

**A COMPARATIVE STUDY OF ACADEMIC PERFORMANCE
OF GRADE 12 PUPILS IN GRANT AIDED AND ARMY AIDED
SECONDARY SCHOOLS IN LUSAKA PROVINCE**

BY

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DECLARATION

I, FRIDAH BOBO, do hereby declare that this dissertation presents my own work and that it has not been previously submitted for the award of a degree or any other qualification to the University of Zambia or any other University. All references have been adequately acknowledged.

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APPROVAL

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DEDICATION

I dedicate this work to my late father, Julian Mwansa Bobo. Dad, you were my mentor and being an educationist yourself has made it easier for me. Your discipline and love for work is one thing I admired from you. I also dedicate this paper to my Mother, Astridahimba you have been there for me being a woman and a mother. You have taught me how to love unconditionally; the love and support that you have given me I could not change a thing about you. Finally, I dedicate this work to my loving sons, Kayau, Maanka and Munalula, to my three musketeers, dear boys, for the time stolen from you while I attended to my studies, I say thank you. I thank the Lord above for giving me such lovely bundles of joy.

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ABSTRACT

Religious bodies make a significant contribution to quality educational provision in Zambia through their Grant Aided Schools. The other set of aided schools include Army Aided in military cantonments whose academic performance for certain schools has been exceptionally very good meeting the set bench mark by Army command. The factors that account for the difference in academic performance between the two sets of schools are unknown. For this reason, the study was carried out to compare the academic performance of learners in Grant Aided and Army Aided Secondary Schools in Lusaka Province. The research design of this study was a quasi-experimental design. The target population for this study was made up of all secondary school Head teachers, Deputy Head teachers, teachers and pupils from the seven selected Grant Aided and Army Aided Schools in Lusaka Province. The sample size for the study was one hundred forty-four (144) respondents consisting of fifty five (55) pupils from grant aided forty five (45) from army aided schools; seven (7) Head teachers, seven (7) Deputy Head teachers, and thirty (30) Class teachers. The study used simple random and purposive sampling procedures to select participants. Questionnaires and interview schedule were used as instruments for data collection. Quantitative data was analyzed using SPSS and qualitative data was analyzed thematically to come up with findings. The findings of the study indicate that granted aided schools performed better than army aided schools. Some of the reasons were that grant aided schools had a smaller number of Grade Twelve (12) pupils per class. Army aided schools had on average of 77.2 pupils while grant aided schools had an average of 37.6 pupils. In terms of the number of teachers teaching grade twelve (12) pupils, it was found that army aided schools had more teachers. Similarly, army aided schools reported to have more grade twelve (12) classes than grant aided schools. The reason for the differences were attributed to better work attitudes by teachers in grant aided school, better attitude towards school by pupils, high level of discipline and morals and better facilities and programmes. Respondents spoken to at both Army Aided and Grant Aided Schools pointed out that motivation for pupils and teachers was an important factor that was put in place to enhance pupil performance. Most Head teachers as well as class teachers were of the view that the type of school affected a pupil's performance unlike most pupils who said that the type of school does not affect one's performance. The study concluded that in comparison, academic performance of grade twelve (12) pupils in Grant Aided Schools was better than those in Army Aided Schools in Lusaka Province.

Keywords: Grant Aided School, Army Aided School, Academic Performance.

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ACRONYMS AND ABBREVIATIONS

DEBS:	District Education Board Secretary
ECZ:	Examinations Council of Zambia
MoD:	Ministry of Defence
MoE:	Ministry of Education
MoGE:	Ministry of General Education
PISA:	Programme for International Student Assessment
PTC:	Parent Teacher Committee
UNESCO:	United Nations Education Social and Cultural Organisation
WAEC:	West African Examination Council
YITS:	Youth in Transition Survey
ZACE	Zambia Army Corps of Education

CHAPTER ONE: INTRODUCTION

1.1. Introduction

This chapter presents the background to the study, statement of the problem, purpose of the study, main objective, and specific objectives of the study, main question, research questions, and limitation of the study, significance of the study, theoretical framework and definitions of terms.

1.2. Background

Historically, formal education in Zambia originated through the work of voluntary agencies, mostly Christian missionaries (Carmody, 2004; Kelly, 1991). To-date, religious bodies make a significant contribution to educational provisions in Zambia through their grant-aided schools and colleges. Grant aided schools are normally operated by religious entities whereas army aided schools are those operated by the Zambia Army in military cantonments. A grant-aided institution is one that receives from government a grant of 75% of the capital costs of approved projects and an annual grant in aid running costs. The government also pays the salaries of teachers and other approved personnel at these institutions (Kelly, 1991).

The partnership of the voluntary agencies is greatest at the secondary level. There are over 44 grant-aided secondary schools dotted across the country (MoE, 1996) supporting over 15% of the total secondary enrolment in the country. The regulations governing the grant-aided institutions were updated in 1993. These regulations provide for the establishment at each aided institution autonomous boards of management which exercise extensive control over every aspect of educational provision at the school or college. A further significant feature of the new regulations was that the boards have been empowered to protect particular ethos through control over the appointment and retention of staff.

The substantially independent boards of management in grant-aided schools appear to be managing their affairs very well. This is evidenced by the outstanding academic performance of pupils especially at grade 12 level.

The other set of aided schools include army aided schools in military cantonments stated above. Secondary schools in Military Cantonments became operational in the mid-1980s.

This was because of the increasing demand for secondary education, apart from long distances between barracks and such schools (Phiri, 2011). Furthermore, with the emergency of the Second Republic, the education system in Zambia saw a decline in terms of funding and professionalism in the teaching services. The Army, therefore, saw the need to establish secondary schools in Military cantonments to supplement the efforts being made by Ministry of Education (Zambia Army Corps of Education [ZACE], 1992). Although the plan was initially meant for children and dependents of military personnel, these schools began to cater for children from the community at large in late 1980s and this made military aided schools to be overcrowded and hence affected the performance of learners (Phiri, 2011). Currently, nearly all military cantonments in the country have either a primary (grade 1 up to grade 9) or secondary school (from grade 8 to 12). These, as alluded to earlier, cater not only for children from military personnel but also from people of all sorts of life. Members of staff are drawn from both the military and the civilian. In all cases the head of the school is military personnel.

A memorandum of understanding between Ministry of General Education (MoGE) and Ministry of Defense (MoD) exists where MoGE provides teachers, teaching/learning materials and financial resources. On the other hand, MoD, through Zambia Army, provides infrastructure, accommodation (where available), transport and medical services to civilian teachers (Phiri, 2011). This allows for cordial relationships between civilian teachers and the Army, as such the teachers are expected to adhere to cantonment regulations and channel their energies to purely academic and co-curricular activities. This memorandum is guided by the Education Act 2011 cap 26:2 (p. 439) which states that “a code of conduct shall establish a disciplined and purposeful school or college environment and improve and maintain the quality of learning and training process.” So far academic performance in certain secondary schools has been exceptionally very good with the pass percentage above 80% (Zambia Army Education Directorate, 2012) for three consecutive years while other Army-aided schools, under similar conditions, have failed to produce a good pass rate. The reasons for this state of affairs are quite hard to discern.

For some time now, Private and mission-run learning institutions have been known to provide quality education. According to the Ministry of Education (2003), in 2001, 65.7% of

the pupils at grade twelve level received their certificates with far higher rates in private and grant-aided schools. Little wonder many parents including non-Catholic members choose private and catholic- run learning institutions ahead of government schools for their children because of assured good examination performance provided the children are serious with their school work. Although teachers available in both grant- aided and non-grant- aided schools are trained from the same colleges, there are some marked and vivid discrepancies in as far as pupil performance is concerned. Studies (Mulubwa, 2007; Mbozi, 1989; Malambo, 2012 and Kalima, 2006) indicate that there are differences, throughout Zambia, in terms of performance between grant aided schools and government schools. However, there exists no study to show the difference in performance between grant aided schools and army aided schools, yet this knowledge would be crucial to understanding the dynamics at play in both sets of institutions.

1.3 Statement of the Problem

The statistics of pupil performance at grade 12 shows that performance of pupils in grant-aided secondary schools is generally better than the non-grant aided secondary schools in Zambia (MOE, 2010). Several factors explain this situation. Various studies have compared performance of pupils in different schools, especially between non-aided schools and grant aided schools in many parts of the world, and the factors which affect their performance. There is a dearth of empirically grounded literature that examines which school performed better between grant aided schools and army aided schools. For this reason, this study sought to make a performance comparison between grant aided and army aided secondary schools in Lusaka Province of Zambia.

1.4 Purpose of Study

The purpose of this study was to compare the learners' performance in grade 12 examination in selected Army-aided schools and grant aided schools in Lusaka province of Zambia.

1.5 Objectives

The objectives of the study were to:

- i. Uncover any differences in performance between grant aided schools and army aided schools in Lusaka Province.
- ii. Determine measures put in place by selected grant-aided and army aided secondary schools aimed at improving pupil performance levels.
- iii. Assess the factors affecting pupil performance from grant-aided and army aided secondary schools at grade 12 level.

1.6 Research Questions

- i. What are the differences in academic performance between grant aided schools and army aided schools in Lusaka Province?
- ii. What academic interventions have selected grant-aided and army aided secondary schools put in place to enhance pupils' academic performance?
- iii. What factors affect the performance of pupils from selected grant-aided and army aided secondary schools at grade 12 level in Lusaka Province?

1.7 Significance of the Study

The results of this study may make the teachers, the administrators and the Parent Teachers' Committees (PTC) aware of the problems regarding the Grade 12 examinations in both grant aided and army aided schools for clearance of these problems. The outcome of this study might also add to the already existing knowledge concerning the factors that affect the performance of the Grade 12 school pupils in the Secondary School Leaving Examinations in both grant aided and army secondary schools in Lusaka Province. The findings of this study might be valuable to planners and decision makers in the Ministry of Defense and MoGE for future planning and improvement of results.

1.8 Theoretical Framework

According to Carl (2000:183), "a model may simply supply meaningful guidelines for the process which is undertaken. Models do, in fact, differ and are of value in specific circumstances". The Sammons' model of an effective school, propounded by Sammons (Ribbins and Burridge, 1994) guided this study. This model asserts that the first attribute of an effective school is that it should have a clear school vision and goal.

The second attribute of an effective school as identified by Sammons is that such a school should have good and highly professional leadership. What he means here is that the school managers should be well qualified and experienced members of staff. He identifies positive school climate as the third attribute of an effective school. He further explains that a positive school environment does involve the availability of appropriate teaching and learning materials and competent and adequate teaching staff among other things: An atmosphere where teachers can interact freely professionally and share ideas without restrictions (Ribbins and BurrIDGE, 1994).

There are three additional attributes according to Sammons. The third one is the active parental involvement in school matters. He suggests that in such schools the managers should use Open Days as a way of encouraging parental participation in the school affairs. The last and fifth attribute identified by Sammons is that an effective school should have a systematic assessment and evaluation procedure of learners' work and that the school managers should also be highly motivating to both the teachers and the learners. This theory relates to my study because it attempts to account for the difference in performance between two sets of schools, grant-aided and army-aided. The theory also provides the yardstick against which to measure an effective school. This theory is ideal to my study because it synthesizes several possibilities that might determine the difference or similarity in both school based and home based factors that might account for differential performance of pupils

1.9 Summary of the Chapters

The first chapter given presents the background and objectives of the study. The second chapter deals with literature review which has attempted to describe and analyse what has been done by other researchers who have addressed the same subject globally, in Africa and in Zambia. Chapter three discusses the research methodology used in the study. The chapter is divided into sections subsumed under the following headings: population, sample, sampling procedures, research instruments, data collection, data processing techniques and limitations of the study, ethnical procedures. Chapter four deals with presentations of the findings. Chapter five discusses the findings of the study while, chapter six deals with the

conclusion and recommendations. This chapter ends with suggestions for further research. The subsequent pages consist of the references and appendices.

1.10 Organization of the Dissertation

Each of the chapters in this dissertation serves a specific purpose in addressing the problematic of the study. In this chapter, I have stated the problem of the study and introduced the research questions. In Chapter Two, I situate this dissertation in its field. In Chapter Three, I describe the methodology and the methods employed to collect data. In Chapter Four, I present the findings of the study. In Chapter Five I analyze data. And in Chapter six I present the conclusions and recommendations.

CHAPTER TWO :LITERATURE REVIEW

2.1 Introduction

This chapter looks at the relevant literature about education generally and factors that affect pupil performance in grant-aided and army aided secondary schools. The reviewed literature has been discussed under the following subheadings:

- The Concept of Academic Performance
- Factor of Academic Performance Among Learners
- Empirical comparative studies
- Quality of education in military cantonments and Learners attitudes
- Comparative studies in Zambia
- Lessons learnt from literature review
- Conclusion

2.2 The Concept of Academic Performance

According to Hamza (1990) academic performance refers to the extent of a child performance during or after instructional process. This is determined by the productivity output of child learning experience which is measured by the quality of scholarly work that produces at specific period.

The term academic performance refers to how well a student does in school. Poor grades are considered as bad academic performance. It also refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. Academic performance generally means how students are accomplishing their tasks and studies, but there are quite several factors that determine the level and quality of students' academic performance (Hamza, 1990).

In educational institutions, success is measured by academic performance, or how well a student meets standards set out by institution. As career competition grows ever fiercer in the working world, the importance of students' doing well in school has caught the attention of parents and government education departments alike. Although, education is

not the only road to success in the working world, much effort is made to identify, evaluate and encourage the progress of students in schools. Parents care about their child's academic performance because they believe that good academic results will provide more career choices and job security (Linberg, Nelson and Nelson, 1985).

Academic performance in school is evaluated in several of ways. For regular grading, students demonstrate their knowledge by taking written and oral tests, performing presentations, turning in homework and participating in class activities and discussions. Therefore, teachers evaluate in the form of letter or number grades and side notes to describe how well a student has done. School though invested in fostering good academic habits for the same reason, are also often influenced by concerns about the school's reputation and the possibility of monetary aid from government institutions which can hinge on the overall performance of the school (Malambo, 2012).

In the past, academic performance was often measured more by teachers than today. Teachers' observations made up the bulk of the assessment, and today's summation or numerical method of determining how well a student is performing is fair recent invention. Grading systems came into existence in America in the late Victorian period. The researcher viewed academic performance as a basic process of adopting and improving the quality and progress of students' performance, what is learned can be measured either by those things that have been observed in the behaviour of the individual or those that can be inferred. There is continuity in learning and it builds on experienced in which it takes place, that is, the school and is the focus of discussion in this study (Malambo, 2012).

2.3 Factors of Academic Performance Among Learners

One of the factors of academic performance is the learning environment. The concept of learning environment is very broad and its effects on learning cannot be over-emphasized. Akinboye et al (1981) explained that the physical environment is complex, its effect on learning are also complex. In the physical environment, there are forces such as temperature, pressure and humidity which affect the individual and consequently his

learning. He further stressed that leaning is a product of an individual's interaction with his environment; this position maintained that, a conducive environment is necessary for effective learning. However, when the environment appears to be harsh not conducive for teaching and learning then learning is adversely affected.

Learning environment therefore refers to the total surrounding where learning takes place. The classroom, is the pupils temporary home and his immediate learning environment and it must appear very comfortable, colorful, clean and educationally attractive. A good learning environment is characterized by some of the following depending on the immediate community, subjects demand, equipped laboratories and well-spaced classrooms for effective teaching and learning to take place. Instructional spaces such as classrooms, libraries, laboratories and technical workshops are so importance in teaching-learning. The extent to which these spaces could enhance effective teaching and learning depends on their location within the school premises, their structure and facilities. It is not unlikely that well planned instructional spaces in terms of location, size, structure and facilities will facilitate teaching and learning process and as a well enhance good academic performance of the pupils (Akinboye et al, 1981).

It is important at this point to note that well-spaced and adequate classroom will facilitate and make effective teaching and learning process, but when there are no adequate lighting and ventilation in the classrooms, the pupils cannot perform better, and there are instances where classrooms are located very close to the technical workshops. Consequently, for effective teaching and learning to take place, there must be well equipped laboratories. According to Bujah (1997), laboratories are essential in the teaching and learning of science subjects. It has been observed that laboratories are not well planned in some of the secondary schools. Apart from the fact that the required facilities are not in the laboratories, and some of the laboratories are not spacious, not properly located while some do not have cross ventilation and adequate lighting, such laboratories may not enhance effective teaching and learning thereby impeding the students' academic performance.

