

LUSAKA RESIDENTS' PERCEPTIONS OF THE CREATION OF
MUNALI GIRLS HIGH SCHOOL OUT OF MUNALI SECONDARY
SCHOOL

BY

Thesis
MED
DAK
2011
11

ROSARIA MAMBO DAKA

A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD
OF THE DEGREE OF MASTER OF EDUCATION IN SOCIOLOGY OF
EDUCATION.



THE UNIVERSITY OF ZAMBIA

FEBRUARY, 2011

**Lusaka Residents' Perception of the Creation of Munali Girls High School out
of Munali Secondary School**

DECLARATION

I, **Daka Rosaria Mambo**, do declare that this dissertation is my own work and that it has never been submitted by anyone at this institution or at any other university.

0281528

Signature: Daka


Date: 16-02-11

DEDICATION

I dedicate this dissertation to my husband Phillimon, my daughter Dingile and sons Lizwe, Chisomo and Lomthunzi.

APPROVAL

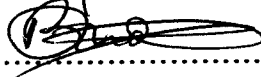
This dissertation by Daka Rosaria Mambo is approved as a partial fulfilment of the requirements for the award of the degree of Master of Education in Sociology of Education of the University of Zambia.

Signed: 

Date: 08-02-11

Signed: 

Date: 08-02-11

Signed: 

Date: 09-02-11

ACKNOWLEDGEMENTS

This dissertation would never have been completed without the academic and moral collaboration and support of many people and institutions. I am therefore, deeply grateful to the Almighty God for the contributions and support which many of these people provided for the successful completion of this work.

My sincere gratitude and appreciation go in full measure to my husband who gave me financial, emotional and moral support and created for me the conditions necessary for study, rigorous research and writing. I will remain forever grateful to you.

Humble words of thanks to Dr. O.C. Chakulimba, the Head of the Department of Educational Psychology, Sociology and Special Education of the University of Zambia for his guidance and tireless service. My profound gratitude to Dr. A. Cheyeka, my Supervisor, from the Department of Religious Studies at the University of Zambia for giving me insights in shaping and refocusing the topic of the study.

I am forever grateful to all my respondents: Ministry of Education Officials, school managers, deputy school managers, teachers, pupils (past and present) and parents for their great contributions and cooperation.

I also want to acknowledge the invaluable companionship, inspiration and friendship of Bros Chileshe Mwenya and Martin Banda. All of you, my classmates, have in a unique way taught me the importance of a virtuous life and especially the power of team work

and sharing educational ideas. God who knows what is good for each one of you will bless you all and reward you abundantly.

TABLE OF CONTENTS

Declaration.....	i
Dedication.....	ii
Approval.....	iii
Acknowledgments.....	iv
List of tables.....	ix
List of figures.....	x
Acronyms.....	xi
Abstract.....	xii
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background.....	1
1.2 Statement of the problem.....	3
1.3 Purpose of the study.....	3
1.4 Objectives of the study.....	4
1.5 Research questions.....	4
1.6 Significance of the study.....	4
1.7 Definitions of the operational terms.....	4
CHAPTER TWO: LITERATURE REVIEW.....	6
2.1 The beginning of modern education in Zambia.....	6
2.2 Phelps-stoke commission on education.....	8
2.3 Munali secondary school in colonial times.....	9
2.4 Munali secondary school in the post colonial times.....	12
2.5 Munali Girls High School	14
2.5.1 The school curriculum.....	15

2.5.2	The school library.....	15
2.5.3	The computer laboratory.....	16
2.5.4	Directorate of open and distance education.....	16
	Summary.....	16
CHAPTER THREE: METHODOLOGY.....		17
3.1	Introduction.....	17
3.2	Research design.....	17
3.3	Target population.....	19
3.4	Sample.....	19
3.5	Data collection instruments.....	20
3.6	Research instruments.....	21
3.7	Data collection procedures.....	24
3.8	Data analysis.....	25
CHAPTER FOUR: PRESENTATION AND DISCUSSION OF FINDINGS.....		27
4.1	Introduction.....	27
4.2	Advantages of the change of status from a national school to a local school.....	29
4.3	Disadvantages of the change of status from a national school to a local school.....	31
4.4	The benefits of the school to the local people.....	36

4.5	Disadvantages of splitting the school.....	37
4.6	Reason for splitting the school.....	38
4.7	Strategic plan for Munali girls high school.....	38
4.8	The school’s motto.....	39
4.9	Perspective of former Munali secondary school.....	39
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS.....		41
5.1	Summary.....	41
5.2	Conclusion.....	42
5.3	Recommendations.....	43
REFERENCES.....		44
APPENDICES.....		48
Appendix 1: Questionnaire for current and former pupils.....		49
Appendix 2: Questionnaire for administrators.....		51
Appendix 3: Questionnaire for teachers.....		54
Appendix 4: Interview schedule for Ministry of Education Officials.....		57

LIST OF TABLES

Table 1: Summary of the population sample.....	20
Table 2: Qualification distributions of teachers of Munali secondary school.....	27
Table 3: Views of teachers on Munali girls as a work place.....	28
Table 4: Length of stay at Munali secondary school by former.....	29
Table 5: Levels of cases of pregnancies 1998 to 2009.....	33

LIST OF FIGURES

Figure 1: Whether there are some advantages in splitting the school.....36

ACRONYMS

APU	Academic Production Unit
CSM	Church of Scotland Mission
FAWEZA	Forum for African Women Educationalists of Zambia
LMS	London Missionary Society
MESPA	Munali Ex-students and Partners Association
MoE	Ministry of Education
PEMS	Paris Evangelical Missionary Society
PM	Primitive Methodists
SJ	Society of Jesus

ABSTRACT

Largely employing the qualitative methodology, the study reports the perceptions of some Lusaka residents on the creation of Munali Girls High School out of Munali Secondary School. The study reveals participants' perceptions; the most reported being the fact of providing a High School for girls around Munali area. Some former pupils of Munali Secondary School charged that in creating a girls' school out of Munali Secondary School, the philosophy of 'One Zambia One Nation' had been overlooked because in its original state, the school had brought pupils from different parts of Zambia. Former pupils and some participants who had never been to Munali Secondary School argued that the school was the first government secondary school, which should have been left untouched for historical reasons. Achimota High School in Ghana was the point of reference for the participants in the research who argued against the splitting of the school. Teachers at the Girls High School deplored the unequal sharing of the infrastructure, the unbecoming behaviour of the girls and the poor grade twelve results recorded by the school. In concluding the study a recommendation has been made to the effect that brand new schools for girls in Lusaka ought to be built while Munali Girls High School and Munali Boys High School receive a face lift through rehabilitation and building of additional structures and that this restoration should be followed up with a declaration of the two schools as heritage site.

CHAPTER ONE

INTRODUCTION

1.1 Background

The Soli speaking people of Lusaka province had seen Dr. David Livingstone pass through their land. They referred to him as 'Munali', which means 'White person'. Since then there are many things named after Munali. For example, Munali Hill, Munali Nickel and Munali Secondary School.

Munali Secondary School started as part of the Jeanes and Agriculture schools at Mazabuka in 1929. Rev J.R.Fell was the Principal. The Jeanes and Agriculture Schools at Mazabuka were the first nucleus of the colonial government sponsored education in Northern Rhodesia. Both departments of European and African education had their offices at Mazabuka. The Jeans schools were meant for elementary training of African teachers to supervise the village schools. The establishment of Jeanes schools were an additional means of improving the quality of teaching (Carmody 2004:14).

