

**FACTORS AFFECTING PUPILS' ACADEMIC
PERFORMANCE IN SELECTED URBAN
SECONDARY SCHOOLS IN KITWE DISTRICT ON
THE COPPERBELT PROVINCE, ZAMBIA.**

BY

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**A RESEARCH REPORT SUBMITTED TO THE
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ABSTRACT

The study investigated the factors that contribute to Pupil Poor Academic Performance in selected schools of Kitwe Urban namely: Wusakile, Mitanto, Nkana and Mindolo Secondary Schools. The academic results at grade twelve in these schools have progressively deteriorated in the past two years (2016 and 2017). The study aimed at determining the extent to which the School and Home environments influenced the academic performance of pupils at grade twelve in the selected schools. A case study design was used which applied the qualitative paradigm and sparingly used quantitative data for the purpose of obtaining descriptive statistics. However, the study was more inclined to the qualitative research paradigm. The target population comprised teachers, pupils and school administrators. Purposive sampling procedures were used for the fifty-four (54) respondents who participated in the study. Data were collected through questionnaires, interview guides, focus group discussions and voice recordings. Qualitative data were analyzed thematically through identification of themes and sub-themes that emerged. Basic descriptive statistics such as frequencies, percentages and tables were used in the analysis of quantitative data.

The findings of the study established the following as factors contributing to poor pupil academic performance in selected secondary schools in Kitwe District: insufficient study space, inadequate provision of learners' academic and social welfare, non-parental involvement in monitoring pupil commitment to studies, inadequate teacher up-grading, teachers not updating themselves with educational information and practice research, a lack of teacher involvement in internal and external capacity building educational programs, lack of pupil commitment to learning and study through searching for knowledge from their teachers, peers and available libraries and laboratories, lack of self-discipline among pupils.

The study recommended that schools should: develop and implement strategic plans aimed at improving their infrastructure and general aesthetical outlook, restock their libraries and re-equip their laboratories, adequately monitor and supervise their teachers and pupils, establish Guidance and Counseling staff positions, develop a culture of research and peer review in teaching practice. The Ministry of General Education should involve Head teachers in the selection of new teachers before they are posted to schools.

AUTHOR'S DECLARATION

I, Chungu Mbolela, do hereby declare that this dissertation is my original work. Where other people's work has been used, it has been duly acknowledged. To the best of my knowledge this work has never been reproduced or previously submitted to the University of Zambia and the Zimbabwe Open University.

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APPROVAL

This dissertation by Chungu Mbolela is approved as the fulfillment of the requirement for the award of a Degree of Master of Education in Educational Management by the University of Zambia and the Zimbabwe Open University.

Examiners' Signatures

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

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DEDICATION

This dissertation is dedicated to my husband, Richard Chiyangi, and our children: Chiluba, Changala and Chate. These members of my family have been my strength and support throughout my studies.

I also dedicate this work to my late father, Mr Philip Mbolela, my beloved mother, Molly Mwamba Mbolela and my brothers and sisters who encouraged me every step of the way.

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May God richly bless you all.

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CHAPTER ONE

1.0 Introduction

Parents throughout the world attach great importance to the education of their children and parents in Zambia are no exception. This is because of the important role that education plays in ensuring reciprocal obligation within the family system when the child eventually completes his or her education. The employed child, in turn, is able to support the education of his or her siblings. Parents are proud of the scholastic achievement of their children who eventually get employed and lighten the financial burden of educating other family members. Good academic performance in grade twelve at secondary school lays a good foundation for the progression of the child to tertiary education. According to Kasoma (2012), Kenneth Kaunda in his foreword to Growth of Education in Zambia, Mwanakatwe (1968) stated that:

“We are architects of our own destiny. We are bricklayers in the nation building process laying what I consider to be a decent and happy future, for ourselves and the succeeding generation, for we have had our day and full share of problems and enjoyment where this has been possible, but the future is for the young which education must mould with the highest possible degree of perfection\.” p.ix.

Kaunda’s thought is augmented by Lemmer (1999:3), who observed that “the universal basic aim of school in general remains the preparation of children for their economic future, taking cognizance of a variety of aspects involved in such a future. Lemmer (1999), further observed that the predicament of the schools lies in the fact that they cannot accurately anticipate the future for which they have to prepare the learners.

1.1 Background of the Study

The global measure for pupil performance is scores based on standardized achievement tests, which are constructed, administered, scored, reported and interpreted in a consistent fashion to provide for the measurement of individual differences in as unambiguous way as possible, (Lockheed and Hanushek, 1994:1782). These standardized tests are meant to provide consistent

information across schools in the District, Provinces and in the Nation as a whole. They also provide indications of performance differences among children within the same school or class.

According to Kallen (1997:11), instruments of performance evaluation have undergone significant developments which have included: formative and continuous assessments which are more focused on how the learner derives knowledge from hands-on learning skills; norm-referenced assessment which are based on the schools' traditionally and internally set standards. The problem associated with assessments is that learners that do not meet the set criterion are either forced to repeat the grade or transferred to schools regarded to have lower performance criterion or forced to drop-out of the school system altogether.

Zambia's National Educational policy aims at developing a complete person for his or her own fulfillment and the good of society. It hopes to achieve this through promoting the full and well-rounded development of the physical, intellectual, social, affective, moral and spiritual qualities of the learner, (MOE 1996:29). It stipulates that Government's role in education arises from its overall concern to protect the rights of the individuals and promoting their social well-being. The government, therefore, seeks to promote and support the conditions through which education can realize its potential in society.

Zambia's Educational System is significantly influenced by the principles of the Education for All which in a greater way are social promotion policies within the educational sector.

The Zambian Secondary School Education System uses end of term and end of the year tests to measure performance for pupils in Grades 8, 10 and 11. These are non-qualifying examination classes and each school has its own internally set tests. Every pupil in these grades is assured of progressing towards the immediate examination class which is either Grade 9 or 12. Pupils in Grade 9 and 12 throughout the country sit for examination papers set by the Examination Council of Zambia. The papers are not marked at the respective schools but are sent to the examination council which appoints markers in each province. Examination Performance at Grade 9 is based on the cut-off points determined for girls and boys. Pupils' performance at Grade 12 is measured by points based on the best 6 subjects out of 9.

1.2 Statement of the Problem

The sole purpose of secondary education is to prepare pupils for tertiary education at college or university and to some extent prepare students for the world of work. Despite government efforts to provide quality education to all, secondary school learners in some public schools have continued to produce poor academic results in their final School Certificate Examinations.

The school and home environment of the learners are expected to provide supportive conditions for pupils to perform well academically. However, records at the selected secondary schools in Kitwe District revealed that pupils' performance was poor in 2016 and 2017. Ideally a school is a place where children work hard, succeed academically and feel good concerning their envisaged future. Poor academic performance, therefore, jeopardizes the chances of such pupils proceeding to higher education where they would build careers for a better future. There was, therefore, a compelling need to find out those factors that contributed to the poor academic performance of pupils at the selected secondary schools.

1.3 The Purpose of the Study

The purpose of this study was to identify the factors that affect academic performance of pupils in Selected Urban Secondary Schools in Kitwe District. The study also identified how parents and school authorities can work together to help the pupils improve their academic performance.

1.4 The Objectives of the Study

This study was driven by a general objective and four specific objectives.

1.4.1 General Objective

To determine whether there are academic, economic and social factors that affect the academic performance of Secondary School Pupils in Selected Schools in Kitwe District, on the Copperbelt Province of Zambia.

1.4.2 Specific Objectives

1. To determine the school environment factors which contribute to poor academic performance of pupils in the Selected Secondary Schools in Kitwe Urban.

2. To establish factors in the home environment that cause poor academic performance in the pupils from those selected secondary schools in Kitwe Urban.
3. To ascertain teacher and pupil factors that account for poor pupil academic performance in the selected Secondary Schools in Kitwe Urban.
4. To identify strategies and mechanisms for eliminating those factors and improving pupil academic performance.

1.5 Research Questions

Arising from the above objectives, the study had the following research questions:

1.5.1 General Research Question

What were the factors that affected student academic performance in the selected Secondary Schools in Kitwe Urban?

1.5.2 Specific Research Questions

1. How does the School Environment contribute to poor pupil academic performance in the selected Secondary Schools in Kitwe Urban?
2. How does the home environment contribute to poor pupil academic performance in the selected Secondary Schools in Kitwe Urban?
3. What teacher and pupil factors lead to poor pupil academic performance in the selected Secondary Schools in Kitwe Urban?
4. How can pupil academic performance in the selected schools be improved?

1.6 Significance of the Study

The study provided insights into the factors that cause poor academic performance of pupils in selected secondary schools in Kitwe Urban. These factors possibly affect pupils' academic performance in urban secondary schools in other parts of the country. It provides scope for intervention over these problems for teachers and parents in the study area and beyond its boundaries. The study has also contributed to the body of knowledge on how the mitigation measures recommended can improve the academic performance of secondary school pupils.

It is hoped that the study has also become part of the documentation process on the factors affecting academic performance in secondary schools and the solutions thereof. It is further hoped that it has become the basis for future research on similar topics in order to further develop a better understanding of the challenges at hand.

1.7 Limitations of the Study

The researcher is a family person and a school administrator who had the challenge of apportioning time for her responsibilities and the study. Some of the School respondents thought it was the performance of their schools being assessed hence were initially apprehensive that their schools were going to be exposed by the researcher. Some of the learners thought that it was an investigation into their behavior which would be reported to their school authorities and hence were suspicious about the motives of the questions they were being asked.

1.8 Delimitation of the Study

The study confined itself to factors affecting the academic performance of Grade 12 pupils from Wusakile, Mitanto, Nkana and Mindolo Secondary Schools in Kitwe Urban.

The selected schools recorded the following pass rates in the grade 12 examinations: in 2016 Mitanto Secondary School recorded 36.79%; and in 2017, 39.9% of 823 candidates. Wusakile in 2016 recorded 43.15%, whilst in 2017 the school produced 48% out of the 859 candidates. Nkana Secondary School recorded 45% in 2016 and in 2017 36.2% out of the 634 candidates. Mindolo Secondary School in 2016 recorded 40.17%, and in 2017 they recorded a 60% out of 527 candidates.

1.9 The Theoretical Framework

The essence of academic performance is usually associated with the concept of learning which implies “thinking using the brain”. This concept is aligned to the cognitive learning theory (CLT). However, this study broadened the scope of this theory to the Bandura’s Social Cognitive Theory (SCT), (Smith and Hitt (2005:9-35). According to Rogelberg (2007:729), the theory embraces three variables: Behavioral Factors, Environmental Factors, and Personal Factors. It was assumed that these three factors could have an influence on `pupil performance.

According to this theory, the Person-Environment Interaction consists of human beliefs, ideas and cognitive competencies which can be modified by external factors such as a supportive environment, a stressful environment, and climatic conditions (Rogelberg (2007:615). The person's interaction triggers cognitive processes of a learner which can affect behavior which in turn can modify the way the person thinks. Lastly, the environment-behavior interaction has external factors which can alter the way the learner displays his/her behavior. It should also be noted that behavior can affect and modify the learner's environment. In a nutshell, for effective and positive learning to take place the individual learner should have positive personal characteristics. The learner should exhibit appropriate behavior and stay in a supportive environment.

1.10 Conceptual Framework

The Researcher from the very on-set assumed that there are many factors at play that affect pupil academic performance. Thus for the Conceptual Framework the School and the Home Environment form the main themes of the study, and the Teacher and Pupil Factors form the Sub-Themes of the Study. These themes and the sub-themes express the character of this thesis (see figure 1).

In this Conceptual Framework, performance refers to the evaluated feedback the school has received with regard to their pupils' performance in the Grade 12 School Leaving Examinations. These factors could be intrinsic meaning that they originated from internal causes, or extrinsic meaning that they originated from external causes.

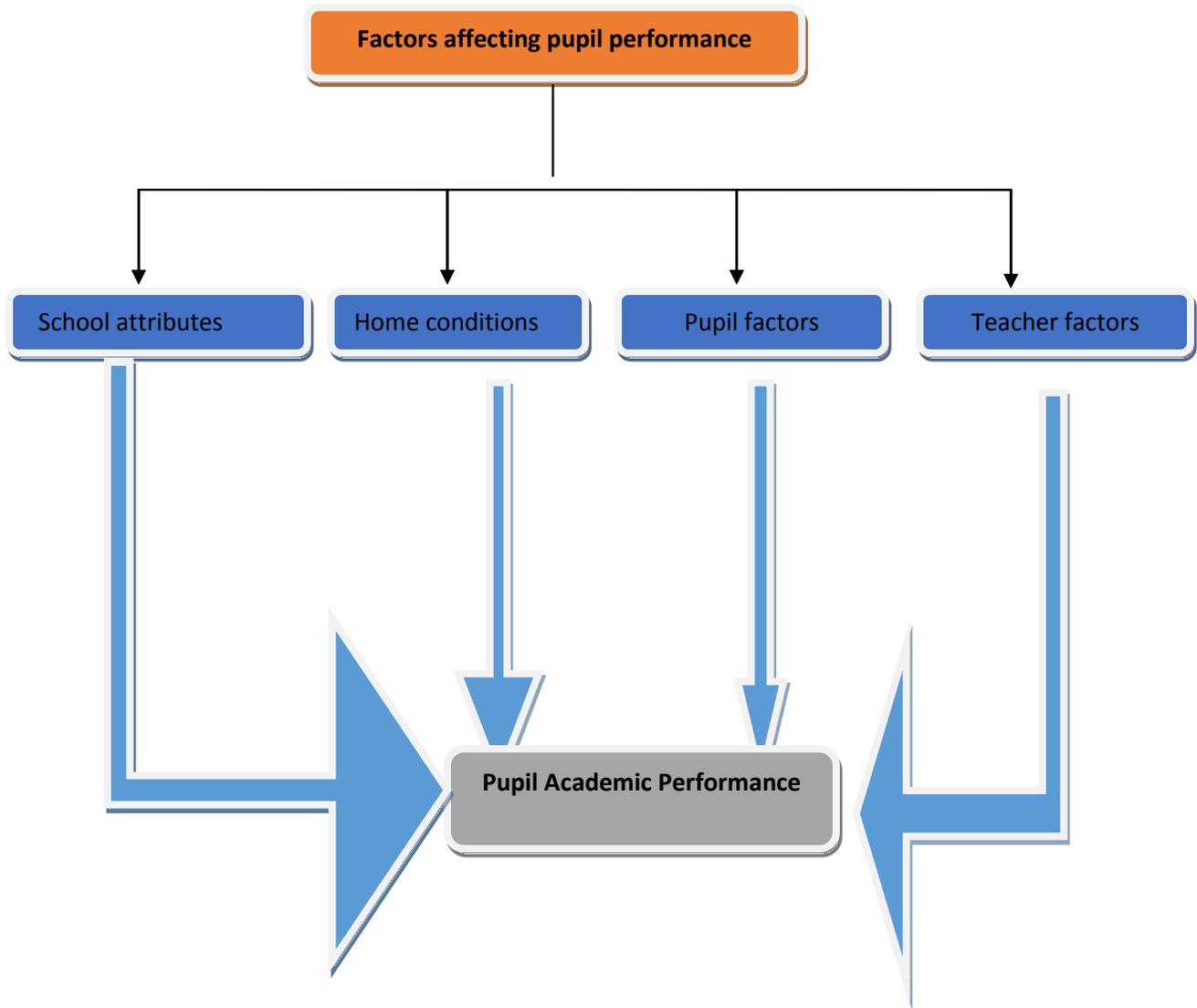


Figure 1: Conceptual Framework

Teacher Factors: These are qualities or features that characterize the teachers’ input into the pupils’ social and academic well-being that may affect pupil performance.

School Factors Affecting Pupil Performance: this refers to those factors within the school environment that may have contributed to their poor academic performance.

Home Attributes: these are qualities or features that are characteristic to the learner’s home environment that can be regarded as having causal effects on academic performance.

Pupil Factors: these are factors within the pupils that can increase or impede their academic performance.

The Conceptual framework provides the feedback from the subsets of the available information in the academic environments that indicate how learner's academic dispositions are affected in their quest to meet their academic goals. This feedback premises itself on synthesizing the sum total of the inherent qualities or features that characterize the learners' academic environment as regards its effect on their academic performance (Rogelberg, 2007:604).

1.11 Definition of Key Study Terms

Academic Performance: According to Lemmer (1999), it is the measurement of the learner's cognitive and performative achievements according to the indicators and set standards by the school or the country's educational system.

Child-headed Household: According to CSO (2009), the term is interchangeably used with child-headed family in reference to "a family of children that has lost the support, care, protection, responsibility and control of its biological parents or adult guardianship; and its guardianship is assumed by a person below the age of 18".

Effective School: This according to Jansen (1995:185), is a learning institution that has strong administrative leadership, a climate conducive to learning, high expectations for student achievement, and clear instructional objectives for monitoring student performance, emphasis is on basic skills instruction.

Effectiveness: refers to the evaluation of the results of performance, and it is beyond the influence or control of the individual.

Home Background: The Macmillan English Dictionary for Advanced Learners Dictionary, 2007, defines it as the type of family, social position, or culture that someone comes from.

Passing: The Concise English Dictionary 11th Edition defines passing as being successful in an examination; in this case it denotes obtaining a full Grade 12 Certificate in at least six (6) subjects, including English, with at least a credit in five of them.

Performance: is synonymous with behavior; it is what people actually do, and it can be observed. Performance includes those actions that are relevant to the organization's goals and can be measured in terms of each individual's proficiency (that is, level of contribution), (Muchinsky, 2006).

School Environment: According to Lemmer (1999), a school is a place where all aspects of formal education take place; a school environment is a place where human activity, whether physical or social, interacts for knowledge acquisition.

Secondary School: Owens (1988:138), defines a Secondary School as a School whose major objectives are to prepare students for admission to higher (tertiary) education; prepare students for the world of work. Normally these Schools run from Grade eight (8) to twelve (12).

Regular School: According to Lemmer (1999:70), a regular school is an institution for education and training which strives to meet the diverse needs of learners within regulated periods.

Learner: is a person involved in knowledge acquisition; in this case a student or pupil pursuing secondary education. De Beer (1994), describes a learner as a person who seeks knowledge from a teacher. The MacMillan English Dictionary for Advanced Learners further defines a Learner as one who is in the process of gaining knowledge or a skill that makes it possible for him or her to do something. In this study a learner refers to a pupil in secondary school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

2.1.1 School Factors

D'Souza (1994), emphasized that leadership is crucial for the success of any organization. Poor leadership by the school administration would result in an adverse effect on the academic performance of its learners. Poor leadership leads to ineffective supervision which can adversely affect the performance of the learners.

Lemmer (1999), discusses a number of characteristics which are universally recognized as influencing education. These include Class Size and Pupil Teacher Ratio as having direct implications on school policy and practice. She notes that Teachers believe that the quality of their teaching and their interactions with learners can decline with an increase in the size of a class. She also states that teachers experience more positive attitudes to students and their work when teaching smaller classes. She further discusses the issue of Measuring Pupil Performance. She notes that the commonly used measure for school performance is based on standardized achievement tests which are believed to be easily reported and interpreted in a consistent fashion to mark the individual differences in as unambiguous way as possible.

Munda et al (2000), stated that physical facilities like good classrooms, good ablution blocks, well-maintained school infrastructure contributed to students' motivation which in turn resulted in good performance, as learners like to be associated with a beautiful school environment.

2.2.2 Teacher Factors

Costello (1991), explains that methods of teaching also contribute to pupils' academic performance. The author notes that the lecture approach is not always effective as it turns the learners into inactive participants in the learning process. The author instead recommended discussions; a project and discovery method which create an enabling environment for the learners and ensures that individual differences are taken care of.

Mbozi (2008), observed that teacher-pupil interactions affected the performance of learners. Mbozi stated that it is the responsibility of the teachers to provide an atmosphere which is conducive to learning by refraining from using abusive language, threatening and engaging in inappropriate relationships with pupils of the opposite sex. Mbozi further noted that pupils who were not secure and comfortable in the presence of their teachers tended to abscond and absent themselves from school.

