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THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

AN INVESTIGATION OF FACTORS THAT INFLUENCED THE LOW
ACADEMIC PERFORMANCE OF GRADE NINE PUPILS OF BASIC
SCHOOLS IN MUMBWA DISTRICT FROM 1991 TO 1994.

A RESEARCH PROJECT PRESENTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF DIPLOMA IN
ADULT EDUCATION OF THE UNIVERSITY OF ZAMBIA.

By

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1995.

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TABLE OF CONTENTS

	Pages
Dedication	i
Acknowledgements	ii

CHAPTER ONE

Introduction	1
Statement of the Problem	5
Purpose of the Study	6
Objective of the Study	6-7
Relevance of the Study	7
Assumption of the Study	8
Limitation of the Study	8
Definition of terms	9

CHAPTER TWO

Literature Review	11
-------------------------	----

CHAPTER THREE

Methodology	21
Population	21
Sample Population	21
Research Design	22
Instrumentation/Data Collection	22-23

CHAPTER FOUR

Data Analysis	24
---------------------	----

Discussions of Findings	56
-------------------------------	----

CHAPTER FIVE

Summary, Conclusions and Recommendations ...	64
Summary	64
Conclusion	65
Recommendation	65
BIBLIOGRAPHY	69

APPENDICES

Letters of Introduction

- (a) Research Budget
- (b) Work Plan
- (c) Questionnaire for the DEO's Office
- (d) Questionnaire for the Headmasters
- (e) Questionnaire for the Deputy Heads
- (f) Questionnaire for the Teachers
- (g) Questionnaire for the Pupils
- (h) Questionnaire for the Basic School PTAs.

NAMBALA
BASIC SCHOOL
PARENT'S
OPEN DAY

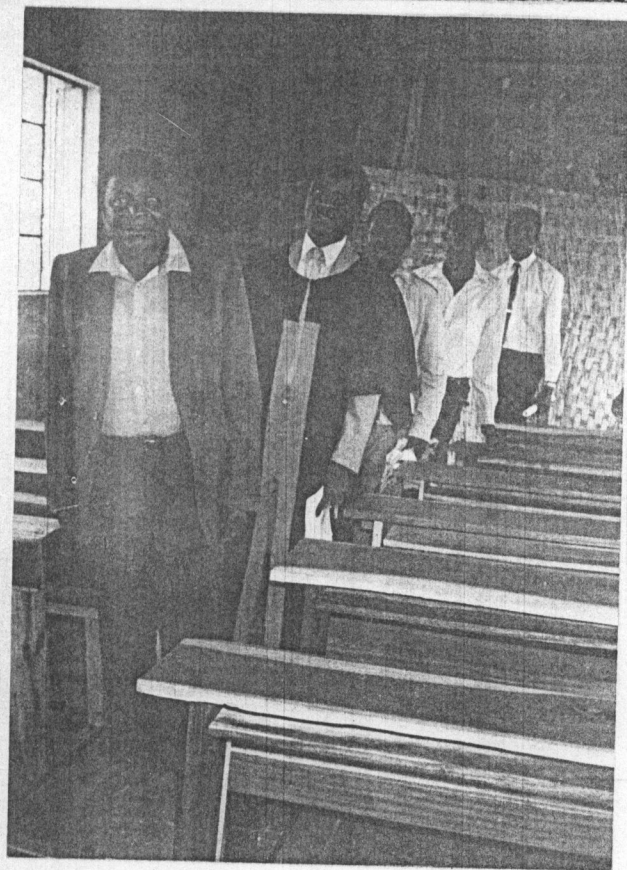
PICTURE 1

The Head-
master
Mr. J.C.
Mulenga in
NRDC Gown
reads the
Successes
and problems
of the school
to
Parents on
the Open Day



PICTURE 2

The Head-
master in
the College
Gown, Members
of PTA
teachers
and parents
inspect the
Agriculture
Science
Garden.



PICTURE 3.

The PTA Chairman Mr.
Kakonde, Headmaster
in the College Gown,
teachers and parents
inspect desks made by
Grades 7 and 8 during
Industrial Arts
Lessons.

DEDICATION

To my beloved wife Maiker Lombanya Kimbinyi and my four children Paul, Seliya-lusa, Daniel Ngovu, and Precious Mwika-Bupe and also my nephew Maxwell for their patience, tireless support and encouragement bestowed upon me during my period of study and long absence from home.

To my widowed mother Lumwata Shamanda Mutepuka Kendamulwano for the sacrifice she took in educating me. To my late beloved father Abraham Kimbinyi Nkonyanga who passed away when I was two years of age. And also to my late Step-father Mutepuka Loto Kendamulwano for taking over family responsibilities from where my late father had left.

Last but not least to my uncle Dancan Mulola shamanda for a part he took towards my education.

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A.L.T. KIMBINYI

UNIVERSITY OF ZAMBIA - 1995

INTRODUCTION

The importance of education in any country cannot be only over-emphasised, but should be recognised as a backbone and engine for the national development. Every responsible citizen should take interest and participate in the development of educational system.

Each country in the world has its own educational system which suits the life pattern of the society. Hence Zambia is not an exception.

At independence in 1964, the major problem of the new Government was its having inherited the nation whose adult citizens were almost illiterate. There were very few of those who had acquired basic skills in reading and writing in their local and mother languages, Mwanakatwe (1971: 36-43). This became the big worry and concern of the new Zambian Government, in that development could only take ground if its citizens had acquired adequate education.

Moreover, the initial plan of the United National Independence Party (UNIP) Government at and after independence as contained in its policies was to provide "compulsory basic ten years" of education for every child (Educational Reform, 1977:12).

The emphasis was on expanding, improving and restructuring the existing system of education which the new Government had inherited from the colonial administration. According to Mwanakatwe (197:73), states that 'the United Nations Educational Scientific and Cultural Organisation's Conference (UNESCO) in

Addis Ababa of 1961, recommended that 'Primary Education shall be universal, compulsory and free". Zambia during its ten years of independence decided to follow this path. The Universal primary education was expanded and alot of resources were poured in this programme.

Unfortunately, the expansion of Primary Education gave birth to another problem. The demand for more primary places raised another problem of extra classes in Grade 8 (Form 1). The number of Grade 7 drop-outs was rapidly increasing every year. This was due to scarcity of competitive Grade 8 (form 1) places in Secondary Schools. The Grade 8 places were very limited to cater for all the Grade seven (7) candidates from primary schools. The Government was again in problems of opening new form one (1) classes.

In view of this predicament, the Government decided to review its educational system. By early 1970s, discussions were focused on new educational reforms which would bring in Basic Education.

The Government of UNIP wanted to fulfill its promises contained in its manifestos of 1962 and 1964 which had stated that it would provide ten years of free universal education. The former President in his foreword stated that:

Most of the education today is free. We aim at universal free education. We are expanding our Secondary School education and paying greater attention to the requirements of University in order to produce qualified personnel (Mwanakatwe 1971:XII).

However, the implementation of Basic Education took too long to be effected. This was due to the financial constraints the nation was undergoing (Clarke, 1978). The proposals about educational reforms in mid 1970s were only on paper.

But since the Government maintained its stand on basic education, its ultimate goal was to provide ten years of universal basic education. This was cut down to nine years instead of the original ten years (focus on learning, 1992:71). Basic Education was put in two phases. The first phase was Grades 1-7 Second Phase grades 8-9 (Educational Reform 1976).

The first Basic Education Schools were opened in 1982. They were seven (7) in all. Since 1982 these schools have been mushrooming all over the country, especially in rural areas (focus on learning 1992:71). Originally, Basic education was intended not to have any examination. All children were to receive free education from Grades One (1) to Nine (9). (Education Reform 1977:7).

Unfortunately, this is not the case. Examinations start in Grade 7 and because of stiff competition for places in secondary school, consequently very few pupils see themselves through into Grade 8. Hence Basic Schools were established to enrol those Grade Seven (7) pupils who fail to reach competitive cut-off points. Public examinations are a means to maintain or improve the general standard or quality in any programme. By having public examinations, it is possible to maintain quality and uniformity as all candidates for a particular programme are

subjected to the same measurements (Ng'andwe 1993:8). The cut-off points are always high be it at Grade Seven or Nine. In spite of its being basic education, it is very pyramidal type of educational system.

Basically educational reforms were meant to do away with examinations, so that every child at least would receive basic education. As at present, this can not be possible because not all primary schools have the capacity to be turned into Basic Schools. Meanwhile examinations are a measuring rod of the pupils' advancement and are centrally set. Examinations offer children opportunities to review what they have learned and to find out how much progress they have made (Lingren 1971:250).

This Grade Seven (7) gloomy situation has now shifted into Grade Nine in Basic Schools. The Grade Nine results of Basic Schools are not always impressive. As a result this has become now the concern of parents with children in basic schools and general public at large. This assumably is being attributed to non-existence of teaching/learning materials, inadequate qualified teachers, poor furnishings and non-existence of conducive learning environment and in some cases those in administration have no relevant qualifications.

It is for this reason the researcher carried out this study on an investigation of factors influencing the low academic performance of Basic Schools in Mumbwa district.

Are the Basic Schools really fulfilling the original plans of their establishments?

Is quality education being offered in Basic schools? Do they give type of education which can make Grade Nine (9) leavers become self-reliant in society? How is the morale of teachers in Basic Schools? What are the future plans of the Government for the Basic Schools.

Is there going to be any time when the Basic Schools will be well staffed with relevantly qualified teachers?

STATEMENT OF THE PROBLEM

This study was an investigation of the low academic performance of Grade Nine (9) pupils of Basic Schools in Mumbwa District from 1991 to 1994. The study excluded open secondary schools.

The study investigated the complaints from the general public in particular the parents over the use of unqualified teachers as the contributing factors to low academic performance of Grade Nine (9) pupils in Basic Schools in Mumbwa District. The other area which the study focused on was the availability of teaching and learning resources, laboratory and library facilities. The study also investigated whether the administrators of the Basic Schools had relevant qualifications, the existence of classroom furniture, and the provision of conducive learning environment for pupils. The researcher felt that non-existence of the mentioned above aspects could affect the learning of a child. Hence the low academic performance of the candidate can be the consequence.

PURPOSE OF THE STUDY

The purpose of this study was to investigate the factors that influence low academic performance of Grade Nine (9) pupils of Basic Schools in Mumbwa district.

