



**INVESTIGATING BENEFITS AND CHALLENGES OF UPGRADING NAKATETE
PRIMARY SCHOOL TO SECONDARY SCHOOL IN KAFUE DISTRICT**

BY

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Master
of Education in Educational Management**

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DECLARATION

I declare that the work presented in this dissertation entitled “**Investigating Benefits and Challenges of Upgrading Nakatete Primary School to Secondary school in Kafue District**” is to the best of my knowledge and belief my own work and that it is original. The dissertation contains no material that has been accepted for an award of a degree or diploma by the University of Zambia or any other institution. All other works which are not mine are duly acknowledged in the dissertation.

KINGSLEY HATIMBULA

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CERTIFICATE OF APPROVAL.

We the undersigned recommend that this dissertation by Kingsley Hatimbula be accepted in partial fulfillment of the requirements for the award of the Degree of Master of Education in Educational Management of the University of Zambia – Zimbabwe Open University (UNZA-ZOU).

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ABSTRACT.

This study sought to Investigating Benefits and Challenges of Upgrading Nakatete Primary School to Secondary School in Kafue District” conducted in Kafue district of the Lusaka province of Zambia. The objectives of the study were as follows: To investigate reasons for upgrading Nakatete Primary School to a secondary. To establish challenges faced by Nakatete Primary School before and after upgrading it to Secondary school. To establish the benefits of upgrading Nakatete Secondary School to the school staff, pupils and its surrounding community.

A descriptive survey study design was employed with focus on the qualitative strand. One head teacher, two senior teachers, two current pupils, two former pupils and two community members participated in the study. The Purposive sampling procedure was applied for selecting respondents: Pupils, former pupils, senior teachers and members of the community were sampled based of their ability to provide accurate and relevant information regarding the study. They were also selected because they were the only ones at the school and study time with information needed and were available for the research task. The head teacher was chosen because he was the only ones available at the time of the study with administrative information of Nakatete secondary. This technique was used because the mentioned respondents were believed to be knowledgeable and bearers of key information in relation to the researcher’s topic of investigation. In-depth interviews were used to collect data from all respondents and data was analysed using thematic analysis. Based on the respondents’ views, findings of this study on the’ benefits of upgrading Nakatete Basic school to secondary school’ revealed that more pupils are now able to access senior secondary education because the school is closer to the learners’ home. The findings also revealed that parents are paying less on school expenses as the transport cost had been reduced or completely taken away as the children are able to walk to school daily. The learners are able to spend more time at school preparing and studying without worrying about the distance to be covered to and from school. The findings also that the upgrade of Nakatete school has brought an improvement on the economic value of the teachers and the surrounding community as more teachers have been promoted to posts like Head teacher, Deputy Head and HOD. The recommendation is that more funding can be channel to schools like Nakatete Secondary so that it is able to meet its day-to-day running of the school without disruption of learning.

DEDICATION

This work is dedicated to my late father: Ben Choongo Hatimbula. May he Rest In Peace (MHRIP). I am also dedicating this work to my mother Lentie Mulambo Hatimbula. I also dedicate this work to my dear wife Charity Mwiinga Hatimbula and my dear child: Yandana Namaambo Hatimbula. And also to my brother and Sisters: Ben, Gilly, Herrington, Nchimunya, Mutinta, Choolwe, Auxillia, O'Brian and Mainga Hatimbula.

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TABLE OF CONTENTS.

DECLARATION	i
COPYRIGHT NOTICE.	ii
CERTIFICATE OF APPROVAL.	iii
ABSTRACT.	iv
DEDICATION.	v
ACKNOWLEDGEMENTS.	vi
TABLE OF CONTENTS.	vii
LIST OF TABLES.....	ix
LIST OF FIGURES	x
LIST OF APPENDICES.	xi
ACRONYMS -----	xii

CHAPTER ONE -----	1
1.0 Introduction -----	1
1.1 Background to the Study -----	1
1.1:1 A Brief Description of Primary and Secondary Schools -----	1
1.1:2 An Overview of Secondary Schools in Zambia -----	4
1.1:3 A brief history of Nakatete Secondary School -----	4
1.2 Statement of the Problem -----	7
1.3 Purpose of the Study -----	7
1.4 Objectives of the Study -----	7
1.5 Research Questions -----	7
1.6 Significance of the Study -----	8
1.7 Limitation of the Study -----	8
1.8 Definition of Terms -----	8
CHAPTER TWO - LITERATURE REVIEW -----	10
2. 0 Introduction -----	10
2.1 USA Scenario -----	10
2.2 Case of Bolivia in South America -----	11

2.3 Case of Tasmania in Australia	12
2.4 Case of India	13
2.5 African Scenario	16
2.5.1. Case of Rwanda	16
2.5.2 Case of South Africa	17
2.5.3. Case of Kenya	17
2.5.4. Case of Nigeria	18
2.5.5. Case of Ghana	19
2.5.6 Case of Zambia	19
2.6 Summary	21
 CHAPTER THREE – METHODOLOGY	 23
3.0 Introduction	23
3.1 Research Design	23
3.2 Target Population	23
3.3 Study Sample	23
3.4 Sampling procedure	24
3.5 Research Instruments	25
3.5.1 Semi-Structured Interview Guide	25
3.5.2 Interview Guides.	25
3.6 Data Collection Procedure	25
3.7 Validity and Reliability. -	26
3.8 Data Analysis	26
3.9 Ethical Issues	26
3.10 Delimitation	27
3.11 Limitation Of The Study	27
3.12 Theoretical Framework	27
3.13 Conceptual Framework	27
3.14 Summary	28
 CHAPTER FOUR - PRESENTATION OF FINDINGS	 29
4.0 Introduction	29

4.1 Reasons for upgrading Nakatete Primary School to a secondary school.	-----29
4.1.1 Head Teacher’s Views	-----29
4.2 Benefits of upgrading Nakatete Secondary School to the school staff, pupils and its surrounding community.	----- 30
4.2.1 Views of Current Pupils and Former Pupils	----- 30
4.2.2 Senior Teachers’ Views	-----30
4.2.3 Head Teacher’s Views	-----31
4.2.4 Community Members’ Views	-----32
4.3 Challenges faced by Nakatete Primary School before and after upgrading it to Secondary school.	----- 32
4.3.1 Former Pupils’ views	-----32
4.3.2 Head teacher’s view	----- 33
4.4 Summary	----- 34
 CHAPTER FIVE: DISCUSSION OF FINDINGS.	 -----35
5.0 Overview.	-----35
5.1 Reasons for upgrading Nakatete Primary School to a secondary school.	-----35
5.1.1 Absenteeism	----- 36
5.1.2 Increasing Demand for High School Places	-----37
5.1.3 Demand for Senior Secondary Education	-----38
5.1.4 Poor Funding of Schools	-----38
5.1.5 Centrally Located	-----40
5.1.6 Accommodation Challenges	-----40
5.2 Benefits of upgrading Nakatete Secondary School to the school staff, pupils and its surrounding community.	----- 40
5.2.1 Former Pupils’ Views	-----41
5.2.1.1 More Access Senior Education	-----41
5.2.1.2 Short Distance To School	-----41
5.2.1.3 Reduction of School Expenses	-----42
5.2.1.4 Teacher-Learner Relationships	-----42
5.2.2 Senior teachers’ Perspectives	-----42

5.2.2.1 Teacher Motivation	42
5.2.3 Head teacher's Perspective	43
5.2.3.1 Poor Funding of Schools	43
5.2.3.2 School Fees	43
5.2.3.3 Employment Creation	44
5.2.3.4 Increased Enrolments	44
5.2.4 Community Members' Responses	44
5.3 Challenges faced by Nakatete Primary School before upgrading it to Secondary school.	45
5.3.1 Former Pupils' Responses	45
5.3.1.1 Poor School Infrastructures	45
5.3.2 Head teacher's Responses	47
5.3.2.1 Lack of School Infrastructure	47
5.3.2.2 Staff Confirmations	49
5.3.2.3 Consultations with Stakeholders	49
5.3.2.4 School Fees	49
5.3.2.5 Teaching – Learning Materials	50
5.3.2.6 Distance Problem	50
5.4 Human Capital Theory	51
5.5 Summary	52
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS.	53
6.0 Overview.	53
6.1 Conclusion.	53
6.2 Recommendations for Nakatete	54
6.3 Suggestion for future research.	55
REFERENCES	56
LIST OF TABLES	
1. Gender of Respondents Table 1.	24

LIST OF FIGURES

1. Location Map of Nakatete Secondary School Kafue Figure 1. -----	6
2. Conceptual Framework Figure 2 -----	27

LIST OF APPENDICES

APPENDIX A: Work Plan and timetable

APPENDIX B - THE RESEARCH BUDGET

APPENDIX C: INTERVIEW SCHEDULE FOR HEADTEACHER

APPENDIX D: INTERVIEW SCHEDULE FOR SENIOR TEACHERS

APPENDIX E: INTERVIEW SCHEDULE FOR CURRENT PUPILS

APPENDIX F: INTERVIEW SCHEDULE FOR FORMER PUPILS

APPENDIX G: INTERVIEW GUIDE FOR THE COMMUNITY MEMBERS

CHAPTER ONE

1.0 Introduction

This chapter gives an overview of Primary and Secondary schools in Zambia, and a brief history of Nakatete Secondary School. The Chapter also presents the statement of the problem, the purpose of the study, objectives of the study, research questions, the significance of the study, the limitations of the study and the operational definitions of terms used in the study.

1.1 Background to the Study

1.1:1 A Brief Description of Primary and Secondary Schools

Tchombe and Nsamenang (2011) state that primary education; in most African countries it consists of seven years of formal, structured institutional education. And it is meant for learners between the ages of 7 to 13.

According to the “Provision of Education in Zambia” (2006) the education system currently in practice in Zambia is 7-5-4 which means that the education system in Zambia has seven years of primary school education, five years of secondary school education and four years of university education.

Primary and Secondary Education in Northern Rhodesia then and now Zambia has existed from around 1890 it had its concentration on primary education (Chisholm et al, 1998).

The desire for education has been on an increase even before independence. The colonialists denied education with the view that to the Africans so that they would not rise against them by fighting for independence. the desire for education was not much among Africans as it was regarded as a share waste of resources and time, but after Zambia got its independence in 1964 the focus for many Zambians and the government was tilted towards education in order to bring development. Ever since, education system in Zambia has faced numerous changes in order to improve its quality, accessibility and the expectations of Zambian government. Throughout, the emphasis of education has been that of providing universal basic education. After independence the Zambian primary education structure had been for seven years, the junior secondary education was completed within three years and two years of senior secondary school.

Year after year the demand for Primary and Secondary education increased, leading to an increase in primary schools, so that more Zambians could access Primary education. But on the other hand, there was a decrease in the secondary schools that could accommodate learners looking for secondary education. According to the MoE (1996) although there is room in the schools for approximate nine out of ten children, the number of children aged 7-13 who are not in school is actually extremely large. The numbers proceeding from grade 7 to grade 8 have more than doubled. Secondary schools could only accommodate a small number of learners from primary schools every year. This led to an increase in the cut-off points for learners to access secondary education at grades eight and ten levels. This also resulted in a number of drop-outs especially for the learners that couldn't make it for grades eight and ten. While others had to repeat the same grade until such a time when they were able to qualify to the next grade. Night- schools also emerged as the demand for education increased, this catered for people that could not be accommodated in the internal school structures during the daytime. Night-school also enabled people that were busy during daytime to access education as the demand increased. It was a common feature for Grade 7 pupils to repeat Grade 7 many times due to inadequate space in secondary schools. The progression of pupils from Grade 7 to secondary school was difficult due to insufficient secondary schools in the country. Therefore, a large number of pupils who could not be accepted in secondary schools dropped off the school system.

The inadequate space in secondary schools prompted primary schools to provide Night School or Special Study Groups (SSG) to assist pupils who were not selected into secondary schools (Lungwangwa, 1987). The lack of places in secondary schools coupled with the government inability to provide more secondary school places prompted government to upgrade primary schools into basic schools in the early 1980s (MoE,1977:7). Due to the increased pressure and demand for school places, in 1994, the Ministry of Education introduced the Basic Schools in Zambia. The MoE (1994) circular to this effect stated that, 'this circular serves to inform all Provincial Education Officers and District Education Officers that the Ministry of Education has now worked out policy guidelines for establishing Basic Schools in the country.

In 1997, the Ministry of Education and the Basic Education Sub-Sector Investment Programme (BESSIP) came up with a 9-3-4 structure of the school system, that meant, nine years of basic education (Grade 1-9); three years of high school education (Grades 10-12) and four years or more

of tertiary education depending on the school and programme admitted into (MoE, 1996). The existing primary schools were changed into basic schools and secondary schools into high schools. This meant that the Grades 8 and 9 classes were to be phased out from the secondary schools that had Grades 8 -12. Primary Schools that had enough human resource and infrastructure were upgraded to Basic Schools while, those that did not remained as Primary schools providing primary education from grades 1 to 7. Despite this change pronouncement by the MoE, Grant Aided and Mission schools did not change to High Schools, instead they continued as secondary schools catering for grades 8 to 12. All these changes in the education system were aimed at increasing the number of learners accessing basic education from Grades 1 to 9 under the free education policy. This resulted in high demand for high school education (grades 10 -12). The idea was aimed at abolishing the Grade Seven Examination to allow as many learners as possible to access basic education (ECZ, 2007). Many primary schools that were upgraded to basic schools did not have some basic infrastructures such as learning materials, classrooms and qualified teachers to teach the Grades 8 and 9. During this period the education system experienced a lot of examination leakages and mal-practices, enabling many learners to progress to grades 10 – 12 even when they did not genuinely qualify. According to the *Zambia Daily Mail* report of Wednesday 11th November 2009, the Examinations Council of Zambia stated that a total of three hundred twenty seven (327) cases of malpractice and leakage were recorded during the 2008 examination session. This resulted into the nullification of the results in all the subjects and also fifty seven (57) people involved in these malpractices were convicted.

