



**AN INVESTIGATION OF THE BENEFITS FROM THE TRANSFORMATION OF A
CO-EDUCATION SECONDARY SCHOOL TO A SINGLE SEX SECONDARY
SCHOOL: A CASE OF KATETE SECONDARY SCHOOL.**

By

ZULU SAULOS

714803607

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Master of Education in Educational Management.**

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DECLARATION

I declare that the work presented in this dissertation titled “An investigation of the benefits from the transformation of a co-education secondary school to a single sex secondary school: A case of Katete Secondary School,” is my own and that all the work of other persons have been duly acknowledged, and that this work has not been presented at this University and indeed any other University for similar purposes.

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CERTIFICATE OF APPROVAL

This dissertation for **Saulos Zulu** has been approved as the partial fulfilment of the requirements for the award of the degree of Master of Education in Educational Management by the University of Zambia in collaboration with Zimbabwe Open University.

Examiners' Signatures

Signed:..... *[Signature]* Date: *18/08/2016*

Signed:..... Date:

Signed:..... Date:

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ABBREVIATIONS

- MoGE: Ministry of General Education.
- PTA: Parents Teachers Association.
- FOKASSA: Former Katete Secondary School Association.
- MOE: Ministry of Education.
- NPE: National Policy on Education.
- KSS: Katete Secondary School
- FGD: Focus Group Discussion
- DIT: Developmental Intergroup Theory

DEDICATION

This report is dedicated to my lovely wife Loshasha Miti Zulu and my mother Febby Chilukutu for their support rendered to me during the period of my studies with the University of Zambia in collaboration with Zimbabwe Open University.

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ABSTRACT

The study investigated the benefits from the transformation of a co-education school to a single sex school with reference to Katete Secondary School. The study investigated the benefits of running a co-education school, the benefits of running a single sex school, the reasons for the transformation and the challenges faced in running the school as a single sex school.

A case study was used which involved application of qualitative methods. A sample of 56 participants was drawn from the school, the community, the church and the Ministry of General Education (MoGE). It comprised 10 current pupils, 06 former co-education pupils, 10 current teachers, 06 former teachers who taught at the school when it was co-education, 20 community members, 02 church officials and 02 MoGE officials. The data was collected using interviews, Focus Group Discussions (FGD) and through questionnaires. The questionnaire guide was administered to MoGE officials and the former teachers, while interview guides were used to collect information from current pupils, current teachers and administrators. The data was analysed thematically as it was a qualitative research.

The study revealed the views of all the participants who took part in this study. The former co-education pupils and teachers supported the creation of a single sex school with the suggestions that boys should be considered so as to promote equal access to education in the community and district as a whole. Some community members argued that the school was the only bigger boarding school in the district which should have been left for historical purposes but instead propose for the construction of an independent single sex school in the district. In concluding the study, a recommendation has been made to the effect that a new school for boys has to be constructed in Katete District order to alleviate the challenge that the community around and the district is facing when it comes to the boy child having access to boarding school.

CHAPTER 1

INTRODUCTION

1.0 Background to the Study

The British South African Company (BSA Co) did very little in the provision of Education to Africans. Nevertheless, it welcomed and encouraged missionary societies to establish themselves in Northern Rhodesia and left the responsibility of providing education entirely to them (Snelson, 1974; Carmody, 2004). Among the missionary groups were the London Missionary Society (LMS), the Church of Scotland (CSM), the Primitive Methodists (PM), the Paris Evangelical Missionary Society (PEMS), the Jesuit Society (CJ) and the Dutch Reformed Church Mission (DRCM) who entered Northern Rhodesia in 1899 through Magwero and established their first school at Madzimoyo in Chipata District in the year 1915.

The missionary groups upon establishing these schools prepared their own curricula and ran school programmes as they saw it fit to achieve their goals. This curriculum comprised mainly local languages, basic literacy, church doctrines, Bible Knowledge, Morality, Hygiene, Arithmetic, Woodwork and Bricklaying. They realised that in order for evangelism to succeed in Africa, they had to introduce elementary schools on all mission stations. Schools were seen as integral to mission work since it was on young people that missionaries placed their main hope for stable converts to Christianity (Kelly, 1999).

During the pre-colonial period, formal education originated mostly through the work of Christian missionaries though it operated on a dual system, one for the Europeans and the other for Africans (Mwanakatwe, 1968). During the struggle for independence, nationalists campaigned against the policy of separate education in the colony and with the attainment of independence in 1964, education in the country became a responsibility of the Zambian government and schools were open to all children of any race (Kelly, 1999).

1.1 Policy Document on Co-education in Zambia

The policy document on education (MOE, 1996) states that building on the principle of liberalization and on the creation of an enabling environment, the Government will follow an education policy that encourages and strengthens partnerships in educational development. A cardinal principle is the acceptance by all parties that the various partners participate by right

and not by sufferance in educational provision.

The policy further states that in order to promote this participation, the Government will create conditions that allow the human, financial and other resources under the control of private and voluntary agencies, communities and religious bodies, to be channeled without hindrance into the education sector. The development of a strong commitment to partnership will require improved co-operation among various stake-holders, coupled with better coordination and planning of educational provision. Accordingly, while recognizing the rightful autonomy of individual institutions, the Government promotes constructive cooperation that will enhance the welfare of all students.

Katete Secondary School (KSS) which was established in 1957 by the Dutch Reformed Church is one of the mission schools found in the Eastern region of Zambia. From the year of establishment it had been in the hands of the church up to 1972 when the Zambian government took over the running of some mission schools in the country. This was so because the church could not manage to run it. It had to surrender the school to the government until 1996 when the government decided to give back the school to the church. During the period when the school was in the hands of the church then government and then church again, the school was a full Co-Educational school meant to provide education to both boys and girls as a means of promoting equity in line with the policy document on education, 'Educating our Future' (MOE, 1996). In 2006, the church decided to transform the school into a single sex school without any other alternative put in place for the other sex as it was the only boarding secondary school in the district at the time. There could have been reasons for this transformation which this study sought to establish.

1.2 Statement of the Problem

The study was an investigation of the benefits from the transformation of a co-education school to a single sex school. Katete Secondary school used to offer a co-education system of education to the community since its inception in 1957 up to 2006 when it was transformed to a single sex school for girls. Vision 2030 document indicates that education is critical in enhancing a country's social economic development. It builds people's abilities in terms of skills and the ability to receive and process information for livelihood. This is not the case for the boys who have been displaced after Katete Secondary School was turned into a girl's school.

Ever since this system was changed, stakeholders have made attempts to restore the co-education system at the school considering that no alternative boarding school for boys has been put in place for them resulting into the community having nowhere to take their boy children within the district. So the transformation of Katete Secondary School from a co-education school to a single sex school might have no benefits. Thus, the need for this study.

1.3 Purpose of the Study

The purpose of this study was to investigate the benefits of the transformation of a co-education secondary school to a single sex secondary school, with reference to Katete Secondary School.

1.4 Objectives of the Study

The objectives of the study were as follows:

- i. To assess the benefits of running Katete Secondary School at the time it was a co-education school.
- ii. To determine the benefits of running Katete Secondary School as a single sex school.
- iii. To establish the reasons for transforming Katete Secondary School into a single sex school
- iv. To explore the challenges faced by Katete Secondary School as a single sex school.

1.5 Research Questions

The following were the research questions:

- i. What were the benefits of running Katete Secondary School at the time it was a co-education school?
- ii. What are the benefits of running Katete Secondary School as a single sex school?
- iii. Why was Katete Secondary School transformed to a single sex school?
- iv. What challenges does Katete Secondary School face as a single sex school?

1.6 Significance of the Study

It is hoped that the findings of this study might assist the proprietor of Katete Secondary School to assess the best way the school could be of benefit to the community. The findings of the study might also enable the Ministry of General Education engage with the proprietors of schools to formulate policies that might guide the transformation of schools from co-education

to single sex schools without disadvantaging the other sex and vice-versa. The findings of the study might also add to the already existing knowledge about the benefits and challenges of both co-educational schools and single sex schools.

1.7 Theoretical Framework

The study was based on the theoretical perspective of Developmental Intergroup Theory (DIT) by Bigler and Liben (2006, 2007) as it speaks directly to questions about the impact that single sex schooling may have on children's endorsement of gender stereotypes. The theory suggests that biases on social dimensions such as gender, develop when they acquire psychological salience which occurs through a combination of factors such as perceptual discriminability of groups, unequal group size, explicit labeling of group membership and implicit use of groups. It also emphasised the fact that Education should not promote gender stereotypes by organising single sex classes as this type of categorization of learners was sufficient to promote discrimination in future life. In some countries, there are some schools which are in fact single sex without the explicit intention of providing this form of education. The fact is related in particular to upper secondary technical or vocational education which traditionally attracts one sex rather than the other. This phenomenon is therefore clearly linked to gender stereotyped career choice.

The implication of the theory by Bigler and Liben (2006) was that educational policy makers should resist the creation of gender segregated educational contexts (single-sex schools) and instead seek to enhance co-educational schools' for promotion of gender egalitarian attitudes and behaviour. Additionally, teachers and parents should seek educational settings for their children that are gender integrated and that make use of curricula that directly teach about, and challenge, gender bias and inequality.

1.8 Limitations of the Study

The sample size of the study was not too large so as to generate numerous and various views to enrich the study because the categories of respondents, especially those who lived, learnt and taught at Katete Secondary School at the time it was a co-education, school might have left the district.

Limited financial capacity to enable the researcher cover areas beyond Katete was yet another limitation.

1.9 Operational Definitions

Education: A process in which a society's knowledge, skills and moral values are passed on to the incoming generation.

Benefits: Something that has good effect or promotes well-being of a person or persons.

Challenge: Something that is seen as an obstacle to achieve a desired goal.

Community: Any local person living around the catchment area and underlying areas of Katete Secondary School.

Managing Agency: A representative of, or an organisation running the school.

Education Secretary: An employee of the organisation who monitors the operations of the school on behalf of the agency

Co-Education: A system of Education which involves both male and female learning in the same school.

Single Sex: A system of Education involving only one sex in a school.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

There has been debate as to whether single-sex schools provide a better education than their co-education counterparts, or vice versa. Each option has its own pros and cons, and researchers have conducted several studies, such as Harvard's (1985), that remain inconclusive as to whether either is superior. In the United States, many efforts to improve the academic achievement of low income and minority students have been undertaken, including Head start Pre-schools, Comprehensive school restructuring models such as Success for All and Accelerated Schools, tutoring, mentoring and after- school programmes (Fashola, 2002). Recently, as part of a plan to provide additional opportunities for students to choose a better school, the Bush administration lessened Title IX restrictions on single sex schools (U.S. Department of Education, 2004). This change renewed interest in establishing single sex schools within the public school system as a way to address the needs of students who have not been successful in co-educational schools.

Not all researchers concur that single sex schooling is advantageous for students but rather results are mixed and controversial (American Association of University of Women, 2008). For example Harker (2000) found that separation by sex did not guarantee higher test scores for minority and low income students in single sex and co-educational schools in New Zealand. The decision on what type of school to take the child ultimately resides with the student's and parents' preferences.

This chapter explores relevant literature on the benefits and challenges of a co-education school as well as the benefits and challenges of a single sex school which may offer some clue to help strengthen the current study. The review will be presented according to the study objectives which are concerned with the benefits of a co-education school, benefits of a single sex school, challenges of a co-education school, and challenges of a single sex school.

2.1 Benefits of a Co-education School

Co-education is considered as an educational principle in the vast majority of countries. It is therefore obligatory in most countries to provide education in mixed institutions. In Ireland

and the United Kingdom, however, parental demand has to be taken into consideration when decisions are made about changes to provision in a local area. Interestingly, in Ireland and the United Kingdom there has been a certain tradition of considering single sex schools as better schools (Fashola, (2002).

