THE EFFECTS OF THE EXPANSION OF THE BASIC EDUCATION SECTOR ON CLASSROOMS, PUPILS' LEARNING NEEDS AND TEACHERS IN SELECTED BASIC SCHOOLS OF LUSAKA DISTRICT

By

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DECLARATION

I, Ngandu Kaleba Maina, declare that this dissertation is my own work and has not been previously submitted for a degree award of this or any other university

Signature:.....

Date:.....14/07/2010.....

CERTIFICATE OF APPROVAL

This dissertation by Ngandu Kaleba Maina is approved as a partial fulfillment of the requirements for the award of the degree of Masters of Education (Educational Administration) of the University of Zambia.

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DEDICATION

To my late father Ward Kaleba, my mother Elina Kaleba for the gift of formal education and for helping me to realise my full potential in life.

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DEFINITION OF WORKING TERMS

Basic education: The education that equips learners with the basic skills, knowledge and attitudes which enable them to take full charge of their own lives and free them to learn further, Kelly (1999).

LIST OFACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
DESO	District Education Standards Officer
DEBS	District Education Board Secretary
EFA	Education For All
FBE	Free Basic Education
FGD	Focus Group Discussion
FPE	Free Primary Education
FEP	Free Education Policy
FNDP	Fifth National Development Plan
FCUBE	Free Compulsory Universal Basic Education
GRZ	Government of the Republic of Zambia
HIV	Human Immune – Deficiency Virus
IRIN	Integrated Regional Information Network
MoE	The Ministry of Education
MDGS	Millennium Development Goals
PTA	Parent Teachers' Association
PTR	Pupil Teacher Ratio
SPSS	Statistical Package for Social Sciences
UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organisation
ZATEC	Zambia Teacher Education Course

ABSTRACT

This study investigated the effects of the expansion of the basic education sector on classrooms, pupils' learning needs and teachers, and it looked into strategies that might alleviate negative effects of the expansion. The study used both qualitative and quantitative methods of data collection and analysis. The main research instruments used were; questionnaires and interview guides. The sample for the research was 6 basic schools, education authorities at district and provincial offices in Lusaka as well as officials at the Ministry of Education (MoE) Headquarters.

Data were collected through questionnaires which were administered to pupils and teachers through interviews. Focus Group Discussions were used to collect data from the pupils. Other sources of data included reviewing of school documents such as report forms and class registers.

Among the major findings of the study with regard to negative effects of expansion of basic education were: lack of adequate infrastructure to cope with increased numbers of pupils and lack of trained teachers to cater for higher grades in basic schools. The study also found the need for existing teachers to undergo in-service training in order for them to be able to rise to the challenge of teaching higher grades than those they were initially trained for.

The study has established that negative effects of the expansion of basic education are not only confined to pupils but that they extend to the teaching personnel as well. Therefore, the research recommends that government continue to build new classroom blocks and teacher housing units in conjunction with other stakeholders such as the PTA. The government has further been urged to consider training of more teachers to match with the increasing demand for their services in expanded basic schools.

CHAPTER ONE
INTRODUCTION

1.1 Background

Education has been noted world over for playing a major role in the lives of individuals. The significance of education is that it provides people with knowledge, attitudes and ideas that enable them live productively and in harmony with others. Education is a right for each individual and it is also a means for enhancing the well- being and quality of life for the entire society (MoE 1996). Every government has, therefore, the responsibility to ensure that it provides an education of good quality to its people in all institutions.

The right to education is one of the fundamental rights of a human being. In November 1948, the nations of the world made a declaration about the nature and extent of human rights. Among many others, the right to education was acknowledged for all people. It was declared that elementary education would be free and compulsory.

The education system in Zambia is in three categories. The first is basic education which lays the foundation in school going pupils and runs from grades 1 to 9. The second is high school education, which runs from grades 10 to 12. The third level is tertiary education, in which we find colleges, universities and trades schools. Basic schools were chosen for this research due to the expansion that this sub-sector has witnessed in the recent past.

According to Kelly (1994), Basic education refers to efforts to provide for at least the minimum learning needs of youth and young adults and be able to meet the needs which arise throughout the life of every individual. Basic education has therefore been thought of as providing by various means an educational base which would enable people to take full advantage of later opportunities to learn skills, acquire knowledge or otherwise develop their potential Basic education is

more than an end in itself. It is the foundation for lifelong learning and human development on which countries may build systematically, further levels and types of education and training.

MoE (1996) states that in Zambia basic education means following a formal curriculum for a definite period of nine years. MoE (1996) further argues that the idea for extended period of education in primary schooling was that basic education would provide general education in basic subjects, skills training and productive work. It was seen as enabling pupils to achieve a standard of functional education which would equip them to live productively in society and to posses occupational competency in skills. Basic education also aims at providing general education including practical skills and a sound preparation for further education. Furthermore, it was hoped that on completion of nine years of schooling, the learner would be more mature when facing career opportunities and would base these on a fuller understanding of his or her abilities and interests.

1.2 Statement of the Problem

Since the commencement of Basic Schools in Zambia in the early 1980s, the numbers of pupils proceeding from Grades 7 – 8 have more than doubled. However, the effect of this on classrooms and teachers has not been studied. There have been different opinions expressed by people over the effects of the expansion of basic education. Some stakeholders in the education sector have expressed different opinions over the academic performance of pupils as a result of this expansion. Some have indicated that the expansion of basic schools has created more pressure on teachers meant for lower grades thereby denying lower grade pupils the attention as most of these teachers were seconded to teach higher grades in basic schools for which they had not been trained.

Others have said that the expansion has created pressure on existing school infrastructure resulting in increased wear and tear due to increased number of pupils. Another view points to the fact that schools having introduced a class rotation system to accommodate higher grades thereby reducing the number of teaching hours per class. It was not known as to whether or not these views were supported by empirical data or if they were, to what extent? It is against this background that this study was undertaken. It sought to find answers to these questions and suggestions as to how some of the adverse effects of the expansion could be mitigated.

1.3 Purpose of the Study

The purpose of this study was to determine the effects of the expansion of the Basic School Sector of education on classrooms, pupils' learning needs and teachers, as well as to find suggestions on how any negative effects that might be there could be eliminated or reduced.

1.4 Study Objectives

1.4.1 Main Objective

The main objective of this study was to find out the effects of the expansion of Basic Education on classrooms, pupils' learning materials and teachers.

1.4.2 Specific Objectives

1. To identify the effects of the expansion of the Basic Education Sector on classrooms, pupils' learning materials and teachers.
2. To establish the mitigatory measures, if any, that the Ministry of Education had put in place to minimize the classroom and staffing problems that the expansion of the Basic Education Sector may have created.
3. To seek other ways that could be used to minimize the classroom and staffing problems that may have arisen from the expansion of the Basic School sector.

1.5 Research questions

1. What has been the effects of the expansion of the Basic Education Sector on classrooms, pupils' learning materials and teachers?
2. What has the Ministry of Education done to minimize the classroom and staffing problems that the expansion of the Basic Education sector may have caused?
3. What other measures can be used to minimize classroom and staffing problems that the expansion of Basic Education may have caused?

1.6 Significance of the study

This study is important because its findings will shed light on the effects of the expansion of the Basic Education Sector on classrooms and teachers. And when this happens, it is hoped that government may use such information to improve the short comings in the Basic Education Sector where these are found and thereby improve the teaching and learning process in schools.

1.7 Limitation of the study

The study was limited to six selected Basic schools in Lusaka Urban District. The ideal population for the study could have been the inclusion of Basic schools from Lusaka rural. Unfortunately due to financial constraints the study was only confined to selected schools in Lusaka Urban District. The findings might, therefore, not be a true reflection of the effects of the expansion of the Basic Education Sector on classroom and teachers in other parts of the country.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to studies and works on the effects of the expansion of the Basic school sector on teachers, pupils' learning needs and classrooms at international and national levels.

