

THE UNIVERSITY OF ZAMBIA

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DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

**A STUDY OF HOW VANDALISM AFFECTS PUPIL/TEACHER
PERFORMANCE DUE TO CHURCHES USING CLASSROOMS IN
LUSAKA.**

**A DISSERTATION SUBMITTED FOR PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE AWARD OF A DIPLOMA IN
ADULT EDUCATION PROGRAMME.**

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which has taken root. It is seemingly contradicting M.O.E. mission statement which reads in part:-

...guide the provision of education for all Zambians so that they are able to pursue knowledge and skills and manifest excellence.
Educating Our Future. (1996)

The study exposes a contraposition which has arisen out appeasement policies contrasting points of view. Government no doubt has made efforts to bring about an ideal learning environment in schools by providing learning aids, desks and infrastructure. Contrariwise, the public, churches in particular have been permitted to use classrooms, a move which has eroded the purpose. Schools have as a result suffered vandalism inside and outside the classroom.

This has resulted in demotivation and low performance of pupils and staff. Recruitment and retention of staff has also become difficult.

The study recommends exclusion of the church from the classroom as a prescription of treating the cause and not the effect. This will in the process save unnecessary expenditure which can be channeled to further improvement of this service sector.

ABSTRACT

Provision of quality education has been rendered weak. It is also probably arguable that the presence of churches in schools has rendered the educational institutions (basic schools in particular) weak and ineffective. A wave of churches has stormed schools following the declaration of Zambia as a Christian nation. Many splinter groups and new churches have found domain in classrooms resulting in falling educational standards. This claim is indefensible and has been dismissed that there is no justification causing such variability.

However, following the use of classrooms by churches desks, chairs, tables, chalkboards, walls, floors, electrical fittings are among the items which have been vandalized. Displays like maps, diagrams, paintings, pictures and other learning aids have not been spared. Classrooms have lost sophistication – a complex and refined learning atmosphere which is vital in supporting internalization during the process of learning.

Contrary to popular belief, vandalism is not always deliberate destruction. There is what is called administrative vandalism.

Research study revealed that schools presently play host to huge crowds with a range of 10 churches in one school. This has resulted into population pressure on limited physical facilities and school infrastructure. The assessment contained herein outlines the costs involved emphasizing the divergent view

CHAPTER ONE

INTRODUCTION

In 1991, Zambia's transition from one party participatory democracy to multi-party democracy came into reality. Zambians decided on F. T. J. Chiluba as the republican president. In his inaugural speech, the new president by then dedicated the nation in the hands of God

Following that, the president declared Zambia a christian nation. That attracted pockets of protests by way of comments in the newspapers especially from the moslem community. However, the dust soon settled but the declaration was upheld.

Soon after that declaration, Zambia saw a spring of new churches, most of which were splinter groups. The turn of events put pressure on government schools because school classrooms were turned into churches or places for worship.

The period prior to 1991 general elections saw school infrastructure passing through a phase of acute dilapidation and disrepair. In fact, that was one of the campaign points for the F.T.J. Chiluba's Movement for Multi-party Democracy (M.M.D) in opposition by then. As a result, rehabilitation of schools was priotised. Most schools received attention through Micro-Projects Unit. There was massive repair of chalkboards, soft boards, walls and floors. Vandalised doors, window frames and glass panes were replaced. Outright purchases of desks, chairs, tables and books were made. Toilet facilities were also repaired making schools conducive again. That though costed a lot of money.

A good number of churches had since then decided to use classrooms for conducting sermons. That has aroused vandalism of the school premises both inside and outside the classroom. To what extent the damage was in terms of teacher/pupil performance attracted the investigation.

STATEMENT OF THE PROBLEM

The study sought to find out what effect there was on learners and teachers as a result of classrooms being used as prayer rooms, for conducting sermons. The assigned 20 desks per classroom fell far short of the so many church members. That resulted in drawing more desks from other classrooms, a process which damaged the desks, walls, floors and doors. Such public accessibility made windows and learning aids vulnerable as children and young adults played at will. The safety of infrastructure, desks and learning aids is further compromised when over-night prayer sessions are conducted.

Pupils in Lusaka schools were subjected to examinations as their counterparts in the rest of the country. Observations were that effective teaching goes along with application of learning and teaching aids. That observation further seemed to suggest that a conducive learning atmosphere led to good performance. The apparent classroom overcrowding, as a result of insufficient desks, certainly has impacted negatively on the learner who had to muscle daily in the pull and push episodes of desk fights, as pupils reclaim their furniture.

In the process, valuable time was lost. As if that was not enough, more time was eaten up through sweeping. Indications were that the first periods on the time-

table were never taught. That problem went on for close to 10 years or more. Such fatalistic behaviour merited an investigation.

PURPOSE OF THE STUDY

The purpose of this study was to investigate the factors that influenced the performance of pupils as a result of churches using classrooms for prayers and the environment around the classrooms. The study sought to identify and assess drawbacks of efficient and optimal performance by both the teacher and the pupil.

The study further identified the hidden costs involved which were shouldered on parents/guardians in particular and government at large at the expense of national development.

HYPOTHESIS

Poor pupil performance was a consequence of vandalism arising out of churches turning classrooms into prayer rooms. H_{a1}

There was no bearing on pupil performance in schools and the use of classrooms by churches. H_{a2}

ASSUMPTIONS OF THE STUDY

1. It was assumed that efficient operation of teachers was hindered.
2. It was assumed that pupil performance got constrained.
3. It was assumed there was a drain of human and financial resources.

4. It was assumed there was divergent interest of the church on one hand and teachers/pupils on the other.
5. It was assumed there was increasing dilapidation of infrastructure and equipment.

SIGNIFICANCE OF THE STUDY

The study was required because it was going to assist policy makers, administrative staff, Parents/Teachers Association (P.T.As), teachers, pupils, Board members and church leaders to improve on their management and operations of school business so as to uphold the purpose for which the institutions were established. The study brought out factors necessary for conducive learning through transparency, accountability, supervision and improved security system in the school.

LIMITATIONS OF THE STUDY

The study was limited by geographical coverage. It was confined to Lusaka district basic schools only which were scattered all over the city and coverage time was not enough.

The research was incapacitated by financial resources. Money was required to prepare data collection instruments as well as transport. Therefore the cluster random sampling procedure was ideal considering the 98 schools in the population.