The Study focused on the availability of teaching and learning resources, qualification of both the administrators of Basic Schools and teachers handling Grades Eight and Nine classes, and the concern of the general public over the Grades Nine results of Basic Schools in the district.

Therefore the researcher felt that his findings of the study would help the policy-makers, Basic School administrators, teachers in Basic schools, PTAs and all those who have an interest in the promotion and welfare of the education of the Zambian child. The Basic Schools under the study were Chibuluma, Kalilwe, Nambala and Sanje in Mumbwa district.

OBJECTIVES OF THE STUDY

The objectives of the study were as follows:

- (a) to investigate the availability of the teaching and learning resources in Basic Schools.
- (b) to investigate whether teachers handling Grade Eight and Nine classes have the relevant qualifications.
- (c) to find out whether Basic Schools have the Science Laboratory and Library facilities.
- (d) to investigate the morale and conditions of service

of teachers in Basic Schools.

(e) to determine the qualifications of the School administrators running the Basic Schools.

(f) to find out the reactions of the community (parents) towards the low academic performance of Grade Nine pupils of Basic Schools in Mumbwa District.

RELEVANCE OF THE STUDY

The study attempted to bring out factors influencing pupils' performance in Basic Schools. This study was deemed relevant because the findings would assist the administrators in the Basic Schools, Ministry of Education, the Parent-Teachers Association (PTAs) and the Non-Government Organisation (NGOs) to find ways of improving the academic performance of the pupils in Basic Schools.

The findings might be useful to policy-makers in making amendments to improve upon the existence of Basic Schools. This could either be done by procuring the necessary teaching/learning materials and deploying fully qualified teaching staff. Above all, furnishings and equipment should be made available in these schools (Basic Schools).

The researcher felt that his findings should prompt the policy makers to find the helpful solutions to the problems in Basic Schools since they affect all these establishments.

1.6 ASSUMPTIONS OF THE STUDY

The assumptions were as follows:

- (a) Most of the pupils found in the Basic Schools were of the Lower Calibre than those found in regular Secondary Schools.
- (b) Teachers handling Grade Eight and Nine classes might not be adequately qualified.
- (c) The teaching and learning resources might be available but wrongly or not properly utilized or they might not be available.
- (d) Most of the Basic Schools which had rapidly mushroomed might not have enough classroom furniture for the pupils and the staff.
- (e) The buildings in Basic Schools might be unhealthy, badly planned and inappropriate for conducive learning.

LIMITATION OF THE STUDY

Basically, this study could not cover all the Basic Schools in Mumbwa District. The study limited itself only to four (4) Basic Schools, namely, Kalilwe, Nambala, Chibuluma and Sanje. The limitation had been restricted only to four (4) Basic Schools due to the following contributing factors:

- (i) there was very little time to cover all the Basic Schools in the District as initially scheduled. The period of two weeks for the research was found to

be inadequate.

- (ii) the financial resources allocated to the research were not enough to cover the costs involved.
- (iii) there was critical scarcity of transport in the target area. As the target schools for the study were in the rural setting, they were far apart from each other. Consequently transport was always expensive and scarce.

DEFINITIONS OF TERMS

Basic Schools: These are schools which have classes running from primary to junior secondary school - ie. Grades One to Nine (1-9). Under the same administration source: Researcher's own.

Calibre: Level of quality, excellence or ability of someone to perform any activity.

Source: Longman Dictionary of Contemporary English (1991).

London: Longman.

Conventional Secondary Schools: Regular Secondary Schools which are competed for by Grade Seven Candidates from primary schools. These schools run from Grades Eight to Twelve (8-12) under the administrators with the professional qualifications ranging from College Diploma to University Degree

Source: Own.

Low Performance: Not measuring much from the bases to the top, not high, the level which is of poor rate. Working below expected standard.

Source: Longman Dict. Contemporary English (1991).

London: Longman.

Laboratory: Special room/building in which a scientist carries out experiments.

Source: (Ibidi: 1991).

Library: A room/building containing books that are looked after and borrowed.

Source: as above (Ibidi: 1991).

Morale: The condition of courage, determination, and pride in mind(s) of a person, team, siring, level of confidence.

Source: (Ibidi: 1991).

CHAPTER TWO

LITERATURE REVIEW

"Education is what happens to us from the day we are born to the day we die. Hence, we are all being educated, sometimes well and sometimes badly, whether we are children or parents or teachers. We learn from circumstances in which we live, from things that surround us daily, from the smallest incident that happens to us, whether it be a sharp word from our father (Castle, 1965:2)."

The basic education was first proposed by the United National Independence party (UNIP) prior to independence in 1964. In its 1962 election Manifesto as cited by Coombe (1970), it had proposed a ten year compulsory education for all children from Grades One to Ten.

Basic Education Schools have been defined by Kelly (1991:92) as primary schools that have been topped up with Grade Eight and Nine classes.

The root cause of the establishment of the Basic Schools in the whole country was the outgrowth and rapid expansion of the Universal primary education. The Grade Eight (Form One) places in few Secondary Schools became very competitive. There were so many primary schools with Grade Seven classes in comparison with the number of Secondary Schools. (Clarke 1978:17). By 1970 the large number of students at all levels were being ejected from the system by selective examinations, (Clerke, 1973:12). Clarke cited in his 'MA' Thesis' on the educational reform that 'politically', the most prominent in this unfortunate group have been the primary school leavers unable to gain entry to secondary

schools (Ibid 1978:12).

The high rate of Grade Seven (7) drop-outs became the main worry and concern of the Government. Consequently the President then, in 1973 Dr. Kaunda, appointed the Ad Hoc committee to evaluate educational developments and suggest policy directions for the next decade. The proposal in the report was that the Government should provide ten years of basic education for all, and the proposal subsequently found its way into the 1974 party manifesto and into the 1976 educational proposals as observed by Clarke (1978:17).

Originally this proposed educational system became a political nerve (issue). It was explicitly premised on the socialist principles and on the assumption that the reform of educational system would be part of a wider socialist transformation of society.

The educational reform draft of 1976 emphasised that every child and adult would have the opportunity, through education, to develop his/her talents for the service of his/her fellow human being and the nation (Clarke, 1978:18). Basic education was looked at as the system that would instil self-reliance, independence, and creativity in the learners in the real-life situation in society. The educational reformers had in mind that basic education would help the learners to be productive and innovative after leaving school.

Thompson wrote about this type of education that:

Basic education has therefore been thought
of as providing by various means an educational

base which will enable people to take full advantage of later opportunities to learn skills, acquired knowledge or otherwise develop the potential. (Thompson, 1974:203).

The initial proposed ten years of education system was cut down to nine years of basic education. It was considered that nine years of basic education should be adequate to enable pupils to benefit fully from an imaginative curriculum (Educational Reform Draft, 1976:16 and Educational Reform 1977) What should be borne in mind is that basic educational system is not only basically found in Zambia alone.

In 1976 in Lagos African Ministers of Education Meeting Agreed:

Although basic education may represent the maximum which Governments can offer to all at a given time, it should not be seen as an inferior substitute with which the greater number will have to be contented, but as an initial phase in the perspective of Life-long education (Thompson 1974:204).

But some people in Zambia still feel that education being provided by basic schools is inferior. They attribute this to low academic performance of the Grade Nine pupils of the Basic Schools. According to focus on learning (1992:72) it states that "as Institutions of Learning basic schools are offering an education that is of inferior quality. This is due to the bad conditions the pupils in these Schools undergo. Coombe is quoted on educational reforms:

But scores of voices were raised to warn against tampering with well known and accepted educational practices because the possibility of lowering standards was too great. This fear was expressed with respect to the proposals for teacher education the recruitment

of volunteer teacher (Coombe, 1978:11).

On the other hand some Educational authors argue that Basic Education is very important for every citizen of any country. Because this system of education focuses on the functional education. It is a type of education which is related to the Life-situation of society. Hall and Kidd have argued that:

The aim of basic education should be to equip all citizens and particularly the least privileged, with the basic knowledge and skills they require in order to understand and cope with their milieu and to participate consciously and effectively in the process of their own liberation. (Hall and Kidd, 1978:69).

The Government of Zambia chose Basic Education as the new educational system which would inculcate skills in pupils. Those Grade Nine (9) pupils who would fail to proceed to Grade Ten (10) would at least use the basic knowledge which they acquired at school. Basic education basically was supposed to focus on engaging learners in productive activities in which they would be involved after formal education in society. Such as agriculture, carpentry, metal work, or supplying services (Educational Reform; 1976). Kelly, et al (1986:340) echoed that upon completing Grade Nine, the pupil would enter the world of work or would proceed to another level of education and training.

Basic Schools began as a result of the rapid increase in number of pupils completing Grade Seven. In spite of the efforts which the government had put in the increase of Secondary School enrollments so that an increasing number of Grade Seven pupils would be able to continue in Grades Eight and Nine (8-9), and

this could not be possible. The only solution was to introduce basic education in the country.

In early 1980s some rural communities adapted dormitories for classroom purposes that were no longer in use in primary schools and these classrooms were used for the commencement of Grade Eight and Nine classes (Focus on learning 1992-71). From that time the movement towards the establishment of Basic Schools gathered momentum.

According to Kelly (1991:92) wrote that the first Basic Schools were opened in 1982. They were seven (7) in all. these are the primary schools topped up with Grade Eight (8) and Nine (9) classes. Since then basic schools have spread all over the country at a faster pace than expected.

However, basic schools have their own problems. Usually they are looked down upon as institutions providing type of education which is below the required standard. Since in most cases the Grade Nine (9) results are not so impressive.

The Low academic performance of Grade Nine pupils in Basic Schools in particular Mumbwa district is attributed to inadequacy of qualified teachers who are specialized in subjects like those found in regular Secondary Schools.

Most of the teachers handling Grade Eight and Nine classes are seconded primary school teachers who have not done any teaching methods in Secondary education. Several of the Basic School Grade Eight and Nine classes are staffed by transferring the best teachers from the School's primary section into Grade

Eight and Nine Section (Kelly, 1992:72).

The other problem is that, many of the seconded primary teachers, did not successfully complete Secondary School Programme, therefore, students in basic schools are not taught in away comparable to the way they would in conventional secondary schools. The problems experienced by students in basic schools, of virtually no resources and unqualified teachers, are further aggravated by the fact that many of them are of lower academic potential than those in conventional Secondary Schools. Most of those who enrol in Basic School Grade Eight and Nine classes, are for the greater part those who have not succeeded in being admitted to the better-established schools. The combination of these factors results in the majority of students who complete Grade Nine (9) in basic schools lacking knowledge, understanding and skills that should characterise a Grade Nine School-Leaver (Focus on Learning, 1992:72).

