

**AN INVESTIGATION INTO MULTI-GRADE TEACHING ON THE  
PROVISION OF EDUCATION IN COMMUNITY SCHOOLS: A CASE  
STUDY OF LUSAKA URBAN**

**BY**

**FRIDAH NEAH PHIRI**

A dissertation submitted to the University of Zambia in partial fulfillment of the requirements for the award of the degree of Master of Education in Sociology of Education.

**THE UNIVERSITY OF ZAMBIA**

**LUSAKA**

**2019**

## **DECLARATION**

I, Fridah Neah Phiri, do declare that this dissertation represents my own original work. The work submitted in this document has not been previously submitted for a degree at the University of Zambia or at any other University and that it does not incorporate any published work or materials from other publications.

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **COPYRIGHT**

All rights reserved. No part of this dissertation may be reproduced, stored in any retrieval system or transmitted in any form or by any means such as photocopying or otherwise without the written permission of the author or The University of Zambia.

## APPROVAL

The University of Zambia approves this dissertation by Phiri Neah Fridah as a partial fulfilment of the requirements for the award of the degree of Master of Education in Sociology of Education.

Examiner 1 \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Examiner 2 \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Examiner 3 \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Chairperson \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Board of Examiners

Supervisor \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

## ABSTRACT

During the 1990's Zambia saw a shift politically and economically which resulted in many children not accessing basic education at all. Communities began forming their own schools, usually in the absence of nearby public schools and/or in response to the inability of families to meet the costs associated with government provided schooling. The current education sector plan recognized the critical role community schools played in contributing towards the achievement of Education for All (EFA). This study sought to investigate the outcome of multi-grade teaching on the provision of education in community schools. The study was guided by four objectives; to investigate the outcome of multi-grade teaching on the provision of education in Community Schools, to find out how multi-grade classes are managed during teaching, to explore the challenges faced by teachers and pupils in multi-grade classes and to establish measures to mitigate the challenges faced by teachers and pupils in multi-grade classes. The case study design was used, applying both qualitative and quantitative methods. A population of 840 was selected from six (6) community schools that were using multi-grade teaching in Lusaka urban. A sample of 84 respondents was selected comprising of sixty pupils, twelve community school teachers, six community school administrators and six parents. Data was collected using questionnaires, interview guides and observation schedules. Qualitative data was analyzed using themes by coding and grouping similar ideas. Findings revealed that community schools that were using multi-grade teaching were able to provide education to many children with the use of limited education facilities such as classrooms, desks, books and a few teachers by combining many grades in one classroom. The study revealed that group work was the most used teaching and learning methods in multi-grade classes. The study also revealed that there were no teacher training colleges that trained teachers in the methods of teaching in Multi-grade teaching. The study also found that there was no uniform curriculum that was used in community schools that were using Multi-grade teaching. In line with the research findings, it was recommended that the government should be involved in the running of community schools that were using Multi-grade teaching by providing teaching and learning materials. Further, the existing bursary schemes in the Ministry of Education should be extended to community school going children that are learning in multi-grade classes that manage to qualify to grade eight.

**Key words:** Community schools, multi-grade teaching, grade level

## **DEDICATION**

The piece of work is dedicated to my lovely husband Mathews Kaonga, my four children Sangwani, Walusungu, Thokozani and lastly to my one and only daughter Mayanko.

## ACKNOWLEDGEMENTS

The writing up of this dissertation would not have been successful without the support of many people. My profound and sincere gratitude goes to my Supervisor Mr. Henry .J. Msango for his excellent academic and professional guidance. Many thanks go to Dr B. Matafwali for her encouragement, academic assistance and motherly support. Cordial gratitude goes to all my course mates for the light and challenging moments we shared.

My deepest appreciation go to my wonderful parents, brothers, sisters, aunties, uncles and all my relatives for their love and support in my life. Special appreciations go to my dependants for taking the role of mother in my absence and for their love and support.

Many thanks go to my special friend Foster who has been my role model for academic encouragement and not forgetting friends like Monde, Faustina, Chiwala, Judy and others too numerous to mention for their encouragement and social support. Special thanks go to Mweetwa Mweemba Sitwala for her relentless effort rendered in printing this document.

Above all, to God be all the glory and honour as I always depended upon Him for guidance and strength.

My children Sangwani, Walusungu, Thokozani and Mayanko. It is my hope that you will follow my foot steps to take the master's degree at my age as a source of encouragement. Nothing is impossible for those who wait upon the lord. I truly love you all my boys and may the Lord Almighty richly bless you.

## TABLE OF CONTENTS

<b>ABSTRACT .....</b>	<b>iv</b>
<b>DEDICATION.....</b>	<b>v</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>vi</b>
<b>TABLE OF CONTENTS.....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>x</b>
<b>LIST OF FIGURES .....</b>	<b>xi</b>
<b>ACRONYMS .....</b>	<b>xii</b>
<b>OPERATIONAL DEFINITIONS OF KEY TERMS .....</b>	<b>xiii</b>
<b>CHAPTER ONE: INTRODUCTION .....</b>	<b>1</b>
1.1 Preamble.....	1
1.2 Background of the Study .....	1
1.3 Statement of the Problem .....	5
1.4 Purpose of the Study .....	5
1.5 Study Objectives .....	5
1.6 Research Questions .....	5
1.7 Significance of the Study .....	6
1.8 Theoretical Framework .....	6
1.9 Limitation of the Study .....	7
1.10 Delimitation of the Study .....	8
1.12 Summary.....	8
<b>CHAPTER TWO: LITERATURE REVIEW .....</b>	<b>10</b>
2.1 Overview.....	10
2.2 Advantages and Disadvantages of Multi-grade Teaching on the Provision of Education.....	10
2.3 Management of multi-grade classes when teaching .....	12
2.4 The Challenges Faced By Teachers and Pupils of Multi-grade Classes.....	14

2.5 Measures to Address the Challenges Faced by Teachers and Pupils in .....	20
Multi-grade Classes .....	20
2.6 Summary.....	21
<b>CHAPTER THREE: METHODOLOGY .....</b>	<b>22</b>
3.1 Overview.....	22
3.2 Research Design.....	22
3.3 Population of the Study.....	22
3.4 The Sample Size .....	22
3.5 Sampling procedure.....	23
3.6 Data Collection Instruments.....	23
3.7 Data Collection Procedures .....	24
3.8 Data Analysis .....	25
3.9 Ethical Considerations .....	25
3.10 Summary.....	25
<b>CHAPTER FOUR: PRESENTATION OF FINDINGS .....</b>	<b>27</b>
4.1 Overview.....	27
4.1 The outcome of multi-grade teaching on educational provision in Community Schools. ....	27
4.2 How multi-grade classes were managed when teaching.....	36
<b>CHAPTER FIVE: DISCUSSION .....</b>	<b>50</b>
5.1 Overview.....	50
5.2 The outcome of multi-grade teaching on the provision of education in Community Schools.	50
5.3 How multi-grade classes were managed.....	53
5.4 The challenges faced by teachers and pupils in multi-grade classes. ....	55
5.5 Measures to mitigate the challenges faced by pupils and Teachers in multi-grade classes....	60
5.6 Summary.....	60
<b>CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS.....</b>	<b>62</b>
6.1 Overview.....	62
6.2 Conclusion .....	62

6.3 Recommendations.....	63
6.4 Suggestion for Future Research.....	64
<b>REFERENCES .....</b>	<b>65</b>
<b>LIST OF APPENDICES.....</b>	<b>71</b>
QUESTIONNAIRE FOR TEACHERS.....	71
QUESTIONNAIRE FOR ADMINISTRATORS.....	77
INTERVIEW GUIDE FOR COMMUNITY SCHOOL PUPILS.....	82
INTERVIEW GUIDE FOR COMMUNITY SCHOOL PARENTS /GUARDIANS .....	83

## LIST OF TABLES

Table 4.1	Pupils Age	28
Table 4.2	Number of Pupils in Class	29
Table 4.3	Number of Classrooms per school	33
Table 4.4	Number of Teachers per School	33
Table 4.5	Sitting Arrangement	36
Table 4.6	Number of Pupils Per Desk	37
Table 4.7	Number of Grade Levels Per Class	37
Table 4.8	Number of Learning Sessions at the School	38
Table 4.9	Number of Learning Hours Per Session	38
Table 4.10	Amount of Time Spent on Teaching and Learning Periods	39
Table 4.11	Academic Qualifications for Teachers and Administrators	40
Table 4.12	Curriculum Used	42
Table 4.13	Managing to Finish Time Tabled Subjects Everyday	43
Table 4.14	Pupil Book Ratio in Multi-grade Classes	46

## **LIST OF FIGURES**

Figure 4.1	Teachers Responses on Number of Pupils Per Class	27
Figure 4.2	Pupils Residence	35
Figure 4.3	Methods Used When Teaching Multi-grade Classes	39
Figure 4.4	Professional Qualifications for Teachers and Administrators	41
Figure 4.5	Number of Teachers Trained In Multi-grade Teaching	41

## ACRONYMS

ABL	Activity Based Learning
CPD	Continuing Profession Development
CS	Community School
DEBS	District Education Board Secretary
EFA	Education For All
IRI	Interactive Radio Instruction
MoE	Ministry of Education
MDGs	Millennium Development Goals
NGO	Non-Governmental Organisation
OVC	Orphaned and Vulnerable Children
SPARK	Skills Participatory Access Relevant Knowledge
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education
ZATEC	Zambia Education Teacher's Course
ZBEC	Zambia Basic Education Course
ZCSS	Zambia Community Schools Secretariat
ZOCS	Zambia Open Community Schools
ZPC	Zambia Primary Course

## OPERATIONAL DEFINITIONS OF KEY TERMS

- Multi-grade:** The teaching of many grades in a single class.
- Grade levels:** The grouping and grading system used in Community Schools.
- Mono-grade:** The teaching of one teacher per single class
- Community School:** A school that meets the educational needs of the underprivileged and other vulnerable children in the community, which include girls, orphans and vulnerable children (OVC).
- Government school:** A school which is built by the government in terms of infrastructure and sponsored by the Government.
- Private schools:** Schools which run formal education on profit basis.
- Orphan:** This is a child aged between 0-18 who has lost either one parent (single orphan) or both parents (double orphan).
- Vulnerable:** A child is said to be vulnerable if he/ she is between 0-18 and is not able to access basic materials and meet basic needs.

# **CHAPTER ONE: INTRODUCTION**

## **1.1 Preamble**

This chapter begins with a background to the study on an investigation into multi-grade teaching on the provision of education in Community Schools. Thereafter, the chapter presents the statement of the problem, purpose of the study, research objectives and questions linked to the objectives of the study. It then presents the significance of the study, theoretical framework, limitations of the study and operational definitions.

## **1.2 Background of the Study**

In many parts of the world, the multi-grade system of teaching is not a new idea. Multi-grade teaching refers to the teaching in which one teacher instructs or teaches pupils of different ages, grades and abilities at the same time. Multi-grade teaching can be distinguished from mono-grade teaching in which pupils are of the same grade and are assumed to be more similar in terms of age and ability. This idea of multi-grade system of teaching came as a result of shortage of teachers, classrooms and high demand for school places. Also when a teacher was absent, and there was no other teacher to take up his or her class, grades were combined to avoid having a class with no teacher present. In some cases due to budget constraints faced by many countries, multi-grade teaching was considered economical (Berry and Little, 2001).

As a result of various factors, multi-grade teaching has increased access to the full cycle of primary education in areas where educational facilities such as class rooms and shortage of teachers are currently not adequate. Commonwealth (2000) states that in some countries such as Burkina Faso, Jamaica and Zambia multi-grade teaching has been used as a response to uneven pupil enrolment faced by many countries in the world. Further, it states that multi-grade teaching has offered a solution to the many children who could not afford basic education in government or private schools in many countries. This means that more children can attend school with few teachers employed as one teacher can instruct a multi-grade class at once. The combining of many grades in one class represents a model of active learning especially attractive to girls, based on the principles of community ownership and

parent participation in their children's education, the schools foster creativity, critical thinking and problem solving skills as the basis for lifelong learning (UNICEF, 1999).

Multi-grade teaching has much to offer in communities that are not well served by the existing formal system of basic education. Such communities may be frequently isolated both physically and socially and consequently may have limited access to education. Even where they do have access, the school curriculum may seem irrelevant to the lives of the local community. This system has the potential to increase both accessibility and relevance of schooling to such communities (Berry and Little, 2001).

Accessibility of multi-grade schools can be a cost effective way of bringing education closer to the community (Thomas and Shaw, 1992). Community Schools also allow the full cycle of basic education to be brought closer to the community. Such methods are used in mountainous areas of the countries like Vietnam as a means of reaching communities in mountainous areas of the countries where no schools exist (UNICEF, 1998).

In Africa multi-grade teaching is mainly used in government schools of rural areas, but in urban areas it is used in some of the Community Schools in Zambia (Kelly, 1999). The term Community School is used as an initiative for basic education outside the formal education system. Community Schools were originally established to enable children who had missed out on their basic schooling to catch up with the government curriculum by the end of grade seven. The children entering Community Schools were always older than their counterparts in government schools. However the age of the children entering Community Schools today appears to be much lower pointing to an increasing use of Community Schools as a parallel school system for poor children (UNICEF, 1999). These Community Schools were classified according to the curriculum they offered. Other Community Schools follow the Zambia Basic Education Course curriculum while other Community Schools use a combined curriculum which constitutes both the Zambia Basic Education Course curriculum and Skills Participatory Access Relevant Knowledge (SPARK). The SPARK curriculum allows for only four years of the grading system, instead of the normal

seven grades typically adhered to in the formal education sector. The three types of Community Schools all aim at providing an education which is of good quality and relevant to the needs of the pupils (MoE 2001). Community Schools began in the 1990s through strong partnership among them the Ministry of Education, communities, Non-Governmental Organizations (NGOs) and United Nations International Children Emergency Fund (UNICEF) (Bellamy, 1999).

Community Schools also developed out of the need for additional school places and relevant education for out of school children who sometimes walked long distances to school where there was no security of children on the way. Community Schools targeted the illegal compounds where very few public facilities such as police stations, hospitals and schools existed or did not exist at all (Kelly, 1999).

Community Schools try to deal with older children of around ten or eleven years of age and without multi-grade teaching being deployed in Community Schools, basic education would be virtually impossible to access by many children. Hence this system of using multi-grade teaching has been widely used in Community Schools of Lusaka urban (ZCSS, 2004). It has also been used as a strategy towards the achievement of Education For All (EFA).

Community Schools came into existence in Zambia after the liberalization policy which had been in operation since the 1990s. This policy stipulated that the provision of education would not be entirely left in the hands of the government. As demand for basic education increased, government schools alone could not provide places for all the school going children in the country. This was due to limited school places in government schools. The government, therefore encouraged alternative modes of education delivery such as grant aided schools, private schools, Interactive Radio Instruction (IRI) centers and Community Schools (MoE, 2001).