The topic attracted rebellious response since it involved the money aspect. School managers as beneficiaries did not easily access information.

OPERATIONAL DEFINITION OF TERMS

School Manager	-	Headteachers of schools
Board	-	All basic schools operate as boards under the District Education Board.
Physical facilities	-	These are chairs, tables, desks and benches.
Infrastructure	-	Existing school buildings that are already in place, e.g. classrooms and toilets.
School	-	An institution or building at which children or young people receive education.
Preventive maintenance	-	Taking care and timely repair of property.

CHAPTER TWO

REVIEW OF LITERATURE

School classrooms have been turned into churches. Prior church service, desks are shifted from one classroom to another in order to meet the sitting capacity of the congregation. When the service is over desks are not returned making pupils shift them back as they come on Monday. The wear and tear results in the destruction of desks, tables and walls. This causes loss of time because the fight for desks increases as more desks are destroyed. There is also tampering of learning aids. This has acutely affected the standards in the schools and consequently the performance of learners.

Ministry of Education (M.O.E) in Zambia has the responsibility and commitment of paving the way for national development. It is indebted to provide and support education for all.

In its mission statement which reads:-

The mission of the Ministry of Education is to guide the provision of education for all Zambians so that they are able to pursue knowledge and skills, manifest excellence in performance and moral uprightness, defend democratic ideals, and accept and value other persons on the basis of their personal worth and dignity irrespective of gender, religion, ethnic origin or any other discriminatory characteristic. Educating Our Future (1996)

Citizens who are knowledgeable easily articulate issues of governance, business, planning, public health and community work.

Dishonest and corrupt leaders take advantage of the uneducated majority to buy votes. Upon getting the mandate such leaders plunder the national resources in

a bid to meet their individual and selfish ambitions. For example, selling of illegal plots may lead to epidemics. This would need immediate attention of health authorities and the drawing up of contingent measures. This requires capital which would have worked on other developmental issues.

The economic growth and national development demands a knowledgeable base. If optimal performance of pupils and teachers is hindered then M.O.E. aims and objectives shall remain unattainable.

Russel (1972) explains the process of learning as an interaction of 3 factors viz:- the teacher, pupil and the material. My understanding is that for a successful learning process to take place there must be a close relationship of these elements. The pupil reacts to the prepared material by the teacher. During or after the lecture, the learning aids will trigger off a series of thoughts. Another author Gagne (1965) shares the same view by saying that learning is something arising out of a stimulus. Gagne (1965) adds that learning is a process of internalization whereby the learner will observe, register the material and hold it in mind (decide what to pick or leave out). The material to remain is thereafter transferred to permanent memory while the rest fall away or it is forgotten.

Learning therefore is a mental process. The mind reacts by comparing new to the old experience thereby making a conclusive inference, store what is important and get rid of the unwanted information.

By way of aiding memory, the use of one or more senses is encouraged during the process of learning. Apps (1991:45) asserts that presentations be used in conjunction with other teaching aids.

This implies that lectures must be impacted with learning aids which will give chance to a learner to use various senses so as to assist the power of memory. Mani (1994) for example recounts that when we hear, we naturally tend to forget, but when we see, we remember.

This is a combination of the sense of sight and that of hearing. Manipulation of the hands such as drawing or writing additionally uses another sense of touch which further enhances memory. Therefore a good learning atmosphere is one which enables empirical means of understanding. School is ideal for study purposes.

Classroom sophistication, that is, putting pictures, diagrams, maps, paintings and other learning aids is therefore crucial. These materials make up one of the 3 factors for learning. These, unfortunately are vandalised when churches use classrooms for their prayers.

Obanya (1994) also comments that learning aids are meant to appeal to the learners senses of touch, sight, smell, taste and hearing. These 5 senses as another author insists:

“... are points of contact with the outside world”. Russel (1972:94)

I support the above contributions because knowledge is discovered empirically. When one does not experience something through the 5 senses, then the existence of that thing remains questionable. For example, the ‘same or different’ exercise in the reception class is a result of using the sense of sight. Following such background, the teachers preparation of lesson notes and learning aids like pictures, diagrams and maps is all in vain because these do not

impact on the learner. The process of learning through various senses is greatly reduced resulting in poor concept formation because these learning aids are vandalised. Besides, teaching is some kind of evaluation formatively or summatively. Only when a reaction is made from a stimuli of books, maps, pictures, diagrams and the like can evaluation be made.

Removing such learning aids or their destruction therefore is like working without a 'dip-stick'.

How can learning be compromised with rampant vandalism? The classrooms lose the atmosphere which supports internalization. Barkworth (1974) persists that visual aids creates images that are easily remembered and that they convey messages, initiate discussions and show relationships of ideas. These instruments are therefore of prime value.

Vandalism commences when the churches prepare the classrooms in readiness for preaching. The desks become insufficient and therefore others are pulled from different classrooms. The strong and good looking desks are selected leaving out the shaky ones. When pupils report for classes they also move them back. This movement destroys the walls and floors. The desks receive the weight of adults which has an effect on their life-span. They then get destroyed becoming fewer and fewer. This process attracts a rush for desks as pupils rearrange their classrooms. In so doing valuable time is lost.

The classrooms further lose pictures, maps diagrams, paintings and other learning aids which get disfigured or pulled down altogether as children play all over. As a result glasspanes are broken without trace of the culprit.

People with evil intentions also gain access stripping off taps and other fittings in the toilets and classrooms. When night falls schools are visited again by thieves who saw what to steal during the day. The presence of churches in schools also affects toilets and their cleanliness. Toilets become filthy indeed.

These toilets facilities and wash-rooms get the pressure of an increased population than the one designed for. Ministry of Education document Educating Our Future (1996:74) highlights on the inadequacy of sanitary facilities and that both parents and teachers tend to concentrate more on academic performance of children than the immediate environmental needs. The document further encourages schools to be concerned about the health of their pupils.

This in my view cannot be achieved when there is overcrowding and pressure is exerted on the limited infrastructure and its physical facilities. Frequent use of taps, door handles, toilet cisterns, windows and switches render these obsolete. Instead of the toilet cistern flushing using a handle, a wire is hooked for the purpose. This implies replacements may have been made in the past but because of being used quite too often as a result of the big population, these equipment continually break down. Authorities therefore, realise that soon after repairs and replacement have been made, equipment becomes unoperational again.

