AN ASSESSMENT OF INTERNAL EFFICIENCY INDICATORS IN SELECTED SECONDARY SCHOOLS IN MONGU DISTRICT, ZAMBIA

BY

MAIMBOLWA NAMUCHANA

A dissertation submitted to the University of Zambia in partial fulfilment of the requirements for the award of the degree of Master of Education in (Education and Development)

THE UNIVERSITY OF ZAMBIA

LUSAKA

2019

DECLARATION

I, **Maimbolwa Namuchana,** 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.

Signature: _____

Date: _____

COPYRIGHT

APPROVAL

The University of Zambia approves this dissertation of **MAIMBOLWA NAMUCHANA** as fulfilling part of the requirements for the award of the degree of Master of Education in Education and Development.

Examiner 1_____Signature:_____Date: _____

Examiner 2_____Signature:_____Date: _____

Examiner 3_____Signature:_____Date: _____

Chairperson Board of Examiners

_____Signature:_____Date:_____

Supervisor_____Signature:_____Date: _____

ABSTRACT

The present study sought to assess the internal efficiency indicators in selected secondary schools in Mongu district. This was done through the analysis of the districts dropout, transition and repetition rates to determine how efficient the education system was. The objectives of the study were anchored on understanding the nature of secondary school dropouts, transition and repetition trends in Mongu district. Additionally, the study also sought to propose measures on what should be done to scale up transition rates, reduce dropout and repeater rates as a way of improving educational opportunities for pupils. The study was guided by the Human Capital theory of Theodore Schultz and the Marginal Production Theory founded in the 19th century by the economists John Bates Clark and Philip Henry Wicksteed.

This research employed a concurrent mixed method design that involved combining qualitative and quantitative research. In qualitative perspectives, interview guides were central, while the usage of questionnaires was key in the empirical quantitative investigation. Purposive and simple random sampling was used to select interviewees and respondents respectively. The sample size was 232 participants who included; ninety (90) teachers and one hundred and twenty-two (122) pupils that responded to the questionnaire. In addition, key informant interviews included 6 (six) Headteachers, 3 (three) planners, one (1) DEBS and ten (10) dropouts. Finally, the qualitative data was analysed according to emerging themes, while the quantitative data was analysed using descriptive and inferential statistics in which factor analysis was employed.

This study established that pregnancy, financial challenges and truancy were the major reasons for explaining the nature of school dropouts among pupils in Mongu district. Pregnancy emerged as the single most influential factor accounting for dropping out amongst girls and financial challenges mostly among the boys. On transition trends, the findings revealed that there were generally significant transition improvements in grant-aided schools for the period 2012-2017 but stagnating rates in government schools. To scale up transition rates, reduce dropout and repeater rates in the secondary school system, various recommendations such as the introduction of financial support, intensifying sexuality education, school infrastructure development and reinforcing teacher continuous professional development emerged as prominent measures to make education more efficient.

Lastly, the study among others recommended that government work on ensuring uniformity in policy implementation in all types of schools, government and grant-aided schools alike, through the intensification of monitoring and supervision. Most especially in government schools to reduce teachers' and pupils' laisser-faire kind of attitudes and avoid big class sizes by building or opening more secondary schools. This would improve the quality of education in schools.

DEDICATION

I dedicate this work to my parents, Annie Namuchana Tobolo Nosiku and Richard Namuchana Nosiku, who are an epitome of excellent parenthood and without whom I would not have achieved anything academically. Their unwavering spiritual, emotional and financial support is much appreciated.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to the Almighty, ever faithful, glorious God for His continued abounding mercy and love that He keeps showing in my life. I would also like to thank my supervisor, lecturer and programme's coordinator Dr Gift Masaiti for his tireless constructive guidance and encouragements rendered to me throughout the course of this work. I also owe a lot of thanks to all my friends for their support and encouragement. Furthermore, my special regards go to Dalitso Chabu, Mulemba Ndonji, Munsaka Siankuku, Masausto Chirwa, Clement Mileji and Daughtry Mulenga for their moral support. Finally, I would like to thank my course mates Joseph Simweleba, Jacob Munshi, Mweemba Ndonyo, Avien Chifuwe, Fhalesi Mumbi, Charles Katamba, Micheal Nengwa and Enock Sithole for making this academic journey adventurous.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

ACRONYMS/ABBREVIATIONS

AFRIMAP	African Governance and Monitoring Advocacy Project
CSO	Central Statistical Office
ECZ	Examinations Council of Zambia
EFA	Education for All
ESB	Educational Statistical Bulletin
GED	General Education Development
GPE	Education Sector Analysis Methodological Guidelines
IIEP	International Institute for Educational Planning
KCPE	Kenya Certificate of Primary Education
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
MNDP	Ministry of National Development Planning
MoGE	Ministry of General Education
NCES	National Centre for Educational Statistics
NIF I, II, III	National Implementation Frameworks Levels One, Two and Three
OECD	Organisation for Economic Co-corporation and Development
PTA	Parent-Teacher Association
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
UNZA	The University of Zambia

USAID	United States Agency for International Development

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter provides information on the background of study, beginning with an overview of the topic under investigation from the time Zambia gained Independence in 1964 to 2018.The section also outlines the statement of the problem, purpose of the study, the objectives and research questions. The chapter also provides the significance of the study, theoretical framework and conceptual framework. Finally, a summary of the section.

1.2 Background

The importance of education in any given society can never be overemphasized. Most developing countries, Zambia inclusive, have placed education at the centre of their social and economic development strategies and have invested in strengthening the ability of their education systems to enrol more children and youth (Hanushek & Woessmann, 2012). As a result, the enrolment, progression, and completion rates are much higher today than they were in the 1980s, and the number of years of schooling has increased the past 25 years (Education Sector Analysis Methodological Guidelines (GPE), 2014).

At the time of Zambia's independence in 1964, however, the situation was not as illuminating as it currently is. Zambia had no university; the nation had a few secondary schools and access to technical training to most people was limited. Specifically, Kelly (1996:73) states that:

> There were 623,000 children aged 7-14 of whom 350 000 were in primary schools (270 000 in the lowest four classes; 80, 000 in standards III and IV); 1,769 primary schools (about 1,000 of them in mission schools); 7,050 pupils in secondary schools (26 mission and 16 government secondary schools); 7200 teachers in all institutions (of whom 600 had completed secondary school). 150 teachers of primary schools had completed secondary school.

Moreover, Martin (1972), also affirmed the challenges of the Zambian education system when he indicated that at the time of Zambia's independence in 1964, the nation, had a relatively underprivileged education system which concentrated on the

primary level. Furthermore, there was a dual education system for Africans and Europeans, which presented a problem on how to integrate the two without affecting standards or enforcing the racial barriers. Additionally, there was also fewer girls' participation due to the uneven distribution of schools with large areas having few or no schools. Equally, the availability of skilled human resource was another barrier that faced the young independent state with the country depending heavily on expatriate and unskilled labour (Kelly, 1996; Kelly, 1999; Carmody, 2004). Consequently, this situation needed urgent attention.

In the quest to educate the Zambian population, therefore, several policies have from independence, been developed and implemented to support the achievement of education priorities and targets (Global Initiative on out-of-school children, 2014).

Specifically, the first republic's focus in the years of 1964 to 1973 was quantity, with regards practice and quality in policy. The quantity was to ensure the creation of more infrastructure and put at least one secondary school in each district in order to increase the number of children that accessed education. The quality was to train as many teachers as possible by expanding teacher-training facilities and upgrading the already serving teachers [Ministry of Education (MoE), 1977]. Consequently, this led to a fourfold increase in secondary enrolment. However, since there was rapid expansion of primary schools and not the same at secondary, the transition rates from primary to secondary fell and the dropout and repetition rates remained high.

In the second republic (1973-1991), the 1977 reforms took central stage with a major focus on nine years of basic education. The education sector, however, during the same period, faced a growing problem with funding because the country was experiencing a recession. Hence, Government's decision to abolish boarding fees in 1965 was reversed in 1985 due to the deteriorating economic situation. Accordingly, this resulted in many pupils dropping out of the school system, as they were unable to pay the fees. Furthermore, the creation of secondary schools and upgrading of infrastructure for teaching colleges became a challenge (MoE, 1977; MoE, 1992). This reflected the minimal significant changes in the transition, dropout and repetition rates in secondary schools in the Republic of Zambia.

From 1992 onwards, the key guiding policy document was Focus on Learning (1992), whose main goal was improving access, equity, efficiency and quality of education. Thereafter, the policy was later replaced with the comprehensive Educating our Future (1996) policy that has since been the main guiding document for the education system in Zambia on which all subsequent policies have been based.

Thereafter, in 2002, the Free Primary Education Policy, which aimed at increasing enrolment and completion rates by abolishing user fees and the 2008 Basic Education policy was formulated. All these efforts were to ensure Zambia's population, particularly those between seven (7) and eighteen (18) years of age, have uninterrupted access to nine (9) years of basic education and then transition to high school. The Educating Our Future (1996) policy document put it thus:

> It was seen that nine years of compulsory education would allow pupils to grow two years older before they would have to fend for themselves in the world of work if they did not continue with full-time education or training. It was also believed that on completion of nine years of schooling the learner would be more mature when facing career or educational choices and would base these on a fuller realization and understanding of his or her abilities, talents and interests, (Educating our Future, 1996:9).

The idea of Basic education was to equip the learner with knowledge and survival skills in order for one to become a productive citizen and earn a livelihood (MoE, 2001). Over time, there was a paradigm shift from basic education to the completion of the full education cycle. The intention was that not only should people be able to access education, but also be able to complete it without dropping out of school (Vision, 2030). Notably, the Education Sector Analysis Methodological Guidelines (GPE) (2014) elaborated that the quantitative goals of education systems are not limited to increasing the number of children enrolled, but also to ensure that children who begin a cycle complete it (do not dropout) and do so in the set number of years (do not repeat). Consequently, the pedagogical programmes of each cycle are developed in such a way as to progressively provide learners with a coherent and self-reinforcing set of knowledge and skills. Hence, the early abandonment of a cycle is, thus, likely to lead to the partial or total loss of the knowledge and skills acquired in the years effectively attended.

It is because of the aforesaid that the Ministry of National Development Planning (2017) priority areas for the general education sub-sector include access and participation; quality and relevance of education; and equity for all. To achieve this, therefore, entails that there should be a corresponding improvement in transition and completion rates for all levels. In that vein, the government has made efforts to ensure excellence in education delivery. The Ministry of National Development Planning (2017) alludes that investment in education and skills development will enable the country to overcome the challenges of low transition rates to higher education levels, gender disparities in participation rates, as well as, variations in participation rates across the rural-urban dichotomy. Finally, special attention needs to be directed to broadening access and participation of education to disenfranchised populations that are found in remote places and over-crowded urban areas, such as Lusaka (MNDP, 2017).

To that effect, the Government increased the number of schools through expansion of already existing schools and infrastructure development to improve enrolment and the number of secondary schools in order to meet the growing demand for the same and reduce the number of people dropping out of the school system due to limited secondary school places.

According to the Education Statistical Bulletin (ESB) (2016) of Zambia, the number of permanent class spaces for secondary schools increased from 9,115 in 2015 to 10,113 in 2016. In addition, there were 8,823 primary and 851 secondary schools representing an increase of 0.2 percent in primary and 2.3 percent in secondary schools from the year 2015 to 2016. The noticeable increase in educational infrastructure has been a result of government deliberate infrastructure development and the upgrading of some primary schools to secondary schools in all provinces. This directly corresponded to the increment in the enrolment and completion rates which saw a national aggregate increase in enrolment from by 7,316, where 4,018,064 in 2015 to 4,025,380 in 2016 (ESB, 2016).

Besides infrastructure development, government did not ignore the relevance of human capital through training and deploying more work force that would likely provide the much-needed resource to educate the learners. Besides having an aggregate reduction in the number of teachers employed from 98,035 in 2015 to

96,228 in 2016 (ESB, 2016), government deployed close to 3,000 teachers in 2017, most of whom were sent to rural schools and newly gazetted schools (Ministry of General Education, 2017).

Unfortunately, even with the afore-mentioned measures put in place, many challenges are still met, particularly, the low transition, dropouts and repetitions from the school system among others, which signify a problem with internal efficiency in the education system.

Efficiency is a term used to describe the relationship between inputs and outputs, that can either be internal or external (Psacharopulos & Patrinos, 2004). In the education sector, efficiency has been a subject of debate on many educational forums, unlike in any other organization, because efficiency could be difficult to measure due to the several perspectives it can be analysed from United Nations Educational, Scientific and Cultural Organization (UNESCO), (1998). However, the Ministry of General Education in Zambia identified three internal indicators as key to measuring internal efficiency in its education system in relation to the goals of education. These interrelated indicators are repetition, transition and dropout rates of pupils (ESB, 2016).

Regarding the three internal indicators, the nation currently faces several serious issues, including stagnating net enrolment ratio, continuously low student learning levels, low transition rates from primary schools to secondary schools, and system incompetence (Education Public Expenditure Review in Zambia, 2016). For example, the Education Statistical Bulletin (2013) stated that, although there was substantial enrolment increase at tertiary education and secondary school levels by 48 percent between 2009 and 2013 and 20 percent between 2008 and 2013, respectively, the scenario at Basic education level was different with only 37 percent of grade 1 students reaching grade 9. In addition, most dropouts happened during the transition from primary education to secondary education (grades 7–8), with a 62 percent transition rate (Education Statistical Bulletin, 2013).

Africa Governance Monitoring and Advocacy Project (AFRIMAP) (2013), however, having analysed educational trends for twelve years (2000 to 2012)-prior to the 2013 ESB report-established that, the completion rate for lower secondary had increased considerably, from 25.9 per cent in 2000 to 62.4 per cent in 2012, placing Zambia

among the high performers in sub-Saharan Africa, where the regional completion rate was at 35.3 per cent in 2012.

Although the transition from primary to lower secondary in Zambia and the completion rate have increased considerably, transition into upper secondary, (Grade 10) remains a critical challenge. The available data shows that the transition rate into senior secondary education has sharply decreased, from 50 per cent in 2007 to around 33 per cent in 2013, and 46 per cent in 2016 indicating that Zambia is having difficulty preventing children from dropping out (AFRIMAP, 2013). In other words, enrolment has increased, but many children still drop out before completing lower secondary education.

Turning to senior secondary education, the completion rate increased from 12 per cent in 2000 to 28.1 per cent in 2011 and further 52.7 per cent in 2016 (UNESCO, 2000; Pole de Dakar, 2014; ESB, 2016). This suggests that approximately 53 per cent of all children who enter the school system go on to complete secondary education, whilst, 47 per cent do not. However, there has been significant improvement in enrolment and completion especially in primary school, even though there are still low levels of transition and high dropout rates experienced in Zambia.

These problem of dropouts, repetition and low levels of transition are however, not peculiar to Zambia alone. According to the findings of Inoue et al (2015), in Uganda and Kenya, almost twice as many students drop out in the last year of the lower secondary cycle compared with earlier years.

Turning to Ghana, the dropout rate increases almost fivefold, from an average of 17.5 percent in the earlier years of the lower secondary cycle to 86 percent the last year of lower secondary (Inoue et. al, 2015). This suggests that these transition years act like bottlenecks, sometimes because of exit or entrance examinations.

With regard to Zimbabwe, the Matebeleland North Provincial Education Report (2015) indicated that, close to 6,000 pupils across the province dropped out of school because of hunger. Moreover, in the United Kingdom, a study carried out by the Organisation for Economic Co-operation and Development (OECD) (2012) shows that more 15 to 19-year olds are neither in school nor employed-per capita than most other developed nations. The United Kingdom ranked 26th out of 32 OECD countries, for the number of teenagers opting to remain in school up to the age of 19 (OECD,

2012). Although this situation seems to be a global challenge, much can still be done to improve the transition rates and reduce the repeater and dropout rates in Zambia.

Various researches done in Zambia and abroad list several factors that have led to failure of pupils to transition and dropout of the education system. These include poverty and a combination of poor quality of education provision, inadequate school facilities, overcrowded classrooms, inappropriate language of instruction and teacher absenteeism. These factors are among the major reasons which have been sighted as reasons for dropping out is more likely to occur in developing countries like Zambia (Colclough, Rose and Tembon, 2000). Other reasons include: student burnout, health problems and lack of academic capacity.

Regardless the reason, however, the consequences of dropping out of school can be severe because the school serves many essential functions for adolescents, including training in general education, vocational and life skills, and socialization. Subsequently, youths who do not complete high school are far more susceptible to health, economic, and social problems than those who do (Sabates, Akyeampong, Westbrook and Hunt, 2010). These consequences can even be more severe in developing countries such as Zambia.

Turning to the present study which focussed on Mongu district, the provincial capital and most urbanised district of western Zambia, the situation of dropouts, transitions and repetition is not so different from those elaborated in studies above. Some vital statistics for Mongu, according to the Central Statistics Office (CSO) in 2010 approximated the urban population to be approximately at 52, 324. Additionally, the district recorded 85 schools of which 70 were primary and 15 were secondary schools, that had close to 25 000 pupils enrolled. From the statistics on the number of primary schools to secondary schools, one can notice a huge disparity between the two levels of education, which poses a challenge to having an efficient education system that has low transition rates and minimum wastage (MNDP, 2010).

The above statistics on primary and secondary schools, though scanty, is alarming, hence the need to conduct this study to assess internal efficiency indicators in selected secondary schools in Mongu district. Although various studies have been conducted to ascertain factors that lead to pupil dropouts and reasons for failure to transition to

higher grades, no study has attempted to assess internal efficiency indicators in Mongu district. Because of the silence from previous researchers on internal efficiency in Mongu, the present study sought to enhance the understanding on the nature of the dropouts, the transition trends and the proportion of pupils repeating in secondary schools in the district and propose measures to reduce the numbers of dropouts and repeaters while increasing transition and completion rates in Mongu.

1.3 Problem Statement

The Ministry of National Development Planning in the Seventh National Development Plan (MNDP, 2017), Vision 2030 and various policy documents emphasise developing quality human capital, including investing in quality education and skills development and an education system that not only ensures transition from one grade to another, but also, that each pupil enrolled to the school system completes their education. Government in the recent years has made strides in improving teaching and learning, infrastructure development and improvement in the teacher pupil ratio through massive teacher deployment among others (MNDP, 2011). Despite these measures however, the transition, repetition and dropout rates in schools continue to be a challenge to the Zambian education sector (ESB, 2016).

Through various researches, conducted in Zambia, it has been established that pupils fail to transition from one grade to another and drop out of the school system due to various reasons ranging from academic capacity, financial, social and health reasons among others (Katolo, 2013; Chaponda, 2016; Lifuka, 2009). Furthermore, it is unclear what the main factors necessitating dropping out at the district level are, the transition trends over the past five years and the proportion of pupils that repeat in the district.

As a result, the aim of this study was to establish the nature of secondary school dropouts in the selected secondary schools in the Mongu, give an analysis of transition trends in the district for the past five years. Furthermore, establish the proportion of repeaters in secondary schools to measure the extent and patterns of repetition by grade and propose measures to scale up transition rates. These rates have both social and economic implications in terms of education efficiencies. For example, if learners are not progressing together with their cohort and possibly repeating, it means that the education opportunities for other inherent learners are curtailed. The cost of provision

of education to repeating learners is also enormous. Equally, the cost of drop outs is quite huge on both government and stakeholders especially parents.

An inefficient education system is not only costly but detrimental to the whole country in terms of social economic development. Therefore, to achieve the vision 2030 and the introduced MNDP seventh national development plan (7NDP), Zambia must rely more on an efficient and highly productive education system. Therefore, this study was also a small but direct response to Sustainable Development Goal (SDG) number 4 which is anchored on ensuring inclusive and equitable quality education for all.

1.4 Aim of the Study

The study aimed at establishing and understanding the efficiency indicators of the education system with regards to the nature of secondary school dropouts, transition and repetition in selected secondary schools in Mongu district and provide an analysis of dropout, transition and repetition trends in the schools for the past five years.

1.5 Objectives of the Study

The above aim was addressed through the following objectives:

1. To understand the nature of secondary school dropouts in Mongu district as a way of measuring efficiency in educational provision.
2. To analyse transition trends in selected secondary schools in Mongu district from 2012-2017 in order to convey information on the degree of access from one education cycle to another.
3. To establish the proportion of pupils repeating in selected secondary schools in Mongu district to measure the extent and patterns of repetition by grade.
4. To propose measures on what could be done to scale up transition rates, reduce dropout and repeater rates.

1.6 Research Questions

Four specific research questions were investigated:

1. What was the nature of secondary school dropouts in Mongu district?
2. What have been the transition trends in secondary schools from 2012-2017 in Mongu district?
3. What was the proportion of repeaters in secondary schools in Mongu district?
4. What measures could be taken to scale up transition rates, reduce dropout and repeater rates?

1.7 Significance of the Study

The study was undertaken to assess internal efficiency indicators in the district, as well as factors affecting it (internal efficiency), which may in turn help schools; the Ministry of General Education, and other stake holders to improve educational provision and reduce wastages. This in turn may help the country move towards achieving Sustainable Development Goal number four (4).

1.8 Delimitations of the Study

This study was conducted in Mongu District in Western Province because Mongu unlike other districts in Western Province had a larger number of both grant-aided and government schools making it possible to assess dropout, transition and repetition rates in schools with balance. Six schools were targeted, three grant-aided and three government secondary schools.

1.9 Limitations of the Study

Though quantitative and qualitative approaches were applied to this study, and the findings of this study could be helpful to improving the internal efficiency indicators of both government and grant aided schools alike, schools not covered in this sample could have different results. Therefore, the extent to which this study may be generalized may be limited. Another challenge was with regards to the limited Zambian literature, as no similar study seems n to have been conducted before.

1.10 Theoretical Framework

The Human Capital Theory (HCT) proposed by Theodore Schultz and the Marginal Production Theory (MPT) founded in the 19th Century by many economists, notable of whom John Bates Clark and Philip Henry Wicksteed is what guided this study.

The HCT advocates that education is an investment in human beings. In his theory, Schultz argued that both knowledge and skill are a form of capital and that capital is a product of deliberate investment. He compared acquisition of knowledge and skills to acquiring the means of production (Schultz, 1961). This investment involves initial costs (i.e. direct tuition expenditures) to gain a return on this investment in future (Becker, 1992). Schultz further argued that the more educated a human being, the more productive they become. As it has been said that the economic prosperity of a nation depends on its physical and human capita stock. In short, the more educated a nation, the more productive its population.

In this study, therefore, the HCT reinforced the importance of learners completing the full cycle of education and concretised the rationale behind the importance of ensuring that the education system is efficient through the provision of the necessary materials and infrastructure because the productivity of the nation heavily relies on it.

The Marginal Production Theory (MPT) involves some of the most fundamental principles of economics. These include the relationship between the prices of commodities and the prices (or wages or rents) of the productive factors used to produce them and the relationships between the prices of commodities and productive factors, on the one hand, and the quantities of these commodities and productive factors that are produced or used, on the other.

The various decisions a business enterprise makes about its productive activities can be classified into three layers of increasing complexity. The first layer includes decisions about methods of producing a given quantity of the output in a plant of given size and equipment. This involves the problem of what is called short-run cost minimization. The second layer, including the determination of the most profitable quantities of products to produce in any given plant, deals with what is called short-run profit maximization. The third layer, concerning the determination of the most profitable size and equipment of plant, relates to what is called long-run profit maximization.

The MPT will explain how increasing variable factors such as teaching and learning materials in the short run may not increase the efficiency beyond a certain threshold provided long run variables like classroom space, curriculum, among others are not put in place. The theory will further enlighten us how improving one indicator does not ultimately make education efficient as all factors are important in the overall improvement of the system.

1.10 Conceptual Framework

The framework in figure 1 (page 12) shows established factors that help determine internal education efficiency, which include dropout, transition and repetition. According to the ESB (2016) the Zambian secondary school system has been experiencing challenges in improving its internal efficiency indicators. This has been seen in the low percentages of pupils that transition to grade 10 from grade nine (9) due to various factors that include inadequate infrastructure, inadequate teaching staff in science-based subjects, financial challenges, pregnancy and early marriages, among others.

Accordingly, the OECD (2012) argued that the school environment (which includes infrastructure development, adequate teaching and learning materials) are vital to the effective and efficient delivery of education. Schools that have limited, unconducive infrastructure and teaching and learning materials like community and government schools were said to have lower internal efficiency indicators such as high dropout, low transition and high repetition rates.

The expectation of the OECD (2012) study therefore was that, schools with good infrastructure, adequate teaching and learning materials and positive school climate are likely to be highly efficient and the opposite for schools not reflecting the aforesaid. Therefore, this study was conceptualized as shown in Figure 1:

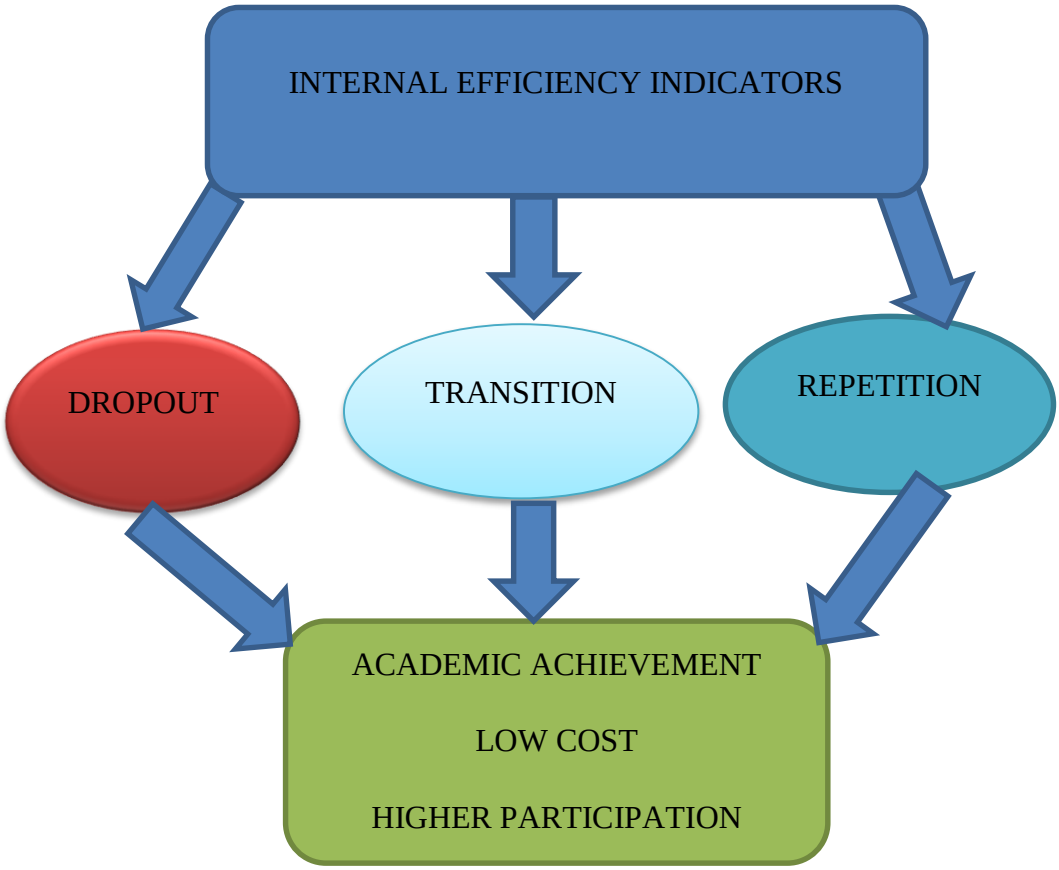


Figure 1: Conceptual Framework

1.11 Operational definition of terms

In this study, the following terms carry the following meanings:

a) **Dropout**- The term refers to a child who was once enrolled in school but has since left school for various reasons other than completion.
b) **Dropout rate**- proportion of pupils from a cohort enrolled in a given grade at a given year who are no longer enrolled in the following school year.
c) **Government school**-a school that is maintained and financed by public expense
d) **Grant-aided/Mission school**- a school that is supported financially by religious-based or non-governmental organisation.
e) **Internal Efficiency**: measures of the level of education input against the wastage.
f) **Repetition rate** – a measure of how many pupils repeat a grade.
g) **Transition Rate-** a measure of the number of pupils who move from one cycle of education to another.