In 2011, the Patriotic Front [PF] Party won the elections in Zambia and there was a change of government, which resulted into a number of changes in the education system that was to conform with the PF Manifesto which reads as follows:

- *In order to raise the educational standards, the PF government shall phase out basic education and re-introduce a conventional early childhood, primary, secondary and tertiary education system.*
- *Upgrade all primary schools providing grades 1 to 4 to full primary schools (i.e., grade 1 to grade 7);*
- *Upgrade community schools to fully fledged primary and secondary schools;*

- *Phase out basic education and re-introduce a conventional early childhood, primary, secondary and tertiary education system;*
- *Review the Education Act of 1966 in order to harmonize it with the current demands in the education sector (PF Manifesto, 2011).*

The Ministry of Education was also renamed as Ministry of Education, Science, Vocational Training and Early Education (MoESVTEE) in 2011. This meant that the PF government had phased out the 9-3-4 structure of the education system and re-introduced the 7-5-4 structure education system. Later in 2015, the MoESVTEE was split into two i.e. the Ministry of General Education (MoGE) in charge of Early Childhood Education (ECE), Primary and Secondary Education. The Ministry of Higher Education is in charge of Tertiary education i.e. College and University education.

Nakatete Primary school offered grade one to nine education to the community in the area between Kafue town to the north and Kafue river-bridge to the south. In this area there is Kafue Boys secondary school, which is difficult to be accessed by the local learners due to high cut-off point being demanded by the school. Kafue river-bridge is 10 Kilometres from Kafue town where the nearest secondary school could be accessed for both boys and girls. This meant that learners that could afford had to commute every morning covering between 5 to 10 kilometres in order to access secondary education. The demand for the grades 10 to 12 school places had been on an increase year after year.

1.1:2 An Overview of Secondary Schools in Zambia

According to the document *Provision of Education in Zambia* (2006), the education system currently in practice in Zambia is 7-5-4. This means that the system has seven years of primary school education, five years of secondary school education and four years of university education.

1.1:3 A brief history of Nakatete Secondary School

Soon after Zambia became independent in 1964, the need to develop the country became paramount. In 1966, a group of British Volunteers came to Zambia with the intention to helping Zambians access primary education. In their quest to fulfill their mission, this group of volunteers found themselves heading 48 kilometres south of Lusaka to a town of Kafue, Chawama compound to be

precise, where they got a piece of land from the local community to build a primary school. The nearest school to Chawama was at Nangongwe about six kilometres away. This group mobilized the local community and worked closely with them. The community participated in molding bricks which they later burnt in order to make them strong. The first one by two classroom block was then built on the site enabled local people to access primary education from a place closer to their homes. The school was named after a nearby stream called Nakatete, in Soli land. After handing over the school to the local authorities the group of volunteers left. The first school admitted learners in the primary section until in the 1990s when it was upgraded to a Basic school enabling it to admit additional learners for grades 8 and 9. With the coming of the new government in 2011, many changes were made to the Zambian education system, which saw Nakatete school be upgraded to a Secondary school. The school is now able to admit learners from grades 1 to 12, with a learner population of about one thousand two hundred.

The location of Nakatete Secondary school in Kafue District in Lusaka Province.

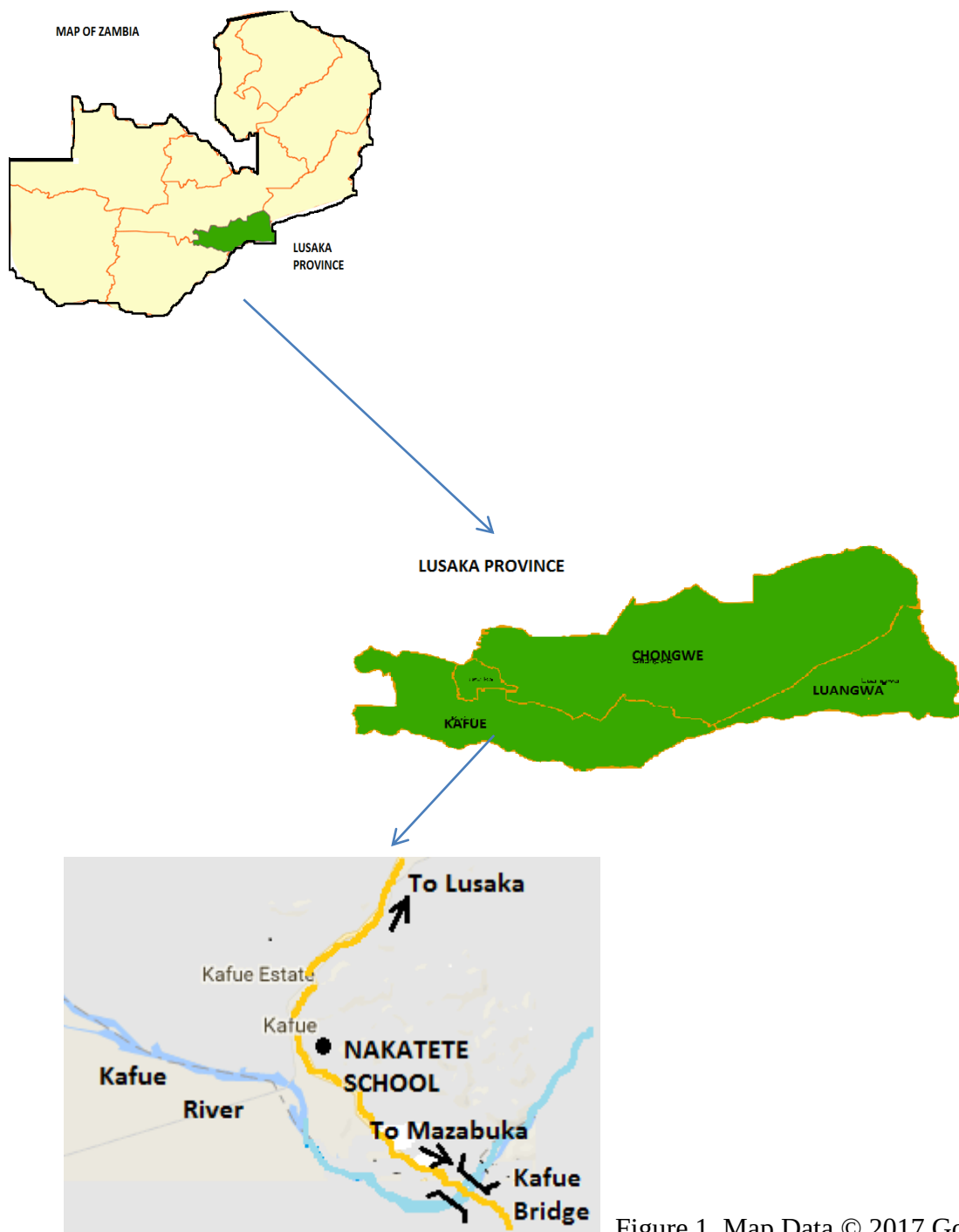


Figure 1. Map Data © 2017 Google

Figure1. Location map of Nakatete Secondary School Kafue District in Lusaka Province

1.2 Statement of the Problem

In 2013 the government implemented its education policy to upgrade primary schools to secondary level country-wide where there is high demand for secondary education. According to Katende (2014), the policy shift seemed to have been received with mixed feelings by stakeholders. There appears a gap in knowledge on how stakeholders' perceive this re-introduction of the primary-secondary school structure in Zambia and hence this study. The benefits and challenges of the government's measure to upgrade primary schools to secondary schools have not been investigated. This study addresses this gap in knowledge from one context of an upgraded primary school called Nakatete.

1.3 Purpose of the Study

The study sought to investigate the challenges and benefits of upgrading Nakatete Primary School to a secondary school.

1.4 Objectives of the Study

- i. To investigate reasons for upgrading Nakatete Primary School to a secondary.
- ii. To establish challenges faced by Nakatete Primary School before and after upgrading it to Secondary school.
- iii. To establish the benefits of upgrading Nakatete Secondary School to the school staff, pupils and its surrounding community.

1.5 Research Questions

The following questions guided the study:

- i. What were the reasons for upgrading Nakatete Primary School to a secondary?
- ii. What challenges were faced by Nakatete Primary School before and after upgrading it to Secondary school?
- iii. What are the benefits of upgrading Nakatete Secondary School to the school staff, pupils and its surrounding community?

1.6 Significance of the Study

It is hoped that the findings of this study will assist the government through the Ministry of General Education [MoGE] to assess the best way Nakatete Secondary School could be of benefit to the community. The findings of the study have the potential to feed into the MoGE's evaluation exercises of upgrading primary schools to secondary status.

1.7 Limitation of the Study

During the formulation of the proposal up to the time of writing the report, the researcher faced some limitations which included the following:

The study sampled nine (9) respondents from the school and the community. This smaller sample size limited the findings of the study as opposed to a larger sample that could have generated numerous and various views to enrich the study. The categories of respondents especially those who lived in Kafue at the time Nakatete was a primary school had either relocated to new places or had already died. In any case, rich data were collected.

1.8 Definition of Terms

APU: Academic Production Unit

Benefit: Something that has good effect or promotes well-being of a person or an organisation.

Challenge: Something that is seen as an obstacle to achieve a desired goal.

Community: Any local person living around the catchment area and underlying areas of Nakatete Secondary School.

DEBS: District Education Boards Secretary

ECZ: Examinations Council of Zambia

GRZ: Government of the Republic of Zambia

Infrastructure: These are physical facilities of a school such as buildings, grounds, furniture, apparatus, equipment, etc.

MOE: Ministry of Education

MoGE: Ministry of General Education

Night School: School conducted in the evenings

PER: Public Expenditure Review

PF: Patriotic Front

Primary school: An elementary school that caters for learners of grades one to seven.

Pupil: refers to any individual learning at a boarding or day school.

School upgrade: school promotion or elevation from primary to secondary.

Secondary School: A school that caters for learners of grades eight to twelve.

SSG: Special Study Groups

Stakeholders: People that are concerned and affected with the upgrading of the school.

TCZ: Teaching Council of Zambia

TSC: Teaching Service Commission

US: United States

USA: United States of America

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter explores relevant literature on the benefits and challenges of upgrading Nakatete Primary in Kafue to a secondary school.

Hopkins (2001) defines school upgrade as a distinct approach to educational change that aims to enhance student outcomes as well as strengthening the school's capacity for managing change. When a school is upgraded there are many benefits that come with it and among them is an increase in the number of learners accessing secondary education. The school will also be able to manage the high turn-up for enrolment and ensure every learner is accorded time and space to learn. In agreement with Hopkins is Barth (1990) who defines school upgrade as, an effort to determine and provide, from within and without, conditions under which the adults and youngsters who inhabit schools will promote and sustain learning among them.

2.1 USA Scenario

Egglestone (1967) states that in New York, more children access school places when a school is built within an identifiable local community where parents would take their children on daily basis. As more learners access school, the result is overcrowding in schools. This was supported by Lockheed and Verspoor (1991) who pointed out that schools must be located as close as possible to children's homes, preferably within the village and that, the closer the school is to home, the more likely parents are to send their children to school and to do so at the appropriate age.

According to Meador D. (2016), in the US, one of the biggest issues facing schools and teachers today is overcrowding. A combination of an increasing population and a decrease in funding has caused class sizes to soar. In an ideal world, class sizes would be capped at 15 – 20 students. Unfortunately, many classrooms now regularly exceed thirty students, and it is not uncommon for there to be more than forty students in a single class. Kobaissi, a teacher in Tennessee, said that, “when you have a class size that's even 40, it's too large. You can never really get to teach students and find out their needs and weaknesses” (Ellis, Limjoco & Johnson, 2011).

Teaching in an overcrowded classroom can be frustrating, overwhelming and stressful. An overcrowded classroom presents challenges that are nearly impossible to overcome. There is a trickle-down effect that has a tremendous negative impact on the quality of education that even the most effective teachers can provide their students. Meador (2016), also stated that the only benefit of increasing class sizes is that it saves the district money. It is a sacrifice many schools have to make in order to keep their doors open in an era where schools are underfunded. He continued saying, there is not enough space for the teacher to go round. Students perform better when the teacher is able to give one on one or small group instruction on a regular basis. As classroom sizes increase, this becomes increasingly difficult to do.

Meador (2016) also explains that overcrowding increases classroom discipline issues. More students provide more opportunities for personality conflicts, tension and general disruptive behavior. Even the best teachers find it difficult to manage an overcrowded classroom successfully. Teachers often find themselves spending more time managing their classroom than they do teaching. Struggling students fall further behind. The brightest minds in each class will likely be able to get what they need no matter how many students are in the class. It is average and below average students that will struggle to learn and advance in an overcrowded classroom. These students need more direct instruction, one-on-one instructional time and minimal distractions to maximize their learning potential. Standardized test scores suffer. For better or worse, schools across the country are deemed effective or ineffective based on their standardized test scores. Many teachers would argue that there is an overemphasis placed on test scores especially in America's public schools. The chance of successfully proving proficiency on a standardized test decreases as the number of students in the classroom increases. (Meador D. October 17, 2016, Resources)

2.2 Case of Bolivia in South America

According to the World Bank (2013), seven schools with more than 6000 students in marginal urban areas of La Paz, Bolivia, have benefited from infrastructural improvements. Rehabilitating school facilities has had a positive impact on enrolment since students feel safer and no longer have to transfer to schools farther away. The transformation of secondary education project also supported the establishment of management teams to implement education plans that benefited nearly 80000 students. A solid infrastructure that meets the needs of students makes a world of difference in terms of offering a quality education. The new infrastructure encourages

students to move forward.” Schools were remodeled as part of the transformation of secondary school project funded by the World Bank, which is implemented in peri-urban areas of La Paz. The program included the construction of four schools and remodeling of another three, for a total of 137 classrooms serving more than 6000 students. All of these schools are in operation, with new sanitation facilities, administrative offices, furniture, computer equipment and virtual laboratories. This is in addition to the construction to the construction and equipping of 95 classrooms in 12 schools. “All of this has resulted in better quality, but also an increase in coverage”, says Patricia Alvarez, World Bank specialist and project manager.