Jeanes schools owed their name to Miss Anna T. Jeanes an American Quaker philanthropist, who believed in the value of the little schools for Negroes in the southern states of the United States of America (Mwanakatwe: 1968).

The Jeanes schools were divided into three sections, namely, small academic school, industrial section and a Jeanes school where teachers were trained. Teachers from Jeanes teachers' training school were superior teachers and performed the supervisory role of other teachers.

What became known as Munali Secondary School belonged to the first section, that is, a small academic school. In 1938, the first and second sections were moved to Lusaka Hodgson Industrial Training Centre (presently David Kaunda Technical High School) while the third section was moved to Chalimbana. This transfer was in line with the shift of the administrative capital of Northern Rhodesia from Livingstone to Lusaka in 1935. Hodgson was formerly called Entral Trade School and it was established by the Northern Rhodesia government in February 1934. The name Hodgson came from its first Principal, Frederick Hodgson. In 1953, Munali Secondary School for boys was moved from Hodgson to the present campus along the Great East Road opposite Cresta Golf View hotel. It was the first ever government boarding school for boys in the then Northern Rhodesia. The first Form Six (6) examinations in the country were taken by twenty-two (22) pupils, eight (8) of whom obtained Full Cambridge Overseas School Certificates. In 1947, a young officer with a Bachelors of Education Degree became Principal of Munali Secondary School. Mr. Clifford Little's dream was to make Munali become like any other British Public School. One of the very first intake of pupils at Munali was the first President of the Republic of Zambia, Dr. Kenneth Kaunda who wrote:

I was luckier to be one of twenty nine boys from all over the country chosen to be the initial intake at Munali Secondary School. The year 1941 recorded that twenty nine boys were being accorded the privilege of higher education. Though the colonial authorities did not know it, they were virtually choosing the cabinet of the government of an independent Zambia. We were a

privileged few never forgot the masses who did not share our good fortune (Kaunda 1973:25).

Indeed if the first cabinet of the Republic of Zambia was virtually Munali Secondary School boys, why hasn't the school remained in its original state as one Munali Secondary School instead of two if not three as reported by some respondents.

The school ran as a Boarding School until the late 1980s when it became a day school. In 1994, girls were introduced in Grade 8 and 10. The following year, the school was split into two, namely, Munali Junior and Munali Senior. In 2003, girls were phased from Munali Senior and in 2004 Munali Girls High School was established out of Munali Junior.

1.2 Statement of the problem

What happened to Munali Secondary School seldom occurs in most countries. This is the more reason why a study that reports perceptions of members of the public about the creation of Munali Girls High School out of Munali Secondary School was in order especially that no such study has been undertaken.

1.3 Purpose of the study

The study aimed at finding out the perceptions of society, former pupils included of the split of Munali Secondary School. The study explored the perceived implications of the split of Munali Boys Boarding School into Munali Girls and Boys Day High Schools.

1.4 Objectives of the study

The objectives of the study were to:

- (a) establish the perceptions of the pupils and society of the split of Munali Secondary School.
- (b) find out whether or not the pupils and society at large have benefited from the split of Munali Secondary School.
- (c) explore the implications of the split of Munali Secondary School.
- (d) analyse the reasons for the split of Munali Secondary School.

1.5 Research questions

The following questions guided the study:

- (a) What reasons led to the split of Munali Secondary School?
- (b) What are the views of the society on the split of Munali Secondary School?
- (c) What are the perceived implications of the split of Munali Secondary School?
- (d) What benefits have the pupils and the society at large received from the split of Munali Secondary School?

1.6 Significance of the study

The study will remind the Zambian society about a national school, which perhaps could have been left as it was for historical considerations. Additionally the study provides lessons for the Ministry of Education on equity issues and provides 'food for thought' to the National Heritage Commission. Overall, the study acts as a reservoir of knowledge on the development and transformation of the first secondary school in Zambia.

1.7 Definitions of the operational terms

Implication - the out come of a policy implementation in the society.

Social Change - alteration of social structure in a given direction.

Institutional Change - alteration of the institutional structure influenced by policies

Status - a degree of honour or prestige given by or received from society.

School - a social institution set aside for deliberately educating children/pupils in selected aspects of knowledge.

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

CHAPTER TWO

LITERATURE REVIEW

2.1 The beginning of modern education in Zambia

The British South African Company (BSAco) 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). The most prominent missionary groups were the London Missionary Society (LMS), the Church of Scotland Mission (CSM), the Primitive Methodists (PM) the Paris Evangelical Missionary Society (PEMS) and the Society of Jesus (SJ).

Missionary groups prepared their own curriculum and ran school programmes as they saw fit in achieving their goals. The general curriculum for missionary schools consisted of the following subjects: Local languages, Basic literacy, Church Doctrines, Bible Knowledge, Morality, Hygiene, Arithmetic, Woodwork and Bricklaying. The subjects taught, contributed directly towards the achievement of the general objectives of the missionaries, namely, evangelisation and conversion of Africans.

Most of the missionaries who came to Africa were not educationists in the first place. Many of them were preachers or farmers back home, with little pedagogical skills in

CHAPTER TWO

LITERATURE REVIEW

2.1 The beginning of modern education in Zambia

The British South African Company (BSAco) 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). The most prominent missionary groups were the London Missionary Society (LMS), the Church of Scotland Mission (CSM), the Primitive Methodists (PM) the Paris Evangelical Missionary Society (PEMS) and the Society of Jesus (SJ).

Missionary groups prepared their own curriculum and ran school programmes as they saw fit in achieving their goals. The general curriculum for missionary schools consisted of the following subjects: Local languages, Basic literacy, Church Doctrines, Bible Knowledge, Morality, Hygiene, Arithmetic, Woodwork and Bricklaying. The subjects taught, contributed directly towards the achievement of the general objectives of the missionaries, namely, evangelisation and conversion of Africans.

Most of the missionaries who came to Africa were not educationists in the first place. Many of them were preachers or farmers back home, with little pedagogical skills in

CHAPTER TWO

LITERATURE REVIEW

2.1 The beginning of modern education in Zambia

The British South African Company (BSAco) 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). The most prominent missionary groups were the London Missionary Society (LMS), the Church of Scotland Mission (CSM), the Primitive Methodists (PM) the Paris Evangelical Missionary Society (PEMS) and the Society of Jesus (SJ).

Missionary groups prepared their own curriculum and ran school programmes as they saw fit in achieving their goals. The general curriculum for missionary schools consisted of the following subjects: Local languages, Basic literacy, Church Doctrines, Bible Knowledge, Morality, Hygiene, Arithmetic, Woodwork and Bricklaying. The subjects taught, contributed directly towards the achievement of the general objectives of the missionaries, namely, evangelisation and conversion of Africans.

Most of the missionaries who came to Africa were not educationists in the first place. Many of them were preachers or farmers back home, with little pedagogical skills in

formal education. Snelson (1974:269) acknowledges the poor educational background of missionaries by stating that:

Few of the missionaries were trained educationists and the schools they provided were very crude affairs, modelled largely on the charity schools which the churches ran in the nineteenth century.

They needed not be as well educated as their counterparts at home because part of their general objective was to “replace the standards of African traditional culture and more with the civilised living of the Western world” (Snelson 1974:269).

Like in many African countries, therefore, formal education in Zambia dates back to the activities of Christian missionaries as a response to the Lord Jesus Christ’s command, “Go and teach the Gospel to all nations” (Mt 28:19). The missionaries realised that in order for evangelisation to succeed in Africa, they had to introduce elementary schools on all mission centres. 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, 1999:27). Thus, schools became an important tool for the process of evangelisation, character formation and vocational training. Later, the missionaries and colonial governments went into partnership in safeguarding the future of educational development in Africa (Snelson: 1990).