Mudenda (October 2017), writes about Teachers' contributions towards a normal society. He notes that teachers are highly respected men and women who belong to the educational profession whose primary concern is their behavior in relation with the wider community and also their pupils. Mudenda observes that society expects teachers to practice personal virtues that are considered as being the norm. These include good manners, acceptable speech, responsibility, honesty, prudence, and friendliness. He also notes that teachers are the pioneers in the world of ideas and knowledge; hence they should be well qualified and widely read. Society sees teachers as professional experts in the field of education whose role is to nurture knowledge and skills which are relevant to the child's present and future welfare. Teachers play social and academic roles which always put them in the limelight of society and learners.

Mulopo (2010), noted that the proponents of the humanistic paradigm propagated that, the individual has the freedom and capacity to reach self-learning and achieve self-development and is capable of self-directing as long as the environment is enabling. Mulopo further stated that the custodians of teaching and learning should take time to learn how their learners learn and take interest in them. The quality of educational delivery provided by the teacher places the learner at the center.

2.2.3 Home Factors

Chisanga (April 26th, 2018), notes that every aspect matters for child education. She quotes Cornwell Hakapya of the Citizens Environmental and Social Concerns (CESCo) who stated that children need a good environment as well as all necessary products for them to have well-grounded education.

Collins (2007), stated that the home and child's family were cardinal to a pupil's academic performance. The source notes that the family and home is where norms and morals of society are derived from. Collins further noted that the family provides the basis for early stimulation and experience in children. He also noted that what children become and how they perform at school was dependent to a greater extent on the family.

Desarollo (2007), indicated that the extent to which parents and family were actively involved in their family member's education had a positive influence on the child's achievement.

Durijaiye (1976), observed that physical and psychological conditions of the home environment have an effect on children academically.

Kabede (2015) and Masondo (2016), pointed out that learners coming from homes which are headed by themselves or their older siblings carried a burden of family responsibility much greater than that experienced by children from adult headed homes. Such burdens were considered developmentally inappropriate and often resulted in disruptions in education, leading to poor academic performance.

Mudenda (October 11th, 2017), wrote on Parents Role in Career Guidance. He pointed out that committed parents take an interest in the education of their children at every level up to university. He said, engaging young people in discussions regarding their future careers gives parents and guardians insights into the particular courses that immediately catch their children's imagination and attention. This, he further said, makes it easy for parents to advise on the subjects which match the course the child is interested in. He further noted that this gives the pupil a sustainable source of stimulation and enjoyment in their learning process.

Malawo (2018), wrote that parents will always be important in the lives of their children and noted that children never out-grow their own parents. Parents play a significant role throughout the life of their child. Good parents offer encouragement, love, care, comfort and guidance to their children. Malawo explained that parents were the biggest supporters of their children. They encourage them to fly high and aim for the sky, and to pick up the pieces when things do not work out. Parents are prepared to sacrifice for their children. She wrote this as a tribute to Winnie Mandela from the perspective of her daughter Zenani.

Phillips (2011), indicated that child-family households were on the increase due to parental deaths. This was attributed to the HIV/AIDS pandemic which has led to the deaths of many parents leaving children without support and protection.

2.2.4 Pupil Factors

Malumo (March 3, 2018), notes that Zambia has one of the highest child marriage rates in the world with statistics indicating that 42% of the Zambian women between the age 20-24, were married before attaining the age of 18. The article reveals that child marriage violates the fundamental rights of the victims of the vice. The article further observes that poverty, religious beliefs, customary practices and, to an extent, inadequate legislative frameworks are some of the factors blamed for early marriages. Malumo further writes that child marriage compromises a girl's development as it results in early pregnancy, risks to health, poverty and interruption of education, which limits her opportunities for career and vocational advancement. Without education, victims of child marriage are at risk of being victims of gender based violence.

Mudenda (2018), wrote that a student who passes senior secondary school examinations with flying colours and is subsequently admitted into higher learning institution, is considered by society as one of the high fliers. He writes that those who obtain between 6 and 15 points in the examinations studied very hard and were focused and determined to succeed in their academic work. Such students, he said, deserved to go to college or university to pursue their dream careers. He further wrote that the families and friends of such students looked forward to the moment when they would witness their graduation. Mudenda explained that the panacea of the student's academic journey is self-discipline, which is vital for success and career development later in life.

Mulubwa (2007), notes several factors that can contribute to poor academic performance including the fact that pupils have different academic capabilities. Some are gifted whilst others are slow learners or average learners.

Nyondo (2018), states that Grade 12 pupils at Mansa Secondary School urged the Minister of General Education Mr. David Mabumba to abolish the re-entry policy. Their contention was that the policy did not deter those readmitted girls from continuing with their sexual activities and most of them ended up becoming pregnant again. They explained to the Minister that those

young school mothers were very rude and disrespectful to teachers, who found it difficult to discipline them. Those young school mothers were negative role models to other girls. They even go to the extent of encouraging other girls to be involved in early sex. The worst part was that those young mothers neglected their children and contributed to the increased poverty in the families as they exerted more pressure on their parents who take care of those babies. They further explained that the re-entry policy was not serving its purpose as most of those young mothers either ended up failing or dropped-out before completing Grade 12. They recommended that if the policy was to be maintained then the Government should consider building separate schools for such learners.

Kachemba (2018), reported a case on the arrest of some of the members of a youth Gang called 90 Niggas which was said to be terrorizing Kitwe residents. The Youths were said to be between the ages 12 and 20. Their atrocities were said to include murder, brutally assaulting of hapless residents, stealing, raping and generally disturbing the peace of the residents in various compounds in Kitwe. Dr. Charles Mbita the Divisional Criminal Investigations Officer is reported to have advised youths on the Copperbelt to live upright lives as the future of the nation lay in their hands. The nabbed culprits were said to be appearing in the courts of law to answer charges of their crimes. Chisala (2018), reports that Kitwe had other youth Gangs like the Mbwambwambwa, the Tokota Boys, Sons of the Devil, and 100 Niggas marauding in most of Kitwe Townships including Chimwemwe. Chisala reports that the history of youth gangs on the Copperbelt dates back to 1980. The current groups were formed in 2015, though their prominence came to the fore in December 2017. Mwila Ntambi a Zambia Daily Mail Reporter in a follow up edition wrote that the Tokota Boys pleaded with the Kitwe Magistrate Court to grant them bail as they were pupils who were now behind their school work. Emelda Mwitwa in her Gender Focus Column of the 26th April, reported that those teen gangs were being supplied with drugs and had access to strong alcohol. She explained that poor parenting was one of the causes of the emergence of teen gangs.

Kawanga (2018), states that a youth advocate organization known as Youth Denominators Revolution seeks to undertake the fight against examination malpractices. They note that it is not only a source of corruption but a threat to the country's education system. The organization revealed that the scourge was not only in the buying of examination question papers but also in

the use of unauthorized materials such as cell phones. They further explained that examination leakages were not only a crime, but an erosion of the morality and integrity of the education system which ultimately jeopardizes the well-being of future generations. The organization also revealed that the research they conducted on the issue revealed that low-self-esteem was one of the reasons why some students were involved in examination malpractices; that those students lacked confidence in themselves hence resorting to cheating.

Osewa (2005), pointed at lack of study materials as a factor that contributes to poor pupil academic performance. The author noted that many students failed their school certificate examinations or came out with unsatisfactory results because of this concern. The source further points out that those pupils who have access to adequate study materials and are more focused are more likely to excel than those who lack the materials. Osewa (2005), also attributed poor pupil academic performance to laziness, sluggishness, time wasting, playing, sleeping and leaving study to the last minute and rushing to study on the eve of the examinations. The source said that the behavior of such students indicates that they were planning to fail, and that if they ever managed to pass at all they would end up with an average mark.

The Zambia Daily Mail (2018), Opinion column quoted the former United Nations Secretary-General Mr. Kofi Annan who said “Knowledge is Power, Information is Liberating; Education is the premise of progress in every society and family.” The column also quoted Nelson Mandela who said, “Education is the most powerful weapon which you can use to change the world”. The column quoted the former Minister for General Education who explained that while Government is doing a commendable job in providing an opportunity for more Zambians to access education, citizens should rise to the occasion to utilize such opportunities if they are to access positions in public office. The Minister noted that in 2016 many people who wished to be considered as candidates for both parliamentary and local government seats failed to do so because they did not have a Grade 12 certificate which is a minimum requirement according to the constitution of the country.

2.2.5 Gaps in Literature

Most Literature reviewed on school factors pointed out laissez-faire school managements and pupil-teacher ratio as affecting pupil academic performance. This literature was on studies done outside Zambia. Mbozi (2008), did similar studies at basic school level. There was little or no

information yielded on the Zambian secondary schools scenario. Munde and Tamue (2000), did a study on the quality of educational facilities as regards students academic performance in Kenya. Apart from newspaper reports, there seemed to be little or no information on how the quality of educational facilities at a school affects pupil academic performance in Zambia. On the teacher factors, newspaper reports identify factors such as their non involvement in empirical subject matter research and failure to motivate learners by being good role models. Kachemba (2018), wrote on the escalation of involvement of pupils in gang culture at the expense of their education. This is a relatively new phenomenon and very little information about it has been documented. Muntemba (October 24th 2018), brought out the issue of examination leakages in 2018 for Grades 7,9 and 12. Though examination malpractices have been experienced for over a decade, little or no studies have been undertaken to assess its impact on pupil academic performance.

The study established the effect of school attributes, home factors, teacher and pupil factors on the pupil's state of mind. With these factors in mind, the study sought to bridge the gap between the pupils' state of mind and their academic performance in urban secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

This Chapter presents the Methodology that was used in the Study. It highlights the Research Design, The Target Population, The Sample Size, Sampling Techniques, Data Collection Procedures, Data Analysis and Ethical Considerations as applied in the Study.

3.1 Research design

The Research Design for this study involved planning and implementing data collection, with the focus on addressing the research objectives and supporting valid inferences. The foci of design were on the degree that conditions were to be manipulated on forming the units of analysis within and between individual groups/categories, cross-level and on structuring (e.g., crossing, nesting) and delivering interventions (Rogelberg, 2004).

A case study design was used which combined both qualitative and quantitative methods in data collection and analysis. Orodho (2003) defines a research design as the scheme, outline plan that is used to generate answers to research problems. However, the study was more inclined to qualitative methods. Qualitative studies are those in which the description observations are not ordinarily expressed in quantitative terms, Sidhu (2006). The reason for choosing such an approach was to allow for in-depth investigations of the factors in the study.

3.2 Population

The study population was 2,700 from 4 secondary schools namely: Wusakile, Mitanto, Nkana and Mindolo. This comprised Pupils, Teachers and Headmasters.

3.3 Sampling Procedure

Purposive sampling was used to select respondents for the study. Purposive sampling can be considered a form of stratified sampling in that the selection of the cases is governed by some criterion acting as a secondary control (Sidhu 2006). The researcher was aware and knew who to interview to collect the required information.

3.4 Sample Size

The sample comprised 54 Respondents. It was composed of 30 Pupils, 20 Teachers and 4 Head-teachers. This Sample size was 2% of 2700 which was the total population (Number of Candidates who sat for the Grade 12 Examinations in 2017) of the selected Schools.

3.5 Research Instruments

Research instruments included the following as recommended by Kombo and Tromp (2006), questionnaires for teachers and voice recorders for pupils and Head-teachers.

3.6 Data Collection Procedure

The research used questionnaires because of the nature of the study. Primary data was collected using in-depth interviews using voice recordings which were intended to get detailed information from key informants. Secondary data was collected from sources such as class registers, assessment records from sampled schools, and CSO reports.

3.7 Method of Data Analysis

Data was subjected to Content Analysis Procedures which involved the Triangulation of Qualitative Information with Descriptive Statistics displayed in Tables and Graphs. Thematic Analysis based on the major themes such as, issues in the school and home environments; and Sub-Themes comprising Teacher Factors, and Pupil Factors was further done. Voice-recorded data was transcribed and fitted in to the relevant themes and sub-themes. The whole process helped to make sense out of the collected data.

3.8 Ethical Consideration

The nature of the study was explained fully to the respondents before the interviews. The need to collect data from the respondents was justified. Consent was obtained from the respondents used in the study and ensured that they participated voluntarily. The researcher made sure that all respondents were protected physically and psychologically by arranging for them a conducive and safe venue for interviews. The respondents were assured of confidentiality. The researcher was open and honest in dealing with the respondents.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.0 Introduction

The previous chapter described the methodology used in the study. This chapter presents the findings of the study. The study collected views from grade twelve pupils, teachers, head teachers and members of the Parents Teachers Association on the factors affecting pupil academic performance in those selected secondary schools in Kitwe Urban.

The statements posed in the teacher questionnaire are shown above the graphs and tables; the teachers indicated whether it was a school factor, home factor, or pupil factor. The same applied to the questions and responses that were given by other respondents.

4.1 Teachers' Vital Information.

Respondents According to the Gender of Teachers

A total of 20 teachers participated in answering questions from the Teacher Questionnaire. Figure 2 highlights the number of teacher respondents by their gender.

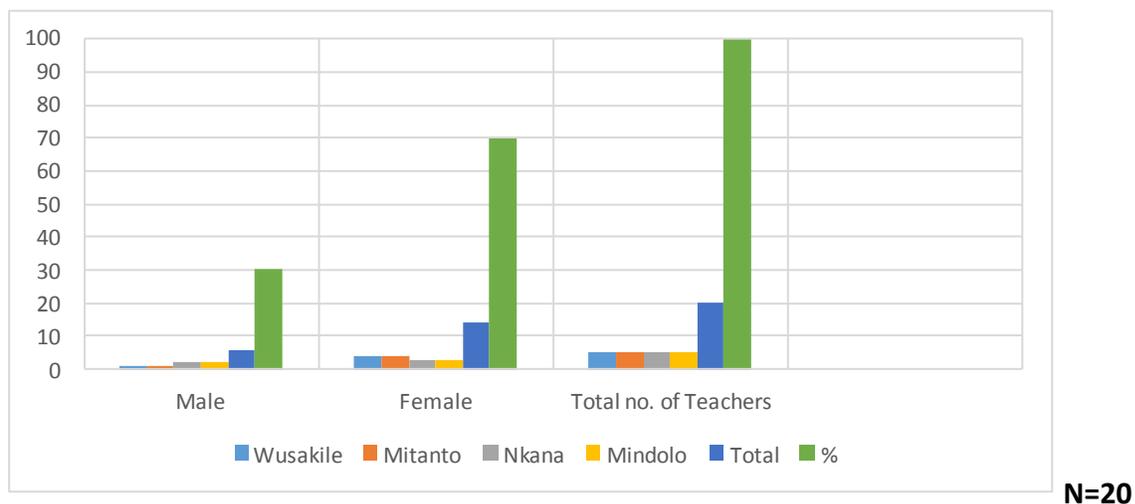


Figure 2: Number of Teacher Respondents by Gender

Figure 2 shows that a total of 20 teachers from the selected Secondary Schools participated in the study. These comprised 6 male teachers representing 30% of the total, and 14 female teachers who accounted for 70% of the participants.

4.2 Teachers' Years of Service

Figure 3 reveals that four (4) female teachers have been in service for less than five (5) years; 6 female teachers have had between 6-10 years of service; 2 female teachers have served between 11 and 15 years whilst 2 female teachers have had more than 16 years of service. Their male counterparts had 4 who have served between 6 and 10 years and 2 who have over 16 years of service.

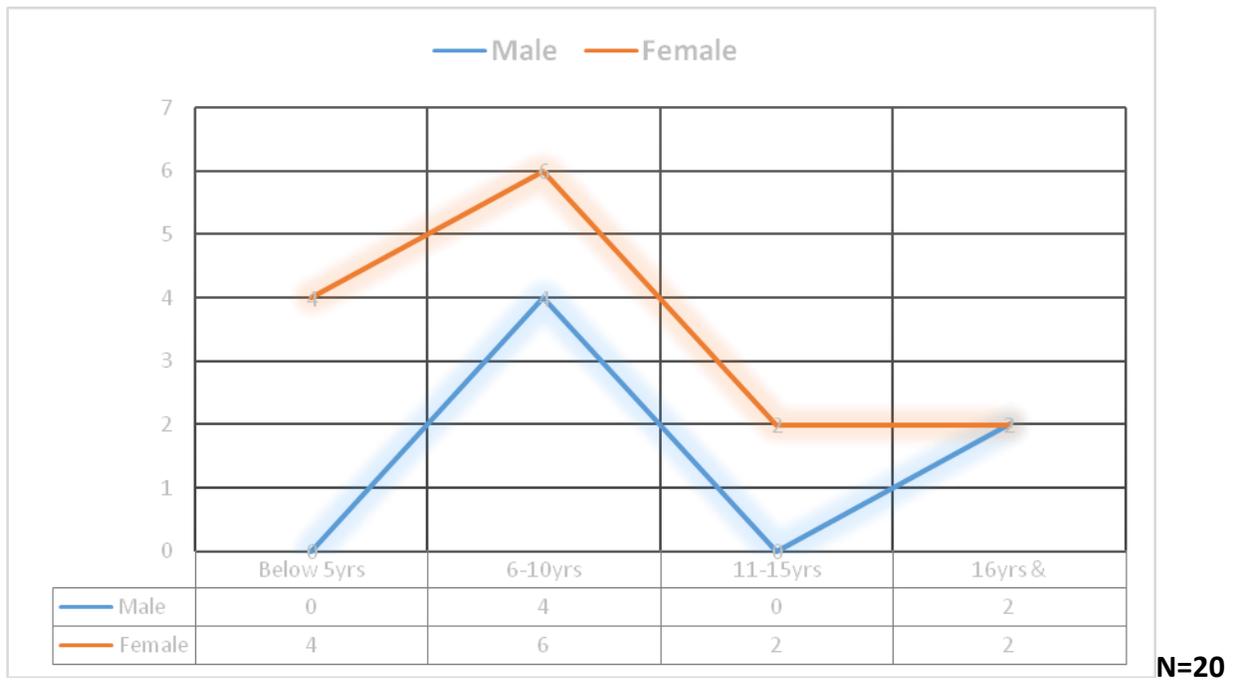


Figure 3: Teachers' Years of Service by Gender

4.3 Teachers' Qualifications

Figure 4 gives gender desegregated qualifications of the teachers who participated in the study. 1 female teacher has a Teaching Certificate; 6 female teachers have Diplomas; 5 have Degrees and 2 have Masters Degrees. Their Male counterparts' qualifications were 3 Diploma holders and 3 Degree holders. Their Male counterparts' qualifications were 3 Diploma holders and 3 Degree holders.

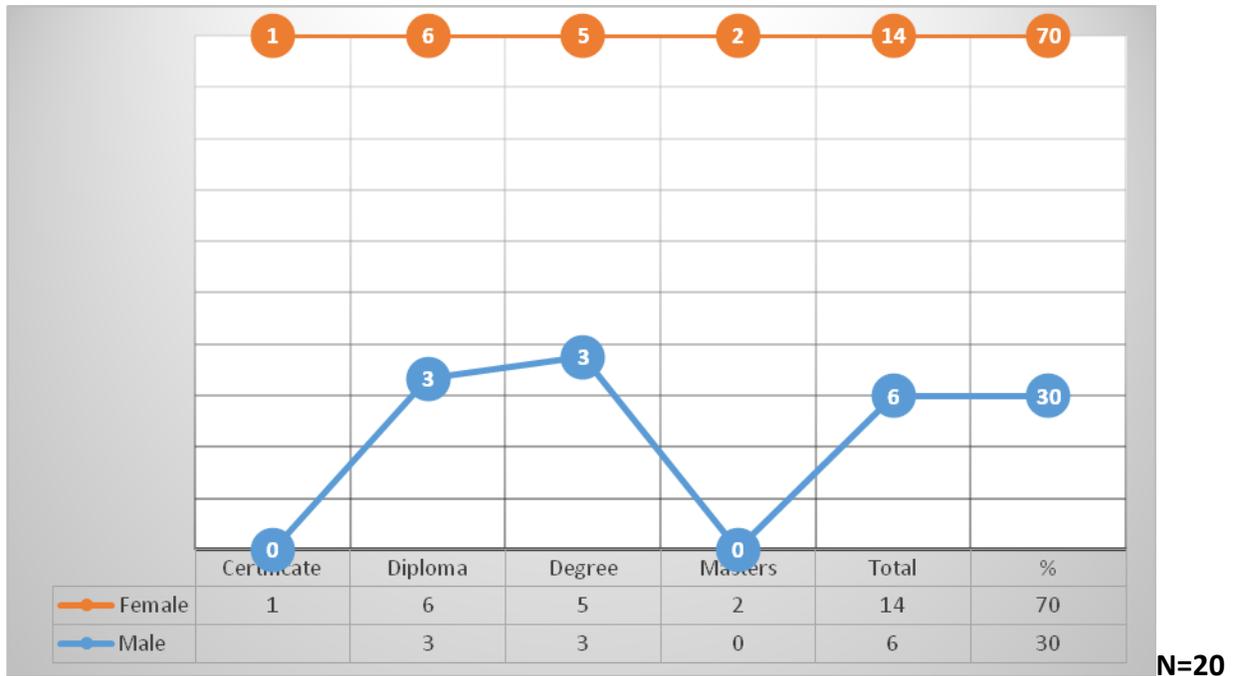


Figure 4: Teachers' Qualifications

4.4 Teachers' views and opinions on the factors affecting pupil performance

Teachers' views and Opinions were based on three (3) categories of factors namely: school factors, home factors and pupil factors.