Most of the basic Schools especially in the rural areas are a sorry sight. They are not conducive enough for learning purposes. They lack a lot of teaching and learning resources. Lack of materials will make it difficult for the universal basic education lasting for nine years (Kelly, 1991). They are hardly any science teaching and library facilities which enhance the learning of pupils in basic schools, as compared to the relatively rich variety in regular secondary school.

According to Coombe and Lavyas reflect on the research carried out in Mbata District in 1983 by a royal Norwegian

Development Authority (NORAD) on primary and Basic Schools:

In many classrooms there are no desks or chairs. In such cases the children are seated on the floor in a row around the walls of the room. Text books are lacking, teaching materials practically are non-existent (Coombe and Lavyas, 1984:134-5).

As long as the Government and general public do not take interest in availability of teaching/learning resources in basic schools, the performance will continue to go down. The greater availability and use of instructional materials raises the quality of learning activities and boosts student's achievement. In Basic Schools absence of teaching/learning materials is very critical. Libraries are almost non-existent in Zambian Primary/Basic Schools Kelly (1991). The presence and active use of a school library books enhance reading achievement (Kelly 1991:105). The pupils can only fare somewhat better if enrollments in Basic Schools are administratively curbed taking in account of the availability of educational materials.

Much has been written about the essentiality of the availability of instructional materials. According to Farrell and Oliveira (1994:7), Schooling requires (at minimum) buildings, furniture, educational equipment and instructional materials, teachers, support staff, administrative services, research, etc. The lack of any of these may render educational service ineffective. With the availability of the instructional resources even relatively untrained teachers can produce better results (Ibidi, 1994:7).

The other thing is teachers in Basic Schools live and serve in severe trying conditions. The qualified teachers serving in Basic Schools are often demoralized due to poor conditions under which they serve. They lack of a lot of facilities which are enjoyed by their counterparts in the conventional secondary Schools. Hence the pupils' results are mostly affected. This impact becomes great on the pupils performance, especially in their final year leaving examination.

The parents' curiosity about their childrens academic performance rises when ever the examination results come out. Examinations have important place in the learning situations. They offer children (or learners) opportunities to review what they have learnt and to find out how much progress they have made. When examinations are administered with such purpose, they can be very helpful as aids to learning. Actually examinations act as form of communication between the school and general public (Lindgren 1971:200). Examination results tell us what the students and teachers are doing in schools. They act as a measuring rod. Institutions are judged by their examination results. As a result a school always with good results gives motivation both to the teachers and pupils.

Therefore passing a junior secondary school leaving examination is the determining factor for a Grade Nine (9) pupil of Basic School to proceed to Grade Ten (10) in regular secondary school. Teachers should fully prepare their pupils by giving them a lot of homework by using whatever resource is available in

Basic Schools Pupils should get informed the importance of assignments (homework). Lindgren (1971:256) wrote that "When children have no homework to do, parents wonder whether the ~~teacher~~ is doing an adequate job in Schools. Homework and test in Basic Schools if effectively administered can help pupils to be alert for the final examinations. Development of Zambia depends greatly on the effectiveness of education in all schools and Basic Schools are not an exception. Hence Makulu's observation can not be refuted:

If the aim of education is the development of the individual to his maximum capacity for complete living society the pressures which come upon him/her must be watched (Makulu, 1971:20).

Therefore Zambian society wants education to enable the individual to make maximum contribution to the national development. This can only occur if conducive learning environment for both the learners and teachers is provided. Hence Basic schools should be places equipped with all the instructional facilities and the qualified staff inclusive.

The worthiness of any institution of learning can chiefly be judged and evaluated by the general public quantitatively through its examination results. N'GANDWE (1993:8) wrote that the Government policy clearly states that public examinations are a means to maintain or improve the general standard or quality in any programme. The public wants better results for their children in schools and Basic schools are not an exception. Their existence was supposed to build confidence in parents by

giving quality education to their children. As long as primary school trained teachers continue teaching Grade Eight and Nine classes in Basic Schools and non-availability of teaching and learning resources, the low academic performance will prevail. And junior secondary school education received in Basic School will continue being looked at as education of inferior quality.

To sum it up all, the factors that have been highlighted in this section may contribute to the pupils' performance in one way or the other in basic schools.

Hence this study made an attempt to find out whether the absence of some of the factors might have had a great impact on the the students' performance.

CHAPTER THREE

METHODOLOGY

Population

The population of the study consisted of Grade Nine pupils, teachers, Basic School administrators, Parent-Teachers Association (PTAs) of four Basic Schools in Mumbwa, and officials from the District Education Office.

The subjects for the study were drawn from the following institutions:

- (i) Chibuluma Basic School.
- (ii) Kalilwe Basic School.
- (iii) Nambala Basic School.
- (iv) Sanje Basic School.
- (v) and District Education Office.

Sample Population

The sample population comprised ninety (90) subjects drawn from four target schools and District Education Ministry Headquarters as representative sample population of the whole population of the study.

The break down of the representative sample population of ninety (90) was as follows:

- (i) Two officials from the District Education Office.
- (ii) Four (4) Headmasters of the four representative Basic Schools.
- (iii) Three (3) Deputy Heads.

- (iv) Twenty-five (25) subject teachers.
- (v) Fifty (50) pupils drawn from four Basic Schools (Grade Nine (9) pupils)
- (vi) Six (6) members of Parent-Teachers Association (PTAs) from representative schools.

Fifty Grade nine pupils and twenty-five teachers were randomly selected by using pieces of paper bearing 'Yes' and 'No' symbols. Except at one School, (Chibuluma Basic School) this method was not used due to a small number of teachers involved in teaching Grade Nine (9) class.

Where this method was applicable, each subject was given a chance to pick up a piece of paper labelled 'Yes' or 'No' from the Chalk box. Those who picked up 'Yes' labelled pieces of paper were the ones used in the sample population as the study respondents (or subjects).

DESIGN

The researcher used the descriptive research design in order to give a precise account of the findings of the study. The researcher felt that his findings would give hints in identifying areas which might need the prompt attention of the authority.

INSTRUMENTATION/DATA COLLECTION

The study used structured questionnaire to collect data from the respondents. The researcher also collected information pertaining to pupils academic performance from the School

records, statistics from the District Education Office and Ministry of Education Headquarters Statistics Section. These were utilised in the analysing the data collected. In some cases the researcher used face-to-face interviews - eg. with PTAs, Headmasters, etc.

The responses from six sets of questionnaires were compiled and analysed using descriptive statistics. The data were analysed manually owing to the small number of the target population covered in the study.

CHAPTER FOUR

DATA ANALYSIS

This Chapter provides the information which was conducted during the research. The research investigated factors that influence the low academic performance of Grade Nine (9) pupils of Basic Schools in Mumbwa District from 1991 to 1994. The target representative Basic Schools in the sample population were as follows. Chibuluma, Kalilwe, Nambala and Sanje Basic Schools. All of these Schools are in Mumbwa district in Central Province.

The data collected were analysed by the use of tables, frequencies and percentages. The information collected from the subjects of the study was summarised and analysed manually using descriptive statistics.

The subjects used in the study were as follows:

- (i) Four (4) Headmasters of Basic Schools.
- (ii) Three (3) Deputy Headmasters
- (iii) Twenty-five Teachers (25 Teachers).
- (iv) Fifty (50) Grade Nine (9) pupils of Basic Schools.
- (v) Six (6) members of Parent-Teachers Associations (PTAs) drawn from four Basic Schools.
- (vi) Two (2) Senior Officers of the District Education Office. TOTAL 90 Respondents.

The study covered ninety (90) respondents.

RESPONSES FROM THE DISTRICT EDUCATION OFFICER'S OFFICE

The following tables indicate the findings from the D.E.O's office

Table 1: What is your Sex?

RESPONSE	FREQUENCY	PERCENTAGE
Male	2	100
Female	0	0
Total	2	100

The table above shows that 100% of the respondents were all males.

Table 2: What is your marital status?

RESPONSE	FREQUENCY	PERCENTAGE
Single	0	0
Married	2	100
Widowed	0	0
Divorced	0	0
TOTAL	2	100

100% of the respondents were married as can be seen in the table.

Table 3: The Post Held

POST	FREQUENCY	PERCENTAGE
D.F.O.	1	50
Education Officer	0	0
Inspector	1	50
Adulted Org	0	
TOTAL	2	100

The table above shows that 100% of the respondents were senior officers occupying the offices of the District Education Officer and District Inspector of Schools respectively.

Table 4: Age Group

AGE	FREQUENCY	PERCENTAGE
Less than 30 Years	0	0
31-35 Years	0	0
36-40 Years	0	0
41-45 Years	2	100
46-50 Years	0	0
51 Years and Above	0	0
TOTAL	2	100

The table shows that 100% of the respondents were between the ages of 41 and 45 years old.

Table 5: Academic Qualifications

RESPONSE	FREQUENCY	PERCENTAGE
Form 2/3	0	0
Form 5	1	50
GCE 'O' Levels	1	50
TOTAL	2	100

The table shows that 50% of the respondents had reached form 5 and the other 50% had GCE.

What are your professional qualifications?

Table 6: Response

PROFESSIONAL QUALIFICATIONS	FREQUENCY	PERCENTAGE %
Primary Teachers' Certificate	0	0
Advanced Primary Teachers Certificate (APC)	1	50
Diploma in Secondary Education	0	0
Diploma in Basic Education	0	0
Advanced diploma in Secondary Education.	1	
University Degree	0	50
TOTAL	2	100

The information in the table shows that both Chief District Administrators are adequately qualified. In addition, the researcher found out that both respondents were University of Zambia Students. One was already a full-time, he was in his 4th year and the other one was doing correspondence and would be joining the University on full-time basis either in 1995/96 or 1996/97 academic years.

NUMBER OF PRIMARY SCHOOLS IN THE DISTRICT.

100% of the respondents revealed that there were Seventy-six primary schools in the district. These seventy-six (76) primary schools were the ones from which some of basic schools drew the Grade Eight pupils depending on the distance.