Freddy Mamani, the principal at Luis Espinal School, confirms an increase in school enrolment: “Enrolment has risen, as has attendance in each class, so we are operating at full capacity.” The new buildings have helped improve the safety of students, who no longer have to travel to schools further away. This also enables families to save on transportation costs and makes it possible for teachers to meet with parents in a nicer environment. “Expanding the coverage and quality of school education in Bolivia includes interventions in infrastructure. For the World Bank (2013), education is a priority because human development is one of the pillars of the World Bank’s strategic partnership with this country for the period 2012 – 2015,” says the World Bank Representative in Bolivia, Faris Hadad – Zervos” .

2.3 Case of Tasmania in Australia

Tasmania TV NEWS (2014), reported that Tasmania’s Education Minister has taken the first step in the government’s plan to start extending Tasmanian high schools to year 12, Jeremy Rockliff has written to the state’s 28 regional schools for expressions of interest in taking part. Mr Rockliff says, four schools will be extended in time for first term next year. The government has set aside \$6 million to upgrade schools and employ up to five new teachers at each of the first four schools. Only 67% of Tasmania’s grade 10 students go on to year 11. We believe 2000 more students will be in the system by the end of four years (*Tasmania TV NEWS* April 11, 2014).

The *Mercury* (2016) also reports that 18 Tasmanian high schools are being extended to year 12 from next year, Education Minister Jeremy Rockliff says. “Announcing the next round of extension schools today, Mr Rockliff said the government was accelerating the rollout of its policy to add years 11 and 12 to high schools – including a number in urban areas. “The increase in schools

extending reflects a more than doubling of participating schools, from 12 to 30, and exceeds our commitment to extend 21 regional high schools to year 12 by 2018,” he said. “We’re not taking students away from colleges, we are providing opportunities for students that might not have otherwise furthered their education to years 11 and 12,” Mr Rockliff said.

2.4 Case of India

The Times of India News (2017) carried a report that the state in Jaipur has seen a sharp rise in the number of enrolments in government schools. “Education department has decided to upgrade schools with the rise in the number of students. This year 282 schools will be upgraded on the basis of merit. This is being done as a number of students has risen remarkably in the state,” said education minister Vasudev Devnani. The state has seen a sharp rise in the number of enrolments in government schools. This has resulted in the upgradation of schools from primary to upper primary and secondary to senior secondary.” (Times of India News March 19, 2017)

The *Times of India News* (2017) also carried an article that stated, Admissions to the newly-added classes in government schools in Bathinda and Mansa constituencies have not been carried out in the current academic session. These were upgraded just before the model code of assembly elections in Punjab. Lack of teachers and infrastructure are being cited as the reasons for the decision. As many as 22 schools were upgraded from middle to high and from high to higher secondary by the Union Minister Harsimrat Kaur Badal just days ahead of the poll code coming into force on January 4. Sources said the schools were upgraded without proper infrastructure and adequate number of teachers and it was termed as a political move keeping an eye on the assembly polls. A senior Congress leader said that “the congress government is not against upgrading of schools but first the infrastructure needs to be created,” he maintained.

Director, public instructions (secondary), Sukhdev Sing Kahlon said that, “the admissions to new classes in 22 schools ordered to be upgraded have been stopped. The upgradation of these schools is under review. As the upgradation of these schools was to take place from April 1, the new government has stopped this to review infrastructure upgradation. The high schools were upgraded to higher secondary at Jajal, Bandi, Harraipur, Malkana, Gill Kalan, Bhumndar and Nehia Wala villages whereas middle schools of Bugra, Bir Talaab, Chaoke and Gurusar Senewala were upgraded to high schools in the last week of December. Admission to upgraded classes in these

schools has not been carried out as per the orders of higher authorities,” said Bathinda District Education Officer (DEO) (secondary) Khushbir Singh. Meanwhile, former Punjab education Minister Daljit Singh Cheema criticized the government move to stop admissions in newly-added classes of upgraded schools. He said that, “the schools were upgraded as per norms after fulfilling all conditions. It is purely politically-motivated decision to stop admissions in these schools”(Times of India News April 13, 2017, Bathinda).

The *Press Trust of India* (2017) had this to report, in more protests demanding upgrade of primary and mid-level schools to senior secondary levels in Haryana, nearly 50 female students went on an indefinite hunger strike in Jind while parents in Palwal locked some teachers inside a school building. The incident comes days after students in Rewari and Gurgaon protested against authorities over a similar demand. The protest in Palwal saw the parents locking the teachers of the government-run primary school in Khirbi village after alleging that a staff crunch was affecting studies of their wards and that teacher were irregular in taking classes. Some of them said the children in the village had no option but to travel to Hodal, Bhiduki and Hassanpur for further studies. They shouted slogans against the Education Department, alleging that political leaders and authorities paid no heed to their repeated requests for upgrading the school. (Press Trust of India May 23, 2017)

The Press Trust of India (2017) had this to report, amid protests by schoolgirls at eight different places demanding upgrade of their government schools so that they are not harassed on their way to schools in Haryana government has decided to ask the Panchayats to play a pro-active role in preventing harassment of girls. The government wants to upgrade those schools which are centrally located and where students from neighbouring schools can commute easily. The officers said only those schools that fulfilled the norms should be upgraded and authorities should not bow to the pressure of protests. Meanwhile, according to sources, the education department has proposed the upgrading of 32 schools. “Currently, a school can be upgraded to the level of secondary class (10th), only if there are total 150 students in four sections of classes IX and X. This condition of students should be reduced to 75,” he suggested. The incident comes days after students in Rewari and Gurgaon protested against authorities over a similar demand” (Press Trust of India May 26, 2017).

Hindustan Times (2017) published this, the girls of government senior secondary school in Gothra Thappa Dahina village of Rewari district once again sat on Dharna outside their school on Monday, demanding teachers for their upgraded school. “when the school was till class 10, there were eight teachers against a vacancy of 21, the number has come down to four,” Suresh Chauhan, the sarpanch of the village said, adding that there were no teachers for any stream in class 11 and 12. The Haryana government had on May 17 upgraded the high school in the village secondary after many girl students sat on hunger strike for eight days. The girls had complained they had to face molestation while going to school in the neighbouring village and had demanded that the high school in their own village be upgraded to senior secondary. Under fire due to girls’ hunger strike, the government had flouted norms in upgrading the school. However, the girls now complain that there are no teachers to teach them. “Last year, 50% students failed in this school due to shortage of teachers,” said a protesting girl. The girls deferred their protest after two hours on assurance of district administration officials, who promised that teachers will be deployed in the school by July 27. “We will sit on dharna again on July 28 if teachers are not deployed,” the protesting students said. (Hindustan Times July 25, 2017, Rohtak)

The Hindustan Times (2017), reports that the upgrade of nine government middle schools to high schools in June last year has proved to be mere eyewash with the schools not even meeting the high school requirements, leaving the students in the lurch. The former government had upgraded 162 middle schools in the state in June 2016, of which nine are in Ludhiana. According to the norms, the schools being upgraded to high school need a headmaster, science, social studies and English teachers, a clerk, a sweeper and a watchman. But of these nine upgraded schools in Ludhiana, the post of headmaster or headmistress is lying vacant in eight. Besides, the science teacher is taking mathematics classes in all nine schools, and the non-teaching posts are yet to be filled in even one. A visit to the government high school, Kailash Nagar, revealed that the 337 students were accommodated in four classrooms. The school has 90 students in class 6, 103 in class 7, 84 in class 8 and 55 in class 9. Due to shortages of classrooms, the school authorities have adjusted two sections of each class in one classroom.

According to the *Hindustan Times* (2017), a teacher at the school, requesting anonymity, said, “We have three classrooms on the ground floor where we have adjusted 282 students. The 55 students of class 9 are sitting on the third floor in one newly constructed room. Managing such a large number

of students in just four classrooms is difficult. When the school was upgraded, the number of classes was increased, but the number of classrooms and other facilities remained the same. Two schools- primary and high- are running within 362 square-yards on the same premises.” At government high school, Bhamian Kalan, 271 students were accommodated in six classrooms. The students of class 7 were taking their classes in the same room that is being used for as a library and science room. Amarjit Kaur, school in-charge, said, “Students of two sections of classes 6 and 7 are in one classroom. We have no choice in absence of enough classrooms.” The situation is worse at government high school, Mattewara, where classes for students of classes 6, 7, 8, 9 and 10 are conducted in a single hall on rotation basis. At government high school, Raniyan, class 6 students were sitting in an open verandah due to scarcity of classrooms. (Hindustan Times, August 14 2017 Ludhiana).

2.5 African Scenario

2.5.1. Case of Rwanda

According to the Ministry of Education- Rwanda (2009), when selecting a new site for a school the following aspects must be considered before the project starts. All providers must inform the district of the proposal and must gain approval from the district or city authorities.

Proposals for new school sites must include the following information to demonstrate the suitability of a project:

- a. Must demonstrate the need for a new school through the consideration of population of school age children within the catchment area.*
- b. Must demonstrate that the majority of pupils will travel no more than 2km to attend school.*
- c. Must demonstrate the school will be placed in a location with good access to roads and possibility of obtaining clean and safe drinking water.*
- d. Must demonstrate that the size of site is sufficient and can accommodate to number of pupils planned.*
- e. Must demonstrate that the site is located away or protected from environmental risks and hazards (natural and man-made) i.e. from flooding and landslides.*

2.5.2 Case of South Africa

Wiles (1995) stated that large classes were more common in day schools due to high demand for schools places. Predominately overcrowded classrooms are a major problem in some schools in South Africa. Davis (2013) states that, in 2013, a memorandum from the organisation, Equal Education, was handed over at Parliament in Cape Town and at the Department of Basic Education in Pretoria in which overcrowded classrooms were criticised. According to the memorandum, "...it is impossible to learn and to teach when there are 130 learners in a class". Concentration of learners and teachers is reduced when the classes are congested, hence the reduction in the performance of the learners.

Overcrowded classrooms tend to be teacher-centred: teachers react and learning is passive, with the result that learners may lose motivation. Khumalo and Mji (2014) agrees that overcrowded classrooms are unsupportive learning environments, and may even affect the learners' physical health. They point out that overcrowded classrooms are unhygienic, because if one learner has a contagious infection, then others can be easily infected. Furthermore, when learners write tests, they need space between them, and if they do not have enough space, they may be able to copy information from one another. Thus, learners may move to higher grades without the necessary foundation that must be laid in each lower grade. Ultimately this catches up with these learners in Grade 12. This is also a possible explanation for poor matriculation results in over-crowded classrooms. Bayat et al. (2014:53) suggest that the Department of Basic Education should decrease the teacher to learner ratio to 1 to 25 for the benefit of both the teacher and the learner.

2.5.3. Case of Kenya

According to Waihenya (2001), many people in Nairobi (Kenya) believed that every reduction in class size resulted in the provision of a higher quality education. Teaching in overcrowded classrooms creates an enormous challenge in producing productive learning classroom environments where effective teaching and assessment strategies are crucial. Teachers cannot practise a variety of methods, such as higher-order questioning and active learning approaches. In fact, teachers are effectively con-fined to the 'chalk and talk' instructional method (Opoku-Asare et al., 2014:128). This is widely practiced in South African schools. For example, some schools in the Eastern Cape have more than 130 learners squeezed into one classroom and teachers are obliged to present lessons with their backs pressed up against the blackboard (Guardian Africa Network, 2013).

Due to overcrowding, “teachers don’t have time to grade each paper. Instead they just check off whether the student completed the task and overlook whether they did not work the right way” (KEZI 9 News, 2012). This does not help the learners at all. Also, in overcrowded classrooms, teachers cannot pay attention to all the learners (Imtiaz, 2014) and are unable to differentiate their attention amongst learners. This is supported by Sosibo and Nom-lomo (2014), who argue that teachers cannot persuade or take all learners to task to participate and they tend to ignore those who are passive.

Mustafa et al. (2014) state that large numbers of learners in one classroom are an impediment to classroom management in general and classroom discipline specifically. Larger classes are noisier and more prone to pushing, crowding and hitting, to the extent that this can impact negatively on classroom discipline. According to Imtiaz (2014) one teacher cannot cope with such situations in the classroom on his/her own. Teachers lose valuable lesson time in such circumstances, because they spend most of the lesson time trying to control the learners. Little time is left for real teaching.