2.1 International level Basic education expansion

In November, 1948, the nations of the world made a declaration on the right to education for all people and article 32 1/32.1 reaffirmed the right of every child without discrimination to free and compulsory primary education (UN, 1948, Article 26).

The Jomtien conference of 1990, the Dakar conference and the 2000 millennium conference all emphasized the need to provide Education For All by the year 2015. The conferences reaffirmed the earlier pledges in the 1948 declaration that education was a right to every child (UNESCO Report 2003/04).

The conferences cited above became landmark events that prompted a rapid expansion in primary education enrolment and motivated many developing countries to reform their respective education systems. In these reforms education was seen as the vehicle through which political and social economic demands were to be fulfilled while meeting the expectations and desires of all people.

Brookfield (1990) reports that there were more than 100 million children out of school worldwide. The high population growth in the world has caused a challenge to the education industry. Between 1990 and 1998, the average

growth rate of the world population was 1.9 percent while that of Africa stood at 2.7 per cent, that is one and half times the world rate (UNESCO 2000).

The demographic explosion in Africa has created huge problems with regard to educational provision. To be able to accommodate an ever increasing school age population, more schools, teachers and books will be needed every year. One person in three in Africa is of primary school age in contrast to only one in Latin America and Asia, and one in industrialised countries.

Brookfield (1990) recommended that countries throughout the globe should scale up specific interventions such as increasing access by expanding Basic education. Thus, in 1990 in Africa, there were about 55 million places in primary schools. Nearly 41 million more places were needed for the year 2000 just to keep the enrolment ratio at the 1990 levels. The investment necessary in classrooms for such a huge expansion of primary education was enormous.

A number of European countries have recognized that education is a fundamental human right. To that effect, they are providing free and compulsory education. In countries such as Norway, education is free in all public schools. Education for All is the basic principle of Norwegian Education Policy. (Norwegian Ministry of Education Research: 2005). Other countries such as France, Sweden, Denmark, Finland, Belgium and Austria have all provided and expanded their primary education. The system entails that almost 100% of the children enroll in school (ufd.dep.no).

2.2 The Importance of Basic Education Expansion

Research over the years has placed emphasis on the importance of basic education to an individual. Cowan, O'Connel and Scalan (1966) point to the importance of education when they state that, "there is no substitute in a country for the possession of skills and vision that come with education".

D'Souza (1969) also alludes to the fact that the aim of education should be the development of everything about man or woman that distinguishes him or her from an animal or machine – the discipline of intelligence, the quickening of imagination and the widening of sympathies.

Thus, the primary purpose of education to an individual is to furnish him or her with widest opportunities to develop his or her potential to the full. Education opens new horizons, extends freedoms and creates opportunities. As a means to other ends it comes with a wide range of benefits for production, distribution, economic growth, health, democracy and poverty reduction – (Wilkins, 1999). Conversely, the denial of education excludes countries and individuals from opportunities to improve living standards and the quality of life.

Kelly (1995) states that although Free education was introduced with good intentions of increasing access to education, a number of countries in the world have faced numerous challenges. Among the effects of the expanded Basic education is that many countries, especially in developing countries, have experienced a large increase (100%) in the number of pupils going to school. Furthermore, the expansion has also brought about a significant decline in the quality of education. The classes became overcrowded, schools experienced shortage of other educational facilities and teachers. The results had been that the education standards have gone down.

Bossing & Crammer (1964) state that the school system in California had expanded its junior high school programme. The expansion was made possible after reducing the larger junior schools by transferring some of the students to smaller junior schools located in elementary schools where enrolments had declined. Bossing and Crammer further state that the junior high school remained the most neglected segment of the public school system not only in its programmes but even in its physical plant. From the beginning, junior high

schools were expected to assume the gateway role to the Senior High Schools, and frequently of the elementary schools. When new buildings were contemplated to care for the overcrowded or expanded school communities, they were planned, almost by habit for the elementary or senior high school years. An old building no longer thought adequate to meet the modern needs of the elementary or senior high school pupils, but considered too well built to be abandoned was regarded as good enough, with occasional minor rehabilitation for the newly created segment of the public schools. Knowledge of the learning process was not good enough and the educational competency of the school staff mirrored the general low status of the educational development of the time.

In India, the provision and expansion of the Universal elementary Education was the most challenging of all social services. Its implementation was precipitated by the large birth rate and the rapid growth rate of the population. To address the challenge, both Naik, (1966) and Garg (1975) state that the Indian Government adopted a double shift system in order to reduce the cost of education for the child and partly to allow as many learners as possible to receive education.

However, Naik (1966) observes that the expansion of the Universal elementary Education led to adoption of larger classes and adoption of double shift system since the classrooms were not adequate. A deliberate effort was taken by the government to improve all middle schools to a prescribed minimum standard.

UNESCO (2007), states that China has been through a comprehensive ten year educational development process towards expanding compulsory education. Within this development two goals have been upheld, that is popularising compulsory education and ensuring education quality and access. China went through significant progress between 1995 and 2005 such as an increase in 58.8% of the population covered by the Two Basic programme.

UNESCO (2007) further states that the Chinese Government also made significant investment in educational projects since 1995 both at central and local level. For example, total governmental inputs have been of about 597 Million United States Dollars for implementing compulsory education and of about 28 billion RMB for the renovation of classrooms. Seven million (7,000,000) primary and secondary teachers participated in training under the New Curriculum Reform between 1999 and 2005. This training represented a new approach: integrating holistic training, professional development as well as capacity building.

In Yemen, the basic education comprises 9 years of basic compulsory education for children of ages 6 – 14 years old. The government developed the National Basic Education Development strategy in 2003 that aimed at providing education to 95% of children aged 6 – 14 years by 2015.

According to http://enWikipedia.org/wiki/education Yemen, the country had 250,000 pupils at Basic education level in 1970 and that the number has risen to 4.3 million pupils. Basic education schools increased from 9,930 schools in 2000 to 10,293 schools in 2002 and 10,684 in 2004. This situation led to an increase in the number of classrooms from 97,462 classrooms in 2003 to 98,329 in 2004. (http://enwkipedia.org/wiki/education Yemen).

In particular, one of the effects of the rapid expansion of the basic education sector was that more than two thirds of the number of schools and classrooms were built in rural areas. The increase of gross enrollment was a result of special consideration such as exemption from paying school fees or participating in school feeding programs for the children from poor families. These projects contributed to improve enrolment rates at the basic education level (6 – 14 years) up to 72% for boys and 42% for girls in 1999. In 2004, the enrollment rate increased to 87% for boys and 63% for girls.

The effect of the expansion was that schools in Yemen had to improve the availability of school space and also using underutilized classroom space. Furthermore, double-shifts were adopted in many Basic schools. New schools were constructed based on school mapping, and community participation was also enhanced. http://en/wikpedia.org/wiki/education in Yemen.

In Gambia, the government embarked on a massive capital investment plan to provide at least nine years of uninterrupted basic Education to all children. This marked the beginning of an unparalleled expansion of the school system resulting in not only a major increase in the number of schools but also the transformation of the entire education system. Within the framework of government's development of educational infrastructure, 2000 classrooms were constructed from 1994 to 2007. http://www.ungei.news/gambia.

The number of basic schools also increased from 250 in 1993 to 340 in 2007. At present, there are 81 upper basic schools, instead of 22 previously. http://www.ungei.news/Gambia.

In Ethiopia, the government placed great importance on education and it also recognised education as an essential component for society's development needs. The country went through two education sector development programmes between 1997 and 2005. These were aimed at ensuring better quality of education and expanding access for learners.

The Ethiopian national report (2004) states that Basic education as measured by enrolment in grades 1 – 8 expanded at an annual rate growth of 11.3% during the years 1998/1999 and 2002/02. Concerning teachers, the government set up new teacher training colleges and expanded existing ones. In order to improve the quality of education, emphasis was given to improve not only the academic

qualifications but also the methodological approaches and ethical values of the teaching staff.