Thus, there is also the need for well-equipped library for effective teaching and learning to take place. The importance of school library in teaching and learning cannot be over-emphasized. Fuller (1986) and Popoola (1989) found that school library significantly influences students' academic performance. It appears that some secondary school lack adequate library facilities. In some cases school libraries are not spacious enough and not well located within the school premises. In some cases, the libraries do not have adequate lighting and ventilation that could make them comfortable for the students and teachers to use, in such case effective teaching and student academic performance may be affected.

The researcher is of the view that if well-spaced classrooms, adequate and suitable furniture, well-equipped laboratories and libraries, proper instructional materials i.e. books, teaching aids and so on and so forth, are adequately supplied and provided in schools, there could be effective and successful teaching and learning thereby enhancing students' academic performance.

The need for a good learning environment is emphasized by Edward (1975, p. 65), who states that "Attention must be given to the position of furniture in relation to light, to movement and to supervision, he further stressed that sinks and water and plenty of storage cupboards, should be provided to create conducive learning environment. The individual's learning is affected by the physical setting of learning i.e. classroom, library, and laboratories and other places where formal learning takes place. The setting therefore must be attractive enough to make children wish to spend long hours.

Other studies emphasize the importance of parental background as it can be seen in words of Badejo, (1986) when she observed that the way and manner a child is brought up determined the ability of the child. This means that, the children whose parents are highly placed in terms of socio-economic aspects, are exposed too much, experiences which enhance academic performances more than the children in rural areas who are less privilege socio-economically. Thus, most children in urban areas are exposed to modern media electronics like television, computers, internet, smart phones, and all these give

greater opportunity to urban children to accumulate many experiences when compared to their counterparts in rural areas.

It was found out that social and emotional learning can enhance academic performance of the pupils. Therefore, various terms are used to describe, social and emotional learning (SEL) including personal and social development, emotional literacy, emotional intelligence, social and emotional competence and social emotional and behavioral skills. (Department for education and skills U.K 2000), social emotional is a process for students develop knowledge, understanding and skills that support learning. It is now well established in the research that social and emotional skills are integral parts of academic success.

Thus, a meta-analysis of 207 students of social and emotional learning programs conducted by Collaborative for Academic, Social and Emotional Learning (CASEL) (Durlak et.al, 2003), found that students who participated in social and emotional learning programs improve significantly in their social and emotional skills and their attitudes to themselves, others and school. They display more classroom pro-social behaviours and few disrupt and aggressive behaviours and scored higher on standardized achievement tests relative to peers not receiving the program. Research on the benefit of developing children emotional and behavioral skills, (Weave and Gray, 2003) explained that emotional and social competencies have been more influential than cognitive abilities for personnel, career and scholastic success.

Researchers such as Goleman (1996) demonstrate that educational gains from program that teaches social and emotional competence include improved school attendance, higher motivation and higher morale social and emotional competencies becoming increasingly central in workplaces with growing emphases on team work, communication and management skills (Goleman, 1996). Consequently, several reviews reported that social and emotional learning results in improved behaviour in students. Therefore, programs intended to teach social competencies were shown to be effective in decreasing early behaviour problems (Wells, 2000).

Another factor that enhances academic performance among learners according to some findings is gender. That means there are indications of gender bias in examination performance i.e. male tend to perform higher than females in examination due to certain extraneous factors (Kabir 2009), In the same way to maintain the view that past performance was found to be related to future performance. This is also by Kalil (2008) where he maintained that students past performance in '0' level examination was found to be related to their future performance. However, when the environment appears to be harsh, not conducive for learning, then learning is adversely affected. Learning environment therefore refers to the total surrounding where learning takes place. The classroom is the pupil's temporary home and his immediate learning environment and it must appear comfortable, colorful, clean, and educationally attractive.

As for education in school to be effective the environment needs to be conducive to learning, allowing the pupils' space and time to interact within the learning and teaching process. Creating and maintaining stimulating learning environment can be achieved through effective and classroom organization, interactive and whole school displays and a climate of innovation. It is important to note that good learning and teaching displays in classrooms and corridor reflecting a broad and balanced curriculum which is well matched to the needs of the pupils.

Therefore, if a good a well-maintained learning environment is ensured, the pupils will appear to perform better and produce good result. But most of the schools in Kano State, in Northern Nigeria, do not meet the entire requirement for effective learning environment particularly in rural areas. Thus, greater parts of many primary schools have their roofs blown-off by wind. Therefore, children under this condition are forced to study without being free from the effect of weather, rain, sun, and wind. In a situation where the physical comfort of the children is not guaranteed it is then not ideal for learning. Nigerian Teaching Institute (2000) puts it together that conducive teaching-learning environment is a pre-requisite for effective learning in most primary schools in Kano state which is the basis of the study.

For education in school to be effective, the environment needs to be conducive to learning, allowing the pupils' space and time to interact within the learning and teaching process. Creating and maintaining stimulating learning environment can be achieved through effective classroom organization interaction and whole school displays and a climate of innovation. In addition, instructional space such as classrooms, libraries, laboratories, is of great importance to conducive learning environment. While emphasizing the important of conducive leaning environment to students' academic performance, Mark (2002) maintained that one cannot expect high level of pupil's academic performance where school buildings such as classrooms, libraries, technical workshops and laboratories are substandard. He emphasized that clean, quiet, safe, comfortable and healthy environment are important components of successful teaching and learning. Similarly, Ajayi, (2007) maintained that high level of academic performance may not be guaranteed when the learning environment is not conducive for teaching and learning process.

Consequently, it is therefore maintained that structural effectiveness, proper ventilation and well located place may lead to successful teaching and learning process. It appears that the secondary students' academic performance in Nigeria is poor. Dada (1987), Emesator(1995), Ajayi (1999) and Aikubuiro and Joshich (2004) reported that there was persistent mass failure of students in the Senior School Certificate Examination (SSCE) conducted by the west African Examination Council (WAEC). They observed that poor academic performance of the secondary school students in Nigeria may not be unconnected with seemingly poor instructional space planning in the schools.

In the context of this study, conducive learning environment refers to instructional space planning structural design, and facilities of places such as classrooms, libraries, textbooks, technical workshops and laboratories where students received academic instructions. In some of the secondary schools, classrooms are not spacious enough, there are no adequate lightening and ventilation in the classrooms, there are instances where classrooms are located very close to the technical workshops and the main roads, while

academic furniture and fittings are not provided in some of the classroom. These problems are totally identical across the country. All these may not make such classroom conducive for teaching and learning process and hence good academic performance of the students may not be guaranteed. Stressing the importance of classroom planning, Philip, (1997) maintained that, classrooms the adequate lighting and ventilation and properly located within the school, play vital role in student academic performance.

Finally, a thorough and careful study of the various opinions expressed in the materials consulted showed that quite several of factors would enhance academic performance of learners at all levels of education. In all the factors, learning environment plays a greater and important role in enhancing learner's academic performance. This study therefore intends to find out if such things like good classroom condition, books, learning aids, recreational facilities which are in learning environment determine academic performance in grant aided and army aided schools.

The researcher is of the view that to have effective education, the learning environment must be conducive, for the children to have good academic performance. Sinks and water and plenty of storage cupboards need to be provided to create conducive learning environment. Therefore, well-spaced classroom and suitable furniture must be made available for the pupils to be educationally oriented, and perform better.

2.4 Empirical Comparative Studies

Researchers have compared rural students with students from metropolitan schools on several major areas of academic achievement, including reading, Mathematics, Science, and Social studies. For reading, rural students have been shown to have performance comparable to their urban counter parts (Ratekin, 1971), especially for younger students (Liu and Brinlee, 1983). For Mathematics, some studies have found no differences in Mathematics achievement scores (Alspaugh, 1992) or the higher-order thinking skills presumably required for Mathematics achievement (Haller et al., 1993). Although these studies are fundamentally different from my study, they provide specific empirical

examples on how differences in circumstances can produce differential results in the schools.

Wilson (1985), however, found differences in Mathematics achievement among schools of different size. Lindberg et.al (1985) found that students from small rural schools performed worse than those attending larger schools, and some researchers have concluded that such differences may not be attributable to differences in technology resources (Templeton & Paden, 1991). There is relatively little research on science achievement, particularly at and below the middle school level. Science is usually considered most properly to be a "hands-on" enterprise that requires specialized equipment and supplies-resources that some rural schools lack, at least in comparison to many suburban schools (Coe et al., 1989a, b; Edington, 1979; DeYoung and Lawrence, 1995). Moreover, Carlsen and Monk (1992) reported that, compared to their more urban counterparts, proportionately fewer rural science teachers were experienced, had a science-based education, or had earned a graduate degree. On the basis of these various reports, one might well hypothesize that rural students would be at a disadvantage compared to their urban counterparts. Haller et al. (1993), however, found that neither ruralness nor school size had any effect on mathematics and science achievement, or on the higher-order cognitive skills presumably required for these subject domains.

Like Science, there has been relatively few studies addressing social studies performance. Easton and Ellerbruch (1985) examined data on over 900, 13-year olds and observed that students from the extreme rural communities performed slightly lower than the national levels, whereas those from the "disadvantaged-urban" communities scored much further below the national levels. Families of students in these latter communities exhibited higher rates of unemployment and higher rates of public assistance. Students in the "advantaged-urban" communities, whose parents mostly held professional or managerial positions, scored significantly above national averages.

Luiet. al. (1983) compared the performance of urban and rural students in reading in different provinces. This study used data from the Youth in Transition Survey (YITS) and

the Programme for International Student Assessment (PISA) to examine the difference in reading performance between students in rural and urban schools and investigated why the rural-urban reading gap existed in some provinces. The study found that students from urban schools in Canada performed significantly better in reading than students from rural schools, according to the Programme for International Student Assessment. The rural-urban reading gap was particularly large in Newfoundland and Labrador, Prince Edward Island, New Brunswick and Alberta.

Students in rural schools in Alberta, while not performing as well as their urban counterparts, had reading scores above the national average and better than urban students in some other provinces. While these results are noteworthy, rural students did not perform quite so well. At the national level, students from urban schools significantly outperformed students from rural schools in reading. In all provinces, except Nova Scotia and Manitoba, there were differences in the reading performance of rural and urban students. In only four of these provinces, Newfoundland and Labrador, Prince Edward Island, New Brunswick and Alberta, were the differences significant. It is worth noting, however, that rural students in Alberta still performed well, exceeding the Canadian national average, and better than urban students in some other provinces. Urban students significantly outperformed rural students in Newfoundland and Labrador, Prince Edward Island, New Brunswick and Alberta. However, rural students in Alberta still performed well, exceeding the national average and scoring better than urban students in some other provinces.

Parmjit et al. (2010) in Malaysia carried out a study in Teaching and Learning of Science and Mathematics in English and Bahasa a local language (PPSMI) in urban and rural schools. This study sought to analyse 186 urban and rural Primary 4 pupils' Mathematics achievements in tests using English and English/Bahasa Malaysia presentations. The results from this study indicated that both urban and rural pupils performed weakly in both the English and English/Bahasa Malaysia test, the difference was only significant for pupils in urban areas.

The rural pupils were weaker in Mathematics compared to the urban pupils. It was found that rural pupils' Mathematics achievements were not influenced by the language used during the tests, while urban pupils' Mathematics achievements were influenced by the language the tests were presented in. Urban pupils' Mathematics achievements in both tests surpassed those of their rural counterparts'. Although both groups' mean scores for the English test were slightly lower than those of the English/Bahasa Malaysia Mathematics test, the difference was only significant for urban pupils.

In Mathematics test, the study by Goyal (2007), of the primary school children achievement in India showed that the pupils in grade IV scored 50% in Mathematics and 55.71% in English. Gender differences in the study showed a slight variation between the scores of male and females. In English, males scored 55.71% and 44.28% in Mathematics and the female had an average score for Mathematics of 55.72% and 44.29% in English. In Das et al and Goyal's studies, achievement seemed to be indicated by the quality of school fixed factors and other inputs. The urban and rural scores did not significantly vary.

Another set of studies point to student attributes as being more important in influencing student learning outcomes than school attributes. Edington (1979) showed that the most economically disadvantaged students in San Diego in the United States of America exhibited lower scholastic achievement from the onset of their schooling and never caught up. Using test scores for 4th, 8th and 12th grade, students in Massachusetts. Jaggia and Kelly-Hawke (1994) found that family background and the stability of a community were the main factors affecting student performance. The data suggested that higher levels of spending had no consistent or systematic relation with student performance.

Using data from schools in seven counties in Florida, Drever (1991) found school libraries to have a measurable effect on student performance achievement. At the elementary and middle school levels, approximately 4 percent of the variance in Texas Assessment of Academic Skills (TAAS) scores was attributed to school libraries, while the figure more than doubled at school level, reaching 8.2 percent. Library variables

outweighed the effects of other school variables including computers per student and teacher experience.

Instructional resources which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. Wales (1975) in the United States of America believed the use of instructional resources would make discovered facts glued firmly to the memory of students. Savory (1958) in his study of instructional materials in Scotland, claimed that a well-planned use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as aroused students interest by giving them something practical to see and do and at the same time helped to train them to think things out themselves. Savory further suggested a catalogue of useful visual aids that were good for teaching History, pictures, post cards, diagrams, maps, filmstrips and models. Savory said that the selection of materials which were related to the basic content of a course or a lesson helped in depth understanding of such a lesson by the students in that they made the lesson attractive to them, thereby arresting their attention and thus, motivating them to learn. Savory suggested that a catalogue of aids which could be used to teach history, he advocated the use of pictures which helped children in grounding their thoughts and feelings. Savory said the pictures were used as alternatives to real objects where it was impossible to show students the real objects, and they served effectively in an imagined activity. To raise the quality of education, its efficiency and productivity, better learning materials was needed.

In Asia, Beattie (1987) claimed that homework was found to be correlated to academic performance. He stated that homework bore a positive relationship with learning outcomes when it was relevant to learning objectives, assigned regularly in reasonable amounts, well explained, motivational and collected and reviewed during class time and used as an occasion for feedback to students.

In Uganda, a baseline study showed that the worst performing schools had little or no instructional materials including text books, teachers' guides and charts. There was no correlation between examination results at the end of primary schooling and instructional

materials. This means that in the case of literacy and numeracy, it was likely that instructional materials had a significant part to play (Liddell,1984). In the same country a study conducted in a poor region where the population had been affected by many adverse elements such as drought, civil strife and continued insecurity, Oluka and Opolot – Okulut (2008) found that performance of students was adversely affected compared to other regions mainly attributed to teacher factors, large classes, poor school facilities, lack of homework, lack of a reading culture among teachers and pupils, lack of sound leadership in the school, administration and inadequate amount of time allocated to teaching and learning.

A study by UNESCO (<http://www.unesco.org>) compared the performance of pupils in the certificate of primary education and the certificate of secondary school education in western province to other provinces in Kenya. The study revealed that the poor performance of pupils in western province were generally poor. The poor performance was attributed to factors such as streaming effect, large class size, poor school facilities, the lack of preparation or homework, the lack of sound efficient leadership in school administration, the inadequate time allocated to teaching/learning and teacher characteristics.

In contrast, using multilevel modeling techniques, Kadzamira (1982) found that prior achievement, age and social background were the factors that affected performance in secondary schools in Malawi. In the same country, The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) studies in 2001 and 2004, (Milner et al.2001; Kadzamira (2004) investigated pupil, teacher and school factors and how they related to the achievement of minimum levels of literacy and as politics, culture, economic prosperity and global trends set the standards. The main findings were that most pupils in Malawi primary schools were performing below minimum and desirable levels of reading and Mathematical skills.

In a comparative study on the academic performance among students in higher education of learning in Kano state in Nigeria, Yusif (2003) found that gender plays a role in

determining the academic performance of the learners. He found out that male students perform better than female students in social studies because male students get enough time to go to library compared to their counterparts who are pre-occupied with many activities especially at home.

The above research is like this study because he made comparative study on the academic performance of male and female in social studies in the higher institution of learning. The only difference between his research and this study is that, his research was in higher institution of learning, while my research was carried out on the academic performance of grant aided and army aided schools in the secondary schools not in the higher institution.

Another comparative study was made by Aminu (2000), on the impact of social stratification on academic performance of students of secondary schools in English language between the upper and lower classes in Kura local government area, Kano state. His study revealed that even though parents have great interest towards education of their children, hence some parent's financial and social background do not allow their children to be fully educated, and because of this a clear distinction was found in academic performance between students from the upper and lower classes.

The above study is different to my own research because it was a comparison of academic performance of secondary school students in English language in Kura local government area, while my research is based on the comparative of the performance of primary school pupils of public and private schools in Dala, Rimin Gado and Rano local government areas, Kano state not in the Kura local government area.

