

**INTERVENTIONS AIMED AT IMPROVING ACADEMIC
PERFORMANCE OF THE AFTERNOON CLASSES IN
GRADE 12 FINAL EXAMINATIONS IN SELECTED
SCHOOLS, IN CHOMA DISTRICT, SOUTHERN
PROVINCE, ZAMBIA**

BY

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**A Dissertation Submitted to the University of Zambia in Partial
Fulfilment of the Requirements for the Award of the Degree of Master of
Education in Educational Management and Administration**

LUSAKA

2016

DECLARATION

I, Silas Chibbandula solemnly declare that this dissertation is my own work and that it has never been previously submitted for a degree at this or any other University.

Signed.....

Date.....

CERTIFICATE OF APPROVAL

This dissertation of Silas Chibbandula is approved as fulfilling part of the requirements of the award of the degree of Master of Education in Educational Management and Administration by the University of Zambia.

EXAMINERS' SIGNATURES

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ABSTRACT

Due to government's desire to have as many eligible children as possible and inadequate class space in schools, government has allowed a regular afternoon session to run concurrently with the morning session (Kelly, 1999). This has motivated the researcher to investigate the academic performance of the afternoon pupils.

The study aimed at investigating the academic performance in grade 12 examination of the afternoon classes by school administrators in Choma District, Zambia. The five schools that participated in the study were pseudo named Kudu, Sable, Eland, Impala and Duiker. The study objectives were; to establish the academic performance of pupils from the afternoon classes, to find out from pupils, teachers, HODs and Head teachers' factors that influence pupil performance, to find out interventions employed by secondary school administrators aimed at improving academic performance in grade 12 final examinations of the afternoon classes in Choma District.

A case study design was used which combined qualitative and quantitative techniques of data collection and analysis. The sample comprised 90 pupils, 45 teachers, 12 HODs and 5 Headteachers of the selected schools. The data were collected through questionnaires, interview schedules, Focus Group Discussions and documents found in schools. Qualitative data were analysed thematically through identification of themes that emerged from the data. The Statistical Package for Social Sciences (SPSS 20.0) was used for quantitative data to generate descriptive statistics such as tables, frequencies and charts.

The study revealed that pupils from all the five schools were under performing. The unsatisfactory performance of pupils from all the schools was attributed to inadequate learning and teaching resources, time, poor supervision by school administrators, de-motivated teachers, and low cut off for selection of pupils to grade ten (10), teacher and pupil absenteeism, lack of school academic policies and over enrolment among others. Some possible interventions were suggested by stakeholders to remedy the vice. These include, improving selection criteria to grade ten, reducing over enrolment, intensifying supervision, procurement of teaching and learning materials as well as introduction of government allowances to afternoon session teachers.

The study made the following recommendations; the government need to introduce extra duty allowance to teachers of afternoon sessions, absenteeism of pupils and teachers be addressed by school managers, the MOGE should ensure that all secondary schools are well resourced in terms of teaching and learning materials, the government need to raise the cut-off point to grade 10 for afternoon pupils, the government should build weekly boarding houses for afternoon pupils especially girls among others.

DEDICATION

This research report is dedicated to my late father Simon Bbekumbe Chibbandula my mother, Geogina Chaaba Chibbandula, and my sister Linety Chibbandula for the gift of formal education and helping me to realise my full potential in life.

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ACRONYMS

APU	Academic Production Unit
DEBS	District Education Board Secretary
FCUBE	Free Compulsory Universal Basic education
HODs	Head of Departments
MoE	Ministry of Education
MoGE	Ministry of General Education
PTA	Parents and Teachers Association

CHAPTER ONE

INTRODUCTION

1.1 Overview

Afternoon classes is a schooling system in which different cohorts of pupils use the same building and have the same academic curriculum, but learn in the afternoons. In general, the purpose of afternoon classes is to increase access to schooling while limiting strain on the budget. From the policy perspective the introduction of afternoon classes allows existing sets of buildings and facilities to serve more pupils. Afternoon classes have helped many countries to move toward universal primary and secondary education. However, this policy may come at a cost. The limited school day under the multiple shift operation leaves few or no opportunities for any extra-curricular activities. In addition, there is some concern that pupils may be hurt by such policy. Afternoon students may receive a poorer education because of their tiredness by the time of classes or the diminishing productivity of teachers. It is for this reason that this study seeks to establish interventions aimed at improving academic performance of the afternoon classes in Grade 12 Final Examinations in Choma District, Southern Province of Zambia.

Therefore, this chapter presents the background of the study, statement of the problem, purpose of the study, research objectives and questions. Furthermore, the chapter presents the theoretical framework, significance, delimitation and limitation of the study. It further defines the concepts which have constantly been used in order to enable the reader understand the context of the study.

1.2 Background to the study

Learning is a complex and cognitively taxing task that depends on a multitude of factors, including the context of a pupil's school and classes. Many recent, often expensive, educational reform proposals support this idea by focusing on how pupils learn rather than what they learn. In 1991, Zambia introduced a liberalised type of Government. Under this government, private organisations, individuals, religious bodies and local communities were given the right to establish and control their own schools and other educational institutions

(MoE, 1996). In 1996 the Government introduced a National Policy on education, aimed at increasing access to education and life skill training, building capacity for the provision and life skill training and creating conditions for effective coordination of policies, plans and programs.

According to Kelly (1999), about one third of the country's eligible children could not be enrolled in school because of inadequate facilities as a result of limited access to secondary education for most school going children and economic empowerment to teachers and administrators, in 1996 a form of education system was developed known as Academic Production Unit (APU) which was conducted in the afternoon (MoE, 1997). The session was run by the school authority, Parent Teachers' Association (PTA), and the School Board in an attempt to help pupils who could not have access to regular morning places due to varying reasons ranging to inability to pay fees in government and private schools and failure to reach the government and school cut off point in the government examinations. The APU program started in Ndola District in the Copperbelt Province (Mulenga, 2000).

In 2009, government abolished the APU classes and replaced them with regular afternoon classes which are a continuation of the regular morning classes under the same management of the school. There is a very big difference between APU and afternoon classes in the sense that under APU, there was no age limit, the examination numbers in grade 12 were generated at the school hence APU candidates had their own examination register and many more. However, the academic performance in Zambia School Certificate Examinations of the afternoon classes leaves much to be desired. It is increasingly being observed and has become a matter of concern that after the grade 12 general certificate examinations, the general performance of afternoon classes' pupils is very poor. Only very few pupils who sit for their final grade 12 examinations obtain full certificates (Choma District Results Analysis Report, 2011; 2012; 2013; 2014; and 2015). An overall consequence of this poor performance is that these pupils are unable to progress in their tertiary education by entering into universities and other institutions of higher learning. Hence, this study proposes to establish interventions aimed at improving academic performance of the afternoon classes

by Head of Departments, Deputy Head teachers and Head teachers of schools in Choma District, Zambia.

1.3 Statement of the Problem

The Zambian's education policy put emphasis on access and gender parity. Many schools have adopted afternoon classes to ensure access of education to all school going pupils. Even if the afternoon classes play an important role in meeting the Government objective of easy access to education, the academic performance of pupils that have been adopted under afternoon classes in Zambia school certificate examinations have been poor (Choma District Results Analysis Report, 2011; 2012; 2013; 2014; and 2015). It was not clear what interventions had been put in place by school administrators to improve academic performance at grade twelve levels. Therefore, the above concern prompted the researcher to establish possible interventions aimed at improving the academic performance in grade 12 final examinations of the afternoon classes in selected schools in Choma District, Southern Province of Zambia.

1.4 Purpose of the Study

The purpose of this study was to establish interventions aimed at improving the academic performance in grade 12 final examinations of afternoon classes in selected schools in Choma District of Southern Province of Zambia.

1.5 Research objectives:

The study was guided by the following research objectives:

- i. To assess the academic performance of pupils from the afternoon classes of the selected schools in Choma District, Zambia.
- ii. To establish factors that influence academic performance in grade 12 final examinations of the afternoon classes in Choma District, Zambia.
- iii. To determine interventions aimed at improving academic performance in grade 12 final examinations of the afternoon classes.

1.6 Research Questions:

To address the objectives, the following research questions were used:

- i. How is the academic performance of the afternoon classes in grade 12 final examination from 2011 to 2015 in selected secondary schools in Choma District?
- ii. What are the views of pupils, teachers and educational administrators on the academic performance of pupils of the afternoon classes in grade 12 final examination in Choma District?
- iii. What interventions have been put in place by secondary school administrators aimed at improving academic performance of the afternoon classes in selected schools in Choma District?

1.7 Significance of the study

This study is significant in that the findings of the study may provide information to stakeholders on academic performance in grade 12 final examinations of the afternoon classes, factors affecting the afternoon class's academic performance and policies and interventions put in place aimed at improving the academic performance in grade 12 final examinations in secondary schools. The study may also add to existing body of knowledge on interventions aimed at improving academic performance of learners in afternoon classes. It is also expected to motivate further studies into the phenomenon.

1.8 Delimitation

The study was conducted in Choma District in the Southern Province of Zambia. Choma District was chosen because it has a number of upgraded secondary schools and the characteristics of the nature of the problem being studied, which made the area suitable for research.

1.9 Limitation

Considering that the study was restricted to selected secondary schools in Choma District, the findings may not be generalised to the rest of the secondary schools in Zambia.

1.10 Definition of terms

Afternoon session: Classes coming in the afternoon to learn at the same school with the same teachers.

Interventions: Measures put in place to stop something from happening or possible solutions to problems.

Academic performance: the extent to which a student, teacher or institution has achieved their educational goals.

Regular: Normal and accepted session

Quality Pass: Marks from division 1 to 6 or from distinction to credit

1.11 Theoretical framework

This study adopted an Expectancy Theory of Motivation that was proposed by Victor Vroom (Tavan and Losh, 2003). The theory suggests that, when we are thinking about the future, we formulate different expectations about what we think will happen. When we predict that there will most likely be a positive outcome we believe that we are able to make that possible future a reality. This leads people to feel more motivated to pursue those likely outcomes. Vroom stressed on the outcome and not on the needs. He defined motivation as a process controlled by the individual that governed choices among alternatives forms of voluntary activities.

Therefore, Expectancy Theory of Motivation guided this study to find out the academic performance of pupils from the afternoon classes, to establish factors that influence academic performance in grade 12 final examinations of the afternoon classes and to determine interventions employed by secondary school administrators aimed at improving academic performance in grade 12 final examinations of the afternoon classes.

1.12 Summary of the Chapter

This chapter discussed the background of the study, statement of a problem, purpose of the study, objectives of the study, research questions and significance of study. Delimitation, limitation and theoretical framework of the study were also discussed. The next chapter looks at literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter looks at the relevant literature on the subject of academic performance that has been done in Zambia and other parts of the world. The literature review is based on published articles and books mainly from computerised Adobe data base and E-journals. In order to be relevant to the focus of the study, the literature review is premised around the areas that encompass the objectives of the study. As such it looks at the academic performance of pupils, factors that influence academic performance and interventions to improving academic performance in grade 12 final examinations of the afternoon classes. Before that happens, however, an overview of afternoon classes is given.

2.2 Background of Afternoon Classes

Afternoon classes have helped many countries to move toward universal primary and secondary education (World Bank, 2016). According to World Bank Group (2016) progress has been made towards universal education, with 92 percent of children worldwide completing primary education and 74 percent completing lower secondary education. But the tertiary enrolment ratio remains around 30 percent. Increased access to higher education is needed to achieve a productive, talented, and diverse labour force and an empowered citizenry.

Afternoon classes is a schooling system in which different cohorts of pupils use the same building and have the same academic curriculum, but learn in the afternoons. Many developing countries, including Mexico, India, Brazil, Zimbabwe, Russia, Bulgaria, have adopted the afternoon schooling system. In the United States, in states such as Florida, afternoon schooling system is maintained due to the occurrence of natural disasters affecting the physical conditions of existing school buildings. In general, the purpose of afternoon classes is to increase access to schooling while limiting strain on the budget. From the policy perspective the introduction of afternoon classes allows existing sets of buildings and

facilities to serve more pupils. However, this policy may come at a cost. The limited school day under the multiple shift operation leaves few or no opportunities for any extra-curricular activities. In addition, there is some concern that pupils may be hurt by such policy. Afternoon students may receive a poorer education because of their tiredness by the time of classes or the diminishing productivity of teachers. It is for this reason that this study seeks to find out the academic performance of the afternoon classes in Grade 12 Final Examinations in Choma District, Southern Province of Zambia.

2.3 Academic Performance of Pupils in Schools

Gross enrolment ratios at all levels of education have risen globally, but wide variations remain between rich and poor countries. For example, children in high – income countries were almost five times more likely than children in low – income countries to have entered primary school in 2013. The trend is similar for tertiary gross enrolment (World Bank Group, 2016). Much as enrolment may have increased, it is not known if the quality of the academic performance has improved synonymously. If the situation is not synonymous then what are the factors leading to the poor performance and what intervention can be put in place to arrest the situation especially at upper secondary school.

In a study conducted by Cardenas (2010), it was revealed that, on average, afternoon shift schools have lower levels of educational quality. His research shows that schools in the afternoon classes have a higher proportion of low-income students and higher failure and dropout rates in comparison to morning shift schools sharing the same facilities. Saucedo Ramos (2005) describes a selection process which intentionally places repeaters and students with discipline problems into the afternoon classes and shows that quality of instruction is lower in the afternoon than in the morning shift because of the different expectations and attitudes of teachers and principals. Using aggregate school data, Trevino Villarreal and Trevino Gonzalez (2004) and the Spanish scores of afternoon cohort students are significantly lower than the scores of morning shift students. Moreover, they show the importance of positive attitudes of teachers on the academic performance of students. The findings at Spanish scores of afternoon are similar to the current study. The matter remains on what need to be done to curb the vice.

In Nigeria, Fabiyi and Fagbamiye (2001) did a study on academic performance of afternoon pupils in secondary schools. The researcher made use of Pearson moment correlation coefficient and multiple linear regressions in data analysis. The result showed that students' achievement scores in mathematics, integrated science, English language and social studies are not significantly related to teaching effectiveness as this is confirmed for mathematics, English language and technical education. Whereas teaching effectiveness is significantly core related with student achievements in integrated science and social studies.

The schools in the sub-metro have been performing poorly in the national performance tests administered by the Ghana Examination Service and they have also performed consistently poorly in the Metro Mock Basic education Certificate Examination which may be the situation in Zambia. The situation is a great problem since the Ghana Government had initiated programmes such as the Free Compulsory Universal Basic Education (FCUBE) with the view to improving the quality of the education system (Etsey, 2004). The question remain not answered to what factors would affect performance to the afternoon pupils and what intervention can be employed to improve the academic performance of the afternoon pupils a study that has not been conducted.

Studies have been made on how pupils can improve their academic performance at upper secondary school. In Mexico, Avitabile and Hoyos (2015) reported a study to whether providing 10th grade pupils with information about the returns to upper secondary and tertiary education, and a source of financial aid for tertiary education can contribute to improve pupil performance. The study found that the intervention had no significant effects on the probability of taking a 12th grade national standardised examinations three years after. Another work for developing countries found that providing information about the labour market returns to education had a positive impact on pupils' attainments (Jensen, 2010). It is important to understand the academic performance of pupils in order to come up with intervention to improve it.

Concerning Zambia, in 2012, government abolished the APU classes and replaced them with regular afternoon classes which are a continuation of the regular morning classes under the same management of the school. However, the academic performance in Zambia School Certificate Examinations of the afternoon classes leaves much to be desired. It is increasingly being observed and has become a matter of concern that after the grade 12 general certificate examinations, the general performance of afternoon classes' pupils is very poor. Only 40% of the total numbers of pupils who sit for their final grade 12 examinations obtain full certificates (Choma District Results Analysis Report, 2011; 2012; 2013; 2014; and 2015).). An overall consequence of this poor performance is that these pupils are unable to progress in their tertiary education by entering into universities and other institutions of higher learning. And the danger is that no research has been done on the afternoon session on the interventions that can be employed to improve academic performance of afternoon pupils. Hence, the focus of this study was to fill up this gap in literature.

2.4 Factors Affecting Academic Performance of Pupils in Schools

2.2.1. Over Enrolment

Research by Mulenga (2006) and Mbozi (2008) revealed that over enrolment has a negative effect on pupil academic performance in their national examination. It was observed and reported by the Ministry of Education (1996) in Zambia that most classes in schools had an average of 60 pupils per class against the Ministry of Education average of 40 pupils per class for secondary schools. Too many pupils in class made it difficult for pupils to concentrate and teachers to mark homework and tests. Ministry of Education (2008) report further indicated that there is no perfect solution to the large classes except that of breaking them into smaller classes. The success of teaching and learning largely depends on the quality of the student in each class. The number of learners a teacher teaches determines the extent of the teacher's efficiency in teaching and assessing the performance of the pupils in the class and the method to be used to get the desired outcome. The study seeks establish if the gap is fulfilled on the ground.

Large classes have been found to make teaching exhausting. The teacher may be force to speak loudly at all time in order to attract and retain pupils' attention. It is also argued that,

big classes restrain teachers from employing interactive teaching methods and understanding pupils well (Lifalalo, 1995).

Rivera-Batiz and Martin (1995) carried out a study in the United States of America on the consequences of over-crowding. The study used a descriptive survey design and implored mixed method of study. They surveyed 599 students and 213 teachers in overcrowded schools and discovered that 75 percent of the teachers noted that overcrowding negatively affected both classroom activities and instructional courses. About 40 per-cent of the students reported that they had problems concentrating in their classes when learning something new. The study also showed that teacher burnout was much more common in overcrowded building than in underutilized buildings. The study further revealed that teachers in overcrowded schools have little time at their disposal to cover the basic materials and could not have any time for further exploration. Much as over enrolment may be a major problem, it does not affect the afternoon session alone. A much bigger problem needs to be investigated and suggested intervention should have been given aimed at improving academic performance of the afternoon pupils.

Similarly, Bassi (2001) conducted a study in Nigeria on students' under achievement in schools and colleges. A questionnaire survey method was used. He found out that overpopulated classes, institutional materials for teaching and learning are significantly related to student's academic achievement. The researcher discovered that the degree course content in most cases has parallel relationship with the content of primary and secondary school curricula. Therefore, people employed to teach at the primary and secondary levels should attend orientation in order to equip them with the academic content to be learnt. The researcher also observed that lack of teaching aids in most schools and inadequate preparation of most teachers on the effective use of teaching or instructional aides create serious learning barriers that can result to under achievement or poor performance in subject taught in schools. The study outlined a number of factors that are general even to pupils that come to school in the morning and does not put possible interventions aimed at improving academic performance of the afternoon pupils.

Furthermore, Wilkins (2002) and Bazargan (2002) hold similar views that students enrolment numbers and students population contributed significantly to students' academic achievement. Moreover, Mc Laughlin and Driori (2002) 's findings are consistent with that of Evans (2001) who stated that principals' leadership ability or school leadership management had a significant impact on students' academic achievement. The study seeks to establish how much effective are the heads of the institutions under review as the previous studies suggest.

