

**FACTORS AFFECTING PUPIL ACADEMIC PERFORMANCE AT
GRADE TWELVE (12) LEVEL OF SELECTED GRANT-AIDED
SECONDARY SCHOOLS IN SOUTHERN PROVINCE OF ZAMBIA**

BY

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**A Dissertation submitted in partial fulfillment of the requirements for the
award of the Degree of Master of Sociology of Education of The University of
Zambia**

THE UNIVERSITY OF ZAMBIA

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DECLARATION

I, Maluma Phioner, do hereby declare that this research work has been the outcome of my own effort and that its content has never been presented elsewhere. I further declare that the narratives, figures, tables or statistics contained in the report were generated by me except for those whose source has been acknowledged. I furthermore declare that the views and opinions contained in this report do not in any way represent those of the University of Zambia.

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CERTIFICATE OF APPROVAL

This dissertation by Maluma Phioner is approved as partial fulfilment for the award of the degree in Master of Education in Sociology of Education of the University of Zambia.

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1.....
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ABSTRACT

The purpose of the study was to identify the factors affecting pupil academic performance of the selected high and low performing grant-aided secondary schools in Southern Province of Zambia at grade 12 level for the past five years (2011 – 2015). The objectives that guided the study were: two and these were; To identify factors accounting for constant high and constant low pupil academic performance among the selected grant-aided secondary schools of Southern Province of Zambia for the past five (5) years (2011 – 2015) and to identify the measures that have been put in place to improve performance in low performing grant-aided selected secondary schools. The study used a descriptive survey design. The mixed method of qualitative and quantitative techniques of collecting data was utilized. Four (4) grant-aided secondary schools were purposefully selected; two (2) were high performing while the other two (2) were low performing. The sample size was 135 comprising school proprietors, District Education Standard officers, Head teachers, Deputy head teachers, Heads of department, classroom teachers and grade 12 pupils. The data was collected through closed ended and open ended self-administered questionnaires, interview schedules, focus group discussion and document review. The collected data was analysed thematically.

The study revealed that the excellent performance of the two high performing schools could be attributed to the availability of constant proprietor support and assertiveness, competent administrators and availability of adequate infrastructure, among others while low academic performance of the low performing schools was attributed to inconsistent proprietor support, incompetent administrators, lack of appropriate teaching and learning resources and lack of teachers and pupil motivation, among others. The study further highlighted the measures that both high performing and low performing schools had put in place to maintain the good performance in high performing schools and to improve performance for the low performing. These include interalia, allocation of funds to purchase required materials, use of experienced teachers to teach grade twelve (12) classes, use of grade retention, strengthening of implementation of School Based Continuous Professional Development (SBCPD) for teachers and to enhance internal supervision.

The study concluded that the variations in the pupil academic performance in the selected grant aided secondary schools hinged mainly on the instrumentality of the proprietors and

competences of the administrators. In the high performing schools proprietors and administrators provided; Functional supervision, adequate teaching and learning resources, adequate infrastructure, teacher and pupil motivation among many others. In low performing schools; Functional supervision was missing, teaching and learning materials were inadequate; infrastructure was inadequate, lack of pupil and teacher motivation among others. The measures that were put in place for both high and low performing schools included: Budget allocation for teaching and learning resources, intensifying on internal supervision, assigning experienced teachers to handle grade 12 classes on one hand. On the other hand Low performing schools had transferred the incompetent administrators, strengthened motivation of teachers and pupils, were lobbying for funds to attend to the inadequate infrastructure.

The study recommended that proprietors should constantly support the schools they own and thoroughly scrutinize personnel recommended for administrative roles. The study also recommended that proprietors who have failed to manage schools should surrender the schools to the government. Furthermore, the study recommended that the administrators should work diligently to ensure smooth running of the schools.

DEDICATION

This dissertation is dedicated to my late father, Bartholomew Maluma, my mother Sofia Haatombwe, my late Husband, Jervas Milimo, my lovely children Namoonga, Chiwego, Nchimunya, Rita, and my beloved friend, Chiombe Ernest K (for their encouragement, endurance and support during my study.)