Herod of Zimbabwe (4th June 2010), a Harare based newspaper, reported that rural schools performed better than urban schools in the 2010 public examinations. The pass rate for Ordinary Level pupils in rural schools was 19.85 percent while that of urban pupils was 16.95 percent. This was according to the report presented by the Minister of Education to the august house in Zimbabwe. Both rural male candidates and rural female candidates performed better than their urban counterparts. O-level male candidates

performed better than their female counterparts in both rural and urban schools. The Minister of Education further stated that on Grade Seven examinations, rural pupils recorded high pass rates in Shona and Ndebele but performed poorly in English, Mathematics and General Paper.

2.5 Quality of Education in Military Cantonments and Learners' Attitudes

Head teachers of Army-aided secondary schools throughout the Zambia have repeatedly been challenged by the Zambian government and the army command to move in line with current developments in the education advancement obtaining in the world today. Furthermore, they have been called to produce good examination results and urged to go for a more than 80 percent pass mark for all their respective schools. To achieve this, discipline is cardinal to the success of the school especially in Military Environment (Buffalo News 14, 2007). The key in establishing good discipline at school lies in the learners accepting the educator's authority to manage their behavior and their progress in learning. The school climate established by the educator can have a major impact on learners' motivation and attitude towards learning, contends Khuluse (2009). It is important to note that discipline and academic performance is closely related. Academic performance is pegged on discipline as no study time is wasted to punish students who are deviants. It provides a conducive learning environment for students in schools, states Gekonde (2011). King et al (1990) have observed that because of the critical position regarding the social and academic development of learners, school settings and what happens there in are of paramount importance and have a direct bearing on the discipline of the school. Thus, schools in Military cantonment have high chances of performing very well because of high levels of discipline and strictness exhibited by the administrators who are Army personnel.

The Zambian government has been striving to increase the number of schools to provide quality educational chances to as many citizens as possible. Quality, is therefore, key in every form of education system. In the Zambian situation, MoE aims at ensuring that learners attain the highest standards of learning through quality teaching (Malambo, 2013) The teacher is a key figure in creating a conducive atmosphere for the learners. Lemmer and Parkay (2011), states that how a teacher utilizes this power is very critical. Society, among

other things expects teachers to be competent and effective and it holds teachers accountable for student achievement and maintains their standards of conduct. In addition, Thomas (1990) observes that it is a reality that society would always rely on teachers to uplift the entire nation as they play a role in the provision of quality education and that quality educational provision entails, among other things, producing highly scoring students in examination results on the part of the schools. The teachers, therefore, need to have qualities that will foster teaching/learning delivery. Siacwena (1984) states that the effectiveness of the classroom instruction depends on teacher quality, which is itself determined by the educational level the teacher has attained, and the kind and amount of professional training he or she has received. Therefore, teachers need to be friendly to pupils despite their affiliation. This creates a very good rapport between teachers and pupils and learners tend to learn and perform well in such environments.

According to Kayungwa (2002), students tend to learn more from teachers with strong academic skills and they demonstrate more achievement gain in the classroom than students whose teachers are not qualified or have weak academic skills. Learners like teachers who respect, help and motivate them to learn well. Apart from that, they like teachers who have consistent behavior. "It is well known that pupils value teachers who listen to and respect them, who have a sense of humour, and who can control the class". (Howarth and Fisher, 2005: 13). Khuluse (2009) affirms that the most important point to bear in mind in considering discipline, is that creating the necessary order is more to do with the skills involved in effective teaching in general than it is to do with how one deals with learner behaviour itself. If the learning activities are well planned and prepared, if the presentation elicits and maintains learner's attention, interest and involvement, and if the activities are challenging and offer realistic opportunities for success then the necessary order will be established as part of these qualities. Skillful teaching lies in the heart of establishing discipline. Moreover, Army-aided schools have the privilege of having a combination of both civilian and Army personnel teachers. Apart from the teacher training course a soldier undergoes, a soldier must be able to adapt to changing situations and conditions as he pursues his career, he needs to exhibit courage, loyalty, discipline, patience, endurance and resourcefulness. As men and women in uniform, the Military career demands unreservedly allegiance upon joining the Army (Buffalo News, issue 14, 2007).

2.6 Comparative Studies in Zambia

Comparative studies in the performance of pupils have revealed various factors that affect the performance of learners in different schools and different areas in Zambia. For example, a study in the examinations and the factors that affected their performance was carried out in Zambia and other countries. For instance, Mulubwa (2007) compared the performance of visually impaired and none visually impaired pupils in the National Examinations of Grade 12 level for five years and the factors that affected their performance. The study revealed that the performance of the visually impaired pupils had been poor in the past five years compared to that of pupils without the visual impairment. It attributed the poor performance of the visually impaired pupils to factors such as, lack of learning/teaching materials and equipment, poor infrastructure in terms of resource rooms and lack of specialist teachers and negative attitude of ordinary teachers towards the visually impaired pupils. Similarly, Mbozi (1989) compared the performance of pupils in grant aided schools and the factors affecting their performance in English Examination Certificate. The study revealed that grant aided schools performed better than government schools in the School Certificate English Examinations. The study revealed that factors such as size, distance and examination preparations had a significant relationship with the performance of pupils.

Matafwali (2006) compared the performance of grade three (3) pupils on the nature of prevalence of reading difficulties in rural and urban basic schools in Lusaka. The study revealed that, the performance of pupils was generally poor with no significant difference between the rural and urban basic schools.

Kalima (2006) also carried out a study in which he compared the performance of grade three (3) pupils on the prevalence and nature of mathematics difficulties between males and females through the results were generally poor both in rural basic schools and urban basic schools.

2.7 Lessons Learnt from Literature Review

The reviewed literature has shown that there are various variables that have been compared to see the ones that are supportive to pupil academic performance. The first comparative is between schools in rural areas and those in urban areas. Results from such

studies like those reviewed in this study indicate that urban schools perform better than those in rural areas. It has generally been found that private schools do better than government schools. In addition, other studies have compared performance using gender as a variable. It has been found that gender is a factor in pupil performance in certain subjects. Mixed results have been found on this variable as boys show an inclination towards mathematics and natural sciences while girls are generally seen to perform better than boys in English and social subjects. Other studies have looked at social economic status and have compared performance among students coming from poor families and those coming from rich families. Findings as has been shown in this literature review indicate that pupils who come from poor families generally perform poorer than those who come from rich families.

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A study by UNESCO (<http://www.unesco.org>) compared the performance of pupils in the certificate of primary education and the certificate of secondary school education. The study revealed that the poor performance of pupils in western province were generally poor. The poor performance was attributed to factors such as streaming effect, large class size, poor school facilities, the lack of preparation or homework, the lack of sound efficient leadership in school administration, the inadequate time allocated to teaching/learning and teacher characteristics.

Even though all these comparisons have been done to show how different variables are connected to pupils' academic performance, no study has attempted to compare pupil performance between grant aided schools and army aided school.

2.8 Summary

This chapter looked at the relevant literature about education generally and factors that affect pupil performance in grant-aided and army aided secondary schools. However, there remains knowledge gap about which schools perform better between the Grant aided and Army aided schools in Lusaka Province.

CHAPTER THREE :METHODOLOGY

3.1 Introduction

This chapter presents the general methods, procedure and strategies for collecting data for the research. The methodology is discussed under the following headings: research design, target population, sample and sampling techniques, instruments for data collection, validity of instrument, reliability of the instrument for data collection and procedures for data analysis.

3.2 Research Design

The research design of this study is time-series quasi-experimental design. Quasi-experimental design involves selecting group upon which a variable is tested, without any random pre-selection processes(<https://explorable.com>). It is often integrated with individual case studies; the figures and results generated often reinforce the findings in a case study and allow some sort of statistical analysis to take place. In fact, quasi- experimental design is normally constructed to analyze the effects of different educational programs on two groups of children, which generates results that show that one program is more effective than the other. Thus, I administered a test to one group

3.3 Population

The target population for this study was made up of all secondary school head teachers, deputy head teachers, teachers and all pupils from the selected grant aided and army aided schools in Lusaka Province.

3.4 Sample and Sampling Procedure

The sampling frame was a mixture of purposive and random sampling techniques. The sample of the study was drawn from seven (7) schools, four (4) from grant aided schools and the other three (3) from army aided schools. The sample size for the study was made up of one hundred and forty five (144) respondents. It consisted of Grade 12 pupils, who were selected from the seven (7) schools, fifty five (55) from grant aided and forty five (45) from army aided schools; seven (7) head teachers, seven (7) deputy head teachers and thirty (30) class teachers. The researcher arrived at this sample due to time and resources that could not allow for a much larger and extensive sample. Moreover, the grant aided schools had lower

levels of enrolment so the researchers had to match up the number of respondents to have a fair comparison.

This study used simple random sampling procedure. Pupils were made to count until the fifth person was reached. Where the researcher had to leave the questionnaires, the school administration was asked to select pupils randomly. Questionnaires were administered to grade twelve pupils only whom were perceived to be the senior most pupils in school as they had observed a lot about their schools.

Teachers' questionnaires were left with the Deputy Head teachers who were asked to use a lottery method to select teachers randomly and only collected them after a few days. The researcher also conducted interviews with the Deputy Head teachers to consolidate what was obtained in the Head teachers' questionnaires.

Seven schools were chosen on either being army aided or grant aided. The head teachers and deputy head teachers were purposively selected to respond while teachers and pupils were randomly selected. The rationale for selecting the teachers was that they could provide more insight to complement the responses from the heads and from the pupils

3.5 Instruments of Data Collection

The instruments for data collection used in this study were (a) a questionnaire designed by the researcher; (b) a semi-structured interview; and (c) document analysis of the examination related materials that profiled the performance of pupils nationwide from 2012 to 2016. A set of questionnaires for both pupils and teachers was used. Forty questions were constructed from the social sciences s selected by the researcher and the questions were answered by the pupils randomly selected from the entire population. An interview schedule was also constructed to have vital information for making a good comparative analysis of grant aided and army aided secondary schools within Lusaka Province.

3.5.1 The Questionnaires

The questionnaires were used to collect data from the pupils, head-teachers and class teachers. The use of the questionnaire was arrived at because it helps create rapport, explains the purpose of the study. Questionnaires are limited by the fact that respondents must be able

to read the questions and respond to them. In addition the availability of many respondents at a time made it possible for the researcher to collect data within a short period, get a high response rate and also reducing the financial expenses. In fact the use of the questionnaires was chosen since studies by Bowling (1999) revealed that as an instrument for collecting data, questionnaires used in a survey increased the external validity of the study done in a natural setting. The questionnaires had two sections.

3.5.2 Semi-structured Interview Schedule

The researcher decided to use the semi-structured interviews on deputy head teachers because it is flexible, allowing new questions to be brought up during the interview because of what the interviewee says. The researcher in a semi-structured interview generally has a framework of themes to be explored. However, the specific topic or topics that the researcher wants to explore during the interview should be thought about well in advance. It is generally beneficial for the researcher to have an interview guide prepared which is informal grouping of topics and questions that the researcher can ask in different ways for different participants. The interview guide helps the researchers to focus on an interview on the topic at hand without constraining them to a format. This freedom can help the researchers to tailor their questions to the interview context or situation to the people they are interviewing.

3.5.3. Document Analysis

I complimented the data from the semi-structured interviews and the questionnaires with the analysis of various relevant texts related academic performance of pupils at grade twelve. I analyzed several documents related to performance to get a glimpse of how the schools connected to this study had faired at grade twelve. My analysis yielded important insights which I present on page 38.

3.6. Procedure for data Collection

Before any assessment was carried out in any school, permission was sought first from the Ministry of Education and Army Directorate. After this permission was granted further permission was requested from the school managers. Data collection was done by the researcher for a period of six months. After administering the research instruments, I started the process of analyzing them to pull out the patterns and emerging themes.

3.7. Data Analysis

Data analysis refers to examining what has been collected in a survey or experiment making deductions and inferences. The Statistical Package for Social Sciences was used to analyse quantitative data from the questionnaires while qualitative data which was obtained through semi-structured interviews was analysed by coding and grouping the emerging themes.

3.8 Ethical procedures

Participants were assured of the highest confidentiality of the responses obtained from the study. Even in the reporting of the study findings, no names are mentioned to protect the identity of the respondents and the school.

3.9. Limitations of the study

Due to financial constraints and nature of the study which was academic, the study was only conducted at seven secondary schools in Lusaka province and drew a total sample of 144 respondents. Therefore, any generalizations of the findings of this study to schools throughout the nation should therefore not ignore this limitation.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the research and the interpretation thereof. The findings are presented according to the research question. The findings are presented under themes which were derived from the research questions; and these were; what is the difference in performance between grant aided schools and army aided schools in Lusaka Province?, what academic interventions have selected grant-aided and army aided secondary schools put in place to enhance pupils' academic performance, and finally, what are the views of teachers, pupils and educational administrators on the academic performance of pupils from selected grant-aided and army aided secondary schools at grade 12 level in Lusaka Province?

4.2 Characteristics of Respondents

To gain a deeper understanding into the performance of Grade 12 pupils in army and grant aided schools in selected rural and urban schools in Lusaka Province, three sets of questionnaires were administered to randomly selected pupils, teachers and head teachers from 7 secondary schools. The total number of respondents was 144, comprising of 100 pupils, 30 teachers and 7 headmasters and 7 Deputy Head teachers from the following secondary schools: St. Virginia, Karambula Boys, Karambula Girls, Simba, Mulepulule Boys, Vatican Girls and Bakaingo.

(a) Distribution of pupil-respondents by secondary school

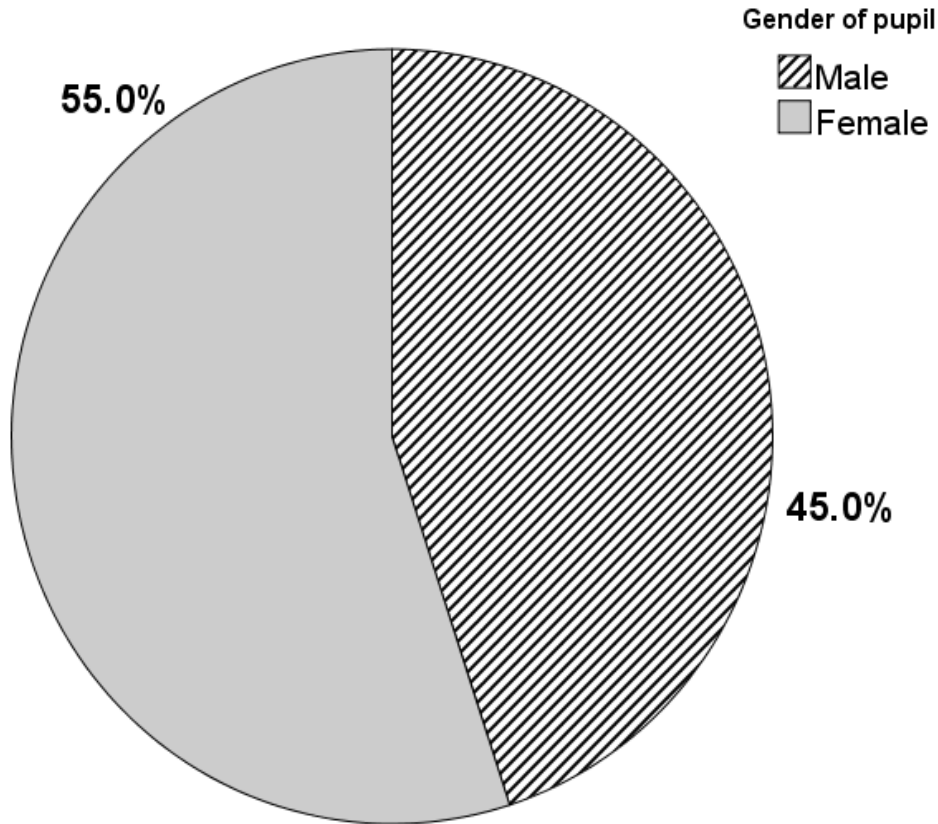
Out of the total 100 pupils sampled, 16 pupils (16%) were from St. Virginia Girls Secondary School while Karambula Boys, Karambula Girls, Simba Secondary and Bakaingo contributed 15% each. Mulepulule Boys Secondary School contributed 13 pupils (13%), then the remaining 11 pupils (11%) were sampled from Vatican Girls Secondary School as shown in table 4.2.1:

Table 4.1: Distribution of pupils by school

Name of School	Frequency	Percent
St. Virginia Girls Secondary	16	16
Karambula Boys Secondary	15	15
Karambula Girls Secondary	15	15
Simba Secondary	15	15
Mulepulule Boys Secondary	13	13
Bakaingo secondary	15	15
Vatican Girls Secondary	11	11
TOTAL	100	100

(b) Distribution of pupil-respondents by sex

The findings revealed that the number of female pupils was 55 while that of the males was 45, which translates into 55% and 45% respectively, as shown in figure 1 below. Out of the 7 schools that were sampled, 3 of them were girl schools, 2 of them were co-ed and only 2 were boys only schools. This may explain why the number of female pupils was slightly higher than that of the male counterparts. The pie chart below (Figure 4.1) shows the distribution of the pupils by sex.