1.12 Summary

The chapter focused on the challenges of school dropouts and transition rates in Zambia. The chapter presented an introduction to the study, by outlining the major features. These were the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and delimitation of the study, limitations to the study, conceptual framework and the theoretical framework, and definitions of terms. The review of literature related to the study follows this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter outlines reviewed literature related to the study. Kombo and Tromp (2014) stated that literature review is information that has been published on a topic by accredited scholars and researchers. Furthermore, Murray and Beglar (2009) further postulated that literature review is important as it exposes the researcher to diverse views which allows the researcher to learn from the successes, partial successes and failures of the previous researches on the topic of interest. With this regard, the present study literature serves as a basis for conducting this study. Hence, this chapter therefore, reviews research and other relevant secondary sources on the school dropouts, repetition and transition. An attempt is made to include literature analysed thematically from the global, African and Zambian perspectives.

2.2 Understanding concepts: Dropout, Repetition and Transition

2.2.1 Dropout

Although dropping out is generally considered a status or educational outcome that can readily be measured at a point in time, it is more appropriately viewed as a process of disengagement that occurs over time (Rumberger, 2000). Different institutions and scholars, depending on the context have defined the term 'Dropping out' differently. Specifically, The National Centre for Education Statistics (2012) defined it as leaving school without completing a high school education or equivalent credential such as a General Educational Development (GED) certificate.

The Education Statistical bulletin (2016), defined 'drop outs' as pupils who leave the school system before completing the school program for any reason. The American studies associated the concept of dropout with the situations in which youngsters leave the school without obtaining a high school diploma (Schargel, 2001; Orfield, 2006). While, British literature (Bennett, 2003; Johnes & McNabb, 2004; Blanden & Gregg, 2004; Dearden et al., 2011) prefers the term dropout being used with a narrower meaning, referring to the secondary or vocational education. Neamţu (2003), defined dropout as the behaviour of school evasion that means that the individual will stop attending school before ending the level of studies that he or she is supposed to

complete due to lack of interest and or trust in the educational process or any other reason in that respect.

In all respects, various studies have emphasized the fact that school dropout is the climax of a process of disengagement regarding school (Finn, 1989; Newmann, Wehlage& Lambord, 1992; Wehlage et al., 1989).

There are three categories of theories that explain why pupil's dropout of school. These include: drop-out, pull-out and push-out theories (Glennie & Stern, 2002). These theories describe the school dropout phenomenon by using correlative concepts such as: school misfit, absenteeism, repeat and leaving school before the designated knocking off time. In addition to emphasizing the predictors, analysing the determinants and outlining the profile of the student at risk of dropping out. Overall, a dropout refers to a child who was once enrolled in school but has since left school for various reasons other than completion.

According to the Zambian Educational Statistical Bulletin (ESB, 2016), dropout rate is defined as the proportion of pupils who leave the school system without completing a given grade in a given school year. In other words, UNESCO (2009) defined dropout rate as proportion of pupils from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following year. The dropout rate is calculated by dividing the number of students who drop out by the total number of students in the cohort. The purpose is to measure the phenomenon of pupils from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems (ESB,2016).

The dropout rate is one of the key indicators for analysing and projecting pupils' flows from grade to grade within the educational cycle.

2.2.2 Repetition

Repetition is defined as the situation in which a student, who attended the necessary classes for ending an academic year, is required to take the same classes again during the next year (The National Centre for Education Statistics, 2012). Similarly, Brophy (2006) defined "Grade repetition" (sometimes referred to as "grade retention") as a situation that occurs when students are held in the same grade for an extra year rather

than being promoted to a higher grade along with their age peers. Moreover, Koppensteiner (2011) puts it thus,

> Grade repetition is the practice of holding back students in the same grade for an extra year if they fail to achieve promotion requirements, either in the form of a performance measure or in the form of minimum attendance.

Additionally, UNESCO (2012) described a repeater as a pupil who is not promoted to the next grade or does not complete an educational programme and who remains in the same grade the following school year. The UNESCO definition is used in many developing and in some developed countries, particularly in African and Latin American countries, where repetition rates are often as high as 30% (UNESCO, 2008). Repetition can result from academic failure, unsatisfactory progress, insufficient examination marks to advance to the next level of instruction, age, poor attendance or, simply, from lack of local educational opportunities (UNESCO, 2012). In some instances, repetition may be obligatory whilst in some cases among more developed countries, repetition may require the agreement of the student and or parents (UNESCO, 1997; International Institute for Educational planning (IIEP), 1997). In summation, repetition takes many forms but is mainly either voluntary or involuntary.

Several theories exist on the advantages of repetition, for example, the United States in the 90's had a tradition of repeating pupils that were not performing well academically (UNESCO,1998). However, studies over the last two decades have shown that retaining pupils in a grade can be counter-productive (UNESCO, 1998). Consequently, contrary to popular beliefs, repeating a grade does not help students gain ground academically and has a negative impact on social adjustment and self-esteem. Thus, no matter how much parents and educators try to portray repetition in a constructive light, pupils who do not progress to the next grade level with their peers invariably struggle with problems of self-esteem (UNESCO, 2009).

Not surprisingly, researchers have found that repeaters tend to develop highly negative attitudes toward school (Lerotholi, 2001; Figueira-McDonough, 2010; UNESCO, 2012). Particularly, repeating early grades frequently leads to further retention down the road, which in turn can lead to dropping out entirely. On one hand, a report by the Carnegie Council on Adolescent Development (2010) estimated that a single grade repetition increases the likelihood of dropout by 40 to 50 per cent. On the other hand,

a second-grade repetition raises the risk to 90 per cent. Therefore, maintaining policies that lead to repetition of grades by large numbers of pupils is expensive.

Turning to repetition rate, the ESB (2016), defined it as the proportion of pupils from a cohort enrolled in a given grade in a given school year who remain in the same year in the following school year. Similarly, the UNESCO (2009:8), defined repetition rate as the proportion of pupils enrolled in a given grade at a given school year who study in the same grade in the following year.

In all, the repetition rate is a very important internal efficiency indicator as it is used for analysing and projecting pupils' flows from grade to grade within the educational cycle. High repetition rate reveals problems in the internal efficiency of the educational system and increasing repetition rates may serve as an early warning that the system is experiencing capacity constraints in terms of either skilled human resource, teaching and learning aids or financial resources (MOE, 1998; UNESCO, 2009; ESB, 2016).

2.2.3 Transition

The flow of students from one level of education to another known as 'transition' and is an integral part of education development. Transition is thought to be a good indicator of balanced or unbalanced development of education between two levels (MOE, 1998). Specifically, the education system typically refers the term transition to the three major transitional points in the public-education system. Firstly, when students move from elementary school to middle school, secondly from middle school to high school, and thirdly, from high school to college (Education Reform (ER), 2013). While students experience other "transitions" during their educational journey—such as advancing from one grade level to the next—the three "major" transition points are a focus of educators and school reformers, because, transitioning students often experience significant academic, social, emotional, physical, or developmental changes that may adversely affect their educational performance (ER, 2013).

In that respect, the transition rate, also known as the promotion rate represents the proportion of students who have successfully completed a grade and proceeded to the next grade the following year (ESB, 2016). Furthermore, UNESCO (2009), defined

transition rate as the number of pupils or students admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils or students enrolled in the final grade of the lower level of education the previous year. The transition rate indicator reflects the degree of access of pupils from lower to higher grade. Indeed, the indicator also shows the absorptive capacity of the next level of education (UNESCO, 2012). Inversely, low transition rates signal restrictions between two levels and or grades of education because of either high failure rates or inadequate absorptive capacity in the higher level of education or both. This indicator however, can easily be distorted by failure to distinguish between new entrants and repeaters, especially in the first grade of the higher level of education (MOE, 1998; UNESCO 2007; UNESCO, 2008; UNESCO, 2009; ESB, 2016).

2.3 The Importance of education internal efficiency indicators

An education system is efficient if it produces at a minimum cost the desired output in terms of the maximum number of young people who have acquired the necessary knowledge and skills that society prescribes (Yaung, 2014). In other words, an education system is considered efficient if for a given input of resources (human, financial and material), maximizes the desired output, both in quantity and quality. An efficient education system minimises wastage by having minimal numbers of pupils that fail to proceed to the next grade level of school (Lerotholi, 2001). Wastage in respect to education refers to human and material resources spent or 'wasted' on pupils who must repeat a grade or who drop out of school before completing a cycle. It denotes the inefficiency of a school system and refers also to the wasted opportunities for these children to develop the knowledge, skills attitudes and values they need to live productive lives and to continue learning (UNESCO, 1998:48). Wastage substantially reduces the capacity of school systems to meet the objectives of education for all.

Every education system including Zambia's strives to achieve minimum wastage and be as efficient as possible. The goal of education is to ensure children who enter the system are endowed with knowledge at each stage to make them more productive. This can, however, only be satisfactorily done if children remain in the school system until completion, all things equal (UNESCO, 2008). Therefore, it is generally assumed that all pupils entering Grade 1 should complete the school cycle within a prescribed

number of years for the system to be efficient. Whilst an inefficient system is one that records pupils dropping out of school or repeating grades (UNESCO, 1998).

The Ministry of Education (2008) explained internal efficiency as how well the education system guarantees continuity in completing schooling once children enter school. This entails minimising wastage of factors,

> Except for factors beyond the control of the school such as death, a good education system should ideally strive for 100 percent transition rate, zero percent repetition and zero percent dropouts (MOE:2008:37).

Consequently, internal efficiency gives an educational institution a reflection of the performance of the institution. It reflects the extent to which resources made available to the educational system are being used to achieve the objectives for which the educational system has been set up. In this regard, the input into the system and the output from it needs to be measured (Yang, 2014).

In that light, internal efficiency is measured through education indicators. These statistics tell something about the performance or health of the education system. Indicators of how efficient an education system is, include transition and or promotion, repetition, dropout and completion rates (MoE,1998). Furthermore, efficiency also includes cycle completion and survival rates at certain grade level and cycle to cycle transfer rates. They are derived from the statistics that the districts collect each year from the school annual statistics census (M0E, 1998; ESB, 2014). When dropout and repetition rates are high before the end of each education cycle, this implies that the portion of the education system has serious internal inefficiency. The indicators are important as they explain how education is provided in schools, zones, constituencies, districts, provinces and the nation at large in terms of access, equity, quality, relevance, management, planning and financing. They further provide a picture of how all inputs interact in relation to the output.

In summation, improving internal efficiency of the school system is by default improving quality of education, because both focus on relationship of educational inputs, processes & outputs of the system.

2.4 Causes of dropout, repetition and low transition rates

Firstly, it should be stated that there is not one single reason for dropping out as will be evidenced from various studies highlighted in this study. Consequently, student's reasons for dropping out are diverse and challenges leading to dropouts could be similar among different countries.

Worldwide, 58 million primary schools and another 63 million lower secondary school-aged children are still out of school, some dropping out too early and others never even entering school (UNICEF, 2015). This situation has necessitated many researches to be conducted in various parts of the world to ascertain why there is a high level of dropouts, repetition and low levels of transition to higher grades. With regards to dropout rates, Former US President Barack Obama in his State of the Union Speech to the U. S. Congress on February 24, 2009, once said, "*We have one of the highest high school dropout rates of any industrialized nation ... And dropping out of high school is no longer an option. It's not just quitting on yourself, its quitting on your country -and this country needs and values the talents of every American."*

Despite a steady improvement in overall graduation rates since the 1960s, many students in the United States continue to leave school to pursue other ventures they consider more lucrative (Balfanz et al, 2010). Accordingly, some researchers estimate that, more than one million students' dropout each year, with members of minority groups facing the highest likelihood of dropping out (Crowder & South, 2003; Figueira-McDonough, 2010; Vartanian & Gleason, 1999; Wodtke, Harding, & Elwert, 2011). Because of concerns about the problems posed by school dropouts, Congress mandated that, beginning the year 1989, the National Centre for Education Statistics (NCES) report annually on dropout and retention rates. In addition, in 1989 the US President and the state governors targeted the completion of high school as one of six national education goals to be achieved by the year 2000. In response to these mandates and policy initiatives, the NCES has moved to ensure the availability of improved data on both high school dropouts and graduates. Not only the NCES, have taken interest in the efficiency indicators, but other researchers too, have conducted researches to provide useful information to abate the worrying negative trends (Vartanian & Gleason, 1999; Wodtke, Harding, & Elwert, 2011).

Jaccard et al. (2013) study used a social capital and collective socialization lens to examine non-academic factors in middle school that predict students' failure to complete high school and focused on youth who engage in adolescent problem behaviours of smoking cigarettes, sexual intercourse, delinquency, marijuana use, and alcohol use. The area of interest was the extent to which these variables were predictive of dropping out of high school measured 6 years later and beyond the traditional variables of school performance and school engagement. Results indicated that engaging in regular smoking and sexual activity during middle-school years predict high numbers of -school dropout independent of school performance during middle school. Further, acts of delinquency during middle school in the context of poverty (i.e., mothers' receipt of welfare was proxy for poverty) were also predictive to lead to of high numbers of school dropouts. Jaccard et al. (2013) study findings are commended for suggesting the importance of factors that reach beyond school performance and school engagement as possible targets for dropout prevention programs. However, the study did not suggest any practical measures on how to engage both schools and adolescents on ending or reducing the vices to reduce dropout and increase completion rates.

Another study conducted in Pakistan by Choudhary and Hammayun (2014) to explore the social, economic and physical challenges that causes of students' dropouts and their impact on the economy. The research, most importantly, had a comparative analysis of the causes of students' dropouts globally.as the findings were drawn from the extensive literature review of students' dropout in different countries. Turning to the major causes of student dropouts, the results indicated that financial problems, parents' unwillingness, distance and lack of basic facilities, bad quality of the education, inadequate school environment and building, overloaded class rooms, improper languages of teaching, carelessness of teachers and security problem in girls' school to the of major concern.

With regards to effects of students' dropouts on the economy that include among others, wastage of resources on learners that do not graduate, the study found that the economy is negatively affected indirectly and directly as the dropouts are more likely to spend their lives unemployed, on government assistance or cycling in and out of the prison system. Thereafter, Choudhary and Hammayun (2014) suggested some remedial measures to reduce students' dropouts. These included the introduction of

free education programs, curriculum adjustment, teachers training workshops and the provision of all facilities in schools.

Murnane (2013) after having analysed the patterns in U. S. A. high school graduation rates over the period 1970-2010 begun by pointing out the strengths and limitations of existing data sources and then described six striking patterns in graduation rates. This included stagnation over the last three decades of the twentieth century, significant race, income, and gender-based gaps, and significant increases in graduation rates over the first decade of the twenty-first century, especially among blacks and Hispanics.

Murnane further described the models' economists use to explain the decisions of individuals to invest in schooling and examined the extent to which the parameters of the models explain recent patterns in graduation rates. His analysis found that the increases in the nonmonetary costs of completing high school and the increasing availability of the general education development (GED) credential helped to explain stagnation in the face of substantial gaps between the wages of high school graduates and school dropouts. One strength of Murnane (2013) study is that he pointed out that there are several hypotheses, but to date, very little evidence to explain the increases in high school graduation rates over the first decade of the twenty-first century. Unfortunately, he did not propose ways in which the increases in dropouts can be curtailed, but he concluded by reviewing the evidence on effective strategies to increase high school graduation rates and explained why the causal evidence is quite modest.

An ex post facto study conducted by Alspaugh (2000) compared the high school dropout rates for boys' verses girls in high schools with grade spans of 7-12, 9-12, and 10-12. For all three high school grade spans, the findings revealed that boys had higher dropout rates than girls and the highest dropout rates occurred during eleventh grade in all three-high school grade span groups. In addition, the highest dropout rates were in the short grade span 10-12 high schools where students make the transition to high school when they are approximately sixteen years of age. The lowest dropout rates were in school districts without intermediate level schools in which students make only one school-to-school transition from elementary to secondary school at seventh.

Although the study of Alspaugh (2000) provides useful information on the dropout rate, the data is lacking in that the research did not explore the reasons the boys had a

higher dropout rate than girls. Additionally, Alspaugh does not suggest or recommend measures to implement to reduce the dropout incidences especially amongst the boys. Fortunately, the study is commended for taking a comparative approach in researching this contentious issue and the Alspaugh study formed a foundation for further studies to be conducted in the field.

All studies conducted mostly in industrialised countries and all studies reviewed in this chapter show a consensus that the dropout out problem is universal (Murnane, 2013; Alspaugh, 2000). The above metnioned studies clearly outline the causes of dropping out and the impact they might have on individuals and ultimately the on the productivity of the economy (Murnane, 2013). However, none of the studies had an interest in assessing the overall performance of internal efficiency indicators. Furthermore, none of the studies offers a different dimension of understanding the nature of dropouts, or the problems associated with transition or repetition, which this study will bring.

Leaders in the developing countries generally understand the importance of investing in education. They recognize that high levels of literacy and numeracy are prerequisites for creating a competitive workforce and a nation of effective parents and active citizens (Education for All (EFA) Status and Trends: 1998). Nevertheless, they also face an uphill battle in building education systems capable of providing basic education for all children, youth and adults. Although significant progress has been made in increasing the number of pupils enrolled in school in developing countries, these gains are undermined by the persistently large number of pupils who take more than one year to complete a grade and or who drop out of school before completing even the primary cycle (EFA, 1998).

Ncube (2005) conducted a study analysing how the management of the quality of education of Rural Day Secondary Schools has been affected by the internal efficiency of the school system in Zimbabwe. Using both qualitative and quantitative techniques to collect data, the study measured the internal efficiency of selected Rural Day Secondary Schools using such indicators as survival rates; dropout rates; repetition rates, and pass rates. Ncube's study also analysed the views of school managers and school heads on factors affecting the quality of education in Rural Day Secondary Schools, and strategies that can be used to improve the quality of education thereof.

The study found out that the internal efficiency of Rural Secondary Day Schools was low with approximately 30% of students entering Rural Day Secondary Schools on overage. Furthermore, the overall survival rate from Form 1 to Form 4 was 57.4% and it was higher for female students than for male students. Some of the chief drivers of school dropouts were inability to pay school and examination fees (the parents are economically vulnerable); long distances walked by students to school; pregnancy and the effects of HIV and AIDS.

In addition, Ncube revealed that at least 4.1% of enrolled students repeated classes and most repeaters were those who returned to repeat after failing the "O" level examinations. More female students than male students repeated classes. The average "O" level examination pass rate was 9.8% and pass rates were higher for male students than for female students. Various reasons for the low pass rates included the calibre of students enrolled in Rural Day Secondary Schools; lack of resources; low teacher morale; long distances walked by students to school, and the curriculum which does not address the needs of rural students. To resolve the challenges of lack of adequate finances, the study recommended that more funding be allocated to Rural Day Secondary Schools to boost resources that is likely to curtail dropouts. Furthermore, Ncube (2005) was of the view that additional funding would also assist in the completion of outstanding infrastructure like libraries and laboratories. And thus, recommended that low-cost boarding facilities be introduced in Rural Day Secondary Schools to deal with the problem of long distances walked by students.

A paper prepared by Sindabi and Museru (2011), on Factors Affecting Transition Rates from Primary to Secondary Schools in Kenya, reported on factors affecting transition rates from primary to secondary school in Taita, Taveta district. The study revealed that an average of 40% of pupils fail to transit to secondary schools every year in the district and the most affected are girls. The main reasons discovered for non-transition were lack of funds to pay school levies, early marriages, and long distance to school and lack of interest in schooling. As a result, the study recommended that there was need for the government to introduce incentives, such as additional allocations to the poor, include secondary education as basic education, empower the locals through poverty eradication strategies and review the curriculum to make it more responsive to students' interests.

Another study in Africa by Ikeda and García (2014) on grade repetition, analysing academic and non-academic consequences, explored country-by-country differences in academic performance and attitudes towards school between students who repeated a grade in primary school, in secondary school or never repeated a grade at all. Their analysis from 30 countries found a high proportion of students to have repeated a grade before the age of 15.

Further, Ikeda and García (2014) comparisons across countries and the examination of models of both academic and non-academic performance shed some light on the consequences of repeating a grade for students. Their estimated associations suggested that in most countries examined, at the age of 15, students who repeated a grade in secondary school tended to perform better academically than do students who repeated a grade in primary school, but worse than non-repeaters.

With regards to the measure of behavioural performance chosen for this analysis, attitudes towards school, in most countries, non-repeaters tended to report more positive attitudes towards schools at all levels, than primary and secondary school repeaters. However, the comparison between repeaters in primary and secondary schools showed less consistent patterns across countries. These differences were observed after accounting for background characteristics of the students and exploring some differential relationships between grade repetition and education outcomes according to student characteristics. The achievement and behavioural gaps among groups of repeaters may reflect differences in the development of academic and behavioural skills over the school years, as well as differences in the way these groups of students are treated across different educational systems. While all the information is essential, the study however, concentrated on the academic benefits most students under research experienced and ignored the financial impact and wastage that comes with having a high repetition rate. Overall, the study is more representative due to the sample size and the comparison of findings from different countries.

Yet another study in Kenya by Kirera (2013) employed the descriptive study design on factors influencing transition of pupils from primary to secondary schools in Meru, Central District. The study investigated why the secondary school enrolments did not match the primary school enrolments. Specifically, the primary enrolments were higher than secondary enrolments and so were the completion rates despite the

increased number of secondary schools in the district. Through the investigation, the study reported various factors which explained the disparity in the transition rate of pupils from primary to secondary schools. These included: the district's poor was performance in the Kenya certificate of primary education (KCPE); that the education level of parents was affecting and or influence transition, expensive tuition fees that hindered students transition to secondary schools and finally the limited vacancies in secondary schools to accommodate pupils.

Kirera (2013) emphasised that infrastructure and classroom space in secondary schools was still a challenge compared to infrastructure at primary and thus, could not accommodate all the pupils that were at primary into secondary schools. Hence, secondary enrolments were lower in comparison to primary enrolments. Furthermore, the research highlighted the impact of parents' academic achievements with pupils' desire to be in and complete school. Nonetheless, the study did study other factors that could influence transition like repetition rate, hence the relevance of the present study.

Similarly, Nyanya (2015) descriptive study examined the influence of school-based factors on internal efficiency in provision of secondary education in Seme, Kisumu County, Kenya. His study sought to firstly, determine the relationship between teachers' academic level of training and internal efficiency in the provision of secondary education. Secondly, the study assessed how the provision of teaching and learning material resources affect internal efficiency in the provision of secondary education, and finally assessed how provision of adequate physical facilities affects internal efficiency in provision of secondary education in the county. The researcher found that some of the school-based factors that affected internal efficiency of schools in the provision of secondary education were teachers' academic level of training, teachers' professional level of training, availability, or unavailability of teaching and learning materials, and the status of the school physical facilities (Nyanja, 2015). Through the findings, Nyanja recommended that all teachers be trained, and they be taken for more in-service training to boost on their professionalism.

Furthermore, Nyanya (2015) advised that that the education stakeholders ensure that teaching and or learning materials and school physical facilities are availed sufficiently in all secondary schools to improve the internal efficiency of secondary

schools in the provision of secondary education. The importance of role trained and highly qualified personal for teaching and learning is one strength the study had. The importance of human development in the quest to improve service delivery in any sector including education cannot be underestimated. Nevertheless, Nyanya'sneglected the importance of the role pupils play in the efficiency process. Pupils' academic performance, availability and interest in the education process affects efficiency of the education system. An oversight this study investigated.

Another descriptive research in Zimbabwe by Chadzuka (2008) on primary schools' dropout rate in Mutare district which had 30 respondents revealed that 59 percent of the school dropouts were girls compared to 41 percent of boys. The grade analysis carried out showed that grades 1-7 had a greater chance of dropping out unlike other grades. In particular, girls seemed to be more disadvantaged than their counterparts in the quest to access and complete education due to long distances to schools, poverty and early marriages. Chadzuka's study is commended for its attainable and workable recommendations of schools having a more pupil friendly approach to sorting out some of the challenges pupils face in their pursuit of education. Specifically, through the provision of at least one meal per day at school for pupils and introducing sexual education to sensitise the children and the community of the dangers of early marriages. However, some limitations of Chadzuka's (2008) study was that its recommendations emphasised more on the girl child, implying that the boy child did not have significant challenges in the learning process. Fortunately, the present study likely brought an unbiased approach to challenge of dropouts that has been ignored in Chadzuka's study.

Furthermore, Kabay (2016) study used a mixed method approach to investigate repetition rates and its association with later school dropout in Ugandan primary schools. With a sample size of 136 schools, the study found that despite an existing policy on automatic promotion meant to limit repetition, 88 percent of pupils had repeated a grade and 11 percent had repeated the same grade three or more times. The study further revealed that, age was a confounding variable for the association between repetition and dropout, therefore the study proposed that more attention could be drawn on the age of entry into school. Kabay's (2016) findings are in tandem with startling statistics for 2011 and 2012 in Namibia that revealed that more than 22 000 pupils dropped out of school for various reasons including early marriages and hunger.

According to the Education Management Information System in Namibia, in 2011 alone, 11 641 dropped out while 10 466 discontinued school in 2012 (EMIS, 2012).

Notably, according to Palme's (1998) study in Mozambique, pupils' access to schools and their retention levels are impacted by various factors such as poverty, early marriages, pregnancy, failure, repetition and limited perception of school's importance as an educational agency. Thereby, leading to pupils abandoning schools. Other factors included: the pupils need to work to sustain their lives; mobility and instability in the local community; most pupils being overage; lack of possibilities to continue beyond grade 5 or grade 6 or entering into secondary school; the nature of the relationship between school and the local community; rural and urban schools and the level of organization of the individual school, and the impact of the war on livelihoods.

