

THE EFFECTS OF SHORTAGE OF TRAINED TEACHERS ON THE  
PROVISION OF EDUCATION IN BASIC SCHOOLS IN KAZUNGULA  
AND LIVINGSTONE

BY

ALFRED MUDENDA

THESIS  
M. ED.  
MUD  
2006  
C.1

A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
AWARD OF THE DEGREE OF MASTER OF EDUCATION IN  
EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF ZAMBIA  
LUSAKA

2006



© 2006 by Alfred Mudenda.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publisher.

## TABLE OF CONTENTS

<b>Table of Contents:</b> .....	<b>i</b>
<b>Declaration:</b> .....	<b>iv</b>
<b>Approval:</b> .....	<b>v</b>
<b>Acknowledgements:</b> .....	<b>vi</b>
<b>List of tables:</b> .....	<b>vii</b>
<b>Dedication:</b> .....	<b>v</b>
<b>Abstract:</b> .....	<b>ix</b>
<b>CHAPTER ONE</b>	
<b>1.0. Introduction:</b> .....	<b>1</b>
<b>1.1. Background:</b> .....	<b>2</b>
<b>1.2. Statement of the Problem:</b> .....	<b>4</b>
<b>1.3. Purpose of the study:</b> .....	<b>5</b>
<b>1.4. Objectives of the study:</b> .....	<b>5</b>
<b>1.5. Research Questions:</b> .....	<b>5</b>
<b>1.6. Significance of the study:</b> .....	<b>6</b>
<b>1.7. Limitation of the study:</b> .....	<b>6</b>
<b>1.8. Definition of key terms:</b> .....	<b>7</b>
<b>1.9. Summary:</b> .....	<b>8</b>
<b>CHAPTER TWO</b>	
<b>2.0. Literature Review:</b> .....	<b>9</b>
<b>2.1. Introduction:</b> .....	<b>9</b>
<b>2.2. Literature Reviewed:</b> .....	<b>9</b>
<b>2.3. Zambian Situation:</b> .....	<b>9</b>
<b>2.4. International or Global:</b> .....	<b>19</b>
<b>2.5. Summary:</b> .....	<b>22</b>

### CHAPTER THREE

3.0. Introduction:.....	23
3.1. Research Design:.....	23
3.2. Population:.....	25
3.3. Sample:.....	26
3.4. Sampling Techniques:.....	26
3.5. Research Instruments:.....	27
3.6. Data Collection:.....	27
3.7. Validity an Reliability:.....	28
3.8. Data Analysis:.....	29
5.2. Summary:.....	30

### CHAPTER FOUR

4.0 Presentation of Research Findings:.....	31
4.1. Introduction:.....	31
4.2. Sex of Respondents:.....	31
4.3. Age of Respondents:.....	31
4.4. Classification of Respondents:.....	32
4.5. Marital status:.....	32
4.6. Highest Qualification for Respondents:.....	33
4.7. Residential Address:.....	33
4.8. Basic Schools:.....	33
4.9. Shortage of Trained teachers:.....	34
4.10. Managers:.....	35
4.11. The effects of shortage of Trained Teachers:.....	36
4.12. Trained Teachers:.....	38
4.13. Partners and their views:.....	39
4.14. Community Leaders:.....	41
4.15. Combined Classes:.....	42
4.16. Quality Education:.....	44
4.17. Roles:.....	45

<b>4.18. Other observations:.....</b>	<b>46</b>
<b>4.19. Summary:.....</b>	<b>47</b>

**CHAPTER FIVE**

<b>5.0. Discussion of Findings:.....</b>	<b>48</b>
<b>5.1. Summary:.....</b>	<b>64</b>

**CHAPTER SIX**

<b>6.0. Introduction:.....</b>	<b>66</b>
<b>6.1. Conclusions and Recommendations:.....</b>	<b>66</b>
<b>6.2. Conclusions:.....</b>	<b>66</b>
<b>6.3. Recommendations:.....</b>	<b>71</b>
<b>6.4. Conclusion:.....</b>	<b>73</b>
<b>Bibliography:.....</b>	<b>75</b>

**APPENDICES**

<b>Appendix A: Questionnaire for Community Leaders:.....</b>	<b>79</b>
<b>Appendix B: Questionnaire for Managers in Lusaka:.....</b>	<b>82</b>
<b>Appendix C: Questionnaire for Managers in Southern Province:.....</b>	<b>86</b>
<b>Appendix D: Questionnaire for Managers and Class teachers in Southern Province:.....</b>	<b>90</b>
<b>Appendix E: Interview schedule:.....</b>	<b>94</b>
<b>Appendix F: Letter of Introduction:.....</b>	<b>96</b>

**DECLARATION**

I, Alfred Mudenda, do solemnly declare that this dissertation represents my own work, which has not been submitted for a degree at this or another University.

EXAMINERS' SIGNATURES

SIGNED: *Alfa* ..... DATE: *31-01-07* .....

DATE: *31,01,07* .....

SIGNED: *[Signature]* ..... DATE: *31/01/07* .....

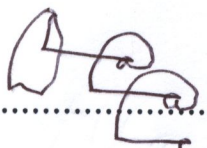
**APPROVAL**

This Dissertation of Alfred Mudenda is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Education Administration by the University of Zambia.

Thanks also go to the Ministry of Education for granting me the leave to undertake the study.

Thanks also go to all the people too many to mention, in both Lusaka and Southern Provinces who contributed in various ways in making this study a reality.

**EXAMINERS' SIGNATURES**

SIGNED:  DATE: 31.01.07

SIGNED:  DATE: 31/01/07

SIGNED:  DATE: 01/02/07

## **ACKNOWLEDGEMENTS**

My gratitude goes to Dr. W.W. Chakanika my supervisor on this study. I thank him for the guidance and encouragement he gave me during my study period. I also thank Dr. J.R. Luangala for reading my manuscript and for his useful observations and comments.

Thanks also go to the Ministry of Education for granting me study leave and sponsoring the study.

I also thank Mr. A. Akakandelwa for analyzing data using the SPSS. My gratitude also goes to Ms. E. Mudenda for typing the dissertation.

Other thanks go to all the people too many to mention, in both Lusaka and Southern Provinces who contributed in many ways in making this study a reality.

## **DEDICATION**

I dedicate this dissertation to my wife Delly Kachemba Mudenda and our children: Miyanda Mudenda, Lweendo Mudenda, Beene Mudenda, Moonga Mudenda, Milimo Mudenda, Chipso Mudenda and my nephew John Moono.

I thank them for their support, encouragement, patience and love during the time I was at the University of Zambia undertaking this study.

## LIST OF TABLES

Table 1.	Female and Male respondents.....	31
Table 2.	Respondents' age group.....	31
Table 3.	Distribution of basic schools and teachers sampled in Kazungula District:.....	33
Table 4.	Distribution of basic schools and teachers sampled in Livingstone District.....	34
Table 5.	Shortage of trained teachers in rural and urban basic schools.....	35
Table 6.	Teacher factor, in the provision of quality education.....	44
Table 7.	Differences in performance between rural and urban schools.....	50
Table 8.	Not possible to give quality education without trained teachers.....	51

## **ABSTRACT**

This study investigated the effects of shortage of trained teachers on the provision of education in basic schools. The study was done in Livingstone and Kazungula Districts of Southern Provision. Livingstone District represented the urban environment, while Kazungula District represented the rural set up. The two districts were chosen on account of their proximity to the researcher's work place, meaning that this would cut down on travel expenses.

The two districts were sampled to allow for comparison on the degree of the effects of shortage of trained teachers between rural and urban basic schools. Objectives of the study were twofold; to assess the effects of shortage of trained teachers on the provision of education in basic schools; and to find out respondents' views on government's position to scale down on employment of trained basic school teachers since 2001.

In line with its objectives, the study tried to answer these questions: what were the perceived effects of shortage of trained teachers on the provision of education?; and how did respondents in the study perceive shortage of trained teachers in basic schools? The study had 206 respondents divided into four groups. These were education managers or administrators, community leaders, class teachers and unions. These were Basic Education Teacher's Union of Zambia (BETUZ) and Zambia National Union of Teachers (ZNUT).

To collect data, close and open ended questionnaires were used. Close ended questionnaires provided for yes or no responses as well as multiple choices. While semi-close questionnaires provided respondents with an opportunity for greater depth of self expression. Another method used to collect data was unstructured interviews. These are flexible, non-restrictive but guided discussions with respondents on a given topic. Interviews provided for a higher degree of self expression to the respondents on the topics in face to face settings. Additionally, interviews were used in the study because of their richness in collecting data. They allowed for free discussions supplemented by respondents' voice tone, body language and gestures.

Data analysis was done using two methods. These were statistical package for the social sciences (SPSS) and coding. Coding or classifying information into themes was done to information collected through interviews, while the information from questionnaires was analyzed though the SPSS generated tables, diagrams and percentages.

The findings were that: there was a shortage of trained teachers in basic schools in Southern Province, especially in rural districts such as Kazungula. The study attributed the aforesaid scenario to several factors including the following:

(a) the existing economic and social imbalance between rural and urban areas which has an attractive pull for teachers to remain in urban centres; (b) poor or lack of social amenities, social services and infrastructure in rural areas.

To the contrary, the study showed that urban areas enjoyed the best of the social services and facilities that lack in rural areas. The findings also revealed that many rural schools were distant from urban centers and that there were no adequate incentives for teachers working in rural areas. According to the study, one of the factors contributing to shortage of trained teachers was government's failure to employ enough trained teachers since 2001. Another factor was lack of sufficient incentives to motivate and retain trained teachers in rural areas.

The study also revealed a host of perceived and felt effects of shortage of trained teachers on the provision of education in basic schools. They included non provision of quality education to pupils, pupils' mass failure in grades 7 and 9 examinations, and non-acquisition of literacy, numeracy, survival and life skills by pupils.

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

This study set out to investigate the felt and perceived problem of shortage of trained teachers and its impact or effects on the provision of education in basic schools in Kazungula and Livingstone Districts. The rationale to conduct research on the problem mentioned above was that, it was generally observed by educationists and stakeholders in education that development of primary education depended largely on availability of adequate numbers of efficiently trained teaching staff in basic schools. This is in line with the principle that the relationship between provision of quality education and availability of trained teachers was basic and a fundamental factor. This principle was confirmed as well by UNESCO (1961:9) which affirmed that: “Expansion of education with quality requires trained teachers, relevant curriculum, infrastructure and learning materials.”

The importance of the above mentioned interdependence in basic schools cannot be over emphasized; neither can it be over looked. With adequate numbers of trained teachers in schools, coupled with good learning and teaching resources, as well as good school environment, provision of quality education would be tenable, implying that pupils would leave the school system at grades 7 and 9 with adequate life skills to sustain themselves and to contribute positively to

national development. (Snelson, 1990:164). However, the problem of lack of trained teachers in schools may reverse the envisaged positive picture above. Hence, this study sought to investigate the effects of a shortage of trained teachers on the provision of education in basic schools in Kazungula and Livingstone Districts.

Shortage of trained teachers was looked at against the background that government scaled down employment of trained teachers since 2001, in spite of high teacher demand in basic schools. (MOE., 2003:25-26).

Among the major concerns by various stakeholders in education is whether quality education can be offered in the face of shortage of trained teachers, as has been the case in Zambia since 2001. The above concern is historical and long standing. Scanlon (1964) gives one of the resolutions of the Advisory committee on Native Education in British Tropical Africa in 1925, which says: "The Native teaching staff should be adequate in numbers, in qualifications and in character.... Teacher training was an important pre-requisite if the quality of education was to be improved." (p.43).

The above quotation helps to suggest the relationship between trained teachers and provision of quality education to pupils. It also helps to justify current concerns by many stakeholders in the provision of education, about shortage of trained teachers in our basic schools. The shortage of trained teachers brings

into question the preparedness of school leavers at grades 7 and 9 to positively contribute to national development.

Against the above background, this study was conducted in Kazungula and Livingstone districts to serve as a sample in investigating the effects of shortage of trained teachers on the provision of education in basic schools.

## **1.1 BACKGROUND**

Since 2001, the Government scaled down the recruitment and employment of trained teachers in Zambia to conform to donor demands. World Bank and the International Monetary Fund demanded that Zambia operates on cash budget in order for the country to reach the Highly Indebted Poor Countries (HIPC) completion point. This is in spite of the high demand for teachers in institutions of learning. This contradicts the Education Policy on teacher training and deployment and the provision of education to the learners, which demands increased teacher supply to schools. (MOE., 1996: 107).

One view by many stakeholders in education was that without trained teachers, it may not be feasible to achieve the desired goal of providing quality education to learners. Brempong (2003: 5) observes that in Africa, Zambia inclusive, several reasons were given for the decreasing quality of education, the most important of which is lack of trained teachers in schools. The scaling down in recruitment of trained teachers by government from 2001 to 2005 seemed to have left many basic schools without adequate numbers of trained teachers.

The concern by the local leadership and other stakeholders in education about the shortage of trained teachers was justified in that it arose from a felt and Perceived anomaly in society for a period of time.

In May 2005, the national figure for the shortage of trained teachers in basic schools was put at 9 000 by Basic Education Teachers' Union of Zambia. (The post, June 23 2005). Trained teachers roamed the streets while schools had a shortage of trained teachers. It had been observed that the ideal situation the nation expected in terms of teacher recruitment and deployment was that which was similar to the one that was in place from 1966 to 1984:

To support free education policy, the government ensured that all the schools were well stocked with education supplies. More importantly, government ensured that teachers were trained and readily deployed to all schools with teacher shortages. (Sikwibele, 2003: 17).

Zambia's National Policy on education clearly stated and reflected people's views that the quality and effectiveness of an education system depended heavily on the quality of its teachers. (MOE ;1996: 107).