A desk for instance which is designed to withstand the weight of 2 children will certainly reduce its life span when it is used by 3 adults or more. According to Z.E.R.P. Module 8. (1995) such degeneration of school infrastructure and physical facilities makes teaching and learning difficult and ineffective.

I am convinced that the above statement is true because even in cases where normal enrolment is observed, the classrooms are apparently over crowded because the pupils share the reduced number of available desks. They are often squeezed on one desk. This in itself affects comfort, writing posture and concentration. If intervention is not made, the medical doctors' handwriting will become universal. The unlucky ones sit on the floor as the harsh winds and rain attack them through the broken glass panes. The maps, charts, diagrams and pictures are vandalised. This implies that the process of internalisation and reinforcement of ideas is little or simply not there. Good presentation goes with support of aids. Teacher and pupil performance is for sure affected by dilapidation of school buildings and desks. Another author Ellen (1940:69) comments to support the above view that overcrowding, lack of proper seating facilities lack of pictures and diagrams to stimulate the child's imagination, combined with inefficient teaching produce boredom and loss of interest.

Following Ministry of Education Standards and Evaluation Guidelines (1977:58) the class size and classroom should correspond to government policy of 40 pupils as an average number.

The essence is to control the total population of the school in relation to infrastructure and physical facilities. Schools as what is obtained presently play hosts to big crowds in the name of the churches. This is an open contradiction to this policy. If you design a skirt for a 5 year old girl, an adolescent for sure will not fit in.

The aspect of security in the process is also compromised. Gates remain open to the public at weekends. This makes schools vulnerable. Thieves take advantage of this lapse in security to move in and scout what to steal. Churches may claim they know their members well. They will not however reject the new members because churches measure their success through crowds. It is through such 'new members' that scouting is done. Both M.O.E. and Z.E.R.P. encourages schools to put up security measures. However, public access to school infrastructure goes unchecked. Government terminated the services of watchmen in schools in the Structural Adjustment Programme. Most schools have used the P.T.A. funds from which they can pay the hired guards. With the introduction of free education, most schools have failed to meet the cost of salaries for watchmen. In view of the above it therefore becomes necessary to minimise activities and programmes which compromise the security of the school. The operation of churches is indeed one of them.

The general public most likely responsible for vandalism gain entry to school premises through churches and the intention of encouraging schools to be security conscious is therefore to prevent vandalism. Going by Z.E.R.P Module 8 (1995:17) vandalism undoubtedly affects the learning process in many significant ways.

This statement is true for I feel that acts of vandalism render schools incapable of providing quality education which is the core business of M.O.E., take for example the chalkboard. It is regarded to be the most versatile of visual aids. It will attract attention and arouse interest. However, if it is not looked after

properly, it loses its smooth surface and therefore its value as well. Prosser (1972:213) suggests further that the chalkboard be supplemented by charts, pictures, maps and diagrams. The impact of such learning aids is not felt because they are the first to be vandalised thereby cutting off the interaction of the teacher, learner and the material. Such levels of vandalism adversely affects the learner as earlier explained at the beginning of this chapter.

Print and pictures are supporting media for teachers. Print provides a permanent record and helps memory too. For example, one can read at own pace repeatedly. Pictures on the other hand assist learning. They help understanding and reinforce what has been learnt. For example, it is difficult to understand things which are too small such as microbes. Pictures also help the understanding of internal organs. Jenkins (1981) emphasises when he says that pictures stimulate interest and explain what is difficult to describe. You can now see what damage vandalism has on the performance of a pupil and how the teacher is hindered in his or her work.

The aspect of accountability is a vexing one. It is often mistaken to mean balancing the books of accounts. It extends to much more than that. Inventory on books and furniture in schools is rarely available. If it is, it happens to be outdated.

The school managers have confined themselves to the monetary gains arising out of charges paid by churches as rent. Because of such gain, some school managers have maximised the number of churches to 10 or more. As explained by Z.E.R.P Module 8 (1995:21) accountability is not only for the subordinate to

be accountable to the superiors but also one at the top of the hierarchy being accountable to those of lower status. Vandalism and inability to be accountable leads to demotivation and irrational thinking of other staff consequently ending up into poor performance. This kind of rent from churches paid to the school is not treated as government revenue and it is not accounted for.

The sense of drive, responsibility and ownership evaporates from the subordinates who clock in just to show up their faces. Vandalism breeds demotivation and leave things to anything can happen. Subordinates report for work late or knock off early or both. This kind of fatalistic behaviour for sure has an effect on teacher/learner performance. There is loss of time and equipment as management unconsciously lose grip on subordinates.

Administrative vandalism, as it may be called, implies absence of authority in the school. This is a result of demotivation as duties are consciously or unconsciously ignored. Churches are left on their own. The manager may assign someone who may already be demotivated to supervise. The problem of motivation is really one that has puzzled and frustrated managers. Motivation in fact comes from within and therefore cannot be observed directly says Lathan and Locke (1982:132). I interpret it to be self-drive and determination to achieve the objective. You cannot see motivation taking root despite promises and encouragements. Not until results are reflected can you say that the worker was motivated. The only thing to be done is to set the satisfactory conditions. This remains the duty of the manager otherwise to motivate the staff who will in turn motivate the learners. For example, the school manager makes sure that

infrastructure, desks, books, chalkboard, maps, pictures remain intact. This in itself is creating a learning atmosphere which leads to optimal teacher/learner performance. The opposite is the case if interventions are not made.

How easy is it to supervise all church proceedings in all classrooms and motivate this supervisor? The chances are nil because official time ends on Friday. Therefore anyone else must be well paid to work at weekends.

Vandalism other than affecting pupils in many ways, also affects parents and the nation at large. Parents will face economic hardship through levies of Parents/Teachers association (P.T.A) funds or other fees the institution may demand. Parents spend more than usual if they decide to take their children to private school. Pupils prospects are also destroyed as teaching and learning become difficult. Morale is dampened which affect performance. Government on the other hand spends a lot of money on rehabilitation projects and meets the water and electricity bills. This money could have gone for other developmental projects.

The concern for time is one big problem which affects work. Time management means using time in ways that are more rewarding. Time is a valuable resource which is scarce.

One cannot store time for future use because its passage is constant. Time cannot be stretched implying time is inelastic. Time is also a commodity which once lost is irrecoverable. Everything about our daily activities involve time. Time is simply life. Pupils lose time in the process of looking for desks every beginning of a session.