Furthermore, Sabates et.al (2010) conducted a study on behalf of UNESCO on "School Dropout: Patterns, Causes, Changes and Policies". The results revealed that poverty was a major influence to reducing the demand for schooling, not only because it affected the inability of households to pay school fees and other costs associated with education, but also because it is associated with a high opportunity cost of schooling for children. Other common causes of school dropouts in literature include the distance to schools, poor quality of education, inadequate facilities, overcrowded classrooms, inappropriate language of instruction, teacher absenteeism and, in the case of girls' school safety (Colclough, et al. 2000).

Further, gendered social practices within households, communities and schools, seemed to influence differing patterns of access for girls and boys. In most contexts, girls had less access and were more prone to dropping out, However, increasingly pressure on boys to withdraw from school was often noticed in poor and urban environments because of increasing economic pressure. Within gendered social practices, school safety seemed to be an important factor for retaining girls at school, whereas availability of income generating opportunities and flexible seasonal schooling could promote school retention for boys (Colclough et al., 2000; Leach et al., 2003).

In addition, perceptions of how education will influence lifestyle and career possibilities, life chances in the labour market were shown to be factors in both early withdrawal and sustained access to education in different contexts (Colclough, 2000).

The availability of options to access secondary school and beyond, shaped decision-making of parents regarding the continuation of children in primary level. Perceived quality of education and the ability of children to make progress through the schooling system can affect the priority placed on schooling within the household. It is also evident that children whose parents have received some sort of schooling are more likely themselves to attend school for longer. A mother's education level often influences length of access for girls (Colclough, 2000).

There are often precursors to dropping out, where children could be seen to be at risk or vulnerable to early withdrawal (Hunt, 2008; Lewin, 2008; Ampiah and Adu-Yeboah, 2009). These include grade repetition, low achievement, over age enrollers and children who have regular absences or previous temporary withdrawals from school. However, it is unclear whether grade repetition increases the chances of completion, but what is apparent is that grade repetition extends the age range in a grade, and thus increases the possibility of drop out.

2.5 Zambian perspective

Zambia, like many other countries, is party to several regional and international treaties that oblige governments to put in place processes and institutions that will improve the delivery of education. Education development has been among the Government's main priorities, as indicated by the stable share of government spending devoted to education, as well as successive education sector plans (National Implementation Framework (NIF) NIF-I, NIF-II, NIF-III) and associated policy reforms. The financial allocations have seen significant improvement in infrastructure development, as well as, the general improvement in teaching and learning. However, challenges continue to exist in various sectors, including dropouts, repetition and transition challenges. These factors have necessitated the need to carry out various studies to find out the reasons for the perpetual problems and how they can be sorted out.

With this regard, Chaponda (2016) conducted a study titled'Persistent School Dropouts Among Girls in Selected Secondary Schools of Nakonde District in Zambia'. This study aimed at establishing the factors contributing to persistent school dropout rates among girls in five (5) selected Secondary Schools of Nakonde District. The study sought to firstly establish the rate of dropouts among girls from grades 10

to 12 in the period 2013 to 2015; thereafter determine factors associated with persistent school drop-out rates among girls. Additionally, the study investigated whether the attitude of girls towards school led to persistent school drop-out among girls; and examined the views of the head-teachers, teachers and parents on persistent school drop-out among girls.

The results of Chaponda (2016) revealed that more girls dropped out of school due to factors such as early marriages, poverty, pregnancies, business ventures, distance, prostitution and the negative attitude of the girls. Consequently, to reduce the numbers of girl dropping out of school, Chaponda (2016) recommended that government construct at least two secondary boarding schools in Nakonde District to accommodate more females in schools. In addition, he suggested that the re-entry policy be revised to enable females to return to school after having a child and further advised that the government continue to sensitize parents and girls on the importance of education. Finally, he emphasised, the government reinforces the law of punishing parents and guardians who force schoolgirls into early marriages and that government works hand in hand with the community of Nakonde in protecting the girl-child from human trafficking activities. Chaponda's study laboured in bringing to light the challenges that affect the girl child in accessing and completing education and further proposed recommendations that could work in the schools, which would see an improvement in school attendance and ultimate school completion. However, Chaponda was biased towards the girl child, ignoring completely the boy child that too was having challenges staying in the school system and later completing their education, a gap this study likely bridged.

Katolo's (2013) study is another research, which contributed to the literature on school factors contributing to learners dropping out of school in selected primary schools in Solwezi district, Zambia. The study investigated the determinants of school dropout rate and failure to enrol into formal schooling using statistics from the national household survey data for 2006 (The Living Conditions Monitoring Survey) collected by the Zambia Central Statistical Office. Therefore, Katolo's study results suggested that age, gender, education, household income, biological relationship to the household head, disability, residence, and household size are the significant factors that determine the child's dropout rate and failure to enrol into formal education. This supported the hypothesis that the education of the household head and household

income have significant effects on the child's probability of dropping out or never attending school. Thereafter, the study proposed various means to reduce learners dropping out of school. These included: government improving the income possibilities of the head of the household through the expansion of employment opportunities. Further, government and other stakeholders were advised to undertake research on the existence and effectiveness of existing arrangements in retaining children in schools as the basis for formulation of education policies.

Katolo's study is commended for highlighting the factors that seemed to explain drop out of pupils from schools from different perspectives and further proposed practical ways of helping to improve the dropout rates. However, he ignored the role of the school environment, i.e. infrastructure and teaching and learning materials, among areas in explaining dropout rates. Something this study likely brought out.

Similarly, Sachingongu (2003) conducted a study on access to, retention and experiences of girls in technical secondary schools which investigated the social, cultural and economic characteristics of the girls that have access to technical secondary schools. In other words, the researcher's study sought to analyse the girls' access to these schools and their retention, dropout rates, and academic performance. In addition to the experiences that the girls went through in the technical secondary schools.

Consequently, Sachingongu study established technical secondary schools were not as accessible to girls when compared to boys. In addition, girls' access to, or participation in additional mathematics, pure science, industrial arts, and positions of responsibility such as class monitors and captains as well as their retention in the schools were reported to be lower than that for boys. Furthermore, the study revealed that more girls in the urban technical secondary school not only came from higher socio-economic backgrounds, but also experienced and practised less of gender-stereotypic behaviour than the girls in the rural technical secondary school practise, both at home and at school. In summation, the study of Sachingongu concluded with recommendations to the Ministry of education and other concerned authorities and agencies for the achievement of gender equality in technical secondary schools that include gender sensitisation programmes for teachers and school authorities. Having brought out the challenges and differences of girls' access to high schools between rural and urban

girls is a strength of Sachingongu's study, as the two groups face different challenges based on their socio-economic backgrounds.

Sachingongu study is commended for noting that, regardless of pupils' socio-economic backgrounds, their view towards participating in mathematics and science-based subjects is still low and therefore, improving aspects of gender sensitization in schools would help improve the situation. However, Sachingongu ignored the access and participation of boys in the subjects that said to be associated to the female gender. Further, access and participation to mathematics and science-based subjects for girls, could be attributed to more than just subject combination but also financial related aspects, as technical schools have over the years have had higher school fees unlike other secondary schools.

Phiri (2015) conducted a research on pupils' perception towards grade retention and its effects on academic performance in selected grant-aided secondary schools in Central Province, Zambia. The study used a case study research design, which combined qualitative and quantitative techniques of data collection and analysis. The study revealed that most of the pupils in grant-aided secondary schools perceive grade retention as something that is good. The positive perception can mainly be attributed to the high levels of awareness among pupils about the existence of the policy, parental involvement and vigorous counselling programmes. Further, the findings also showed that the policy had positive effects on pupils' academic performance because in most instances, it has caused their academic performances to improve, therefore, revealing that the schools within the study site have successfully implemented the policy of grade retention. Though Phiri's study focused on the merits of grade retention and brought to light the improvement in academic performance for some repeaters, he ignored the demerits of grade retention on a pupil's emotional and psychological wellbeing. It further ignored, the impact grade retention had in improving internal efficiency of the education system and the cost implications of having to repeat a grade, something this study laboured to highlight.

Finally, Malama (2017) took a different approach to investigating the causes of dropouts and possible solutions to mitigate dropouts' rates as the study specifically, investigated the role of school managers in mitigating high school dropout rate of the deaf at the Munali special unit. The objectives of Malama's (2017) study were to:

identify the attitudes of school managers towards the deaf pupils; establish the reasons behind high deaf dropouts from the perspective of school managers; and identify the challenges faced by school managers in addressing high dropout rates of the deaf. Using a qualitative case study research design, the study indicated that school managers did not take keen interest in the welfare of the deaf pupils and hence contributing to high dropout rates among the deaf pupils. In addition, the lack of appropriate teaching and learning materials, negative attitude or behaviour by pupils and lack of interaction between school managers and parents posed major challenge for school manages to improve the learning experience of deaf pupils. Thereby leading to increasing the number of dropouts. Finally, the study identified three main factors that are likely to influence school dropout rate among deaf pupils. These included family background, pupils' behaviour and negative experiences in school. Malama's study laboured to analyse the school-based factors that might affect grade retention and increase dropout rates among deaf pupils but ignored other types of pupils in the school system that faced similar challenges in staying in school. This study therefore, attempted to bring an unbiased approach to causes and possible solutions to the dropout issue in schools and further analysed other internal efficiency indicators in the school system.

E. Own Comments and Gaps in literature

From the available literature, it appears that dropouts, repetitions and transitions in education are a topical issue world-over. Literature reviewed suggests that much has been done to thoroughly investigate the causes for dropping out of the school system, the challenges and benefits of repetition and the challenges mostly social and psychological associated with transitioning from one school stage to another. A significant number of people are now more aware of these challenges and governments based on the recommendations have made significant strides to improve the number of students completing school, reducing the numbers of repeaters and increasing the numbers of students transitioning to higher grades (OECD, 2012). However, most of the literature is biased towards the aspects of what causes dropouts, the relationship between school and home environment and dropping out, the impact of dropping out of school on the individual and society, and traits that can help identify students that are likely to dropout and none on the nature of dropouts and creating suitable solutions for each factor. Furthermore, much of the focus has been on whether repetition is

beneficial or not to the pupils' academic performance and not much concern on the financial and psychological impact on individuals in having many pupils repeat a grade. In addition, attention on transition has been more gender focused especially on the girl child, and not on the impact of the high levels of pupils that fail to transition to higher grades even with full certificates because of system incompetence. None of the literature puts recognisance of the fact that all the above are important aspects that need thorough research if education is to be thoroughly efficient, hence the need to carry out this research to bridge the knowledge gap.

Summary

The chapter presented some literature available on school internal efficiency indicators globally, in Africa and Zambia. Studies on factors that influence and affect internal efficiency were explored in America, Europe, the middle east, Africa and Zambia. The chapter revealed that internal efficiency indicators were a challenge to achieve in all countries, developed and developing countries alike as dropouts, transition and repetition rates were influenced by many factors such as financial challenges, infrastructure, distance from school, truancy, early marriages, pregnancy among others.

The next chapter provides information on the procedures for data collection and the process of data analysis that was used in the study.

CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter provides insight on the procedures that were followed in conducting the study. Specifically, the research design, target population, sample size, research instruments, procedures for data collection and process of data analysis, interviews, focus group discussions, questionnaires and documents (minutes of meetings, official reports). It is vital to note that this research employed a concurrent design.

Further, this study was grounded on pragmatism as a philosophical assumption. Pragmatism is a deconstructive research paradigm that advocates the use of mixed methods in a research and combines both positivist and interpretivist positions within a single study (Cresswell, 2012) Pragmatism was appropriate for this research because the study employed a combination of both qualitative and quantitative techniques, giving the opportunity for both methods to be explored as a means of authenticating the results.

3.2 Research design

A research design according to Kasonde-Ngandu (2013) is the glue that holds the research project together. It outlines how the data can be collected and how the analysis will be conducted. Therefore, the research design used in this study was a concurrent mixed method design that involves combining or integrating qualitative and quantitative research and data in a research study (Creswell, 2014). Concurrent design is characterised by the collection of both types of data during the same stage and the findings from both methods are integrated at the end of the study during the interpretation phase. The concurrent design was chosen because the design was able to provide data that was more comprehensive and would use a broader range of research questions. Further, the approach employed two methods that made the research findings more validated as where one lagged behind the other complimented all in a bid to make the findings accurate. In other words, the quantitative and qualitative methods complemented each other and provided for the triangulation of findings, hence greater validity of the emerging inferences. The qualitative method was chosen because it would give respondents an opportunity to express themselves

in their local environment without any restrictions at the same time giving the researcher the much-needed answers.

The research employed a descriptive study design because it would present an opportunity for the researcher to get full, accurate and systematic data from respondents. Standardized questions were used on all respondents to ensure uniformity among all respondents. However, quantitative techniques were used to verify and validate the data.

3.3 Study Site

The study was conducted in Mongu district of Western Province. The study site was selected on the basis that Mongu has a larger number of schools in Western Province of which the internal efficiency indicators can best be analysed as compared to other districts in western province. Furthermore, though Mongu is a provincial capital and more urbanised than other districts in the province, it seemed to experience similar challenges regarding dropout, transition and repetition like other districts. Therefore, it was of interest to understand what major factors affected the district in the bid to have an efficient education system.

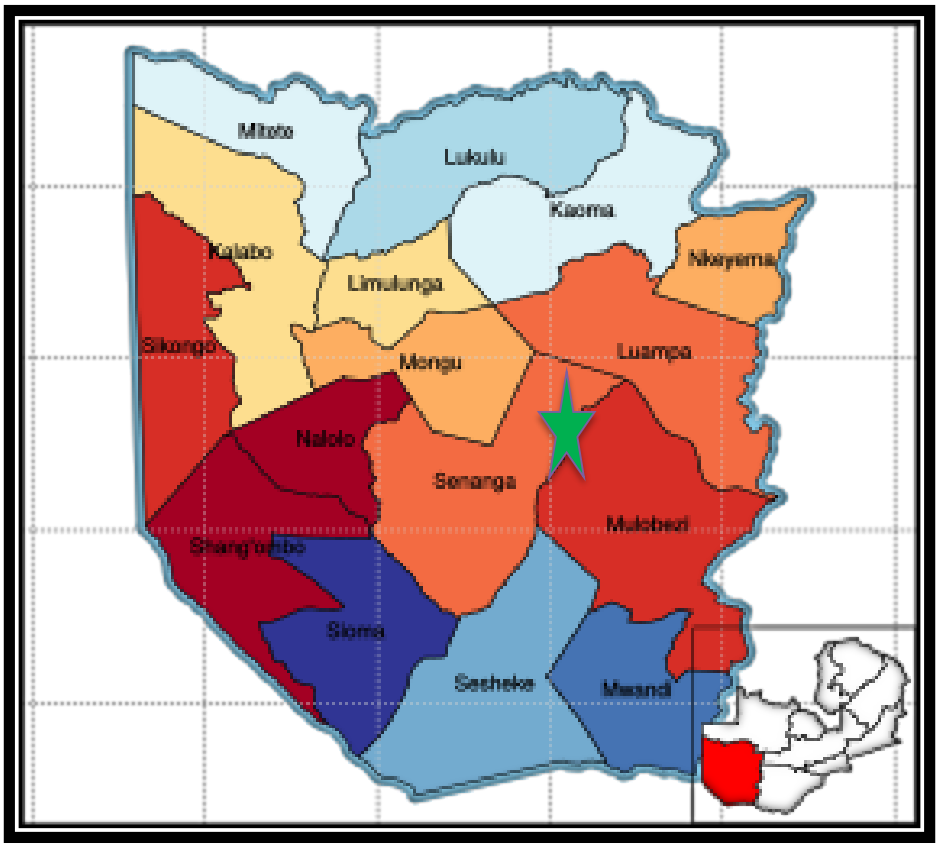


Figure 2: Map of Western Province with star emphasis on Mongu District (Source google maps)

3.4 Target population

The target population for this study included the Ministry of General Education Planners, DEBS, head teachers, teachers, dropouts and pupils. The total number of participants was 232.

3.5 Sample size

The population is a group of individuals from which the sample is taken from (Kombo and Tromp: 2014). The present study sample was obtained from the six selected secondary schools, namely, three grant-aided and three government secondary schools. The pupils sample size was selected from the total population of 480 grade 10 registered pupils from the six schools that were purposively selected to provide a representative sample of Schools in Mongu district. From the statistics, each sampled school had an average of 120 tenth graders. The formula that was used to arrive at the sample size is adopted from Yamane (1967), and is shown below:

The formula: n = N.

1 + N (e) 2

Whereas: N= Target population (480)

n=Total sample size

e = Desired margin error (0.05)

n = 480

1 + 480 (0.0025)

n = 480

2.2

n = 218 Respondents

Thus, the expected number of pupils participating in the research was 218. However, the actual pupils who participated were 122 pupils, which represented 56 percent of the total, hence quite representative.

Turning to the teachers, the same formula of Yamane (1967) was used. The total population was 240 teachers from the six schools were purposively selected. Each

sampled school had an average of 40 teachers. The formula that was used to arrive at the sample size of Yamane (1967) is shown below:

The formula: n = N.

1 + N (e) 2

Whereas: N= Target population (240)

n=Total sample size

e = Desired margin error (0.05)

n = 240

1 + 240 (0.0025)

n = 240

2.2

n = 109 Respondents

The expected target population of teachers was 109 respondents. However, the researcher used 90 teachers representing 82 percent of the total teacher population in the sampled schools, which is quite representative.

Finally, the key informant interviews sample comprised of Ministry of General Education officers (2), DEBS (1), district planner (1), Head teachers (6), dropouts (10). In summation the total number of respondents for the study, inclusive of teachers, pupils and key informants, was 232 participants.

3.6 Sampling Procedure

"Sampling is the procedure a researcher uses to gather people, places or things to study," (Kombo and Tromp, 2014:77). According to Blaxter et.al (2010), there is a wide variety of sampling strategies available for use all under the umbrella of either probability or non-probability sampling. This study used purposive sampling-critical case sampling and simple random sampling.

Cresswell (2014) explained that the idea behind qualitative research is to purposefully select participants or sites that will best help the researcher understand the problem and the research question. This means that the inquirer selects individuals and sites for

study because they can purposefully inform an understanding of the research problem and central phenomenon in the study. Richie and Lewis (2003) further stated that the sample units are chosen because they have features or characteristics that will enable detailed exploration and understanding of the central themes and puzzles which the researcher wishes to study.

The study covered only six schools that were purposively selected in urban and peri-urban of Mongu. The sample selected the major school types that are in Mongu district. The pupils were selected from a total population of 480 that were in grade 10 at the six schools and teachers selected from the total of 240 teachers from the six selected schools (DEBS Mongu, 2018). Furthermore, the respondents, particularly teachers and pupils were randomly selected with no bias. This meant every person had an equal opportunity to participate, making the target population inclusive and unbiased.

In detail, Mongu district had a total of 15 secondary schools, of which 11 had been operating for more than five years and four were newly gazetted secondary schools. Further, of the 11, four were grant aided and seven government schools were selected using purposive sampling from the 11. The Ministry of Education planners, DEBS and Head teachers were purposively selected because of their positions. Purposive sampling was applicable because they were in a position pivotal in the delivery of a process by their administrative positioning in the schools Patton (2002) in (Richie and Lewis, 2003).

Teachers and pupils were selected using simple random sampling and stratified sampling respectively, because it is an unbiased approach that gives every person an opportunity to participate in the research. (Kombo and Tromp, 2014). Class lists, registers were used for the grade 10 classes in each school and every fifth child was selected to participate. For teachers, staff lists were appropriate for this method. Every fifth teacher on the staff list was selected. Kombo and Tromp (2006: 78) state that the researcher may simply obtain a list of residents, and then using a sequence of numbers from a random numbers table may select approximately 10% or 20%, or some portion of names on the list.

Turning to school dropouts, they were selected using non-probability sampling, particularly snowball sampling. Snowball sampling identifies cases of interest from

people who know people who know what cases are information-rich (Creswell, 2007). One dropout was identified, and the dropout led the researcher to other 9 dropouts. This technique was chosen because tracing and locating dropouts from each school was a challenge.

3.7 Research Instruments

The data collection instruments for this study included: interviews, questionnaires and documents (class registers, official reports). Semi-structured interview guides and tape recorders were used for the interviews. While, the documents were reviewed using document study. In all, using the combination of above-mentioned instruments enabled the researcher to collect the necessary information.

3.8 Data Collection Method

According to Murray and Burglar (2009), data collection is a process of gathering and measuring information on targeted variables in an established systematic manner, which enables one to answer relevant questions and evaluate outcomes. Key in collecting data for this study were interview guides, questionnaires and document guides. The study mainly used a qualitative approach that employed interviews and documents analysis that brought out critical information pertaining to the study and questionnaires for the quantitative aspect.

3.8.1 Questionnaires

The self-administered questionnaire guide had closed questions that respondents had to answer with a Likert scale ranging from 1 to 5. The rankings were categorized as follows: 1=Strongly Disagree, 2=Disagree, 3=Not Sure, 4=Agree and 5=Strongly Agree. The questionnaire had four sections including, social and demographic information; factors influencing dropout; transition challenges; issues on repetition; and suggestions on what can be done to reduce dropouts and repetitions and improve transition rates. The questionnaire was administered to 122 pupils and 90 teachers, appendix VI and VII respectively.

3.8.2 Interview Guides

Interviews play a central role in the data collection in a mixed method (qualitative and quantitative) studies. They are the most commonly used to explore the views, experiences, beliefs and motivations of individual participants. Therefore, semi-structured interview guides were administered to solicit information from the two (02) Ministry of General Education Planners, one (01) District Planner, one (01) DEBS, six (06) head teachers and ten (10) Dropouts. A list of interview guides is found in appendix II, III, III, IV and V, respectively.

One-on-one interviews were conducted and tape-recorded to collect data on internal efficiency indicators from all the key informants and parents in the study. The interview approach was adopted for this study because it was the most convenient means of understanding human values and exploring views and experiences. Another advantage of using the interview is its adaptability and the opportunity it offers to obtain rich and in-depth information to appreciate a situation from other points of view and experience (Cohen et al, 2001).

3.8.3 Documents

The study of documents helped to collaborate and validate evidence gathered from other sources. It supplements data collected from questionnaires and interviews. The review of documents was an obstructive and nonreactive method that was used to elicit information about pupils' transition, retention, drop out and repetition levels indirectly without talking to people and I this case through various documents. The data was gotten from annual school census forms, class registers, official reports. The advantages of documentary data gathering are that it can be conducted without disturbing the setting, information can be validated, and it is exact and can have broad coverage (Marshall and Rossman, 2006).

3.9 Data analysis

Data was analysed mainly qualitatively. Data collected from interviews was analysed using thematic analysis. Themes and categories were identified on each research objective and presented. Qualitative data from semi-structured interviews were also collected, transcribed and coded into themes and sub-themes that emerged through thematic analysis. This was done by carefully listening to the recorded conversations

to interpret, reduce and code key responses into major and sub-themes that emerged for later discussion with respect to the research questions of this study. Some responses were also isolated to be used as original quotes for verbatim to highlight important findings of the study.

The data collected from closed ended items of the questionnaires were analysed using Statistical Package for Social Sciences (SPSS) version 20.0 software. The manual coding system was used for easy data entry using excel and then transferred and analysed in SPSS. The data was presented in the form of frequency tables, means, bar charts and pie charts. Thereafter, Factor analysis was done. As part of general linear model (GLM) factor analysis a method that assumes several assumptions including: there is linear relationship and there is no multicollinearity. It also included relevant variables into analysis, and if there is true correlation between variables and factors. Though there are several methods available, principle component analysis was used in this analysis.

3.10 Validity and Reliability of Data

The trustworthiness of results is the bedrock of any high-quality research. Every study thrives to be reliable and valid. Data is considered reliable if it measures consistently the same results from the test each time it is repeated. The study would be considered reliable if all instruments produced the same results for all the research objectives using both qualitative and quantitative techniques each time they were repeated. Research instrument used should be consistent and able to generate the same data when repeated several times.

Trustworthiness for the research findings were credible by triangulating and member checking; transferable that is if they could be applied to other contexts or districts in this case; confirmable in that qualitative findings are based on participants' responses and not any potential bias or personal motivations of the researcher, and dependable if the study could be repeated by other researchers, the findings would be consistent.

The data was validated through triangulation and member checking. Validity has to do with a study measuring what it intended to measure. Triangulation is a powerful technique that facilitates validation of data through cross verification from two or more sources. In this research, triangulation of research methods included those of interviews and document review. Member checking, also known as respondent

validation, is a technique for exploring the credibility of results. The dissertation was given to the DEBS, District Planner and three Head teachers to affirm that the study reflected their views, was accurate and credible. The goal was to ensure findings provided were authentic, original and reliable. For this study, the combination of methods ensured that inconsistencies were removed, and thus valid and reliable data emerged. Participants checked documents for accuracy and interpretations. This helped improve the accuracy, credibility, validity and transferability of the study.

3.11 Ethical Considerations

All ethical concerns pertaining to this study were taken into consideration. Formal approval was sought and granted from UNZA Ethics Committee and an introductory letter from the Assistant Dean Post Graduate in the School of Education was given. Furthermore, permission was gotten from the DEBS office in Mongu and from head teachers at the selected schools. All data collected was strictly confidential and was used only for the intended purpose. All teachers, pupils, dropouts where given code names throughout the data collection and analysis phases. In the field, during interviews it was outlined to participants how confidentiality and anonymity of research participants would be achieved. Verbal consent was sought from respondents and it was voluntary. All participants - adults and children - receive structured and age appropriate information about the purposes and procedures of the research. The researcher took full responsibility for the conduct of the study as far as foreseeable with its consequences.

3.12 Summary

This chapter focused on the methodology that was used to generate the data from respondents. The chapter also discussed how the data was collected, the instruments used to collect it, and ways to analyse and process the data.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.Overview

The previous chapter presented the methodology employed for collection and analysis of data in the study. This chapter provides information on findings of the assessment of internal efficiency indicators of six selected secondary schools in Mongu district. It presents the quantitative data results that also included demographic information of the main respondents (teachers & pupils) that participated in the quantitative data collection and further, presented the findings for qualitative approach. The findings from the dropout learners are presented alongside those from key respondents such as head-teachers, Planners and DEBS in the qualitative data. Quantitative data is presented in form of tables and figures. For qualitative data, the actual words said by respondents have been used as much as possible in the descriptions while other words have been paraphrased.

4.1 Demographic Information of respondents

This section of the paper presents the demographic information of the pupils and the teachers. The study will first present the pupils demographic information and then present the teachers demographic information. After that, demographic data of key respondents and school dropouts is presented. The background information is necessary for the purposes of understanding the dynamics of the respondents.