## **1.2 STATEMENT OF THE PROBLEM**

Since 2001, government scaled down the recruitment and employment of trained teachers from colleges and universities. This led to the problem of shortage of trained teachers and its subsequent serious impact and effects on the provision of education in basic schools, especially in rural areas. The problem of shortage of trained teachers in basic schools kept on growing since 2001, without getting

addressed. Trained teachers ended up on the streets and not in schools. The situation has been a source of concern since 2001. Parents' concern started to be aired within various communities on what effect the shortage of trained teachers would have on the quality of education. One of the major concerns was whether or not adequate and relevant education was being offered to the children in spite of the problem of shortage of trained teachers in basic schools.

### **1.3 PURPOSE OF THE STUDY**

This study sought to investigate the effects of shortage of trained teachers on the provision of education in basic schools in both Kazungula and Livingstone Districts.

### **1.4 OBJECTIVES OF THE STUDY.**

This study was intended to:

- a) assess the effects of shortage of trained teachers on the provision of education to learners in basic schools; and
- b) find out respondents' views on government's stand to scale down employment of trained teachers from 2001 to 2005.

## **1.5 RESEARCH QUESTIONS**

The following were the research questions:

- a) what effect did the shortage of trained teachers have on the provision of education to learners in basic schools?; and
- b) what were respondents' views and perception on the shortage of trained teachers in basic schools?

## **1.6 SIGNIFICANCE OF THE STUDY**

This research was carried out on account of the persistent shortage of trained teachers in basic schools with a view that:

- a) it would lead to discovery of recent literature on the relationship between quality education and trained teachers in basic schools;
- b) the study would make recommendations which may be of use to the Ministry of Education and other stakeholders on the effects of shortage of trained teachers in basic schools; and
- c) findings may be used by other researchers in conducting further research on the effects of shortage of trained teachers in basic schools.

## **1.7 LIMITATION OF THE STUDY**

In this research, financial constraints were a limiting factor in that my sponsor (government) no longer gave full sponsorship to teachers. Given high transport costs, long distances between schools especially in Kazungula District, it was not easy for the researcher to visit every school. Instead, the researcher sampled a few schools in both Kazungula and Livingstone Districts. Another limiting factor

was time. Although the shortage of trained teachers is country wide, only two districts were sampled. This was because the two districts were nearest to the researcher's work place, which meant that a substantial reduction in transport costs.

## 1.8 DEFINITION OF KEY TERMS

**Basic school:** a school that is part of a formal education system with classes from grades 1-9.

**Effects – Changes** produced by the action, processes or cause. It means result or outcomes.

**Interest groups:** various groups of people in society representing public and community interests such as unions, Non Governmental Organisations, churches and civil societies.

**Quality:** implies efficiency in meeting set goals relevant to human, societal and environmental needs and conditions.

**Quality education-**One that provides an opening through which individual learners (pupils) can go a 'little further' in education. It enables pupils acquire basic, survival, self-sustenance, literacy and life skills.

**Socialization-**A process to make somebody behave in a way that is acceptable in society. It is a process of raising or bringing up of children based on the norms, values and principles of a given society.

**Society-**A system in which people live together in organized communities. It means a community of people living in a particular region or country and having shared customs, laws, values and objectives

**Stakeholders**-People or groups of people who are partners and have interest and roles to play in a given business, industry or process such as provision of quality education to pupils in basic schools. The term in this study is synonymous with interest groups.

### 1.9. SUMMARY

The chapter looked at the background to the effects of a shortage of trained teachers on the provision of education in basic schools. It highlighted the importance of trained teachers to pupils in the process of teaching and learning. It also brought out stakeholders' concerns on the non-availability of adequate numbers of trained teachers in basic schools.

## **CHAPTER TWO**

### **2.0. LITERATURE REVIEW**

#### **2.1. Introduction**

This Chapter reviews literature related to various aspects regarding the effects of shortage of trained teachers on the provision of good quality education in schools. It also gives the rationale for reviewing related literature before conducting any research.

#### **2.2. Literature Reviewed**

##### **2.3. Zambian Situation**

One scholar observed that in Africa, Zambia included, several reasons were given for the falling quality of education, and the most cited was lack of trained teachers in schools. (Brempong, 2003:5). Indeed, without adequate numbers of trained teachers in schools, the quality of education in any given country would be compromised. This is the situation Zambia has been in since 2001. Another observation made by an Assessment Team on Educational Policies in Africa; was that in spite of the pronouncements of free education in Zambia, not many expansions have been made in classroom infrastructure and in the number of teachers.(UNESCO., 1961 :12).

The argument from the above observation is that in spite of having many trained teachers in Zambia, the teachers were not yet employed and did not form part of Zambia's official teacher – statistics. The assessment mentioned above recorded a teacher deficit in pupil – teacher classroom allocation, because many trained teachers remain unemployed while many schools had a shortage of trained teachers since 2001.

The shortage of trained teachers since 2001, has had a felt impact in society, thereby raising concern among many key stakeholders in education. One example of such serious concern may be cited from Western province.

Sesheke district in Western province has been hit by a serious shortage of teachers and the local leadership has appealed to the ministry of Education to send 100 teachers to the area to address the problem. The District Administrator – (now District Commissioner), said the Ministry of Education should treat the matter with urgency because the serious shortage of teachers was hampering efforts to eradicate illiteracy in the district. (Times of Zambia, 23<sup>rd</sup> December, 2002).

Like many other districts in Zambia, Sesheke experienced a shortage of trained teachers in its basic schools. The shortage of trained teachers in schools meant that provision of literacy and numeracy skills to pupils was compromised. Additionally, the goal of achieving Education For All (EFA) by 2015 would remain a pipedream for Zambia.

Another piece of literature provided by the teachers' union confirmed the shortage of trained teachers in Zambia. Basic Education Teachers Union (BETUZ) general secretary said that despite government's recruitment of 5, 000 teachers in May in 2005, it solved neither the problem of high pupil-teacher ratios in schools nor that of shortage of trained teachers. (The Post, June 23, 2005). At the time the Teachers' Union was making the above statement, there were 9,000 unemployed trained teachers on the streets. In response to the concerns raised by the Union, the Minister of Education said that since they were given K48 billion for the recruitment expenses, they were to recruit about 2,000 teachers again later in 2005. The Minister said that

that would reduce further the shortage of trained teachers in schools. (The Post, June 23, 2005).

Three major issues emerge from the Teachers' Union and the Ministry of Education exchange of views and observations made above. Firstly, that the shortage of trained teachers in schools was a real problem in Zambia and that many schools were experiencing the shortage of trained teachers. The union went on to prove that the needed teachers in schools were available on the labour market, but the Ministry of Education had not yet employed them. The union indicated that trained teachers were needed in basic schools. And that the Ministry of Education acknowledged the shortage of trained teachers although it had not started employing them.

The National Policy on Education: "Educating our Future," clearly stated that the quality and effectiveness of an education system depended heavily on the quality of its teachers. They are key in determining success in meeting the system's goal. The educational and personal well – being of children in schools hinged crucially on teachers' competences, commitment and resourcefulness. (MOE., 1996:107).

The theoretical framework was well articulated indeed for teacher supply and recruitment in the National policy on education: "Educating our future". As to why the needed trained teachers had not been employed over the past 5 years, this remains a serious concern to many key stakeholders in education. In the light of the Education Policy document: "Educating Our Future" ( MOE., 1996:107-109), the shortage of trained teachers in basic schools became a Policy shift and self – contradictory. *Inevitably, this was the source of concern by many interest groups in Zambia. More*

so, given the fact that many basic schools had a shortage of trained teachers, contrary to the understanding that the needed teachers were there on the streets. Indeed, streets were replete with qualified teachers; what was needed was for the government to employ them.

The ideal situation expected by stakeholders and the nation in terms of teacher recruitment and deployment was similar to what obtained in 1966 – 1984. To support free education policy, in the period in reference, the government ensured that all the schools were well stocked with education supplies. More importantly, government took it upon itself to train and deploy qualified teachers. (Sikwibele 2003:17). Indeed, government should address shortage of trained teachers in Zambia, without which, the goals of the education system as set out in the education policy, would not be met. (MOE., 1996: 5 – 6).

## **Quality Education**

Many scholars seem to point out to the fact that provision of quality education largely depends on trained teachers. (UNESCO., 2004; MOE., 1996. Levin and Lockheed, 1991; Hawes and Stephens, 1990). According to UNESCO (2004:91) quality education depends not only on curricular, materials and others but basically on trained and motivated teachers.

Hawes and Stephens (1990: 13) describe quality as, “...excellence in respect of a particular characteristic that is thought to be valuable.” They further explain that quality implies efficiency in meeting set goals that are relevant to human and

environmental needs and conditions. The two scholars mentioned above, qualify quality education to refer to the following:

Good-teaching and learning environment in schools and classrooms, discipline, good school results, good instructional materials, low pupil teacher ratio, high percentage of trained teachers in schools, good infrastructure and provision of recreation. (p.15).

The aforesaid provides adequate evidence to suggest that without recruitment and deployment of trained teachers in schools, it may not be possible to provide quality education to pupils.

Adams (1978:88) argues that there were several points to be taken into account when planning school curriculum, as well as when managing education systems. This was with a view to ensuring that provision of quality education to pupils was tenable. This was because most parents and other stakeholders in education world over, seem to demand provision of quality education to pupils in schools. (UNESCO., 2003: 92).

However, one may hasten to mention that issues of quality education may differ at two levels when planning for qualitative education: (a) with respect to what is taken to indicate quality education; and (b) the means that are required to achieve provision of quality education to pupils. (Adams, 1978:88). Furthermore, UNESCO (2003:90) asserts that at pupils' individual level, indicators of receipt of quality education were expressed in terms of attainment of expected learning outcomes. These learning outcomes include: (a) numeracy; (b) literacy; (c) life and survival skills; (d) ability to solve problems; (e) ability to articulate issues in life; and (f) passing public examinations.

At the education system level, provision of quality education to pupils was expressed competitively in terms of national standards. For instance, the proportion of: literates to population ratio; low pupil-teacher ratio; existence of qualified teachers in sufficient numbers; availability of adequate and appropriate teaching and learning materials; and gross national production invested in education in each year.

Adams (1978:89) further argues that to achieve and improve the above mentioned dimensions of quality education, certain factors are critical. He advances the view that 'better' teaching methodologies; 'better' motivated teachers; and 'better' managed education and school systems, were all important in the provision of quality education. UNESCO (2003: 99) seems to support the above view when it concludes that the debate on provision of quality education to pupils has taken centre stage because: "Proponents of education for all believe that quality education can bring about greater equity and equality between men and women."

In general, it is assumed that lower pupil-teacher ratios, higher teacher qualifications; availability of sufficient numbers of trained teachers; provision of adequate good materials; and higher levels of public spending on education were each likely to facilitate in the provision of quality education to pupils.

A review of records and literature at the Provincial Education Office and four district education offices in southern province revealed that the shortage of trained teachers from 2001 – 2005 was real in basic schools. Documents reviewed at five stations mentioned above, revealed the statistics and information contained in the two paragraphs that follow.

Southern Province needed 10, 560 basic school teachers but had only 8,348 teachers, leaving a deficit of 2,212 teachers. (PEO's office, 20<sup>th</sup> July, 2005). Available records at District Education Offices at Choma, Kalomo and Kazungula point to the fact that shortage of trained teachers for some years, had negatively affected basic Schools. Many schools in each of the districts in reference do not have adequate numbers of trained teachers. By way of example, Choma District had an establishment of 1,582 basic school teachers. However, its strength was 1,017 teachers in its 123 basic schools by July, 2005, leaving a deficit of 565 teachers. (Choma District Education Office, 22<sup>nd</sup> July, 2005).

Kalomo District equally suffered from the effects and impact of shortage of trained teachers. Kalomo's 108 basic schools needed 976 teachers, but only 780 were available, leaving a deficit of 196 teachers. ( Kalomo District Education Office:12<sup>th</sup> July, 2005). Kazungula District was an interesting one in that it was exceptionally rural, with no urban or peri-urban schools. Its establishment was 473 basic school teachers. But it had only 364, leaving a deficit of 109 teachers in its 53 schools. ( Kazungula District Education Office, 15<sup>th</sup> July, 2005).

The shortage of trained teachers in schools may have a severe impact on pupils, society and the world. This is because education is supposed to prepare pupils holistically for national development. (Kelly 1999:41). That is why in Zambia, many stakeholders in education such, as the Church, NGOS and Parents have been concerned with the shortage of trained teachers in basic schools since 2001. The stakeholders in education know that without adequate numbers of trained teachers in basic schools, provision of quality education to pupils may be affected negatively,

thereby jeopardizing pupils future. Pupils may not acquire expected outcomes such as literacy, numeracy and life skills. (Snelson, 1990:150-151; MOE., 1996:14 and 26).

Lack of the above mentioned skills may disable pupils to sustain themselves in life, let alone contribute effectively to national development. It is for this reason that all over Zambia, parents and other stakeholders in education called for the deployment of trained teachers in basic schools. For example, His Royal Highness Chief Chisunka of Mansa district in Luapula Province, appealed to government to send trained teachers to his chiefdom:

We are faced with a serious critical shortage of teachers....  
There is only one teacher at Kapasa basic school for pupils up to grade nine, two teachers at Mutwewenkoko for pupils up to grade seven, and one teacher at Choswe basic school for grade one to eight. (The Post, October 8, 2005: 8).

The concern by His Royal Highness Chief Chisunka may be a reflection of a perceived and felt problem regarding the effects of shortage of trained teachers in basic schools. Parents and society in general always have expectations, visions and goals with respect to provision of education to pupils. Snelson (1990:150-151) embraces the same views when he quoted Colonial Office White Paper which among other things stated that, "... a thoroughly competent and enthusiastic teacher is the first essential." He goes on to report that Latham G.C. who was Director of the Department of Native Education, also saw that: "The key to educational progress lies in improving the quality of the teaching given in the schools." This was possible through systematic training for prospective teachers.

To this extent, one is bound to argue that such concerns and reactions as those recorded above, underscore the fact that society sees a direct correlation between trained teachers in schools and provision of quality education to pupils. This view and position is similar to that of Zambia's National Policy on Education: "Educating Our Future", which observes that:

The Ministry of Education's first priority for basic education is to ensure that pupils master essential literacy and numeracy skills. This is in pursuit of the overall goal of basic education which is to provide each pupil with a solid intellectual, practical and moral foundation that will serve as a basis for fulfilling life such as preparation for adult working life as well as for training and learning. (MOE., 1996:44-45).