Chingos (2013) feels that students will learn more in smaller classes. There are more opportunities to receive individualised instruction from the classroom teacher, and therefore, parents prefer smaller classes. It is believed that learners will perform much better in classes that do not have a large number of learners. Moussa and Weinstein (2012:25) explained that class size also affects student performance, due to misbehaviour and other disciplinary problems in large classes. The learners in the smaller classes usually get high marks. This means that learners in smaller classes learn more since they do not experience disturbances during lessons. Learner participation in class activities and group work contributed towards the higher scores, and resulted in sound discipline. But for the larger classes, learners had lower marks and coupled with bad behavior, making it difficult for teachers to manage the classes. Also teaching in overcrowded classrooms gives teachers the challenge to manage time. Imtiaz (2014) and Mustafa et al. (2014), explains that teachers who teach in overcrowded classes usually failed to manage time during instruction and class activities. (S A Journal, Vol. 36, 2016)

2.5.4. Case of Nigeria

Since 2004 overcrowding in classrooms in Nigeria has become the order of the day, which is not conducive for effective teaching and learning, and where a sound teacher/learner relationship has

become impossible (Boyi, 2014:69). Gideon (2014) also agrees that class sizes are extremely too high in most schools in Kenya and are likely to undermine effective teaching and learning. Drame and Kamphoff (2014) stated that the average class sizes in Senegal are between 50-60 learners per classroom, where learners are congested making classrooms difficult to access for those learners with disabilities. Additionally, overcrowded classrooms are also problematic for learners with attention or behavioural difficulties, as well as vision and hearing impairments. For this reason, Ikediaskhi and Amaechi (2012), suggested that in Nigerian overcrowded classes are given less attention and it is difficult to motivate learners.

2.5.5. Case of Ghana

The other challenge brought about by school upgrade had to do with long distance being shortened for learners. Gyasi (2009) observed that many pupils from the north part of Ghana still had to walk very long distance to school. He noted that even where public transport was available, pupils would have to commute by boarding more than once, or probably hike in order to get to school and back home.

2.5.6 Case of Zambia

According to the World Bank (2005) in Ghana, Zambia and Lesotho the study revealed that long distances between home and school caused parents to postpone schooling until their children were older, which increased the probability of dropping out.

The PF party agrees with the government when it comes to provide good and quality education for all. According to the government, the basic right of every Zambian is to have good quality education – (MoE 1996). The Government has an enormous duty to promote the highest standard of education and learning for all. This entails giving attention to various interdependent factors, including the quality of the curriculum, teaching and assessment, the quality of teachers, school and institutional arrangements, and planning process (MoE 1996).

As for parental guidance and support in school work, Glassey (1969) and Silberman (1971), stated that the most important environment which had influence on a child was the child's home. They both noted that the school and home should work together if the pupil was to derive the maximum benefit from his educational experience.

The Zambian Government recognizes the basic right of every Zambian to good quality education – (MoE 1996). The Government has a huge duty to promote the highest standard of education and learning for all. This entails giving attention to various interdependent factors, including the quality of the curriculum, teaching and assessment, the quality of teachers, school and institutional arrangements, and planning process (MoE 1996).

According to MoE (1996) the lower and middle basic (Primary) school system admits about 90% of the children aged 7 and 13 years. This relatively high gross enrollment ratio has decline since 1985, when the schools could admit 95% of the children. The decline is due to the failure to expand school infrastructure to match the needs of the rapidly growing child population. Moreover, the numerically high ratio has been achieved through the sacrifice of quality:

- (a).by allowing excessively large classes in urban schools, and*
- (b). by the widespread use of double, triple and even quadruple sessions, and the consequent shortening of the teaching-learning day. Although there is room in the schools for approximate nine out of ten children, the number of children aged 7-13 who are not in school is actually extremely large. The numbers proceeding from grade 7 to grade 8 have more than doubled.*

According to (MoE 1996) the Ministry of Education will respond to the challenges by pursuing the goals of nine years of education for all by 1996 following the principles and priorities:

- i. The first step will be to enable every child to enter school no later than the age of seven and receive at least seven years of education.*
- ii. While this is being accomplished, access to grade 8 and 9 will be progressively expanded so that an increasing proportion of those who complete grade 7 can proceed into grade 8.*

The demand for secondary school places has been on an increase, hence the lack of places in secondary schools. This has also been worsened with the failure of government to provide more places at secondary school level, this prompted communities to request for upgrading of primary schools into basic schools in the early 1980s (MoE,1977:7). The inadequate space in secondary

schools prompted primary schools to provide Night School or Special Study Groups (SSG) to assist pupils who were not selected into secondary schools (Lungwangwa, 1987).

The Patriotic Front fulfilled its education plan in 2013 by “Upgrade all primary schools providing grades 1 to 4 to full primary schools to provide grade 1 to grade 7. It also upgraded community schools to fully fledged primary and secondary schools. They also phased out basic education and re-introduce a conventional early childhood, primary, secondary and tertiary education system (PF Manifesto, 2011).” This pronouncement did not consider factors like finances and infrastructure of the Nakatete primary school as they are inadequate to meet the increasing demand of the learners to acquire secondary education.

According to Kelly (1996) the distance from school was a critical factor and a tired child could not concentrate in class and this affected their academic performance. This is true for a tired child or teacher they can only do work to a certain point there after they will have to succumb to nature by wanting to rest, and the best rest is where the brain goes to sleep for a while for it to be refreshed for new activities.

According to the MoE (1996), in one of its strategies to increase access to education emphasised that no tuition fees will be charged in basic schools that are operated by the Ministry of Education, local councils and Education Boards. This is because the government is providing free education to learners from grade one to seven.

The Ministry of Education observed the same problem of overcrowding classes as having a negative effect on the learner-teacher performance in the Ministry of Education (1977) they mentioned that one of the problems of accessing school places and school provision in schools is the over use of school buildings through multiple session and large classes, coupled with the near absence of public funds for school maintenance and repairs which had left most schools in improper physical condition. Most classrooms were empty with few or without desks.

Summary

In summary, the literature reviewed on benefits of upgrading Nakatete Primary school to secondary school to the community revealed that more children access school places when a school is built

within an identifiable local community where parents would take their children on daily basis. The nearer the school to home the more would want to access education. And this results in classrooms being overcrowded. The literature also revealed that implementation of educational changes cannot be scored without the full cooperation of teachers. The teacher's skills and attitudes are vital in any meaningful educational change implementation.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology which the study used in carrying out the study. The methodology has the following divisions: the first section describes research design, target population, sample size and sampling procedures and the research instruments. The last section comprises of data collection methods, data analysis and limitations of the study.

3.1 Research Design

The study employed a descriptive research design. The design was selected because the study relied on the qualitative survey methods. The descriptive design was selected because it contains a number of advantages when used to collecting qualitative data. The method allowed the researcher to collect various opinions from the representatives of the sample and the target population on the challenges and benefits of upgrading Nakatete Secondary from a primary school.

3.2 Target Population

The target population of the study consisted of all pupils, all teachers, the head and surrounding community members. Nakatete Secondary was selected because it is one of the schools that were upgraded from a primary school. According to Best and Khan (2006), this case formed an accessible population that was also both convenient for the researcher and representative of the overall target population.

3.3 Study Sample

The study sample comprised 9 respondents; these were 2 pupils, 2 former pupils, 2 senior teachers, head teachers, and 2 community members. The categories included respondents who were both there at the time Nakatete was a Primary school and now when it is a Secondary school. The sample size of 9 respondents was arrived at to ensure that the characteristic of the sample was representative, accessible, varied, and conversant in the area of study if the findings were to be generalised to the target population.

3.3:1 Gender of Respondents

Gender of respondents interviewed as shown in Table 1 below

Table 1: Respondents by gender

Type of Respondent Male 4 Female 5 Total 9

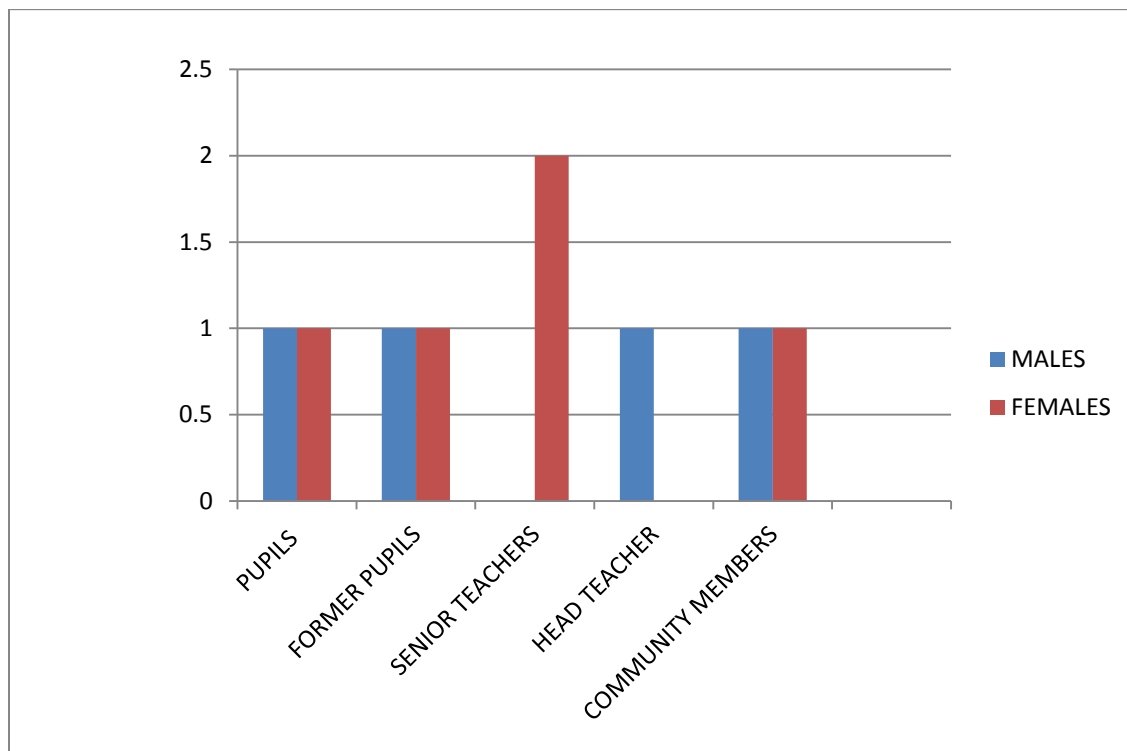


Table 1.

3.4 Sampling procedure

The Purposive sampling procedure was applied for selecting respondents: Pupils, former pupils, senior teachers and members of the community were sampled based of their ability to provide accurate and relevant information regarding the study. They were also selected because they were the only ones at the school and study time with information needed and were available for the research task. The head teacher was chosen because he was the only ones available at the time of the study with administrative information of Nakatete secondary. This technique was used because the mentioned respondents were believed to be knowledgeable and bearers of key information in relation to the researcher's topic of investigation (White 2005).

3.5 Research Instruments

The research instruments used in this study were semi-structured interview. The semi structured interviews were used to collect information from pupils, senior teachers, head teacher and community members.

3.5.1 Semi-Structured Interview Guide

The research instrument used in this study is the semi-structured interview because it does not limit the respondents but allows them to express their opinions freely. Semi-structured interview also allows the interviewer maintain control of the interview proceedings. Semi-structured interview were used when collecting data from pupils, former pupils, senior teachers and community members (Powney and Watts 1987). According to Bell (1993) semi-structured interviews allowed the respondents considerable degree of latitude. Dexter (1970) clarifies that interviews provide access to the content of a situation and make the researcher reach deeper meaning about the reality being studied.

3.5.2 Interview Guides.

In this study, the researcher employed a one-on-one interview method. The researcher asked questions and recorded answers from the respondents in the study one at a time, providing the respondents with time to listen and to speak comfortably without being put under-pressure. The interviews varied from twenty (20) to sixty (60) minutes.

3.6 Data Collection Procedure

Semi-structured interview guides were used to collect data from current and former pupils, senior teachers, head teacher and community members. Data was collected from July 5th to August 30th 2017. Semi-structured interviews were conducted on 2 pupils, 2 former pupils, 2 senior teachers, head teacher and 2 community members. These were sampled based on their ability to provide accurate and relevant information regarding the study. They were also selected because they were the only ones at the school and study time with information needed and were available for the research task. The head teacher was chosen because he was the only ones available at the time of the study with administrative information of Nakatete secondary.

A simple random sampling procedure was used before collecting data from pupils using the semi structured interviews. The purposive sampling was done to select head teacher and community

members. The researcher appealed to the respondents to feel free to express themselves and provide as much information as possible on the benefits and challenges of upgrading Nakatete secondary school from a primary school.

3.7 Validity and Reliability.

Validity and reliability are vital aspects to every study. Validity is the extent to which a measurement measures what it is supposed to measure (Carmines and Zeller, 1979) and (Gay, 1996). While reliability, on the other hand, is the extent to which a measurement procedure yields the same results on repeated trials in a qualitative study (Carmines and Zeller, 1972). According to Yin (1994), the main objective of reliability in research was to ensure that, if a later investigator followed exactly the same procedures as described by an earlier investigator and conducted the same study all over again, the later should arrive at the same findings and conclusions. He concludes that validity subsumes reliability.

3.8 Data Analysis

The data were analysed qualitatively. Qualitative data which were gathered using open ended questions in the interview guide were analysed using thematic analysis, that is, themes that emerged from the data.

3.9 Ethical Issues

A good research is carried out in an ethical manner with regards to practical and moral issues surrounding the research (Oliver, 2003 and Christians, 2005). There is need for the researcher to consider ethical issues at the planning stage of the research, because they guide and influence the methodology and methods in the study (Oliver, 2003). Aspects related to ethical issues were taken into account during data collection. It was expected that the researcher would uphold the research ethics. The researcher sought permission from institutional authorities to conduct research there. The researcher briefed the respondents on the value of the research and the procedures to be used. The category targeted teachers who were there at the time Nakatete was still a primary school and also those who came when it was upgraded to a secondary school. The respondents were promised confidentiality and secrecy by not writing their names on the research instrument in order to collect quality, reliable and relevant data to the study.