The focus on time-table in school endows planning. This however appears to be window dressing only as the first periods go untaught because pupils have to sort out desks. Church members each Saturday collect good desks and put them in one room. When pupils report on Monday morning, they have to take them back, a process which consumes time. The shifting of desks also weakens desks which are eventually pushed to junk yard for preventive maintenance. This in most cases is only there by name. The process of shifting desks also affects the walls of the classroom. At this point, school managers do not see this renting of classrooms as an indirect huge cost financial wise and academically as well.

Ministry of Education Standards and Evaluation Guidelines (1977) states that the use of school facilities for any purpose by the public or local community is not encouraged. It further states that all buildings are to be locked during holidays and weekends.

My conviction is that schools should not be turned into buildings where community work will be done. The Ministry of Community Development and Social Services (M.C.D.S.S) and the local authorities have community centres and community halls. Schools are meant for the purpose of learning. Only when it becomes absolutely necessary can permission be sought to use the school facilities. Even then, this should only happen under serious supervision. It means someone must be assigned to monitor the proceedings. This however is not the case for most schools. One is left to wonder the kinds of contracts schools enter into with churches. It appears the requests to use schools for

prayers is infinite. At the end of the day school authorities appear to contradict such important guidelines.

Ministry of Education has committed itself through policy documents that it will ensure to have schools whose environments are stimulating by providing classroom furniture, learning aids, equipment and teachers. Obanya (1994) observes that a child whose school has got good facilities is likely to learn more than one whose school lacks these.

This implies that one learner will draw advantage over the other. They both have the same finish line but they start the race at different points. Is the presence of churches in schools worthy?

CHAPTER THREE

METHODOLOGY AND DATA COLLECTION

The population was from Lusaka Province with special focus on Lusaka district basic schools. The district had 98 basic schools altogether. These were divided into 2 zones, Lusaka South and Lusaka North. These 2 zones were further subdivided into 8 subzones, 4 arising from each zone. The researcher used qualitative method because it involved systematic investigations which would be biased if the study depended only on qualitative study.

SAMPLE POPULATION

Each of the following schools were picked from a cluster of 8 zones across the district using the cluster random sampling method.

The schools were:-

- Chibolya
- Kabanana
- Kalingalinga
- Lotus
- Matero East
- Mutambe
- New Kanyama
- Tunduya

DATA COLLECTION INSTRUMENTS

Information was collected using the interview guides, questionnaires and the observation guide. The interview guides were expected to bring out views of a representative sample population. These oral interviews were targeted at the School Manager, who was interviewed privately for the purpose of confidentiality and fear of influence. Teachers and pupils were accorded separate interviews in separate groups in order to foster freedom of expression.

There were 2 sets of questionnaires of which one was for teachers and the other set was for pupils. The questionnaire for teachers was intended to provide information from the view point of the person at the grassroot level in day to day operations viz, use of learning aids, classroom environment (sophistication) and the state of infrastructure.

The questionnaire for pupils was aimed at seeking information which concerned management of time, problem of desks and their shortage, including other constraints in the learning process such as vandalism in relation to laxity in security measures and entire school vulnerability.

Observation was also conducted using the observation guide which acted as a cross validation instrument which brought out the true picture than the entire reliability on questionnaires and interviews as these tend to be cosmetic at times when respondents choose to deliberately give wrong information.

SAMPLE SIZE

The School Manager, 3 classroom teachers and 5 pupils were respondents in this research. Each school therefore had 9 persons to be interviewed which resulted in a total of 72 respondents in the population sample.

DATA ANALYSIS

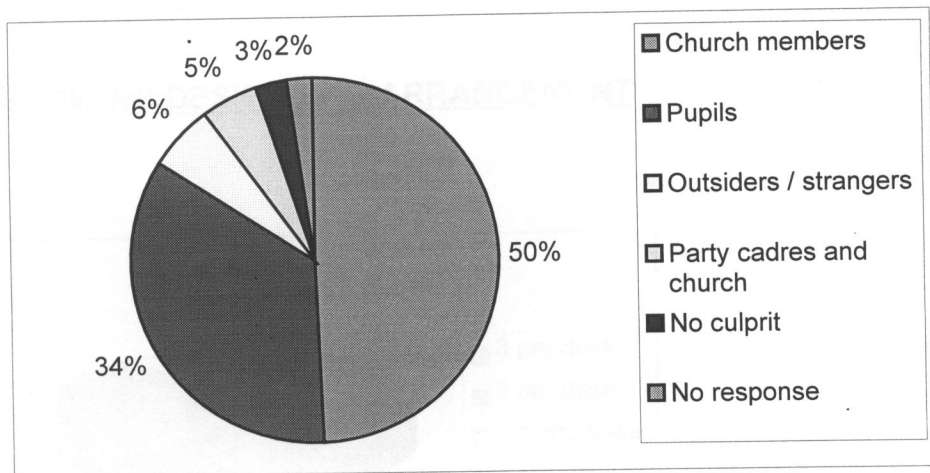
The questionnaires and interviews were used to source information. These brought out personal conviction and remorseful views. In addition observation brought out factual and representative views of what was obtained on the ground – the classroom. Such opinionated and descriptive findings which arose out of questionnaires and interviews were cross-validated through using the observation guide. Detailed determination of data was computed manually.

CHAPTER FOUR

FINDINGS AND DISCUSSION

Following the study of churches using classrooms for prayers, a picture emerges reflecting rampant vandalism of infrastructure both inside and outside the classroom. Table 1.0 brings out very clearly that church members are largely responsible for the damage of desks and tables in classrooms.

TABLE 1.0 OPINION OF RESPONDENTS REGARDING THE DAMAGE TO DESKS AND TABLES

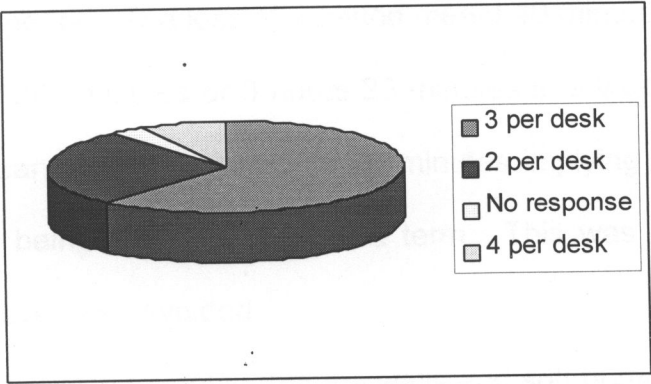


Observation by the researcher revealed considerable evidence when pupils were found shifting desks from classrooms to others. This shifting of desks involves commotion by pulling and pushing, as some respondents said weakens the joints of desks as well as making scratches on the walls. Repeated occurrence of such action leads to destruction of desks and overwhelming evidence lies in the

heaping of desks and chair frames, found in the junkyard or disused toilets. The investigation also points out that church members shift desks picking out good looking and strong desks a day prior to the service. The desks therefore undergo the rigour of pushing and pulling. Survey provides valuable information that adult weight of 3 or 4 persons exerted on each during church service acutely reduces the life span of desks.