The above position by the Ministry of Education reflects the perspective of the Zambian society and that of other key stakeholders concerned with the education enterprise. It was said that many school leavers at grades 7 and 9 levels could not sustain themselves due to non-acquisition of literacy, numeracy and life skills. The demand for trained teachers by society was compounded by the realization that for the foreseeable future, basic education was the only one that majority children may receive. (MOE., 1996:14).

It was further observed that trained teachers in schools had a pivotal role in achieving the goal endorsed by the international community in Jomtien (Thailand) in 1990 and again in Copenhagen (Denmark) in 1995, espousing the view that education should be accessible to all wherever they were. (UNESCO, 2000:5). At the epicentre of the assertion above is that many of our hopes for a socially just, more sustainable, more tolerant and more peaceful world rest on the shoulders of the teaching profession.

Proponents of the provision of quality education to pupils and Education For All (EFA) by 2015, argue that trained teachers bear the main responsibility for educating, training and upbringing of each new generation. (Kelly, 1999:252). Carmody (2004:89) explains "...that basic education was very strategic because it aimed at providing full and well rounded development of the physical, intellectual, social, affective, moral and spiritual qualities of all pupils so that each can develop into a complete person, for his or her own personal fulfilment and the good of society." Such holistic approaches and aims may be tenable only if we had trained teachers to teach in basic schools. To that effect, members of parliament also added their voices in urging the state to restore quality education by providing trained teachers in schools.

"Members of parliament have appealed to government to urgently take necessary measures to restore quality standards of education in schools ..., currently there is a shortage of teachers especially in rural areas." (Zambia Daily Mail, Thursday, August, 18 2005:2). Good enough for Zambia, many of the international views and trends seem to have been captured in its National Policy on Education, "Educating Our Future." What seems to lack is the implementation of the policy document to the full. For example, MOE. (1996:4) points out that:

Government has abounded duty to promote the highest standard of education and learning for all. This entails giving attention to the quality of the curriculum, teaching and assessment and the quality of teachers in schools. Good quality education brought many personal, social, economic and educational benefits. It enables pupils to realize their potential, as they develop into complete integral persons and are prepared for adult life. It promotes desirable attributes, values, and ways of

behaviour and opened the minds of pupils to new ideas and methods.

To this end, it could be said that the shortage of trained teachers in basic schools may have negative effects on pupils considering that quality education seem to be dependent on availability of trained teachers in schools.

#### **2.4. International or Global Situation**

At international level, the issue of teacher supply to schools differs but little from what obtains in Zambia. In their joint message on the occasion of World Teacher's Day in 1999, UNESCO, UNICEF, ILO and UNDP observed that:

In their daily work, teachers offer ideas, provoke ways of thinking and acting, instill principles, values and ideals to school going children. Availability of trained teachers in schools remains crucial because they are a tremendous force for bringing about social change. (UNESCO., 1999:25).

The four World bodies clearly stated on behalf of the world population the importance of teacher training and deployment in the education system. These four world bodies went on to pay homage to the untiring efforts of teachers as they prepared today's children for the future. (UNESCO., 1999:25). All the above views tally with Zambia's National Policy on education, which sums up the long term vision of using trained teachers in basic schools to prepare children for a better tomorrow.

The foregoing points to the understanding that the training of teachers has received unprecedented attention from many governments the world over. UNESCO (2003:3) concludes that investment in education and teacher training is more urgent today than

ever before, since we have had to contend with the far reaching changes that education alone would enable us to control. UNESCO (2003) ends up the argument on the importance of trained teachers in schools by an assertion that: “shaping tomorrow’s world is the role of the teacher.” (p.3) The assertion is a metaphorical statement, which is very important. It means that teachers have a responsibility to teach and educate pupils in schools, for the pupils of today are the leaders of tomorrow. A German proverb says: “...more is to be got from one teacher than from two books.” (UNESCO, 1991:7). UNESCO (1991:8) further says that when the untapped potential of a learner (pupil) meets the liberating art of a teacher, a miracle unfolds. This again was a global perspective during World Teachers’ Day on 5<sup>th</sup> October, 1997 by the President of Education International on the role and importance of trained teachers in schools World Wide.(UNESCO, 1999: 42)

All these global observations and perspectives put together stress the importance of schools with a cohort of trained teachers if supplying quality education has to be attained. Moving away from a global perspective to regional set ups, a look at a few examples may help to show how trained teachers in schools impact positively on the provision of education to pupils.

In North Africa, Algeria in particular, Azizi had this to say, “Terrorism directed at teachers is clearly aimed at preventing the transmission of knowledge.” (UNESCO., 2000:5). Azizi was general secretary of an Algerian Teachers’ Union. He was reacting to a report of 1999, entitled ‘Algerian teachers in the line of fire’. The report indicated that more than 100 teachers had fallen victim to the terrorist attacks in Algeria since 1992. (UNESCO., 2005:6).

The main point of the above is the link between the availability of trained teachers in schools and the provision of education to pupils. In the absence of adequate numbers of trained teachers in schools, the transmission of knowledge to pupils is often distorted. In an article entitled 'Coping with adult illiteracy', UNESCO (2000:4) observed that: "Educating children was especially important if the Arab world was to overcome the problem of adult illiteracy." UNESCO (2000:6) further states that the Arab states have the world's highest percentage of children under the age of 15, in the world and it was feared that if today's children did not receive good education, they would become tomorrow's illiterate adults. They needed good teachers, schools and faith.

Basically, all these views reflected key observations and wishes of top Arab leadership in the Middle East on the importance of provision of quality education to children (pupils) to enable them live a holistic life in adulthood. UNESCO., (2004:2). Inevitably, this problem could be forestalled if schools were supplied with a trained stock of teachers. This is so because provision of quality education is, amongst others, inseparable with supply of trained teachers to schools.

A similar projection was articulated by UNESCO (1999) to the effect that teachers assumed responsibility for the most challenging assignment in the world, that of developing the potential of children as they set out on their individual paths. "...to learn, to do, to be, and to live together" (pp.26). The Commission went on to say that trained teachers were always the intellectual vanguard, occupying a central role in advancing and developing ideas as well as nurturing in pupils critical thinking skills and the thirst for knowledge.

Against this background, one is apt to suppose further that any country which fails to supply adequate numbers of trained teachers in schools may be construed as promoting professional injustice to both pupils and the society. King (1966) advances further the above viewpoint when he observes that: “Teacher recruitment and deployment must be nationally organized. If teacher shortages persist in one place, that is a national calamity like an earthquake in one place”(p. 89).

The points raised by King (1966) help to stress the importance of having a good National Policy on Education that was well implemented so as to provide trained teachers to schools. Government must implement fully the framework for teacher supply in both rural and urban schools. (MOE., 2003-2007:24-26). Persistent shortage of trained teachers in our basic schools has been equated to an earthquake, which is a dangerous phenomenon to humanity. Summed up, King’s (1966) argument was that government’s failure to deploy trained teachers to basic schools may be detrimental to pupils, society and national development.

## **2.5. Summary**

This chapter provided a review of related literature on the topic under discussion. This was to establish the rationale and methodology for the proposed study. The literature reviewed so far seems to have indicated that shortage of trained teachers in basic schools had a negative impact on the provision of quality education to pupils, thereby rendering both communities and the nation susceptible to the effects of shortage of trained teachers.

# CHAPTER THREE

## METHODOLOGY

### 3.0 Introduction

This chapter outlines the procedures that the researcher used to collect and analyse data. The chapter also describes the research design, population, sample and sampling techniques that this study employed.

### 3.0 RESEARCH DESIGN

Bless and Achola (1988) define a research design as a programme to guide the research in collecting, analysing and interpreting the observed phenomena. On the other hand, Macmillan and Schumacher (1997) state that a research design is a plan and structure of the investigation used to obtain evidence to respond to research questions. Gosh (1992) adds by saying that a research design may be seen as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. A survey was employed in this study to gather data. A survey is a broad category of techniques that uses questioning as a strategy to get information. It is a way factual information is gathered regarding the current condition of some phenomenon. “It captures a fleeting moment in time...of an ongoing process or activity.” (Lead and Ormrod, 2001:48)

Furthermore, it can be said that a survey seems to have an advantage over other research designs. This is that it; (a) explores the causes of a particular phenomenon in each study. For instance, the effects of shortage of trained teachers in basic schools; (b) helps in finding out respondents' perception towards perceived challenges; (c) provides data from which inferences can be made about other similar cases; (d) is descriptive in nature. It helps to describe and explain the stages and process of the research in detail; and (e) embraces aspects of case study, experiment, observation, interviews, questionnaires (triangulation) in data gathering. (MacAshan, 1963:22; Van, 1966: 206; and Travers, 1978: 318).

The researcher chose a survey as a method of investigation because it was cross-sectional in nature. It gathered data from a relatively large number of cases. It was not concerned with the characteristics of individuals, but with generalized characteristics of a sample. (Merriam, 1995:144).

Added to the above, preference for use of a survey is based on the fact that it describes and interprets what exists at present by way of conditions, practices, processes, trends, effects, attitudes and beliefs on a given phenomenon. (Sidhu, 2003:107). This study used both quantitative and qualitative approaches to gather data. However, the inclination was towards qualitative research because it has an interpretivist perspective. It portrays the world as construction with each other and with wider social systems. (Merriam, 1995.5; Urlin et al: 2002). Qualitative research deals with data that are not transferable to numbers and not comparable by statistical procedures. (Merriam 1995:224).

Quantitative research, on the other hand, deals with data that are coded and represented by statistical scores, or statistical data. It explains in quantitative terms how variables interact, shape events and cause outcomes. (Merriam,1995:224; Urlin et al: 2002). In this study the collection of data in numerical form constituted quantitative research.

### **3.2. POPULATION**

According to Peil et al (1982:26), population is all cases or individuals that fit in a given specification. Borg and Gall (1997) state that population or Universe refers to all members of the hypothetical set of people, events or objects to which we wish to generalize the results of the research. While Moser and Kalton (1971) define population as the aggregate of persons or objects under investigation.

The target population or universe in this study was 350 people. The respondents comprised managers at the Ministry of Education Headquarters in Lusaka, Provincial Education Office in Livingstone, Kazungula and Livingstone District Education Offices, and those at basic school level. Other members of the population were staff at the Examinations Council of Zambia, Union leaders, community leaders, and basic school teachers

### **3.3. SAMPLE**

Sidhu (1984:253) records that a sample is a small proportion of a population selected for observation and analysis. It is a collection consisting of a part or subject of the objects or individuals selected for the purpose of representing the population or universe. By observing the characteristics of the sample, one can make specific inferences about the characteristics of the population from which it was drawn.

The study had a sample of 206; comprising 52 education managers, 118 teachers, six union leaders; thus three from Zambia National Union of Teachers – (ZNUT) and another three from Basic Education Teachers’ Union of Zambia (BETUZ). Other respondents in the sample included 30 various community leaders, i.e. village headpersons (seven), politicians (seven), the clergy (six), and parents (10). The sample was drawn from both rural and urban settings.

### **3.4. SAMPLING TECHNIQUES**

Sampling is the process of selecting a sample from a population. (Sidhu, 1984:253). The study employed three sampling techniques. These were simple random sampling, stratified sampling and purposive sampling. Simple random sampling means that every member of the sample is selected from the total population in such a manner that all members of the population have the same probability of being selected. (Treece et al, 1986; Bless and Achola, 1988:69).

Sampling was done by using computer generated random numbers. That was done to get a sample as a representative of the target population. Stratified random sampling, which is a refinement of simple random sampling, was used within the chosen sample to put the population in homogeneous groups. Purposive sampling is a method where a researcher selects respondents purposely because of their strategic position and influence. It was used to pick out minority but key respondents such as union leaders. (Charles, 1988).

### **3.5. RESEARCH INSTRUMENTS**

The study used questionnaires, documents analysis or review and interviews to collect data. Questionnaires are a systematic compilation of questions that are given to a sample in a study from which information is required. (Merriam, 1995). They are carefully designed instruments for collecting data in accordance with the specification of the research questions. (Nakpin 1997). Interviews are conversations carried out with the purpose of obtaining information. They are verbal interactions between the researcher and the interviewee. (Burges, 1985). Document review involved reading and analysing various records and books related to the study.

### **3.6. DATA COLLECTION**

Data collection is a systematic way of gathering information about subjects and the setting in which they occur. (Treece et al.,1986). Merriam (1995:195) asserts that research in applied fields such as adult education and human resource development involves collecting data from human beings. To collect data, this study used a semi-

closed questionnaire. This is a type of questionnaire that combined both closed and open-ended questions. In addition, the study employed the use of interviews to collect more qualitative data. The research used a lot of open-ended questions, as a means of persuading respondents to exercise a reassured degree of freedom in expressing their position. (Collins et al., 2000). The interviews provided a face to face forum for exchange of views and ideas on the topic under review between the researcher and the respondents. While document review provided information and statistics from various written sources such as books, records and journals.

### **3.7. VALIDITY AND RELIABILITY**

According to Merriam and Simpson (1995:101), issues of validity and reliability are important considerations in any kind of research. Both producers and consumers of research want to be assured that the findings of an investigation are to be believed and trusted. Bless and Achola (1988:115) argue that validity is the degree to which an empirical measure of a concept accurately represents that concept or phenomenon. It is the degree to which a test measures what is supposed to measure. (Emmanuel and William, 1979:225). White (203:19) says validity means that the researcher's conclusion is correct; that it corresponds to the actual state in reality. Guba (1981) says validity is the degree to which the results of a study are generalizable to other situations under similar conditions. Merriam (1995:102) shares the position that reliability refers to the extent to which the study, if replicated, can have the same findings or results under constant conditions.