4.1.1Pupils demographic findings

a) **Age and gender**

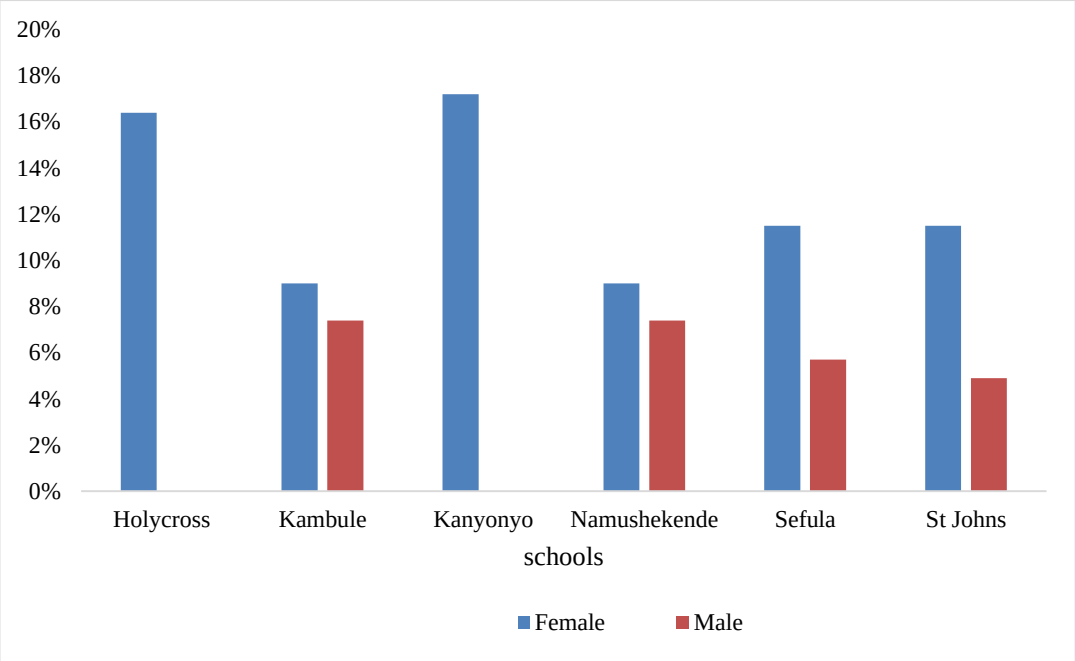


Figure 3: Gender of respondents per secondary school, n =122

This research asked the pupils to indicate their age, which revealed that minimum and maximum age range of the respondents to be 11 to 21 years, respectively. Regarding the gender of the pupils, the study revealed that out of 122 pupils, females (75%) were most respondents in comparison to the males (25%) among all six schools. Specific representation of the male and female gender per secondary school are highlighted in Figure 3. On one hand the largest proportion of female respondents were from Kanyonyo School and the least number (9%) of females from St. Johns, whilst on the other hand, the largest proportion of male respondents (7%) were from Kambule and Namushekende School, with the least respondent (5%) coming from St. John's Secondary School.

b) Parents status

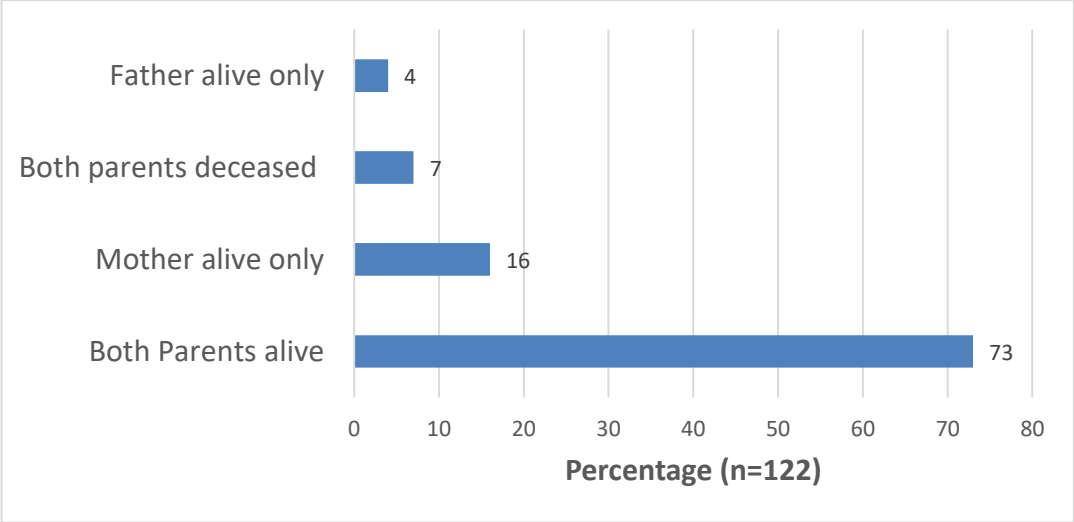


Figure 4: Parents status

The researcher went on to investigate whether the parents of the pupils were alive or deceased. Figure 4 indicates that 73% of the pupils' mother and father were alive while 7% had both parents deceased. Additionally, some pupil only had one parent, specifically, 16% having their mother alive and 4 % having their father alive only.

c) **Parents employment status**

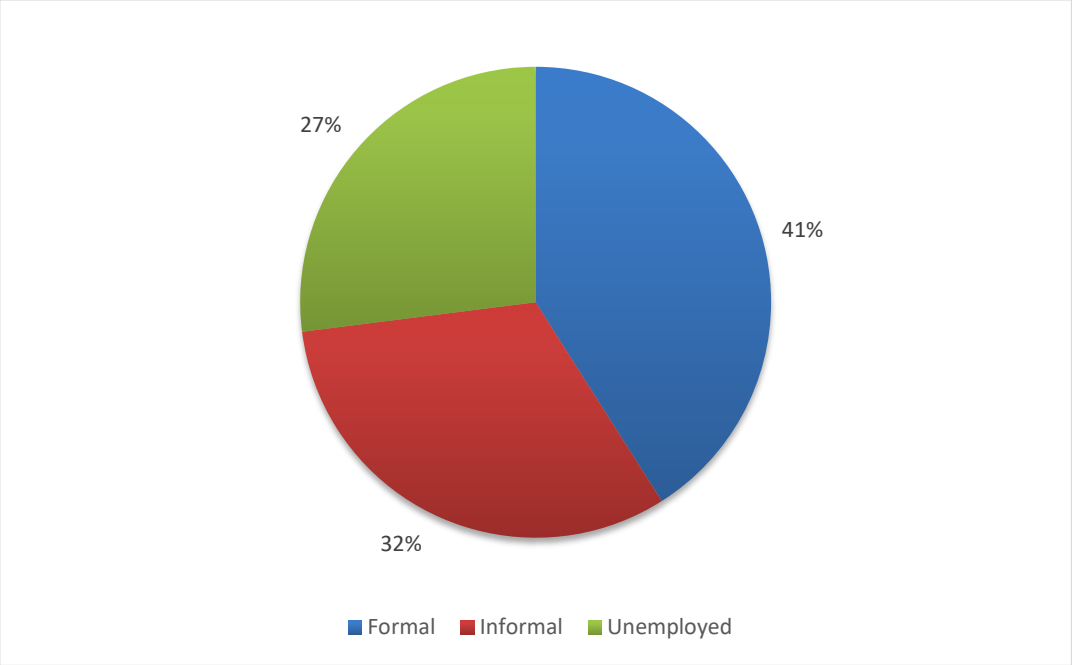


Figure 5: Parents employment status

The researcher further inquired on the pupil's parents' employment status. The findings shown in figure 5 indicate that 41 percent of the parents were in formal employment, 32 percent were in informal employment, and 27 percent of the pupils' parents were unemployed.

4.1.2 Teachers demographic findings

This section of the chapter shows the demographics of the teachers that were interviewed in the six selected schools of Mongu.

a) **Schools and percentage of teachers**

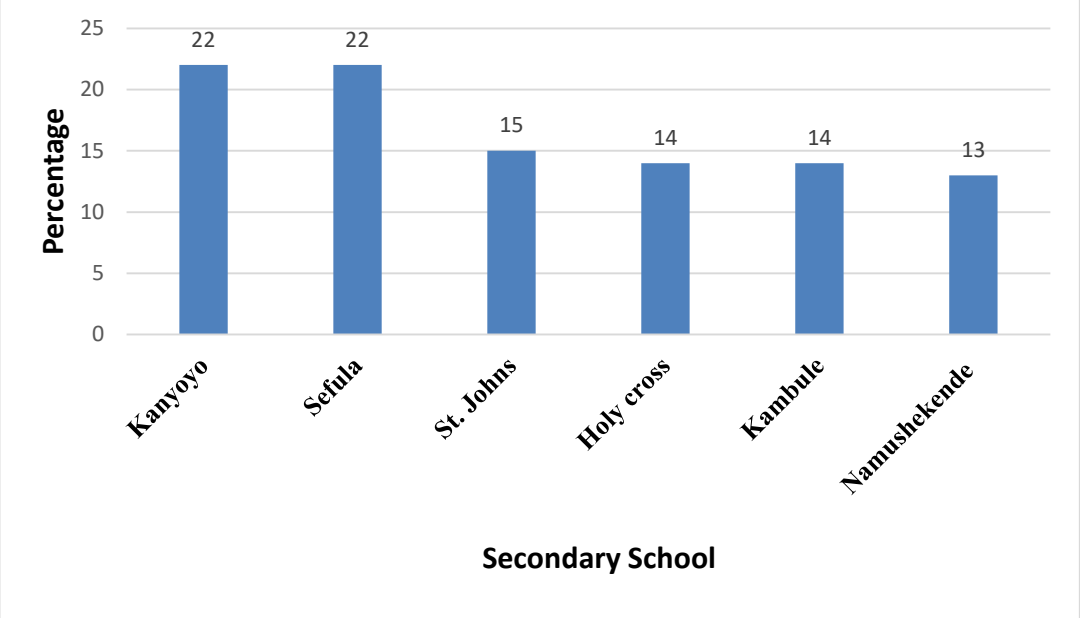


Figure 6: Proportion representation of sample of teachers based on school (n= 90)

Figure 6 shows the proportion distribution of the interviewed teachers per school. Kanyonyo and Sefula showed the largest and an equal proportion of 22% of the total teacher population. The other 15 percent were from St Johns, 14 percent from Holycross and another 14 percent from Kambule. Finally, 13 percent were from Namushekende School.

b) Education qualification

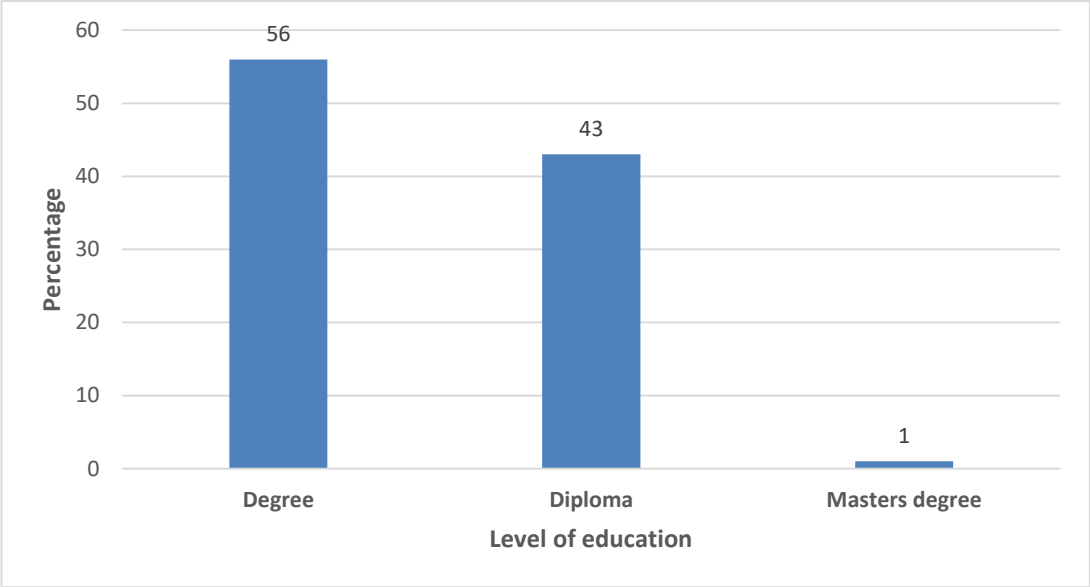


Figure 7: Proportion representation of sample of teachers based on school (n= 90)

Turning to the education qualification among the interviewed teachers, Figure 7 shows that the majority (56%) had acquired a degree and 43 percent had diplomas. Only one percent (1%) of the teachers had a master's degree.

c) Gender and length of service of teachers

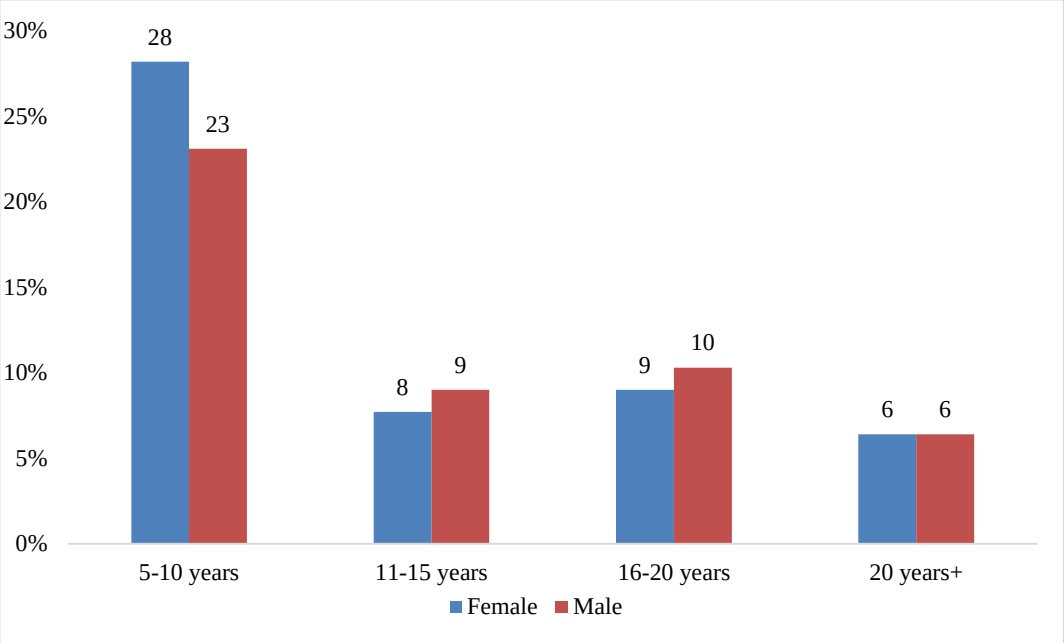


Figure 8: Comparison Teachers gender and length of service (n=90)

Figure 8 shows a comparison of the gender and the length of duration of the teachers at the sampled schools. Accordingly, most of the teachers had served for 5-10 years at their schools, with gender representation of 28 and 23 percent of females and males respectively (Figure 8). The study further revealed that few teachers had twenty years (20) length of service with gender representation of 6 and 6 percent of females and males respectively. Another 8 and 9 percent were females and males that had spent 11-15 years. Lastly, the remaining 9 and 10 percent were females and males that had spent 16-20 years (Figure 8)

4.1.3. Demographic information of the key respondents and dropout learners by gender

According to Table 1, the total of 5 and 15 female and male key respondents and dropout learners were interviewed, respectively.

Table 1: Gender of key respondents and dropout learners

Category	**Key Informants and Dropout Learners**
Female	05
Male	15
Total	20

4.2. Nature of dropouts in Mongu district

This section presents the findings of the first research question which aimed to establish the nature of the secondary school dropouts in Mongu.

4.2.1 Quantitative results on the nature of secondary school dropouts

4.2.1.1 Teachers results

Table 2 shows that descriptive results are presented on the nature of dropouts in secondary schools in Mongu district.

Table 2: Descriptive results on the nature of school dropouts

Teachers	N	Minimum	Maximum	Mean	Std. Deviation
Pupils Drop out because of high cut-off point	92	1	5	2,14	1,105
Cultural influences and beliefs contribute to dropping out	89	1	5	3,2	1,179
Lack of role models	92	1	5	2,97	1,386
Lack of financial support	90	1	5	4	1,017
Failing a national exam	89	1	5	3,56	1,076
Fell pregnant or impregnated	91	1	5	3,71	1,108
Got bored with school	89	1	5	2,29	1,281
High school fees	91	1	5	3,6	1,191
Truant behaviour	91	1	5	3,67	1,184
Ill health	89	1	5	2,78	1,194
Not performing well academically	89	1	5	3,25	1,227
Distance from school	91	1	5	3,38	1,227
Got married	91	1	5	3,26	1,114
Made to repeat a grade	90	1	5	2,52	1,134
Lack of counselling and interest in pupils by teachers	91	1	5	2,74	1,332
Pupil involvement in business	91	1	5	2,9	1,193
Unfriendly school environment	89	1	5	2,36	1,264

Note: 1= Strongly Disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=strongly Agree

Table 2 shows the mean and standard deviations for the first objective generated from questions 7 to 26 on the teacher questionnaire (check *Appendix vii*). Teachers were responding using the five-point Likert scale of agreement and disagreement were 1= Strongly Disagree, 2 = Disagree, 3 =Neutral, 4 = Agree, 5 = Strongly Agree. Concentration of mean responses is on agree. 0 to 3 ($0 \leq$ mean ≤ 3) represented the scores 'Strongly Disagree' to 'Neutral'. Variables with a mean score of 3.1 to 5 on the continuous Likert scale: ($3.1 \leq$mean ≥ 5) represented 'Agree' and 'Strongly Agree', and a standard deviation of >1 implies that the variables were more spread out and had a significant difference on the impact among respondents.

The results in table 2 indicate that lack of *financial support* was the most significant variable to explaining the nature of secondary school dropouts in the district with a mean score of 4 and a standard deviation of 1,017. The second most significant variable was *pregnancy* with a mean score of 3.71 and a standard deviation of 1,108. According

to table 2, *truant behaviour* with a mean of 3.67 and a standard deviation of 1,184 came third. The least significant in determining the nature of secondary school dropouts in Mongu district according to teacher responses in table 2 were boredom, which had score of 2.29, and standard deviation of 1,281 and *high cut off points* that had a mean score of 2.14 and a standard deviation of 1,105. All variables showed a variation in responses shown from the standard deviations that are higher than 1.

Factor Analysis for Underlying Trends is highlighted below:

The results were then further analysed using factor analysis as elaborated in the Table 3. Consequently, Table 3 presents the results of the factor analysis for carried out on 90 Teachers to establish the nature of school drop outs. With varimax rotation of 9 of the 5 Likert scale survey questionnaire that was conducted, the results indicated four (4) factors which are discussed in further details below:

Factor 1: Three items loaded onto the factor. It is clear from Table 3 that the three items all relate to the most prevalent factors that lead to high school drops among pupils. Hence, this factor loads reported pregnancy, cultural influences and, high school fees, as lead factors to school dropouts. Thus, this factor was labelled "Most prevalent nature of high school drop outs" for teachers.

Factor 2: Three items loaded factor 2 which are unfriendly school environment, irrelevant curriculum and teacher absenteeism. Results show that factor two was the least likely to cause dropouts in Mongu district.

Factor 3: Three items loaded factor 3, which included financial challenges, truancy and repetition of which teachers showed agreement in the variables explaining the nature of dropouts in secondary schools in Mongu district.

Factor 4: Two items loaded on factor 4, which included failing examinations and distance from school which teachers were generally neutral on the influence of these variables on influencing dropout.

T*able 3: Factor Analysis for research question one-nature of school dropouts*

	Component			
	1	2	3	4
Pupils Drop out because of high cut-off point	-.004	.028	.059	.822
Cultural influences and beliefs contribute to dropping out	.678	.102	.370	-.207
Lack of role models	.038	.019	.628	.058
Lack of financial support	.494	-.032	.593	.119
Failing a national exam	.241	.133	.088	.742
Fell pregnant or impregnated	.585	-.025	.079	.305
High school fees	.691	.210	.116	.292
Truant behaviour	.324	-.065	.540	.363
Ill health	.131	.482	.479	-.131
Made to repeat a grade	-.054	.503	.602	.199
Lack of counselling and interest in pupils by teachers	.320	.381	.476	-.110
Unfriendly school environment	.548	.592	-.034	-.069
Irrelevant school curriculum content	-.161	.753	.038	.171
Teacher absenteeism	.280	.698	.063	.058

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 9 iterations.

The summary of the factor analysis of the four factors that were extracted from the results these presented in the Table 4 below

Table 4: Summary of results extracted from factor analysis on the nature of school dropouts

Factor	**Items loaded on to Factor**
Factor One: Most prevalent nature of high school drop outs	Pregnancy, cultural influences, and high school fees
Factor Two: Least likely to cause dropout	Unfriendly school environment, irrelevant curriculum and teacher absenteeism
Factor three: Second most significant variables leading to dropout	Financial challenges, truancy and repetition
Factor Four: Neutral on its influence on dropout	High cut off points, failing examinations

4.2.1.2 Pupils results

Table 5 describes the descriptive statistics on the pupils' reasons on the nature of school dropouts.

Table 5: Pupils quantitative descriptive on the nature of school dropouts

Pupils	N	Minimum	Maximum	Mean	Std. Deviation
Things learnt at school not helpful	120	1	5	1,69	1,083
Failing a tests/exam	117	1	5	2,55	1,29
Cultural influences	115	1	5	2,76	1,38
High school fees	119	1	5	3,82	1,164
Lack of role models	109	1	5	2,74	1,301
Fell pregnant or impregnated	116	1	5	3,65	1,41
Got bored with school	115	1	5	2,39	1,247
Teacher absenteeism	115	1	5	2,3	1,326
Truant behaviour	113	1	5	3,5	1,276
Ill health	113	1	5	3,12	1,181
Not performing well academically	118	1	5	2,79	1,293
Distance from school	114	1	5	3	1,402
Got married	116	1	5	3,22	1,508
Made to repeat a grade	118	1	5	2,97	1,444
School environment not friendly	120	1	5	2,44	1,321

Table 5 shows the mean and standard deviations for the first objective generated from questions 7 to 26 on the pupil questionnaire (check *Appendix vi*). Pupils responded using the five-point Likert scale of agreement and disagreement were 1= Strongly Disagree, 2 = Disagree, 3 =Neutral, 4 = Agree, 5 = Strongly Agree. Concentration of

mean responses is on agree. 0 to 3 (0≤ mean ≤ 3) represented the scores 'Strongly Disagree' to 'Neutral'. Variables with a mean score of 3.1 to 5 on the continuous Likert scale: (3.1 ≤mean ≥ 5) represented 'Agree' and 'Strongly Agree' and a standard deviation of >1 implies that the variables were more spread out and had a significant difference on the impact among respondents.

The results in table 5 indicate that *high school fees* were the most significant reason explaining the nature of dropouts according to pupils with a mean score of 3.82 and a standard deviation of 1,164. The second variable was *pregnancy* with a score of 3.65 and a standard deviation of 1,41. *Truant behaviour* and *getting married* came third and fourth with scores of 3.5 and 1,276 and 3.22 and 1,508 respectively. *Teacher absenteeism* with a mean of 2.3 and standard deviation of 1,326 and school *not being helpful* which had a mean score of 1.69 and 1,083 as standard deviations were the least significant factors in explaining the nature of secondary school dropouts in Mongu district according to pupils. All variables show a variation in responses shown from the standard deviations that are higher than 1 indicating that data was more spread out.

Factor Analysis for Underlying Trends:

Furthermore, a factor analysis was then carried out on the students' responses, which indicated that three (03) factors were extracted.

Table 6 presents the results of the factor analysis for carried out on 122 pupils to establish the nature of school drop outs. With varimax rotation of 9 of the 5 Likert scale survey questionnaire that was conducted, the results indicated three (3) factors.

Factor 1: Loaded onto factor one is five variables, which are cultural beliefs, performance, repetition, failing examinations and distance from school. This factor was labelled, "most pupils were neutral to describe the nature of school dropouts."

Factor 2: Loaded on factor two is three variables, including high school fees, pregnancy and marriage. From the table therefore, it was expected that pupils agreed that the high school fees, getting married and getting pregnant were causes dropouts. Factor two emerging as the most influential factor leading to dropouts according to the learners.

Factor 3: Education not being helpful and unfriendly school environment were variables loaded on factor three. Pupils generally disagreed that they caused the dropouts in Mongu district.

Table 6: Factor Analysis for research question one

	Component		
	1	2	3
Things learnt at school not helpful	.362	-.083	.672
Failing a tests/exam	.553	.194	-.100
Cultural influences	.523	.293	-.303
High school fees	.083	.555	.524
Lack of role models	.440	-.169	.201
Fell pregnant or impregnated	.324	.678	-.242
Got bored with school	.449	-.191	-.439
Teacher absenteeism	.562	-.457	-.060
Truant behaviour	.250	.273	.358
Ill health	.406	-.009	-.094
Not performing well academically	.702	-.034	.192
Distance from school	.668	-.291	-.054
Got married	.129	.650	-.230
Made to repeat a grade	.335	.331	.046
School environment not friendly	.325	-.370	.036
Extraction Method: Principal Component Analysis.			

a. 3 components extracted.

The summary of the factor analysis for pupils four factors were extracted from the results. These factors are presented in the Table 7 below:

Table 7: Summary of factors from factor analysis for pupils on nature of school dropouts

Factor	**Item loaded on to Factor**
Factor One: Neutral to describe the nature of dropouts	Cultural beliefs, performance, repetition, failing examinations and distance from school.
Factor Two: Agreed to describe the nature of dropouts in the district	high school fees, pregnancy, and marriage
Factor three: Disagreed to influence dropout	things learnt not helpful and unfriendly school environment

4.2.2 Qualitative results of the nature of secondary school dropouts

The qualitative results were derived from the interviews that were conducted with the head teachers, planners, DEBS and dropout learners. The findings are presented according to the themes that emerged which are as follows:

a) Pregnancy and early marriages

All the ten (100%) interviewees indicated that the major contributing factors to high numbers of school dropouts are pregnancies and early marriages. This case was cited to be more prevalent for females in most rural areas. Some contributing factors leading to the high rates of pregnancies and early marriages included the curiosity of females to experiment sexually once they reached puberty, which likely leads to unplanned pregnancies thus marry afterwards. In addition, the other factor was the inability of the female to return to school after marrying due to responsibilities within the matrimonial homes. One respondent aptly asserted that

> Approximately 5,000 female pupils fall pregnant each year, this is especially high in the rural areas and most pupils resort to early marriages after getting pregnant and it is very difficult for them to return to school from their matrimonial homes

Additionally, another respondent agreed with the notion of pregnancies and early marriages leading to high numbers of high school dropouts as he stated that

> Pregnancies have posed to be a challenging trend among most female pupils in the district and over the years has been a leading cause for school dropouts. Immediately girls are of age they begin to experiment sexually and most of them end up falling pregnant and drop out of school.

b) Lack of finances and high school fees

The other nature of secondary school dropouts mentioned by the respondents was that school drop outs lack adequate finances and or face financial challenges to pay for the high school fees that lead to them dropping out from secondary school in Mongu district. Accordingly, one interviewee agreed with the notions of financial challenges as he explained that

> Poverty and financial challenges are the reasons why some pupils drop out of school. Most parents and guardians cannot afford the seemingly high school fees in most secondary schools. Economic problems and poverty pose a great challenge to some families

The above sentiment was not different from another respondent who emphasised that various district reports from the DEBS Office show that parents are not able to meet their financial obligations. This leads to pupils dropping out of Schools.