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ACRONYMS

DEBS	District Education Board Secretary
ESOGI	Education Standard Officer General Inspection
F.G. G	Focus Group Discussion
H.o.D	Head of Department
SBCPD	School Based Continuous Professional Development

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter outlines the background of the factors that affect pupil academic performance in grant aided secondary schools in Zambia. The chapter illustrates the academic progress and honor achieved by the grantaided schools in Zambia at the same time posing a problem where this study emanates from. The chapter is presented in eight (8) sub sections. These are ground of the study statement of the problem, purpose, research objectives, research questions, significance, limitations, delimitation and definition of key terms.

1.2 Background

The emergence of Grant-Aided Schools is related to a specific historical context. This was during the time of colonial era when the grant aided schools emerged. The missionaries' prime aim was to spread the gospel to the Africans. These missionaries faced a challenge in as far as evangelization was concerned due to inability of the Africans to read. Hence, missionaries started teaching the converts how to read and write in a bid to enhance understanding of the bible with a view to spreading it to others. By then, the British South African Company which was the colonial government on behalf of the British government had not yet paid much attention to providing education to the Africans (Kelly, 1999:37). Snelson (1974:140) also states, "Apart from its small effort in Barotseland, it had contributed nothing to educational development in the country. Missionaries were the first ones to offer formal education in Zambia. Kelly (1999:221) states that,

"Historically, formal education in Zambia originated through the work of voluntary agencies, dominant among them being the Christian missionaries. From the time that an organized educational structure was established in the mid-1920s up until after independence in 1964, the basis of education was a wide ranging partnership that involved central and local government agencies, missionary societies and the private sector."

In addition, Kelly (1999) and Snelson (1974:11) argue that there were two main motives for the missionaries' zeal to educate the people. The motive to start formal education was to facilitate the spread of the gospel by the converts themselves and they also believed that education would be a civilizing force and weapon against pagan beliefs and sorcery.

The missionaries were not only the first ones to offer formal education but were also the major providers of formal education to the school going population. Mwanakatwe, (1974:12) records that, "Of the estimated number of 200 000 African children for whom educational provision was required at the end of 1923, only about 50,000 were in any kind of school. Of these 50,000, only 600 were not in mission education schools"

It was only after the Phelps-Stoke Commission report of 1924 which recommended increased expenditure on government education in the form of grants-in-aid to the Missions that were offering education that these mission schools started receiving financial aid from the government. Therefore, between 1965 and 1973 government took over responsibility of running the primary schools and still runs them to date. These included both primary and secondary schools. However, some missions retained control of their secondary schools and they still receive grant-in aid from the government. These came to be known as 'Grant- Aided schools' Kelly (1999: 219).

A grant-aided institution is one that receives a government grant of 75% of the capital costs of the approved and an annual grant-in-aid of running costs. The government also pays the salaries of teachers and approves personnel at these institutions (Ministry of Education: 1996:137). These grant-aided institutions are in essence Church run institutions by different religious organisations or denominations commonly known as Church mother bodies (Phiri, 2015:2). Therefore, the government is an enabler of the environment and the church mother bodies then have the responsibility of running the day to day activities of the schools. This is as recorded in Ministry of Education policy document (1996:4), that, building on the principle of liberalization and on the creation of an enabling environment, the government will follow an education policy that encourages and strengthens partnerships in educational provisions. In 1993, following the extensive consultations with the voluntary agencies, the regulations governing the grant-aided schools were revised. The new regulations provide for establishment at each aided institution of virtually autonomous boards of management which exercises extensive control of every aspect of

educational provision at the school. This also empowers the boards of management to protect the particular ethos of their institutions through control over the appointment and retention of staff (MOE: 1996: 137)

It was at secondary school level where the participation in education provision of voluntary agencies such as the religious bodies was greatest with over 44 secondary schools by then (MOE; 222). However, this number has increased. In Southern Province alone, for instance, are the following Church Mother bodies with the secondary schools they are running: The total number comes to twenty-two (22) secondary schools. This does not include the primary schools that they own.