Robin et al (2006) asserted that co-educational schools reflected the diversity of our society. They better prepare students to succeed in post-secondary education and to eventually enter the workforce. Robin et al (2006) further asserted that in co-education schools students felt comfortable about whom they were, had a healthy and positive attitude, self-image, and were more likely to feel safe in their school environment. Research has shown that students in co-educational schools grow to be confident expressing their views in the presence of members of the opposite sex (Robin et al, 2006).

In co-educational schools, boys and girls learnt at an early age to stay together and work together. They got to learn more about each other, which is a very important aspect of the training process of children. According to Robin et al (2006) this was absent in single-sex schools where the students sometimes find it quite challenging mingling or associating themselves with members of the opposite sex. Co-education schools helped students to develop very healthy relationships with the opposite sex in future wherever they found themselves. Research shows that students who attend co-educational schools grow up to be more confident than those who went through single-schools (Robin et al, 2006).

A study carried out by Thompson (2002) showed that apart from the above, collaboration between the sexes in the classroom helped to develop confidence in students and they excelled at University and beyond as leaders. Thompson (2002) asserted that working together in the classroom and on homework assignments provided boys and girls the opportunity to learn from each other intellectually, as well as socially and it brought about healthy academic competition between boys and girls, leading to higher academic performances. Teachers in co-educational schools recognised that some gender differences in learning did exist and were skilled in catering for diverse learning needs in the classroom. In a co-educational learning environment, students were exposed to both male and female role models among staff and senior students. He further stated that, the ancient Greek philosopher, Plato, said that co-education creates a feeling of comradeship and advocated the teaching of both the male and female sexes in the same institution without showing any discrimination in imparting education.

Thompson (2002) further observed that for both girls and boys, co-education provided a more realistic way of training young people to take their places naturally in the wider community of men and women as it helped to break down the misconceptions of each sex about the other and provided an excellent foundation for the development of realistic, meaningful and lasting relationships in later life. He further observed that one advantage of co-education was that it helped keep students neater and tidier than in single-sex schools. The reason students are neater in co-educational schools is because of the presence of the opposite sex, which made students want to look their best and maintain good personal hygiene. For those who frown upon lesbianism and homosexuality, co-educational schools were very beneficial since they prevented students from engaging in lesbianism and homosexuality. Thompson (2002) conducted that research which showed that homosexuality was more rampant in single-sex schools than it is in co-educational schools.

A research carried out by Krupnick (1985) showed that one other advantage of co-education environments was the physical appearance of both boys and girls in the school. He added that what was obvious was that co-education schools promoted cleanliness among the learners. This was not the case with learners in single sex schools who were used to be seen with plain hair styles and little or no make-up and in some cases not even taking a bath. Krupnick (1985) concluded that for both male and female students in co-education environments, some might spend more time focusing on their physical appearance so as to look attractive to other students and a spirit of cleanliness was inculcated in them.

Additionally, Derry et al (2004) stated that, one of the reasons children are sent to school was because they needed to be trained so that they could fit perfectly in society and be useful people in future. They added that co-educational schools were best for training the child because they provided the perfect training environment made up of different people (males and females), which is also what the real society is made up of. There is absolutely no way that one can avoid contact with the opposite sex in the real world. Co-educational schools prepared the child for this. The collaboration between boys and girls in co-educational schools significantly helped both sexes to be more confident in various aspects of life (Derry et al, 2004).

2.2 Benefits of a Single Sex School

Single-sex education refers most generally to education at the elementary, secondary, or postsecondary level. Gurian et al (2001) and Sax (2005) held that there are large biologically

based differences between boys and girls that lead to large differences in their learning styles, requiring substantially different classroom teaching techniques for boys and girls. Supporters of this perspective (such as Sax, 2010) argue that girls learn more when the instruction is cooperation based, whereas boys flourish in competition based learning environments. They also claim that research indicates that girls have better hearing than boys and teachers can improve student outcomes by talking more loudly to all-male classrooms than to all-female classrooms (Sax, 2010).

Studies carried out in Poland (Smithers and Robinson, 2006) showed that the Ministry of National Education showed interest in establishing single sex schools within the public school system, intended to encourage academic institutions to provide teacher training programmes and undertook research on the effectiveness of single sex education. Smithers and Robinson (2006) added that this idea of establishing single sex schools came up as one possible measure to provide better conditions for education in lower secondary schools. They asserted that the Minister of National Education did not conceal that the establishment of single sex schools was one of the options considered to combat violence among pupils in school. However, experts' opinions on single sex education were divided. The Ministry sought to convince the general public of the supremacy of single sex education over co-education, which provoked numerous discussions and caused concern in the communities including parents and teachers (Smithers and Robinson, 2006).

From this perspective, single sex schooling, particularly when it is differentially targeted toward 'boy' and 'girl' ways of learning may lead to improved academic and social outcomes among children and also positive academic and behavioral interactions between teachers and students in the single-sex schools than in the comparison co-education schools. Mensinger (2001) asserted that many students found it easier to focus on academics when they were not distracted by members of the opposite sex, and might find it easier to participate actively in classes where everyone was of the same sex. Mensinger (2001) concluded that single-sex schooling decreased distractions to learning, and improve student achievement.

Norfleet and Richards (2003) cited greater benefits of single-sex schooling for girls than for boys. They believed that girls benefited more than boys from better peer interactions, a greater concentration on academic issues, a greater degree of order, and good behaviour when males or females attend school exclusively with members of their own sex. In Norfleet and Richards

study, students in the single-sex elementary and middle schools visited exhibited a greater sense of community, interacted more positively with one another, showed greater respect for their teachers, were less likely to initiate class disruptions and demonstrated more positive student role modeling than students in the co-education comparison school sample. They concluded that many students at single sex schools point to the lack of opposite sex as an enormous advantage.

2.3 Challenges of a Co-education School

Krupnick (1985) asserted that the biggest issue in co-education schools was the possibility of attraction and distraction in the classroom. He added that many people say that if the other sex is in the classroom, the other will do nothing but ogle classmates of the other sex and not pay any attention to the teacher. Furthermore, some students tended to perform poorly in co-education schools simply because of their association with the opposite sex. This could come as a result of shyness to participate in class because of the opposite sex or just being distracted by the opposite sex. Krupnick (1985) also asserted that in co-education schools, pupils found it difficult concentrating on their books and in class because of the presence of the opposite gender. The boys were attracted to the girls and the girls were also attracted to the boys. He further observed that the boys and girls could not help but spend a lot of time thinking about each other and forgetting about their studies. He also added that Co-education schools made it quite difficult or awkward for some students to participate actively in certain subjects such as Biology making learning quite challenging. For example, a student might have a very pressing question in their Biology class, but might decide not to ask it in class simply because of being too shy of the opposite gender to ask it (Krupnick, 1985).

The validity of this argument is questionable, especially as a blanket statement. There is some truth to it. However, what about people attracted to the same sex? Or those not interested in dating anyone? Or those who are open to dating, but not easily distracted in the classroom? For these students, the co-education classroom may be no worse at all.

Krupnick (1985) further asserted that the issue of teenage pregnancy is very rampant in co-education schools. This is an obvious part of co-education schools. When you have both males and females in the same school, it becomes really easy for students to enter into relationships and engage in intimate affairs that can easily lead to girls getting pregnant. But in single-sex

schools this is very rare. As a result of the rampant issues of teenage pregnancies in co-education schools, more girls drop out of such schools than in single-sex schools.

Novotney (2011) noted that aside from the other sex being a distraction, a drawback about a co-education setting was that students were sometimes intimidated by the other sex and might be less comfortable participating in class discussions and activities. He added that there was fear of embarrassment and feelings of inadequacy might accompany the co-education classroom experience. However, many students may find that they thrive in the co-education environment, being able to relate to the other sex. For example at my co-education school, I was suddenly exposed to the thoughts and feelings of girls while in an academic, as opposed to social, setting for the first time. This enriched my experience in classroom discussions and in different organizations.

2.4 Challenges of a Single Sex School.

For one thing, student diversity suffers at a single sex school. In addition, although it may be easier for students to participate actively and do well academically at a single sex institution, the real world is not single sex. It may prove difficult for students from single sex schools to adjust to a mixed sex work atmosphere after they graduate (Hales, 1998 and Hudley, 1995).

According to Fabes (2012), the other challenge of single sex schools is that the ability to communicate with the other sex might not develop as quickly as it would in a co-education environment. As a researcher I feel being able to communicate with the other sex, both in and out of the classroom, is crucial for preparing students for the professional world. However, for those in a single-sex environment, social interaction with the other sex is only outside school, the school does not offer the chance to develop these communication skills, so single-sex schools are a hindrance to interpersonal communication. One study reported that dividing boys and girls into separate classrooms actually delayed the development of interpersonal communication because the separation fostered stereotypes, which might prevent both sexes from understanding each other properly in co-education classrooms or out in the real world (American Psychological Association, 2014).

Children spend their formative years in the classroom developing skills that will help them maintain relationships throughout their lives. If your child has little exposure to the opposite sex, building meaningful friendships and even successful romantic relationships can be difficult. Research published by Dr. Lynn Liben in 2011 in United States of America (USA)

showed that there was strong evidence of negative consequences accompanying segregating by sex and that doing so promoted the development of negative gender stereotypes. Research conducted at Arizona State University in 2011 showed that classes that separated boys and girls could be detrimental to the personal and social growth of both sexes. As boys and girls spent time apart and did not learn about each other or from each other, negative stereotypes were reinforced. Lynn Liben's (2011) research backs this up, showing that when separated for just two weeks, students played less with children of the opposite sex and held traditional stereotypical gender views.

A study conducted in South Africa by the National Institute of Mental Health in 2007 found very little difference between the male and female adolescent brain when it came to learning styles. A popularly held misconception throughout the latter part of the 20th century was that boys and girls learned differently and thus benefited from being separated when it came to education. There is conflicting research to support either of these claims. University of Pennsylvania researchers performed a study in South Korea that randomly split up students into single-sex and co-education schools. The research showed that students of both sexes placed in single-sex classrooms were more likely to attend four-year colleges and receive higher test scores. However, though proponents of single-sex schools cite an improvement in classroom behaviors, according to research by the American Psychological Association, which analyzed 184 studies on single-sex versus co-education schools, many of these studies found no difference in participation or aspirations in single-sex classrooms (American Psychological Association, 2014).

In 2008, the American Civil Liberties Union filed a law suit in federal court in stating that single-sex education in public schools was illegal and discriminatory. Many legal opponents of single-sex schools argued that this practice violated a number of state and federal laws, most notably Title IX, which was passed in 1972 and promoted gender equality. While a majority of single-sex schools were private, the legality of single-sex public schools was, as of May 2013, under interpretation.

While public single sex schools are not very common in most countries, such schools can be found in the private sector in almost all countries. They may be funded, to a large extent by public subsidies or on the contrary be independent financially. In most cases they are faith schools which are established and partly run by the church in partnership with the government. In eastern province of Zambia an example of such schools are St Monica's in Chipata run by

the Roman Catholic Church, Chassa in Sinda run by the Marist Brothers, Chongololo in Chipata run by the Muslims and Katete Secondary School in Katete run by the Reformed Church in Zambia.

Summary

The literature revealed that the benefits of co-education schools were that it reflected the diversity of our society, developed confidence among the learners as a result of collaboration between the sexes and exposure to both male and female models. The literature also showed that co-education schools trained young people to take their places naturally in the wider community of men and women, and also trained them to be clean. On the other hand, literature reviewed on the benefits of single sex schools pointed out that it led to improved academic and social outcomes among children, reduced distractions from the other sex and did not promote situations of intimate relationships which might lead to pregnancies and abortions.

