

**PARENTS ATTITUDES TOWARDS SECONDED PRIMARY SCHOOL  
TEACHERS TEACHING IN BASIC SCHOOLS (GRADE 8 AND 9)  
WITH SPECIAL REFERENCE TO THREE SELECTED BASIC SCHOOLS  
IN NAMWALA DISTRICT**

by

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OF THE REQUIREMENTS FOR THE AWARD OF DIPLOMA IN ADULT  
EDUCATION

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DEDICATION

This work is dedicated to my late father, PHILLIP  
CHIBUNGWA, for he had foresight to insist on education.  
Without this foresight his children could have been  
left as destitutes by the Tonga Tradition of inheritance.

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## CHAPTER ONE

### INTRODUCTION

Zambia's education system has experienced a number of bottlenecks or problems. At the of independence, there were very few places for primary education pupils. This inevitably lead to a shortage of trained manpower in Zambia. By independence time, there were a handful of graduates, Diploma and Certificate holders. The majority of Zambians were in the category of labourers with no education at all. To change this pattern, the government constructed many new primary schools to increase primary intake. This venture raised another problem of teachers. To increase the number of primary school teachers, the government had to introduce a one year residential course for teachers in 1965. This helped to increase the number of primary school teachers.

Unfortunately, the demand for more primary places raised another problem of extra classes in form 1. By 1969, the grade 7 dropout increased in number. The government was again in problems of opening new form 1 places. In vew of this problem the government decided to review its educational system altogether. By early 1970s, discussions were focused on New Educational Reforms which would bring in Basic Education. The government was forced to move into this direction because of its 1962 and 1964 election (UNIP) manifestos which had hoped of introducing 10 years of free universal education. The debate for new Educational Reforms was followed by the implementation stage. By mid 1980s, Basic education schools were introduced and the y were attached to existing primary schools. The period for Basic education was cut down to 9 years instead of 10 years.

This move again produced another problem. The grade 8 and 9 classes are junior secondary classes and these were attached to primary schools, then there arose a problem of teachers. Should primary school teachers teach junior secondary classes or not? Could Diploma teachers be sent to primary schools to run these classes? In the predicament the government was in, it appears both questions were answered in the affirmative. Trained primary school teachers were seconded to handle grade 8 and 9. Some Diploma holder teachers were also sent to Basic schools to teach grade 8 and 9 of which they are professionally trained. But since these professionally trained teachers are very few, the majority of teachers are seconded primary school teachers. The latest problem facing the government was and is that the public and parents in particular are not happy with the bringing in of primary school trained teachers to handle their grade 8 and 9 children. This study was a follow-up to this cry. It hopes among many other issues to find out whether primary trained teachers are competent enough to handle grade 8 and 9 using their primary teaching methods. Hopefully useful suggestions and recommendations may come out of this study which can affect government policy on Basic Schools.

### 1.1 STATEMENT OF THE PROBLEM

Since the introduction of basic schools in the country in mid 1980s, there has been a general outcry from parents and pupils that primary trained teachers seconded to teach grade 8 and 9 are not competent enough to handle the classes. At the same time, if this allegation is a true one, then government has been against practical objection from the people affected by going ahead opening new basic schools. In some cases basic schools have been opened without completing the learning structures like classroom blocks, laboratories and teachers houses. The pace at which professionally trained Diploma holders trickle into Basic schools is very slow. the majority of basic teachers are those with primary teaching methods.

## 1.2 PURPOSES OF THE STUDY

The study therefore attempted to;

- (a) Determine whether seconded primary school teachers are not competent to teach grade 8 and 9.
- (b) Determine whether grade 9 results in Basic schools are good or not.
- (c) Determine whether pupils have no respect for their teachers.
- (d) Determine whether parents prefer to have their children at regular secondary schools than Basic schools.
- (e) Determine whether teachers in Basic schools are striving to get acceptance into higher colleges to improve their professional qualifications.

## 1.3 THE SIGNIFICANCE OF THE STUDY

The relevance of the study is in its bringing out the inherited problems created by the secondment of primary trained teachers handling grade 8 and 9. The public and pupils hold the view that these untrained teachers in secondary teaching methods, will bring down the educational standards in our schools. In the process, the school leavers from basic schools will spill-over to regular secondary schools where the pupils will continue to enrolments and hence lower down the performance even at senior secondary school level. It is important that this study brings out the truth concerning these allegations. As at present more basic schools have taken in untrained teachers. the corresponding level of training these teachers is at a snail pace. These teachers have a heavy burden on them and to doubt their competency merely increases their educational and professional isolation particularly when they mix with their counterparts in regular secondary schools. This isolation and a sign of incompetence has been

compounded by their being excluded from marking grade 9 final examinations which originally they used to participate. The study, therefore, is important in as far as it can come out with useful conclusions, suggestions and recommendations.

#### 1.4 ASSUMPTIONS OF THE STUDY

The study has the following assumptions that,

- (a) Seconded primary school teachers handling grade 8 and 9 classes in basic schools are incompetent.
- (b) Results in basic schools for grade 9 composite examinations are poor compared to those of regular schools.
- (c) Pupils in basic schools have no respect for seconded primary school teachers teaching at basic schools.
- (d) Because of their low opinion on basic teachers, parents would rather have their children taught by qualified regular secondary school teachers.
- (e) In recognition of their professional deficiency, teachers of basic schools strive very hard to get to higher colleges to enable them to compete and gain acceptance in teaching grades 8 and 9.

#### 1.5 DEFINITIONS OF TERMS USED

The following terms which have been used in this study have the following meanings only:

##### Basic school

In this study, basic education school refers to a former primary school which now offers additional classes for grade 8 and 9, apart from their traditional grades 1 to 7.

**Basic school teachers**

The term basic teachers strictly refers to teachers who handle grades 8 and 9 classes at a basic school.

**Primary school**

The term refers to a school which offers classes ranging from grades 1 to grade 7. There are some primary schools which offers 1 to 4 classes only, these are equally included in this category.

**Form 1, 2 and 3**

In this study grade 8 is equivalent to form, grade 9 is equivalent to form 2 while grade 10 is equivalent to form 3.

**Regular secondary school**

Refers to a secondary school which offers grade 8 to 12.

**Secondary School teacher**

Is referring to a teacher who was trained to handle grades 8 and 9 and was awarded with a Diploma Certificate or a Degree Certificate.

**Seconded primary school teacher**

In this study it refers to a trained primary school teacher seconded to teach grades 8 and 9 classes which are junior secondary school classes of which he/she is not trained for.

**1.6 LIMITATIONS OF THE STUDY**

The study has been limited to three basic schools in Namwala District and these schools are Lubanga, Baambwe and Itezhi-Tezhi Basic.

For the purpose of results comparison, the regular secondary schools taken are: Namwala, Choma and Njase Secondary. The last two are in Choma District.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Zambia's Education System: Historical Background

The literature on basic education is quite scanty and scattered. There are only a few documents produced by the Ministry of General Education. Other related documents refer to teacher education and case studies on various forms of education. But all in all the essence of introducing basic education can be traced way back to the pre-independence election manifesto of the United National Independence Party (UNIP). In its 1962 election manifesto, quoted by Coombe (1970), it has proposed a ten year compulsory education for all grades 1 to 10. Coombe further goes on to say that the government's 1964 election statement affirms that we are pledged to the pursuance of the policy of compulsory and free tuition for all children up to form 2.