4.2. Figure 1: Distribution of pupils by sex

(c) Distribution of pupils by age

The data analysis revealed that the mean age of the pupils was 16.84 years. The age range was from 14 to 21 years, meaning that the youngest respondent among the pupils was 14 while the oldest was aged 21 years old. The modal age was 17 years. These findings were consistent with data from the Ministry of General Education which shows that most pupils in Grade 12 are aged 17. The age distribution of the pupils is summarised in the table 4.2.

Table 4.1: Summary of pupils' age distribution

Variable: Pupils' age (years)

Mean	16.84
Median	17
Mode	17

The graph below shows the age distribution of the pupils.

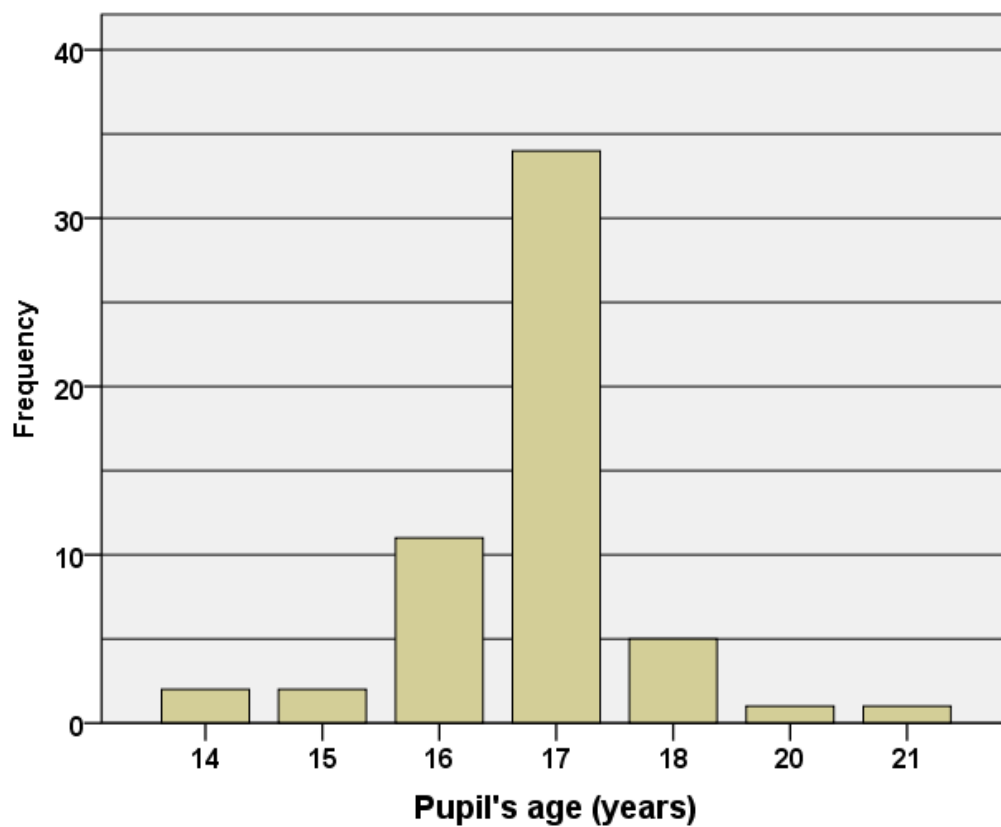


Figure 4.2: Distribution by age

(e) Distribution of class teachers by school and gender

A total of 30 grade 12 class teachers were randomly selected from the sampled schools and they were distributed as shown in Table 4.3. Per the findings displayed in the Table 4.3, there were 17 male teachers and 13 female teachers in total. The highest number of male teachers (4) was from Simba Secondary School, while Vatican Girls Secondary School contributed the highest number of female teachers (5). It is also interesting to note that no female teachers were sampled from Karambula Boys Secondary School, just as no male teachers were sampled from Vatican Girls Secondary School. This is because of the small number of female and male teachers at Karambula Boys Secondary School and Vatican Girls Secondary School respectively.

Table 4.2: Demographic distribution of teachers by school and gender

Secondary School	Class teacher's gender		Total
	Male	Female	
St. Virginia Girls	3	1	4
Karambula Boys	3	0	3
Karambula Girls	2	3	5
Simba	4	1	5
Mulepulule Boys	2	1	3
Vatican Girls	0	5	5
Bakaingo	3	2	5
TOTAL	17	13	30

(f) Age distribution of class teacher-respondents

The youngest respondent among the class teachers was aged 24 and the oldest was 61 years old. Both the youngest and oldest respondents were from Bakaingo. The mean age was 35.93 years; the median age was found to be 35 years and the modal age was 29 years. The age was distributed as shown in the histogram in Table 4.4.

Table 4.3: Age distribution of class teachers

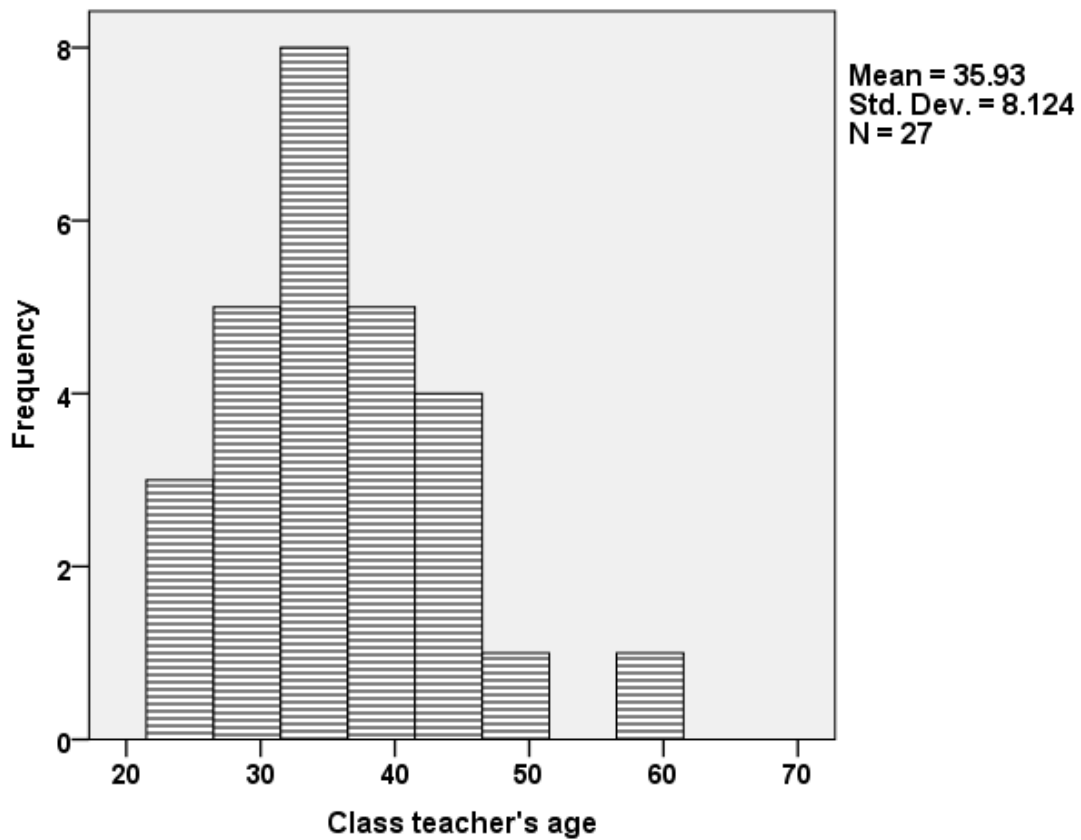


Figure 4.3: Age distribution of class teachers

(g) Highest level of education of teacher-respondents

The findings from this study were that most of the teachers had obtained a Bachelor's degree as their highest level of education. The data analysis revealed that 70% of the class teachers

were holders of Bachelor’s degrees, 20% were holders of a Diploma in Secondary School education and only 3.33% had obtained a Master’s degree. There was no respondent who had acquired a doctorate degree (PhD). The remaining 6.67% of the respondents were holders of other qualifications such as advanced diplomas and other professional qualifications. This information is summarized as shown in Table 4.5 below.

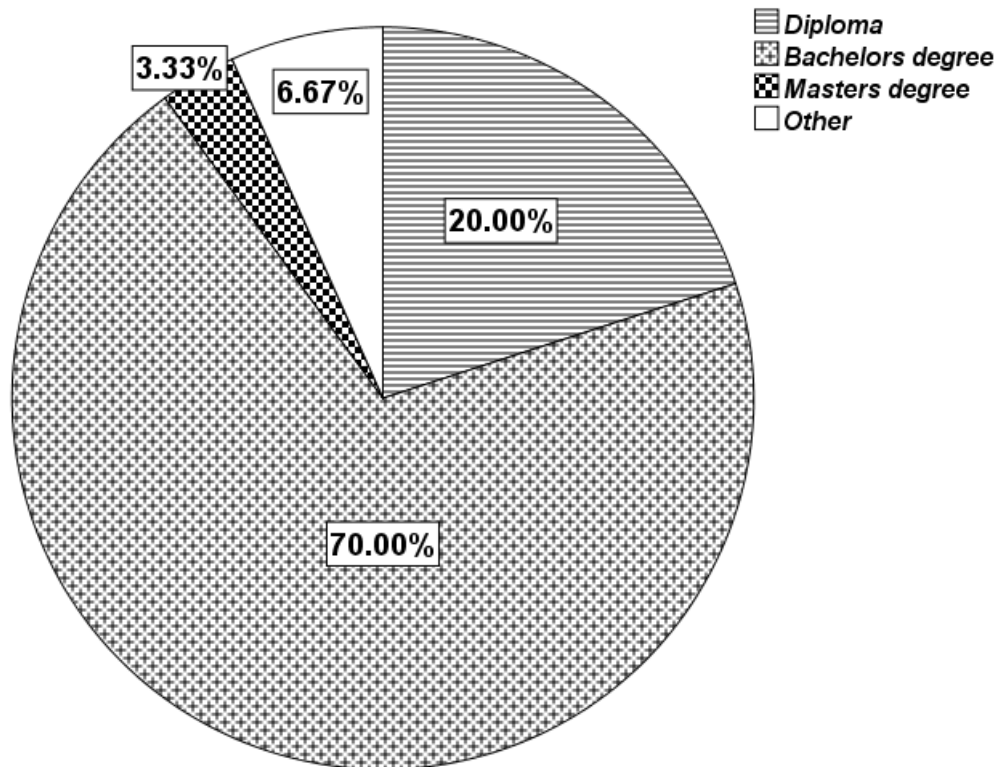


Figure 4.4: Highest level of education of class teachers

(d) Type of School

The class teachers were sampled from grant aided and army aided schools. Those from grant aided schools were 53.3% and the remaining 46.7% were from army aided schools. Table 4.4 below shows the type of schools that were sampled.

Table 4.4: Type of School

GRANT AIDED SCHOOLS	ARMY AIDED SCHOOL
St. Virginia Girls Secondary School	Karambula Girls Secondary School
Mulepulule Boys Secondary School	Karambula Boys Secondary School
Vatican Girls Secondary School	Simba Secondary School
Bakaingo Secondary School	

4.1.3 Demographic Description of Head teachers and Deputy Head teacher-respondents

The demographics of the Head teachers and Deputy Head teachers were as follows: The minimum age was 38 while the maximum age was 57 years old. The mean age was 48 years old, with a standard deviation of 6.899. In terms of gender distribution, 3 Head teachers were female while 4 Deputy Head teachers and One Head teacher male from (Vatican Girls Secondary School) held a Master's degree as the highest level of education, while all the remaining respondents were holders of a Bachelor's degree as the highest level of education.

4.2. The difference in performance between grant aided schools and army aided schools in Lusaka Province

(a) Grade 12 performance (Army aided versus Grant aided schools)

A comparative analysis of the performance of grade 12 pupils in grant aided and army aided schools was done based on the pass rate of grade 12 pupils in these schools over the last 5 years (2012 – 2016). The pass rate was calculated as a percentage of the number of pupils passed per total number of pupils who sat for the examination. The analysis showed that the mean pass rate for grant aided schools was 98.65% with a standard deviation of 1.26 and the mean pass rate for army aided schools was 75.94% with a standard deviation of 8.40. These findings reveal that grant aided schools have been producing higher pass rate. The low standard deviation for grant aided schools means there has not been much deviation from these results year on year. A typical example is St. Virginia Girls Secondary School which has maintained a 100% pass rate for grade 12 since the year 2012.

An independent samples t-test at 95% confidence interval was used to establish a conclusion. Table 4.5 below shows the outcome:

Table 4.5: Independent samples t-test

	Lavene's test for equality of variances		t-test for equality of means					
	F	Sig.	T	Df	Mean difference	Std. error difference	Lower	Upper
Equal variances assumed	9.319	0.005	9.640	25	22.72648	2.35762	17.87087	27.58209
Equal variances not assumed			10.001	13.629	22.72648	2.27246	17.84005	27.61292

From the table, the Lavene's test for equality of variances has a Sig. value $p < 0.005$ meaning that the mean pass rate in grant aided schools and army aided schools is significantly different. So we use the row of "Equal variances not assumed". The mean difference of 22.72648 shown on the table above means that grade 12s at grant aided schools were performing 22.73% better than grade 12s at army aided schools. The table also shows that the range from lower (17.84005) to upper (27.61292) value does not include zero (0). Thus, this agrees with the small p-value of the significance test. Meaning there is a significant difference with 95% certainty.

(b) Difference in class size between Army aided and Grant aided schools

The differences between these types of schools were compiled based on the responses from the class teachers as shown in the table below. The findings showed that grant aided schools had a smaller number of grade 12 pupils per class. Army aided schools had an average of 77.2 pupils while grant aided schools had an average of 37.6 pupils. In terms of the number

of teachers teaching grade 12 pupils, it was found that army aided schools had more teachers. Similarly, army aided schools reported to have more grade 12 classes than grant aided schools. However, the teacher to pupil ratio was higher in army aided schools (1:70) compared to grant aided schools.

Table 4.6: Difference between army aided and grant aided schools

	Grant aided schools	Army aided schools
Average number of grade 12 per class	37.6	77.2
Average number of teachers teaching grade 12 pupils	19.8	25.3
Average teacher to pupil ratio	1:45	1:70
Average number of grade 12 classes	2.2	2.8

(c) The reasons for the differences in academic performance between army and grant aided schools

Seventy percent (70%) of the class teachers agreed that there is a difference in pupil performance between grade 12 pupils at grant aided and army aided schools. The reasons given for these differences are tabulated in table 4.7:

Table 4.7: Reasons for the difference in performance

Reason	Frequency	Percent
Better work attitude by teachers	6	31.6

Better attitude towards school by pupils	2	10.5
High level of discipline/morals	3	15.8
Better facilities and programmes	3	15.8
Other reasons	5	26.3

In order to test whether there was a difference in the performance of pupils based on the type of school, an analysis of the grade 12 pass rate over the last five years was done. The pass rate was calculated as a percentage of the number of candidates who passed based on the total number of candidates who sat for the examination. Grade 12 results from the year 2012 up to 2016 from the sampled secondary schools were compared as shown in Figure 4.5

below.