The chapter also discussed the challenges of co-education schools as being attractions and distractions in the classroom which in the end led to poor academic performance, teenage pregnancies as a result of intimate relationships, bullying and intimidation from the opposite sex. As for single sex schools, literature revealed that in these schools there was lack of a diversified environment for interaction. There was also failure to offer a platform for interpersonal communication with the opposite sex, making it difficult for former pupils to fit in the society of mixed sexes.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter presents the methodology which the study used in carrying out the study. It is divided into the following subsections: the first section describes the research design, target population, sample size and sampling procedures and the research instruments. The second section comprises data collection methods, data analysis and limitations of the study.

3.1 Research Design

The study employed a descriptive research design. According to Cresswell (2009) a descriptive research design was used because of its advantage of collecting qualitative data. It also enabled the researcher to obtain opinions of the representative sample of the target population on the benefits of Katete Secondary School as a single sex school to the community. This design was also chosen because the study relied more on qualitative research methods.

3.2 Target Population

The target population of the study consisted of all the pupils, teachers, administrators, and managing Agency of Katete Secondary School. The population also consisted of all the members of the community surrounding the school, and all MoGE officials in Katete District.

3.3 Study Sample

The study sample comprised 56 respondents of which 10 were pupils currently in school and 6 former pupils, 10 current teachers, 6 former teachers, 2 from the managing agency, the former Headteacher at the time of transformation, 20 community members and 2 officials from the Ministry of General Education. The sample size of 56 respondents was arrived at to ensure that the characteristic of the sample was diverse, representative, accessible and knowledgeable in the area of the study if the findings were to be generalized to the target population.

Katete Secondary School was chosen because it was one of the first schools in the Eastern Province that phased out the co-education system of education. This case, according to Best and Khan (2006) forms an accessible population that was convenient for the researcher and representative of the overall target population

3.4 Sampling Procedure

In this study, the following techniques were applied to select the respondents. The current pupils were selected from grades 8 to 12 using the simple random sampling. Classes were organised into grade levels that is 8, 9, 10, 11 and 12. Each grade level was then assembled in the school hall one after the other where the actual participants were selected. A box containing pieces of papers written 'NO' on them and only two papers written 'YES' on them were in the box. The box was then passed round and each pupil was asked to pick a paper and only those that picked papers written 'YES' were sampled and considered to be representatives of that particular grade level. This ensured that only two representatives were picked from each grade level.

As for teachers, a stratified random sampling technique was used to select current teachers. Every third teacher was picked from both male and female staff lists.

Purposive sampling procedure was the other technique used to select the current administrators, the former co-education pupils, community members, the former Headteacher at the time of transformation, community members, the managing agency and the officials from the MoGE. This technique was applied because the identified respondents are believed to be knowledgeable and well informed about the phenomenon the researcher was investigating (White, 2005).

3.5 Data Collection Procedure

Data was collected by administering questionnaire guide to former co-education pupils, former teachers and administrators, while interview guide was used to collect data from community members, current pupils, current administrators, managing agency and MoGE officials. Focused group discussion guide was used to obtain data from current teachers.

Collection of data was done from 12th March to 27th April, 2016.

3.6 Research Instruments

The research instruments employed in the study were questionnaires, semi-structured interview guides and focused group discussion guides.

The questionnaires were used to collect data from the former pupils, former teachers and administrators at the time the school was co-educational and when it became a single sex school

Semi-structured interview guides were used to collect information from current pupils, current teachers, community members, the managing agency and officials from MoGE.

3.6.1 Questionnaire Guide

The use of questionnaire guide was found to be relatively economical. The guide had the same questions for all the respondents, ensuring anonymity. The questionnaire guide also contained questions which were written for specific purposes (White, 2005). This was also appropriate for the study since the target groups were all literate. In addition, results obtained by use of questionnaire guide could easily be objectively compared.

3.6.2 Semi-structured Interview Guide

Semi-structured interview guide was utilised to collect data from current pupils, community members, administrators, and the managing agency and MoGE officials. The rationale behind having the semi-structured interview guide was that it allowed respondents to express their views freely. This instrument also enabled the interviewer to retain control throughout the whole process (Powney and Watts, 1987).

3.6.3 Focused Group Discussion (FGD) Guide

The third instrument that was used to collect data was the FGD. The FGD guide was used with the current teachers. It helped clarify and shade more light on issues that were raised and not clarified in the questionnaire guide.

3.7 Data Analysis

Qualitative data was analysed by thematic analysis based on interviews and focused group discussions with respondents. The data was analysed thematically considering that the research was a descriptive survey which was a case study and purely qualitative. Data collected from the use of questionnaire guide was analysed in form of graphs

3.8 Ethical Considerations

Ethical considerations were taken into account in this study by assuring that all the responses by respondents were treated with maximum confidentiality. The names of all the respondents in this study remained anonymous. The researcher came up with questions that did not cause emotional or psychological harm to the respondents. The researcher sought permission from the school managers and obtained consent from the actual participants before collecting the

data. The respondents were further guaranteed that the data obtained was to be used for academic purposes only. The researcher further ensured that the data collected would not be shared with anyone in order to maintain the high levels of confidentiality. Confidentiality was also ensured by using pseudonyms for the participants in the study so as to hide their identity. The respondents were fully informed about the aim of the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction.

This chapter presents the findings of the study. The presentation is divided into four parts. The first part addresses the first objective of the study “To assess the benefits of running Katete Secondary School at the time it was a co-education school.” The second part of the presentation addresses the second objective of the study “To determine the benefits of running Katete Secondary School as a single sex school.” The third part addresses the third objective of the study “To establish the reasons for transforming Katete Secondary School into a single sex school.” The fourth part addresses the fourth objective of the study “To explore the challenges faced by Katete Secondary School as a single sex school.

The findings from pupils are presented first followed by those of teachers, community members, administrators, church officials, and then MoGE officials. However, the findings first present the gender of the respondents.

4.1 Gender of Respondents

The respondents were requested to indicate their gender and the responses were as indicated in the following table:

Table 1: Respondents by gender

Type of respondent	Male	Female	Total
Former co-education pupils	03	03	06
Current pupils	-	10	10
Former teachers	06	-	06
Community members	10	10	20
Managing Agency	02	-	02
Administrators	01	01	02
Ministry of General Education officials	01	01	02
Total	27	29	56

4.2. The Benefits of Running Katete Secondary School as a Co-education School.

4.2.1 Views by Former Pupils

On whether the former pupils had any benefits of being in a co-education school, they indicated a number of benefits. These included being able to learn how to behave as they were in the presence of the opposite sex as opposed to the current situation of having girls by themselves. Further, respondents indicated that it was rare for thieves to steal items for pupils because they feared to be caught by the boys. Generally, the findings showed that the boys used to offer security to the school such that issues of theft were very rare in school. Two (2) of the former pupils indicated that at the time the school was co-educational there was stiff competition between the boys and girls which helped in motivating the lazy pupils to work extra hard. This was not only in academic work but also in co-curricular activities. One of the former pupils said, ‘We wanted to prove to the opposite sex that we were equal and capable of surpassing them.’

The findings from two of the former pupils also revealed that because of being in a co-education school, it made them to maintain cleanliness so as to avoid being laughed at by the opposite sex. The girls always wanted to be smart so as to impress the boys and vice-versa. This assisted them to develop the spirit of cleanliness and wanting to be in an environment which was clean. During dormitory inspection, boys visited girls’ dormitories and in turn the girls did the same, and to avoid being considered dirty, each section did their best in terms of cleanliness. One of the former pupils indicated that assistance from each other was a benefit they enjoyed. He said:

We used to assist each other very much. For example girls used to keep a lot of food in their lockers as well as soap which the boys did not have. When we ran short of food we used to approach the girls who were more than ready to assist us because when it came to homework in Mathematics and Science, they used to come to us boys to assist them answer homework and by so doing we maintained the mutual relationship.

Proper maintenance of the school surroundings was one of the benefits the school had for being a mixed school as revealed by the sentiments of one of the former female respondents. She stated that the school had a very big surrounding with a lot of grass to be slashed. She also indicated that the presence of the boys made it easy to maintain the surrounding as they

were able to slash all the grass. The school did not have to hire labour from the inmates as the case was currently.

4.2.2 Views by the Teachers

The responses of the teachers were as follows:

Out of the six (6) respondents who participated in the study, four (4) of them indicated that the school provided a complete society in which the learners were able to understand the behaviour of each other and developed a sense of responsibility for themselves. They were able to learn how to socialize among themselves. One (1) respondent stated that the learners enjoyed consultations from one another. When girls were stranded in subjects such as Mathematics, they consulted the boys who they considered to be good at Mathematics. This promoted a spirit of co-operation among the learners.

The findings also revealed that the parents in the surrounding community benefitted through sending their boy children to the nearby school. The school offered equal educational opportunities to both boys and girls in the community and Katete district as a whole. Further, the teachers pointed out that the community also benefitted in terms of security from male pupils in that thieves could not easily terrorise the community due to the presence of cadets in the school who used to patrol the school and community in the night.

4.2.3 Views by Community Members

When asked what benefits of Katete Secondary School were as a co-education, all the twenty (20) community members that participated in the study indicated that it was all inclusive for both boys and girls hence cheaper as they were not bothered with sending boys to far schools in the province. All the respondents interviewed bemoaned the vulnerability of the community in terms of security. They all agreed;

Boys were protecting us from thieves because they had formed a cadet force which used to patrol the area every evening. Our houses as well as the dormitories were safe; unlike the current scenario where thieves are able to walk in at any time and steal the property for the school girls without fearing anyone.

4.2.4 Views by Administrators

On whether there were benefits of Katete Secondary School running as a co-education school, the then administrator at the time it was co-education cited only three benefits as: provision

of equal education opportunities to both girls and boys of the district, promoting social development of the learners, typical of the real situation in the society, and the fact that girls needed assistance from the boys in subject areas that they could not succeed on their own, such as Mathematics and Science.

4.2.5 Views by Church Officials

On whether there were benefits of Katete Secondary School running as a co-educational school, the two (2) church officials cited one benefit which was the provision of education to both boys and girls at the same school. They indicated that what they were receiving most of the time from school administrators were challenges.

4.2.6 Views by MoGE Officials

The findings revealed that both MoGE officers indicated that both girls and boys were able to access education from this school. They further stated that it was easy for the community to send their boy children to the nearby school as opposed to far schools outside the district which had become expensive for them.

4.3. The benefits of running Katete Secondary School as a single sex school.

4.3.1 Views by Current Pupils

On whether current pupils had any benefits of being in a single sex school, several benefits were indicated. These included reduced early pregnancies due to the absence of intimate relationships which were usually created in co-education schools. Respondents further revealed that there were no disturbances in terms of learning from the opposite sex. In an interview, a grade twelve pupil said; “Disturbances are not there from boys who would want to propose you for their own selfish desires and deviate your attention from academic work.” She further indicated that their parents developed the confidence that their daughters would not be disturbed to the point of becoming pregnant at the expense of education.

Three of the current pupils had similar ideas as they indicated that it was easier for them to concentrate on their studies because the environment empowered them as there were no unnecessary class boycotts resulting from misunderstandings amongst themselves and the school authorities.

“We are able to participate freely in class without fearing that when I make a mistake I will be laughed at by the opposite sex. So we do not feel shy to answer questions in class,” said one of the pupils in grade 8.

Another grade 8 pupil indicated that pupils did topics, such as reproduction in animals, freely without fearing the opposite sex. They asked questions without fearing to be considered a useless girl. Additionally, one grade 10 pupil said that issues of beautifying themselves for the sake of attracting the opposite sex were not part of their daily business. They did not have to waste time on this but rather concentrated on their work as it was their core business of being in school. It was also the reason for their parents sending them to a single sex school.

The current pupils were further asked to state the major benefits of running the school as a single sex to the community. One grade eleven pupil said, “Parents are not worried that we might involve ourselves in immoral relationships but only concentrate on our academic work.” In addition, a grade ten pupil stated that the community was benefitting in the sense that their children they sent to a single sex school developed good behaviour as there was no serious group influence to do wrong things.