In resolving the financial challenges mentioned above, one respondent cited that

> Some schools in the district have introduced termly scholarships for best performing pupils and other schools allow payment of fees in kind such as bringing maize, rice or provide manual labour if the pupil and or parents cannot afford to pay cash to the school.

c) **Academic challenges**

Apart from lack of finances and high school fess, the respondents identified academic challenges as one of the characteristics that leads to secondary school dropouts in schools. Specifically, the pupils who fail to pass class exams due to poor academic performance and the failure to meet the cut-point to proceed to the next grade after examination increases the number of dropouts.

Both, the government and grant aided schools respondents illustrated that some poor academic performers are not motivated to continue with their education when institution does not allow them to proceed to the next grade due to failure of exams.

For example, in instances where the student is not allowed to proceed to the next grade, they are made to repeat the full academic year, which is not appealing to the pupil. A specific narrative of the above view was highlighted by the head teacher at the government school in which he stated that:

> We have a good number of pupils that stop school because of their academic performance. Previously we would make such poor performers repeat grades and they would quit because of the yearly repetition. Now they probably just get discouraged with their own poor performance and decide to quit.

Additionally, other poor academic performing students decide to leave school on their own if they feel their class performance is poor. The pupil takes on the view that paying for school is wasting money that could be utilised for other profitable ventures. Specifically, one school dropout supported this view when he highlighted that:

> I was not performing well academically. I was always the last in class and only did well in silozi. I felt it was a waste of money and decided to quit school and concentrate on something am good at.

4.2.2.1 Summary of themes

Table 8 provides a summary of themes of the nature of school dropouts in secondary schools, which have already been presented in detail in the previous section. The findings of this section are like those that found from the quantitative results.

Table 8: Summary of qualitative themes on the nature of school dropouts

Theme	Details
Financial	Pupils drop out of school due to financial challenges
Pregnancy & Early Marriages	Pupils drop out of school due to pregnancy and early marriages
Academic Challenges	Exams are too difficult for them Pupils fail

4.2.3 Document findings on dropout trend rate from 2012 to 2017

The researcher further analysed documents to establish the dropout trend in the period 2012-2017 to determine whether there was indeed a reduction of dropouts as observed by some key respondents. The results are shown in further details below:

a) **Dropout trends document analysis**

The results of the document analysis revealed that there has been a notable reduction in dropout incidences in the selected six schools for the set period as shown in Figure 9

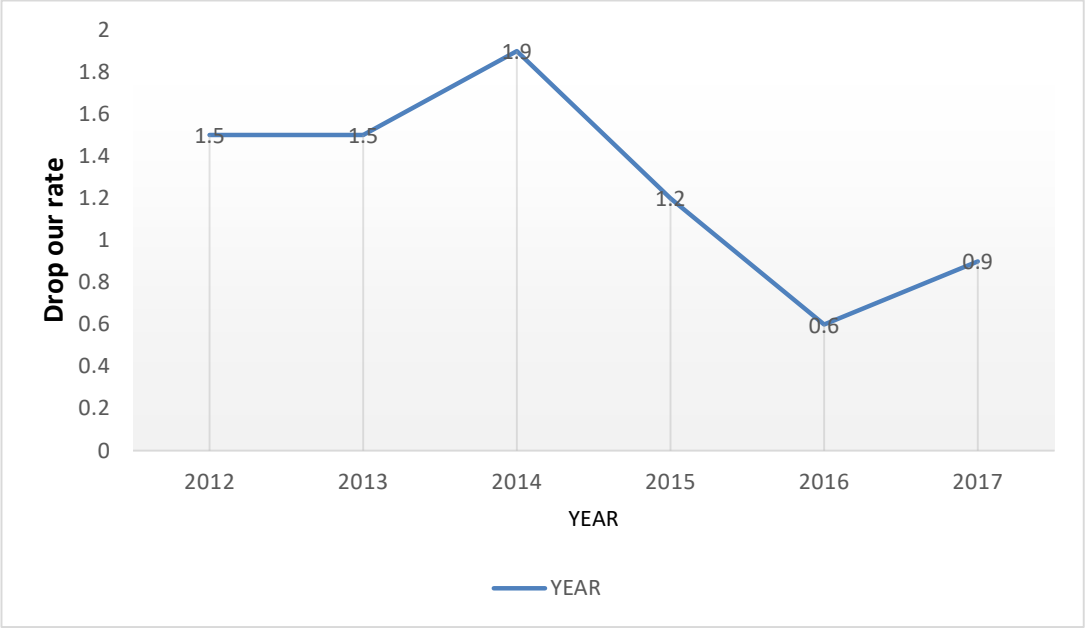


Figure 9: Dropout trend from the year 2012-2017

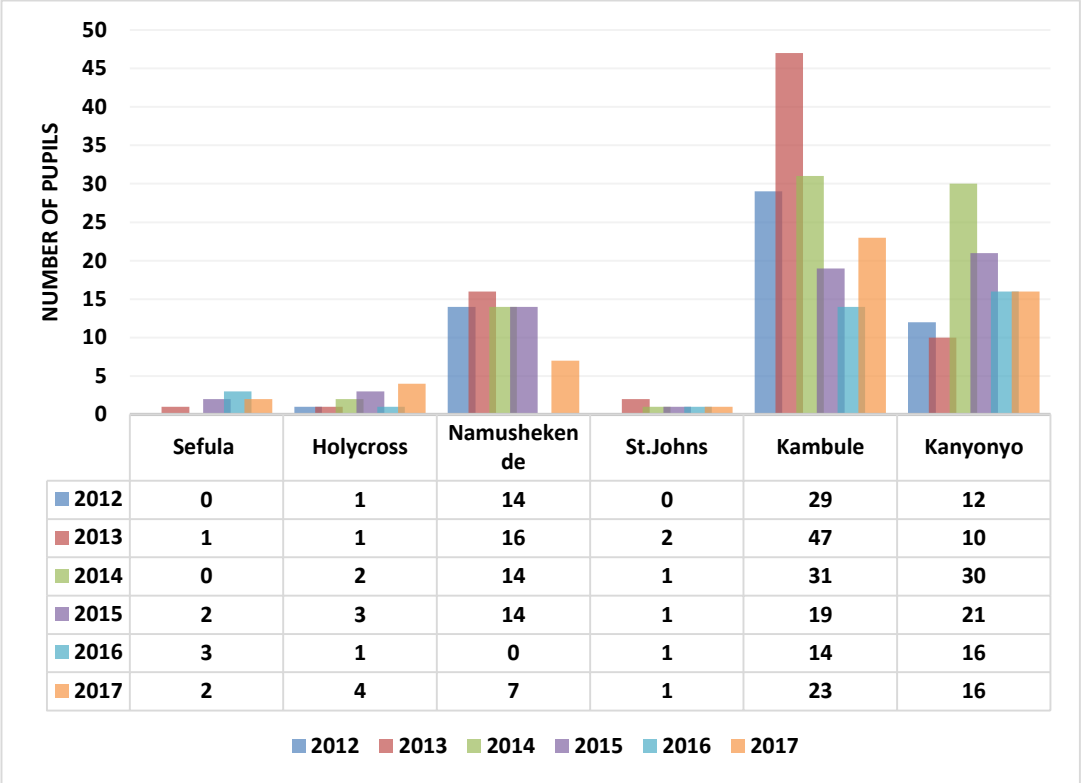
The years 2012 and 2013 maintained 1.5 dropout rate, which rose to 1.9 in 2014, dropped to 1.2 and further 0.6 in 2015 and 2016 respectively but however increased to 0.9 in 2017.

b) Numbers of secondary school dropouts from 2012 to 2017

Further, a tabulation of the numbers of pupils that dropped out from the year 2012 to 2017 due to pregnancies, financial challenges, marriage, illness and death per each respective school as obtained from the annual school census reports are shown.

i) Number of School dropouts because of pregnancies per school from 2012-2017

The figure 10 below shows percentages of pregnancies per school for the five-year period.



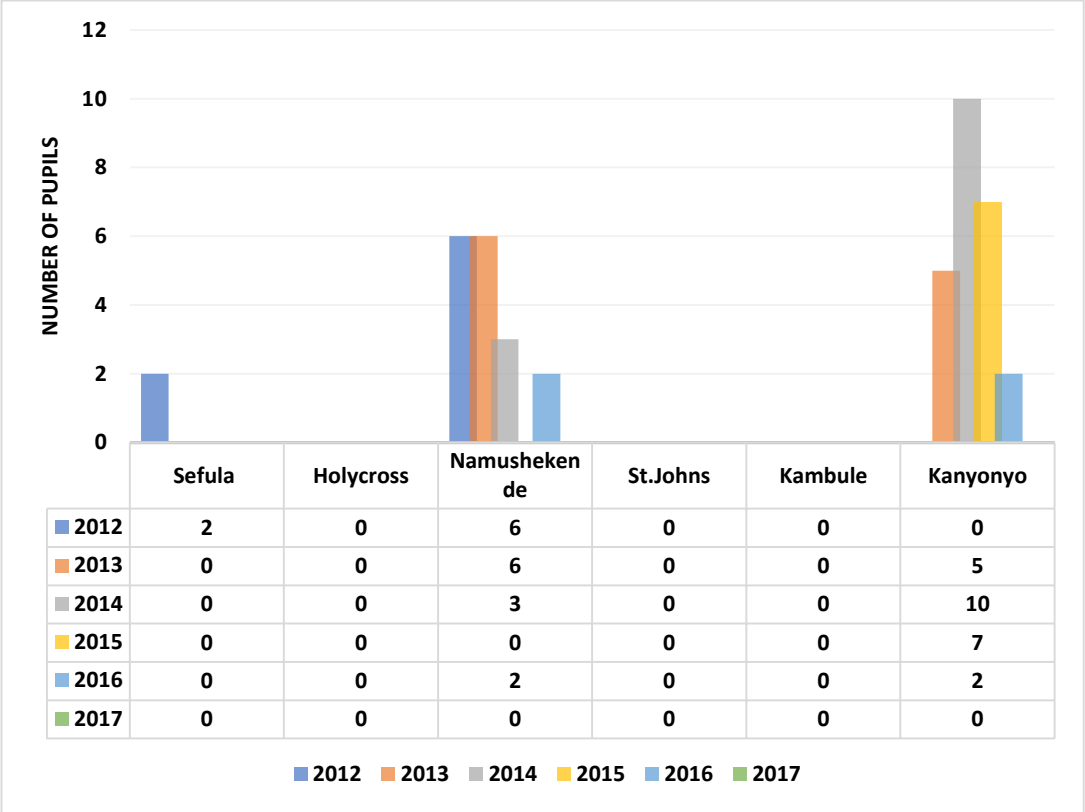
	Sefula	Holycross	Namushekende	St.Johns	Kambule	Kanyonyo
2012	0	1	14	0	29	12
2013	1	1	16	2	47	10
2014	0	2	14	1	31	30
2015	2	3	14	1	19	21
2016	3	1	0	1	14	16
2017	2	4	7	1	23	16

Figure 10: Number of school dropouts because of pregnancy per school from 2012-2017

The Figure 10 shows that there was a consistent increase in dropout numbers from 2012 to 2014, which significantly reduced in 2015 and further in 2016. However, 2017 recorded an increase from the previous year. Further, the figure shows that one of the leading causes of dropouts in secondary schools in Mongu district is pregnancy, findings in agreement with those found among pupils and teachers said.

ii) Number of School dropouts because of financial challenges per school from 2012-2017

Figure 11 presents findings on financial challenges explaining the nature of secondary school dropouts in each selected school.



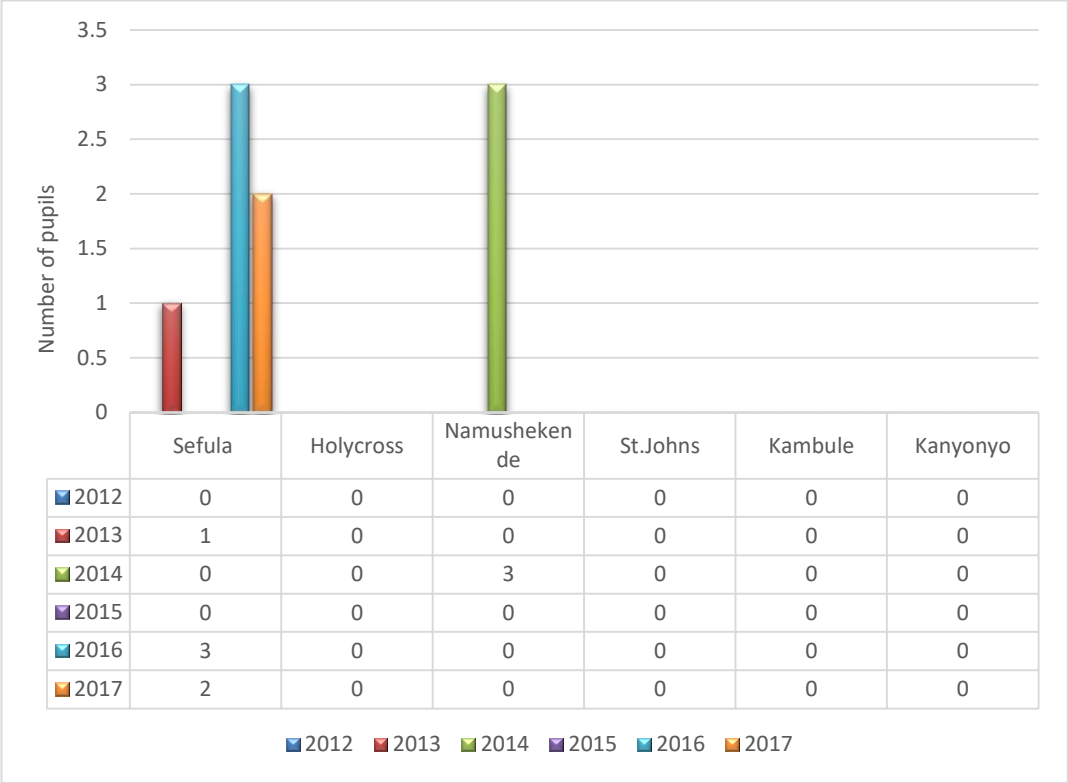
	Sefula	Holycross	Namushekende	St.Johns	Kambule	Kanyonyo
2012	2	0	6	0	0	0
2013	0	0	6	0	0	5
2014	0	0	3	0	0	10
2015	0	0	0	0	0	7
2016	0	0	2	0	0	2
2017	0	0	0	0	0	0

Figure 11: Number of School dropouts because of pregnancies per school from 2012-2017

Figure 11 shows a significant reduction in dropouts due to financial challenges for four schools (Sefula, Holycross, St. Johns and Kambule) from 2013 to 2017 but an increase in the numbers for two schools (Namushekende and Kanyoyo) for the period 2012-2016. The figure shows that one of second most influential causes of dropout in secondary schools in Mongu district is, financial challenges, a finding in agreement with quantitative and other qualitative results.

iii) Number of School dropouts because of marriage per school from 2012-2017

The figure 12 below shows percentages of dropouts due to marriages per school for the five-year period.



	Sefula	Holycross	Namushekende	St.Johns	Kambule	Kanyonyo
2012	0	0	0	0	0	0
2013	1	0	0	0	0	0
2014	0	0	3	0	0	0
2015	0	0	0	0	0	0
2016	3	0	0	0	0	0
2017	2	0	0	0	0	0

Figure 12: Number of school dropouts because of marriage per school from 2012-2017

Figure 12 shows a trend in dropout incidences because of pregnancy. The figure shows a consistent none indication of dropout due to marriage for four schools for the period 2012-2017. However, Sefula showed to have an increase in the marriage dropout cases for the years 2013,2016 and 2017 whilst Namushekende recorded a high rate in 2014.

4.3 Transition trends in secondary schools from 2012-2017 in Mongu district

This section presents the second research question results which set to establish the transition trends in secondary schools from 2012-2017 in Mongu district which were gotten from document analysis. Further, questions were explored to understand what factors could have influenced the transition trends over the 5-year period. The results

were subjected to factor analysis to establish which factors could be combined into one variable.

4.3.1 Document findings

a) Transition trends from 2012-2017

Table 9 shows the percentage trend of transition of pupils to grade 10 for the six selected secondary schools for the period 2012-2017. The information below was gotten from school reports and district results statistics reports.

Table 9: Transition trends in secondary schools from 2012-2017

SCHOOL	**PERCENTAGE OF TRANSITION TO GRADE 10**					
	2012	2013	2014	2015	2016	2017
SEFULA	76	97	86	98	83	90
ST JOHNS	85	90	92.5	96	95	96
HOLYCROSS	85	93	95	88	86	94
KAMBULE	-	-	-	87	64	53
NAMUSHEKENDE	80	95	100	92	98	100
KANYONYO	40	52	45	30	43	41

The findings show that there was general transition improvement over the five-year period for Sefula, Holycross, St Johns and Namushekende secondary schools whilst Kambule and Kanyonyo secondary schools retrogressed (Table 9).

The researcher further inquired from the key respondents on the state of transition over the five-year period. Findings from the qualitative results show that they were two varying views on the transition state. On one hand, some respondents indicated that there has been an *improvement in the* transition rates among the pupils from grade 9 to grade 10 over the 2012-2017 period. Additionally, the improvements in the transition rates was cited to be higher in the grant-aided schools, rather than the government aided schools due to the following reasons: Infrastructural developments,

teacher incentives and their selection of high performing students from grade 8 and 9. These views were supported by Head teachers and Planners who stated

> The district has recorded improvement in grade 9 transitions especially in grant aided schools because of infrastructural developments, teacher incentives and their selection criteria for learners but not as good in government ones

> The school has over the past five years recorded improvements in the number of pupils' that transition from grade 9 to 10. This has been due to many factors that the school has implemented (Headteacher grant aided school, April,2018).

Although the transition rates to grade 10 showed improvement, an interesting finding was that the transition rates from grade 7 to grade 8, however had not shown much improvements as one District Planner cited:

> Transition improvement over the years has been seen among the secondary schools however, primary schools are worrying

On the other hand, the respondents cited that the transition rates of pupils from grade 9 to grade 10 were ***stagnating or not so good*** during the years 2012-2017. This was the second notion to the transition rates. The respondents attributed the lack of improvement in the transition rates to the lack of adequate classroom space to accommodate all pupils in the classroom. Is it vital to note that inadequate classroom space was biased mostly to the rural areas in Mongu districts, thus, infrastructural development was believed to be a solution to solve this problem. Particularly, the Mongu districts education planner explained that

> Grade 9 transition isn't so good in rural parts of Mongu district because of limited classroom space, therefore, structures need to be improved in secondary schools.

Another respondent cited that financial challenges contributed to lowering the transition rates of the pupils. Specifically, he explained that

> In our school sometimes, our transition rates are affected by the number of pupils that are not able to pay for examinations fees or even able to pay the required money for the grade they pass to

All in all, the number of learners sometimes enrolled in a cohort was not equal to the one registered for exams and further, those who pass the examinations and enrolled back to the school is in lower than those that report. These responses agreed with the

findings from the document analysis where some schools were seen to have significantly improved in transition over the five-year period, but others were facing difficulties.

4.3.2 Reasons for the current transition trends

The questionnaires had questions that were meant to establish what pupils and teachers felt were the reasons for the current transition trends in their schools and what factors influenced transition rates.

4.3.2.1 Teachers Results

Descriptive statistics will be presented first in Table 10 below: Most teachers in Table 10 indicated that transition trends were influenced by academic performance, not enough class space to accommodate pupils and record of truancy behaviour.

Table 10: Teacher descriptive statistics on reasons affecting transition

Teachers	N	Minimum	Maximum	Mean	Std. Deviation
Academic performance plays significant role to get into next grade	87	1	5	3,26	1,46
Not enough class space to accommodate more pupils	92	1	5	3,24	1,161
Not enough staff to manage already existing pupils	91	1	5	2,86	1,321
Record of behaviour/truancy influences transition	91	1	5	3,33	1,155
Cut off points high to meet infrastructure demand	92	1	5	2,96	1,257
School has policy on who transitions	89	1	5	2,93	1,116

Note: 1= Strongly Disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=strongly Agree

In response to the second objective, the questionnaire for the teachers (check *Appendix vii*) carried 6 responses of which they had to respond using the five-point Likert scale of agreement and disagreement were 1= Strongly Disagree, 2 = Disagree, 3 =Neutral, 4 = Agree, 5 = Strongly Agree. Table 10 shows the mean and standard deviations for the second objective generated from questions 27 to 32 on the teacher questionnaire. Concentration of mean responses was on agree and strongly agree. Concentration of mean responses is on agree. 0 to 3 ($0 \leq$ mean ≤ 3) represented the scores 'Strongly

Disagree' to 'Neutral'. Variables with a mean score of 3.1 to 5 on the continuous Likert scale: (3.1 ≤mean ≥ 5) represented 'Agree' and 'Strongly Agree' and a standard deviation of >1 implies that the variables were more spread out and had a significant difference on the impact among respondents.

The results in table 10 indicate that teachers thought that *truancy* was a major reason that explained the transition patterns of pupils in secondary school with a mean score of 3.33 and standard deviation of 1,155. *Academic performance* was second with a mean score of 3.26 and standard deviation of 1,146. Findings show that the third variable in explaining transition trends in Mongu district was *not enough class space* with a mean of 3.24 and 1,161 as standard deviations. Fourth and fifth were *high cut off points* and *school having a policy on transition* with scores of 2.96 and 1,257 and 2.93 and 1,116 respectively. The study established that the least significant variable in explaining transition trends in secondary schools according to teachers was *not enough staff to manage pupils* which had a mean of 2.86 and a standard deviation of 1,321. All variables show a variation in responses shown from the standard deviations that are higher than 1, meaning there were other wider responses.

4.3.2.2 Pupils Results

Descriptive statistics for transition trends will be presented first in Table 11 below

Table 11: Descriptive statistics for transition rates

Pupils	N	Minimum	Maximum	Mean	Std. Deviation
Academic performance important to transition	120	1	5	4,03	1,219
Passing an exam is important to transition	118	1	5	4,27	0,984
Everyone with full certificate should transition	117	1	5	3,84	1,203
Many failed to transition because of high cut off points	120	1	5	3,15	1,358
Those that failed to reach the cut-off point are not intelligent enough	121	1	5	2,38	1,185
School has few classes to transition many pupils	120	1	5	2,67	1,318
School has few teachers to transition many pupils	119	1	5	2,36	1,287

In response to the second objective on transition trends, pupils (check *Appendix vi*) were asked to respond to 7 statements using the five-point Likert scale of agreement and disagreement were 1= Strongly Disagree, 2 = Disagree, 3 =Neutral, 4 = Agree, 5 = Strongly Agree. Table 11 shows the mean and standard deviations for the second objective generated from questions 21 to 27 on the pupil questionnaire. Concentration of mean responses was on agree and strongly agree. Concentration of mean responses is on agree. 0 to 3 ($0 \leq$ mean ≤ 3) represented the scores 'Strongly Disagree' to 'Neutral'. Variables with a mean score of 3.1 to 5 on the continuous Likert scale: ($3.1 \leq$mean ≥ 5) represented 'Agree' and 'Strongly Agree' and a standard deviation of >1 implies that the variables were more spread out and had a significant difference on the impact among respondents.

Findings show that *passing exams* with a mean of 4.27 and a standard deviation of 0,984 was the most significant variable in explaining transition trends in the district. *Academic performance* and *full certificates* took second and third positions with scores of 4.03 and 1,219 and 3.84 and 1,203 respectively. The fourth was *high cut off points* with a mean of 3.15 and 1,358 as standard deviations. The results in table 13 indicate that *few classes* came fifth with a mean of 2.67 and a standard deviation of 1,318. The sixth was those that *fail to reach cut off points not intelligent enough* with a mean score of 2.38 and standard deviation of 1,185. The study also established that the least significant factor in determining transition trends according to pupils was *few teachers* with a mean of 2.36 and a standard deviation of 1,282. All but one variable showed a variation in responses shown from the standard deviations that are higher than 1, indicating how spread out the data set was.

The variables were then run on factor analysis and Table 12 presents the findings: Three factors were extracted as illustrated below:

Factor 1: Loaded with the following variables: academic performance, examinations certificates and few teachers. The findings indicate that pupils generally agreed that the variables loaded on factor one influenced transition in secondary schools in the district (Table 12).

Factor 2: Comprised one variable, few classes. The results suggest that pupils disagreed on the influence of few classes on transition rates in secondary schools in the district (Table 12).

Factor 3: Comprised one variables, high cut off points. The results suggest that pupils were neutral on the influence of few classes on transition rates in secondary schools in the district (Table 12).

Table 12: Factor analysis of pupils on transition rates

Component Matrix

	Component		
	1	2	3
Academic performance important to transition	.631	.398	-.225
Passing an exam is important to transition	.655	.500	.175
Everyone with full certificate should transition	.601	.350	-.036
Many failed to transition because of high cut off points	.070	.438	.744
Those that failed to reach the cut-off point are not intelligent enough	.499	.234	.382
School has few classes to transition many pupils	-.384	.710	-.341
School has few teachers to transition many pupils	-.612	.604	-.263
Extraction Method: Principal Component Analysis.			

a. 3 components extracted.

4.3.2.2.1Summary of factors from factor analysis of pupils on transition rates

Table 13 summarises the factors and items loaded per factor. The findings showed that on factor 1, the pupils generally agreed that academic performance, exams certificates, and few teachers affected the ability to transition in secondary school. Whilst, factor 2 indicated that the pupils generally disagreed few classes or inadequate classroom space affected transition trends. Lastly the pupils were neutral that high cut off point dictated transition trends in secondary school.

Table 13: Summary of factors from factor analysis of pupils on transition rates

Factor	Items loaded onto Factors
Factor One: pupils agreed that the variables influence transition	Academic performance, exams certificates, and few teachers
Factor Two: disagreed that the variables influence transition	Few classes
Factor 3: neutral that the variables influence transition	High cut off points

These findings are reflected from the document analysis findings for the five-year period 2012-2017 where grant aided schools have over the years shown improvement in the number of pupils transitioning than government ones

4.4 Proportion of repeaters in secondary schools in Mongu district

The third research question aimed at establishing the proportion of repeaters in secondary schools in the district. The findings of this research question were gotten from the document analysis where the numbers of pupils enrolled in a grade that given year were analysed against the ones that made to repeat the same grade the following year.

