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AND POLICY STUDIES**

**AN ASSESSMENT OF THE EDUCATIONAL STRUCTURE
OF HIGH SCHOOLS: THE CASE STUDY OF SELECTED
HIGH SCHOOLS OF KABWE DISTRICT**

BY

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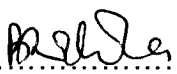
**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF
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AUTHOR'S DECLARATION

I, Barbra Ngosa Kambwili, do solemnly declare that this dissertation represents my own work, and that all the work of other persons has been duly acknowledged, and that this work has not been submitted at this university or any other university for similar purposes.

Signed..... 

Date..... 19th July, 2010

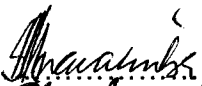
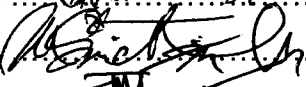
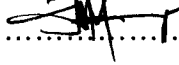
DEDICATION

I dedicate this dissertation to my late father and mother, Shadreck Kambwili and Phyllis Nkhoma Kambwili; my late older sisters Dorothy Cindy Kambwili and Lisa Natasha Mambwe Kambwili, my late young brother Shadreck Kambwili and lastly to my late husband Chris Ndola for believing in me.

APPROVAL

This dissertation presented by Barbra Ngosa Kambwili is approved as fulfilling part of the requirements for the award of the Degree of Master of Education in Educational Administration by the University of Zambia.

Examiners' Signatures

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ACRONYMS

ACT	- American College Testing
CARS	- Course Analysis for Rigor and Success Survey
COSETCO	- Copperbelt Secondary Teachers' College
CPD	- Continuous Professional Development
GMD	- Geometrical and Mechanical Drawing
HE	- Home Economics
IIMPaC	- Inquiry In-service Workshops, Modes, Practice and Coaching
JSSLE	- Junior Secondary School Leaving Examination
Koech	- Report of the Commission of Inquiry into the Education System of Kenya
MOE	- Ministry of Education
MOF	- Ministry of Finance and National Planning
MONE	- Ministry of National Education
MPET	- Master Plan on Education and Training
NGA	- National Governors Association Center
PTA	- Parent Teacher Association
RDC	- Re-current Department Charges
SEAMEO	- Southeast Asian Ministers of Education Organisation
SMASTE	- Strengthening Mathematics, Science and Technology
SPSS	- Statistical Package for Social Sciences
TD	- Technical Drawing
UK	- United Kingdom
UNESCO	- United Nations Educational, Scientific and Cultural Organisation
UNIP	- United National Independence Party
UNZA	- University of Zambia
USA	- United States of America

ABSTRACT

In Zambia in 2010, the educational structure of secondary schools is from grade eight to grade twelve and the structure of high schools is from grade ten to grade twelve. However, it has been observed by the teachers who teach in high schools, high school administrators and the standards officers that the educational structure of high schools (Grades 10 to 12) is not a better structure compared to the secondary school structure (Grades 8 to 12).

A concern by the high school teachers, school administrators and education officials was being expressed about the educational structure of high schools. The academic performance of the pupils in the high schools had gone down since its introduction but it was not the case in the secondary schools. This is because of the low calibre of pupils received from basic schools which were inadequately equipped. For example, they lacked qualified teachers in most of the subjects and they also lacked learning and teaching materials.

This study was an assessment of the educational structure of high schools, the case of selected high schools in Kabwe district. An assessment of the educational structure of high schools brought out some of the problems and challenges experienced; such as, lack of textbooks and teaching materials; lack of qualified human resources in the high and basic schools; lack of funds to run schools effectively; lack of adequate infrastructure like laboratories, wood and metal workshops, geometrical and technical drawing rooms; and lack of proper classrooms to cater for the large number of pupils being enrolled in high schools. These problems and challenges could be addressed by the government through the Ministry of Education.

The survey method, using both qualitative and quantitative methods of collecting and analysing the data, was adopted. The sample consisted of five urban based co-education high schools. The data were collected through questionnaires and interviews.

The key informants included: teachers who taught in high schools, school administrators, and officials from the Ministry of Education at the Provincial level.

The findings from the study showed that the structure of high schools was not an effective system because of the low calibre of pupils from basic schools. Lack of qualified teachers and learning and teaching aids were contributing factors to the low academic performance in the high schools. The results also generally indicated that other factors such as non-availability of funds from the government, lack of infrastructure in the high schools, quantity did not favour quality: that is if there were many pupils in one class quality education delivery by a teacher is not there, lack of motivation by pupils and overcrowded classes contributed to the educational structure of high schools not being an effective system.

The recommendations were that the government should go back to the structure of the secondary schools because there was continuity and pupils were taught by the same teachers from grade eight to grade twelve; that the school administrators should continue to advocate for the high schools to be adequately funded; send more teachers to the University of Zambia and other higher institutions of learning; send qualified teachers to basic schools because some are seconded; equip basic schools with laboratories; technical drawing rooms, wood and metal workshops; provide better incentives for teachers in high schools and continuously send teachers for Continuous Professional Development (CPD) workshops in the subjects they teach.

CHAPTER ONE

1.0 INTRODUCTION

This chapter presents the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study, definition of terms and acronyms.

High school is a term used in some parts of the world, in particular Zambia, Scotland, North America and Australia, to describe an institution which provides all or part of secondary education. The term originated from Scotland and spread to the New World countries as the high prestige that the Scottish educational system had at the time, led several countries to employ Scottish educators to develop their state education systems (Benn and Chitty, 1996: 7).

The precise stage of schooling provided by a high school differs from country to country or may vary within the same jurisdiction. In all of New Zealand and parts of Australia and Canada, high school is synonymous with secondary school, and encompasses the entire secondary stage of education.

In general, secondary education in Africa seems to have been neglected by international donors, for there are not many projects on secondary education. This situation is consistent with Colin Power's statement: "we in UNESCO have put much emphasis into basic and higher education and have neglected the young people in the middle" (UNESCO, 1990).

In Africa, this issue may be prompted by the fact that the continent is still grappling with the problem of illiteracy and is thus emphasising basic education. Overall, due to the need to produce a skilled workforce, there is a new effort to improve secondary education. Also, expanding and strengthening of primary education creates a pressure and a need for expanding secondary education.

Therefore, there is a move towards developing secondary education, but at as low a cost to governments as possible. To achieve this, with an additional goal of enhancing access, most countries have moved towards private forms of secondary education (World Bank, 2000).

In the past, it was the sole duty of the government to provide secondary education to all children. However, due to demographic growth and financial constraints, most of the African governments have been unable to develop secondary education adequately. To cope with demand, governments, the Zambian government included, have encouraged the creation of private secondary schools, a move that was hardly supported in the 1970s and 1980s. This was because of the different curriculum which was offered in the private schools.

Besides encouraging the creation of private secondary schools, governments in many parts of Africa, Zambia included, have reformed their education systems. Education reform in Africa still largely focused on basic education. The struggle to achieve Universal Primary Education (UPE) and Education for All (EFA) still remained a concern in many countries in Sub-Saharan Africa. Secondary education reform was overshadowed by other pressing and urgent educational needs. Therefore, most African countries were battling with illiteracy, inequity, lack of quality and irrelevance of the education of their people. Thus educational reform took the form of a system overhaul (World Bank, 2000).

In Zambia, the Ministry of Education (MOE) in 1985 restructured the secondary school system which was running from Grade eight to twelve. The junior secondary segment was shortened from three to two years and the senior segment extended from two years to three years (Ministry of Education, 1996: 51). This idea was first initiated by the United National Independence Party (UNIP) government of Kenneth Kaunda. UNIP policies stipulated that there

should be “compulsory basic ten years of education for every child within the decade 1974 to 1984”. The Educational Reforms (1977: 7) stipulates that:

Instead of the ten years of universal basic education, the ultimate goal should be to provide nine years of universal basic education, whereby a child entering grade one at the age of seven will remain in school for at least nine years until the end of grade nine at the age of sixteen. On the other hand, senior secondary would begin at grade ten and last for three years.

The space that this change released in schools was devoted almost entirely, to additional senior secondary provision.

In 2003, the Ministry of Education again changed the structure of secondary schools in the country. It separated grades eight and nine from grades ten, eleven and twelve. Grades eight and nine were taken to primary schools which became basic schools in the hope of providing Free Universal Education from grades one to nine by the year 2015 (Ministry Of Education, 1996: 23). Grades ten to twelve remained part of the secondary schools. Mission schools and some private schools have however maintained the grade eight to grade twelve secondary school structure.

So the change was mainly in the government owned schools. This was done to improve the access of many pupils to grade ten, compared to the past when only a few pupils who had passed with high marks were selected to grade ten. Room was created for many pupils, especially girls, to access grade ten. Additional facilities for girls were particularly established in high schools (MOE, 1996: 60). In this case, pupils coming to high schools are from basic schools that have inadequate resources such as laboratories, text books and other learning materials. In addition high schools do not have enough trained personnel (who have degrees) to teach the pupils, as this is a minimum qualification for one to be a high school teacher by 2010.

The restructuring and the expansion of high schools led to an increased demand for teachers who were degree holders. There were, however, very few teachers who had degree qualifications in high schools.

This study therefore, sought to assess the educational structure of high schools.

1.1 Statement of the Problem

The Ministry of Education (MOE) reformed the structure of secondary schools which ran from grade eight to twelve. The Ministry of Education reformed it from secondary schools to high schools to run from grade ten to twelve in order to increase access to senior secondary education. This entailed grade ten pupils coming from basic schools. This study, therefore, sought to assess the educational structure of high schools.

1.2 Purpose of the Study

The purpose of the study was to assess the educational structure of high schools.

1.3 Objectives of the Study

- i. To find out the views of teachers, school administrators and education managers on the educational structure of high schools.
- ii. To establish whether there was high academic performance and quality education provision in high schools.
- iii. To find out whether there were enough qualified teachers to handle senior high school classes.
- iv. To establish the extent to which the educational structure of high schools contributed to the more effective running of schools by school administrators.

- v. To identify the challenges of running high schools.

1.4 Research Questions

1. What were the views of the teachers, school administrators and education managers about the educational structure of high schools?
2. Was there high academic performance and quality education provision in high schools?
3. Were there enough qualified teachers to handle senior high school classes?
4. To what extent did the educational structure of high schools contribute to the more effective running of schools by school administrators?
5. What were the challenges of running high schools?

1.5 Significance of the Study

The findings of the study might help the Ministry of Education make decisions regarding maintaining or changing the structure of the education system from high schools to secondary schools and vice versa. It might also inform the Ministry of Education to increase resource allocations including qualified human resource to high schools.

1.6 Limitations on the Study

The study was limited to Kabwe district due to its proximity to the researcher's home. The ideal population for the study could have been all the eleven high schools and the secondary schools of the whole Kabwe District. Unfortunately, the study was limited to only five high schools in Kabwe district. This was because these were well established old schools with ten streams per grade and were super Grade one high schools. These schools also had a lot of teachers

who had taught for a long time when they were still secondary and now high schools.

1.7 Definition of Terms

- i. Academic Performance** - Ability of pupils to deal with their studies and how they cope with or accomplish different tasks given to them by their teachers.
- ii. Access** - Extent to which education is made available to the general eligible population at a given education entrance level.
- iii. Achievement** - Successfully finishing of something.
- iv. Assessment** - System of judging the quality of a pupil's work.
- v. Educational Structure** - Arrangement of the education system.
- vi. Efficiency** - Ability to achieve set goals effectively. How well schools prepare learners.
- vii. High School** - A School running from grade 10 to 12.
- viii. Quality Education** - Extent to which education outcomes are relevant to societal expectations such as productivity and improved way of doing things at individual and societal level.
- x. Secondary School** - A school running from Grade 8 to 12.

1.8 Chapter Layout

This chapter has presented the background to the study, statement of the problem, research objectives, research questions, significance of the study and limitations of the study. Further, an attempt has been made to explain certain concepts that are used in the study in order to make them clear to the reader.

The next chapter, chapter 2, focuses on literature review. This chapter provides a review of the relevant literature to the problem under discussion.

Chapter 3 provides an in-depth look into the research methodology used in the dissertation. Included under this chapter are: research design, study population, sample size, sampling procedure, research instruments, data analysis. Chapter 4 provides the research findings. Tabulations of tables, where appropriate are done.

Chapter 5 covers the discussion of the findings. In this chapter the findings are discussed under the headings drawn from the objectives of the research. All the research questions have been addressed in this chapter. Chapter 6 concludes the study and also makes recommendations based on the major findings of the study.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews literature related to the topic of study at international and national levels. However, there is very little independent literature written on the educational structure of high schools in Zambia other than that provided by the Ministry of Education.

Origin of Secondary School in England

In England, Wales and Northern Ireland, secondary school age is at eleven. Education is compulsory until the end of year eleven. Traditionally, the five years of compulsory secondary schooling from ages eleven to sixteen were known as “first year” through to “fifth year”. This is still there in the private sector but with the coming of the National Curriculum it was renamed in the 1990s to the year seven through to year eleven (Gray, McPherson and Raffe, 1983: 3).

The origin of secondary schools in England was the grammar schools. A grammar school is one of the several different types of schools in the United Kingdom (UK) and other English-speaking countries. In recent times, these schools have provided secondary education (Kerchoff, Fogelman, Crook and Reeder, 1996).

In the late Victorian era, grammar schools were re-organised to provide secondary education across the UK with the exception of Scotland, which had developed a different system. Grammar schools became the selective tier of the Tripartite System of state-middle funded secondary education operating in England and Wales from the mid 1940s to the late 1960s and continuing in Northern Ireland.

The 1944 Education Act created the first nationwide system of state-funded secondary education in England and Wales, echoed by the Northern Ireland Education Act of

1947. One of the three types of school forming the Tripartite System was called the Grammar school (Gorden and Lawton, 2003: 2).

The Tripartite System was abolished in England, between 1965 and the 1976 Education Act with the issue of Circular 10/65. Most grammar schools were amalgamated with a number of other local schools to form Neighbourhood Comprehensive Schools, though a few were closed. In England, implementation was more uneven with some counties and individual schools resisting change (Schagen and Schagen, 2001: 17).

Flinch (1984: 12), argues that comprehensive schools reduced the likelihood of discrimination or disadvantage on the basis of class, they improved the prospects of children of middling ability and that the Selective System may be more consistent with the idea of equality of opportunity. Working class children who went to grammar schools did better than those who went to comprehensive schools.

A series of conservative critiques of the education system in the 1970s argued that the abandonment of selection had been destructive; discipline in schools had been eroded; and new teaching methods had failed. By contrast, the schools inspectorate, subsequently ousted in England and Wales, made a very different set of criticisms of schooling that comprehensives had imitated grammar schools instead of developing their own kind of curriculum; examinations dominated the curriculum unreasonably and lastly, virtually all schools let down the less able pupils (Brown and Madge, 1983: 84).

Monitoring and Supervision

Lucio (1967) emphasised the need for professional assistance to the teachers. He observed that in order to improve school instruction, teachers needed professional assistance since their performance was likely to affect pupil learning. He concluded that instructional supervision of teachers was likely to contribute to educational improvement.