NUMBER OF BASIC SCHOOLS IN THE DISTRICT

The 100% of the respondents responded that there were only five (5) Basic Schools in the district and one secondary school.

Table 7: Are all the Heads of Basic Schools in the District Qualified? eg. Diploma and Above.

RESPONSE	FREQUENCY	PERCENTAGE (%)
Yes	2	100
No	0	0
TOTAL	2	100

100% of the respondents indicated that all the Heads of the Basic Schools in the district had relevant qualifications (ie. diploma holders).

Table 8: Are all the Deputy Heads of Basic Schools in District Qualified?

RESPONSE	FREQUENCY	PERCENTAGE (%)
Yes	2	100
No	0	0
TOTAL	2	100

The respondents revealed that all the deputy heads of the Basic Schools in the district were adequately qualified.

Table 9: Availability of Teaching/Learning Materials in all Basic Schools

RESPONSE	FREQUENCY	PERCENTAGE
Yes	0	0
No	2	100
TOTAL	2	100

100% of the respondents indicated that instructional resources were not available in Basic Schools.

AVAILABILITY OF LIBRARY AND LABORATORY FACILITIES IN BASIC SCHOOLS IN THE DISTRICT.

100% of the respondents revealed that these facilities were non-existent in the Basic Schools in the district.

Table 10: Adequacy of Desks in All Basic Schools.

RESPONSE	FREQUENCY	PERCENTAGE (%)
Yes	0	0
No	2	100
TOTAL	2	100

100% of response showed that there were not adequate desks in the Basic Schools.

Table 11: The relationship between the DEO's Office and the Heads of Basic Schools.

RESPONSE	FREQUENCY	PERCENTAGE
Very Good	0	0
Excellent	1	50
Good	1	50
Not Good	0	0
Fair	0	0
TOTAL	2	100

50% of the response showed that there was Excellent relationship while the other 50% of response showed that relationship was Good.

Table 12: Are you Impressed by Grade Nine Results of Basic Schools in Your District.

RESPONSE	FREQUENCY	PERCENTAGE
Yes	2	100
No	0	0
TOTAL	2	100

The respondents indicated that they were happy with the Grade Nine results of the Basic Schools in the District.

Are the teachers happy to teach in the Basic Schools in this Districts?

100% of response indicated that teachers in the Basic Schools in the district were happy to teach there.

CO-OPERATION FROM TEACHERS IN BASIC SCHOOLS

100% response showed that teachers in Basic Schools in the district were cooperative with the D.E.O's office. The records showed that there were very few cases of unco-operativeness by the teachers with the District Education Office.

THE RESPONSES FROM BASIC SCHOOL ADMINISTRATORS

The following tables show the findings from the Headmasters and the Deputy Headmasters/Mistresses.

Table 13: What is Your Sex?

RESPONSE	FREQUENCY	PERCENTAGE (%)
Female	1	14.3
Male	6	85.7
TOTAL	7	100.0

The responses in the table above show that 85.7% of the respondents were males and only 14.3% were females.

Table 14: Marital Status

RESPONSE	FREQUENCY	PERCENTAGE (%)
Single	0	0
Married	7	100
Widowed	0	0
Divorced	0	0
TOTAL	7	100

100% of the respondents were all married.

Table 15: Age Group

RESPONSE	FREQUENCY	PERCENTAGE (%)
25-30 Years		
31-36 Years	1	14.3
37-42 Years	2	28.6
43-48 Years	4	57.1
49 and above	0	0.0
TOTAL	7	100.0

The following were age groups of the respondents as shown in the table, 57.1% were of the respondents between 43-48 years of age, 28.6% were 37-42 and 14.3% were 31-36 years of age group. As it can be seen all the administrators were very energetic.

Table 16: What is your Post?

RESPONSE	FREQUENCY	PERCENTAGE
Headmasters	4	57
Deputy Heads	3	43
Senior Teachers	0	0
TOTAL	7	100

57% of the respondents were Headmasters and 43% of them were Deputy Heads. Of all the respondents there was only one female administator holding the post of Deputy Headmistress. Refer to table 13.

Table 7: Professional Qualifications

RESPONSE	FREQUENCY	PERCENTAGE (%)
Primary Teachers' Certificates	0	0
Advanced Teachers' Certificates	1	14.3
College Diploma	6	85.7
University Degree	0	0
TOTAL	7	100.0

The responses from the respondents indicated that 85.7% of the respondents in the Basic School administration in Mumbwa District had College Diplomas. While 14.3% of the respondents in the administration had Advanced Primary Teachers Certificate.

Table 18: The Period of Service

RESPONSE	FREQUENCY	PERCENTAGE (%)
5-10 Years	1	14.3
11-16 Years	1	14.3
17-22 Years	4	57.1
23-28 Years	0	0.0
29 Years and Above	1	14.3
TOTAL	7	100.0

The responses in the table above showed that 57.1% of the respondents had served in the Ministry 17-22 years while 14.3% of the responses represented those who had served for 5-10 years, 11-16 years and 29 years respectively in the teaching profession.

Table 19: Availability of teaching and learning resources in all the subjects.

RESPONSE	FREQUENCY	PERCENTAGE (%)
Yes	0	0
No	7	100
TOTAL	7	100

100% of the respondents revealed that teaching, and learning resources were non-existent in their schools.

Table 20: Are all teachers teaching Grade Eight and Nine Qualified?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	0	0
No	7	100
TOTAL	7	100

100% of the respondents revealed that not all teachers teaching Grades Eight and Nine classes were trained for those classes.

Table 21: Existence of Library and Laboratory Facilities at Basic Schools Researched.

RESPONSE	FREQUENCY	PERCENTAGE (%)
Yes	0	0
No	7	100
TOTAL	7	100

100% of the respondents revealed that there were no library and laboratory facilities at the schools they were administering.

Table 22: Morale of Teachers

RESPONSE	FREQUENCY	PERCENTAGE (%)
Low	2	28.6
High	5	71.4
TOTAL	7	100.0

71.4% of the responses showed that the morale of teachers in their Schools was high while 28.6% of them responded that the teachers' morale was low in basic schools.

Table 23: Adequacy of Accommodation for all Teachers in School.

RESPONSE	FREQUENCY	PERCENTAGE (%)
Yes	2	28.6
No	5	71.4
TOTAL	7	100.0

71.4% of the respondents revealed that there was not adequate accommodation for all the teachers in Basic Schools. While 28.6% of the respondents responded that at least there was enough accommodation in their schools.

Table 24: **Are you happy with Grade Nine (9) Results at this School?**

RESPONSE	FREQUENCY	PERCENTAGE (%)
Yes	6	85.7
No	1	14.3
TOTAL	7	100.0

85.7% of the responses indicated that the respondents were impressed with the Grade Nine (9) results in their schools but 14.3% of the respondents responded that they were not happy with the Grade Nine (9) results at the Basic Schools they were administering

Table 25: **Are The Teachers Cooperative with your Office?**

RESPONSE	FREQUENCY	PERCENTAGE
Yes	7	100
No	0	0
TOTAL	7	100

100% of the respondents affirmed that the teachers in their Basic Schools were Cooperative with the administrators.

Table 26: Do Subject Inspectors Visit this School

RESPONSE	FREQUENCY	PERCENTAGE (%)
Yes	7	100
No	0	0
TOTAL	7	100

The response on inspectorate visitation was 100% positive.

Table 28: Do you involve teachers in decision making?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	7	100
No	0	0
TOTAL	7	100

100% of the respondents affirmed that they involved teachers in the decision-making.

THE QUESTIONNAIRE FOR THE TEACHERS

Table 29: What is your Sex?

RESPONSE	FREQUENCY	PERCENTAGE (%)
Female	5	20
Male	20	80
TOTAL	25	100

80% of the respondents were males and 20% of these were females.

Table 30: Marital Status

RESPONSE	FREQUENCY	PERCENTAGE (%)
Single	5	20
Married	20	80
Widowed	0	0
Divorced	0	0
TOTAL	25	100

80% of the respondents were married while 20% of them were single.

Table 31: The Respondents' Age Group

RESPONSE	FREQUENCY	PERCENTAGE
20-25 Years	4	16
26-31 Years	8	32
32-37 Years	8	32
38-43 Years	3	12
44-49 Years	2	8
50 Years and Above	0	0
TOTAL	25	100

32% of the responses in the table represent those respondents who were aged 26-31 and 32-37 years. 17% of the respondents were 20-25 years of age, 12% of them were 38-43 years old, and only 8% of the respondents were aged 44-49 years.

Table 32: Professional Qualifications of Teachers

RESPONSE	FREQUENCY	PERCENTAGE
Primary Teachers' Certificate	13	52
Advanced Primary Teachers' Certificate	1	4
Secondary Secondary Teachers' Diploma	7	28
Diploma in Basic Education	4	16
University Degree	0	0
TOTAL	25	100

According to the evidence in the table 52% of the respondents were certificate holders in primary school education, 28% of the respondents were Secondary School Diploma holders and 16% of the respondents had diplomas in Basic Education from National Inservice training College (NISTCOL) Chalimbana College while 4% of the respondents had Advanced Primary Certificates. This indicated that 44% of the respondents were Diploma holders.

Table 33: Range of the Period of Service

RESPONSE	FREQUENCY	PERCENTAGE
1-5 Years	7	28
6-10 Years	11	44
11-15 Years	5	20
16-20 Years	2	8
More than 21 Years	0	0
TOTAL	25	100

44% of the respondents had served 6-10 years
28% of the respondents had served 1-5 years
20% of the respondents had served 11-15 years
8% of the respondents had served 16-20 years
0% of the respondents had served more than 21 years

Table 34: The Availability of Teaching and Learning Materials for the subject(s) you teach.

RESPONSE	FREQUENCY	PERCENTAGE
Yes	10	40
No	15	60
TOTAL	25	100

40% of the respondents indicated that teaching and learning materials were non-available in Basic Schools. 60% of the respondents responded that the teaching and learning materials were available in Basic Schools.

Table 35: Do you Like Teaching at this School?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	19	76
No	6	24
TOTAL	25	100

76% of the respondents indicated that they were happy and liked teaching at those schools and 24% of them showed that they were not happy to teach at those schools.

Table 36: Are you well Accommodated?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	12	48
No	13	52
TOTAL	25	100

48% of the responses positively answered that they were well accommodated while 52% of them stated that they were not well accommodated.