4.5 Teachers views on the school environment's contribution to Pupil Poor Academic Performance

Table 1 revealed that teachers were concerned with poor sanitation, inadequate classroom accommodation, inadequate classroom furniture, and unfenced school perimeters. Nineteen (95%) of the teacher respondents said poor sanitation was one of the concerns that affected

the academic performance of the pupils. None objected and 1(5%) was not exactly sure. One female teacher had this to say:

The issue of sanitation in the schools is crucial; see! This year we have lost almost a term because of the cholera outbreak which called for rehabilitation of our sanitary facilities before we could be allowed to allow the pupils back in school. The time lost is significant as we are not sure whether we will be able to catch up with the requirements of the syllabus, especially for examination classes.

Table 1. Teachers' views on factors in the School Environment.

No.	Item	Description			
		Yes	No	Not Sure	Total
1	Inadequate Accommodation Classroom	18 (90%)	1 (5%)	1(5%)	20(100%)
2	Inadequate Classroom Furniture	16 (80%)	1 (5%)	3 (15%)	20 (100%)
3	Poor Sanitation	19 (95%)	0 (0%)	1 (5%)	20 (100%)
4	Unfenced School Perimeter	15 (75%)	2 (10%)	3 (15%)	20 (100%)

N=20

The table also shows that 18 (90%) teachers were of the opinion that inadequate classroom accommodation contributed to poor pupil academic performance; 1 (5%) objected and 1 (5%) was not exactly sure. One male teacher stated that:

Over 70 pupils were forced to cram into the space designed for forty pupils. This is not only unhealthy but made it difficult for teachers to move around the class in order to attend to the pupils individual learning concerns and needs.

It further shows that 16 (80%) of the respondent teachers were of the view that inadequate classroom furniture hampered pupil learning, 1 (5%) objected and 3 (15%) were not sure. One female teacher explained that many classrooms only had 30 to 35 single sitter chairs and desks.

The rest of the pupils were forced to improvise by using broken and discarded chairs and desks, whilst others stood throughout the lesson. This, she said, impaired their levels of attention during lessons and increased absconding from classes.

The table also shows that 19 (95%) teachers identified poor sanitation as a factor which contributes to poor pupil academic performance and one (5%) teacher was not sure.

Additionally, the table reveals that 15 (75%) of the teachers identified unfenced school perimeters as a factor contributing to poor pupil academic performance; 2 (10%) objected and 3 (15%) were not sure. Most teachers observed that porous school perimeters increased insecurity for the pupils' and school property, disturbance of classes by trespassers and absconding of pupils from class.

External School Factors Affecting Pupil Performance

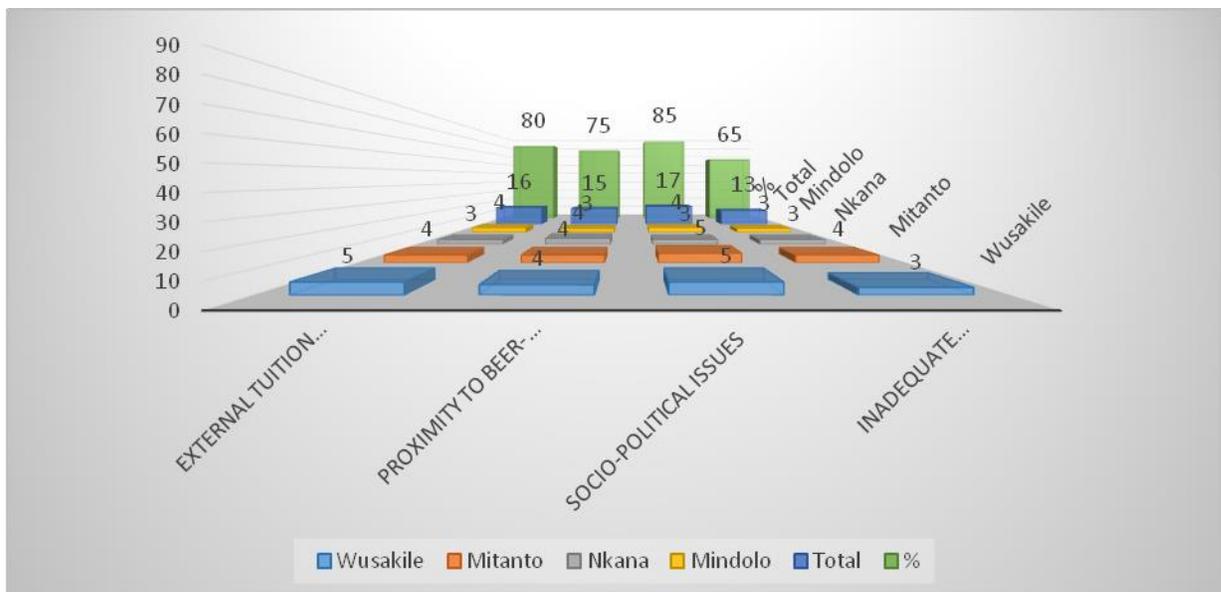


Figure 5: Teachers' Views on the External Factors that Contribute to Poor Pupil Academic Performance

Figure 5 indicates that 16 (80%) of the respondent teachers said external tuition centers were responsible for poor academic performance of the learners in their schools, 2 (10%) objected and the other 2 (10%) were not sure. Teachers explained that external tuition gave false security to pupils hence many in examination classes concentrated on external tuition than on class-work.

This, the teachers noted, made it difficult for subject teachers to know whether the pupils had fully grasped the concepts of each topic and their readiness for examinations. One male teacher had this to say:

A learner who is not sure whether he/she is ready for the examinations is unsafe and prone to examination malpractice prior to and during the examinations.

The figure indicates that 15 respondents or 75% of the teachers identified school proximity to drinking places as a detraction to learners, 2(10%) objected and 3(15%) were not sure. One teacher explained that proximity to drinking places increased truancy and delinquency amongst pupils which in turn affected their academic performance.

Furthermore, 17 (85%) of the respondent teachers stated that sociopolitical issues affected pupil learning, 2 (10%) objected and 1(5%) was not sure. The teachers observed that child and human rights lobbyists had very little appreciation of the need to discipline pupils hence many pupils abused these rights to the detriment of their academic performance.

Thirteen (65%) of the teacher respondents said that there was very limited community participation in decision making on policies which affect their children's education, 4(20%) objected whilst 3 (15%) said they were not sure.

The teachers said that families and members of the community were not helping the school in ensuring that pupils concentrated on their school work. Their lack of interest in designing good and acceptable school policies also contributed to poor academic performance.

4.6 Internal Academic Factors Affecting Pupil Performance

Teachers identified internal factors such as inadequate library books, inadequate learning and teaching materials, irregular assessments, inadequate staffing, over enrollment and weak school administration as concerns that impinge upon pupil academic performance. Eighteen (90%) of the respondents identified inadequate library facilities in terms of library books which are essential in expanding the pupil's learning scope, 1(5%) objected and 1(5%) was not sure. One teacher had this to say:

Our School library is nothing to write home about. The library is poorly stocked and most of the books are outdated. Pupils rarely use the library to get reference materials; they just use it for study space. As a result pupils cannot use the library to supplement the information they get in class.

Sixteen (80%) of the respondents said most schools have insufficient teaching and learning materials, 1(5%) objected and 3(15%) were not sure. The Teachers explained that they usually used their own personal books to prepare lessons. Pupils request to photocopy important points from the teachers' books and sometimes request teachers to make some handouts at a small fee. One female teacher said:

Most pupils bought some handouts from the street. It is sometimes difficult to assess whether the source is a qualified person and that the materials sufficiently covered the topics in the syllabi.

Fourteen (70%) of the respondents stated that most schools do not regularly assess whether learning has taken place as is the requirement of the teaching process. Five (25%) objected whilst 1(5%) was non-committal. The teachers expressed that schools usually did not have sufficient stationery for preparing papers for each pupil every term. The only assessments that were said to be successful were mock examinations for the examination classes. The teachers said that regular termly tests were a good barometer for checking whether the learners had understood the concepts of the topics presented to them during the term. One teacher joked:

It appears we use mock exams to assess which children will make it to tertiary, rather than checking the understanding of all the learners.

Sixteen (80%) of the respondents said low numbers of teaching staff were a concern, whilst 4(20%) objected. The teachers were mainly concerned with shortages in teachers of mathematics and science. They explained that the high staff turn-over was amongst female teachers who left

to join their spouses in other towns. Others were “poached” by technical schools and missionary run schools while others were taken by well-paying private schools run by companies. The gaps left were not quickly filled and hence the learners suffered.

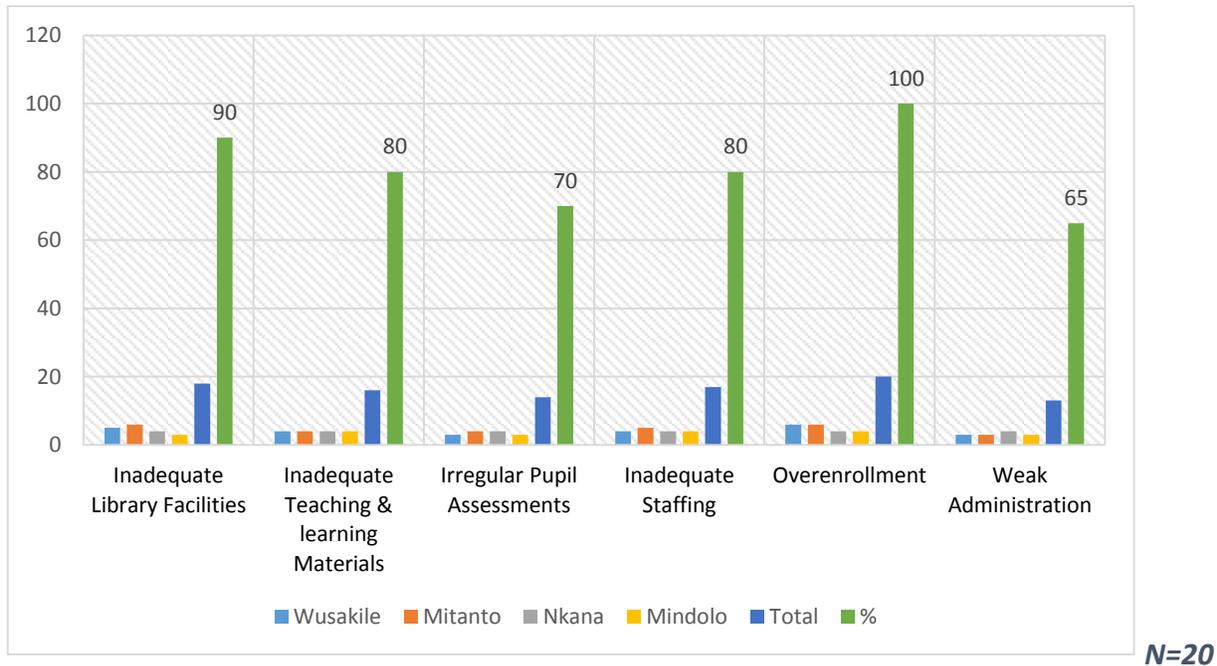


Figure 6: Teachers’ Views on the Internal School Factors that Contribute to Poor Pupil Academic Performance

The figure indicates that 20(100%) of the teacher respondents identified over-enrollment as an internal school factor that contributed to poor pupil academic performance. There were no objections or undecided cases from the respondents. All the teachers pointed out that, the selected schools were public schools and hence were compelled to ensure that even those pupils with lower marks than the pass mark were accepted to senior secondary school. They further explained that pupils with lower marks found it difficult to meet the academic challenges of senior secondary education and failed to perform well in the Grade 12 School leaving examinations. The teachers observed that as compared to non-public schools and technical schools which had a higher pass mark and rarely enrolled pupils beyond 40 per class, public schools were a far cry in pupil academic performance.

It further indicates that 13(65%) of the respondents stated that weak administrations led to a breakdown in staff and pupil discipline which ultimately affects the quality of teaching and learning. Three (15%) objected and 4(20%) were on the borderline. The teachers explained that a laissez-faire administration was not inspiring to teachers and pupils. It promotes academic negligence amongst members of staff and the pupils resulting in poor academic performance.

4.7 Teachers' Views on the Home Factors Contributing to Poor Pupil Academic Performance – Proximity to Beer Drinking Places

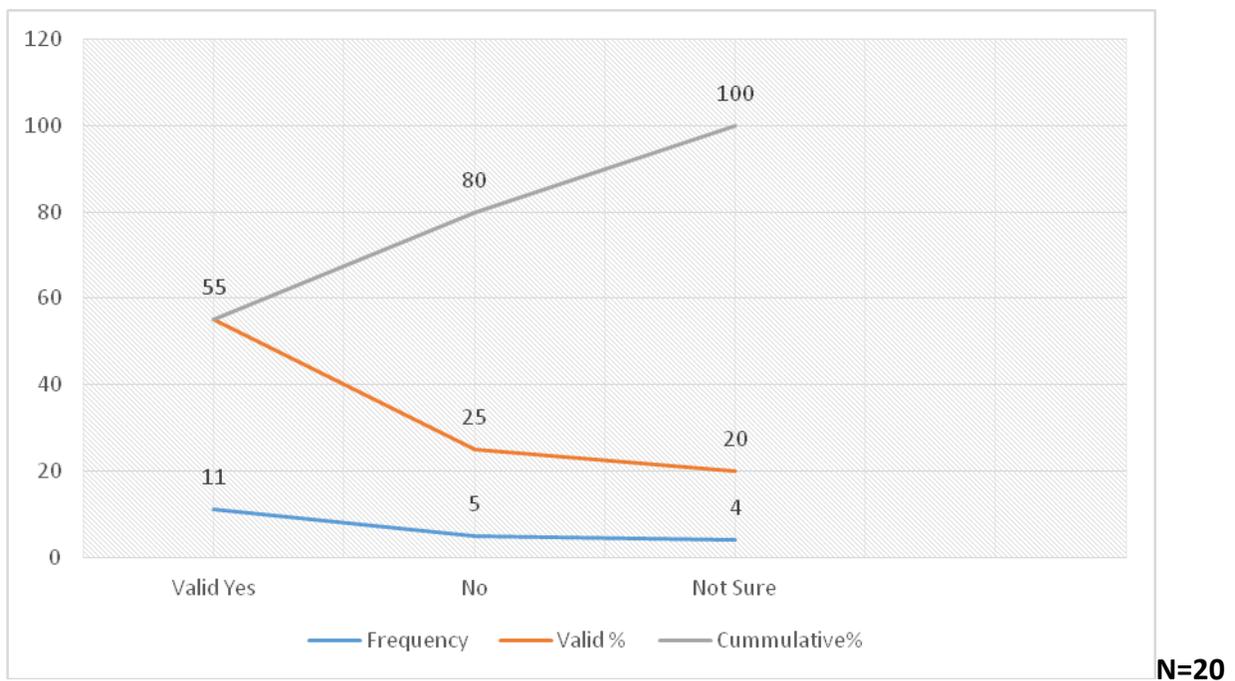


Figure 7a: Local External Home Environmental Conditions Affecting Pupils

Figure 7a shows that 11(55%) of the teacher respondents indicated that proximity to beer drinking places in the home environment detracted pupils from concentrating on their studies, thus affecting their Grade 12 school leaving results which reflected poorly overall. Five (25%) did not share the sentiment and 4(20%) were not sure. Teachers explained that most pupils, especially boys, were easily attracted towards imbibing and other pupils were detracted by noise from drinking places.

Inadequate Models from the Community

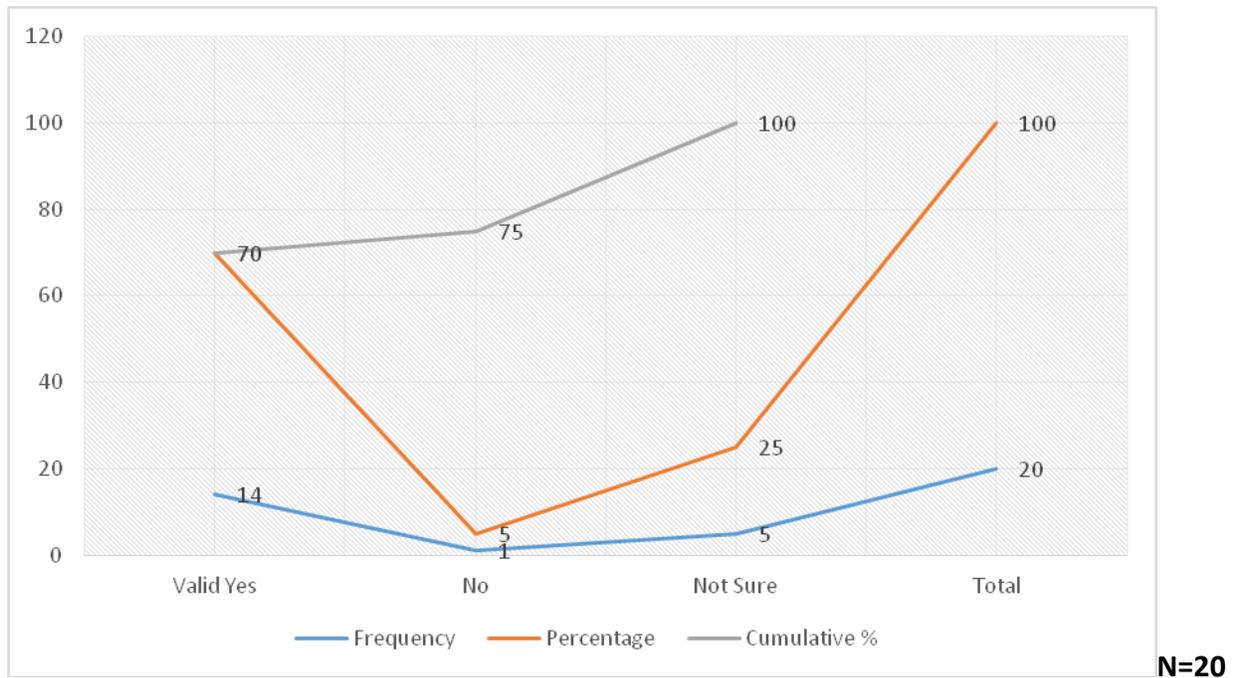


Figure 7b: Local External Home Environmental Conditions Affecting Pupils

Figure 7b shows that 14 (70%) of the teachers said lack of community models had a bearing on pupil poor performance, 1 (5%) was of the contrary view whilst 5 (25%) were non-committal. Teachers were of the view that lack of community role models reduced pupil motivation to work hard in their studies.

Teachers' Views on Internal Home Factors

Table 2 indicates that 17 (85%) teacher respondents said that parents were not effectively controlling their children's behavior, 1 (5%) objected and 2 (10%) were not sure. Teachers said that most parents or guardians were not concerned with behavioral practices that affected their children's education.