3.10 Delimitation

The scope of the study was only confined to Nakatete Secondary School which was recently upgraded from primary school.

3.11 Limitation Of The Study

The categories of respondents especially those who lived in Kafue at the time Nakatete was a primary school had either relocated to new places or had already died. In any case, rich data were collected from the respondents still living around Nakatete.

3.12 Theoretical Framework

The researcher uses the ‘Human Capital Theory in the study which states that, when you spend some money on education, this money is considered to be a form of investment in a human being(capital) and investors expects some returns in future (MDEA 508:56).” Human Capital Theory proponents include: Adam Smith, Gary Becker, Jacob Mincer, etc. Todaro (1992) defines human capital as productive investment in human persons. Upgrading of primary schools to secondary schools fits well with the Human Capital Theory. The returns to society for investing in education wait for such a time when school leavers start to be profitably employed.

3.13 Conceptual Framework

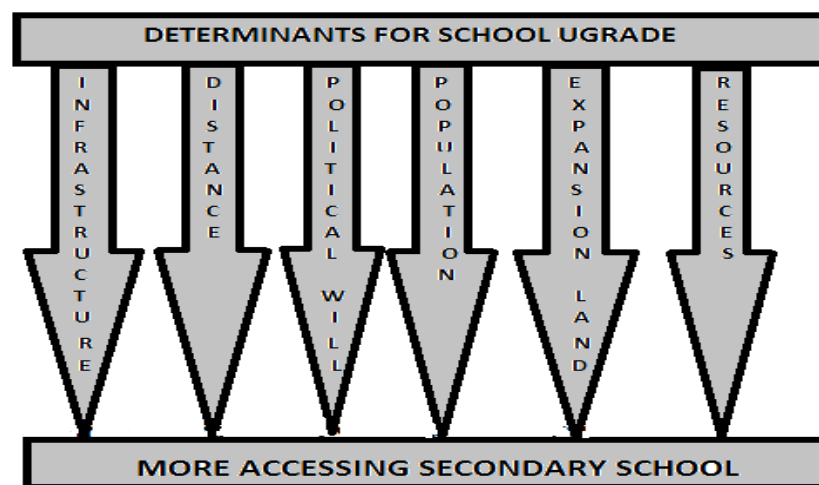


Figure 2 Conceptual Framework

3.14 Summary

This chapter focused on the methodology that was used to generate data from the respondents. It discussed methodological aspects that were key factor to the collection and processing of data of this study. Aspects concerning reliability, validity and research ethics for this study were also discussed. The next chapter will present the relevant key findings of the study. Tabulations of tables where presented to illustrate the views of respondents on certain variables.

CHAPTER FOUR: FINDINGS.

PRESENTATION OF FINDINGS

4.0 Introduction

This chapter presents the findings of the study. The presentation is divided into three parts. The first part addresses the first research question *To investigate reasons for upgrading Nakatete Primary School to a secondary.* The second part of the presentation addresses the second research objective: *To establish challenges faced by Nakatete Primary School before and after upgrading it to Secondary school.* And the third part addresses the third research question: *To establish the benefits of upgrading Nakatete Secondary School to the school staff, pupils and its surrounding community.* The findings from pupils and former pupils are presented first, followed by those of senior teachers, the head teacher and community members.

4.1 Reasons for upgrading Nakatete Primary School to a secondary school.

4.1.1 Head Teacher's Views

The head teacher started with a brief definition of a school upgrade which according to him means, “the existing school is identified which is running from grade one to nine [1 – 9], due to an increased need of grade ten to twelve [10 – 12] school places, and the school is made to run senior secondary classes.” The head teacher said, “the government realized that Basic schools were many but only offering primary and junior secondary i.e. grades 1 to 9, yet there were few secondary schools offering senior secondary education i.e. grades 10 to 12. Hence the need to increase senior secondary school places and Nakatete was selected.”

The school head explained that, building new secondary schools is very expensive as opposed to upgrading of basic and primary schools which is not only conducted at Nakatete but countrywide. He further mentioned that, building a new school is good but would be considered to be a long term project. The demand for senior secondary school places cannot wait until such a time when construction will be completed. The government has a lot of projects that need funding other than Ministry of General Education projects alone. Priorities are given depending on the urgency of the problem and finances at hand. So upgrading existing primary and basic schools was the best option to the increased demand for senior secondary school education.

The head teacher also explained that, “Nakatete Primary school was chosen because it is centrally located i.e. it is between Kafue town to the north and Kafue Road-River Bridge to the south. The nearby secondary school is Kafue Day Secondary school In Kafue town with the catchment area of nine surrounding primary schools. These schools are in the area between Kafue town and Kafue River to the south. In the same area is Kafue Boys Secondary school, but usually it does not admit learners from this catchment area as their clients are usually not residents of Kafue.”

The Head teacher also stated that the political will also played its part in upgrading Nakatete. During political campaigns, political parties have different education visions meant to improve the existing system. Therefore, political parties’ promise its electorates and cadres that they will build them new schools and that learners will no longer cover long distances. So the politicians wanted to fulfill the campaign promise by upgrading Nakatete.

4.2 Benefits of upgrading Nakatete Secondary School to the school staff, pupils and its surrounding community.

4.2.1 Views of Current Pupils and Former Pupils

Both current pupils and former pupils mentioned that students from the nearby community can easily access secondary education which was far away for most of the learners in the area. One of the pupils explained that, “there is an increase in the numbers of learners wanting to be in school as school is believed to be a vehicle to good living and development of the country.” While the other pupil also mentioned that, “parents have fewer expenses on uniforms, since the children can still use the same uniforms for two or more years provided it is in good condition. Most of our parents in the compounds are not working as a result, school requirement are usually expensive for them to meet.” In the interview the former pupil revealed that, learners do not have to worry about forming new relationships with teachers since they would have to continue with the same teachers for a longer period of time.” This would also control the behavior of pupils as they know that they will be at the same school for a much longer period.

4.2.2 Senior Teachers’ Views

The one of the senior teachers in the interview told the researcher that, “many teachers got promoted to positions such as Head Teacher, Deputy Head and Head Of Department (HOD) as a result of

Nakatete School being upgraded. Not only are teachers elevated to managerial positions at Nakatete but in other schools and districts countrywide.” One of the senior teachers was of the view that, “many teachers that had upgraded their professional qualification from Primary to Secondary teaching are now able to teach subjects they are trained in at secondary schools than was the case at Nakatete Basic schools.” Due to few secondary schools around, those teachers that had upgraded professionally were not able to teach at secondary schools but were allocated duties at either the Primary or secondary schools. The other senior teacher mentioned that, the other benefit among teachers is the social status that has improved due to the upgrading of Nakatete i.e. the Headteacher, Deputy Head, Heads of Department and teachers. “They have been upgraded to management scale which means they are entitled to a salary and allowances upgrade too, hence an improvement to their social status. Other teachers that have upgraded professionally have had also their salary scales been upgraded e.g. from Diploma to Degree, that is, salary scale ‘G’ to ‘I’ respectively.”

4.2.3 Head Teacher’s Views

The head teacher was of the view that, there is now employment value for teachers that are newly deployed and other supporting staff such as school Accountant, Secretary, General workers, Sanitary-handyman and security guards as per establishment of secondary schools in Zambia. Primary or basic schools do not have a provision for supporting staff on their establishment. The school started with 30 teachers in 2014 but currently it has 52 teachers. This has improved the economic value of the area. The head teacher also explained that,

Primary schools are not funded or sometimes they receive meager grants from the government though they are regarded to be providing free education. These have been on-going challenges faced by primary and basic schools. The head teacher also mentioned that, secondary schools like Nakatete now are able to collect user fees which are a boost to school income unlike the primary schools. User fees have increased the school income and have brought about new outlook changes to the school, such as painting of classrooms, purchasing of desks and other school furniture among other things.

The head cited the school enrolment as having increased to 1150 pupils i.e. from grade eight to twelve. “No one knows where the 1150 pupils would have been if this school [Nakatete] would have remained a primary school,” said the head teacher.

4.2.4 Community Members' Views

The community members stated that their children from the surrounding community were previously only going up to grade nine at Nakatete, but they can now go up to grade 12. "This is a welcome development as more of our children will have to continue with school all the way up to grade twelve. The task remaining is now with us parents to ensure we support our children and the school. The excuse of not having a secondary school in the area is the thing of the past. All we have to do is to look for school fees and other requirements," said one of the community members. The parents also indicated that, "the long distances, which were being covered by our children in order to access senior secondary school as far as Turnpike, Kasaka, Muchuto, Zambia National Service [ZNS] Kafue and the surrounding community, is not there anymore." The parents also said that, there is an economic value to the community as they are able to supply the school with stationery, uniforms, and other general school requirements hence improving their standards of living. Some members of the community staying near the school have a ready market for their fast foodstuffs they sell such as sweets, fritters, biscuits, freezits, ice-blocks, popcorns, pens and books to mention but a few."

4.3 Challenges faced by Nakatete Primary School before and after upgrading it to Secondary school.

4.3.1 Former Pupils' Views

One of the former pupils expressed the view that, "the school did not have science laboratories which made it difficult for teachers to teach and for us learners to learn subjects like environmental sciences and agricultural sciences then." The former learners also lamented that, "Nakatete primary/basic school had few classrooms but many learners. This meant that a lot of learners were put in one classroom, this hindered good learning. The classrooms were so congested such that a desk was to be shared by three pupils, making it difficult and uncomfortable to write properly."

One of the former pupils also complained of the lack of adequate teaching and learning materials such as textbooks. "The textbooks were shared among three or more learners making learning difficult. Sometimes we were made to turn two or three desks facing each other just to share a textbook," said the former pupils. The former learners complained also of poor sanitation and toilets not being enough to cater for all. They also complained of lack of teachers i.e. teachers were few suggesting that pupils had to change their subject teachers almost every term. Sometimes teachers teaching grades 8 and 9 were not qualified but were only seconded to teach subjects of their interest.

This compromised the quality and standards of education attained that time. The pupils complained that the school did not have a library. The library built later was very small and could only accommodate a certain number of pupils, hence the majority of learners suffered. “During our time the school did not have subjects like computer studies depriving us from acquiring computer skills,” stated one of the former pupil.

4.3.2 Head Teacher’s Views

The head teacher complained that, “the school runs from grade one to twelve but with less infrastructure e.g. classrooms, desks, etc. This makes teaching and learning difficult. The school has to make use of the few classrooms and desks to ensure that all learners have a chance of being in class.” He further lamented that, “the school is not able to conduct prep for examination classes due to lack of classrooms. Learners remaining to study have to do it under some tree shades outside. Therefore, results in upgraded schools like Nakatete may be compromised due to inadequate infrastructure, no library, laboratories, etc. He also mentioned that learners are congested in one place, classrooms are never free throughout the day.” The other area of concern by the head is over-enrolment in classes especially from grades eight to twelve, making it difficult for teachers attend to every learner and infrastructure not being enough. “The classrooms are congested in such a way that the numbers in every class range from 55 to 70 learners sharing the few resources available,” said the head teacher.

The head teacher also said that, “there is a high rate of tear and wear of infrastructure and other resources. This means that there is high rate of repairing and maintenance of school infrastructure every now and then. Examples include: toilets get blocked often, and need unblocking. Also toilets need frequent plumbing works as that need to be replaced often, cleaning and cleaning materials.” The head teacher also complained that, “the school has no staff room or departmental offices to be used by teachers for lesson preparations, marking and school meetings. The only room available is a small office which is used by both Heads of Department [HOD] and teachers for lesson preparations. This room is too small to accommodate all teachers in the school. Teachers usually prepare lessons and mark learners’ work from outside if the weather is conducive. According to the Ministry of Education (MOE, 1992: 85), ‘to discharge their teaching work effectively, teachers need to have a suitable and properly resourced working environment, and need to be adequately compensated to increase their commitment to their duties, adequately informed to promote innovations and reforms

implementation, involvement in decision making, well maintained and furnished school buildings, sufficient classroom materials and resources.

The head teacher also lamented that some staff briefings and meetings are held outside whilst teachers are standing. At times staff meetings are held in classrooms disturbing a class from having lessons and doing school work. The head in the interview also mentioned that, “the school uses user fees to purchase learning and teaching materials for all learners. These resources are never enough due to over-enrolment and that very few learners pay fees. The government does not allow learners to be sent away from school due to unpaid fees. As a result many learners report for school but have not paid school fees, yet they need to consume learning materials that are obtained at a cost. The government policy on free education contributes to learners learning without paying user fees.”

4.4 Summary.

The chapter presented findings of the study regarding Investigated Benefits and Challenges of Upgrading Nakatete Primary school in Kafue to Secondary School in Lusaka Province of Zambia. The qualitative data were coded and themes were generated.

The study revealed that the pupils, former pupils, senior teachers, head teacher and community members are all happy to have Nakatete Primary school upgraded to a secondary school in the area. The school allows a lot of learners to access secondary education near to their homes. The upgrading of Nakatete primary to secondary school has brought over enrolment in the school which cannot be supported by the few infrastructures available.

The next chapter discusses the findings presented in chapter four.

CHAPTER FIVE:

DISCUSSION OF FINDINGS.

5.0 Overview.

This chapter discusses the findings of the study. This study investigated benefits and challenges of upgrading Nakatete Primary school to Secondary School in Kafue District in Lusaka Province of Zambia. The presentation is organised in three broad themes based on the research questions as follows:

- i. What were the reasons for upgrading Nakatete Primary School to a secondary?
- ii. What challenges were faced by Nakatete Primary School before upgrading it to Secondary school?
- iii. What are the benefits of upgrading Nakatete Secondary School to the school staff, pupils and its surrounding community?