Table 1: Grant aided Secondary Schools in Southern Province

CHURCH MOTHER BODY	SCHOOL/S OWNED
Anglican	St. Marks'
Brethren in Christ	Choma, St.Frances Davidson, Macha Girls and Sikaloongo
Church of Christ	Kabanga and Namwianga
Pilgrim Wesleyan	Jembo
R/Catholic	Canisius, St. Edmunds, Chikuni Girls, St. Josephs', St. Marys', Mazabuka Girls, St. Mukasa, St. Raphaels', St. Patricks'.
Seventh Day Adventist	Rusangu, Terry Swazi
Salvation Army	Chikankata
United Church of Zambia	Njase Girls and Masuku

Source : Minutes of Education Secretaries Forum for the Churches (2016:1).

Apart from quality education that grant aided schools offer, these schools in their own right make a unique contribution to educational provision in the country. They offer a special kind of education which is holistic and value based for young people which leaves them responsible human beings because it touches all areas of human endeavor (Zambia Episcopal Conference, 2014)

Grant aided schools are well known for their good academic performance at both grade nine (9) and twelve (12) levels (Global Education Conference (2014). This is not only common to Zambia but also in other countries like Hong Kong where grant-aided schools have established themselves as a tier of elite schools in the territory due to their distinguished performance (Hong Kong; Grant school; 2015). Here in Zambia there seems to be a similar situation. Grant-aided secondary schools are well known for their outstanding academic performance which in turn encourages most parents to send their children to such schools. Phiri (2015:2) asserts that these institutions' academic programmes have merited repeated acclaim from government. They have become much sought after by parents and students, due to their policies of academic excellence. Even though on one hand there has been a general low academic performance by pupils being recorded at national level, grant aided secondary schools on the other hand, have been performing exceptionally well as compared to government secondary schools (Zambia Episcopal Conference 2014; Malambo, 2012:2;). This is crystal clear as was acknowledged by the then Minister of Education, Dr. John Phiri, who was saddened that most government schools were underperforming compared to grant-aided schools in the country (Post: May 9, 2012) in Malambo, (2012). The factors accounting for such good performance in grant aided schools include strict pupil and teacher discipline, availability of teaching and learning materials, formulation of internal school policies, strict resource management and many others (Global Education Conference 2014; Phiri 2015:2).

Phiri was quoted in the Education Global Conference (2014) "The general poor 2013 Grade 12 examination results are attributed to the fact that majority of pupils today cannot read with understanding nor write." However, in grant aided schools, the situation is different because there is no automatic progression to the next grade until a pupil has satisfactory performance which includes writing and accurate reading. Grant aided schools mostly apply grade retention to pupils who are un able to read or write which is a by-product of local policy formulation, Phiri (2015:2)

The minister by then further announced that grant-aided and Private schools produced better results than government schools. Out of 104,809 Grade 12 pupils who sat for the examinations in 2013, only 63,104 obtained full school certificates. Additionally, the 2013, performance was as indicated below;

1. Private schools were the best followed by the grant-aided for grade 9;
2. Grant-aided schools were the best performers followed by private schools at grade 12 level;
3. Government schools were third followed by community schools at both grade 9 and 12 level (Global Education Conference Network, 2014).

The above assertions by the Minister of Education were generally true. However, there were also few grant-aided secondary schools which had not been performing well and were being superseded by government schools which are perceived to have poor performance. This argument was according to the Examinations Council of Zambia grade twelve (12) results analysis from 2011 to 2015 as illustrated on the Table 2 and Figure 1 below:

Table 2: Academic performance of government secondary schools of Southern Province

YEAR	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2011	68.2	41.1	52.4	66.5	42.4	61.3	64.7	51.7	61.1	45.9	57.7	46.4	54.8	48.4
2012	62.4	54.6	55.4	79.9	48.3	48.2	62.0	67.5	26.5	41.3	59.8	63.6	86.3	49.2
2013	75.4	100	60.2	67.6	55.5	53.2	46.6	55.4	51.5	38.1	61.2	54.3	78.1	49.3
2014	63.6	57.3	62.9	69.6	63.2	56.2	52.3	65.9	60.2	54.7	68.0	65.1	79.5	69.1
2015	72.1	66.2	56.2	74.2	71.3	55.9	44.8	65.5	76.7	63.8	82.9	60.5	70.7	63.1