Table 37: Availability of Laboratories for Science Subjects and Library Facilities.

RESPONSE	FREQUENCY	PERCENTAGE (%)
Yes	0	0
No	25	100
TOTAL	25	100

100% of the respondents indicated that such facilities were non-available in Basic Schools.

Table 38: Classroom Conduciveness for Effective Learning

RESPONSE	FREQUENCY	PERCENTAGE (%)
Yes	8	32
No	17	68
TOTAL	25	100

68% of the respondents showed that classrooms were not conducive for effective learning while 32% agreed that they were conducive.

Table 39: Adequacy of desks in each classroom for the pupils

RESPONSE	FREQUENCY	PERCENTAGE
Yes	1	4
No	24	96
TOTAL	25	100

96% of the respondents responded that the desks in Basic Schools were not adequate and 4% agreed that there were enough desks in the classrooms.

Table 40: Does the Size of the class affect your teaching

RESPONSE	FREQUENCY	PERCENTAGE (%)
Yes	17	68
No	8	32
TOTAL	24	100

Table 45: In what Grade are You?

RESPONSE	FREQUENCY	PERCENTAGE
Grade 8	0	0
Grade 9	50	100
TOTAL	50	100

100% of the respondents were all in Grade Nine (9)

Table 46: Existence of Library and Laboratory Facilities in Basic Schools.

RESPONSE	FREQUENCY	PERCENTAGE
Yes	0	0
No	50	100
TOTAL	50	100

100% of the respondents revealed that the above facilities were non-existent in the Basic Schools in Mumbwa District.

Table 47: The Educational Level of the Parents/Guardians.

RESPONSES	FREQUENCY	PERCENTAGE
Grade Seven (7)	5	10
Grade Nine (Form 2/3)	24	48
Grade 12/Form 5	16	32
University Degree	5	10
TOTAL	50	100

48% of the respondents responded that their parents/guardians had academic qualifications of Grade Nine/Form Two or Three (2 or 3).

32% of the respondents indicated that their parents (guardians had at least the educational level of Grade Twelve 12/Form 5, and 10% responded that their parents/guardians had either Grade 7 or University Education respectively as shown in the table above

Table 43: Do you have free time of study like prep at your school?

RESPONSES	FREQUENCY	PERCENTAGE
Yes	50	100
No	0	0
TOTAL	50	100

According to the data in the table 100% of the respondents affirmed that they had free time of study at each of the schools researched.

Table 49 Do teachers help you during lessons?

RESPONSES	FREQUENCY	PERCENTAGE
Yes	48	96
No	2	4
TOTAL	50	100

According to the responses given in the table, 96% of the respondents answered that their teachers did help them during lessons while 4% revealed that their teachers never helped them during lessons.

Table 50: Are your exercise books marked and checked by your teachers?

RESPONSES	FREQUENCY	PERCENTAGE
Yes	50	100
No	0	0
TOTAL	50	100

As indicated above in the table, 100% of the respondents responded that their exercise books were marked and checked by the subject teachers.

Table 51: Do you have enough desks in your classrooms?

RESPONSES	FREQUENCY	PERCENTAGE
Yes	29	48
No	21	42
TOTAL	50	100

According to the information given in the table above, 48% of the respondents answered that there were enough desks in the classrooms, while 42% responded that the desks were not enough.

Table 52: Do you have enough teachers for all the subjects.

RESPONSES	FREQUENCY	PERCENTAGE
Yes	27	54
No	23	46
TOTAL	100	100

54% of the respondents revealed that there were enough teachers for all the subjects while 46% of the respondents answered that teachers were not enough.

Table 53: Do you live near the school?

RESPONSES	FREQUENCY	PERCENTAGE
Yes	34	68
No	16	32
TOTAL	50	100

According to the evidence given in the table 68% of the respondents showed that they lived near the schools where they were learning and 32% of them indicated that their homes were far from school.

Table 54: Do you have breakfast before going to School?

RESPONSES	FREQUENCY	PERCENTAGE
Yes	6	12
No	44	88
TOTAL	50	100

The information in the tables indicates that 88% of the respondents often had no breakfast before going to School 12% responded that they had their breakfast before going to school.

Table 56: Do all your subjects teachers give you homework?

RESPONSES	FREQUENCY	PERCENTAGE
Yes	22	44
No	28	56
TOTAL	50	100

56% of the respondents responded that their teachers did not give them homework and 44% of them agreed that their teachers gave them homework.

QUESTIONNAIRE FOR THE BASIC SCHOOL PTAs IN MUMBWA

Table 57: What is your Sex?

RESPONSES	FREQUENCY	PERCENTAGE
Female	0	0
Male	6	100
TOTAL	6	100

100% of the respondents were males in the Basic School PTAs in Mumbwa District.

Table 58: Marital Status

RESPONSES	FREQUENCY	PERCENTAGE
Single	0	
Married	6	100
Divorced	0	0
Widowed	0	0
TOTAL	6	100

100% of the respondents were married PTA members.

Table 59: Academic Qualifications

RESPONSES	FREQUENCY	PERCENTAGE
Standards	0	0
Form 2/3	1	17
Form 5	5	83
Degree	0	100
TOTAL	6	100

83% of the respondents had acquired Form 5 educational level and 17% of them had Form 2 qualifications.

Table 60: Are you happy with Grade Nine (9) results at the School you are PTA Executive?

RESPONSES	FREQUENCY	PERCENTAGE
Yes	3	50
No	3	50
TOTAL	6	100

50% of the respondents answered that they were happy with the results while the other 50% negatively responded that they were not happy.

Table 61: Relationship Between Teachers and PTA

RESPONSES	FREQUENCY	PERCENTAGE
Very Good	2	33
Fair	3	50
Bad	0	10
Excellent	1	17
TOTAL	6	100

According to the information in the table 50% of the respondents responded that there was fair relationship with teachers and Parent-Teachers Association 33% answered that the relationship was very good and 17% indicated relationship was excellent.

Table 62: Does the School have qualified teachers who teach Grade Eight and Nine?

RESPONSES	FREQUENCY	PERCENTAGE
Yes	2	33
No	4	67
TOTAL	6	100

67% of the respondents on the PTA committees felt their School have no qualified teachers in secondary education and 33% responded that the teachers in basic schools were qualified.

Table 63: Does the School have enough building?

RESPONSES	FREQUENCY	PERCENTAGE
Yes	2	33
No	4	67
TOTAL	6	100

67% of the respondents felt that the present buildings in Basic Schools were not enough and 33% of them felt that the buildings were adequate.

Table 64: Adequacy of Desks to Cater for all Pupils in Grades Eight and Nine.

	FREQUENCY	PERCENTAGE
Yes	1	17
No	5	83
TOTAL	6	100

83% of the respondents responded that the desks in schools were not enough to cater for all the pupils in Grades eight and Nine (8-9) while 17% of them felt that the desks were adequate.

Table 65: Adequacy of Teaching and Learning Resources for the Teachers and Pupils?

RESPONSES	FREQUENCY	PERCENTAGE
Yes	0	0
No	6	100
TOTAL	6	100

According to the information in the table, 100% of the respondents negatively answered that resources for learning were not adequate and non-existent in basic schools.

Table 68: Do you feel that the Headmaster/Mistress of the School is qualified to be the Basic School Head?

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	6	100
No	0	0
TOTAL	6	100

100% of the respondents indicated that the Headmasters/mistresses in Basic Schools in the district were qualified.

Table 67: Are Teachers Cooperative with the parents and Community?

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	4	67
No	2	33
TOTAL	6	100

67% of the respondents revealed that teachers in Basic Schools were Copperative with the parents and the rest of the Community while 33% felt that teachers were not Cooperative with parents and the Community.

ANALYSIS OF GRADE NINE RESULTS OF BASIC SCHOOLS IN MUMBWA DISTRICT FROM 1991 TO 1994.

Chibuluma Basic School

Year	No. of Candi.	Sex B	G	Passed With Full Cert.	Selected To Grade Ten (10)	Sex B	G	% of Selected Pupils
1991	-	-	-	-	-	-	-	-
1992	26	16	10	17	6	5	1	23%
1993	21	12	9	15	4	3	1	19
1994	46	31	15	25	10	6	4	22
TOTAL	93	59	34	57	20	14	6	21

Source: Headmaster's Office of Chibuluma Basic School

The table shows the Grade Nine results for each year in the past four years at Chibuluma Basic School in Mumbwa district. In 1991 the School had no Grade Nine class. In 1992 there was the first Grade Nine class and 23% of the candidate went to Grade Ten (10). In 1993 19% of the candidates were admitted to Grade 10 and 22% went to Grade Ten (10) in 1994. The data collected indicated that for the past four years only 21% of the Grade Nine (9) pupils had been selected for Grade Ten (10) in regular Secondary Schools.

Kalilwe Basic School (1991-1994)

Year	No. of Cand.	Sex		Passed With Cert.	Selected To Grade Ten	Sex		Percentage of Pupils
		B	G			B	G	
1991	144	89	55	74	13	10	3	9%
1992	164	105	59	117	48	31	17	29%
1993	140	78	62	72	31	22	9	22
1994	287	246	41	81	14	6	8	5
TOTAL	735	518	217	344	106	69	37	14.4

Source: Deputy Headmaster's Office of Kalilwe Basic School.

In 1991 only 9% of the Grade Nine candidates had been selected for Grade Ten (10) as shown in the table.

In 1992 they were 29.3% of the Grade Nine (9) pupils who were selected to go to Grade Ten (10) 22% of the candidates who sat for the examinations were accepted in grade Ten (10) in 1993.

In 1994 only 5% of the pupils were selected for Grade 10. For the past four years from 1991 to 1994 only 14.4% of the Grade Nine candidates had been selected for Grade Ten (10) from Kalilwe Basic School to regular secondary schools.

Nambala Basic School - Analysis of Grade Nine (9)
Results From 1991-1994.

Year	No of Cand.	Sex		Passed With Full Cert.	Selected To Grade Ten (10)	Sex		% of Selected Pupils To Grade Ten
		R	G			R	G	
1991	59	32	27	30	3	3	-	5.1%
1992	72	47	25	64	38	25	13	53%
1993	110	59	51	81	15	8	7	14%
1994	120	70	58	99	24	13	11	19%
TOTAL	369	208	161	274	80	49	31	22%

Source: Headmaster's Office - Nambala Basic School.