This, although is seemingly a gradual process of destruction, leads to reduced population of desks resulting in 3 pupils or 4 pupils squeezing themselves on one desk due to reduced numbers of desks as is indicated by table 2.0 below following respondents reaction to the same.

TABLE 2.0 SHOWING DESK SITING ARRANGEMENT



Observation during class session revealed that pupils for example at one school, Mutambe, literally sat on the floor. A few had pieces of carton boxes which were used for sitting and writing. A surprising finding was the presence of the pulpit in nearly all classrooms. The oral interview with class teachers explained the

presence of benches which revealed that they were made by the church to replace the desks. As a result as many as 8 pupils squeezed themselves and wrote putting their books on their laps, thereby affecting their writing style and indeed their concentration.

The significance and implication of such a situation is that time is lost as lessons start late due to pupils attempts of location of desks and chairs. According to respondents, teachers are forced not to follow the time-table as it takes time for teachers and pupils to settle. Interviews further revealed that the first periods on the time-table suffered most. Observation of the morning session and indeed the start of other sessions indicated there is desperation in pupils as they dash from assembly. A teacher remarked that the plight of desks and chairs made teachers lose control of pupils. This implied that class management became difficult. The commotion went on for close to an hour. By the time classes began they had lost the entire first period. The loss of a period meant 40 minutes. This is interpreted as having lost 200 minutes or 3 hours 20 minutes in a week. In one term of 13 weeks this meant a loss of 43 hours 20 minutes implying a loss of 1.8 days of teaching time being knocked off from a term. This was valuable time, a loss which could have been avoided.

The investigation also revealed that the walls and soft boards were bare. In 90% of the schools visited, not even the classroom timetable was displayed. The non availability of classroom sophistication was attributed surprisingly to pupils as table 4.0 below indicated. The respondents, both teachers and pupils heaped the blame on pupils for such destruction. Pupils played in school and gained

entry to classrooms even when it was week-end. Survey indicated that 62.5% of culprits were pupils.

TABLE 4.0 SHOWING WHO WAS RESPONSIBLE FOR DAMAGE OF LEARNING AIDS

TOTALNUMBER OF RESPONDENTS – 64

CULPRITS	RESPONSES
Pupils	40
Church members	7
Strangers	14
Teachers	1
Organizations	1
No response	1

There are 2 implications to this. The first one being that when these wall charts, pictures, maps, diagrams and paintings are vandalized, the culprits were not in uniform. The culprits came into school ideally when church sessions were running. They were identified as pupils since some names were given to the researcher. The school gates, where schools were fenced (except Kabanana), were left wide open making the schools become very vulnerable. On several visits to these schools the researcher went in unchallenged nor seeing anyone being challenged. The assessment therefore suggested that on the basis of churches using schools and the classrooms anyone was free to walk in and walk out whether desirable or undesirable elements. This was even worse for schools without fences. Therefore that causal element was traced to churches.

The other implication was that some of the children who came with their parents/guardians were left by themselves. The children had no boundaries as they played around within and outside the classroom. While the parents may

have the morals, the same had escaped their children as some became small teachers. At one school, the researcher noticed children plucking lemons from teachers residence with undue permission because they were chased. Such children, left on their own could be destructive. An ideal case was found at Kabanana school where a classroom block had just experienced refurbishment. The wall charts, pupils books and other learning aids were intact. The classroom block was well secured with all the doors and windows lockable. Enthusiasm was noticed in the pupils as the researcher greeted them. Pupils were seemingly enjoying the "New Breakthrough to Literacy" (N.B.T.L) programme. There was however, some discrepancy within the same school where trainee teachers complained of missing charts and other learning aids in classrooms used by churches. These rooms were equally locked like the rest.

On the basis of such findings, a true reflection undoubtedly points out clearly that churches presence in the school had a bearing on vandalism of classroom sophistication and general infrastructure.

The study reveals that schools in the sample population had churches which conducted overnight services. Quite undoubtedly these adults were fearful of the dark as they sung, danced and prayed in the night. Revelations however, were that patrons helped themselves anywhere in the vicinity. They did not use the toilets therefore a stench of urine following these overnight prayers filled the air. However, the strong negative aspect of overnight church service was that it makes schools become vulnerable to thefts. People were not questioned as they moved into or outside the school premises. The situation became more tricky

during the day. One school, the investigation showed experienced theft of electrical circuit breakers, during the day when thieves masqueraded as ZESCO workers who were repairing electrical installations. Everyone went on minding their business. The implication was that pupils and teachers who used the one hour window before church services begun, thought that those men were checking on the electrical lines since some churches used electrical music equipment and public address system. On the other hand, church members who were making preparatory ground also thought the repairs were genuinely conducted. This happened because the school administration was not security conscious. Allowing public entry into school should go along with measures to boost the security system, e.g. employing guards and overseers. 90% of reported thefts from schools involves text books and other equipment such as electronic equipment. When text books and learning aids were stolen, the work of a teacher really became difficult.