4.3.2 Views by the Teachers

In this objective, the researcher wanted to find out from the teachers what the benefits of running Katete Secondary School as a single sex school were. The teachers pointed out several benefits. These included reduced early pregnancies among the girl child and no disturbances from the boys in terms of scolding and bullying the girls. Out of the ten (10) current teachers that participated in the study, six (6) emphasised that the girls are able to concentrate on academic work without any distractions. During the focus group discussion, one female participant said; “The girls have been empowered, in Katete District, through the creation of a girl’s school, thereby reducing the gap between them and the boys.”

All the ten (10) current teachers that participated in the study indicated that class participation had improved among the girls in that there was no shyness. In addition, they stated that this arrangement had played a major role in creating a sense of independence among the girls. It had also made them realise that even in the absence of the other sex, they could do anything boys could do. Referring to wasting time beautifying themselves, one female participant in the focus group discussion said; “Girls have stopped doing this because of the absence of boys.

Instead much of their time is directed to school work. This has also promoted good behaviour in the girls.” Two (2) male participants who took part in the FGD indicated that issues of theft both in class and dormitories were not very common as a situation would be if boys were present.

4.3.3 Views by Community Members

Out of the twenty (20) community members that participated in the study thirteen (13) indicated that it contributed to bringing up children who were disciplined and spiritually sound. The respondents stressed that this arrangement of schooling promoted good discipline and morals in their children. Four (4) of the respondents revealed that Juvenile delinquency among girls was low as a result of being by themselves. Another respondent indicated that it encouraged and contributed to empowering the girl child educationally making them self-confident and believe in themselves that they could do anything that the other sex did. Further, community members stated that the arrangement of single sex school had reduced girl mistreatment and harassment by the boys, making it easier for them to work freely and independently.

Three (3) participants interviewed revealed that girls around the school compound were now free from interference by the boys in terms of having intimate relationships. This is exemplified in the following:

Boys used to interfere so much with our children who did not even learn at the secondary school. Many of them were impregnated and stopped schooling. We are now safe in that our daughters can complete school without being distracted by boys who are no longer at the secondary school.

One (1) other respondent indicated that damage to school and community property by pupils during the riotous behaviours has reduced. Boys used to destroy school property each time riots were started by the learners. The parents ended up paying a lot of money for property which was spoiled by the learners which was not the case currently.

4.3.4 Views by Administrators

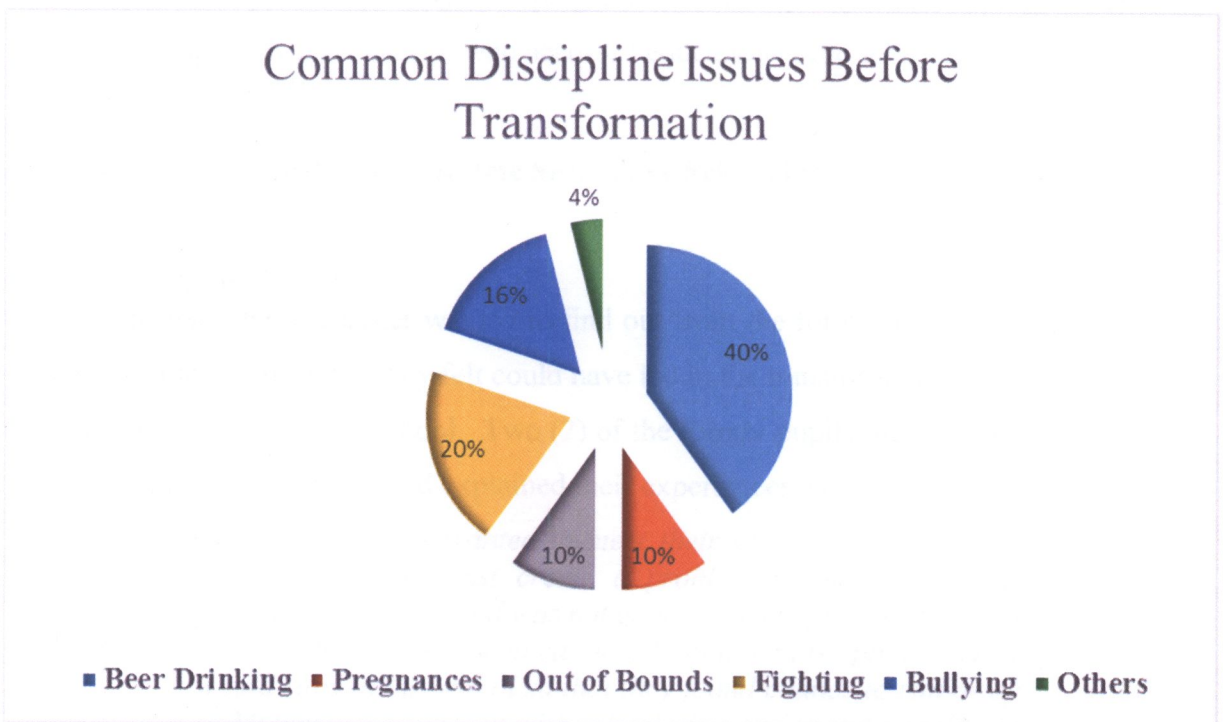
On the benefits of running Katete Secondary School as a single sex school, the current administrator indicated improved academic performance because of reduced levels of disturbance and distractions. He further stated in an interview that discipline was good in the

sense that cases of beer drinking, fighting, smoking and going out of bounds which were so prominent, had also reduced and in some cases ended as compared to the time the school was a co-education. He further said:

When I go through the disciplinary book, what I see is that cases of beer drinking, fighting, dagga smoking and going out of bounds were the most common offences the pupils used to commit at the time it was co-education school as shown by the high percentages of prevalence. Many children were expelled due to such offences. Cases such as absenteeism, noise making indicated as "others" had a small prevalence rate because girls always wanted to be with boys and behaved well.

The views are shown in Figure 1 below:

Figure 1: Showing Discipline Issues before and after Transformation



The administrator also indicated that girls within the catchment area of the school had been encouraged to pursue their education up to grade twelve (12) level without having to travel to far schools outside the district.

4.3.5 Views by Church Officials

The researcher wanted to find out if there were any benefits in running Katete Secondary School as a single sex school. The church officials stated several benefits. They cited good

discipline and academic excellence as some of the benefits. Further, they stated that the learners developed a sound moral conduct which benefits both their family and the community. Both participants indicated that the community was happy to be associated with a school that produced well behaved and academically sound pupils.

One other benefit indicated by the church officials included promotion of girls education in the district. They stated that pupils remained focused and easily driven to their destiny of success.

4.3.6 Views by MoGE Officials

The officials from MoGE indicated that there was improved performance on the part of the learners as a result of reduced distractions and also improved discipline. They further stated that the management of the affairs of the school has become easy due to the fact that riotous behaviour had stopped and unwanted pregnancies had equally reduced. This had also increased the space of girl children who accessed education at the school.

4.4. Reasons for Transforming Katete Secondary School into a Single Sex School.

4.4.1 Views by the Pupils

In this objective, the researcher wanted to find out from the former pupils who experienced the co-education status what they felt could have led to the transformation of the school from co-education to a single sex school. Two (2) of the former pupils indicated that maintaining discipline was quite difficult, and explained their experiences as follows:

Whenever the boys wanted to meet their girlfriends among the pupils they could just create a problem at the dining hall pretending that the food was not good or nicely prepared. When the boarding teacher wanted these boys to be disciplined, a riot would start in the school so that they found chance to run away to Mphangwe Mountain with school girls and spend a night out with those girls.

One respondent indicated that some pupils would even find an opportunity to go out drinking as far as Chipata and Chanida border.

Two (2) other respondents in the community who were once pupils at the time the school was co-education stated that they suffer as if they never went to school because of their own deeds while at school. They added that instead of concentrating on education, they used to sneak out every night with school girls just after roll call was conducted and came back at 04:00 hours

drunk and not attend classes. Their results were so bad that they could not find any employment. One other respondent indicated that he did not see any reason why the school was transformed to a single sex school other than wanting to deprive the other sex the chance to receive education at the school.

4.4.2 Views by the Teachers

Responses from the six (6) teachers who were at Katete Secondary School when it was a co-educational showed the following:

Three (3) teachers said that management of discipline was difficult and the whole school almost collapsed as a result of high levels of indiscipline. They further indicated that due to this indiscipline, academic performance of the learners reduced tremendously. One (1) respondent indicated that the church running the institution wanted to promote spiritual morals among the pupils which was difficult to achieve in a mixed sex society as learners could easily indulge in immoral activities.

With regard to whether the teachers would like Katete Secondary School to revert to a co-education school or not, the response rate from the six (6) former teachers that participated in the study indicated that two (2) supported the idea while four (4) were not for the idea. Those in favour cited the provision of equal access to education for boys as well considering that boys had been deprived from learning at this school hence reducing the boy spaces in the district. The teachers who were against Katete Secondary School reverting to co-education stated that it would once again affect the academic performance of pupils and a lot of girls would eventually fall out of school due to unwanted pregnancies emanating from intimate relationships with the opposite sex.

4.4.3 Views by Community Members

Out of the twenty (20) community members that participated in the study, fifteen (15) indicated high levels of indiscipline which saw many of the girls and boys being expelled from school, while eleven (11) stated that the management of the school became extremely difficult. In addition, four of the community members also indicated situations of male pupils mistreating the girls and going out of bounds with them. This led to many pupils being sent away from school.

Two (2) of the respondents indicated that the boys used to terrorise the community stealing some of their property which they sold or exchanged for food and in some cases beer. One (1) respondent in an interview stated that during the time when maize was ripe in their fields, school boys would go into the fields stole the maize and roast it in the bush.

When the community members were asked whether Katete Secondary School should revert to a co-education school or not, out of twenty (20) community members that participated in the study, sixteen (16) were not in favour of the school reverting to co-education while four (4) were in favour of the idea. Those who were in favour gave the reasons that boys and girls needed to help each other academically, it promoted competition in class, girls learnt to interact and associate with boys at an early stage so that they could get used and see them as their counterparts and not a threat to their lives, and allowed both boys and girls access education from the same school.

The reasons indicated by those who were not in favour of the school reverting to co-education included easy management of discipline in the school, helping learners not to engage in immoral behaviour so that they could concentrate on their education as opposed to spending time pairing themselves with the opposite sex. Four (4) others stated that it prevented girls from being exposed to early sex life and reduced peer pressure. The respondents further indicated that girls were able to compete among themselves and it reduced the dependency syndrome in life as girls learnt to be independent (it removed the notion that girls were a weaker sex). One (1) other respondent indicated that reverting to co-education would make girls want to associate certain subjects such as Mathematics and Science to boys which should not be the case. He further stated that the examination results in the school had improved because of good discipline among the learners.