4.4.1 Qualitative results

Figure 15 findings shows that in 2012 grade repetition in the 6 schools stood at 0.8 %, rose and maintained 0.9% in 2013 and 2014, declined sharply to 0.4 % in 2015, further down in 2016 and maintained in 2017 at 0.2%. The trend is shown in Figure 15:

a) Repetition Rates Based on Document Analysis

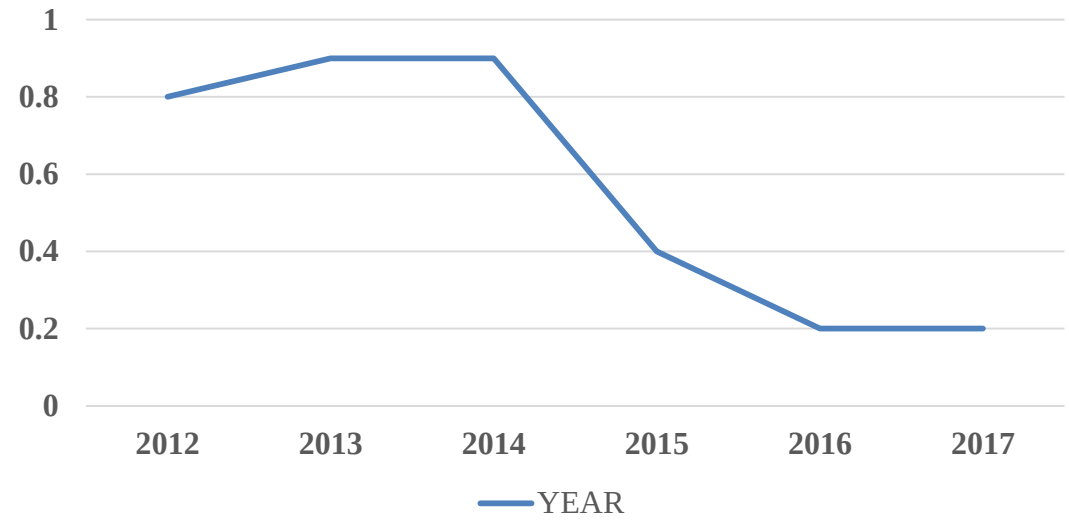


Figure 15: Repetition trend from 2012-2017

The findings of the repetition trend per school are also illustrated in Table 16 from the year 2012 to 2017 for the selected schools. The findings indicate that Kanyonyo secondary school to have the largest number of repeaters over 2012-2017 period, while the school with the least number of repeaters was St. Johns school. Additionally, the largest decline in the number of secondary school repeaters was observed from the year 2014 to 2015 for all six selected schools. This result is in line with the overall trend recorded in Figure16 over the period of 2014 to 2015 which recorded the largest decline rate of repeater in the 5-year period.

Table 14: Repetition trends for the period 2012-2017 for the selected schools

SCHOOL	2012	2013	2014	2015	2016	2017	Total
SEFULA	04	20	-	02	-	-	*26*
HOLYCROSS	10	01	-	-	01	-	*12*
NAMUSHEKENDE	10	08	08	06	-	06	*38*
ST JOHNS	03	02	01	02	01	-	*9*
KAMBULE	-	-	05	-	07	02	*14*
KANYONYO	19	23	43	15	04	02	*106*
Total	*46*	*54*	*57*	*25*	*13*	*10*	**205**

4.5 Measures taken to scale up transition rates, reduce dropout and repeater rates and improve opportunities for pupils in the secondary school system

The fourth research question aimed at establishing measures taken to improve internal efficiency indicators. Various suggestions were posed, and a factor analysis was done. The measures suggested are presented in further details below:

4.5.1 Quantitative results

4.5.1.1Teachers Results

The teachers when asked on measures to scale up the transition rates, reduce drop and improve opportunities in the secondary school system, gave the following recommendations: strengthening continuous professional development and the career and guidance office, counselling pupils likely to dropout and coming up with a deliberate policy to put pupils that have dropped out into skills schools (Table 15). Further, the introduction of afternoon classes, introduction of evening classes, effecting the re-entry policy in schools that did not implement it and turning more primary and basic schools into secondary schools would improve internal efficiency indicators in the district (Table 15).

Table 15: Descriptive on measures taken to scale up transition rates, reduce dropout and repeater rates and improve opportunities for pupils in the secondary school system

Teachers	N	Minimum	Maximum	Mean	Std.Deviation
Reduce cut-off points	85	1	5	2,82	1,32
Introduce afternoon classes	86	1	5	3,56	1,233
Introduce evening classes	83	1	5	3,13	1,217
Introduce manual labour for those that can't pay fees	86	1	5	2,5	1,272
Effect the re-entry policy	87	1	5	3,49	1,328
Turn more primary schools in secondary schools	87	1	5	3,54	1,189
Gazette more basic schools into secondary schools	84	1	5	3,77	1,01
Those already dropped out put in trades/skills schools	85	1	5	4,11	1,08
Free extra lessons for pupils with academic challenges	87	1	5	3,79	1,069
Counselling for pupils identified to likely dropout	86	1	5	4,19	0,875
Teacher incentive donated to pupils with financial challenges	86	1	5	2,81	1,183
Install digital logging in machines to curb teacher absenteeism	87	1	5	3,16	1,228
Strengthen career guidance office	87	1	5	4,34	0,962
Strengthen continuous professional development	87	1	5	4,33	0,948

Note: 1= Strongly Disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=strongly Agree

In response to the fourth objective on suggestions on how to improve internal efficiency indicators in the district, teachers responded to 14 statements using the five-point Likert scale of agreement and disagreement were 1= Strongly Disagree, 2 = Disagree, 3 =Neutral, 4 = Agree, 5 = Strongly Agree. Table 15 shows the mean and standard deviations for the second objective generated from questions 44 to 57 on the teacher questionnaire (check *Appendix vii*). Concentration of mean responses was on agree and strongly agree. Concentration of mean responses is on agree. 0 to 3 (0≤

mean ≤ 3) represented the scores 'Strongly Disagree' to 'Neutral'. Variables with a mean score of 3.1 to 5 on the continuous Likert scale: (3.1 ≤mean ≥ 5) represented 'Agree' and 'Strongly Agree' and a standard deviation of >1 implies that the variables were more spread out and had a significant difference on the impact among respondents.

Findings suggest that *strengthening the career and guidance office* was the most significant measure suggested by teachers with a mean of 4.34 and a standard deviation of 0.964. *Strengthening continuous professional development* with a mean of 4.33 and a standard deviation of 0.948 was second on the highly suggested measures. The third and fourth suggestions according to the findings were *counselling for pupils identified to likely dropout* and *trade skills for those already dropped out* with scores of 4.19 and 0.875 and 4.11 and 1.08 respectively. *Free extra lessons for pupils with academic problems* came fifth with a mean score 3.79 and 1,069. The findings established that *gazetting more basic schools into secondary schools* came sixth with a mean of 3.77 and a standard deviation of 1,01. *Introducing afternoon classes, turning more primary schools into secondary schools, effecting the re-entry policy, introducing afternoon classes, reducing cut off points, and donating teacher incentive to pupil with financial challenges* emerged seventh to eleventh in order of how they are listed, with scores ranging from 3.56 to 2.81 and standard deviations, ranging from 1,233 to 1,183. The findings also indicate that *introducing manual labour for pupils with financial challenges* was the least suggested measure with a mean of 2.5 and standard deviation of 1,233. All but three variables showed a variation in responses shown from the standard deviations that are higher than 1, indicating how spread out the data set was.

The pupils were posed with similar questions as teachers and they provided suggestions similar to those illustrated in Table 15, which would help increase the transition and reduce dropout and repeater rates. These included the introduction of afternoon classes, effecting the re-entry policy and turning more primary schools into secondary schools to increase the number of available classroom spaces.

4.5.2 Key interviewees measures taken to scale up transition rates, reduce dropout and repeater rates and improve opportunities for pupils in the secondary school system

Interviews were carried out among the respondents. The respondents' considered included the Head teachers, Mongu DEBS, Ministry of General Education headquarters planners and Mongu District Planner who were asked to give suggestions on what could be done to help improve the internal efficiency indicators in the district. The main themes that emerged that were likely to improve internal efficiency included: Counselling and discipline, financial support, sexual education, reinforce supervision and infrastructure. The themes are discussed in detail below:

a) Counselling and discipline

All the key respondents (100%) suggested that improving internal efficiency requires the intensification of counselling and discipline given to pupils in secondary school. Though it was noted that counselling and guidance departments existed in the schools, respondents felt they were not doing an adequate job. In that regard, it was suggested that having, a scheduled and strong counselling system in school would help identify and counsel pupils with likely tendencies to dropout, repeat and not performing well academically. If need be, external reinforcement, of calling parents could be done to ensure all relevant parties and avenues were involved and sort respectively. Consequently, this would lead to reducing the number of dropouts, repetitions and improve transitions in the district. One head teachers from government schools aptly asserted that:

> Counselling and remedial lessons for failing pupils is necessary to reduce number of those dropping out. That is why our school has placed a lot of emphasis on counselling and remedial measures which has helped us improve the overall academic performance of our school

Another official further noted that grant aided schools that have an active guidance and careers department showed improvement in minimising low transition rate and high number repeaters and dropouts because the office identifies students with academic challenges and immediately helps them improve. With such improvements identified, counselling and discipline was providing as method to reduce the number

of dropouts, repetitions and improved transitions. Specifically, the DEBS official stated that;

> Some schools in our district, such as, grant aided ones have active counselling and guidance departments, hence the pupils overall academic performance is good. That is why our office is putting measures to ensure all schools, government and grant aided alike make the department active so that ailing pupils are identified and quickly helped to avoid dropping out

In all, the importance of the guidance and counselling departments in the schools in the quest to improve internal efficiency indicators cannot be underestimated.

b) Financial support

Another measure that was suggested by the 9 out of 10 respondents (representing 90%) was that of providing financial support to pay school fees among the pupils because this posed a second major challenge, and likely increases the number of school dropouts, repeaters and low transition rates of the pupils. In this regard, all respondents suggested that the provision of bursaries and or scholarships to both male and female vulnerable pupils would help solve this challenge. An emphasis on bursary provision to males was emphasised because the current bursaries from FAWEZA and CAMFED were mostly biased to the female. One head teacher from a government affirmed the views when he stated that:

> We have a number of our pupils sponsored by certain organisations, and that has helped a lot with ensuring the vulnerable remain in school. However, there would be need to increase the number and even include the boy child in the sponsorship. Further, we hope other well-wishers can come on board, especially former pupils, to sponsor even one child

In addition to increasing the bursaries and or scholarships, other respondents cited that secondary school fees could be reduced to allow pupils to pay the fees. Most of the dropouts felt, the school fees were too high for an average parent to afford. They felt that pupils were torn between engaging themselves in business to find the much-needed school fees or dropout. One dropout stated that

> I would suggest that schools reduce school fees as many cannot afford them

Therefore, in cases where money is not available, alternative methods of payment were suggested such as manual labour work equivalent to the fee payment. It was felt

that since some parents were farmers or engaged in other forms of business but did not have ready market to sale their goods, it would be helpful to them if schools could allow them to pay in kind, for instance, bags of maize, rice and fish. Further, manual labour was also sighted to which pupils could be allowed to pay their fees. Specifically, the District Planner highlighted

> It would be very nice if all pupils who cannot pay their school fees could be paid for using bags of rice or even made to work as payment

Considering, therefore, these varying alternatives to challenges experienced in meeting financial obligations in schools could lead to more pupils completing school.

c) Sex education

Another theme that emerged from findings was that of sexual education. Most of the learners in secondary education are teenagers and are unfortunately highly experimental sexually. Most of the dropouts (80%) suggested that having education on sexuality would reduce number of dropouts because of pregnancy. They felt that the introduction and emphasis on sexual education in schools teaching and learning process would equip them with knowledge on what to do and perhaps how to avoid indulging themselves in the vice.

Apart from financial support, increasing sexual education in secondary schools was the other measure taken to increase internal efficiency among the schools. The respondents were of the view that most of the learners in secondary education are teenagers and are unfortunately highly experimental sexually and may lack adequate knowledge on the subject matter. Specifically, most of the dropouts suggested that having education on sexuality would reduce number of dropouts because of pregnancy, as they were not aware at the time. One dropout stated that

> The school should introduce sexual education. It will be helpful for pupils to know more about sex and its consequences so that we avoid it or even protect ourselves

To resolve the limited knowledge on sex education, some schools have come up with initiatives that provides a “safe space” for pupils to learn on sexual reproduction because of the reality that pupils become sexually active at a young age. One head teacher lamented that

> It is heart breaking to learn and know that most of our pupils are sexually active. We have had a number of cases of pregnancies, abortions and early marriages because of that. That is why our school has found it necessary to introduce a Friday afternoon talk to our girls especially on the dangers of indulging in premarital sex

To conclude, all respondents felt that there was need to intensify on sexual education on the pupils because there was a strong cultural influence on them that seemed to promote indulging in sexual activities early.

d) Reinforce supervision

Approximately 90% of the respondents suggested the need to reinforce supervision to curb dropping out, repeaters and improving transitions among secondary schools. The respondents believed that reinforcing supervision and putting up stricter rules, was likely to increase pupil class attendance, punctuality and time management which would likely lead to improving their academic performance. Therefore, supervision can be reinforced through class registers and period checklists to check on the pupils. Specifically, one head teacher from a government school stated that:

> Having class registers and period checklists will ensure that pupils are always there for classes. The registers are checked at the end of the school day and pupils found wanting are brought to book. In addition, roll call for each lesson have been put in place to ensure that pupils are in class. Whichever pupil misses a lesson more than once is questioned, cautioned and punished

Strict and effective supervision among the schools was considered as an effective way to ensure learners were disciplined, controlled and kept in school.

e) Infrastructure development

Finally, the last theme that emerged from the interviews was that of infrastructural development. The need for proper and adequate infrastructure in the delivery of quality education was emphasised by most respondents. Schools were noted o lack classrooms, laboratories and libraries to ease the teaching and learning process. The respondents agreed that specific infrastructure developments such as, improving the infrastructure especially laboratories, building more classes to accommodate more pupils, revamping and rebuild new library and classes are vital measures. It was noted that, infrastructure development was likely to increase pupil attendance in class and present a suitable learning environment that would likely motivate the pupils to

improve their academic performance and not drop out from schools. One head teacher alluded

> Our school lacks a functional laboratory and library. Most of the books in our library for instance are outdated and now the facility has very little furniture to accommodate one full class. The lab too is small and most times we have no chemicals, so pupils just learn things theoretically

In summary, it can be said that all respondents agreed that high quality infrastructure and facilities played a significant role in improving pupil outcomes, interest in learning and played a critical role in reducing dropouts and other internal efficiency indicators.

4.5.2.1Summary of themes on measures taken to scale up transition rates, reduce dropout and repeater rates and improve opportunities for pupils in the secondary school system

The summary of themes emerged is presented in the Table 16 below:

Table 16: Summary of themes on measures taken to scale up internal efficiency indicators in the secondary school system

Theme	**Details**
Counselling and Discipline	Counsel the pupils and encourage discipline
Financial Support	Provide scholarship, reduce school fees, and sponsorship
Education	Introduce sexual education
Reinforce Supervision	Class registers, roll call, and close supervision
Infrastructure	Build more classes, improve buildings

4.6 Chapter Summary

The findings from chapter four indicate that internal efficiency was still an area of concern in Mongu district. Dropouts were a common trend and the main reasons for the situation were financial challenges, pregnancy, and truancy. Additionally, transition rates were also a major concern, mostly to government schools, while repetition rates had been managed to almost zero percent in the six selected secondary schools. To improve internal efficiency, the key respondents suggested various measures to reduce dropout, repetition and increase transition rates among the schools. These included strengthening the career and guidance departments, counselling pupils identified to likely dropout, increasing supervision among the pupils, introducing and intensifying sexual education, reduction of costs of education, and improving teacher skills among others. Now that the findings have been outlined, the next chapter will then present an in-depth discussion of the results.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

In the previous chapter, the questionnaire, interview and document data were presented and analysed. Outlined in this chapter are the discussions to the findings that were presented in the previous chapter. Discussions are presented according to demographics and the objectives which were: to understand the nature of secondary school dropouts in Mongu district; to analyse transition trends in secondary schools in Mongu district from 2012-2017 to convey information on the degree of access from one education cycle to another; to establish the proportion of pupils repeating in secondary schools as a means to measure the extent and patterns of repetition by grade; to propose measures on what should be done to scale up transition rates, reduce dropout and repeater rates and improve opportunities for pupils in Mongu district. It then further relates the findings to some of the literature discussed in chapter four.

5.2 Discussion on the Nature of Dropouts

The nature of dropouts in Mongu district with regards to the emerging themes of pregnancies and early marriages, financial challenges and truancy. It is vital to note that the themes though separated in the discussion are overlapping, and one nature of a dropout would be as a leading cause to any of the themes.

a) Pregnancies and Early Marriages

In this study, it was established from findings gathered from teachers, school dropouts, other stakeholders and pupils that pregnancy was primarily the major reason why pupils dropped out of the secondary school system in Mongu district. This finding is corroborated by a study from Jaccard (2013). His study found that pupils engaged in acts of delinquency, such as, sexual activities were more likely to drop out of secondary schools than pupils that did not. In the same vein, this study's research finding show that pupils that fell pregnant engaged themselves in sexual activities early, owing partly to cultural influences. In addition to the lack of comprehensive sex education that was not intensively taught in both grant-aided and government schools.

Further, other studies show that poverty, pregnancy and early marriages were significant at almost the same scale. Chadzuka (2008) however, observed that girls

seemed to face greater challenges than the boys in trying to access education because of various reasons ranging from pregnancies, early marriages and long distances to schools. This was a similar picture in the Zambian context as well, where most girls especially those in rural districts and schools fell pregnant and opted to marry than go back to school (Chaponda, 2016). This was also reflected in the findings of this study where the number of girls that dropped out due to pregnancies were significantly higher than the number of girls that re-entered school. This situation could be partially attributed to some schools especially grant aided ones, that did not implement the re-entry policy. Consequently, leading to increasing the numbers of girls that continue to stay out of school due to pregnancy related issues (Dube, 2011; Fulawulu, 2014; Simatama, 2016; Chaponda, 2016).

Turning to the document findings, the results indicated that the years 2012 to 2017 had a total of 439 dropouts in the selected secondary schools of which 361 were because of pregnancy, as the most influential reason. Ncube (2004) and Wedekind and Milingo (2015) further validated the present study findings by arguing that pregnancy was a main challenge amongst female learners in the quest to access and complete schooling. Because of the high pregnancy cases, girls' secondary enrolment and completion rates were significantly lower than those of boys (MESVTEE,2014).

The present research established that the large numbers of female learners dropping out were because of pregnancy and early marriages, thus, the females needed more attention to curb the incidences. The DEBS agreed with the introduction of stringent measures when she stated that 'stringent measures should be put in place to ensure the girl child remained in school'. Further, the findings revealed that the highest dropouts existed in grade 10, followed by grade 11 and the lowest number of dropouts was grade in 8. Some reasons for high number of dropouts in grade 10, rather than grade 8 could be attributed to the following reasons: most of the girls in grade 10 coming of age, thus begin to experiment sexually; and the excitement of passing exams and not having much academic work, hence students do not put in much effort at school.

Further, according to reviewed literature, cultural influences could be another reason that could explain the ever-increasing numbers of girls that fall pregnant in secondary schools. This reason was supported by findings Table 2 from teachers that scored a mean of 3.26 representing 65 percentage of the teachers.

Similarly, Colclough (2003) suggested that cultural influences play a big role in determining whether a pupil stays in school or not. He argued with what he called a gendered society, that a child is heavily influenced by the culture and environment they grow and are raised in. When the cultural aspect does not favour educational knowledge but advocates for girl children especially, to value marriage, the chances of many girls completing school in that cultural dominated area are significantly reduced. This statement seemed true in the case of Mongu district that is still heavily influenced by the local culture, particularly, it was noted that as soon as a girl attains puberty, girls are secluded and taught how to make good wives. Additionally, Mohammed, Mberia & Mutiri (2017) highlighted that some of the local communities contribute to girls not being in school because girls are booked for early marriage, some underestimate the result of the girl education and some parents use their daughters as a source of wealth through getting dowry.

Further, this study's findings are validated by these found by the EMIS (2012) in Namibia (sited in chapter 2), where in 2011 and 2012 it recorded that over 22,000 children dropped out of school because of pregnancy and early marriages as leading reasons. Girls were engaged in early pre-marital sex without comprehensive knowledge of its consequences and this was attributed partly to the cultural influences on the value of marriage unlike education attainment for girls.

b) Financial Challenges

On financial challenges influencing dropout, this study established that it was the second leading factor that explained the nature of secondary dropouts in Mongu district, since education heavily relies on financing to meet its production costs and there comes direct and indirect schooling costs to that effect. Wambua (2014) agreed with the present study findings when he indicates that schooling costs, especially school fees, are a central reason for early dropout from schools. This study established that 37 of the total dropouts for the period 2012-2017 in the selected secondary schools were because of financial challenges and failure to pay school fees. Choudhary and Hammayun (2014) further agreed with the present study finding as they elaborated that financial challenges experienced by parents and guardians amongst other reasons were among the major reasons why pupils dropped out of the school system in developing countries.

In districts like Mongu that have high unemployment and the few in employment are mostly employed by government (CS0, 2010), the statement proved to be true. Demographic information of the pupils from this study showed that 32% and 27% of the pupils' parents were unemployed and informally employed respectively, inherently suggesting they could most likely have challenges with paying their children and dependants school fees. Additionally, schools had varying school fees and most pupils alluded to the pricing as expensive for their parents and guardians to afford termly, most teachers indicated as well. Meeting the ever-increasing financial obligations required of them by the schools such as school fees, project fees and other user fees were seen to be hurdles towards ensuring that all pupils complete their education. UNESCO (2015) noted that as many as 29.8 million children in sub Saharan Africa were out of school because of failure to pay school fees which were high for most households.

Furthermore, the World Bank (2004) noted that rural districts that did not have a lot of economic activities had a reflection on most pupils leaving school because of the inability of their parents and guardians to meet the financial obligations, a statement that is in agreement with that of the Headquarters Planner who explained that, most rural districts had a challenge with keeping pupils in school as they valued more, economic activities that brought money almost instantly unlike staying in school and seeing no immediate returns. Furthermore, the head teacher cited that school fee payments presented a huge burden on household income. The poorer the family, the greater the burden of education spending, the World Bank (2004) noted. As a result, this heavily jeopardizes the ability of the education system to attain internal efficiency as the numbers of the learners leaving school will not drop if severe economic challenges continue to exist. Lastly, Hunt (2008) found that school fees were significant reason for the dropout rate of 27% of boys but 30 % of girls before secondary school graduation in South Africa.

Further, because of the high poverty levels, the children dropout out of school so that they can help their parents or guardians with economic activities (Wambua ,2014). The value of school is measured against their present economic status and to most pupils, having food on the table was better than learning on an empty stomach, stated the DEBS. Although certain schools had put up measures in place to identify the most financially challenged pupils and put them on some scholarship schemes, not all

vulnerable pupils' benefit. As a result, children from socioeconomically disadvantaged homes are faced with challenges of making resources available leading many to drop out. Evidently, the study carried out by Ncube (2004) indicated that the chief drivers of school dropouts were inability to pay school and examination fees (the parents are economically vulnerable) being expensive and posing a challenge to learners. Finally, the IIEP (2001) further pointed out that school and examination fees, which parents cannot afford, may cause dropouts.

The financial challenge factor justifies the Human capital theory used for the first objective, that supports the investment in educational provision as it is a form of capital whose future returns are almost always guaranteed. The theory suggests the need to invest time and resources in education and in this context the need to have learners complete the full education cycle without dropping out as each stage in the education process has a significance on the output. Failure of students to survive through the full course of secondary schooling as result of inability to pay school fees, and social pressures such as pregnancy and poverty as alluded to by UNICEF (2012) does not help improve education efficiency and ultimately does not help reap the full benefit of education even when prior investments were made before.

c) Truancy

Truancy is any intentional, habitual act of being absent from school without proper reasons or permission (Rivers, 2010). Truancy can affect the overall success of education for any given child. It further extends nationally and contributes significantly towards the undermining of internal efficiency of education. According to Pridmore (2007) truancy influences dropout in schools. It is with that, that the findings from teachers and pupils indicated that truancy played a role in dropout incidences in schools. Data from teachers and pupils indicated that truancy was one reason that explained the nature of secondary school dropouts in Mongu district. According to Zhang et.al. (2007), the causes of truancy can be positioned into four categories, which include family factors, school factors, economic influences and student variables. Each individual factor or acting with other factors play a significant role in making a learner truant.

Schools that record children with truancy behaviour are therefore mandated to observe and bring to counsel the ailing learners and tackle the factors where possible. Truancy

if left unchecked jeopardizes the actualisation of internal efficiency in education in the district.

5.3 Discussion on transition trends in secondary schools

The second objective of this study was to review the aspects of transition trends in secondary schools in Mongu district from 2012-2017 to convey information on the degree of access from one education cycle to another. The researcher analysed documents and investigated teachers' views as well as the pupils' views on aspects of transition. The teachers' views indicated two factors that were extracted from the questions which are presented in Table 11 that include class space, lack of staff, high cut off points making factor 1 and behaviour, school policy comprising factor 2. The findings from document analysis revealed that there was a general improvement of transition trends in grant-aided schools, but government schools still faced challenges in the quest to have more pupils progress to higher grades. Further, infrastructure challenges, academic performance, exams, few teachers were also established to influence grade transition in Mongu district.

a) Inadequate classroom space and teacher pupil ratio

Literature from Ncube (2004) shows that grade transition was a challenge in most government rural schools because of factors ranging from distance from school for the learners and the lack of value and importance placed on education by rural communities. In addition to the lack of adequate attention on infrastructure, human resource and teaching and learning materials given to rural schools by governing authorities. Ncube's findings are like this study's findings as the Head teachers from government schools also clearly outlined that they had challenges with improving their transition rates because of inadequate classroom space. Thereby, significantly reducing the number of pupils they could take in, to maintain the pupil- teacher ratio that does not jeopardise the quality of results of the school. Similarly, one interview with the DEBS indicated that grant aided schools were performing well in transition trends, but government school still faced significant challenges because of the limited classroom spaces and over enrolment in some schools, especially amongst schools in peri urban areas.

Further, Nyanya (2015) found that transition of pupils was significantly affected by infrastructural problems among others. Schools that had limited classroom space could not take in so many pupils and if they did, the classes would be overcrowded and ultimately affect performance. This proved to be true, as findings indicated that most government schools had a problem of classroom space and in certain instances, overcrowding. Furthermore, one Head teacher explained that, their school was the only secondary school within a 30-kilometre radius, that even when they had limited classroom space they were forced to over enrol as the pupils, some of whom had not performed well academically, had no alternative school to go to, a challenge that had constrained their ability to improve transition trends. Another head teacher stated that, their transition trends began to spiral down after the introduction of girls at the school. He argued that because of the many factors that affected girls in their academic performance like infrastructure and counselling services that were not adequately taken care of before their introduction, the school had struggled in the bid to improve the transition rates, as the girls are in the majority who fail exams.

Okech (2013) further argued that inadequate and poor infrastructure of classes, latrines and inadequate desks brought academic stress, not only on the pupils but teachers as well. Thereby, frustrating the efforts of delivering quality education, hence influencing significantly the outcome of transition and progression rates of the pupils. These sentiments agree with the research findings that show that the key respondents and pupils largely agreed that infrastructure challenges, academic performance and examinations were aspects that affected grade transition.

Another study by Dube (2011) in Kenya, whose purpose was to establish factors affecting transition, performance and retention of girls in secondary schools found that infrastructure challenges, overcrowded classrooms, failing examinations and financial challenges among others were reasons why transition, performance and retention was a challenge in secondary schools. This was no different from the situation in Mongu district.