The broad categories were preferred because of the nature of qualitative data that involved huge amounts of raw data or information. The broad categories were used in data analysis process to sub-divide the huge amounts of raw information. However, the data analysis was done to answer all the research objectives.

5.1 Reasons for upgrading Nakatete Primary School to a secondary school.

The reasons for upgrading Nakatete Primary to Secondary are almost similar to all schools upgraded countrywide. The school head teacher said, "the government realized that Basic schools were many but were only offering primary and junior secondary education i.e. from grades 1 to 9, yet there were few secondary schools offering senior secondary education i.e. grades 10 to 12. Hence the need to increase senior secondary school places."

Many primary schools and basic schools did not have some basic infrastructures such as classrooms, learning materials and qualified teachers to teach the Grades 8 and 9. During this period the education system experienced a lot of examination leakages and mal-practices, enabling many learners to progress to grades 10 – 12 even when they did not genuinely qualify.

In 2011, the Patriotic Front Party came into government, and they made changes in education system that in conformity with the PF Manifesto which reads as follows:

In order to raise the educational standards, the PF government shall phase out basic education and re-introduce a conventional early childhood, primary, secondary and tertiary education system (PF Manifesto, 2011).

- *Upgrade all primary schools providing grades 1 to 4 to full primary schools (i.e., grade 1 to grade 7);*
- *Upgrade community schools to fully fledged primary and secondary schools;*
- *Phase out basic education and re-introduce a conventional early childhood, primary, secondary and tertiary education system; (PF Manifesto, 2011).*

The Zambian Government recognizes the basic right of every Zambian to good quality education (MoE 1996). “The Government has a huge duty to promote the highest standard of education and learning for all. This entails giving attention to various interdependent factors, including the quality of the curriculum, teaching and assessment, the quality of teachers, school and institutional arrangements, and planning process”(MoE 1996).

5.1.1 Absenteeism

Absenteeism can be defined as persistent, habitual, and unexplained absence from school (Brooks, 1997, as cited in Bond, 2004). Before the upgrade of Nakatete many learners from far places were often absent from school due to home chores they were assigned in order to supplement on the home income. Kelly (1996) explained that the other reason for poor school attendance by the children in schools was due to home chores. He further observed that the children were told to be absent from school in order to care for the sick, or replace adults in household chores and other income generating activities. A child who refuses to attend to home chores was usually not supported at school financially. Hockings (2008), as cited in Zhang, (2003) also agrees with Kelly when he says, in addition to poverty, because these families are poor, parental job issues take a toll on their student’s ability to attend school. While parents are out of the home trying to acquire an income, students are left at home to care for their other siblings.

Also Bond (2004) expressed similar sentiments when he said, children are absent from school because their parents keep them away from school on a regularly because of the parents’ needs and priorities. For the most part, these children’s parents do not enrol them at school (Australia, 2004).

According to Cunningham (2005), ‘parental agreed absence’ is when children do not attend school due to the wishes parents. But Bond (2004) stated that this does necessarily equate to approved absence. According to Bond, absence can only be approved by the school given a reasonable excuse. Archbord agrees with Bond Archbord (1984), by stating that day school absenteeism rates in Kenya are often high due to the domestic duties that were assigned to school going children.

The community members also shared the head’s view by saying, most learners were frequently absent especially on Mondays and Fridays when there are Open Markets for all commonly known as ‘Monday and Friday markets’ at Kalukungu market in Zambia Compound, Kafue. During these open markets different traders from areas surrounding Kafue are allowed to sell their goods without trading license or trading stands. It’s during this time that some traders or buyers will ask to be helped carrying goods for sell or goods bought. So the boys help carry goods at a fee, while some are given goods to sell on behalf of someone and be paid later. Absenteeism due to house chores is likely to be reduced upon upgrading of Nakatete School as many school costs such as transport will reduce which led to learners being involved in other chores.

5.1.2 Increasing Demand for High School Places

The head teacher said, provision of education and building schools in the country is one of the core functions of government. The demand for secondary school places has been on an increase, hence the lack of places in secondary schools. This worsened when the government failed to provide more places at secondary school level, prompting communities to request for upgrading of primary schools into basic schools in the early 1980s (MoE,1977:7). The pressure for more school places continued as reported by Professor Lungwangwa when he stated that the inadequate space in secondary schools prompted primary schools to provide Night School or Special Study Groups (SSG) to assist pupils who were not selected into secondary schools (Lungwangwa, 1987). Night schools allow learners that are busy in daytime to attend school in the evenings without asking for permission from their superiors. While SSG schools allowed learners who were not selected during the first selection into grades 8 and 10 to attend school at schools in the afternoons, usually this was conducted at Primary schools that had space in the afternoon. The Patriotic Front fulfilled its education plan in 2013 by ‘upgrading all primary schools providing grades 1 to 4 to full primary schools to provide grades 1 to grade 7. The PF also upgraded community schools to fully fledged primary and secondary schools. The PF also phased out basic education and re-introduce a

conventional early childhood, primary, secondary and tertiary education system (*PF Manifesto, 2011*). This pronouncement did not consider factors like finances and infrastructure of schools like Nakatete primary school as they are inadequate to meet the increasing demand of the learners to acquire secondary education.

5.1.3 Demand for Senior Secondary Education

The head teacher also mentioned that, upgrading of Nakatete primary school to secondary schools has increased the numbers of learners wanting to access senior secondary school education. As a result the classrooms are filled up with very little space. This is supported by Wiles (1955) who indicated that large classes were more common in day schools due to high demand for schools places. The increasing demand for high school places results in the classes that are congested, hence the reduction of the concentration levels of both learners and teachers, leading to the reduction in the performance of the learners. Waihenya (2001) also added when he explained that many people in Nairobi (Kenya) believed that every reduction in class size resulted in the provision of a higher quality education. The Ministry of Education observed the same problem of overcrowding classes as having a negative effect on the learner-teacher performance in the Ministry of Education (1977); they mentioned that one of the problems of accessing school places and school provision in schools is the over use of school buildings through multiple session and large classes, coupled with the near absence of public funds for school maintenance and repairs which had left most schools in improper physical condition. Most classrooms were empty with few or without desks. In most cases classrooms are busy throughout the day as the school has two sessions of learners, i.e. morning session and the afternoon session.

5.1.4 Poor Funding of Schools

The school head explained that, building new secondary schools is very expensive as opposed to the upgrading of basic and primary schools which is conducted countrywide. And the demand for senior secondary school places cannot wait until such a time when construction will be completed. The government also has a lot of projects that need funding other than in the Ministry of General Education alone. Priorities are given depending on the urgency of the problem at hand. So upgrading existing primary and basic schools was the best suggestion for increased demand for senior secondary school education. GRZ (2015) states that most schools do not receive the intended amount of school grants, and nearly 30 percent of primary schools do not receive school grants at all. One

reason could be that actual disbursement of primary school grants does not fully follow the budget allocation for school. The problem seems to be the lack of information about the allocation and the amount of school grants meant for the schools. It seems that most schools, if not all, do not know the amount of grants they are supposed to receive. Agreeing is the MOE (2015) which mentions that in the new education system, *the current basic education schools offering grades 8–9 schools should be converted to either primary or secondary schools. With the limited number of secondary schools available in the country, shifting grades 8–9 learners needs careful consideration especially for schools next to each other and in the same area.* To ensure that education is accessible by all Zambians between grade one and grades 9, the government should plan for the school upgrade and construction. The MoE should plan to expand existing high schools offering grades 10–12 to secondary schools that will be offering grades 8–12. And the MoE should also expand basic schools offering grades 1–9 to either primary schools offering grades 1 - 7 or secondary schools offering grades 1–12.

The expansion of school should be carefully planned and implemented using geographical mapping of all schools and analyzing the demand and needs of the local areas. According to the MOE of Rwanda (2009), when selecting a new site for a school the following aspects must be considered before the project starts. All providers must inform the district of the proposal and must gain approval from the district or city authorities.

Proposals for new school sites must include the following information to demonstrate the suitability of a project:

- a. Must demonstrate the need for a new school through the consideration of population of school age children within the catchment area.*
- b. Must demonstrate that the majority of pupils will travel no more than 2km to attend school.*
- c. Must demonstrate the school will be placed in a location with good access to roads and possibility of obtaining clean and safe drinking water.*
- d. Must demonstrate that the size of site is sufficient and can accommodate to number of pupils planned.*
- e. Must demonstrate that the site is located away or protected from environmental risks and hazards (natural and man-made) i.e. from flooding and landslides.*

5.1.5 Centrally Located

The head teacher also explained that, Nakatete Primary school was selected and upgraded instead of other school surrounding basic schools because it is centrally located i.e. it is between Kafue town [north] and Kafue Road-River Bridge [south]. In Kafue town, there is Kafue Day Secondary school with the catchment area of four surrounding primary schools. While down south there are also four primary schools as its catchment area. In the same area is Kafue Boys Secondary school, but usually it does not admit learners from this catchment area as their clients are from outside Kafue town.

5.1.6 Accommodation Challenges

One of the challenges learners from far places between Chirundu and Kafue faced was accommodation or a place to stay while attending school. This prompted some to look for cheaper houses where they could stay during the week as they attended school. This meant that every weekend or a fortnight they had to travel back home to look for food and upkeep money. Writing way back in 1973, Snelson predicted that weekly boarding would continue in some areas. Pupils carried their own beddings, food and lived in a hut erected by themselves and cooked their own food. Those who did not have time to prepare food or could not afford had to starve the whole day in order to attend classes. The learners who keep themselves are most likely to be engaged in other illicit activities that may not support learning such as beer-drinking and prostitution, which may lead to poor academic performance and an increase in sexually related diseases. Polloac and Reken (2001) argued that day school helped to cement the bond between the child and parent as opposed to a boarding school where children were separated from their parents for long periods of time. This accommodation problem may have reduced at Nakatete since the school was upgraded

5.2 Benefits of upgrading Nakatete Secondary School to the school staff, pupils and its surrounding community.

5.2.1 Former Pupils' Views

5.2.1.1 More Access Senior Education

Both current pupils and former pupils mentioned that students from the nearby community can easily access secondary education which was far away for most of the learners in the area. They explained that there is an increase in the numbers of learners wanting to be in school as school is believed to be a vehicle to good living and development of the country. Wiles (1995) stated that large classes were more common in day schools due to high demand for school places. This leads to overcrowded classrooms which are a major problem in some schools in South Africa.

5.2.1.2 Short Distance To School

The other benefit brought about by school upgrade has to do with long distance being shortened for learners. Gyasi (2009) observed that many pupils from the northern part of Ghana still had to walk very long distance to school. He noted that even where public transport was available, pupils would have to commute by boarding more than once, or probably hike in order to get to school and back home. With the upgrading of Nakatete the distance between the school and the learners' homes has been shortened, even the cost of transport has reduced for most of the learners since the school is nearer to their homes. And the fears of female pupil being raped on the way to or from school has minimised. This has also reduced unwanted pregnancies and sexually transmitted diseases. Kelly (1996) supports the idea of learners covering short distance to school. He states that distance from school was a critical factor and a tired child could not concentrate in class and this affected their academic performance. This is true for a tired child or teacher they can only do work to a certain point there after they will have to succumb to nature by wanting to rest, and the best rest is where the brain goes to sleep for a while for it to be refreshed for new activities. According to the World Bank (2005), the long distances between home and school caused parents to postpone schooling until their children were older, which also increased the probability of dropping out of school. The (MoE, 1996) in one of its strategies to increase access also emphasised that no tuition fees will be charged in basic schools that are operated by the Ministry of Education, local councils and Education Boards.

The World Bank (2005) in Ghana, Zambia and Lesotho also revealed a similar situation. The study revealed that long distances between home and school caused parents to postpone schooling until their children were older, which increased the probability of dropping out. Lockeed and Verspoor (1991) pointed out that schools must be located as close as possible to children's homes, preferably within the village and that, the closer the school is to home, the more likely parents are to send their

children to school and to do so at the appropriate age. Kane (2004) indicated that long distances to school does not only increase the opportunity cost of attending the school, but also tax the energies of children and can place them in vulnerable situations. Naik (1996) states that the Indian government adopted free basic education from grades 1-7 in order to reduce the cost of education for the child and to allow as many learners as possible to receive education.

5.2.1.3 Reduction of School Expenses

The former pupils also explained that, parents have fewer expenses on uniforms, since the children can still use the same uniforms for two or more years provided it is in good condition. Most of our parents in the compounds are not working as a result, school requirement are usually expensive for them to meet.

5.2.1.4 Teacher-Learner Relationships

The former pupils also explained that learners do not have to worry about forming new relationships with teachers since they would have to continue with the same teachers for a longer period of time. Also learners will not have to worry about new school friendships as they will be at the same school for a longer period. New learners in a school or class may not be free with everyone and may take a bit of time to be used to other learner and teachers. Behavior of pupils is usually good as pupils know that they will be at the same school for a much longer period.

5.2.2 Senior Teachers' Perspectives

5.2.2.1 Teacher Motivation

The senior teachers in the interview explained that many teachers got motivated by being promoted to positions of Head Teacher, Deputy Head and HOD as a result of schools being upgraded. Not only are teachers elevated to managerial positions at Nakatete but in other schools and districts countrywide. The senior teachers also expanded that many teachers that had upgraded their professional qualification from Primary to Secondary teaching are now able to teach subjects they are trained in at secondary schools than was the case at Basic or Primary schools. Due to few secondary schools around, those teachers that had upgraded professionally were not able to teach at secondary schools but were allocated duties at either the Primary or secondary schools. Bishop (1985) contends that the teacher is the key to educational innovation. Whether an innovation

succeeds or takes root, in the long run, it depends on the teachers. Specialists and experts may select the objectives and plan the general advances, but it is the teachers in the class who are the implementers.