Lucio's view was shared by a number of successive researchers including Williams (1970: 326) who acknowledged that "instructional supervision was an important aspect in teacher improvement and effective learning." Williams also acknowledged that though supervision is concerned with many aspects of education, its most profitable effort is that which is vested in teacher improvement." There seemed to be a general consensus among researchers that instructional supervision could be one of the conditions within the school environment which could have an influence on pupil academic achievement in school.

Neagley (1980) identified supervision of teachers as critical to understanding the school curriculum. He believed that there was need to frequently supervise the work of teachers through classroom visitations. He also argued that inspection of the teacher's schemes of work, lesson plans and records of work, could not necessarily reveal the strengths and weaknesses of the teachers, but that inspection of teachers' teaching in the classroom could contribute to the improvement in the quality of education and consequently, effective learning by pupils.

Heneveld (1999), acknowledged the need for school teachers to improve school results through supervision of teachers both administratively and professionally. He argued that the main function of the school head teacher was to improve the learning process of the children so as to improve the results in school.

In view of the fact that head teachers performed diffused roles in school both administratively and professionally, they may not be knowledgeable in certain subject areas. We may not thus confidently conclude that instructional supervision and classroom visitation by school head teachers can significantly contribute to pupil's academic achievement. There is need for more research in this area so as to ascertain the extent to which such variables enhance school results.

Effective schooling occurs where the head teacher has the ability to supervise teachers' work and monitor pupils' academic progress. Where this supervision and monitoring is

absent, the school would perform badly in terms of student outcomes. Heneveld (1999: 212) notes that working well with staff members means being actively involved in a school and working closely with them. Other strategies, which promote school effectiveness, include observation of practice and the provision of support and direction (Dean, 1982; Gunter, 2001; Hill, 1989).

In order to improve the quality of education in the secondary schools in England, the Conservative government in the 1980s and the 1990s introduced national assessment and a national curriculum, shifting the locus of control from the school to the Government. A series of measures have emphasised assessments, measured in targets and performance criteria, rather than educational processes. This reflected a more general trend in government. The national assessments, and intermittent use of league tables, are examples (Halsey, Lauder, Brown and Wells, 1997).

Bishop (1989) conducted a research on educational quality and found that the social rate of return to increased school quality was much greater than the social rate of return to increased school quantity. In other words, we need to provide quality and relevant education in school because of the benefits derived from it in terms of social returns.

Studies conducted on school performance also revealed that there were four factors that determined the child's capacity to learn and these included the family environment, peer interactions, personality, nutrition and health. They also revealed that when a child entered school deficient of the four factors, as many poor children do, the educational process might have very little effect on his or her own capacity for self improvement and economic advancement (Bishop, 1989).

In the United States of America (USA), a high school is an upper secondary school which educates children from either grade nine to twelve, or from grade ten to twelve. A unique feature of the USA educational system is that high schools are run by local school districts and not by the central government. In other words, individual states,

counties and school districts have considerable leeway in how they choose to divide their school levels (USA Department of Education, 2007: 4).

Academic Performance

To improve the consistency and rigour of high school instruction, the National Governors Association Centre for Best Practices (NGA Centre) partnered with the American College Testing (ACT) programme on a pilot project in three states: Mississippi, Oklahoma and Pennsylvania (Wakelyn, 2008: 2). ACT trained ninety-eight teachers in eighteen high schools on how to use the state-of-the-art curriculum units and new instructional methods that were integrated with a system of assessments. The project focused on tenth grade courses like English Language Arts, Geometry and Biology. This was aimed at preparing more high school graduates to meet the demands of higher education and the workplace (ACT, 2007: 23).

ACT and the NGA Centre created the following tools for eighteen participating high schools in the three states:

A survey for teachers to measure how well their courses were aligned to ACT's rigorous standards and the amount of consistency in the standards taught across classrooms. This tool was called the Course Analysis for Rigor and Success (CARS) Survey.

Curriculum units in Biology, Geometry and tenth grade English. Six units of fifteen to twenty lessons each were developed for the three courses and were meant to stand alone or supplement existing curricula.

A comprehensive integrated assessment system with a data feedback model to assist teachers' instructional decision making.

Professional development responsive to teachers' needs.

State policies to increase the rigour of core courses in high schools.

This project found that efforts to improve teachers' instruction led to greater achievement and improved college readiness. Geometry was the subject where teachers' curricula became most closely related with each other and to the ACT standards (Grigg, Lauko, and Brockway, 2006: 34).

Pennsylvania schools, which were also engaged in a complementary high school reform effort called Project 720, saw gains in all three subjects. Average across Pennsylvania, Oklahoma and Mississippi, the three participating states, Science achievement decreased slightly. The science scores were weakened by the fact that in Mississippi, the Biology standards did not align well with ACT's standards (ACT, 2000: 19).

Full implementation of a rigorous curriculum and assessment system was hard to achieve for all participants. One goal of the pilot project was to have teachers give at least three of the benchmarks, or interim assessments, yet only 29 of the 98 teachers gave them as intended. This might be because ACT and the NGA Centre did not mandate or require the units to be taught separately from the curriculum but as part of it, so teachers used both their original course materials and the new lesson. Secondly, there were too many testing systems layered on top of one another. These included teachers' own course-based tests, district quarterly examinations, high stakes examinations in Oklahoma and Mississippi, as well as the ACT pilot tests. Thirdly, not all teachers were given stipends for the extra work the project involved. Each state had at least one top implementing school in the project. These made greater achievement gains than the bottom implementers. When well implemented, a system of well aligned curriculum, instruction and assessment can improve students' learning (Wakelyn, 2008: 5).

Hudley and Herrity (2005:1) of the Gervirtz Research Centre in the United States of America, carried an extensive research on the needs assessment of the secondary programme, examining what aspects needed to be strengthened to better engage students in more rigorous activities to support higher level of academic achievement and to increase preparation for post secondary education. Motivation and engagement

in secondary schools were investigated on the collaboration planning process. Hudley examined indicators of students' engagement and success in school, students' aspirations, and students' perceptions of the classroom and students self-perception of efficacy. Teachers' perception of student engagement was also examined.

An analysis of the needs assessment indicated the need for teacher professional development. The top priority was training in the area of literacy across content areas. As an outgrowth of the Gevirtz Secondary School Restructuring Project, the Gevirtz Research Center addressed this finding by joining with South Coast Writing Project IIMPaC (Inquiry, In-service Workshops, Modes, Practice and Coaching) programme to provide professional development to Carpinteria Middle School teachers on literacy development across content areas. IIMPaC focused on teaching strategies to improve academic reading and writing and vocabulary development which students needed to master by high school in order to participate successfully in college preparation courses, college entrance examinations and introductory college level courses (Hudley and Herrity 2005: 3).

Research shows that the most powerful way to improve student overall performance is to develop successful learning strategies for the early grades that are reinforced in the middle and high schools. Hudley (2005: 6) found that the motivation and engagement data highlighted several potential areas of intervention to be considered in future plans for school wide efforts to enhance students' motivation and persistence with academically rigorous curricula.

Findings from the motivation data identified several dimensions of school climate and services, including transition support in high school, increased academic support services, for example, tutoring after school clubs, homework assistance and additional training for teachers in the unique needs of Latino students, may indeed have a positive effect on students' motivation, engagement and achievement.

Blum (1990) observes that in effective schools, teachers learn from one another through peer observation or feedback and other collegial learning activities. Collegiality is the norm; it is expected that teachers will routinely share ideas and work together towards the end of improving the instructional programme. O'Leary (1997), citing Hannaway (1991) and Bryk (1993), observes that teachers are pleased with this orderly and personal environment which fosters collegiality. Teachers display high levels of morale, motivation and job satisfaction.

Studies conducted by Bishop (1989), indicated that,

The kind of people attracted to teaching and the way they are taught to teach is at the heart of all problems of educational quality and that no reform of education is worth its salt if it does not address itself to this.

Vanstaden (2000) described human resources development as an investment in human capital that yielded a more effective school improved learner achievement, greater staff satisfaction and greater morale. Human resource development was seen as systematic ongoing efforts made to provide opportunities to employees in all spheres of the organisation in order to acquire new knowledge, skills and attitudes to do better in their work and attain organisational objectives more effectively and efficiently.

Most studies conducted on human resource development point to the fact that the latter improved organisational efficiency and effectiveness. Gilley and Egglunds (1989) explained that it was not enough to simply increase knowledge, skills and competences of employees but also that human resource development efforts must result in performance improvement that would enhance the organisation's competitiveness and efficiency.

According to Gilley and Egglunds (1989) performance improvement should be seen as the ultimate goal of human resource development. Whether human resource development might lead to learner achievement however, remains an issue to be investigated. It is not fully established whether it is the training of staff or simply experience or both that may influence academic achievement in pupils.

Research has however shown that to realise organisational goals, the employees should be engaged in continuous training and re-training because technological and other innovations have created the need for educated people in organisations. Lengrad (1975: 28) observes that; *“Man who does not keep up to date is condemned to be overtaken...”*

What appeared to come out of most research findings on human resource development was that an important activity which should be constantly done at the place of work to keep abreast with the technological advancement and innovations taking place in the world of science and technology. What it means, therefore, is that teachers should be engaged in staff development activities but whether this might culminate into teaching efficiency and consequently learner achievement in schools remains to be seen. In other words, we need to ascertain the extent to which staff development programmes in schools can influence academic achievement in pupils.

The structure of the Indonesian education system consists of six years of primary, three years of junior secondary, three years of senior secondary and four years of tertiary education (SEAMEO, 2000: 76). In 1994, the Nine-Years Basic Education was universal with an ambitious target that all children aged seven to fifteen years would get basic education by 2004. Basic education consists of primary and junior secondary school education. Senior Secondary Schooling consists of two streams, namely: general and technical or vocational (MONE, 2000, SEAMEO, 2000, UNESCO, 2000).

Secondary education efforts in the 1990s in Indonesia focused on the curriculum in order to improve quality education including curriculum decentralisation. The Second Twenty-Long Term Development Plan (1994-2018) was for the completion of the Nine-Year Universal Basic Education programme, the relevance of education to development, and improving the capacity to master Science and Technology.

The World Bank has mainly supported the financing of the teacher development programmes and junior secondary school reform in Indonesia, which varied at national and regional levels with funding from about \$60m to about \$154m, since 1996. There were four big projects, including the Secondary School Teacher Development Project from 1996 to 2001, the Sumatra Junior Secondary Education Project (1996-2002), the Central Indonesian Junior Secondary Education Project (1996-2002) and the Sulawesi Tenggara Junior Secondary Education Project by 2002. The main purposes of the projects were expanding access to junior education and improving the quality of junior and senior secondary education. They were also concerned with improving pre-service and in-service teacher education and strengthening the management of the education system at all levels (Levin and Lockheed, 1993: 331).

After all these changes, the Indonesian government had tried to provide quality basic education opportunities in junior secondary education after experiencing a rapid growth of enrolments during that period. The change combined with expanding six-to-nine-year basic education, focused on quality improvement of enhanced human resources (Creemers, 1994: 333).

Enhancing Science and Technology at the national level was a response to globalisation for national development and showed the global trends of the 1990s. In Indonesia, Science is one of the core subjects in the national curriculum and the inclusion of Technology, especially emerged in 1994. Science is taught generally to pupils in various ways of teaching strategies at all levels. However, in the implementation, this policy faced lots of problems that forced teachers and students to carry a big burden with not enough preparation in terms of teaching and learning. Also, according to the evaluation none of the schools had enough facilities and text books to support ambitious planning for science and technology (Fuller and Clarke, 1997: 192).

Indonesia also implemented curriculum decentralisation through the local councils. According to the 1994 Curriculum Policy, 20% of the power to develop curriculum at

local levels was transferred from the National government to twenty-seven provinces (World Bank, 2000: 103).

Educational System

The structure of the Kenyan education system in the 1990s was seven years of primary, four years of lower secondary, two years of upper secondary and three years of university (Abagi and Olweya, 1999: 1).

After independence, the Ominde Commission was set up to make the changes in the Education System. This Commission was mainly concerned with national identity and unity (Bogonko, 1992: 15). The Ominde Commission's focus was on secondary education. Rharade (1997: 164) argues that:

The Ominde Commission saw the need to reform the education system so that it became a way of changing peoples' attitudes and a means of establishing social equality.

Secondary education was a gateway to training the highly-skilled staff that Kenya needed. The organisation of education was, therefore, closely linked to the management of human resources and the labour market (Rharade, 1997). This view of education, which was influenced by the Human Capital Theory, led to the growth of enrolments, especially in secondary schools; it was a growth that continued to be experienced even in the 1990s (Rharade, 1997: 168).

Changes in the content of subjects such as History and Geography were also carried out to reflect the building of a national identity. Secondary education received more attention than any other area of education.

In 1971, a Presidential decree led to the abolition of school fees up to the fourth year of primary school (Standard 4) in the arid and semi-arid lands (Eshiwani, 1993: 44). Then in 1973, the same Presidential decision was extended to much of the country up to the sixth year of primary school (Standard 6). This measure had been recommended by the

United Nations Educational, Scientific and Cultural Organisation (UNESCO) as a move towards universal primary education.

The expansion of the Education System had not been adequately planned for and so created new problems. The number of primary graduates grew at a tremendous rate and thus put pressure on secondary education. Therefore, many untrained teachers were hired to cope with the growing number of students. There was also the problem of wastage at primary school level (Ikiara, 1980: 4).

To address the problem of wastage, the government proposed an emphasis on technical education so that those who were not able to go to secondary school could receive training that might lead them to either self-employment or other jobs in the non-formal sector.

This led to the Gachathi Report of 1976 which emphasised the provision of Free Primary Education. The report also noted that there was a need to integrate secondary education with the non-formal sector in order to take care of school dropouts. This called for the need to introduce more technical subjects in secondary schools.

The Government through the Ministry of Education in Kenya weakened all institutions charged with special responsibilities in education. These were the institutions which were set up to control education management at national level such as the Teachers Service Commission, set up in 1966, which remained the sole employer of teachers; and the Kenya National Examinations Council, set up in 1980, which continued to be the sole body to conduct examinations outside the university. Policy making was increasingly separated from planners and professionals often negated their advice, following the dictates of the political leadership instead (Cooksey, Court and Makau, 1994: 207).

Kenya experienced problems associated with the 7-4-2-3 System in that it led to inadequacies in education such as the government hiring many untrained teachers in

School based vocational courses are costly, it is difficult to recruit teachers and that they have demanding management and logistics requirements (equipment, materials and maintenance). Nonetheless, government policy often favours technical and vocational courses in spite of acute shortages of funds. This is because vocational education is deemed to serve important policy goals.

After the introduction of the 8-4-4 System of education, the current trend and issues in education in Kenya are that there are more revisions, reviewing curriculum and educational quality enhancement. These are also related to access and quality of education.

It is evident from the foregoing that the Kenyan education system was riddled with myriads of problems and there was a need to address these problems. The government of Kenya and its people recognised this need and that is why there were efforts to reform the system. The two latest reform documents were the Master Plan on Education and Training 1998 (MPET) and the Report of the Commission of Inquiry into the Education System of Kenya, 1999 (the Koech Report).