The term “Community Schools” is currently being used as a term for initiatives in basic education outside the formal educational system. They are founded by communities to meet the basic education needs of those children who are in informal schools. Originally these Community Schools were started to enable those children who had missed out on basic schooling to catch up with the government curriculum

by the end of Grade seven (VII). Community Schools condense the seven year government curriculum into four years. These schools offer basic education at no cost to children or require their pupils to wear uniforms. This is due to the fact that most vulnerable children cannot afford school fees or school uniforms. Since poverty is a common factor among all these categories, Community Schools are run with the support of locally based Non-Governmental Organizations (MoE, 2004).

The teachers in Community Schools were usually unqualified and sometimes were community volunteers who had at least a grade nine (9) education. Sometimes NGO's often provided teacher training for the voluntary teachers in Community Schools, who were drawn from the surrounding community (Kelly, 1999). These teachers frequently used the SPARK manual developed by the Zambia Community Schools Secretariat (ZCSS), as a classroom guide. Zambia Community Schools Secretariat (ZCSS) strived to monitor the quality of education provided in Community Schools although it was not completely apparent as to how they fulfilled this task indeed, many community schools were springing up with little co-ordination with a central body (ZCSS, 2004).

An important issue is to ensure that Community Schools using the multi-grade system deliver high quality and relevant education .They have to be seen as competitive rather than as a poor substitute for private schools or government schools. The quality of education in Community Schools tends to be substantively lower than that of private school or government schools. It is against this background that this research tried to investigate multi-grade teaching on the provision of education in community schools in Lusaka Urban areas.

Many studies that have been conducted on multi-grade teaching focused on government schools of rural areas and seem to have underestimated, if not ignored, multi-grade teaching in Community Schools of urban areas where multi-grade teaching is also used. It was for this reason that this study sought to investigate the extent to which multi-grade teaching had affected the educational provision offered to the children in Community Schools.

### **1.3 Statement of the Problem**

Education is a right to all children regardless of their social or economic background (UNICEF, 1999). Unfortunately this basic right is not easily accessible to most children. In an effort to make basic education accessible to all children, the government encouraged Community Schools among other delivery modes of education in Zambia (MoE, 2004). As a result, most children found themselves in Community Schools. Due to inadequate number of classrooms and teachers in Community Schools, multi-grade teaching is commonly used (ZCSS, 2004). However, what has culminated out of multi-grade teaching on the provision of education in Community Schools is not known. It is against this background that this study sought to investigate the outcome of multi-grade teaching on the provision of education to pupils in selected Community Schools in Lusaka Urban District.

### **1.4 Purpose of the Study**

The purpose of the study was to investigate the outcome of multi-grade teaching on the provision of education in Community Schools in Lusaka urban District.

### **1.5 Study Objectives**

The study was guided by the following objectives:

- i. To investigate the outcome of multi-grade teaching on the provision of education in Community Schools.
- ii. To find out how multi-grade classes are managed during teaching.
- iii. To explore the challenges faced by teachers and pupils in multi-grade classes.
- iv. To establish measures to mitigate the challenges faced by teachers and pupils in multi-grade classes.

### **1.6 Research Questions**

- i. What is the outcome of multi-grade teaching on the provision of education in Community Schools?
- ii. How are multi-grade classes managed when teaching?
- iii. What are the challenges faced by teachers and pupils in multi-grade classes?
- iv. What are the measures to mitigate the challenges faced by teachers and pupils in multi-grade classes?

### **1.7 Significance of the Study**

This study may provide valuable information on the investigation into multi-grade teaching on the provision of education in Community Schools. The findings of the study may add a new dimension to the already existing knowledge on the factors that may influence the quality of education offered to the children through multi-grade teaching. Additionally, it will generate useful information that policy makers may use to formulate policies which might drive the nation to attain the Millennium Development Goal (MDG) which aims at increasing access to primary education in order to achieve Universal Primary Education (UPE) by 2015.

### **1.8 Theoretical Framework**

The social stratification theory by Max Weber was used to guide this study. Social stratification is the hierarchical arrangement of large social groups based on their control over basic resources and their access to opportunities or life chances. Stratification involves patterns of structural inequalities that are associated with, among others, financial status. In this case this theory tries to examine the social groups that make up the hierarchy in a society and seek to determine how inequalities are structured and persist over time. This theory belongs to general sociology, and it is a macro theory (Cohen, 1989).

Max Weber's term 'life chances' refers to the extent to which individuals have access to important societal resources such as food, clothing, shelter, health care and education which is the major resource related to this theory. In this case resources are anything valued in a society, ranging from money and property to medical care and education. These resources are considered to be scarce because of their unequal distribution among social categories (Biggs and Tang, 2011).

According to sociologists, more affluent people typically have better life chances than the less-affluent because they have greater access to quality education. Many affluent people take their children to private schools or government schools. In contrast, persons with low and poverty level incomes tend to have limited access to quality education. As a result of this, many children who are found in these community schools come from families which are less-affluent.

Two major theoretical approaches have been used to explain stratification namely functionalist theory and conflict theory. These two theories are based on the reality of how resources are perceived to be variably and unequally distributed (Coleman, 1996).

This study has looked at conflict theory which states that stratification is a strategy used by the elite of society as a way of keeping themselves in positions of privilege. In this case stratification is imposed on other members of society as a way of keeping them in their place (Jarolime, 1981). This situation leads to social conflict or leads to the formation of social classes and is seen to be the normal state of things in society.

There are numerous consequences that social classes have on the education opportunities of pupil's. According to Weber (1997), rich parents give their children better life chances than poor parents give to their children. This definitely implies that the ownership of wealth plays an important role in determining social classes in society, since an unequal distribution of income leads to unequal wealth that makes it impossible to give children of poor parents a more advantageous life.

Therefore the use of Multi-grade teaching in community schools has opened many doors to education opportunities to many vulnerable children in society, who could not usually find it easy to find school places in government schools or private schools due to high demand for school places. The only way vulnerable children could have increased access to education, was through the use of multi- grade teaching in community schools, which is in line with education policy. MoE (1996) educating our future.

### **1.9 Limitation of the Study**

The study was conducted in Lusaka Urban District. To ensure equal chances of participation, the study targeted all community schools which were using Multi-grade teaching.

Some respondents were not willing to participate in the study, especially when they heard that there was no monetary gain, others were willing to take part in the study but they did not provide detailed information. Some questionnaires went missing and

others left black spaces thus limiting information necessary to the study.

Most importantly, being a case study with a limited number of respondents, generalization of the findings may not be feasible because it was carried out in a small area. Therefore the findings of the study may not be generalized to the whole country, however they can serve as a basis for understanding on how Multi-grade teaching is done in community schools.

### **1.10 Delimitation of the Study**

In Zambia the multi-grade system is mostly used in remote areas and Community Schools of urban areas. This research only focused on Community Schools within Lusaka urban district that use multi-grade teaching. As a result the findings from urban respondents may not be similar to those of rural schools that use the same method of teaching.

### **1.12 Summary**

The study investigates multi-grade teaching on the provision of education in community schools. The study has specifically focused on six Community Schools in Lusaka district. It is believed that multi-grade teaching in some Community Schools is being used as a mode of educational provision to increase access to primary education multi-grade teaching is being used in community schools, due to limited school places in government schools and lack of resources by many parents to take their children to private schools. The government has allowed other forms of education such as Community Schools which are using multi-grade teaching to allow many children have access to education.

In short, Chapter One has focused on the background of the study, research questions, objectives and the importance of the study. The researcher also explained the operational terms used in the study as well as what prompted the study. In chapter two the researcher will discuss the literature related to the study.

### **Organisation of Dissertation**

The study consists of six chapters. The first chapter comprises the introduction,

statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, theoretical framework, limitation of the study and delimitation of the study. The second chapter consists of a review of the literature, while the third chapter comprises the methodology.

The research findings are presented in chapter four and a discussion of these findings in chapter five. Lastly, chapter six presents the conclusion and recommendations.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Overview**

The pervious chapter gave a background to this study. It dealt with the statement to the problem, four research objectives, four research questions and significance of the study. In addition, the chapter included theoretical framework which guided this research.

This chapter presents a review of relevant literature on an investigation into multi-grade teaching on the provision of education in community schools. The literature is presented in the following subheadings: factors associated with multi-grade teaching on the provision of education in community schools, factors affecting the management of teaching in multi-grade classes, factors leading to the challenges faced by teachers and pupils in multi-grade classes and measures to mitigate the challenges faced by both teachers and pupils in multi-grade classes.

### **2.2 Advantages and Disadvantages of Multi-grade Teaching on the Provision of Education.**

Many factors that lead to the establishment of multi-grade teaching at global and national level were reviewed. The factors are presented in the subsequent paragraphs of this section. The introduction of multi-grade teaching in the provision of education has both advantages and disadvantages on many pupils. One advantage of multi-grade teaching was that it created expansion of access to education to many children that could not access places in government schools or private schools. As a result of this factor faced by many countries in the world therefore, multi-grade teaching is extremely important in relation to the Education For All (EFA) and the Millennium Development Goal (MDG) designed to combat poverty, for millions of children worldwide. Oxfom et al (2003) did a study on the advantages of multi-grade teaching and they found that the only type of school to which they would gain access, if they gain access at all, would be through multi-grade teaching.

Thomas and Shaw (1992) revealed that the number of children in multi-grade classes was increasing in developed countries primarily because of population movements. While in developing countries the increase of multi-grade classes had been as a result

of attempts to increase access to primary education especially for girls by bringing it closer to communities. The history of multi-grade classes had been shaped by population considerations and the extension of Universal Primary Education (UPE).

Lungwangwa (1989) did a study in Zambia on multi-grade teaching and his findings were that multi-grade teaching was only beneficial to the learners, if a teacher was committed to his work and resulted in improved pupil good performance, on the other hand if pupils were handled by a lazy teacher their performance was highly affected by poor performance. In his conclusion he found out that, weaker pupils in the upper grade were able to catch up because some of the teaching was usually geared towards the lower grade in the class. He also reported that the introduction of multi-grade teaching in Zambia resulted in a decrease in dropout rates from school, and an increase in enrollment.

Thomas and Shaw (1992) made a summary of their study in Canada on the effect of multi-grade classes which were drawn from various studies on pupil performance. Although their generalized claims were a little incautious, few could disagree with the gist of their lesson although somewhat scanty the evidence emerging from the developed and developing world's leading to the conclusion that multi-grade classes were just as effective as single grade classes in educating pupils. In some cases, pupils in multi-grade classes had attained higher levels of achievement in some subjects than their grade counterparts in mono-grade classes or single classes. Thomas and Shaw also stated in their conclusion that peer tutoring, self-learning and improved opportunities for socialization which was an important ingredients for success in learning on the part of pupils in multi- grade classes.

More importantly, pupils in multi-grade classes "learn to learn" and one may conclude that when programmes were correctly implemented, pupils attained higher achievement levels and improved social skills. But pupils that fail to adapt effective pedagogical techniques tended not to perform as well as their counterparts in single grade classes.

Apart from the advantages of multi-grade teaching there also disadvantages. A research done in Thailand by UNESCO/APEID (1989), established that in

developing countries, there was evidence that conditions in multi-grade classes may extremely be disadvantaged by virtue of their location. The study referred to home background disadvantages, such as poverty in communities where multi-grade teaching existed because of the deprived situations of families, children were not motivated to attend school because of lack of parental interest in education and sometimes parents did not want to send children to school due to loss of income from children's labour, poor nutrition, and a mismatch between home and school culture.

### **2.3 Management of multi-grade classes when teaching**

Miller (1998), did a study on management of the curriculum the findings were that a multi-grade teacher was foremost a planner and manager of education and as such he/she manages curriculum, school facilities and classroom activities. There were, however, other roles for a multi-grade teacher because of his/her special situation as often times the most educated person in the community.

The teacher must be skilled in managing instruction to reduce the amount of 'dead time' during which pupils were not productively engaged on a task. This means that teachers must be aware of different ways of grouping pupils, the importance of independent study areas where pupils could go when they finish their work. Pupils may need to be taught the value of independence and cooperation by involving them in classroom decision making. The promotion of approaches that increased the level of pupils' independence and cooperative group work tended to be suggested. These involved a change in the teacher from 'giver of information' to 'facilitator'. This was to ensure that time spent away from the teacher was spent productively. Three important strategies were peer instruction, in which pupils acted as teachers for each other, cooperative group work, which involves small groups engaging in a collaborative task, and individualized learning programmes which involved the pupil in self-study (Ford, 1977).

The multi-grade teaching technique had an advantage on the education provision. This perspective argued that grouping children across grade and age boundaries was beneficial for children both socially and cognitive (Pratt, 1986). Pratt used findings from anthropology in Canada to show that the 'natural' way in which infants were socialized in many cultures was in mixed age groups. He also pointed out that age

segregation was a relative recent phenomenon. The biggest advantage for the children in mixed age settings, it was argued, lies in the development of wider friendship groups and a reduction in competition and aggression. If multi-grade class contexts were not overly disadvantaged by virtue of their location, these types of advantages could and did accrue to children (Miller, 1991).

The quality of teaching and the nature of teaching strategies employed in multi-grade classes were critical issues. The evidence was strong that it was at the teacher/class level that schools had significance effect on pupil achievement (Hill and Rowe, 1995). The Scheerens and Bosker, (1997) findings were also in agreement that greater demands were placed on teachers in multi-grade as opposed to single-grades teaching. Other scholars, (Veenman and Raemaekers, 1995; Mason and Doepner, 1998), urged that there was no agreement whether this affected the quality of teaching. More observational studies which showed how teachers cope with the challenges and complexities of multi-grade teaching were clearly described (Mason and Burns, 1995; Mason and Good, 1996).

Education was a socializing process and provided leadership training and children of today are citizens of tomorrow. Group learning was a primary mode of learning. Older ones acted as tutors or ‘‘programmed teachers’’ to the younger ones (Ford’s, 1977).

Jarousse and Mingat (1991) did studies from Burkina Faso and Togo in their studies they came up with three findings in achievement between multi-grade and mono-grade classes. Firstly, they argued that teachers in multi-grade classes employed more effective pedagogy. There was more emphasis placed on individual work, group or peer work, and a wider presentation techniques were used. In a classroom where all children were learning at different rates and were not all of the same age, there could be little competition by helping each other, pupils reinforced their own understanding of knowledge, skills and attitudes. Conversations were encouraged as children talked through their work in progress. These conversations helped them understand what they had learnt. Secondly, the pupils benefited from having the opportunity to staying or remaining with the same teacher and classmates and experienced the same teaching styles and routines over two years or more, for

example if the combination of the grade levels were grade six and seven meaning the grade six's in that particular class would be with the same teacher for two years (UNICEF, 1988). Another advantage of more than one year in a multi-grade classroom was the relationship developed between the teacher and the entire families of the pupils.