In Rwanda, the Education sector had many policy objectives. One of the objectives was to ensure that education was available and accessible to all Rwandese people (MoE Rwanda). The Rwandan educational system was committed to achieving 9 year basic education. The government realized that human resources were a key to economic growth. However school enrolment levels in Rwanda have been high at Basic school level. Enrolments have grown faster, than inputs of teachers and classrooms.

In Sierra Leone, which had had a devastating civil war for over a decade, hundreds of schools were severely damaged or destroyed. Thousands of teachers were killed, maimed or displaced. However, since the war ended, there had been rapid increase and expansion in the education sector in terms of increasing access to basic education. The Sierra Leone government faced the challenge of producing qualified and relevant work force to spearhead the development.

http://plainipolis liep.unesco.org/Sierra Leone states that the major strategies which addressed the above challenge and formed the backbone of the education sector was to build up infrastructure. Furthermore, the government ensured that an adequate qualified teaching force was put in place to cope with the present and future requirements for Universal Primary Education (UPE).

In order to achieve UPE by 2015 the government decided to expand the number of classrooms to cater for the out of school children being attracted into school and to increase enrolments brought about by positive attitudes towards schooling.

Similar strategies to increase the supply of teachers were put in place in Ghana, Guinea, Kenya, Malawi, Mozambique, Uganda and Tanzania. http://portal.unesco.org/education. Respective governments decided to reduce the length of time spent on pre-service training. The shortening of the teacher training circle was a growing trend in the above mentioned countries.

htt://www.unesco.org/education/wef/country reports/Mozambique states that in Mozambique, the main effect of the expansion of the basic education sector on teachers was that there was increased demand for teachers. In 2000 the output of teachers who were trained and graduated from teacher training institutions was 1,360 per year and it was expected to rise to 2,200 per year in succedding years.

Continued progress towards the ministry goal of universal access to primary school would require larger numbers of new teachers which was clearly beyond the capacity of the teacher training system. The Ministry of Education anticipated a cumulative shortage of approximately 8,000 teachers in 2001. To mitigate the effect of the expansion of the basic education sector on teachers the ministry undertook a study of the teacher training system aimed at measuring the potential capacity of the system and also at developing strategies for significantly increasing the system's output. Htt://www.unesco.org/education welf/country report/ Mozambique.

The rapid expansion of the basic education sector in Mozambique was accomplished by recruiting large numbers of under qualified teachers, some of whom had had only four years of primary schooling.

Furthermore, the Ministry of Education in Mozambique developed a pre-service training programme for teachers which was to be completed within a year. The

pre-service year was to focus on masterly of curriculum content and classroom "survival skills" while the in service year was to focus on the refinement of pedagogical practice. As an additional response to the shortage of teachers, double and sometimes triple shifts was employed. This caused high pupil/teacher ratios.

In Guinea, for example, a primary teacher education programme initiated in 1998 shortened the cycle of initial training from three to two years and resulted in an increased number of new teachers – 1,522 per year compared with 200 before the reform. The teachers trained in the new programme were as effective as those who graduated from the previous one, Dembele (2004).

According to integrated Regional information Network (IRIN) (7th February, 2003) the Kenyan Government's declaration of Free Primary Education yielded positive results in terms of the expansion of the Basic Education Sector. The 1.5million who were out of school had turned up to attend classes after the declaration of free education programme. However, IRIN (7th February, 2003) indicate that the government did not consider the effect it would have on the teachers and the classrooms, the double shift system was instituted in order to accommodate the pupils.

2.3 Effects of the expansion of the basic education sector on Classroom, pupils' learning needs and teachers worldwide

There has been unprecedented enrollment increases at basic education level since the declaration on the right to education for all people was made by the UN in 1948. These increases have posed a lot of challenges to countries in the world.

Bray (1989), reports that in Malaysia, double session strategy was employed in order to meet the demand for school places. He further states that many

teachers in Malaysia offer extra tutorial lessons outside class hours. In some cases teachers refused to teach properly during school hours as they knew that they would make extra money by teaching the same pupils after school. Teachers argued that there was no time to cover the full curriculum-during normal school hours. Naik (1960).

In other countries such as South Korea, Bolivia and the United States of America, strategies such as multiple shift schooling is found. Multiple shift schooling offers a means to contain costs and to raise enrolments. It is especially useful to governments faced by population pressure and constrained budget, Jolly (1969). A multiple system means a school caters for two or more entirely separate groups of pupils during the school day. In a double shift system, the first group of pupils usually attend school from early morning until mid-day, and the second group from mid-day to late afternoon. The two groups are taught by the same teachers, Bray (1989).

Jolly (1969) and Bude (1989) report that some of the effects of the rapid expansion of the basic education sector on the classroom include:

1. Fall in the quality and standard of education
2. Shortening of the school day. This implies that quality is being sacrificed for quantity, that pupils are losing some classroom teaching and extra curricular activities social problems are likely to occur as children are only occupied in a school for a shorter period and so have more time to roam around the streets and cause trouble.
3. Greater wear and tear of resources due to over-use. This creates higher maintenance costs and in many cases requires earlier replacement or reconstruction.
4. Teachers' classroom effectiveness is often problematic due to larger classes.

5. Need extra cupboards and storerooms.
6. Multiple shift schools need to be cleaned very early in the morning or very late in the night and thus putting pressure on the support staff.
7. Parents often become concerned about the extent to which their children are able to cover the curriculum.
8. The large student enrolments makes it difficult for the staff to know the pupils personally and can exacerbate discipline problems. Pupils may stay on the school compound but evade class pretending that they are members of the out of lesson shift.
9. Teachers cannot use the classroom wall space freely. The morning shift may temper with the wall pictures of the afternoon shift pupils and vice versa. Likewise teachers cannot leave work on the blackboard overnight. Both pupils and teachers have less sense of ownership of their classrooms as they are shared.
10. On average, the ability of pupils to perform well in school declines, regardless of whether classes get bigger.
11. High status parents may seek out more exclusive schools often necessarily in the private sector or abroad or pay for private coaching for their children.

2.4 The Zambian Situation

In 1964, the number of school places available was only 72,000. Therefore, only about 70 percent of the children who reached the school going age were able to find a school place due to a limited number of classrooms. Mwanakatwe (1974) states that though some modest expansion of the school facilities was made, it could not match the rapid increase in the number of the school children demanding school places.

According to the 1963 population census, the number of children coming forward in 1966 for enrollment in schools was expected to reach the figure 125,000 and

about 140,000 in 1968. Therefore, to maintain the enrolment each year of 72 per cent of pupils coming forward, it was necessary to provide an additional 26,000 places in 1968 over those available in 1964. This meant that new classrooms and staff houses were required to be built as quickly as possible. The out put of teachers from teacher's colleges was to be increased.

The data from the 1980 and 1990 censuses reveal that seven year old children who needed places in Grade 1 numbered 191,000 in 1980 and 266,000 in 1990. If all these children were to be admitted and were to be given seven years of primary education, the primary school enrollments was to increase by 900,000 in the period 1992 – 2000. If the further target of nine years universal education were to be achieved within the century, there would be need for an additional 400,000 places in Grades 8 and 9 and this would mean the construction of more classrooms. MoE(1977)

The numerical situation in the 1990s were that even with facilities being used to their maximum and in many cases beyond sound educational limits, there was no room in primary schools for about 190,000 children (MoE 1996)

The statistics, for example showed that in 2001, only 152, 032 children were enrolled in school out of a population of 342,305 (MoE 2003). Hence in order to increase enrollment, access and participation of pupils in lower and middle basic schools Grade 1 – 7Free Education was introduced. The Free Education policy was designed to bring back all the children who had dropped out of school and all those who previously had no access to education especially the orphans, vulnerable children and children in difficult circumstances. This policy was in line with the Education for All goals (EFA) such as the improvement of existing schools so as to enable every child to enter by the year 2015. Zambia and the international community had committed itself to the Dakar Framework for Action. The two most important Education For all goals under the Dakar Framework

were expanding and improving early childhood care and education. Furthermore ensuring that by 2015 all children particularly girls and those belonging to ethnic minorities have access and complete free Basic education (UNESCO: 2004).