This desire for quantitative education became apparent with the UNIP government after winning the 1964 General Elections. At the time of independence, the zambian political leadership discovered that very few Zambians held diplomas and Degrees in any field. There were a few Zambians who had certificates and those were in the field of primary education, clerical jobs and evangelization. It was, therefore, government view at the time in pursuance with their election manifesto to increase pupil intake at primary school level. Zambia's first Minister of Education Mwanakatwe (1974), noted with regret that the Ministry of Education had allocated only K1,960,980 for primary education. This allocation considered against the background of the 'crisis of expectation' at the beginning of 1964 was undoubtedly insufficient. The new government had, therefore, no choice except to respond quickly to the popular demands

for more primary schools facilities by finding positive measures of satisfying legitimate expectations. The government, therefore, was pushed to a point of possessiveness in building and opening new entry points for primary pupils. The 1962 and 1964 election manifestos on education were glaring at them. This was compounded by UNESCO's Addis Ababa Conference on educational development for African countries in the period 1971 to 1972. Among the conference's recommendations was one which fitted the Zambian situation and pleased the government because it was in line with their election manifesto. The conference's long term recommendations on primary education was that, it shall be universal, compulsory and free. The UNIP government had already included in its First National Development Plan (F.N.D.P. 1966-1970) an aim of providing school places for all seven year olds by 1970 and that projections showed that universal ten-year schooling would be achieved by 1980 or 1990.

The government had taken a bold step in realising the expectations of the people in education. There was pride in everyone associated with the rapid expansion of primary education. As the first Zambian Minister of Education programmes, John Mwanakatwe, was full of praise for the programme. He wrote that;

"to the extent that the massive programme for primary was successful, providing the impressive figure of more than 120,000 new places in primary schools, the nation has justification in looking back on 1965 and 1966 as the revolutionary years of Zambia's educational advancement"  
(Mwanakatwe: 1974:50)

This honey-moon in educational achievement did not last long. Because of increased intake in grade 1 and grade 5, there was also a growing demand for extra places in form 1 (or grade 8). Many children were left out (as drop-outs) at grade 7 level. Again the public made another demand for more places at grade 8. Mwanakatwe wrote:

"at the beginning of 1969 it became quite apparent that government's objectives under the F.N.D.P. for about one-third of the total primary school output to proceed to form 1 was no longer tenable. We find that 64,659 school candidates sat the secondary selection examination in 1969 and only 15,175 or about 23 per cent of the pupils were offered places in form 1 in January 1970. In 1970, 67,222 pupils sat and only 15,735 (about 21 per cent) were selected for form 1 at the beginning of 1971." (Mwanakatwe: 1974:66)

## 2.2 NEW EDUCATIONAL REFORMS: BASIC SCHOOLS

With this new problem of form one places, the government started to review its educational system. The new concept of Basic education was replacing free universal education for the first ten years of schooling. This task of introducing basic education and general educational reforms was left in the hands of the Ministry of Education. Many related ministries and agencies were invited. The original draft proposals were written, amended and approved by a committee by consensus. The party (UNIP) and Zambia National Union of Teachers (ZNUT) were equally represented on the committee. The nation was confronted with many conducted seminars by the draft committee for guidelines and for drafting of the document in its first version. After that, a national debate was launched by former President of Zambia, Dr Kaunda, on the New Educational Reforms using the first draft version of 1976. The evaluation committee worked on it and came out with the Educational Reform document of 1977 with proposals and recommendations. The draft statement observed that within full-time education, three stages were distinguished. The first stage was called Basic Education which would give ten years schooling for all providing "functional education and occupational competency". The second stage was to "provide vocational specialisation and general education" programmes at post-grade 10 level. Although there was a delay in starting Basic education in schools these schools started operating in mid 1980s and late 1980s.

The period of Basic Schooling was cut down to 9 years instead of 10 years compulsory schooling. This new development utilized the existing primary schools to open extra classes for grade 8 and 9. Grade 10 became a senior secondary class bringing back 3 years senior education which was abandoned in 1970. Basic Education hopes to break down the primary levels in two groups. Grade 1 to 3 as first stage (or lower primary) and stage two for grade 4 to 6 as upper primary school. Then grade 7 to 9 will be considered three year junior secondary school education. Grade 10 to 12 as senior secondary school education. This new development;

"certainly raised several organizational problems. This is because grade 1 to 7 are at present primary schools which are almost always quite separate from secondary schools where grade 8 to 10 (form 1 to 3) are taught. In future, however, grade 1 to 10 will be single continuous education programme"  
(Draft statement: 1976:8)

Although this programme has excluded grade 10 which is now considered senior secondary, the problem still remains because of utilizing existing primary school structures including teachers.

### 2.3 TEACHERS OF BASIC SCHOOLS

With the mushrooming of Basic Schools all over the country, the problem of teachers for grade 8 and 9 became a problem. Trained Diploma teachers handling grade 8 and 9 in regular secondary schools were very few and could not be sent to Basic Schools in large numbers. In recognition of this problem, the same draft document statement on education for development held an assumption that grade 1 to 7 teacher education would be a three year programme. First year as student teacher (called pre-trained teacher), second year, a selected few would enter for one year and the last (third) year, the teacher will be in the field for observation, assessments and certification. The same document recognises that post -

grade 7 teacher education will involve a 2 year college based training and a one year in the field - called supervised training and get a Diploma certificate. The draft document further notes that:

"by itself, the new programme will not accelerate the supply of teachers at the post - grade 7 level, although it will provide a superior preparation for teachers"  
(Draft Statement : 1976:57)

That is teachers with Diploma certificate against those with mere certificates.

A brief historical background of primary teachers education will help understand the current usage of primary trained teachers handling grade 8 and 9. After independence, the traditional methods of teaching were pursued where Oxford Readers continued to be widely used in primary education. Trainee teachers at the time pursuing primary teaching were tested on arrival to put them in different classes. Some trainee teachers were placed under what was popularly known as lower teaching methods (L2) and others were placed in the lower teaching methods two (L2). These two groups of teachers were all trained to handle lower primary teaching methods (grade 1 to 4). Teachers for teaching methods one specialized in handling grade 1 to 2 and L2 teachers specialized in handling grade 3 and 4. Teachers handling upper primary education were taught what was popularly known as upper primary teaching methods(U-2). These were able to handle grades 5 to 7 where specific subjects like Geography and History were taught.

As mentioned above the demand for more primary school children entering grade 1 also gave rise to the demand for more primary school teachers. The two years training for primary teachers in 1961 to 1964 changed to a crash programme of one year teacher training in early 1965. The trainee teachers spent one year in residence at a college and one year in the

field as student teacher before certification. This helped to rise the required number of primary school teachers. by 1969, this crash programme was abandoned for a more stable two years residential course for primary school teachers.

In early 70s the syllabus for primary school teachers changed to what became known as the Zambian Primary Course. This was intergrated primary course which used English medium as a basis of instructions for grades especially grade three to seven. Teachers who went through the Zambia Primary Course were believed to be capable of handling any grade from 1 to 7. At the same time, it was called intergrated primary course because Social Studies was introduced in primary schools. This is a course which combined History, Geography and Civics into an intergrated course. The traditional method of teaching these subjects seperately was discouraged in favour of a composite Social Studies syllabus running side by side with subjects like Mathematics, Enviromental Science, Industrial Arts, Homecraft and Sports.

In the educational reforms proposals and recommendation document (1977) there is a revelation that:

"by the end of May 1977, the number of untrained teachers had increased to 2,658 in primary schools and non at all in secondary schools"

(Proposals and recommendations: 1977:63)

This gloomy picture has not changed in primary schools at all. If anything the problem has now extended to secondary school level. As mentioned already, Basic Schools have claimed the teaching of grade 8 and 9 junior secondary school education. Most of the teachers handling these classes are seconded primary school teachers who have not done any teaching methods in secondary education. The majority of the seconded primary school teachers are those who have done the composite Zambian Primary Course.

