. Primary Teacher's certificate [ ]
  - b. Secondary Diploma [ ]
  - c. Primary Diploma [ ]
  - d. Bachelors' Degree [ ]
  - e. Others specify..... [ ]

**SECTION B: Study Input**

- 11. Does the location of the school affect the performance of pupils?

  - a. Yes [ ]
  - b. No [ ]

- 12. In your opinion, do you think there is a difference in pupil performance between urban and rural basic schools?

  - a. Yes [ ]
  - b. No [ ]

13. If your answer to question 12 is yes, give reasons:  
 .....

- 13. Are there enough Grade 9 teachers?

  - a. Yes [ ]
  - b. No [ ]

- 14. Do you follow the home work policy at this school?

  - a. Yes [ ]
  - b. No [ ]

15. How does your school recognize pupils who excel very well?

a. By punishing them [ ]

b. By giving them presents such as books, pencils [ ]

c. Nothing is done [ ]

d. Others specify..... [ ]

16. Are Grade.9 teachers teaching the subjects trained for at this school?

a. Yes [ ]

b. No [ ]

17. What makes teachers not to teach the subjects trained for at this school?

a. Lack of interest in the subjects trained for [ ]

b. No trained teachers to teach those subjects [ ]

c. Shortage of teachers [ ]

d. Others specify..... [ ]

18. What is the highest level of professional qualifications of Grade 9 teachers at this institution?

a. Secondary Diploma [ ]

b. Primary Certificate [ ]

c. Bachelors' Degree [ ]

d. Primary Diploma [ ]

e. Others specify..... [ ]

19. How do you view the performance of Grade 9 pupils at this school?

a. Excellent [ ]

b. Good [ ]

c. Fair [ ]

d. Bad [ ]

20. Do you have enough Grade 9 pupils' text books in all the subjects?

a. Yes [ ]

- b. No [ ]
21. What is the book –pupil ratio in your class?
- a. 1:1 [ ]
- b. 1:2 [ ]
- c. 1:3 [ ]
- d. 1:4 [ ]
22. What is the teacher –pupil ratio in your class?
- a. 1:45 [ ]
- b. 1:70 [ ]
- c. 1:20 [ ]
- d. Others specify..... [ ]
23. How can you rate the reading culture of reading Grade 9 pupils at this school?
- a. Excellent [ ]
- b. Good [ ]
- c. Fair [ ]
- d. Satisfactory [ ]
- e. Bad [ ]
24. Is there enough classroom accommodation for Grade 9 pupils?
- a. Yes [ ]
- b..No [ ]
25. What type of infrastructure is at this school?
- a. Permanent [ ]
- b. Pole and mud [ ]
- c. Semi- permanent [ ]
- d. Others specify..... [ ]
26. How many Grade 9 classes do you have?
- a. 1 [ ]

- b. 2 [ ]
- c. 3 [ ]
- d. 4 [ ]
- e. Others specify.....

27. In what condition is infrastructure at this institution?

- a. Excellent [ ]
- b. Good [ ]
- c. Fair [ ]
- d. Satisfactory [ ]
- e. Bad [ ]

28. How often do pupils come to school?

- a. Frequently [ ]
- b. Sometimes [ ]
- c. Do not come [ ]
- d. Not sure [ ]

29. What makes pupils absent themselves from school?

- a. Bad attitude of teachers towards pupils [ ]
- b. Long distance to and from school [ ]
- c. Hunger [ ]
- d. No support from parents [ ]

30. How is the response of the parents in this locality towards the education of their children?

- a. Excellent [ ]
- b. Good [ ]
- c. Fair [ ]
- d. Satisfactory
- e. Bad [ ]

31. What suggestions can you give to improve upon the performance of pupils at your school?

a.....

b.....

32. Fill in the tables below:

a. Grade 9 Text books Available

| <b>SUBJECT (S)</b>                           | <b>NO. AVAILABLE</b> |
|--|----------------------|
| <b>Mathematics pupil's books</b>             |                      |
| <b>Mathematics Teachers' books</b>           |                      |
| <b>English pupils' books</b>                 |                      |
| <b>English Teachers' books</b>               |                      |
| <b>Environmental Science Pupils' books</b>   |                      |
| <b>Environmental Science Teachers' books</b> |                      |
| <b>Geography Pupils' books</b>               |                      |
| <b>Geography Teachers' books</b>             |                      |
| <b>Religious Education Pupils' books</b>     |                      |
| <b>Religious Education Teachers' books</b>   |                      |
| <b>History Pupils' books</b>                 |                      |
| <b>History Teachers' books</b>               |                      |
| <b>Silozi Pupils' books</b>                  |                      |
| <b>Silozi Teachers' books</b>                |                      |
| <b>Others specify</b>                        |                      |

*End of questionnaire, thanks for your cooperation*

**APPENDIX C**  
**QUESTIONNAIRE FOR PUPILS**

Dear Respondent

This questionnaire is an investigation into the performance of Grade 9 pupils in General Certificate Examinations in selected rural and urban basic schools in Senanga District.

Please fill in this questionnaire carefully and as honestly as possible. Tick where applicable and answer briefly where appropriate by filling in the gaps.

The information to be gathered is for academic purposes and will be treated with the uttermost confidence. Thanking you in advance.