4.4.4 Views by Administrators

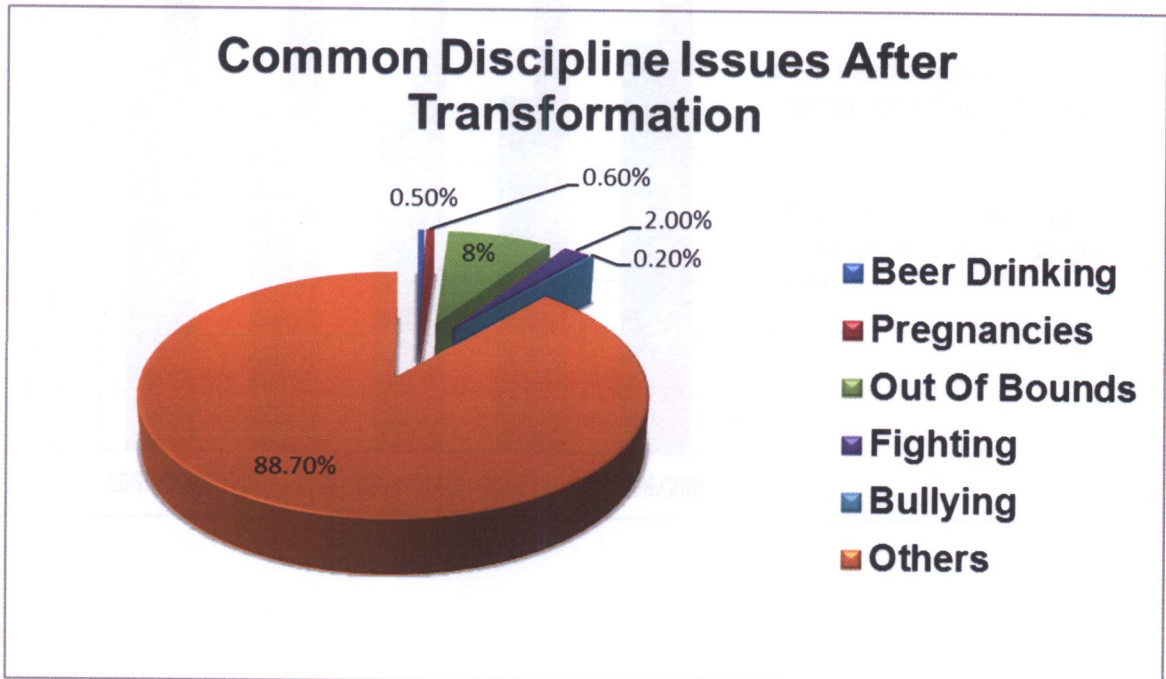
The findings revealed that the two (2) school administrators, who participated in the study, stated that as a co-education school it was difficult to maintain the required discipline. In addition they indicated that pupils created unnecessary tensions with the management of the school and triggered riotous behaviour. This called for transformation in order to curb this riotous behaviour which caused damage to school infrastructure. The administrators at the time it was co-education indicated the following:

The boys easily incited the girls and indeed the whole school to demonstrate each time they felt the food given to them was not enough or well prepared. In most cases it was just a deliberate move to avoid or rather disrupt the Learning process. This really made the school become unmanageable. So as a way of making it manageable, the church thought of transforming it into a single sex school.

One of the administrators further indicated that during such times of demonstrations pupils ran away with girls into the bush. The result of this was seen through a high number of pregnancies which could only be reduced by transforming the school into a single sex.

When asked about their views on reverting to a co-education school, both Headteachers were not in favour of the idea. They both had the same reason that boys seem to disturb the girls by encouraging them to indulge into intimate relationships which ruined their life educationally. They indicated that it was easier to manage a single sex school than a co-education school. They further indicated that the percentages of the most common discipline issues which they used to commit when boys were around and saw them out of school had decreased. Only those minor cases indicated as “others” such as noise making, loitering during classes and absenteeism were now on the higher side as shown in the Figure below:

Figure 2: Showing Discipline issues after Transformation



4.4.5 Views by Church Officials

The findings of the study showed that both church officials who participated in the study, stated that as a co-education school, it was difficult to improve the academic performance of the school because of the demonstrations and riots caused by the learners forcing them to be out of the class every now and then. They further stated that the process of transforming the school was done to promote and develop a well-disciplined child and create a sound image of the school which was tarnished as a result of the class boycotts.

When asked about the idea to revert to a co-education school in order to benefit the boy child in the community, both officials from the church were not in favour of the idea. One of them said, “We have found a solution to the problems the school was facing in terms of academic performance and discipline, therefore reverting to co-education would be destructive to both the community and the learners themselves.”

The improvement in academic performance of the learners is shown in Figures 3 and 4 below:

Figure 3: Showing G9 Performance before and after Transformation

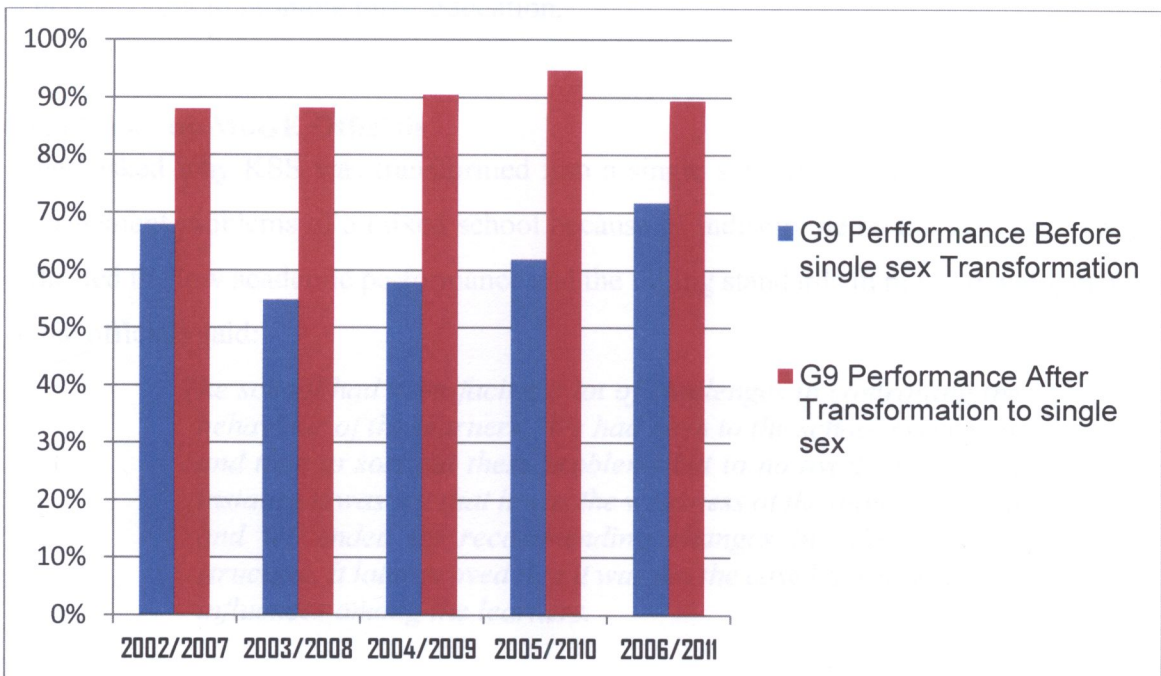
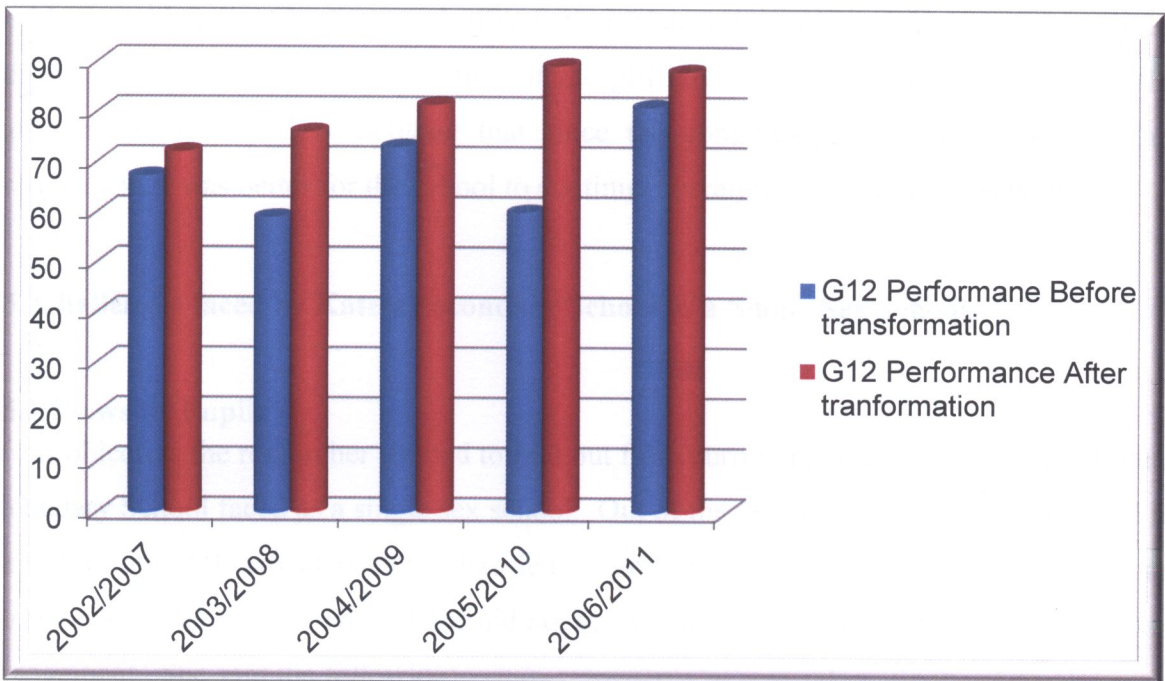


Figure 4: Showing G12 Performance before and after Transformation



The two church officials emphasised that the school should continue running as a single sex school in order to promote girls' education.

4.4.6 Views by MoGE Officials

When asked why KSS was transformed into a single sex school, the MoGE officials cited management problems of a mixed school because of indiscipline by the learners. They also indicated the low academic performance and the falling standards in moral development. One of the officials said:

The school had been facing a lot of challenges in controlling the behaviour of the learners. We had been to the school every now and then to sort out these problems but to no avail. In the first instance it was felt that it was the weakness of the administration and we ended up recommending changes in administrative structure. It later proved that it was not the case but rather group influences among the learners.

The officials indicated that reports about beer drinking, fighting and immoral conduct were overwhelming at the school, and were reported to the office on a daily basis. The MoGE officials stated that they sought audience with the officials from the church running the school so that a lasting solution could be put in place. "That is why the school was turned to single sex," said one of the MoGE officials.

On whether the school should revert to co-education, the officials from MoGE indicated that the idea would favour the boys and offer them a chance to access education at the school. However, it would affect the education of the girl child once more, and also lead to the standards falling. They concluded that since the community had gotten used to this arrangement, it was better for the school to continue operating as a single sex school.

4.5. Challenges faced by Katete Secondary School as a Single Sex School.

4.5.1 Views by Pupils

In this objective the researcher wanted to find out from current pupils what challenges Katete Secondary School faced as a single sex school. Out of the ten (10) pupils that participated in the study, four (4) indicated that it had led to some pupils practice in lesbianism. In an interview, a grade eight pupil said she did not see any major challenges in the current school arrangement. She said the following;

The single sex arrangement has not generated any major challenges. I see everyone to be happy and not complaining because even in certain homes there are either boys only or girls only which makes no major difference with the single sex school.

Two other participants indicated that this situation of having girls only in school had led to weaker girls in terms of morals seducing male teachers to flirt around with them, which was not good because teachers were as good as their parents. The pupils also stated that being in a single sex school had resulted in less academic competition among them as learners. Apart from this, it was a challenge for them to consult themselves in some mathematical problems. They needed boys to help them. Two other respondents indicated that they found it difficult to socialise with boys whenever they went into a society which was mixed because they were used to talking and playing with girls only.

The researcher further wanted to find out the pupils' views on whether Katete Secondary School should continue running as a single sex school. The findings from the pupils that participated in the study showed that eight (8) current pupils and 5 former pupils were in favour of the idea while two (2) current and one (1) former pupil were against Katete Secondary School continuing running as a single sex school. Pupils who were in support of a single sex school gave reasons which included misbehavior in terms of intimate relationships which promoted indiscipline and unwanted pregnancies. They indicated that they had become

used to being in an all-girls environment. They concluded that girls only schools promoted girls education.