The development of secondary education and training in the next decade was seen as the path for expanding access, improving persistence and retention and raising relevance and quality. MPET advocates firstly, for a need to raise access and quality of primary schools. Secondly, raising the proportion of primary school leavers selected for secondary education and raising the relevance and quality of education in all secondary schools would follow so as to increase equity with regard to achievement. There should be increasing efficiency and effectiveness in resource mobilisation, allocation and utilisation (MOE, 1998: 70).

The Commission that put together the Koech Report was formed immediately after the completion of MPET. The Koech Report, therefore, draws a lot from MPET and acknowledges that MPET highlights many of the problems facing the Education System and makes suggestions for the way forward (Republic of Kenya, 1999: 21).

The Commission's task was to review the structure of the 8-4-4 System of Education, developing mechanisms for coordinating among all forms of education and training; improving the management and administration of education, planning appropriate rates and types of expansion in education and training; developing ways and means of improving accessibility, equity, relevance and quality with special attention to gender sensitivity, the disabled, the disadvantaged groups, and determining the appropriate degree of decentralisation in administration and financial control (Republic of Kenya, 1999: 66-95).

To enhance quality, the Report focuses more on teacher training and motivation. It recommends that only well-qualified candidates be selected for teacher training, teachers' working environments be improved; in-service programmes be organised for teachers so as to improve their pedagogical skills. The report recommends that the school ranking system be abolished (Republic of Kenya, 1999: 88).

The structure of the education system of Zimbabwe is seven years of primary school, four years of secondary school or ordinary level cycle and two years of advanced level cycle. The entry age to secondary school is thirteen. There is unimpeded progress to the 'O'-level cycle but some schools set selection criteria based on grade seven examinations. A two-year Advanced Level cycle is a restricted cycle since progression is on merit and based on set pass grades or on selection criteria (Zimbabwe National Commission for UNESCO, 2001: 11).

The Mission Statement of the Zimbabwean Ministry of Education, Sports and Culture (2001: 6) reads:

The Ministry of Education is committed to the provision of good quality basic, secondary and continuing education to all children and adults through schools, other learning centres and multi-media approaches so as to produce individuals with potential to contribute towards development. In the quest for efficiency and effectiveness the Ministry cherishes in its clients and employees the value of: critical thinking, innovativeness, self-discipline, self-actualisation, consultation and involvement, team work, transparency, professionalism and the role these play in development.

The Zimbabwean education sector is undergoing re-vitalisation through a concerted and extensive educational reform programme. The Ministry of Education, Sport and Culture are paying more attention to secondary education.

The Presidential Commission of Inquiry into Education and Training led by Dr Nziramasanga completed its tasks in 1999. The Commission recommended an outcomes-based curriculum, which would be broad-based in terms of subjects offered, and focused on learning areas, employment related skills to be developed across the curriculum (Chivore, 1992: 23).

In order to have quality and relevance of education, a new curriculum for secondary, technical commercial education, the new teacher education plan were developed and implemented. Starting from 2001, every secondary school was to offer at least two subjects among technical, vocational and commercial subjects. Mathematics and Science subjects were overhauled and strengthened with a view to establishing a solid technological base. Every school that was electrified were to eventually offer computer studies to pupils from an early age. History was re-introduced with specific attention to its relevance to Zimbabwe. Civics Education would also be introduced (UNESCO, 2001: 34).

A new teacher education plan was formulated. The main goal was the development of quality teachers. Those who were intending to train as teachers with effect from 2002, generally, were supposed to have a minimum of five 'O'-level passes, at grade C or better. The main thrust of the Ministry of Education, Sports and Culture coming up with this was to train people with a good general academic background in order to improve the quality of teachers and technical education. It is this calibre of teachers that could meet the challenges of the education system and social-economic dynamics of the twenty-first century (Mupinga, Burnett and Redman, 2005: 78-79).

The Communication Skills Project influenced methodology at secondary teachers' colleges and the introduction and use of reflective and interactive methodologies in secondary schools (Munowenyu, 1999: 45). Teacher curriculum was being diversified so that would become innovative and responsive to the changing needs of society.

Kanyongo (2005: 66) argues that some teachers teach for examinations and as a result, fail to develop their pupils' skills and attitudes that are necessary for livelihood. In the area of examinations, he adds that it was necessary to come up with assessment techniques that strike a balance between the affective and cognitive domains. According to Chinyamunzore (1995: 35), examinations have tended to require acquired knowledge other than a demonstration of an ability to apply knowledge. New examination techniques should match new curricula thrusts.

Chivore (1992: 30) argues that some teachers find new approaches difficult to implement and so take time to adjust to the new methodologies. Some teachers find the hands-on approach to science teaching and the Communicative Approach to language teaching difficult. The on-going devolution of teachers' colleges into degree awarding institutions in education is a milestone in teacher reform in Zimbabwe. It symbolises the eternal quest for quality and excellence (UNESCO, 2001: 25).

The structure of the education system in Zambia comprises seven years of primary schooling, two years of junior secondary, three years of senior secondary or high school and four years of university education. Transition to high school is based on performance in the Junior Secondary School Leaving Examination (JSSLE).

Secondary education in Zambia did not exist until 1938. The first junior secondary class in the territory was opened at Lubwa Mission in the Chinsali district the same year. Later, the government opened its own junior secondary school at Munali in September, 1939 as it was decided to abandon the Lubwa scheme for secondary education. In the same year, secondary education was introduced at Kafue Training Institute and was being run by the Methodist Mission (Mwanakatwe, 1974: 27).

A bold decision was made to provide in the whole of 1964, all the necessary facilities, classrooms, laboratories, dining halls, teachers' houses and other auxiliary services, to enable sixteen new junior secondary and seven senior secondary streams to be opened in January 1965 (Mwanakatwe, 1974: 60).

Recognising the country's desperate need for high-level manpower and that the steady development of the economy required a massive output from the schools of local young men and women with the 'O' level qualification, or at least a Form Two Certificate, it was decided to increase enrolment of pupils in junior secondary schools from thirty to thirty-five pupils per class (Mwanakatwe, 1974: 61).

At the end of 1964, all the uncompleted projects under the Emergency Development Plan became part of the Transitional Development Plan. Similarly, it was expected that construction of new secondary schools began during the period of the Transitional Development Plan would continue after the larger Four-year First National Development Plan launched for the period 1st July, 1966 to 30th June, 1970.

Stannard (1970: 13) pointed out that the thrust of educational expansion of the secondary sector in Zambia during the five year period to the end of 1968 and the growth rate was probably not comparable elsewhere in Africa. From a total of 8,980 Africans in 73 schools in 1964, secondary enrolment had risen by 1969 to 84, 154 in 113 schools.

Up to 1971, the junior cycle lasted two years and the senior three years, with the transition occurring at the end of grade nine. In 1972, the Junior Secondary Programme was extended to three years and the senior reduced to two years. In this arrangement, transition was to be made at the end of grade ten. In 1974, the United National Independence Party manifesto, in the *UNIP Policies for the Next Decade*, the party declared that the education system should provide ten years compulsory schooling for every child (Ministry of Education, 1976: 6). Within the new structure of national

education, basic education would provide full time study and work from grade ten, or age seven to age seventeen (MOE, 1976).

This arrangement continued until 1984. In 1985, a change involving a return to the earlier pattern of two years for junior secondary and three for senior secondary was made. This is still the current arrangement, with the JSSLE and transition from junior to senior secondary level taking place on completion of grade nine.

The Government's policy was to establish enough senior secondary places to allow approximately fifty percent of those completing junior secondary to continue into senior or high school. However, the government could not sustain this policy because provision of places at the junior level grew at a faster rate than at the senior level. For instance, enrolments in the final year of the junior cycle were 107 percent larger in 1984 than they had been in 1974, but the increase in enrolment in the first year of the senior cycle during the same period was only 78 percent. Because of this, the transition rate from junior to senior secondary school fell from 53.7 percent in 1975 to 46.8 percent in 1984 (Kelly, 1991: 97).

The transition rate was maintained at approximately fifty percent (for as long as it was) because new senior school places, many of them created with World Bank assistance, were coming on stream. However, very few new senior secondary classes have been started since 1985 because the Government did not consider this to be an important area for new developments. A higher priority for the government was to use capital funds and aid from abroad to build new primary schools, extend the junior classroom blocks at the secondary schools and buy materials for the primary schools. This was to enable the largest possible numbers of learners find places in primary and junior secondary schools. The outcome has been a rapid increase at the junior secondary level, largely because of the growth of basic education schools, but very little increase in the numbers beginning the senior secondary cycle (Kelly, 1991: 98). This is not the case now. The *Fifth National Development Plan* (GRZ, 2006: 147) points out that there

had been a steady increase in student enrolment at senior secondary since 2000, averaging ten percent per year.

The 1990 World Conference gave an important impetus to the education sector in developing countries. In 1992, the Zambian government produced the second major education policy document called, *Focus on Learning*. The first was the *Educational Reforms of 1977* which emphasised education as an instrument for personal and national development, while *Focus on Learning* stressed the mobilisation of resources for the development of school education (MOE, 1996: ix).

Focus on Learning advocated for the development of secondary schools. This included the rehabilitation of schools, structural adjustments in about fifty schools, converting what was boarding accommodation into classrooms and laboratories for senior secondary use. The capital works included furnishings, initial sets of books, and teachers' accommodation; the supply of text books, science equipment and miscellaneous teaching aids. Improvement of quality in secondary schools and improvements in student performance in the sciences depended heavily on there being sufficient textbooks, science equipment and teaching aids in the secondary schools (MOE, 1992: 76-77).

Research done on learning environment had shown that the availability of textbooks in schools appeared to be the most consistent school factor in predicting academic achievement. The World Bank (1979) for example, established that learning was severely affected by lack of basic textbooks, it also revealed that, children who did not have their own textbooks to study and take home did not do well as those who had. Preedy (1991) observed that the availability of resources in schools might motivate teachers to work hard and improve on the performance of pupils. Heneveld (1999: 312) argues that teachers in a school are considered to be effective when they have mastery of the subject material they are teaching. Teachers' mastery of the subject matter is important because it enables them assist their pupils in their academic work effectively. Ministry of Education (2001) argued that improving the quality of educational provision

especially at middle basic education level would require the identification of the key learning environmental factors in which teachers operated to achieve the set goals.

A study done by Ryan (1982) on effective teaching came up with characteristics of effective teaching such as warmth, understanding, business-like attitude, ability to stimulate and imagination.

Lungu (2005: 23) observes that for the schools to function well, they require adequate educational facilities to satisfy pupils' demands. When these are in short supply or deficient, it leads to ineffective delivery of educational goals. Ministry of Education (1996: 40) states that the quality of education requires the availability and use of textbooks and other educational materials. These include books, chalk, charts, maps, classroom furniture as well as those for sports and other extra curricular activities. Ministry of Education (2001) argues that the availability of pupils' textbooks, exercise books, teachers' manuals and equipment such as computers were among the greatest determinants of effective learning. Forss, Carlson and Saasa (1994) observe that the central pre-requisites for quality improvement in educational structures at all levels are the availability, affordability and proper use of relevant textbooks and other learning materials.

Effective teaching and learning requires the use of these teaching aids. For example, a teacher of science needs laboratory apparatus to conduct experiments in order for pupils to see the reality of science. Subjects like Geography and History also require the use of maps for pupils to understand the location of certain places in the world. When these are taught in abstract, it encourages rote learning, thereby making the education outcomes less qualitative. According to Sikwibele (1991: 35), the quality of education declines considerably when learning materials are not available to students. Availability of these teaching and learning materials in schools makes both teaching and studying easy. Teachers find it easy to give homework, a class exercise and even research assignments when pupils have books to consult.

Zambia's third major educational policy document is *Educating Our Future* (MOE, 1996). This policy document addresses the entire field of formal institutional education, paying particular attention to democratisation, decentralisation and productivity on the one hand, and curriculum relevance and diversification, efficient and cost-effective management, capacity building, cost sharing, and revitalised partnerships on the other. Flexibility, pluralism, responsiveness to educational needs, and the protection of quality are recurrent themes (MOE, 1996: ix).

Educating Our Future advocates for the expansion of high schools. It stipulates that the Ministry of Education phase out junior secondary (grades 8 and 9) in secondary schools and leave the senior secondary (grades 10 to 12) in the schools (MOE, 1996: 51). Grades eight and nine provision would be in basic schools. Ministry of Education aimed at increasing high school provision, particularly by the establishment of additional facilities for girls. To promote this, the Ministry was to work in partnership with communities and non-governmental bodies for the establishment of high schools (MOE, 1996: 58). As such, the idea to have high schools or to let the grades ten, eleven and twelve in separate schools was much emphasised in *Educating Our Future*.

In line with *Educating Our Future*, the Ministry of Education again formulated. A five-year *Sector Strategic Plan* to address the education needs of the Zambian people. *The Strategic Plan 2003-2007* is based mainly on three key documents, namely; *Educating Our Future* (1996), *The Poverty Reduction Strategic Paper* (2000/2002) and the *Report on the Restructuring and Decentralisation of the Ministry of Education* (2000) (MOE, 2003: 2).

The vision statement of this document is "Quality lifelong education for all, which is accessible, inclusive, equitable and relevant to individual, national, global needs and value systems". The *Strategic Plan*, therefore, addresses improved quality, relevant education and efficiency in high school and tertiary education. Its goal was to have a sufficient, skilled and motivated human resource for the education system; an improved policy formulation, planning and information management environment; and a properly

financed, professionally, managed, accountable and cost-effective decentralised education delivery system (MOE, 2003: 9).

According to the *Strategic Plan* (2003: 33), the high school sub-sector had been neglected due to the poor economic situation in the country and the increased allocation of resources to the basic education sub-sector. The total number of schools in 2001 was 256, of which 208 were government, 33 grant-aided and 15 private. The overwhelming majority still had a grade 8 to 12 structure with only two schools catering for only grades 10 to 12.

The *Strategic Plan* also stipulates that the condition of the classrooms and the curriculum, which was considered by many to be largely irrelevant, had greatly contributed to the low level of quality in the high schools. The Ministry of Education (2005) states that high pupil ratios in classrooms compromise quality. In addition, the poor state of classrooms and facilities such as laboratories, workshops and other infrastructure would affect the quality of educational delivery. The low quality of education can also be observed from relatively low numbers of pupils receiving the School Certificate upon completion of their studies. In 2001, 65.7 percent of the pupils received certificates, with far higher rates in private and grant-aided schools. In addition, girls have a significantly lower rate with 59.8 percent receiving school certificates (MOE, 2003: 34).

The Ministry of Education (2005: 64), states that because high school education had been neglected for some time, quality had been compromised especially through run-down infrastructure, high teacher attrition and lack of adequate educational materials. In the mean time examination results have not been getting better. In 2003 for instance, 35,566 pupils wrote the School Certificate examinations. Of these only 64.53 percent passed compared to 69.50 percent in 2002.