According to findings, the correlation of number of churches and the provision of security was inversely proportional. The number of churches using schools kept increasing as government terminated watchmen services in a bid to restructure government operations. The relationship suggested there was interdependence between churches and schools. Even before government pronouncement/declaration of free education for primary schools, churches were using schools for prayers. The money raised out of such levy was extra income for schools. Since the income base had shrunked, the symbolic relationship became more firm. Such funds were at the absolute mercy of School Managers

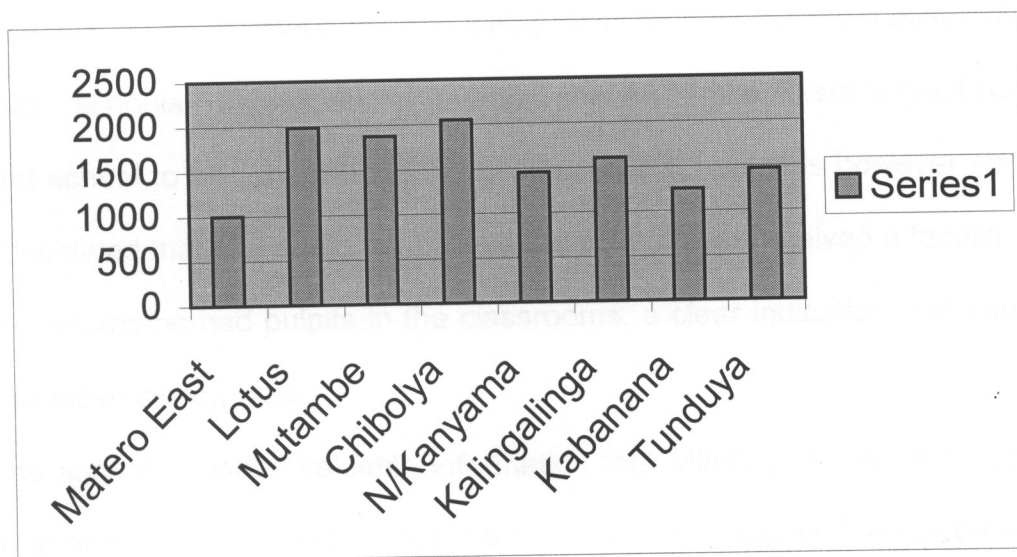
whose expenditure was not convincing. These funds were purportedly used for repairs, settlement of telephone, water and electricity bills. These, according to government, however received budgetary allocations. Even the claim of paying security guards could be found overwhelming as these funds were never audited. Expenditure lacked transparency and that was why respondents suggested a committee be instituted so as to make it become accountable.

The close association of schools and churches in schools indicate there was some gain. School Managers did not readily give the number of churches operating from their classrooms. For fear of retribution low figures as much as three or four were given. School Managers did not also outrightly give how much these churches were levied. Investigations however, revealed that some schools had as many as 16 churches of different denomination subscribing an average of K20,000 (kwacha twenty thousand) every prayer day or an average monthly levy of K60,000 (kwacha sixty thousand). Separate events like overnight prayer service attracted other levies costing an average of K45,000 (kwacha forty-five thousand) per night. The pressure on the use of classrooms appears to be intense as further investigations revealed that some churches had opted to use these classrooms on Saturdays instead of Sundays. Those who had insisted to pray on Sunday had opted to use the classrooms in the afternoons of Sundays. Regardless of the number of churches the focus on gain aspect tended to outweigh the costs involved. A critical survey depicts that:-

1. Run down of infrastructure resulted from increased population pressure. Since churches were about numbers, physical facilities such

as desks, chairs, electrical fittings, windows, doors, taps, walls, toilets were more frequently used. Schools were designed to withstand a given population of pupils e.g. Table 5.0 below shows thus:-

TABLE 5.0 SHOWING POPULATION OF SAMPLE SCHOOLS



What this implies is that increased population had also increased the cost of electricity and water bills. Survey data shows that Zambia Electricity Supply Corporation (ZESCO) had billed a colossal amount of money for Lusaka basic schools only. Schools with the arrangement of the District Education Office have to pay such bills or face a water shut down or black out or both. Such money should have gone to address other developmental issues because such expenditure for government became is exaggerated. One school has accumulated a bill of K14,000.00 (Kwacha Fourteen Million) at the time of this

study and it had no water in the school. The levy from churches meet such water bills which have been pushed up because of the crowds from churches.

2. When desks are made, it is true to say that they were not meant to last a life time. Desks, tables, chairs, including infrastructure could be repaired because they depreciate in the course of time due to wear and tear. However, such maintenance rate was precipitated by the rapid dilapidation of these schools. Investigations revealed that Mutambe Basic School was the first school to be rehabilitated in Lusaka. The school was however so much dilapidated that one could not believe the school ever received a facelift. 95% of classrooms had pulpits in the classrooms, a clear indication that churches use these classrooms.

The survey provides valuable information that Ministry of Education spent a total of K175, 095,000.00 (Kwacha one hundred seventy five million ninety-five thousand) was spent on the supply of 1,297 desks costing a minimum K135,000.00 per desk. These desks were supplied to 18 schools only, which was 18% of the schools in Lusaka. Going by the ratio, it implies government would need to pay K972,750,000.00 (kwacha nine hundred seventy two million, seven hundred fifty thousand) for desks alone in Lusaka. That was the kind of money which went down the drain and could have been used to purchase books.

Out of the 1 297 desks supplied amongst 18 schools each school received an average of 72 desks which could sit 144 pupils in a school, at the most 3

classes considering an average enrolment of 50 pupils in one class. Looking at this differently, the research depicted a picture that the 1 297 desks were only enough for a population of one school, for example Kabanana school with a total population of 1 245, Table 5.0 refers from 611 males and 634 females.

This study reveals that the situation was so pathetic, severe and cruel to be allowed to go on. Imagine how the other pupils were sitting with some schools which had classrooms going up 24, for instance Lotus School. The researcher did not agree with this view because the situation could be mitigated by having limitations to the use of classrooms.

Records from the District Education Office indicate that for 2001 projected amount for the repairs of infrastructure was K721 019 800.00 (kwacha seven hundred twenty one million nineteen thousand eight hundred) for various selected schools in the district. Only half the amount had so far been disbursed for expenditure, K360 509 900.00 (Kwacha three hundred sixty million five hundred nine thousand nine hundred). Expenditure of such colossal amounts (for Lusaka only) was wasteful as schools quickly fell back to dilapidation stage, a situation attributed to over population and over use of infrastructure.

Government expenditure further pushed up because of the ZESCO bills schools incur. Statistics show that from January 2002 to date, the District Education Office had since paid K8,500,000.00 (Kwacha eight million five hundred thousand). Schools look up to the District Education Office to pay.

The picture is more worrisome when you look at the water bill. Lusaka Water and Sewerage Company had a staggering K83,000,000.00 (kwacha eighty three million) for water consumption in schools. Of course the fast rule remained that the greater the population the more the consumption became. Government should therefore question how such bills came about. The researcher found taps continuously running in the toilets as well as outside taps because they were worn out. They were strapped with rubbers and plastics, an indication of over use with increased population from churches. Schools have been turned into 'welfare halls' where churches conduct sermons using public address systems, electrical music was a play all day through Saturdays and Sundays. Churches made rehearsals for new songs and rehearsals for wedding ceremonies. Pupils and adults no longer visit schools for study purposes because churches had taken over.