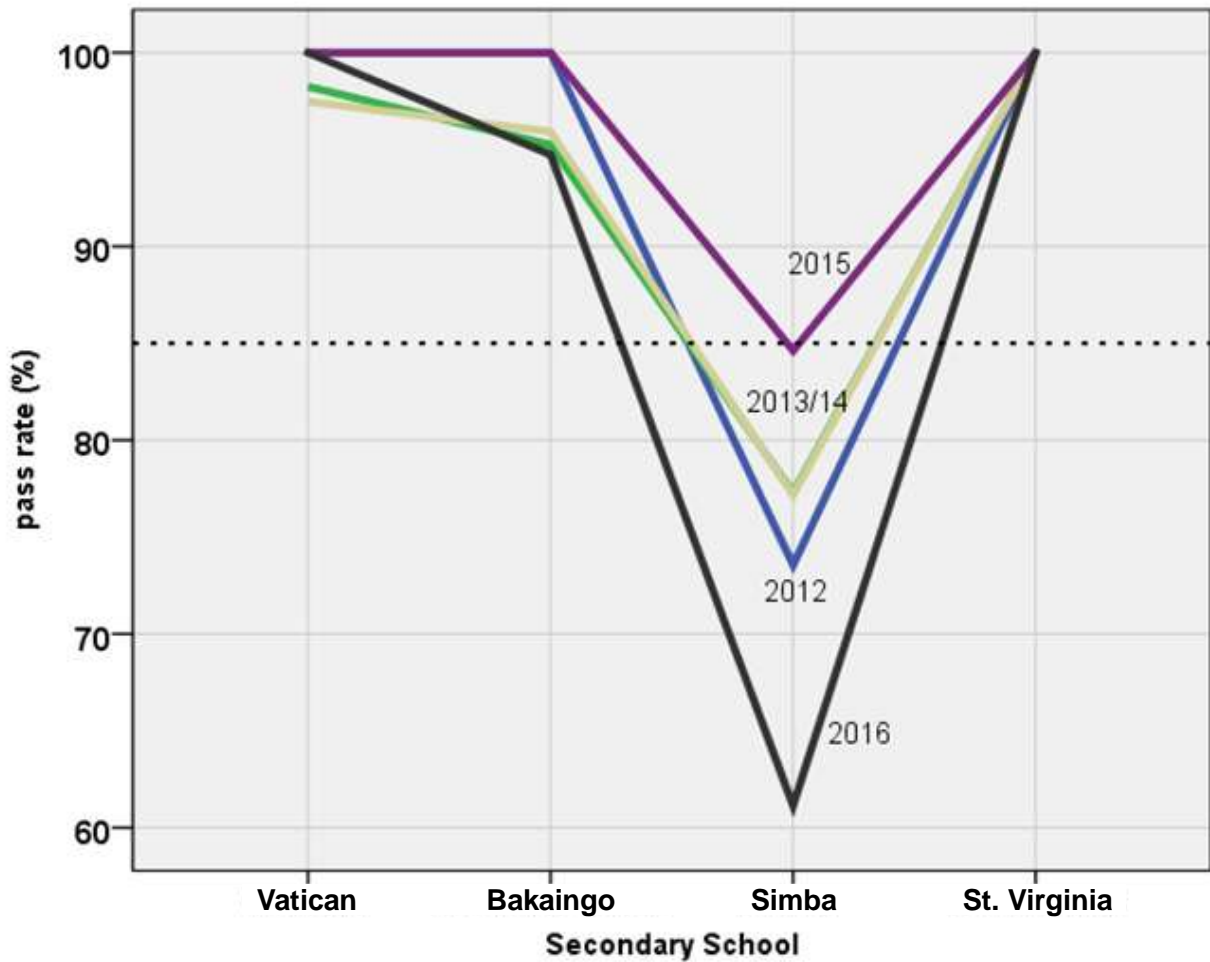


Figure 4.5: Grade 12 pass rate (2012 - 2016)

This study also revealed the different reasons as to the causes of the differences between grant-aided schools and army-aided schools. In response, the pupils gave the following reasons: For instance, one pupil from a grant-aided school said,

” we have sufficient infrastructure. Our laboratory is well equipped and therefore we conduct regular practical in sciences.” Unlike another pupil from a different school who lamented that, ” our laboratory is just by name, moreover, we are too many in the class such that the teacher is not able to give each one of us the attention that one deserves.”

This clearly indicates that inadequate infrastructure and large enrolments have a negative impact on the quality of Education. This in turn results in higher pupil-teacher ratios, pupil-book ratios and pupil-desk ratio that eventually affect academic performance of learners. The unfavorable classroom atmosphere promotes absenteeism and may lead to pupils dropping out of school (Ndoye, 2007).

Table 4.8: Why grant-aided schools performed better than army-aided schools

Reason	Frequency	Percentage
Access to better teachers and learning facilities	53	53
Better teacher to pupil ratio	17	17
Not sure	19	19
Other	11	11
TOTAL	100	100

Table 4.8 shows that fifty three percent (53%) of the pupils said the difference in academic performance between Granted Aided and Army Aided schools was due to access to better teachers and learning facilities by urban pupils. Seventeen percent (17%) said it was due to better teacher to pupil ratio, in the sense that urban classes were less crowded, hence giving the teacher more chance to pay particular attention to the pupils, especially the slow learners.

These findings also explain why 91.67% of the pupils in the army-aided schools said they would do better if their school was grant-aided, compared to only 45% of the grant-aided respondents who said they would do better if their school was army-aided. For example one pupil clearly indicated that, " given an opportunity, I would definitely perform better if I had access to internet facilities and a well-stocked school library."

(e) Teaching Standards

The responses about the teaching standards at their school followed a pattern of a normal distribution. Most of the respondents (41%) said the teaching standards were good, 32% said the teaching standards were excellent and only 27% said the standards of teaching were fair.

These findings are displayed in the Figure 4.6 below.

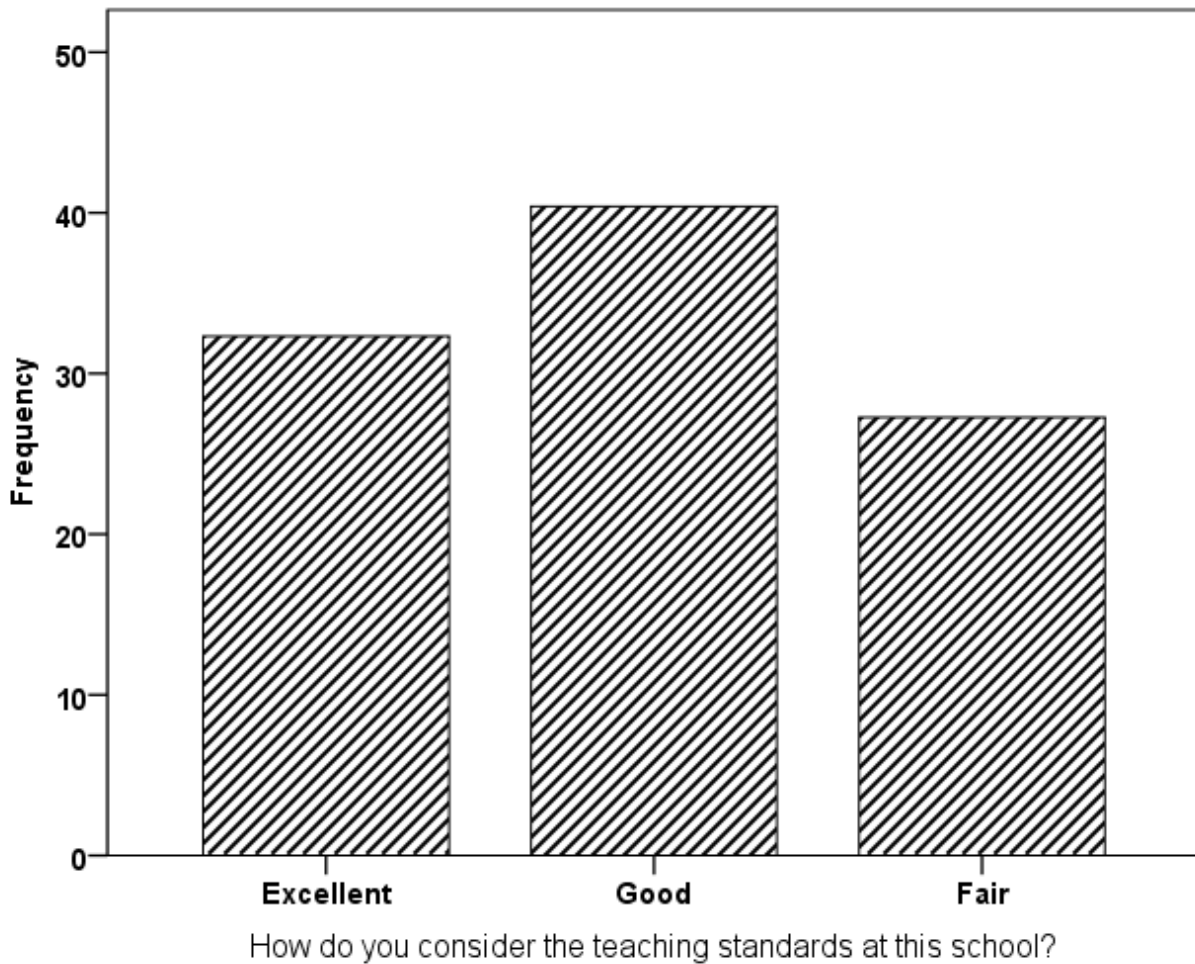


Figure 2.6: Teaching standards at school

When the analysis to this question was done by location of school, it is interesting to note that the findings revealed that the majority (53%) of the rural respondents regarded the teaching standards at their school as fair.

(f) Pupils' access to the library

The pupils were asked if they had a library at their school. If so, whether they had access to it. All the respondents who answered this question said they had a library at their school. However, in terms of access to the library, only 41% of the pupils said they had regular access to the library. Those who said they could access the library sometimes were 32%, while 17% of the pupils said they did not have any access to the library.

(g) Homework

Most the teachers (93.1%) said they followed the homework policy. Meaning that they gave homework to the pupils on a regular basis. This response by class teachers was compared with the response from the pupils. The findings were that 50% of the respondents said they had given homework rarely or occasionally. It is only 22% of the respondents who said they had given homework five days in a week. Interestingly, most the pupils who said they were given homework five days a week were from St. Virginia Girls Secondary School which has been recording 100% pass rate for grade 12 examinations, as shown in Table 4.9 below.

Table 4.9: Number of homework in a week

How often are you given homework by your teachers?	Frequency	Percent
Five (5) days in a week	22	22.45
Two (2) days in a week	25	25.51
Rarely or once in a while	49	50.00
Never	2	2.04
TOTAL	98	100

(h) Academic challenges

Only a very small proportion of pupil respondents (9%) said they were not facing any challenges in the subjects. A good number of them reported to be facing challenges of some sort in grasping the concepts in some subjects. The findings revealed that 51% of the pupils were facing problems in some subjects, 38% had problems in one or two subjects and only 1% said they were facing challenges in all the subjects. These findings are better illustrated in Figure 4.7 below.

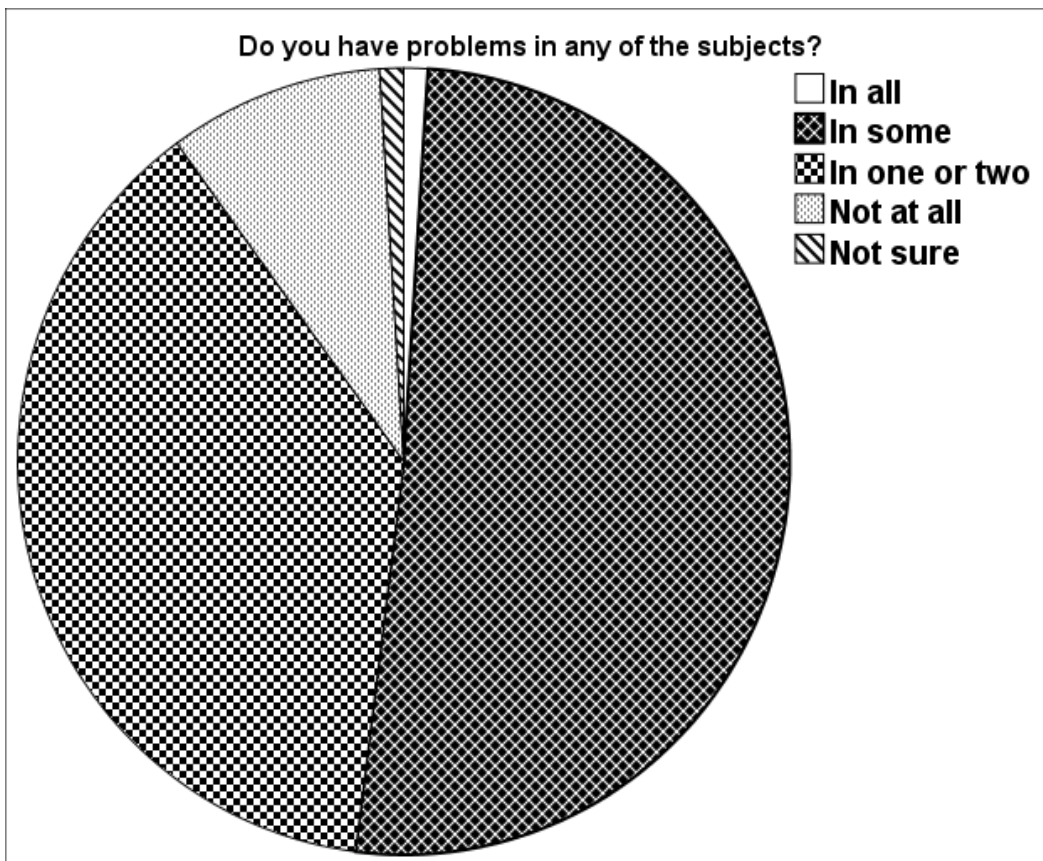


Figure 4.7: Academic challenges

Most grant-aided respondents, however, said their academic performance had improved ever since they came to that school.

(i) Absenteeism

This study found that absenteeism was not a major problem in the grant-aided schools. All the head teachers (100%) said pupils attended class frequently, 86.7% of the pupils said fellow pupils attended class frequently and 75.6% of the class teachers said pupils attended class frequently. However, 53.7% of the army-aided respondents said pupils attended class only sometimes, and the major reason was that school was far from home (46.7%). Lack of support from parents (8.8%) was the second major factor that led to absenteeism in rural school.

(j) Extra-curricular activities

The most popular extra-curricular activity was found to be sports (38.2%). Other activities that pupils were involved in were drama (6.7%), debate (16.9%) and culture (3.4%). The remaining 34.8% of the respondents said they did not involve themselves in any form of extracurricular activity.

4.2 Academic interventions that Grant-Aided and Army Aided Secondary Schools put in place to enhance pupils' academic performance

Teachers were asked to state the interventions they had made to enhance pupil performance. When asked, one teacher stated that,

“We have always encouraged learners to study hard and we also explain the importance of studying”. Another teacher said that “we have made it a point we increase parent-teacher interactions through such activities as open day and parent lesson observation. This was done to make the learners realise that parents and teachers were working together and this was said to have increased or fostered the spirit of hard work in pupils. Another teacher from a named school mentioned that the school had reintroduced prep for examination classes.

Table 4.10 below summarises the interventions that different school have taken in a bid to improve pupil performance in their school.

Table 4.10: Interventions Pursued by Grant Aided and Army Aided Schools

NO.	SCHOOL	INTERVENTION TO IMPROVE PUPIL'S PERFORMANCE
1	Karambula Girls Secondary School	<ul style="list-style-type: none"> a. Increased parent-teacher interaction b. Encourage and inculcate the spirit of hard work c. Building more classroom to cater for more pupils and give space to the learners d. Motivating learners
2	Simba Secondary School	<ul style="list-style-type: none"> a. Motivate teachers by school administration b. Giving homework to learners c. Encourage learners to study hard
3	Karambula Boys Secondary School	<ul style="list-style-type: none"> a. Motivate the learners b. Motivate the teachers by management c. Motivate best performing pupils by awarding them
4	St. Virginia Secondary School	<ul style="list-style-type: none"> a. Providing enough text book in all subjects to cater for all the learners b. Reduce over enrolment c. Having enough teachers to teach the learners and keep the teacher-pupil ratio low d. Reinforcing the motto of academic and moral excellence
5	Bakaingo Secondary School	<ul style="list-style-type: none"> a. Creating a better learning environment in terms of infrastructure b. Force pupils to study at home and at school c. Allocating time for studying to pupils d. Frequent guidance on helpful studies e. In-house training for teachers (CPDs)
6	Mulepulule Boys Secondary School	<ul style="list-style-type: none"> a. Increased remedial work b. Strengthened afternoon prep for pupils c. Catch up lesson during the holiday d. Workshop for learners on illiteracy
7.	Vatican Girls Secondary School	<ul style="list-style-type: none"> a. Allocating time for studying to pupils b. Frequent guidance on helpful studies c. Reduce over enrolment

		d. Having enough teachers to teach the learners and keep the teacher-pupil ratio low
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It was found that both army aided and grant aided schools pointed out that motivation was an important intervention that was put in place to enhance pupil performance. Motivation was divided into two categories. The first category comprised of motivation for the pupils. The second one was motivation for teacher. One teacher stated that “Motivation has been a driving force for teachers to work hard and this hard work trickles down to the learners”. Motivation in pupils was in form of awards given to hardworking pupils.

As can be seen in the table above, encouraging pupils was another intervention that was mentioned. There were encouraging words from all the schools to their pupils in order for learners to work hard.

Schools also introduced prep for examination classes in order to foster afternoon individual study among pupils. Grade nines and twelve were accorded an opportunity to study in the afternoon after knocking off while afternoon pupils were given chance to go to school early and study in the morning.