Source: Examination Council of Zambia, (2011-2015)

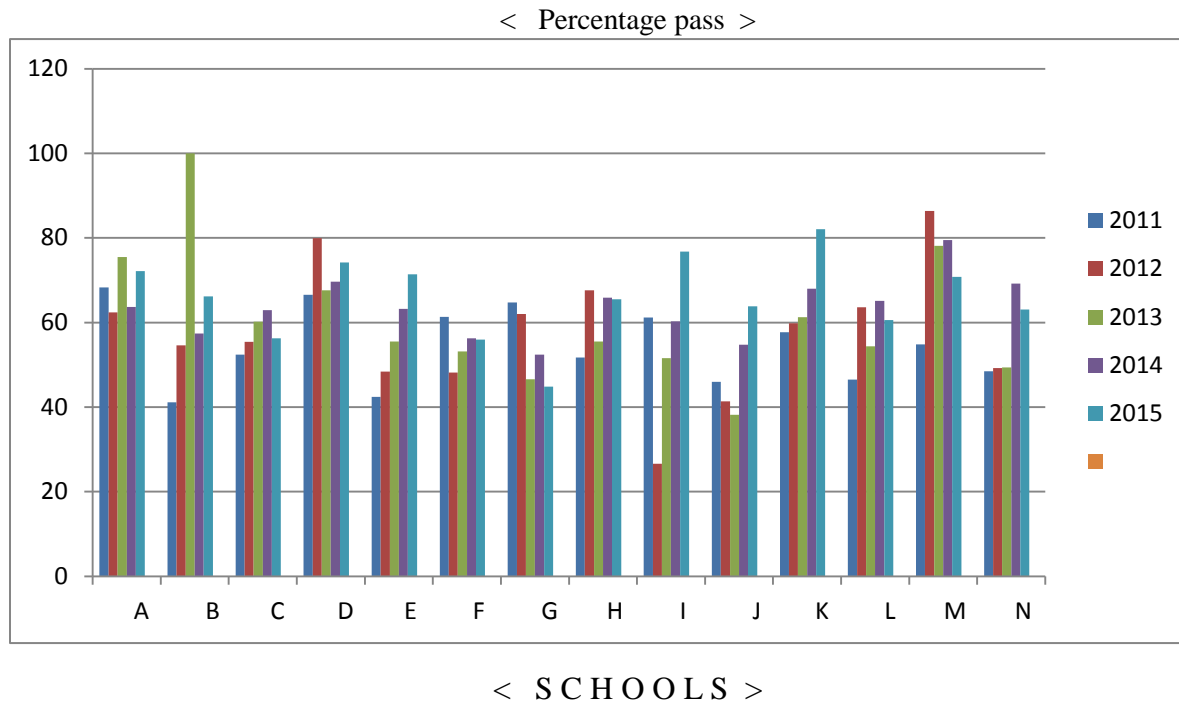


Figure 1: The academic performance of government schools in Southern Province, Zambia.
Source: Examination Council of Zambia (2011-2015)

It can be seen from figure 1 that even when these are government schools which are assumed to have poor performance, there are some very good government schools that produce remarkable academic pass percentage. As illustrated from figure 1, school A, has been achieving 60% and above pass percentage from 2011 to 2015. School M, has been achieving 70% and above from 2012 to 2015 with the highest score of 86.3% in 2012. School D, has also been achieving very good results from 2011 to 2015. School D's pass percentage has been above 66% with the highest score being 79.9% in 2012. School B, though government was able to achieve a 100% pass in 2013. Hence as presented in table 2 and figure 1 above some government schools were doing well compared to some grant-aided schools as illustrated on page 7 table 3 and in figure 2 on page 9.