As for those who were against Katete Secondary School running as a single sex school, they responded that pupils needed to understand the behaviour of the opposite sex and get used to each other at an early stage. The school was an environment which could assist develop such. They indicated that provision of equal education opportunities for both boys and girls should be promoted.

4.5.2 Views by the Teachers

With regard to the challenges faced by Katete Secondary School as a single sex school, the current teachers stated various challenges. During the FGD, it was revealed that half of the teachers that participated in the study indicated that the competition rate had gone down among the pupils simply because they were on their own as girls. One of the male participants indicated that the learners were not supported by female teachers; hence, lacking models to motivate them. He cited incidences where girls feared to consult from female teachers in preference for male teachers. One (1) of the male teachers also said:

We have become potential suspects by our female counterparts that we are going out with school girls especially when they see us trying to assist these girls academically. May be if boys were around they would play this role of assisting these girls.

Further, one (1) participant, in the focus group discussion, indicated that standards were falling in the level of cleanliness and dressing among the girls. He stated that the dressing was not pleasing because they felt they were alone as females without considering the presence of male teachers in the school. It was even difficult for male teachers to talk to them about decent dressing for fear of assaulting the feelings of the girl child. Two (2) participants further indicated that the community had distanced itself from the immediate needs of the school as it did not provide a service to their boy children.

4.5.3 Views from Community Members

The community members presented a number of challenges. Out of the twenty (20) that participated in the study, twelve (12) of them indicated creation of an artificial environment for learners which did not reflect the real life as one of the challenges. They stressed that this affected the social development of the child. The community members also indicated that

running the school as a single sex school had contributed to child delinquency among boys of the surrounding community as parents could not afford to send their children to far away schools. Five (5) respondents said had similar views as follows;

As a community we feel segregated by the agency running the institution because we were not consulted in the first place regarding the transformation of the school into a single sex school. Our boy children have nowhere to go for their senior secondary school education. It is of no point for this community to take part in any developmental programmes of the school because our boy child is not benefitting. The school does not answer the needs of this community.

Generally, the community agreed that boys were also children who needed to be taken care of by the school. They added that the boys had become a challenge and burden to the community. Three (3) of the respondents indicated that it was against the principles of gender equality to run a girls only school.

4.5.4 Views of Administrators

On whether there were challenges in running the school as a single sex school, the current administrators indicated that there were no major challenges experienced so far. Both respondents pointed that the only challenge was that boys within Katete district had been deprived of access to the boarding facility, considering that it was the only bigger boarding school in the district.

4.5.5 Views by Church Officials

Responses collected from both church officials indicated that so far there were no major challenges seen from the time the school was transformed to a single sex school for girls, apart from depriving the community from sending their boy children to the school.

4.5.6 Views by MoGE Officials

Concerning the challenges faced when running the school as a single sex school, the MoGE officials indicated that the only challenge so far was the deprivation of access to the school by the boys, otherwise the situation was much better as opposed to the way it was the time it was a co-education school.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter discusses the findings which sought to address the four research questions namely; “What were the benefits of running Katete Secondary School at the time it was a co-education school?” “What are the benefits of running Katete Secondary School as a single sex school?” “Why was Katete Secondary School transformed into a single sex school?” and “What challenges does Katete Secondary School face as a single sex school?”

5.1 What were the Benefits of running the School as a Co-education School?

The first objective of the study endeavours to assess the benefits of Katete Secondary School as a co-education school. Among the major benefits of a co-education Katete Secondary School, was the provision of equal access to education to both boys and girls within the same school. Pupils, teachers, administrators, community members, church officials and MoGE officials alluded to the fact that the community of Katete were able to reduce on the cost of sending their children to far schools. The school was within reach of their children such that money which was to be used on transport was instead used as part of the school fees and buying groceries for their children. In as much as the school was within reach of the community, the conclusion that all the parents would afford educating their boy children was not accurate.

The findings are similar to those reported by Egglestone (1967) who pointed out that more children, that is boys and girls could access school places when a school was within an identifiable local community where parents would easily take their children. Consideration needed to be given to ensure that schools were accessible to all children irrespective of gender. Furthermore consultation with different members of the community could be vital in identifying potential barriers to access to school. Yates (2009) indicated that the need to provide equitable learning opportunities for male and female students had precipitated the call for both co-education and single sex within secondary schools. Egglestone (1967) and Yates (2009) who referred to co-education as being inclusive to both boys and girls and offering equitable opportunities, overlooked the fact that some parents considered these co-educational schools not good for their children in terms of moulding behaviour.

The other benefit of running Katete Secondary School as a co-education school was the promotion of competition among the learners which helped the lazy pupils to put in much effort and develop both academically and in co-curricular activities. Robin et al (2006) argued that apart from collaboration between the sexes in the classroom, co-education schools helped them develop confidence and enabled them to excel at University and beyond. Working together in the classroom and homework assignments provided the learners an opportunity to learn from each other intellectually and brings about a healthy academic competition leading to higher academic performance. Robin et al (2006) further stated that the Greek philosopher Plato affirmed that co-education created a feeling of comradeship and advocated that both boys and girls learnt in the same institution without discriminating them.

Another benefit was that boys and girls learnt to appreciate each other and accepted their individual differences as early as possible. A co-education school depicted a natural setting in which both boys and girls lived and interacted together. Misconceptions about each other were taken care of at an early stage of their lives. This agreed with Derry et al (2004) who postulated that children were sent to such schools in order to assist them fit nicely in society as it served as a training environment made of male and female in relation to the real society formation. Co-education was identified as a type of social diversity and consistently spoken of as a benefit for both boys and girls alike as it seemed to raise the level of maturity amongst the student body.

As a co-education school, Katete Secondary School gave a sense of ownership to the community and the district as well. Teachers, community members, church officials, MoGE officials indicated that a sense of ownership was another benefit the school enjoyed as a co-education school. During an interview, the Parents Teachers Association (PTA) chairperson for the school stated that the community was involved in a number of projects such as mobilising up-front material for construction of teachers' houses painting of the school and general infrastructure maintenance. He explained that this was an indication of a mutual relationship between the school and the community. This was complemented by one former pupil at the time of co-education and a member of the Former Katete Secondary School Association (FOKASSA) who indicated that they felt detached from the school since its transformation to a single sex school.

5.2 What are the Benefits of Running the School as a Single Sex School?

The study revealed various benefits of Katete Secondary School running as a single sex school. Both the former pupils at the time of co-education and the current pupils indicated that students tended to focus and concentrate on studies better in single-sex schools. Many students viewed not having the opposite gender in the classroom as an advantage. It was much easier to concentrate without the cute girl or cute boy across the way. One community member found this to be very true during her own time in a single-sex school. Mensinger (2001) in the article "*Single-Sex Education Unlikely to Offer Advantage Over Co-education Schools*," agrees with what is stated in this section. The author stated that studies from around the world established that there was an advantage in separating boys and girls in the classroom. This did not make single-sex education seem less desirable. If there was no advantage, then what was the point of having single sex schools?

Originally, it was thought that with girls in the classrooms, boys would do better in English and writing, where boys tended to fall behind as they would receive assistance from the other sex. Likewise, it was thought girls would excel in mathematics and science, areas they fell behind in. Unfortunately, and as stated above, it was found that this was not the case. It was found that neither gender did any better at all. Girls were found to do slightly better in mathematics and science because the teachers at the all-female school made the courses more rigorous and offered encouragement to the girls. To go along with this trend, academic achievement is substantially higher in single-sex schools than in co-education schools. However, differences are largely explicable in terms of the characteristics of students who attend single-sex and co-education schools.

Single-sex schools created a sense of brotherhood or sisterhood that, outside of an actual family, can only be found in fraternities or sororities at universities. Spending high school career in an all-male or female high school was one of the best choices one could ever make. If one went into high school knowing only a few people within a couple of weeks, one would get to know just about everyone as single-sex schools tend to be, so everyone knew everyone. The current pupils indicated that single sex schools created a sense of brotherhood in our school that transcended the seven years in primary school. Even though they were seen as being segregated by other schools, they took pride in the fact that they were all in this together and that they were all sisters. If one of them was in trouble, they fought to get her out of it. This was seen as a small victory for their sisterhood. This was one example of how they stood together. It showed how well these sisterhoods worked to help strengthen bonds and created

friendships. Many people would probably argue that best friends have this same kind of bond. This is not the case. This sense of family cannot be recreated anywhere outside of an actual family.

The above benefit is supported by Norfleet and Richards (2003) who cited greater benefits of single sex schooling for girls than boys. They believed that girls benefited more than boys from better peer interactions, a greater emphasis on academic behaviour, a greater degree of order and control, socio-emotional benefits, and safe behaviour in which males or females attend school exclusively with members of their own sex. Students in the single-sex elementary and middle schools visited exhibited a greater sense of community, interacted more positively with one another, showed greater respect for their teachers, were less likely to initiate class disruptions, and demonstrated more positive student role modeling than students in the co-education comparison school sample. Many students at single sex schools point to the lack of opposite sex as an enormous advantage. This is the case at Katete Secondary School as established in this study.

Another benefit that was stated by the current single sex school pupils was that there was almost no bullying as it would have been if the school had boys. Even the pupils in grade eight and ten who were usually the victims of bullying, attested to the fact that this was not common in the current status of the school. The school routine involving preventive maintenance and production unit were followed by every pupil without creating a scenario that grades eight and ten were tools of the school in as far as such duties were concerned. However, the researcher argues that issues of mockery and bullying depended on the school policy. In a situation that the policy was loose as regards this, the learners would take advantage of it and begin to mistreat others knowing very well that there was no rule which restricted such. It was not dependent on the status of the school in terms of being co-education or single sex. Even in co-education schools, if the school policy forbade issues of mockery and bullying with a clear verdict on whoever practiced this, learners would avoid it at any cost.

The pupils, teachers and administrators indicated improved class participation as a benefit of running KSS as a single sex school. It was stated that girls were able to participate actively in class and contributed without feeling shy or being laughed at by the boys, if they were around. This contributed to them becoming assertive, confident and believing in themselves. Aside from the other sex being a distraction, a drawback about a co-education setting was that

students were sometimes intimidated by the other sex and may be less comfortable participating in class discussions and activities. Fear of embarrassment or feelings of inadequacy may accompany the co-education classroom experience (Novotney, 2011). Co-education schools made it quite difficult or awkward for some students to participate actively in certain subjects such as Biology making learning quite challenging. For example, a student might have a very pressing question in their Biology class, but might decide not to ask it in class simply because of being too shy of the opposite gender to ask it (Krupnick, 1985). However, many students may find that they thrive in the co-education environment, being able to relate with the opposite sex without having any evil thoughts and ideas.

The pupils, teachers, administrators, church officials and MoGE officials indicated empowering and promoting girls' education as a benefit of Katete Secondary School running as a single sex school. It was established that parents had difficulties in educating the girl child because spaces were limited as the district had only four secondary schools, with this school being the biggest and only boarding school in the district then. The school enrolled slightly over 1000 pupils which previously were shared between boys and girls with the majority being boys. This transformation has worked in line with government's policy of empowering the girl child with education and skills. MOE (1996) states that the centrality of women's contribution to national development underlines the importance of integrating gender concerns into all development interventions. The national goal of accelerated development cannot be attained without giving special attention to the needs of women and girls. It is necessary, therefore, that all national policies include gender-specific considerations. The disadvantaged status of women and girls is also strongly marked in the education sector. This represents a great loss for Zambia since the benefits of education in improving the overall quality of life multiply with increased participation of girls and women. Their education is particularly associated with significant reductions in infant mortality and morbidity, improvement in family nutrition and health, lowering of fertility rates, improved chances of children's education, and increased opportunities for income earning in both wage and non-wage sectors.