One other thing that came out prominent in grant aided schools was the issue of increasing text books for pupils. This was done in such a way that they enrolled fewer numbers to suit the available infrastructure and school reading materials such as books, charts and library.

4.3 Views of teachers, pupils and educational administrators on the academic performance of pupils from selected grant-aided and army aided secondary schools at grade 12 level in Lusaka Province

4.3.1 Views on academic performance

Class teachers and head teachers had their own views about the academic performance at their schools. A question was asked about their views on the performance of grade 12 pupils. The responses were given as tabulated below:

(a) Teachers' views

The total number of teachers who answered this question were 27. Of these, 13 were from grant aided schools while 14 were from army aided schools. Most teachers from grant aided schools said the performance was excellent, while the majority from army aided schools said the performance of grade 12 pupils was good, as shown in Table 4.11 below.

Table 4.11: Teachers' views on the performance of Grade 12 pupils at their school

	How is the performance of grade 12 pupils at this school?			TOTAL
	Excellent	Good	Fair	
Type of school				
Grant aided	8	3	2	13
Army aided	1	13	0	14
TOTAL	9	16	2	27

(b) Head teachers' views

The total number of head teachers (7) who gave a response to this question was from grant aided and the other from army aided schools. Most the school administrators said the performance was good. Only one respondent said the performance was excellent. That respondent was from a grant aided school, as Table 4.12 below shows.

Table 4.12: Head teachers views on the performance of grade 12 pupils at their school

Type of school	How is the performance of grade 12 pupils at this school?		TOTAL
	Excellent	Good	
Grant aided	1	2	3
Army aided	0	3	3
TOTAL	1	5	6

4.3.2 Does the type of school affect academic performance of pupils?

(a) Pupils' views

The majority of the pupils (53%) said that the type of school does not affect one's performance. Those who agreed that the type of school affects the performance were 45%, while 2% were not sure whether the performance of a pupil could be affected by the type of school. Figure 4.9 shows the pupils' response to the question "Does the type of school affect pupils' performance?"

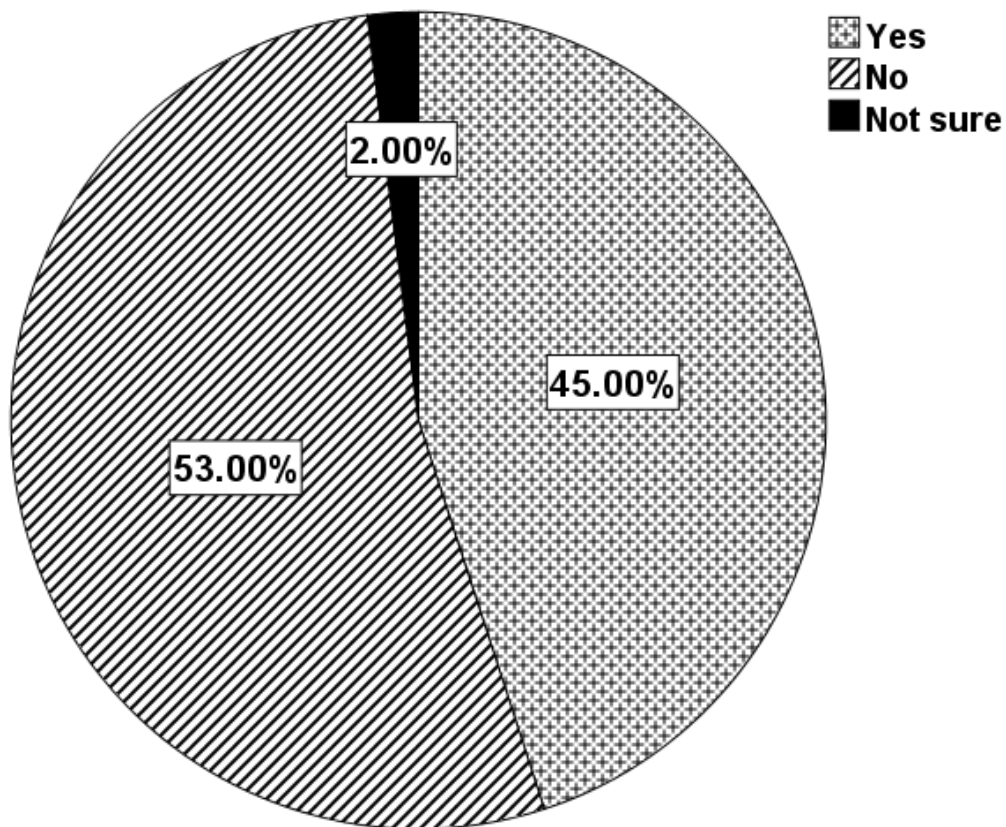


Figure 4.9: Does the type of school affect performance? - Pupils' response

(b) Teachers' views

The teachers' response to the question of whether the type of school affects performance was in total contrast to the responses given by the pupils. A significant majority of the teachers (70%) agreed that the type of school affects performance, compared to only 26.67% who said the type of school does not affect performance. The remaining 3.33% of the respondents were not sure.

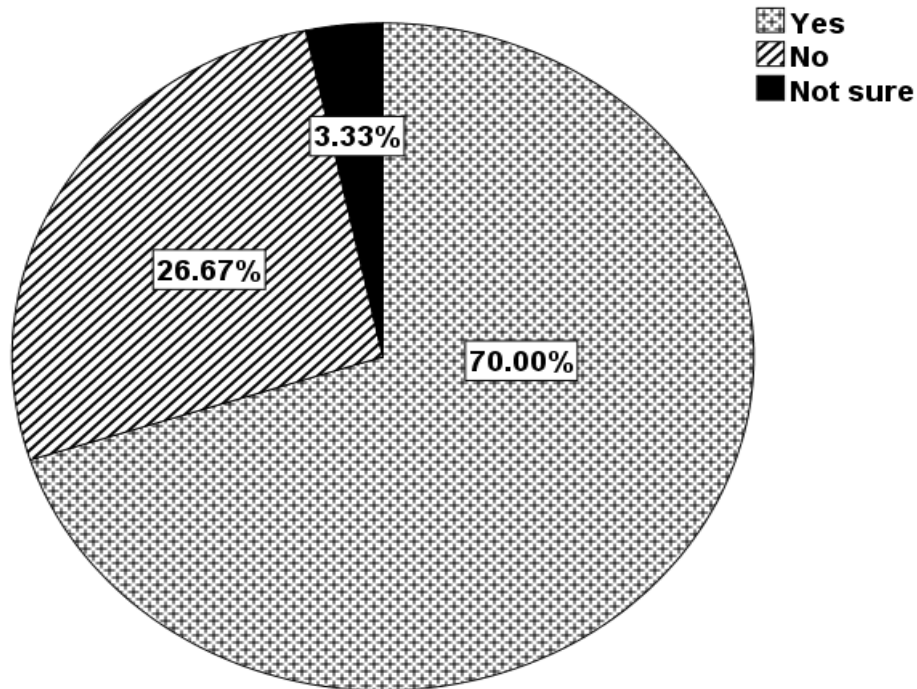


Figure 4.10: Does the type of school affect pupils' performance? - Class teachers' views

(c) Head teachers' views

The response from the head teachers about whether the type of school affected a pupil's performance was somewhat similar to the responses given by the class teachers. Similar to the class teachers, the majority of head teachers (66.67%) also agreed that the type of school affects the performance. The proportion of those who did not agree and those who were not sure was 16.67% apiece. The distribution of the head teachers' response to this question is summarized in Figure 4.10 above.

The reasons that were given for these differences in the performance are shown in Table 4.13 and Figure 4.11 below.

Table 4.13: Head teacher Views on Factors affecting Performance of Pupils

REASON	PERCENTAGE
Better morals and discipline	16.7
Better attitude by pupils towards school	33.3
Better programs/attitude by teachers	50

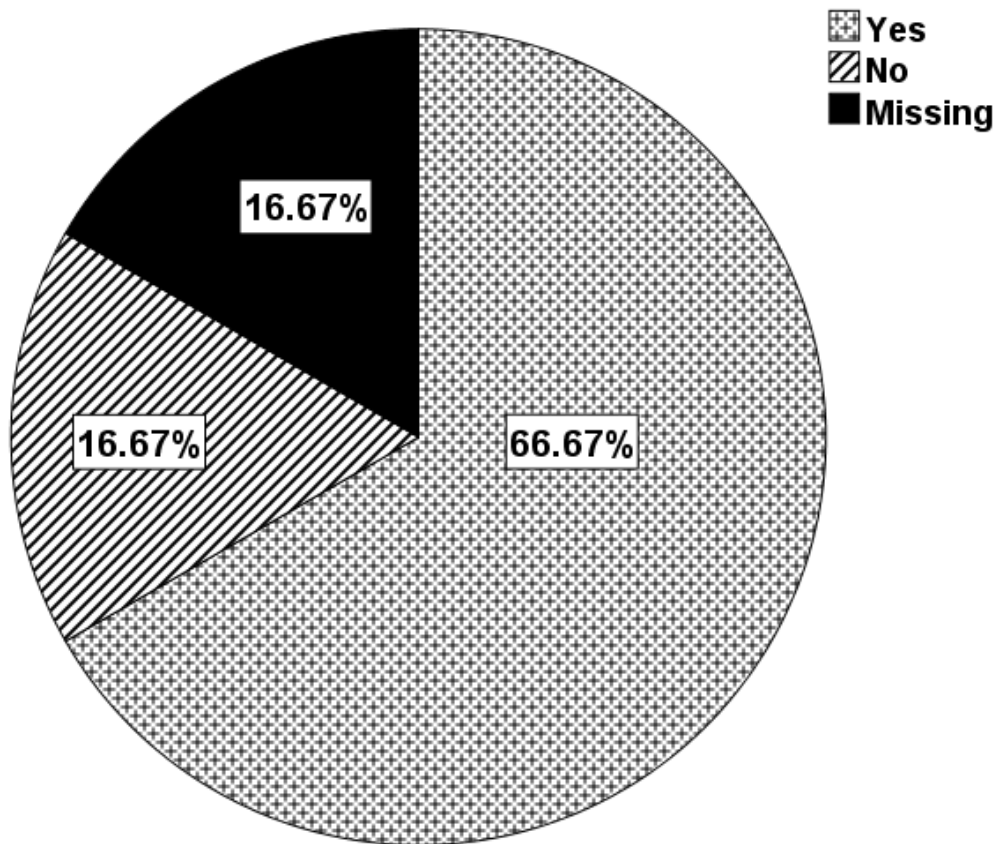


Figure 4.11: Does the type of school affect pupils' performance? - Head teachers' views

(d) Type of infrastructure

Most the respondents (96.42%) said the type of infrastructure at their school was permanent meaning it was more durable and able to sustain the pupils and teachers for a longer period of time. Only one respondent said the type of infrastructure was semi-permanent. There was no respondent who said the type of infrastructure at their school was pole and mud.

(e) Absenteeism

The school that had the highest rate of absenteeism was one of the army aided schools. Most respondents from army-aided schools (53.33%) said pupils attend class only sometimes. Those who said pupils attend class frequently were only 26.67%, while 20% of the pupils at this school were not sure about the attendance levels of their schoolmates.

The reasons given for absenteeism were long distance to school (58.46%), lack of support from parents (35.38%) and the other unknown reasons (16.14%).

4.4. Conclusion

This study has shown that the performance of grade 12 pupils in grant aided schools is higher than in army aided schools by 22.73% at 95% confidence level. The findings have also revealed some of the contributing factors. The findings further revealed very great similarities between grant-aided and army-aided schools in terms of access to the library, teachers' level of education and extracurricular activities. The differences that were highlighted by this study were pass rate, the state of infrastructure, teacher to pupil ratio and the number of times homework is given. Grant-aided schools were found to be doing better in these areas. Simba Secondary School was found to be the worst performing school because it was a military aided school located in a rural area.

CHAPTER FIVE:DISCUSSION OF FINDINGS

5.1 Introduction

This chapter presents the discussion of the findings. The discussion is presented according to the research objectives themes which were derived from the research objectives; and these were; to establish whether there was any difference in performance between grant aided schools and army aided schools in Lusaka province, to identify measures put in place by selected grant-aided and army aided secondary schools aimed at improving pupil performance levels and finally, to establish the views from teachers, pupils and educational administrators on the factors affecting pupil performance from grant-aided and army aided secondary schools at grade 12 level.

5.2. Difference in performance between grant aided schools and army aided schools in Lusaka District

5.2.1. Comparison of pupil performance

A comparative analysis of the performance of grade 12 pupils in grant aided and army aided schools was done based on the pass rate of grade 12 pupils in these schools over the last 5 years (2012 – 2016). The analysis showed that the mean pass rate for grant aided schools was 98.65% with a standard deviation of 1.26 and the mean pass rate for army aided schools was 75.94% with a standard deviation of 8.40. These findings reveal that grant aided schools have been producing higher pass rate. The low standard deviation for grant aided schools means there has not been much deviation from these results year on year. A typical example is St. Virginia Girls Secondary. It was found that most grant aided schools included in this study had facilities which enhanced good performance of learners was provided by good learning environment. Most of these facilities included laboratories, furniture, clean environment and good pupil-teacher ratio. This is consistent with Mark (2002). Mark (2002) states that for education in school to be effective, the environment needs to be conducive to learning, allowing the pupils' space and time to interact within the learning and teaching process. Creating and maintaining stimulating learning environment can be achieved through effective classroom organization interaction and whole school displays and a climate of innovation. In addition, instructional space such as classrooms, libraries, laboratories, is of great importance

to conducive learning environment. While emphasizing the importance of conducive learning environment to students' academic performance, Mark (2002) maintained that one cannot expect high level of pupil's academic performance where school buildings such as classrooms, libraries, technical workshops and laboratories are substandard. He emphasized that clean, quiet, safe, comfortable and healthy environment are important components of successful teaching and learning. Similarly, Ajayi, (2007) maintained that high level of academic performance may not be guaranteed when the learning environment is not conducive for teaching and learning process.

The findings showed that grant aided schools had a smaller number of grade 12 pupils per class. Army aided schools had an average of 77.2 pupils while grant aided schools had an average of 37.6 pupils. In terms of the number of teachers teaching grade 12 pupils, it was found that army aided schools had more teachers. Similarly, army aided schools reported to have more grade 12 classes than grant aided schools. However, the teacher to pupil ratio was higher in army aided schools (1:70) compared to grant aided schools. Seventy percent (70%) of the class teachers agreed that there was a difference in pupil performance between grade 12 pupils at grant aided and army aided schools due to better work attitude by teachers, better attitude towards school by pupils, high level of discipline/morals, better facilities and programmes.

The second part of this study focused on highlighting the differences in the academic performance of Grade 12 pupils in rural versus urban schools. A question was asked to the pupils, class teachers and school administrators whether the type of school affected a pupil's performance. Most the teachers (70%) said yes and 66.7% of the school administrators also agreed. However, a greater number of pupils (53%) said the type of school does not affect performance. The maximum and minimum pass rate for rural schools was much lower than that of the urban schools. The standard deviation for urban pupils was much higher than that of the rural schools. This implies that there was greater spread of academic ability among pupils from the urban.

Importance of parental background was emphasized in a study conducted by Badejo, (1986) when she observed that the way and manner a child is brought up determined the ability of the child. This means that, the children whose parents were highly placed in terms of socio-economic aspects were exposed to too much experience which enhanced academic performances more than the children in rural areas who were less privilege socio-economically. Thus, most children in urban areas were exposed to too modern media electronics like television, computers and internet, which gave greater opportunity to urban children to accumulate many experiences when compared to their counterparts in rural areas. Researchers have compared rural students with students from metropolitan schools on several major areas of academic achievement, including reading, Mathematics, Science, and Social studies (Ratekin, 1971), where the differences in academic performances are very visible.

This study also revealed the different reasons as to the causes of the differences between urban schools and rural schools. The pupils interviewed gave reasons such as better access to better teachers, learning facilities and better teacher to pupil ratio. This finding can be comparable and contrasted to learners in Alberta in Canada who performed well in literacy but failed generally in other subjects. Students in rural schools in Alberta, while not performing as well as their urban counterparts, had reading scores above the national average and better than urban students in some other provinces. While these results are noteworthy, rural students did not perform quite so well. At the national level, students from urban schools significantly outperformed students from rural schools in reading. In all provinces, except Nova Scotia and Manitoba, there were differences in the reading performance of rural and urban students. In only four of these provinces, Newfoundland and Labrador, Prince Edward Island, New Brunswick and Alberta, were the differences significant. It is worth noting, however, that rural students in Alberta still performed well, exceeding the Canadian national average, and better than urban students in some other provinces. Urban students significantly outperformed rural students in Newfoundland and Labrador, Prince Edward Island, New Brunswick and Alberta. However, rural students in Alberta still performed well, exceeding the national average and scoring better than urban students in some other provinces.