The *Fifth National Development Plan* states that the high school education sub-sector (grades 10 to 12) has remained stagnant since the 1970s in terms of infrastructure

expansion. For example, the last public secondary school (grade 8 to 12) was built in 1970 (MOF, 2006: 147). On the other hand, it stipulates that there had been a steady increase in student enrolment since 2000, averaging 10 percent per year. Completion rates have improved from 11.9 percent in 2000 to 18 percent in 2004. However, the high school sub-sector is also facing even greater disparities than basic education in all key indicators.

Moreover, the quality of high school education had not benefited from the same level of investment as basic education, resulting in deterioration in the quality of education in high schools over the last 40 years. Pupil teacher ratios have also worsened from 10.9 in 2000 to 16 in 2004. In addition, many of the teachers in high schools are only qualified to teach at the upper basic education level (MOF, 2006: 147).

The low investment in high school education principally explains the stagnation of the examination pass rate for grade twelve, which had consistently remained below 70 percent since 2000 (MOF, 2006: 147). During the Poverty Reduction Strategic Paper or Transitional National Development Plan period, provision of teaching and learning materials particularly text books and deployment of more trained teachers were given priority in order to ensure quality education.

Summary of the Reviewed Literature

The literature review has shown that expansion of the education system which had not been adequately planned for created new problems for governments and led to the growth of enrolments and lack of infrastructure especially in secondary schools. The literature review has shown that the condition of the classrooms and curriculum, which was considered by many to be largely irrelevant, had greatly contributed to the low level of quality in the high schools and high pupil ratios in the classrooms compromised quality education delivery.

The literature review has also shown the need for teachers to have instructional supervision as one of the conditions within the school environment which could have an influence on pupil academic achievement in school as well as the need for teachers to learn from one another through peer observation or feedback and other collegial learning activities.

Literature seems to emphasise that human resource development as an investment in Human Capital that yielded a more effective school improved learner achievement, greater staff satisfaction and greater morale (Vanstaden, 2000).

The overall academic achievement well being of pupils to learn in high school depends to a large extent, on the learning environment had shown that the availability of textbooks in schools appeared to be the most consistent school factor in predicting academic achievement. When these are in short supply, it leads to ineffective delivery of educational goals.

The next chapter looks at the methodology used in collecting and analysing data in assessing the educational structure of high schools.

CHAPTER THREE

3.0 METHODOLOGY

Chapter 2 has provided a review of the relevant and related literature to the problem under discussion. The purpose of this chapter is to explain the research methodology used in the study. It describes the research design, study population, sample size, sampling procedure, research instruments, data collection, ethical considerations, data analysis, and challenges encountered during field work.

3.1 Research Design

A research design is defined as the planning of any scientific research from the first to the last step. It is a specification of the most adequate operations to be performed in order to test a specific hypothesis under given conditions (Bless and Achola, 1988: 54). This study used the survey approach to collect data. Cohen and Manion (1980: 71) state that 'surveys gather data at a particular point with the intention of describing the nature of the existing conditions or identifying standards against which existing conditions can be compared or determining the relations which exist between specific events.'

In this research, the survey was preferred because the study involved asking the respondents for information using questionnaires and interviews. Zikmund (2000) defines a survey as a research technique in which information is gathered from a sample of people by the use of data collection technique based on communication with a representative sample of individuals.

Both qualitative and quantitative methods of collecting and analysing the data were used. The data got from the respondents were taken into consideration.

3.2 Study Population

In the context of research, the term study population is defined as a specific, complete group relevant to the research project (Zikmund, 2000). A population should not be too small or too big. The use of a small population would be too limited in terms of generalisation while the latter would make the study too involving if not impossible to carry out (Bless and Achola, 1988). The study population consisted of all the teachers who taught in high schools of Kabwe district. The population also consisted of the head teachers, deputy head teachers of high schools and the education managers at the provincial headquarters of the Ministry of Education.

The population for this study was arrived at by getting the total number of teachers from Bwacha, Chindwin, Highridge, Kabwe and Kalonga high schools. These are big super grade one high schools with ten classes per stream. The Head teachers and Deputy Head teachers in the five high schools were part of the study population. The study also brought on board Standards Officers from the Ministry of Education. The study population consisted of 98 participants.

3.3 Sample Size

The sample size consisted of 82 teachers who were drawn from the population using stratified random sampling. These were all the teachers who taught in the five high schools. The samples also included 4 head teachers and 5 deputy head teachers and were purposively selected. The head teachers and deputy head teachers were purposively selected because by virtue of them being head teachers and deputy head teachers at the selected high schools. They were going to provide the data required for the study. The sample included seven Ministry of Education officials from the provincial headquarters (six Standards Officers of the various subjects taught in high schools and one Principal Education Standards Officer for Central Province). These were key informants as

they were likely to be knowledgeable and informative. The power and logic of purposive sampling is that a few cases studied in depth yield many insights about the topic.

3.4 Sampling Procedure

The stratified random sampling technique was used to select the hundred teachers from the five high schools, that is: twenty per high school. The purposive sampling procedure was used to select the Head teachers, Deputy Head teachers and the Standards Officers. Zikmund (2000) defined purposive sampling as a non-probability sampling technique in which the researcher selects the sample based upon the researcher's judgement about some appropriate characteristics required of the sample members. Furthermore, Saunders (2003) states that purposive sampling enables the researcher to use his or her judgement to select cases that would best enable the researcher to answer the research questions and to meet the objectives. The respondents that were selected had the knowledge, experience and information rich to be able to answer the research questions and meet the objectives of the research.

3.5 Research Instruments

The instruments used in the data collection were questionnaires and an interview guide. The structured questionnaires were used to collect data from the teachers and Education Standards Officers. The interview guide was used to collect data from the head teachers and deputy head teachers.

A tape recorder was also used with the permission of the interviewees to record the discussions as the researcher proceeded with the interviews involving the head teachers and deputy head teachers. This is unique in that it involved the collection of data through direct verbal interaction between the person being interviewed and the interviewer.

3.6 Data Collection

The data were collected in the third term of the 2008 school year (specifically between September and December). Before proceeding to collect data, the researcher sought permission from the Provincial Education Officer for Central Province and the District Education Board Secretary for Kabwe to visit the schools (refer to Appendix D and E). The researcher visited the schools to make prior arrangements. The research participants were given a general idea of what the study was about. The study employed the following collection techniques:

Administration of Questionnaires to the Teachers

Structured questionnaires (refer to Appendix A) were administered to the teachers to obtain information on the educational structure of high schools. Some teachers responded to the items in the questionnaires in the presence of the researcher and were assured of the confidentiality of their responses. Some teachers responded in a week's time.

Interviews of Head teachers and Deputy Head teachers

The interviews were conducted in the offices of the head teachers and deputy head teachers of the five high schools respectively using the interview guide (see Appendix B). The researcher read out the questions, one after another and the respondents made contributions which were recorded on paper. A cassette recorder was also used to help in ensuring the accuracy and reliability of the data that was being generated. The respondents did not object to the use of the cassette recorder.

Administration of Questionnaires to the Education Administrators

Structured questionnaires (refer to Appendix C) were administered to the education administrators to obtain information on the educational structure of high schools and whether the structure was better compared to the former structure of secondary schools. The education administrators were requested to return answered questionnaires after a week.

3.7 Ethical Considerations

The researcher adhered to the ethical standards required by the study. It was, therefore, stated clearly that all information acquired from the schools would be confidential and purely for academic purposes. No names of the respondents were recorded on any paper. Finally, the respondents in answering the questionnaires exercised their right to be part of the research. There was informed consent and this implied that all participants agreed to participate in the study.

3.8 Data Analysis

Quantitative data were analysed using descriptive statistics to generate frequencies and percentages. This involved quantifying the data that were collected, drawing tables and charts using the computer. The Statistical Package for Social Sciences (SPSS) was used to analyse the data quantitatively. Qualitative data were analysed using themes and descriptions.

3.9 Problems Encountered During Fieldwork

When the researcher was in the field collecting data, some problems were encountered. To start with, the schools had just opened for the third term and all the schools visited were busy giving out report forms and preparing for the final

examinations and Presidential elections. Out of the 100 questionnaires given out, only 82 were returned. Examinations for the Grade Twelve made teachers from high schools go to invigilate in other schools which made the researcher have problems in accessing data in good time.

This chapter has discussed the methodology, selected sample and instruments used in this study. The instruments used were ideal for gathering both qualitative and quantitative data. The next chapter presents the findings of the study.

CHAPTER FOUR

PRESENTATION OF THE RESEARCH FINDINGS

4.1 Introduction

Chapter 3 has outlined the methodology used in the collection of data that constitutes this chapter. Data were collected from teachers who teach in high schools, high school head teachers and deputy head teachers and lastly, officials from the Ministry of Education. This chapter presents the research findings on the assessment of the educational structure of high schools. The chapter is in the following order: The first part is the presentation of data from teachers obtained through questionnaires. This is followed by presentation of data from head teachers and deputy head teachers obtained through interviews. The last part is the presentation of data obtained from the Ministry of Education officials through questionnaires. The findings were based on the objectives which were as follows:

- i. To find out the views of teachers, school administrators and education managers on the educational structure of high schools.
- ii. To establish whether there was high academic performance and quality education provision in high schools.
- iii. To find out whether there were enough qualified teachers to handle senior high school classes.
- iv. To establish the extent to which the educational structure of high schools contributed to the more effective running of high schools by school administrators.
- v. To identify the challenges of running high schools.

4.2 Findings from the Teachers

A total number of 100 teachers participated in the research. Of this number, 82 participants representing 82% answered the questionnaire correctly while the rest of the 18 respondents representing 18% did not return the questionnaires.

Personal Details

Age of Respondents

There were 59 respondents representing 71.9% whose age was between 31 and 40 years, 21 participants representing 25.7% were aged between 41 and 50 while 2 participants representing 2.4% were aged between 51 and 60 years. The youngest respondent was 31 years old while the oldest was 52 years old. This implied that the respondents were adults who had experience and had taught long enough in high schools for them to easily assess the educational structure of high schools.

Respondents' Sex

As already indicated, a total number of 82 respondents answered the questions correctly. Of the 82 respondents, 45 respondents representing 54.9% were male and 37 respondents representing 45.1% were female (see frequency table 1). Out of 82 respondents, 62 respondents representing 75.6% were teachers while 20 respondents representing 24.4% were heads of department.

Table 1: Respondents' Sex

Sex	Frequency	Percent
Male	45	54.9%
Female	37	45.1%
Total	82	100%

Respondents' Length in the Service

Of those who answered the questionnaire, 12 respondents representing 14.6% were between 20 and 30 years long in the service while 41 respondents (50%) were between 11 and 19 years long in the service. Lastly, 29 participants representing 35.4% had served between 10 years and below in the service..

Respondents' Professional Qualifications

Of the 82 respondents, 1 respondent was a holder of a Masters Degree, 23 respondents were holders of the first degree, 2 participants had Advanced Diplomas and 56 respondents had Diplomas in education (see frequency table 2).

Table 2: Respondents' Professional Qualifications

Qualification	Frequency	Percent
Masters	1	1.2%
Degree	23	28.1%
Advanced Diploma	2	2.4%
Diploma	56	68.3%
Total	82	100%

4.3 Educational Structure of High Schools

Teachers were asked to indicate what their opinion was on the educational structure of high schools. The majority of the teachers who took part in answering the questionnaire indicated that the educational structure of high schools was not a good structure. 27 teachers acknowledged this finding representing 32.9% of the total respondents. There were 15 teachers representing 18.3% who indicated that the educational structure of high schools would have been a good idea if many problems in basic schools such as lack of laboratories, wood and metal workshops, technical drawing rooms and qualified teachers, were addressed first. There were also 7 teachers representing 8.5% who pointed out that the educational structure of high schools favoured quantity as opposed to quality, which was identified as a factor that lowered the standards of education in terms of performance. There were 13 teachers representing 15.9% who said that learners who came to high schools were of low calibre unlike when high schools used to produce their own. In addition, the teachers stated that the low calibre of learners was due to the fact that the pupils came from different basic schools where they did not have enough qualified teachers in most of the subjects.

Further, there were also 3 teachers representing 3.7% who answered the questionnaire indicated that some pupils were mature pupils who had lost

interest in school, hence, had no motivation and tended to misconstrue their purpose of being in high school. For example, one respondent indicated in the questionnaire that;

Some girls who were mothers refused to be punished and did not want to be pushed or run when it was Physical Education time. Some pupils especially boys were trying to experiment with drugs and were also involved in smoking and drinking of alcohol.

Twelve (12) teachers representing 14.6% indicated in the questionnaire that the educational structure of high schools was a good system. Two (2) teachers representing 2.4% pointed out that the system was good because it allowed many pupils to access high school education; it made them feel great and inspired them to work hard. Three teachers representing 3.7% indicated that it was a good structure because there was a lot of bureaucracy.

The teachers were asked to indicate whether the educational structure of high schools was better compared to the former secondary school structure. The majority of the teachers who took part in answering the questionnaire were not in favour of the educational structure of high schools. 59 respondents (71.9%) stated that the former secondary school structure (Grades 8 to 12) was better compared to the educational high school structure (Grades 10 to 12) while 23 respondents representing 28.1% indicated that they were in favour of the educational structure of high schools (See frequency table 3).

Table 3: Teachers' responses on whether the Educational Structure of High Schools was better compared to the Secondary School Structure

	Frequency	Percent
Yes	23	28.1%
No	59	71.9%
Total	82	100%

Seven (7) respondents (8.5%) who agreed that the educational structure of high school was better compared to the former secondary school structure indicated in the questionnaire that the educational system of high schools allowed more pupils to access grade 10 because of the many places available and that the system was more co-ordinated. Further, 6 respondents (7.3%) pointed out that much of the work was done easily because teachers now concentrated on teaching senior classes and improving pupils' performance. 5 respondents (6.0%) indicated that the educational structure of high schools had helped in uplifting the standards of teaching.

In addition, 3 respondents representing 3.7% revealed that the management team in high schools had become bigger with the inclusion of the heads of departments. 2 respondents (2.4%) indicated that mission schools which had the secondary school structure had a lot of religious influence and as such some administrative decisions taken were not professional.

On the other hand, 21 respondents (25.7%) did not agree that the educational structure of high schools was better compared to the former secondary schools structure. They said that pupils tended to be unsettled as they were coming from basic schools which had no equipment, especially in sciences and generally took long to adapt and adopt concepts. Six respondents representing 14.6% indicated that it was difficult for high schools to transform pupils from basic schools as they

seemed not to reach the level of understanding grade 10 material. Nine respondents representing 11% indicated that this made preparing pupils for senior work futile because most of them were taught by teachers who were not qualified to teach at the junior secondary level.

Furthermore, 5 respondents (6.1%) indicated that it was easy to assist a slow learner in secondary schools due to the steady build up of pupils as they were taught by the same teachers for five years. Good results were achieved as pupils' weaknesses were known early. Three respondents representing 3.7% revealed that sixty percent of the pupils received in grade 10 from different basic schools had low passing rates and could not read and write properly, especially those from the community schools. Further, the respondents revealed that it was difficult for high schools to have classes of pure sciences because pupils refused to be in those classes. This was because the pupils considered the pure science subjects to be hard and difficult to understand. This had contributed to the poor performance at grade twelve.