In order to fulfill Zambia's commitment to achieving education for all and Millennium Development Goals the government through the late Republican President Levy Patrick Mwanawasa (SC) announced in February, 2002 the introduction of Free Basic Education Policy for lower and middle Basic school going children. This entailed that children in Grades 1 – 7 were exempted from paying user fees and other related fees. The user fees were a great barrier to accessing education by vulnerable children especially orphans and those from rural and poor families. MoE (2005).

2.4.1 The effects of the expansion of basic education on classrooms

Since 2002 when Free Basic Education (FBE) was pronounced, there had been an unprecedented enrollment increase of 60%. The enrollment overstretched the educational facilities for basic education such as classrooms and teachers. In 2002, basic education enrolment was 1.7 million pupils. In 2004, enrolment had risen to 2.2 million pupils. The largest increase in enrolment was in Grade eight and nine. Grade eight enrolment expanded more than ten percent per year while Grade nine was expanding nearly 13 percent per year MoE (2005).

It is reported that the number of schools offering Basic Education increased from 5,324 in 2000 to a total of 7,256 in 2005. MoE (2007) In 2003, there were 23,823 classrooms in 5,773 schools countrywide which increased to 29,009 classrooms in 6,796 schools in 2004. This was attributed to construction of 3,396 new classrooms with most of them replacing old structures. Access was to be enhanced further through the construction of 799 additional classrooms in

Basic schools which created at least 71,910 new school places with double shifting, MoE (2008).

According to MoE (2007) 10,000 new basic education classrooms were to be constructed to provide a backlog of primary education infrastructure. In 2005, the number of classrooms available was 29,009 for a pupil population of 2.5 million. The number was supposed to have been 56,052 which indicated a shortfall of 27,043 classrooms. By 2010, nearly 4000 additional classrooms will be needed to meet the demand, MoE (2008).

The expansion of the basic education sector caused a tremendous backlog of classrooms. This resulted in very high student/classroom ratios, very high pupil/teacher ratios and double sessions and even triple shifts. According to MoE (2009), there were 96 basic schools in Lusaka with 17,1207 pupils at that time.

2.4.2 The effects of the expansion of the basic education on teachers.

While the Ministry had addressed competently the issue of participation, there were serious challenges in the area of quality and learning achievement. The recruitment and deployment of teachers had not kept pace with the increase in enrollment. As a result, pupil teacher ratios (PTR) increased over the years. In 2005, the PTR was 80.6 pupils to 1 teacher for Grades 1 – 4 (based on double shifting), 37.4 pupils to 1 teacher for Grades 5-7 and in Grade 8 – 9 the PTR was 32.3 pupils to 1 teacher. Numeracy challenges still remain at the basic education level as a result of the expansion. They include shifting of more qualified teachers to teach the foundation years 1 – 2 yrs, provision of teaching and learning materials to match increased enrollment, MoE (2008).

MoE 1996 states that many of the basic schools were deficient in classrooms and qualified teachers. There had been an extensive use of untrained or unqualified teachers especially in rural areas. For example, in 1990, out of a total of 33,721

teachers working in Grades 1 – 7, 5,241 or 15.5 % had received no training of any kind, MoE, (1992). It is believed that the quality of teaching in primary schools suffered from this arrangement. Pupils in basic schools therefore, were not taught in a way comparable to the way they would be in a conventional secondary school. As a result, pupils who completed Grade 9 in basic schools lacked knowledge, understanding and skills, MoE(1977).

Although there had been some significant improvement in the education and training of teachers, most of the improvements have benefited the lower and middle basic levels. According to MoE (2000), there was a serious shortage of teachers with the required qualification at upper basic especially in Mathematics and Science. There was need, therefore, to enhance the continuous professional development of teachers at upper basic.

MoE (2008) reports that in recent years, there had been acceleration in the training of teachers partly attributed to the ZATEC programme. In 2003, there were 5,529 students enrolled in teachers' training colleges up from 3,767 in 2000. In 2005 there were 12,810. This, however did not adequately address Mathematics and Science. It is further reported that the nation's supply of teachers had been growing at an annual rate of approximately 5.5 percent. This is a slower rate of growth than the growth in pupil enrolments. Given these trends, the pressure on teachers will continue to increase substantially. For example in 2004, there were 55 pupils per teacher average in most of the schools throughout the nation, MoE (2008). It is reported that this would increase to 66 pupils per teacher by 2010 unless additional teachers could be recruited or trained.

2.4.3 The effects of the AIDS epidemic on the teachers.

Education in a world with HIV/AIDS cannot be the same as education in a world without AIDS. MOE 2008 reports that 1331 teachers had died as a result of

AIDS. Furthermore studies have revealed that there was a high prevalence rate of about 40% among teachers throughout the country. Given the prevailing high rate of mortality and morbidity, the scarcity of human resources is further aggravated and hence it will impede negatively on teacher supply.

MoE (2007) states that even if teacher training colleges increased their supply of teachers, the shortfall of teachers attributed to deaths from AIDS will not be met in the short to medium term. This projection does not take into account expansions that are required under a universal education scheme. It is against this background that HIV and AIDS are limiting the realization of economic development and achievement of the Millennium Development Goals (MDGS).

The loss of teachers through deaths and HIV/AIDS related illnesses will inevitably impair the efficiency and quality of education. Although teachers can be replaced through training, recruitment cannot replace the experience and talent lost, Kelly (1995).

From the foregoing review, it is clear that there are many effects of the expansion of the basic education sector on classrooms and teachers both internationally and in Zambia generally. However not much attention has been specifically given to determine the effects of the expansion of the basic education sector on classroom and teachers in a few selected basic schools of Lusaka urban District. In the light of this gap, bearing in mind the importance of basic education to an individual, this study is timely. If the effects are known, then the possibility of taking serious measures can be examined.

CHAPTER 3

METHODOLOGY

3.0. Introduction

The main purpose of this chapter is to show how the study was conducted. The chapter covers study design, study population, sample size, sampling procedure, research instruments, mode of data collection and data analysis.

3.1. Research design

According McMillan (1997), a research design is simply the framework for a study used as a guide in collecting and analyzing data. It is a blue print that is critically followed in completing a study. This study is a descriptive one because the tools for data collection were mainly of a descriptive nature.

3.2 Target population

The population for this study was all basic schools in Lusaka District which were ninety Six (96) in number and had a population of 171,207 pupils. The population also comprised all Basic School Managers, Deputy School Managers, teachers, the Lusaka District Education Board Secretary (DEBS), the Provincial Education officer and officials from the department of planning at the Ministry of Education Headquarters.

3.3 Sample size

The sample size for any study determines its precision. This study used a sample of six (6) basic schools with each school providing 20 pupils from grades 8 and 9, six (6) class teachers and a school manager. Others included six officers from the DEBS office, six officers from the provincial education officer's office and six officers from Ministry of Education headquarters in the planning department. The total sample size for the study was three hundred (273).

3.4 Sampling Procedure

The sample for this study was selected using various sampling techniques. The six (6) basic schools and the classes were selected using the random sampling technique. As regards representatives from the DEBS's office, Provincial Education Office and the Ministry of Education, the purposive sampling technique was used specifically for the reason that specific officers exist at these offices who deal in planning and standards.

McMillan and Schumacher (1997;397) describe purposive sampling as "selecting information –rich cases for study in depth". This means that this type of sampling is based entirely on the judgment of the researcher in that the sample contains the most characteristic, representative or typical attributes of the population.

As regards the selection of pupils that participated in the survey, simple random sampling criteria was employed. In a simple random sampling, each individual case in the population has an equal chance to be selected for the sample (Strydom and De Vos, 1988;195). Six bowls were prepared where the letters representing Grade 8 and 9 classes from each of the 6 basic schools to be used in the sample were put. Each of the six bowls was shaken to allow thorough mixing of the letters. Thereafter from each of the 6 bowls one letter was selected for the sample. And the selected letter represented the class for data collection at that school. As regards selection of pupils, a systematic sampling criteria was employed whereby after arranging pupils in alphabetical order, every 5^{th} pupil was taken as a sample in each of the selected classes until the required number was met.