According to Adeyemi and Adeyemi (2014), smaller classes are better in terms of academic achievement. Class size is equally very important in school design, and drives a host of costly facility-related issues that are part of parcel of the school buildings, planning, design, construction, cost maintenance and operation. Given that education is labour intensive, class size is big factor in determining the number of teachers needed and how much education will cost. While social science are engaged in an intensive debate over the effects of class size on educational outcomes, there is a wide spread and popular belief that smaller classes are better.

2.2.2. Instructional Knowledge

According to Broder and Dorfman (1994) factors such as instructor's knowledge of subject, preparation for classes, ability to maintain interest and stimulate study, ability to clearly explain subject matter, enthusiasm for teaching, consideration and interest in student, ability to stimulate thinking, organisation of lectures, trying information together coverage of subject of examinations effect teaching quality. Other factors include class characteristics, instructors' characteristics, differences in instructors and course attributes (Bassi, 2001). All the teachers teaching at senior section whether morning or afternoon are graduates hence the issue of ability to explain subject matter cannot come. More factors than the latter need to be established to arrive the cause of failure.

Studies done in the Native America Community showed that teacher characteristics attitudes about students, knowledge of subject matter, support from parents and teachers and

understanding the culture of student all have shown to improved academic performance (William, 2001). In Pakistan, parental involvement in four different ways, that is, school based activities, home based activities academic activities of pupils and indirect involvement in academic performance of children direct affect performance of pupils (Rafiq, et al, 2013). What is difficult to understand most of these pupils are coming from their parents' home and there is no parent who would not want his/her child to do well in class.

An empirical research on the relationship of the internal locus of control and female role models in female college students was carried out. The researcher found that instructional effectiveness and co-operative/competition condition affect academic achievement (Howard, 1995). In support of this, Kingdom (1996) conducted a similar study on student achievement and teachers' pay in India. Both studies used descriptive survey design and used mixed methods. They found that teachers' remuneration affected students' academic achievement. Teachers' attitude may make students to run away from school. Osarennen (1998) further observed that some teachers did not prepare their lessons adequately. The content of the lessons is in most cases not adequate to keep students in class. As a result of the inadequacy in the preparation of subject matter, students may loiter along the school compound looking for an opportunity to leave the school. Some of the students do not bother to come to school because they know their teachers will not teach well. This practice is also rampant among students of tertiary institutions. Much as these results are true, our main interest is the afternoon pupils who may not be affected by teachers' remuneration. The study does not suggest possible interventions aimed at improving academic performance of the afternoon.

Adetoro (1999) in Nigeria, investigated the institutional factors that affect students' academic performance and found that variables such as peer-group influence, home-school distance, age, experience of the learners' interest and commitment to learning affect students' academic achievement. He adopted the ex-post facto research method for the study and documentary evidence and personal assessment were also used. The findings of the study revealed a significant relationship between teachers' qualifications and students' academic achievement. The study also showed that interest and commitment of teachers had highest correlation among urban and large schools followed by semi-urban and medium

schools with the least correlation in rural or small schools. Since the afternoon classes are both in the urban and rural area and the academic performance of the afternoon pupils seem to be the same, much more information is needed to justify the poor academic performance of the afternoon classes.

2.2.3. School Environment

Good school environment is an essential ingredient in the attainment of quality education. Conducive learning environment improves students' performance in class work and examinations. Ukit (2003) defined school environment as the aggregate of internal conditions or factors, which influence the activities of educational institutions. These conditions often include economic, legal, political, socio-economic, technological and physical factor. Similarly, Uwadiae (2001) described school environment as conditions (natural and manmade) prevalent in the school and include: climate, buildings and their structural design, facilities/equipment for teaching and learning, library materials, recreational facilities, leadership style of the school management and the level of academic planning and involvement. Good school environment is very essential for the attainment of quality education and could influence student academic performance. Good environment can also lift one up and promote one's all round development and bad environment can let one down and make a person live a hopeless life.

In support of this, Mark (2002) reported that clean, quiet, safe, comfortable and health environments are an important component of successful teaching and learning. According to Mark (2002, poor indoor air quality makes teachers and students sick and sick students and teachers cannot perform as well as healthy ones. Both the morning and the afternoon pupils learn in the same environment but one session seems to be doing much more well than the other which means, there are other factors that hinder good performance on the other session.

Moreover, Sucharita (2004) carried out a study on the effect school climate on social intelligence and found that qualities of the school environment interacted with general intellectual ability of the students in the process of development of their social intelligence. He employed the usage of 2 by 2-factorial design in his research where the two levels of

intelligence interacted with the two type of school environment. The findings of the study showed that average students in enriched climate scored significantly higher on social intelligence tests than average students in non enriched school climate. In addition to this, it was found that temperature and humidity affected indoor air quality which invariably affected students' academic outcomes. With the same temperature and same humidity, others are affected. Inasmuch as the latter affect academic performance the above factor may not be the only one that led to poor performance of the afternoon pupils.

Kennedy (2001), and McGovern (1998) and Moore (1998) observed that schools need especially good ventilation because children breathe a greater volume of air in proportion to their body weight than adults do. One of the symptoms of poor ventilation in a building is a build up of carbon dioxide levels reach 1000 parts per million headaches, drowsiness and inability to concentrate ensues. In support of this, Myhrroid et al (1996) found that increased carbon dioxide levels in classrooms owing to poor ventilation decreased students' performance in tests and increased students' complaints of health problems as compared to classes with lower carbon dioxide levels. Good acoustics are also fundamental to good academic performance. Lemaster (1998) reported three key findings that higher student achievement is associated with schools that have less external noise that outside noise causes increased student dissatisfaction within their classroom and that excessive noise causes stress on students.

There is also an evidence of cumulative effect of excessive classroom noise on a student's academic achievement level. These problems are more acute for students who may have hearing impediments and may affect the detection of such impediments (Nelson and Soli, 2000). Fisher (2000) buttressed this view by observing that high noise level cause stress noise levels influence verbal interaction, reading comprehension, blood pressure and cognitive task success and may induce feelings of helplessness, inability to concentrate and lack of extended application to learning tasks. High noise may affect the academic performance of pupils assuming these schools are in the heavy industry areas. However, interventions need to be found to stop the vice.

The findings of Franklin (1995) and Broder and Dorfman (1994) showed that institutional environment and organisational characteristics contributed to students' academic achievement. Both used descriptive survey and implored mixed method of study. The study found that enthusiasm for teaching, consideration and interest in students' instructors' characteristics had significant contribution of students' academic achievement. It is therefore not known what interventions have been put in place to improve the academic performance of the afternoon pupils.

Furthermore, the study conduct by Adeyemi and Adeyemi (2014) shows that teachers' interest and commitment also contribute to students' academic achievement. A descriptive survey design was used and a quantitative method was implored in the study. It was found that interest had to do with learner's predisposition to react positively in certain aspect of the environment and interest is usually developed in relation to any situation depends upon the situation's potential or actual fulfilment of personal needs and goals. Students' interest in courses has been cited as a partial explanation for overall course ratings, occupational choice and achievement. These factors are general to both morning and afternoon pupils and nothing has been said on the interventions aimed at improving the academic performance of the afternoon pupils.

2.2.4. Teaching and Learning Materials

Teaching and learning materials affect the academic performance of the pupils. Effective Head Teachers provide their teachers with adequate teaching and learning materials which in turn motivate teachers to work hard and improve the academic performance of the pupils (Mwanza, 2004). As it has already been mentioned, materials play an important role in the improvement of education. Research indicates that learning is severely hampered by an under supply of basic text books and other teaching and learning materials. However, it is not a matter of the availability of text books but how they apply to the new curriculum and being used by teachers.

In regard to the learning and teaching materials, literature points out that, schools which have good supply of text books and other teaching materials, pupils performed better than

those who did not have. The availability of teaching and learning resources in the school where pupils can get information and learn on their own have a positive effect on pupil's academic performance. According to the National Assessment Survey conducted by Examination Council of Zambia (2008), pupils who had access to good quality educational materials in their schools had performed well in their final examinations.

Wilkins (2002) conducted an empirical investigation on linking resources to learning. The study used an ex-post facto design with a quantitative research method. The report suggested that resource management contributed to higher academic achievement. According to the researcher pupils' number should be given increase emphasis as the determinants of school budgets with the intended consequences. Ayodele (1999) investigated resource situation in Nigerian schools as correlate of students' academic performance. The study used quantitative method and found that inadequate resource materials in schools for teaching and learning may lead to low students' academic achievement. The study further showed that a positive and significant relationship exists between resource situation and students' academic performance. The findings of the study showed that there is no significant difference in the resource situation between old generation and new generation schools. The study also showed a positive and significant relationship between physical and material resource situation and students' academic performance. The findings of this study are consistent with those of Oni (1992) which stated that the presence of unqualified teachers in the school system had the tendency to cause low students' performance since qualified teachers have been seen as the drivers of effective educational system. The learning and teaching resources may be very important in the academic performance of the pupils but afternoon and morning pupils use the same teachers and same learning and teaching resources hence much more information is needed to justify their poor academic performance.

Udoh (1990) holds consistent view with Fabiyi and Fagbamiye (2001) who stated that physical and material resources contributed significantly to students' academic performance. These findings are also in line with that of Aodele (1999) who stated that inadequate resources for teaching and learning may lead to low students' academic achievement. In addition to this, Bassi (2001) holds consistent view with Oni (1992) who stated that the

presence of unqualified teachers in the school system has the tendency to cause low students' academic achievements. In a study by Fabiyi and Fagbamiye (2001) on teaching resources and teaching effectiveness in selected colleges of education in Nigeria it was discovered that teachers' welfare package, staff development scheme and promotion prospects were significant related to students' academic achievement. The researcher made use of Pearson moment correlation coefficient and multiple linear regressions in data analysis. The result of the findings showed that only one out of the six institutions used for the study recorded a significant relationship between the usage of physical and material resources and teaching effectiveness. The findings also reviewed no significant relationship between resource availability and their utilization. It is not known to what extent physical and material resources have affected the academic performance of the afternoon pupils hence this study. However, these findings are not consistent with those of Udoh (1990) which observed that the use of Physical and material resources contributes significantly to students' academic achievement.

To buttress these findings, Oladele (1985) also observed that the quality, quantity and use of physical facilities could influence teaching effectiveness. However, it can be summed up that if physical and material resources were optimally used, teaching effectiveness would be better enhanced. The non significance of utilisation of resources on teaching effectiveness may not be unrelated to the sense of frustration experienced by teachers as a result of general inadequacies in the availability of resources. The study also showed that subject areas that recorded acute shortage of teaching personnel had the highest failure rates at the senior secondary school level. This may be true but may not apply in this instance because the same personnel is doing much better on one session than the other.

However, Kelly and Kanyika, (2000) argued that, the number of text books did not automatically improve learning but teacher training must also improve to ensure effective teaching and use of text books. It was also found that, the library was a necessary tool to enhance academic performance of pupils. The afternoon classes had no access to the library and in some instances; the rooms were too small to accommodate both the regular pupils and

the afternoon pupils (Mulenga, 2008). This may be true but what intervention is needed aimed at improving the academic performance of the afternoon pupils?

2.2.5. Communication Competence

We need to also mention that communicative competences either oral or aural are important aspect in academic achievement. The oral aspect involves speaking while the aural has to do with listening. We should understand that oral communicative competence is beyond mere speaking but also productive skill which calls for the speaker to be able to encode the message which one wishes to convey. The above productive skill of speaking in English is what our learners lack most at grades 8 and 9. It is for this reason this study seeks to establish interventions aimed at improving the academic performance of the afternoon classes.

In support of the aforementioned, Madalitso (2013) argued that the most important factor with positive effect on students' performance is student's competence in English. If the students have strong communication skills and have strong grip on English, it increases the performance of the students. The performance of the student is affected by communication skills; it is possible to see communication as a variable which may be positively related to performance of the student in open learning. A major distinction of this study from previous studies is that it focuses on open learning.

Another cause of poor academic performance among pupils is the inappropriate teacher language which is mostly used to learners during the lesson delivery. Many learners fear to speak out due to the vulgar language that teachers use to the responses of the learners. Muzumara (2011) says most of the learners in schools have difficulties to express themselves due to fear. In addition, Madalitso (2013) commends that the vulgar language that teachers use include phrases such as cockroach, foolish, dull and administering physical punishment like throwing pupils' books, slapping among others. These abuses hinder pupils' progress in the academic cycles, hence needs to be avoided at all cost.

This discussion brings out the fact that a positive relation is an important factor in improving learner performance. From the messages learners receive, they decide whether to risk participation in class or not. In relation to inappropriate teacher language, Kunkhuli (2005) has demonstrated that the aspect of Labelling Theory has significantly caused poor performance to most learners.

It is generally accepted that it is teachers who call their pupils clever, dull and it is teachers again who to a certain extent determine whether pupils will pass or fail. Teachers act as judges and try by all means to convict pupils during the process of learning. During the process of interaction, pupils usually come to know the label and perform according to the label given. Kunkhuli (2005) describes the fate of pupils in this way: pupils must learn how the reward system of the classroom operates and then uses the knowledge to increase the flow of rewards to themselves. Most learners soon learn that rewards are granted to those who perform well. It is very clear from the discussion that teachers tend to point out pupils' deficiencies more than praising them for their efforts and small improvements. This tends to be more discouraging and may result in feelings of inferiority and failure.

Farrant (1964) actually throws much light saying, the teacher is a dominant figure, who determines the pace of learning and the emphasis is more on teaching than on learning. There exists a culture of silence among learners during teaching due to little opportunity offered for active participation. This leaves the learners with a lot of questions not answered.

2.2.6. Social Economic Status

Social economic status affects the pupils' academic performance. This is confirmed by Femi (2006) who said that, the background of the pupil to an extent has a very strong influence on the pupil's mental and physical development process. A child from a rich background develops faster than a child from a poor background. Farrant (1964) also share the same view that pupils whose parents are educated are usually more exposed than those whose parents are not educated. The author continues to say, the environment where a pupil grows up determines the level of academic achievements and education attainment of that pupil.

According to Cardenas (2010), on average, afternoon shift schools have lower levels of educational quality. His research shows that schools in the afternoon session have a higher proportion of low-income students and higher failure and dropout rates in comparison to morning shift schools sharing the same facilities. Saucedo Ramos (2005) describes a selection process which intentionally places repeaters and students with discipline problems into the afternoon session and shows that quality of instruction is lower in the afternoon than in the morning shift because of the different expectations and attitudes of teachers and principals. Using aggregate school data, Trevino Villarreal and Trevino Gonzalez (2004) and the Spanish scores of afternoon cohort students are significantly lower than the scores of morning shift students. Moreover, they show the importance of positive attitudes of teachers on the academic performance of students.

In Kenya research was conducted to examine different factors affecting the academic performance of secondary school pupils. A descriptive survey design was used with a survey method of study. The study showed that academic performance of pupils was the product of socio-economic, psychological and environmental factors (Reche, et al, 2012). A similar research in Nigeria found that children with high expectations for success on the task usually persist at it longer and perform better than children with low expectations (Tella, 2007). In Namibia, many researchers recognise the important role of strong positive bond between homes and schools play in the educational achievement of pupils (Guolang, 2010). While in Kwazulu Natal, factors that hinder learner academic performance range were lack of clearly delineated goals, institutional policies and ineffective communication between educators and learners (Ndimande, 2005). There were many factors that cause poor academic performance but the issue was what interventions were put in place to curb poor performance?

Research by Ajila and Olutola, (2000), Cardenas, (2010), and Reche, et al, (2012) also show that students who attend the afternoon session spend their mornings studying, or performing house chores, or working to supplement family income. In rural areas, children generally help their families in field work. As a result, children attending afternoon school sessions may be at a disadvantage because they are tired and they may be less attentive to new learning. Because of the perceived difference in academic performance between the

different schooling shifts, goal-oriented parents and students seek the highest quality of education may prefer to attend the morning school session

2.2.7. Motivation

The issues of motivation of students in education and the impact on academic performance are considered as an important aspect of effective learning. However, a learner's reaction to education determines the extent to which he or she will go in education. The impact of motivation on education of mathematics of a child cannot be undermined. That is why Hall (1989) believes that there is a need to motivate pupils so as to arouse and sustain their interest in learning mathematics. "Motivation raises question on why people behave in the way they do". An individual could therefore, from psychologists' point of view, be seen as politically, socially and academically motivated depending on the motive behind his or her activities.

On the research carried by Chan, (2008) and Tavan and Losh, (2003) in the Peoples' of the Republic of China and in Florida respectively showed that high performing schools had more pupils library hours compared with low performing schools and that levels of students' internal characteristics such as motivation self-confidence and future expectations strongly influenced their achievement during their academic education. It is therefore important to find out how much time are the afternoon pupils given to enhance good academic performance.

Okoye (1983) opined that motivation holds the key to the understanding of human behaviour. According to him, motivation explains why one individual dodges work, another works normally satisfactorily enough to reach the height, while yet others resort to illegal and unconventional methods of achieving social, academic, economic and political recognition. He added that motivation should be carefully manipulated whether in the work situation or study situation, so that our students are neither under motivated or over motivated but appropriately motivated so as to be useful to themselves in their society and the world at large.

In a study conducted by Evans (2001) on morale, job satisfaction and motivation among education professions, it was found that school leadership, management, salary, educational policy and reforms and conditions of service significantly contribute to the satisfaction and motivation among education professionals. The researcher did a comparative analysis of the variables of study. He observed that the greatest influences on teacher morale, job satisfaction and motivation are school leadership and management.

Research has revealed that teachers are the main source of motivation to pupils in classrooms, especially those that are cheerful, approachable and do not negatively criticise pupils. It is for this reason why rewards and other classroom incentive must be awarded to deserving teachers (Mutale, 2010).

In addition poor academic performance is caused by lack of motivation among learners. Macharia (1989) says motivation to learn is based on interest. If teachers manage to stimulate the curiosity among pupils, they will also discover willingness to learn by the pupils. Teaching that motivates, satisfies learners more effectively. Madalitso (2013) also argues that, classroom environment have an important bearing on performance in class as it affects pupils in a beneficial or adverse way. The writer observed that the teachers have a big role to play in the creation and maintenance of motivation among learners if they are to achieve meaningful learning. This goes to say, teachers have to help pupils improve the motivational beliefs in order to find ways that reach to their academic achievement. At present, many of our learners are poor academically because of lack of motivation from some element such as family background, social-environment, physical environment, culture, method of learning and so forth.

Motivation talks are key agents of motivation in a classroom. The meaning and importance attached to the education of the child should be understood by the stake holders and care giver, that is, government, managers, pupils and the community. Many children aspire to do something in life, yet most managers of schools hardly ask children what they want to be in life (Mbozi, 2008).

2.2.8. Absenteeism

Absenteeism, late coming and knocking off early has negatively affected pupil performance in schools (Kasanda, 2003). If the teacher is not in the classroom, there is no learning taking place. There is absence of interaction between the teacher and the pupils and the programme for that particular day is disturbed. Teacher absenteeism does not only mean that the teacher is at home or somewhere else. It also means that the teacher is in school but not physically present in the classroom to conduct a lesson (Mbonzi, 2008, Mwanza, 2010).