The table above shows the results of Grade 9 candidates of Nambala Basic Schools for the period of four years from 1991 to 1994. The main focus was on those pupils who were selected for Grade Ten (10) in Senior Secondary Schools.

In 1991 only 5.1% of the pupils were selected for Grade Ten (10). In 1992, 53% of the pupils were accepted in Grade Ten (10). In 1993, 14% of the candidates were admitted to Senior Secondary School Classes and 19% of the pupils were selected for Grade Ten (10) in 1994.

However for the past four years, only 22% of Grade Nine pupils had been accepted in Grade Ten (10) from Nambala Basic School.

Source: Headmaster's Office - Nambala Basic School.

Sanje Basic School - Analysis of Grade Nine Results
(1991-1994)

Year	No. of Cand.	Sex		Passed With Full Cert.	Selected To Grade Ten (10)	Sex		% Selected To Grade Ten (10)
		B	G			B	G	
1991	68	41	27	40	20	12	8	29.4%
1992	88	56	32	38	14	10	4	16%
1993	89	53	36	54	26	16	10	29%
1994	97	67	30	69	23	11	12	24%
TOTAL	342	217	125	201	83	49	34	24.2%

Source: Headmaster's Office - Sanje Basic School.

The table above indicates the percentages of the Grade Nine candidates who were selected for Grade 10 from Sanje Basic School in the period of four years.

In 1991 about 29.4% of Grade Nine pupils were accepted in Grade 10. In 1992, 16% of the pupils were selected to Grade 10. In 1993 29% of the candidates were selected for Grade 10 and in 1994 24% of the pupils had been selected to Grade Ten (10). So far 24.2% of Grade 9 pupils had been selected for grade 10 from Sanje Basic School for the period of four years (1991-1994).

DISCUSSIONS OF THE FINDINGS

The first objective of the study was to determine the availability of the teaching and learning resources in Basic Schools. From the responses the researcher got from the respondents, the non-availability of the facilities in Basic Schools is very critical. 100% of the respondents from the District Education Office and the Basic School Administrators indicated that there were no instructional resources in Basic Schools and 60% of the respondents who were teachers also agreed that instructional resources were not in existence in Basic Schools. However 40% of the teachers responded that instructional resources were available. In addition, the PTAs for each school, 100% of them indicated that the Ministry was doing little in terms of provision of instructional materials to Basic Schools. The details are in tables 9, 19 and 34. According to the researcher's findings, at least subjects like English, Mathematics, are not critically affected since there were at least text books at the time of his research.

QUALIFICATIONS OF TEACHERS

The second objective of the study was to investigate whether teachers handling Grades Eight and Nine (8-9), had the relevant qualifications.

According to the data collected 100% of the respondents in the Basic School administration of the four Basic Schools of the representative sample population indicated that there were no

qualified teachers. At one school where the research was conducted the researcher found out that, it was only the headmaster who had relevant qualifications. The rest of the teachers were seconded primary school trained teachers. This was Chibuluma Basic School. Refer to table 20. The data obtained from the District Education Office confirmed that there were no qualified teachers to teach Grades Eight and Nine (8-9) classes of Basic School in the District.

83.3% of the respondents drawn from four parent-teachers associations (PTAs) of the four Basic Schools in the representative sample population unanimously remarked that Basic Schools in Mumbwa District were not staffed with qualified teachers. According to the data in table 32 shows that 52% of the teachers in Basic Schools of Mumbwa handling Grades Eight and Nine were primary teachers' certificate holders and 48% of them were diploma holders.

EXISTENCE OF SCIENCE LABORATORY AND LIBRARY FACILITIES

The third objective of the study was to find out whether Basic Schools had the Science Laboratory and Library facilities.

100% of all the respondents in the study indicated that these facilities were non-existent in Basic Schools. The researcher also observed that these facilities were not available in all the four Basic Schools where he had conducted his research. Then one wonders as to how science subjects are taught in the absence of Laboratories. Science subjects are taught like

history. Library facilities also in Basic Schools are myth. They hardly exist. Extensive reading is not known by pupils in Basic Schools due to non-existence of the library facilities. And one again wonders how pupils can increase their vocabulary, reading horizon and acquisition of new knowledge. Responses from the District Education Office, Basic School Administrators, Teachers, PTAs and pupils showed that the above facilities did not exist in Basic schools. According to the researcher's feelings non-availability of the mentioned facilities under discussion is the problem of the Basic Schools in the country as a whole. Kelly (1991) laments that there are hardly any science teaching and library facilities ... in Basic Schools.

The results from the responses of the respondents show the non-availability of laboratory and library facilities in Basic Schools in Mumbai District as summarily shown in tables 21, 37, 45 and DEO's Office. The PTAs also revealed that Basic Schools in Mumbai District were operating without laboratories hence science is taught like history to their children.

MORALE OF TEACHERS

The fourth objective of the study was to investigate the morale and conditions of service of teachers in Basic Schools.

According to the data collected 88% of the respondents who were teachers indicated that their morale was low and were not happy with their conditions of service. The researcher's findings were that the teachers were not happy mainly because

they did not enjoy the same facilities with their counterparts in conventional secondary schools. Since most of the Basic Schools were far from town the teachers expressed that they always found it difficult to get essential commodities. The teachers revealed that serving in the ministry of education was not easy. There were a score of problems in addition to poor salaries.

On contrary 100% of the respondents from the District Education Office and 71.4 of the respondents in administration of Basic Schools in Mumbwa District responded that teachers in Basic Schools were happy and their morale was high. However, the researcher inferred that this conclusion was biased. Because some of the Basic schools were a sorry sight.

The teachers were serving under trying conditions. They hardly enjoy their lessons due to non-availability of instructional materials which facilitate teaching. The pupils they teach are of low calibre since they often not reach the same cut-off points with those who go to regular secondary schools in Grades Eight (8).

These are the views of the researcher. In addition, 52% of the teachers responded that they were not well accommodated as indicated in table 36. In table 23 71.4% of the Basic school administrators indicated that there was not adequate accommodation for all the teachers. 67% of the PTAs responded that their schools had no adequate buildings which means houses for teachers are not an exception. Indequacy of desks in classrooms and abnormal enrolment in classes affect the work of

the teachers, tables 39 and 40. 96% of the teachers (respondents) indicated that there were not enough desks in classrooms and 68% responded that the size of the classes affected their teaching.

In summary, there are alot of factors that affect the teachers' work and consequently their morale is low and this breeds an impact on pupils' performance.

According to Farrell and Oliveirce (1994:11) remark that "Working conditions however, can also be an impediment, as when over-crowded classrooms, lack of teaching materials, or the professional and social isolation of rural areas discourage otherwise qualified individuals from becoming teachers". The same co-authors cite that:

Often high wages or special fringe benefits are needed to attract individuals to work in such conditions. Finally, social prestige is an important aspect of the total teaching reward package. Where the social prestige attached to teaching is high, qualified individuals will enter the profession even if wages are low. (Farrell and Oliveirce 1994:12).

From this objective of the study it can be deduced that good conditions of service of any worker is very important and teaching in basic schools is not an exception. The researcher conversed with his respondents that the workers' morale is affected by the conditions of his/her service.

QUALIFICATIONS OF THE SCHOOL ADMINISTRATORS

The fifth objective of the study was to determine the qualifications of the school administrators running the Basic Schools.

100% of the responses from the District Education Office showed that all the administrators of Basic Schools in the district were well qualified as indicated in table 7.

The responses from the administrators in Basic Schools revealed that 85.7% of the respondents who were in Basic Schools administration were Diploma holders and 14.3% of them had advanced Primary Teachers Certificate as shown in table 17. 100% of the respondents who were members of Parent-Teachers Associations (PTAs) unanimously indicated that the Headmasters in their schools were qualified as Heads of those Basic Schools.

According to the findings of the researcher, it was true that the Ministry had done tremendous job in staffing Basic Schools in the district with Heads with relevant qualifications.

PARENTS REACTIONS

The sixth objective of the study was to find out the reactions of the community (parents) towards the low academic performance of Grade Nine pupils of Basic Schools.

100% of the respondents were the members of the Parent-Teachers Associations (PTAs) drawn from four Basic Schools which were covered by the researcher. The six executive PTA members represented all the parents.

According to the researcher's findings the majority of the parents were not always very happy with the results of the Grade Nine pupils of Basic Schools. 66.7% of the respondents indicated that the results of the Grade Nine pupils in Basic Schools never impressed the parents. 23.3% of them responded that the results of their children in Basic Schools were good. The researcher also covered the results of pupils of individual Basic School for a period of four years.

For instance, the results of Grade Nine (9) pupils who completed in 2004, Kalilae Basic School only 5% of pupils were selected for Grade Ten (10), that is only 14 out of 287 who sat for examinations were selected. Chibuluma Basic School 22% of pupils went to Grade 10 - that is 10 pupils out of 46. Nambala Basic School 19% of pupils went to Grade 10 that is 24 out of 128 pupils. And Tanga Basic School produced 23 pupils who went to Grade Ten (10) out of 97 Grade Nine (9) candidates. That is 24% of them went to Grade Ten (10).

Generally, the small numbers of pupils from Basic School going to grade Ten (10) disappoint and frustrate the parents very much.

However, according to the researcher's findings the bad results were attributed to inadequate qualified teachers, non-availability of instructional materials, lack of conducive learning atmosphere and non-existence of laboratories. The respondents revealed that some teachers in Basic Schools were not cooperative with parents.

The researcher held brief interviews with the Vice-PTA Chairman of Kalilwe Basic School, who was a former deputy headmaster of Kambule Secondary School in Mongu. He revealed that the results of Grade Nine pupils of Basic Schools were somehow exaggerated because the truth comes out when the same pupils reach Grade 12. He said their results become very bad. He suspected that something happens during Grade Nine examinations. There may be some malpractices. He said since most of the teachers in Basic Schools compete with those at Secondary Schools they often show that they teach better by involving themselves in Malpractice. He also said that same pupils feel inferior in Grade Ten (10).

schools.

CONCLUSION

From the findings of this research, the researcher had concluded that Basic Schools were not attaining the initial set objectives. There were a lot of factors affecting the smooth operation of these schools.

Just to cite a few problems being faced by the Basic schools, there was critical inadequacy of qualified teachers, non-availability of instructional resources for both teachers and pupils. Laboratories which can facilitate learning science subjects and libraries to enhance reading skills are not in existence in Basic Schools. These facilities were a myth. Desks and buildings were not enough to cater for all the pupils and the learning atmosphere was not so conducive. All these problems have strong impact on both teachers and pupils.