Many educationists and the public at large have spoken ill of the use of untrained teachers. Primary school education has its own teaching methods. If this is accepted, then it would be quite safe for this paper to call all those seconded/primary school teaching grade 8 and 9 as untrained. The general public will be and is quite right to say that the education standards will be lowered. Coombe on professionalism during the debate of new education reforms wrote:

"No one, that I recall, expressed confidence that the quality of education would be improved as a result of the proposed changes. But scores of voices were raised to warn against tempering with well known and accepted educational practices because the possibility of lowering standards was too great. This fear was expressed with respect to the proposals for teacher education, the recruitment of volunteer teacher..."  
(Coombe : 1978:11)

Bubala (1985) acknowledged the value of teacher education when he wrote that it goes without saying that a good teacher must have masterly over the technical knowledge he has to impart and this, of course, depends on how well he himself was taught. He further wrote that a country can only be as strong as its citizens is well informed and trained and since the teachers in the secondary schools are the direct and most potent architect of such citizenry, any more to correct any deficiency of a system must start with the training given to its teachers. Mwanakatwe on the importance of trained teachers wrote that experience in some countries (other countries) has shown that the employment of untrained teachers leads inevitably to a deterioration in the quality of teaching. In subsequent years, the untrained teacher employed 'temporarily' becomes employed 'permanently' because the growing demands for more teachers makes it difficult to release him for training.

He further wrote that the employment of large numbers of untrained teachers in Ghana, Eastern and Western Nigeria had the effect of depressing the standards of teaching and lowering the status of the teaching profession.

The current situation in Zambia is that the population is growing at fast rate, where school places are fewer than those entering school the need for qualified teachers becomes more apparent. Trained teachers know the methods of teaching despite the large size of classes they handle. Chilala (1991) wrote that the teacher/pupil ratio in most schools is not supportive of effective teaching or learning. There are too many students under one teacher as compared to the recognised ratio. Some classes for instance, comprise 50 to 60 or even more pupils under the direct supervision of one teacher. Teachers intention to indoctrinate pupils is impossible to exercise. As a result, slow learners remain backwards because the teacher can least find time to assess their needs and determine the approximate remedial action. It becomes extremely difficult for a seconded primary school teacher to handle a huge class.

Zulu (1988) in his study revealed that most of the supervisors of study group centres had a minimum qualification of 3 G.C.E. 'O' levels and they are all trained primary school teachers. Quite a large number of school teachers handling grade 8 and 9 have the same qualifications. Zulu further stated that some teacher variables, particularly those relating to classroom interaction, were directly related to student performance. He also noted that the cumulative evidence in less developed countries indicates that better trained and more experienced teachers produce higher academic achievement in students. Hamooya (1988) on poor pass-rates at grade 9 level stresses the need to train the teachers in secondary teaching courses. Part of the incompetence to teach some subjects effectively may be a result of inadequate background knowledge in the subject.

Since there has been no corresponding study on the Zambian scenerio concerning the seconded primary school teachers handling grade 8 and 9 this study will be of great help. At the time the debate for the

introduction of basic education was raging on the education reforms document had felt that the problem of untrained teachers at primary level was to be overcome by a brisk change of terminology and a new pattern of education. Teachers and all new recruits for the profession would serve immediately as pre-trained teachers for at least a year, after which they would be selected for entrance to the teachers' college for a one year residential course followed by a one year of combined supervision and distant training in the field before certification. Unfortunately, this pattern has been ignored already. At the present moment some seconded school teachers have been teaching grade 8 and 9 for over five years without going to college. Instead of 3 years as a pre-trained teacher, the duration has equally been changed, instead of being at the college for one year, and one year in the field, a student teacher now takes one full year at residential school and 3 months in the field before certification.

Dominick Nyambe a 1992 student of Diploma in Basic Mathematics Education wrote to say that the content of the course is the same as that done at Cosetco and in some cases there is more detail. The syllabus was approved by the University of Zambia authorities and according to them they said that the content was too much and they requested if some of the topics could be done away with. We do content work only with very little methodology and because of this we cover more work in a week than those friends at Cosetco and Nkrumah. We do take science as a minor. Nyambe further goes on to say that the courses have not yet been affiliated to the University but all have been presented to the University authorities for consideration. The requirements for these courses are that one must have 5 credits including English Language, one should have worked for at least 3 years as a qualified primary school teacher. Many Diploma certificates were offered this year whose under writers is the Examination Council of Zambia (E.C.Z.). According to inspectors, the

graduates are doing fine, most of them have been absorbed in the regular secondary schools. Graduates from this college are free to go to Cosetco and Nkrumah for advanced diploma. This year three have been admitted at Nkrumah for advanced Diploma in Science. The course runs from January to December for content work and a continuation of one term for teaching (January to April) at any institution, be it secondary or basic. The graduate from here have the same status just like any other Diploma holders from other institutions. They share the same salary scale and Conditions of Service.

As already mentioned above, Zambia is in another 'crisis of expectation'. The public want better results for their children. But this can not be done as long as most of their junior secondary school teachers are not properly trained. Another crash programme to increase the number of junior secondary school teachers has been hatched. Does the public appreciate that? Data collection analysis and conclusions will help all the concerned parties to know the truth. But whatever the outcome will be, basic schools have come to make their own impact. By May 1990, there were close to 250 basic schools in the country. Barely two years later, the number of operational basic schools had reached about 600 in all the nine provinces of Zambia.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 DEVELOPMENT OF THE QUESTIONNAIRE

In order to achieve the intended purpose of the study, a set of four questionnaires was developed by the researcher focusing, primarily on the purpose of the study. Since the study was focused on parents attitudes towards teachers seconded to teach in basic schools from primary schools, it was felt by the writer that the views of the parents would be strengthened by supportive views of pupils, teachers and administrators. The pupils views were sought because they were directly involved with the teachers. The teachers as a centre of discussion needed to defend themselves hence their own questionnaire. The administrators also needed to say a word or two on their teachers. By collecting information from all the actively involved parties, the views of the parents would be judged with facts and <sup>giving</sup> fair hearing.

The questionnaire on pupils focused on their general characteristics like sex, age and grade. Lesson preparation and delivery by teachers was also included. This questionnaire included items on the teacher prepared notes, deliverance of these notes, explanations and punctuality of teachers for lessons. The other items were on pupil perceptions and about basic schools. This part of the questionnaire had items on how pupils considered themselves to be at basic school: either lucky or unlucky, their choice of school and opinions about their teachers. It ended up with items on areas of improvement in the school. This had items on further training of teachers and subjects that are not properly taught in school.

The questionnaire for teachers had items on their characteristics like sex, age, years of service and professional qualifications. The other items included were how teachers were appointed to teach at basic school and the teachers' association with the school. Other items were on areas of

school and teacher improvement through academic and professional training. Class management of teachers was equally asked. It was through the digging of such information that the public and parent would make their views understood and upheld or understood and proved wrong.

The questionnaires for parents and administrators had basically the same items on on Age and Sex. Parents were asked whether they were happy to have a basic school in their area. Other items on the parents questionnaire included professional qualification of teachers, choice of school for their grade 8 and 9 children, quality of education in basic schools and training and salaries of teachers. Most of these items were repeated in the questionnaire for administrators. The views of administrators were sought because they were in close contact with the teachers and pupils.

### 3.2 POPULATION SAMPLE

The study was conducted at three selected Basic Schools where all the teachers were seconded from primary schools. A total of two hundred and ninty-four (294) respondents were interviewed through questionnaires.

Table 1 shows the breakdown of the respondents. the administrator category included senior teachers, headmasters and deputies, inspector of schools and education officers and district education officer.

**TABLE 1**

| <b>CATEGORY</b> | <b>RESPONDENTS</b> |
|-----------------|--------------------|
| Grade 8 Pupils  | 55*                |
| Grade 9 Pupils  | 111*               |
| Parents         | 99                 |
| Teachers        | 17                 |
| Administrators  | 11                 |
| <b>TOTAL</b>    | <b>293</b>         |

\* One pupil did not indicate grade this brings the number to 294 respondents

### 3.3 SAMPLING METHOD

The questionnaires were given to respondents using simple random sampling procedure. Both boys and girls received the questionnaire. Pupils who were not respondents on the pupil questionnaire were given questionnaires for parents to take them to their parents. This was to try to discourage a child and parent each getting a questionnaire in the same household. After filling in the questionnaire, the parents gave their children to bring them back to school where they were collected. Care was given not to give more than one questionnaire to a parent who had more than one child in grade 8 or 9 or in both grades. This was made possible with the assistance of teachers who knew the children well.