Mulenga (2006) revealed that teachers were irregular or missed classes because they were called for a meeting or tired from work in the morning and in some instances teachers expected to be called by pupils and if they were not called, they may not come to teach. While others just sent notes to the monitor to write on the board. It is important to establish reason why teachers have such attitude on the expense of pupils' academic performance.

Kelly (2000) pointed out the high rate of absenteeism among teachers and pupils are yet another cause of poor academic performance. This is agreed by Kanyanta (2004) who pointed out that, despite the growing demand for free basic education, teacher numbers fell during 2002/ 2003 and is continually falling. Illness and death among teachers has risen alarmingly due to HIV/AIDS and the impact on the Zambian education system is vividly seen. Absenteeism has increased as teachers are required to care for family members. The remaining teachers are ill-equipped to manage the increasingly large classes with poor resources. It is not necessary to leave the situation the way it is hence this study to establish intervention aimed at improving the academic performance of the afternoon classes.

Furthermore, Madalitso (2013) reported that teachers were absent with persistent illness, or to attend funerals and carry out family responsibilities. Schools faced a choice between returning pupils away illegally and trying to meet their needs in huge classes. Among the causes of absenteeism on pupils was found out that pupils were often tired after long hours of household labour while some pupils also reported that the need to devote time to look after siblings or generate income affected their performance when they could attend classes.

This point is further underscored by Longwe (1997) in Madalitso (2013) who contends that absenteeism is a very serious offence because once a teacher is absent from duty, all the classes he or she was supposed to on that day suffer. So the absence of one teacher causes the suffering of many pupils and that may affect their academic performance. There may be many reasons for a teachers' absence from duty such as illness, death of relation or some other urgent matter the teacher has to attend to. Whatever the case may be, some arrangement need to be made to cover up. From the evidence given, it must be recognised that absenteeism is a huge problem among teachers which eventually spills over to pupils. It is very clear from this discussion that many days of being absent from duty deprives the learners of their learning time making it difficult for them to improve in their performance.

Mbozi (2008) indicated that, laziness and negligence by teachers in preparing meaningful teaching and learning lessons contribute to poor academic performance of pupils. This is mainly due to long periods of time elapsing between one visit of the school inspectors or standard officers. Lack of close supervision and monitoring contribute negatively to pupils' academic achievement and reasons for not preparing must be established hence this study.

Malambo (2012) alluded to the fact that unclear school policies are some of the contributing factors to poor academic performance in schools. He revealed that well spelt out school policies encourage both teachers and pupils to work hard towards meeting them, hence improve the academic performance of pupils. However, in most schools pupils and teachers are ignorant of the policies in the school. Mwanza (2004) said effective Headteachers have visions for their schools and those visions are shared with their teachers. This encourages teachers to work hard towards achieving goals of the school. Inasmuch as the above factors are true about the academic performance of pupils, the problem remains on why the afternoon but not the morning session.

2.5 Interventions Aimed at Improving Academic Performance in Schools

Since the afternoon pupils have not enough time of learning, home work would be the only alternative. Due to the sizes of classes, teachers have found it difficult to give home work to

the pupils. Too many pupils in class made it difficult for teachers to mark (Mbozi, 2008). Besides the above mentioned, the contact time between teachers and learners in schools is yet another cause to poor academic achievement. According to a survey conducted by MOE (2008), it was found that the contact hours were very short. The loss was attributed to the school calendar, teacher and pupil's absenteeism, examination period, lack of infrastructure and meetings. These reasons may have added to the already limited time in the afternoon.

A study conducted by Adegoroye (2004) on the influence of Nigerian secondary school principals personal attributes on teachers, job fulfilment and satisfaction to have an effect pupil academic achievement. He used a case study design with qualitative method of study. He found that friendliness at work, grasp of organisational policies, observing hierarchical structure and giving incentives for job performance are significantly related to the personal attributes of principals. The researcher used means, correlations, coefficient in analysing data. The finding of the study shows that when teachers are satisfied with their boss attitudes and promotion prospects, they will put in their best and ensure students academic progress.

Mbozi (2008) and Mwanza (2004) alluded to the fact that there should be flexibility in the school calendar and curriculum to respond to the need of the community. Even if some managers of schools know that they can adjust the school time table, they hardly do so. Head teacher's management style has a direct bearing on teacher performance such as hard working, able to manage time, good communicator, and good listener, visible in school and able to monitor teachers.

Factors ranging from school environment, teacher and pupil characteristics and parental support direct or indirect affected academic performance of pupils but it is not known what intervention are put in place by the school administrator. It is for this reason the researcher wants to find out some interventions by school administrator aimed at improving the academic performance of the afternoon classes in Choma District of the Southern Province in Zambia.

And the danger is that no research has been done on the afternoon session on the quality of the academic performance, the factors that affect the academic performance and interventions that can be employed to improve performance to the afternoon pupils. The focus of this study was to fill up the gap in literature.

After the review of previous research on academic performance of pupils in schools, the researcher concludes that there are few empirical and analytical studies that provide detailed information on the academic performance of pupils in the afternoon classes. In addition, there is a literature gap on academic performance of pupils in the afternoon classes in Secondary Schools in the Zambian context since very few studies have been conducted on issues related to the phenomena under study resulting in knowledge gaps. There is, therefore, a dearth of literature on the quality of the academic performance, the factors that affect the academic performance and interventions that can be employed to improve performance to the afternoon pupils. To this effect, sufficient reliable and comprehensive knowledge is not available. Hence, this study endeavours to find out interventions aimed at improving the academic performance in grade 12 final examinations of afternoon classes by Head of Departments and Headteachers of schools in Choma District, Southern Province of Zambia.

CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter presents the methodology that was used in the study. A methodology is an activity or business of choosing, reflecting upon, evaluating and justifying the approaches you use in the data collection (Wellington 2000). This chapter also highlights the research design, sampling procedure, target population, method of data collection, research instruments and data analysis that was used in the research. Ethical considerations of the research in the process of data collection are also presented.

3.2 Research design

A research design is the scheme, outline, or plan used to generate answers to research problem (Orodho, 2003). It shows all procedures that are selected by the researcher for studying a particular phenomenon. This study used a case study design in order to generate detailed information and analysis about the study. According to Polit and Hungler (1983) a case study is a research strategy, an empirical inquiry that investigates a phenomenon within its real-life context. Case studies are detailed investigation of individuals, institutions, events, policies or any other systems that can be studied holistically. Therefore, when selecting a subject for a case study, researchers use information oriented sampling as opposed to random sampling. A case study can also include quantitative evidence. With this understanding, the current study was a qualitative design but some quantitative techniques were borrowed in the analysis to make more sense from the data. The combination of qualitative method and some quantitative techniques is a way of reducing on biases that come with using one paradigm and also to increase the validity of the research findings (Creswell, 2009).

3.3 Study Population

According to Kombo and Tromp (2006) a study population is a group of persons or elements that have at least one thing in common (Kombo and Tromp, 2006). In any given research the

study population is that population that the researcher is interested in studying. The target population in this study were all the Heads of departments, headteachers, all the teachers and all the pupils of the secondary schools in Choma District.

3.4 Sample Size

A sample is a subset of the population which has properties which make its representative of the whole. Bless and Achola (1988) define sample as a small but well chosen group of objects or persons representing a much wider group, the population. The sample size for this study was 190, comprising of five (5) head teachers, fifteen (15) heads of department, 45 teachers, and 125 pupils of the five schools in selected secondary school in Choma District of Zambia. Kombo and Tromp (2009) argue that *“it is important for the researcher to identify and select respondents that answer and fulfill the research questions and objectives the research is addressing”*. The concept of sample arises from the inability of the researchers to test all the individuals in a given population. The main function of the sample is to allow the researchers to conduct the study to individuals from the population so that the results of their study can be used to derive conclusions that will apply to the entire population. It is much linked to a give-and-take process. The population “gives”, and then, “takes” conclusions from the results obtained from the sample (<http://explorable.com>).

3.5 Sampling Procedure

Sampling procedure is a process through which the respondents are chosen from the population. Orodho and Kombo (2002) define sampling as the procedure which researchers use to gather people, places or things to study. It is a process of selecting a number of participants or objects from a population in such a way that the selected group contains elements representative of the characteristic found in the entire group (Orodho and Kombo, 2002; in Kombo and Tromp, 2009).

This study adopted both simple random and purposive sampling techniques. Simple random technique is a selection that provides each element in the population an equal chance of

being included in the sample while purposive sampling refers to the practice of selecting subjects that are likely to provide the best information to address the purpose of the research (White, 2003). In this study, purposive sampling was done on the headteachers because not all the secondary schools had Afternoon classes and simple random sampling was done on heads of department, teachers and pupils of the selected schools. According to Kombo and Tromp (2006: 82), Purposive sampling technique refers to the selection of a group of people believed to be reliable for the study because of the rich information they possess. By virtue of them being at the helm of respective schools they were worth being sampled purposively because they were perceived to have first-hand information pertaining to the operations of the schools.

3.6 Data Collection Procedures

Bloomberg and Volpe (2008) allude to the fact that the data collection section in research is the section that describes and justifies all data collection methods, tools, instruments, and procedures, including how, when, where, and by whom data were collected. According to Kombo and Tromp (2006) data collection is the gathering of specific information aimed at providing or refuting some facts. Before gaining entrance to the schools, an elaborate procedure for permission was engaged in. The procedure included the researcher obtaining a letter from the Assistant Dean of Postgraduate Studies in the School of Education at the University of Zambia. The letter introduced the researcher to the relevant authority concerned starting with the office of the District Education Board Secretary down to the headteachers of the schools that were investigated.

The quality of research depends, to a large extent, on the quality of the data collection tools implored. There were two main sources of data in this study, namely secondary and primary data. Secondary data were collected from grade twelve schools' final examination analysis documents and from District Education Board Secretary statistics on grade twelve final national examination data base. Primary data were gathered from respondents through the use of questionnaires, semi-guided interview schedules and focus group discussions. The researcher used the questionnaire, semi-guided interview schedule and focus group to collect primary data from the respondents. The questionnaire was administered by the researcher to

the participants. Participants were allocated five (5) days in which to complete the questionnaires although this was not possible to achieve. The present studies encourage the use of a mixture of data collection instruments to ensure validity of the information gathered and for triangulation (Borg et al, 1989).

3.7 Data Collection Instruments

Data collection techniques involved the use of in-depth interviews, semi-structured questionnaires and focus group discussions since the study was qualitative in nature. Data was collected through circulating questionnaires to the 75 afternoon pupils in three different schools. In-depth interviews were held with teachers, heads of department and the headteacher. A focus group discussion guide was used to collect data from informants consisting of pupils and teachers in the sample. Documents from schools and the District Education Secretary's office were also used.

The semi-structured questionnaire was used because it upholds confidentiality and saves time. Since questionnaires are presented on paper format there is no opportunity for interviewer bias and it is an economic way of accumulating information of significance, data can be generated from a large sample within a short time and it is fairly easy to tabulate and analyse. Confidentiality is also upheld. Interviews were used because the researcher was able to get in-depth information about the problem being researched and varied opinion on an issue. The interviews also allowed the respondents to freely respond to an issue, and the researcher could, therefore, gather a lot of information (Kombo and Tromp 2006). On the other hand, focus group discussion was chosen as data collection tool because it simultaneously solicits for opinions and experiences of participants (Kasonde, 2013). Focus group discussion also offers a certain quality of control, in that; participants provide checks on each other (member checking); excluding extreme or false views (Patton, 1990). The researcher used a note book and a pen to record data from focused group discussions and interviews.

3.8 Data analysis

Since the study used a mixed method, data were analysed both thematically and statistically. Thematic analysis basically refers to topics or major themes that come out of the interviews or discussion (Charon, 1979). In this case, thematic analysis focused on the major themes in relation to the objectives and research questions of the study. On the other hand, some quantitative data that was used in the study was analysed using Microsoft Excel to produce outputs such as percentages, pie charts, bar charts, distribution tables, frequency tables and graphs.

3.9 Ethical considerations

Authority to conduct research was sought from the University of Zambia Research Ethics Committee. This was done in recognition of their authority and to gain their support and co-operation during and after the study. Consent from the office of the District Education Board Secretary in Choma District was provided to allow the researcher to conduct the study in school in the district. The researcher introduced himself to the respondents and explained the purpose of the study. In addition, verbal permission was sought from each participant who was selected in the sample and confidentiality was assured in that no name was indicated in the research. The names of participants and study sites were not included in the study. Therefore, all participants in this study remained anonymous. Moreover, consent was sought from respondents to participate in this research; no respondent was forced to give information when he or she was not willing to do so.

3.10 Summary

The chapter provided a description of the methodology that was employed to collect the required data. It has provided highlights on the research design, population, study population, sample size, sampling procedure used to generate information required to support the study, tools for data collection and justification of these instruments, data collection procedures and how analysis of data was done, and finally an outline of ethical considerations before the commencement of the study. The next chapter presents research findings.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.1 Overview

This chapter presents the findings of the study, which aimed at establishing interventions aimed at improving academic performance in grade 12 final examinations of afternoon classes of selected schools in Choma District of Southern province of Zambia. The presentation is outlined in relation to the study questions and the emerging themes. The questions of this study were:

- i) How is the academic performance of the afternoon classes in grade 12 final examination from 2011 to 2015 in selected secondary schools in Choma District?
- ii) What are the views of pupils, teachers and educational administrators on the academic performance of pupils of the afternoon classes in grade 12 final examination in Choma District?
- iii) What interventions have been put in place by secondary school administrators aimed at improving academic performance of the afternoon classes in selected schools in Choma District?

In order to have an overview of what is happening in the schools under review between the two sessions; table 1, 2 and 3 below show the average number of pupils in both morning and afternoon sessions who sat for grade 12 final examinations from 2011 to 2015. Details of the tables show the average number of pupils who sat, quality pass which ranges from division 1 to 6 per subject. The tables also show pupils who failed the examinations and the average pass percent of pupils.

4.2 The Academic Performance of Pupils- Afternoon Classes

Table1: Academic Performance for both Morning and Afternoon Sessions of Eland Secondary School, 2011 - 2015

ELAND SECONDARY SCHOOL					
SUBJECT	SESSION	NUMBER OF PUPILS SAT	1-6 PASS	FAIL	% PASS
ENGLISH	AFTERNOON	184	69	18	38
	MORNING	329	289	5	88
MATHS	AFTERNOON	182	22	137	12
	MORNING	330	201	92	61
SCIENCE	AFTERNOON	184	15	121	8
	MORNING	292	138	68	47
BIOLOGY	AFTERNOON	180	23	92	13
	MORNING	320	193	28	60
RE	AFTERNOON	180	63	36	35
	MORNING	324	233	21	72
COMMERCE	AFTERNOON	130	38	62	29
	MORNING	128	72	38	56
HISTORY	AFTERNOON	59	20	25	34
	MORNING	41	24	7	59
GEOGRAPHY	AFTERNOON	82	17	23	21
	MORNING	102	72	4	71
CHITONGA	AFTERNOON	102	43	17	42
	MORNING	54	32	7	59

Source: Results Analysis from Schools, 2011 – 2015

Table 1 above shows the academic performance difference between pupils who attend morning classes and those that attend afternoon classes at Eland Secondary School. The data shows that of the 187 candidates who sat for grade 12 final examinations in the afternoon session in English Language, 69 pupils obtained between division 1 and 6, 18 failed giving 38 percent pass. In the morning session, 329 sat for examinations and 289 obtained between

division 1 and 6 while 5 pupils failed giving 88 percent pass. In Mathematics, 182 pupils sat for grade 12 final examinations in the afternoon session and 22 pupils obtained between division 1 and 6 while 137 pupils failed giving 12 percent pass. In the morning session, 330 pupils sat and 201 scored between division 1 and 6 while 92 failed giving 61 percent pass. This trend was almost the same in all the subjects except for History and Zambian Language at this school.

Table 2: Academic Performance for both Morning and Afternoon Sessions of Sable Secondary School, 2011 - 2015

SABLE SECONDARY SCHOOL					
SUBJECT	SESSION	NO. OF PUPILS SAT FOR EXAMINATIONS	1-6 PASS	FAIL	% PASS
ENGLISH	AFTERNOON	267	163	27	61
	MORNING	282	218	11	77
MATHS	AFTERNOON	267	40	179	15
	MORNING	281	106	115	38
SCIENCE	AFTERNOON	267	43	184	16
	MORNING	282	97	128	34
BIOLOGY	AFTERNOON	261	55	89	21
	MORNING	278	113	70	41
RE	AFTERNOON	172	108	15	63
	MORNING	281	216	28	77
COMMERC E	AFTERNOON	139	71	42	51
	MORNING	221	115	57	52
HISTORY	AFTERNOON	49	15	16	31
	MORNING	63	45	12	71
GEOGRAPH Y	AFTERNOON	104	47	18	45
	MORNING	126	76	12	60
CHITONGA	AFTERNOON	145	51	32	35
	MORNING	197	107	54	54

Source: Results Analysis from Schools, 2011 – 2015

Table 2 above shows the academic performance difference between pupils who attend morning classes and those that attend afternoon classes at Sable Secondary School. The data shows that 267 candidates sat for grade 12 final examinations in the afternoon session in English Language where 163 pupils scored between division 1 and 6, 27 pupils failed giving 61 percent pass. In the morning session, 282 sat for the examinations and 218 scored between division 1 and 6 while 11 pupils failed giving 77 percent pass. In Mathematics, 267 pupils sat for grade 12 final examinations in the afternoon session, 40pupils obtained

between division 1 and 6 and 179 pupils failed giving 15percent pass. In the morning session, 281 pupils sat for the examinations and 106 scored between division 1 and 6 and 115 failed giving 38percent pass rate. This trend was almost the same in all the other subjects except for English Language where they did much better.

Table 3: Academic Performance for both Morning and Afternoon Sessions of Kudu Secondary School, 2011 - 2015

KUDU SECONDARY SCHOOL					
SUBJECT	SESSION	NO. OF PUPILS SAT FOR EXAMINATIONS	1-6 PASS	FAIL	% PASS
ENGLISH	AFTERNOON	181	83	14	46
	MORNING	224	180	1	80
MATHS	AFTERNOON	177	18	135	10
	MORNING	218	89	97	41
SCIENCE	AFTERNOON	180	15	131	8
	MORNING	219	76	83	35
BIOLOGY	AFTERNOON	174	17	78	10
	MORNING	217	118	60	54
RE	AFTERNOON	181	63	22	35
	MORNING	219	133	23	61
COMMERCE	AFTERNOON	121	23	63	19
	MORNING	97	51	97	53
HISTORY	AFTERNOON	69	27	10	39
	MORNING	80	55	14	69
GEOGRAPHY	AFTERNOON	106	21	33	20
	MORNING	93	31	26	33
CHITONGA	AFTERNOON	104	50	43	48
	MORNING	34	29	0	85

Source: Results Analysis from Schools, 2011 – 2015

Table3 above shows the academic performance difference between pupils who attend morning classes and those that attend afternoon classes at Kudu Secondary School. The data shows that 181 candidates sat for grade 12 final examinations in the afternoon session in English Language where 83 pupils scored between division 1 and 6, while 14 pupils failed giving 46percent pass. In the morning session, 224 pupils sat for the examinations and 180 obtained between division 1 and 6 while 1 pupil failed giving 80percent pass. In Mathematics, 177 pupils sat for grade 12 final examinations in the afternoon session, 18 pupils obtained between division 1 and 6 while 135pupils failed giving 10percent pass. In the

morning session, 218 pupils sat for the examinations and 89 pupils scored between division 1 and 6 and 97 failed giving 41percent pass. This trend was the same in all the other subjects.