RECOMMENDATIONS

In light of the findings of this study, the researcher came up with the following recommendations to the practioners, policy-makers, and future researchers.

Practitioners

- (i) Since a large number of teachers who are found in Basic Schools are mainly primary School teachers, opportunity should be bestowed upon them for

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This Chapter will focus on the summary, conclusion and recommendations made by the researcher. It is assumed that the recommendations might assist to come up with solutions to the problems currently found in Basic Schools.

SUMMARY

Having critically investigated factors that influence the low academic performance of Grade Nine pupils of Basic Schools in Mumbwa District from 1991 to 1994, the researcher found out that most of the assumptions of the study were proved to be true.

The factors described were considered to have an impact on the performance of pupils in the final examination at Grade Nine (9). The responses from the respondents clearly showed that qualifications of teachers, non-existence of instructional materials, non-existence of conducive learning environment, low morale and poor conditions of service for teachers, and non-availability of science laboratories and library facilities had a strong adverse effect on the performance of a pupil.

However, the researcher found out that all the Headmasters (administrators) and their deputies of Basic Schools where the research was conducted had relevant qualifications and could do better if the said factors are dealt with with Minimum delay. The results can even be better than those of the secondary

in-service secondary school educational programmes. This will equip them with appropriate skills for effective teaching at junior secondary school level. Attainment of Teachers' Diploma will instil confidence in teachers.

- (ii) Both teachers and administrators should attend orientation courses to keep them abreast with the latest developments in professional skills.
- (iii) There should be free **interaction** between teachers in both Basic and secondary schools. This should be through professional seminars and workshops.
- (iv) The school administration should send their teachers for refresher courses and recommend them for further retraining and job enrichments.

Policy - Makers.

- (i) The government should supply the Basic Schools with all the necessary instructional resources for both teachers and pupils to enhance learning.
- (ii) Since there is much emphasis on the teaching of science subjects, the government should promptly come in and put up rooms for the purposes of Laboratories in Basic Schools. This will make the teaching of science effective and meaningful in Basic Schools. Libraries at least should also be made available in Basic Schools.

- (iii) The Government should use its influence in making non-Governmental Organisations (NGOs) come to the aid of the Basic Schools, especially those rural areas.
- (iv) The District Inspectorate should spread to all educational establishments in the district(s). Because the present system is somehow biased. Inspectors only mainly visit primary Schools neglecting secondary School establishments. All those holding the post of Inspector should be Degree holders.
- (v) The Headmasters/mistresses and their deputies in Basic Schools should be either Diploma or Degree holders to enhance efficiency and effectiveness in their administration.
- (vi) Colleges which train secondary school teachers should expand the intakes of student-teachers.
- (vii) More female teachers to be considered for promotions in Basic Schools.
- (vii) The post of senior teacher should be abolished and replaced by the Head of the Subject Department. For instance Head of English Department from Grade One to Nine (1-9), this Head can be in charge of English materials.
- (viii) The policy makers should allow the re-establishment of boarding schools in Basic Schools on the

basis of self-help especially in rural areas. Because the feeder primary schools are very far from the Basic Schools. Consequently some pupils stop in the middle before Grade Nine. The long distances that pupils cover daily have also a critical impact on the pupil's performance. As long as the government leaves the running of the boarding in Basic Schools in the hands of the PTAs, so that financing will be done on self-help basis.

FUTURE RESEARCH

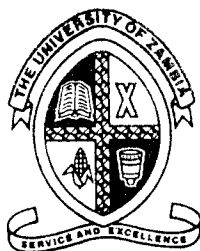
The future research should be conducted on the former pupils of Basic Schools in Secondary Schools to determine their performance in final examinations at Grade 12.

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THE UNIVERSITY OF ZAMBIA

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Fax: + 260-1-253952

PO BOX 32379
Lusaka Zambia

Your Ref:

Our Ref:

17th June, 1995

The District Education Officer
Ministry of Education
P O Box 830030
MUMBWA

Dear Sir

RE: ABRAHAM L.T. KIMBINYI - COMPUTER NO: 93257023

This is to certify that Mr. Abraham Kimbinyi Computer No. ⁹³²⁵⁷⁰²³~~93256906~~ is a bonafide student in the Department of Adult Education, University of Zambia.

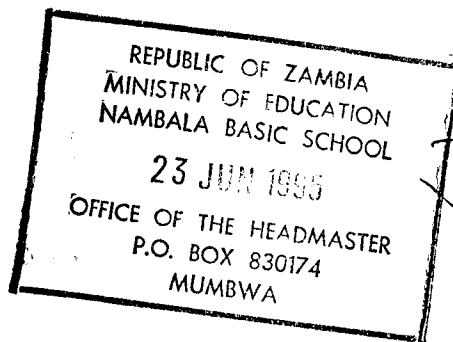
He is carrying out a research " An Investigation of Factors that Influenced the Low Academic Performance of Grade Nine Pupils of Basic Schools in Mumbwa District from 1991 to 1995".

The research is part of the Diploma course. We would therefore appreciate any assistance offered to him.

D.L. Mungela
for/HEAD, DEPARTMENT OF ADULT
EDUCATION AND EXTENSION STUDIES

23rd June, 1995

The Headmaster,
Chibuluma Basic,
Nambala Basic,
Mchilwe Basic,
Munje Basic,
Mumbwa.




RE: A.L.D. KEMUNYI

The bearer is currently a student at the Great East Road High School - Lusaka. He is carrying out a research concerning the performance of study. This office has therefore allowed him to visit the above mentioned Basic Schools in our district.

Any assistance given to him will be highly appreciated.

Yours sincerely,


A. Chola
District Inspector of Schools
for/DISTRICT EDUCATION OFFICE
MUMBWA DISTRICT

/ccmt*.....

APPENDIX

FINANCIAL ESTIMATE

	<u>QUANTITY</u>	<u>ITEM</u>	
(a)	2 boxes	Stencils @ K7 000	K14,000
(b)	2 tubes	Duplicating Ink @ K5 000	K10,000
(c)	1 ream	Typing paper @ K5,000	K10,000
(d)	4 reams	Duplicating paper @ K5,000	K20,000
(e)	5 copies	Binding Report @ K1,000	K 5,000
(f)	5 Copies	Printing @ K900	K 2,500
(g)	3 pens	Pens @ K150	K 450
(h)	70 pages	Typing Stencils @ K500	K35,000
(i)		Typing Charve @ K500	K37,000
(j)	Transport		K25,000
(k)	Misceleneous		K50,000
	(eg. food right allowance etc)		
	TOTAL		K207,900

WORK PLAN OF THE PROJECT

DATES

15th-30th March, 1995 - Project topic Appraisal by the Supervisor (AE230)

31st March, 1995 - AE230 Project Topic Submission to the Head's Office.

22nd May - 6th June, 1995 - Project Proposal Approval by the Supervisor.

7th June, 1995 - AE 230 - Project Proposal Submission to the Head's Office.

17th June - 10th July, 1995 - AE230 Field Research by DAE Students.

20th October, 3rd November, 1995-AE230 Submission of the Final Report.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

QUESTIONNAIRE FOR THE D.E.O'S OFFICE

The questionnaire focuss on an investigation of factors that influenced the Low academic performance of Grade 9 pupils of Basic Schools in Mumbwa District from 1991 to 1994.

Dear Respondent,

Kindly answer all questions in this questionnaire honestly and correctly. All your answers will be treated confidentially.

Yours,

Student on Research.

INSTRODUCTIONS

1. Do not write your name on this questionnaire unless you want to.
2. You are requested to answer all the questions correctly by writing on X against the answer of your choice.
For instance:

The President of NADA is

(a) Yona Phiri

(b) Fredrick Chiluba

(c) Chana Chakomboka

(d) Humphrey Mulemba

Where the question does not give the answer, please do state your answer briefly.

1. What is your Sex?
 - (a) Male
 - (b) Female
2. What is your Marital Status?
 - (a) Single
 - (b) Married
 - (c) Widowed
 - (d) Divorced
3. What is your post?
 - (a) D.F.O.
 - (b) E.O.
 - (c) Inspector of Schools
 - (d) Adult Education Organiser
4. In which age group do you belong?
 - (a) Less than 30
 - (b) 31 - 35
 - (c) 36 - 40
 - (d) 41 - 45
 - (e) 46 - 50
 - (f) 51 and above
5. What are your Academic qualifications?
 - (a) Standard 6
 - (b) Form 2/3
 - (c) Form 5
 - (d) GCE 'O' Levels
 - (e) GCE 'A' Levels
6. What are your professional qualifications?
 - (a) Primary Teachers Certificate
 - (b) Advanced Primary Teachers Certificate
 - (c) Diploma in Secondary School Education
 - (d) Diploma in Basic Education
 - (e) Advanced Diploma in Secondary School Education
 - (f) University Degree

7. How many Primary Schools are in your district?
(State the number)
8. How many Primary Schools have Open Secondary
School Classes?
(State your answer)
9. How many Basic Schools are in this District?
(State your answer)
10. How many Secondary Schools are in this district?
(State)
11. Have you any future plans of opening any more
Basic Schools in this District? (state your answer)
.....
12. Give your reasons for your answer in question number
11 (briefly)
.....
.....
13. How many qualified teachers do you have in Basic
Schools in this district? (state your answer)
.....
14. Are all the Headmasters/Mistreeses qualified to head
the Basic Schools in this district?
(a) Yes (b) No
15. Have all the Deputy Heads in Basic schools relevant
qualifications eg. diploma and above?
(a) Yes (b) No
16. If the answer is No state the number without
qualified Deputy Heads
17. Are the teaching/learning materials available
in all the Basic Schools in this District?
(a) Yes (b) No
18. Do the Basic Schools in this district have library
and Laboratory facilities?
(a) Yes (b) No
19. Do all the Basic schools have enough desks in
your district?
(a) Yes (b) No

20. How is your relationship with your Headmaster/
Mistress of Basic schools in this district?
(a) Very good
(b) Excellent
(c) Good
(d) Not Good
(e) Fair
21. How do you assess the performance of Basic School
Grade 9 pupils?
(state)
.....
22. What do you think are factors that contribute
positively to pupils' performance in these schools?
(State briefly)
.....
23. What factors hinder the performance of pupils in
Basic schools in this district?
.....
.....
24. Are you impressed with Grade 9 results of Basic
schools in your district?
(a) Yes (b) No
25. Do subjects specialists (Inspectors) inspect
the Basic School Teachers?
(a) Yes (b) No
26. Are the teachers happy to teach in Basic
Schools in this district?
(a) Yes (b) No
27. Are teachers in Basic Schools Co-operative with
your office?
(a) Yes (b) No
28. Do you have any subject resource centres for
the Basic Schools in this district?
(a) Yes (b) No
29. Write suggestions you want to make about the
betterment of Basic Schools in your district
(comment briefly)
.....
.....