Other 6 respondents (7.3%) stated that some pupils received in high schools were usually had high grades or marks scored at grade nine level but that did not tally with their performance in grade ten as they lacked basics. As such, teachers were forced to teach things that were supposed to be covered in grades eight and nine. Three respondents representing 3.7% indicated that pupils were more indisciplined now than ever due to the abolishment of corporal punishment, which had resulted in poor performance on the part of both the pupil and the teacher.

Do you find any Problems regarding the Educational Structure of High Schools?

Table 4: Respondents' Responses on Problems regarding the Educational Structure of High Schools

Response	Frequency	Percent
Yes	67	81.7%
No	15	18.3%
Total	82	100%

The findings show that 81.7% of the respondents indicated that they found problems regarding the educational structure of high schools where as 18.3% of the respondents stated that they did not find any problems with the educational structure of high schools (see frequency table 4).

Regarding the question as to whether the teachers found any problems with the educational structure of high schools, the study revealed that most of the respondents agreed that they found problems with the educational structure of high schools. Twenty-nine (35.4%) of those who answered the questionnaire said that the general view was that most of the pupils were unable to read, write and comprehend materials offered at grade ten level. Further, they indicated that a teacher could not mould pupils with foundations from different basic schools to the expected level because some pupils' level of understanding was below par.

Another factor which was identified was that it was very difficult to start teaching pupils in grade ten new subjects like Geometrical and Mechanical Drawing (GMD) with no background to Technical Drawing (TD) being the basic requirement for GMD. This also applied to the subject of Music. This was reflected by 11 respondents (13.4%).

Further, 10 respondents representing 12.1% pointed out that the combination of certain departments such as the Social Sciences had brought some confusion as

not many of the heads of departments were knowledgeable in all subjects that were under the department. It was also not clear whether departments like Home Economics (HE) and Industrial Arts were combined while the existence of Expressive Arts department was also unclear.

Six respondents representing 7.3% indicated that there were more classes against few teachers because of over enrolment of pupils. Hence, the work load was more than enough. This contributed to bringing down the effectiveness and efficiency of teachers and the quality of the pupils was compromised. Further, 4 respondents representing 4.9% of those who answered the questionnaire indicated that funding from government was poor and the infrastructure was inadequate; at the same time, teaching and learning materials were not sufficient. Seven respondents representing 8.5% stated that despite having many heads of departments, some decisions taken by school administrators were not collective.

Some respondents said that they did not find any problems regarding the educational structure of high schools. Three respondents representing 3.7% indicated that the educational structure of high schools would not bring any problems because the Ministry of Education implemented what was laid on the ground when they first came up with the idea of high schools. Four participants (4.9%) pointed out that the educational structure of high schools gave chance to specialised teachers to teach in high schools and pupils from grade ten to twelve were prepared for tertiary education. Three participants representing 3.7% stated that the teachers were now able to concentrate only on senior pupils, and therefore, more attention was given to them. In addition, 5 participants (6%) revealed that the educational system of high schools did not pose any problems when the school managers performed their duties well.

Teachers were asked to indicate whether the educational structure of high schools could be maintained. 25 teachers indicated that they were in favour of maintaining the educational system of high schools. These constituted only

30.5% while 57 of those who were opposed to the idea of maintaining the educational system of high schools constituted 69.5%.

On why the teachers wanted the educational structure of high schools to be maintained, eight teachers representing 9.8% indicated that the educational structure of high schools accorded a lot of pupils especially girls a chance to be in grade 10 to 12. On the other hand, seven teachers (8.5%) indicated that although it was a good establishment, the government should improve on employing qualified teachers to teach at the basic school level in order for the high schools to receive well prepared pupils who could cope with the high school curriculum.

Three teachers representing 3.7% pointed out that the educational structure of high schools drew a dividing line between the basic schools and high schools because it made the basic school pupils to work hard so that they could be selected to high schools. Four teachers representing 4.8% stated that if over enrolment was reduced to the acceptable standard, the educational structure of high schools could be maintained. Three teachers (3.7%) indicated that the educational structure of high schools was well coordinated and should be maintained so that more ideas would be implemented to upgrade the whole system.

On the other hand, the teachers who held that the educational structure of high schools should not be maintained stated that the secondary school system be brought back because it provided continuity from grade eight to twelve. Further, until the basic schools could have the capacity to prepare pupils for high school education, the high school structure should not be maintained. This was reflected by 30 respondents (36.6%) of the respondents. Fourteen teachers representing 17.1% pointed out that the educational structure of high schools could not be maintained due to the fact that the performance of pupils had gone down compared to that in the few existing secondary schools. They added that high

schools be allowed to mould their own pupils from junior level academically and discipline wise so that the current falling standards of education may be reversed. Subjects should stand as they used to be in the secondary school structure and the introduction of a salary scale for section heads would help a great deal in maintaining individual subjects. This was reflected by 7 respondents (8.5%). Six teachers representing 7.3% stated that the government should equip basic schools, have enough specialised teachers to handle each particular subject and teaching materials, then high schools could be continued.

Regarding what recommendations the teachers would suggest for maintaining the educational system of high schools, the majority of the teachers who answered the questionnaire indicated that the government should train all high school teachers to degree level and upgrade high school teachers to a higher salary scale than basic school teachers. This was reflected by 16 teachers (19.5%). Six teachers representing 7.3% indicated that high school boards be done away with because they were unable to finance the smooth running of schools. In addition, the teachers indicated that procurement of teaching and learning materials be improved. Twenty teachers representing 24.4% stated that there should be monitoring at the basic schools to ensure a sound foundation of the pupils as this would allow a smooth continuity at the high schools rather than is the case now where teaching had to start afresh. Thirteen teachers representing 15.9% of the teachers indicated that the educational structure of high schools could be maintained if the number of pupils in classrooms is reduced and laboratory facilities were provided in both basic and high schools. Ten teachers (12.2%) stated that the government should not interfere with the cut off points for the grade nines when results are released. Seventeen teachers representing 20.7% indicated that the government should go back to the structure of secondary schools because fewer problems were encountered.

4.4 Academic Performance in the High Schools

The researcher sought to find out whether quality education was still provided to the grades 10 to 12 in the high schools after the removal of grades 8 and 9 classes. The respondents were unanimous in answering this question. They pointed out that quality education was still provided but most of the pupils did not perform to the expected standards in terms of reading, writing and understanding or grasping the concepts and could barely comprehend the English language because there was no direct correspondence with the results attained in grade nine. Those who said this were 71 respondents, constituting 73.2%, while 11 respondents (13.4%) disputed that no quality education was provided because if anything, teachers were working even harder than before due to the calibre of pupils received from basic schools.

The respondents further stated that quality education was not provided to the grades 10 to 12 because it was compromised due to the non-existence of laboratories to cater for the large number of pupils and the majority of the pupils that qualify to high schools did not possess the knowledge that they are expected to have in grade 10. This was reflected by 6 respondents (7.3%). Further, 5 respondents representing 6.1% stated that quality education was not provided due to lack of teaching and learning materials which were not readily available. The respondents referred these schools to being nominal high schools.

The teachers were asked in the questionnaire to state whether they had enough text books and teaching materials to use in the subjects they taught. Sixty-six teachers representing 80.5% indicated that they did not have enough text books and teaching materials in most of the subjects they taught because they used pupils' textbooks to plan lessons, while 16 teachers (19.5%) indicated that they had enough textbooks and teaching materials in the subjects they taught.

How is the General Academic Performance of the pupils after the Change from Secondary School to High School for Pupils who Come to your School from Basic Schools?

Table 5: Responses on the general academic performance of pupils after the change to high Schools

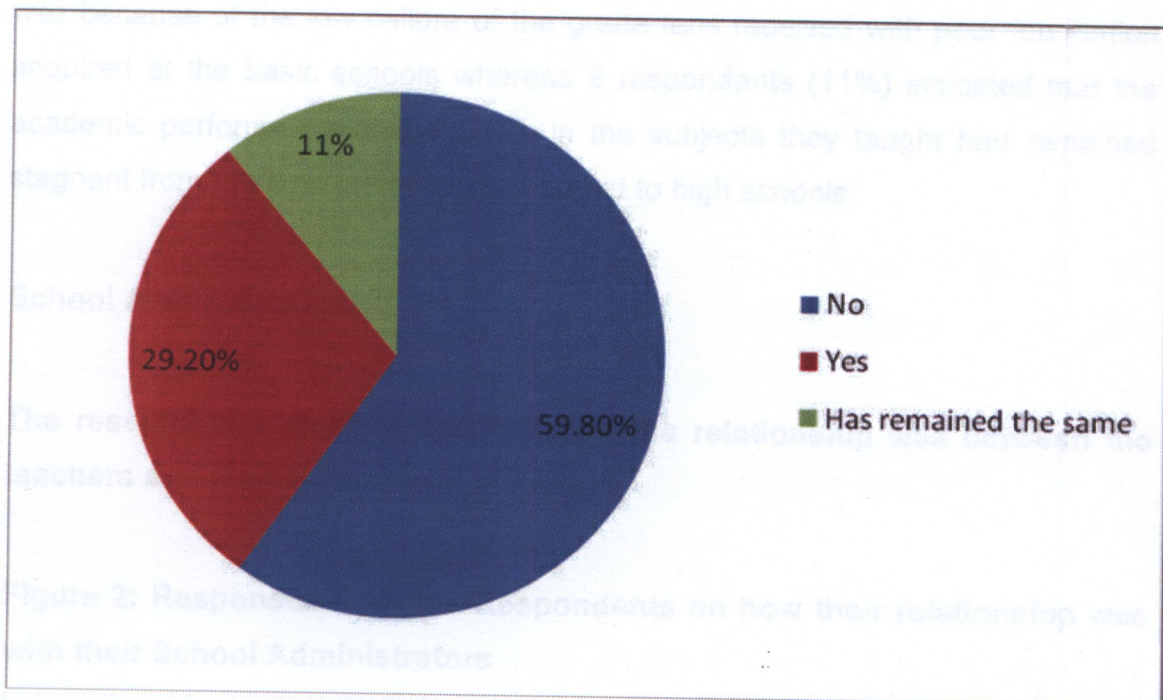
Academic Performance	Frequency	Percent
Very good	4	4.8%
Good	7	8.5%
Average	13	15.9%
Slightly Poor	21	21.7%
Very Poor	37	45.1%
Total	82	100%

A total of 4.8% of the respondents indicated that the general academic performance of pupils was very good whereas 8.5% stated that it was good. 15.9% pointed out that the general academic performance of pupils was average while 21.7% and 45.1% of the respondents indicated that the general academic performance was slightly poor and very poor respectively (see frequency table 5).

The researcher sought to find out if there was high performance in the subjects that the teachers taught after the change to high schools. Twenty-four respondents representing 29.2% agreed that there was high academic performance in the subjects they taught whereas 49 respondents representing 59.8% disputed that there was high academic performance in the subjects they taught. 9 respondents representing 11% pointed out that the academic

performance in subjects they taught had remained the same from the time secondary schools were changed to high schools (See figure1).

Figure 1: Respondents' responses on whether there was a high academic performance in the subjects they taught after the change to high school



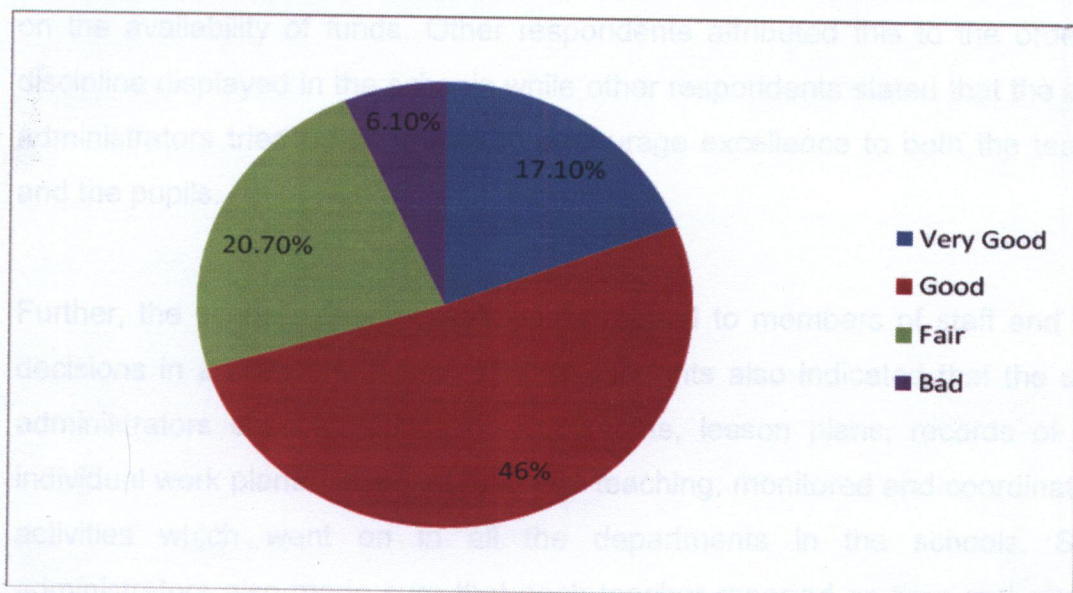
Regarding the finding on the reasons why the teachers agreed that there was high academic performance in the subjects they taught after the change to high schools. Of those who answered the questionnaire, 29.2% of the teachers stated that the passing percentage in their subjects changed mainly due to the change of the syllabus in Geography. There was also high academic performance for the past two years in the subjects; Religious Education, English, Civic Education and Home Economics. The teachers referred this to offering of tuition to pupils during the holidays and also having committed teachers, teaching materials, giving remedial work and the homework policy. The respondents further stated that it was because of the Continuous Professional Development (CPD) programmes going on in high schools.

Twenty-eight teachers representing 34.1% did not agree that there was high academic performance in the subjects they taught after the change to high schools because of most the pupils had not done the subjects at the junior level. Hence, they started them at grade 10 level making it difficult for them to catch up by grade twelve. Twenty-one respondents representing 25.6% indicated that it was because of the low calibre of the grade tens received with poor foundation acquired at the basic schools whereas 9 respondents (11%) indicated that the academic performance of the pupils in the subjects they taught had remained stagnant from the time the schools changed to high schools.

4.5 School Administrators

The researcher sought to find out how the relationship was between the teachers and their school administrators.

Figure 2: Responses from the Respondents on how their relationship was with their School Administrators



A total number of 14 respondents indicated that their relationship with their school administrators was very good. This was reflected by 17.1% of the respondents. 46 respondents (56.1%) stated that their relationship with the school administrators was good while 17 respondents pointed out that their relationship with their administrators was fair. This is constituted by 20.7% of the respondents. 5 respondents representing only 6.1% indicated that their relationship with their school administrators was bad (see figure 2).