Finally, Yang (2014) further affirmed the findings stating that high teacher student ratios were significant in affecting internal efficiency indicators in education. He argued that, a school that had a high enrolment but no corresponding number of teachers to meet the demand had a challenge in delivering quality education which

was key in achieving high academic performance. The findings seemed to indicate that that schools had a shortage of manpower, where teachers were not adequate to meet the numbers of pupils enrolled. As a result, academic performance was undermined, reflected in the numbers of pupils passing exams and transitioning into the next academic cycle.

These findings explain the importance of the Marginal production theory that states that improving short term variables like improving enrolment but not improving long term variables like classroom room do little to improve internal efficiency of any organisation. Schools that had increased their enrolment but had not considered increasing classroom space, teaching and learning materials and increasing teaching staff, had a challenge in improving their transition rates. In that respect, increase in enrolment should go hand in hand with improvement and increase in infrastructure to meet the demand and further increase in teacher deployment.

b) Academic challenges

Academic challenges have been revealed in this study to be a reason why some pupils were not able to transition to higher grades. Increasingly and consistently failing tests and exams tends to put overwhelming stress and hopelessness on pupils and demotivates them. Remedial lessons therefore, in the form of afternoon classes, pose an added opportunity to learners with challenges with retention of educational material. Accordingly, Soares et.al (2015) stated that pupils who experience difficulties with more than one academic subject have a higher dropout risk. Therefore, to provide an alternative to improve their grades would result in more learners staying in school. Literature from chapter two by Kikera (2013) also affirmed that pupils that did not do well in their exams were made to repeat and thereby increasing the chances of dropping out. Additionally, this study established from qualitative findings that 3 out of the 10 dropouts left school because of having experienced challenges in their subjects. Therefore, the qualitative and quantitative findings showed support for the need for introduction of afternoon classes.

The Human Capital Theory emphasises investment in education, and in this situation would entail putting in extra time and money into teaching and learning for pupils that need remedial lessons. The large numbers of pupils in each class places bigger challenges on pupils with learning difficulties. Therefore, creating and investing more

time and resources to these pupils away from the mainstream learning hours would help improve their grades and ultimately pass their examinations.

c) Financial and economic reasons

The present study also found that transition was affected by financial and economic reasons. According to Kirera (2013) some reasons why the number of learners that sit for an examination is not equal to the number of learners that transition to the next grade is likely due to the financial challenges that come with a higher education level. As earlier stated in Table 4 and 5 and from interviews with key respondents, the present study established that financial challenges which included failure to pay school fees and meeting other indirect academic costs were being experienced by most learners. In addition, because every higher education level demands a higher financial resource, most pupils' dropout even when they passed an examination, affecting transition rates. The HCT supports the assertion that investment in education results in long term benefits, both for the individual and the larger community. The more education an individual acquires, the more the returns, they are likely to get. It is with that, that the increase in financial requirements in higher grades of education is justified. However, this poses to be a disadvantage for pupils with brilliant academic futures that cannot afford it and end up not transitioning to the higher grade.

Interestingly, the present study found some respondents presenting a contrasting view to the transition rate, they stated that despite the low transition rates, there were improvements in the transition rates over the past years. The seemingly higher transition rate was confirmed by school head teachers from grant aided schools who pointed out that they had improved their transition rates by building a few more classrooms and ensuring the pupils enrolled at their schools had passed the exams.

This research can therefore, concludes like Ouma (2017) that adequate physical infrastructure, and other facilities affect internal efficiency particularly grade transition and needed to be prioritized in the quest to make the education system more efficient.

5.4 Proportion of repeaters in secondary school

The third research question aimed at establishing the proportion of repeaters in secondary schools to measure the extent and patterns of repetition by grade. A document analysis was carried out and established that grade repetition had significantly reduced in the period 2012-2017. All schools' government and grant aided alike had repetition rate below 1% indicating a clear mastery and management of repetition in the bid to improve education efficiency in Mongu district

a) **One examination number policy**

The researcher then resolved to investigate what policy had been put in place to curb repetition, and it was found that the introduction of the one exam number policy by the Examinations Council of Zambia (ECZ) mandated all schools to promote all learners to the next grade in secondary school regardless of their academic performance. One examination number was to be used at grades 9 and 12 effective 2018, although it was discovered that it was already being implemented in schools as far back as 2016.

Despite the advantages of the one examination number policy on lowering repetition rates, some challenges in its implementation exist. Notably, one Head teacher stated that, in 2017, they had experienced challenges with some of the pupils that were made to repeat grades during examinations registration because their examinations numbers had been deactivated. This was confirmed by the new ECZ regulation that leaners examinations number had a lifespan, and should a pupil be made to repeat a grade, they would have a challenge in registering and sitting for exams because their exam numbers would have either expired or been frozen (ECZ, 2018).

In that regard, there preceded in 2017 an introduction of grade 9 external examinations that catered for learners that had failed some subjects. The external examinations were run on a separate timeline from the internal ones. These separate grade 9 external examinations came with different examination numbers that could as well be used to trace a candidates' academic progression (ECZ, 2018). This policy has proved efficient in the reduction of grade repetition in Mongu district.

These findings seem to be positive in the bid to also reduce dropout rates as various research have linked dropout to repetition. According to UNICEF (2016), dropout may be caused by the frequent repeating of grades, therefore, having a means of reducing

or ultimately ending grade repetition would reflect significantly on the dropout rates and ultimately internal efficiency.

However, these findings are in antagonism to those found by Ikeda and García (2014) who after analysing 30 countries in Africa stated that African countries continued to experience challenges with repetition because of no clear and thorough way of tackling the vice.

Further, Phiri (2015) found that grade repetition was a positive measure in the bid to improve academic performance. Accordingly, Phiri stated that pupils that were made to repeat a grade had shown significant academic improvement compared to those who had not but had academic challenges. Ikede and Garcia (2014) also affirmed stating that students who repeated a grade in secondary school tend to perform better academically than do students who repeated a grade in primary school. These sentiments can be proved right or wrong in the case of Mongu district with the passage of time.

5.5 Measures taken to improve internal efficiency indicators

The fourth objective dealt with establishing the measures taken to curb dropout rates and increase transition rates. The findings from the quantitative data from teachers and pupils established that the introduction of afternoon classes, effecting the re-entry policy and strengthening the career and guidance offices in schools to be measures to improve internal efficiency. Further, strengthening continuous professional development and the career and guidance office and counselling pupils with truant behaviour. In addition, the qualitative data from key respondents and dropout learners established that infrastructure development, financial support, introduction of sexual education and reinforced supervision would be practical measures in improving education efficiency. Each of the measures is discussed in further details below

a) Introduction of Afternoon classes

Afternoon classes when carefully planned and strictly followed provide additional remedial lessons to learners that have academic challenges and provide an atmosphere for all students to take care of any other academic related work and activities. The present study findings indicated that teachers felt that pupils needed extra lessons away from the normal learning hours to deal with academic work and away from their home environment to reduce the amount of time the student may engage in unproductive

vices. Since the infrastructure development may not be achieved in the short term by most schools, a factor the MPT advocates for, having afternoon classes for not only remedial classes but dividing pupils into two groups where the other group learns in the afternoon to decongest classes would help improve both short term variables of teaching and learning and be a temporal solution for the long term variable of classroom space that the MPT advocates for.

b) Effecting re-entry policy in grant aided schools

The re-entry policy advocates that girls who drop out of school due to pregnancy be re-admitted after giving birth (Wekekind and Milingo, 2015). Though this policy has been in effect in Zambia since 1997, some schools, grant-aided schools, have been resistant to implementing the policy in their schools. Girls that dropout from the named schools are not allowed back into the school system after delivery. Considering the number of pregnancy cases recorded in schools, both qualitative and quantitative data findings have indicated that having the re-entry policy implemented in all schools, grant and government schools alike, would help curb the numbers of dropouts due to pregnancy and ultimately improve internal efficiency indicators in Mongu district. Nevertheless, grant aided secondary schools were considered to minimally implement the policy, whilst government schools also faced challenges in its implementation. The lack of full implementation of the policy, according to Chulu (2016), could be due to the lack of awareness among pupils of pupils on the policy. Thus, sensitisation would help curb the lack of awareness.

In summation, the re-entry policy school presents an opportunity for girls to continue their education and be mothers without jeopardising their academic futures (Omwancha, 2012). Improving the social and economic status of every individual after access to higher education is something the HCT advocates for. Therefore, giving an opportunity for a girl child to return to schools even after pregnancy to improve their chances of being economically independent would be a workable measure that would agree with HCT. Therefore, this measure would indeed play a significant role in curbing dropout indices for girls.

c) Financial support

The present study found that the provision of financial assistance through scholarship and or bursaries and the reduction of school fees to be a measure that may curb dropout rates and increase transition rate in secondary schools. This result is in tandem with those suggested by the world bank (2004) in which the study suggested the most practical ways to ensure all children remain in school and enable poor families to overcome the indirect opportunity costs of attending school. These included the reduction or elimination of tuition fees for the poor, introduction of scholarships, free textbooks and other learning materials, and free uniforms, bursaries, and stipends.

Furthermore, the present study reported that financial difficulties are high in Mongu district and presents a confounding variable in the bid to reduce dropouts because of few employment opportunities and low income received from employment. Thus, the measure of introducing bursaries and scholarships were suggested by the pupils and teacher to likely lead to the reduction in the number of pupils who will not drop out of school.

The present study findings on introducing bursaries and scholarships in secondary schools as a measure of improving internal efficiency indicators is supported by UNESCO (2012) that argued that the introduction of bursaries or scholarships in all schools would inherently curb the numbers of pupils that dropout due to financial reasons and would ultimately play a significant role in improving internal efficiency indicators. Similarly, a head teacher emphasised that

> *The need to have financial assistance to aid the schooling of vulnerable, financial incapacitated learners can never be overemphasised.,*

Further, Kipsang (2009) stated that financial challenges have proven to be a major impediment for learners, hence it was necessary to come up with measures such as, scholarships to ease the burden of vulnerable leaners. He emphasised that there was need to efficiently and effectively run bursary schemes and to assist parents to start up small businesses through micro financing so that they could meet all their educational expenses without assistance in the long term.

d) Infrastructure Development.

Additionally, the present study identified that building of new infrastructure and upholstering the old ones as another means by which internal efficiency indicators would be improved significantly. A finding that agrees with the MPT. Learning in dilapidated, non-functional classroom spaces was a source of discouragement to learners, which resulted in the learners attaching no value to education. Therefore, having adequate, appropriate infrastructure would be a significant step towards improving teaching and learning environments and improving morale of both teachers and pupils in education provision. In addition, the need to have an active parent-teacher association (PTA) to spearhead such projects was one suggestion given by a head teacher from a grant-aided school. In all, the head teachers, DEBs, and the ministry officials suggested that more schools needed to be built in the district even with the help of the PTA to curb school dropouts in the district.

e) Counselling and Discipline

Another important measure noted by teachers and key respondents was that of strengthening counselling and discipline. The respondents were of the view that extra counselling sessions and effective discipline of the pupils would likely reduce the number of school dropouts. Chaponda (2016) agreed with the present study findings when he emphasises the need to reinforce discipline, not only on pupils, but parents and guardians on matters of early marriages and early indulgence in sexual activities.

Accordingly, Oyieyo (2012) demonstrated that counselling and guidance in a school plays a vital role in preventing educational, personal, social, mental, and emotional problems faced by secondary school students. Therefore, the revamping of the guidance and counselling office in school has emerged as an important measure in the quest to reduce dropouts and improve transition trends in secondary schools in the district.

Furthermore, Maiwo and Owiye (2009 stated that not only are students faced with career choices, but also face other adolescent challenges such as relationships, rapid growth and physical changes, peer pressure, addiction to drugs and alcohol, and the need for identity or to belong. Therefore, the career and guidance department in schools needs to be revamped and strengthened to ensure all truant learners are

identified and counselled on how to cope with different adolescence and even different situations and school life.

f) Sex Education

The introduction of comprehensive and intensive sex education in Mongu district was cited to be another necessary measure taken to improve internal efficiencies. Sexuality education is primarily taught to prevent learners from future encounters with sexually transmitted diseases and unwanted pregnancies (Fogg, 2016). Qualitative data from key respondents indicated that the introduction of sexuality education would help reduce the numbers of learners falling pregnant. This was also reported in Chaduka (2008), recommending that sex education be a main line subject that was given equal attention as other subjects. Chaduka's (2008) research further shows that there was a need to have the learners equipped with knowledge of the dangers of early indulges in sexual activities and ways to protect themselves should they find themselves in that situation. Consequently, the pupils would make informed decisions that would not harm their education.

g) Reinforce Supervision

Lastly, the study found the reinforcing of supervision in schools as the final measure required to maintain good behaviour among the pupils. This view was emphasised mostly by the Head Teachers in the schools. Additionally, the head teachers insisted that the pupils need consistent supervision for improved attendance. Therefore, check in registers were to be designed to ensure that the pupils were always in class. Furthermore, the teachers were to be told to always call the register at the beginning of each period to assess the students' class attendance and punctuality.

5.6 Summary

Internal efficiency involves among others the interplay of dropout, transition and repetition rates. The improvement of one indicator without the improvement of others still makes the system inefficient as was suggested by the Marginal Production Theory. Having analysed the named internal efficiency indicators in selected secondary schools in Mongu district, and met the objectives, it can be concluded that internal efficiency in Mongu district is low. Now that the discussions have been laid out, the next chapter will present the conclusion and recommendations.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview

This chapter therefore, provides information on the conclusions, beginning by chapter summaries then recommendations of the study based on the findings.

6.2 Conclusion

The study aimed at establishing and understanding the internal efficiency indicators of the education system in terms of the nature of secondary school dropouts in selected schools in Mongu district and gave an analysis of transition and repetition trends in the schools for the past five years. The study was set in the town of Mongu, where six schools were sampled. The schools sampled were; Sefula, Holycross, Namushekende, St. Johns, Kambule, and Kanyonyo. Data was collected using questionnaires and interviews.

The first objectives' findings showed that school dropouts were mainly caused by pregnancy and financial challenges, with pregnancy emerging as the most significant factor in determining dropout in the district for girls and financial issues for boys. Girls however, seemed to be more disadvantaged than their male counterparts in the quest to access and complete their education. Therefore, the nature of secondary school in the district from the selected secondary schools under study was explained by pregnancy and financial challenges.

The second objective findings showed that there had been an improved transition rate in majority of the schools with exception of Kambule and Kanyonyo. The schools that had improved transition rate had strict criteria on selecting who was enrolled at their school based on academic performance and had adequate and appropriate infrastructure which the other schools that had low transition rates seemed to lack. The study therefore, established that access from one academic cycle to another was improving every year mostly for grant aided schools.

On the third objective, it was established that dropout rates had significantly reduced to almost zero in the selected secondary schools in Mongu district because of the introduction of the one examinations number policy and the grade 9 external

examinations. This meant that almost every pupil that was not in an examination year proceeded to the next grade in the next academic year.

Finally, the last objective investigated various measures that could be put in place to improve internal efficiency indicators. The study concluded that counselling and disciplining of learners, financial support in form of sponsorships and bursary, introduction of sexual education, reinforcing supervision to curb the number of truancy and absentees' cases, and general infrastructural development. These measures if put in place may have a positive impact on the performance of internal efficiency indicators in the selected secondary schools in Mongu district.

Overall, the study concluded that internal efficiency in Mongu district was low, as the measurement of internal efficiency involves the interplay of all indicators. The improvement of one indicator, in this case repetition, without the overall improvement of other indicators (transition and dropout) does little towards the improvement of internal efficiency indicators.

6.3 Recommendations

Considering the findings elaborated in the previous chapters, the following are the recommendations on improving internal efficiency indicators in Mongu district;

6.3.1 Ministerial policy

Having established that dropout and transition rates are still a problem in the district, this study recommends that the Ministry of General Education can help by:

a. Setting affirmative policy that encourages sex education among the pupils in all schools. Specifically, having a permanent set period in a day to teach pupils on the dangers of early indulgence in sexual activities and the consequences thereof, would have lasting and more meaningful impact on the numbers of pregnancy cases in the district. Further, training workshops that are tailored towards equipping teachers with the needed knowledge and desensitizing them from the taboos that are related with speaking about sexual matters to children in public. Consequently, teachers will be more flexible to teach pupils on the topic.
b. Ensuring uniformity in the re-entry policy implementation in all types of schools, government and grant aided alike. Grant aided schools have for many

years after the introduction of the re-entry policy been adamant about implementing it in their schools. However, with the rise of many girls dropping out of schools because of pregnancy and having not the chance to go back to the grant aided schools they used to go, more girls are out of school. Implementing uniformity in policy implementation in all school and putting disciplinary action on defaulting schools will ensure all schools implement the policy.

c. Building and or opening more secondary schools would improve the quality of education in schools. The need for more secondary schools to bridge the gap between the existing number of primary schools and secondary schools will help improve the numbers of pupils transitioning into higher grades. Additionally, the newly gazetted secondary schools require infrastructure such as, classes and laboratories that would facilitate for proper teaching and learning.
d. The Ministry in partnership with NGO's can set aside funding to sponsor vulnerable children, especially, those with exceptional academic performance. Through the District Education Board offices and through head teachers, a yearly compilation of vulnerable pupils with good academic performance can be availed and monies released to facilitate their education.

6.3.2 Recommendations to schools

Schools should focus on;

a. Intensifying learner and teacher monitoring and supervision especially, in government schools to reduce teachers' and pupils' laisser-faire kind of attitudes. Roll call, class monitoring lists and permission slips signed by grade teachers, teachers on duty and deputy heads will be helpful in reducing absenteeism of pupils.
b. Increasing classroom space and improving the existing infrastructure with the aim of reducing overcrowding of classrooms. The improvement in relations between school management and the PTA can facilitate for the improvement of existing infrastructure at schools and the building of new ones through a small levy or project fund. Infrastructural development in schools will aid

improve the delivery of quality education that will see an impact on internal efficiency indicators in the district.

c. Intensification of teaching of sex education in schools by giving one period a day dedicated to teaching pupils on issues of sex and dangers of indulging in early unprotected sex. Further, holding teacher group meetings and training workshops for teachers to equip them on the best practices of delivering practical, timely and relevant sexuality education would be helpful.
d. All schools should consider adopting a local policy of payment in kind to facilitate for more pupils being able to pay for their education. For example, a few bags of maize or rice can be decided by the PTA in liaison with the school management and availed to parents in newsletters or during a stakeholder meeting an awareness strategy.

6.3.3 Further studies

Though several researches have been conducted on individual internal efficiency indicators, holistic ones that cater for all indicators are still unexplored in Zambia. Therefore, the researcher sees need for;

a. Further studies to ensure that more, if not all schools are captured, not only Mongu district, but also other districts in western province. The factors that have described the nature of dropouts in Mongu district could be different from those in other districts in the province and the trends for repetition and transition too, could also not apply. Such a study would help create policy that is tailor made to specific districts depending on the needs noted.
b. Further research to also be done covering both internal and external efficiency indicators in Zambia. It is understood that education can be affected both internally and externally. Thus, conducting a comparative study therefore, to determine the extent to which the two influence each other and the quality of education would help improve service delivery in education.

REFERENCES

AfriMAP and The Open Society Initiative for Southern Africa. (2013). *Zambia: Effective Delivery of Public Education Services.* Johannesburg: Open Society Foundations.

Ampiah, J. G and Adu Yeboah, C. (2009). *Mapping the Incidence of School Dropouts: A Case Study of Communities in Northern Ghana*. In Comparative Education, Vol. 45: 2, Special issue 37, 219-233. London: Taylor and Francis Publishers.

Balfanz, R. Bridgeland, J., Moore,L. and Fox,J. (2010). *Building a great nation: progress and challenges in ending the high school dropout epidemic*.: Washington D.C.;Civic Enterprises.

Bask, M. and Salmela-Aro, K. (2013). *Burned out to drop out: Exploring the relationship between school burnout and school dropout.* In European Journal of Psychology of Education, Vol. 28, No. 2 (June 2013), pp. 511-528.New York: Springer publishers.

Becker. (1992). *The Division of Labour, Coordination Costs and Knowledge. The Quarterly Journal of Economics*, Vol 107, issue 4, 1137-1160. Orebro: Orebro University School of Business press.

Bhutan Annual Education Statistics (2016). *Policy and planning division*. Thimphu: Ministry of education.

Blanden, J. and Gregg, P. (2004). *Family Income and Educational Attainment: A Review of Approaches and Evidence for Britain*. Oxford Review of Economic Policy, Volume 20, issue 2, 1 June 2004, pages 245-263, https;//doi.org/10.1093/oxrep/grh014

Blaxter. L. Hughes and C. Tight, M. (2010). *How to Research*. London: Open University Press.

Brophy. J. E. (2006). *History of Research in Classroom Management* In C. Evertson and C. Weinstein (Eds.), Handbook of Classroom Management: Research, Practice, and Contemporary Issues (pp. 17-43). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

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

Carnegie Foundation for the Advancement of Teaching (1992). *School Choice: A Special Report.* Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching.

Chadzuka, E. T. (2008). Primary schools dropout rate in Muture District.Zimbabwe: Tshwane

University of Technology

Chaponda C. (2016). *Persistent School Dropouts among Girls in Selected Secondary Schools of Nakonde District in Zambia*. Lusaka: The University of Zambia.

Christen L. B and Linda A. R. (2011). *The Complexity of Non-Completion: Being Pushed or Pulled to Drop Out of High School.* In Social Forces, Vol. 90, No. 2 (December 2011), pp. 521-545. Oxford University Press. http://www.jstor.org/stable/41682665.

Chulu L. (2016). *The Effectiveness of the Re-entry Policy in Government Schools; A Case of Selected Secondary Schools in Itezhi-tezhi District in Zambia.* Lusaka: University of Zambia.

Cohen, B. Wheelwright, S. Skinner, R. Martin, J. and Clubley, E. (2001). *The autism-spectrum quotient.* Journal of child psychology and psychiatry 42 (2), 241-251. New Jersey: Wiley-Blackwell Publishers.

Cohen, L., Manion, L. and Morrison, K. (2007). *Research Methods in Education*. London: Routledge

Colclough. C, Rose, P. and Tembon, M. (2000). '*Gender Inequalities in Primary Schooling: The Roles of Poverty and Adverse Cultural Practice*.' In International Journal of Educational Development, 20: 5–27. Edinburgh: Elsevier BV publishing.

Cresswell. J.W. (2007). Qualitative inquiry and research design: choosing among five approaches (2nd ed.). California: SAGE Publications.

Creswell, J.W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches. 4th ed.* Thousand Oaks, California: SAGE Publications.

Crowder, K. and South, S. (2003). *Spatial and Temporal Dimensions of Neighbourhood Effects on High School Graduation.* University of North Carolina: Chapel Hill.

Dearden, L. Ryan, C. and Sibieta, L. (2011). *What Determines Private School Choice? A Comparative Between the United Kingdom and Australia*. Blackwell Publishing Asia Pty Ltd: Melbourne.

Dubé, F. (2011). *Differentiation and explicit teaching: Integration of students with learning difficulties,* USA-CHINA journal of Education Review, July, 167-184.

Dube, K. Aftin. (2012). *Factors Affecting Transition, Performance and Retention Of Girls In Secondary Schools In Arid And Semi-Arid Land: A Case Of Rhamu Town, Mandera county, Kenya.* Nairobi: Kenyatta University.

Education Management Information System. (2012). Windhoek: Ministry of Education Namibia.

Education Sector Analysis Guidelines. (2014). Lusaka :UNICEF.

Examinations council of Zambia (2017). *Monthly bulletins*. Lusaka: Examinations council of Zambia.

Examinations council of Zambia (2018). *Monthly Bulletins*. Lusaka.: Examinations council of Zambia.

Figueira-McDonough, J. (2010). *Policy-Practice: The Neglected Side of Social Work Intervention*. Journal of Social Work, 38: 179-188.California: SAGE Publishing.

Finn. J.D. (1989). *Withdrawing from school. Review of Educational Research*. SAGE Journals. Vol 59 (2) P 117-142. California: SAGE Publishing.

Fogg, H. (2016). OP-ED: *Why Sex Education is Important*. Reno: University of Nevad.

Fulawulu, L. Lwiza. (2014). *An investigation into the re-entry of learners with disabilities in selected schools in Lusaka province, Zambia*. Lusaka: The University of Zambia.

Gonzalez, G., Bozick, R., Daugherty, L., Scherer, E., Singh, R., Suárez., M. and Ryan S. (2014). *Cutting the Dropout Rate: Analysis of NHPS District High School Dropout Rates.* In Transforming an Urban School System Book: Progress of New Haven School Change and New Haven Promise Education Reforms (2010–2013). Santa Monica: Rand Corporation.

Guidelines for Education Sector Plan Appraisal. (2014). Paris: International Institute for Educational Planning.

Hanushek E.A and Woessmann, L. (2012). *The economic benefit of educational reform in the European Union*. CESifo Economic Studies 58(1):73–109. Oxford: Oxford University Press.

Hunt, Frances. (2008). *Dropping Out from School: A Cross Country Review of Literature*. Brighton: University of Sussex centre for international education.

IIEP Pole De Dakar. (2014). *Analysis of the Education System*. Benin: UNESCO/IIEP.

IIEP. (2001). *School Supervision in Four Countries*: Vol II: National Diagnoses. Paris: IIEP.

Ikeda, Miyako and García, Emma. (2014). *Grade repetition: A comparative study of academic and non-academic consequences,* OECD Journal: Economic Studies, Vol. 2013/1. http://dx.doi.org/10.1787/eco_studies-2013-5k3w65mx3hnx. Paris: OECD publishing.

Inoue, K., Gropello, E., Taylor, Y. and Gresham, J. (2015). *Out-of-School Youth in Sub-Saharan Africa a Policy Perspective.* Washington DC:World Bank group.

Jaccard. J, Hawkins, H and Needle. E. (2013). *Non-academic Factors Associated with Dropping Out of High School: Adolescent Problem Behaviours* in Journal of the Society for Social Work and Research, Vol. 4, No. 2 (April 2013), pp. 58-75. Chicago: The University of Chicago Press.

Johnes, G. and McNabb. R. (2004). *Never Give Up on The Good Times: Student Attrition in The United Kingdom.* Oxford Bulletin of Economics and Statistics, Vol 66, no.1, pp. 23-48. New Jersey: Blackwell Publishing ltd.

Jürges, H, Kerstin S, Felix B. (2005). *The Effect of Central Exit Examinations on Student Achievement: Quasi-Experimental Evidence from TIMSS Germany*.

Journal of the European Economic Association 3 (5): 1134-1155. Cambridge: MIT Press.

Kabay, S. (2016). *Grade Repetition and Primary School Dropout in Uganda*. Harvard educational review: winter 2016, vol. 86, No.4, pp.580-606. Cambridge: Harvard Educational Publishers.

Kasonde-Ngandu, S. (2013). *Writing a Research Proposal in Educational Research*. Lusaka: UNZA Press.

Katolo A. D. (2013). *School Factors Contributing to Learners Dropping Out*. Lusaka: The University of Zambia.