However, replication of a qualitative study, according to Guba and Lincoln (1981), will not yield the same results. But this does not discredit the results of any particular study; there can be numerous interpretations of the same data. The most important question for qualitative researchers is whether the results are consistent with the data collected. To ensure that this study got as close to reality as possible, the researcher employed triangulation-which is the use of multiple investigators, multiple sources of data, or multiple methods to confirm the emerging findings. (Merriam, 1995:102; Mathison, 1988).

Data collection instruments served as a means to capture divergent views. They had questions that were open-ended, close ended, and with multiple-choice questions. There were also questions that provided for yes or no answers. These were followed by open-ended questions for respondents to justify their answers. While document review provided needed statistics and needed information from various written sources.

Interview schedules were used to collect data from less literate respondents. With all the above-mentioned mechanisms of data collection employed, it was hoped that validity and reliability of the results of the study were guaranteed.

### **3.8. DATA ANALYSIS**

Various Scholars define data analysis differently. Nichimious (1981:78) sees data analysis as a critical examination of collected data for the purpose of drawing meaningful inferences with known facts. On the other hand, Marshall and Rossman (1995) perceive analysis as the process of bringing order, structure and meaning to the

mass of collected data. In a different vein, Sidhu (1984:276) conceptualises data analysis as a means of studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler new arrangements for purposes of interpretation. Although different authors assume diverge standpoints on what is meant by data analysis, common issues crystallise in their explanation.

In this study, data analysis, involved categorizing themes according to the most frequently used vocabulary, coding themes and classifying and grouping data according to research objectives and questions as reflected in chapter four. Finally, quantitative data was analysed using computer-generated tables, diagrams and graphs. This is a method commonly known as statistical package for social sciences (SPSS). The data collected through interview narrative was classified in themes and then interpreted.

### **3.9. SUMMARY**

In this chapter, the main components of the research methodology were presented and explained. These were; introduction, research design, population, sample and sampling techniques. Others were; research instruments, data collection, validity and reliability and data analysis. It was hoped that through these mechanisms, the research was to collect valid data for presentation in chapter four.

## CHAPTER FOUR

### 4.0. PRESENTATION OF RESEARCH FINDINGS

#### 4.1. Introduction

This chapter presents the findings of the research on the effects of shortage of trained teachers on the provision of education in basic schools in Kazungula and Livingstone Districts. The presentation of the research findings is done under several headings, reflecting both the objectives and research questions of the study.

#### 4.2. Sex of respondents

**Table 1. Female and Male respondents**

Sex	Number	Percentage
Female	84	40.8
Male	122	59.2
Total	206	100.0

The table above shows that 40.8% of the respondents were female, while 59.8% were male. The information shows that large numbers of both female and male respondents participated in the study.

#### 4.3. Age of respondents

**Table 2. Respondents' age group**

Age group	Number	Percentage
20-30 years	52	25.1
31-40 years	62	30.1
41-50	60	29.2
Above 51 years	32	15.5
Total	206	100.0

Table 2 above indicates that 25.2% of the respondents were aged between 20 and 30 years, 30.1% were aged between 31 and 40 years, 29.2% were aged between 41 and 50 years while 15.5% were over 51 years.

The information on the age of respondents indicates that the study captured respondents of all age groups. Thus, the young, middle aged, and those advanced in age.

#### **4.4. Classification of respondents**

The 206 respondents were classified as follows: 25.2% were education managers, commonly known as administrators in the Ministry of Education (MOE). They were drawn from; Ministry of Education Headquarters in Lusaka, Provincial Education Office in Livingstone, Kazungula and Livingstone Districts. Up to 57.3% were class teachers in Kazungula and Livingstone Districts. While 2.9% were members of the teachers' unions; referring to Zambia National Union of Teachers (ZNUT) and Basic Education Teachers' Union of Zambia (BETUZ). Finally, 14.6% were community leaders comprising politicians, parents, the Church and traditional leaders.

#### **4.5. Marital Status**

Marital status of the sample was broken into four groups as shown by the data collected. The data collected indicated that 23.3% were single, 71.8% were married, 1.9% were on separation.

#### 4.6. Highest qualification attained

Data collected indicated that among the respondents in the study, 2.5% had attained grades 7 to 12 level of education, 53.2% were college certificate holders, 20.0% were college diploma holders, 13.6% were first university degree holders, while 1.5% were second university degree holders, commonly known as masters.

#### 4.7. Residential Address

Data collected indicated that 44.2% of the respondents lived in urban areas of Livingstone and Lusaka, while 55.8% lived in rural areas of Kazungula.

#### 4.8. Basic Schools

In total, 21 basic schools were sampled by the study. The division was that, 13 were drawn from Kazungula District using random sampling procedure, while eight were drawn from Livingstone District using the same procedure mentioned above.

Table 3: **Distribution of basic schools and teachers sampled in Kazungula District.**

Schools Sampled	Teachers Sampled
Musokotwane	9
Nachilinda	4
Namukaba	4
Nyawa	8
Sekute	6
Sihumbwa	5
Simango	10
Singwamba	4
Kabuyu	9
Kazungula GRZ	3
Kazungula Riverview	5
Makunka	8
Mambova	8
<b>TOTAL 13</b>	<b>93</b>

Table 4: **Distribution of basic schools and teachers sampled in Livingstone District.**

Schools Sampled	Teachers Sampled
Libuyu	7
Holycross	7
Nansanzu	7
Shungu	7
Zambezi	7
Dambwa	7
Libala	7
Mujala	7
<b>Total 8</b>	<b>56</b>

The tabulation above indicates that more schools were sampled in Kazungula than in Livingstone. Out of 93 teachers in Kazungula schools, 80 were class-teachers while 13 were managers (administrators). In Livingstone schools, out of 56 teachers, 48 were class-teachers while eight, were managers or administrators.

The tabulation also shows that schools in Kazungula District had an irregular or fluctuating number of class-teachers sampled per school. Livingstone District on the other hand, had, a regular or consistent number of class-teachers sampled per school. The reasons for the disparity are twofold; schools in Livingstone have larger establishments than those in Kazungula; secondly, availability of teachers per school is higher in Livingstone than in Kazungula.

#### 4.9. **Shortage of trained teachers.**

All the 206 respondents in the study indicated that there was a shortage of trained teachers in Southern Province, more so in rural districts such as Kazungula. The data collected through interviews and questionnaires further showed that shortage of trained

teachers was caused by government's non-employment and deployment of teachers since 2001.

Up to 94.4% of the respondents in the study said that rural school were most affected by the shortage of trained teachers. This was due to, among other factors, poor social amenities and services in rural areas. However, 5.6% of the respondents indicated that urban schools in Livingstone also experienced shortage of trained teachers. The same situation was stressed by the category of teacher respondents, who indicated that 99.3% of rural schools experienced shortage of trained teachers, while 0.7% of urban schools experienced the same phenomenon. This is shown below.

**Table 5: shortage of trained teachers in rural and urban basic schools.**

Location	Frequency	Percentage	Valid Percent
Rural	136	97.8	99.3
Urban	1	0.7	0.7
Total	137	98.6	100.0
Missing	2	1.4	
Total	139	100.0	

N.B. Percentage is calculated out of total number of respondents who should have answered a given question. While valid percent is calculated only out of the respondents who actually answered a given question.

#### 4.10. Managers

Up to 90% of education managers or administrators indicated that from 2000 to date (i.e 2006), basic schools have been experiencing a high shortage of trained teachers. Their responses indicated that rural schools were the most affected by the shortage of trained

teachers. The findings showed that 88.2% of the education managers indicated that literacy, numeracy and life skills were not tenable without trained teachers in basic schools.

Managers interviewed gave more revealing information, supplemented by body language and tone of their voices. Some of their responses were, “you need teachers for holistic preparation of pupils for life.” “You cannot have a credible education system without adequate numbers of trained teachers in basic schools.” All the managers both in rural and urban set ups indicated that there was direct relationship between availability of trained teachers in basic schools and provision of quality education to pupils.

#### **4.11. The effects of shortage of trained teachers**

The information from respondents showed a range of possible effects of shortage of trained teachers in basic schools, on the provision of education. This was consistent with both objectives and research questions of this study found in chapter one. The effects include the following:

- a) poor behaviour among pupils such as stealing, prostitution, early pregnancies and marriages, beer drinking and other social vices;
- b) illiteracy rate increases in communities and the country;
- c) high failure rate at grades 7 and 9 levels. Consequently, pupils do not continue with further education;
- d) pupils stop schooling due to frustration and disappointment;
- e) learners are ill prepared for adult life;

- f) no tangible development in communities and the country, which leads to high poverty levels among citizens;
- g) no quality education is given to pupils, hence irresponsible generation is raised;
- h) pupils may grow up to be perpetual dependants, due to their non-acquisition of survival, self-reliant and life skills;
- i) individual pupils and communities fail to appreciate the value and importance of education;
- j) the few available teachers in schools become overloaded, stressed and opt to combine classes;
- k) school leavers may not be able to articulate issues that affect them in society;
- l) many non-examination subjects such as Physical Education, Home Economics, Wood Work and Creative Arts may not be taught;
- m) it becomes difficult to introduce change and innovation in illiterate communities. consequently, pupils' and national objectives might not be realized;
- n) education standards go down and pupils' potential remains untapped for life. This includes the three domains: affective, cognitive and psychomotor;
- o) parents may rise against few teachers in schools over high failure rates. Such practices may lead to leakage syndrome of examinations to appease parents and thereafter avoid confrontation;
- p) undesirable activities may be promoted by school dropouts. These include; stealing, witchcraft, fighting and drug abuse; and
- q) pupils are deprived of their human right to access basic education for all.

The study findings further indicated that all the above had a trickle down or spill over effect on the social, economic and political development of individuals, communities and the country.

#### 4.12. **Trained Teachers**

Respondents in the study suggested several possible benefits of having trained teachers in basic schools. Hence, the more reason why government should employ and deploy all trained teachers that roam the streets. According to the study findings, possible benefits of employing trained teachers to teach in basic schools include the following:

- a) provision of quality education to pupils becomes possible. Respondents indicated that quality education enhances holistic preparation of pupils for life long learning;
- b) pupils become literate and grow into responsible adults;
- c) school going children develop critical and analytical minds;
- d) learners acquire survival and self-reliant skills;
- e) pupils become assertive and acquire the ability to articulate issues that affect them in life; and
- f) trained teachers guide pupils towards societal and national expectations as enshrined in the school curriculum.

Interview responses from the study findings also supported the need to have trained teachers in basic schools. Respondents further indicated that:

- a) trained teachers were to serve as role models for pupils in the process of learning;

- b) trained teachers provided better service to pupils since they were trained to use new methods and approaches;
- c) “even if you provided better books and materials without teachers, there would be no learning”;
- d) teaching is an art and profession that required trained teachers to implement its principles;
- e) “schools without teachers were useless;” and
- f) learners would acquire basic skills, pass examinations and go further in education.

The information from both questionnaires and interviews indicated that respondents were aware that trained teachers were more suited to teach than untrained individuals. Additionally, the information above from both questionnaires and interviews seems to answer objectives and research questions of the study in chapter one.

#### **4.13. Partners and their views**

Questionnaire and interview responses from managers and class-teachers revealed that there were several partners and stakeholders in the provision of education in southern Province, especially in Kazungula and Livingstone Districts. They include; the Church, parents, local communities, donors, Non-governmental organizations, (NGOs) civil society and Parent-Teacher Associations (PTAs).

The study findings indicated that partners in education expressed their views too. They expressed their views on the effects of a shortage of trained teachers on the provision of education to pupils in basic schools. Their views are itemized below:

- a) they were concerned about poor results and ill preparation of pupils for adult life;
- b) some school drop outs became social misfits because they had no survival and life skills;
- c) they appealed to government to employ and deploy trained teachers in basic schools;
- d) many school drop outs may grow into illiterate adults. These may not be able to contribute positively to community and national development;
- e) they said education standards may go down;
- f) it is not possible to give quality education without trained teachers in schools;
- g) they encouraged government to consider giving incentives to teachers in rural schools;
- h) Zambia may not attain the Millennium Development Goals (MDGS) in the area of education; and
- i) they were concerned with the possible long term effects this may have on national development of the country.

It is evident from the findings that stakeholders in education are worried about the shortage of trained teachers in schools. More importantly, they are concerned with both short and long term effects this may have on learners, communities and national development.

#### 4.14. Community Leaders

This group of respondents comprised politicians, parents, church officials, and traditional leaders. Up to 89.7% of respondents in this category had relatives attending basic schools, while 10.3% did not. Among these respondents, 80% of them indicated that their relatives attended schools without adequate numbers of trained teachers.

Respondents cited the underlisted as some of the causes of the shortage of trained teachers in basic schools:

- a) sickness and death among teachers due to Human Immunodeficiency Virus and Acquired Immunodeficiency Syndrome (HIV/AIDS) related diseases;
- b) poor conditions of service for teachers, especially those in rural areas; and
- c) Government policy, which led to scaling down on recruitment of trained teachers since 2001.

Some emotional responses were also registered by some of the respondents interviewed. One respondent said, “Government has failed us. Many of our children remain unemployed graduate teachers.” Another respondent interviewed said; “Our children go to school only to play netball and football! There are no adequate numbers of teachers here.”

Such responses from community leaders revealed that they were aware of both the effects of shortage of trained teachers and benefits of having the same in basic schools. Their

responses further showed that they had several expectations over their school going children. Those expectations include the following outcomes:

- a) to have literate school leavers;
- b) acquisition of mathematical and scientific skills for use in problem solving;
- c) pupils' ability to be assertive;
- d) school leavers to become responsible citizens;
- e) pupils to acquire survival, self-reliant, psycho-social and life skills; and
- f) learners to pass their examinations and go further in education.

Information from community respondents went further to show that teachers were looked up to, in meeting society's expectations through provision of quality education in our schools. This is evident in both questionnaire and interview responses. It seems they believed that good schools were dependable socialization agents for pupils. From the study findings, it seems that good schools were those that provided education which enabled pupils to pass their examinations and acquire basic skills.