Hawes (1986) reports that implementation of educational change cannot be scored without the full cooperation of teachers. The teacher's skills and attitudes are vital in any meaningful educational change implementation. The teachers need to be motivated if they are to perform to the expected standards. Motivation includes rewards and promotions of teachers in positions created by upgrading Nakatete School. The other benefit among teachers is the social status that has improved due to the upgrading of Nakatete i.e. the Headteacher, Deputy Head and Heads of Department. Have been upgraded to management scale which means they are entitled to a salary and allowances upgrade too, hence an improvement to their social status. Other teachers that have upgraded professionally have had also their salary scales been upgraded e.g. from Diploma to Degree, that is, salary scale 'G to I' respectively.

5.2.3 Head teacher's Perspective

5.2.3.1 Poor Funding of Schools

The head teacher also explained that Primary schools are not funded or sometimes they receive meager grants from the government though they are regarded to be providing free education. These have been ongoing challenges faced by primary and basic schools. GRZ (2015) clarifies that while the GRZ's promotion of free secondary education is a commendable initiative for furthering students' educational opportunities, it poses a daunting challenge from a perspective of public financing. The GRZ's strategic orientation toward expansion of post-primary education is wise since more students are completing primary education and demanding secondary education opportunities. However, the promotion of free secondary education faces two pressing issues such as supply shortage and regressiveness.

5.2.3.2 School Fees

The head teacher also mentioned that Secondary schools like Nakatete now are able to collect user fees which are a boost to school income unlike the primary schools. User fees have increased the school income and have brought about new outlook changes to the school, such as painting of

classrooms, purchasing of desks and other school furniture among other things. “Removing fees, however, implies a significant reduction in disposable income available to the schools. Fees used to constitute a considerable proportion of funding to schools in many countries (Kattan and Burnett 2004, Riddell, 2003).” Kattan (2006) mentioned that, in Zambia this problem was worsened by the fact that government funding was not sufficient to relieve the increased pressure brought about by increased enrolments, and evidence suggested that government grants were inadequate and the quality of education was suffering

5.2.3.3 Employment Creation

The head teacher clarified that there is now employment value for teachers that are newly deployed and other supporting staff such as Accountant, Secretary, General workers, Sanitary-handyman and security guards as per establishment. Primary or basic schools do not have a provision for supporting staff on their establishment. The school started with 30 teachers in 2014 but currently it has 60 teachers. This has improved the economic value of the area. Nakatete secondary is situated in an area where most of its surroundings are farming area and shanty compounds. This catchment area is associated with poverty and low income. So upgrading Nakatete School entails more economic opportunities to the surrounding community.

5.2.3.4 Increased Enrolments

The head teacher cited the school enrolment as having increased to 1150 pupils from grade eight to twelve. No one knows where the 1150 pupils would have been if this school (Nakatete) had remained a primary school. According to Wiles (1955) large classes were more common in day schools due to high demand for schools places.

5.2.4 Community Members’ Responses

The community members stated that their children from the surrounding community were previously only going up to grade nine at Nakatete, but they can now go up to grade 12. This is a welcome development as more of our children will have to continue with school all the way up to grade twelve. The onus is now with us parents to ensure we support our children and the school. The excuse of not having a secondary school in the area is a thing of the past. “All we have to do is to look for school fees and other requirements”, said the parents. The parents also indicated that the long distance, which was being covered by our children in order to access senior secondary school as

far as Turnpike, Kasaka, Muchuto and Zambia National Service [ZNS] Kafue, is not there anymore. The parents are saying that there is an economic value to the community as they are able to supply the school with stationery, uniforms, and other general school requirements hence improving their standards of living. Some members of the community staying near the school have a ready market for their foodstuffs they sell such as sweets, fritters, biscuits, freezits, ice-blocks, popcorns, pens and books to mention but a few.

5.3 Challenges faced by Nakatete Primary School before upgrading it to Secondary school.

5.3.1 Former Pupils' Responses

5.3.1.1 Poor School Infrastructures

The former pupils stated that the school did not have science laboratories which made it difficult to teach and learn subjects like environmental sciences and agricultural sciences then. Science subjects are very vital in our day-to-day lives. Currently every college or university one applies to requests for at least a science subject as an academic requirement. The former learners could have missed out of quality learning by not having laboratories for science subjects.

The former learners also lamented that Nakatete primary/basic school had few classrooms but many learners. As a result a lot of learners were put in one classroom, this hindered good learning. The classrooms were so congested such that a desk was to be shared by three pupils, making it difficult and uncomfortable to write properly. According to Meador (2016), in the US, one of the biggest issues facing schools and teachers today is overcrowding. The classrooms were congested to an extent that teaching and learning materials such as textbooks were not adequate. The textbooks were shared among three or more learners making learning difficult. Ellis, Limjoco & Johnson, (2011) stated that you can never really get to teach students and find out their needs and weaknesses in a congested classroom.

The former learners complained also of poor sanitation and toilets not being enough to cater for all. The toilets were few catering for more than one thousand pupils, creating a hygiene concern among the learners.

Apart from knowledge, a student learns lessons of discipline, honesty and cleanliness from school and therefore, it is important for a school to maintain a hygienic atmosphere. In India, one out of ten schools lack drinking water facilities. And among those who provide the facility, no one checks if the water is safe to drink. It was just a few months ago that at least 20 students fell ill after drinking water supplied at school. For students who spend most of their time at school, drinking water is a necessity and its important to see if the water is safe enough or they end up being ill. 40% of schools in India do not have toilets. Amongst those schools which have toilets, majority of the toilets are not in usable condition. (www.edsys.in - Significance of Hygiene in Schools)

The pupils complained that the school did not have a library. The library built later was very small and could only accommodate a certain number of pupils, hence the majority of learners suffered.

A school library is a place in the school where vast collections of academic books are kept. These books are made available to the students to increase their knowledge and understanding on various subjects. A school library plays a great role in the life of a student. It is the store house of knowledge. In a library, students can find books on various subjects such as history, geography, environment, political science, literature, etc. (<http://www.importantindia.com> – Top 10 Reasons Why Libraries Are Important in Schools, 2015).

The former learners complained of lack of teachers i.e. teachers were few suggesting that pupils had to change their subject teachers almost every term. Sometimes teachers teaching grades 8 and 9 were not qualified but were only seconded to teach subjects of their interest. This compromised the quality and standards of education attained that time. According to Chilcott T, (2013) in Australia:

Students are being taught by teachers not qualified in the subject they are teaching, threatening the quality of their education in some state schools. Queensland's Auditor-General warned the State Government could not provide high quality education at all of its secondary schools because of unreliable data on teacher qualifications. In a report tabled in

Stated Parliament yesterday, Auditor-General Andrew Greaves warned students were being disadvantaged in some state high schools because they did not have access to experienced specialist teachers.

More Than 500 Teachers To Be Arrested And Prosecuted For Using Forged Certificates. This was disclosed by the *Zambian Observers- zambianobserver.com*:

The Teaching Council of Zambia (TCZ) has disclosed that out of 100,000 verified certificates for Teacher Registration, 501 certificates are forged. Speaking during a press briefing in Lusaka on September 1, 2017, TCZ Registrar Dr Ebby Mubanga mentioned that some of the culprits are unfortunately holding high administrative positions. He further mentioned that some teachers forged both academic and professional certificates, and that the Teaching Service Commission (TSC) has since been informed, and will soon engage the Law Enforcement Agencies.
(<http://www.google.co.zm - zambianobserver.com>).

When teachers handling learners are not qualified the quality of education is also compromised and the effects trickle down to the poor learners' future which may not be reversed.

5.3.2 Head Teacher's Responses

5.3.2.1 Lack of School Infrastructure

The head teacher complained that the school run from grade one to twelve but with less infrastructure e.g. classrooms, desks, etc. This makes teaching and learning difficult. The school has to make use of the few classrooms and desks to ensure that all learners have a chance of being in class. GRZ (2015) argues that the current capacity of the secondary education system can accommodate only 30 percent of the students currently enrolled in grades 1–5. While the government is investing in school construction, a rapid expansion without strategic preparations could risk the quality of education. This is especially true for the expansion of secondary education that must incorporate quality teacher development and improvement of curriculum relevance to the labor market.

The head teacher said school is not able to conduct prep for examination classes due to lack of classrooms. Learners remaining to study have to do it under some tree shades outside. Therefore results in upgraded schools are compromised due to inadequate infrastructure, no library, laboratories, etc. Learners are congested in one place, classrooms are never free throughout the day. According to Young (2000) the factors that negatively impact teacher morale include overcrowded classes, teacher overload and poor physical working conditions.

The other area of concern by the head is over-enrolment in classes especially from grades eight to twelve, making it difficult for teachers attend to every learner and infrastructure not being enough. The classrooms are congested in such a way that the numbers in every class range from 55 to 70 learners sharing the few resources available. There is high rate of tear and wear of infrastructure and other resources. This means that there is high rate of repairing and maintenance of school infrastructure every now and then. Examples include: toilets get blocked often, and need unblocking. Also toilets need frequent plumbing works as that need to be replaced often, cleaning and cleaning materials. *40% of schools in India do not have toilets. Amongst those schools which have toilets, majority of the toilets are not in usable condition.* (www.edsys.in - Significance of Hygiene in Schools)

The head teacher bemoaned that the school has no staff room or departmental offices to be used by teachers for lesson preparations, marking and school meetings. The only room available is a small office which is used by both Heads of Department [HOD] and teachers for lesson preparations. This room is too small to accommodate teacher in the school. Teachers usually prepare lessons and mark from outside if the weather is conducive.

A school must have a work and social space for teaching staff. This room will be used for preparing for class, a place to exchange information among teachers and a place to take a break. This can be either a staff room or teacher resource room. According to the MoE (1992: 85), “to discharge their teaching work effectively teachers need to have a suitable and properly resourced working environment, and need to be adequately compensated to increase their commitment to their duties, adequately informed to promote innovations and reforms implementation, involvement in decision making, well maintained and furnished school buildings, sufficient classroom materials and resources”. The head teacher also lamented that some staff brief meetings are held outside whilst

teachers are standing. At times staff meetings are held in classrooms disturbing a class from having lessons and doing school work.

The MoE (1996) clearly states that provision of desirable education involves prescribing specifications for furniture, equipment, aids and infrastructure. If not quickly checked, the undesirable infrastructure may hinder access and full participation by children below the age of seven in the already existing government primary schools. The head teacher said, the MoE should concentrate on the funding upgraded Nakatete schools so that it can come to the same level with established schools. This can be done by providing grants to upgraded Nakatete School.

5.3.2.2 Staff Confirmations

The Teaching Commission should confirm all positions of Headteachers, Deputy Head and Head of Departments at the upgraded Nakatete schools, in order to motivate them. Currently all administrative are acting in their positions. According to Mullins (2002) subordinates need motivation, development and guidance in order to perform well in the right areas.

5.3.2.3 Consultations with Stakeholders

The members of the community must always be consulted whenever a school is to be upgraded. The MoE (1997) supports these findings, stating that parental involvement in the provision of education should be fostered not just in the context of cost sharing, but also at the level of policy making, planning and curriculum since a school was an asset owned by the community.

5.3.2.4 School Fees

The head also mentioned that the school uses user fees to purchase Learning and Teaching Materials for all learners. These resources are never enough due to over-enrolment and that very few learners pay fees. The government does not allow learners to be sent away from school due to unpaid fees. As a result many learners report for school but have not paid school fees. The government policy on free education contributes to learners learning without paying user fees. “While tuition is officially abolished, schools continue to collect various fees from students, which could hamper poor students from accessing schools (GRZ, 2015)”.

5.3.2.5 Teaching – Learning Materials

To remedy this, GRZ should immediately review implementation and disbursement of school grants. The study shows that school grants do not reach 30 percent of the schools in the country, so the ineffective school grant system seems to result in the revival of student fees. According to GRZ (2015) the shortage of textbooks continues to be a challenge. The previous Public Expenditure Review (PER) of 2006 showed some improvement of the textbook-pupil ratio, from 1:5 in English and 1:5 in mathematics (core subjects) to 1:2 in English and 1:3 in mathematics partly because of financial support from cooperating partners (CPs). However, the recent data show that the ratios deteriorated back to 1:5 each in English and mathematics. Science, not in previous survey, also had a ratio of 1:5. Further, rural secondary schools tend to show more shortages in textbooks, especially English textbooks. The reason for the shortage in textbooks is likely to be mainly threefold, among other issues. One is the fund deficit for textbooks. As the number of students increase, so does the demand for textbooks. The current textbook budget cannot fully cover procurement of all the textbooks needed. Second, there is misalignment of textbook policy, especially between the timing of curriculum development and procurement policy. In 2013, the textbook delivery was significantly delayed due to new curriculum development and the lack of procurement capacity in DEBS, which led to procuring the textbooks centrally and delivering them only after the new textbook was published in the middle of the 2013/14 academic year. The third reason is the lack of textbook delivery funds at the DEBS level. Since there is no secured budget for textbook delivery, DEBS tends to deduct the cost of textbook delivery from the school grant amount.

5.3.2 .6 Distance Problem

The challenge of distance from home to school worked to the negative of most learners. Some were forced to stay the whole day at school in order to attend to afternoon school programs as they stayed far away from school. This did not please most parents. The World Bank (2005) stated that the long distances between home and school caused parents to postpone schooling until their children were older, which increased the probability of dropping out. This is why Lockeed and Verspoor (1991) suggested that schools must be located as close as possible to children's homes, preferably within the village and that, the closer the school is to home, the more likely parents are to send their children to school and to do so at the appropriate age. Kane (2004) indicated that long distances to school does not only increase the opportunity cost of attending the school, but also tax the stamina of children and can place them in vulnerable situations. The most vulnerable learners being girls as they would

accept a relationship with a man who was willing to provide free transport or and other needs or wants. This is likely to put girls at risk of unplanned pregnancies and even acquire sexually transmitted infections including HIV AIDS.