### 3.4 DATA COLLECTION INSTRUMENTS

Four types of questionnaires were used. One set of questionnaire was given to pupils doing grade 8 and 9. The other three sets of questionnaires were distributed to teachers, parents and administrators. The actual sample of questionnaires used are attached as Appendix A (pupils), B (teachers), C (parents) and D (administrators).

### 3.5 DATA ANALYSIS

The data collected was analysed by descriptive statistics using frequencies.

These appear as:

- 3.5A Responses from pupils
- 3.5B Responses from teachers
- 3.5C Responses from parents
- 3.5D Responses from administrators

### 3.5A RESPONSES FROM PUPILS

#### 3.5A.1 Characteristic of respondents

The majority of the respondents were male with 53% while female respondents were 46%. All respondents were pupils from three basic schools in Namwala District. This proportion of female to male may indicate the uneven enrolment of males and females in schools with the bias falling on male pupils. Almost 100% of the respondents were below the age of 20 years. The majority falling between 16 to 20 years indicating that most of the pupils in basic schools are elderly pupils. Table 2 shows the approximate age distribution between the different age groups.

**TABLE 2: AGE DISTRIBUTION OF RESPONDENTS**

| <b>AGES</b>    | <b>FREQUENCY</b> | <b>PERCENTAGE</b> |
|----------------|------------------|-------------------|
| Below 15 years | 32               | 19                |
| 16-20 years    | 131              | 78                |
| Above 20 years | 2                | 1                 |

Over 60% of the respondents were doing grade 9 indicating that the majority were in their final year of their basic education as shown by Table 3.

**TABLE 3: RESPONDENTS BY GRADE**

| <b>GRADE</b> | <b>FREQUENCY</b> | <b>PERCENTAGE</b> |
|--------------|------------------|-------------------|
| 8            | 55               | 33                |
| 9            | 111              | 66                |

### 3.5A.2 Lesson preparation and delivery

90% of the pupils interviewed believed that their teachers prepared lessons well and the same percentage acknowledged that teachers gave them good notes. Over 80% of the respondents liked the teaching of their teachers as shown by Table 4.

**TABLE 4: RESPONDENTS ON TEACHERS' TEACHING**

| <b>RESPONSES</b>               | <b>FREQUENCY</b> | <b>PERCENTAGE</b> |
|--------------------------------|------------------|-------------------|
| Like teachers' teaching        | 148              | 89                |
| Do not like teachers' teaching | 13               | 8                 |

In Table 4 above, it was found out that the majority of respondents were grade 9. It is, therefore, very important to note that this group of respondents like the teaching of their teachers. Over 70% of the respondents believed that the teachers explained the notes always. The same respondents believed that teachers are punctual for lessons. This completes the desire for all pupils in an examination class or any pupil for that matter. Pupils want a teacher who gives them explained good notes and that teacher must be punctual for lessons.

### 3.5A.3 Pupils perceptions about Basic Schools

Asked what they considered themselves to be at their basic schools, over 70% felt that they were lucky to be at basic schools. This view is supported by almost 60% of the respondents who felt that they could either remain at their basic school or be transferred to another basic school and not a regular secondary school as shown from Table 5.

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**TABLE 5: RESPONDENTS' CHOICE OF TRANSFER**

| <b>RESPONSE</b>               | <b>FREQUENCY</b> | <b>PERCENTAGE</b> |
|-------------------------------|------------------|-------------------|
| Transfer to another basic     | 23               | 14                |
| Transfer to regular secondary | 64               | 38                |
| Remain at this basic          | 75               | 45                |

Asked whether they respect their teachers, almost 100% of the respondents answered in the affirmative. Of all the respondents, about 70% were not repeating any grade. But when it came to who should teach them and with what professional qualifications, 56% wanted a teacher with Secondary Teacher's Diploma Certificate. Only 6% wanted a teacher with a Primary Teacher's Certificate (Table 6). Yet all the teachers teaching them had the Primary Teacher's Certificate. These are the same teachers who gave them good notes and were punctual for lessons.

**TABLE 6; CHOICE OF TEACHER BY RESPONDENTS**

| <b>RESPONSE</b>                  | <b>FREQUENCY</b> | <b>PERCENTAGE</b> |
|----------------------------------|------------------|-------------------|
| Teacher with Primary Certificate | 10               | 6                 |
| Teacher with Basic Diploma       | 59               | 35                |
| Teacher with Secondary Diploma   | 93               | 56                |

Asked whether it was the pupils' choice to be at a basic school, 53% said it was their parents' choice. But in Table 5 above, the pupils showed that once they were at a basic school, they would rather stay there until they completed basic education. It is also interesting to note that about 53% (given a choice where to go) would choose to go to a regular secondary school straight for grade 8 and 9.

### 3.5A.4 Areas of improvements

80% of the respondents want the current teachers in basic schools to go for further studies. The areas of study should be in subjects like Religious Education, History and Geography. The respondents felt that English Language, Mathematics and Environmental Science were not taught badly as other subjects.

### 3.5B RESPONSES FROM TEACHERS

#### 3.5B.1 Characteristics of respondents

Of the total number of respondents, 82% were male while only 18% were female. About 60% of the respondents were over 30 years of age as indicated by Table 7. With the recent introduction of basic education, non of the respondents had been in a basic school for more than 6 years but about 70% have been in for over three years. It must be noted here that the respondents were all teachers with Primary Teacher's Certificates.

**TABLE 7: AGE DISTRIBUTION OF RESPONDENTS**

| <b>AGES</b>    | <b>FREQUENCY</b> | <b>PERCENTAGE</b> |
|----------------|------------------|-------------------|
| Below 20 years | 0                | 0                 |
| 21-30 years    | 7                | 41                |
| 31-40 years    | 9                | 53                |
| Above 40 years | 1                | 6                 |

#### 3.5.B.2 Appointments of teachers

From the data collected, it was discovered that 82% of the teachers in basic schools were appointed by their own primary school headmasters. The rest of the teachers in basic schools were appointed by the authoritative hand

of the District Education Officer. Asked whether they were happy to be appointed to teach at a basic school, over 80% of the teachers confirmed that they were happy. Over 90% indicated that if they were given a choice, they could still have volunteered to teach at a basic school. But over 60% still believe that the right person to teach at a basic school is a teacher with a basic teacher's diploma given at Chalimbana Teachers' College in Lusaka.

### 3.5B.3 Ares of improvement

Asked which course they would pursue if they went for further training, about 70% felt that they could take either a Diploma in Basic Education or a Secondary Teacher's Diploma. As a follow up to this desire, over 70% had already attempted to apply for further training as seen from Table 8.

**TABLE 8: RESPONDENTS ATTEMPTED FOR FURTHER TRAINING**

| <b>RESPONSES</b>    | <b>FREQUENCY</b> | <b>PERCENTAGE</b> |
|---------------------|------------------|-------------------|
| Once                | 10               | 59                |
| Twice               | 2                | 12                |
| More than two times | 1                | 6                 |

Almost 90% of the respondents have a general certificate of education (G.C.E.) pass in the English Language and as Table 9 shows, most of the respondents have an adequate number of passes to make then enter some college for further training. In answer to the question on which

college they would want to go for further training, most of them (about 50%) chose Chalimbana Teachers' College where a Basic Teacher's Diploma is offered.

**TABLE 9: G.C.E. PASSES OF RESPONDENTS EXCLUDING ENGLISH LANGUAGE.**

| RESPONSE | FREQUENCY | PERCENTAGE |
|----------|-----------|------------|
| One      | 0         | 0          |
| Two      | 0         | 0          |
| Three    | 3         | 18         |
| Four     | 3         | 18         |
| Five     | 9         | 53         |

#### 3.5B.4 Class management

Over 70% of the respondents believed that pupils had confidence in their teaching although about 60% could not take parents for granted that they also had confidence in their teaching.

Given a choice of where to take their grade 8 and 9 children to school, about 70% of the respondents felt that they could take their children to either a basic school or a regular secondary school. See Table 10 below.