#### **4.15. Combined Classes**

One of the observable effects of the shortage of trained teachers on the provision of education, is the practice of combining two classes into one. Take an example of say grades 6C and 6D put together as one class under one teacher. Each of the combined classes usually may have as many as 50 pupils. Put together, the combined class usually has more than 90 pupils. Both managers and class teachers interviewed attested to combining classes on account of a shortage of trained teachers in schools.

One class-teacher interviewed said, “I combine grades 5A and 5B to help pupils. We are very few here. It is like preaching in a church or addressing a meeting.” One manager said, “Yes, half a loaf is better than none. We combine classes to keep pupils busy. Teachers are not enough in the school.”

Information collected through interviews indicated further that combined classes were too large for effective teaching and learning. Responses in the study further indicated that large classes impacted negatively on the provision of quality education. This is because:

- a) teachers become overloaded and stressed due to high pupil-teacher ratio;
- b) effective planning, teaching, marking and good class management become hard to realise;
- c) the practice of combining classes may lead to illiteracy, non-acquisition of basic skills and indiscipline among pupils; and
- d) many pupils may fail examinations due to lack of personal attention from the teacher.

The above responses show that managers and class-teachers were fully aware of the negative effects combined classes had on the provision of education. The study findings revealed that schools employed the measure as one of the interim strategies to combat shortage of trained teachers in basic schools. But as has already been alluded to above, this practice has compromised offering of quality education.

#### 4.16. Quality Education

Among the teacher respondents, 99.3% of them indicated that it was not possible to provide quality education to pupils without trained teachers in basic schools. To the contrary, 0.7% of them indicated that it was possible. The table below, illustrates this point further.

**Table 6: Teacher factor, in the provision of quality education.**

Response	Frequency	Percentage	Valid percent
Yes	1	0.7	0.7
No	136	97.8	99.3
Total	137	98.6	100.0
Missing	2	1.4	
Total	139	100.0	

The tabulation above helps to explain further, the position taken by teacher respondents in the study. This is that, trained teachers were critical in the provision of quality education to pupils. Teacher respondents also indicated what quality education does to pupils if provided to them:

- a) it provides a foundation for life long learning;
- b) pupils acquire literacy, survival and life skills;
- c) pupils develop an appreciation for the value and importance of education;
- d) it provides holistic growth and development to pupils. This is because it develops the three domains; affective, cognitive and psychomotor; and
- e) it enables pupils to be assertive.

In total, 94.7% of the responses collected in the study shows that there was correlation between availability of trained teachers and provision of quality education. To the contrary, 5.3% of the overall responses collected indicates that there was no correlation.

It is evident from the information in the study findings that it may not be possible to give quality education to pupils without trained teachers. Secondly, that there seems to be direct correlation between availability of trained teachers in basic schools and provision of quality education to pupils.

#### 4.17. Roles

Respondents in the study indicated that government and all stakeholders in education were expected to perform their roles effectively. The information from the research findings further indicated that teamwork was needed to address the effects of shortage of trained teachers on the provision of education. The study also observed that among government's expected roles were to:

- a) employ and deploy trained teachers in basic schools;
- b) provide improved conditions of service to teachers;
- c) provide quality education to its people; and
- d) protect its citizens from bad donor conditionalities.

According to the study findings, all partners in education were expected to:

- a) provide school infrastructure through Parent-Teacher Associations (PTAS);
- b) provide security and safety to pupils, teachers and school property;
- c) supplement government efforts in the provision of education;

- d) demand better education, by holding government accountable; and
- e) work with school authorities and teachers in basic schools to plan, finance and execute various education related projects.

#### 4.18. **Other Observations**

All the four categories of respondents in the study were asked to make their additional comments if any, on the topic under review. This was to be done either orally or in writing. Their comments were that:

- a) Government should prioritise the education sector as number one, because it had a direct bearing on national development. This was because the education sector supported all other sectors of the economy;
- b) “no teachers in basic schools, no learning for pupils;”
- c) lack of teachers in basic schools frustrates both pupils and parents;
- d) rural schools were most affected by the shortage of trained teachers;
- e) government was expected to address the shortage of trained teachers, without which illiteracy levels would rise in the country;
- f) those who practice witchcraft and scare away teachers should be punished by chiefs; and
- g) both short and long term effects of shortage of trained teachers in schools would negatively impact on the community and national development.

It is evident from the data collected in the study that respondents were aware of the possible effects of the shortage of trained teachers. The study revealed that respondents expected government to take a leading role in addressing the anomaly by deploying

trained teachers in basic schools. More importantly, research findings have indicated many effects of shortage of trained teachers in basic schools as perceived by respondents. At the same time, findings also indicated respondents' views and their perception on the topic under review. The study findings further revealed that the effects of shortage of trained teachers have had perceived and felt impact on pupils and communities for the past six years now. The above research findings were consistent with objectives and research questions of the study, reflected in chapter one.

#### 4.19. **SUMMARY**

This chapter presented the research findings on the effects of shortage of trained teachers on the provision of education in basic schools. The findings were presented in themes or subheadings. This was the data collected from four categories of respondents as indicated in chapter three. Coding or grouping of the data collected and presented here, facilitates the discussion of the findings in the chapter which follows with a view of arriving at some conclusions and recommendations.

## **CHAPTER FIVE**

### **5.0. DISCUSSION OF FINDINGS**

5.1. This chapter discusses study findings on the effects of a shortage of trained teachers on the provision of education in basic schools.

It is evident from the findings of the study that Southern Province experienced a shortage of trained teachers in basic schools. This is more so in rural districts, such as Kazungula. Up to 100% of the respondents in the study attested to the shortage of trained teachers in Southern Province. However, the study indicated variations in the degree of the shortage of trained teachers between rural and urban schools. The findings showed that the shortage of trained teachers was more acute in rural districts like Kazungula. Up to 94.4% of the respondents in the study indicated that the shortage of trained teachers was more in rural than urban areas. The situation described above is fully presented in chapter four.

Teacher respondents, being at the helm of the education system, further amplified the same position above when 99.3% of them indicated that the shortage of trained teachers was more felt in rural than in urban areas. Table 3, in chapter 4:32, illustrates the situation discussed above.

The research findings further showed many factors that led to the disparity in teacher supply and retention between urban and rural schools. The study findings revealed that rural areas tended to have poorer social amenities than urban areas.

It was found that many rural areas had poor roads, health facilities, accommodation and communication network. Very few rural areas had electricity, libraries, good shops, entertainment facilities, postal services and banks.

The study indicated that poor infrastructure and lack of adequate social amenities in rural areas led to many teachers shunning rural schools. The findings of the study were in agreement with King (1966:89) who pointed out that, "...underdeveloped countries often had a reasonable or good supply of teachers in large towns but such qualified persons were reluctant to go out into the villages."

The information from the study further points out that the above disparities contributed to pupil differences in academic performance between rural and urban schools. Other factors were that pupils in urban areas were exposed to a variety of both mass and electronic media unlike their counterparts in rural areas. These too, were sources of latest information and learning. Up to 85.7% of the managers at one of the sampled districts advanced the viewpoint that pupils in urban schools performed better academically than those in rural schools. The same position was echoed by teacher respondents who indicated by 94.2% that there were differences in performance between rural and urban schools. Table 7 below, illustrates further the study findings.

**Table 7: Differences in performance between rural and urban schools.**

Response	Frequency	Percent	Valid percent
Yes	129	92.8	94.2
No	8	5.8	5.8
Total	137	98.6	100.0
Missing	2	1.4	
Total	139	100.0	

Regarding differences in social amenities and services, the findings indicated that urban areas enjoyed the best available social amenities and services. It is then apparent that some of the contributing factors to the shortage of trained teachers in rural schools were poor infrastructure, lack of social amenities and services, long distances from town to rural schools and lack of good incentives for working in rural areas.

Additionally, from the aforesaid, one can conclude that unless noted disparities were addressed, performance of pupils in urban schools may remain better. This view is in line with Kelly's (1999:267) who observed that:

Pupils attending school in rural areas are severely disadvantaged. They lack essential furniture, textbooks and teaching materials. They heavily depend on student-teachers.

The study also revealed that all the four groups of respondents confirmed the shortage of trained teachers in basic school. For instance, up to 90% of the managers or administrators indicated that from 2000 to date (2006), most basic schools experienced the shortage of trained teachers. In the same vein, 80% of community leaders indicated that their children went to schools without adequate numbers of trained teachers. Teacher-pupil ratios in Livingstone schools were 1:60, while in Kazungula schools

teacher-pupil ratios were 1:56. For combined classes teacher-pupil ratios were over 1:90. Teachers and their unions equally expressed their concern over the shortage of trained teachers in basic schools. Several reasons (causes) have been cited elsewhere (see chapter four) for the shortage of trained teachers.

Added to the aforesaid, findings also pointed to the fact that without trained teachers provision of quality education was not tenable. For instance, 88.2% of the managers indicated that without trained teachers, it was not possible to impart literacy, numeracy, survival and life skills. Another discovery was that there is direct correlation between availability of trained teachers and provision of quality education. Evidently, it was not possible to provide quality education to pupils without trained teachers in schools. (See the table below).

**Table 8. Not possible to give quality education without trained teachers.**

Response	Frequency	Percent	Valid percent
Yes	2	10.5	11.8
No	15	78.9	82.2
Total	17	89.5	100.0
Missing	2	10.5	
Total	19	100.0	

The above responses were derived from managers at provincial and district levels. The responses were consistent with MOE (1996:4) which observed that all learners were to be facilitated by trained teachers for them to get quality education. Kelly (1999:312) further intimates that: “schools need a capable teaching force to provide pupils with enabling conditions for learning.”

The findings on the shortage of trained teachers further indicated that to achieve a holistic preparation of pupils for adult life, trained teachers were needed in basic schools. One of the reasons cited was that teachers had a technical know how in harnessing pupils' potential.

The findings were in agreement with Kelly (1999:37) who observed that: "The school played a more important role in the education of the whole person, to render him/her more efficient in his/her condition of life."

Similarly, UNESCO (2004:91) concludes to the extent that quality of education depended not only on curricular and materials, but mainly on teachers. King (1966:197) shares this view: "...the consequences of teacher shortages can be vicious in unsuspected ways."

Congruent to the above, one is persuaded to conclude that trained teachers were essential for the holistic socialization of pupils through provision of education. In this noble exercise, teachers were instrumental in giving children that unique first glimpse of the possibilities of life long learning and knowledge. It could also be said that without trained teachers, it was difficult to have a dependable education system that fulfilled expectations of citizens in both their personal and national development.

It is also important to state that, the study recorded a host of negative effects on the provision of education due to shortage of trained teachers. The effects were on both provision of quality education and national development. Chapter four has the list of the

effects in reference. The study further revealed that the identified effects affected the development of pupils, communities, the education system and the country as a whole. They inter alia included, high failure rate among pupils, non-acquisition of literacy and life skills, and ill preparation of pupils for adulthood.

The findings further shared Kelly's (1999:255) observations that: "A sound education becomes increasingly a prerequisite for a stable career or indeed any type of employment." On the development of pupils, UNESCO (2003:121) asserts that:

The objective of basic education was to prepare pupils to pursue knowledge to higher levels for acquisition of survival and life skills as well as for earning a living after school in a real-life situation.

Without trained teachers in basic school, the above-mentioned opportunities and requirements for the development of pupils cannot be availed to the learners. UNICEF (1999:14) advanced the same viewpoint: "...the consequences of illiteracy are profound and potentially life threatening." The argument one could put up arising from the findings is that without trained teachers in basic schools, pupils are unable to attain high literacy levels to enable them be functional and self-reliant in life.

It can further be argued that such situations in basic schools inhibited full development of pupils' potential. Underdevelopment of pupils academically, due to shortage of trained teachers in basic schools has a trickle down or spill over effect on communities and the country as a whole. The study showed that pupils, when grown up, cannot contribute positively to community and national development. Neither can they articulate

themselves clearly over issues that affect them such as those of HIV/AIDS, democracy and human rights.

To this extent, it can be said that the findings were in agreement with MOE (1996:14) which acknowledges the fact that without trained teachers in basic schools, there could be no quality education. Consequently, there could be no personal, social, economic and political development. Indeed, without trained teachers in schools, pupils may not be able to develop into complete and integral persons prepared for adult life. (MOE., 1996:14).

It was also evident from the findings that schools supplied with trained teachers were essential for individual, community and national development. The moral of the above is that, educated people were better able to sustain themselves as well as contribute to national development. Not surprisingly, the citizenry exerted pressure on government to provide them with quality education. Quality education was perceived as a key factor to successful life by many stakeholders. The above findings were consistent with Henkel (1989:126) who recorded that a Catholic Bishop in Southern Nigeria observed that, "...those who hold the school hold the country, its religion and its future."

In addition, findings of the study are supportive of the view of the Human Capital Theory, to the effect that: "Provision of education to citizens in itself constitutes the 'royal road' to economic development." (Adams 1971:14). The same viewpoint was advanced by (UNESCO, 1999:24; and MOE., 1996:5).

The Human Capital Theory encourages governments to educate their citizens. Educated human resources is seen to be more productive economically, as an investment in itself and as a means to modernization. (Adams, 1971). At the same time, the findings were in agreement with those of the World Population-Family Planning Research of 1964/65. (Adams 1971:135-138). Conducted in Tunisia and Puerto Rico respectively, one of the research's objectives was to find out the impact of education in family planning.

It is of no surprise that the results showed that the level of education was positively associated with greater use of contraceptive methods. People who had more education were much more receptive to progressive changes such as the use of some birth control methods. More education seems to incline people towards a slightly stronger position of approval of family planning, hence the need to provide quality education to pupils through trained teachers.

According to the surveys in reference, when it comes to actual use of birth control techniques, those with substantial amount of schooling seem, in most cases, to be more likely to use some type of birth control than those with little or no education. (Adams, 1971:136).

Apart from what has been discussed above, the study discovered a range of problems experienced by an education system due to shortage of trained teachers. For instance, combining classes to make one was among the noted anomalies. The respondents

condemned the practice for it overstresses teachers and compromises quality. Large classes are difficult to manage in order to achieve effective teaching and learning.