Up to the end of the Second World War (1945), missionaries supported the large majority of schools in the country. Thus, during the pre-colonial period formal

education in Zambia originated mostly through the work of Christian missionaries (Mwanakatwe: 1968). The colonial government began to show interest and set guidelines for African education based on the Phelps-Stokes Report (1924). However, the education of that time operated on a dual school system, one for the Europeans and the other for Africans. Africans were denied the kind of education, which would enable them to compete with the Europeans for high jobs. Above all, the colonialists feared revolt from Africans if they became too enlightened.

A settler of 40 years' standing put it this way in 1938;

Education should be available to the native, but only as far as his economic position warrants. It should not be in advance of his position as this might tend to develop a class of 'Babu' natives - all book learning and no desire to work - dissatisfied with their position and a nuisance to everybody else (Coombe, 1968 :393).

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).

2.2 Phelps-stoke commission on education

The greatest change in the sphere of schooling for an African slowly began to take shape with the recommendations made by the Phelps-stoke Commission of 1924. The Commission was primarily set to research and make recommendations on the

type of education being offered to an African and what type of people could offer it. The parliamentary White Paper of 1925 on Educational Policy in British Tropical Africa was consequently issued. It recommended among other things;

...to raise the standards alike of character and efficiency of the bulk of the people and that education given to an African should be determined not by the needs of the traders, settlers, administrators and missionaries, but by the welfare of the natives.

Major changes to the type of education to be given to an African were made in the Education Code of 1962. The Code stated the following recommendations:

1. The registration of all teachers, without which no person was allowed to teach in the schools of the Colony;
2. The order to obtain government permission for the opening of new schools, and the right of the Governor to close those considered ineffective or unnecessary;
3. The setting of minimum wages for teachers;
4. The creation of Mission Supervisors of Schools who received grants-in-aid for their services to Assisted Schools;
5. The assurance of mission representation on the Board of Education.

It is from this background that we begin to see a change in the form of education given to an African.

2.3 Munali secondary school in colonial times

A measure of secondary schooling for Africans had been included in Northern Rhodesia's first official scheme of educational expansion, drafted in 1928 by the Director of Native Education, Geoffrey C. Latham. The onset of the financial depression in 1931 compelled the Governor of the colony to postpone Latham's amended scheme even before it had been approved by the Colonial Office. With its loss of means the Northern Rhodesia Government appeared to have lost the will to extend the African school system beyond the primary stage. A new generation of officials approached the question of Secondary education reluctantly, as though the Latham scheme had never existed. By the end of 1936 there were still no secondary classes for Africans in the territory and no policy to create them, but a movement of opinion had begun, and one or two senior officials had spoken strongly in favour of providing secondary schooling for a few students outside the country. Although no one in or out of government was yet aware of it, a policy for African secondary education was in the making (Coombe 1968:365).

It is worth pointing out that the incipient policy on secondary education in Northern Rhodesia then depended more on external stimuli than local initiative, a state of affairs which resulted from the territory's acute financial insecurity, an administrative hiatus in the Department of Native Education, and a pervasive sense of misgiving about the necessity for secondary education for Africans (*Ibid*).

Until 1937 no published document of the Secretary of State's Advisory Committee on Education in the Colonies dealt at length with schooling beyond the elementary stage, so that there existed no readily available, authoritative, and detailed exposition

of policy on post-primary education to goad or encourage colonial educators, according to their inclinations. On the other hand, the committee recognised from the outset of its work that an exclusively elementary education system would not meet a colony's every need (Coombe, 1967:191). In May 1939, African secondary education was mentioned in the Legislative Council in the debate on the African Education Ordinance (*Ibid*).

Munali secondary school was the first government secondary school in the Central African field. It was expanding slowly in the early days of its inception but later became a renowned secondary school in Northern Rhodesia. Mwanakatwe (1968:27) states that:

Through the effort and devotion of the Principal, Clifford Little, Munali became a household name. Its reputation in Northern Rhodesia and in many African countries was famous because it became the *alma mater* of the nation's distinguished scholars.

Before the struggle for independence it was a common phenomenon for African states to have national schools such as Achimota Secondary School, formerly Prince of Wales College in Accra, Ghana, which was established in 1927. Ezewu (2003) states that Achimota educated many African leaders including Kwame Nkrumah, Dr. Kofi Abrefa Busia, Edward Akuffo-Addo, Jerry John Rawlings all of whom are former Heads of State of Ghana. Other African Heads of State educated at Achimota are Robert Mugabe of Zimbabwe and Alhaji Sir Dauda Jhawarra, the first Head of

State of Gambia. The motto of the school was *Ut Omnes Unum Sint* which means *that all may be one*. This was the abiding philosophy of the founders of the school; starting in the context of school life, black and white, male and female should integrate and combine for the good of all. The school was to provide general secondary education, teacher training and technical education to male students. Today, Achimota is made up of a Primary, Junior Secondary and the Senior Secondary Schools. Of these the senior secondary school has largely inherited the legacy of the original Prince of Wales (<http://www.achimota.edu.gh/>).

The national schools were common and have continued to date. These national schools were for all the privileged Africans to attend. Scotter et al. (1991) show that a large number of those who went to these secondary schools were the ones with well educated parents. In some countries such schools have been maintained. For example, Mangu High School, Alliance Boys High School, Loreto Limuru High School and Kenya High School in Kenya (Kibera, 2007).

2.4 Munali Secondary School in the post colonial times

From the time of independence in 1964, the guiding principle in development policies in Zambia was the establishment of state control of all areas of public life and free or subsidised provision of basic services by a socialist state. Thus, the government introduced a centralised and free education system that was controlled from the Ministry of Education headquarters in Lusaka. The virtual monopoly exercised by the government over the provision and management of education had several negative consequences. They included failure to tap valuable human and financial resources available in the non-governmental sector, great restriction of

parents to participate in the running of schools and the right to choose the type of education they wanted for their children and encouraging the oppressive culture of over-dependency on the state and eventually it increasingly became difficult to provide education in either the quantity and the quality that the society and individuals needed (MoE, 1996).

In 1991, Zambia had its second multi-party political elections and the third Republic came into existence and ushered in a liberal democracy. Liberal democracy meant a decentralisation and devolution of political and economic powers along with the provision of social services. The current policy on education in Zambia is defined in the National Policy Document of 1996 (MoE, 1996). The policy recognises the basic right of every Zambian to good quality education. The document also states that the government has a duty to promote the highest standard of education and learning for all giving attention to various interdependent factors including the quality of the curriculum, teaching and assessment, the quality of teachers in schools and the planning process.

Munali pupils were well informed in political matters in the commonwealth. In 1959 the school was closed because of a serious riot. Worth noting is the fact that there were many other schools that experienced riots. Pupils were expressing dissatisfaction with the British hegemony in the territory. Since independence Munali Secondary School remained a boarding school bringing together pupils from all over Zambia until the 1980s when it became a day school.

Munali is currently divided into three schools namely, Munali Boys High School, Munali Girls High School and Munali School for the Deaf and Blind. The boys section at the time of the study was managed by a Mr. Chinkata and a Mrs. Ndlovu while the girls' section was managed a Mrs. Sumbwa and a Mrs. Chanda.