3. The opportunity cost of having churches in schools eclipse the prime aim of education provision. Morale for work has reached the lowest level for teachers as well as pupils. In response to what the pupils did not like about their school, respondents indicated that they were not happy with the state of the toilets. This implied the situation was deplorable due to huge population leading to unclean circumstances. This problem was compounded by the insufficient supply of water or mere lack of it. Observation revealed that schools which had this problem were noticed by the way they kept their flower beds and the growing of drought resistant species of flowers. Inference

would then be made that the toilets were in a poor state especially if pupils were seen carrying 2.5 litre containers around.

Pupils also bemoaned teachers' accommodation in the schools which was another surprise response. However, this implied there was staff shortage and therefore building of teachers' houses they hoped would attract teachers.

Pupils in the same respect cited over enrolment. I interpret this to mean that pupils felt they crowd each other in the sitting arrangement which could be attributed to insufficient desks resulting from vandalism. This vandalism of such physical facilities is due to the presence of churches in schools.

Respondents further highlighted their concern over lack of text books, broken window panes, library facilities and the aspect of thefts. I take all these to be attributes of vulnerable security system employed by schools. The above were offshoots of inadequacy and lack of sense of foresight. If the security system became a little bit tight, the number of thefts would be reduced including vandalism. This kind of laissez faire system and poor security was responsible for all the vices mentioned above.

Much decline of educational standards was attributable to what I tend to be over use of physical facilities and the infrastructure of the schools. For instance, survey data depicted that 88% of respondents agreed that outside organizations, churches in particular use schools. The modal frequency indicate that churches met at least once every week.

CHAPTER FIVE

CONCLUSION

Education is the pivot and springboard of development. Sociologists believe that if institutions were killed, even society was killed too. Education being one of the key institutions had a great bearing on social change of society. The agents of education, which were schools, therefore would have to be taken care of if Ministry of Education was to achieve its goals and objectives. Drinking clean water from a dirty mug is likened to the current state. What then should be done to correct the present situation?

SUGGESTIONS AND RECOMMENDATIONS

Having examined the trends in the light of the above revelations, the following were recommended in order to achieve reversal of the negative development contained herein. The following therefore were deemed vital if MOE was to live by its mission statement:

1. MOE must issue a ban on the use of schools by churches as this compromised security in the schools and precipitated acts of vandalism. Treating the effect would be cyclic.
2. MOE should adequately fund schools to sustain administrative costs. In doing so, schools would not look up to churches for source of income.

3. Other forms of fund-raising ventures should be closely monitored and should at no time be performed in classrooms or involve the use of physical facilities.
4. Morale boosting for teachers was not only about salary increments but conducive working atmosphere too. Equally a good learning atmosphere uplifts performance of pupils. Improved security would sustain rehabilitation work and thereby save costs. Therefore basic amenities should be necessary, to make a conducive learning atmosphere. This could only be sustained if there was a viable security system in place, e.g. classrooms should be locked up and guard duties should be instituted to deny accessibility to classrooms and school surrounding.
5. MOE should urgently make supplies of desks, chairs and tables to schools following the issuance of a ban for the churches to use classrooms. This would make schools start on a new note.
6. Following that, intensive inspections should be carried out. School managers should be educated on such development reversals to avoid falling back.
7. Schools should be assisted to have a reasonable water supply if ablution facilities and toilets were to avoid the present abominable state. The situation was aggravated by the population pressure from churches.

8. MOE should divert such huge amounts of money to go towards purchase of books and other learning aids in order to facilitate and boost morale for both teachers and pupils.
9. Conditions of service should be improved for teachers to further boost morale.

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APPENDIX: A

INSTRUMENT: INTERVIEW GUIDE

TARGET: TEACHERS

1. Are you aware of churches using classrooms for prayers at your school?
2. Do you have pupils who come to study at week-ends?
3. Does the movement of furniture by church members affect your classroom teaching?
4. What impact do you think the above has on your desks?
5. Do you manage teaching all the subjects on your time-table as scheduled?
6. Do pupils have enough sitting facilities?
7. How many pupils sit on each desk?
8. Whom do you suspect removes or destroys paintings, pictures, maps, diagrams and other learning aids?
9. How does vandalism of learning aids affect the execution of your duties?
10. What damages do you think are made by the transfer of desks from one room to the other?
11. Do you take inventory of classroom furniture by way of handover?
12. Is there a brief handover ceremony when sessions change?
13. In your view what causes the problem of desks shortage?
14. What do you suggest is the solution to such damages caused by the movement of desks?
15. What measures have been put in place to reduce vandalism?

APPENDIX: B

INSTRUMENT: INTERVIEW GUIDE

TARGET: PUPILS

1. How many of you sit on one desk?
2. Are the desks enough for all the pupils?
3. Do you always learn the first period on your time-table?
4. Do you always find all your desks in your classroom?
5. If not, who takes them away?
6. Do you sit on the same desk or you have to get it from other classrooms?
7. Do you have pictures, maps, drawings on your wall or soft board?
8. Are you happy with the toilets?
9. What makes you enjoy to come to school?
10. If you had a chance of transferring to another school, would you accept or refuse?
11. Why do you think so?
12. Some pupils come to study at week-ends. What is it that disturbs them?
13. Is there a guard for the school?
14. Why do you think there are problems of desks?
15. Whom do you think destroys your desks, maps, pictures, diagrams and windows?

APPENDIX: C

INSTRUMENT: INTERVIEW GUIDE

TARGET: SCHOOL MANAGERS

1. What is the total population of pupils in school?
2. What is the average enrolment per class?
3. What is the average number of desks in a classroom?
4. Are the desks enough for all pupils?
5. Does the school receive requests to study from pupils particularly at weekends?
6. Does the security check-point do the screening?
7. Who repairs desks and replaces window panes?
8. How is the rent coming from churches used?
9. Do you experience break-ins and thefts?
10. What materials are usually stolen?
11. Do you continuously receive pressure of other churches requesting to use school infrastructure?
12. Do churches sometimes conduct over-nights in your premises?
13. Do churches using school infrastructure ever move to new premises?
14. How many church organisations use your premises?
15. How do you hope to sustain your auxiliary staff in view of free education?