A study done by Berry and Little (2001) in England, on the effects of multi-grade teaching they found that, multi-grade teachers were more likely to employ group work than mono-grade teachers. This was because they had to deal with more than one grade level in the same class. He speculated that as a result of this, multi-grade pupils were more likely to have opportunities to interact together in mixed ability groups. This led to a more co-operative classroom and advantaged the low achievers in particular. In mono-grade classes, on the other hand, teacher directed lessons with high levels of competition were much less advantageous to under-performing pupils.

Miller (1991) indicated a number of favourable outcomes of multi-grade teaching citing among the positive benefits of multi-grade which he cited as social interdependence, independence, community involvement, self-reliance and co-operation.

A study done by Ford (1977) in England revealed a number of claims that were made for multi-grade classes, among them there was a great sense of belonging, confidence and relationships with a wider age of children which and resulted in well-adjusted personality; good work attitudes and high aspirations; better teacher-rapport; low stress; stronger self-concept of older pupils, slower pupils; and better personal and social development.

#### **2.4 The Challenges Faced By Teachers and Pupils of Multi-grade Classes**

There were many challenges faced by teachers in handling multi-grade classes. Some of these challenges were teacher related which include planning of more than one lesson plan per single period, teaching of more than one grade combined in one class, other challenges were policy related, the policy of the education system did not address the issue of multi-grade teaching and were also dependent on each country in that some countries were without policies, those which had, their policies were

unclear and others had policies which were not implemented.

Other disadvantages commonly lie in the supply of teaching and learning materials such as text books, work cards, learning aids such as charts, and also infrastructure such as classrooms which are usually shared by two or more grade levels, desks, toilets and appropriately trained and qualified teachers multi-grade classes did not also benefit from available modern teaching technology such as a radio, video, television, computers, projector etc. However, there was also some evidence that multi-grade classes would be very positive places for pupils when these constraints did not apply.

Beneviste and McEwan (2000) conducted a study on planning for multi-grade teaching in their study it was revealed, that multi-grade teaching was more demanding because the curriculum that was used for teaching was structured for mono-grade teaching, which was a great challenge when it came to planning for a multi-grade class of children of different age, abilities and grades housed in on classroom. However multi-grade teaching requires extra effort, more time for planning for effective teaching and learning outcome.

Managing a multi-grade classroom was more complicated because of the necessity of having more than one group on task at the same time. This necessitated the teachers to write multiple lesson plans and end of term tests had to be set for each grade level group. In some cases the head teacher of the school was usually a class teacher and this placed greater demand on his or her time.

Multiple learning class activities occurring simultaneously were a fundamental characteristic of multi-grade classrooms. Pupils either individually or in small groups would be engaged in different activities without the direct supervision of the teacher. In this case the most frequently used approach was to teach the two grade groups separately with one receiving instructions while the other undertook individual set work (Cumming, 1986).

Scheerens and Bosker, (1997) did a research on the consequence of inadequate time in multi-grade teaching. They found out that there was less time for direct instruction

and on task for pupils of which both were important variables in pupil achievement. They concluded that due to inadequate time in multi-grade classes, time for individual attention remediation was not available and had to cope with parental concerns about effects of multi-grade placement.

Further they found out that meeting the needs of broader range of pupil's in multi-grade classes was quite demanding and called for more time. This was because multi-grade classroom situation was of a greater range in pupil's ability and attainment.

Multi-grade teachers had the same amount of instructional time during the day and week as in mono-grade classrooms. Finding time to meet the greater curricular responsibilities and pupils' needs could be a problem (Miller, B. A. 1998)

A study done by Manjula (1995) revealed that the curriculum was organized towards teaching in mono-grade classes. Teachers in multi-grade classes faced the difficulty of organizing the national curriculum to suit their teaching and learning needs. There was no provision in the teacher education curriculum for multi-grade teaching methodology.

Curriculum documents and other teaching materials generally assumed a single grade or mono grade organizational structure. Rarely did these resources make reference to multi-grade situations. Besides, most multi-grade classes lacked text books, guide books and material for reference of pupils and teachers (Vuson, 2001).

Many scholars seemed to point out to the fact that the provision of quality education largely depended on trained teachers. A study done by Vuson in Colombia revealed that the training of teachers for multi-grade classes did not meet the required standard in either quality or quantity. Teachers teaching these classes had had no special training for teaching these classes.

A similar study done by Buchman (1973) looked at teaching in multi-grade classes which needed skillful handling and it was assumed that it would be most effective when arranged and guided by teachers with developed confidence and understanding.

UNICEF (1998) reported that multi-grade teaching assumed that teachers were trained, skilled and well experienced enough to handle multi-level and multi ability classes. This was not always the case. The reality in many countries was that untrained teachers had to deal with mixed classes.

Another study done by Ames (2005) revealed that formal training of teachers did not instruct teachers in multi-grade methods of teaching. It was also stated that teachers were often not well equipped enough to handle multi-grade classes because of the inadequate preparation and low quality of pre-service training of teachers in multi-grade teaching skills. Among those teachers already in service, very few of them and sometimes none at all were provided with appropriate training in teaching multi-grade teaching skills.

MOE (1996) and UNESCO (2004) revealed that many countries viewed multi-grade teaching as a strategy to enhance the quality of education both in real multi-grade and mono-grade classes. The UNESCO report revealed that having failed to achieve quality delivery the education system was working only for a portion of learners who were able to access the relevant education. For the majority, lack of quality education doomed them to marginalization and exclusion from schools, colleges and universities that could give them access to a better life.

According to the Commonwealth (2000) report revealed that the majority of the teachers who were currently teaching multi-grade classes have had no special training for teachers who were teaching multi-grade classes and there was little or no in-service support for multi-grade teachers because the teacher education colleges had tended to ignore multi-grade in their programme development.

A study done by Vuson (2001) in Colombia on multi-grade teaching found that pre-service and in-service teacher training institutions did not include multi-grade teaching programmes in their curriculum as a result of this teachers, who were made to teach in multi-grade classes faced challenges in handling multi-grade classes as there was no proper preparation and guidance to equip them with appropriate skills in handling multi-grade teaching.

Birch and Lally (1995) pointed out several challenges faced in multi-grade classes, some of which were related to the remoteness of the context in which schools that were using multi- grade classes in methods of teaching where located. It was revealed that many schools that were using multi-grade teaching method were often located in sparsely populated and sometimes isolated, hard to reach and disadvantaged communities. The multi-grade schools were generally ill-housed, inadequately equipped and provided with new and inexperienced teachers.

Vuson (2001) did a study in Colombia on teaching in multi-grade classes, the findings were that teachers of multi-grade classes were working in difficult, isolated conditions, hard to reach areas to teach pupils who were highly deprived and disadvantaged such circumstances made multi-grade teaching more difficult than mono grade teaching.

In some cases the multi-grade teachers were old and close to retirement age. Since most multi-grade classes were in remote areas, teachers were often unsupervised and received no feedback to improve their teaching. They faced professional isolation as well.

In terms of salaries, in some countries teachers of multi-grade classes received the same salaries as mono-grade teachers despite been subjected to more difficult working conditions. It was also revealed that multi- grade teachers salaries were much lower than mono-grade teachers in some countries. Further, multi-grade teachers were given additional incentives such as food and additional pay by the communities where such schools where situated (Vuson, 2001).

A study done by Patrick (2001) in Washington revealed that multi-grade schools had severe deficiencies in infrastructure, access to services, availability of classroom furniture, equipment and material for teaching and educational support.

Most systems of education prescribed national curricula for learners that were graded and not levels used in multi-grade classes. Text books and other learning materials corresponded with grades and assessments (including examinations). Berry and Little (1995).

Either multi-grade or mono-grade classes would be effective depending on how the teacher structured the classroom and the teaching/ learning environment.

Veenman (1995) claimed that little was known about optimum multi-grade class size, though he included in his revelation that studies supporting the need for limited class size and studied by Marklund,1962,1969, cited in Veenman,1995 found a significant effect on achievement across six subjects when class size exceeded 25. Little was known about the effects of an uneven distribution of numbers to the lower grade levels in the class (Mason and Burns, 1996).

There was great variation in grade combinations that occurred in multi-grade classes. Veenman (1996) found that there was a significant amount of variance effect decreasing as grade level increased.

Most researchers and practitioners agreed that successful strategies for multi-grade learning depended on adequate supplies of learning materials to support individual and group-based learning activities (Berry and Little, 2001). Another study done by Forthcoming (1997) revealed that learning materials in multi-grade classes were based on the approved national curriculum. The fact remained that the pupils of Community Schools who were using multi-grade teaching were still governed by the requirements of the government school system such as the successful passing of official examinations.

A study done by Cummings (1986) looked at innovations that affected classroom management in the lower grades. In all the experiments that he did, it was observed that pupils tended to proceed at more or less the same pace under the management of their teacher. However, in the upper-grades as the pupils turned to self-instructional activities two problems emerged: Boredom and differential pace. A similar study by Cumming's (1986) suggested that the shift in the teacher's role to instructional guides and aides where pupils were divided in class groups into small groups but they varied in the extent to which they encouraged cross-age and peer tutoring, programmed learning and differential pacing.

While this prevented the need for multi-grade learning a key question for Education For All (EFA) is how many hours of effective instructional time such system delivered. In many schools that operated on double or triple shift where learners attend school for only a period of two hours per day (Forthcoming, 1997).

## **2.5 Measures to Address the Challenges Faced by Teachers and Pupils in Multi-grade Classes**

In order to improve teaching in multi-grade classes, Veenman established a study of the long-term effect on staff development programme for multi-grade teachers (Veenman and Raemaekers, 1995).

The critical issue of multi-grade teaching was not the history but the effectiveness of the practice adopted. While there was a need for more research studies on the effectiveness of multi-grade teaching to be done, some of the evidence from studies done by Miller (1990) on multi-grade Instruction in Rural areas which promoted Education for All and encouraged teachers to pursue this medium of instruction.

Educational effectiveness was made more possible when pupils spent more time and days per year in school and were actively engaged in longer daily school hours. A school should have more teaching and learning time for its learners as more amount of time given to pupils for active learning would result in achieving a high rate of success in terms of performance (Kelly, 1999). MoE (1996) also states that the amount of time that pupils spent in organized learning activities has a strong bearing on how much pupils learn and on their subsequent academic performance.

It was necessary also that the maximum amount of school time be used for learning and that classroom learning time be used efficiently, this meant that most of the time in school was spent on activities arising from the formal curriculum and that other school activities or events were scheduled in such a way that learning time was not disrupted. It also meant that everybody in the school, from the head of the school to the youngest pupil, was instilled with a sense of discipline that minimized absenteeism, late coming, and early stopping of work and was so well organized that the school day and individual class sessions could start and end on time (MoE, 2001).

In Zambia schools were operation for teaching for hundred and ninety (190) days a year. This was the same as many other school systems, in developed and developing countries. The number of actual teaching days would be reduced, however, by unscheduled school programs which could be attributed to sicknesses, hunger, weather and terrain factors, the use of school premises for other purposes and time given over to the pupils for learning was of great concern the fact that only three and half hours was the recommended minimum time allocated per session (MoE, 1996).

## **2.6 Summary**

The insights of the literature in chapter two showed how multi-grade teaching has helped many countries on the educational provision to many children in terms of increasing access to education to many children, which is in line with universal primary of education by 2015. The above literature revealed that multi-grade teaching accommodated many children taught by one teacher and if well executed, it could help pupils who had missed out in term of access to education and become useful in the society.

The research methodology for this study is discussed in chapter three.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Overview**

The previous chapter outlined related literature relevant to the study on an investigation into multi-grade teaching on the provision of education in community schools. Therefore, this chapter presents the methodology that was used in the study. It begins with a description of the research design, study population, study location, study sample size, sampling procedure, and research instruments for data collection and how they were administered. It proceeds to describe problems encountered during data collection and how the data collected were analyzed in order to answer the research questions. The last part of the chapter presents a summary. The researcher purposively selected six Community Schools located in Lusaka district namely Ngombe, Mtendere, Kalikiliki, Kalingalinga, Kamanga and Chainda. Respondents included administrators, teachers, parents and pupils of Community Schools.

### **3.2 Research Design**

The study used a case study design, in which both qualitative and quantitative techniques were used. The concept of mixing methods is based on the recognition that the mixed methodology rests on the premises that the weakness in each single method will be compensated by the counter-balancing strengths of another; which is very powerful for gaining insights and results, and assisting in making inferences and drawing conclusions (Blackwell, 1994).

### **3.3 Population of the Study**

The population was made up of 840 which included all the serving Community School teachers, administrators, the pupils in Community Schools and the parents who were directly or indirectly involved in the management of Community Schools in Lusaka District.

### **3.4 The Sample Size**

A sample of 84 respondents was selected from six Community Schools which consisted a total number of sixty (60) pupils, ten (10) from each Community School. A total of twelve (12) teachers, two (2) from each Community School, six (6)

parents, one (1) from each school who was more directly or indirectly involved in the management of the school and six (6) administrators one from each Community School.

### **3.5 Sampling procedure**

Sampling procedure refers to the part of the study that indicates how respondents were selected to be part of the sample. Purposive sampling and simple random sampling were used in this study. According to Lewis and Shepard (2006) purposive sampling technique is a non- probability sampling that involved choosing participants considered to be knowledgeable and well informed about the topic of the study.

Simple random sampling was also used in the study to select respondents. According to Wood and Wood (2006) states that random sampling includes any technique that provides each population element an equal probability of being included in the sample.

### **3.6 Data Collection Instruments**

Three research instruments were used. These were questionnaires, interview guides and participant observation.

Questionnaires were used to collect both qualitative and quantitative data. The two questionnaires used included one for the administrators and the other one for the teachers. The use of questionnaires for data collection from teachers and administrators was because they were considered to be literate.

Interview guides were used to collect data from the parents and selected pupils as most of these respondents were perceived to have low levels of education. This was because an interview was considered to be helpful in getting information from these respondents. Further, this strategy was preferred because it enabled probing and illuminating what had been said by the respondent by asking for further clarifications there and then. During the interviews the researcher used both English and a local language (Chinyanja) to extract information from pupils and parents.

Participant Observation was used by the researcher as a strategy which enabled the researcher to interact with the participants under investigation. The researcher used this method in order to verify the information that participants gave during the interviews. In this study, participant observation was applied as data collection instrument because the researcher was interested in seeing how teaching in multi-grade classes was done, this was to ensure that the researcher did not dwell on personal interpretations but rather make comparisons of the observation with those of participants. The researcher did participant observation by actually being present when teaching was taking place and sometimes participated in the lessons.

### **3.7 Data Collection Procedures**

A letter of introduction was obtained from the Directorate of Research and Graduate Studies of the University of Zambia. The letter was presented to the District Education Board Secretary (DEBS) planning office, where a list of Community Schools in Lusaka was obtained. Six schools were purposively selected from the list which contained two hundred and sixty (260) Community Schools with the help of an official from the DEBS office who had knowledge of Community Schools that were using multi-grade method of teaching in different zones.