2.5 Munali Girls High School

Munali Girls High School was opened on the 5th of January, 1994. The decision to create a separate school was conceived mainly because of administrative convenience as Munali Secondary School had become too big to be managed by one head teacher. With the advent of the notion of equal opportunities for boys and girls, the decision was given added impetus. To that end, some of the former boarding houses were converted into administration and classroom blocks for a separate school to enrol both sexes.

At the time of writing this dissertation the school was under the leadership of Mrs. Sumbwa with Mrs. Chanda as her deputy. The school has set the building of two laboratory blocks the immediate priority. The total enrolment stands at 1,200 for the regular and 400 for the Academic Production Unit (APU). The APU programme is basically there to allow the many girls who have no chance of attending the morning sessions and those who have not acquired the marks required for entry into grade ten. As Cheyeka (2008) explains:

APUs addresses the current problem of education deficit in Zambia. APUs also appear to serve as a second chance of obtaining formal schooling for those who are squeezed out of the system because of not

having passed, but because of not having met the cut-off point, a measure institutionalised by the Ministry of Education due to lack of space in schools and lack of schools

For the regular pupils there are eight classes in each stream, making Munali girls a super grade one school. The programme has helped many parents who want their children to go to school, pass their examinations, get certificates and become employed after some training or higher education. Moreover, some children as well, want to go to school despite their intellectual challenges. They want to repeat as many times as their parents would manage to pay the fees until one day they get better grades. Generally, the APU programme at Munali is responding to various needs of society and individuals.

2.5.1 School curriculum

The school has five departments namely, Languages, Natural Sciences, Expressive Arts, Mathematics, Special Education and Guidance and Counselling. The Subjects offered are English, French, Mathematics, Geography, History, Biology, Agricultural sciences, Physical science, Physics and Chemistry, Technical Drawing, Home Economics, English Literature, Religious Education and Civic Education.

2.5.2 The school library

The library is the heart and soul of any learning institution. It was opened in 2006. It continues to be a fountain of knowledge for pupils. According to the school managers, the reading culture has grown tremendously ever since. To augment the efforts of the school, the Forum for African Women Educationalists in Zambia's

mobile library visits the school regularly. Additionally, the Children International through the Family Health Trust donates books to the school library.

2.5.3 The computer laboratory

The school is fully connected to the Internet and has a computer laboratory with computers donated by the Seattle Academy of the USA. In all, the school has 45 computers. The laboratory is open from Monday to Friday between 08 hours to 17 hours to both pupils and teachers for the express purpose of academic research.

2.5.4 Directorate of open and distance education

The school has opened classes under the auspices of the Ministry of Education to cater for students who want to pursue a course of study leading to the 'O' level qualification. People are free to enrol regardless of sex and age.

Summary

This chapter looked at the development of Munali Secondary School and the subsequent creation of Munali Girls High School. One point is worth making. Munali Secondary School was the first secondary school for Africans in the whole of Central Africa. So, it is a historical school. The chapter has also lucidly outlined how Munali Girls High School was created. After discussing the research design, which begins on the next chapter, the researcher will focus on the Munali Girls High School to report perceptions of the split of Munali Secondary School and the ratings of the Munali Girls High School.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the methods that were used in this study. It describes the research design, population and sample size, sampling procedure, research instruments, and validity of the instruments and data collection techniques. It informs the reader how data were solicited and collected from sampled population, informants and the public.

3.2 Research design

For this research being reported the methodological approach that was employed in the study was largely a qualitative research design. A survey strategy was employed which brought in some qualitative method as well. The qualitative methodology places emphasis on exploring the richness, depth and complexity of phenomena. Broadly defined, it means “a research strategy that usually emphasises words rather than quantification in the collection and analysis of data” (Bryman, 2008:366).

The nature of the study was historical case study which Robson (1993: 148) defines as “a strategy for doing research which involves an investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence.” In this case, the researcher chose to study the phenomenon of Munali Secondary School and the community around the school from the time the school was split. Furthermore, the approach had been picked because it is flexible and can easily be used in different contexts. “It is defined solely in terms of its concentration

on specific historical case and its context” (*ibid* 149). In addition, Best et al (2008) postulate that a case study is a way of organising social data for the purpose of viewing social reality. History is used to understand the past and to try to understand the present in light of past events and development. Best et al (2008) argue that historical analysis may be directed towards an individual, an idea, a movement, or an institution. People cannot be subjected to historical investigation without some consideration of their interaction with the ideas, movements and institutions of their times. The historical case study probes deeply and analyses interactions between the factors that explain present status or that influence change.

The proper selection of one’s participants for the research cannot be overemphasised. In selecting the type of people to be interviewed, the researcher employed purposive sampling. This enabled the researcher to get people who had the information and experience to answer a set of research questions. “In purposive sampling, researchers hand-pick the cases to be included in the sample on the basis of their judgement of their typicality, in this way, they build up a sample that is satisfactory to their specific needs” (Cole 1989:89). Ary et al (1996) are even more apt when they point out that in purposive sampling, the researcher should choose samples which can provide maximum insight and understanding of what is being studied.

Qualitative data were collected using structured interviews. Quantitative data were collected by use of questionnaires. Respondents were the people around the community who witnessed the split of Munali Secondary School. Interviews were

administered to the School Managers of the school; teachers and the Ministry of Education officials.

3.3 Target population

The study target population from which the sample was drawn consisted of personnel from the Ministry of Education, administrators, teachers, current and former pupils, parents and members of the school board. It was from this population, that a sample was drawn, which adequately represented the population.

3.4 Sample

The sample comprised sixteen (16) local people, twenty-five (25) parents, twenty-eight (28) former school pupils, sixty-five (65) current pupils, forty (40) members of staff and ten (10) Ministry of Education officials. Purposive sampling was used to sample the teachers and pupils. Gay (1996) argues that in case studies participants are often selected because they are typical or particularly interesting. Purposive sampling allows the researcher to select those participants who will provide the richest information and most interesting to the researcher.

Furthermore, snowball sampling was used to select the former pupils. Best et al (2008) assert that in this technique, the researcher uses a few extant subjects to identify other individuals who might be appropriate for the study. This continues with the new subjects and so on until the researcher has a sufficient sample size.

Table 1 below shows the summary of the sample.

Table 1: Summary of the population sample

Type of respondents	Sex		
	Male	Female	Total
Education Officials	4	6	10
Administrators	1	3	4
Teachers	16	20	36
Local people	6	10	16
Parents	10	15	25
Former Pupils	13	15	28
Current Pupils	30	35	65
Teachers	15	25	40
Total	95	129	224

3.5 Data collection instruments

This study used four instruments for collecting data namely, questionnaires, interview guides, focus group discussion guides and observation schedules. These were used to collect data to answer the major questions of the study. Questionnaires and interview guides were used for background information and to answer questions raised on each objective. Observation schedules were used for triangulation purposes to supplement the information given in the questionnaires and interviews on the split of Munali Secondary School.

The questionnaires were administered to the head teachers, deputy head teachers, heads of departments, teachers, former and current pupils of the school. Using this

instrument for this group was advantageous because it is from a large group of respondents who could be reached within a short time with lesser costs. Moreover, questionnaires generate data in a very systematic and ordered fashion (White: 2000). The interviews were used to collect primary data from the Ministry of Education officials. The interviews were also used to generate information on the general perceptions of the people towards the split of Munali Secondary School.

3.6. Questionnaires

Questionnaires were open-ended. These were used to collect information from pupils, heads of departments and teachers. Questionnaires were preferred for this group of respondents because they formed a large group of the sampled population. Above all, as Sarantakos (1996: 159) puts it “questionnaires are advantageous because they can collect objective, consistent data and can give respondents time to consult files and are a uniform measure”. Thus they can collect data in a systematic and ordered fashion (White, 2000). Each questionnaire had introductory remarks to introduce the study and to give an assurance to the respondents that the information that was collected would be held with utmost confidentiality.