**TABLE 10: RESPONDENTS SCHOOL CHOICE FOR CHILD**

| RESPONSES         | FREQUENCES | PERCENTAGES |
|-------------------|------------|-------------|
| Basic school      | 5          | 29.5        |
| Regular secondary | 5          | 29.5        |
| Any of the two    | 7          | 41.0        |

Teachers seconded from primary school teaching at basic school get an allowance for that just like their colleagues in regular secondary schools handling senior classes which they are not trained. Despite this allowance, 100% felt that an allowance was not enough but a salary scale of their own could do. After all, they handle many pupils in basic school as indicated by Table 11.

**TABLE 11: NUMBER OF PUPILS PER CLASS**

| <b>RESPONSES</b>    | <b>FREQUENCY</b> | <b>PERCENTAGE</b> |
|---------------------|------------------|-------------------|
| Less than 10 pupils | 0                | 0                 |
| 11-20 pupils        | 3                | 18                |
| 21-30 pupils        | 0                | 0                 |
| 31-40 pupils        | 4                | 23                |
| Over 40 pupils      | 10               | 59                |

Table 11 already indicates that over enrolment is already finding its way in basic schools as well. Another aspect of the educational system which wears the teacher amid a cry for better results from the public.

**3.5C RESPONSES FROM PARENTS**

**3.5.C. 1 Characteristics of respondents**

Just over 70% were male respondents. Maybe this could be a reflection of the many homes whose head of the household are male. About 70% of the respondents were between the ages of 31 to 50 years. Only about 40% are members of the Parent Teachers Association of their basic schools. The membership to P.T.A. in many schools is compulsory but many parents are not aware that they pay the membership fee together with other fees as their child pays at school.

### 3.5C.2 SCHOOL MANAGEMENT

The school management is usually in the hands of the headmaster and his teachers. In some well managed schools, the P.T.A. also plays a vital role in the smooth running of the school. About 70% of the respondents expressed happiness that they had a basic school in their area. But over 60% were not happy to have their basic pupils managed by primary school trained teachers.

### 3.5C. 3 Appointments of teachers

Asked as to who should teach their basic school children, about 60% of the respondents felt that a teacher with a Basic Diploma should. On a question on where they should take their grade 8 and 9 children for school, most parents (over 80%) felt that they would take their children to either basic or regular secondary school (Table 12). When it came to teaching in basic school, 70% accepted that they liked the teaching going on in basic schools. A small group of respondents who did not like the teaching going on in basic schools gave their reasons as pupils fail, no apparatus in schools and using untrained teachers.

**TABLE 12: RESPONDENTS CHOICE OF SCHOOL FOR CHILD**

| <b>RESPONSE</b>      | <b>FREQUENCY</b> | <b>PERCENTAGE</b> |
|----------------------|------------------|-------------------|
| Basic school         | 44               | 44                |
| Regular secondary    | 32               | 32                |
| Any of the two above | 19               | 19                |

### 3.5C.4 Areas of improvement

About 70% of the respondents believe that basic schools improve the quality of education in the country. Because of that, close to 80% felt that the government should continue opening new basic schools. The government policy was spelt out during data collection, that no new basic should be built. The government was to concentrate on rehabilitating the existing structures before consideration would be given to open new schools.

On continuing employing teachers from primary schools, about 70% of the respondents rejected that move. The respondents like the teaching going on in basic schools but do not like the government to continue using teachers from primary schools. About 100% of the respondents want the basic teachers to go for further studies while 76% want the same basic teachers to have their own salary scale.

### 3.5D RESPONSES FROM ADINISTRATORS

#### 3.5D.1 Characteristics of respondents

70% of the respondents were male with over 80% with ages above 41 years. The majority of respondents (90%) have been teaching for over 16 years as Table 13 indicates. Over 60% of the basic school administrators hold a Primary Teacher's Certificate.

**TABLE 13: CHARACTERISTICS OF RESPONDENTS**

| <b>RESPONSES</b>  | <b>FREQUENCY</b> | <b>PERCENTAGE</b> |
|-------------------|------------------|-------------------|
| Less than 5 years | 0                | 0                 |
| 6-10 years        | 1                | 9                 |
| 11-15 years       | 0                | 0                 |
| 16-20 years       | 5                | 45.5              |
| Over 20 years     | 5                | 45.5              |

### 3.5D.2 School Management

The majority of respondents (.91%) have complete confidence in the teachers of basic schools. The administrators also felt that basic schools should be taught by teachers with Basic Diploma. But when asked on whether the government should continue employing teachers from primary schools, almost 60% accepted the idea. This could be a reaction to favour their positions of responsibility in schools and hiding their professional deficiency if diploma holders takeover the running of the schools.

The majority of respondents (about 60%) did not mind whether their children went to a basic school or a regular secondary for grade 8 and 9. But given a choice, the respondents (82%) felt that only Basic Diploma holders should teach their grade 8 and 9 children. This contradicts their need that teachers from primary school should continue teaching in basic schools.

### 3.5D.3 Appointment of teachers

Despite the respondents confusion on who should teach in basic schools, 80% still have complete trust in the basic teachers' capability of handling grade 8 and 9. As administrators, 82% believe that teachers in basic schools have no adequate teaching aids. 100% of the respondents are in agreement that teachers in basic schools should go for further studies. Hopefully they would come out of colleges with innovative ideas of making their own teaching aids.

55% echo the idea of opening new basic schools.

TABLE 14 has the summary suggestions and recommendations from the various respondents.

TABLE 14: SUMMARY SUGGESTIONS AND RECOMMENDATIONS FROM RESPONDENTS

| R E S P O N S E S                     | PUPILS  |    | TEACHERS |    | PARENTS |    | ADMINISTRATORS |    |
|---------------------------------------|---------|----|----------|----|---------|----|----------------|----|
|                                       | N.- 167 |    | N.- 17   |    | N. - 99 |    | N.- 11         |    |
|                                       | F       | %  | F        | %  | F       | %  | F              | %  |
| Further training for teachers         | 71      | 43 | 12       | 71 | 35      | 35 | 9              | 82 |
| New salary scale                      | 36      | 22 | 4        | 24 | 27      | 27 | 3              | 27 |
| Equipment to basic schools schools    | 44      | 26 | 8        | 47 | 25      | 25 | 9              | 82 |
| Use of secondary trained teachers     | 17      | 10 | -        | -  | 20      | 20 | -              | -  |
| Open more basic schools               | 14      | 8  | -        | -  | 15      | 15 | -              | -  |
| Use Basic Diploma teachers            | 1       | 1  | -        | -  | 12      | 12 | -              | -  |
| Good accommodation for teachers       | 7       | 4  | 2        | 12 | 7       | 7  | 4              | 36 |
| Give transport to basic schools       | -       | -  | -        | -  | 1       | 1  | -              | -  |
| Inspector to be degree holders        | 1       | 9  | -        | -  | -       | -  | 1              | 9  |
| Regular seminar for teachers          | -       | -  | 5        | 29 | -       | -  | -              | -  |
| Need for compulsory one year training | -       | -  | 3        | 18 | -       | -  | -              | -  |

## CHAPTER FOUR

### 5.1 DISCUSSION OF THE FINDINGS

The findings under discussion were collected from one hundred and sixty-seven (167) pupils, both boys and girls. There were seventeen (17) teachers, ninety-nine (99) parents and eleven (11) administrators of Basic Schools bringing the total number of respondents to two hundred and ninety-four (294). Of this total number 63% were male and 55% were below the age of 20 years.

The first objective of the study was to find out whether seconded primary school teachers were competent to teach grade 8 and 9 in Basic Schools. Of the total number of teachers who responded to the questionnaire, 53% had been teaching in Basic Schools for 3 years or over. 76% of the teachers interviewed felt that pupils were confident in their teaching although 59% were not certain whether the parents of the children had confidence in the teachers. 41% of the responding teachers felt that they could take their grade 8 and 9 children to either a Basic School or a regular secondary school. This analysis shows that the teacher is quite confident and competent in handling the grade 8 and 9 Basic Education.