3.5 Research Instruments

In order to collect primary data which comprised both quantitative and qualitative features, questionnaires and a focus group discussion guide were

used respectively. The questionnaires consisted of both open ended and closed questions. As regards the quantitative data collection tool, most of the questions had alternative responses from which the respondent had to make a choice. In certain cases, the respondent had to rate their responses. In addition to the questionnaires and the FGD guide, in-depth interview guides were also used as data collection instruments.

3.6 Mode of Data Collection

The questionnaires were administered in person by the researcher to the respondents in the study. This was done in order to ensure collection of all questionnaires given out. In addition to questionnaires, in-depth interviews were held with various Ministry of Education officials as a further means of data collection. The researcher also conducted a Focus Group Discussion at each of the six schools comprising teachers.

The administration of the questionnaires, holding of interviews and conducting of FGDs were all done following appointments. On the day of the interview, teachers were asked to leave the room where this was done to avoid possible interference. The pupils' questionnaire was administered differently from that of the teachers who individually filled it at each one's pace. It was presented page by page, read aloud, and filled in by the participants at the same pace. In cases where somebody did not understand, the question was read again and translated into a local language where necessary.

The researcher also allowed pupils to ask for discrete individual help where need arose. After going through all questions pupils were asked to check for completeness and to put their questionnaires in a ballot box. At the end participants were thanked for their collaboration and the pen used by each participant was given to him/her as a token of appreciation.

3.7 Objectivity, Reliability and Validity

To ensure reliability, the questionnaires were piloted at Jacaranda Basic School. The questionnaires for pupils were simplified taking into account their level of understanding of the English language. In addition, respondents were allowed to fill their questionnaires without interference and those who were interviewed expressed their views. The use of triangulation too helped in the comparison of data.

3.8 Data analysis

Analysis of data was done by using both qualitative and quantitative methods. The data gathered from the questionnaires was analyzed using the Statistical Package for Social Sciences (SPSS). Responses from the questionnaire were pre-coded and summarized into cross tabulation tables which were used to generate charts and percentages by use of the SPSS. Responses from the interviews were summarized to come up with emerging themes.

CHAPTER FOUR

PRESENTATION OF STUDY FINDINGS

4.0 Introduction

This chapter presents the findings of the study.

4.1 Findings from the pupils' questionnaire

In this section, findings from the pupils' questionnaire are provided.

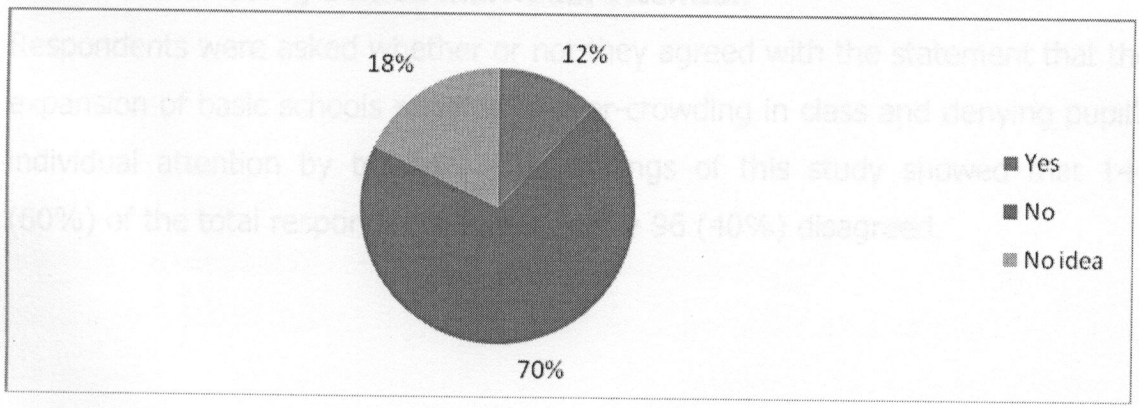
4.1.1 Building of new classroom blocks

Respondents were asked whether the school had witnessed the building of a new class room block in the past five years. The results showed that 170 (71%) of the respondents said "No" while,70 (29 %) said "Yes".

4.1.2 Increased number of teachers allocated to the schools

Respondents were asked whether or not there had been an increase in the number of teachers allocated to their schools in the past five years. Results (Fig.1) indicate that 29 (12%) said "Yes" while 168 (70%) disagreed. Those that expressed lack of knowledge on the subject matter were 43 (18%).

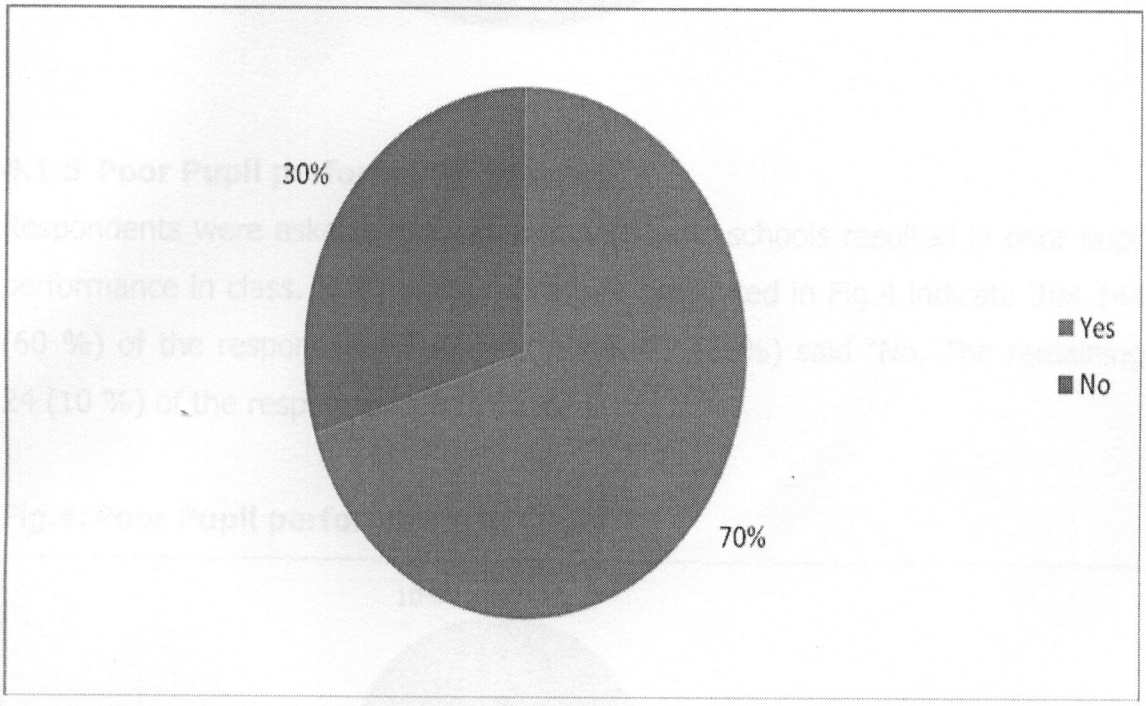
Fig. 1: Increased number of teachers allocated to the school



4.1.3 Lagging behind in Learning

Respondents were asked if they agreed or disagreed with the statement that pupils in expanded basic schools which practiced class rotation due to insufficient classrooms lagged behind in learning. The study findings were that 168 (70 %) of the total respondents agreed while 72 (30) % of them disagreed (Fig.2).