In the high schools, the study found out that the majority of those who answered the questionnaire indicated that school administrators ran the schools effectively. This was reflected by 61 respondents (74.4%). Fifteen respondents representing 18.3% indicated that the school administrators did not run the schools effectively. On the other hand, 6 respondents representing 7.3% argued that school administrators did not always run schools effectively.

The reasons attributed to this were that the school administrators worked with few resources to provide the necessary materials when need arose depending on the availability of funds. Other respondents attributed this to the order and discipline displayed in the schools while other respondents stated that the school administrators tried by all means to encourage excellence to both the teachers and the pupils.

Further, the school administrators easily related to members of staff and made decisions in a democratic way. The respondents also indicated that the school administrators checked education documents, lesson plans, records of work, individual work plans, observed teachers teaching, monitored and coordinated all activities which went on in all the departments in the schools. School administrators also made sure that each teacher reported on time and attended to all classes.

On the other hand, the respondents who did not agree that school administrators ran schools effectively pointed out that administrators restricted themselves to their offices and had lost touch with reality while the other respondents stated that in terms of funds, it was as if the high schools never received funds to meet school demands such as the shortage of text books and other related materials because no effort was made by the school administrators to purchase these items.

Further, the respondents stated that the school administrators ran schools using their own ideas and teachers just followed and obeyed what they were instructed to do. Others indicated that discipline had gone down and little attention was given to academic work. The respondents also indicated that teachers' requests or appeals did not receive maximum consideration and the school administrators blamed teachers when there was failure even though it were them who had failed.

The respondents, who indicated that the school administrators did not always run the schools effectively, pointed out that they refused to procure what departments needed in order to deliver lessons effectively. Other respondents indicated that the general workers employed by the school boards failed to work effectively because they were not paid their salaries for months on end affecting different corners of the schools.

The researcher sought to find out the number of times in a term the teachers were observed by their school administrators. Of those who answered the questionnaire, seven respondents representing 8.5% indicated that they were observed four times in a term while 18 respondents representing 22% stated that they were observed three times in a term. Those who pointed out that they were observed twice in a term were 21 respondents, constituting 25.6%. Thirty respondents (36.6%) indicated that they were observed once in a term whereas

only 6 respondents representing 7.3% indicated that they were not observed at all in a term by school administrators (see frequency table 6).

Table 6: Respondents Responses on how many times they were observed by their School Administrators

Times	Frequency	Percent
Nil	6	7.3%
Once	30	36.6%
Twice	21	25.6%
Three Times	18	22%
Four Times	7	8.5%
Total	82	100%

Regarding the finding on what teachers would term as effective running of schools by school administrators, of those who answered the questionnaire, 25 teachers representing 30.5% indicated that the provisions of a good learning and teaching environment in order to obtain good results was what they termed as effective running of a school by their administrators whereas 21 respondents representing 25.6% stated that maintaining discipline and ensuring that teaching and learning were going on every time was effective running of the school. A school administrator should be a listening one, one who encourages academic excellence, brought everyone on board to do what was expected for the good running of the school. This was reflected by 16 respondents (19.5%).

Eleven respondents representing 13.4% pointed out that proper motivation of teachers, good communication, transparency and accountability is what they termed as effective running of the school by administrators. Delegation of duties, full involvement of the heads of department in academic work and other issues whose programmes were achieved through team work is what the other respondents termed as effective running of the schools by school administrators. This is reflected by 9 respondents (11%).

4.6 Findings from School Administrators

As stated earlier, in addition to the questionnaire for teachers, the other main method of collecting data was through interviews. Guided interviews were held with school administrators of high schools. Tape recordings were used only as a way of ensuring the accuracy and reliability of responses.

How challenging is it to run a high school?

The findings from the School Administrators showed that all the school administrators; 3 head teachers and 5 deputy head teachers pointed out that it was very challenging to run high schools especially with the changes that the government had brought. They revealed that they dealt with pupils who were all adults, had high expectations and wanted to be treated in a certain way. The School Administrators said that pupils were very intrusive; and any lapse in communication, they reacted. For instance, one administrator indicated that when the pupils were not given feedback in time about the buying of the school mini bus, they mobilised themselves and rioted. The School Administrators indicated that they faced resistance from pupils but had to suppress it and had to be vigilant all the time.

The School Administrators further stated that in the past, if pupils misbehaved or girls got pregnant, they would be expelled from school and pupils used to fear. However, ever since the government introduced the Re-entry Policy which allows school girls who get pregnant to return to school after they give birth, girls misbehaved and pupils had no morals. The School Administrators said that with the coming of the Human Rights and the abolishment of corporal punishment, discipline had gone down. One school administrator said:

Corporal punishment should not have been abolished. We should not follow the British or American way of education and it was important to cope with what was African. A system which was suitable for us Africans would be if pupils were caned as this could help in disciplining them. Pupils who come late when given hard work or heavy punishment, Human Rights came in.

The School Administrators stated that they also dealt with a large number of staff who wanted certain conditions to be met by management. When these conditions were not met, there was misunderstanding between teachers and the school administrators. Further, the School Administrators pointed out that teaching and learning materials were not there and the calibre of pupils from basic schools was a big challenge. These findings were consistent with findings from teachers.

Are there enough Funds to run the Schools Effectively?

Regarding the finding on whether there were enough funds to run schools effectively, the School Administrators had this to say: there were not enough funds to run the schools effectively. They said that the funding from the government was not sufficient especially after the Sector Fund was phased out. The Re-current Department Charges (RDC) did not come in time, fully and kept reducing each month. The School Administrators revealed that the RDC was not enough and was used to pay electricity bills, water bills, teachers' subsistence allowances, sports and sports affiliations. The School Administrators also indicated that they depended on the Parent Teacher Association (PTA) money but was inadequate. Collection of this money was difficult because of the areas in which the schools were located. They stated that the location of the schools were in areas where people were not employed and paying was difficult. Money came in bits and by the end of the year, half of the pupils would not have paid and that made it difficult to run schools efficiently.

Do you have Enough Qualified Teachers to Teach in all the Subjects in the High Schools?

The School Administrators said that they did not have enough qualified teachers to teach in all the subjects in the schools. This was attributed to the majority of the teachers in high schools being Diploma holders. They further stated that high school regulations stipulated that people who were supposed to teach in the high schools were supposed to be holders of the first degree. The School Administrators indicated that they were understaffed in some departments like Natural Sciences and Business Studies. Available figures in the offices of school administrators confirmed that there was 1 teacher with a Masters Degree, 46 teachers with first degrees, 3 teachers had Advanced Diplomas and 214 teachers had Diplomas in all the 5 high schools.

Is there Effective Teaching taking Place in the Schools?

Regarding the finding on whether effective teaching was taking place in schools, all the School Administrators agreed that effective teaching was going on in schools because of a pilot programme called Strengthening Mathematics, Science, and Technology (SMASTE) and the Continuous Professional Development (CPD) programme done in department meetings. Through this, teachers planned the lesson plan together, one taught while the rest observed him or her. In so doing there is quality provision of education in the high schools. On the other hand, the School Administrators said that lack of teaching and learning materials were the ones which were a draw back to the teachers.

How would you Judge the Educational Structure of High Schools?

Findings from the School Administrators were consistent with those of teachers. They stated that pupils received from the basic schools were with high marks but

could not read, write and performed poorly in Mathematics and Sciences. They pointed out that the government was too fast to remove the grade eights and nines from the high schools. Further, the School Administrators stated that the departments could have been split because they were not working effectively and unless section heads were recognised and given their own salary scale. Further, the School Administrators revealed that the former secondary school structure was better because there was continuity on the part of pupils as the teachers started working on the pupils' weaknesses in grade 8 and unlike now, when it was difficult to notice the weaknesses of the grade tens because the time was short to learn a new subject like French. On the other hand, school administrators revealed that the system was good because there was specialisation of the syllabus and teachers gained experience.

What Views would you give to ensure that the Educational Structure of High Schools is maintained?

The School Administrators were asked what views they would give to ensure that the educational structure of high schools was maintained. They had this to say: The Ministry of Education should send well qualified teachers to high schools and send teachers to train at The University of Zambia. They also said that the grade eights and nines at basic schools should be taught by teachers who were Diploma holders and not seconded ones. Further, the School Administrators stated that there should be coordination between the high and basic schools so that pupils in the basic schools could be acquainted with the happenings in the high schools. They also said that the basic schools should be equipped with laboratories, technical drawing rooms, wood and metal workshops and home economics rooms. Further, the school administrators indicated that the government should increase grants to high schools to help them run effectively. However, the school administrators stated that the government should revert to the secondary school structure because the results were good in the mission schools which have maintained the structure.

4.7 Findings from the Education Officials

As indicated earlier, seven education officials from the Ministry of Education answered the questionnaire.

Educational Structure of High Schools

The Standards Officers were asked to indicate in the questionnaire what their opinion was on the educational structure of high schools. They stated that the educational structure of high schools was a good structure. However, they revealed that the government was too early in implementing such a structure without putting logistics in place because there were disparities in the number of basic schools and high schools in terms of progression. Further, they said that staffing in high schools was inadequate and the majority of the teachers found there were diploma holders who were only qualified to teach at the upper basic level.

Is the Educational Structure of High School better compared to the Former Secondary School Structure?

The Education Officials were asked to state whether the educational structure of high schools was better compared to the former secondary school structure. Six Standards Officers did not agree that the educational structure of high was better than the secondary school structure while only one Standard Officer was for the idea of the educational structure of high schools compared to the secondary school structure. Those who did not agree stated that the standard of education of the pupils had gone down especially those who took technical subjects and were coming from the basic schools without the know-how and were expected to do technical subjects from grade ten. They also pointed out that the former

secondary school structure was competitive and ensured progressive development on the part of the learners while there was no marked improvement in terms of quality of the results in the educational structure of high schools.

On the other hand, the respondent who was in favour of the educational structure of high schools indicated that the structure provided for teacher specialisation and increased the quality of learning. Further, the respondent stated that the educational structure of high schools had broadened the competition for places at high school while allowing for Universal Education up to grade nine.

Are there any Problems faced in Schools regarding the Educational Structure of High Schools?

Regarding the findings on whether there were any problems faced in schools regarding the educational structure of high schools. The Standards Officers were unanimous in answering this question. They all indicated that there were problems faced in schools regarding the educational structure of high schools.

The reasons attributed to this were that the calibre of pupils emanating from basic schools, was very low and they were not prepared for senior subjects. The Standards Officers indicated that high schools were supposed to have teachers who were holders of the first degree but in this case, the majority of the teachers were diploma holders and those on secondment. Further, the Standards Officers stated that there was little room for teachers on secondment from upper basic school on the assumption that their content appreciation was low. They revealed that the levels of pupils' competencies and achievements were lamentably low. They attributed this fact to examination leakages.

Should the System of the Educational Structure of High Schools be maintained?

Regarding the findings on whether the system of the educational structure of high schools should be maintained, 3 respondents were in favour of maintaining the educational structure of high schools whereas 4 respondents disputed this factor. It was the feeling of the respondents that too many changes could disturb the system and the rationale was progressive if only it could be given logistical support such as qualified staffing, teaching or learning materials and increased content knowledge in teachers at the middle and lower basic schools. On the other hand, the respondents who did not agree indicated that the basic schools did not have the textbooks, infrastructure and the staff to handle grades 8 and 9. Further, they pointed out that the government should revert to the old system of secondary schools to improve the level of education in the high schools.

4.8 Quality Education Provision in High School

The researcher sought to find out whether quality education was provided in high schools after the removal of the grades eight and nine. Four respondents indicated that quality education was provided in the high schools after the removal of the grades 8 and 9 while 3 respondents did not agree with that. The respondents who did not agree attributed this to there not having enough teachers with first degrees especially in subjects like Mathematics and Natural Sciences. Further, the respondents indicated that there was a general movement, as a deliberate policy of Ministry of Education, towards fulfilling this need with the upgrading of more teachers to a degree level. Some teachers were encouraged to upgrade themselves and were sponsored by the high schools while individual teachers used their own resources to acquire first degrees at the University of Zambia (UNZA). The respondents further, revealed that the conversion of Nkrumah and the Copperbelt Secondary Teachers' College

(COSETCO) to University Colleges would increase the number of teachers with degrees.

4.9 Academic Performance in High School

How was the Pupils' Academic Performance after Access to High School had increased?

The study found out that the academic performance of pupils after access to high school had increased was relatively very low or mediocre. The Standards Officers indicated that increased access reduced competition, for pupils did not feel that their progression depended on their performance. Further, increased streams of grade tens had pressured the already insufficient teachers, therefore, impacting negatively on the performance of the pupils.

The Education Officials pointed out that high academic performance was still associated with the mission schools. They indicated that in the government high schools, high academic performance in some subjects was there in isolated cases but on the contrary, the trend was a downward one with results leading towards deterioration.

Are Standards being upheld in the Subjects you monitor in the High Schools?

Three respondents agreed that standards were upheld in the subjects which they monitored in the high schools while 4 respondents disagreed with this factor. The respondents revealed that the standards were being upheld in the Social Sciences subjects because performance was not very bad. On the contrary, the respondents who disagreed stated that the majority of teachers lacked the technical understanding of the subjects they taught because there were still a good number of teachers who are seconded to teach some subjects without the

necessary qualifications. The respondents further indicated that standards were not upheld in some subjects due to the fact some teachers were not fully committed to their work.

How Effective is teaching in the High School?

Regarding the finding on whether effective teaching was going on in the high schools, the respondents had this to say: Effective teaching was affected in many areas because of the over crowded classrooms and due to the teachers' poor salaries and conditions of service. The respondents revealed that teaching in the high schools required re-direction in effectiveness so that assertive action could be included. The Principal Education Standards Officer said that:

Effective teaching was dependant on how effective the school management was. Mission or grant-aided schools with similar circumstances but with effective school management tended to have effective teaching going on in their schools.

Furthermore, the respondents indicated that some teachers in high schools taught effectively while others did not.

4.10 School Administrators

Are School Administrators running High Schools effectively in District?

The Standards Officers were unanimous in answering this question. They all agreed that in the schools, administrators were running the high schools effectively. The Standards Officers attributed this to there being no pupil riots recorded over a long period of time and pupils' discipline was generally good except for a few cases of teacher or pupil indiscipline were recorded.

They also mentioned that in so far as keeping of records, the School Administrators were up to date and they responded well to all monitoring tools applied. Further, the Standards Officers pointed out that no complaints were received on maladministration or inefficiency because improved performance of the grade twelve results is seen in some high schools.

How many Times in a Term, do you Monitor High Schools to see that Teaching, Learning and Management of the Schools was going on Effectively?

Regarding the findings on how many times in a term did the Standards Officers monitor the high schools to check that teaching, learning and management of the schools was going on effectively. They pointed out that it depended on funding provided by the government. Local high schools were monitored at least twice in a term and depending on the availability of funds, far flung high schools were monitored once per term. The Standards Officers stated that according to the regulations for monitoring, schools were supposed to be monitored at least four times in a term.

This chapter has presented the research findings. Tabulations of tables and figures were done where appropriate. The next chapter discusses the findings of the study.

CHAPTER FIVE

DISCUSSION OF THE RESEARCH FINDINGS

5.0 INTRODUCTION

Chapter four has presented the research findings. This chapter discusses the findings of the study under the headings drawn from the objectives of the research.