The views of the teachers are supported by the pupils themselves. 90% of the pupils interviewed say that the teacher prepare their notes well and 90% believed that those were good notes. 89% of the pupils expressed liking of the teaching of their teachers. Another 71% believed that the notes given to them were always explained by their Basic teachers. As far as the pupils are concerned the Basic teachers are competent in their work. As for parents of Basic school children, 63% are not happy that primary school teachers are used to teach grade 8 and 9 pupils. Apart from this show of unhappiness, 73% still like their teaching, 67% say that the same

teachers improve the quality of education, 75% want the government to open even more Basic schools and 76% want the government to give Basic teachers their own salary scale. The administrators also show the same liking for Basic school teachers. 91% of the administrators have confidence in the teachers while 55% want the government to continue employing seconded primary school teachers to teach in Basic Schools. The administrators have complete confidence of the teachers (82%) while they also echo the same views that Basic teachers should have their own salary scale. If the responses of the pupils, teachers, parents and administrators are to be respected, then objective number one of this paper has been cleared. The findings, therefore, conclusively show that the seconded primary school teacher teaching in Basic School is competent to teach grade 8 and 9.

The second objective was to try and find out whether grade 9 results in Basic Schools are poorer than those in regular secondary schools. If that is the case, then the quality of education in the country is being brought down by Basic Education Schools. The table below show the grade 9 result analysis for 1989, 1990 and 1991 for three regular secondary schools and two Basic Schools. Njase Secondary School is an all girls secondary while the rest of the schools are mixed or co-education schools. The Basic

**TABLE 15: GRADE 9 RESULTS FROM SELECTED SCHOOLS 1989-91**

| SCHOOL             | 1989  |        |    | 1990  |        |    | 1991  |        |    |
|--------------------|-------|--------|----|-------|--------|----|-------|--------|----|
|                    | Total | Passed | %  | Total | Passed | %  | Total | Passed | %  |
| Namwala Secondary  | 351   | 326    | 67 | 347   | 262    | 76 | 321   | 161    | 50 |
| Njase Secondary    | 273   | 89     | 33 | 272   | 82     | 30 | 189   | 32     | 17 |
| Choma Secondary    | 306   | 250    | 82 | 206   | 186    | 90 | 142   | 80     | 56 |
| Iubanga Basic      | 73    | 60     | 82 | 100   | 86     | 86 | 131   | 80     | 61 |
| Itezhi Tezhi Basic | -     | -      | -  | 115   | 37     | 32 | 174   | 58     | 33 |

Schools apart from being Basic, they are all Day schools. Basic Schools included have no Boarders. The above Table shows that in 1989 the best grade 9 results were recorded at Choma Secondary School and Lubanga Basic with 82% pass in each school. The lowest pass rate was recorded at Njase Secondary School with 33% while Namwala Secondary had recorded 67% pass. In 1990, the best results were at Choma Secondary School with 90% pass followed by Lubanga Basic with 86% pass. The poorest recorded at Njase Secondary School with 30% pass and Itezhi Tezhi Basic with 32% pass. Namwala Secondary was third best with 76% pass. In 1991, Lubanga beat all with a record pass of 61% pursued by Choma Secondary School with 56%, Namwala Secondary School 50%. The poorest results were recorded by Njase secondary School with 17% pass and Itezhi Tezhi Basic with 33%.

A closer look at the results shows that in 1990 Namwala has increased its pass rate from 1989 by 9%, Choma by 8% and Lubanga by 4% while Njase instead of gaining, it lost 3%. In 1991, most of the schools did not do well and lost their previous year's pass rates. Choma lost 34%, Namwala 26%, Lubanga 25% and Njase 13%. The only school that was not affected by the bad results was Itezhi Tezhi Basic because with it, it had a gain of 1% compared to 1990 results.

The overall findings show us that Basic Schools do not provide poorer results at grade 9 Composite examinations.

The notion that Basic schools lower the educational standards in the country does not hold water. If Basic Schools were offering poor results, parents would not want to send their children there. 44% want their children to go to Basic Schools while another 64% say that Basic Schools improve the quality of education in the country. For administrators to have confidence

(91%) in their teachers, it means that the teachers deliver the goods appropriately. The administrators trust the teachers by 82% that their teaching is of high standard and quality. The findings clearly conclude that Basic Schools offer the same results and quality of education like regular secondary schools.

The third objective was to find out whether pupils respect their Basic School teachers. On the question "Do you respect your Basic teachers?", the majority (96 %) said that they respected their Basic teachers. As a confirmation to this question and answer, pupils were asked whether their teachers prepare their lessons well. 90% believed that the teachers prepared their lessons well, 90% felt that they were getting good notes in their lessons, 89% liked their teachers' methods of teaching while 71% showed that teachers explained their notes and 78% said that teachers were punctual for lessons. Going by the findings: prepare lessons well, good notes, explained notes, punctual teachers and liked in the way they teach, then it is correct to say that pupils respect their teachers in Basic Schools. A teacher who is negative to the above would gain no respect from his/her pupils. Pupils normally like teachers who are punctual, give and explain notes. Pupils develop confidence in such a teacher and respect that teacher.

Objective number four was to try and find out why parents prefer to have their children at regular secondary schools than Basic schools. Was it due to parents' low opinion of Basic school teachers that they can not teach well because they are not qualified or something else? The findings show that 43% of the parents are members of the Parent Teachers Associations in their Basic schools and therefore 72% are happy to have Basic schools in

their areas. This makes 44% of the parents who want to take their children to Basic schools. 73% like the teaching of Basic school teachers. Pupils indicated that 53% of their choice to Basic schools was made by parents. This means that parents are not running away from Basic Schools in preference to regular schools. Given a choice, 45% of the pupils would remain in their Basic Schools if asked to transfer. 38% would opt to go to regular secondary schools. 77% indicated that they were lucky to be at a Basic school while 66% claimed that they were not repeaters of grade 8 or 9. The notion that the parents prefer to send their children to regular secondary schools does not prove correct by the findings. Parents are members of the Parent Teachers Association, they encourage their children to go to Basic schools by deciding for the children (53%), they are happy to have Basic schools (72%) and like the teaching in Basic schools(73%).

The other notion that parents hold low opinion of Basic school teachers' capabilities of teaching grade 8 and 9 has been found to be correct. Of all the 294 respondents, 46% feel that a teacher with a Secondary Teacher's Diploma should teach grade 8 and 9 in Basic schools, 45% want Basic Teacher's Diploma holder to teach. As at present only a handful exist in the country. Only 6% want seconded primary school teachers to continue handling grade 8 and 9. 68% of the parents want to discourage the government employing seconded primary school teachers and 45% of the administrators support this view while 65% of the teachers themselves want Basic Diploma holders to handle grade 8 and 9 in Basic schools.

The last and fifth object was to determine whether Basic school teachers are striving hard to get acceptance into higher colleges to improve their professional qualifications. This is so because they feel that they have a deficiency when handling grade 8 and 9 classes. 71% of the teachers have been teaching for over three years in basic schools. Of the responding

16 teachers of out of 17, there were 94% who had a Primary Teacher's Certificate. 82% were appointed by their Headmasters to handle grade 8 and 9 and 82% again claim to be happy at Basic schools. 76% have applied for further training and the majority of these have opted for a Basic Teacher's Diploma at Chalimbana (47%). Most of the Basic School teachers (88%) have a G.C.E. pass in English Language and 53% have five or more G.C.E. passes excluding English. 100% agree that they should go for further training. Supported by 100% administrators and 98% of the parents. The findings have proved correct the notion that Basic teachers are striving to go for further studies to improve their professional qualifications.

The idea that Basic teachers feel inadequate handling grade 8 and 9 is proved wrong. Basic school results for grade 9 are found to be as good as those in regular secondary schools. The pupils have confidence in their teachers. 89% say that they like their teaching while parents (73%) also like the teaching of Basic schools although they do not like employing primary school trained teachers. Administrators equally praise their teachers by having 91% confidence in them and 82% trust the teachers to deliver the goods at the end of the year. To support this liking for the Basic teacher 73% of the administrators want them to have their own salary scale. This is supported by 76% of parents, and 100% by themselves teachers. this is in recognition of the hard work they do in Basic schools.