In agreement with the above position, UNESCO (2003:84) observes that, "...the best indicators to assess quality education was pupil-teacher ratio. The less, the better." The same observation was made by Zambia National Education Coalition (ZANEC):

In most of our rural areas, you will find that one teacher has 60 pupils to attend to. It is not possible for a teacher to pay attention to 60 children, because the pressure becomes too much. On top of that, teachers are either not accommodated or living in substandard houses. (Saturday Post, May 27:5, 2006).

It could be said that research findings and the literature review done and cited in the study, seem to have pointed out to one phenomenon: this was that the current perceived and felt effects of the shortage of trained teachers could be effectively addressed by deployment of more and trained teachers in basic schools. Government's non-deployment of teachers in schools was one of the root causes of a host of experienced negative effects presented in chapter four. Furthermore, the study has shown that stakeholders in education and various scholars referred to in this study are in agreement on several points. One such point was the perception that provision of quality education to citizens was a means to socio-economic development.

To this extent, the church also observes that:

The only way to address poverty is through improvement of education. If we do not redirect education and put children in better schools and in a more improved environment, then we will remain on zero in terms of addressing poverty. Free

education is meaningless if there are no trained teachers in basic schools. (Saturday Post, June 24:6, 2006).

Similar observations were revealed in the study by all the four categories of respondents. The message drawn from the above is that for a long time to come, provision of quality education could remain a source of hope for pupils' holistic socialization. It seemed that society looked up to the education system for the preparation and supply of quality human resources.

It is evident from the study that there was harmony and consistence between the research findings and what scholars quoted in this study had stated on the topic under review. This was that trained teachers are needed in all basic schools if quality education has to be provided to pupils. The study further showed that stakeholders in education held schools accountable for holistic preparation of pupils for the future.

Several lessons could be drawn from the discussions above, one of which is that parents and other stakeholders were justified in demanding deployment of trained teachers in basic schools. This is because the study seem to have adequately indicated that trained teachers are critical in the provision of the much needed quality education. It also needs stating that the effects of shortage of trained teachers as presented in chapter four, could have both short and long term implications on pupils and the nation.

Aside from the above, the study revealed that respondents appealed to government to deploy trained teachers in basic schools, particularly in rural areas. The above conclusions were in support of UNESCO's (1999:25) position declaring that:

Teachers assume responsibility for the most challenging assignment in the World, that of developing the potential of children. They occupy a central role in advancing and developing ideas. They nurture critical thinking skills and the thirst for knowledge in pupils.

The discussions and conclusions above, seem to have given the impetus to parents and other stakeholders concerns over the shortage of trained teachers since 2001. This was reflected, as shown in the study, by the many appeals for government by all the stakeholders to deploy teachers in basic schools.

Also apparent from the findings was that respondents indicated both their expectations and concerns in respect to the topic under review. One such expectation was that government was to employ most of the trained teachers to lessen shortage of trained teachers in basic schools. This was with an understanding that, recruitment of teachers was a preserve and duty of government. Other partners in education were not able to play that role due to financial and other implications. The above was consistent with MOE's (1996:75) standpoint that: "It is important that government through MOE adopt a variety of strategies aimed at increasing the supply of qualified teachers."

King (1966:89) seems to have amplified the same view when he observed that, "...teacher recruitment and deployment must be nationally organized." Against the

above background, it could be said that stakeholders' view that government was responsible for employment of teachers is justified.

In another dimension, even the unemployed teachers themselves seem to know who should have employed them. A spokesperson for the unemployed teachers in Solwezi lamented that since they graduated in 2001, government had failed to employ them. He went on to say:

Since government has failed to employ us, we will decampaign it during this years tripartite elections so that we put in a government which will consider us. (The Post, Friday June 23:6, 2006).

The reactions and observations by the unemployed teachers were in consonant with stakeholders' expectation and view that it was government's duty to employ teachers. Furthermore, parents expected education to be a dependable socialization agent for pupils. To that extent, UNESCO (2004:81) outlined some of the objectives of basic education which in a way were in line with respondents' expectations. It was asserted that basic education was to help pupils develop: (a) awareness of the relationship between life and the environment; (b) cooperative and responsible attitudes and habits and beliefs; (c) positive attitudes and habits befitting democratic values and practices; (d) an inquiring mind; (e) capacity of expression in writing and speaking; (f) numeracy skills to solve problems in daily life; and (g) interest in art, culture and aesthetic values.

From the aforesaid, one might conclude that stakeholders' expectations that pupils' induction and socialization into adult life were to be done at school were not misplaced. Equally, it could be said that appeals by respondents to government to employ teachers

were valid. Another discovery was that stakeholders expected donors not to impose hostile and retrogressive measures on government. Measures such as scaling down on teacher recruitment were not user friendly. On the contrary, respondents were of the view that if schools were supplied with trained teachers, most of the concerns raised by respondents would have been solved, to some extent.

Snelson (1990:282) seem to have given the background and rationale to the respondents' concerns over the shortage of trained teachers in basic schools. He observes that, "...Western Education was preparation for life." Consequently, parents sought to have their children prepared for adult life through education. This was supported by the research findings which showed that 89.7% of the respondents had children in basic schools. The situation above further justified parents' increased expectations that education was "...a golden gate to success."(Adams, 1971: 15).

To that extent, stakeholders expected government to minimize disparities in social amenities and services between rural and urban areas. This was with a view to attracting and retaining teachers in rural areas. It was expected that such a measure was going to push up the rate of pupils' retention, progression and completion in basic schools. The study provided ground on which to anchor the conclusion that both expectations and concerns arose from the same phenomenon. This was the effects of shortage of trained teachers on the provision of quality education to pupils in our basic schools.

Also noteworthy from findings, was that stakeholders expected fulfillment of their expectations and solutions to their concerns through government and donor partnership. There was evidence that stakeholders expected school going children to demonstrate specific competencies and skills. As discussed in chapter four, they held the school system accountable for the holistic socialization and preparation of pupils for adult life.

The above perception by parents and other stakeholders was in tandem with UNESCO's (2004:82) perception regarding the functions of quality basic education to pupils as:

The development of a capacity for product-oriented professions through acquisition of survival and life skills. The development of four operational skills to the maximum (listening, speaking, reading and writing). The development of a habit of maintaining social values, beliefs, proper use and conservation of public property; and the development of capacity of enhancing life quality of the individual, family and society through cooperative effort.

The research findings indicated that the situation described by UNESCO (2004) above, was the ideal one, sought after by stakeholders as the expected role of basic schools. In fact, respondents attributed efficiency and quality performance of basic schools to availability of trained teachers. Thus, the shortage of trained teachers was a major challenge that needed addressing by government. Other than showing respondents' expectations, the study also reveals their serious concerns. These were concerns over the noted effects of the shortage of trained teachers in basic schools presented in chapter four.

Most respondents were concerned with the imbalance in teacher supply between rural and urban schools. It was believed that the imbalance was as a result of disparities in social

amenities and services between rural and urban areas. Shortage of trained teachers was highest in rural schools (see table 3). The respondents in the study attributed that situation to long distances to rural schools from towns. It was pointed out that many rural areas had poor roads, poor school infrastructure including accommodation. Additionally, most rural areas had no electricity, banks, good stores, health facilities, and post offices.

Consequently, provision of education was affected. The few available teachers were over worked and tended to combine classes, so as to occupy all pupils in schools. The above observations were in agreement with Adams (1971) who concluded that:

It was obvious that beyond a certain number of pupils per class, the quality of education provided declines. The attention given to each one of the pupils by the teacher decreases and over crowding occurs which would reduce pupils' ability to concentrate.

The findings, as presented in chapter four, indicated that the effects experienced on the provision of education were due to shortage of trained teachers in our basic schools. The study on the subject under review, points to the negative impact shortage of trained teachers has on the development of pupils, communities and the country (see chapter four). This point was also ably articulated by the church:

In the five years that the current government has been in power they have only employed a couple hundred of teachers, out of more than 20,000 of them who need employment. Schools all over the country need teachers. Not employing teachers is a national crime for which some one should be punished. (Saturday Post, June 24:6, 2006).

From the aforesaid, one may conclude that the effects of shortage of trained teachers in basic schools seems to have had a negative impact on the provision of education. This is also evidenced by the list of the effects provided in chapter four. In the same vein, it

could also be said that the study indicated that employment of teachers was government 's responsibility. Respondents stated that had majority trained teachers been deployed, most concerns related to shortage of trained teachers in basic schools could have been minimized.

Furthermore, the study indicated that stakeholders in education were concerned with the effects of shortage of trained teachers. This was because of the link between trained teachers and the provision of quality education. The research findings further suggested that lack of quality education contributed to mass school drop outs and high levels of illiteracy. In turn, the above situation could lead to the nation's social, economic and political stagnation. These findings were in agreement with the observations of Adams (1971:99) who stated that: "If a country is to advance economically and participate actively in international affairs, it must educate its population".

The same views were given by Carmody (2004:92), MOE (1996:2), Kelly (1999:254) and UNESCO (1999:20). The four sources referred to have a common position with Adams (1971) on the role of education in economic development. The argument being that without educated human resources, social, economic and political spheres of a country cannot develop.

Another point revealed by the study is that a literate citizenry is brought about through the provision of quality education. This was evident in the research findings where 99.3% of the teacher respondents indicated that it was not possible to provide quality

education without trained teachers. Up to 88.2% of managers attested to the same viewpoint.

From the information above, it could be said that stakeholders in education expect the deployment of trained teachers in basic schools if the provision of quality education is to be accessed to. This was so because quality education was seen as a springboard for both pupils' and national development. Furthermore, the research findings had shown that stakeholders' concerns about the effects of shortage of trained teachers, were based on their experiences with the phenomenon under review as shown in chapter four.

To that extent, it could be argued that while stakeholders contributed immensely in various ways towards provision of education, employment of teachers remains the responsibility of government.

## **5.2. SUMMARY**

In this chapter, the research findings presented in chapter four, were discussed. They were based on the effects of shortage of trained teachers on the provision of education in basic schools. The discussions indicated that both objectives and research questions were achieved and answered respectively. The discussions of the study findings showed many perceived and felt effects of the shortage of education in basic schools. In addition, views and perceptions of respondents on the phenomenon under review were clearly given out. These were in form of expectations, observations and concerns. To this

extent, what remains now is to make conclusions of the study findings and propose recommendations for further research. This is the concern of the chapter which follows.

## **CHAPTER SIX**

### **6.0. CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1. CONCLUSIONS**

#### **6.3. INTRODUCTION**

Arising from the presentation of findings in chapter four and subsequent discussion of these findings in chapter five, chapter six seeks to draw conclusions and make recommendations on the study.

The chapter makes conclusions of the study and proposes recommendations based on the research findings. Several conclusions have been drawn from respondent's submissions regarding the effects of the shortage of trained teachers on the provision of education to pupils in our basic schools. Chapter Four, contains these submissions.

Evidence from the study indicated that there was a shortage of trained teachers in Southern Provision, especially in rural districts such as Kazungula. The study showed that schools in urban districts such as Livingstone were generally well staffed on roll or register, but not in attendance for work. This was because many of the teachers in urban schools were bed ridden due to HIV/AIDS related diseases.

The study also observed that the terminally ill teachers could not be replaced by the Ministry of Education (MOE) because they were on sick leave. This was due to professional ethics and human rights. From the data collected, the study concluded that urban schools had their own particular kind of shortage of trained teachers which was not

easy to manage. The study further showed that rural schools were the most affected by the shortage of trained teachers in basic schools.

While some schools in urban areas were overstaffed, rural schools were generally understaffed. This was due to many factors which were both medical and social. Medically, many teachers who were sick from HIV/AIDS related diseases were transferred to urban areas, where there are better social services such as hospitals. By the same token, they created understaffing at their former rural schools and created overstaffing at their new stations in the urban schools. Information from the study showed that most of the schools in rural areas have had insufficient numbers of trained teachers for more than six years now.

Evidence from the study indicated that the shortage of trained teachers was caused by government. Government scaled down employment of teachers in 2001. This was in conformity with donor demand for the country (Zambia) to reach the Highly Indebted Poor countries (HIPC) completion point. Evidence from the study further pointed to government's lack of political will to employ and deploy trained teachers in basic schools. Government's poor way of making priorities in national development, was another factor for the shortage of trained teachers in basic schools, the study concluded.

The study also showed several disparities between rural and urban schools. Those disparities, as presented in chapter four, aggravated the shortage of trained teachers to a large extent. It was found that rural schools lacked good social services such as; roads,

accommodation, banks, hospitals, libraries, post offices, transport and electricity, among others.

It was also found that many rural schools were very distant from the line of rail. To the contrary, the study also established that urban schools enjoyed the best of the above facilities, which lacked in rural areas. To that extent, it became evident from the study that unless government addressed noted disparities in infrastructure, provision of social amenities and services between rural and urban areas, it would be difficult to attract and retain trained teachers in rural schools.

Additionally, the study observed that there were several tangible and felt effects of the shortage of trained teachers in basic schools. This was ably shown in chapter four. To that extent, the study further observed that:

- a) good quality education might not be provided to pupils, since they left school without basic skills for their adult life and national development;
- b) pupils failed grades seven and nine examinations in large numbers, driving many of them onto the streets;
- c) parents and other stakeholders in education seem to have lost confidence in government for not addressing the anomaly for over six years now;
- d) parents and other stakeholders seem to have associated increased rate of social vices with mass school drop outs. These were: early pregnancies and marriages, theft, laziness, drug abuse, HIV/AIDS infections and beer drinking. Others were

dependency syndrome by school leavers, general social and economic degeneration of communities and the country at large; and

- e) pupils' potential were under developed. They were not able to develop critical and analytical minds. Consequently, they were not able to appreciate the value and importance of education. They were also not able to articulate themselves on issues affecting them such as human rights, democracy, among many others.

It was further concluded that quality education could be provided to pupils mostly with the help of trained teachers. The study observed that quality education was vital to pupils because it laid good foundation for lifelong learning. It developed the affective, cognitive and psychomotor domains in pupils. The study also established that better performance in examinations by urban over rural schools, was based on more availability of trained teachers in urban schools. To this effect, the study observed that there was need to off set the imbalance in teacher supply and retention between rural and urban basic schools.