APPENDIX: D

INSTRUMENT: OBSERVATION GUIDE

Is time-table displayed?

Time of starting lessons.

Are pictures, maps, diagrams displayed?

Number of pupils sitting on a desk.

Number of pupils sitting on the floor.

Condition of the floors.

State of windows and glass panes.

How are the doors and handles?

Conditions of walls and paintings.

Soft boards present.

Handwriting of pupils.

State of the chalkboard.

Examination progress chart.

Condition of toilets/washrooms.

Leaking taps?

Classrooms without desks.

Junk yard (where spoiled desks are stored).

Litter around.

State of the chalkboard.

APPENDIX IX: E

**QUESTIONNAIRE FOR TEACHERS ON VANDALISM AND HOW IT AFFECTS
PUPILS' AND TEACHERS' PERFORMANCE**

GENERAL INSTRUCTIONS

This questionnaire is intended to help improve pupil and teacher performance. Tick in the box for your answer or write in the space provided. In case the space is not enough, be free to turn overleaf. Remember to indicate your question number if this happens. You are not compelled to answer all the questions. May I remind you further that it is not necessary to write your name.

- 1. Name of the school.....
- 2. What rank are you at this school?
(a) Teacher [] (b) Senior Teacher []
(c) Deputy Head [] (d) Headteacher []
- 3. How long have you been at this school?
(a) 0-5 years [] (b) 6-10 years []
(c) 16-20 years [] (d) Over 20 years []
- 4. Does your teaching follow the time-table?
(a) Yes [] (b) No []
- 5. If the answer in number 4 above is no, why is it so?.....
.....

6. Whom do you think causes the damage to the following?

(a) School desks and tables?

.....

(b) Classroom maps, diagrams, pictures and paintings on the walls
and boards

(c) Damage to the walls of classrooms

.....

(d) Damage to doors and windows

.....

7. Do you have outside organisations using your school facilities?

(a) Yes [] (b) No []

8. If the answer to number 7 above is yes, how often is this?

(a) Daily [] (b) 5 times []

(c) 3 times [] (d) 2 times []

(e) Once []

9. Do those people/organisations who use school facilities pay for the use of
classrooms?

(a) Yes [] (b) No []

10. If yes, how is the money used?

.....

.....

.....

11. Who benefits from such arrangements?
-
-
12. Suggest how such money can be properly used.
-
-
13. When you come to school on Monday whom do you think is responsible for the removal of desks from one classroom to another?
-
14. How does such movement of desks affect your execution of duties with regard to:-
- (a) Time for starting work
-
-
- (b) Sitting arrangement for pupils
-
15. Moving desks from one classroom to another causes reduction of life span of desks. What do you think are the effects of this? (Explain)
-
-
-

16. Whom do you think is responsible for the breaking of windows when you report for work on Monday?

.....

17. Do you have ever leaking taps?

(a) Yes [] (b) No []

18. If your answer in 17 above is yes, why do you think the taps leak?

.....

19. Do you ever conduct a handover ceremony when sessions change?

(a) Yes [] (b) No []

20. If the answer in 19 above is no, how then do you identify missing items in your classroom?

.....

.....

21. What suggestion would you put forward to help solve the problem of vandalism of school infrastructure?

.....

.....

22. How do you suggest you would solve the problem of destruction of pictures, maps, diagrams and other learning aids in classrooms?

.....

.....

.....

23. What particularly do you dislike about your school?

.....

.....

.....

24. What then is your recommendation in the light of all you have answered?

.....

.....

APPENDIX: F

QUESTIONNAIRE FOR PUPILS ON VANDALISM AND HOW IT AFFECTS PUPILS AND TEACHERS PERFORMANCE

GENERAL INSTRUCTIONS:

This questionnaire is intended to help improve pupil and teacher performance.

You are asked to tick in the box for your answer or write in the space provided.

You are not being forced to answer all the questions. Do not write your name on this questionnaire.

1. Name of your school.
.....
2. Who are you at this school?

(a) Pupil [] (b) Prefect []
(c) Class captain [] (d) Headboy/Girl []
3. When you come on Monday, do you find your desks in your classroom?

(a) Yes [] (b) No []
4. If no, whom do you think removes your desks?
.....
5. If pictures, maps paintings and diagrams have been destroyed, whom do you think has done this?
.....
6. Are your classroom doors locked?

(a) Yes [] (b) No []

7. If no, why are your classroom doors not locked?
-
-
8. How many pupils sit on one desk in your class?
- (a) One [] (b) Two []
- (c) Three [] (d) Four []
9. Do you think this number is okay?
- (a) Yes [] (b) No []
10. If No, why do you think desks are removed from your classroom?
-
-
11. Do you come to school to study at weekends?
- (a) Yes [] (b) No []
12. If the answer is Yes, what problems do you have when you are studying?
-
-
13. Whom do you think is the one to blame for breaking of:-
- (a) Windows at your school
-
- (b) Breaking of desks and tables
-
- (c) Scratches and dirt on the walls
-

14. Mention one thing you do not like about this school (explain)

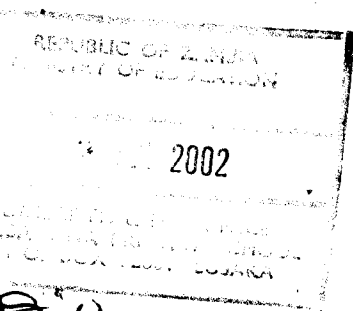
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.....

15. What suggestions or recommendations do you have to improve facilities in the school.

.....

.....



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Your Ref:
Our Ref:

13th May, 2002

TO WHOM IT MAY CONCERN

RE: RESEARCH UNDERTAKING

The bearer(s) of this letter is a student in the Degree/Diploma course in Adult Education. He/she has been requested to undertake research in your organization as part of his/her learning experience. Your help and co-operation in this regard will be highly appreciated by the department, as this will enable the student to marry theory work which is offered in the class and practical work which can only be obtained from organizations like yours.

I look forward very much to a favourable response in this regard.

Yours faithfully,

UNIVERSITY OF ZAMBIA
DEPARTMENT OF ADULT EDUCATION

LUSAKA ZAMBIA

Dr. W.W Chakanika
HEAD, ADULT EDUCATION
& EXTENSION STUDIES.