The researcher with the help of the planning officer purposively selected Community Schools in Lusaka central and Kaunda Square zones because they had the highest number of Community Schools that were using multi-grade teaching. Also the two zones that were selected were within reach for the researcher.

The selected Community Schools were visited and an introductory letter was presented to the heads or supervisors who were in-charge of these Community Schools in order for the researcher to be permitted to carry out research with the respondents. The data were collected between first two weeks of the first semester of the University calendar of the 2011/2012 academic year.

The administration of questionnaires, interview guides and participant observations were mostly conducted in the school environment but there were instances where the researcher had to interview parents from their homes based on appointment. The school administrators assisted in identifying parents who were directly or indirectly

involved in the running of the school affairs.

Administrators and Community School teachers selected as respondents were given questionnaires to answer at their own time. A total of eighteen questionnaires were distributed to Community School teachers and administrators.

Interviews were successfully conducted to fifty three (53) pupils as opposed to sixty (60) pupils that were selected and six parents on appointment using interview guide. Although this technique was time consuming, it was effective in that it helped to obtain in-depth descriptive information.

### **3.8 Data Analysis**

The Statistical Package for Social Sciences (SPSS) was used to analyze quantitative data. The analysis involved frequencies and percentages of particular responses which were presented using tables and graphs.

Qualitative data were analyzed manually from the information recorded. From each discussion the researcher identified major themes and sub themes and critically analyzed various expressions with a view to gaining deeper insights into the subject matter.

### **3.9 Ethical Considerations**

The study took account of all possible and potential ethical issues. The measures undertaken to ensure compliance with ethical issues included keeping the identity of respondents confidential. The basic ethical requirements demand that the researcher respects the rights, values and decisions of respondents (May, T. 2011). In this study, the values of the respondents were given due respect. During the research, respondents' responses were neither interfered with nor contested by the researcher. Informed consent was obtained from both the respondents and the people in charge of the places where the research was carried out and all the respondents were treated equally.

### **3.10 Summary**

The chapter has described the methodology used in the study. The study used mixed

research taking both quantitative and qualitative methods to collect data from respondents. Questionnaires were used to collect data from administrators and teachers while the interview guides were used to collect data from pupils and parents as well as participant observation. Purposive sampling and simple random sampling procedures were used to select the sample. The sample consisted of 84 respondents from six selected Community Schools of Lusaka urban district. 60 pupils ten from each Community School, twelve teachers two from each Community School, six administrators, one from each Community School and six parents one from each Community School. The researcher has also explained issues of ethical consideration. It was done in order to verify that the study was conducted with due ethical considerations.

Chapter four deals with the research findings.

## CHAPTER FOUR: PRESENTATION OF FINDINGS

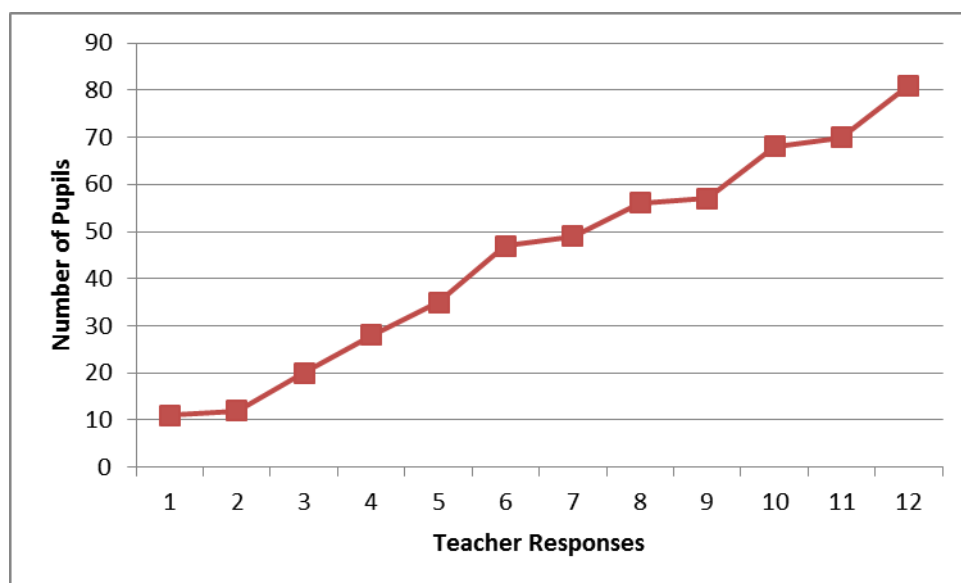
### 4.1 Overview

The previous chapter covered research methodology which included questionnaire, interview guides and participant observation. This chapter presents the findings of the study on an investigation into multi-grade teaching on the provision of education in community schools. The findings are presented according to study objectives. These covered the views of teachers, administrators, pupils and parents on the outcomes of multi-grade teaching on the provision of education in Community Schools, to find out how multi-grade classes were managed when teaching, it further presents challenges faced in multi-grade classes and it ends with measures that could be used to address the challenges faced by teachers and pupils in multi-grade classes.

### 4.1 The outcome of multi-grade teaching on educational provision in Community Schools.

There were different views expressed by respondents on the outcome of multi-grade teaching on the provision of education in Community Schools.

Multi-grade classes accommodate many pupils as revealed by the teacher responses on the number of pupils per class as shown in Figure 4.1.



**Figure 4.1: Graph of teacher responses on number of pupils per class**

From the graph it can be deduced that the number of pupils per class was not constant. All twelve teacher respondents indicated different numbers of pupils in their classes ranging from 11 to 81.

Community schools that were using multi-grade teaching accommodated pupils of different ages as there was no specific enrolment age. Most of these pupils could not access school places in government or private schools due to age.

The research findings revealed that pupils in Community Schools in middle primary that were interviewed had their age ranging from eleven to nineteen years of age as shown in Table 4.1.

**Table 4.1: Showing Pupil's Age**

<b>Age of Pupils</b>	<b>Frequency</b>	<b>Percent</b>
11	1	1.9
12	5	9.4
13	10	18.9
14	13	24.5
15	10	18.9
16	11	20.8
18	2	3.8
19	1	1.9
<b>Total</b>	<b>53</b>	<b>100.0</b>

Table 4.2 shows pupil responses on the number of pupils per class. Thirty one pupils representing 58.5% of the total number of pupil responses indicated that they had no idea on how many they were in there were in their classes. The rest of the pupil responses varied from 11 to 70 pupils per class.

**Table 4.2 Showing Responses from pupils on number of pupils in class**

<b>Pupils responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
11	2	3.8	3.8
12	5	9.4	13.2
13	1	1.9	15.1
17	4	7.5	22.6
25	1	1.9	24.5
46	5	9.4	34.0
50	1	1.9	35.8
58	1	1.9	37.7
70	2	3.8	41.5
No idea	31	58.5	100
<b>Total</b>	<b>53</b>	<b>100.0</b>	

Teachers' views on the advantages of multi-grade teaching in Community Schools were that pupils learnt more through interaction among themselves. This was because pupils were put in their pace groups where there was less competition which encouraged shy pupils to participate in their groups as one teacher indicated;

*“The slow learners were able to catch up fast with their friends because of group work involved in the teaching process”*

Another teacher respondent indicated that weaker pupils in higher grades tended to catch up because of repeating the same work which was in line with Lungwagwa's (1989) findings.

Other views expressed by teachers were that slow learner's were able to catch up because of grade repetition done by the pupils which was typical of multi-grade teaching as indicated below:

*“Slow learners are able to understand better because of repeating the same grade and the same work”.*

It was also revealed that during lessons older pupils helped out with class activities which in turn instilled a sense of responsibility among the pupils as they worked independently in their groups.

Other positive views indicated by teachers were on pupil performance in multi-grade classes that:

*“We have even produced pupils who have eventually ended up in high schools and have even managed to score higher marks than those in mono-grade classes.”*

The Administrators equally had positive views on multi-grade teaching in relation to pupil performance. They indicated that pupils did interact freely with their friends as they did group work which also helped them understand their class work very well as indicated by one administrator:

*“Pupils are able to interact freely.”*

Another response from an Administrator indicated that:

*“It has helped us to produce pupils who have ended in high schools.”*

Additionally, views from another administrator indicated that:

*“There is no effect because children in these classes perform even better than those in government schools”.*

Besides they pointed out that there was grade repetition in multi-grade classes which enabled pupils to learn the same work with the same teacher for over a period of two years.

*“It helps pupils to understand what they learn because they learn the same things for two years.”*

This was evident by a number of pupils that were reported to have ended up qualifying to grade eight in government schools with relatively higher marks than pupils from government schools.

All parents/guardians interviewed said that they were aware of multi-grade method of teaching practiced in Community Schools where their children/dependents attended school.

The positive views from parents on multi-grade teaching were as follows: One parent acknowledged that multi-grade teaching had an advantage in that pupil performance was enhanced and gave an example of her child who was performing well.

*“No effect on pupil performance it depends on an individual child”*

Another parent was in support to this view that multi-grade teaching had a positive effect.

*“It’s a good method because pupils learn things before they enter the actual grade”.*

One pupil responded that:

*“I perform better than grade sevens when they give us work in class.”*

The other pupils said that:

*“We learn more in groups because we usually help each other whenever someone has not understood from the teacher explanation.”*

Another pupil respondent indicated that:

*“We learn things that we have learnt before and it makes our learning easy because most of the things that we are learning we already covered them last year when we were in grade six.”*

Generally teachers’ responses indicated that they had difficulties in handling multi-grade classes.

*“The disadvantage of multi-grade classes is that there are too many pupils in class, so it is difficult sometimes to help slow learners.”*

The administrators equally had negative views on pupil performance in multi-grade classes resulting from class size as one administrator indicated below:

*“There is lack of concentration on the part of some pupils due to the noise disturbance caused by other pupils in groups when they are learning since multi-grade classes are usually big.”*

The administrators indicated that it was difficult to control noise from pupils because of the many classes that were housed in one room. This was evident from the observation made from one Community School which accommodated all the grade levels in one hall (church). Table 4.3 shows that out of six Community Schools surveyed, five Community Schools were using two classes representing 80.5% while one Community School had only one classroom.

**Table 4.3: Number of classrooms per school**

Respondent	Total Respondents	Number of Classes			
		1		2	
		No.	%	No.	%
Pupils	53	9	17.0%	44	83.0%
Teachers	12	3	25.0%	9	75.0%
Administrators	6	1	16.7%	5	83.3%
<b>Percentage average</b>		19.5%		80.5%	

The other negative views expressed by respondents were that multi-grade teaching in community schools resulted due to lack of adequate number of teachers as indicated in Table 4.4.

**Table: 4.4: Number of teachers per school**

Number of Teachers	Number of Schools
2	4
3	1
4	1
<b>Total</b>	<b>6</b>

The research findings revealed that out of six Community Schools four schools indicated that they had only two teachers each and the remaining two schools one school had three teachers and one school had four teachers respectively and it was also discovered that in some schools administrators were also teaching.

Parents/ guardian expressed different views on the quality of education offered in community schools that are using multi-grade:

Some of the views expressed by parents/guardians indicated that it was not possible for children in multi-grade classes to receive quality education because of many grades which were combined together in one class and taught by a single teacher.

Besides, they also felt that the quality of education was low and compromised with multi-grade teaching as it was stated by one parent/guardian respondent below.

*“Quality of education is compromised with multi-grade method of teaching”*

As stated by Parents/guardians, the quality of education in multi-grade classes could not match with the standards of education that was offered in mono-grade classes where teachers only concentrated on a single class as they were trained to handle such classes.

The research findings established that pupils were negatively affected with their academic performance especially those in examination classes by learning work of a lower grade in a single classroom which was typical of multi-grade classes.

*“We are disadvantaged as grade seven because time is spent on teaching grade six work instead of just learning work for grade seven.”*

Pupil’s responses on the quality of education they received in community schools that were using multi-grade teaching. One pupil indicated that, the quality of education was of low standard.

*“considering that we will be subjected to writing the same national examination with our friends who are in government and private schools who in mono-grade classes where teaching and learning is focused on only one grade”*

Another pupil respondent also expressed a similar concern;

*“Considering that we will be subjected to write the same national examination as those in mono-grade classes in government schools, I feel we are disadvantaged over our friends.”*

Additionally, another grade seven pupils indicated that:

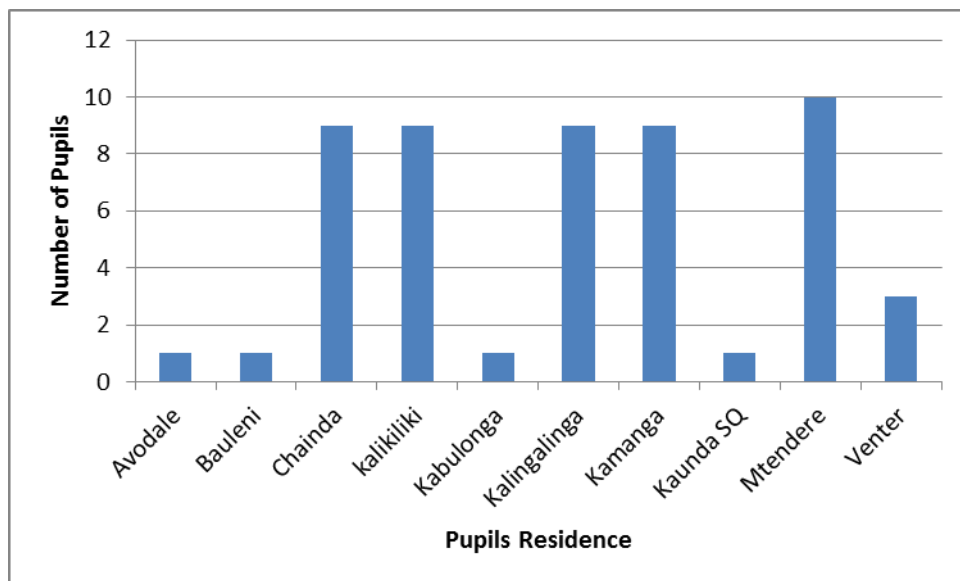
*“We spend time learning grade six’s work as we are in grade seven which is an examination class.”*

The research revealed that teaching in multi-grade classes was biased because it was geared towards a dominating grade level as indicated by one pupil.

*“We are only two grade six pupils in our class the rest are grade five in a class of eleven pupils so most of the time, we learn grade five work and we are disadvantaged”.*

The research finding revealed that most pupils in community schools came from areas where schools places were limited.

Figure 4.2 shows places where pupils in community schools came from, out of 53 pupil respondents the majority of the pupils that attended Community Schools came from high density areas of Lusaka.



**Figure 4.2: Graph showing pupils residence**

Out of six parents interviewed three responded that they were not in formal employment representing 50% of the total parent respondent.

The research further revealed that the parents/guardians of these pupils in Community Schools had relatively little level of education or no form of education and had low income jobs.