Table4: Academic Performance of Kudu, Sable and Eland Secondary at Grade 12 English Final Examinations, 2011-2015.

SCHOOL	SUBJECT	YEAR	NO. OF PUPILS SAT FOR EXAMINATIONS	QUALITY % PASS (1-6)	QUANTITY % PASS (1-8)	FAIL %
KUDU	English	2011	141	46	89	11
		2012	155	46	93	7
		2013	180	46	87	13
		2014	201	42	94	6
		2015	227	49	96	4
SABLE	English	2011	255	54	89	11
		2012	261	56	81	19
		2013	264	61	91	9
		2014	273	67	92	8
		2015	282	68	96	4
ELAND	English	2011	100	36	94	6
		2012	187	46	89	11
		2013	187	46	89	11
		2014	255	44	91	9
		2015	254	41	91	9

Source: Results Analysis from Schools, 2011 – 2015

Table 4 above shows the pass rate of pupils in English Language final examinations from 2011 to 2015. The quality pass was between 30% and 70%. These were pupils who scored between division 1 and 6 in all the three schools for five (5) years. The number of pupils that completely failed the examinations was between 0% and 20% pupils per school.

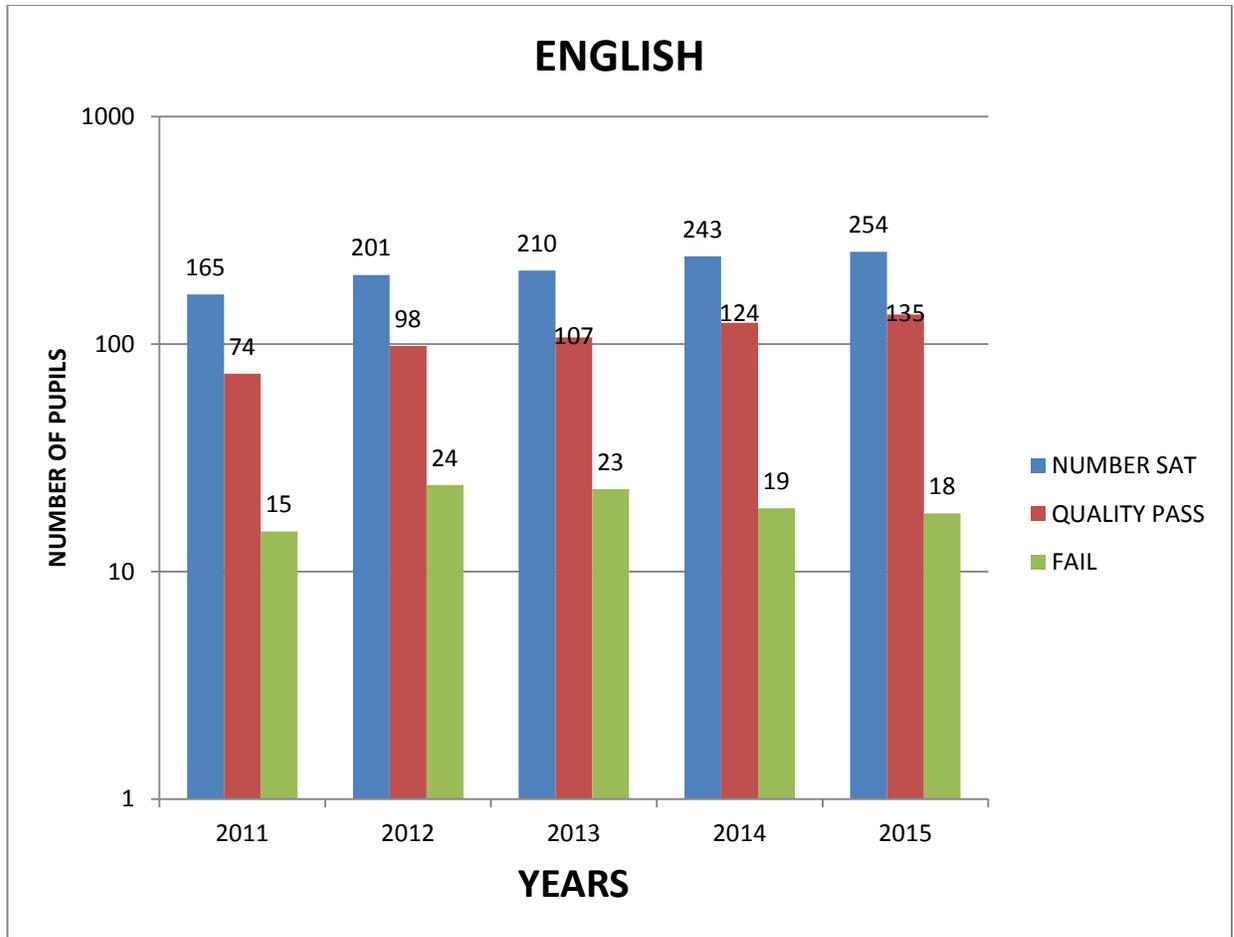


Figure 1: English Results for Kudu, Sable and Eland Secondary Schools

Source: Results Analysis from Schools, 2011 – 2015

Figure 1 above shows the average academic performance of the afternoon classes from 2011 to 2015 at grade 12 final examinations in English Language. The bar chart shows that, 165, 201, 210, 243, and 254 pupils sat for grade 12 final examinations in the years 2011, 2012, 2013, 2014 and 2015 respectively. The researcher found that 74, 98, 107, 124 and 135 pupils scored between division 1 and 6 in the respective years above which is quality pass and 15, 24, 23, 19 and 18 pupils completely failed.

Table 5: Academic Performance of Kudu, Sable and Eland Secondary at Grade 12 Science Final Examinations, 2011-2015.

SCHOOL	SUBJECT	YEAR	NO. OF PUPILS SAT FOR EXAMINATIONS	QUALITY % PASS (1-6)	QUANTITY % PASS (1-8)	FAIL %
KUDU	Science	2011	141	7	33	67
		2012	155	0	32	69
		2013	180	18	54	46
		2014	201	11	27	73
		2015	227	6	32	69
SABLE	Science	2011	255	16	24	76
		2012	261	13	29	71
		2013	265	15	28	72
		2014	273	17	27	73
		2015	282	19	48	52
ELAND	Science	2011	100	11	36	64
		2012	126	8	39	61
		2013	187	6	26	74
		2014	248	5	31	69
		2015	257	11	38	62

Source: Results Analysis from Schools, 2011 - 2015

Table 5: above shows the pass rate of pupils in grade 12 science final examinations from 2011 to 2015. The quality pass was below average, between 0% and 19% pupils scored between division 1 and 6 in all the three schools for five (5) years. The number of pupils that completely failed the examinations was very high between 46% and 80% pupils per school in the years under review.

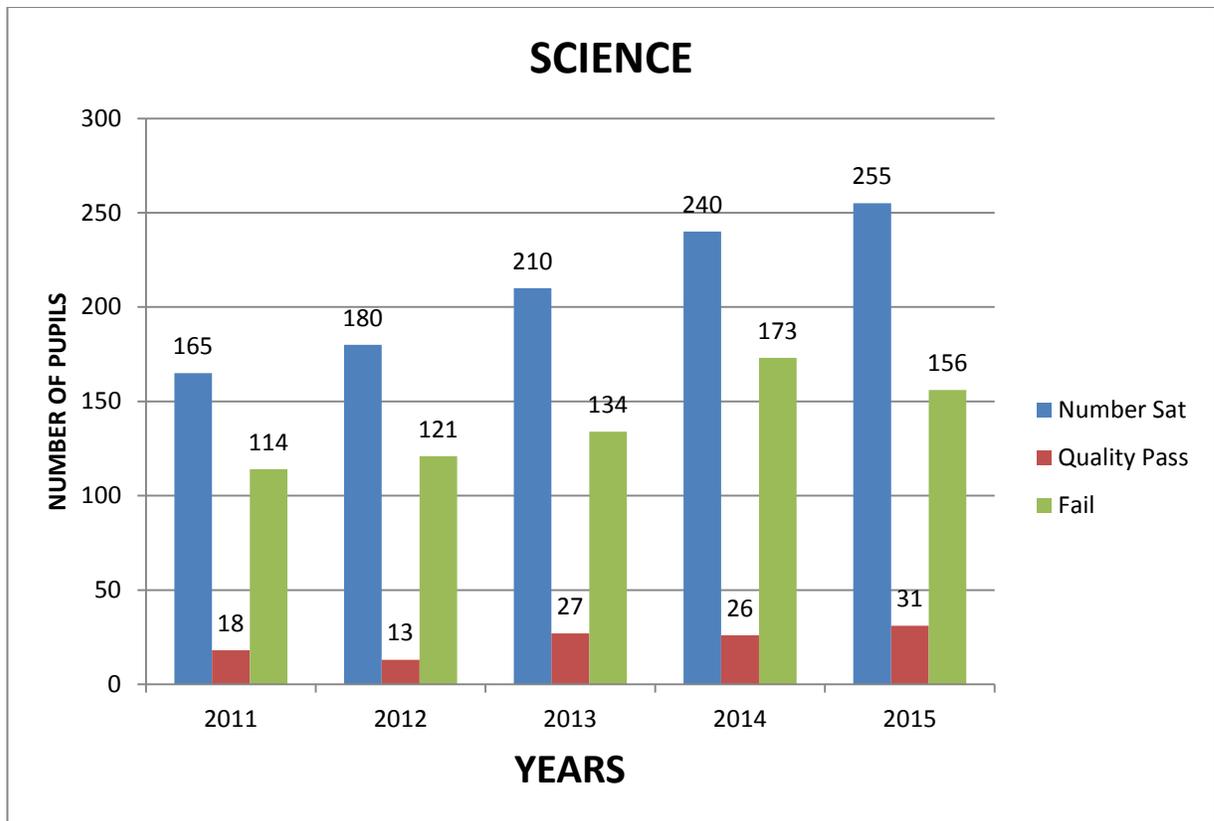


Figure 2: Science Results for Kudu, Sable and Eland Secondary Schools

Source: Results Analysis from Schools, 2011 – 2015

Figure 2 shows the academic performance of the afternoon classes from 2011 to 2015 at grade 12 final examinations in science. The bar chart shows that 165, 180, 210, 240 and 255 pupils sat for grade 12 final examinations in the years 2011, 2012, 2013, 2014 and 2015 respectively. The researcher found that 18, 13, 27, 26 and 31 pupils scored between division 1 and 6 in the respective years above which is quality pass and 114, 121, 134, 173 and 156 pupils completely failed.

Table 6: Academic Performance of Kudu, Sable and Eland Secondary at Grade 12 Mathematics Final Examinations, 2011-2015.

SCHOOL	SUBJECT	YEAR	NO. OF PUPILS SAT FOR EXAMINATIONS	QUALITY % PASS (1- 6)	QUANTITY % PASS (1- 8)	FAIL %
KUDU	Mathematics	2011	141	8	23	77
		2012	155	4	22	78
		2013	180	16	21	79
		2014	187	10	26	74
		2015	223	13	26	74
SABLE	Mathematics	2011	255	13	33	67
		2012	261	12	34	66
		2013	265	17	24	76
		2014	273	15	23	77
		2015	281	16	43	57
ELAND	Mathematics	2011	100	6	14	86
		2012	125	14	26	74
		2013	187	8	16	84
		2014	249	16	30	70
		2015	248	17	34	66

Source: Results Analysis from Schools, 2011 - 2015

Table 6 above shows the pass rate of pupils in Mathematics from 2011 to 2015 grade 12 final examinations. The chart shows that, 165, 180, 210, 240, and 255 pupils sat for grade 12 final examinations in the years 2011, 2012, 2013, 2014 and 2015 respectively. The researcher found that 18, 13, 27, 26 and 31 pupils scored between division 1 and 6 in the respective years above which is quality pass and 114, 121, 134, 173 and 156 pupils completely failed.

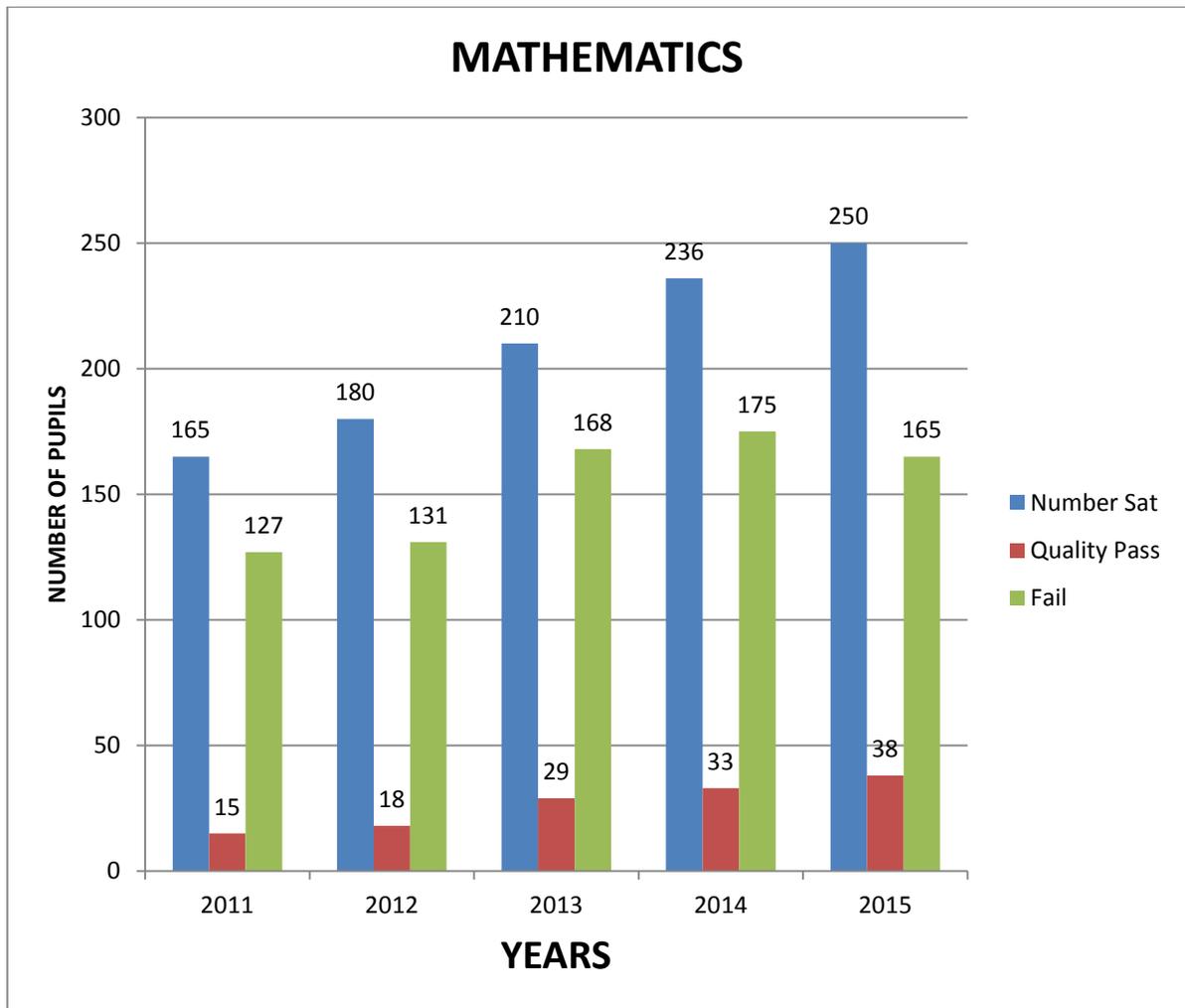


Figure 3: Results in Mathematics for Kudu, Sable and Eland Secondary Schools

Source: Results Analysis from Schools, 2011 - 2015

Figure 3 above shows the academic performance of the afternoon classes from 2011 to 2015 at grade 12 final examinations in Mathematics. The bar chart shows that, 165, 180, 210, 236, and 250 pupils sat for grade 12 final examinations in the years 2011, 2012, 2013, 2014 and 2015 respectively. The researcher found that 15, 18, 29, 33 and 38 pupils scored between division 1 and 6 in the respective years above which is quality pass and 127, 131, 168, 175 and 165 pupils completely failed.

Table 7: Academic Performance of Kudu, Sable and Eland Secondary at Grade12 Biology Final Examinations, 2011-2015.

SCHOOL	SUBJECT	YEAR	NO. OF PUPILSSAT FOR EXAMINATIONS	QUALITY % PASS (1-6)	QUANTITY % PASS (1-8)	FAIL %
KUDU	Biology	2011	141	5	58	42
		2012	155	0	32	69
		2013	180	14	89	11
		2014	201	13	55	45
		2015	191	11	54	46
SABLE	Biology	2011	230	15	58	42
		2012	261	17	56	44
		2013	265	19	70	30
		2014	273	28	67	33
		2015	278	30	75	25
ELAND	Biology	2011	99	5	26	74
		2012	124	23	67	33
		2013	187	9	29	71
		2014	235	17	65	35
		2015	253	15	57	43

Source: Results Analysis from Schools, 2011 – 2015

Table 7 above shows the pass rate of pupils in Biology from 2011 to 2015 grade 12 final examinations. The quality pass was below average between 0 and 30% pupils scored between 1 and 6 point in all the three schools for five (5) years. The number of pupils that completely failed the examinations was high between 10% and 80% of pupils per school.