**SECTION A: Demographic Information**

- 1. Name of school:.....
- 2. Location of school:
  - a. Urban [ ]
  - b. Rural [ ]
- 3. Gender
  - a. Male [ ]
  - b. Female [ ]
- 4. Age [ ]

**SECTION B: Study Input**

- 5. Does the location of the school affect your performance in your schooling pupils?
  - a. Yes [ ]
  - b. No [ ]

- 6. In your opinion, do you think there is a difference in pupil performance between urban and rural basic schools?
  - a. Yes [ ]
  - b. No [ ]

- 7. If your answer to question 6 is yes, give reasons:
  - a .....
  - b .....
  - c .....
  - d.....

- 8. Depending on your answer in question 6, do you think you would do better if your school was either urban or rural?
  - a. Yes [ ]
  - b. No [ ]

- 9. How do you consider the teaching standards at this school?
  - a. Excellent [ ]
  - b. Good [ ]
  - c. Fair [ ]

- d. Bad [ ]
10. Do you have enough Grade 9 teachers?
- a. Yes [ ]
- b. No [ ]
11. Apart from the normal lessons in class, how do you spend your time after school?
- a. Having extra lessons [ ]
- b. Go home [ ]
- c. Chatting with friends [ ]
- d. Just playing around [ ]
- e. Others specify..... [ ]
12. What kind of friends do you play with either at home or at school?
- a. I do not have any friends [ ]
- b. Those I mingle with in the same locality [ ]
- c. Those who can help me in class or academically [ ]
- d. Anyone who comes my way [ ]
- e. Others specify..... [ ]
13. Does the interaction between teacher to pupil or pupil to pupil improve your performance at school?
- a. Not sure [ ]
- b. Sometimes [ ]
- c. Not possible [ ]
- d. Exactly [ ]
14. How do you consider the teaching standards at this school?
- a. Excellent [ ]
- b. Good [ ]
- c. Fair [ ]
- d. Satisfactory [ ]
- e. Bad [ ]
15. Are you given home work by your teachers to do at home?
- a. Frequently [ ]

- b. Sometimes [ ]
  - c. Not given [ ]
  - d. Not sure [ ]
16. How many times are you given home work by your teachers in a week?
- a. All the five days in a week [ ]
  - b. Not given at all [ ]
  - c. twice in a week [ ]
  - d. Others specify..... [ ]
17. Do you have problems in any of the subjects?
- a. In all [ ]
  - b. In some [ ]
  - c. In one or two [ ]
  - d. Not at all [ ]
18. How do you view your performance academically from the time you came to this school?
- a. Excellent [ ]
  - b. Good [ ]
  - c. Fair [ ]
  - d. Bad [ ]
19. How does your school recognize pupils who are doing well in class or academically?
- a. By punishing them [ ]
  - b. By giving them presents such as books, pencils [ ]
  - c. Nothing is done [ ]
  - d. Others specify..... [ ]
20. Are most pupils in your class able to read and write?
- a. Yes [ ]
  - b. No [ ]
- 21..If the answer to question 22 is no, why do you think pupils are not able to read?

- a. A lot of them do not come to school [ ]
  - b. Because we do not read in class [ ]
  - c. Books are not enough [ ]
  - d. Our teachers are always absent [ ]
  - e. Others specify.....
22. Do you have enough text books in your class?
- a. Yes [ ]
  - b. No [ ]
23. Are you active at school?
- a. Yes [ ]
  - b. No [ ]
24. What activity do you do at school?
- a. Drama [ ]
  - b. Debate [ ]
  - c. Sports [ ]
  - d. Culture [ ]
  - e. Others specify..... [ ]
25. Do you have a library at this school?
- a. Yes [ ]
  - b. No [ ]
26. If the answer to question 27 is yes, do you have access to it?
- a. Frequently [ ]
  - b. Sometimes [ ]
  - c. Not at all [ ]
  - d. None of the above [ ]
27. How often do pupils come to school?

- a. Frequently [ ]
- b. Sometimes [ ]
- c. Do not come [ ]
- d. Not sure [ ]

28. What makes pupils not to go to school frequently in your school?

- a. Bad attitude of teachers towards pupils [ ]
- b. Long distance to and from school [ ]
- c. Hunger (No food at home) [ ]
- d. No support from parents [ ]
- e. Others specify..... [ ]

29. How is the response of the parents in your locality towards your education?

- a. Excellent [ ]
- b. Good [ ]
- c. Fair [ ]
- d. Bad [ ]

30. Are most parents able to support their children with school requisites in this locality?

- a. Yes [ ]
- b. No [ ]

*Thank you for your cooperation*

**APPENDIX D**

**SEMI – STRUCTURED INTERVIEW FOR PTA CHAIRMAN**

1. Name of school.....
2. Location of school:.....
3. Gender:.....
4. Age:.....
5. Does the location of the school affect the performance of pupils?  
.....
6. In your opinion, do you think there is a difference in pupil performance between rural and urban schools?  
.....
7. If your answer to the above question is yes, what reasons can you give to support this?.....  
.....
8. Do you have enough teachers at this school?.....
9. In your own view, why don't you have enough teachers at this school if your answer is no?.....  
.....
10. Are teachers at this school performing according to the expectations of the parents?  
.....
11. Could there be reasons why teachers are not performing according to your expectations?.....  
.....
12. Does the school have enough Grade 9 classrooms?.....
13. What type of infrastructure is at this school?.....
14. How has been the performance school pupils especially Grade 9 at this school in the

General Examination Certificate

.....

15. What role are parents doing to support their children academically?.....

.....

*Thank you for your cooperation.*