Table 2. Teachers Views on the Internal Home Conditions that Contribute to Poor Pupil Academic Performance

No.	Item	Description			
		Yes	No	Not Sure	Total
a.	Ineffective Home Discipline	17(85%)	1(5%)	2(10%)	20(100%)
b.	Ineffective Home-School Policy	17(85%)	0	3(15%)	20(100%)
c.	Inadequate Study Space	18(90%)	1(5%)	1(5%)	20(100%)
d.	Malfunctioning Family	14(70%)	4(20%)	2(10%)	20(100%)
e.	High Poverty Levels	16(80%)	1(5%)	3(15%)	20(100%)

N=20

The table shows that 17 (85%) of the teachers were concerned with the ineffective home-school policy. None objected and 3 (15%) were not sure. Teachers explained that most parents and guardians did not have a good educational background and hence were hesitant to try and help their children with their school work. They said that most parents had an inferior complex as regards interaction with teachers on academic matters. The teachers said this also contributed to poor academic performance in some pupils.

The table further shows that 18 (90%) of the teacher respondents expressed that the homes pupils came from did not provide them with sufficient study space. One (5%) objected and 1 (5%) was not sure. One female teacher had this to say:

I visited the home of one of my girl pupils when I heard that she was ill at home. The situation I found there was chaotic; she was sleeping outside under a mango tree. There were over 10 members of the household living in a two bedroomed house. The boys were living

in a makeshift hardboard room which they called the “cabin”.
Worse still electricity to the house was long disconnected.

Fourteen (70%) of the teachers identified mal-functional homes as one of the internal factors affecting pupil performance in the selected schools. Four (20%) objected and 2 (10%) were not sure. The teachers explained that malfunctioning homes were those where parents or guardians were always fighting, on separation or divorced, or even abusive to children. The teachers said this created stress in the children and had an adverse effect on their academic performance.

Additionally, the table reveals that 16 (80%) of the teachers said that poverty was an issue that affected most pupils’ academic performance. One (5%) objected and 3 (15%) were not sure. The teachers attributed poverty levels to loss of family income due to the retrenchments of parents at the mines where they were formerly employed. They explained that most parents could no longer provide adequate support to pupils’ school needs, and that this affected the pupils’ performance at school.

4.8 Teachers’ views on teacher factor

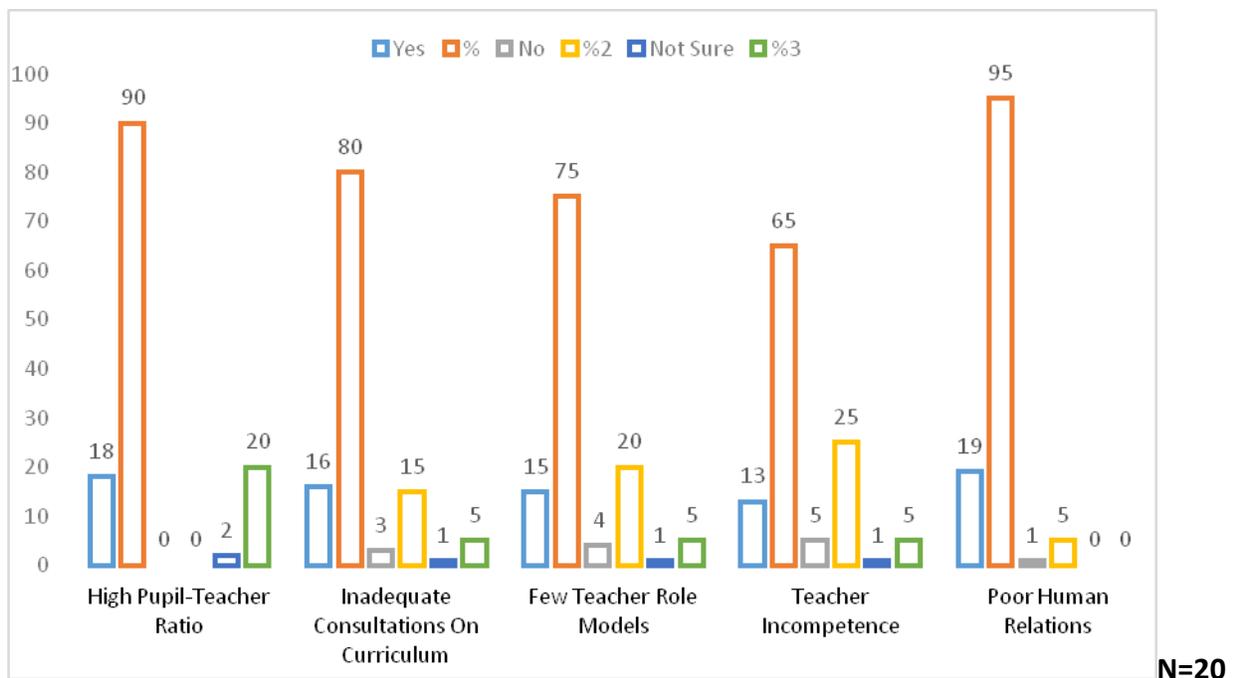


Figure 8: Teachers’ views on teacher factors which contribute to Pupil Poor Academic Performance

Figure 8 shows that 18(90%) of the teacher respondents identified high pupil-teacher ratio as a concern. None objected and 2(10%) said they were not sure. The teachers said high pupil-teacher ratio had a strong bearing on the capacity of the teacher to give adequate individual attention to the learners in the class. One teacher said:

The numbers of pupils which ranged from sixty to eighty per grade 12 class overwhelmed the teachers so much that those pupils who needed individual attention on key segments of the lesson were left behind and thus struggled to answer examination questions.

Sixteen (80%) identified inadequate consultations on curriculum development between teachers and the ministry of education. Three (15%) objected and 1 (5%) said she was not sure. The teachers explained that though there was need for pupils to acquire a certain amount of common educational knowledge, the curriculum-set or prescribed text of the course of study had the tendency to make learning isolated and remote from the situations in which the knowledge could be meaningfully used. For most pupils the lack of purposefulness in the structure of learning contributed to their loss of interest and respect for education. Despite being in school their energies were redirected to other life pursuits. This in itself contributed to poor academic performance of most pupils.

The figure further shows that 15 (75%) of the respondents pointed out that most teachers were not good role models for pupils, hence the learners' lack of motivation to aspire for higher achievement. Four (20%) objected and 1(5%) said he was not sure. One female teacher said:

The challenge of girl-child education lay in the availability of professional role models amongst us female teachers; most girls do not draw much inspiration from some of us when they compare us with our male counterparts who display that professional aura whilst we display too much of unprofessional feminine behavior. The girl-pupils do not develop that push to study as a result some perform poorly academically.

Thirteen (65%) teacher respondents identified teacher incompetence as a factor in poor pupil academic performance, 5 (25%) objected and 1 (5%) was not sure. The teachers said that an incompetent teacher is one who has poor teaching methodology skills and who has poor class communication skills. One teacher said:

Though some teachers may have good academic qualifications, they lack command of the English language which is the official language for class instruction. Some have inadequate skills in lesson preparation and delivery. This affects the interest of the pupils in the subjects handled by such teachers. Examination classes suffer when handled by incompetent teachers.

The figure also reveals that 19 (95%) said some teachers had poor human relations with other members of staff and their Grade 12 pupils. One (5%) teacher did not agree with the others. Some teachers had this to say:

Some teachers are arrogant, moody, proud and very uncooperative. Pupils fear them; it is hard to advise them at an administrative or professional level. Pupils find it difficult to consult them on topics they have not understood well.

4.9 Teachers' views on pupil factors that contribute to Pupils' Poor Academic Performance.

Table 3: Teacher Views on the Pupil Factors that Affect Cognitive Abilities

No.	Item	Description			
		Yes	No	Not Sure	Total
1	Poor Study Skills	19 (95%)	0 (0%)	1 (5%)	20 (100%)
2	Poor Reading Culture	17 (85%)	0 (0%)	3 (15%)	20 (100%)
3	Inadequate Civic Awareness	15 (75%)	2 (10%)	3 (15%)	20 (100%)

N=20

Table 3 shows that 19 (95%) of the teachers were of the view that most pupils displayed poor academic performance at Grade 12 level because they had poor study skills. None objected to this view while 1 (5%) was not sure. Teachers observed that studying was part of the activities that improved the pupils' cognitive abilities. They said most pupils did not know how to appropriately allocate study time for each subject, prepare relevant study material and how to utilize supervised and unsupervised study programs at school, at home and in their other private time.

Seventeen (85%) teacher respondents said that most pupils had a poor reading culture. None objected though 3 (15%) were not sure if this was the case. The teachers explained that most pupils did not broaden their knowledge scope through reading other books, newspapers, magazines, or relevant materials that would help them appreciate various issues which are of social, academic and economic value and which they could relate to with what they were learning at school.

The table also reveals that 15 (75%) of the teacher respondents were of the view that most learners performed poorly academically because of inadequate civic education. Two (10%) objected whilst 3 (15%) were not sure. The teachers' consensus was that civic education helped pupils to develop good citizenship values which are important in making them responsible

persons who are prepared to contribute to the good of society and their own good. Civic education, when blended properly with other educational values, would help the pupil to desire to work hard at school and to look forward to taking a better place in society.

4.10 Teachers' Views on Behavioral Factors that Contribute to Poor Pupil Academic Performance

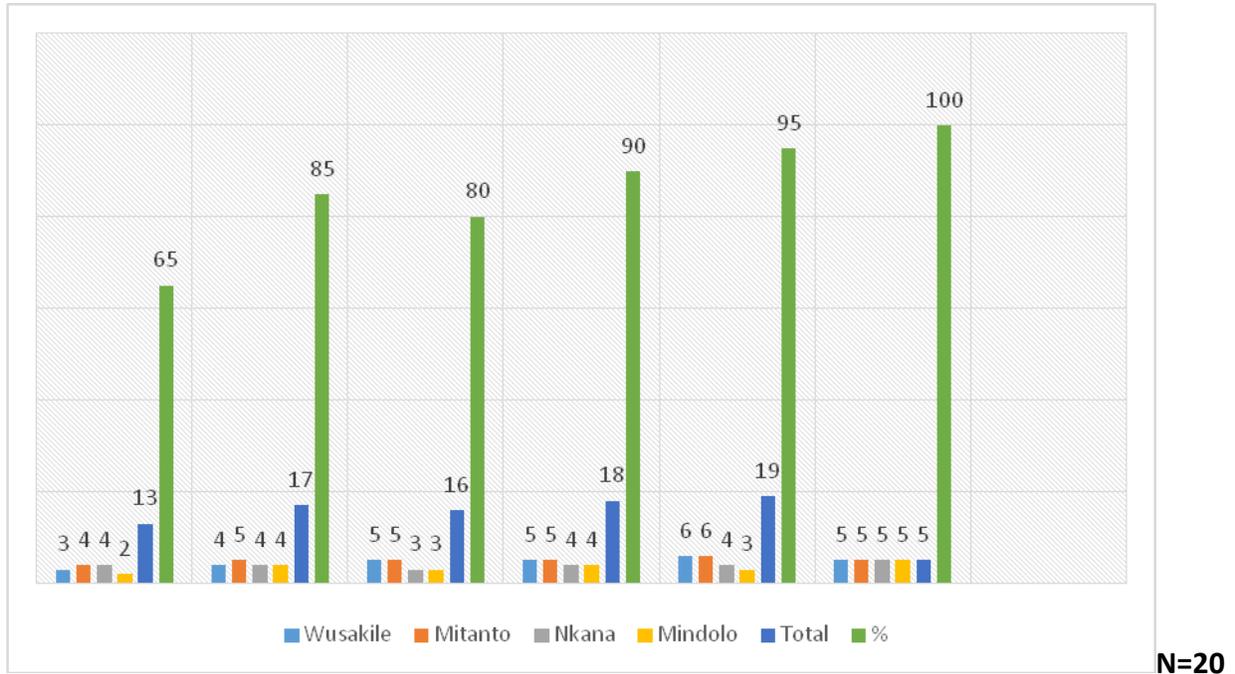


Figure 9: Teachers' Views on Pupils' Behavioral Factors Which Contribute to Poor Pupil Academic Performance

Table 4 Early Marriages

	Frequency	%	Valid Percentage	Cumulative Percentage
Valid Yes	13	65	65	65
No	4	20	20	85
Not Sure	3	15	15	100
Total	20	100	100	

N=20

Table 4 indicates that 13 (65%) of the teachers were of the view that early marriages contributed to poor academic performance amongst pupils. Four (20%) objected and 3 (15%) were not sure.

A female teacher said:

Early marriages arose from pressures exerted on the girl children by their parents. Some of it stems from the indulgence of pupils in early sex. When the girl becomes pregnant her parents force her to join the boy responsible for the pregnancy without looking at the future of the girl. The girls on their part lose interest in their academic work because they think all has been lost.

Table 5: Early Pregnancies

	Frequency	%	Valid Percentage	Cumulative Percentage
Valid Yes	17	85	85	85
No	2	10	10	95
Not Sure	1	5	5	100
Total	20	100	100	

N=20

Table 5 indicates that 17 (85%) of the teacher respondents were of the opinion that early pregnancies contributed to poor academic performance. Two (10%) objected and 1 (5%) was not sure. Teachers observed that poor academic performance as a result of early pregnancy mainly affected girl pupils.

Table 6: Drug and Alcohol Abuse

	Frequency	%	Valid Percentage	Cumulative Percentage
Valid Yes	16	80	80	80
No	0	0	0	80
Not Sure	4	20	20	100
Total	20	100	100	

N=20

Table 6 indicates that 16 (80%) of the respondent teachers explained that drug and alcohol abuse contributed to poor academic performance amongst the pupils. None objected though 4 (20%) said they were not sure. The teachers noted that drug and alcohol had an adverse effect on the mental stability of the pupils either temporarily or permanently.

Table 7 Delinquency

	Frequency	%	Valid Percentage	Cumulative Percentage
Valid Yes	18	90	90	90
No	1	5	5	5
Not Sure	1	5	5	100
Total	20	100	100	

N=20

Table 7 indicates that 18 (90%) of the teachers were of the view that child delinquency contributed to poor performance. One (5%) objected whilst 1 (5%) was not sure. The teachers explained that delinquency had affected a number of pupils on the Copperbelt and in particular Kitwe because of the rise in gangsters. Most boys had joined these teenage gangs and were no longer interested in their school work. Those who decided to write their Grade 12 Examinations failed because they had spent most of their time out of school.

Table 8. Truancy

	Frequency	%	Valid Percentage	Cumulative Percentage
Valid Yes	19	95	95	95
No	0	0	0	95
Not Sure	1	5	5	100
Total	20	100	100	

N=20

Table 8 indicates that 19 (95%) of the teachers said that truancy was a contributing factor to poor academic performance amongst some Grade 12 pupils. None objected and 1 (5%) was not sure. The teachers attributed truancy amongst pupils to pupil poor social adjustment because most pupils were attracted to unhealthy out of school activities. One teacher said:

Some pupils leave home in uniforms pretending to be going to school. On the way they change their dressing and engage themselves in academically unhealthy activities. If you check the class registers, you will discover that their names are mostly marked absent. No one expects such a pupil to perform well academically, surely.

Teachers' views on pupils social factors that contribute to poor Pupil Academic Performance

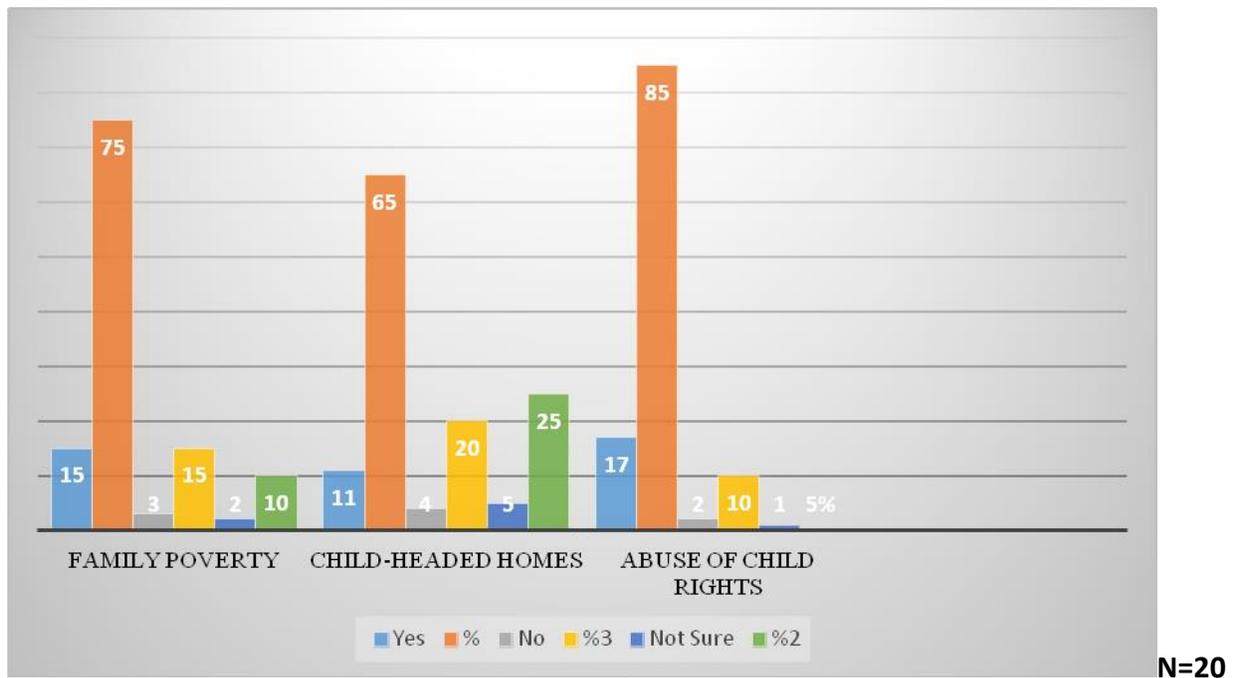


Figure 10: Teachers' Views on Pupils Social Factors that Contribute to Poor Pupil Academic Performance

Figure 10 reveals that 15 (75%) teachers were of the opinion that family poverty in a way contributed to poor pupil academic performance, 3 (15%) objected and 2 (10%) were not sure. The teachers explained that poverty was caused by loss of family income due to the retrenchments that took place in the mines which left most parents jobless. Such parents were no

longer able to adequately provide for the economic and academic welfare of their children, and as a result most of the children became so stressed that their school work was negatively affected.

It also shows that 11 (65%) of the teachers attributed poor pupil academic performance to the problems of child-headed homes. Four (20%) objected and 5 (25%) were not sure. The teachers observed that child-headed families did not have adequate emotional, economical, and social support to enable pupils from such homes to commit themselves to their education.

The figure further shows that 17 (85%) of the teachers were of the view that most pupils were abusing their child rights, 2 (10%) objected and 1 (5%) was not sure. The teachers explained that child rights advocates have not taken time to explain to the children their responsibilities and the importance of education. Most of the sessions held with pupils only resulted in making them arrogant and unwilling to cooperate with their teachers and parents. As a result, teachers have also taken a stance of ignoring those who are unwilling to take their studies seriously, and it has been observed that some pupils who could have done well have lamentably failed.