#### **4.2 How multi-grade classes were managed when teaching**

One of the major factors that led to the use of multi-grade teaching in Community Schools was lack of classrooms and teachers. However, this had led to difficulties in class management.

The sitting arrangement in multi-grade classes varied from one school to another which includes the following sitting arrangement: ability level, gender, grade level and peer group.

The research findings from teacher and pupil responses revealed that the most used sitting arrangement was by grade level which represented an average of 70.1% of the total respondents. The least used sitting arrangement was discovered to be by gender which showed an average of 4.2% of the total respondents.

**Table 4.5: Showing Sitting Arrangement**

Responses	Respondents		% Respondents		Average %
	Teacher	Pupil	Teacher %	Pupil %	
Ability Level	2	11	16.7	20.7	18.7
Gender	1	0	8.3	0	4.2
Grade Level	8	39	66.7	73.6	70.1
Peer Group	1	3	8.3	5.7	7.0
Any Other (Specify)					
<b>Total</b>	12	53			100

The finding from the research showed that 56.6% of pupil respondents indicated that they sat 5 per desk, 20.9% sat 4 per desk, 7.5% sat 3 per desk, 5.6% sat 6 per desk,

while the remaining 9.4% of the pupil respondents indicated that they sat on the floor or on the sacks.

**Table 4.6: Number of pupils per desk**

<b>Pupils responses</b>	<b>Frequency</b>	<b>Percentage</b>
3	4	7.5
4	11	20.9
5	30	56.6
6	3	5.6
Any other (Floor)	5	9.4
<b>Total</b>	53	100

Table 4.7 shows that from the six community schools, five of them had two grade levels combined per classroom, while one community school had four grade levels including pre- school housed in one classroom (hall).

**Table 4.7: Number of grade levels per class**

<b>Respondent</b>	<b>Total Respondents</b>	<b>Number of Grade levels</b>			
		<b>2 Grade levels</b>		<b>4 Grade levels</b>	
		<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
Pupils	53	53	100.0%	0	0%
Teachers	12	7	58.3%	5	41.7%
Administrators	6	4	66.7%	2	33.3%
<b>Percentage average</b>		75%		25%	

Table 4.8 shows that four Community School indicated that they had two teaching/learning sessions, while the remaining two Schools had one and four teaching/learning sessions respectively.

**Table 4.8: Number of learning sessions at the school**

Number of Schools		Number of Sessions
	1	1
	4	2
	1	4
<b>TOTAL</b>	<b>6</b>	<b>7</b>

Time management was very important in multi-grade method of teaching. This involved allocating adequate time per teaching/learning session and per period.

Table 4.9 shows the data collected from six Community Schools three indicated that they had 3.5 hours of learning per session, while two Schools had four hours of learning per session. The remaining one school had 4.5 hours of learning per session.

**Table 4.9: Number of learning hours per session**

No. of Community Schools	Number of Hours
<b>3</b>	<b>3.5</b>
<b>2</b>	<b>4</b>
<b>1</b>	<b>4.5</b>

A total number of ten teacher respondents indicated that they spent 45 minutes per period and the two remaining teachers were not sure of the number of hours spent when teaching per subject.

**Table 4.10: Amount of time spent on teaching and learning per period.**

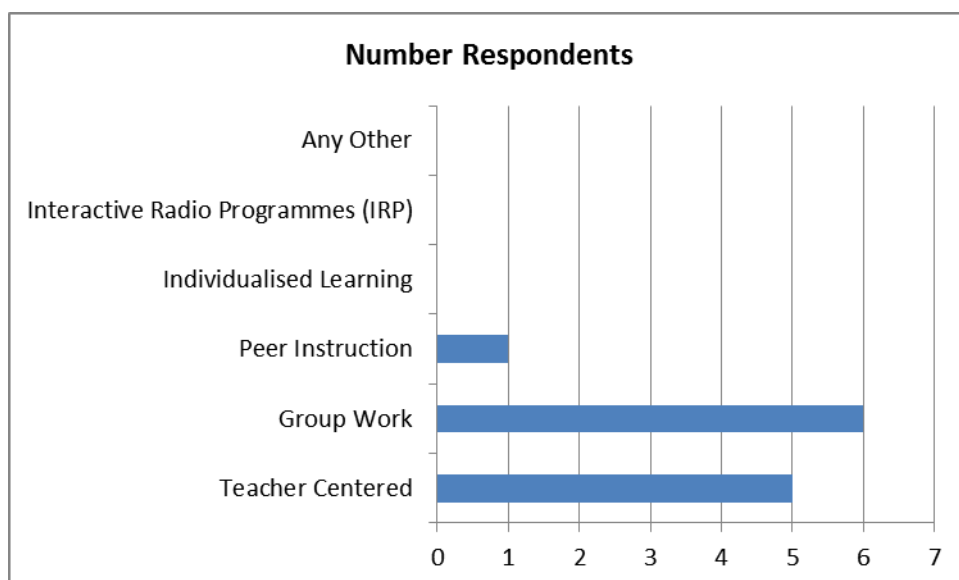
<b>Time per Subject</b>	<b>Number of Teacher Respondents</b>
45 minutes	10
Others	2
Total	12

On the other hand, the administrators said that teaching time for multi-grade classes was too limited and too inadequate to cover the syllabus for two combined grades which was tailored for mono-grade and also mentioned that examination classes such as grade sevens were subjected to the same national end of year examination. One administrator indicated that

*“Teaching time not enough”.*

Generally group work was found to be the most used method of teaching in multi-grade classes, followed by teacher-centered method, peer teaching was found to be the least used teaching method, while individualized learning and interactive radio programmes (IRP) were not used at all.

## Teaching Strategies



**Figure 4.3: Method used when teaching multi-grade classes**

## The challenges faced by teachers and pupils in multi-grade classes

### Education level of teachers

Findings from the research revealed that Community School teachers who were teaching multi-grade classes had educational levels from grade nine to grade twelve certificates with ages ranging from 16 to 47 years of age.

### Academic Qualification

Table 4.11 shows the academic qualification of teachers and administrators.

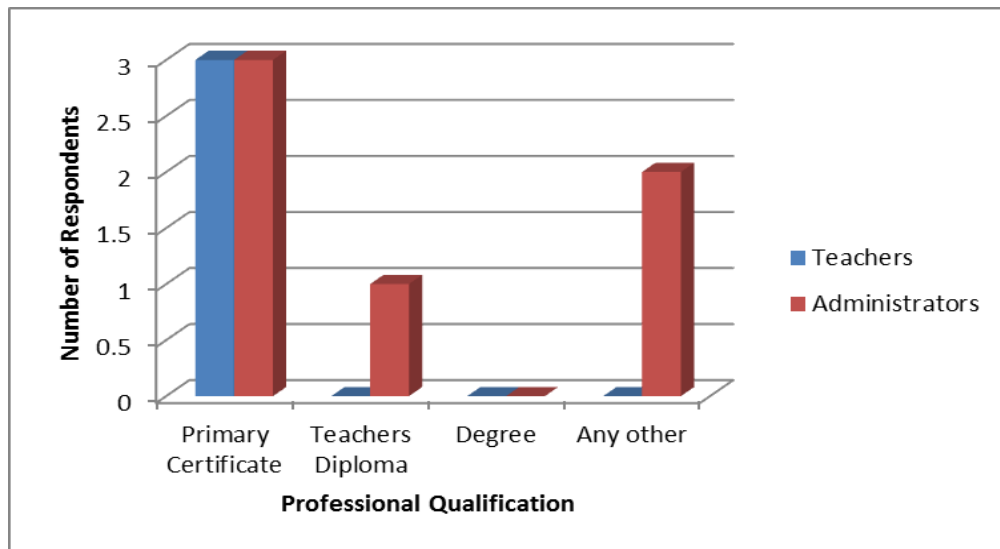
**Table 4.11: Showing academic qualifications for teachers and administrators**

Level of Education	Teachers	Administrators
Grade 1 – 7	1	0
Grade 8 – 9	2	0
Grade 10 -12	9	6
Any Other	0	0
<b>Total</b>	<b>12</b>	<b>6</b>

From the total number of teachers interviewed nine teachers out of the twelve teachers had attained grade twelve level of education and the rest had basic level of education while all the administrators indicated that they had education levels between Grade ten to grade twelve.

### Professional Education

The graph in Figure 4.4 shows the professional qualifications of administrators and teachers.

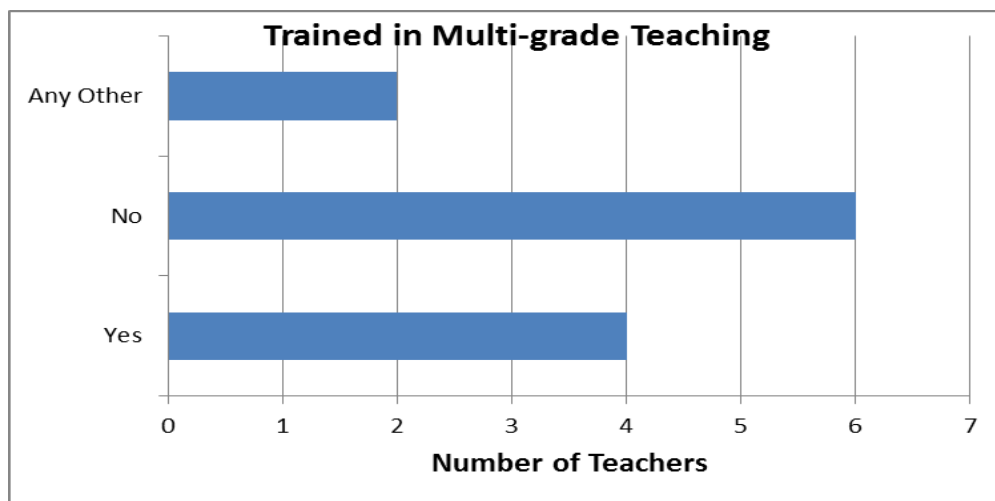


**Figure 4.4: Graph Showing Professional Qualification for Teachers and Administrators**

Out of the twelve teacher respondents three teachers indicated that they had primary teacher certificates and the remaining nine had no qualifications at all while the six administrator respondents indicated that three had primary teacher certificate. One administrator had a diploma and the remaining administrator had undergone some form of training.

### Multi-grade Teacher Training

Figure 4.5 shows that six of the total number of twelve teachers interviewed revealed that they were not trained in teaching multi-grade classes, four indicated that they were trained and the remaining two teachers had undergone some form of training.



**Figure 4.5: Showing Number of Teachers Trained in Multi-grade Teaching.**

The study revealed that six teachers and two administrator responses indicated that they used ZBEC curriculum when teaching multi-grade classes. Only one teacher indicated that they used SPARK curriculum. The other two teachers and four administrators indicated that they used ZATEC. The remaining three teachers indicated that they used a combined curriculum of SPARK and ZBEC.

**Table 4.12: Use of Different Curriculum**

Type of Curriculum Followed	Respondents		Total
	Teacher	Administrator	
ZPC	0	0	0
SPARK	1	0	1
ZBEC	6	2	8
ZATEC	2	4	6
SPARK & ZBEC	3	0	3
<b>Total</b>	<b>12</b>	<b>6</b>	<b>18</b>

The other challenge faced by teachers in multi-grade classes was the high number of pupils per class. The number of pupils in a class was too big to handle as a result pupils lacked concentration. One pupil said that,

*“I experience a lot of noise from my fellow pupils in other groups when my teacher is teaching us.”*

The other pupil indicated that:

*“We do not receive individual attention from our teacher whenever we have challenges in our learning. Instead we receive help from our fellow pupils who at times mislead us”*

From the study conducted it was revealed that out of the twelve teachers eight of them indicated that they prepared one lesson plan per period for teaching multi-grade classes, while the remaining four teachers indicated that they prepared two lesson plans per period.

Generally all the schools indicated that they had two grade levels in each class with some having more grade levels as it was observed at one community school which had four grade levels including pre-school housed in one hall. The grade levels had pupils with ages ranging from eleven to sixteen years.

The study revealed that seven of teacher respondents indicated that they did not manage to teach all the time tabled subjects every day while three indicated that they managed to finish. The remaining two stated that they sometimes managed to finish their time tabled subjects.

**Table 4.13: Managing to finish all time-tabled subjects every day**

<b>Number of Teachers</b>	<b>Response</b>
3	Yes
7	No
2	Sometimes
<b>Total</b> <b>12</b>	

The time to attend to individual pupil needs was not adequate enough especially that they were in different grade levels. When a teacher was attending to a particular grade level, another grade level was left to work independently resulting in noise making and lack of concentration on the part of the pupils.

*“The few times I have taught multi-grade classes, I have noticed that it is difficult to make everyone in the class understand what you are teaching”*

Most teachers acknowledge that the multi-grade method of teaching was difficulty for every pupil to understand the work which was taught to them as indicated by one teacher below:

*“The few years that I have taught multi-grade classes, I have noticed that it is difficult to make everyone in the class understand what you are teaching”.*

There were a lot of challenges as a teacher needed to attend to each of the many pupils in class with individual problem at the same time.

The other challenge of multi-grade method of teaching was found to be causing divided attention by the teacher when teaching. It was not possible for the teacher to be everywhere, at the same time or with each pupil simultaneously. In this case teachers were forced to share instructional responsibilities with older pupils.

*“It affects them so much because as teachers, we sometimes concentrate on one grade more than the other”*

As seen from Figure 4.1 and Table 4.2 the number of pupils per class was usually high. Noise making was typical of multi-grade classes because of the divided attention by a single teacher who simultaneously handled two classes. Some teachers indicated that:

*“It has an effect because we get disturbed from the noise that comes from the other level when the teacher is explaining and it makes us not to concentrate.”*

The pupils in lower grades in multi-grade classes faced the challenge of doing work for a higher grade in which they were combined with as stated by one pupil.

*“It has an effect because I miss grade six work, I find grade seven work to be very difficult because*

*am in grade six.”*

As a result of combining grade levels, pupils were usually challenged by alternating work of different grade levels without prior preparation on the part of the pupils. .

*“We learn work for the grade six’s and the other day work for the grade seven’s, it confuses us a lot.”*

Pupils in a higher grade level were not motivated when they failed to do work for a lower grade level. They felt challenged by pupils in lower grades who performed better than them. .

*“Because sometimes when a grade seven fails to do grade six work the grade six pupils laugh at that grade seven who fails to do the work and it does not look okay to me”*

As a result of combining pupils of different grade levels, classes tended to be over crowded making it difficult to control.

*“The class is too small to accommodate two grade levels, there is also overcrowding on the part of pupils which also result into too much noise.”*

Multi-grade classes were associated with grade repetition. Findings from views of one pupil, who was not pleased with the grading system of multi-grade classes, were that multi-grade classes attracted grade repetition as the pupil responded.

*“Because of not only learning work for grade seven, we waste time by also learning work for grade six which we already covered in grade six and this can affect our performance when we write our examinations.”*

The other challenge pupils faced was the disparity of the number of pupils in multi-grade classes as a result teachers tended to be biased in their teaching, mainly teaching was based on the grade level with the high number of pupils in a particular class.