The Zambian Government has committed itself to the socio-economic improvement and empowerment of women through various programmes and affirmative actions. Within this framework, the National Policy on Education (NPE) gives high priority to the education of girls and commits the Ministry of Education to the elimination of all gender disparities within the education sector. Although this sounds good for the girl child, it is, however, not true that all the parents around Katete Secondary school and the district as a whole managed to send

their children to this school due to different reasons such as failure to raise school fees and also failing to meet the entry requirements. This has led to the school having more children who are not even residents of Katete District.

5.3 What are the Reasons for the transformation of Katete Secondary School to a Single Sex School?

All the respondents, including the pupils who were there at the time the school was co-education, bemoaned the lack of discipline in the school. Pupils had the tendency of going out of bounds to go and drink beer, cause unnecessary riots, engage in immoral activities which resulted in them impregnating each other as well as dagga smoking. The church running the school expressed disappointment at the school's behaviour which they linked to management problems of managing a co-education school. On the other hand, the government through the MoGE blamed the church for their policy as regards the appointment of their administrators who they recommended based on religious affiliation even when those picked had no managerial skills and leadership qualities. This was the same view held by the community as far as leadership was concerned. They felt the institution was handed over from one administrator to another without any formal orientation and leadership training. Running or managing a learning institution set-up involved some basic principles of organisation that an institution leader had to keep in mind and follow while performing various functions. For example, all such institutions had staff members who needed to be trained, motivated, satisfied and well-informed. Since running a learning institution was a managerial task, it was essential that those running such institutions understood some basic principles of organisational behaviour and routine management principles so that they could manage their respective institutions in a better way.

The church further suggested that the state of having both boys and girls in the same environment led to management failure and consequently indiscipline in the school. Many community members pointed out that the behaviour of the pupils was compromised because some teachers could connive with the children to the point of going out for drinking with them by so doing making it so difficult to control behaviour. The study by Wilson (1971) indicated that learners in a boarding school were usually well disciplined than those in day schools regardless of being a co-education school. He based his argument on confinement and strict rules which were set in boarding schools. Archbold (1954) stated that strict rules and a rigid timetable that should be followed to the latter led to pupils following rules out of fear. What

Wilson (1971) contended were those pupils in a restricted environment with a lot of do's and don'ts who seemed obliged to follow the set standard or lose their privilege. Archbold's (1954) question was whether that could be referred to as discipline since rules might be followed out of fear as opposed to conviction. Despite having a different perspective, Archbold (1954) indirectly agreed that strict rules imposed behavioural patterns, which by common analogy were usually the accepted good behaviour. The researcher, however, contends that management of discipline in a school is the responsibility of every member of staff and not management only. Teachers are equally the custodians of pupil discipline. Thus, conniving with the pupils compromises this responsibility. It requires everyone who is a stake holder that is parents, teachers, administrators, the church, the ministry and the pupils themselves to take responsibility.

The findings also revealed poor academic performance was yet another reason why the school was transformed to a single sex school. Good discipline is a recipe for good academic performance. With the above indicated challenge of indiscipline, the church and other stake holders decided that in order to improve the performance of the school, something needed to be done so as to improve the image of the school. When pupils perform well it pleases the parent and the country because no one is interested in failure in terms of academic performance. Studies carried out in Poland (Smithers and Robinson, 2006) showed that the Ministry showed interest in establishing single sex schools within the public school system, intended to encourage academic institutions to provide quality educational programmes and undertake research on the effectiveness of single sex education. This idea of establishing single sex schools came up as one possible measure to provide better conditions for education in lower secondary schools. The Minister of National Education did not conceal that the establishment of single sex schools was one of the options considered to combat violence among pupils in school. However, experts' opinions on single sex education were divided. The Ministry sought to convince the general public of the supremacy of single sex education over co-education, which provoked numerous discussions and caused concern in the communities including parents and teachers (Smithers and Robinson, 2006).

From this perspective, single sex schooling, particularly when it is differentially targeted toward 'boy' and 'girl' ways of learning may lead to improved academic and social outcomes among children and also positive academic and behavioral interactions between teachers and students than in the co-education schools. Many students find it easier to focus on academics when they aren't distracted by members of the opposite sex, and may find it easier to participate

actively in classes where everyone is of the same sex. Single-sex schooling decreased distractions to learning, and improved student achievement (Mensing, 2001). However, it is worth noting that personal motivation on the part of the learner may yield positive results for one. It may not necessarily require someone to be in a single sex school in order to prosper in life. This comes from the background that the same school Katete Secondary School has produced very prominent men and women in society among others the fourth republican president Mr. Rupiah Bwezani Banda, Retired Judge Anthony Nyangulu to mention but a few at the time it was co-education.

5.4 What are the Challenges of running the School as a Single Sex School?

The study revealed the creation of an artificial environment for learners which was not true of the real life situation out there: a society which comprised both male and female living in it. It stressed that this affected the social development of the child. For one thing, student diversity suffers at a single sex school. In addition, although it may be easier for students to participate actively and do well academically at a single sex institution, the real world is not single sex. It may prove difficult for students from single sex schools to adjust to a mixed sex work atmosphere after they graduate (Hales, 1998 and Hudley, 1995).

The other challenge of single sex schools is that the ability to communicate with the other sex may not develop as quickly as it would in a co-education environment (Fabes, 2012). As a researcher, I feel being able to communicate with the other sex both in and out of the classroom, is crucial for preparing students for the professional world. However, for those in a single-sex environment, social interaction with the other sex is only outside school, the school does not offer the chance to develop these communication skills. So single-sex schools are a hindrance to interpersonal communication.

The community members who participated in the study indicated that running the school as a single sex school has contributed to child delinquency among boys of the surrounding community as parents could not afford to send their children to far away schools. All the respondents indicated that the only challenge was that boys within Katete district had been deprived of access to the boarding facility, considering that it was the only bigger boarding school in the district. The study also revealed that pupils were practicing lesbianism as alluded to by Thompson (2002) that homosexuality was more rampant in single sex schools than it was in co-educational schools.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter presents conclusions and recommendations drawn from the findings of the study. The study was conducted to investigate the benefits from the transformation of a co-education school to a single sex school with reference to Katete Secondary School.

6.1 Conclusion

In line with the objectives of the study, it was established that the major reasons Katete Secondary School was transformed to a single sex school was to improve the academic performance of the pupils and promote girls' education. It was also to improve on pupil discipline which had deteriorated leading to the school becoming unmanageable. Transforming the school into a single sex school would produce a morally upright citizen who would contribute positively to the development of the nation, contrary to the Development Intergroup Theory (DIT) by Bigler and Liben (2006) which postulated that single sex schooling could promote gender discrimination and affect performance of the learners. The researcher felt gender segregation could as well be promoted outside the school arrangement depending on what was taught to the child about the opposite sex as he or she was growing.

However, it is important to note that as a single sex school, Katete Secondary School and the community have experienced several challenges among which is the problem of adjusting to the society of male and female by the learners. The other major challenge that has been faced by the community is child delinquency that has been created by the deprivation of the boy access to the school. They have nowhere to go in order to continue with their education.

Regardless of the challenges indicated above eighty nine percent (89%) of the respondents were not in favour of Katete Secondary School reverting to co-education school. According to the study, Katete Secondary School was thus more beneficial, running as a single sex school, to the community and the district at large.

6.2 Recommendations

Based on the findings of the study, the following recommendations were made:

1. The church should ensure that an evaluation of the benefits of Katete Secondary School, as a single sex school, to the community is made so as to avoid detaching the school from the community it serves.
2. The Ministry of General Education should formulate policies meant to guide the transformation of schools from co-education to single sex and vice-versa. This will help administrators and stakeholders to be governed by a set of existing policies.
3. In order to mitigate the challenges faced by the boy child in Katete District, there is need for the government through the MoGE to construct a school for boys in the district.

Suggestion for Further Research

Though there are benefits of running Katete Secondary School as a single sex school, it would be necessary to carry out a comparative study of schools that have transformed to single sex so as to draw a national picture of the benefits.

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APPENDICES

APPENDIX A: LETTER ATTACHED TO QUESTIONNAIRE GUIDE

Dear Respondents,

I am a student pursuing a Master's Degree at the University of Zambia in collaboration with Zimbabwe Open University carrying out a research on the topic 'From a Co-education school to a Single sex school; A case of Katete Secondary School'

It is therefore my hope that your willing participation and honest response will help me to establish the "benefits" of Katete Secondary School as single sex school.

Your responses will be treated with strict confidentiality and you will remain anonymous.

Please do not write your name and kindly respond by either putting a tick in the box provided or write the response in the space provided.

8 What were the benefits of being in a mixed school?.....

.....
.....

9 What were the challenges of being in a mixed school?.....

.....
.....

10 What were some of the benefits Katete Secondary School had to the community as a co-education school?.....

11 What do you think were some of the disadvantages Katete Secondary School had as a co-education school to the community?.....

.....
.....

12 Would you support the idea that Katete Secondary School continues as a single-sex school?

Yes [] No []

a. Give reasons for your answer.....

13. Would you support the idea that Katete Secondary reverts to co-education school?

Yes [] No [].

b. Give reasons for your answer.....

THANK YOU FOR YOUR PARTICIPATION AND HONESTY

APPENDIX C: QUESTIONNAIRE GUIDE FOR TEACHERS

Questionnaire for the former Head teacher of Katete Secondary School at the time when it was a co-education school;

Section A-

1. Sex

Male

Female

2 Age

a. 16 – 25

b. 26 – 35

c. 36 – 45

d. Above 45

3 Nationality

a. Zambian

b. Non – Zambian

4 Denomination

a. Catholic

b. Reformed Church

c. Other – Specify.....

5 Highest Academic

a. Form five

b. Grade 12

c. Degree

d. Other specify

6 Professional qualifications

a. Secondary Diploma

b. Bachelor of Education Degree

c. Master of Education Degree

d. Doctorate of Education Degree

e. Other – specify.....

7 Number of years served as Head teacher at the school?

- a. 1 – 5 years
- b. 6 – 10 years
- c. 11 – 15 years
- d. 16 – 20 years
- e. 21 – 25 years
- f. Above 25 years

8 When did you come to Katete Secondary School?

- a. 1975 – 1980
- b. 1981 – 1986
- c. 1987 – 1992
- d. 1993 – 1998
- e. 1999 – 2004
- f. Other – specify.....

SECTION B

9 What was the status of your school?

- a. Grade 1
- b. Grade 2
- c. Grade 3
- d. Ungraded

10 What was the total enrolment of pupils at Katete Secondary School?.....

11 How many of these pupils came from outside Katete?.....

12 What was the average class size?.....

13 What was the distance between Katete Secondary School and the furthest catchment area?
.....

14 How was the rate of attendance of pupils at your school?

- a. Excellent
- b. Good
- c. fair
- d. poor

Give reasons for your

answer.....

15 How was the performance of Katete Secondary School pupils at provincial level before you left the school?

- a. Excellent
- b. Good
- c. Fair
- d. Poor

Give reasons for your

answer.....

.....

16 How was the performance of Katete Secondary School pupils at National Level?

- a. Excellent
- b. Good
- c. Fair
- d. Poor

Give reasons for your

answer.....

.....

17 How was the discipline of pupils at Katete Secondary School?

- a. Excellent
- b. Good
- c. Fair
- d. Poor

Give reasons for your

answer.....

.....

18 What forms of disciplinary cases did you deal with at Katete Secondary School?

- a. Drinking
- b. Fighting
- c. Smoking
- d. Truancy

e. Other – specify

- 19 What types of activities were carried out in the school in which the community participates?

- 20 What would you consider as the major benefits of Katete Secondary School to the community as a single sex school?.....

- 21 What do you think are the disadvantages of Katete Secondary School as single sex school to the community?.....

- 22 Would you support the idea that Katete continues as a single sex school?.....
 Yes [] No []
 a. Give reasons for your answer.....
23. Would you support the idea that Katete reverts to co-education school?
 Yes [] No []
 a. Give reasons for your answer.....