The study also established that the phenomenon of combining classes in basic schools, more so in rural areas, had negatively impacted on the provision of education. It was observed that teachers were usually overwhelmed and stressed by such over crowded classes. The study further observed that both good class management and provision of quality education were eluded in such situations. In addition, the study also established that combining classes was one of the effects of shortage of trained teachers in our basic schools.

Another conclusion drawn from the study was that trained teachers guided pupils. They guided them towards societal and national expectations as enshrined in the school syllabi and the education act. Among those expectations were that pupils were to grow up into responsible citizens. They were to be people with good moral values. They were expected to appreciate national heritage and identity. At the same time it was apparent that parents and other stakeholders expected school leavers to be self-reliant and able to contribute to community and national development.

Beyond the aforesaid, the study also concluded that the effects of shortage of trained teachers, as discussed in chapter four, were detrimental to both community and national development. This was because social, economic and political development largely depended on educated human resources and a well informed citizenry.

Equally important was the conclusion drawn from the study that low pupil-teacher ratio was ideal for effective teaching and learning. And that trained teachers were inseparable with provision of quality education in schools. The study also observed that the shortage of trained teachers in basic schools contributed to non-teaching of non-examination subjects, such as Physical Education, Home Economics, Music and Creative Arts.

Another notable observation was that high illiteracy levels could contribute to undesirable practices and behaviour in communities, which inter alia included; witchcraft, fighting, laziness and polygamy.

Also associated with the effects of shortage of trained teachers is the conclusion that more often than not, high levels of illiteracy contributed to people's resistance to change.

In the final analysis, it could be said that from the research findings, many conclusions were drawn above regarding the topic under review. Therefore, it is only logical to propose recommendations as a follow up to the conclusions of the study.

## 6.2. RECOMMENDATIONS

The following recommendations are made to the government, stakeholders in education and various consumers of the outcome of the research. These recommendations are as a result of the discussion of the findings and the subsequent conclusions that were drawn.

### **The recommendations are:**

- a) the government should employ most of the trained basic school teachers to enhance provision of quality education;
- b) better incentives be introduced in order to motivate and retain many teachers in rural schools;
- c) the government should provide quality basic education to all pupils to avoid raising a generation that would be ill prepared for adulthood;
- d) the government is urged to consider deploying educated and trained human resource as a priority and key to national development;

- e) donors should at all cost avoid dictating and imposing hostile conditionalities on the *Zambian* government and its people;
- f) the government should not play down the effects of the shortage of trained teachers on the provision of education in basic schools;
- g) attempts should be made by local communities to supplement government effort to contribute towards providing all forms of education infrastructure;
- h) the Church and other stakeholders in education, should pressurize government to generate a political will to employ trained teachers who are presently roaming the streets;
- i) the government should address the paradoxical situation in which it finds itself as at now. This is where it has an intensive teacher output programme called *Zambia Teacher Education Course (ZATEC)*, but does not employ most of these teachers;
- j) the government should embark on rural development to narrow the gap in social services between rural and urban areas;
- k) the Ministry of Health (MOH) should upgrade many rural clinics to hospitals. This would prevent HIV/AIDS positive teachers from transferring to urban areas in search of better medical services;
- l) the government should convince donors not to interfere with the process of teacher recruitment if *Zambia* was to develop; and
- m) let other researchers, government, stakeholders in education, research consumer institutes further research on related aspects of the study.

Such areas of research might include the following:

- a) an assessment of the socio-economic impact of the effects of shortage of trained teachers on either; school leavers, communities or the country;
- b) a comparative study on pupils' performance in grades 7 and 9 examinations between rural and urban schools; and
- c) to find out national basic school teacher needs against college-teacher out put, since 2001.

Both conclusions and recommendations made and presented above, help to summarise the findings of the study. These are findings on a very important topic that does not only affect pupils, but communities and the country as well.

### 6.3. CONCLUSION

It could also be said that this study does not provide all the information on this topic, but should be viewed as a possible springboard from which to take off into further research as suggested above. This is with a view to shading more light on various challenges and issues raised by the study. However, it is hoped that the study may contribute towards explaining the relationship between provision of quality education and trained teachers in basic schools. It may also help to highlight the effects and impact shortage of trained teachers has on pupils, communities and the country as a whole. Most of all, the study brought out and discussed the experienced effects of shortage of trained teachers in basic schools by respondents. The identified effects were discussed along with their possible impact on pupils, communities and the country as a whole.

## **BIBLIOGRAPHY**

Adams, D. (1971). **Education in National Development**. London: Rutledge and Kegan Paul.

Adams, R.S. (1978). **Educational Planning: towards a qualitative perspective**. Paris: UNESCO.

Bell, J. (1987). **Doing your Research Project: A guide for first time Researchers in Education and Social Sciences**. Buckingham: Open University Press.

Blaxter, L. et al (2001). **How to Research**. Buckingham: Open University Press.

Bless, C. and Achola, P. (1987). **Fundamentals of Social Research Methods**. Lusaka: UNZA Press.

Borg, W.R. and Gall, M.D. (1979). **Educational Research: An Introduction**. London: Longman.

Brempong, G. (2003). **A review of Education Policy in Africa**. Addis Ababa: Commercial Printing Enterprise.

Burges R.G. (Ed) (1985). **Issues in Educational Research**. London: Falmer Press.

Carmody, B. (2004). **The Evolution of Education in Zambia**. Lusaka: Book World Publishers.

Charles, C.M. (1988). **Introduction to Educational Research**. New York: Longman.

Cresswell, J.W. (1994). **Research Design. Qualitative and Quantitative Approaches**. London: New Delhi: Sage Publications.

Dalen, D.B.V. (1966). **Understanding Educational Research**. Toronto: McGraw-HILL Book Company.

Development Policy Management in Sub-Sahara Africa Bulletin, (2003). **Assessing Educational Policies In Africa- Case study of Zambia**. Vol.x, No.1, Addis Ababa, Commercial Printing Enterprise.

Fink, A, (1995). **The Survey Hand book**. London: Sage.

Fuller, B. (1985). **Raising school quality in Developing Countries. What investments Boost Learning?** EDT paper No. 7 Washington, D.C: World Bank.

Ghosh, B.N. (1982). **Scientific Method of Research**. New Delhi: Sterling Publishers Ltd.

Hallak, J. (1990). **Investing in the Future: Setting Educational Priorities in the Developing World**. Paris: UNESCO.

Hawes, H. and Stephens, D. (1990). Questions of quality: **Primary Education and Development**. Harlow: Longman

Henkel, R. (1989). **Christian Mission in Africa**, Berlin, Dietrich Reimar.

Kelly, M.J. (1999). **The Origins and Development of Education in Zambia**, Lusaka: Image Publishers Ltd.

Kelly, M.J. et al. (1986). **The Provision of Education for All: Towards the Implementation of Zambia's Educational Reforms under Demographic and economic constraints, 1986-2000**. Lusaka: ERIP Report, UNZA.

King, E.J. (1966). **Education and Social Change**. London : Pergamon.

Ki-Zerbo, J. (1990). **Educate or Perish**. Abidjan: UNICEF.

Knowles, M.S (1980). **The Modern Practice of Adult Education**. Chicago: Follett Publishing Company.

Lead, A. and Omrod, E. (2001). **Primary Education**. Paris: UNESCO.

Levin H.M. and Lockheed M.E. (1991). **Effective schools in Developing Countries**. Washing D.C: World Bank.

Macmillan, C. and Schumacher, P. (1997). **Education and Economic Crisis: The case of Mozambique and Zambia**. Stockholm: SIDA.

Marshall, C. and Rossman G.B. (1959). **Designing Qualitative Research**. London: Sage.

McAshan, H.H. (1963). **Elements of Educational Research**. Toronto: McGraw-Hill Book Company.

MOE., (1996). **Educating our Future**. Lusaka: Educational Publishing House.

MOE., (2002). Circular NO.3 ME/7/1/126: **Introduction of Free Education**. Lusaka:

MOE., (2002). **Strategic Plan 2003-2007**. Lusaka: Government Printers.

Moser, C.A. and Kalton, G. (1971). **Survey Methods in Social Investigation**. London: Heinemann Educational Books.

Nichimious, L. (1981), **Investing in people**. Ohio: UC Press.

O'brien, D. (1982). "Party, Polity and Bureaucracy: The **Zambian Educational debate, 1974-77**", African Affairs. 81 (323): 207-230.

Patrinos, A. (2002). **Returns to Education: A Further Update, World Bank Research Paper NO.2881**: Washington: World Bank.

Powell, R.R (1991). **Basic Research Methods for Librarians**. New Jersey: Ablex Publishing Corporation.

Piel A., et al. (1982). **Human Resources as Wealth of Nations**. New York: OUP.

Psacharopoulos, G. (1985) “**Returns to Education. A further International update and implications.**” *Journal of Human Resources*. 20 (1985): 583-604

*Saturday Post*, May 27:5, 2006.

*Saturday Post*, June 24:6, 2006

Sidhu, A. (2003). **Methodology of Research**. New Delhi: Sterling Publishers Pvt Ltd.

Sikwibele, A. (2003). **Assessment of Educational Policy: Free Education in Zambia. Addis Ababa**: Commercial Printing Enterprise.

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

Struwig, F.W. and Stead G. (2001) **Planning, Designing and Reporting Research**. Cape Town: Pearson Education.

*The Post News paper*, June 23 2005:

*The Post newspaper*, Friday June 23:6, 2006.

The Post News Paper, October 8 2005:8.

Times of Zambia, December 23 2002.

Travers R.M.W. (1978). **An introduction to Educational Research**. London: Collier Macmillan Publishers.

UNESCO Bulletin Vol. 34, No.2 (1999:25) Paris, UNESCO.

UNESCO., (1961) **Final Report**: Addis Ababa: Commercial Printing Enterprise.

UNESCO, (1998:3-4) **Education for All by 2000 Bulletin- April- June**, Paris; UNESCO.

UNESCO.,(2003) **Three Years after Jomtien**. Paris, UNESCO.

UNESCO., (2003). **Gender and Education for All: The Leap to Equality and Quality**. Paris: UNESCO.

UNESCO., (2004) **Education for All: Global Monitoring Report 2003/2004/** Paris; UNESCO.

Zambia Daily Mail, Thursday August 18 2005:2.

Van D. (1966). **Understanding Educational Research**. New York: McGraw-Hill Book Company.

The Post newspaper, October 8, 2005:8

**THE UNIVERSITY OF ZAMBIA**  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND  
POLICY STUDIES.

QUESTIONNAIRE:

For Politicians, Community leaders and parents.

Dear Madam / Sir,

I am a postgraduate student at the University Of Zambia, School of Education. I am carrying out a research on the effects of shortage of trained teachers on the provision of education in basic schools. The information that will be obtained is only for academic purposes. To this extent, your identity will be anonymous in reporting the results of the study.

INSTRUCTIONS:

- i. Do not write your name on the questionnaire.
- ii. Please answer all the questions.
- iii. Put a tick [✓] next to the answer of your choice, or write your answer in the spaces provided.

## BIO - DATA

1. Sex: Male  Female
2. Age group: (a) 20-30  (b) 31-40  (c) 41-50  (d) 51 and above
3. Your current position: \_\_\_\_\_
4. Marital status: (a) single  (b) Married  (c) Separated  (d) Divorced   
(e) Widowed
5. Your highest educational level (a) Grade 7  (b) Grade 9/ form 3  (c) Grade 12/ form 5  (d) College certificate  (e) College Diploma  (f) University Diploma  (g) University Degree (h) any other, specify: \_\_\_\_\_
6. Where do you live: \_\_\_\_\_ 7. District \_\_\_\_\_
8. Province: \_\_\_\_\_
9. Do you have relatives attending Basic School?  
(a) NO  (b) YES .
10. If you answer to 9 is yes, please specify e.g. two daughters.  
\_\_\_\_\_  
\_\_\_\_\_

11. Do the pupils referred to in 10, have sufficient numbers of trained teachers?  
(a) NO  (b) YES .
12. If your answer is NO to 11, what do you think are the reasons for shortage of trained teachers in Basic Schools?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13. What has happened to pupils who have had no trained teachers in schools?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. Is there any relationship between availability of trained teachers and provision of quality education? (a) NO  (b) YES .
15. Justify your answer.  
\_\_\_\_\_  
\_\_\_\_\_

16. How does shortage of trained teachers affect the following?  
(a) Pupils:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(b) society  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17. If pupils have trained teachers, what abilities and competences should they show by the end of:

Grade 7:

(a) Abilities: \_\_\_\_\_

(b) Competencies: \_\_\_\_\_

Grade 9:

(a) Abilities: \_\_\_\_\_

(b) Competencies: \_\_\_\_\_

18. May basic schools have over enrollment of pupils per class. What are the implications and effects of having crowded classes?

(a). Implications: \_\_\_\_\_

(b) Effects: \_\_\_\_\_

19. What can government and society do to enable Basic Schools provide quality education to pupils?

(a)  
Government: \_\_\_\_\_

(b) Society: \_\_\_\_\_

20. Are there any issues you wish to comment on regarding the topic under review?

We have now come to the end of our questionnaire. I would like to thank you very much for your cooperation.

Contact address:

Alfred Mudenda  
The University of Zambia  
School of Education  
Department of Educational Administration and Policy Studies  
P.O Box 32379  
Lusaka.  
Cell Phone: 097-480378.

**THE UNIVERSITY OF ZAMBIA**  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION  
AND POLICY STUDIES.

QUESTIONNAIRE:

For TESS, ECZ, ZNUT AND BETUZ officials in Lusaka.

Dear Madam/ Sir,

I am a postgraduate student at the University Of Zambia, School of Education. I am carrying out a research on the effects of shortage of trained teachers on the provision of education in basic schools. The information that will be obtained is only for academic purposes. To this extent, your identity will be anonymous in reporting the results of the study. I should therefore, be thankful if you will answer all the questions in this questionnaire

INSTRUCTIONS:

- i Do not write your name on the questionnaire.
- ii Please answer all the questions.
- iii Put a tick [✓] next to the answer of your choice, or write your answer in the spaces Provided.