4.11 Information on Pupil Respondents on Factors that Contribute to Poor Pupil Academic Performance

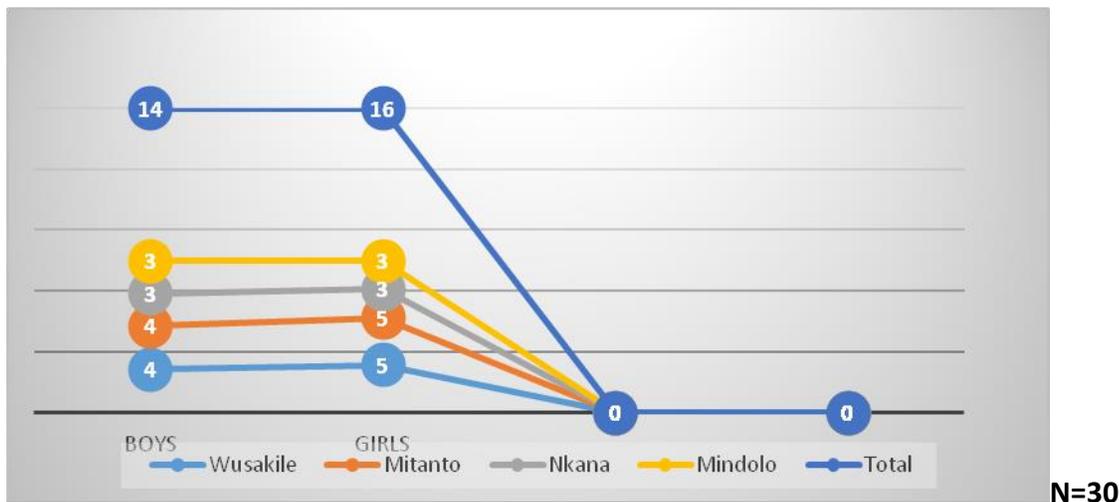


Figure 11: Number of Pupil Respondents per School and by Gender.

Figure 11 indicates that 30 pupils gave their views on the factors that they perceived as Contributing to Poor Pupil Academic Performance. The figure shows the number of pupils per school according to Gender. Basically a total of 14 boys and 16 Girls gave their opinions.

4.11.1: Pupil responses on pupil factors that contribute to poor Pupil ` Academic Performance

Table 9 shows that 23 (77%) of the pupil respondents identified abuse of Information Communication Technology as one of the factors affecting pupil academic performance but 7 (23%) objected. Pupils explained that most pupils smuggled cellphones into the classroom and spent most of their time face-booking and downloading material which has no academic value. Those distractions pulled away their attention from the lessons. They further pointed out that bringing cellphones to school was even against the school rules.

Table 9 Abuse of ICT

Respondents	Details of Responses per School		
	Respondents Who Agreed	Respondents Who Disagreed	Totals
Wusakile Boys	3	1	4
Wusakile Girls	4	1	5
Mitanto Boys	3	1	4
Mitanto Girls	4	1	5
Nkana Boys	3	0	3
Nkana Girls	2	1	3
Mindolo Boys	2	1	3
Mindolo Girls	2	1	3
Total	23 (77%)	7 (23%)	30 (100%)

N=30

Table 10 shows that 25 (83%) of the respondents agreed that most pupils had poor study skills which affected their academic performances and 5 (17%) disagreed. One pupil said:

Some of our friends have problems in organizing their study time and study materials. Some even shun group study. Others are even too proud and others too shy to consult their fellow pupils.

Table 10 Poor Study Skills

Respondents	Details of Responses per School		
	Respondents Who Agreed	Respondents Who Disagreed	Totals
Wusakile Boys	3	1	4
Wusakile Girls	4	1	5
Mitanto Boys	3	1	4
Mitanto Girls	4	1	5
Nkana Boys	3	0	3
Nkana Girls	3	0	3
Mindolo Boys	3	0	3
Mindolo Girls	2	1	3
Total	25 (83%)	5 (17%)	30 (100%)

N=30

Table 11 Truancy

Respondents	Details of Responses per School		
	Respondents Who Agreed	Respondents Who Disagreed	Totals
Wusakile Boys	3	1	4
Wusakile Girls	4	1	5
Mitanto Boys	4	0	4
Mitanto Girls	4	1	5
Nkana Boys	2	1	3
Nkana Girls	3	0	3
Mindolo Boys	3	0	3
Mindolo Girls	3	0	3
Total	26 (87%)	4 (13%)	30 (100%)

N=30

Table 11 shows that 26 (87%) of the pupil respondents agreed that truancy negatively affected most of the pupils' academic performance and 4 (13%) disagreed.

They explained that most of the pupils absented themselves from school and got involved in activities that were of no value to their education.

Table 12 Drug & Alcohol Abuse

Respondents	Details of Responses per School		
	Respondents Who Agreed	Respondents Who Disagreed	Totals
Wusakile Boys	3	1	4
Wusakile Girls	5	0	5
Mitanto Boys	4	0	4
Mitanto Girls	4	1	5
Nkana Boys	3	0	3
Nkana Girls	3	0	3
Mindolo Boys	3	0	3
Mindolo Girls	3	0	3
Total	28 (93%)	2 (7%)	30 (100%)

N=30

Table 12 shows that 28 (93%) of the pupil respondents said that Drug and Alcohol Abuse had serious repercussions on pupil academic performance while 2 (7%) did not agree. Girls mentioned that some pupils came to school under the influence of locally brewed beer (Kachasu) and Marijuana. Such pupils either dozed off during lessons or were bent on disturbing the class. Some of them even became abusive and violent towards other pupils and teachers. They further said that the school authorities often chased such pupils from school and they missed lessons and did not seem to care.

Table 13 Delinquency

Respondents	Details of Responses per school		
	Respondents Who Agreed	Respondents Who Disagreed	Totals
Wusakile Boys	3	1	4
Wusakile Girls	5	0	5
Mitanto Boys	4	0	4
Mitanto Girls	4	1	5
Nkana Boys	3	0	3
Nkana Girls	3	0	3
Mindolo Boys	3	0	3
Mindolo Girls	3	0	3
Total	28 (93%)	2 (7%)	30 (100%)

N=30

Table 13 shows that 28 (93%) of the pupil respondents identified delinquency as one of the factors affecting pupil academic performance. Two (7%) did not agree. The pupils explained that Kitwe was experiencing a rise in teenage gangs and that some of the members were pupils. Gangs like the Tokota Boys, Sons of the Devil and 90 Niggas were marauding compounds sending fear into other learners. Some of the gang members have been caught by the Police and are spending a lot of time in Police Cells and appearing to answer charges at the Magistrates Court.

Table 14 shows that 25 (83%) of the pupil respondents said examination malpractices negatively affected pupil academic performance and 5 (17%) objected.

Pupils said most of their colleagues depended on examination paper leakages. They pointed out that once the leaked paper was withdrawn most of those involved panicked because they did not know what to do. One girl said:

A Grade 12 Candidate in my sister's class raised her hand and said to the invigilator; Madam you have given

me a wrong paper. The invigilator asked her why she said so; the girl realized her blander and kept quiet; unfortunately, she did not write much she flunked in that paper.

Table 14 Examination Malpractices

Respondents	Details of Responses per School		
	Respondents Who Agreed	Respondents Who Disagreed	Totals
Wusakile Boys	4	0	4
Wusakile Girls	4	1	5
Mitanto Boys	3	1	4
Mitanto Girls	4	1	5
Nkana Boys	2	1	3
Nkana Girls	2	1	3
Mindolo Boys	3	0	3
Mindolo Girls	3	0	3
Total	25 (83%)	5 (17%)	30 (100%)

N=30

Table 15 reveals that 28 (93%) of the pupil respondents pointed out that Peer Influence was one of the pupil factors which caused poor academic performance and 2 (7%) objected. The pupils explained that some bad elements influenced weak minded pupils who ended up neglecting their studies and doing badly in their Grade 12 Examinations.

Table 15: Peer Influence

Respondents	Details Of Responses per School		
	Respondents Who Agreed	Respondents Who Disagreed	Totals
Wusakile Boys	4	0	4
Wusakile Girls	4	1	5
Mitanto Boys	3	1	4
Mitanto Girls	5	0	5
Nkana Boys	3	0	3
Nkana Girls	3	0	3
Mindolo Boys	3	0	3
Mindolo Girls	3	0	3
Total	28 (93%)	2 (7%)	30 (100%)

N=30

Table 16 shows that 21 (70%) of the respondents identified Inappropriate Boy-Girl Relationships as a cause to poor academic performance. Nine (30%) respondents objected.

The pupils explained that some pupils got involved in illicit sexual relationships amongst themselves while some girls were involved in such relationships with working men. One girl said:

I often see some girls live home in uniforms but before reaching school put off the uniforms and head to unknown places. They absent themselves from school and will always show-off things like phones bought for them by their boyfriends.

Table 16: Inappropriate Boy-Girl Relationships

Respondents	Details of Responses per School		
	Respondents Who Agreed	Respondents Who Disagreed	Totals
Wusakile Boys	3	1	4
Wusakile Girls	3	2	5
Mitanto Boys	2	2	4
Mitanto Girls	3	2	5
Nkana Boys	2	1	3
Nkana Girls	2	1	3
Mindolo Boys	3	0	3
Mindolo Girls	3	0	3
Total	21 (70%)	9 (30%)	30 (100%)

N=30

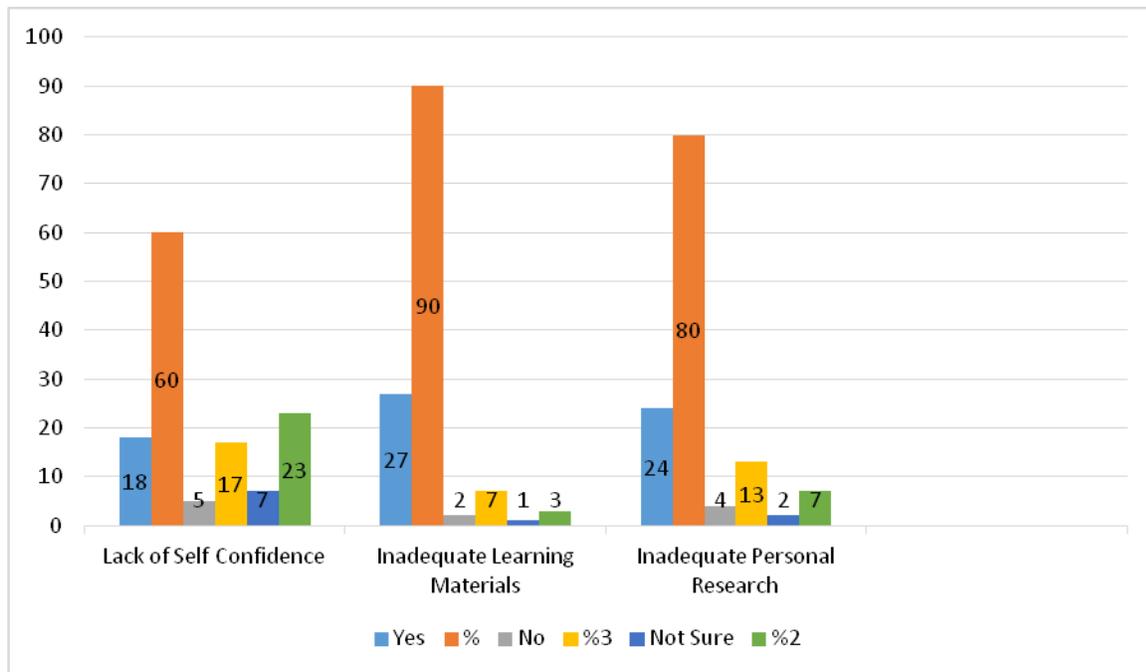


Figure 12: Pupil Views on Pupil Factors that Contribute to poor pupil academic performance.

Figure 12 Highlights lack of self-confidence, inadequate access to learning materials, and inadequate personal research on topics as some of the pupil factors that contribute to poor pupil academic performance.

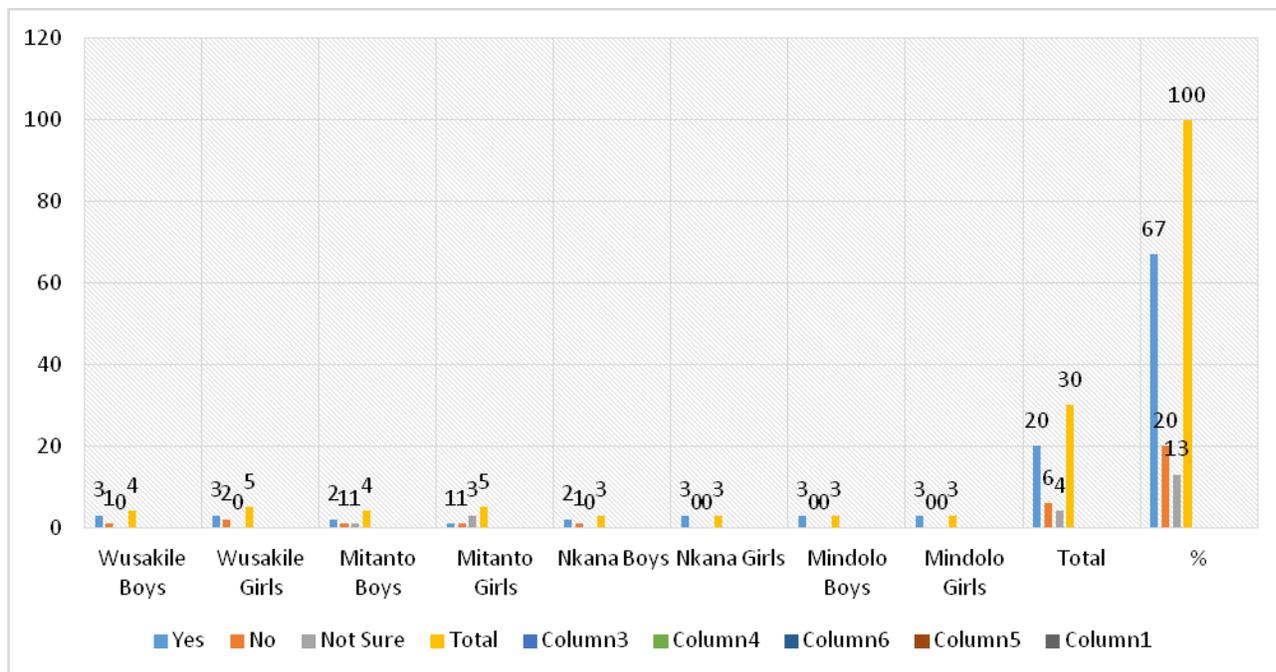
It shows that 18 (60%) said that lack of self-confidence is one of the factors affecting pupil academic performance. Five (17%) did not agree while 7 (23%) were not sure. One boy said some pupils suffer from examination fever and take time to fit in to the examination situation. They lose a lot of time before they can start answering the questions and do not complete the paper.

Furthermore, it shows that 27 (90%) of the pupils have little access to learning materials. Two (7%) objected and 1 (3%) was not sure. The pupils said that they needed to buy or photocopy most of their study and learning materials. They explained that most parents did not have money and so keeping up to date with the topics was hard for most pupils.

Figure 12 also shows that 24 (80%) of the pupils revealed that very few pupils carried out personal research on topics introduced by teachers in class. Four (13%) did not agree and 2 (17%) were not sure. The Pupils observed that the school time table was so tight that at the end of each day they were too exhausted to search for information. Others explained that school libraries were not well stocked with reference books on various key topics.

4.11.2 Pupil Responses on Home Factors that Contribute to Poor Pupil Academic Performance

Figure 13 shows that 20 (67%) of the total pupil respondents said most parents placed low premium on education. Six (20%) disagreed and 4 (13%) were not sure. Some pupils explained that some parents would rather spend their money on beer drinking and other social vices at the expense of their children's education.



N=30

Figure 12: Pupils’ Views on Home Factors that Contribute to Poor Pupil Academic Performance

Table 17 reveals that 27 (90%) of the pupils mentioned over crowded homes as a factor that negatively affected their academic performance. There were no objections although 3 (10%) said they were not sure. The pupils explained that they came from homes where eight to twelve people were living under the same roof. They claimed that it was hard to study or do their homework. They stated that crowded homes do not provide a suitable environment for concentrating on their studies. It is difficult for them to find space and time to concentrate on their homework and prepare adequately for tests and examinations.

It shows that 25 (83%) of the pupil respondents said poverty in their families negatively affected their academic performance, 2 (7%) disagreed and 3 (10%) said that they were not sure. The pupils said that poverty was being experienced in their families because their parents had lost their jobs through retrenchments in the mines. The pupils said they often left home without breakfast or packed lunch to eat at school. They also explained that they sometimes missed school in order to raise money through casual work and buy some home requirements and school requisites. Many learners were always mentally stressed and could not concentrate on their studies because of problems at home.

Table 17: Home Factors Contributing to Poor Pupil Academic Performance

No.	Home Factor	Description of Responses			
		Yes	No	Not Sure	Total
1	Crowded Homes	27 (90%)	0 (0%)	3 (10%)	30 (100%)
2	Poverty	25 (83%)	2 (7%)	3 (10%)	30 (100%)
3	Proximity to Beer Drinking Places	22 (73%)	3 (10%)	5 (17%)	30 (100%)
4	Abusive Guardians	23 (77%)	4 (13%)	3 (10%)	30 (100%)
5	Non-Adherence to School-Home Policy	25 (83%)	3 (10%)	2 (7%)	30 (100%)
6	Child-headed Households	21 (70%)	3 (10%)	6 (20%)	30 (100%)
7	Unstable Homes	23 (76%)	2 (7%)	5 (17%)	30 (100%)
8	Too Many Home Chores	28 (93%)	0 (0%)	2 (7%)	30 (100%)
9	Forced Early Marriages	20 (67%)	4 (13%)	6 (20%)	30 (100%)

N=30

The table shows that 22 (73%) of the pupil respondents said that proximity to beer drinking places was a disturbance to their studies at home. Three (10%) objected while 5 (17%) said that they were not sure. The Pupils explained that drinking places were not only the registered beer halls but also included illegal drinking places (Shebeens) operated from some homes. Noise from those places was so disturbing that it was difficult to concentrate on studies or even prepare for examinations at home.

It further shows that 23 (77%) said abusive guardians made the home environment unsuitable for them to concentrate on their studies. Four (13%) did not agree and 3 (10%) said that they were not sure. The pupils explained that some of their friends came from homes where their guardians forced them to wake-up very early in the morning to clean the house while their own children continued to sleep. They said they were often denied food and were not given adequate school requirements.

It is clear from the table that 25 (83%) of the pupil respondents said most parents were not adhering to the school home-policy, 3 (10%) objected and 2 (7%) said that they were not sure. The pupils explained that most of their parents did not check their school books to see how their children were fairing at school. Some of the parents did not even bother to monitor whether their children actually reported for classes. The pupils said that most pupils were discouraged in their studies because of this lack of parental interest in their academic work.

The table also shows that 21 (70%) of the pupil respondents mentioned child-headed families as a factor affecting the academic performance of some pupils. Three (10%) objected and 6 (20%) said that they were not sure. The pupils explained that pupils who came from child headed families experienced a lot of difficulties with their academic work because of lack of adult care and poverty in general.

Twenty three (76%) of the pupil respondents identified unstable homes as negatively affecting pupil academic performance, 2 (7%) objected and 5 (17%) were not sure. The pupils said that unstable homes were those where quarrels, separation and divorce were rife. They explained that learners from such homes were mentally stressed and often disturbed by the lack of peace at home.

Furthermore, the table shows that 28 (93%) of the pupil respondents said too many home chores affected their performance at school. None objected and 2 (7%) said they were not sure. The pupils explained that most parents gave too many house chores to their school going children. By the time they finish the chores most of them were too tired to do any school work.

Finally, the table indicates that 20 (67%) of the pupil respondents mentioned forced early marriages as negatively affecting some pupils academic performance. Four (13%) objected while 6 (20%) were not sure. This problem particularly affects the girl-child. One Grade 12 Girl said:

I was shocked one Saturday afternoon when my aunt invited me into the living-room. I found my parents with three other elderly people seated around a plate wrapped in a white cloth placed on the table. They told me that the people had come to ask for my hand in marriage. I refused

because I am still at school. They said that it did not matter as the prospective in-law was willing to pay for my school requirements. I still refused which made them so angry with me. They sometimes refuse to give me transport money to school saying I am a foolish girl for losing what they considered a golden opportunity.