A study by UNESCO (<http://www.unesco.org>) compared the performance of pupils in the certificate of primary education and the certificate of secondary school education in western province to other provinces in Kenya. The study revealed that the poor performance of pupils in western province were generally poor. The poor performance was attributed to factors such as streaming effect, large class size, poor school facilities, the lack of preparation or homework, the lack of sound efficient leadership in school administration, the inadequate time allocated to teaching/learning and teacher characteristics.

5.2.1. Teaching Standards

The responses about the teaching standards at their school followed a pattern of a normal distribution. Most of the respondents (41%) said the teaching standards were good, 32% said the teaching standards were excellent and only 27% said the standards of teaching were fair. When the analysis to this question was done by location of school, it is interesting to note that the findings revealed that the majority (53%) of the rural respondents regarded the teaching standards at their school as fair.

The Zambian government has been striving to increase the number of schools to provide quality educational chances to as many citizens as possible. Quality, is therefore, key in every form of education system. In the Zambian situation, MoE aims at ensuring that learners attain the highest standards of learning through quality teaching (Malambo, 2013) The teacher is a key figure in creating a conducive atmosphere for the learners. Lemmer and Parkay (2011), states that how a teacher utilizes this power is very critical. Society, among other things expects teachers to be competent and effective and it holds teachers accountable for student achievement and maintains their standards of conduct. In addition, Thomas (1990) observes that it is a reality that society would always rely on teachers to uplift the entire nation as they play a role in the provision of quality education and that quality educational provision entails, among other things, producing highly scoring students in examination results on the part of the schools. The teachers, therefore, need to have qualities that will foster teaching/learning delivery. Siacwena (1984) states that the effectiveness of the classroom instruction depends on teacher quality, which is itself determined by the educational level the teacher has attained, and the kind and amount of professional training he or she has received. Therefore, teachers need to be friendly to pupils despite their

affiliation. This creates a very good rapport between teachers and pupils and learners tend to learn and perform well in such environments.

Instructional resources which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. Wales (1975) in the United States of America believed the use of instructional resources would make discovered facts glued firmly to the memory of students. Savory (1958) in his study of instructional materials in Scotland, claimed that a well-planned use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as aroused students interest by giving them something practical to see and do and at the same time helped to train them to think things out themselves. He further suggested a catalogue of useful visual aids that were good for teaching History, pictures, post cards, diagrams, maps, filmstrips and models.

5.2.2. Pupils' access to the library

The pupils were asked if they had a library at their school. If so, whether they had access to it. All the respondents who answered this question said they had a library at their school. However, in terms of access to the library, only 41% of the pupils said they had regular access to the library. Those who said they could access the library sometimes were 32%, while 17% of the pupils said they did not have any access to the library.

Thus, there is also the need for well-equipped library for effective teaching and learning to take place. The importance of school library in teaching and learning cannot be over-emphasized. Fuller (1986) and Popoola (1989) found that school library significantly influences students' academic performance. It appears that some secondary school lack adequate library facilities. In some cases, school libraries are not spacious enough and not well located within the school premises. In some cases, the libraries did not have adequate lighting and ventilation that could make them comfortable for the students and teachers to use, in such case effective teaching and student academic performance may be affected.

5.2.3. Homework

Most of the teachers (93.1%) said they followed the homework policy, meaning that they gave homework to the pupils on a regular basis. This response by class teachers was compared with the response from the pupils. The findings were that 50% of the respondents said they were given homework rarely or occasionally. It was only 22% of the respondents

who said they were given homework five days in a week. Interestingly, most the pupils who said they were given homework five days a week were from St. Virginia Girls Secondary School which has been recording 100% pass rate for grade 12 examinations.

In Asia, Beattie (1987) claimed that homework was found to be correlated to academic performance. He stated that homework bore a positive relationship with learning outcomes when it was relevant to learning objectives, assigned regularly in reasonable amounts, well explained, motivational and collected and reviewed during class time and used as an occasion for feedback to students. A study by UNESCO (<http://www.unesco.org>) compared the performance of pupils in the certificate of primary education and the certificate of secondary school education in western province to other provinces in Kenya. The study revealed that the poor performance of pupils in western province were generally poor. The poor performance was attributed to factors such as streaming effect, large class size, poor school facilities, the lack of preparation or homework, the lack of sound efficient leadership in school administration, the inadequate time allocated to teaching/learning and teacher characteristics.

5.2.5. Academic challenges

Only a very small proportion of respondents (9%) said they were not facing any challenges in the subjects. A good number of them reported to be facing challenges of some sort in grasping the concepts in some subjects. The findings revealed that 51% of the pupils were facing problems in some subjects, 38% had problems in one or two subjects and only 1% said they were facing challenges in all the subjects.

However, most urban respondents said their academic performance had improved ever since they came to that school.

5.2.6. Absenteeism

This study found that absenteeism was not a major problem in the urban schools. All the head teachers (100%) said pupils attended classes frequently, 86.7% of the pupils said fellow pupils attended class frequently and 75.6% of the class teachers said pupils attended class frequently. However, 53.7% of the rural respondents said pupils attended class only sometimes, and the major reason was that school was far from home (46.7%). Lack of

support from parents (8.8%) was the second major factor that led to absenteeism in rural school.

5.2.7. Extra-curricular activities

The most popular extra-curricular activity was found to be sports (38.2%). Other activities that pupils were involved in were drama (6.7%), debate (16.9%) and culture (3.4%). The remaining 34.8% of the respondents said they did not involve themselves in any form of extracurricular activity. Effective learning requires learners to be curious, active and aggressive. According to Harrison & Mclutye (197), “similarity in behavior, affiliation to the same club and athletic prowess determine interaction patterns. For instance, pupils of the same academic ability tend to be attracted towards each other. Similarly students gifted in athletic prowess seem to share similar interests”. Involvement in extra-curricular activities motivates the learners to stay in school. Mahoney & Cains (1997), indicated that engagement in school extracurricular activities is likely to decrease rates of early school dropouts in both boys and girls. In addition, Mc’Neal (1995) showed that different kinds of activities have varying abilities to control school dropouts. He concluded that students who participated in athletics, fine arts activities were less likely to drop out than those who did not participate.

5.3 What academic interventions have selected grant-aided and army aided secondary schools put in place to enhance pupils’ academic performance?

Teachers were asked to state the interventions they had made to enhance pupil performance. When asked. One teacher stated that,

“We have always encouraged learners to study hard and we also explain the importance of studying”. Another teacher said that “we have made it a point we increase parent-teacher interactions through such activities as open day and parent lesson observation.”

This was done to make the learners realize that parents and teachers were working together and this was said to have increased or fostered the spirit of hard work in pupils.

It was found that both army aided and grant aided schools pointed out that motivation was an important intervention that was put in place to enhance pupil performance. Motivation was divided into two categories. The first category comprised of motivation for the pupils. The second one was motivation for teacher. One teacher stated that

“Motivation has been a driving force for teachers to work hard and this hard work trickles down to the learners”.

Motivation in pupils was in form of awards given to hardworking pupils. The school climate established by the educator can have a major impact on learners’ motivation and attitude towards learning, contends Khuluse (2009). This could be the reason why both types of schools seem to place much emphasis on motivation due to the benefits attached. As can be seen in the discussion above, encouraging pupils was another intervention that was mentioned. There were encouraging words from all the schools to their pupils in order for learners to work hard.

Another teacher from a named school mentioned that the school had reintroduced prep for examination classes. Schools also introduced prep for examinations classes in order to foster afternoon individual study among pupils. Grade nines and twelve were accorded an opportunity to study in the afternoon after knocking off while afternoon pupils were given chance to go to school early and study in the morning. Prep time is an important aspect in the learning process as this is the time an individual familiarizes with the subject content in the absence of a teacher in an attempt to improve learner academic performance.

In a comparative study on the academic performance among students in higher education of learning in Kano state in Nigeria, Yusif (2003) found that gender also plays a role in determining the academic performance of the learners. He found out that male students performed better than female students in social studies because male students get enough time to go to the library compared to their female counterparts who are pre-occupied with many activities especially at home. The importance of school library in teaching and learning can be over emphasized. Therefore, in certain instances where the females did not utilize the school library adequately, under performance was common among the female learners.

One other thing that came out prominent in grant aided schools was the issue of increasing text books for pupils. This was done in such a way that they enrolled fewer numbers to suit the available infrastructure and school reading materials such as books, charts and library.

In Uganda, a baseline study showed that the worst performing schools had little or no instructional materials including text books, teachers’ guides and charts. There was no

correlation between examination results at the end of primary schooling and instructional materials. This means that in the case of literacy and numeracy, it was likely that instructional materials had a significant part to play (Liddell, 1984).

5.4 What are the views of teachers, pupils and educational administrators on the academic performance of pupils from selected grant-aided and army aided secondary schools at grade 12 level in Lusaka Province?

5.4.1 Views on academic performance

Class teachers and head teachers had their own views about the academic performance at their schools. A question was asked about their views on the performance of grade 12 pupils. The responses were given as below:

(a) Teachers' views

Most teachers from grant aided schools said the performance was excellent, while the majority from army aided schools said the performance of grade 12 pupils was good.

Another factor that enhances academic performance among learners according to some findings is gender. That means there are indications of gender bias in examination performance i.e. male tend to perform higher than females in examination due to certain extraneous factors (Kabir 2009), in the same way to maintain the view that past performance was found to be related to future performance. This is also by Kalil (2008) where he maintained that students past performance in '0' level examination was found to be related to their future performance.

(b) Head teachers' views

The total number of head teachers who gave a response to this question were 6; 3 from grant aided and the other 3 from army aided schools. Most the school administrators said the performance was good. Only one respondent said the performance was excellent. That respondent was from a grant aided school.

Thus, there is also the need for well-equipped library for effective teaching and learning to take place. The importance of school library in teaching and learning cannot be over-emphasized. Fuller (1986) and Popoola (1989) found that school library significantly

influences students' academic performance. It appears that some secondary school lack adequate library facilities.

In some cases school libraries are not spacious enough and not well located within the school premises. In some cases, the libraries do not have adequate lighting and ventilation that could make them comfortable for the students and teachers to use, in such case effective teaching and student academic performance may be affected.

5.4.2 Whether the type of school affect performance

(a) Pupils' views

Most the pupils (53%) said that the type of school does not affect one's performance. Those who agreed that the type of school affects the performance were 45%, while 2% were not sure whether the performance of a pupil could be affected by the type of school.

Researchers have compared rural students with students from metropolitan schools on several major areas of academic achievement, including reading, Mathematics, Science, and Social studies. For reading, rural students have been shown to have performance comparable to their urban counter parts (Ratekin, 1971), especially for younger students (Liu and Brinlee, 1983). For Mathematics, some studies have found no differences in Mathematics achievement scores (Alspaugh, 1992) or the higher-order thinking skills presumably required for Mathematics achievement (Haller et al., 1993).

Wilson (1985), however, found differences in Mathematics achievement among schools of different size. Lindberg et.al (1985) found that students from small rural schools performed worse than those attending larger schools, and some researchers have concluded that such differences may not be attributable to differences in technology resources (Templeton & Paden, 1991). There is relatively little research on science achievement, particularly at and below the middle school level. Science is usually considered most properly to be a "hands-on" enterprise that requires specialized equipment and supplies-resources that some rural schools lack, at least in comparison to many suburban schools (Coe et al., 1989a, b; Edington, 1979; DeYoung and Lawrence, 1995). Moreover, Carlsen and Monk (1992) reported that, compared to their more urban

counterparts, proportionately fewer rural science teachers were experienced, had a science-based education, or had earned a graduate degree. On the basis of these various reports, one might well hypothesize that rural students would be at a disadvantage compared to their urban counterparts. Haller et al. (1993), however, found that neither ruralness nor school size had any effect on mathematics and science achievement, or on the higher-order cognitive skills presumably required for these subject domains.

Like Science, there has been relatively few studies addressing social studies achievement. Easton and Ellerbruch (1985) examinationined data on over 900, 13-year olds and observed that students from the extreme rural communities performed slightly lower than the national levels, whereas those from the "disadvantaged-urban" communities scored much further below the national levels. Families of students in these latter communities exhibited higher rates of unemployment and higher rates of public assistance. Students in the "advantaged-urban" communities, whose parents mostly held professional or managerial positions, scored significantly above national averages.

Luiet. al. (1983) compared the performance of urban and rural students in reading in different provinces. This study used data from the Youth in Transition Survey (YITS) and the Programme for International Student Assessment (PISA) to examine the difference in reading performance between students in rural and urban schools and investigated why the rural-urban reading gap existed in some provinces.

(b) Teachers' views

The teachers' response to the question of whether the type of school affects performance was in total contrast to the responses given by the pupils. A significant majority of the teachers (70%) agreed that the type of school affects performance, compared to only 26.67% who said the type of school does not affect performance. The remaining 3.33% of the respondents were not sure

Herod of Zimbabwe (2010) reported that rural schools performed better than urban schools in the 2010 public examinations. The pass rate for Ordinary Level pupils in rural schools was 19.85 percent while that of urban pupils was 16.95 percent. This was

according to the report presented by the Minister of Education to the august house in Zimbabwe. Both rural male candidates and rural female candidates performed better than their urban counterparts. O-level male candidates performed better than their female counterparts in both rural and urban schools. The Minister of Education further stated that on Grade Seven examinations, rural pupils recorded high pass rates in Shona and Ndebele but performed poorly in English, Mathematics and General Paper.

(c) Head teachers' views

The response from the head teachers about whether the type of school affected a pupil's performance was somewhat similar to the responses given by the class teachers. Similar to the class teachers, the majority of head teachers (66.67%) also agreed that the type of school affects the performance.

Thus, a meta-analysis of 207 students of social and emotional learning programs conducted by CASEL (Durlak et,al, 2003), found that students who participated in social and emotional learning programs improve significantly in their social and emotional skills and their attitudes to themselves, others and school. They display more classroom pro-social behaviours and few disrupt and aggressive behaviours and scored higher on standardized achievement tests relative to peers not receiving the program.

The key in establishing good discipline at school lies in the learners accepting the educator's authority to manage their behavior and their progress in learning. The school climate established by the educator can have a major impact on learners' motivation and attitude towards learning, contends Khuluse (2009). With this in mind, it is important to note that discipline and academic performance is closely related. Academic performance is pegged on discipline as no study time is wasted to punish students who are deviants. It provides a conducive learning environment for students in schools, states Gekonde (2011). King et al (1990) have observed that because of the critical position with regard to the social and academic development of learners, school settings and what happens there in are of paramount importance and have a direct bearing on the discipline of the school. Thus,

schools in Military cantonment have high chances of performing very well because of high levels of discipline and strictness exhibited by the administrators who are Army personnel.

(d) Type of infrastructure

The majority of the respondents (96.42%) said the type of infrastructure at their school was permanent. Only one respondent said the type of infrastructure was semi-permanent. There was no respondent who said the type of infrastructure at their school was pole and mud.

Comparative studies in the performance of pupils have revealed various factors that affect the performance of learners in different schools and different areas in Zambia. For example, a study in the examinations and the factors that affected their performance has been carried out in Zambia and other countries. For instance, Mulubwa (2007) attributed the poor performance of the visually impaired pupils to factors such as, lack of learning/teaching materials and equipment, poor infrastructure in terms of resource rooms and lack of specialist teachers and negative attitude of ordinary teachers towards the visually impaired pupils. For effective teaching and learning to take place, there must be well equipped laboratories. According to Bujah (1997), laboratories are essential in the teaching and learning of science subjects. It has been observed that laboratories are not well planned in some of the secondary schools. Apart from the fact that the required facilities are not in the laboratories, and some of the laboratories are not spacious, not properly located while some do not have cross ventilation and adequate lighting, such laboratories may not enhance effective teaching and learning thereby impeding the students' academic performance.

Thus, there is also the need for well-equipped library for effective teaching and learning to take place. The importance of school library in teaching and learning cannot be over-emphasized. Fuller (1986) and Popoola (1989) found that school library significantly influences students' academic performance. It appears that some secondary school lack adequate library facilities. In some cases school libraries are not spacious enough and not well located within the school premises. In some cases, the libraries do not have adequate

lighting and ventilation that could make them comfortable for the students and teachers to use, in such case effective teaching and student academic performance may be affected.

The researcher is of the view that if well-spaced classrooms, adequate and suitable furniture, well equipped laboratories and libraries, proper instructional materials i.e. books, teaching aids and so on and so forth, are adequately supplied and provided in schools, there could be effective and successful teaching and learning thereby enhancing students' academic performance.