**BIO- DATA**

1. Sex: Male [ ] Female [ ]
2. Age group: (a) 20-30 [ ] (b) 31-40 [ ] (c) 41-50 [ ] (d) 51 and above [ ]
3. Your current position: \_\_\_\_\_
4. Marital status: (a) single [ ] (b) Married [ ] (c) Separated [ ] (d) Divorced [ ]  
(e) Widowed [ ]
5. Your highest educational level (a) Grade 12 [ ] (b) College certificate [ ] (c) College Diploma [ ] (d) University Diploma [ ] (e) University Degree [ ] (f) Any other, Specify: \_\_\_\_\_
6. Where do you live: \_\_\_\_\_ 7. District \_\_\_\_\_
8. Province: \_\_\_\_\_
9. Is there shortage of trained teachers in Basic Schools in Zambia?  
(a) NO [ ] (b) YES [ ]
10. How would you rate the shortage of trained teachers in Basic Schools country wide?  
(a) Very high [ ] (b) High [ ] (c) Moderate (d) Low [ ]
11. What are the basic reasons for shortage of trained teachers in Basic Schools?  
\_\_\_\_\_  
\_\_\_\_\_

12. Is it possible to provide quality education to pupils without the required number of trained teachers?  
(a) NO [ ] (b) YES [ ]
13. Justify your answer in 12  
\_\_\_\_\_  
\_\_\_\_\_

14. What effects has shortage of trained teachers in Basic School has on the following:  
(a) Pupils:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
  
(b) Quality of education provided:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
  
(c) Society:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15. What is the national teacher need at Basic School level?  
\_\_\_\_\_



16. How many trained teachers were in Basic Schools at national level by the end of 2005?

---

17. Which provinces and districts are most affected by shortage of trained teachers in Basic Schools?

(a) Rural provinces [ ] (b) Urban provinces [ ]. (c) Rural districts [ ] (d) urban districts

18. Why is shortage of trained teachers critical in areas you have cited above?

---

19. How is staffing position in Kazungula and Livingstone districts?

(a) Kazungula:

---

---

(b) Livingstone:

---

---

20. What explanation do you give for the answer in 19?

---

---

21. How does quality education prepare pupils for:

(a) Life long learning:

---

---

(b) responsible Adult hood:

---

---

(c) Self reliance:

---

---

22. For how long have we experienced shortage of trained teachers in Zambia?

---

**23. IN THE QUESTIONS THAT FOLLOW, PLEASE RESPOND ONLY TO SECTIONS THAT ARE RELEVANT TO YOU.**

(a) Examinations Council of Zambia-(ECZ).

Number of Zambia Teacher Education course (ZATEC), teachers trained and certified in:

2001: \_\_\_\_\_ 2002: \_\_\_\_\_ 2003: \_\_\_\_\_

2004: \_\_\_\_\_ 2005: \_\_\_\_\_

(b) Teacher Education and Specialized Services-(TESS).

Number of Zambia Teacher Education course (ZATEC), teachers employed in:

2001: \_\_\_\_\_ 2002: \_\_\_\_\_ 2003: \_\_\_\_\_

2004: \_\_\_\_\_ 2005: \_\_\_\_\_

(i) . Why is there a disparity between the number of trained teachers and that of employed teachers in each year?

---

(ii). What does Ministry of Education intend to do with trained teachers not employed?

---

(c) Zambia National Union of Teachers (ZNUT) and Basic Education Teachers' Union of Zambia-(BETUZ.).

24. Give assessment of effects of shortage of trained teachers in Basic Schools on the provision of education in Zambia for the past ten (10) years.

---

25. What can government and society do to enable Basic Schools provide quality education to pupils?

(a) Government:

---

(b) Society:

---

26. Are there any issues you wish to comment on regarding the topic under review?

---

---

---

We have now come to the end of our questionnaire. I would like to thank you very much for your cooperation.

Contact address:

Alfred Mudenda  
The University of Zambia  
School of Education  
Department of Educational Administration and Policy Studies  
P.O Box 32379  
Lusaka.  
Cell Phone: 097-480378.

**THE UNIVERSITY OF ZAMBIA**  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND  
POLICY STUDIES.

QUESTIONNAIRE:

For PEO, PESO, SESOS, Planning and Human Resource Officers.

INTRODUCTON

I am a student at the University Of Zambia, School Of Education. I am carrying out a research on the effects of the shortage of trained teachers on the provision of education in basic schools. The information that will be obtained is for academic purposes only. Your responses to this questionnaire will be highly appreciated and treated as confidential. I therefore, ask you to answer the questionnaire as truthfully as possible without fear for your identity.

INSTRUCTIONS:

- i. Do not write you name on the questionnaire.
- ii. Please answer all the questions.
- iii. Put a tick [ ] next to the answer of your choice, or write your answer in the space provided.

1. Sex: Male [ ] Female [ ]
2. Age: (a) 20-30 [ ] (b) 31-40 [ ] (c) 41-50 [ ] (d) 51 and the above [ ]
3. Your current position: \_\_\_\_\_
4. Date: \_\_\_\_\_ 5. District: \_\_\_\_\_
6. Station: \_\_\_\_\_ 7. Province: \_\_\_\_\_
8. Does Southern Province have a shortage of trained teachers in Basic Schools?  
(a) NO [ ] (b) YES [ ]
9. How serious is shortage of trained teachers in reference?  
(a) Very high [ ] (b) High [ ] (c) Average [ ] (d) Low [ ]
10. When did shortage of trained teachers become a challenge?  
(a) 2000 [ ] (b) 2001 [ ] (c) 2002 [ ] (d) 2003 [ ] (e) 2004 [ ] (f) 2005 [ ]

11. Which schools are most affected by shortage of trained teachers?  
(a) Rural [ ] (b) Urban [ ]
12. To what extent does shortage of trained teachers in Basic Schools affect the districts below:  
(a) Kazungula:

---



---

- (b) Livingstone:

---



---

13. What are the reasons for shortage of trained teachers in Basic Schools, considering the fact that many roam streets?
- 
- 

14. Is it possible to provide literacy, Numeracy and life skills to pupils without trained teachers in Basic Schools?  
(a) NO [ ] (b) YES [ ]

15. Is there direct relationship between provision of quality education to pupils and availability of trained teachers in basic Schools?  
(a) NO [ ] (b) YES [ ]

16. What are the possible effects of shortage of trained teachers in Basic Schools on:  
(a) Pupils in Basic Schools:
- 
-

(b) Quality of education provided:

---

---

---

(c) Society:

---

---

---

17. Quality education prepares pupils for; life long learning, responsible adulthood, informal and formal employment and self-reliance.

Has this been the case for grade 7 and 9 School leavers in Kazungula and Livingstone for the past ten (10) years?

(a) NO [ ] (b) YES [ ].

(c) Others specify

---

---

---

18. What has been the reaction and view point of other Stakeholders in education to shortage of trained teachers in Basic Schools in Southern province?

---

---

---

19. Education for all by 2015 is one of Zambia's Millennium Development Goals (MDGS). What can be done by your office to help Kazungula and Livingstone Basic Schools reach that target?

---

---

---

20. What can be done by government to enable Basic Schools provide quality education to pupils?

---

---

---

21. Any other information you may want to bring out on the topic under research:

---

---

---

We have come to end of our questionnaire. I would like to thank you very much for your cooperation.

Contact address:

Alfred Mudenda

The University of Zambia

School of Education

Department of Educational Administration and Policy Studies

P.O Box 32379

Lusaka.

Cell Phone: 097-480378.

APPENDIX D

**THE UNIVERSITY OF ZAMBIA**  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION  
AND POLICY STUDIES.

QUESTIONNAIRE:

For DEBS, DESOS, ESOS, Head teachers and teachers

Dear Madam / Sir,

I am a postgraduate student at the University Of Zambia, School of Education. I am carrying out a research on the effects of shortage of trained teachers on the provision of education in basic schools. The information that will be obtained is only for academic purposes. To this extent, your identity will be anonymous in reporting the results of the study. I should therefore, be thankful if you will answer all the questions in this questionnaire.

INSTRUCTIONS:

- i. Do not write your name on the questionnaire.
- ii. Please answer all the questions.
- iii. Put a tick [✓] next to the answer of your choice, or write your answer in the spaces provided.

## BIO- DATA

1. Sex: Male [ ] Female [ ]
2. Age group: (a) 20-30 [ ] (b) 31-40 [ ] (c) 41-50 [ ] (d) 51 and above [ ]
3. Your current position: \_\_\_\_\_
4. Marital status: (a) single [ ] (b) Married [ ] (c) Separated [ ] (d) Divorced [ ]  
(e) Widowed [ ]
5. Your highest educational level (a) Grade 12 [ ] (b) College certificate [ ] (c) College Diploma [ ] (d) University Diploma [ ] (e) University Degree [ ] (f) Any Other, specify: \_\_\_\_\_
6. Where do you live: \_\_\_\_\_ 7. District: \_\_\_\_\_
8. Province \_\_\_\_\_
9. Is your District/school well staffed with trained teacher?  
(a) NO [ ] (b) YES [ ]
10. If your answer to 9 is no, what are the causes of shortage of trained teachers?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Where is shortage of teachers more critical?  
(a) Rural [ ] (b) urban [ ]
12. Justify your answer in 11.  
\_\_\_\_\_  
\_\_\_\_\_
13. What is the impact of shortage of trained teachers in basic schools?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
14. To support your answer in 13, give reasons.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
15. Do you think the provision of quality education to pupils is possible without required numbers of trained teachers?  
(a) Yes [ ] (b) No [ ]
16. For how long has your district/ school experienced shortage of trained teachers?  
(a) Under a year [ ] (b) 1-5 years [ ] (c) 6-10 years [ ] (d) 11-15 years. [ ] (e) Over 15 years [ ]
17. How does quality education prepare pupils for:  
(a) Life long learning:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(b) Responsible adulthood:  
\_\_\_\_\_

---

---

(c) Self- reliance:

---

---

18. Are there differences in academic performance between pupils in rural and urban Basic schools? (a) Yes [ ] (b) No [ ]

19. If your answer in 18 is yes, Please explain why?

---

---

20. When there is shortage of trained teachers in Basic Schools, how does each of the following get affected?

(a) Quality of education:

---

---

(b) Pupils:

---

---

---

(c) Society:

---

---

21. Is there a direct relationship between availability of trained teachers in Basic Schools and the provision of quality education?

(a) YES [ ] (b) NO [ ]

22. If your answer in 21 is yes, please explain.

---

---

23. Who are your patterners in the provision of education?

---

---

24 .What do your patterners say about shortage of trained teachers in basic schools?

---

---

25. List down some challenges that arise in schools due to lack of trained teachers.

---

---

---

26. In the event of shortage of trained teachers, what has government done to continue providing education?

27. What should be done by government and society to address shortage of trained teachers in basic schools?

(a) Government:

(b) Society:

28. Are there any issues you wish to comment on regarding the topic under review?

We have now come to the end of our questionnaire. I would like to thank you very much for your cooperation.

Contact address:

Alfred Mudenda  
The University of Zambia  
School of Education  
Department of Education Administration and policy Studies  
P.O.Box 32379  
Lusaka.  
Cell Phone: 097 – 480378.



**APPENDIX E**

**THE UNIVERSITY OF ZAMBIA**  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION  
AND POLICY STUDIES.

**Interview Schedule for respondents in the research Sample.**

Dear sir/Madam,

This study, in which you are being requested to participate, is being undertaken to investigate the effects of shortage of trained teachers on the provision of education in Basic Schools.

I will be grateful if you participate fully and freely in this discussion that I will moderate. The information that will be obtained from this study is purely for academic purposes. I would like to assure you that both confidentiality and your protection as participants are guaranteed.

1. In your view, what is the role of teachers in our society?
2. Are there good and bad teachers in Basic Schools?
3. In what ways are trained teachers better than untrained ones?
4. What are your specific expectations for pupils who reach grades 7 and 9?
5. Have your expectations been met in the past ten (10) years?
6. Are there enough trained teachers in our basic Schools?
7. What are the effects of shortage of trained teachers in schools on :
  - (a) Pupils
  - (b) Society
  - (c) Education provided.
8. What do our school leavers lack today?
9. How has shortage of trained teachers in Basic Schools affected you?
10. Why do we have a shortage of teachers in our Basic Schools?
11. What can government and society do to improve the provision of education?
12. Is it true that current teachers do not teach as effectively as those of 1960s and 1970s?
13. In your view what is good education?
14. Any other information you want to bring out on the topic under discussion

We have now come to the end of our discussion. Thank you very much for having taken part in this discussion and for having participated effectively.

Contact address:  
 Alfred Mudenda  
 The University of Zambia  
 School of Education  
 Department of Educational Administration and Policy Studies  
 P.O Box 32379  
 Lusaka.  
 Cell Phone: 097-480378.

To whom it may Concern  
The bearer has been authorized to carry out research in Hstone and Kazungula dist. Please give him all the assistance he requires.  
Mr  
Puso



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

Telephone: 291381  
Telegram: UNZA, LUSAKA  
Telex: UNZALU ZA 44370

P.O. Box 32379  
Lusaka, Zambia  
Fax: +260-1-291381

5<sup>th</sup> May 2005

**TO WHOM IT MAY CONCERN**

Dear Sir

**RE: FIELD WORK FOR M.ED STUDENTS**

The bearer of this letter Mr/ ~~Ms~~ ALFRED MUDENBA

Computer number 25547551 is a duly registered student at the University of Zambia, School of Education.

The student is taking a Masters Programme in Education. The Programme has a fieldwork component, which the student has to complete.

We shall greatly appreciate if the necessary assistance is rendered to the student.

Thanking you always.

Yours sincerely,

P.C. Manchishi  
**ASSISTANT DEAN, GRADUATE STUDIES, SOE**

CC: The Dean, School of Education, UNZA  
The Director, DRGS, UNZA