*“It has an effect since we are only two grade six’s in our class the rest are grade fives in a class of eleven pupils so mostly we learn grade five work and we are disadvantaged as grade six pupils.”*

From the study, ten teacher respondents indicated that they did not have enough teaching materials while two indicated that they had enough teaching materials.

Responses from the study on pupil book ratio showed that the majority of multi-grade classes had more than five pupils sharing one book. Very few respondents indicated that one book was shared by two pupils.

**Table 4.14: Pupil Book Ratio in Multi-grade Classes.**

Number of pupils per book	Respondents		Total
	Teacher	Pupil	
2	1	3	4
3	2	18	20
4	1	1	2
5	1	1	2
More than 5	7	30	37
<b>Total Respondents</b>	<b>12</b>	<b>53</b>	<b>65</b>

As evident from the study shown in Table 4.14 there were inadequate books for reading.

*We do not have enough reading books so we don’t have reading time on the time table.”*

**Measures to mitigate challenges faced by teachers and pupils learning in multi-grade classes**

Several views were proposed on how to mitigate the challenges faced by teachers and pupils in multi-grade classes. Teachers suggested that the government should consider building more classrooms in Community Schools that were using the multi-grade method in their teaching, so that pupils could be taught separately according to their grades, and so that pupils could be given different work based on their grade as

indicated by one teacher below:

*One teacher responded that the government should “Build us a school which has many classrooms so that we can be teaching our learners separately according to their grades unlike the way things are we combine many grades in on classroom which result class management to be very difficult .”*

The responses also indicated that teachers who were teaching in Community Schools that were using multi-grade method in their teaching should be considered to be put on the government payroll as a way of motivating them and teachers also suggested that more trained teachers should be posted to these Community Schools that were using multi- grade teaching.

Other views from teachers indicated that deliberate workshops should be organized for teachers handling multi-grade classes so that they could be taught methods of teaching such classes. Other responses indicated that the government should consider redesigning the curriculum in teacher training colleges to cater for teacher that were made to handle such classes after their training.

Teachers made further suggestions; providing adequate text books for pupils to use; reference books, and other teaching materials for use for their teaching to be done effectively.

Community school administrators suggested several measures to mitigate challenges faced by teachers and pupils’ learning in multi- grade classes. These included; The government should increase budget allocation to the Ministry of Education and include Community Schools that were using multi-grade teaching and learning on the budget. This would also facilitate the government to introduce teachers’ salaries as indicated by one administrator.

*“The Government should increase their budget and include community schools on the budget. The*

*Government should introduce teachers' salaries."*

Administrators further suggested that they needed enough supply of text books and visual aids like charts. They justified that it was easy to teach when the teachers had teaching aids and also stated that without teaching aids it was difficult to teach on the part of the teacher and on part of pupils it was difficult to learn.

They also indicated that workshops should be conducted to train teachers handling multi-grade classes.

*"Sponsor the teachers for multi-grade training through workshops which should be conducted and sponsored by the government."*

The administrators equally suggested that the government should assist them build more schools or increase classes for existing Community Schools.

Generally the pupils indicated that the government should help them by building a school or add more classrooms to the existing Community Schools that were using the multi-grade method. They also indicated that they needed learning materials such as text books.

*"Build us a school because we are using a church which we are renting as a school, provide desks and supply us with books."*

Pupils also indicated that they needed more teachers to be posted to their schools.

*"Provide more teachers and build more classrooms  
Send more teachers to this school and provide us with a  
Library."*

Parents/guardians expressed their views on measures to mitigate challenges faced by teachers and pupils in multi-grade classes. They indicated that the government should take-up the responsibility of the running of Community Schools that were using multi-grade teaching and learning. They further suggested that standards of such schools should be frequently checked and monitored.

*“The government should support community schools that are using multi- grade teaching by building more classrooms, providing learning and teaching materials such as text books.”*

Other views stated by parent/guardians were that trained teachers should be deployed to such schools to help to enhance quality education in community schools that were using multi-grade teaching.

Another Parent/Guardian said:

*“Teachers should be tested before they are employed and they should also be given teaching licenses to show as proof that they can handle multi-grade classes”.*

### **Summary of Findings**

The just ended chapter focused on finding of the study and the observations made by the researcher at the Community Schools. The findings revealed that all the Community Schools that were using multi-grade teaching where situated in highly populated areas of Lusaka urban. The findings also revealed that there was indeed holistic provision of education in these Community Schools that were using multi-grade method in their teaching. Despite most community Schools having two classrooms, they accommodated all the grades from grade one to seven as per government grading system.

However there were challenges encountered in these Community Schools emanating from lack of adequate teaching/learning materials, infrastructure and trained teachers.

Chapter five will cover discussion of the findings.

## **CHAPTER FIVE: DISCUSSION**

### **5.1 Overview**

The previous chapter presented the findings from respondents. This chapter discusses the findings of the study in line with objectives which were; to establish the outcome of multi-grade teaching on the provision of education in Community Schools, to find out how multi-grade classes were managed, to explore the challenges faced by teachers and pupils in multi- grade classes and ways to mitigate the challenges faced by the pupils and teachers in multi-grade classes.

### **5.2 The outcome of multi-grade teaching on the provision of education in Community Schools.**

There were a number of factors that were deduced from the research based on the outcome of multi-grade teaching on the provision of education in Community Schools. The quality of teachers, class size, number of pupils in a classroom, number of grade levels combined in one classroom and also grade repetition which was typical of the multi-grade method of teaching. According to the research findings, there was no fixed number of pupils in multi-grade classes in Community Schools to warrant the standard class size. Clearly this was in line with Thomas and Show (1992) who revealed that the increase of multi-grade classes had been as a result of attempts to increase access to primary education closer to communities. Similarly, this research found that the use of multi-grade teaching in community schools has helped and allowed many vulnerable children to access education with limited education facilities such as desks, books, classrooms and few teachers.

Most pupils that were interviewed in multi-grade classes indicated that they had no idea on how many they were in class, the reason why they didn't know how many they were in class could be attributed to the fluctuating numbers of pupil attendance due to various commitments from home as most of the pupils were also involved in economic activities at home. In this case many pupils who missed school for some time were freely allowed to attend school without any restrictions by the school authority which was not the case in government schools. Ultimately, this resulted in the reduction of school drop-out rate on the part of school going children this is in line with Lungwangwa's study (1989).

The other notable positive view of multi-grade method of teaching was that pupils shared responsibilities in a productive manner and consequently learned class routines independently like assignments to work on, when they were due and learned how to get extra help from each other in their respective groups. This way it was observed that pupils in multi-grade classes learned how to help one another at an early age and developed independent skills. As a result it was noted that multi-grade teachers tended to establish a climate which promoted and developed this independent learning skills. This was echoed by the young pupils that entered the classroom for the first time that they received help and guidance not only from the teacher but also from older pupils. In this way, they also learnt that the teacher was not the only source of knowledge.

All the six Community Schools under study were situated in high density areas of Lusaka (Figure 4.2). In my view these are places where education facilities were not enough or not available to accommodate all children of school going age who were in need of school places. The only schools that were available for such communities were Community Schools that were using Multi-grade teaching.

On the other hand, such environments had no role models for pupils that could inspire them to work extra hard as literature revealed in the UNESCO/APEID (1989) report. Those that indicated that were coming from Avondale and Kabulonga could have been children of domestic workers who were accommodated by their employers. This was also evident from the parents/guardians of the pupils that were interviewed who indicated the kind of jobs which were of low status for their livelihood. This study clearly showed that such schools were for the less privileged in society.

Contrary to the positive views of the teachers perceptions on the academic performance research revealed that multi-grade teaching had negatively affected pupil academic performance. This was attributed to uneven teacher pupil ratio which made classes difficult to be managed and controlled. As a result, slow learners did not receive individual help from their teachers making them lag behind. Also the planned work was affected due to limited time.

It was observed that the achievement levels of the pupils in Community Schools that were using multi-grade classes differed from each other in terms of standards. For example, in other schools all the grade levels that were housed in one class room did not attain the same level of skills. These skill variations posed a great problem for the teacher in a classroom situation. In this context, the multi grade teaching needed not be considered as a burden, hindrance or difficulty to the teachers. On the other hand, it was the over-crowdedness of classrooms that posed a serious concern. Therefore, it was clear that most of the classes were to be treated as multi-graded teaching classes. In this case, any classroom environment which is overcrowded would bring the quality of education down.

The research revealed that Community Schools had administrators and teachers who had low academic and professional qualifications to handle multi-grade classes. Most of the teachers sampled indicated that they had no formal training on multi-grade teaching. The few teachers that indicated that they had some form of training in multi-grade teaching through short courses conducted by the Ministry of Education through a programme called "*changes two*". The teachers and administrators that indicated that they were trained from teacher training colleges were presumably either retired or waiting to be deployed by the government. Lack of professional and academic qualification on the teachers and administrators would result in low quality of education provision to the learners in community schools.

Pupils also strengthened their learning by explaining the learned concepts to the other pupils. This enabled pupils to understand the concepts very clearly by recapitulating the learnt materials and strengthened their learning. Furthermore, the learners developed, among other things, the much desired social habits like helping attitude, co-operation and service mentality.

Since group discussion dominated in the multi-grade learning environment, pupils were observed to easily give up shyness and fear and helped one another to improve themselves. Additionally, group discussions provided chances to all the learners to participate in group discussions.

### **5.3 How multi-grade classes were managed**

Grouping pupils according to grade levels was commonly used in Community Schools that were using multi-grade teaching for easy assigning of responsibilities to older pupils who led the groups. The pupils in these multi-grade classes were in different age ranges and this was seen to promote less competition among them.

Responses from pupils indicated that pupils learnt more through interactions or group work. Group work was one method commonly used in multi-grade classes which enabled pupils to interact freely. Also slow learners had a chance to catch up since conversations were encouraged as they discussed their work. This was in line with Jarousse and Mingat (1991) their finding were that conversations in group work were encouraged as children talked through their work in progress and also conversations helped pupils to reinforce what they learnt. In this case, pupils reinforced their own understanding of issues and acquisitions of skills and attitudes as they did the work in their groups with minimal supervision by their class teachers but were instead headed by group leaders, this developed leadership qualities at an early age.

From the observations made by the researcher, group learning was the most used method in multi-grade classes which encouraged helping attitude among pupils. This was as a result of group discussions that pupils were engaged in during the learning process, consequently developed co-operative learning group learning and helping attitude formation among themselves. Multi-grade teaching method was also observed to promote communication skills among the pupils and research skills at an early stage since pupils were left to work independently.

One of the Community Schools was using sitting arrangement in their classes based on gender as indicated in Table 4.5. This kind of sitting arrangement did not promote competition in terms of learning resulting in slow learners lagging behind. Mixing of pupils by gender was perceived to promote effective learning through competition between boys and girls and reduced on stereotype in learning, where subjects like mathematics and science which were perceived to be subjects for boys.

Peer group sitting arrangement was seen not to be widely used because the kind of teaching in multi-grade classes was mainly based on group work which allowed

pupils to discuss and interact freely as they did their class activities. Therefore arranging pupils in peer groups resulted in noise making as pupils tended to spend much time discussing issues outside classroom activities. It also resulted in pupils not finishing class activities because they tended to spend much time discussing issues which were not related to the class activities.

Also the researcher discovered that one Community School was found to be using one hall as a classroom for all the grades ranging from pre-school to grade seven and had groups divided according to grade levels. Each group had two grades combined and with its own teacher. This environment was found not to be conducive for effective teaching and learning, since there was too much noise coming from other groups that were also learning at the same time and using the same classroom.

Adequate Learning/teaching time was important if quality education had to be achieved. This implied that effective teaching/learning was dependent on the number of hours allocated per session. One Community School that was observed to have one learning session (Table 4.9) had the most teaching/learning hours per session. This was due to the fact that all the grade levels in the school were starting and ending lessons at the same time and were housed in one room which was a church. Therefore there were no disturbances in trying to accommodate other grade levels as it was observed in other Community Schools which had many learning sessions due to inadequate classrooms. To the contrary, disturbances were experienced when church activities were to be held during learning hours.

One school which was found to have four learning sessions had the least contact hours because the class sizes could not accommodate many grade levels at the same time. The many learning sessions were as a result of trying to give chance to other grade levels since the classroom size was small as well as the inadequate number of teachers.

From the research findings it was observed that most teachers spent 45 minutes per period as compared to the 30 minutes recommended by the Ministry of Education for lower and middle grade (MoE, 1996). The spending of more hours per period resulted in reducing of the number of subjects taught per day.

Some Community Schools were found to be using teacher centered as a method of teaching. In this method it was mainly the teacher who did most of the teaching in the lesson delivery without much of the involvement of the pupils in the learning process making it difficult to assess the pupil's level of understanding because the kind of teaching was teacher dominated style. It was also discovered that shy and slow learners did not benefit much because such pupils did not fully participate in the learning process. This approach was observed not to be very effective because it did not promote imparting research skills on the part of pupils because the teacher did everything for them.

#### **5.4 The challenges faced by teachers and pupils in multi-grade classes.**

The graph shown in Figure 4.1 representing teacher's responses on the number of pupils per class varied from school to school. Also Table 4.2 representing pupil responses on the number of pupils per class showed that the majority had no idea on how many they were in their classes. The varying numbers of responses could be attributed to fluctuating numbers of pupil attendance. Community Schools had no strict rules on pupil attendance making it difficult for a teacher to know the exact number of pupils that they had in these classes and handled pupils who did not usually attend class. The poor attendance of pupils was linked to the low income households where these pupils came from because they were involved in household chores.

The other challenge faced by teachers in Community Schools was lack of formal training. Unfortunately as of to-date, there was no College in Zambia where Community School teachers went to train using the multi-grade method of teaching. The study revealed that the only training offered to them was through workshops and short courses. This form of training was called "changes two", a programme that was offered and organized by MoE. Despite having this form of training being offered through workshops, very few teachers had attended it.

Pre-service and in-service training for teachers on the needs of the multigrade class is vital. From the research findings, it was clear that multi-grade teaching was already

embedded in Community Schools. Teachers handling multigrade classes expressed the desire for curricula support, pre-service and in-service training.

The in-service training programmes in multi-grade teaching called “changes two” that was offered by the Government and whose effectiveness was yet to be established was a foundation for setting of many more future trainings. Although teachers that had attended this training testified to have made gains in their knowledge of useful strategies for multi-grade teaching especially in the provision of education and the use of self-learning activities and classroom and class monitors were of great help in multi-grade classes, evidence for the incorporation of the training outcomes at the classroom level was modest.

If these training programmes were to be made in future, the training providers must endeavour to increase awareness on the part of policymakers of the existence and needs of multi-grade classes, the absence of teacher trainers’ expert in the practices of multi-grade teaching, and the overwhelmingly negative attitudes towards it held by other teachers, their trainers and supervisors.