Kelly M. J., Musango H.J., and Subulwa C.M. (1998). *Girls Education in A System Designed for Boys. A Situational Analysis at the Provincial Level of Girl Child Education in Zambia*, pages 2-4. Lusaka: Programme for Advanced Girls Education (PAGE), Ministry of Education.

Kelly, M.J. (1999). *The Origins and Development of Education in Zambia: From Pre-Colonial Times to 1996.* Lusaka: Image Publishers Ltd.

Kipsang, Thomas. (2009). *Investigating the causes of secondary school dropouts: a case of selected secondary schools in Baringo district, Kenya*. Eldoret: Moi University.

Kombo, D.K. and Tromp, D.L.A (2006). *Proposal and Thesis Writing: An Introduction*. Nairobi: Pauline Publication Africa.

Koppensteiner, F. (2011). *Automatic Grade Promotion and Student Performance: Evidence from Brazil.* Journal of Development Economics, Elsevier, vol. 107(C), pages 277-290. London: Elsevier Publishing.

Leach, C. W., Spears, R., Branscombe, N. R., and Doosje, B. (2003). *Malicious pleasure: Schadenfreude at the suffering of another group*. Journal of Personality and Social Psychology, 84 (5), 932-943. Washington D.C: American Psychology Association.

Lerotholi, L.M. (2001). *Tuition fees in primary and secondary education in Lesotho: The levels and Implications for access, equity and efficiency*. Paris: IIEP.

Lewin, K. (2008). *Strategies for sustainable financing of secondary education in sub-Saharan Africa.* Africa Human Development Series. Washington: The World Bank.

Lifuka E. (2009). Factors *Associated with Girls Increased Access, Participation and Completion Rates In Selected High Schools* in Kitwe district. Lusaka: The University of Zambia.

Ludger, W. (2006). *Efficiency and Equity of European education and training policies*. CESifo working paper, No.1779. Retrieved 27th March, 2018 from http://hdl.handle.net/10419/25824. Oxford: Oxford University Press.

Maiyo., J.K and Owiye, J. 2009. *The Role of Guiding and Counselling in Secondary Schools in Kenya: Prospects and Challenges.* Problems of Education in the 21st Century Volume 15, 2009. Kakamega: Masinde Muliro University of Science and Technology.

Marshall, C. and Rossman, G.B. (2006). *Designing Qualitative Research*. Thousands Oaks California: SAGE publication.

Martin, A. (1972) *Minding their own Businesses: Zambia's Struggle against Western Control.* Harmondsworth: Penguin Books.

Ministry of Education (1977). *Education Reforms: Proposals and Recommendation*. Lusaka: Government Printers.

Ministry of Education (1996*). Educating Our Future*. Lusaka: ZEPH

Ministry of Education (2001). *Basic Education Sub-Sector Investment Programme*. Lusaka: Ministry of Education.

Ministry of education (2008). *Governance of Education boards: A Handbook for Planning and Decision-making*. Lusaka: Ministry of Education.

Ministry of Education, Science, Vocational Training and Early Education (2013). *Educational Statistical Bulletin.* Lusaka: Ministry of Education.

Ministry of Education, Science, Vocational Training and Early Education (2014). *Educational Statistical Bulletin*. Lusaka: Ministry of Education.

Ministry of Education, Science, Vocational Training and Early Education (2015). *Educational Statistical Bulletin*. Lusaka: Ministry of Education.

Ministry of Education, Science, Vocational Training and Early Education (2016). *Educational Statistical Bulletin*. Lusaka: Ministry of Education.

Ministry of Education. (1992). *Focus on Learning: Strategies for the Development of School Education in Zambia.* Lusaka: ZEPH.

Ministry of education. (1998). *Annual report.* Lusaka: Ministry of Education.

Ministry of Education. (2010). *Education sector National Implementation Framework III 2011-201*5. Lusaka: Ministry of Education.

Ministry of Education. (2015). *Matebele North Provincial Report 2015*. Harare: Ministry of Education.

Ministry of General Education. (2017). *Quarterly bulletins*. Lusaka: Ministry of General Education.

Ministry of National Development Planning (2006). *Vision 2030 Republic of Zambia. Vision 2030: A Prosperous Middle-income Nation by 2030.* Lusaka: Ministry of National Development Planning.

Ministry of National Development Planning (2011). *Sixth National Development Plan 2011-2015.* Lusaka: Ministry of National Development Planning.

Ministry of National Development Planning (2012). *Zambia 2010 Census of Population and Housing National Analytical Report.* Lusaka:Central Statistical Office.

Ministry of National Development Planning (2017). *Seventh National Development Plan 2017-2021*. Lusaka: Ministry of National Development Planning.

Mohammed, A. M., Mberia, H. K., and Muturi, W. (2017). *Influence of Socio-Cultural Practices on Girl Child Participation in Secondary Schools in Garowe, Puntland* In IOSR Journal of Humanities and Social Science (IOSR-JHSS) Volume 22, Issue 5, Ver. 7 (May. 2017) PP 78-85. Texas: Cabell Publishing.

Murnane, R. (2013). U.*S. High School Graduation Rates: Patterns and Explanations* In Journal of Economic Literature, Vol. 51, No. 2 (June 2013), Pp. 370-422.

American Economic Association Http://Www.Jstor.Org/Stable/23644749 Accessed: 23-11-2017. Atlanta: American Economic Association.

Murray, N. and Beglar, D. (2009). *Inside Track: Writing Dissertations and Theses*. California: Pearson Longman.

National Centre for Education Statistics. (2012). https://nces.ed.gov. extracted 12/02/2018.

Ncube, N. J. (2004). *Managing the Quality of Education in Zimbabwe: The Internal Efficiency of Rural Day Secondary Schools*. Johannesburg: University of South Africa.

Newmann W. and Lambord. (1992). *Student Engagement and Achievement in American Secondary Schools*. Washington: Teachers College Press.

Nyanya, O. (2015). *Influence of School Based Factors on Internal Efficiency in Provision of Secondary Education in Seme, Kisumu County, Kenya*. Nairobi: University of Nairobi.

OECD. (2012). *Development Cooperation Report*. Washington: OECD.

O'Higgins, N., D'Amato, M., Caroleo. E., and Barone. A. (2007). *Gone for Good? Determinants of School Dropout in Southern Italy.* In Giornale degli Economistie Annali di Economia, Nuova Serie, Vol. 66 (Anno 120), No. 2, Special Issue Economics and Education in Italy (Luglio 2007), pp. 207-245. London: EGEA publishers.

Okecha, D. Owaga. (2013). *Factors Influencing Internal Efficiency of Public Primary Schools in Suba West Division, Migori County, Kenya*. Nairobi: University of Nairobi.

Omwanchs, K. M. (2012). *The Implementation of Educational Re-entry Policy for Girls after Teenage Pregnancy: A Case Study of Public Schools in the Kuna District, Kenya.* Wellington: Victoria University of Wellington.

Ouma, O. Fredrick. (2017). *Influence of School Based Factors on Internal Efficiency in Mixed Public Schools in Nyatike Sub County, Kenya.* Nairobi: University of Nairobi.

Oyieyo, D. M (2012). *Influence of Counselling and Guidance on Students Discipline in Public Secondary Schools in Kabondo Division Kenya*. Nairobi: University of Nairobi.

Palme, J. and Korpi. W (1998). *The Paradox of Redistribution and Strategies of Equality: Welfare State Institutions, Inequality and Poverty in the Western Countries*. American Sociological Review Vol 63, no 5, pp.661-687. California: SAGE Publications.

Phiri, M. (2015). *Matebeleland District Education: School Dropout Rate in Zimbabwe*. Harare: University of Zimbabwe.

Pridemore, W. A. (2007). *Socioeconomic Change and Homicide in Transitional Society.* In the Sociological Quarterly Vol 48, Issue 2. California: Routledge for the Midwest Sociological Society.

Psacharopoulos, G. and Patrinos, H. A. (2004). *Returns to Investment in Education: A Further Update*. Education Economics 12 (2) pages 111-134. Massachusetts: Edward Elgar Publishing.

Psacharopoulos, G. and Patrinos, H.A. (2002). *Returns to Investment in Education: A Further Update, policy research working paper* 2 8 8 1, 2002, Washington D.C: The World Bank.

Ritchie, J. and Lewis, J. (2003). *Qualitative Research Practice: A Guide for Social Science Students and Researchers.* London: SAGE Publications.

Rivers, B. (2010). *Truancy: Causes, Effects and Solutions*. New York: St Johns Fisher College.

Rumberger., R. W. (2000). *Understanding Dropouts: Statistics, Strategies and High Stakes Testing.* Washington D.C: National Academy for Sciences.

Sabates, R., Akiyeampong, K., Westbrook, J., and Hunt, F. (2010). *School Dropout: Patterns, Causes, Changes and Polices*. Sussex: UNESCO.

Saeki, H; Hong, S. Y; Garner, L; Nomura, S; Kadiresan, K. (2016). *Education Public Expenditure Review in Zambia.* Washington, D.C: World Bank Group.

Schargel, F. (2001). *Strategies to Help Solve our Dropout Problem. Larchmont: Eye on Education.*

Schults, T. (1961). *Investment in Human Capital*. In the American Economic Review, Vol.51, No 1, pp1-17. Atlanta Georgia : American Economic Association.

Simatama, Simatama. (2016). *A Comparative Investigation of The Implementation Of The Re-Entry Policy Between Government And Grant Aided/Mission Schools: A Case Of Selected Secondary Schools In Mazabuka District, Southern Province, Zambia*. Lusaka: The University of Zambia.

Soares, Tufi Machado, Fenades, Neimar da Silva, Nobrega, Mariana Calife, and Nicolella, Allexandre C. (2015). *Factors associated with dropout rates in public secondary education in Minas Gerais*. Educacao e Pesquisa, 41 (3), 757-772. https://dx.doi.org/10.1590/s1517-9702201507138589. California: SAGE Publishers.

The National Academics of Sciences, Engineering Medicine. (2018). *Understanding Dropouts: Statistics, Strategies and High Stakes Testing.* Washington, D.C: The National Academic Press.

The Office of Learning and Teaching. (2004). Melbourne: Department of Education and Training; OECD. Paris : Nature of Learning. http://www.p21.org/

UNESCO.(1998). *Wasted Opportunities, When Schools Fail, Repetition and Dropouts in Primary Schools.* France: UNESCO.

UNESCO. (2000). *African Girls Education Initiative*. Paris: UNESCO.

UNESCO. (2008). *EFA Global Monitoring Report*. Paris: UNESCO.

UNESCO. (2009). *Towards Inclusive Education for Children with Disabilities*. Bangkok: UNESCO.

UNESCO. (2012). Shaping the Education of Tomorrow: 2012 report. Paris: UNESCO.

UNESCO (2014). *Global Initiative Out of School Children*. Paris: UNESCO.

UNESCO. (2015). *Education for All 2000-2015: Achievements and Challenges*. Paris: UNESCO.

UNESCO/IIEP. (1997). *Indicators for Educational Planning*. Paris: UNESCO.

Ungureanu, R. (2017). *School Dropouts: A Theoretical Framework* in International Journal of Research in Engineering and Social Sciences, Volume 07 Issue 1, January 2017, Page 21-27. London: Elsevier Publishing.

UNICEF (2015*). Early School Dropout: Causes and Possible Ways to Prevent It.* Romania: UNICEF.

Vartanian, T.P., and Gleason, P.M. (1999). *Do Neighbourhood Conditions Affect High School Dropout and College Retention Rates?* In Journal of Behaviour and Experimental Economics,1999, Vol 28, Issue 1, pp21-41. London: Elsevier Publishing.

Wambua, D. K. (2014). *Influence of Socio-Economic Factors on Pupils' Completion Rates in Primary School Education in Evurori Division, Mbeere North District, Kenya.* Nairobi: University of Nairobi.

Wambua, k. Damaris. (2014). *Influence of Socio-Economic Factor on Pupils' Completion Rates in Primary School Education in Eurori division, Mbeere North District, Kenya.* Nairobi: University of Nairobi.

Wedekind, V. and Milingo, T. (2015). *Second Chances for Girls: The Zambian Re-Entry into School Policy.* Lusaka: Time to Learn.

Wehlage, Rutler, Smith, Lesko and Fernadez. (1989). *Reducing the Risk: Schools as Communities of Support.* New York: Falmer Press.

Werunga, K.R., Musera, G and Sindabi, O. (2011). *Factors Affecting Transition Rates from Primary to Secondary Schools: A case of Kenya.* In Problems of education in the 21st century Volume 32, 2011. New Delhi: ESBSO Publishing.

Wils, A., Zhao, Y., and Hartwell, A. (2006). *Looking below the surface: reaching the out-of-school children. Collaborative Working Paper CWP-02- Education Policy and Data Centre.* Retrieved November30,2017 from *http://epdc.org/policyanalysis/static/LookingBelowTheSurface.pdf.* Washington D.C: Academy for Educational Development.

Wodke, G.T., Harding, J. and Elvert, F. (2011). *Neighbourhood Effects on Temporal Perspective: The Impact of Long Term Exposure to Concentrated Disadvantage on High School Graduation.* In American Sociological Review 2011. California: SAGE publications.

World Bank. (2004). *World Development Report*. Washington D.C: World Bank.

Yamane, T. (1967). *Elementary Sampling Theory*. New Jersey: Prentice Hall.

Yang, K. (2014). *Factors Affecting Internal Efficiency of Primary Schools in Nuer Zone Gambella Regional State.* Addis Ababa: Jimma University.

Zhang, D., Katsiyannis, A., and Barret, D., Wilson, V. (2007). *Truancy Offenders in the Juvenile Justice System. In Journal of* Remedial and Special Education, 28,244-256. California: SAGE Publishers.

APPENDICES

APPENDIX 1

CONSENT FORM

I have read the consent form and I have had time to consider whether or not to take part in the study. I have been informed that my participation in the study is voluntary and I am free to with draw from the research at any time.

I understand that as part of the research, audio tapes and digital recordings of my participation will be made, though my name and every information during these recordings will be treated in confidentiality and used specifically for academic purpose.

Signature.....

Date.....

APPENDIX II

CONSENT FORM -PUPILS

I have read the consent form and I have had time to consider whether or not to take part in the study. I have been informed that my participation in the study is voluntary and I am free to with draw from the research at any time.

I understand that as part of the research, audio tapes and digital recordings of my participation will be made, though my name and every information during these recordings will be treated in confidentiality and used specifically for academic purpose.

Signature of Pupil.....

Date.....

I have read the consent form and I have had time to consider whether or not my child takes part in the study. I have been informed that his/her participation in the study is voluntary and he/she is free to with draw from the research at any time. I therefore, consent to his/her participation.

Signature of Parent……

Date…….

APPENDIX III

INTERVIEW GUIDE FOR THE MINISTRY OF GENERAL EDUCATION OFFICERS

1. How would you describe the dropouts situation countrywide?
2. What is the leading factor for dropping out countrywide?
3. How would you describe transition rates experienced countrywide?
4. What measures and strategies is your office putting in place to change these incidences?
5. What are the cost implications on government because of the current dropout, repetition and transition rates?
6. With regards cut-off point for grade 8 and grade 10, does your office have an active strategy for those that pass but are below the cut-off point and fail to transition countrywide?
7. What efforts has your office made to improve transition rates and reduce dropout rates?
8. What do you think can be done to existing policy to improve transition rates and reduce dropouts?

THANK YOU FOR PARTICIPATING.

APPENDIX IV

INTERVIEW GUIDE FOR DISTRICT EDUCATION BOARD SECRETARY (DEBS)

1. How would you describe the dropout situation in Mongu district?
2. Does your office have measures in place to reduce the dropout rates?
3. How do you come up with the cut-off points?
4. Almost half of the pupils that sat for the 2016 grade nine exams failed. What do you think contributed to the turnout that affected the transition rates in your district?
5. Does your office have an active policy on what to do with the pupils that fail to transition?
6. The district has over the past five years showed significant improvement in the efficiency indicators. What has your district been doing to ensure this improvement?
7. What other suggestions can be made to improve transition rates and reduce dropout and repetition incidences?

   THANK YOU FOR PARTICIPATING.

APPENDIX V

INTERVIEW GUIDE FOR HEADTEACHERS

School……

Number Of years as Head teacher……

1. How many pupils do you have in your school?
2. What were the cut-off points for grade 10 at your school in 2017?
3. What often happens to pupils that fail to transition to the next education cycle?
4. Does your school have an active repetition policy?
5. What is the school doing to motivate pupils to work hard?
6. What has your school done to reduce dropout rates and increase transition rates?
7. How would you describe the impact of the measures?
8. What do you suggest can be done to improve the number of pupils completing school and transitioning to higher grades?

THANK YOU FOR PARTICIPATING.

APPENDIX VI

INTERVIEW GUIDE FOR DROPOUTS

Sex of respondent…….. Age …… last grade attended……. Number of years out of school ……..

1. How would you describe your academic performance in general?
2. What made you decide to leave school?
3. What do you think about your decision to leave school?
4. Why have you not re-enrolled back to school?
5. In your opinion, what are the pros and cons of education?
6. What are you currently doing?
7. In your opinion, would you be willing to get back to school?
8. What do you do for a living?
9. What advice would you give schools to help reduce the number of pupils that dropout?
10. For those like you that have already dropped out, what do you suggest can be done to make you more productive?

THANK YOU FOR PARTICIPATING

APPENDIX VII

QUESTIONNAIRE FOR PUPILS

This research seeks to assess dropout, transition and repetition rates in selected secondary schools in Mongu district. As a participant, you have been randomly selected to participate in answering the questionnaire. The findings of this study are confidential and are for academic purposes only, please answer all the questions correctly.

SECTION A: Social Demographic Information

1. Sex of respondent.

a) Female [ ]

b) Male [ ]

2. What is your age? .....

3. Parents:

a) Both living [ ]

b) Both dead [ ]

c) Mother living [ ]

d) Father living [ ]

4. What kind of employment are your parents in?

a) Formal [ ] b) Informal [ ] c). Unemployed [ ]

SECTION B: FACTORS INFLUENCING DROPPING OUT

Dropping out means leaving or abandoning school for any reason apart from completion.

Please read each statement carefully and circle or tick one appropriate number that suits your opinion. CIRCLE OR TICK IN ONLY ONE COLUMN FOR EACH STATEMENT. Use the following five point scale of the agreement and disagreement with the statement.

1= Strongly Disagree, 2 = Disagree, 3 =Neutral, 4 = Agree, 5 = Strongly Agree

S/N	FACTORS THAT INFLUENCED DROP OUT	FIVE	SCALE	POINT	
5	Lack of financial support	1	2	3	4	5
6	Things learnt at school not helpful	1	2	3	4	5
7	Failing a tests/exam	1	2	3	4	5
8	Cultural influences	1	2	3	4	5
9	High school fees	1	2	3	4	5
10	Lack of role models	1	2	3	4	5
11	Fell pregnant or impregnated	1	2	3	4	5
12	Got bored with school	1	2	3	4	5
13	Teacher absenteeism	1	2	3	4	5
14	Truant behaviour	1	2	3	4	5
15	Ill health	1	2	3	4	5
16	Not performing well academically	1	2	3	4	5
17	Distance from school	1	2	3	4	5
18	Got married	1		2	3	5
19	Made to repeat a grade	1	2	3	4	5
20	School environment not friendly	1	2	3	4	5

SECTION C: TRANSITION

Transitioning is moving from one education cycle to another (e.g. from grade 7 to grade 8 or from grade 9 to grade 10).

S/N	ASPECTS ON TRANSITION		FIVE	SCALE	POINT	
21	Academic performance important to transition	1	2	3	4	5
22	Passing an exam is important to transition	1	2	3	4	5
23	Everyone with full certificate should transition	1	2	3	4	5
24	Many failed to transition because of high cut off points	1	2	3	4	5
25	Those that failed to reach the cut-off point are not intelligent enough	1	2	3	4	5
26	School has few classes to transition many pupils	1	2	3	4	5
27	School has few teachers to transition many pupils	1	2	3	4	5

SECTION D: REPETITION

Repeating is having to do the same grade the following academic year.

S/N			FIVE	SCALE	POINT	
28	Repeating a grade helps improve grades	1	2	3	4	5
29	Repeating a grade reduces academic performance	1	2	3	4	5
30	I have repeated a grade before	1	2	3	4	5
31	I have repeated a grade more than once	1	2	3	4	5
32	The school encourages repetition	1	2	3	4	5
33	Those that repeat are looked down upon	1	2	3	4	5
34	Repetition is good	1	2	3	4	5
35	Repetition encourages people to quit school	1	2	3	4	5

SECTION E: SUGGESTIONS ON WHAT CAN BE DONE TO REDUCE DROPOUTS AND REPETITIONS AND IMPROVE TRANSITION

Please read each statement carefully and circle or tick one appropriate number that suits your opinion. CIRCLE OR TICK IN ONLY ONE COLUMN FOR EACH STATEMENT. Use the following five point scale of the agreement and disagreement with the statement.

1= Strongly Disagree, 2 = Disagree, 3 =Neutral, 4 = Agree, 5 = Strongly Agree

S/N	TENTATIVE SUGGESTIONS	FIVE	SCALE	POINT	
36	Reduce the cut-off points	1	2	3	4	5
37	Introduce afternoon classes	1	2	3	4	5
38	Introduce evening classes	1	2	3	4	5
39	Introduce manual labour for those that cannot pay fees	1	2	3	4	5
40	Effect the re-entry policy	1	2	3	4	5
41	Turn more primary schools in secondary schools	1	2	3	4	5

THANK YOU FOR PARTICIPATING

APPENDIX VIII

QUESTIONNAIRE FOR TEACHERS

This research seeks to assess dropout, transition and repetition rates in selected secondary schools in Mongu district. As a participant, you have been randomly selected to participate in answering the questionnaire. The findings of this study are confidential and are for academic purposes only, please answer all the questions correctly.

SECTION A: Social Demographic Information

1. Sex of respondent.

(a) Female [ ] (b) Male [ ]

2. What is your age? .....

3. What is your marital status?

a) Single [ ] b). Married [ ] c) Widowed [ ] d) Divorced [ ]

4. How long have you been in service?

(a) 5-10 [ ] (b) 11-15 [ ] (c) 16-20 [ ] (d) 21+ [ ]

5. How long have you been at the school?

(a) 1-5years (b) 5-10years (c) 10-15years (d)15+

6. What is your highest academic qualification?

(a) Certificate (b) Diploma (c) Masters (d) PhD

SECTION B: FACTORS THAT INFLUENCE DROPPING OUT

Dropping out means leaving or abandoning school for any reason apart from completion.

Please read each statement carefully and circle or tick one appropriate number that suits your opinion. CIRCLE OR TICK IN ONLY ONE COLUMN FOR EACH STATEMENT. Use the following five point scale of the agreement and disagreement with the statement.

1= Strongly Disagree, 2 = Disagree, 3 =Neutral, 4 = Agree, 5 = Strongly Agree

S/N	FACTORS THAT INFLUENCE DROP OUT	FIVE	SCALE	POINT	
7	Pupils Drop out because of high cut-off point	1	2	3	4	5
8	Cultural influences and beliefs contribute to dropping out	1	2	3	4	5
9	Lack of role models	1	2	3	4	5
10	Lack of financial support	1	2	3	4	5
11	Failing a national exam	1	2	3	4	5
12	Fell pregnant or impregnated	1	2	3	4	5
13	Got bored with school	1	2	3	4	5
14	High school fees	1	2	3	4	5
15	Truant behaviour	1	2	3	4	5
16	Ill health	1	2	3	4	5
17	Not performing well academically	1	2	3	4	5
18	Distance from school	1	2	3	4	5
19	Got married	1	2	3	4	5
20	Made to repeat a grade	1	2	3	4	5
21	Lack of counselling and interest in pupils by teachers	1	2	3	4	5
22	Pupil involvement in business	1	2	3	4	5
23	Unfriendly school environment	1	2	3	4	5
24	Irrelevant school curriculum content	1	2	3	4	5
25	Teacher absenteeism	1	2	3	4	5
26	Lack of proper career guidance	1	2	3	4	5

SECTION C: TRANSITION CHALLENGES

Transitioning is moving from one education cycle to another (e.g. from grade 7 to grade 8 or from grade 9 to grade 10).

S/N		FIVE	SCALE	POINT	
27	Academic performance plays significant role to get into next grade	1	2	3	4	5
28	Not enough class space to accommodate more pupils	1	2	3	4	5
29	Not enough staff to manage already existing pupils	1	2	3	4	5
30	Record of behaviour/truancy influences transition	1	2	3	4	5
31	Cut off points high to meet infrastructure demand	1	2	3	4	5
32	School has policy on who transitions	1	2	3	4	5

SECTION D: REPETITION

Repeating is having a pupil retake lessons of the same grade the following academic year.

S/N		FIVE	SCALE	POINT	
33	Repeating a grade helps improve grades	1	2	3	4	5
34	Repeating a grade reduces academic performance	1	2	3	4	5
35	School has active repetition policy	1	2	3	4	5
36	School should introduce a policy on grade repetition	1	2	3	4	5

37	Repetition is a waste of resources	1	2	3	4	5
38	The school encourages repetition	1	2	3	4	5
39	Those that repeat are looked down upon	1	2	3	4	5
40	Repetition levels are high at the school	1	2	3	4	5
41	Repetition levels are low at the school	1	2	3	4	5
42	There are no incidences of repetition in the school	1	2	3	4	5
43	Repetition encourages people to quit school	1	2	3	4	5

SECTION E: SUGGESTIONS ON WHAT CAN BE DONE TO REDUCE DROPOUTS AND REPETITIONS AND IMPROVE TRANSITION

S/N	TENTATIVE SUGGESTIONS	FIVE	SCALE	POINT		
44	Reduce the cut-off points	1	2	3	4	5
45	Introduce afternoon classes	1	2	3	4	5
46	Introduce evening classes	1	2	3	4	5
47	Introduce manual labour for those that can't pay fees	1	2	3	4	5
48	Effect the re-entry policy	1	2	3	4	5
49	Turn more primary schools in secondary schools	1	2	3	4	5
50	Gazette more basic schools into secondary schools	1	2	3	4	5
51	Those already dropped out put in trades/skills schools	1	2	3	4	5
52	Free extra lessons for pupils with academic challenges	1	2	3	4	5

53	Counselling for pupils identified to likely dropout	1	2	3	4	5
54	Teacher incentive donated to pupils with financial challenges	1	2	3	4	5
55	Install digital logging in machines to curb teacher absenteeism	1	2	3	4	5
56	Strengthen career guidance office	1	2	3	4	5
57	Strengthen continuous professional development	1	2	3	4	5

THANK YOU FOR PARTICIPATING

APPENDIX IX

DOCUMENT STUDY GUIDE

	Percentage of grade 9 transition for 2017.	Number of dropouts from 2012-2017	Record of number of repeaters from 2012-2017	Cut-off points in Mongu districts in 2017	Percentage of grade 9 pupils with full certificate from 2012-2017	Status report of measures currently in place on dropouts, transition and repetition.
Sefula						
St. Johns						
Holycross						
Kambule						
Namushekende						
Kanyonyo						