4.11.3 Pupils' Views on School Factors that Contribute to Poor Academic Performance

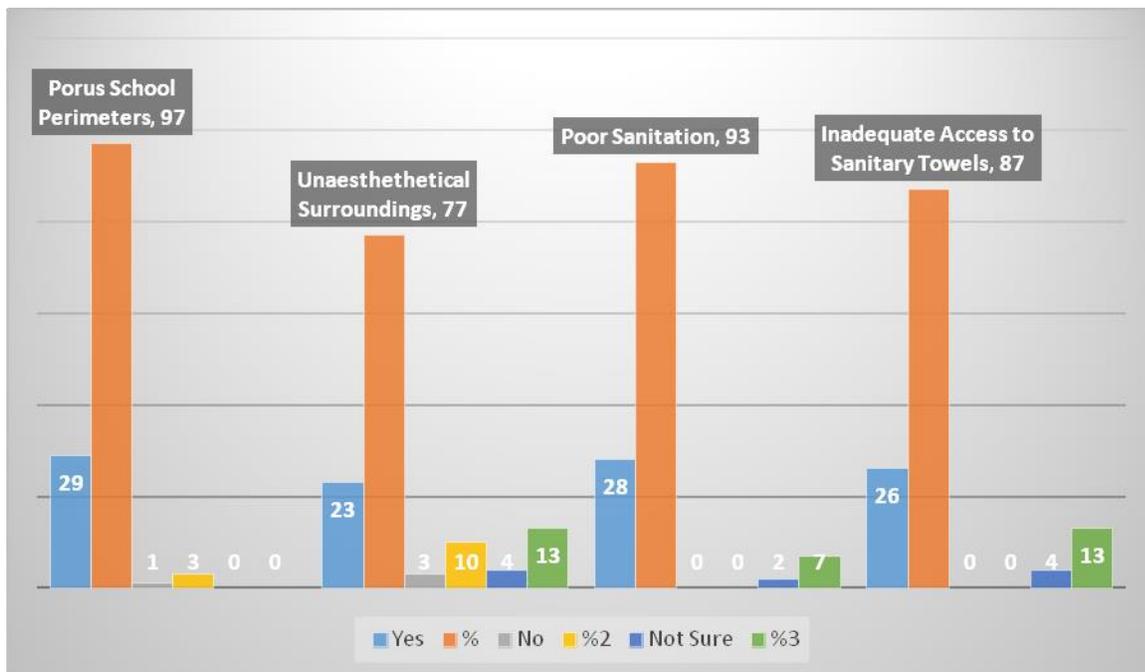


Figure 13: Pupils' Responses on School Factors that Contribute to Poor Pupil Academic Performance

Figure 14 Shows that 29 (97%) of the pupil respondents said that the school perimeters were too porous because the wall-fences were broken down. One (3%) pupil respondent objected. The pupils explained that trespassers often disturbed their classes. One pupil said:

Some people stray into our school premises, they even peep into classrooms and pass unsavory jokes which the pupils laugh at; pupils' attention is often diverted; teachers temporary lose track of what they are saying to the class.

The figure indicates that 23 (77%) pupil respondents said school surroundings were unaesthetic, 3 (10%) objected and 4 (13%) said that they were not sure. The Pupils mentioned that being at school was not motivating as their school landscapes lacked beauty and that it was worsened by school buildings which needed new coats of paint.

It further indicates that 28 (93%) of the pupil respondents mentioned that poor school sanitation affected their academic performance and 2 (7%) were not sure. The pupils explained that some of the toilets were leaking badly and had broken seat-pans which are not safe. The unsanitary conditions predispose pupils to diseases. When they used toilet facilities outside the school grounds they were punished for being out of bounds during school hours.

Lastly, the figure indicates that 26 (87%) of the pupil respondents mentioned the problem of sanitary towels and 4 (13%) said they were not sure. A Grade 12 girl pupil lamented:

Lack of sanitary towels and disposal facilities makes it difficult for us to come to school in times of menstrual periods, hence we are left behind in classwork which affects our examination results.

Table 18: Pupil Views on School Factors Contributing to Poor Pupil Academic Performance

No.	Factor	Description of Responses			
		Yes	No	Not Sure	Total
I	Overcrowded Classrooms	24 (80%)	4 (13%)	2 (7%)	30 (100%)
ii	Inadequate Classroom Furniture	27 (90%)	0 (0%)	3 (10%)	30 (100%)
iii	Inadequately Stocked Libraries	27 (90%)	0 (0%)	3 (10%)	30 (100%)
iv	Inadequately Equipped Laboratories	23 (77%)	4 (13%)	3 (10%)	30 (100%)
v	Proximity to Bars	23 (77%)	4 (13%)	3 (10%)	30 (100%)
vi	Shortage of Teachers	28 (93%)	0 (0%)	2 (7%)	30 (30%)

N=30

Table 18 continues to highlight pupil responses on the school factors that contribute to poor pupil academic performance.

It indicates that 24 (80%) of the pupil respondents identified overcrowded classrooms as a factor that contributes to poor pupil academic performance. Four (13%) objected and 2 (7%) were not sure. Pupils explained that most Grade 12 classes had over 70 pupils in each class. The classrooms are too small for such numbers making sitting arrangements uncomfortable. They explained that the situation was worse in the hot season. They pointed out that learning in overcrowded classrooms is very difficult.

Twenty seven (90%) of the pupils mentioned inadequate classroom furniture as a factor that contributes to poor pupil academic performance and 3 (10%) were unsure. The pupils said that “Desks and Chairs are not enough for all the pupils. We try to put our names under the desk and chair but it will still be difficult to find it if it is taken by a pupil in another class. If there was enough furniture, it would still not fit in classrooms because of over-enrollment”.

It further shows that 27 (90%) of the pupil respondents said that inadequately stocked school libraries contributed to poor pupil academic performances and 3 (10%) were not sure. Pupils explained that further reading and personal research for information on topics covered in class was difficult as there were few or no reference books in the libraries. They further said that libraries just provided extra space for studying if one had their own materials.

The table also reveals that 23 (77%) of the pupil respondents were of the view that inadequately equipped laboratories were a factor that contributed to poor pupil academic performance, 4 (13%) objected and 3 (10%) were not sure. The pupils explained that science laboratories did not have sufficient equipment and chemicals to use for experiments. The few chemicals in schools were usually reserved for use as part of revision shortly before final examinations.

Additionally, it indicates that 23 (77%) of the pupils were of the opinion that proximity to bars was a contributing factor to poor pupil academic performance. Four (13%) objected while 3 (10%) were unsure. The Pupils explained that the noise from the bars was very disturbing to learners and furthermore it increased absconding from class by truant pupils who liked beer.

Finally, it indicates that 29 (96%) of the respondent pupils said that shortage of teachers was a factor that contributed to poor pupil academic performance while 2 (7%) were not sure. Pupils explained that many teachers were transferring to other schools outside the district especially after upgrading their qualifications from diploma to degree level. They said this was a common trend among teachers of science and mathematics.

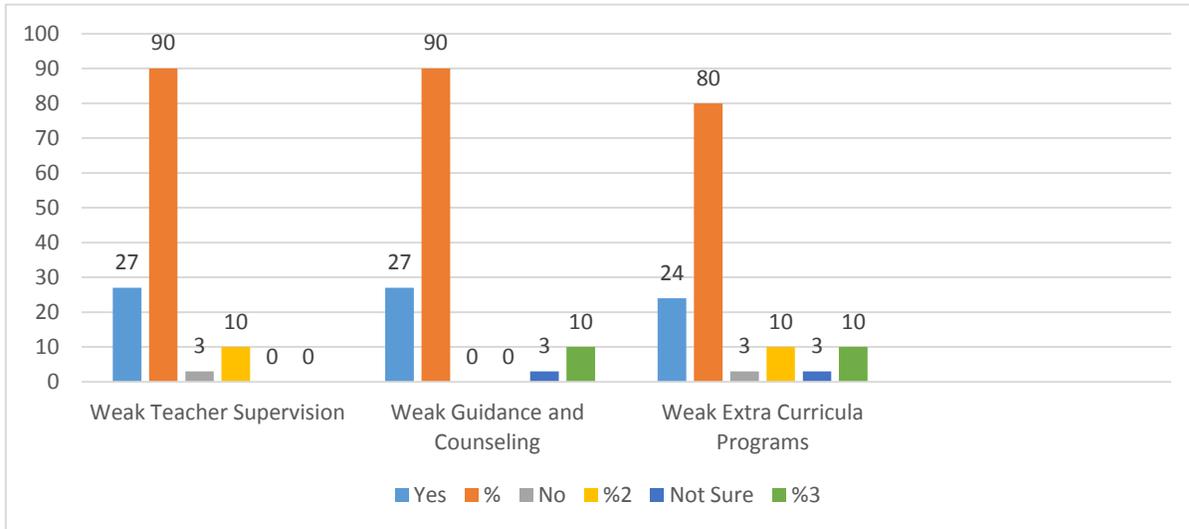


Figure14: School Administrative Factors Contributing to Poor Pupil Academic Performance

Figure 15 indicates that 27 (90%) of the pupil respondents were of the view that most schools had weak teacher supervision but 3 (10%) objected. The Pupils observed that most teachers were not fulfilling the requirements of the syllabi yet the school administrations were unconcerned. This ultimately affected pupil academic performance.

The figure reveals that 27 (90%) of the pupil respondents explained that most schools had weak guidance and counseling services and 3 (10%) said that they were not sure. The pupils explained that they were not receiving enough information on the requirements of various careers. Some explained that they had a lot of problems at home and they did not have anyone to guide or help them.

Twenty four (80%) of the pupil respondents talked about weak extra-curricular programs, 3 (10%) did not agree and 3 (10%) said that they were not sure.

They said that pupils were not being sufficiently exposed to activities that were of recreational and academic value outside the normal school routine to relieve the pressures they had from home and school.

4.11.5 Pupils' Views on Factors Contributing to Poor Academic Performance

Figure 16 highlights the pupils' views on school infrastructural factors that contribute to poor pupil academic performance.

Twenty eight (93%) of the pupil respondents noted dilapidated classrooms which gave no motivation to learners to commit themselves to academic pursuits and 2 (7%) did not give their opinion.

Twenty eight (93%) of the pupil respondents explained that most teachers lived in dilapidated Government houses hence lacked that motivation towards their work and 2 (7%) did not offer their opinion.

Twenty seven (90%) of the respondent pupils pointed out that teachers' accommodation was inadequate hence many teachers lived outside the school premises resulting in late coming. Three (10%) offered no opinion.

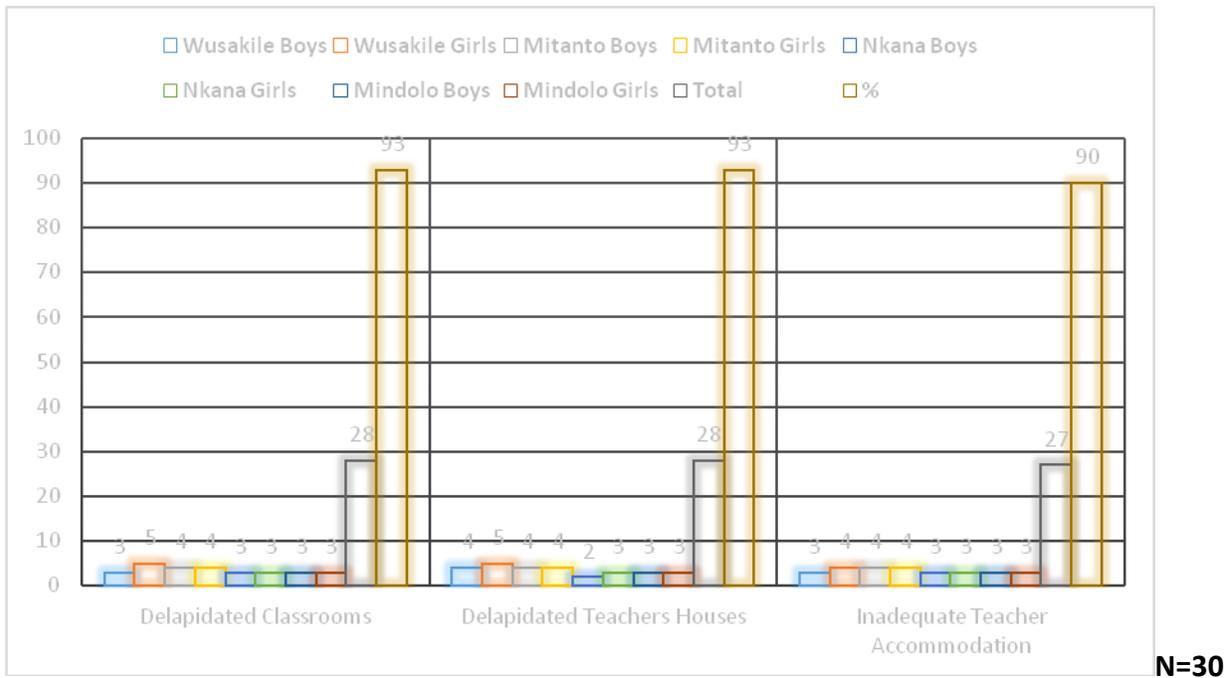


Figure 16: Pupils' Views on the Contribution of the Condition of School Infrastructure to Poor Pupil Academic Performance

4.12 Head teachers' views On Factors Affecting Pupil Academic Performance

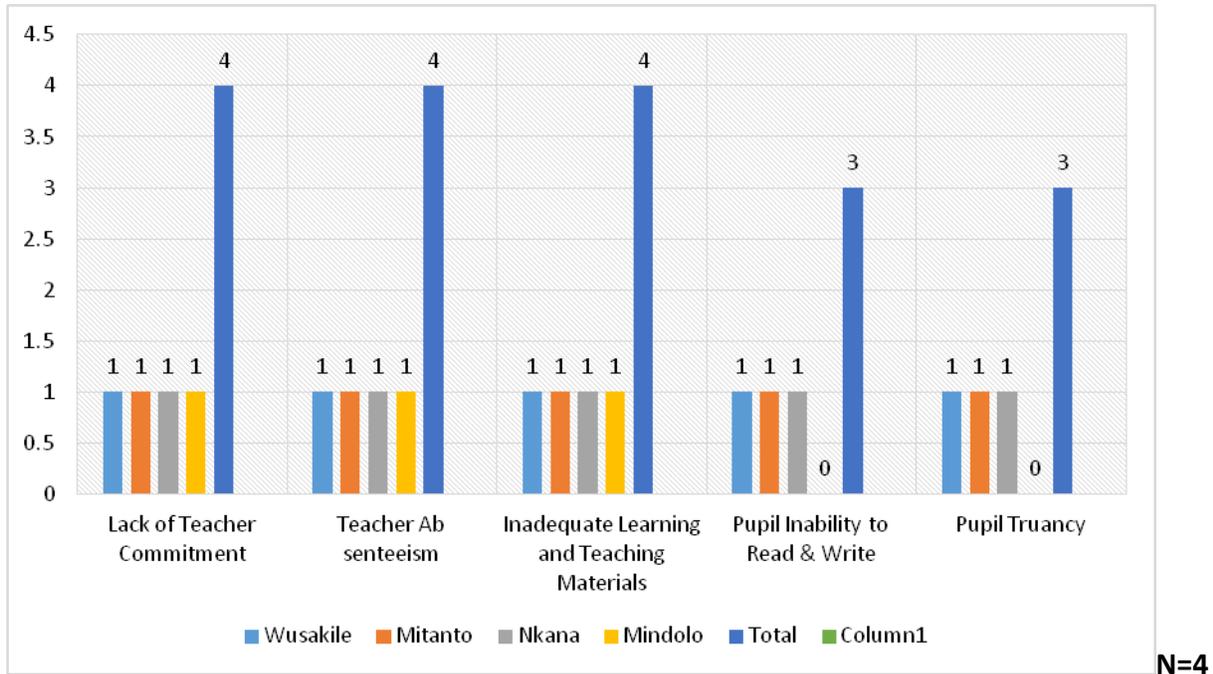


Figure 15: Head teachers' Views on Factors that contribute to Poor Pupil Academic Performance

All the Head-teachers of the selected Secondary Schools indicated in Figure 17 presented their views on the Factors Contributing to Poor Pupil Academic Performances at their schools.

Four Head teachers identified lack of teacher commitment. Here the Headmasters explained that some teachers joined teaching as a job and not as a profession or career. They said such teachers lacked the necessary passion and were always problematic.

Four Head teachers identified Absenteeism as another factor affecting pupil performance. The Headmasters observed that absenteeism by some teachers was a result of beer drinking or personal jobs at the expense of attending to their classes.

Four Head teachers identified inadequate learning and teaching materials. The Headmasters said that schools received inadequate funds and were unable to adequately provide all the required learning and teaching materials.

Three Head teachers identified pupil truancy. The Head teachers observed that some pupils were in the habit of absenting themselves from class or absconding after break.

Three Head teachers mentioned inability to read and write. The Head teachers said that this problem was a carry-over from the basic schools where the pupils came from before entering senior secondary.

The Headteacher for Mindolo Secondary School did not raise the issue of pupils' inability to read or write and the problem of truancy.

4.12.1 Head-teachers Views on Factors in the School Environment that Contribute to Poor Pupil Academic Performance

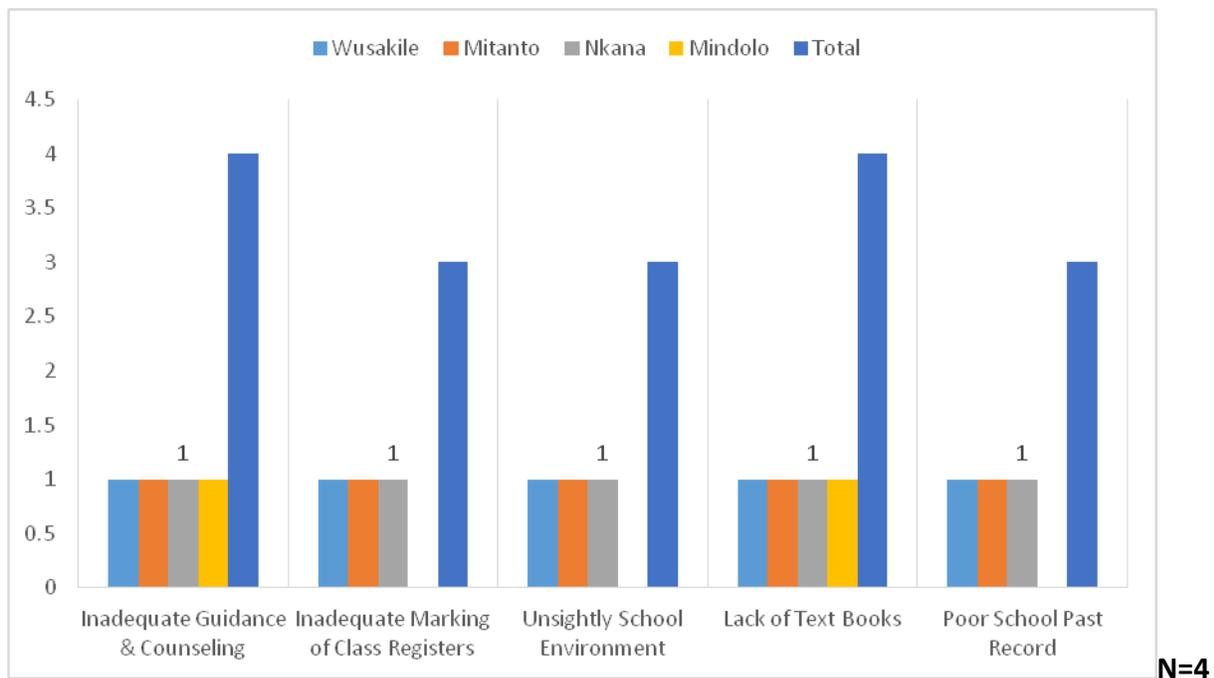


Figure 16: Head teachers' Views on School Factors that contribute to Poor Pupil Academic Performance

Figure 18 shows that 4 Head teachers identified inadequate guidance and counseling as a factor contributing to poor pupil performance.