In the multi-grade classroom, more time must be spent in organizing and planning for instruction. The majority of the teachers indicated that they prepared one lesson plan per period intended for their teaching. From this it could be deduced that pupils learnt the same work for the combined grade levels. This made the teachers work to be very difficult and time demanding and the use of one lesson plan negatively affected the performance of pupils in the lower grade that were combined with the upper grade level.

Although the use of one lesson plan benefited slow learners who were in upper levels, some teacher respondents indicated that they prepared two lesson plans per single period probably by using older pupils to help with classroom activities in their respective groups of grade levels. This approach made it difficult for pupils to control fellow peers resulting in noise making and lack of concentration hence making class management difficult for the teacher.

To mitigate these challenges, extra materials and strategies must be developed and used, so that pupils would be meaningfully engaged with their work. This additional coordination made the teachers' work to be laborious as he/she attempted to meet one grade level at a particular time while the other group continued to work independently.

Some teachers who were found to have been trained were trained to teach in single-grade classes or had no form of training at all. Their knowledge of teaching method was based on whole-class instruction and small-group instruction (with groups often formed on the basis of ability or achievement level). When placed in a multi-grade setting, trained teachers disclosed that the time required and skills needed to be effective were simply not part of their prior training and experience. Although the premises of "open" and "regular" (traditional) education could differ sharply, these findings still applied to multi-grade classrooms in government schools.

The study revealed that different teaching strategies were used in multi-grade classes in Community Schools. The study revealed that despite having classes of grade levels which were combined the class of grades that were consecutive by the combinations were found to be grade five and six or six and seven going by the government grading system.

The most used strategy (see Figure 4.3) was observed to be the one where the teacher prepared one lesson plan for two grade levels. The same common topic or themes were taught to cover all learners. Learners in each grade level engaged in learning tasks appropriate to their level of learning. This strategy, made pupils in lower grades to be disadvantaged because the general trend in learning was learning from simple to complex.

The other strategy that was used was when the teacher attended to pupils in grade groups, in turn, as if they were mono-grade classes. Learners followed the same or a different subject at the same time. Teachers divided their time equally between the two grades, or they deliberately divided their time unequally, choosing subjects or tasks within subjects that required different levels of teacher contact. This approach resulted in having difficulties to manage groups as pupils were assigned to do the

work independently. As a result pupils were left to work on their own in their groups which sometimes resulted in misleading each other in their groups if instructions were not followed properly. Group discussions also resulted in noise making, and disturbed the other group that was being attended to by teachers.

The low number of teachers observed in Community Schools handling multi-grade classes could be attributed to various reasons as pointed out in the literature by Vuson (2001). This was as a result of having many learning sessions in order to accommodate all the grade levels in school.

Furthermore, it was observed that from the same two teachers, one of them was observed to be executing administrative work. This was demanding as the same person needed to teach as well as to attend to administrative issues.

The administrators who were also involved in teaching were overloaded with work because, they had to teach in multi- grade class were they were more than one classes with different abilities, different age range of pupils and in some instances they prepared more than on lesson plan this can result ineffective teaching and compromise on quality delivery of education standards because one cannot be a teacher and at the same time an administrator.

The study revealed that all the parents/guardians were in low income jobs. This could have been the reason why parents/guardians took their children/dependents to these Community Schools which were using multi-grade teaching were school requirements such as uniforms, school shoes and school fees were very minimal, unlike in private and government schools were such requirements were a must.

It was also revealed that the educational level of the parents/guardians for pupils that attended Community Schools that were using multi-grade had very little education or none at all. This resulted in pupils not receiving any form of help with regards to their homework. Besides, pupils did not have any mentors or role models from their homes.

Inadequate infrastructure was also found to be a major challenge to pupils. In some Community Schools where churches were used as class rooms, it was discovered that

lessons were usually disrupted by church activities. For example at one school it was noticed that class activities were always affected on Wednesdays by women meetings. Other activities that were highlighted to be disturbing learning activities were funerals.

As it was observed that multi-grade classes were dependent more on group activities, the groups that constituted fast learners had an advantage over the groups that had slow learners. Therefore effective learning was only meaningful to the groups with fast learners. Hence this kind of sitting arrangement did not benefit slow learners and consequently it was found to be used by only two teachers.

The sitting arrangements were also found to be a challenge on the part of the pupils. Averages of five pupils were found to be sharing a bench making it difficult for pupils to write. Other pupils were found to be sitting on the floor throughout their learning process. This was negatively affecting their handwriting and not managing to finish their work on time. Lack of sufficient seats for pupils in these Community Schools which were using multi-grade teaching made group discussion almost impossible which culminated in noise making.

The number of pupils per desk was found to be relatively higher than normal as a desk could only accommodate two to three pupils'. This was disadvantaging the majority of the pupils who were found to be sitting on benches, were they did not have a base to write on instead they used their laps. The inadequacy of desks affected their hand writing and made pupils sitting to be uncomfortable. This resulted into pupils not to finish their assigned work.

The pupil book ratio which was seen to be high coupled with the sitting on benches worsened the reading activities to be ineffective. The kind of sitting arrangement was found to be difficulty for other pupils to access the shared reading books which resulted in fighting among pupils for reading books as it was reported to be a common thing.

Learning hours in Community Schools which were using multi-grade classes was equally found to be a challenge as alluded to by many scholars in the literature review. The research finding revealed that there were three to four sessions of about

3.5 learning hours in these Community Schools. In these classes, learning hours were further reduced by the number of grade levels present in each class which share the time for a session. This drastically affected the pupil in terms of contact hours.

### **5.5 Measures to mitigate the challenges faced by pupils and Teachers in multi-grade classes**

From the above research finding on the challenges faced by teachers and pupils in Multi-grade classes in Community Schools, it was clear that teachers faced many problems in handling these classes and equally pupils faced challenges in learning.

Effective learning required individual attention to each child because understanding levels of pupils in a class differ from each other. Lack of individual attention did not motivate pupils in their learning because some pupils were observed not to be naturally motivated in learning and did not possess the same attitude, interest, curiosity, wishes and likings towards learning. Therefore it was clear fact that there were variations in terms of understanding among the pupils in learning in multi-grade classes.

To overcome these variations in learning by pupils in multi-grade classes teaching and learning is considered to be only beneficial to a few pupils, attempts should be made to involve the pupils also to participate in extra curricula activities, because other pupils enjoyed doing extra- curricular activities .

It was suggested that the use of different approaches would make learning interesting and Activity Based Learning would also help solve all these challenges. The teacher in his/her multi-grade teaching must plan to create a learning environment and guide Activity Based Learning (ABL) in his/her teaching process to enhance the pupils learning achievements.

### **5.6 Summary**

This chapter focused on the discussions of the findings following the themes that emerged from the findings of the study as presented and discussed in chapter four. It was revealed that community schools that were using multi- grade teaching had been working side by side with the government schools in the provision of education to

many children. However there were challenges that community schools that were using multi-grade teaching encountered as they provided education to many children, these challenges were lack of books, classrooms, desks and lack of teachers. In order to improve multi-grade teaching the government should include a component of multi-grade teaching in the teacher training curriculum to enhance quality delivery. In addition, the government should come up with a deliberate policy to train community school teachers, put them on salary as well as motivating them and also provide adequate teaching and learning material to community schools which are using multi-grade teaching.

The next chapter concludes that multi-grade teaching, if well managed, could offer education opportunities to many children in society using limited facilities that are found in community school.

## **CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS**

### **6.1 Overview**

The previous chapter discussed research findings and data analysis using views from respondents. This chapter presents the conclusion and recommendations emanating from the findings and discussions of the study. The objectives of the study were to establish the outcome of multi-grade teaching on the provision of education to the in Community schools, find out how multi-grade classes were managed, investigate the challenges faced by teachers in multi-grade classes, assess challenges faced by pupils in multi-grade classes and establish measures to mitigate the challenges faced by pupils and teachers in multi-grade classes.

### **6.2 Conclusion**

The study concentrated on investigating multi-grade teaching on the provision of education in Community Schools. From the foregoing discussion, it can be concluded that multi-grade teaching had both advantages and disadvantages on the provision of education in Community Schools. Class management in multi-grade teaching was effective when pupils were grouped according to grade levels. However, this was not an easy task as there were many challenges in teaching multi-grade classes. These challenges ranged from giving proper class Instruction, classroom organization and class management was complex and demanding. A teacher could not ignore developmental differences in pupils nor be ill-prepared for a day's instruction. Demands on teacher time required well-developed organizational skills. The multi-grade teaching was not for the timid, inexperienced, or untrained teacher. Clearly, the implications for teacher educators, Community School PTA members, Administrators and parents were far-reaching. One of the other central concerns which this research highlighted was the need to find ways to mitigate the challenges faced by teachers and pupils in Community Schools using multi-grade teaching on the provision of education. Society perceived Community Schools that were using multi-grade teaching were intended for the poor. However, multi-grade teaching techniques encouraged more flexible learning and the use of group and peer work also promoted less hierarchy in the classroom, all of which were potentially important to reduce social and economic inequality. Therefore the need to initiatives

awareness about multi-grade teaching and learning in Community Schools was of paramount importance. This would, however, require a real shift to the way in which teaching and learning was happening, particularly within the Community Schools as an education sector. Classroom and grade hierarchies had long-standing roots in multi-grade teaching. Multi-grade teaching had proved to be increasing access to primary education in Zambia which promoted social and economic equality.

### **6.3 Recommendations**

Based on the study findings, the following recommendations were made in order to improve on the educational provision in Community Schools using multi-grade method of teaching. It would be helpful if Colleges of Education incorporated multi-grade teaching concepts and strategies in their curricular. Once the curriculum is changed, it would equip Community School teachers with the needed skills to handle multi-grade classes in their teaching.

- i. Teachers should be trained at college level and frequent workshops should be organized for Community School teachers that are using multi-grade methods in their teaching in order to share the diverse challenges they encounter.
- ii. The government of the Republic of Zambia must improve on the infrastructure in Community Schools that are using multi-grade method of teaching by providing a conducive teaching and learning environment.
- iii. Government should be involved in the running of Community Schools that are using multi-grade teaching by conducting periodic inspection and providing teachers remunerations unlike relying on handouts from donors or communities where these schools are located.
- iv. The existing bursary scheme in the Ministry of Education should be extended to Community School pupils that are learning in multi-grade classes, who qualify to enter grade 8.
- v. In order for multi-grade classes to work well teachers must master and use effective teaching practices to be supported through training programmes and have appropriate texts books and materials at their disposal,
- vi. Teachers of multi-grade classes should create a conducive teaching environment so that it becomes easy when the methods of Activity Based

Learning, group learning, self-learning and peer group learning are implemented properly.

#### **6.4 Suggestion for Future Research**

A comparative study on pupil performance in Community Schools that are using mono-grade teaching and multi-grade teaching should be explored.

## REFERENCES

- Aikman S and el haj, H Forthcoming, H, (2003), **Mobile multi-grade schooling as a pragmatic response to EFA for pastoralist peoples in North Sudan**, in Little, A.W.(ed) *Education For All: the challenge of multi-grade teaching*, Amsterdam, Kluwer
- Ames, P, (2005), **Multi-grade Schools in context: literacy in the community: The Peruvian Amazon**, unpublished PhD thesis, Institute of Education, University of London.
- Berry, J, and Little, (2001), **Achievements and effects of multi grade and mono grade primary school in Turk and Caicos Islands London**: Institute of Education, Unpublished PhD thesis.
- Bellamy, Y, (1999). **The State of the World Children**. United Nations Children Fund UNICEF.
- Beneviste, C and McEwan, P. (2000) **“The effectiveness of multi-grade schools in Colombia**. *International Journal of Educational Development*, 18, 6, 435-452.
- Blackwell, S. (1994). “*Journal of Advanced Nursing*”, Vol.20.
- Biggs, J and Tang, C (2011). *Teaching for Quality Learning at University*, Open University Press.
- Birch, I and Lally, M. (1995). **Multi-grade Teaching in Primary Schools**. Asia-Pacific Centre of Education Innovation for Development, Bangkok.

- Buckman, P. (1973). **“Education Without Schools.”** London, Souvenir Press.
- Cohen, D. (1989). **First Stirring of a New Trend: Multi-grade Classroom Gain Favor.** Education Week. 9 (14), 1 13-15.
- Coleman, J.S etal (1996). **“Equity of Education Opportunity.”** Washington D.C , Government Printing Office.
- Commonwealth Secretariat (2000), **Multi-grade Teaching as a Pedagogy For Good Quality Education** Bangkok.
- Cummings, W. (1986), **Low Cost Primary Education: Implementing an Innovation in Six Nations.** Ottawa, IDRC.
- Ford, B.E. (1977), **Multi-grade Grouping in the Elementary School and Children's Affective Development: A Review of Recent Research,** The Elementary School Journal, Nov, 1977: 149-159.
- Forthcoming .D. (1997) **The effective small primary school: some significant factors.** School organization 11 (1): 115-122
- Hill, P and. Rowe, K, (1998). **Modeling student progress in student progress in studies of educational effectiveness.** School improvement, 9 (3), 310-333.
- Hill .P. Rowe, K, Holmes-Smith, P, and Russell, V.J. (1996). **The Victorian Quality School project: A study of School and teacher effectiveness.** Report to the Australian Research Council. Volume 1. Centre for Applied Educational Research, Faculty of Education, The University of Melbourne.
- Jarolime, J. (1981), **The Schools in Contemporary Society: An Analysis of Social Currents: Issues and Forces.** New York, Macmillan. Publishing Co. Inc.

- Jarousse, J.P. and Mingat, A (1991), **Efficacité pédagogique de l'enseignement a cours multiples dans le contexte africaine**. Institut de Recherche sur l'Economie de l'Education, Centre National de la Recherche Scientifique, Dijon
- Kelly, M, J. (1999), **The Origins and Development of Education in Zambia from Pre-colonial Times to 1996**. Lusaka: Image Publishers Limited.
- Lewis, J.L. and Shepard, S.R.J. (2006). **Culture and Communication: can landscape visualization improve forest management consultation with indigenous communities?** *Landscape and urban planning* 77: 291- 331.
- Little, W. (1995), **Multi-grade Teaching: Evidence from Practice and Research**. London: ODA
- Lungwangwa, G. (1989), **Multi-grade Schools in Zambian Primary Education: A Report on the pilot schools in Mkushi District**. Stockholm: Swedish International Development Authority.
- Manjula, D.H. (1995) **Multi-grade Teaching in Belize: Current Practice and its Relation to Student Achievement**. Belize: Ministry of Education
- Mason, D, A. and Burns. R, B. (1995), **“Teachers’ views of combination Classes”**. 89 (1), 39 – 45.
- Mason, D, A. and Burns, R, B. (1996), **simply worse and simply no better may Simply be wrong: A critique of Veenman’s conclusion about multi -grade classes**. *Review of educational Research*, 66 (3), 307-322.
- Mason, D. A. & Good, T. L. (1996). **Mathematics instruction in combination and Single-grade classes: An exploratory investigation**. *Teachers College Record*, 98(2), 236-265.