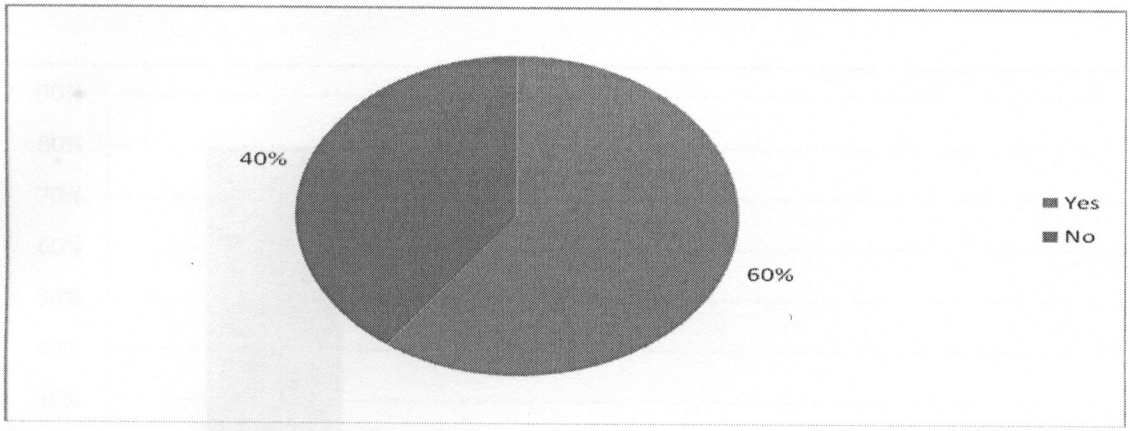
Fig. 2: Lagging behind in Learning



4.1.4 Risk of being denied individual attention

Respondents were asked whether or not they agreed with the statement that the expansion of basic schools resulted in over-crowding in class and denying pupil's individual attention by teachers. The findings of this study showed that 144 (60%) of the total respondents agreed, while 96 (40%) disagreed.

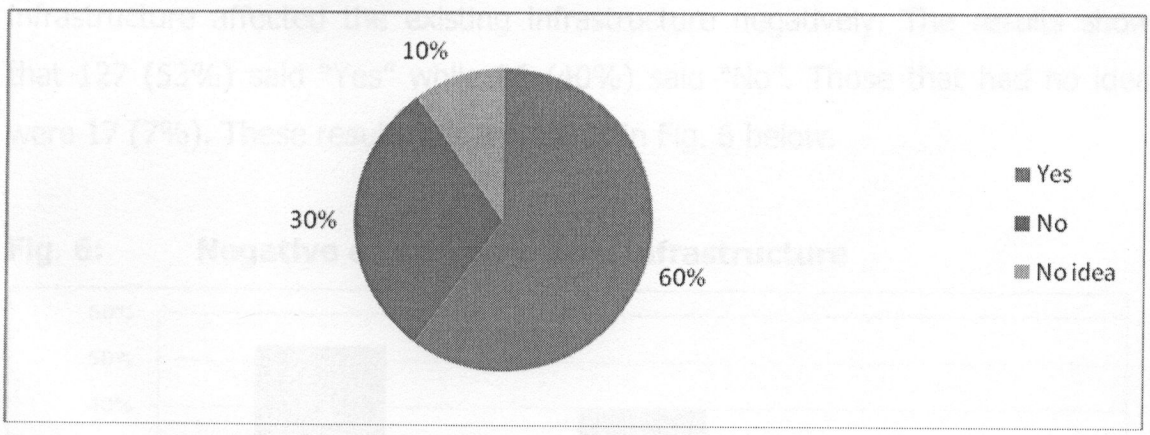
Fig. 3: Risk of being denied individual attention



4.1.5 Poor Pupil performance in class

Respondents were asked if the expansion of basic schools resulted in poor pupil performance in class. The results, which are presented in Fig.4 indicate that 144 (60 %) of the respondents said "Yes" while 72 (30%) said "No. The remaining 24 (10 %) of the respondents had no idea.

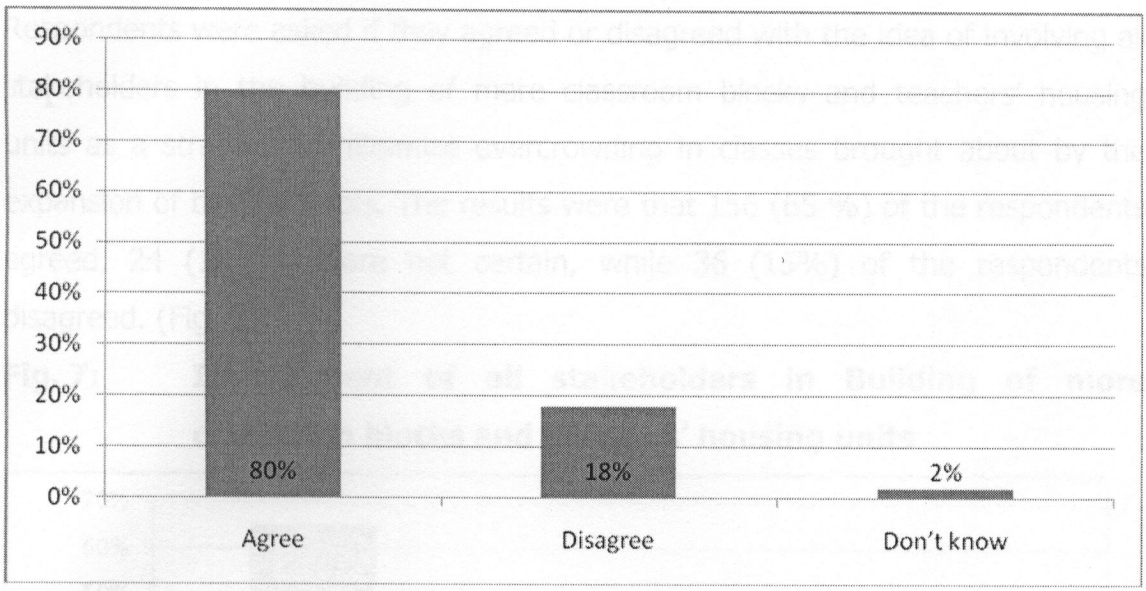
Fig.4: Poor Pupil performance in Class



4.1.6 Over-crowded classes increased Failure rate

Respondents were asked if they agreed or disagreed with the statement that overcrowded classes increased the failure rate. Results show that 192 (80%) of the respondents agreed, 43 (18%) disagreed, while 5 (2%) had no idea on this issue. (Fig. 5).

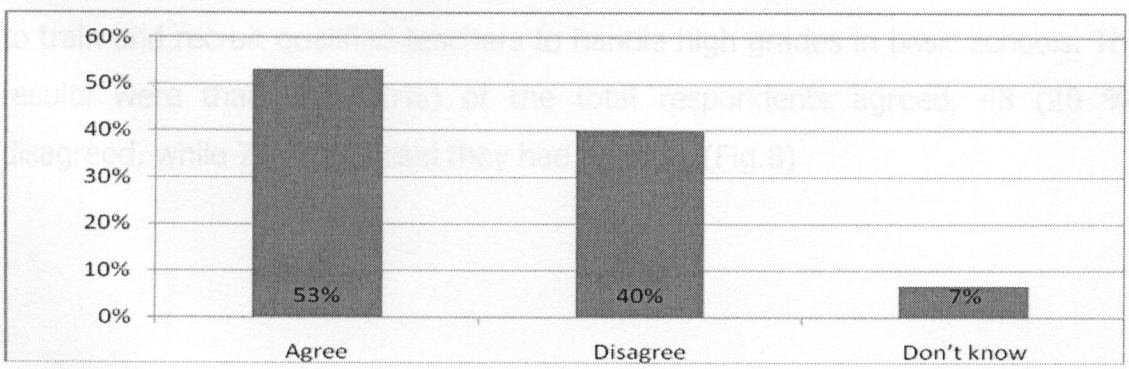
Fig.5: Over-crowded classrooms increased failure rates



4.1.7 Negative effects on school infrastructure

Respondents were asked if they agreed or disagreed with the statement that the expanded number of basic school pupils without proportionate increase in infrastructure affected the existing infrastructure negatively. The results show that 127 (53%) said "Yes" while 96 (40%) said "No". Those that had no idea were 17 (7%). These results are presented in Fig. 6 below.