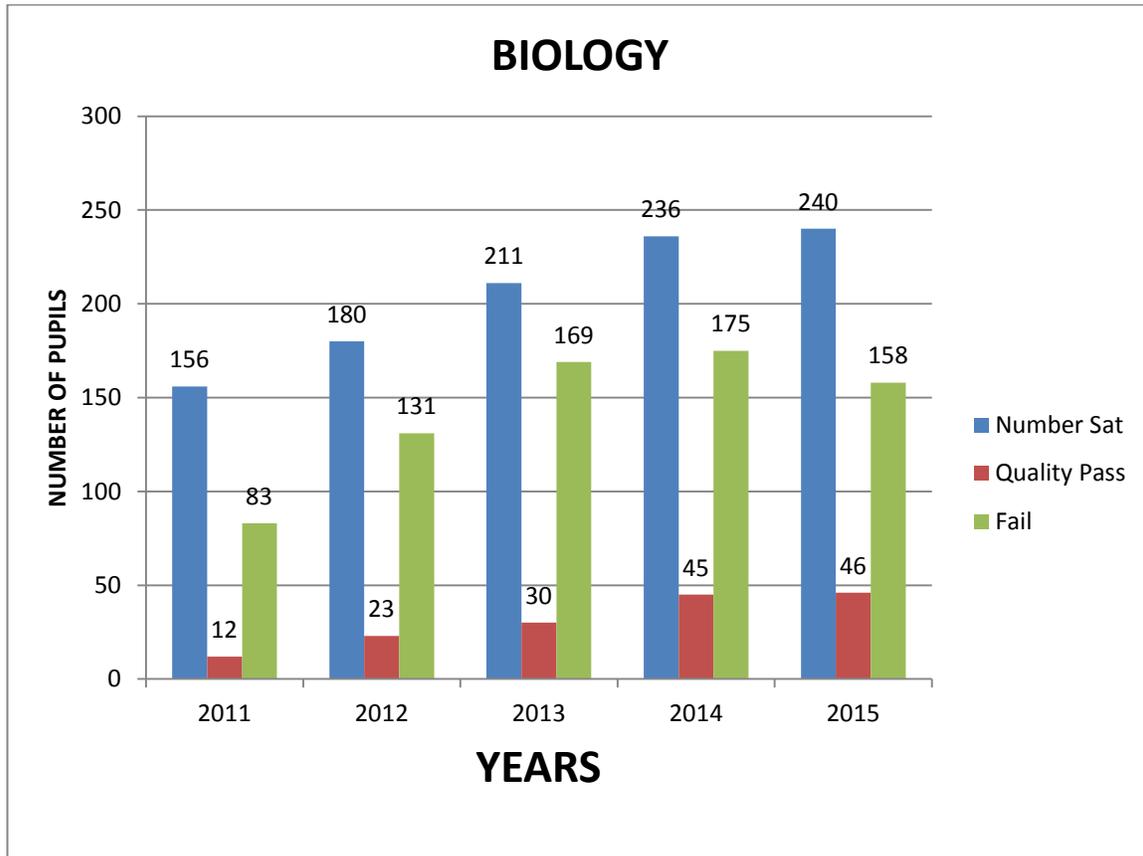


Figure 4: Results in Biology for Kudu, Sable and Eland Secondary Schools

Source: Results Analysis from Schools, 2011 - 2015

Figure 4 above shows the academic performance of the afternoon classes from 2011 to 2015 at grade 12 final examinations in Biology. The bar chart shows that, 156, 180, 211, 236, and 240 pupils sat for grade 12 final examinations in the years 2011, 2012, 2013, 2014 and 2015 respectively. The researcher found that 12, 23, 30, 45 and 46 pupils scored between division 1 and 6 in the respective years above, which is quality pass and 83, 131, 169, 175 and 158 pupils completely failed for examinations.

Table 8: Academic Performance of Kudu, Sable and Eland Secondary at Grade 12 Religious Education Final Examinations, 2011-2015.

SCHOOL	SUBJECT	YEAR	NO. OF PUPILS SAT FOR EXAMINATIONS	QUALITY % PASS (1-6)	QUANTITY % PASS (1-8)	FAIL %
KUDU	R.E	2011	141	30	82	18
		2012	155	29	88	12
		2013	180	14	89	11
		2014	201	50	90	46
		2015	191	11	54	46
SABLE	R.E	2011	76	78	95	5
		2012	155	29	88	12
		2013	180	14	89	11
		2014	201	50	90	46
		2015	191	11	54	46
ELAND	R.E	2011	100	48	83	17
		2012	124	25	77	23
		2013	201	71	88	12
		2014	242	22	70	30
		2015	251	38	85	15

Source: Results Analysis from Schools, 2011 - 2015

Table 8 above shows the pass rate of pupils in Religious Education from 2011 to 2015 grade12 final examinations. The quality pass was below average between 10% and 80% pupils scored between 1 and 6 point in all the three schools for five (5) years. The number of pupils that completely failed the examinations was average between 5% and 48% pupils per school.

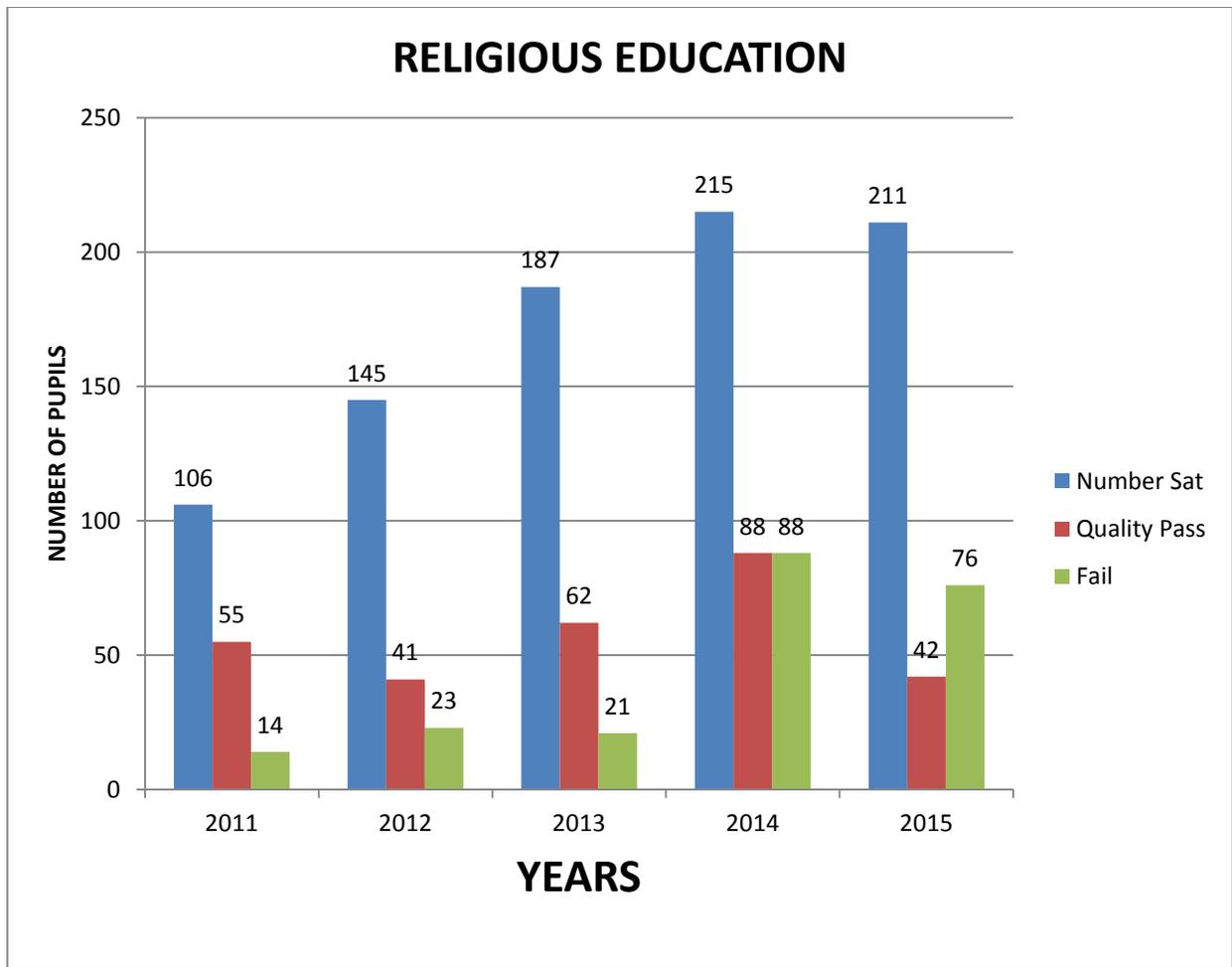


Figure 5: Results in Religious Education for Kudu, Sable and Eland Secondary Schools

Source: Results Analysis from Schools, 2011 - 2015

Figure 5 above is a bar chart showing the academic performance of the afternoon classes from 2011 to 2015 at grade 12 final examinations in Religious Studies. The chart shows that, 106, 145, 187, 215, and 211 pupils sat for grade 12 final examinations in the years 2011, 2012, 2013, 2014 and 2015 respectively. The researcher found that 55, 41, 62, 88 and 42 pupils scored between division 1 and 6 in the respective years above, which is quality pass and 14, 23, 21, 88 and 76 pupils completely failed the examinations.

Table 9: Academic Performance of Kudu, Sable and Eland Secondary at Grade 12 Commerce Final Examinations, 2011-2015.

SCHOOL	SUBJECT	YEAR	NO. OF PUPILS SAT FOR EXAMINATIONS	QUALITY % PASS (1-6)	QUANTITY % PASS (1-8)	FAIL %
KUDU	Commerce	2011	79	21	46	54
		2012	85	17	46	54
		2013	97	19	48	52
		2014	88	32	46	54
		2015	186	17	46	54
SABLE	Commerce	2011	78	68	69	31
		2012	82	71	78	22
		2013	98	41	70	30
		2014	214	38	68	32
		2015	221	37	65	35
ELAND	Commerce	2011	92	38	63	37
		2012	56	50	70	30
		2013	105	16	39	61
		2014	171	20	46	55
		2015	225	22	45	55

Source: Results Analysis from Schools, 2011 - 2015

Table 9 above shows the pass rate of pupils in Commerce from 2011 to 2015 grade 12 final examinations. The quality pass was below average between 15 and 70 pupils scored between 1 and 6 point in all the three schools for five (5) years. The number of pupils that completely failed the examinations was average between 20% and 65% of pupils per school.

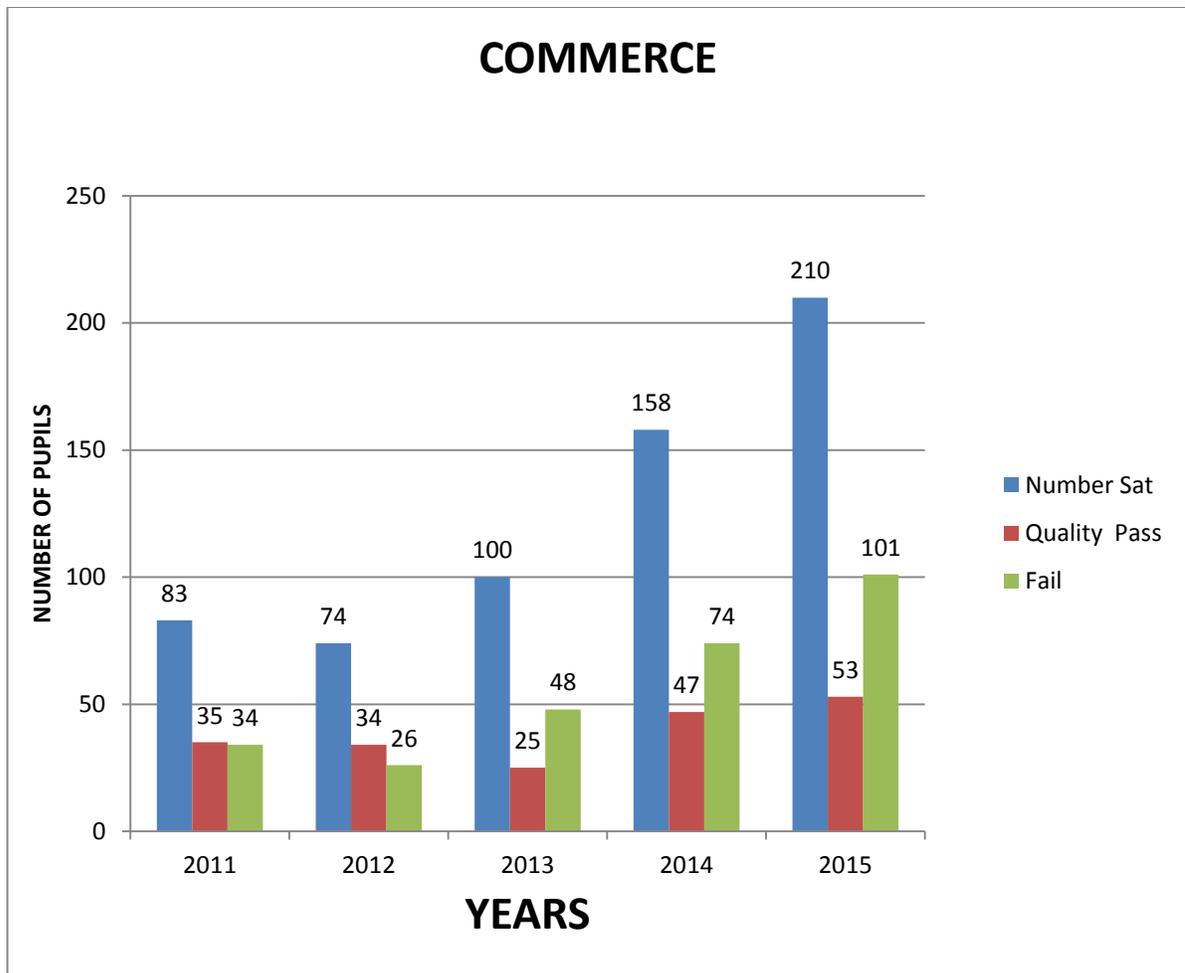


Figure 6: Results in Commerce for Kudu, Sable and Eland Secondary Schools

Source: Results Analysis from Schools, 2011 - 2015

Figure 6 above is the bar chart showing the academic performance of the afternoon classes from 2011 to 2015 at grade 12 final examinations in Commerce. The bar chart shows that, 83, 74, 100, 158, and 210 pupils sat for grade 12 final examinations in the years 2011, 2012, 2013, 2014 and 2015 respectively. The researcher found that 35, 34, 25, 47 and 53 pupils scored between division 1 and 6 in the respective years above, which is quality pass and 34, 26, 48, 74 and 101 pupils completely failed the examinations.

Table 10: Academic Performance of Kudu, Sable and Eland Secondary at Grade 12 History Final Examinations, 2011-2015.

SCHOOL	SUBJECT	YEAR	NO. OF PUPILS SAT FOR EXAMINATIONS	QUALITY % PASS (1-6)	QUANTITY % PASS (1-8)	FAIL %
KUDU	History	2011	45	45	81	19
		2012	47	44	82	18
		2013	66	47	83	17
		2014	88	32	91	9
		2015	100	27	89	11
SABLE	History	2011	41	37	80	20
		2012	40	35	77	23
		2013	45	33	60	40
		2014	54	21	66	35
		2015	63	22	52	48
ELAND	History	2011	32	31	50	50
		2012	48	54	54	46
		2013	67	34	60	40
		2014	93	24	61	39
		2015	53	26	61	39

Source: Results Analysis from Schools, 2011 - 2015

Table 10 above shows the pass rate of pupils in History from 2011 to 2015. The quality pass was below average between five (5) and 55 pupils scored between 1 and 6 point in all the three schools for five (5) years. The number of pupils that completely failed the examinations was average between 9% and 50% of pupils per school.

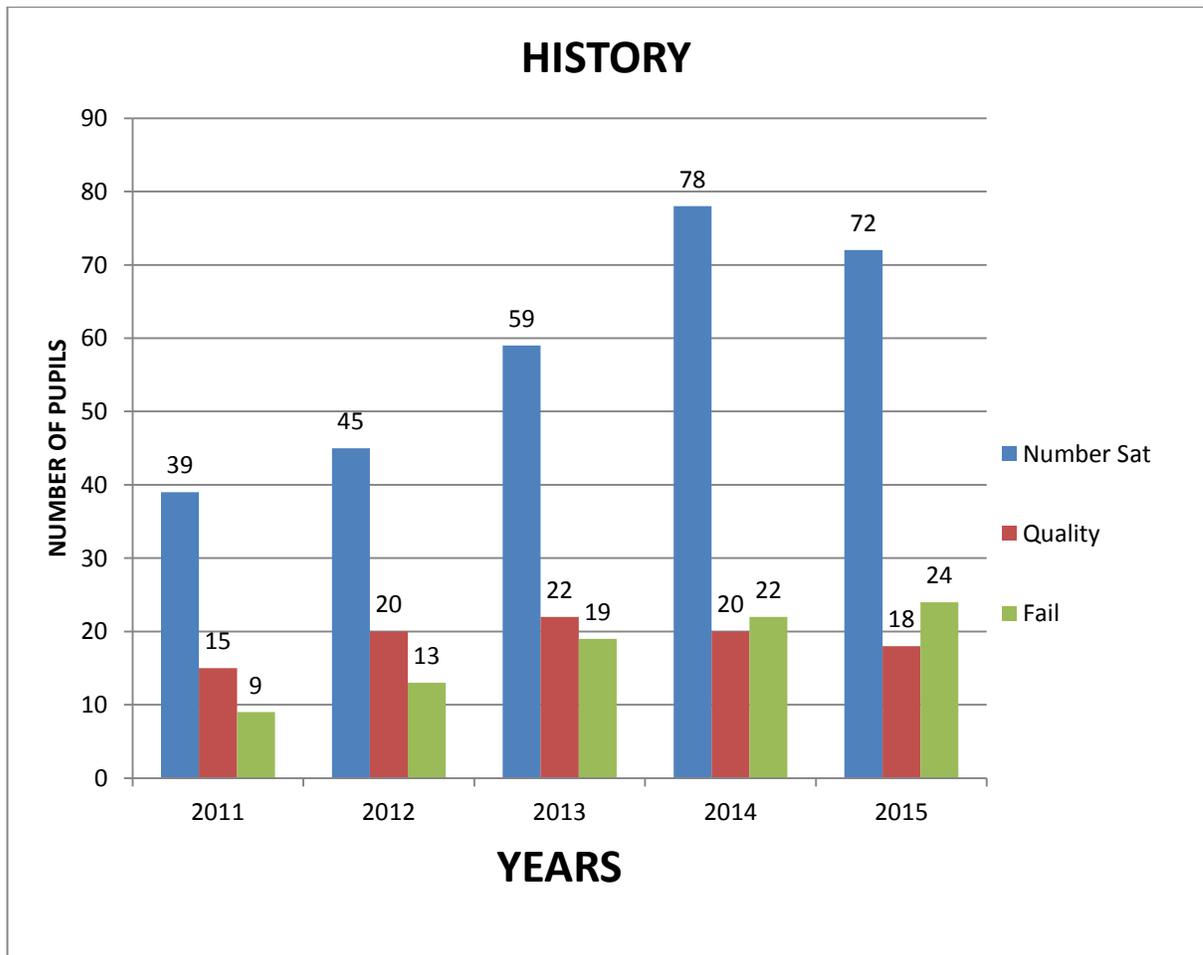


Figure 7: Results in History for Kudu, Sable and Eland Secondary Schools

Source: Results Analysis from Schools, 2011 – 2015

Figure 7 above shows the academic performance of the afternoon classes from 2011 to 2015 at grade 12 in History. The chart shows that, 39, 45, 59, 78, and 72 pupils sat for grade 12 final examinations in the years 2011, 2012, 2013, 2014 and 2015 respectively. The researcher found that 15, 20, 22, 20 and 18 pupils scored between division 1 and 6 in the respective years above which is quality pass and 9, 13, 19, 22 and 24 pupils completely failed the examinations.

Table 11: Academic Performance of Kudu, Sable and Eland Secondary at Grade 12 Geography Final Examinations, 2011-2015.