5.1 Views of Teachers, School Administrators and Education Managers about the Educational Structure of High Schools

The study addressed the question as to what views the teachers, school administrators and education managers had on the educational structure of high schools.

From the teachers'; school administrators' and education managers' responses, it was evident that they were not in favour of the educational structure of high schools. The teachers argued that the pupils who came to the high schools were of low calibre and lacked good foundation provided by a secondary school because they came from different basic schools which did not have enough qualified teachers in most of the subjects. In the questionnaire, the teachers were asked to indicate whether the educational structure of high schools (Grades 10 to 12) was better than to the former secondary school structure (Grades 8 to 12). Most of the teachers disagreed strongly stating that the educational structure of high schools was not better than the former secondary schools structure.

The study addressed the question of whether problems were faced regarding the educational structure of high schools. From the findings, it was evident that most of the teachers agreed strongly, that they faced problems regarding the

educational structure of high schools. The results from the teachers showed that there was overcrowding of classes, poor funding from government, inadequate infrastructure, and insufficient teaching and learning materials. The findings are consistent with the Ministry of Education (2005) which observed that the high school education had been compromised through run-down infrastructure, high teacher attrition and lack of adequate educational materials. These findings are also in line with Lungu (2005) who observed that when educational facilities were in short supply or deficient, it led to ineffective delivery of educational goals. Hence, from the teachers' responses, it was clear that the majority of the teachers were not in favour of the educational structure of high schools. It was also evident from the respondents interviewed that they were not for the idea of maintaining the system of high schools.

However, from the survey, the results from the interviews showed that the respondents would rather revert back to the structure of secondary schools. This was indicated by three quarters of the respondents interviewed. For example, one Standards Officer said that:

In terms of the students' output, there was a gap when you compare the present high schools to the secondary schools. The old structure was competitive on the part of the learners and there was no marked improvement in terms of quality of results in the high school structure.

Hence, the study findings show that the government reverts to the former structure of secondary schools which has been maintained in the mission schools.

The respondents attributed this to the already highlighted problems experienced with the educational structure of high schools. The respondents indicated that if the educational system of high schools was to be maintained, logistics such as the government to improve on employing qualified teachers to teach at the basic school level in order to have well prepared pupils who could cope with the high

school curriculum. Further, laboratories, technical drawing rooms, wood and metal workshops be put first in place in the basic schools.

From the survey, the explanation given by the majority of the respondents interviewed and those who answered the questionnaire for not maintaining the educational structure of high schools was that it did not provide continuity on the part of pupils and teachers. The respondents also revealed that the calibre of pupils received from the basic schools was low. Further, the respondents indicated that the pupils' marks or grades attained during the grade nine results did not tally with their performance in grade ten. A study on an extensive needs assessment of the secondary programme in the United States of America carried out by Hudley and Herrity (2005) revealed that the most powerful way to improve student programme overall was to develop successful learning strategies for the early grades that are reinforced in the middle and high schools. The respondents interviewed indicated that the basic schools which supplied the high schools with pupils did not have the capacity to prepare the pupils for high school education. The findings are in line with what Preedy (1993) stated that the availability of resources in the schools might motivate teachers to work hard and improve on the performance of pupils. The findings are also in line with the Ministry of Education (2001) which acknowledged that improving the quality of educational provision especially at the middle basic level required the identification of the key learning environmental factors in which teachers operated to achieve set goals. The respondents further revealed that the basic schools lacked infrastructure like laboratories, wood and metal workshops, technical drawing rooms, home economics rooms, qualified teachers to handle grades eight and nine and textbooks. The findings are consistent with Graham-Brown (1996) and Hillman and Jerkner (2004) who stated that in many developing countries, primary school education is poorly funded. As a result, many children who attend school receive low quality education because of the overcrowded classrooms, lack of basic learning and teaching materials such as textbooks, blackboards, paper, chalk and non maintenance of school buildings. These findings also confirm what

the Ministry of Education (2003) states that the condition of the classrooms and curriculum had greatly contributed to the low level of quality in the high schools.

The respondents' view was that the government reverts to the old system of secondary schools which produced good results in mission schools like St.Pauls Boys Secondary School, Canisius Boys Secondary School, Fatima Girls Secondary School, Ibenga Girls Secondary School and Caritas Girls Secondary School. There was also evidence from the results data that the government was too fast in implementing the educational structure of high schools and did it without putting logistics like qualified teachers, building laboratories, technical drawing rooms, wood and metal workshops and more blocks of classrooms, in place due to the disparities in the number of basic and high schools in terms of progression.

The majority of the teachers interviewed suggested that if the educational structure of high schools was to be maintained the government should re-train all high school teachers with diplomas to a degree level and upgrade all high school teachers to a higher salary than basic school teachers. These results are in line with many other researchers such as Lengrad (1975), Gilley and Egglands (1989), Vanstaden (2000) and Mupinga, Burnett and Redman (2005) who have shown that the importance of human resource development efforts must result in performance improvement that would enhance organisation's competitiveness and efficiency. The respondents further revealed that high school boards should be done away with and the procurement of teaching and learning materials be improved.

Findings from the respondents interviewed and those who answered the questionnaires suggested that monitoring at the basic school by the Education Standards Officers should be there to ensure that pupils have a good foundation to allow a smooth continuity in high schools. Further, the investigations revealed that infrastructure like laboratories should be built in both basic and high schools.

These findings are in line with Lucio (1967) who observed that instructional supervision of the teachers was likely to contribute to educational improvement.

5.2 Academic Performance and Quality Education Provision in High School

The study addressed the question as to whether quality education was still being provided to the grades ten to twelve in the high schools after the removal of the grades eight and nine. From the findings, it was evident that quality education was still being provided in the high schools after the removal of the grades 8 and 9 because of the Continuous Professional Development programmes for all the subjects which were going on in the high schools. Teachers prepared lesson plans together, one taught while others observed and prepared materials for teaching and learning.

The majority of the teachers (73.2%) interviewed suggested that quality education was still provided in the high schools though most of the pupils received were below the expected standards because they could not read, write, understand or grasp concepts properly. The teachers referred this to there being no direct correspondence with the results attained at grade nine. The findings further revealed that over crowded classes did not favour quality education provision by the teacher. The majority of the respondents interviewed and those who answered the questionnaire observed that quality education was still provided in the high schools after the removal of the grades eight and nine because of the observations done in schools by the school administrators and standards officers. These findings are consistent with Neagley (1980) who found that the inspection of teachers' teaching and learning in the classroom contributed to the improvement of quality provision of education and consequently effective learning in pupils.

Responses from the school administrators revealed that effective teaching and quality provision of education was going on in the high schools due to the pilot

programme called Strengthening Mathematics, Science and Technology (SMASTE), a Continuing Professional Development (CPD) programme going on in the Central Province of Zambia. Also observations by school administrators and standards officers of the teachers teaching and sending teachers for workshops and seminars contributed to quality education provision in the high schools.

On the other hand, from the survey, findings from the teachers have shown that quality education was not provided in the high schools due to lack of teaching and learning materials. This is in line with what the Ministry of Education (2005: 42) has shown that:

High pupil class ratio is an indication of overcrowding in classrooms which compromises quality. In addition, poor state of classrooms and facilities such as laboratories, workshops and other infrastructure would affect the quality of education delivery.

Further responses from the teachers suggested that quality education was not provided in the high schools after the removal of the grades eight and nine because of lack of teaching and learning materials. This was consistent with the findings from the school administrators which showed that lack of teaching and learning materials was a draw back to the quality education provision in the high schools. These findings confirm what Forss, *et al* (1994) stated that:

One of the fundamental pre-requisites for quality improvement in educational systems at all levels is the availability, affordability and proper use of relevant textbooks and other learning materials.

These findings are also in line with the Ministry of Education (1996: 84) which equally recognises the need that:

Quality educational provision requires the supply of books, writing materials and educational items

in sufficient quantity to meet the needs of all students.

These findings are also in line with the World Bank (1979), Sikwibele (1991), Preedy (1993), Graham-Brown (1996), Henveld (1999), Ministry of Education (2001) and Hillman and Jenkner (2004) who have acknowledged that quality of education requires the availability of textbooks and other educational materials.

There was also evidence from what the Education Officials said that lack of enough teachers with first degrees, especially in Mathematics and Sciences, contributed to lack of quality education provision in the high schools. The findings are consistent with the Ministry of Education (1992:70) which has shown that:

Grave difficulties were being experienced in staffing existing secondary schools adequately in Mathematics and Science, difficulties that would be aggravated by too rapid an expansion at the secondary level.

The findings are also in line with the Ministry of Education (1992) and Ministry of Education (1996) which acknowledged that schools must provide considerable remediation and establish an adequate foundation for high school work in Mathematics and Science. To accomplish this, qualified teachers needed to work with pupils from grade 8 onwards. These findings confirm what a number of studies; such as Lengrad (1975), Gilley and Egglands (1989) and Vanstaden (2000) have shown that human resource development was an important activity which should constantly be done at the place of work to keep abreast with the technological advancements and innovations taking place in the world of science and technology.

There was also evidence from the results of the respondents interviewed that textbooks and teaching materials were not available in most of the subjects taught in the high schools. These findings confirm what Sikwibele (1991) stated that the quality of education declines considerably when learning materials are not available to the students.

found that school climate and services, including transition support in the high school, increased academic support services, for example, tutoring after school, clubs, homework assistance and additional training for teachers may have a positive effect on students' motivational, engagement and achievement.

Further investigation revealed that the change in the syllabus of the subject Geography led to high academic performance in the high schools. This was because the previous syllabus used to cover the geography of North America where as now it covers only Zambia and its sub-regions which are easier to follow.

On the other hand, from the survey, the explanation given for the low academic performance in the subjects taught after the introduction of high schools were that there were still a good number of teachers who were seconded to teach some subjects without the necessary qualifications; lack of motivation by pupils and because most of the pupils started some subjects in grade ten, hence, making it difficult for them to catch up by grade twelve. Further responses from the Standards Officers revealed that poor foundation of the pupils at the basic schools was the main problem which led to the poor academic performance in the high schools. These findings are consistent with the Ministry of Education (2005: 64) which observed that there was deterioration in the quality of education and results were not getting better. For example, in 2003, 35,566 pupils wrote the School Certificate examinations and only 64.53 percent passed compared to 69.50 percent in 2002.

5.3 Extent to which the Educational Structure of High Schools contributed to the more Effective Running of High Schools (by School Administrators)

From the survey, the researcher wanted to know whether there were enough qualified teachers to handle high school classes. The results from the findings revealed that there were not enough qualified teachers to handle the senior

classes in the high schools. The reason given by the respondents pertaining to the above finding was that the majority of the teachers in the high schools were diploma holders. This is contrary to what the Ministry of Education (1996) states that teachers who are the holders of the first degree are the ones who were supposed to be the personnel in the high schools. These results are consistent with a number of studies which include Vanstaden (2000), Gilley and Egglands (1989), Republic of Kenya (1999) and Mupinga, Burnett and Redman (2005) who acknowledged that human resource development was an investment in human capital that yielded a more effective school improved learner achievement, greater staff satisfaction and higher morale.

Further investigation revealed that high schools were understaffed especially in the Natural Sciences and Business Studies departments. The study revealed that there was one teacher with a Masters degree, forty-six teachers with first degrees, three teachers with advanced diploma and two hundred and fourteen teachers were diplomas holders in all the five high schools surveyed. These findings confirm what the Ministry of Finance and National Planning (2006: 147) has acknowledged that:

Pupil to teacher ratios had worsened from 10.9 in 2000 to 16 in 2004 and many of the teachers in the high schools were only qualified to teach at the upper basic level.

The study addressed the question on whether school administrators were running the high schools effectively. The respondents' view was that the school administrators ran the high schools effectively. From the results of the Standards Officers' evaluation of the school administrators, it was noted that in keeping of records, the school administrators were up to date and they responded well to all the monitoring tools applied. These results are consistent with a number of studies including Lucio (1967), Neagley (1980) and Heneveld (1999) who have

found that effective schooling occurs where supervision and monitoring is present.

Further investigation revealed that improved performance of the pupils' grade twelve results was seen in some high schools. Further results showed that the discipline of the pupils was generally good in the high schools and no pupil riots were recorded over a long period of time.

From the survey, the findings from the Standards Officers showed that mission and private secondary schools with an effective school management ran the schools effectively. This was seen in the good results attained by pupils in grade twelve. Studies on supervision which include Lucio (1967), Lungu (2005), Neagley (1989) and Heneveld (1999) have revealed that inspection of teachers' teaching and learning in the classroom contributed to the improvement in the quality of education and effective learning in pupils.

Findings from the teachers showed that the school administrators ran the high schools effectively. Findings further revealed that the way the School Administrators related with the teachers was good and they also monitored and coordinated well all the activities going on in the high schools. These results confirm what a number of studies which include Brown and Madge (1983); Fuller and Clarke (1997); Grigg *et al* (2005); Hudley and Herrity (2005) and Wakelyn (2008) have shown that there was a positive effect of administrators' effectiveness on student achievement.

The study addressed the question on how many times teachers were observed. From the findings, it was evident that teachers were observed at least once a term by the school administrators. It was also noted that some teachers were observed more than once (refer to table 6).

The findings corresponded with the responses from the Standards Officers who indicated that they monitored the high schools at least twice per term for the local

high schools and once for distant high schools. These findings are in line with Lucio (1967), Williams (1970), Chivore (1992), Halsey, Lauder, Brown and Wells (1997), and Republic of Kenya (1999) who observed that instructional supervision and classroom visitations by head teachers was an important aspect in teacher improvement and pupil academic achievement.

On the other hand, findings from the head teachers and deputy head teachers revealed that there were not enough funds to run the high schools effectively because funding from the government was not sufficient and did not come in time. Further investigations showed that high schools depended on the Parent Teacher Association (PTA) money to run schools but it was also not adequate, therefore, making it difficult to run schools effectively. These results confirm what *The Strategic Plan 2003-2007* (2003:33) stated that “the high school sub-sector had been neglected in the last few years because of the poor economic situation in the country and the increased allocation of resources to the basic sub-sector.”

From the survey, findings from the school administrators revealed that the environments in which the high schools were located were those where people were not employed and paying the school fees was difficult. As a result, money came in bits and by the end of the year; half of the pupils would not have paid, making it difficult to run the schools effectively.

This chapter has discussed the research findings. The findings were discussed under the headings drawn from the objectives of the research. The next chapter concludes on the findings of the research and makes recommendations based on the findings.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

The main objective of the study was to assess the educational structure of high schools in selected high schools of the Central Province.

This chapter concludes the study and also makes recommendations based on the major findings of the study.

6.1 Conclusion

Through the assessment of the responses from the teachers of high schools, the views of the head teachers, deputy head teachers and the Ministry of Education Officials on the assessment of the educational structure of high schools, the following were the major findings from the survey.

The study revealed that the educational structure of high schools was not a good structure compared to the former secondary school structure which was still followed in the mission and private secondary schools. This is a serious finding, as this means that there was an urgent need to revert to the old system of secondary schools.