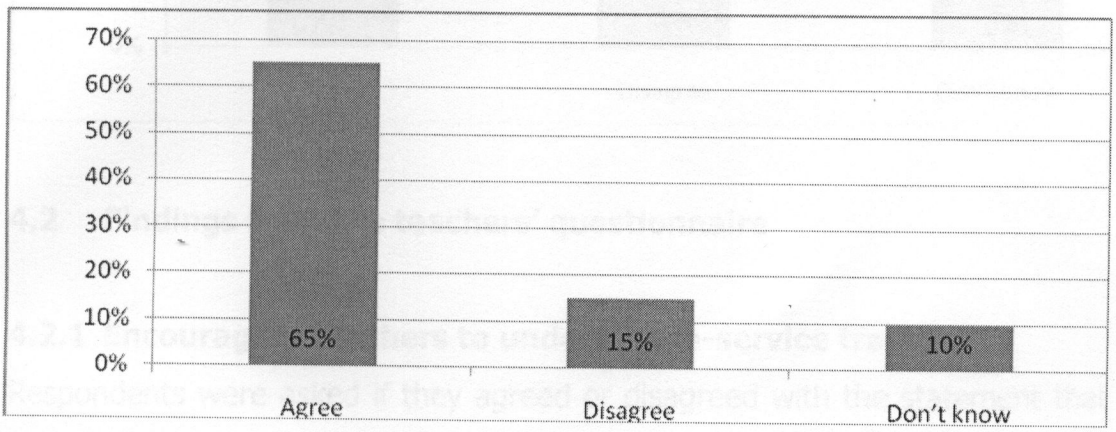
Fig. 6: Negative effects on school infrastructure



4.1.8 Involvement of all stakeholders in building of more classroom blocks and teacher housing units

Respondents were asked if they agreed or disagreed with the idea of involving all stakeholders in the building of more classroom blocks and teachers' housing units as a strategy to minimize overcrowding in classes brought about by the expansion of basic schools. The results were that 156 (65 %) of the respondents agreed, 24 (10 %) were not certain, while 36 (15%) of the respondents disagreed. (Fig. 7)

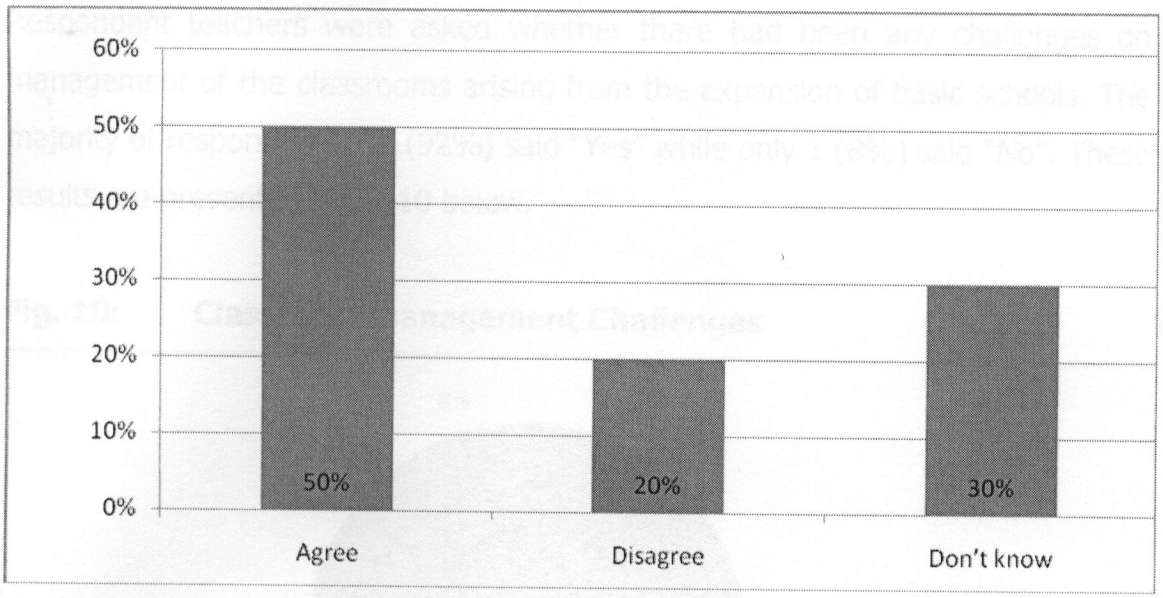
Fig. 7: Involvement of all stakeholders in Building of more classroom blocks and teachers' housing units



4.1.9 Training and recruitment of qualified teachers to handle higher grades

Respondents were asked if they agreed with the statement that there was need to train and recruit qualified teachers to handle high grades in basic schools. The results were that 120 (50%) of the total respondents agreed, 48 (20 %) disagreed, while 72 (30%) said they had no idea. (Fig.8)

Fig. 8: Training and recruitment of qualified teachers to handle higher grades

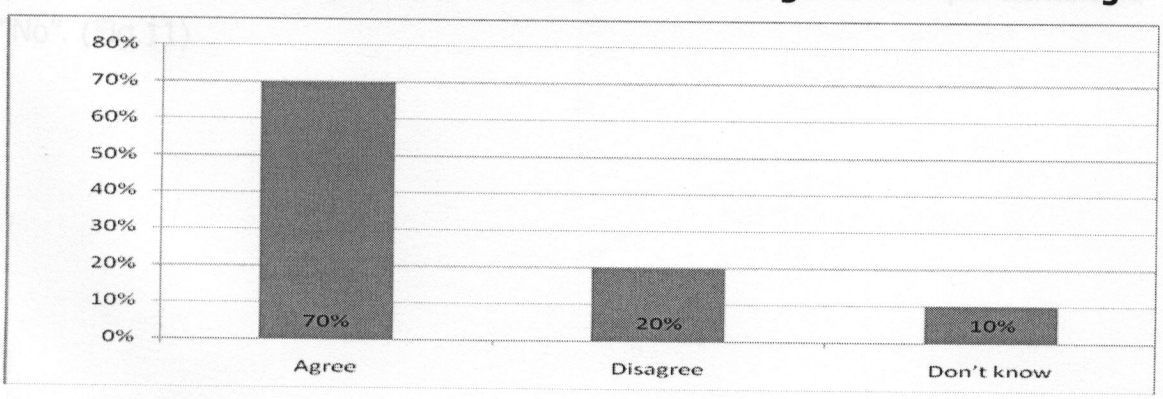


4.2 Findings from the teachers' questionnaire

4.2.1 Encouraging teachers to undertake in-service training

Respondents were asked if they agreed or disagreed with the statement that all teachers that were seconded to teach higher grades in basic schools should undergo in-service training. Findings indicate that 25 (70%) of the total respondents agreed, 7 (20%) of the total respondents disagreed while 4 (10%) had no idea.