Questionnaires for Current pupils

The questionnaire was used to obtain information about the respondent’s views about the split of Munali High School.

Questionnaires for teachers

The teachers' questionnaire was designed to collect data about the respondents and their perceptions of the split of Munali High School. The questionnaire also included the investigation of the advantages and disadvantages.

3.6.1 Interview schedules

One interview schedule was designed which was used to conduct interviews by the researcher to collect information from the Ministry of Education officials and parents in order to give answers to the research questions of this study. Although this technique of data collection was time consuming, it was effective as it helped the researcher to explore the respondents' answers for supplementary valuable information for the research. Moreover, it was the right instrument for collecting information from some parents who did not know how to write and read in English. Thus, in such cases the researcher used the local language in which most of the parents expressed themselves more clearly and confidently.

Patton (2002) identifies three ways of collecting interview data namely: the informal conversation interview, the general interview guide approach and the standardised open-ended interview. The informal conversation interview method employs a random generation of questions in the natural flow of an interaction. The second one, the general interview guide approach involves outlining a set of questions that are to be looked into with each respondent before the interview begins. Interview guide entailed that issues to be covered were outlined in advance but as the interviewer, I had to decide on the wording of the questions and the course which the interview took (Hansen, 2002).

While the major research method used was face-to-face interview, the open ended method especially during the interview time was also employed. This way, the researcher managed to explore some concepts which were raised during the interviews and which were not part of the interview guide. Kvale (2008) highlights the importance of the interview because of its tendency to move away from seeing human subjects as being manipulable and data as being external to individuals.

3.6.2 Documents analysis

Having in mind that the purpose of the research was to also understand the shared meaning given to the creation of Munali Girls High School out of Munali Secondary School, the researcher saw the need of confirming some of the ideas, views and perspectives from the informants through documents.

Document analysis mainly concerns written texts and material which relate to the topic in question (Alibeb, 2002). The documents being referred to are written materials from Munali girls and boys high schools. These documents took different forms such as educational reports and journals, circulars and project reports and magazines. The advantage of this method is that it is non-reactive and not prone to changes. Necessarily, information which fitted in the objectives of the research work was compiled and used accordingly. Documents and records were mostly used in confirming some of the information obtained through interviews such as dates and names of significant participants in the life of the school. Particularly, the major reasons for the split of the school. Thus document analysis served as a triangulation strategy in its own right.

No single method ever adequately solves the problem of rival causal factors. Because each method reveals different aspects of empirical reality, multiple methods of observations must be employed. This is termed triangulation. All in all the researcher followed the principle that multiple methods should be used in every investigation (Best et al:2008 :28).

3.6.3 Validity and reliability of the instruments

Judd Smith and Kidder (1991) cited in Alibeb (2002:53) defined validity as the degree to which the chosen methods measure and describe the phenomena being examined. Reliability concerns itself with the degree to which the analysis or findings are dependable in the sense that they can be replicated. Qualitative researchers advocate for the use of alternative criteria when analysing research finding. These include trustworthiness, dependability and authenticity (Denzin and Lincoln, 2000). I was therefore truthful in my reporting.

3.7 Data collection procedures

The researcher made a tentative plan for school visits and made appointments with the school managers well in advance so that the respondents were found within reach on the day of the visit. During the visits questionnaires were distributed, completed then the researcher collected. Interviews were done with respondents on the agreed days and time. Because of limited time some interviews with parents were conducted over weekends. For the observations, the researcher sort permission in order to visit different departments and access the school files to supplement the data collected respondents.

3.8 Data analysis

The data collected was organised in different forms such as notes, charts and tables. The underlying factor was that data should speak for itself. The researcher tried as much as possible to maintain an open mind throughout the research process especially during data analysis. Best et al (2008:353) point out;

data collected by the researcher should speak for itself ,
as far as possible, to maintain an open mind during the
analysis, minimizing any predetermined views or too
rapid foreclosure in views about the nature of the
categories of description. The researcher needs to be
willing to constantly adjust her/his thinking in the light
of reflection, discussion and new perspectives.

Each interview was analysed based on the development themes. This is the first step recommended by (Best et al: 2008) that data analysis should sort the perceptions, which emerge from the data collected, into specific categories of description. Data were first analysed by identifying major themes such as benefits of splitting Munali Secondary School to the community, the advantages and disadvantages among other themes and then the themes were assigned codes. The coded themes were then put into groups that corresponded with specific research questions and the narratives of informants added.

The major challenge was to find answers and trust worthy answers to the questions to the research questions. This was done by reading, re-reading and reading again the original scripts of the interviews and selecting relevant comments while removing

perceived repetitions. The final product was then presented in prose form which paid particular attention to experiences, observations and feelings of the respondents. In other words findings are presented as can be seen from the chapter of findings, in descriptive form, with quotations from field notes and narrative interpretations from interviews.

Qualitative data was analysed in terms of per centages so as to quantify the variables that I was pursuing to get opinions and views about. These are presented in table form and in pie chart form in one instance.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the study. The study was based on the research questions in chapter one. The presentations of the findings are presented in line with the objectives of the study. The objectives of the study were to: establish the perceptions of the pupils and society of the split of Munali Secondary School; ascertain whether or not the pupils and society at large have benefited from the split of Munali Secondary School; explore the implications of the split of Munali Secondary School; and analyse the reasons for the split of Munali Secondary School.

4.2 Results/Findings

Table 2: Views of teachers on Munali girls as a work place

Views	Frequency	Percentage
Good place to work at	8	18
Bad place to work at	37	82
TOTAL	45	100

The results in table 2: revealed that 37 (82%) of the teachers did not find Munali Girls a good place to work at while 8 (18%) noted that it was a good place to work. A further question was made as a follow up to the previous question so that the respondents could explain further. Those who said that Munali was not a good place to work at cited the conflict that existed between the two schools especially on the use of the physical infrastructure. Furthermore, others complained about the low calibre of pupils who were selected to Munali girls. Most of the teachers also

reported that there was no accommodation in the school to cater for all the teachers, which meant that most teachers commuted on a daily basis, which was expensive for them. Those who argued that it was a good place to work at looked at Munali girls high just as the many schools in Lusaka District.

Table 3: Average duration of former pupils at Munali secondary school.

Length of stay	Frequency	Percentage
Below 2 years	8	4
Between 2-3 years	45	25
Between 4-5 years	58	33
5 years and above	67	38
TOTAL	178	100

The results in table 3 indicate that a number of respondents amounting to sixty-seven (67) (38%) had been at Munali Girls High School for five years. This reveals that the majority of respondents of the former pupils had stayed at the school and gained some good experience and had a number of issues to share about the school. It is such a group that Okumbe (2001) refers to as being in the establishment stage, a stage when people strive to make an impact on society with their experiences. They are people who would share what would have been best for an idea, a movement or an institution of their time.

4.3 Advantages of the change of status from a national school to a local school

Another area that was researched in the study was the advantages of the change of the school status (Munali Secondary School) from the national school to a local school. The respondents reported that the pupils do not report late to school as they can easily walk to school for their lessons. Furthermore, there was quick communication between the school authorities and the parents whenever there was a case that required attention in the school.