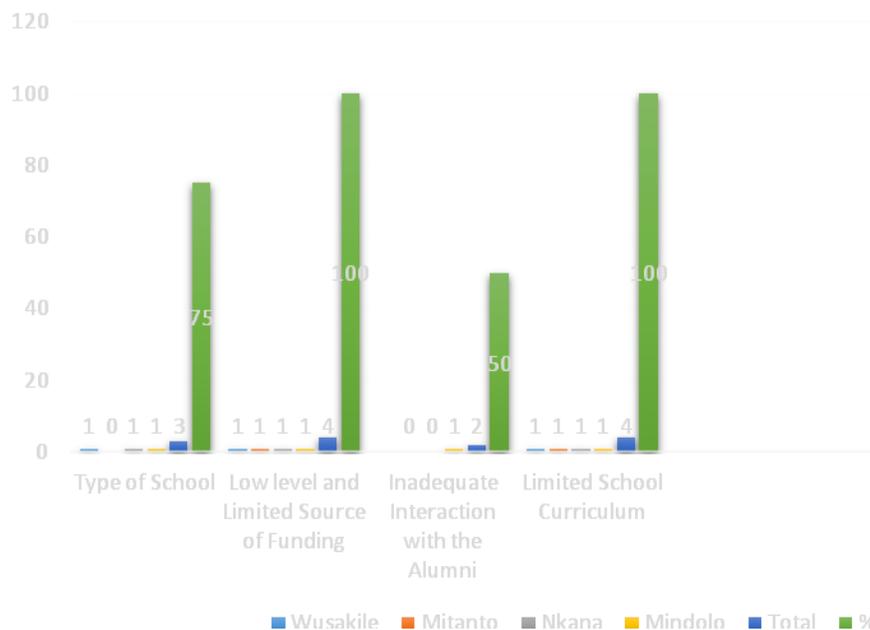
Three Head teachers said unsightly school environments contributed to poor pupil academic performance.

Three Head teachers explained that inadequate marking of class registers was a factor contributing to poor academic performance.

All the Head teachers mentioned lack of textbooks as a factor which contributed to poor pupil academic performance.

Three Head teachers explained that poor past school academic performance records were a factor in current poor pupil academic performances.

The Headmasters from the Selected Secondary Schools indicated in Figure 18, identified the following school factors which contributed to poor pupil academic performance: inconsistencies in the marking of class registers, poor physical environment, lack of text books for both pupils and teachers and poor past performance records as not inspiring pupil performance. The Head-teacher for Mindolo agreed with the rest but was quick to point out that his school was very strict with the marking of class registers. He further pointed out that his school environment was well maintained, and that the past and present pupil performances were commendable.



N=4

Figure 17: Head teachers Views on School Factors

Figure 19 indicates that Head teachers said School Factors that contributed to poor pupil performances included: the type of school, low level and limited sources of funding, inadequate interaction with the schools' alumni, and limited school curricula.

Three (75%) of the respondent Head teachers mentioned the type of school as an indicator for the level of pupil academic performance. One(25%) did not express an opinion. The

Headmasters explained that Technical Secondary Schools, Private Secondary Schools, Schools run by Faith Based Organisations, are at liberty to set a higher cutting point for entry into senior secondary school while government policy compels public schools to allow pupil progression to senior secondary based on a lower cutting point.

All the 4 (100%) Head teachers identified low levels and limited sources of funding as a factor affecting pupil academic performance. The Headmasters explained that their schools depended on the meagre and inconsistent funding from the Ministry of General Education. They also explained that the levels of school fees were just a token meant to cover few administrative costs. Three (75%) of the respondent Head teachers explained that schools were not adequately interacting with their alumni and 1 (25%) did not give an opinion.

Four (100%) of the respondent Headteachers identified limited school curriculum as a factor contributing to poor academic pupil performance. The Headmasters explained that education achievement is still based on the academic aptitude rather than vocational skills. They said this does not take into consideration the unique attributes of individual learners.

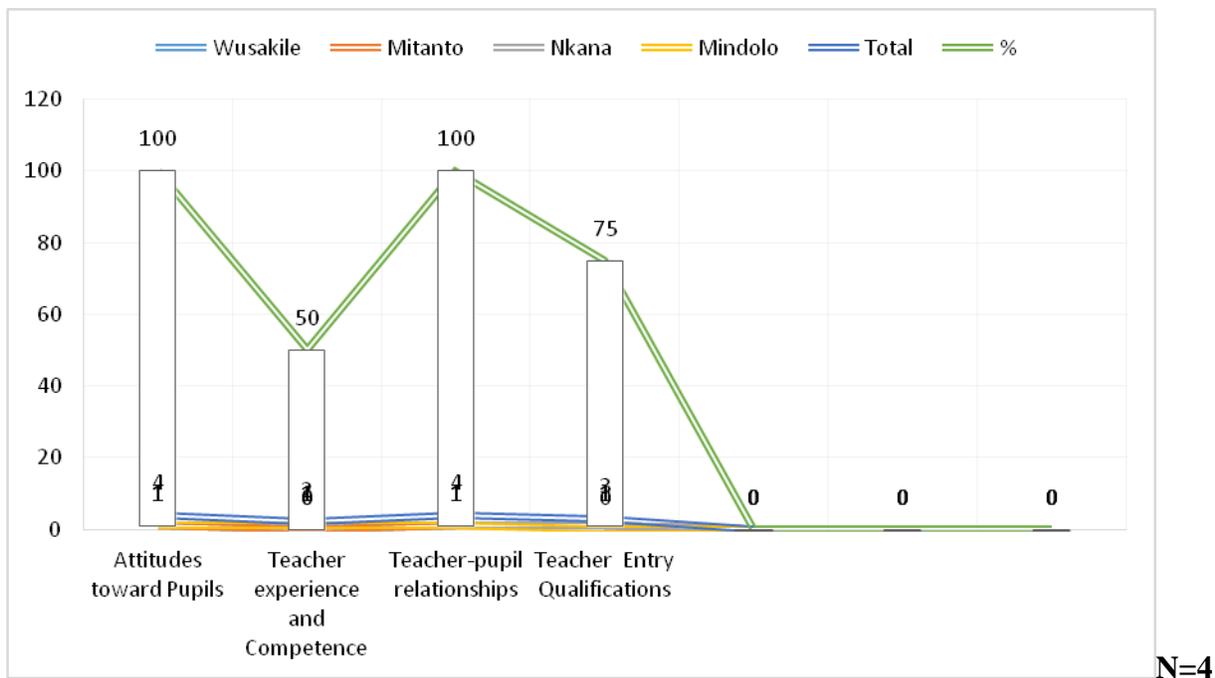


Figure 18: Head-teachers' Views on Teacher Factors Contributing to Poor Pupil Academic Performance

Figure 20 shows that all the 4 (100%) head teacher respondents said teachers' attitudes towards pupils were a factor that had implications on pupil academic performance. The Head teachers observed that some teachers had negative temperaments which caused fear in pupils and did not inspire the pupils.

The 4 (100%) Head teacher respondents further pointed out that some teachers had the habit of developing unhealthy relationships with pupils which ultimately negatively affected those pupils academic performance. The Headmasters explained that the relationships included intimate sex and beer drinking. The Head teachers noted that the "familiarity breeds contempt" adage is true. It further shows that 2 (50%) of the Head teacher respondents mentioned that teacher experience and competence had a bearing on pupil academic performance at their schools while the other 2 (50%) did not agree. The Head teachers explained that experience and competence were beyond knowledge of the subject but ability to initiate innovation in teaching methodology and class management.

Three (75%) of the Headteacher respondents mentioned that inadequate control of teacher qualifications had an effect on pupil performance. One (25%) did not express an opinion. The Head teachers explained that Educational Authorities had the tendency of using some schools as dumping grounds for problem and incompetent teachers. This perpetuated poor pupil performance in such schools. They pointed out that it would be good for head teachers to be involved in the transfers and posting of teachers.

HOME FACTORS

4.12.2 Head Teachers' Views on Home Factors Contributing to Poor Pupil Academic Performance

Table 19: Head Teachers' Views on Home Factors Contributing to Poor Pupil Academic Performance.

No.	Factor	Description of Responses			
		Yes	No	Not Sure	Total
i	Poverty	4 (100%)	0 (0%)	0 (0%)	4 (100%)
ii	Mismanaged Time	3 (75%)	0 (0%)	1 (25%)	4 (100%)
iii	Crowded Homes	3 (75%)	1 (25%)	0 (0%)	4 (100%)
iv	Insufficient Social Guidance	3 (75%)	1 (25%)	0 (0%)	4 (100%)

N=4

Table 19 shows that all the 4 (100%) Head teacher respondents mentioned poverty as a serious factor in the homes where pupils came from. The Headmasters explained that most families were living on very low income either from casual work or some sort of vending. They said that the parents or guardians were not able to provide enough meals per day as their financial resources cannot allow.

Three (75%) of the Head teacher respondents mentioned mismanaged time and 1 (25%) did not express an opinion. The Head teachers observed that pupils did not use their time at home wisely. They apportioned so much time to leisure and other unproductive activities.

Three (75%) of the Head teacher respondents mentioned insufficient social guidance and 1 (25%) objected. The Head teachers explained that most of the parents spent their time away from home and did not spare enough time to sit down with their children to explain to them how to live useful and productive lives. Most children chose for themselves how they spent their day and learnt nothing of value from their parents.

Three (75%) of the Head teacher respondents said crowded homes were a contributing factor to poor pupil academic performance while 1 (25%) objected. One Head teacher had this to say:

Most of our pupils live under deplorable conditions. Most families have about 6-8 children and dependents living under their care. As if this is not enough, they also host a number of live in visitors who come in either to seek medical services or normal visits as relatives. Learners either find temporal refuge in friends' homes or bear with the situation. Either way their academic life is affected.

Strategies and mechanisms for eliminating those factors, and improving pupil academic performance.

Table 20: All Respondents Views on Strategies and Mechanisms for Eliminating the factors that Contribute to Poor Pupil Academic Performances

Strategy	Head teachers		Teachers		Pupils	
	Yes	No	Yes	No	Yes	No
Lack of teacher-learner partnerships	3 (75%)	1 (25%)	15 (75%)	5 (25%)	22 (73%)	8 (27%)
Lack of new venture groups	4 (100%)	0 (0%)	16 (80%)	4 (20%)	22 (73%)	8 (27%)
Ineffective use of termly open-days	3 (75%)	1(25%)	!6 (80%)	4 (20%)	26 (87%)	4 (13%)
Ineffective teacher performance review	3 (20%)	1 (25%)	16 (80%)	4 (20%)	26 (87%)	4 (13%)

Table 20 reveals that 3 (75%) of the Headteacher respondents said that schools lacked teacher-learner partnerships and 1 (25%) objected. Fifteen (75%) of the teacher respondents accepted

that there were no teacher-pupil partnerships and 5 (25%) objected. Twenty two (73%) of the pupils mentioned that there were no teacher-pupil partnerships.

All the respondents who noted this concern explained that teachers did not recognize their pupils as a potential teaching resource, hence they were overwhelmed by the large numbers of pupils who required individual attention on topics they did not understand. This in turn resulted in poor pupil academic performance.

The table further reveals that all (4) Head teachers explained that schools did not have new venture groups. Sixteen (80%) teachers agreed that schools had no new venture groups and 4 (20%) objected. Twenty two (73%) of the pupil respondents said that schools had no new venture groups while 8 (27%) objected.

All the respondents noted that schools had a challenge of funding and thus could not adequately finance the various competing needs in the school. Their failure to adequately acquire the required teaching and learning materials negatively affected the academic performance of the pupils.

Three (75%) of the Head teachers mentioned that schools did not effectively use their termly open days while 1 (25%) objected.

The teachers who identified this issue pointed out that school open-days comprised of routine activities such as dishing out of the termly results. There were no other activities aimed at motivating pupils to aim for better results. This had a carryover effect on the results of the final examinations in which less than 50% of the pupils reached a pass mark.

Three (75%) of the Headteacher respondents said that schools had ineffective teacher performance review mechanisms and 1 (25%) objected. Sixteen (80%) of the teacher respondents agreed and 4 (20%) objected. The respondents who acknowledged this problem explained that schools still used out-dated staff performance appraisal systems which poorly performing teachers learnt nothing from and did not take the appraisal seriously. The resultant situation is that ineffective teachers continued to handle examination classes and pupils never improved their performance.

CHAPTER FIVE

DISCUSSIONS ON THE FINDINGS OF THE STUDY

5.0 Introduction

This Chapter discusses the findings of this study. The study investigated the factors contributing to poor pupils' academic performance in the selected secondary schools in Kitwe Urban. The discussion is arranged according to themes and sub-themes that emerged from the data presented from the preceding chapter. The main themes were derived from the Conceptual Framework, which were: Factors in the School Environment; and Factors in the Home Environment. The Sub-themes were Pupil Factors and Teacher Factors.

5.1 Factors in the school environment that contributed to the poor academic performance of pupils.

According to this study several findings were made on factors from the school Environment.

5.1.1 Factors intrinsic to the teaching and learning environment

According to this study, both teachers and pupils from all the selected secondary schools who addressed the factors in the school environment submitted that the state of the infrastructure and essential facilities at the selected secondary schools played a part in the poor academic performance of the pupils. The respondents cited things like non-functional ablutions, broken-down wall fences, blown away classroom roofs and cracked walls, unpainted buildings and generally unsightly school environments as stressing and posing risks to pupil and teachers lives. They also gave an example of the 2018 first term School Calendar which was delayed because the schools had to put in measures to prevent the spread of cholera which had broken out in the country. Other factors they identified included dilapidated classrooms, inadequate classroom accommodation, inadequate classroom furniture, dilapidated and inadequate school teachers' accommodation.

The teachers' and pupils' concerns were that poor sanitation was a health risk and dilapidated school infrastructure posed physical danger to both the teachers and the learners. Damaged school perimeters were a security risk to property coupled with disturbances from trespassers.

Landy and Conte (2013:13), asked the questions on workplace safety, how work-places could be made safer and the respective responsibilities of workers and employers in creating and maintaining safety at the workplace. They explained that it is important to understand the factors intrinsic to the work environment because poor working conditions pose risks and dangers to the workers. Threats in the physical environment can affect one's moods and overall mental state, whether or not one finds them consciously objectionable. Dehumanizing work settings, often result in poor mental health which is directly related to unpleasant working conditions, (Aamodt, et al, 2005 :396). Mudenda (2016), observed that effective school systems are those that place emphasis on adequately providing obvious necessities such as desks, boards, chalk and visual aids. Bove`e and Thill (2010:46), state that noise and distractions can divert one's attention from an important task because they prevent audiences from focusing on incoming messages. This source also points out that messages can also be blocked or distorted by filters such as those that can be caused by human interventions either intentionally or unintentionally.

It is therefore evident that Teachers and Pupils when exposed to threats in the educational environment can develop stress and perform poorly as they are unable to expend their energies and attention in the direction of teaching and learning respectively.

Weak School Administration

According to the findings of this study, teachers also attributed poor pupil academic performance to weak school administration. They pointed out that some head-teachers were not taking disciplinary action against erring teachers who frequently absented themselves from work, or reported for duty under the influence of alcohol. Lemmer (1999:90-91), lists the need for a strong administrative leadership among the five factors attributed to effective schools identified by the School Effective Movement. Lemmer noted that effective school research correlated student achievement with inputs and outcomes. It can therefore be noted that a weak school administration lacks the effective capacity to mobilize learning and teaching resources and supervision of its staff, which are key school inputs to pupil effective learning.

Over-enrollment

Amongst the findings of this study, teachers identified over-enrollment as one of the school factors affecting pupil academic performance. Teachers said that over-enrollment was tied to

high pupil-teacher ratio whose net effect was that it was difficult for teachers to assess the individual learning weaknesses of pupils and give pupils who were lagging behind personalized attention. According to Spardy and Marshal (1991:67), “All students can learn... but not at the same rate; schools control the conditions of success”. Mudenda (2016), noted that an effective system needed to emphasize on the reasonable numbers of learners in a classroom. The aim of a balanced teacher-pupil ratio should be to decongest classrooms in order to ensure quality education.

Curricula Function

According to the findings of this study the current curriculum structure is designed to perpetuate the system of further educational progression for those children who have outstanding academic capabilities and leaving behind those that do not match the cutting points of various schools, or the points necessary for them to progress into meaningful tertiary education. The teachers said this was because schools lack the capacity to fully implement the two-pathway curriculum which channels the academically capable pupils towards academic progression and practically minded children towards vocational progression, thus ensuring that all pupils are assessed according to their areas of capability. Musgrave (1995:284), observed that the modified selection function of education acknowledges that “the population of any country contains children who have different abilities and personalities. In this context we can consider the educational system to be acting akin to a sorting mechanism. Children with many individual differences are helped to the starting places for their adult lives which are most suited to their own particular qualities”.

5.1.2 Pupil views on school factors that contribute to pupil poor academic performance

According to the findings of this study teachers overwhelmingly agreed that the following were the school factors that contributed to poor pupil academic performance in their schools: poor library facilities, dilapidated classrooms, poor laboratory facilities, high pupil-teacher ratio, overcrowded classrooms, inadequate and poor classroom furniture, broken-down wall fences, proximity to bars, unaesthetic school landscapes, poor sanitation, weak teacher supervision, inadequate guidance and counseling and inadequate extra-curricular activities.

Sanitary Towels

The pupils said poor sanitation was a concern. They pointed out serious leakages in the ablution blocks and some sewer lines are blocked. Girl pupils were also concerned with lack of sanitary towels and disposal facilities. Moyo (2018), reports on the concerns of the Non-Governmental Organisation Coordinating Committee (NGOCC) on the issue of sanitary towels. The Executive Director of NGOCC, Engwase Mwale, reminded government to expedite the distribution of sanitary towels. She pointed out that lack of sanitary towels was a major hindrance towards the promotion of the girl-child's education. She noted that it was an established fact that girls in both primary and secondary school levels recorded low attendance due to lack of convenient protection during their menstrual periods.

Pupils also confirmed that they lost learning time because the 2018 school calendar resumed late due to the cholera problem that affected the whole country.

Poor Library Facilities

On poor library facilities, the pupils said that their school libraries were inadequately and poorly stocked with social sciences, natural sciences, languages, reference books and books for general reading. They also pointed out that their libraries had no computer laboratories to facilitate the use of information communication technology.

Inadequate Classroom furniture

According to findings of this study pupils identified inadequate and dilapidated chairs and desks as a problem that was inconveniencing their learning. Pupils said that there was a daily scramble for the few desks available. Some pupils even wrote their names on the chairs and desks to claim ownership and that there were frequent fights amongst pupils over desks. This, they said, made learning difficult as it was hard to write notes or concentrate on the lessons.

Dilapidated classrooms and inadequate classroom accommodation

On dilapidated classrooms the pupils observed that most classes had cracked walls, were unpainted, had pot-holed floors, broken windows and leaking roofs. Some roofing sheets were blown off. Keeping such classrooms clean was very difficult. These classes exposed pupils to

wind, cold, and dust, which were health risks. Some of the classes were actually a danger to the lives of the pupils and teachers.

The pupils pointed out that the school did not have enough classrooms. They said all their classrooms were overcrowded.

Poor laboratory facilities

Most pupils lamented the poor state of laboratories which lacked apparatus, chemicals and materials to use when carrying out experiments. They pointed out that most pupils had difficulties in carrying out science practicals during examinations.

5.1.3 Head teachers' views on school factors affecting poor pupil academic performance.

According to the findings of this study all the four Head teachers identified inadequate guidance and counseling services as a factor contributing to poor academic performance. The head teachers explained that there were many pupils who were struggling with various subjects and personal issues which had adverse effects on learning. They noted that such pupils stayed on till they wrote their examinations, only to produce disastrous results. Vishala (2008:23), explains that Educational Guidance can be defined as “the help given to an individual in interacting with the conditions, processes, and stimuli provided by the educational environment, to actualize his/her potential to the fullest.”

The Head teachers also identified the problem of inadequate pupil motivation as another factor affecting pupil performance. The head teachers attributed this to insufficient facilitation of pupil contacts with role models in society. Ntambi (2018), reports on the story of Dr. Caroline Wamunyima Marumo, who was born in a large family of seven in the rural areas of Mongu in Western Province, and attended both her primary and secondary school in that rural environment. Yet her career path picked her from there through primary, secondary school, certificate in teaching, Diploma in Teaching and today she is a holder of a doctorate degree. All because she was inspired by people like Dr. Mutumba Bull who were her role models.

The Head teachers also pointed out that Government Schools were compelled to use a lower cutting point of 240 points when admitting pupils to senior secondary. Most pupils with such low pass mark continued to perform below average even when they wrote their Grade 12

examinations. One head teacher voiced out his concern with the selection system based on the cutting points or points achieved to progress to higher educational levels. The system results in high numbers of school drop-outs who become easy targets for gangs to recruit from.