- Mason D.A. and Doepner. R.W. (1998). **Principals' view of combination and Single grade classes; an exploratory investigation.** Teachers college record, 98 2 236-265.
- May, T. (2011). **Social Research: Issues, Methods and Research.** McGraw-Hill International.
- McMillan, J.H and Schumacher, S (2006). **Research methods in Education Evidence Based on inquiry. London:** Pearson Education, Inc.
- Miller, B.A. (1998). **The Multi-grade Classroom: A Resource Hand Book for Small multi- grade classroom.** Longman USA.
- Miller, B.A. (1991), **A Review of the Qualitative Research on Multi-grade Education,** Journal of Research in Rural Education, 7, 2, 3-12.
- Veenman .S. and Raemaekers . J. (1995). **Long-term effects of a staff development programme on effective instruction and classroom management for teachers in multi-grade classes.** Educational studies, 1995, 21 (2), 167-185.
- Ministry of Education, (2001), **Learning at Middle Basic Level.** Report on Zambia National Assessment Project- 2001 Lusaka. ECZ.
- Ministry of Education, (2005), **Multi-grade Teaching Practice in Tanzania.** Bangamoyo, Tanzania.
- Ministry of Education, (1996), **Educating Our Future.** National Policy on Education, Lusaka.
- Ministry of Education. (2004) **“Free Basic Education Policy Implementation Assessment”:** Lusaka Zambia.

Ministry of Education. (2001). **Policy and guidelines for the development of community schools**: Lusaka Zambia.

Narrayan, S, (1973), **Education of the Future**. New Delhi. S Chand and Co. (Pvt) Limited.

Oxform, G.B and Hastings, R (2003), **Achieving EFA through responsive education policy and practice for nomadic and pastoralist children: what can agencies do?'** Advocacy paper developed by participants at the Oxform, G.B seminar on pastoralist education; access to quality and relevance, Oxford, 8<sup>th</sup> September.

Patrick .E. (2001) **Improving Primary Education in Developing Countries: A Review of Policy Options**. Washington: World Bank

Pratt, D. (1986) '**On the Merits of Multiage Classrooms**', *Research in Rural Education*, 3, 3, 111-115.

Rowe.K.J. Hill. P.W. Holmes Simth.P. (1995). **Methodological issues in Educational performance and school effectiveness research: a discussion with worked examples**. Australian Journal of Education, 39, 217-248.

Scheerens.J. and Bosker. R. (1997). **The foundations of Education effectiveness**. Oxford: pergamon.

UNESCO/APEID (1989), **Multi-grade Teaching in Single Teacher Primary Schools**, Bangkok, UNESCO Principal Regional Office for Asia and the Pacific.

Thomas, C. & Shaw, C. (1992), **Issues in the Development of Multi-grade Schools**, World Bank Technical Paper 172, Washington DC, The World Bank.

- UNICEF (1998) **An Evaluation of the Multi-grade and Bilingual Education Project**, Hanoi UNICEF.
- UNICEF (1989) **Multi-grade Teaching a single Teacher Primary School**.  
Bangkok: UNESCO.
- UNICEF (1988) /APEID (1988) **Multi-class Teaching in Primary Schools: A Methodological Guide**. Bangkok UNESCO
- UNICEF, (1999), **Orphans and Vulnerable Children in Zambia: Situation Analysis of Joint USAID/ study fund project**.
- Thomas, C and Shaw, C. (1992), **Issue in the Development of Multi-grade Schools**. Washington: World Bank.
- Veenman .S. (1996). **Effects of multi-grade and multi-age classes reconsidered**.  
Review of educational Research, 65 (4),319 -381.
- Vuson, E (2001), **The Effectiveness of Multi-grade Schools in Colombia**.  
Educational Development 18 (6): 435-452  
McEwan, P.J. (1998). The Effectiveness of Multi-grade Schools in Colombia. Educational Development 18 (6): 435-452
- Weber, M. (1997). **The Theory of Social and Economic Organization**: Translated by A Henderson and T. Parsons. New York: Free Press.
- Wood, M. and Wood, F. (2006). **Keywords in Qualitative Research Methods. A Vocabulary of Research Concepts**. London: Sage Publications.
- World Bank (1993), **Caribbean Region Access, Quality and Efficiency in Education Washington: World Bank**.
- World Bank UNESCO/APEID (1988) **Multiple class teaching in primary schools: A methodological guide**.
- Zambia Community Schools Secretariat (ZCSS, 2004) **“Missing in Emis”**. Lusaka Zambia.

## LIST OF APPENDICES

### QUESTIONNAIRE FOR TEACHERS

TOPIC: An investigation into multi-grade teaching on the provision of education in Community Schools: A case study of Lusaka urban.

Dear Respondent,

I am a post graduate student at The University of Zambia. I have the pleasure of informing you that you have been selected to participate in this study. You are required to give as much information which would assist in an investigation into multi-grade teaching on the provision of education in community. Such information is for academic pursuit **only** and you should respond as truthfully as possible. The researcher will treat the responses with confidentiality. Please note that you need not write your personal details.

#### INSTRUCTIONS

- Answer all the questions to the best of your knowledge
- Do not write your name on this questionnaire
- Indicate your answer by (√) in the appropriate response.
- Express your opinion where there are lines to be completed

1 .What is your gender?

- a. Female ( )
- b. Male ( )

2. What is your age?

- a. Below 16 ( )
- b. 16-25years ( )
- c. 26-36 years ( )
- d. 37-47years ( )
- e. 47-above ( )

3. What is your highest level of education?

- a. Grade 1-7 ( )
- b. Grade 8-10 ( )
- c. Grade 11-12 ( )
- d. Any other (Specify)

.....  
.....

4. Is there multi- grade teaching done at your school?

- a. Yes ( )
- b. No ( )

5. If the answer to question 4 is yes, what were the reasons for introducing multi- grade teaching at your school?

.....  
.....

6. Have you ever taught using multi-grade teaching?

- a. Yes ( )
- b. No ( )

7. Are you a trained teacher?

- a. yes ( )
- b. No ( )
- c. somehow ( )

8. If the answer to question 7 is yes, were you trained to teach multi- grade classes at your college?

- a. yes ( )
- b. No

9. If the response to question 8 is no, explain how you manage to teach multi-grade classes

.....  
.....

10. How many classrooms do you have at this school?

.....  
.....  
.....,

11. How many teaching sessions do you have at this school?

.....  
.....

12. How many pupils do you have in your class?

.....

13. Do you have adequate furniture such as desks, chairs and tables in your class?

- a. yes ( )
- b. No ( )

14. If the answer is no to question 13, how many pupils sit on one desk?

.....  
.....

15 How many grade levels do you have in your classroom?

.....  
.....

16. If you have more than one grade level, how many lesson plans do you prepare per single period?

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

17. Do you have enough teaching and learning materials?

- a. yes ( )
- b. No ( )

18. What is the pupil book ratio in your class?

.....  
.....

19. How much time is spent on teaching one subject in a period in a multi-grade class?

- a. 15 minutes ( )
- b. 20 minutes ( )
- c. 30 minutes ( )
- d. 45 minutes ( )
- f. Any other (specify)

.....  
.....

20. Do you manage to teach all the time tabled subjects every day?

- a. yes ( )
- b. No ( )
- c. sometimes ( )

21. Do you have reading time allocated on the time table?

- a. Yes ( )
- b. No ( )

22. If your answer to question 21 is yes, do you have a library in your class or at this school?

- a. Yes( )
- b. No ( )

23. How is the sitting arrangement of pupils done?

- a. ability level ( )
- b. gender ( )
- c. grade levels ( )
- d. peer group ( )

d. Any other (specify)

.....

24. Which of these methods do you often use when teaching multi-grade classes?

a. teacher centered ( )

b. group work ( )

c. peer instruction ( )

d. individualized learning ( )

f. Interactive Radio Programme (IRP) ( )

g. Any other (specify)

.....

.....,,

25. For the method you have mentioned above, how is the teaching done?

.....

.....

26. What is the effect of multi-grade teaching on pupil academic performance in your class?

.....

.....,

27. What curriculum are you following at this school.

a. ZPC ( )

b. SPARK ( )

c. ZBEC ( )

d. ZATEC ( )

e. SPARK and ZBEC

f. Any other specify)

.....

.....

28. Do you assist pupils with learning difficulties in your class?

.....

.....

29. How do the pupils respond to the home work they are given?

.....  
.....

30. What challenges do you face when teaching multi-grade classes?

.....  
.....

31. Suggest ways in which to overcome challenges when teaching multi-grade classes?

.....  
.....

## QUESTIONNAIRE FOR ADMINISTRATORS

TOPIC: An investigation into multi-grade teaching on the provision of education in Community Schools: A case study of Lusaka urban.

Dear Respondent,

I am a post graduate student at The University of Zambia. I have the pleasure of informing you that you have been selected to participate in this study. You are required to give as much information which would assist in analyzing an investigation into multi-grade teaching on the provision of education in community schools. Such information is for academic pursuit only and you should respond as truthfully as possible. The researcher will treat the responses with confidentiality. Please note that you need not write your personal details.

### INSTRUCTIONS

- Answer all the questions to the best of your knowledge
- Do not write your name on this questionnaire
- Indicate your answer by ( ) in the appropriate response.
- Express your opinion where there are lines to be completed

Sex: .....

Age: .....

Date: .....

Name of school:

.....

District: .....

Province.....

1. Marital status

- a) Single ( )
- b) Married ( )
- c) Widowed ( )
- d) Divorced ( )

2. What is your educational background?

- a) Below grade 7 ( )
- b) Grade 7-9 ( )
- c) Grade 9-10 ( )
- d) Grade 10-12 ( )
- e) Any other (specify)

.....  
.....

3. What is your professional background?

- a) Primary certificate ( )
- b) Teachers Diploma ( )
- c) Degree ( )
- d) Any other (specify)

.....

4. How many years have you been serving at this community school?

.....

5. Do you have multi-grade classes at this school?

- a) Yes ( )
- b) No ( )
- c) Somehow ( )

6. If the answer to question 5 is a, why was multi-grade teaching introduced at this school?.....

.....

.....

7. How many teachers do you have at this school?  
.....

8. Specify the number of teachers that have the qualification listed below.  
a) Untrained.....  
b) Primary certificate.....  
c) Diploma .....  
d) Degree .....  
e) Any other  
(specify).....  
.....

9. How many teachers are trained to teach multi-grade classes at this school?  
.....  
.....

10. How many classrooms do you have at this school?  
.....  
.....

11. Do you have adequate furniture such as desks, chairs, tables in your class?  
a) Yes ( )  
b) No ( )  
c) Somehow ( )

12. If the answer is no to question 11, how many pupils sit on one desk?  
.....  
.....

13. How many learning sessions do you have at this school?  
.....

14. How many learning hours are allocated to each learning session?  
.....

15. How many grade levels are combined per classroom?

.....  
.....

16 Do you have enough teaching and learning materials

- a) Yes ( )
- b) No ( )
- c) Somehow ( )

17. What is the book pupil ratio at this school?

.....

18. Do you receive any support from any organization?

- a) Yes ( )
- b) No ( )

19. If the answer is yes to question 18, from which organization?

- a) Government ( )
- b) NGO ( )
- c) Church ( )
- d) Community ( )
- e) Any other

(Specify).....

20. What kind of support do you receive?

- a) Material ( )
- b) Grant ( )
- c) Food ( )
- d) All the three above ( )
- e) Any other

Specify.....  
.....

21. Do you think communities are doing enough to enhance teaching and learning

achievements in Community Schools that are using multi-grade teaching?

- a) Yes ( )
- b) No ( )
- c) Sometimes ( )
- d) Not sure ( )

22. What curriculum do you use at this school?

- a) ZPC ( )
- b) SPARK ( )
- c) ZBEC ( )
- d) ZATEC ( )
- e) SPARK and ZBEC ( )
- f) Any other

(specify.....  
.....

23. How often do you inspect your teacher's record of work?

.....  
.....

24. What is the effect of multi-grade teaching on academic performance of pupils at this school?.....

.....  
.....

25. What challenges do you face as an administrator in running a Community School that is using multi-grade classes? .....

26. Suggest on measures to overcome the challenges faced by Community Schools that are using multi-grade teaching.

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

**END OF QUESTIONNAIRE: MANY THANKS FOR YOUR SUPPORT AND CO-OPERATION.**

## **INTERVIEW GUIDE FOR COMMUNITY SCHOOL PUPILS**

1. Where do you live?
2. How old are you?
3. What grade are you?
4. Is there multi-grade teaching at your school?
5. How many grade levels are there in your class?
6. How many classrooms do you have at this school?
7. How many teachers do you have at this school?
8. How many are you in your class?
9. Do you have adequate furniture such as desks, chairs, tables in your classrooms?
10. How many of you sit on one desk?
11. How is the sitting arrangement done in your classroom?
12. How does your teacher manage to teach more than one grade level at a time?
13. Do you like the method of combining more than one grade level in one class?
14. Do you think multi-grade teaching has any effect on your academic performance?
15. Do you have a library in your classroom?
16. Do you have reading time on the time table?
17. How many of you share one book reading time?
18. How many subjects do you learn per day?
19. Which subject do you like most?
20. Does your teacher mark your book each time you are given an activity in class?
21. Does your teacher have time to help pupils with learning difficulties?
22. Does your head teacher visit your class to check your books?
23. Are you given homework at this school?
24. Do you receive any help when doing homework at home?
25. What challenges do you face, when learning in multi-grade classes?
26. Suggest ways to improve learning standards of Community schools that are using multi-grade.

## **INTERVIEW GUIDE FOR COMMUNITY SCHOOL PARENTS /GUARDIANS**

Sex

Age

Occupation

1. Educational Level
2. Marital Status?
3. Relationship with the child?
4. Are you familiar with multi-grade system of teaching done at this Community School?
5. In your own opinion do you like the method of teaching more than one grade in a class?
6. Do you think multi-grade teaching has an effect on the academic performance of the pupils?
7. What kind of problems do you think teachers face in Community Schools that are using multi-grade teaching?
8. Are the problems the same as in government schools?
9. Do you think Community Schools that are using multi-grade teaching have the same type of teachers as those in government schools?
10. Do you play any role in the management of this Community School?
11. Do you think communities are doing enough to enhance learning achievements in Community Schools that are using multi-grade teaching?
12. Do you support the teachers at this Community School?
13. What kind of support, do you give to the teachers as a community?
14. Do you attend open days at this Community School?
15. What do you think affects the academic performance of the pupils?
16. Does your child come with homework from school?
17. Do you assist your child with homework?
18. What challenges do you think teachers face when teaching multi-grade classes?
19. Suggest ways to improve the teaching and learning standards of Community Schools that are using the multi- grade system of teaching.