SCHOOL	SUBJECT	YEAR	NO. OF PUPILS SAT FOR EXAMINATIONS	QUALITY % PASS (1-6)	QUANTIT Y % PASS (1-8)	FAIL %
KUDU	Geography	2011	93	16	67	33
		2012	102	16	66	34
		2013	132	16	67	33
		2014	87	27	77	23
		2015	114	26	66	34
SABLE	Geography	2011	89	50	76	24
		2012	96	46	80	20
		2013	97	41	79	21
		2014	112	43	89	11
		2015	126	43	90	10
ELAND	Geography	2011	59	20	70	31
		2012	65	25	82	19
		2013	106	14	62	38
		2014	62	11	63	37
		2015	118	36	82	18

Source: Results Analysis from Schools, 2011 - 2015

Table 11 above shows the pass rate of pupils in Geography from 2011 to 2015 grade 12 final examinations. The quality pass was below average between 10% and 50% pupils got between 1 and 6 point in all the three schools for five (5) years. The number of pupils that completely failed the examinations was average between 10% and 40% of pupils per school.

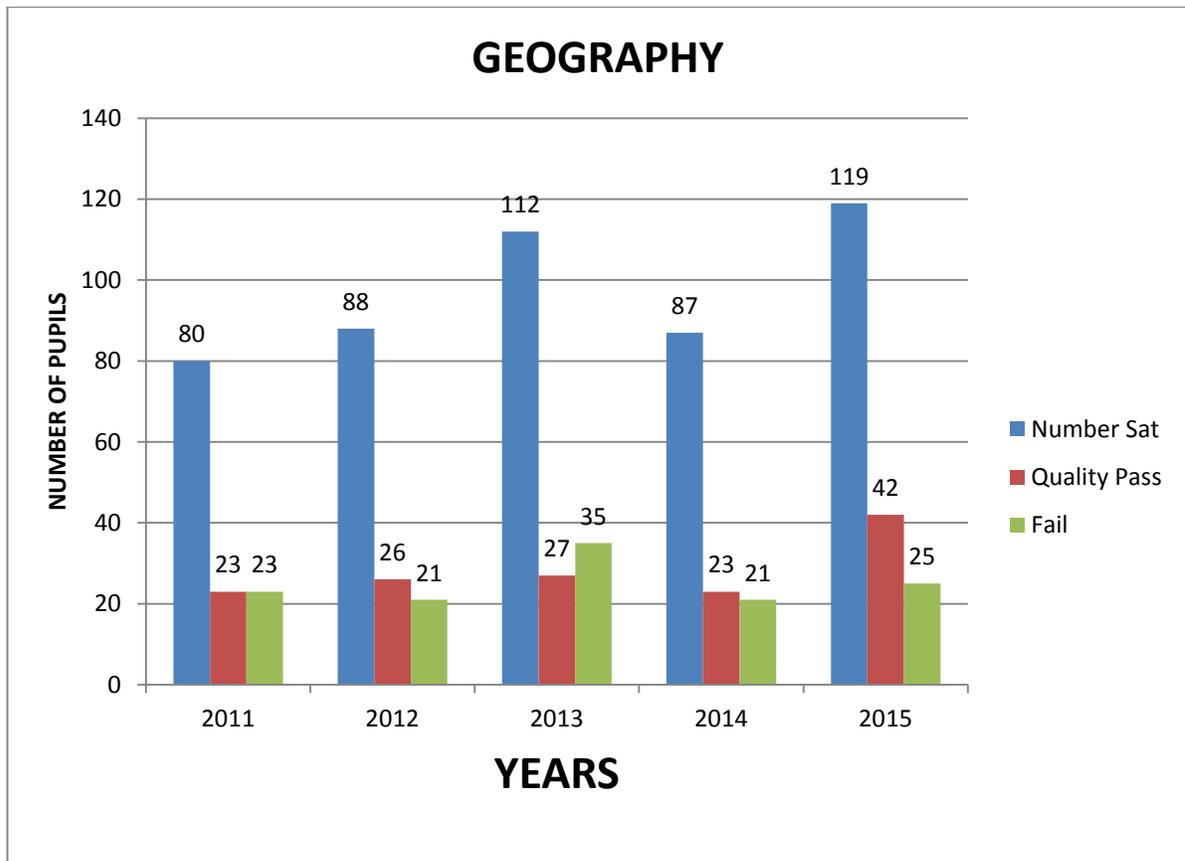


Figure 8: Results in Geography for Kudu, Sable and Eland Secondary Schools

Source: Results Analysis from Schools, 2011 - 2015

Figure 8 above is the bar chart showing the academic performance of the afternoon classes from 2011 to 2015 at grade 12 final examinations in Geography. The chart shows that, 80, 88, 112, 87, and 119 pupils sat for grade 12 final examinations in the years 2011, 2012, 2013, 2014 and 2015 respectively. The researcher found that 23, 26, 27, 23 and 42 pupils got between division 1 and 6 in the respective years above, which is quality pass and 23, 21, 35, 21 and 25 pupils completely failed the examinations.

Table 12: Academic Performance of Kudu, Sable and Eland Secondary at Grade 12 Chitonga Final Examinations, 2011-2015.

SCHOOL	SUBJECT	YEAR	NO. OF PUPILS SAT FOR EXAMINATIONS	QUALITY % PASS (1-6)	QUANTITY % PASS (1-8)	FAIL %
KUDU	Chitonga	2011	88	46	97	3
		2012	92	46	92	9
		2013	131	45	90	10
		2014	96	53	88	12
		2015	113	SS52	92	9
SABLE	Chitonga	2011	90	38	80	20
		2012	98	32	79	21
		2013	160	32	80	20
		2014	178	36	79	21
		2015	197	36	73	27
ELAND	Chitonga	2011	72	39	76	24
		2012	52	46	90	10
		2013	97	42	85	16
		2014	159	42	85	15
		2015	128	41	81	19

Source: Results Analysis from Schools, 2011 – 2015

Table 12 above shows the pass rate of pupils in Chitonga from 2011 to 2015 grade 12 final examinations. The quality pass was below average between 30 and 55 pupils got between 1 and 6 point in all the three schools for five (5) years. The number of pupils that completely failed the examinations was average between 3% and 30% of pupils per school.

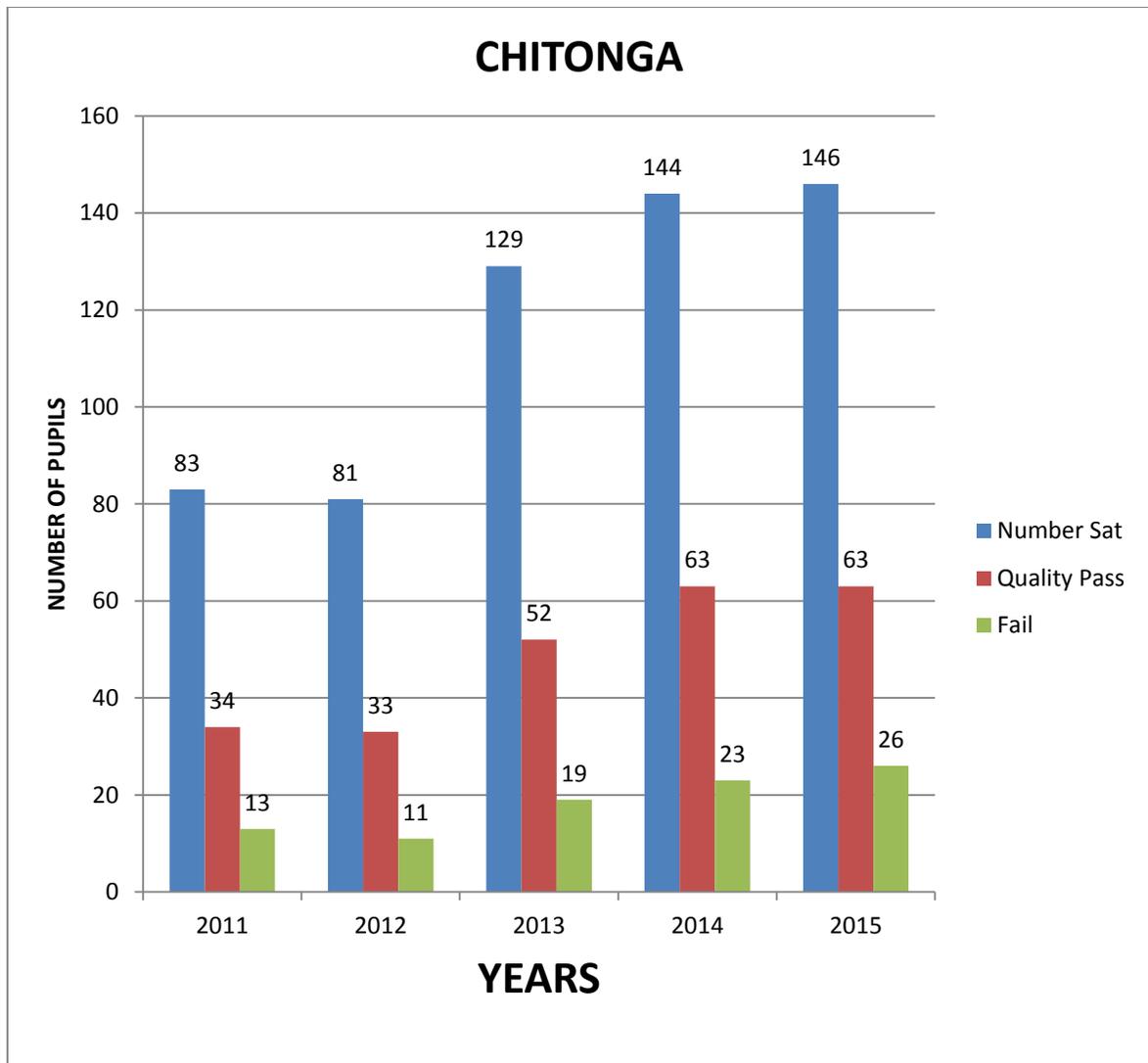


Figure 9: Results in Chitonga for Kudu, Sable and Eland Secondary Schools

Source: Results Analysis from 2011 to 2015

Figure 9 above is the bar chart showing the academic performance of the afternoon classes from 2011 to 2015 at grade 12 in Chitonga. The chart shows that, 83, 81, 129, 144, and 146 pupils sat for grade 12 final examinations in the years 2011, 2012, 2013, 2014 and 2015 respectively. The researcher found that 34, 33, 52, 63 and 63 pupils got between division 1 and 6 in the respective years above which is quality pass and 13, 11, 19, 23 and 26 pupils completely failed the examinations in the respective years.

The information below was collected from five different schools that offer afternoon classes in Choma District out of the seven schools that have the afternoon classes. Only grade twelve pupils were interviewed for consistency in the results and for their experience in the school. In total, 125 pupils were interviewed from the named schools Kudu, Sable, Eland, Impala and Duiker Secondary Schools

Table 13: Pupils' Responses on Class Participation

Status	Frequency	Percentage (%)
Strongly Disagree	7	6
Disagree	23	18
Agree	46	37
Strongly Agree	49	39
Total	125	100

Table 13 shows the 125 pupils that were interviewed from five different schools namely Kudu, Sable, Eland, Impala and Duiker Secondary Schools; 7 (6%) strongly disagreed that they do not participate in class, while 23 (18%) disagreed that they do not participate in class. All the 46 (37%) participants agreed that they do not participate and 49 (39%) strongly agreed that they do not participate in class.

Table 14: Pupils' Response on the Need for Extra Help

Status	Frequency	Percentage (%)
Strongly Disagree	10	8
Disagree	12	10
Agree	45	36
Strongly Agree	58	46
Total	125	100

Table 23 above shows the 125 pupils that were interviewed from five different schools, 10 (8%) strongly disagreed that they needed extra help, while 12 (10%) disagreed that they needed extra help. All the 45 (36%) agreed that they needed extra help and 58 (46%) strongly agreed that they needed extra help.

Table 15: Pupils' Responses on Teachers' Enthusiasm in Teaching

Status	Frequency	Percentage (%)
Strongly Disagree	42	34
Disagree	38	30
Agree	24	19
Strongly Agree	21	17
Total	125	100

Table 15 above shows the 125 pupils that were interviewed from three different schools, 42 (34%) strongly agreed that teachers are enthusiastic in teaching while 38 (30%) agreed that teachers are enthusiastic in teaching. All the 24 (19%) disagreed that teachers are enthusiastic in teaching and 21 (17%) strongly disagreed that teachers are enthusiastic in teaching.

Table 16: Pupils' Responses on School Concern About Poor Academic Performance

Status	Frequency	Percentage (%)
Strongly Agree	52	42
Agree	26	21
Disagree	29	23
Strongly Disagree	18	18
Total	125	100

Table 16 above shows the 125 pupils that were interviewed from five different schools, 52 (42%) strongly agreed that schools were not concerned with poor academic performance of the pupils, while 26 (21%) agreed that schools were not concerned with poor academic performance of the pupils. All the 29 (23%) disagreed that schools were not concerned with poor academic performance of the pupils and 18 (14%) strongly disagreed that schools were not concerned with poor academic performance of the pupils.

Table 17: Frequency on Pupils' Responses of Head teacher and Heads of Department that are Concerned with Pupils' Problems

Status	Frequency	Percentage (%)
0	45	36
1	36	29
2-3	25	20
More than 3	19	15
Total	125	100

Table 17 shows the 125 pupils that were interviewed from five different schools, 45(36%) of the pupils interviewed could share their problems to none of the Head teacher, Deputy head teacher and HODs or administrators, while 36(29%) of them could only share their problem with only one of the administrators. The 25 (20%) of them could only share to 2 to 3 of them and 19 (15%) could share their problems to more than three (3) of the administrators.

Table 18: Frequency on Pupils’ Responses of Head teacher and Heads of Department Willingness to Support Pupils Academically

Status	Frequency	Percentage (%)
Strongly Agree	19	15
Agree	26	21
Disagree	40	32
Strongly Disagree	40	32
Total	125	100

Table 18 above shows the 125 pupils that were interviewed from five different schools,19 (15%) strongly agreed that Head teachers, Deputy head teachers and HODs support pupils academically while 26 (21%) agreed that Head teachers, Deputy Head teachers and HODs support pupils academically. All the 40 (32%) disagreed that Head teachers, Deputy Head teachers and HODs support pupils academically and 40 (32%) strongly disagreed that Head teachers, Deputy Head teachers and HODs support pupils academically.

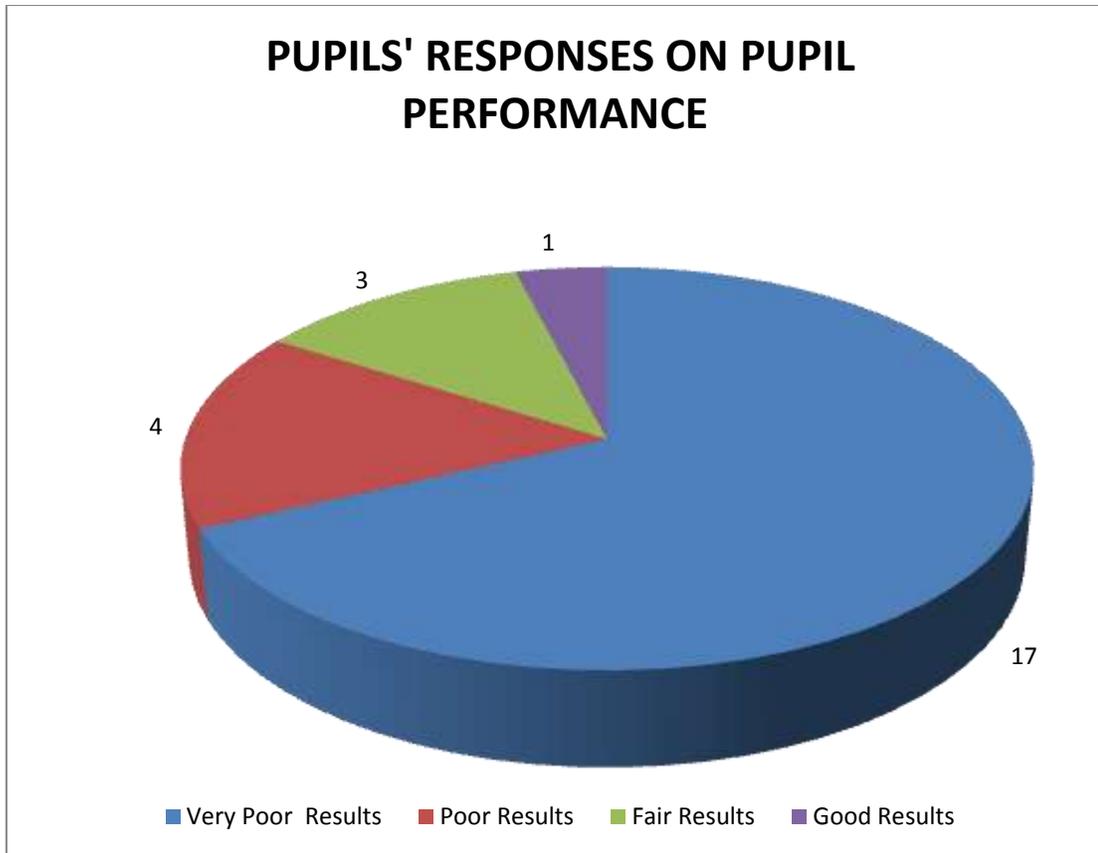


Figure 10: Pupil responses of the academic performance of the afternoon Pupils from focus group Discussions

Data from five focus groups comprising 13 girls and 12 boys were collected concerning the performance of pupils in the afternoon. Of the pupils interviewed, 17 pupils said that the performance of the afternoon pupils was very bad; 4 pupils said that it was bad, while 3 pupils said that it was fair and only one (1) pupil said that it was good. One girl had this to say;

“How can we do well in class when most male teachers take us as potential mates? Sometimes they take us for beer drinking but of course they give us money.”