30. What criteria are used in selecting Grade 7 pupils
for admission into Grade 8 in Basic Schools
in this district? (state briefly)
.....
.....
.....

Abraham L.T. Kimbinyi
University of Zambia
School of Education
Department of Adult Education
and Extension Studies
P.O. Box 32379
LUSAKA

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

QUESTIONNAIRE FOR HEADMASTER/DEPUTY HEAD

The questionnaire focusses on an investigation of factors that influence the low academic performance of Grade 9 pupils of Basic schools in Mumbwa district from 1991 to 1994.

Dear Respondent,

Do kindly answer all questions in this questionnaire honestly and correctly.

All your answers will be treated confidentially.

Yours,

Student on Research.

INSTRUCTIONS

- (1) Do not write your name on this questionnaire.
- (2) You are requested to answer all questions correctly by writing an X against the answer of your choice.

For instance: The president of Malawi is

(a)	Chiluba
(b)	Mugabe
(c)	Muluzi

Some of the questions will ask you to write your answer in full. Write or comment briefly.

1. What is your sex?
(a) Male
(b) Female
2. What is your marital status?
(a) Single
(b) Married
(c) Widow/Widower
(d) Divorce
3. In which age group do you belong to?
(a) 25-30
(b) 31-36
(c) 37-42
(d) 43-48
(e) 55 and above
4. What is your post?
(a) Headmaster
(b) Deputy Head
(c) Senior Teacher
5. What are your professional qualifications?
(a) Primary Teachers' Certificate
(b) Advanced Teachers' Certificate
(c) Diploma
(d) University Degree
6. How long have you served?
(a) 5-10 Years
(b) 11-16 Years
(c) 17-22 Years
(d) 23-28 Years
(e) 29 and above
7. Do you have enough teaching and learning resources
in all the subjects taught in your school?
(a) Yes (b) No
8. If the answer is No state the subjects in which
you lack the resources.
.....
.....
9. Are all teachers teaching Grade 8 and 9 qualified?
(a) Yes (b) No
10. If the answer is No state how many are adequately
qualified and inadequately (eg. seconded
teachers) qualified teachers?
.....

11. What criteria do you use to select pupils from Grade 7 to grade 8 at your school? (State briefly)
12. Is there any library at your school?
(a) Yes (b) No
13. Is there any laboratory for Science subjects at your school?
(a) Yes (b) No
14. How is the morale of teachers in your school?
(a) Low (b) High
15. Do you have enough accommodation for all your teachers in schools?
(a) Yes (b) No
16. If No what is the alternative to the problem of accommodation? (State or comment)
.....
17. What factors hinder the performance of pupils at this school? (State your answer)
.....
18. What is the reaction of general public towards the results at this school?
.....
19. Are you happy with Grade 9 results at this school?
(a) Yes (b) No
If No state reasons.
.....
20. Are the teachers co-operative with your office?
(a) Yes (b) No
21. Write suggestions you want to put up about Basic Schools in this district? State them briefly).
.....
.....
.....
.....
.....

22. Do subject inspectors visit this school?
 (a) Yes (b) No
23. Do you involve teachers in decision making?
 (a) Yes (b) No
24. Write some of your suggestions which you think
 can make Basic Schools run effectively.
 (State briefly).

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 School of Education
 Department of Adult Education
 and Extension Studies
 P.O. Box 32379
Lusaka

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

TEACHERS' QUESTIONNAIRE

Dear Respondent,

Do kindly answer all the questions in this questionnaire honestly and correctly.

All your answers will be treated confidentially.

Yours,

Student on Research.

INSTRUCTIONS

Do not write your name on this questionnaire. Indicate your answer by ticking against the answer of your choice like this (a) (b). Where you are asked to answer in full, do write your answer/comment briefly in the space provided.

1. What is your sex?
(a) Male (b) Female
2. What is your marital status?
(a) Single
(b) Married
(c) Widow/Widower
(d) Divorcee
3. Which age group do you belong?
(a) 20-25
(b) 26-31
(c) 32-37
(d) 38-43
(e) 44-49
(f) 50 and above

4. What is your professional qualification?
(a) Primary Teacher's Certificate
(b) Advanced Primary Teacher's Certificate
(c) Secondary School Teacher's diploma
(d) Diploma in Basic Education
(f) University Degree
5. For how long have you been teaching?
(a) 1- 5 years
(b) 6-10 years
(c) 11-15 years
(d) 16 - 20 years
(e) More than 21 years
6. What subjects do you teach? (state the subjects)
.....
7. Are there any teaching and learning materials
for the subject(s) you teach?
(a) Yes (b) No
8. If 'No' how do you find the subject? (State).
.....
.....
.....
9. Do you like teaching at this school?
(a) Yes (b) No
10. If your answer is No state the reasons.
.....
.....
.....
11. Are you well accommodated?
(a) Yes (b) No
12. Do you have a laboratory for Science subjects
at this school?
(a) Yes (b) No
13. Do you have a library at this school?
(a) Yes (b) No
14. Are the classrooms conducive for effective learning?
(a) Yes (b) No
15. Are there enough desks in each classroom for the
pupils?
(a) Yes (b) No

16. How is the general academic performance of Grade 9 candidates in their final examinations? Briefly comment.

17. What do you think are the contributing factors? briefly.

18. Does the size of class affect your teaching?
 (a) Yes (b) No
19. Do you have enough time to attend to each pupil during the lesson?
 (a) Yes (b) No
 If No state the reason

20. Write some of your suggestions which you think can make Basic schools run effectively. Write briefly.

21. Are you happy with your present conditions of service in your employment?
 (a) Yes (b) No

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THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

QUESTIONNAIRES FOR PUPILS

Dear Respondent,

Do kindly answer all the questions in this questionnaire honestly and correctly. All your answers will be treated as confidential.

Yours,

Student on Research

INSTRUCTIONS

Do not write your name on this questionnaire. Indicate your answer by ticking against the answer of your choice like this (a) (b). Where you are asked to answer in full do write or state your comment or answer briefly in the space given. After answering all the questions in this questionnaire, give your paper to the researcher.

1. What is your sex?
(a) Male (b) Female
2. In which age group do you belong?
(a) 13-15 (b) 16-18 (c) 19-20
3. In what Grade are you?
(a) Grade 8 (b) Grade 9
4. Do you have a library at your school?
(a) Yes (b) No
5. Do you have a laboratory for Science subjects?
(a) Yes (b) No
6. What is the educational level of your parents/
guardian?
(a) Grade 7
(b) Grade 9/Form 2/Form 3
(c) Grade 12/Form 5
(d) University

7. Do you have free time for study like prep at your school?
(a) Yes (b) No
8. If yes how many hours does this study time take each day?
State the hours spent
9. Do your teachers help you during lessons?
(a) Yes (b) No
10. Are your exercise books marked and checked by your teachers?
(a) Yes (b) No
11. Which subject(s) do you find difficult? State the subject(s).
.....
12. Do you have enough desks in your class room?
(a) Yes (b) No
13. In what subjects do you not have learning materials eg. text books?
.....
14. Do you have enough teachers for all the subjects?
(a) Yes (b) No
15. If your answer is No in what subjects do you not have teacher(s) write them)
.....
16. Do you live near your school?
(a) Yes (b)
17. Do you have breakfast before coming to school?
(a) Yes (b) No
18. Do all your subject teachers give you homework?
(a) Yes (b) No

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

THE QUESTIONNAIRE FOR PTA - BASIC SCHOOLS

The questionnaire focusses on an investigation of factors that influence the low academic performance of Grade 9 pupils of Basic School in Mumbwa District from 1991 to 1994.

Dear Respondent,

Kindly answer all questions in this questionnaire honestly and correctly.

All your answers will be treated condidentially.

Yours,

Student on Research.

INTRODUCTIONS:

1. Do not write your name on this questionnaire unless you want to.
2. You are requested to answer all the questions correctly by writing an X against the answer of your choice. Where the question asks you to state the answer, write briefly.

For instance: The Senior Chief of the Sala ethnic group is

- (a) Chief Moono
- (b) Chief Shakumbila
- (c) Chief Mulendema
- (d) Chief Kaindu

1. What is your Sex?
(a) Male (b) Female
 2. What is your Marital Status?
(a) Single (b) Married
(c) Divorced (d) Windowed
 3. What are your academic qualifications
(a) Standard 6
(b) Form 2/3
(c) Form 5
(d) University Degree
 4. What is your professional qualification
(State)
 5. What post do you hold in the PTA?
 6. How long have you been on PTA executive of this
Basic School (State)
 7. Are you happy with the grade 9 results of your
Basic School where you are the PTA Executive? (state)
.....
 8. How is the relationship between teachers and PTA?
(a) Very Good (b) Fair
(c) Excellent (d) Bad
 9. Does the school have qualified teachers who teach
Grade 8 and 9?
(a) Yes (b) No
 10. Does the school have enough building?
(a) Yes (b) No
 11. Does the school have enough desks to cater for all
pupils in Grades 8 and 9?
(a) Yes (b) No
 12. Does the school have enough learning resources for
the pupils?
(a) Yes (b) No
- If your answer is yes, how do you know? Write briefly?
.....
.....
13. Does the school have enough classroom blocks?
(a) Yes (b) No

14. How often do you hold PTA:
(a) General Public Meeting
(b) Executive Meeting
15. Do you feel that the Headmster of the school is
qualified to be the Basic School Head?
(a) Yes (b) No
16. What factors do you think hinder the performance
of the pupils at this school?
State your reasons briefly
.....
17. Are all teachers co-operative with the parents and
community?
(a) Yes (b) No
18. Write suggestions which you think can make Basic
Schools in this district much better.
.....
.....
.....
.....

THE END. THANK YOU.

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