Parents were divided on the question of boarding facilities. Asked if Munali girls should have become part of the Munali boys with boarding facilities, most parents expressed the view that they did not favour the idea of co-education. Munali boys should have remained as Munali boys whether boarding or no boarding. Other parents argued that boarding schools are cheaper in the long run because the parent does not have to provide money to the child on daily basis. Mothers felt comfortable with the new girls school because they would still have the girls in the home to help with house chores. And when challenged that they were going against the girl child rights, they argued that girls went to study during weekends “at least so they tell us” said one parent.

Another outcome of the splitting of the school was that it had increased access to high school education and the people around the school were becoming more and more caring for the infrastructure than before. This is evidenced by reduction in the cases of vandalism. Furthermore, the vulnerable children were able to attend school

without jumping on the omni buses which is an extra expense for the parents on the daily basis.

Another advantage of having the local pupils in the school was that it made it easier to understand their social and community problems, when they were sick parents were easily contacted.

4.4 Disadvantages of the change of status from a national school to a local school

The study also revealed some of the difficulties that the pupils around the school were facing. For example, some pupils were going home during break time and coming back to school a little drunk. One parent told me:

pupils have now taken the school rules in their own hands as you would see them everywhere at all times. You really wonder at times if there is learning going on in our education institutions especially the high school. Schools which were once outstanding with excellent discipline are now something else. Pupils are always on the move either entering the school premises or going out the school premises. You really wonder if there are any rules and teachers in our schools at all because only prefects seem to be running the schools.

Because of the shortage of accommodation in the school premises, some teachers live with parents of the pupils in the surrounding compounds. There was a hint that

some teachers had become “too familiar” with parents. So, when a disciplinary case appeared parents utilised their teacher friends to hush matters by convincing the school manager not to go further than punishment one parent reported that:

communication between parents and teachers is something that has to be desired by both parties. There is need to listen from each other without thinking that because they are educated (teachers), they cannot therefore listen to us who are not very educated or are of different professions. Teachers are there for the society and the child is the centre of their career. That is the reason we need to engage in constructive mutual communication. The discipline in our school is very bad and unpalatable for the society yet these pupils are expected to take up responsibilities in the society. The behaviour of some pupils definitely defeats the functions of education. The pupils must at all times respect the school authority.

My interpretation of this parent’s remarks is that he wanted teachers, parents and the school manager not to be meting out harsh punishment on indisciplined pupils

However, pupils feel they have other chances in life if they happen to loose their places at Munali Girls. It is different from the pre independent Zambia when there were very few schools and being in a secondary was a privilege. Mwanakatwe (1968) noted that:

the reason for the almost total absence of indiscipline in schools until a few years before independence are mainly sociological. First, it was a unique privilege for an African child to find a place at all in the first grade of a primary school, let alone to secure later another place in the fifth or seventh grade, because the shortage of places made them highly competitive. Each pupil knew that good behaviour at all time was insurance against forfeiture of a place in school. Today, educational opportunities are many and places in schools are no longer the privilege of a few.

This study also revealed that the split of the school had contributed to cases of pregnancies. With the introduction of the re-entry policy in 1997, which allows school girls who become pregnant to go on some 'leave of absence' and return after delivering, Munali Girls High School has experienced an increase in cases of pregnancy. Table 5 below illustrates the seriousness of the problem.

Table 4: Levels of cases of pregnancies 1998 to 2009

Year	Number of pregnant girls	Number that returned after delivery	Number that did not return
1998	-	-	-
1999	-	-	-
2000	-	-	-
2001	5	2	3
2002	4	2	2
2003	5	1	4
2004	4	2	2
2005	13	7	6

2006	17	9	8
2007	7	4	3
2008	22	9	13
2009	18	11	7

Source: School Records at Munali Girls High School

From the above table we see a small number of pupils becoming pregnant between 2001 and 2004. But there was a dramatic increase in 2005 and 2006. The sudden drop in 2007 was never accounted for by management. All I was told was “it just happened that way”. In 2008 and 2009, the number soared again. A few teachers strongly feel that the girls need a male school manager whom girls will fear.

The record of pregnancies is a concern to the school administration and the Parents Teachers Association. The question that begs answers is why are there more and more pupils becoming pregnant in the shadow of HIV and AIDS? When I inquired from the school administration, I was given to understand that the re-entry policy is the major reason.

Cases of beer drinking were also noticed in the records of the school. This is a new development in the history of the country. It is not a usual thing for girls, especially school going girls, to take alcohol.

There were few cases of pregnancies before the school was split as some girls were afraid to be laughed at by the boys in school if they fell prey to bad behaviours. A former Munali student had this to say:

Munali as a school has gone through different stages from a boys' national secondary school to a local boys day secondary school, then after that the school became a co-education school and with the euphoria of high school and the expansion of high schools, the school was split into Munali girls and boys high schools. And now since the government has put in place the re-admission policy for girls after delivery, the school has become worse in self-control and discipline for the girls.

Some teachers told me that the level of interest in learning is below average at Munali Girls High School. Most of the girls at Munali girls are those with low marks and generally their interest in education is very poor. The performance at grade 12 is generally poor. One respondent said that:

sometimes the children go to school late because of being burdened with a lot of house chores. The late attendance of school programmes are bound to have adverse effects on academic achievement.

I was informed by the school administration that a payment of Parents Teachers Association fees was very poor because the majority of pupils came from poor families. I wondered where the high achievers went. I was told that the best students

were selected by other schools such David Kaunda Technical High School, Kasisi Girls Secondary School and Hillcrest Technical High School among others.

The other contributing factor to the poor performance of the girls was that some subjects were not taught in Basic Schools. This made it difficult for pupils to cope with subjects like French and Computer studies. Some pupils came to meet subjects at High School which they had not done at basic school. In short, they came to do subjects without the foundations.

4.5 The benefits of the school to the local people

One of the research questions was to find out the benefits of the split of Munali Secondary School to the community. The study found out that the local community had greatly benefited from the split of Munali High School as it had helped provide the girls with a local school. One respondent noted that:

In the past the school was only for a few, generally coming from far distances. The school was meant to be a privilege of a few but now it has helped the local girls to attain high school education.

There was a feeling that the school has helped the girls to know that society gives them an equal opportunity which has been realised through the opening up of Munali Girls High School. Below is an illustration of the views of respondents on the question of advantages and disadvantages of the split of Munali Secondary School.

Figure 1: Whether there are some advantages in splitting the school

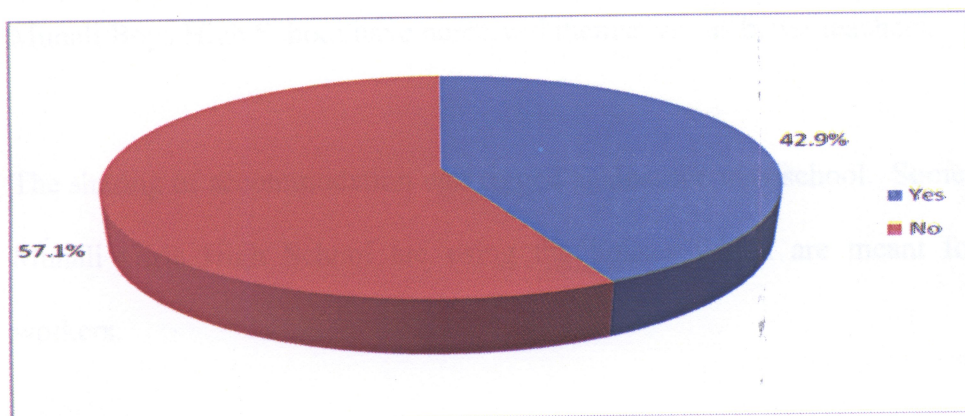


Figure 1 above shows that one hundred and five (105) (57.1%) of the respondents said that they found the split of the school advantageous while seventy-nine (79) (42.9%) of them were of the view that the splitting of the school had yielded some positive results in that it had enabled more girls to access secondary education.