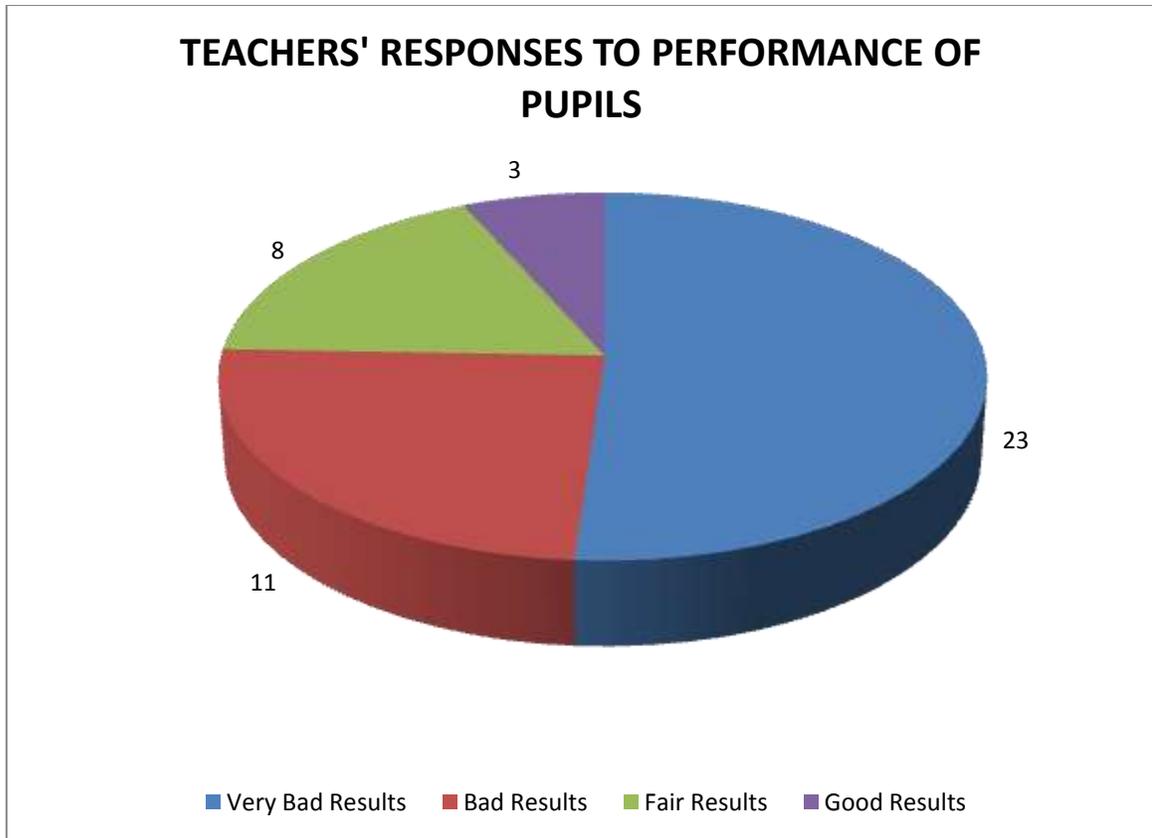


Figure 11: Teachers’ responses on the academic performance of the afternoon Pupils from focus group Discussions

In the teacher focus group discussion, there were 45 teachers. Of 45 that were interviewed 23 were females and 22 were males. Out of all those that were interviewed, 23 (51%) alluded to the fact that the performance of the afternoon pupils in grade 12 final examinations were very poor, 11 (24%) said that it was poor, 8 (18%) said that it was fair while 3(7%) said that the performance was good. One teacher said;

“The academic performance of pupils is affected by the background of pupils especially at primary school. Some primary schools have not qualified teachers to teach grade 8 and 9, while other teachers lack proper supervision from schools and DEBS office.”

While the other one had this to say;

“Afternoon classes are too big above 80 pupils per class hence concentration on the side of pupils is minimal and teachers find it difficult to mark and use pupil centred method.”

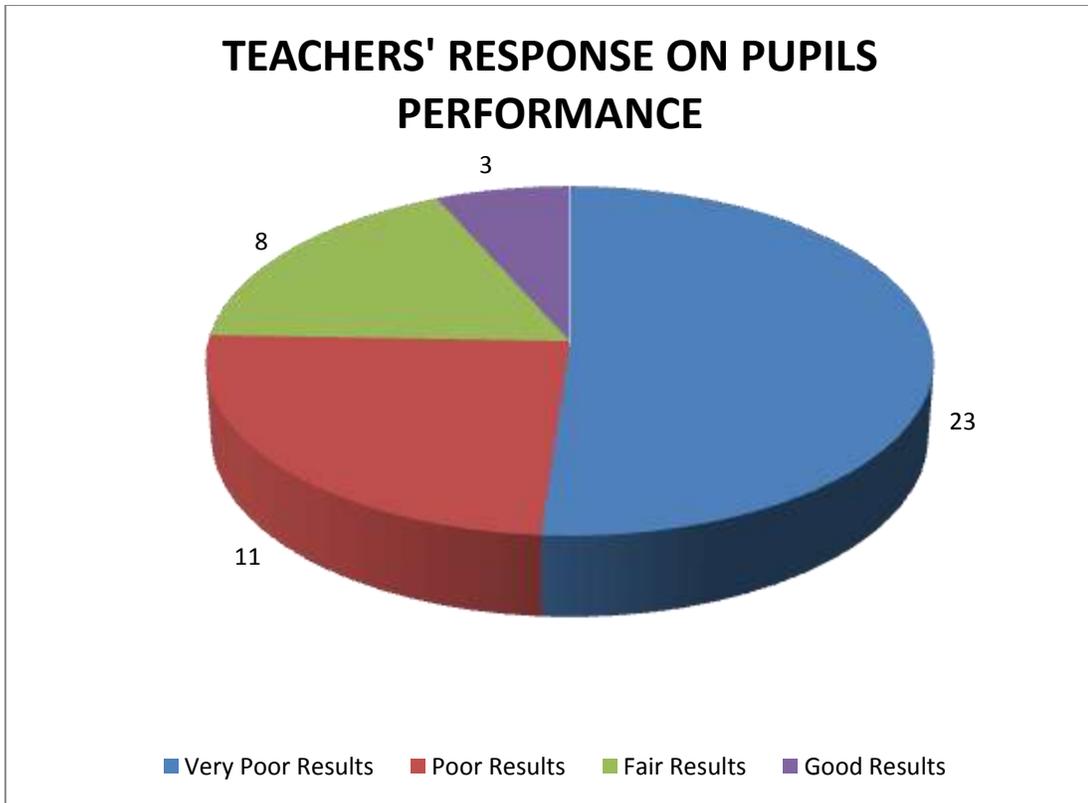


Figure 12: Heads of Departments’ response on the academic performance of the afternoon pupils on in depth interview

15 Heads of Department were interviewed. Of the 15 Heads of Department that were interviewed 7 were females and 8 were males. 12 said the academic performance in grade 12 final examinations was very poor, two said they were poor and only one(1) said they were fair. One said;

“Some pupils come from distant places and opt to stay in rented rooms near the school. However, what happen in those rooms nobody knows but the end result is poor academic performance.”

During in-depth interviews, five Headteachers were interviewed comprising two females and three males. And all of them said that the academic performance of the afternoon pupils in grade 12 final examinations was fair.

4.3. Factors Affecting Pupils 'Performance of the Afternoon Classes.

During In-depth interviews and focus group discussions; pupils, teachers, Heads of Department and Headteachers were asked on factors affecting performance of the afternoon classes of Kudu, Sable, Eland, Impala and Duiker Secondary Schools, and below were the responses:

Regarding factors that affect performance of the afternoon pupils in grade 12 final examinations, all the 25 pupils that were interviewed in five separate focus groups said there was little time in the afternoon and that pupils were not allowed to use the libraries. The pupils further revealed that in some schools, there were no libraries at all. One of the pupils said;

“We have not enough time to learn and there is no room to study from. In the library, we are not allowed to study from it.”

Findings from the interviews revealed that absenteeism among pupils was one of the major factors that caused poor performance. Therefore, the researcher wanted to find out the reasons for that absenteeism. In response, the pupils said the major reason was that pupils were sent home for fees and told not to come back until they raised the required amount of money. Distance to school also contributed to absenteeism. One pupil said;

“School fees have negative impact on our academic performance. Pupils are sent home to look for money and may stay home for more than three weeks and no one cares.”

Some pupils walk a distance of more than fifteen kilometres (15km). Drunkenness was another factor that leads to poor performance. Most pupils come drunk to school while others abscond from school for beer. Prostitution was also cited as another factor existing in schools especially among afternoon girls. Teachers said pupils report late at the beginning of the term.

All the groups that were interviewed mentioned that teachers came unprepared for class. When the researcher asked the pupil how they discovered that the teachers were not prepared, they said many times they just tell stories instead of teaching. In addition, pupils said that sometimes teachers insult them with no proper reasons and many times talk about their academic achievement instead of teaching. Drunkenness and immorality especially among male teachers was cited as rampant. One pupil gave an example of a girl going to a Mathematics teacher to ask about a mathematics question but the teacher asked the pupil why she did not ask for a question on reproduction. One girl had this to say;

‘‘One day I went to ask for a mathematics question to a male mathematics teacher, but to my surprise he refused and asked why I did not ask for a human reproduction question.’’

Pupils also complained of not being given home work. Pupils insisted that sometimes teachers gave homework but they did not mark it in order to give feedback to pupils. When the researcher asked them what they think were reasons for not giving home work and not marking their work, they responded that teachers complain of not getting enough money compared to the work they do.

Furthermore, all the pupils that the researcher interviewed expressed ignorance of the existence of the Heads of Department in the Schools. The researcher tried to find out if they knew their HoDs by name, but pupils said they only knew their coordinators. Their coordinators were the Headteachers. One pupil had this to say;

‘‘The Headteacher, the Deputy Headteacher and the Head of departments should help to monitor their teachers instead of leaving supervision to the committee.’’

Concerning their Headteachers, all the pupils said they knew them but they had nothing to do with their affairs. However, pupils had their complaint about the coordinator. They complained that they were over crowded in classes such that some classes were more than 70. They also complained of teaching and learning materials. They said in some subjects

such as Civic Education, Biology, Science and Geography, they had never seen any text books for pupils.

The researcher had 45 respondents in five schools of which 23 were females and 22 were males. Of the teachers that were interviewed, 36 (80 %) blamed poor performance on child headed homes. They pointed out that most of the pupils come to school very tired as they first go for piece work in order for them to find money for food. In their homes, other indulged themselves into prostitution and drunkenness. One teacher from Kudu Secondary School stated that:

“... afternoon pupils cannot do well under normal circumstance because most of them are married in make shift homes, while others spend most of the time doing piece works.”

Some teachers cited that pupils hardly attend classes especially in the third term. About 32 (71 %) of the respondents attributed poor academic performance to absenteeism. When the researcher asked for the reasons why pupils stayed away during third term, answers ranged from school fees challenges, prolonged distance to school and fear and dislike of tests and examination. A teacher from Impala Secondary School narrated that:

“... some of these afternoon pupils are a problem, the moment you tell them about the test, then you are rest assured of more than half of the class missing the next day.”

On the other hand, 40 (89%) of the respondents attributed poor performance to pupils background. They said most of the pupils in the afternoon come from rural schools where most pupils are unable to read and write.

Further, about 43(96%) of the respondents attributed pupils’ poor performance to bad teachers’ working culture. They stated that the committee in charge of the afternoon session is just interested in giving each other money and in most cases afternoon classes are given to

teachers that are non-performers. Teachers said that, Heads of Department are far away from the management of the afternoon session. They said that, the session is managed by the committee whose coordinator is appointed by the Headteacher for the purpose of sharing money not academic achievement. One had this to say;

‘‘The school management should take a leading role in the monitoring and supervision of pupils and teachers especially on absenteeism and put stain measures on the culprits.’’

More so, almost all the respondents attributed poor performance to over enrolment and continuous enrolment up to writing the examination. Most classes had more than 70 pupils in each class. Although in all the schools there was the home work policy, all the teachers agreed that they do not give home work as it is stipulated in the policy. Teachers said the implementation of this policy was a non-starter as the remuneration was demotivating and there was no time to mark.

Remuneration was another issue that had taken pupils’ performance down. All the teachers interviewed said what they got at the end of the term was far much less than what they put in during the term’s teaching. For example one teacher from Duiker Secondary School complained that:

‘‘...teaching afternoon classes is involving, especially that we are the same people who handle morning classes. But what we get at the end of the day is peanut compared to what we put in. It is like our effort is not appreciated.’’

Pupil selection was cited as another contributing factor to poor academic performance in these schools. Almost all the teachers complained of the selection of pupils to grade 10. The researcher probed into the selection problem raised and was informed that most pupils come to grade 10 with bare minimum of 240 points, that is, just grade 9 certificates.

Teachers also complained of little time in the afternoon and poor reporting back to school for pupils to have contributed to poor academic performance. Hardly do pupils report back

to school in the first two to three weeks after the holiday. A teacher from Sable Secondary School affirmed that:

‘It is difficult to start a topic in any subject with two to three pupils in class. You will have to wait until in the third or fourth week when you have a good number of pupils.’

All the teachers interviewed attributed poor academic performance to lack of teaching and learning materials. When the researcher asked how many text books the school had to use for afternoon pupils, they all said there were no text books for pupils. Teachers said, the central administration give little or no assistance to the afternoon pupils.

The researcher interviewed fifteen (15) Heads of Department (HOD) of which seven (7) were females and eight (8) were males. Concerning pupils, HoDs attributed poor performance to pupils’ absenteeism and reporting rate to school at the beginning of the term. The back ground where pupils are coming from was cited as a contributing factor to poor academic performance. One of them said;

‘In each term, teaching begins in third or fourth week and ends two to three weeks before closing schools. This means that, pupils only learn for six to seven weeks with few periods and less time per period.’

On the side of teacher, attitude towards work and absenteeism from work was cited as a contributing factor to poor academic performance of the afternoon classes. According to the HoD’s many teachers may be around on compass but attending to some other issues not teaching. Heads of Department also blamed pupils’ parents for not giving their children adequate support. When the researcher asked them how parents do not support their children, they alluded to the fact that some pupils may be away from school for weeks because of school fees and doing piece work to raise money for food.

Concerning HoDs themselves, poor academic performance was attributed to lack of adequate supervision. Supervision was given to the committee running afternoon classes who were non administrators which was difficult for a fellow teacher to supervise another teacher. The Headteachers in most cases were not available to supervise the afternoon session. They also complained of poor remuneration, over enrolment, selection of grade 10 pupils and lack of teaching and learning materials.

When asked on factors affecting pupils' academic performance in the afternoon classes, the Headteachers blamed pupils' absenteeism and background for their poor performance in their academic performance. They said most pupils come from rural areas where teaching had much to be desired. Concerning teachers, they attributed poor academic performance to teacher unpreparedness for lessons and general bad attitude to work. On HoDs and themselves, they said they do everything possible to improve the academic performance of the afternoon classes.

4.4. Interventions aimed at improving academic performance

During in-depth interviews and focus group discussions, the pupils, teachers, Heads of Department and Headteachers were asked on intervention aimed at improving academic performance of the afternoon classes of Kudu, Sable, Eland, Impala and Duiker secondary schools and below were the responses.

According to pupils, academic performance would improve if and only if pupils themselves put more effort in their studies, improved on attendance, stop prostitution and drunkenness. They also asked if they could have access to the library and modules to use at their homes. They requested the committee in charge of the afternoon session not to send them home for fees. Pupils said teachers should not come to classes drunk.

The teachers that were interviewed emphasized on the provision of adequate text books for both teachers and pupils and reduce over enrolment of pupils in secondary schools. As one put it;

‘Government policy is straight forward on procurement of pupils’ text books that is 30% pupils’ school fees but none of their monies go toward buying text books.’

On remuneration, teachers said it was going to be better if government would take over the afternoon classes and give teachers extra duty allowance for teaching afternoon classes.

‘... monies paid by pupils end up in very few people’s pocket. Government should take up the running of the afternoon classes’

To encourage teachers, incentives are necessary in terms of praise, scholarships to colleges and in monetary form.

The teachers said for academic performance to improve, the school should procure both teachers and pupils’ text book. The District Education Board Secretary’s office should be involved in the supervision and monitoring of activities in the afternoon session. Teachers said parents should also be encouraged to support their children in terms of paying for their school fees, buy them food and all the school requisites. The school home work policy should not just be on paper but should be fully implemented.

The Heads of Department suggested that supervision of pupils and teachers should be intensified by involving the HoDs and the office of the Headteacher not leaving it to the afternoon classes committee. They also suggested on the improvement of remuneration and procurement of both pupils and teachers text books. It was also important to work on teachers’ mindset that teaching is a noble career aimed at helping the need. The HoDs said parents should be encouraged to support their children so that they do not indulge themselves in bad activities especially girls.

The Headteachers said if and only if pupils reduce on absenteeism, parents support their children adequately and teachers teach to the best of their ability, pupils would be performing well academically

CHAPTER FIVE

DISCUSSIONS OF RESEARCH FINDINGS

5.1 Overview

This chapter discusses the findings of the study, which aimed at finding out interventions to improve academic performance in grade 12 final examinations of afternoon classes by Head of Departments and Headteachers of selected schools in Choma District of Southern of Zambia. The findings were discussed in line with the objectives which were:

- I) To assess the academic performance of pupils from the afternoon classes of the selected schools in Choma District.
- II) To establish from pupils, teachers, Heads of department, Deputy Head teachers and Head teachers' factors that influence academic performance in grade 12 final examinations of the afternoon classes in Choma District.
- III) To determine interventions employed by of Heads of department, Deputy Head teachers and Head teachers' aimed at improving academic performance in grade 12 final examinations of the afternoon classes.

5.2 The Academic Performance of Pupils- Afternoon Classes

The findings of the study revealed that, in the years 2011 to 2015, generally the academic performance of the afternoon classes were very poor. The conclusion was arrived at the analysis of the grade 12 final examination of the schools under study. Out of the five schools that were visited, three schools were able to provide the researcher grade 12 final examination results analysis in the years under review in the nine (9) subjects that were common in all the three schools (Kudu, Sable and Eland) under study namely English Language, Mathematics, Science, Biology, Religious Education, Commence, History, Geography and Chitonga only in English Language are pupils seem to be trying. Out of the 3222 pupils who sat to write English Language examination in all the three about 1611 pupils got between 1 and 6 points which is 50% pass. In Science and Mathematics which are core subjects into entrance in colleges out of 2893, only 318 pupils got between 1 and 6

points and out of 2893 only 347 got between 1 and 6 points respectively. The number of pupils that completely failed or got 7 and 8 points is quite huge.

In Biology, of the 2893 pupils who sat for final examination, 318 pupils got between 1 and 6 points representing 11% pass. It is in Religious Education where at least 35% of the pupils who sat for examination got between 1 and 6 points which is 906 pupils out of 2589 pupils who sat for the final grade 12 examination. This was the same as in Commence and History where the number of pupils who passed were 638 out of 1877 and 300 out of 882 representing 34% each respectively. In Geography and Chitonga, the results were worse off because only 400 pupils out of 1458 735 out of 1751 respectively got between 1 and 6 points representing 29% each of the number of pupils who sat for final examination in the years 2011 to 2015.

On average, about 9% of all the pupils who sat for grade 12 final examination got grade 12 full certificate which is far below average. As Vroom (1954) puts it in Expectancy Theory of Motivation, expectancy is the individual's expectancy that effort will lead to the intended performance, instrumentality is the instrumentality of the performance in achieving a result and the valence is the desirability of the result to the individual. In a case where the three variables (expectancy, instrumentality and desirability) are none existence in a pupil, performance is poor as is the situation in this study of the afternoon pupils in secondary schools of Choma District.

The findings from pupils' focus group discussions revealed that the academic performance of the afternoon pupils was poor. Almost all the pupils that were interviewed except for one agreed that the performance of pupils in their final grade 12 examinations were poor. The response from teachers and Heads of Departments agreed with pupils that afternoon pupils' academic results were poor. There were 45 teachers that were interviewed. About 75% of these teachers agreed to the fact that the results were poor and only 7% said that, they were good while 18% said, they were fair. All the Heads of Department alluded to the fact that the results of the afternoon pupils were poor and all the Headteachers said that, they were fair meaning that the results were poor.