CHAPTER FIVE

5.1 CONCLUSION

From the findings of this study, the following conclusions emerge:

- (a) Teachers seconded from primary schools are doing a good job in basic schools despite the teaching methods that they have. Within a short period of introducing basic education, parents and administrators have developed confidence in them.
- (b) Results of grade 9 in Basic schools are competently good just like those results in regular secondary schools. The variations arise from school to school, but that is a normal situation. If the teacher seconded from primary school had secondary teaching methods, possibly Basic schools were going to register superior pass rates compared to results from regular secondary schools.
- (c) Pupils in Basic schools have respect for their teachers. The notion that Basic teachers are not respected by their pupils because most of them are from primary schools does not exist. Pupils respect their teachers because they are punctual, teach well, explain and give them notes.
- (d) The idea that parents prefer to send their children to regular secondary schools does not exist. Parents appreciate the existence of Basic Schools and they are even members of the Parent Teachers Associations of those schools. But it is true that parents are not happy to have primary school teachers handling grade 8 and 9. If possible, the government should stop recruiting primary trained teachers.

- (e) Basic teachers mainly recruited from primary schools are striving very hard to get into higher colleges. Most of them have an adequate number of subjects passed to enable them to enter into higher colleges. Applications are made but it appears they have no feedback as to what happens to their application forms.

## 5.2 RECOMMENDATIONS

Having had a closer scrutiny of the findings, the author would like to offer the following recommendations:

- (a) To avoid an acute shortage of trained teachers in Basic Schools (excluding primary trained teachers), the government should introduce a one year compulsory residential course for would be basic teachers. All secondary teacher training colleges could do that for basic school teachers in-take only. This could reduce the burden in primary schools losing trained teachers to be untrained teachers in Basic Schools.
- (b) Applications for further training should be cleared by their headmaster only and not following the long route via the District Education Officer, the Provincial Education Officer before the application is released to the college. This delays most of the applications of teachers intending to go for further studies. Direct copies of acceptance should be sent to individual applicants and not via the administrators who may not show the acceptance letter to the teacher until late or after colleges have opened.
- (c) The government should speed up the implementation of administrators of Basic Schools who have a Secondary Teacher's Diploma or degree course. At the moment some districts are delaying this programme implementation for reasons best known to themselves. In anticipation

of complete overhaul of the primary administration, acceptance of decentralised management of schools under the District Education Officer in each District, the the government should make appropriate adjustments to educational and professional qualifications of administratrators in the districts and district schools. It is quite shameful for the District Education Officer to get less money than some of the Headmasters of schools that he/she supervises in the district.

- (d) The government has to move in quickly and supply educational materials to basic schools. There is a loud cry for classroom furniture, laboratory equipment and classroom blocks. Some teachers' houses are collapsing and therefore require immediate attention.
- (e) With the increase in junior secondary school intake and instruction via basic schools, the number of senior administrators at the District Education office should also expand. There is need to have the inspectorate split into: Inspector (secondary), Inspector (primary) and Inspector (practical subjects). The post of District Examinations Officer is definetely delayed. The inspectorate and the District Education Officer should have separate vehicles for administrative duties including a lorry for the station. In some districts, some teachers have been teaching for over 5 years without being inspected or the school being visited by the District Education Officer. The only time when the schools see a district official is when grade 7 or grade 9 ~~examination~~s papers are being delivered or collected.

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APPENDIX

**A. QUESTIONNAIRE FOR BASIC PUPILS**

The questionnaire before you focuses its attention on Basic Education in Zambia with special emphasis on the teaching staff. Do not write your name on it. You are requested to answer all questions appropriately by placing a tick on the correct letter. If you need extra space for your suggestions and recommendations, please write on a separate piece of paper and attach it to the questionnaire. This effort may help shape or influence government policy on the said subject particularly if you can be so open and frank in your suggestions and recommendations.

EXAMPLE: To which political party does the current Member of Parliament for Namwala Constituency belong ?

- (a) Belongs to UNIP
- (b) Belongs to NADA
- (c) Belongs to MMD
- (c) Belongs to NDP

NOW : It is your turn to answer the following questions.

1. What is your sex?
  - (a) Male
  - (b) Female
  
2. What is your age group?
  - (a) Below 15 years
  - (b) Between 16-20 years
  - (c) Above 20 years
  
3. In what grade are you in your school?
  - (a) Grade 8
  - (b) Grade 9
  
4. In your opinion, do you think your teachers prepare your lessons well?
  - (a) Prepare lessons well
  - (b) Not prepare lessons well

5. Do your teachers give you good notes?
  - (a) Good notes
  - (b) Bad notes
  
6. In your opinion, do you like the teaching of your teachers?
  - (a) Like their teaching
  - (b) Not like their teaching
  
7. Do your teachers explain the notes that they give you?
  - (a) Always explain the notes
  - (b) Sometimes explain the notes
  - (c) Do not explain the notes
  
8. Can you comment on the punctuality of your teacher?
  - (a) Punctual for lessons
  - (b) Not punctual for lessons
  - (c) Miss lessons
  
9. What do you consider yourself to be at this school?
  - (a) Lucky to be here
  - (b) Not lucky to be here
  - (c) Have no choice
  
10. If you were given a choice to make, what would you do?
  - (a) Transfer to another Basic School
  - (b) Transfer to a Secondary School
  - (c) Remain at this school
  
11. In your opinion, do you respect your Basic Teachers?
  - (a) Respect my teachers
  - (d) Do not respect my teachers

12. Which grade are you repeating?
- (a) Grade 8
  - (b) Grade 9
  - (c) Not a repeater
13. If you had a choice, whom would you want to teach at a Basic School?
- (a) Teacher with a Primary Teacher 's Certificate
  - (b) Teacher with a Secondary Teacher's Diploma
  - (c) Teacher with a Basic Teachers's Diploma
14. Was it your choice to be at this Basic School?
- (a) My choice
  - (b) My parents choice
15. If you had a choice, where would you have gone to do your grade 8 and 9?
- (a) At a Basic School
  - (b) At a Secondary School
  - (c) Any of the two
16. Do you think your present Basic Teachers need further training to teach you?
- (a) Need further training
  - (b) Do not need further training
17. Which subjects do you think are not taught properly by your teachers?
- (a) English
  - (b) Environmental Science
  - (c) Mathematics
  - (d) Other subjects

18. What are your suggestions and recommendations to the government on Basic Teachers? Please write them down.

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**B. QUESTIONNAIRE FOR BASIC SCHOOL TEACHERS**

The questionnaire before you focusses its attention on basic Education in Zambia with special emphasis on the teaching staff. Do not write your name on it. You are requested to answer all questions appropriately by placing a tick on the correct letter. If you need extra space for your suggestions and recommendations, please write on a separate piece of paper and attach it to the questionnaire. This effort may help shape or influence government policy on the said subject particularly if you can be so open and frank in your suggestions and recommendations.