THANK YOU FOR YOUR PARTICIPATION AND HONESTY

APPENDIX D: QUESTIONNAIRE GUIDE FOR THE CURRENT HEAD TEACHER

Section A-

1 Sex

Male

Female

2 Age

a. 16 – 25

b. 26 – 35

c. 36 – 45

d. Above 45

3 Nationality

a. Zambian

b. Non – Zambian

4 Denomination

a. Catholic

b. Reformed Church Zambia

c. Other – Specify.....

5 Highest Academic

a. Form five

b. Grade 12

c. Degree

d. Other – specify

6 Professional qualifications

a. Secondary Diploma

b. Bachelor of Education Degree

c. Master of Education Degree

d. Doctorate of Education Degree

e. Other – specify.....

7 Number of years served as Head teacher at the school?

a. 1 – 5 years

b. 6 – 10 years

c. 11 – 15 years

- d. 16 – 20 years
- e. 21 – 25 years
- f. Above 25 years

8 When did you come to Katete Secondary School?

- a. 1975 – 1980
- b. 1981 – 1986
- c. 1987 – 1992
- d. 1993 – 1998
- e. 1999 – 2004
- f. Other – specify.....

SECTION B

9 What was the status of your school?

- a. Grade 1
- b. Grade 2
- c. Grade 3
- d. Ungraded

10 What was the total enrolment of pupils at Katete Secondary School?

11 How many of these pupils came from outside Katete?

12 What was the average class size?

13 What was the distance between Katete Secondary School and the furthest catchment area?

14 How was the rate of attendance of pupils at your school?

- a. Excellent
- b. Good
- c. fair
- d. poor

Give reasons for your answer.....

15 How was the performance of Katete Secondary School pupils at provincial level before you left the school?

- a. Excellent
- b. Good
- c. Fair
- d. Poor

Give reasons for your

answer.....
.....

16 How was the performance of Katete Secondary School pupils at National Level?

- a. Excellent
- b. Good
- c. Fair
- d. Poor

Give reasons for your

answer.....
.....

17 How was the discipline of pupils at Katete Secondary School?

- a. Excellent
- b. Good
- c. Fair
- d. Poor

Give reasons for your

answer.....
.....

18 What forms of disciplinary cases did you deal with at Katete Secondary School?

- a. Drinking
- b. Fighting
- c. Smoking
- d. Truancy

e. Other – specify

19 What types of activities were carried out in the school in which the community participates?

.....

.....
20 What would you consider as the major benefits of Katete Secondary School to the community as a single sex school?

.....
.....
.....
21 What do you think are the disadvantages of Katete Secondary School as single sex school to the community?

.....
22 Would you support the idea that Katete continues as a single sex school?.....
Yes [] No []
b. Give reasons for your answer.....

23. Would you support the idea that Katete reverts to co-education school?
Yes [] No []
b. Give reasons for your answer.....
.....
.....

THANK YOU FOR YOUR PARTICIPATION AND HONESTY

**APPENDIX E: Questionnaire guide for the teachers who were present at the time
Katete Secondary was a co-education school.**

Section A-

1 Sex

Male

Female

2 Age

e. 16 – 25

f. 26 – 35

g. 36 – 45

h. Above 45

3 Nationality

a. Zambian

b. Non – Zambian

4 Denomination

a. Catholic

b. Reformed Church in Zambia

c. Other – Specify.....

5 Highest Academic

a. Form five

b. Grade 12

c. Degree

d. Other specify

6 Professional qualifications

a. Secondary Diploma

b. Bachelor of Education Degree

c. Master of Education Degree

d. Doctorate of Education Degree

e. Other – specify.....

7 Number of years served as a teacher at the school?

a. 1 – 5 years

b. 6 – 10 years

c. 11 – 15 years

d. 16 – 20 years

- e. 21 – 25 years
- f. Above 25 years

8 When did you come to Katete Secondary School?

- a. 1975 – 1980
- b. 1981 – 1986
- c. 1987 – 1992
- d. 1993 – 1998
- e. 1999 – 2004
- f. Other – specify.....

SECTION B

9 What was the status of your school?

- a. Grade 1
- b. Grade 2
- c. Grade 3
- d. Ungraded

10 What was the total enrolment of pupils at Katete Secondary School?.....

11 How many of these pupils came from outside Katete?.....

12 What was the average class size?.....

13 What was the distance between Katete Secondary School and the furthest catchment area?.....

14 How was the rate of attendance of pupils at your school?

- a. Excellent
- b. Good
- c. fair
- d. poor

Give reasons for your answer.....

15 How was the performance of Katete Secondary School pupils at provincial level for the last three years you were at this school?

- a. Excellent

b. Good

c. Fair

d. Poor

Give reasons for your

answer.....

.....

16 How was the performance of Katete Secondary School pupils at National Level?

a. Excellent

b. Good

c. Fair

d. Poor

Give reasons for your

answer.....

.....

17 How was the discipline of pupils at Katete Secondary School?

a. Excellent

b. Good

c. Fair

d. Poor

Give reasons for your

answer.....

.....

18 What forms of disciplinary cases did you deal with at Katete Secondary School?

a. Drinking

b. Fighting

c. Smoking

d. Truancy

e. Other – specify

19 What types of activities were carried out in the school in which the community participates?

.....

.....

20 What would you consider as the major benefits of Katete Secondary School to the community as a co-education school?

.....
.....

21 What were the disadvantages of Katete Secondary School as co-education school?

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

22 Would you support the idea that Katete continues as a single sex school?

Yes [] No []

c. Give reasons for your answer.....

23. Would you support the idea that Katete reverts to co-education school?

Yes [] No []

c. Give reasons for your answer.....

.....
.....

THANK YOU FOR YOUR PARTICIPATION AND HONESTY

APPENDIX F: FOCUS GROUP DISCUSSION GUIDE FOR CURRENT TEACHERS

- 1 Number of teachers present
 - a. Male.....
 - b. Female.....

- 2 What is the average class size of pupils in a class?

- 3 How would you rate the attendance of pupils generally in the school?

- 4 How is the discipline of pupils at your school?

5. What forms of disciplinary cases do you mostly deal with at your school?
.....

- 6 What type of activities are carried out by the community in which the school participates?
.....
.....

- 7 How actively are you involved as a school in these activities?

- 8 What do you think are the benefits of Katete Secondary School as a single sex school to the community?
.....

- 9 What do you think are the disadvantages of Katete Secondary to the community as single sex school?
.....

- 10 Would you support the idea that Katete Secondary continues as a single sex school?
 - a. Give reasons for your answer.....
.....

- 11 Would you support the idea that Katete Secondary reverts to a co-education school?
 - b. Give reasons for your answer
.....



THANK YOU FOR YOUR PARTICIPATION AND HONESTY

APPENDIX G: INTERVIEW GUIDE FOR CURRENT PUPILS

- a. Age:
- b. Grade:
- c. Denomination:
- d. Occupation : Father:
- : Mother:
- : Guardian: Male
- : Female.....

1 How many were you in your class?

2 Where do you come from:

3 How far is your home from school?

4 How do you come to School?

5 Why did you choose to come to Katete Secondary School?

.....

.....

.....

6 Has the school influence your religious beliefs?
Give reasons for your answer.....

.....

7 What measure did your school take to maintain discipline among pupils?

.....

8 What type of community activities were involved in?

.....

-
- 9 How actively involved are you in these activities?
-
- 10 What do you think are the benefits of being in a single sex school?
.....
.....
-
- 11 What do you think are the challenges of being in a single sex school?
.....
.....
- 12 What do you think are the benefits of Katete Secondary School as single sex school to the
Community?.....
-
- 13 What are the challenges experienced by the community as a result of Katete Secondary had
being a single sex school?
.....
.....
-
- 14 Would you support the idea that Katete Secondary School continues as a single-sex school or
reverts to a co-education school
Give reasons for your answer.....
.....
.....

THANK YOU FOR YOUR PARTICIPATION AND HONESTY

APPENDIX H: INTERVIEW GUIDE FOR THE MANAGING AGENCY/EDUCATION SECRETARY

- a. Age.....
- b. Number of years as a Reformed Faith.....

1 Which people were involved in making the decisions to turn Katete Secondary into a single sex school?.....
.....
.....

2 What were the major reasons for the decision above?
.....
.....

3 What are the significant benefits of Katete Secondary School as a single sex school to the community?.....
.....
.....

4 What are the challenges faced by the community as a result of Katete Secondary being a single sex school?.....
.....
.....

5 Is it the policy of the congregation of the Reformed Church to phase out co-education facilities in their schools?
Give reasons for your answer.....
.....
.....

6 What were the benefits of Katete Secondary School to the community as a co-education school?.....
.....
.....

7 What were the disadvantages to the community when Katete Secondary was a boarding school?.....
.....

.....
.....
8 What other services apart from education does Katete Secondary provide to the community as a single sex school?

.....
.....
9 What other services apart from education did Katete Secondary provide as co-education school to the community?

.....
.....
10 As a congregation, have you evaluated the benefits of Katete Secondary as a single sex school to the community?

a. If yes. What were your findings.....

c. If No. give reasons.....

.....
.....
11 As a congregation, are you satisfied with the way Katete Secondary is being run as a single sex School? Give reasons.....

.....
.....
12 Would you support the idea that Katete Secondary reverts to a co-education school or continues to be a single sex school? Give reasons for your answer.....

.....
.....
THANK YOU FOR YOUR PARTICIPATION AND HONESTY

APPENDIX I: INTERVIEW GUIDE FOR THE COMMUNITY MEMBERS

- 1 How old are you (age)?
- 2 Marital status.....
Married [] Single [] Unmarried [] Separated [] Divorced []
- 3 Level of Education.....
- 4 What is your religious preference?
- 5 What is your occupation?
- 6 Do you have a child/relative/dependent learning at Katete Secondary?
- 7 If answer to question six (6) is 'yes',
 - a. Why did you send your child to Katete Secondary School?
 - b. How much to you pay for your child per term?
- 8 What are the benefits of Katete Secondary School to the community as a single sex school?
- 9 What are the challenges of Katete School to the community as a single sex school?
- 10 Did you have a child learning at Katete Secondary when it was a co-education school.....
What where the benefits of Katete Secondary School to the community when it was a co-education school?
- 11 What were the challenges of Katete Secondary School to the community when it was a co-education school?
- 12 Would you support the idea that Katete Secondary continues as a single sex school?
Yes No

a. Give reasons for your answer.....
.....

13 Would you support the idea that Katete Secondary reverts to a co-education school?

Yes No

Give reasons for your

answer.....
.....

THANK YOU FOR YOUR PARTICIPATION AND HONESTY

APPENDIX J: INTERVIEW GUIDE FOR THE MINISTRY OF GENERAL EDUCATION OFFICIALS (MoGE)

- a. Sex.....
- b. Age.....
- c. Marita Status.....
- d. Academic Qualification.....
- e. Professional Qualification.....

1 What are the views of the Ministry over Katete Secondary as a single sex school?

.....
.....

2 What were the views of the Ministry on Katete Secondary when it was a co-education school?

.....
.....

3 What do you think are the benefits of Katete Secondary to the community as a single sex school?

.....
.....

4 What are the challenges of Katete Secondary School to the community as a single sex school?

.....
.....

5 What do you think were the benefits of Katete Secondary to the community as a co-education school?

.....
.....

6 What do you think were the challenges of Katete Secondary to the community as a co-education school?

.....
.....

- 7 Would you support the idea that Katete Secondary continues as a single sex school? Give reasons for your answer.....
.....
.....
- 8 Would you support the idea that Katete Secondary reverts back to co-education? Give reasons for your answer.....
.....
.....
.....
- 9 What is the policy of the Ministry over the transformation of co-education schools to single sex schools and vice-versa?
.....
.....
.....

THANK YOU FOR YOUR PARTICIPATION AND HONESTY