4.6 Disadvantages of splitting the school

Respondent reported some disadvantages of over the splitting of the school, such as lack of high competition among the girls who did not feel ashamed when they failed their tests as there were no boys to laugh at them. The classrooms allocated to the girls school were below standards as they were hostels before the split. Additionally, furniture was not equally shared. Sharing of some school facilities such libraries, laboratories and other physical facilities have remained unresolved. One may therefore conclude that the poor performance of girls at the girls' school may be due to unequal allocation of resources and not necessarily due to non-intellectual endowment and lack of hard-work.

Another notable disadvantage reported was the tension between the teachers who had been at Munali Boys Secondary School and remained in the school and those who

had been relocated to the girls' school. Those who have remained at what became as Munali Boys High School have perceived themselves as better teachers.

The sharing of accommodation was rigged against the new school. Some teachers at Munali Girls High School are using the houses which are meant for auxiliary workers.

4.7 Reasons for splitting the school

Why was Munali Secondary School split into boys and girls high schools? The study revealed that there was growing demand for places in grade 10 especially for girls. The split also meant increasing access and opportunities for girls' education around Munali.

The school was also too big to be managed effectively. It became necessary to split Munali High School for easier administration. Furthermore, schools for girls in Lusaka were too far apart. Munali area needed to have a girls' school of its own.

4.8 Strategic plan for Munali girls high school

The strategic plan for Munali Girls High school is to provide equal and quality education for girls and provide a friendly environment and empower girls and give knowledge and skills to defend their rights and survive HIV/AIDS. The school also intends to further increase access to education by building more classrooms. There are also projects for alternative interventions for learning such as Directorate of Open and Distance Education, General Certificate of Education and Academic Production Unit. There are plans underway for capacity building of the teachers through staff

development programme and improving teacher retention scheme such as loan advances, housing and staff development programme. The school aims at facilitating the provision of the teaching and learning materials in order to provide an atmosphere for the pupils which will improve the reading culture among the pupils.

4.9 The school's motto

The Girls' school has maintained the original "Munali Secondary School Motto of "Only the best is good enough for Munali". Every teacher and student talked to expressed the view that Munali Girls High School pupils are not the best. Although there were a few brilliant girls, most of them were middle and low achievers. Some teachers argued that Academic Production unit had elbowed quality to the side because of the monetary benefits it provides.

4.10 Perspective of former Munali secondary school

I interviewed a number of ex-Munali boys of the early years especially the 1970s and 1980s. All my interviewees regretted what had become of their former school. They regretted the dilapidation and the introduction of girls into the school which eventually led to the creation of a girl's school. They wondered why a totally new school was not built on the site on which Mumana Basic School currently stands.

Another view that was reported was that neither Munali Boys High School nor Munali Girls High School would produce the kind of results that the original Munali Secondary School produced. There was some nostalgia I sensed about 'only the best is good enough for Munali'. My respondents argued that Boarding Schools produce some of the best results because of provision of study hours in the night. Indeed

some of the former pupils of Munali Secondary School described the phasing of the boarding facilities at Munali Secondary School as a disaster.

I interviewed an old man who had been to Munali Secondary School and senior to Mr. Rupiah Bwezani Banda, the republican president. He was a nationalist and had no kind words for President Frederick Chiluba's government (1991 to 2001). The old man argued that Chiluba's government had no regard for the things that Kenneth Kaunda treasured as national assets or heritage. The old man interpreted everything that had happened to Munali Secondary School as a scheme to humiliate Kaunda and his nationalisation policy.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The study revealed that the majority of teachers did not find Munali Girls a good place to work at. They were haunted by the conflict between the boys' school and theirs. Furthermore, the calibre of the pupils who were selected to Munali girls was below average. The study also established that there was no accommodation in the school that would cater for all the teachers which meant that some teachers were commuting on daily basis which became expensive for them.

The study revealed that there were a good number of pupils who did not report late to school as they were within walking distance. Furthermore, there was easy communication between the school authorities and the parents.

The study found out that some of the difficulties that the school administration was facing was that some girls around the school were going home during break coming back to school drunk. The study found out that the cases of indiscipline were becoming difficult to handle as some teachers were trivialising some disciplinary cases just because they knew the offenders' parents

The study also revealed that the split of the school had contributed to cases of pregnancies. There were fewer cases of pregnancies before the school was split as some girls were afraid to be laughed at by the boys in the school. The study also found out that most of the girls in the school were those with low marks and generally the education interest was so poor that the performance at grade 12 had

been affected. Some girls also argued that they had not become 'liberated' because they still cooked, cleaned the dishes and swept the house while their brothers went to play or to study. Some subjects that were not taught in Basic Schools made it difficult for a number of pupils to face the demands of some subjects like French and Computer studies that had been imposed on them.

Overall, many teachers had benefited from the split being reported due to the vacancies in different positions which they had now filled, such as School Manager, deputy school manager and heads of departments and new teaching positions. Furthermore, some parents were able to exercise their leadership qualities in the administration of the school through High School Boards and Parents and Teachers Association.

In concluding this research report I would like to state that although most of the respondents expressed the view that Munali Secondary School ought to have been left as it was for historical considerations, the split had nonetheless benefited the girl-child. The splitting of the school had increased access to high school education for girls around the school.

5.2 Recommendations

Keeping in check all the information obtained during the field the following recommendations are in order:

- Lusaka city still needs a number of high schools for girls.
- The school management, teachers and parents should address the problems of poor results and indiscipline in the school.

- The school physical facilities at Munali Secondary School were not properly shared between the two schools. There is need for the government therefore, to fund the Munali Girls High School so that the different facilities which are not in the school can be constructed.
- The Munali Ex-students and Partners Association (MESPA) which was launched on 5th June 2010 under the patron of Dr. Kenneth Kaunda should help raise funding for the rehabilitation of Munali Boys and Girls high schools.
- The launch of MESPA was preceded by what was dubbed as ‘walking back to Munali’. This walk helps us underscore the historical significance of the two Munali High Schools today and therefore, to give the two schools historical publicity to the extent that the two schools become something of ‘heritage site’.

REFERENCES

- Alibeb, S. (2000). **“The Relationship between Traditional values and schooling: A Case Study of Education in the Sudan, with particular reference to the Southern Sudan.** Masters thesis, Oslo University college.
- Ary, E. Et al (1996). **Introduction to Research in Education.** New York: Harcouth Brace college Publishers.
- Bellantine J. (2000). **Schools and Society: A Reader in Education and Sociology:** California. Palo Atto.
- Best W.J and Kahn J. V (2008). **Research in Education:** New Delhi. Prentice-Hall.
- Bryman, A (2008). **Social Research Methods.** Oxford: Oxford University Press.
- Carmody, B. (2004). **The Evolution of Education in Zambia.** Lusaka: Bookworld.
- Carmody, B. (1999). **Education in Zambia: Catholic Perspective.** Lusaka: Bookworld.
- Cheyeka, A. (2005). “Assessing Academic Production Units in Zambian Schools from Pupils’ Perspective: A Case Study of Munali High School”, in **Nkrumah Journal of Research in Education**, No. 3, pp. 65-82.