1. What is your sex?
  - (a) Male
  - (b) Female
  
2. In what age group are you?
  - (a) Below 20 years
  - (b) Between 21-30 years
  - (c) Between 31-40 years
  - (d) Above 40 years
  
3. How long have you been teaching at a Basic School?
  - (a) Less than 2 years
  - (b) Between 3-4 years
  - (c) Between 5-6 years
  - (d) More than 6 years
  
4. What are your professional qualifications?
  - (a) Have Primary Teacher 's Certificate
  - (b) Have Secondary Teacher's Diploma Certificate
  - (c) Have Basic Teacher 's Diploma

5. How did you get your appointment to teach at a Basic School  
(Grade 8 and 9)?
  - (a) Applied for the post
  - (b) Appointed by the Headmaster
  - (c) Appointed by the District Education Officer
  
6. How did you feel when you were appointed to teach at a Basic School?
  - (a) Happy
  - (b) Not happy
  
7. If you were given a choice would you have volunteered to teach at a Basic School?
  - (a) Would have volunteered
  - (b) would not have volunteered
  
8. In your opinion, who should be teaching at a Basic School?
  - (a) Teacher with Primary Teacher's Certificate
  - (b) Teacher with Basic Teacher's Diploma
  - (c) Teacher with Secondary Teacher's Diploma
  
9. If you are to go for further training, which course would you take?
  - (a) Basic Teacher's Diploma Course
  - (b) Secondary Teacher's Diploma Course
  - (c) Any of the two
  
10. Have you ever applied for further training?
  - (a) Yes
  - (b) No
  
11. Which college would you go to if given a choice for further training?
  - (a) Chalimbana In-Service College
  - (b) Copperbelt Teachers' College
  - (c) Any other Secondary Teacher's College
  - (d) Nkrumah Teachers' College

12. How many times have you applied for further training?
  - (a) Once
  - (b) Twice
  - (c) More than two times
  
13. In your opinion, do pupils have confidence in your teacher?
  - (a) Have complete confidence
  - (b) Not have complete confidence
  - (c) Not sure of what they think
  
14. In your opinion, do you think parents have complete confidence in your teaching?
  - (a) Have complete confidence
  - (b) Not have complete confidence
  - (c) Not sure of what they think
  
15. Given a choice, where would you take your own child for a grade 8 place?
  - (a) At a Basic School
  - (b) at a Secondary School
  - (c) At any of the two schools
  
16. In your opinion, should Basic Teachers be given their own salary scale?
  - (a) Given their own scale
  - (b) Remain in their old scale
  
17. How many pupils do you handle per class in a Basic School?
  - (a) Less than 10 pupils
  - (b) 11-20 pupils
  - (c) 21-30 pupils
  - (d) 31-40 pupils
  - (e) Over 40 pupils
  
18. Do you have a General Certificate of Education pass in the English Language?

(a) Yes

(b) No

19. How many G.E.C. passes do have at the moment excluding English Language?

(a) One

(b) Two

(c) Three

(d) Four

(e) Give

20. Do you think it is necessary for Basic School teachers to go for further training?

(a) Further training necessary

(b) Further training not necessary

21. What are your suggestions and recommendations to the government on Basic Teachers? Please write them down.

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**C. QUESTIONNAIRE FOR PARENTS OF CHILDREN AT BASIC SCHOOLS**

The questionnaire before you focuses its attention on Basic Education with special emphasis on the teaching staff. Do not write your name on it. You are requested to answer all questions appropriately by placing a tick on the correct letter. If you need extra space for your suggestions and recommendations, please write on a separate piece of paper and attach it to the questionnaire. This effort may help shape and influence government policy on the said subject particularly if you can be so open and frank in your suggestions and recommendations.

EXAMPLE: To which political party does the current Member of Parliament for Namwala Constituency belong?

- (a) Belong to UNIP
- (b) Belong to NADA
- (c) Belong to MMD
- (d) Belong to NDP

NOW ITS YOUR TURN TO ANSWER THE FOLLOWING QUESTIONS:

1. What is your sex?
  - (a) Male
  - (b) Female
  
2. What is your age group?
  - (a) Below 30 years
  - (b) 31-40 years
  - (c) 41-50 years
  - (d) Above 50 years
  
3. Are you a member of your Basic School P.T.A. where your children learn?
  - (a) Yes
  - (b) no

4. Are you happy to have a Basic School in your area?
  - (a) Very happy
  - (b) Happy
  - (c) Very unhappy
  
5. Are you happy having primary school trained teachers teaching your grade 8 and 9 children?
  - (a) Happy
  - (b) Unhappy
  
6. In your opinion, who should be teaching your Basic School children?
  - (a) Primary Teacher's Certificate teachers
  - (b) Basic Diploma Teacher's Certificate teachers
  - (c) Secondary Diploma Teacher's Certificate teachers
  
7. Given the choice, where would you want your children to do their Grade 8 and 9?
  - (a) At a Basic School
  - (b) At a regular Secondary School
  - (c) At any of the schools
  
8. Do you like the teaching of Basic Education teachers?
  - (a) Yes
  - (b) No
  
9. If NO above, why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
10. In your opinion, do Basic Schools improve the quality of education in the country?
  - (a) Improve quality of education
  - (b) Lower quality of education

11. Would you encourage the government to open more Basic Schools?
  - (a) Encourage the government
  - (b) Discourage the government
  
12. Would you encourage the government to continue employing primary trained teachers to teach in Basic Schools?
  - (a) Encourage to employ them
  - (b) Discourage to employ them
  
13. Should the government continue opening new Basic Schools?
  - (a) Open new schools
  - (b) Not open new schools
  
14. In your opinion, should Basic teachers be given their own salary scale?
  - (a) Give their own salary scale
  - (b) Maintain their old salary scales
  
15. Do you think it is necessary for Basic teachers to go for further training when they already have a Primary Teacher's Certificate?
  - (a) Further training necessary
  - (b) Further training not necessary
  
16. What are your suggestions and recommendations to the government concerning Basic Education Teachers? List them down.

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**D. QUESTIONNAIRE FOR ADMINISTRATION OF BASIC SCHOOLS**

The questionnaire before you focuses its attention on Basic Education in Zambia with special emphasis on the teaching staff. Do not write your name on it. You are requested to answer all questions appropriately by placing a tick on the correct letter. If you need extra space for your suggestions and recommendations, please write on a separate piece of paper and attach it to the questionnaire. This effort may help shape and influence government policy on the said subject particularly if you can be so open and frank in your suggestions and recommendations.

EXAPLE: To which political party does the current Member of Parliament for Namwala Constituency belong?

- (a) Belong to UNIP
- (b) Belong to NADA
- (c) Belong to MMD
- (d) Belong to NDP

NOW IT IS YOUR TURN TO ANSWER THE FOLLOWING QUESTIONS:

1. What is your sex?
  - (a) Male
  - (b) Female
  
2. What is your age group?
  - (a) Below 30 years old
  - (b) 31-40 years
  - (c) 41-50 years
  - (c) Above 50 years
  
3. How many years have you been a teacher?
  - (a) Less than 5 years
  - (b) 6-10 years
  - (c) 11-15 years
  - (d) 16-20 years
  - (e) Above 20 years

5. What position do you hold in administration?
  - (a) Senior teacher
  - (b) Deputy Headmaster
  - (c) Inspector/EO/DEO
  
6. Do you have confidence in the Basic teachers as at present?
  - (a) Have confidence
  - (b) Have no confidence
  
7. In your opinion, who should teach the Basic Schools?
  - (a) Teachers with Primary Teacher's Certificate
  - (b) Teachers with Basic teacher's Diploma
  - (c) Teachers with Secondary Teacher's Diploma
  
8. In your opinion, should the government continue employing Primary trained teachers in Basic Schools?
  - (a) Continue to employ them
  - (b) Stop employing them
  
9. If you had a choice, where would you send your grade 8 and 9 child for schooling?
  - (a) At a Basic School
  - (b) A a Regular Secondary School
  - (c) At any of the schools
  
10. Given a choice, whom would you want to teach your grade 8 child?
  - (a) Primary Teacher Certificate
  - (b) Basic Diploma teacher
  - (c) Secondary Diploma teacher
  
11. Do you trust Basic Teachers to handle grade 8 and 9 classes?
  - (a) Complete trust
  - (b) Have no trust

12. In your opinion, do Basic Teachers have adequate materials for teaching?

- (a) Have adequate materials
- (b) Have no adequate materials at all

13. In your opinion, would you support primary teachers to go for further training before they can teach Basic Schools?

- (a) Support further training
- (b) Not support further training

14. Would you support the government giving Basic Teachers their own salary scale?

- (a) Support their own salary scale
- (b) Remain in the old scale

16. what are your suggestions and recommendations to the government concerning Basic Education teachers? List them down.

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17. Would you support the government policy to continue opening new Basic Schools?

- (a) Support opening of new Basic Schools
- (b) Not support opening of new Basic Schools