Kachemba, N. (2018), reports on some members of teenage criminal gangs aged between 12 and 20 years. The report states that some of the gang members were in fact school pupils on the Copperbelt. These gangs went by the following names: The Tokota Boys, the Sons of the Devil, The Mbwambwambwa, the 90 Niggas, and the 100 Niggas. These teenage gangs are said to be spreading throughout the country. Their atrocities include terrorizing of neighborhoods, rape, murder, stealing and assault. Parelius and Parelius (1978:150), explains that evaluating, labelling and classifying of learners are the order of the day in educational systems. The records obtained become a permanent record of the learner. They further explain that teachers use these to pass negative comments on pupils hence stereotyping them, and that such negative labels become self-fulfilling prophecies in the life of the learner.

The Head teachers also pointed at the low funding levels which made it difficult to purchase good books and teaching and learning materials, let alone, carry out refurbishments at their schools. They also claimed that they were unable to offer meaningful rewards to those pupils who excelled and teachers who were exemplary in their work.

The Head teachers said one of the teacher factors that contributed to pupil poor performance was that they had no control over which teachers were posted to their schools. Thus the schools ended up receiving misfits like drunkards amongst their staff. The problem of drunk teachers was also identified by the Permanent Secretary Copperbelt Province who according to Mulambia (2018), warned that stern action would be taken against civil servants who reported for work in a drunken state. The Permanent Secretary informed the teachers that breathalyzers would be used to detect teachers entering classrooms in a drunken state.

Poor past performance records

According to the findings of this study poor past academic performance records contributed to poor pupil academic performance. The head-teachers observed that pupils made the performance of former pupils the yard-stick of their performance. They said that pupils were inspired by the

good results recorded by their predecessors and numbers that had been admitted into the main universities like The University of Zambia and the Copperbelt University.

According to the findings of this study the head teachers were also in full agreement with their teachers and pupils on the challenges posed by the poor physical environment. The lack of text books for both pupils and teachers was also pointed out as a reason for poor academic performance amongst pupils.

According to Cihame (2018), the Luapula Provincial Education Officer expressed his worry over the poor Grade 9 and 12 results recorded by the province over the last 5 years despite the fact that the province had some of the most qualified teachers. Mansa district which was previously ranked 41st in the country had slid down to 102 in terms of performance. The Provincial Education Officer said that he was gratified by the measures being taken by Mansa District of coming up with a Strategic Plan to improve its performance in national examinations.

5.1.4 Discussions on teachers' views on teacher factors that contribute to pupils' poor academic performance.

According to the findings of this study teacher factors which were identified by teachers as contributors to poor pupil academic performance were incompetent teachers, teacher transfers, shortage of subject specialists, inadequate pupil attention, high pupil-teacher ratio, teacher absenteeism, lack of commitment, few teacher role models, and inadequate consultation on curriculum development.

External Tuition Centers

According to the findings of this study external tuition was seen as one of the teacher factors contributing to poor pupil performance. According to the teachers, most teachers in subjects like Mathematics, Sciences and English do not adequately cover the syllabi in schools. They persuade pupils to pay them for private tuition in clandestine tuition centres. This practice they explained gives teachers a tendency to absent themselves from school or knock off early in order to attend to duties at the private tuition centres. The practice also causes teachers not to commit sufficient time on those pupils who are not in their tuition centres. The teachers also explained

that private tuitions concentrate on teaching pupils how to answer examination questions rather than offering the pupil adequate knowledge on the subject matter and content which covers the syllabus of the subjects.

Marsh (1997:5), states that “a curriculum is an interrelated set of plans and experiences which a student completes under the guidance of a school”. Thus a curriculum contains subject matter based on syllabi which students need to be guided through in their studies in order for them to gain desirable knowledge. A curriculum also has content which is documented in the syllabi to help pupils under the instruction of their teachers to obtain desirable knowledge through studying suitable content, (Lemmer, 1999:98). While schools fulfill these requirements, private tuitions have a serious deficit in this area.

Siachiyako (2018), wrote that “Today everybody wants to acquire education because the labour market demands certain proven or certified competences and skills. They acquire education to find employment while others do it to get practical skills and know-how to start their own businesses. Mercy Sakala got into technical and vocational education to acquire hands-on skills and knowledge related to poultry management.”

Incompetent Teachers

In this study, the teachers identified incompetent teachers as a factor contributing to poor pupil performance. The teachers explained that this incompetence was evidenced by poor lesson delivery, poor time management, and failure to apply suitable and effective teaching methods. Others pointed out lack of knowledge on the subject area and not attending to classes adequately. Some of the issues identified by the teachers included absenteeism, laziness, and lack of seriousness in attending to academic issues.

The National Reporter (2018), reported that The District Education Board Secretary (DEBS) for Ndola (neighbouring district to Kitwe), urged teachers to adequately understand their teaching areas to curb the much talked about “illiteracy” among them.

The other important issue raised by the DEBS-Ndola District was that teachers should constantly study and actively get involved in research work to ensure that they enhance the image of the teaching profession.

The Permanent Secretary-Technical Services of the Ministry of General Education has called for teachers to contribute Research Papers to be published by the Zambia Journal of Teacher Professional Growth (ZJTPG). The Permanent Secretary's Memo in part reads: "The National Science Centre (NSC) in conjunction with the **Improvement of Pedagogical Centre Knowledge (IPeCK) : Linking Pre-service and In-service Education Project** supported by Japan International Cooperation Agency (JICA), publishes the Zambia Journal of Teacher Professional Growth (ZJTPG) to provide a platform for publishing papers of professional interaction and practice, policy and research in education, to provide information for evidence-based policy decisions and to encourage teacher professional growth through research and article writing". The papers called for are those concerning teacher classroom practice policy and research. This should be seen as a positive window through which research practice can be developed in schools, (MOGE (2018).

5.1.5 Discussion on the strategies and mechanisms for eliminating those factors, and improving pupil academic performance.

According to the findings of this study 40 (74%) of the total respondents agreed that Teacher-Learner Partnerships were lacking as a strategy for addressing poor pupil academic performance. Only 14 (26%) of the respondents objected. The respondents said pupils were as much a teaching and learning human resource in the class, as the teacher. They said peer teaching can be used in class by dividing pupils into groups to research on a particular topic, and using the groups to present their topic to the rest of the class, with the teacher moderating a plenary discussion. The value of this type of learning is that it engages the whole person as Confucius (551-479BC), once said, "What I hear I forget, what I see I remember, and what I do I understand". Cole (1995), states that the pupil's understanding in peer teaching is enhanced by "doing". Cole further explains that the most effective learning comes about when the individual is fully committed to the task at hand and is capable of meeting the demands raised by it. Lemmer (2003), explains that the traditional role of the teacher is that of the provider of information, whilst the pupil is regarded as a passive listener into whom knowledge is poured as into an empty vessel. Teacher-learner partnership is a paradigm shift which has reference to sharing of ownership, mutuality, listening to each other, shared aims and goals, and joint-action based on common goals in the teaching and learning process.

Forty one (76%) of the respondents mentioned that schools did not have New Venture Groups and 13(24%) did not agree. It was clear from the findings that all the schools lacked resources to rehabilitate or develop new infrastructure, let alone purchase adequate books and learning materials. New Venture Groups from a corporate point of view are a group or individuals within a corporation whose task is to identify, evaluate, and cultivate venture opportunities (Dess et al. 2010). In the school this is the team that can be tasked with resource mobilization for the school to carry out various developments that are essential for creating an environment which is conducive to learning.

Fourty six (85%) of the respondents identified ineffective use of School Open-days while 8(15%) did not agree. They explained that school open-days were mainly used to dish out examination results, with the teacher explaining to the parent the weak points of the pupil. If the results were bad the parent would rebuke the child in front of the teacher who would be listening gladly. Chrispeels (1996), points out that the improvement of learner academic performance depends on the tripartite relationship of the parent, teacher and pupil. His concerns included: improving learner attitudes, conduct and attendance; improving classroom performance through parental interest in what goes on in the class, better understanding of learner needs by both parents and teachers, increased self-confidence and personal satisfaction of particular parents, active parental support of instructional programs and augmented instructional resources. The open day should therefore be used as a day of discussion of ideas on how to improve the learning process. Thus teachers, parents and pupils should have an open discussion forum where ideas flow freely, lessons learnt are recorded and action points for each party are assigned.

Fourty five (83%) of the respondents said schools did not have a forum for effective teacher performance review and 9(17%) did not agree. Respondents explained that performance review forums should not be used for ridiculing those teachers found wanting but rather as forums for identifying strengths weaknesses, threats and opportunities of the teaching practices in the schools and improving them for the benefit of the learners. According to Rogelberg (2007:606), Performance Reviews are a feedback mechanism. Feedback is a subset of the available information in the work environment that indicates how well individuals are meeting their goals. Thus feedback guides, motivates, and reinforces effective behaviors while simultaneously discouraging ineffective ones. Feedback has serious implications on the individual. Feedback interventions regulate behavior by changing the focus of attention to either the individual or the

task. The effectiveness of feedback is maximized when it directs attention to task motivation and learning processes and when the solution to the problem at hand is provided.

Performance reviews should therefore be used as learning processes for the school. Individuals should pick out what affects them from lessons-learnt through the learning process rather than reaction to confrontational approaches.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

6.1.1 Factors in the School Environment That Contributed to Poor Pupil Academic Performance.

Pupils' academic performance was adversely affected by unsafe, unclean and unhealthy school environments. This comprised dilapidated buildings and unkempt external grounds and landscapes.

Pupil Performance was regressed in schools which lacked adequate facilities for learning. Common inadequacies in such schools comprised; under stocked libraries, poorly equipped laboratories, uncomfortable classroom space and furniture, insufficient text books and teaching and learning aids.

The lack of clear academic and developmental visions for schools was another factor in the school environment which contributed to poor pupil academic performance. School administrations with a laissez-faire attitude towards the supervision of teachers did not produce good academic results.

The school curricula which measure performance by examination results disadvantage pupils who are gifted with vocational skills. Such pupils perform poorly academically because they are not tested in their area of gifting.

The other factor in the school environment contributing to poor pupil academic performance is the lack of adequate counseling and guidance for both teachers and pupils. Guidance and counseling ensures that personal, social and academic needs and concerns are addressed in order to facilitate learning.

The other factor identified in the school environment is the lack of control by school administrations in the recruitment of teachers. The posting of teachers does not critically look at the needs of the school resulting in misplacements and shortages of staff in some subjects.

Last but not the least, the schools were poorly funded and hence could not acquire sufficient academic requisites and maintain their infrastructure in order to provide a suitable teaching and learning environment for their teachers and learners.

6.1.2 Teacher Factors that Contributed to Poor Pupil Academic Performance

Some teachers lacked commitment to their professional work. Such teachers frequently absented themselves from duty or reported for duty in drunken state. Other teachers paid little attention to the individual learning needs of the pupils, whilst others displayed sheer incompetence.

Some teachers had not up-graded their qualifications and were therefore, lagging behind in terms of teaching methods. Other teachers obtained their qualifications fraudulently.

Some teachers had poor teacher pupil relationships in terms of respect, language, and professional care. Some teachers involved themselves in inappropriate pupil–teacher relationships with pupils of the opposite sex.

Teachers found it difficult to effectively deliver their lessons according to class and individual needs because of the high pupil-teacher ratio.

Some teachers had work over-loads because of added responsibilities which affected the classes they were teaching.

Schools do not have a culture of educational research and development in their areas of specialization. This, therefore, keeps them lagging behind latest developments in teaching practice. It also hampers their ability to contribute to the body of knowledge in the teaching practice and pupil academic development in their schools and the nation.

6.1.3 Pupil Factors that Contributed to Poor Academic Performance

Some pupils lacked study skills that would enable them to consolidate what they learnt in class. Some pupils did not interact sufficiently with other pupils to benefit from their understanding of different subjects.

Some pupils lacked provisions like food, and good uniforms to enable them to concentrate on learning and studies. Some walked long distances from home to school and were often too tired to concentrate on class-work.

Truancy, delinquency, alcohol and drug abuse diverted some of the pupils' interests in academic work. Some pupils were affected by peer pressure which diverted their attention from school work.

6.1.4 Home factors which contributed to poor pupil performance

The home environment did not provide sufficient space for pupils to concentrate on their studies due to too many family members in the household living in insufficient house accommodation. Parents gave their children too many house chores which left them too tired to study.

Parents and guardians did not provide sufficient social and academic guidance and counseling, and supervision to their children. Parents and guardians did not work in collaboration with teachers on issues pertaining to the educational needs of their children.

Pupils did not know how to prioritize their social and academic needs during the weekends and holidays. Some pupils were affected by negative peer pressure which caused them to neglect their academic work.

Poverty made it difficult for families to sufficiently provide uniforms, food, transport, books and other school and personal necessities. This ultimately affected some pupils' interest in school.

Some pupils relied on examination paper leakages. When their examination malpractices were discovered they were disqualified from participating further in the examinations. Some pupils failed to answer exam questions when the Examination Council withdrew the leaked papers and introduced alternative papers.

6.2 Recommendations

1. The study recommended that Headmasters, Teachers, pupils and the Parents Teachers Association of the selected schools should develop and implement strategic plans aimed at improving the school infrastructure, sanitation facilities and the general aesthetical outlook of the schools; providing adequate teaching and learning facilities with the view to create a safe and conducive teaching and learning environment, which will hopefully translate in improved pupil academic performance.

2. The Ministry of General Education should provide sanitary towels for female pupils. This is to reduce on inconveniences which lead to loss of learning time for female learners.
3. Schools should develop innovative ways of implementing the Two-Pathway Curriculum i.e. Academic and Vocational Curricula; and recommend to the Examination Council and the Technical Education, Vocational and Entrepreneurship Training (TEVET) on the setting of Examination Papers suitable for pupils pursuing the academic pathway, and pupils pursuing the vocational pathway at Grade 12 level.
4. Schools should collaborate with Social Services Departments to develop empowerment mechanisms aimed at enhancing pupil educational support. Parents and teachers should develop joint guidance and monitoring plans aimed at enhancing pupil commitment to their educational programs. Schools and Municipal or District Councils should collaborate in establishing Community-based Study Centres and Libraries.
5. Head teachers and Heads of Departments in the School should facilitate the establishment of Subject Matter Research, and that Heads of Departments should hold Peer Review Meetings on the Research work done by their colleagues in their respective departments in order to develop a culture of research practice amongst teachers. Teachers should also contribute educational papers for publication in educational journals.
6. Secondary Schools should establish staff positions for School Counselors which are dedicated to guide and help pupils, teaching staff and parents on academic, career and personal pressing issues that affect the academic life of pupils in the school and home environments.
7. Now that the teaching profession is regulated by the Teaching Authority, Head teachers should be involved in the process of selection of teachers before they are posted to their schools. This will enable schools to establish their own academic and social standards which are adhered to by teachers and learners. This will reduce the employment of misfits, such as teachers with bad drinking habits. Breathalyzers should also be used on teachers suspected to be in drunken state in order to control this problem.

6.3 Recommendations for further research

Due to constraints pointed out in this study and the limited number of studies conducted on the subject, it was not possible to explore all its various aspects in a single study like this one. The researcher thus recommends that:

1. Similar studies should be conducted in order to authenticate some of the findings of this study. This study concentrated on the Factors that contribute to poor pupil academic performance.
2. Whilst this study was conducted in selected schools that recorded poor performance at Grade 12 level, a Contemporary Research can be done on Factors that Contribute to Good Academic Performance at the same level of education. Another study could be done at Junior Secondary School Level and even Primary School level in order to build a bigger picture.
3. Future studies of this nature could also consider information on the poverty and deprivation factors and how they affect pupil academic performance.
4. Investigations could also be made on why other school types like those managed by faith-based organizations and private schools record better results.
5. Another study could be done on the impact of the two-pathway curriculum on the performance of those in the academic pathway and those in the vocational path-way.

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APPENDICES

Appendix 1: Interview Schedule for Head Teachers

Dear respondent,

I am a postgraduate student at the University of Zambia conducting a research on **‘Factors Affecting Pupil Academic Performance** in selected urban secondary schools in Kitwe district.

The aim of this interview is to collect data on factors that affect academic performance of pupils at grade twelve in their pursuit of a school certificate in selected secondary schools in Kitwe Urban. The researcher assures you that the information obtained shall be treated with high confidentiality and will be used purely for the educational research purposes.

1. Gender? (a) Male [] (b) Female []
2. How long have you been at the station?
3. In your opinion, what factors do you think affect pupil academic performance in your school?
4. How does the school environment contribute to pupil academic performance of pupils in your institution?
5. Does the home environment contribute to poor academic performance of pupils in your secondary schools? If yes, how?
6. In what ways do you think pupils contribute to their poor academic performance in your school?
7. Are there teacher factors that lead to poor pupil academic performance in your secondary school? If yes, how do they contribute?
8. What measures has your office put in place to help the school improve academic performance of the pupils?
9. What recommendations would you give to the Ministry of General Education, pupils teachers, the community and other stakeholders to improve academic performance in secondary schools?

Thank you for finding time to participate in the interview.

Appendix 2: Focus Group Discussion Guide for Learners

Dear respondent,

I am a postgraduate student at the University of Zambia conducting a research on **‘Factors Affecting Pupil Academic Performance** in selected urban secondary schools in Kitwe district.

I would like to have a discussion with you on the above subject. So feel free to share your feelings and opinions. The discussion will be kept confidential, so be encouraged to participate.

I thank you in advance.

1. Grade.....
2. In your opinion, what factors do you think affect your (pupil) academic performance in your school?
3. Do you think the school environment contributes to poor academic performance? If yes, how?
4. Does the home environment contribute to poor academic performance of pupils in secondary schools? If yes, how?
5. Who is the head of your home?
6. How is your performance affected by your home environment?
7. What pupil factors do you think contribute to poor pupils’ academic performance in secondary schools?
8. Are there teacher factors that lead to poor pupil academic performance in your secondary school? If yes, how?
9. What are you doing as pupils to improve your academic performance?
10. What has the school done to help pupils improve your academic performance?
11. What recommendations would you give to the Ministry of General Education, teachers, fellow pupils and other stakeholders to help improve academic performance in secondary schools?

Thank you for finding time to participate in the interview.

Appendix 3: Questionnaire for Teachers

Dear respondent,

I am a postgraduate student at the University of Zambia conducting a research on **‘Factors Affecting Pupil Academic Performance** in selected urban secondary schools in Kitwe district.

The aim of this interview is to collect data on factors that affect academic performance of pupils at grade twelve in their pursuit of a school certificate in selected secondary schools in Kitwe Urban. The researcher assures you that the information obtained shall be treated with high confidentiality and will be used purely for the educational research purposes.

1. Gender? (a) Male (b) Female

2. For how long have you served as a teacher at this station?
(a) Below 5 yrs (b) 6 to 10 yrs (c) 11 to 15 yrs (d) 16 and above

3. What is your highest level of qualification?
(a) Certificate (b) Diploma (c) Degree (d) Masters Degree (e) PhD

4. In your opinion, what factors do you think affect pupil academic performance in your school?
.....
.....
.....

5. Do you think the school environment contributes to poor academic performance of pupils in your institution? (a) Yes (b)

6. If the answer to question 5 above is yes, how does the environment contribute to pupils academic performance?
.....
.....
.....

7. Do you think the home environment contributes to poor academic performance of pupils in your secondary schools? (a) yes (b) no

8. If the answer to question 7 above is yes, how does it contribute?

.....
.....
.....

9. What pupil factors do you think contribute to poor pupils' academic performance in your secondary school?

.....
.....
.....

10. Are there teacher factors that lead to poor pupil academic performance in your secondary school? (a) Yes [] No []

11. If the answer to question 9 above is yes, how do they contribute to poor academic performance?.....

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.....
.....

12. What measures have you put in place as a teacher to help the school improve academic performance of your pupils?

.....
.....

13. What recommendations would you give to the Ministry of General Education, pupils, teachers, the community and other stakeholders to improve academic performance in secondary schools?

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Thank you for finding time to participate in the interview.