- Cole, M. (ed) (1989). **Education for Equality: some Guidelines for Good Practice**: London. Routledge.
- Coombe, T (1967). "The Origins of Secondary Education in Zambia Part I: Policy making in the Thirties". **African Social Research**, 3, pp. 173-205.
- Coombe, T (1967). "The Origins of Secondary Education in Zambia Part II: Anatomy of a Decision, 1934-1936; **African Social Research**, 4, pp. 283-315.
- Coombe, T (1968). "The Origins of Secondary Education in Zambia Part III: Anatomy of a Decision, 1937-9' **African Social Research**, 5, pp. 365.
- Datta, A. (1987), **Education and Society: A Sociology of African Education**, HongKong. Macmillan.
- Denzin, N. and Lincoln. Y. (2000). **Handbook of Qualitative Research**. Thousandsoarks: Sage Publications.
- Gay, L. R. (1996). **Educational research: competencies for analysis and application** New Jersey: Prentice Hall.
- Hansen, B. (2002). 'Transformation of Education in South Africa – The Issue of Empowerment'. **Masters' thesis**. Oslo University College.

- Karabel, J and Hasley, A. H (1977). **Power and Ideology in Education**. New York: Oxford University Press.
- Kaunda K. D. (1973). **Letter to My Children**. London: VERITAS.
- Kelly M. J. (1999). **The Origins and Development of Education in Zambia: From Pre-Colonial Times to 1996**. Lusaka. Image Publishers Limited.
- Kibera, M (2007). **Fundamentals of Sociology of Education**: Nairobi. Nairobi University Press.
- Kvale, S. (2006). **Interviews: Learning the Craft of qualitative Research Interviewing**. London: Sage Publications.
- MoE(1996). **Educating Our Future: National Policy on Education**: Lusaka. Zambia Publishing House.
- Munali High School (2007). **History of the School: Munali Girls High School**.
- Mwanakatwe, J. (1968). **The Growth and Development of Education in Zambia Since Independence**. Oxford: Oxford University Press.
- Omenka, I.B. (1989). **School in the Service of Evangelism**. Leiden, New York K benhavn K ln: E.J. Brill.

Patton, Q. M. (2002). **Qualitative Research and Evaluation Methods:** London.
Sage Publications.

Sarantakos, S. (1993). **Social research. Melbourne:** Macmillan Education Australia
Ltd.

Scotter, R et al (1991). **Social Foundations of Education:** Boston. Allyn and Bacon.

Snelson, P. (1990). **Educational Development in Northern Rhodesia 1883-1945:**
Lusaka. Kenneth Kaunda Foundation.

White, B. (2000). **Dissertation skills for business management students.** London:
Continuum.

APPENDICES

Appendix 1

**THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION**

QUESTIONNAIRE FOR CURRENT AND FORMER PUPILS

The purpose of this study is to gather information about the splitting of Munali Secondary School into Munali Boys and Munali Girls High Schools. The information you will provide is only for academic purposes. Please do not indicate your name and feel free to express yourself. Tick the appropriate place for your answer.

SEX: Male..... Female.....

1. How many years have/were you (been) at Munali?
 - a. Below 2 years
 - b. Between 3 to 5 years
 - c. 5 years and above

2. Mention some of the advantages of having local pupils from the surrounding community at your former school.
 - a.....
 - b.....
 - c.....

3. Mention some of the disadvantages of having pupils from the surrounding community at your former school.
 - a.....
 - b.....

c.....

4. Mention some of the advantages of the separation of boys and girls at Munali.

a.....

b.....

c.....

5. Are there any advantages of splitting Munali High School?

Yes [] No []

Explain your answer.....

.....

6. Is it easy to get a place at Munali Girls High School?

Explain your answer.....

.....

Appendix 2

THE UNIVERSITY OF ZAMBIA DEPARTMENT OF PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION

QUESTIONNAIRE FOR ADMINISTRATORS

The purpose of this study is to gather information about the of splitting of Munali Secondary School into Munali Boys and Munali Girls High Schools. The information you will provide is only for academic purposes. Please do not indicate your name and feel free to express yourself. Tick the appropriate place for your answer.

SEX: Male [] Female []

1. Highest professional qualification
 - a. Secondary School Diploma\
 - b. Advanced Diploma
 - c. Bachelors Degree
 - d. Others specify
2. How many years have/were you (been) at Munali?
 - a. below 2 years
 - b. Between 3 to 5 years
 - c. 5 years and above
3. Mention some of the advantages of having local pupils from the surrounding community at this school.
 - a.....
 - b.....
 - c.....
4. Mention some of the disadvantages of having pupils from the surrounding community at your this school.
 - a.....
 - b.....
 - c.....

5. Do you think it was an advantage separating of boys and girls at Munali.

Yes [] No []

Explain your answer.....
.....

6. Is it easy to get a place at your school?

Explain.....
.....
.....

7. How do pupils perform at grade twelve?

Very good []

Good []

Average []

Very poor [].

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

8. What is the mission statement of this school?

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

9. How are you trying to implement the mission statement?

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

10. What were the reasons of splitting the School?

.....
.....

11. What are some of the strategic plans for your school?

a.....
.....
.....

b.....
.....

.....

c.....

.....

.....

d.....

.....

.....

e.....

.....

.....

Appendix 3

**THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION**

QUESTIONNAIRE FOR TEACHERS

The purpose of this study is to gather information about the of splitting of Munali Secondary School into Munali Boys and Munali Girls High Schools. The information you will provide is only for academic purposes. Please do not indicate your name and feel free to express yourself. Tick the appropriate place for your answer.

SEX: Male [] Female []

1. Highest professional qualification
 - a. Secondary School Diploma\
 - b. Advanced Diploma
 - c. Bachelors Degree
 - d. Others specify

2. How many years have/were you (been) at Munali?
 - a. below 2 years
 - b. Between 3 to 5 years
 - c. 5 years and above

3. Mention some of the advantages of having local pupils from the surrounding community at this school.
 - a.....
 - b.....
 - c.....



4. Mention some of the disadvantages of having pupils from the surrounding community at your this school.
 - a.....
 - b.....
 - c.....
5. Mention some of the advantages of the separation of boys and girls at Munali.
 - a.....
 - b.....
 - c.....
6. Mention some of the disadvantages of splitting Munali High School.
 - a.....
 - b.....
 - c.....
7. Is it easy to get a place at your school?
 Explain.....

8. How do pupils perform at grade twelve?
 Very good []
 Good []
 Average []
 Very poor [].
 Give reasons for your answer.....

9. What is the mission statement of this school?

10. How are you trying to implement the mission statement?

11. What were the reasons of splitting the school?

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

12. What are some of the strategic plans for your school?

a.....
.....
.....

b.....
.....
.....

c.....
.....
.....

d.....
.....
.....

e.....
.....
.....

Appendix 4

INTERVIEW SCHEDULE FOR MINISTRY OF EDUCATION OFFICIALS

1. What is your highest professional qualification?
 - a. Secondary School Diploma
 - b. Advanced Diploma
 - c. Bachelor Degree
 - d. Masters Degree
 - e. Others, Specify.....
2. What are some of the advantages of having pupils from the surrounding community at Munali High School?
3. What are some of the disadvantages of having pupils from the surrounding community at Munali High School?
4. Are there some advantages of splitting Munali High School? Yes/No
Explain your answer.
5. What measures do you think should be taken to improve access of Munali boys and girls?
6. How do pupils perform at grade twelve?
Very good [], Good [], Average [], Very poor [].
Give reasons for your answer.
7. What were reasons of splitting Munali Secondary School?