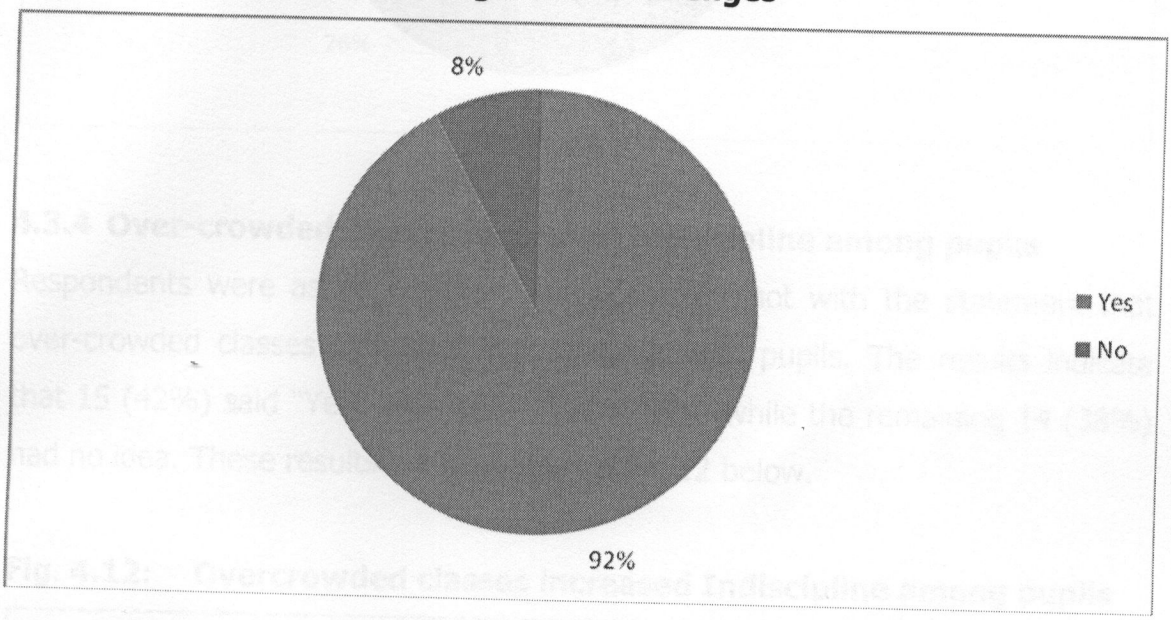
Fig. 9: Encouragement of teachers to undergo in-service training



4.2.2 Classroom management

Respondent teachers were asked whether there had been any challenges on management of the classrooms arising from the expansion of basic schools. The majority of respondents, 35 (92%) said "Yes" while only 1 (8%) said "No". These results are presented in Fig.10 below.

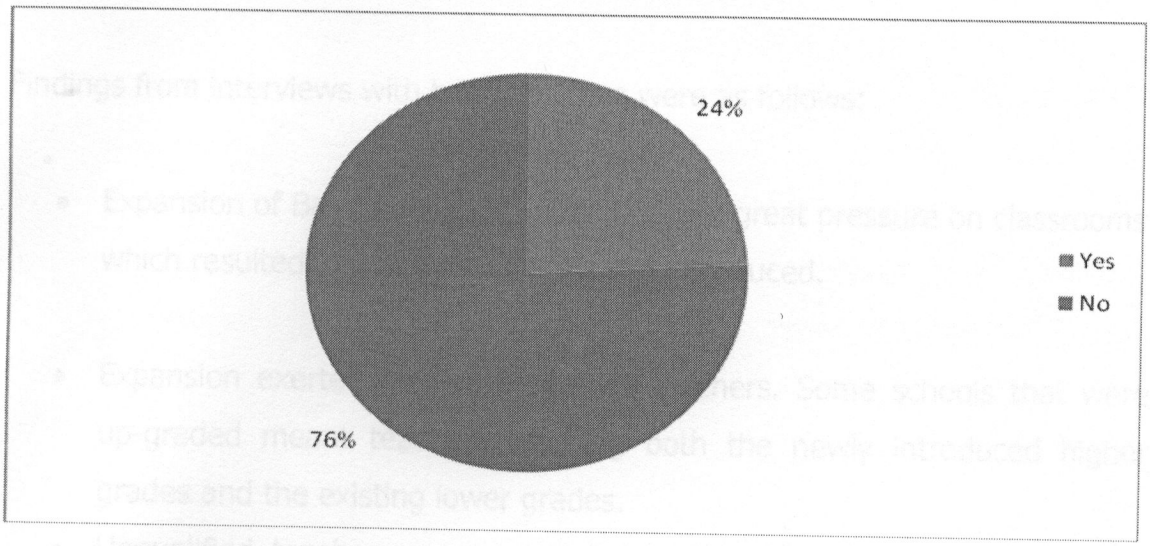
Fig. 10: Classroom management Challenges



4.2.3 Timely marking of exercises and tests

Respondents were asked if they were able to mark exercises and tests of the greatly increased numbers of pupils on time. The results were that 9 (24 %) of the respondents said "Yes" while the majority 27 (76%) of the respondents said "No". (Fig.11)

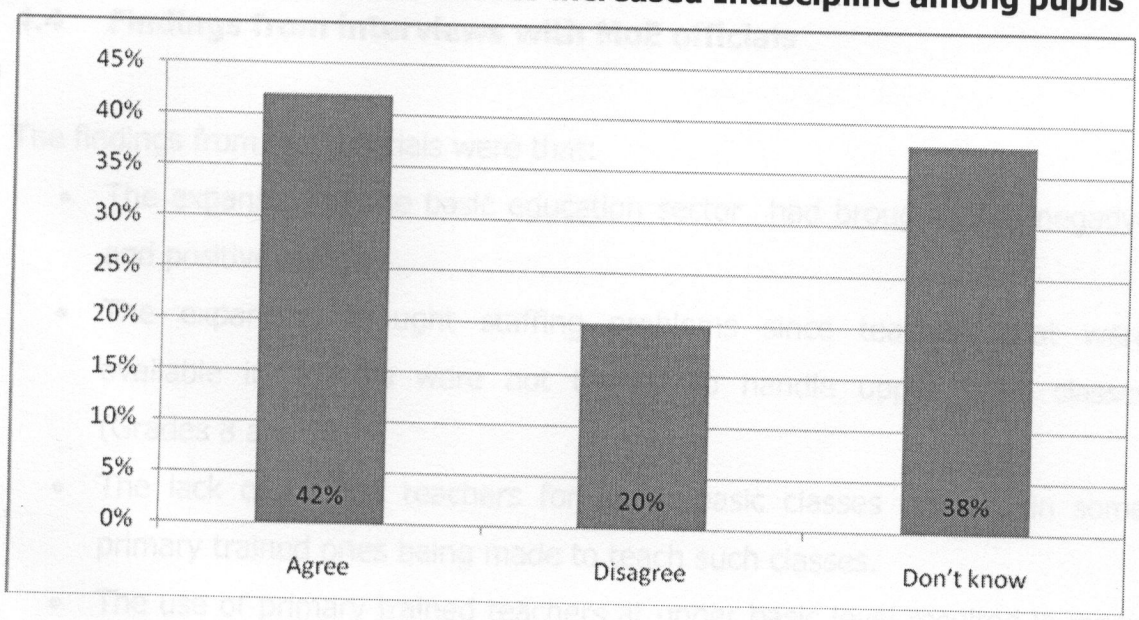
Fig. 11: Timely marking of exercises and tests



4.3.4 Over-crowded classes increased Indiscipline among pupils

Respondents were asked whether they agreed or not with the statement that over-crowded classes increased indiscipline among pupils. The results indicate that 15 (42%) said "Yes" and 7 (20%) said "No", while the remaining 14 (38%) had no idea. These results are presented in Fig.12 below.

Fig. 4.12: Overcrowded classes increased Indiscipline among pupils



4.3 Findings from interviews with Head teachers

Findings from interviews with head teachers were as follows:

- Expansion of Basic education sector brought great pressure on classrooms which resulted in double sessions being introduced.

- Expansion exerted more pressure on teachers. Some schools that were up-graded meant teachers teaching both the newly introduced higher grades and the existing lower grades.
- Unqualified teachers were seconded to teach newly introduced higher grades thereby compromising the quality of education at that level
- There was over-crowding in classes which made it difficult for teachers to timely mark pupils' exercises and tests.
- Teachers were advised to undertake in-service training
- There was involvement of stakeholders such as PTAs in the building of new classroom blocks and teachers' housing units

4.4 Findings from interviews with MoE officials

The findings from MoE officials were that:

- The expansion of the basic education sector had brought both negative and positive effects
- The expansion brought staffing problems since teachers that were available in schools were not trained to handle upper basic classes (Grades 8 and 9).
- The lack of trained teachers for upper basic classes resulted in some primary trained ones being made to teach such classes.
- The use of primary trained teachers at upper basic level resulted in many untrained teachers being employed to take their places.