(e) Absenteeism

The school that had the highest rate of absenteeism was one of the army aided schools. Most respondents from this school (53.33%) said pupils attend class only sometimes. Those who said pupils attended class frequently were only 26.67%, while 20% of the pupils at this school were not sure about the attendance levels of their schoolmates. The reasons given for absenteeism were long distance to school (38.46%), lack of support from parents (15.38%) and the other unknown reasons (46.15%).

Some of their friends who regularly absented themselves from class were responsible for poor performance. Teachers reported that pupils that absented themselves from classes missed out on lesson and were usually behind in most subjects. The study revealed that some learners, particularly those from rural areas had poor financial support hence these learners lacked concentration on their academic work at school and consequently their results were poor. Edington (1979) showed that the most economically disadvantaged students in San Diego in the United States of America exhibited lower scholastic achievement from the onset of their schooling and never caught up.

5.5. Summary of the Chapter

In this chapter I have analyzed the findings based on the objectives of the study and attempted to link these findings to available literature. It is clear from the above analysis that the differential performance of pupils in grant-aided and army-aided schools is due to several factors. The evidence suggests that the general conditions of learning are far more

superior in the grant-aided schools than in the army aided schools. In the next chapter, I present the conclusions and recommendations based on the preceding chapters.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the conclusions and recommendations of the research.

6.2 Conclusions

Based on the findings, this study concluded that grant aided schools have been producing higher pass rates than army aided schools. The study concluded that there is a difference in pupil performance between grade 12 pupils at grant aided and army aided schools. Some of the reasons given for these differences are that teachers in Grant Aided schools have better attitude, better attitude towards school by pupils, high level of discipline/morals and better facilities and programmes.

It is the conclusion of this study that the maximum and minimum pass rate for rural schools was much lower than that of the urban schools. The standard deviation for grant aided pupils was much higher than that of the army-aided schools. This implies that there is greater spread of academic ability among pupils from the grant-aided schools, than army aided. This study also concludes that the causes of the differences between grant-aided schools and army-aided schools included access to better teachers and learning facilities by urban pupils, better teacher to pupil ratio, in the sense that urban classes were less crowded, hence giving the teacher more chance to pay particular attention to the pupils, especially the slow learners. It is concluded that if their school was grant-aided, pupils would do better in the examinations. Generally, the teaching standards in both Grant Aided and Army aided was good. One can conclude that this was because of teacher qualification of which the majority had bachelor's degrees. This shows that teachers who are teaching in these secondary schools are qualified to teach. Many pupils had a library but not many accessed libraries in these schools. The pupils were asked if they had a library at their school.

Regarding homework, it concluded that homework was given but not on everyday basis. Interestingly, most the pupils who said they are given homework five days a week were

from Grant Aided Schools which had been recording 90-100% pass rate for grade 12 examinations.

Pupils in army-aided schools were facing challenges in certain subjects. A good number of them reported to be facing challenges of some sort in grasping the concepts in some subjects. The findings revealed that 51% of the pupils were facing problems in some subjects, 38% had problems in one or two subjects and only 1% said they were facing challenges in all the subjects. However, most of the grant-aided respondents said their academic performance had improved ever since they came to that school.

6.3. Recommendations

The following recommendations were made based on the findings:

- (i) All Army aided schools should reduce on over enrolment which negatively affects performance of the learners.
- (ii) Government should fund Army aided schools in terms of infrastructure and libraries and school materials to enhance performance.
- (iii) Government should engage and deploy military personnel and the clergy as administrators in most government schools to enhance discipline so as to improve learner academic performance.
- (iv) Certain academic interventions be put in place in both categories of schools. These include motivation.
- (v) Stakeholders should encourage pupils to work extra hard as they prepared for examinations.
- (vi) The widespread introduction of “prep” for examinations classes to foster afternoon individual study among pupils is also recommended.

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APPENDICES

APPENDIX I QUESTIONNAIRE FOR HEAD –TEACHERS

Dear Respondent,

This questionnaire is an investigation into the performance of Grade 12 pupils in the Senior Secondary School Leaving Examinations in selected grant and army aided schools in Lusaka province. Please fill in this questionnaire carefully and as honestly as possible. Tick where applicable and answer briefly where appropriate by filling in the gaps. The information to be gathered is for academic purposes and will be treated with the uttermost confidence.

Thanking you in advance.

SECTION A: Demographic Information

1. Name of school:.....
2. Type of school:
 - a. Grant aided []
 - b. Army aided []
3. How far is the school from the DEBS office? (*estimate in Kilometres*)_____
4. Status/grade of school;
 - a. 1 []
 - b. 2 []
 - c. 3 []
 - d. 4 []
5. What is the current number of Grade 12 pupils []
 - a. Boys []
 - b. Girls []
6. What is the current number of teachers at this school?
 - a. Male []
 - b. Female []
7. What is your sex

- a. M []
- b. F []
- 8. How old are you? []
- 9. What is your highest level of professional qualifications
 - a. Secondary Diploma []
 - b. Bachelors' Degree []
 - c. Others specify.....

SECTION B: Study Input

- 10. Does the type of the school affect the performance of pupils?
 - a. Yes []
 - b. No []
- 11. In your opinion, do you think there is a difference in pupil performance between grant and army aided schools?
 - a. Yes []
 - b. No []
- 12. If your answer to question 11 is yes, give reasons;
.....
.....
- 13. How do you consider the teaching standards at this school?
 - a. Excellent []
 - b. Good []
 - c. Fair []
 - d. Bad []
- 14. Do you have adequate Grade 12 teachers?
 - a. Yes []
 - b. No []
- 15. Do you follow the home work policy at this school?
 - a. Yes []
 - b. No []
- 16. How does your school recognize pupils who excel very well?

- a. By punishing them []
 - b. By giving them presents such as books, pencils e.t.c []
 - c. Nothing is done []
 - d. Others specify..... []
17. Are Grade 12 teachers teaching the subjects they were trained for?
- a. Yes []
 - b. No []
18. If the answer to question 17 is no, what makes teachers to teach the subjects they were not trained for at this school?
- a. Lack of interest in the subjects trained for []
 - b. No trained teachers to teach those subjects []
 - c. Shortage of teachers []
 - d. Others specify..... []
19. What is the highest level of professional qualifications of Grade teachers at this institution?
- a. Secondary Diploma []
 - b. Bachelors' Degree []
 - c. Others specify..... []
20. How do you view the performance of Grade 12 pupils at this school?
- a. Excellent []
 - b. Good []
 - c. Fair []
 - d. Bad []
21. How often do pupils come to school?
- a. Frequently []
 - b. Sometimes []
 - c. Do not come []
 - d. Not sure []
22. If your answer to question 22 is c, what makes pupil absent themselves from school?
- a. Bad attitude of teachers towards pupils []
 - b. Long distance to and from school []

- c. Hunger []
- d. No support from parents []
- e. Others specify..... []

23. How is the response of the parents in this locality towards the education of their children?

- a. Excellent []
- b. Good []
- c. Fair []
- d. Satisfactory []
- e. Bad []

24. Fill in the tables below:

a. Professional Qualifications of Grade 12 teachers

Qualification	Number of male teachers	Number of female teachers
Secondary diploma		
Bachelor's degree		
Master's degree		
Others, specify		

b. Grade 12 Examinations Analysis for the past five years

Year	No. entered	No. sat	No. passed	No. failed	No. got division 3 and below
2016					
2015					
2014					
2013					
2012					

The end

APPENDIX II QUESTIONNAIRE FOR CLASS TEACHERS

Dear Respondent

This questionnaire is an investigation into the performance of Grade 12 pupils in Senior Secondary School Leaving Examinations in selected grant and army aided schools in Lusaka District. Please fill in this questionnaire carefully and as honestly as possible. Tick where applicable and answer briefly where appropriate by filling in the gaps.

The information to be gathered is for academic purposes and will be treated with the uttermost confidence.

Thanking you in advance.

SECTION A: Demographic Information

1. Name of school:
2. Type of school:
 - a. grant aided []
 - b. army aided []
3. How far is the school from the DEBS office? []
4. Status of school;
 - a. 1 []
 - b. 2 []
 - c. 3 []
 - d. 4 []
5. Number of classrooms []
6. What is the current number of Grade 12 pupils [] in your class?
 - a. Boys []
 - b. Girls []
7. What is the current number of teachers teaching Grade 12 pupils?
 - a. Male []
 - b. Female []
8. What is your sex

- a. M []
 - b. F []
9. How old are you? []
10. What is your highest level of professional qualifications?
- a. Secondary Diploma []
 - b. Bachelors' Degree []
 - c. Others specify..... []

SECTION B: Study Input

11. Does the type of the school affect the performance of pupils?
- a. Yes []
 - b. No []
12. In your opinion, do you think there is a difference in pupil performance between grant aided and army aided schools?
- a. Yes []
 - b. No []
13. If your answer to question 12 is yes, give reasons:
-
14. Are there enough Grade 12 teachers?
- a. Yes []
 - b. No []
15. Do you follow the home work policy at this school?
- a. Yes []
 - b. No []
16. How does your school recognize pupils who excel very well?
- a. By punishing them []
 - b. By giving them presents such as books, pencils []
 - c. Nothing is done []
 - d. Others specify..... []
16. Are Grade 12 teachers teaching the subjects trained for at this school?
- a. Yes []

b. No []

17. What makes teachers not to teach the subjects trained for at this school?

- a. Lack of interest in the subjects trained for []
- b. No trained teachers to teach those subjects []
- c. Shortage of teachers []
- d. Others specify..... []

18. What is the highest level of professional qualifications of Grade 12 teachers at this institution?

- a. Secondary Diploma []
- b. Bachelors' Degree []
- c. Primary Diploma []
- f. Others specify..... []

19. How do you view the performance of Grade 12 pupils at this school?

- a. Excellent []
- b. Good []
- c. Fair []
- d. Bad []

20. Do you have enough Grade 12 pupils' text books in all the subjects?

- a. Yes []
- b. No []

21. What is the book –pupil ratio in your class?

- a. 1:1 []
- b. 1:2 []
- c. 1:3 []
- d. 1:4 []

22. What is the teacher –pupil ratio in your class?

- a. 1:45 []
- b. 1:70 []
- c. 1:20 []
- d. Others specify..... []

23. How can you rate the reading culture of reading Grade 12 pupils at this school?

- a. Excellent []
- b. Good []
- c. Fair []
- d. Satisfactory []
- e. Bad []

23. Is there enough classroom accommodation for Grade 12 pupils?

- a. Yes []
- b. No []

24. What type of infrastructure is at this school?

- a. Permanent []
- b. Pole and mud []
- c. Semi- permanent []

25. Others specify..... []

26. How many Grade 12 classes do you have?

- a. 1 []
- b. 2 []
- c. 3 []
- d. 4 []
- e. Others specify.....

27. In what condition is infrastructure at this institution?

- a. Excellent []
- b. Good []
- c. Fair []
- d. Satisfactory []
- e. Bad []

28. How often do pupils come to school?

- a. Frequently []
- b. Sometimes []
- c. Do not come []
- d. Not sure []

29. What makes pupils absent themselves from school?

- a. Bad attitude of teachers towards pupils []
- b. Long distance to and from school []
- c. Hunger []
- d. No support from parents []

30. How is the response of the parents in this locality towards the education of their children?

- a. Excellent []
- b. Good []
- c. Fair []
- e. Satisfactory
- d. Bad []

31. What suggestions can you give to improve upon the performance of pupils at your school?

- a.
- b.

32. Fill in the tables below:

- a. Grade 12 Text books Available

SUBJECT (S)	NO. AVAILABLE
Mathematics pupil's books	
Mathematics Teachers' books	
English pupils' books	
English Teachers' books	
Physics Pupils' books	
Physics Teachers' books	
Geography Pupils' books	
Geography Teachers' books	
Religious Education Pupils' books	
Religious Education Teachers' books	
History Pupils' books	
History Teachers' books	

Chemistry pupils books	
Chemistry teachers book	
Biology pupils books	
Biology teachers books	
Others specify	

The End

APPENDIX III QUESTIONNAIRE FOR PUPILS

Dear Respondent

This questionnaire is an investigation into the performance of Grade 12pupils in General Certificate Examinations in selected rural and urban basic schools in Lusaka District. Please fill in this questionnaire carefully and as honestly as possible. Tick where applicable and answer briefly where appropriate by filling in the gaps. The information to be gathered is for academic purposes and will be treated with the uttermost confidence. Thanking you in advance.

SECTION A: Demographic Information

1. Name of school:
2. Type of school:
 - b. Urban []
 - c. Rural []
3. Gender
 - a. Male []
 - b. Female []
 - c. Age []

SECTION B: Study Input

4. Does the type of the school affect your performance in your schooling pupils?
 - a. a.. Yes []
 - b. No []
5. In your opinion, do you think there is a difference in pupil performance between urban and rural basic schools?
 - a. Yes []
 - b. No []
6. If your answer to question 6 is yes, give reasons:
 - a.
 - b.
 - c.
 - d.

7. Depending on your answer in question 6, do you think you would do better if your school was either urban or rural?
 - a. Yes []
 - b. No []
8. How do you consider the teaching standards at this school?
 - a. Excellent []
 - b. Good []
 - c. Fair []
 - d. Bad []
9. Do you have enough Grade 9 teachers?
 - a. Yes []
 - b. No []
10. Apart from the normal lessons in class, how do you spend your time after school?
 - a. Having extra lessons []
 - b. Go home []
 - c. Chatting with friends []
 - d. Just playing around []
 - e. Others specify..... []
11. What kind of friends do you play with either at home or at school?
 - a. I do not have any friends []
 - b. Those I mingle with in the same locality []
 - c. Those who can help me in class or academically []
 - d. Anyone who comes my way []
 - e. Others specify.....
12. Does the interaction between teacher to pupil or pupil to pupil improve your performance at school?
 - a. Not sure []
 - b. Sometimes []
 - c. Not possible []
 - d. Exactly []
13. How do you consider the teaching standards at this school?

- a. Excellent []
- b. Good []
- c. Fair []
- d. Satisfactory []
- e. Bad

14. Are you given home work by your teachers to do at home?

- a. Frequently []
- b. Sometimes []
- c. Not given []
- d. Not sure []

15. How many times are you given home work by your teachers in a week?

- a. All the five days in a week []
- b. Not given at all []
- c. twice in a week []
- d. Others specify..... []

16. Do you have problems in any of the subjects?

- a. In all []
- b. In some []
- c. In one or two []
- d. Not at all []

17. How do you view your performance academically from the time you came to this school?

- a. Excellent []
- b. Good []
- c. Fair []
- d. Bad []

18. How does your school recognize pupils who are doing well in class or academically?

- a. By punishing them []
- b. By giving them presents such as books, pencils []
- c. Nothing is done []
- d. Others specify.....

19. Are most pupils in your class able to read and write?

- a. Yes []
- b. No []

20. If the answer to question 19 is no, why do you think pupils are not able to read?

- a. A lot of them do not come to school []
- b. Because we do not read in class []
- c. Books are not enough []
- d. Our teachers are always absent []
- e. Others specify.....

21. Do you have enough text books in your class?

- a. Yes []
- b. No []

22. Are you active at school?

- a. Yes []
- b. No []

23. What activity do you do at school?

- a. Drama []
- b. Debate []
- c. Sports []
- d. Culture []
- e. Others specify..... []

24. Do you have a library at this school?

- a. Yes []
- b. No []

25. If the answer to question 24 is yes, do you have access to it?

- a. Frequently []
- b. Sometimes []
- c. Not at all []
- d. None of the above []

26. How often do pupils come to school?

- a. Frequently []
- b. Sometimes []

- c. Do not come []
- d. Not sure []

27. What makes pupils not to go to school frequently in your school?

- a. Bad attitude of teachers towards pupils []
- b. Long distance to and from school []
- c. Hunger (No food at home) []
- d. No support from parents []
- e. Others specify..... []

28. How is the response of the parents in your locality towards your education?

- a. Excellent []
- b. Good []
- c. Fair []
- d. Bad []

29. Are most parents able to support their children with school requisites in this locality?

- a. Yes []
- b. No []

Thank you for your cooperation

APPENDIX IV DEPUTY HEAD TEACHER'S INTERVIEW GUIDE

1. What is the total population of your pupils?
2. At grade twelve level, what factors affect pupils' academic performance at your school?
3. In your own views, do you think type of school affects academic performance? Would you like to explain how?
4. What is the academic policy of your school?
5. How often do you check your teacher's teaching documents?
6. Would you like to mention any three measures/interventions to improve academic performance in your school?