In a case where pupils themselves accept that their academic performance was poor implies that did not put any effort for good performance and the outcome was poor which is in line with Vroom's Expectancy Theory of Motivation.

5.3 Factors Affecting Pupils' Academic Performance- Afternoon Classes

Consistent with Kelly (1999) afternoon pupils may receive poor education because of their tiredness by the time of classes, this study discovered that all the pupils that were interviewed indicated time as the major cause of poor academic performance of the afternoon classes in grade 12 final examinations. According to the findings, pupils have very little time of contact with teachers. In every school day, they have only four (4) hours of contact time that is 1330 hours to 1745 hours. They have also few numbers of periods in a day. While the Zambian Government in Educating our Future Policy Document (1996) require pupils to have English Language and Mathematics seven (7) periods each in a week, the current study found that afternoon pupils only have four (4) periods each in a week. Subsequently in Science and Biology the policy require pupils to have six (6) periods each in a week; however, afternoon pupils only have three (3) periods each.

While Kasanda (2003), Mbonzi (2008) and Mwanza, (2010)'s findings attributed poor performance of pupils to teachers' absenteeism, this study found absenteeism by both pupils and teachers as another factor for poor academic performance of pupils in the afternoon classes. The major cause of absenteeism among pupils was the problem of payment of school fees. Most of the pupils were sent home to bring money some of whom do not come back until the time for examination. Pupils reported late at the beginning of the term which made them loose quite a lot of days in the term which resulted into poor academic performance. Pupils interviewed said there was no active learning at the beginning of the term until the third week.

Furthermore, the findings revealed that most teachers are just interested in signing just for remuneration but not teaching. Teaching in the afternoon is for money. If you fail to sign, you will not get the money for that period. "Teaching in the afternoon is a gold mine." In support of this, Kingdom (1996) conducted a similar study on student achievement and

teachers' pay in India and found that teachers' remuneration affected students' academic achievement. Teachers' attitude may make students to run away from school.

However, this study further established that some teachers come drunk and fail to teach while others spend most of their time attending to meetings that are held in the afternoon reducing time to learn which is already limited. This is in agreement with studies done elsewhere (Kennedy 2001, McGovern 1998, Moore 1998, Mulenga, 2006, Mbonzi 2008, Mwanza 2010) where on average, research has revealed that teachers are irregular or missed classes because they are called for a meeting or tired from work in the morning. The current study also established that most pupils; boys and girls indulge themselves in activities that are not good such as drunkenness and prostitution, which lead them to poor performance. Thus, Mwamwenda (1995) argued that the achievement of a student in school is determined by their attitude rather than inability to study.

Teachers have taken teaching in the afternoon as a fundraising venture as a result many go to class not prepared. Pupils that were interviewed discovered that when they observed the time worsted in storytelling. This is in consonant with the studies conducted by Broder and Dorfman (1994), that instructor's preparation for class, ability to maintain interest and enthusiasm for teaching are indicators of good academic achievement. Pupils interviewed showed ignorance of the roles of the Heads of Department including that of the Deputy Head and the Headteacher because their Headteacher was the coordinator for afternoon.

According to the teachers that were interviewed, most pupils that learn in the afternoon come from very far places and are left alone to run their own homes. These boys and girls have no one to take care of them especially the girl child; hence, concentration is very low. Some of these pupils live in not electrified houses hence they have to fetch for fire wood and have no time to study.

In all the school the researcher visited, the classes were over enrolled. Probably as a "Gold mine" it was for the purpose of making more money. However, teachers said this money only benefits a few. This is in line with the research done by Mbozi (2008) that over

enrolment has a negative effect on pupil academic performance. It was observed and reported in the current study that most afternoon classes in schools had an average of 60 pupils per class against the Ministry of Education average of 40 pupils per class for secondary schools. Too many pupils in one class make it difficult for pupils to concentrate and teachers to mark (Mulenga, 2006, Ministry of Education, 1966, Mbozi, 2008). Large classes have been found to make teaching exhausting. The teacher may be forced to speak loudly at all times in order to attract and retain pupils' attention. Thus Lifalalo (1995) argues that big class restrain teachers from employing interactive teaching methods and understanding pupils well.

The study found that most of the pupils in the afternoon session are those with minimum qualification to grade 10 and this has not motivated teachers that teach in the afternoon. It is for these reasons pupils themselves have no self confidence that they can make it. This is in line with the study done by Adeyemi and Adeyemi (2014) that student interest has an important explanation to pupil's academic achievement.

Findings revealed that afternoon classes needed extra material to catch up with limited time they have in the afternoon, but the teachers that were interviewed said the session have no text books. The few books that are used are borrowed from the morning session. This is in unison with the studies done by Fabiyi and Fagbamiye (2001) that teaching resource and teaching effectively are significantly related to students' academic achievement. If central administration has little or no hand in a particular project in the school, nothing could be done. What is cardinal in the section is money and nothing else.

The study showed that supervision and monitoring are other factors affecting academic performance of the afternoon session. In all the schools the researcher visited, the session is run by the committee of teachers appointed by the Headteachers. The hierarchy of administration is the Headteacher and the Deputy Headteacher then the Afternoon section coordinator. The Heads of department and teachers are in the same group. The coordinator is an ordinary teacher who is supervised by the Head of department. Mwanza (2004) alluded to

the fact that, effective Headteacher with visions encourages teachers to work hard towards achieving goals of the school.

Contrary to the study by Willium (2001) which found that support from parents and teachers improve student academic performance. This study found that parents contributed to the poor performance of their children. Most parents do not pay school fees for their children neither do they provide them with the basic needs for their daily living, hence their children s' academic performance was not good.

5.5 Intervention Aimed at Improving Academic Performance- Afternoon pupils

The findings of this study indicated academic performance would improve if and only if pupils themselves put more effort in their studies, improved on attendance, stop prostitution and drunkenness. Parents need also to be concerned about the education of their children by ensuring that their children do not indulge themselves bad activities especially girls. The findings further revealed that parents should be encouraged to support their children in terms of paying for their school fees buy them food and all the school requisites. The pupils interviewed also requested for the committee in charge of the afternoon classes not to be sending them home for failure of paying schools fees.

The above findings are consistent with Ubogu (2004) and Willium (2001) studies which indicated that parents' interaction with teachers enables them to know what their children are encountering in school and what could be done to deal with the problem. It would also put pupils on alert and study in school as they would know that their parents would find out about their performance. Parents may not be able to provide much guidance and help to their children s' performance to improve when they are ignorant of what is happening in school.

The findings of the study also revealed that absenteeism by both pupils and teachers need to be reduced if the academic performance of pupils could be improved. According to Mbozi (2008) and Mwanza (2010), if the teacher is not in the classroom, there is no learning taking place. There is absence of interaction between the teacher and the pupils. Teacher absenteeism does not only mean that the teacher is at home or somewhere else. It also means

the teacher is in school but not physically present in the classroom to conduct lessons. Mwanza (2004) also argues that Headteachers' management styles have a direct bearing on teachers' performance such as hard work, able to manage time, visible in school and able to monitor teachers.

The findings further revealed afternoon pupils in secondary schools should not be over enrolled as this had a negative impact on the performance of pupils. It was observed and reported that most classes have an average of 60 pupils per class against the Ministry of Education average of 40 pupils per class for secondary schools (Mulenga, 2006, MoE, 1966). Too many pupils in one class make it difficult for pupils to concentrate and teachers to mark (Mulenga, 2006, Ministry of Education, 1966, Mbozi, 2008). A study conducted by Rivera-Batiz and Martin (1995) showed that teacher burnout was much more in overcrowded building than in underutilized buildings. Teachers in overcrowded classes have little to cover the basic materials and have no extra time for further exploration. Lifalalo (1995) also argues that big class restrain teachers from employing interactive teaching methods and understanding pupils well.

It is imperative for every school to have adequate teaching and learning resources for effective delivery of information to the learners. The pupils, teacher and the Heads of department that were interviewed alluded to the fact that there were no text books in schools for both teachers and pupils. Oladele (1985) conducted a study on teaching effectiveness and found out that inadequate resource material on teaching effectiveness is related to the sense of frustration experienced by teachers in schools teaching and learning materials affect the academic performance of pupils. Similarly a study conducted by Mwanza (2004) indicated that effective headteachers provide their teachers with adequate teaching and learning materials which in turn motivate teachers to work hard and improve the academic performance of pupils.

However (Mbozi, 2008) argues that it is not a matter of the availability of text books but how they apply to the new curriculum and being used by teachers. Consequently, Kelly and Kanyika, (2000) argued that, the number of text books did not automatically improve

learning but teacher training must also improve to ensure effective teaching and use of text books. It was also found that, the library was a necessary tool to enhance academic performance of pupils. The afternoon pupils had no access to the library and in some instances; the rooms were too small to accommodate both the regular pupils and the afternoon pupils (Mulenga, 2008).

The school home work policy should not just be on paper but should be fully implemented. Since the afternoon pupils have not enough time of learning, home work would be the only alternative. However, due to the sizes of classes, teachers have found it difficult to give home work to the pupils. Too many pupils in class made it difficult for teachers to mark (Mbozi, 2008)

The teachers and the Heads of department talked about remuneration at the end of the term and opted to be paid by government in form of extra duty allowances because money was not shared equitably by the managing team comprising the Headteacher, Deputy Headteacher and the committee. A study conducted by Mutale (2010) showed that teachers are the main source of motivation to pupils in classrooms. It is for this reason that meaningful reward and other classroom incentive must be must be awarded to deserving teachers. However, some teachers said did not need money as a way of motivating teachers but even a smile, praise, words of encouragement and support would go a long way in motivating teachers.

The Heads of Department suggested that supervision of pupils and teachers should be intensified by involving the HoDs and the office of the Headteacher not leaving it to the afternoon classes committee. The District Education Board Secretary's office should also be involved in the supervision and monitoring of activities in the afternoon session.

5.6 Summary

The chapter has presented and discussed the research findings in accordance to the research questions, research objectives and the theoretical framework. It is, therefore, important to conclude the study and look at the recommendations as presented in the next chapter.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview

This chapter presents the conclusions and recommendations emanating from the research findings and discussion of the study. Suggestions for future research are also outlined in this chapter.

6.2 Conclusion

Considering the results analysis taken from schools from 2011 to 2015 under investigation, it was clear that the academic performance of the afternoon classes were poor. Only a few numbers of boys and girls were able to get between 1 and 6 point in all the subjects except for English Language. It is also true that only a few (9%) of the pupils that sat for grade 12 final examination managed to get full certificate in all the five years that were taken by the researcher. All the participants including the pupils that were interviewed acknowledged the fact that the academic performance of the afternoon pupils were below average. Only Headteachers were able to say that the results were fair and one Head of department. The researcher found out that the latter had little or no idea of what was happening in the afternoon classes and probably wanted to hide what was on the ground. It is common sense that everything was left in the hands of the committee in all the schools under investigation.

As regards factors affecting academic performance of the afternoon pupils, findings has shown that there was no supervision and monitoring by the Head teachers, Deputy Headteachers and the Heads of department. It is for this reason every one that was interviewed indicated teacher unpreparedness as a result of poor academic performance of the afternoon pupils. Another factor that came out strongly was the time of contact between the pupils and the teachers in the sense that the number of periods are fewer than the expected number of period that is seven (7) periods a day opposed to nine (9) stipulated in the Education Act at senior secondary school. Not only was the number of periods few but also these periods have little time allocated to them. Each period has 35 minutes opposed to

40 minutes contained in the Education Act. Resource materials were other factors that led pupils in the afternoon classes to perform poorly in their grade 12 final examinations. Since these pupils have very little time in the afternoon, they were supposed to have excess materials to help them during their spare time. Pupils and teachers suggested module in all the subjects in order to read on their own since they have not enough contact time.

With regard to interventions aimed at improving the academic performance of the afternoon classes, the study has shown that parents' involvement is very important in the education of the afternoon pupils because all the pupils are day scholars assumed to come from their parents' homes. Their involvement would reduce vices such as prostitution, drunkenness, and absenteeism. The study further showed that remuneration to teachers must be done in a more transparent, honest and equitable manner in order to enhance teacher morale and enthusiasm in the manner they conduct their services. All the teachers that were interviewed complained about the selection of afternoon pupils that it was inadequate for it was barely a certificate mark, hence, suggested to improve qualifications for afternoon pupils when enrolling like the morning or regular pupils.

6.4 Recommendations

1. Government through the Ministry of General Education should take over remuneration of teachers from schools by introducing extra duty allowance to teachers of afternoon sessions to motivate them.
2. Government through the Ministry of General Education should ensure that all secondary schools are well resourced in terms of teaching and learning materials for the afternoon classes.
3. Government through the Ministry of General Education to reconsider the cut-off point to grade 10 for afternoon pupils.
4. Government through the Ministry of General Education to construct weekly boarding houses for afternoon pupils especially girls

5. All the stake holders should be fully involved in the education of the afternoon pupils (Government, teachers and parents).
6. Government through the Ministry of General Education to upgrade primary schools to senior secondary schools in rural areas to reduce on the distance covered by the boys and girls.
7. School authority should introduce incentives to deserving pupil's motivation.

6.5 Future Research

A similar research need to be done at a different location with a wider catchment area.

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APPENDICES

APPENDIX A: Questionnaire for the Afternoon Pupils

University of Zambia

School of Education

Department of Education and Policy Studies

TITLE OF THE RESEARCH: Interventions aimed at improving academic performance of the afternoon classes in grade 12 final examinations in selected schools, in Choma District, Southern Province, Zambia

Dear Respondent,

You have been randomly selected to take part in this study because you are directly involved in the results of the afternoon pupils. Be as free and truthful as you can to respond to the questionnaire below. Be assured that your response will be confidentially handled by the researcher.

Your assistance will be greatly appreciated.

Yours faithfully,

Silas Chibbandula.

1 Indicate M for male and F for female

2 Thinking about your school, how much do you agree or disagree with the following?

For each statement, please write the letter of your choice in the box.

A Strongly Disagree B Disagree C Agree D Strongly Agree

a) My school disciplines students fairly. -----

b) My administrators models respectful behaviour -----

c) Students in my school care about learning and getting a good education.-----

d) Students in my school do not perform well in end of terms examinations-----

e) Most teachers are enthusiastic about teaching and communicate this to student----

3 How well does each of the following statements describe you? For each statement, please write the letter of your choice in the box.

A Strongly Disagree B Disagree C Agree D Strongly Agree

- a) I really want to learn.-----
- b) I participate regularly in class.-----
- c) I often need extra help with schoolwork.-----
- d) My peers and I are getting good grades -----
- e) My friends and I study outside of school -----

4 How often do your teachers speak with you one-on-one about the following? For each statement, please write the letter of your choice in the box.

A Never B Once or Twice a year C A Few Times a Year D Several Times a Year

- a) Disrupting class.-----
- b) Good academic performance.-----
- c) Not completing assignments.-----
- d) Poor academic performance.-----
- e) Interests and things that is important to you. -----

5 At school, how many administrators do you feel you could talk to if you had a problem?

A 0 B 1 C 2-3 D More than 3

6 How much would the following steps help you to learn? For each statement, please write the letter of your choice in the box.

A Help a Lot B Help a Little C Not At All

- a) More one-on-one attention from teachers. -----
- b) More examples of how the things I learn in school matter in the real world. -----
- c) Classes that is more challenging. -----

7 Thinking about the TEACHERS at your school, how true are the following statements? For each statement, please write the letter of your choice in the box.

Very True B True C Not True D Not very True

- a) Most of my teachers do not put effort into making sure students learn. -----
- b) Most of my teachers do not prepare for class -----
- c) Most of my teachers are not concerned with my success and expect more success-s.
- d) Most of my teachers do not give feedback on my home work. -----
- e) Most of my teachers do not help students after school. -----

8 Thinking about your ADMINISTRATION how much do you agree or disagree with the following? For each statement, please write the letter of your choice in the box.

A Strongly Agree B Agree C Disagree D Strongly Disagree

- a) Do not pays attention to the needs of students -----
- b) Do not supports students academically -----
- c) Greet you in the afternoon.-----
- d) Do not Post and clarify school rules-----
- e) Enforce school rules evenly-----

APPENDIX B: Interview Guide for pupils

University of Zambia
School of Education
Department of Education and Policy Studies

TITLE OF THE RESEARCH: Interventions aimed at improving academic performance of the afternoon classes in grade 12 final examinations in selected schools, in Choma District, Southern Province, Zambia

Dear Respondent,

You have been randomly selected to take part in this study because all of you have equal chances of being selected in the study. Be as free and truthful as you can to answer the question below. Be assured that your response will be confidentially handled by the researcher.

Your assistance will be greatly appreciated.

Yours faithfully,

Silas Chibbandula.

1. How has been the academic performance of afternoon pupils in grade 12 final examination?
2. What is your view on the academic performance of pupil of the afternoon classes in grade 12 final examination?
3. What are some of the factors that read to poor academic performance of the afternoon classes?
4. What do you think administrators should do to improve the academic performance of the afternoon pupils?

APPENDIX C: Focus Group Discussion Guide for Teachers

**University of Zambia
School of Education
Department of Education and Policy Studies**

TITLE OF THE RESEARCH: Interventions aimed at improving academic performance of the afternoon classes in grade 12 final examinations in selected schools, in Choma District, Southern Province, Zambia

Dear Respondent,

You have been purposively selected to take part in this study because you are directly involved in

the teaching of the afternoon pupils. Be as free and truthful as you can to respond to the questions in the interview. Be assured that your response will be confidentially handled by the researcher.

Your assistance will be greatly appreciated.

Yours faithfully,

Silas Chibbandula.

1. For how long have you been working as a teacher at this school?
2. How has been the performance of afternoon pupils since you have been working as a teacher?
3. What has been your view on the academic performance of pupil of the afternoon classes in grade 12 final examination?
4. What are some of the factors that read to poor academic performance?
5. What intervention as an individual teacher have you put in place aimed at improving academic performance of the afternoon pupils?

APPENDIX D: Focus Group Discussion Guide for the Administrators.

University of Zambia
School of Education
Department of Education and Policy Studies

TITLE OF THE RESEARCH: Interventions aimed at improving academic performance of the afternoon classes in grade 12 final examinations in selected schools, in Choma District, Southern Province, Zambia

Dear Respondent,

You have been purposively selected to take part in this study because you are directly involved in the running of the afternoon classes. Be as free and truthful as you can to respond to the questions in the interview. Be assured that your response will be confidentially handled by the researcher.

Your assistance will be greatly appreciated.

Yours faithfully,

Silas Chibbandula.

1. For how long have you been working on this current position?
2. How has been the academic performance of the afternoon pupils since you have been working as a head teacher in grade 12 final examination?
3. What has been your view on the academic performance of pupil of the afternoon?
4. What are some of the factors that read to poor academic performance of the afternoon classes?
5. What interventions as an administrator have you put in place aimed at improving academic performance of the afternoon pupils?