Naik (1996) states that the Indian government adopted to free basic education from grades 1-7 in order to reduce the cost of education for the child and to allow as many learners as possible to receive education. Educating Our Future (MoE, 1996) in one of its strategies to increase access also emphasised that no tuition fees will be charged in basic schools that are operated by the Ministry of Education, local councils and Education Boards.

5.4 Human Capital Theory

The researcher used the ‘Human Capital Theory’ to analyse the findings of the study. The Human Capital Theory states that, when you spend some money on education, this money is considered to be a form of investment in a human being(capital) and investors expects some returns in future (Nyatanga & Jani 2015:56). Todaro (1992) defines human capital as productive investment in human persons. Upgrading of primary schools to secondary schools fits well with the Human Capital Theory, as the purpose behind upgrading schools like Nakatete in the area is to enable more Zambian citizens access senior secondary school education that was not available in the past. The returns to society for investing in education wait for such a time when school leavers start to be profitably employed. Or even such a time when school leavers start applying skills and knowledge acquired to the development of the community. Some skills acquired by learners during school time can be in form of carpentry, cookery, tailoring, agriculture, computer technology, music, art, design and crafts.

Schools also help in sharpening good morals in learners. Citizens that have gone through school have a better understanding on a number of social issues as compared to those that have not. “The school’s rule routine, and procedures form what has been called a ‘hidden curriculum’ designed to mold individual behavior to the requirements of institutional living” (Kinder, 2016). An educated person is expected to contribute positively, morally and maturely to the development of the nation and to be able to live and survive with other citizens with less difficulty.

5.5 Summary

This chapter discussed the findings regarding the benefits and challenges of upgrading Nakatete primary to secondary school in Kafue. The findings of the study revealed that there has been an increase in the number of learners accessing grades 10 to 12 since the school was upgraded in 2014. The findings also reveal that the school needs financial assistance from the government in order to attend to challenges like lack of adequate classrooms and other infrastructure. The findings show that investing in human beings is important as it brings expected development to the nation. The next chapter presents the summary of the study findings and the conclusion drawn from the results. It also suggests some recommendations and an area of future research.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS.

6.0 Overview.

This chapter presents a summary of the study and conclusion drawn from the results. It also presents the recommendations made for the present study and suggestions for future research based on the findings.

6.1 Conclusion.

The aim of this study was to investigate the challenges and benefits of upgrading Nakatete primary/basic school in Kafue to a secondary school. The objectives of the study were as follows:

1. To investigate reasons for upgrading Nakatete Primary School to a secondary?
2. To establish challenges faced by Nakatete Primary School before and after upgrading it to Secondary school.
3. To establish the benefits of upgrading Nakatete Secondary School to the school staff, pupils and its surrounding community.

With regards to the views of the respondents on the challenges and benefits of upgrading Nakatete primary/basic school in Kafue to a secondary school, the study revealed that a large proportion of respondents i.e. pupils, former pupils, senior teachers, the head teacher and the members of the community all satisfied with the upgrading of Nakatete primary school in Kafue to a secondary school. All respondents interviewed were happy that Nakatete is now a secondary school offering grades one to twelve in the same fence. They expressed happiness as the children will no longer move longer distances in order to access senior secondary education as it can now be accessed at Nakatete.

The pupils interviewed said they no longer worry about waking up early in the morning to try and be punctual for school that is in the distance far away. The pupils also expressed that they have been spared from punishment resulting from being late for school. the learners also said, the now have ample time to do Homework and other school assignments as they can rest early after classes and be able to resume academic work thereafter. The mentioned that they are now able to go home and come again after lunch for studies which was not the case in the past.

The teachers interviewed expressed joy as most of them are now able to teach at a secondary school unlike in the past when they were at Basic schools and forced to teach grades that were not in line with their professional advancement. Most teachers have been promoted to the posts of head teacher, deputy head teacher, head of department and senior teacher. Other supporting staffs have been employed to meet the secondary school establishment such as: the accountant, secretary and other sanitary and general workers.

The study also revealed the challenges as the Nakatete School is upgraded. Among them being the lack of adequate classrooms and infrastructure to cater for all learners. The school has overcrowded classrooms which hinders quality teaching and learning, as teachers may not pay extra attention to every learner due to high numbers.

Finally the main reasons, benefits and challenges of upgrading Nakatete primary in Kafue to a secondary school were to increase the number of learners accessing senior secondary school education within the catchment area from Kafue turnpike to Kafue Town area. And above all to improve the living standards of the people in the area that will be brought as a result of learners acquiring skills and knowledge in senior secondary school education. The other reason is to open up the catchment area to investment and developmental opportunities. The Minister of General Education on ZNBC News (1.08.2017) suggested that the upgrading of primary schools to secondary school must match with infrastructure development.

6.2 Recommendations for Nakatete

1. Government should concentrate on the funding upgraded Nakatete schools so that it can come to the same level with established schools. This can be done by providing grants to upgraded Nakatete School.
2. The Teaching Commission should confirm all positions of Headteachers, Deputy Head and Head of Departments at the upgraded Nakatete schools, in order to motivate them. Currently all administrative are acting in their positions. According to Mullins (2002) subordinates need motivation, development and guidance in order to perform well in the right areas.
3. The members of the community must always be consulted whenever a school is to be upgraded. The MoE (1997) supports these findings, stating that parental involvement in the provision of education should be fostered not just in the context of cost sharing, but also at

the level of policy making, planning and curriculum since a school was an asset owned by the community.

6.3 Suggestion for future research.

The study has established that, there were several benefits of upgrading Nakatete primary school in Kafue to secondary school as compared to its challenges, and that the majority of community members were happy with this development in their area. It would therefore be important for the future studies of this nature to be carried out countrywide in all other upgraded schools in order to have a national picture of the benefits and challenges.

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WORKPLAN / TIMETABLE FOR 2017

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APPENDIX B - THE RESEARCH BUDGET

QUANTITY	DESCRIPTION	UNITY (ZMK)	COST	TOTAL (ZMK)	COST
STATIONERY					
01	REAM OF PAPER	50.00		50.00	
10	PENS	10.00		100.00	
05	PENCILS	5.00		25.00	
10	FOLDERS	5.00		50.00	
01	WRITING PADS	15.00		15.00	
EQUIPMENT					
	MOBILE PHONE RECORDER				
01	FLASH DISC	80.00		80.00	
01	COMPACT DISC	40.00		40.00	
	LAPTOP	2500.00		2500.00	
TRAVEL EXPENSES					
05	KAFUE – LUSAKA – KAFUE	50.00		200.00	
MEALS AND REFRESHMENTS					
10	BREAKFAST	10.00		100.00	
10	LUNCH	25.00		200.00	
COMMUNICATION					
	AIR TIME	250.00		150.00	
	INTERNET	100.00		100.00	
OTHER SERVICES					
100	PRINTING	1.00		100.00	
RESEARCH PREPARATIONS AND COMPILATION					
	DATA COLLECTION	50.00		50.00	
	DATA PROCESSING	50.00		50.00	
5	TYPING	25.00		125.00	
5	PRINTING	100.00		500.00	

5	BINDING	25.00	125.00
100	PHOTOCOPYING	50.00	50.00
	CONTIGENCY		200.00
TOTAL			4585.00

APPENDIX C: INTERVIEW SCHEDULE FOR HEADTEACHER

TOPIC: INVESTIGATING BENEFITS AND CHALLENGES OF UPGRADING NAKATETE PRIMARY SCHOOL TO SECONDARY SCHOOL IN KAFUE DISTRICT.

1. How do you understand the term “school upgrade”?
2. Why do you think the government thought of upgrading Nakatete schools?
3. What areas or activities are you involved in as senior-teacher in school upgrade?
4. How do you as a senior teacher help teachers to accept and implement school upgrade?
5. What challenges did Nakatete Primary face before it was upgraded?
6. Mention benefits of upgrading Nakatete Primary to Secondary school, to the school i.e. staff and pupils.
7. Mention benefits of upgrading Nakatete Primary to Secondary school, to the community.
8. What challenges/obstacles do you face in the performance of your work/duties after upgrading Nakatete Primary?
9. What managerial style(s) do you employ to motivate(s) teachers to perform well in upgraded Nakatete school?
10. What managerial style(s) do you employ to motivate(s) learners to perform well in the upgraded Nakatete school?
11. Suggest how best Nakatete secondary school can be helped after it was upgraded.
12. Suggest how best the school upgrading could be done in future.

Thank you for your time and co-operation

APPENDIX D: INTERVIEW SCHEDULE FOR SENIOR TEACHERS

TOPIC: INVESTIGATING BENEFITS AND CHALLENGES OF UPGRADING NAKATETE PRIMARY SCHOOL TO SECONDARY SCHOOL IN KAFUE DISTRICT.

1. How do you understand the term “school upgrade”?
2. Why do you think the government thought of upgrading Nakatete schools?
3. What areas or activities are you involved in as head-teacher in school upgrade?
4. How do you as a school manager help teachers to accept and implement school upgrade?
5. What challenges did Nakatete Primary face before it was upgraded?
6. Mention benefits of upgrading Nakatete Primary to Secondary school, to the school i.e. staff and pupils.
7. Mention benefits of upgrading Nakatete Primary to Secondary school, to the community.
8. What challenges are being faced by Nakatete Secondary after it was upgraded?
9. What challenges/obstacles do you face in the performance of your work/duties?
10. What managerial style(s) do you employ to motivate(s) teachers to perform well in upgraded Nakatete school?
11. What managerial style(s) do you employ to motivate(s) learners to perform well in upgraded Nakatete school?
12. Suggest how best Nakatete secondary school can be helped after it was upgraded.
13. Suggest how best the school upgrading could be done in future.

Thank you for your time and cooperation

APPENDIX E: INTERVIEW SCHEDULE FOR CURRENT PUPILS

a. Age.....

c. From Grade _____ Year _____ to Grade _____ Year _____

1. How many are you in your class at Nakatete Secondary School?

3. How far is your home from school?

5. Why did you choose to come to Nakatete Secondary School?

6. Before coming to Nakatete Secondary, which school did you go to?

a. Give reasons for choosing that school.

7. How far was your home from your school?

8. What were the challenges during your stay at your old school?

9. Do you think upgrading Nakatete Primary to secondary school is helping solve some of the challenges you experienced at your former school then? Yes [☐] No [☐] Explain how:

10. What do you think are the benefits of upgrading Nakatete Secondary school to the community?

11. What do you think are the benefits of upgrading Nakatete Secondary school to a pupil?

12. What are the challenges experienced by the pupils / school as a result of upgrading Nakatete Primary to a secondary school?

Thank you for your participation and honesty

APPENDIX F: INTERVIEW SCHEDULE FOR FORMER PUPILS

a. Age: _____

c. From Grade _____ Year _____ to Grade _____ Year _____

1. How many were you in your class before Nakatete was upgraded to a secondary school?

3. How far was your home from school?

6. After your grade nine or last grade at Nakatete Basic, where did you go for your grade ten to twelve?

7. How far was your home from your new school?

8. What were the challenges during your stay at the new school?

9. Do you think upgrading Nakatete Primary to secondary school is helping solve some of the challenges you experienced at your new school then? Yes [] No [] Explain how:

10. What do you think are the benefits of upgrading Nakatete Secondary school to the community?

11. What do you think are the benefits of upgrading Nakatete Secondary school to a pupil?

12. What are the challenges experienced by the pupils as a result of upgrading Nakatete Primary to a secondary school?

Thank you for your participation and honesty

APPENDIX G: INTERVIEW GUIDE FOR THE COMMUNITY MEMBERS

TOPIC: INVESTIGATING BENEFITS AND CHALLENGES OF UPGRADING NAKATETE PRIMARY SCHOOL TO SECONDARY SCHOOL IN KAFUE DISTRICT.

1. Age: _____
2. Sex Male [] Female []
3. Marital status
Single [] Married [] Unmarried [] divorced [] Widow/Widower []
4. Level of Education _____
5. What is your occupation? _____
6. Do you have a child / relative / dependant learning at Nakatete? Yes [] No []
8. If answer to question six (7) is 'yes',
 - a. How many? _____
 - b. Why did you choose Nakatete Secondary School for your child / dependant?
 - i. _____
 - ii. _____
9. What are the benefits of upgrading Nakatete Primary to Secondary School to the community?
 - i. _____
 - ii. _____
10. What were the challenges of Nakatete Primary School to the community as a day school?
 - a. _____
 - b. _____
11. Did you have a child learning at Nakatete Primary before it was upgraded to secondary school?
Yes [] No []
12. If, "Yes" what were the benefits of Nakatete Primary School to the community?
 - a. _____
 - b. _____
13. What were the challenges of Nakatete Primary School to the community?
 - a. _____
 - b. _____

THANK YOU FOR YOUR PARTICIPATION AND HONESTY

ACRONYMS

APU: Academic Production Unit

DEBS: District Education Boards Secretary

ECZ: Examinations Council of Zambia

GRZ: Government of the Republic of Zambia

MOE: Ministry of Education

MoGE: Ministry of General Education

Night School: School conducted in the evenings

PER: Public Expenditure Review

PF: Patriotic Front

SSG: Special Study Groups

TCZ: Teaching Council of Zambia

TSC: Teaching Service Commission

US: United States

USA: United States of America