The results also generally indicated that there were problems encountered with the educational structure of high schools such as the low calibre of pupils received from the basic school with poor foundation.

The findings of the study further revealed that problems like the non-availability of learning and teaching materials; over enrolments and overcrowding of classes; lack of teachers with the first degrees in some subjects such as Mathematics and Natural Sciences, poor funding from the government, and lack of adequate infrastructure contributed to the low academic performance, low quality education provision in the high schools and to the educational structure of high schools not being a good system.

On the other hand, the investigations of the study revealed that there was quality education provision in the subject Geography due to the change of the syllabus, effective management of the high schools by school administrators and there was monitoring of the high schools by the Standards Officers.

6.2 Recommendations

Based on the findings and the conclusion discussed in the study, the following recommendations are made:

Recommendations to the Schools Administrators.

The major findings of the study were that lack of learning and teaching materials and lack of teachers with first degrees contributed much to the low performance and quality provision of education in the high schools. Quantity compromised quality; lack of motivation of the pupils; poor infrastructure and poor funding from the government contributed significantly to the lack of quality education provision in the high schools. The recommendations are that:

1. Head teachers should continue prodding the Ministry of Education to go back to the secondary school structure.

2. Head teachers should also continue prodding Ministry of Education for better funding for running the schools, buying learning and teaching materials and improving laboratories in order to improve the academic performance, quality education provision and raise morale among the teachers and pupils.
3. Head teachers should also advocate for more funds from the Ministry of Education to sponsor teachers especially, in Mathematics and Sciences to be re-trained at the University of Zambia, Nkrumah and Copperbelt University Colleges so that they can acquire degrees.
4. They should also be actively involved in advocating for the refurbishment of the laboratories in the high schools; the building of basic schools with the infrastructure found in the high schools and also the deploying of teachers who are diploma holders in the basic schools.

Recommendations to the Ministry of Education

The recommendations to the Ministry of Education (MOE) are that:

1. They review the educational structure of high schools and return to the system of secondary schools. Reverting to the structure of secondary schools provides continuity and it will improve the academic performance and quality provision of education delivery of the pupils.
2. MOE should also deploy qualified personnel in the high schools.
3. MOE should also provide better incentives for the teachers in the high schools. This will improve the quality provision of education delivery.
4. MOE should also increase funding to the high schools so as to help in:
 - Running the high schools effectively.

- Procurement of textbooks and teaching materials.
 - Sponsoring teachers at the University of Zambia, Nkrumah and Cosetco University Colleges for them to acquire degrees.
 - Funding the Continuous Professional Development workshops.
5. MOE should also increase funding to the MOE provincial headquarters for the Standards Officers to use in the effective monitoring of the high schools and the basic schools so as to maintain standards.
 6. GRZ should increase funding to MOE so that it can run its programmes effectively.

Implications for further Research

This study was limited to five high schools of the Central Province of Zambia and it was limited to the teachers, School Administrators and Ministry of Education officials at the provincial level.

Hence, there is a need to scale up the study to the other high schools and secondary schools of the seven provinces.

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APPENDIX A

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

QUESTIONNAIRE FOR SCHOOL OFFICIALS

24th September 2008

Dear Respondent,

I am a Postgraduate student at the University of Zambia in the School of Education and in the Department of Educational Administration and Policy Studies carrying out an educational research titled: **“An Assessment of the Educational Structure of High Schools”** in your school.

Because of the cardinal role you play in education provision and delivery, you have been selected to participate in this study by completing the attached questionnaire. Please note that all the responses shall be treated with strict confidentiality and your cooperation will be highly appreciated. Do not write your name on the questionnaire.

I wish to thank you most sincerely for accepting to participate in this important educational undertaking.

Yours sincerely

RESEARCH STUDENT

/attach: (1)

AN ASSESSMENT OF THE EDUCATIONAL STRUCTURE OF HIGH SCHOOLS QUESTIONNAIRE

INSTRUCTIONS

1. Tick in the box appropriate for you.
2. Fill in the answers in the spaces provided.

SECTION A: PERSONAL DATA

1. Your Age Range (years)

51 – 60

41 – 50

31 – 40

20 – 30

2. Sex:

Male

Female

3. School:

4. Position in the School:

5. Which subjects do you teach:

6. Length in the service.....

7. Professional Qualifications:

8. Where did you obtain it or them from?

SECTION B: EDUCATIONAL STRUCTURE OF HIGH SCHOOLS

1.0 What is your opinion on the Educational Structure of high schools?

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

1.1 Is the Educational Structure of high Schools better compared to the former Secondary School Structure?

YES NO

1.2 If your answer to the above question is 'YES' give reasons why.

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

1.3 If your answer is 'NO' explain why.

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

1.4 Do you find any problems regarding the Educational Structure of high schools?

YES NO

1.5 If your answer to question 1.4 is 'YES' please explain.

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

1.6 If your answer is 'NO' please explain.

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

1.7 Should the system of the Educational Structure of the High Schools be maintained?

YES NO

1.8 If your answer to question 1.7 is 'YES' please explain.

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

1.9 If your answer is 'NO' please explain.

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

1.10 What recommendations would you like to make for maintaining the system of High Schools?

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

SECTION C: ACADEMIC PERFORMANCE IN HIGH SCHOOLS

2.0 Do you still provide quality education to the grades 10 to 12 in your school after the removal of grades eight and nine?

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

2.1 Do you have enough textbooks for pupils and teaching materials to use in the subjects you teach?

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

2.2 How is the general academic performance of the pupils after the change from secondary school to high school for the pupils who come to your school from basic schools?

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

2.3 Has there been high academic performance in the subjects that you teach after the change to high school?

YES NO Has remained the same

2.4 If your answer to question 2.3 is 'YES' explain how.

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

2.5 If your answer is 'NO' give reasons why.

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

SECTION D: SCHOOL ADMINISTRATORS

3.0 How is your relationship with your school administrators?

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

3.1 Do the school Administrators run the school effectively?

YES NO

3.2 If 'YES' give reasons.

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

3.3 If 'NO' explain why.

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

3.4 How many times in a term are you observed by your school Administrators?

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

3.5 What would you term as effective running of your school by Administrators?

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

APPENDIX B

INTERVIEW GUIDE FOR SCHOOL ADMINISTRATORS

1. How challenging is it to run a high school?
2. Are there enough funds to run the school effectively?
3. Do you have enough qualified personnel to teach in all the subjects in the school?
4. How many teachers are degree holders and how many have diplomas.
5. Is there effective teaching taking place in the school?
6. How would you judge the educational structure of high schools?
7. What views would you give to ensure that the educational structure of high schools is maintained?

APPENDIX C

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**

QUESTIONNAIRE FOR EDUCATION OFFICIALS

Dear Respondent,

This questionnaire is a research instrument for academic purposes only. It is meant to make **“An Assessment of the Educational Structure of High Schools”**.

You have been selected as a participant on this important undertaking because of the cardinal role you play in education provision and delivery. Please complete the attached questionnaire. Note that all the responses you will give shall be treated in the strictest confidence.

Thank you for your cooperation.

Yours sincerely,

RESEARCH STUDENT

/attach: (1)

AN ASSESSMENT OF THE EDUCATIONAL STRUCTURE OF HIGH SCHOOLS QUESTIONNAIRE

INSTRUCTIONS

1. Tick in the box appropriate for you.
2. Fill in the answers in the spaces provided.

SECTION A: PERSONAL DATA

9. Your Age Range (years)

51 – 60

41 – 50

31 – 40

20 – 30

10. Sex:

Male

Female

11. Title of Respondent

12. Length of Service:

13. Professional Qualifications:.....

SECTION B: EDUCATIONAL STRUCTURE OF HIGH SCHOOLS

4.0 What is your opinion on the Educational Structure of High Schools?

.....
.....

1.1 Is the Educational Structure of high Schools better compared to the former Secondary School Structure?

YES NO

1.11 If your answer to the above question is 'YES' give reasons why.

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

1.12 If your answer is 'NO' give reasons why.

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

1.13 Are there any problems faced in schools regarding the Educational Structure of High Schools?

YES NO

1.14 If your answer to is 'YES' give reasons.

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

1.15 If your answer is 'NO' give your reasons.

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

1.16 Should the system of the Educational Structure of the High Schools be maintained?

YES NO

1.17 If your answer to question 1.7 is 'YES' give reasons.

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

1.18 If your answer is 'NO' give your reasons.

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

SECTION C: QUALITY EDUCATION PROVISION IN HIGH SCHOOLS

5.0 Is quality education being provided in high schools after the removal of grades eight and nine?

YES NO

2.1 Are there enough qualified teachers with degrees to teach in the high Schools?

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

2.6 If not, what is being done to see that all teachers in high schools acquire degrees as it is the qualification for a high school teacher?

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

SECTION D: ACADEMIC PERFORMANCE IN HIGH SCHOOLS

6.0 How is the academic performance of pupils after access to high schools has increased?

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

3.1 Is there high academic performance in the subjects offered in high schools which you monitor?

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

3.2 Are standards being upheld in the subjects which you monitor in the high schools?

YES NO

3.3 If 'YES' explain to what extent.

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

3.4 If 'NO' explain why standards are not met.

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

3.5 How effective is teaching in the high schools?

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

SECTION E: SCHOOL ADMINISTRATORS

7.0 Are school administrators running high schools effectively in Kabwe district?

YES NO

4.1 If your answer is 'YES' give reasons how.

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

4.2 If your answer is 'NO' give reasons why.

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

4.3 How many times in a term do you monitor high schools to see that teaching and learning and management of the schools are going on effectively?

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

Thank you for your cooperation.

APPENDIX D

Jasmine Boys High School
P O Box 80221
KABWE

22 September 2008

The Provincial Education Officer
PO Box 80197
KABWE

The DEBS
Kabwe District
PO Box 80423
KABWE

Dear Sir/Madam,

**RE PERMISSION TO CONDUCT RESEARCH FOR A MASTERS DEGREE
IN EDUCATIONAL ADMINISTRATION**

I am a postgraduate student at the University of Zambia in the School of Education. The second part of the Degree programme entails undertaking an Educational Research to make "An Assessment of the Educational Structure of High Schools" in selected high schools of Kabwe district.

Attached to my letter is a copy of an introductory letter from the Directorate of the Graduate Studies of the University of Zambia, pertaining to the subject matter above.

I would be very grateful if your good office permits me to undertake the Research in your district.

Yours faithfully

Barbra Ngosa Kambwili
COMPUTER NUMBER 526004381

APPENDIX E1 – LETTER FROM THE DISTRICT EDUCATION BOARD SECRETARY

*All Communication should be addressed to
the District Education Board Secretary
TEL / FAX: 05 - 224702*



TS/26472
In reply please quote:

No.

**REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION**

DISTRICT EDUCATION BOARD
P. O. BOX 80423
KABWE

October 9, 2008

The Headteacher
Bwacha High School
KABWE

Dear Sir/Madam

RE: FIELD WORK PROJECT: MS BARBRA NGOSA KAMBWILI

I write to introduce the above named officer who is on research in our district.

Your school has been identified as one of the schools she can carry out her project from.

Receive her and give her the support so that her research becomes a success.

A handwritten signature in black ink, appearing to read 'Jennipher C. Banda'.

Jennipher C. Banda
DISTRICT EDUCATION BOARD SECRETARY
KABWE DISTRICT

APPENDIX E2 – LETTER FROM THE DISTRICT EDUCATION BOARD SECRETARY

All Communication should be addressed to
the District Education Board Secretary
TEL / FAX: 05 - 224702



TS/26472
In reply please quote:

No.

125

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION

DISTRICT EDUCATION BOARD
P. O. BOX 80423
KABWE

October 9, 2008

The Headteacher
Chindwin High School
KABWE

Dear Sir/Madam

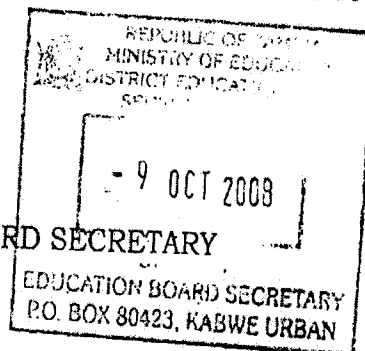
RE: FIELD WORK PROJECT: MS BARBRA NGOSA KAMBWILI

I write to introduce the above named officer who is on research in our district.

Your school has been identified as one of the schools she can carry out her project from.

Receive her and give her the support so that her research becomes a success.

Jennipher C. Banda
DISTRICT EDUCATION BOARD SECRETARY
KABWE DISTRICT



PENDIX E3 – LETTER FROM THE DISTRICT EDUCATION BOARD SECRETARY

*All Communication should be addressed to
the District Education Board Secretary
TEL / FAX: 05 - 224702*



TS/26472
in reply please quote:

No.

**REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION**

DISTRICT EDUCATION BOARD
P. O. BOX 80423
KABWE

October 9, 2008

The Headteacher
Highridge High School
KABWE

Dear Sir/Madam

RE: FIELD WORK PROJECT: MS BARBRA NGOSA KAMBWILI

I write to introduce the above named officer who is on research in our district.

Your school has been identified as one of the schools she can carry out her project from.

Receive her and give her the support so that her research becomes a success.

A handwritten signature in black ink, appearing to read 'J. Banda'.

**Jennipher C. Banda
DISTRICT EDUCATION BOARD SECRETARY
KABWE DISTRICT**

APPENDIX E4 – LETTER FROM THE DISTRICT EDUCATION BOARD SECRETARY

*If Communication should be addressed to
the District Education Board Secretary
TEL / FAX: 05 - 224702*



TS/26472

In reply please quote:

No.:

**REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION**

DISTRICT EDUCATION BOARD
P. O. BOX 80423
KABWE

October 9, 2008

The Headteacher
Kabwe High School
KABWE

Dear Sir/Madam

RE: FIELD WORK PROJECT: MS BARBRA NGOSA KAMBWILI

I write to introduce the above named officer who is on research in our district.

Your school has been identified as one of the schools she can carry out her project from.

Receive her and give her the support so that her research becomes a success.

Jennifer C. Banda
DISTRICT EDUCATION BOARD SECRETARY
KABWE DISTRICT

APPENDIX E5 – LETTER FROM THE DISTRICT EDUCATION BOARD SECRETARY

*All Communication should be addressed to
the District Education Board Secretary
TEL / FAX: 05 - 224702*



TS/26472
in reply please quote:

No.....

**REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION**

DISTRICT EDUCATION BOARD
P. O. BOX 80423
KABWE

October 9, 2008

The Headteacher
Kalonga High School
KABWE

Dear Sir/Madam

RE: FIELD WORK PROJECT: MS BARBRA NGOSA KAMBWILI

I write to introduce the above named officer who is on research in our district.

Your school has been identified as one of the schools she can carry out her project from.

Receive her and give her the support so that her research becomes a success.

A handwritten signature in black ink, appearing to read 'J. Banda'.

**Jennipher C. Banda
DISTRICT EDUCATION BOARD SECRETARY
KABWE DISTRICT**