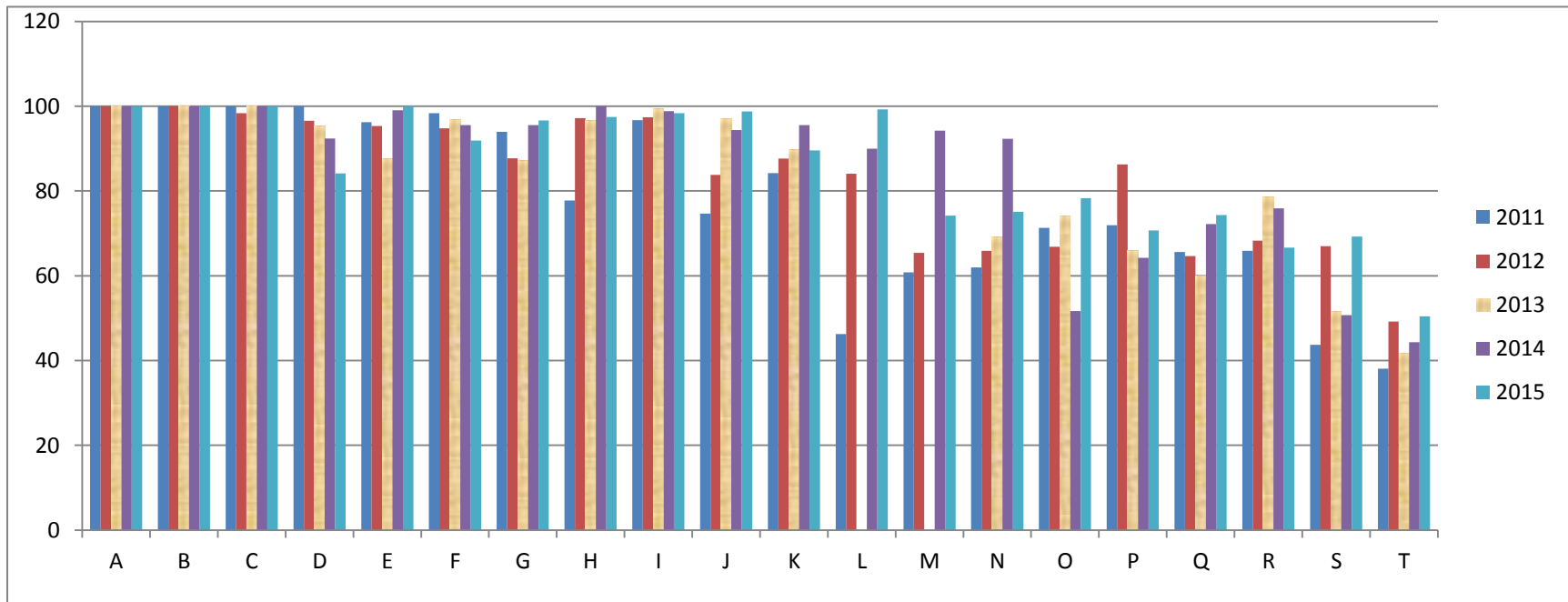
Table 3: Academic performance of grant-aided secondary schools in Southern Province of Zambia- 2011-2015

< S C H O O L S >

YEAR	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
2011	100	100	100	100	96.2	98.3	93.9	77.7	96.7	74.7	84.2	46.2	60.7	61.9	71.33	71.9	65.6	65.8	43.7	38.0
2012	100	100	98.3	96.5	95.3	94.7	87.7	97.2	97.3	83.8	87.6	84.1	65.3	65.9	66.85	86.3	64.6	68.3	67.0	49.2
2013	100	100	100	95.3	87.5	96.8	87.2	96.6	99.5	97.0	89.7	81.1	88.1	69.2	74.08	65.9	60.0	78.7	51.7	41.7
2014	100	100	100	92.3	99.0	95.5	95.5	100	98.8	94.3	95.5	90.0	94.2	92.3	51.68	64.2	72.2	75.8	50.7	44.3
2015	100	100	100	84.1	100	91.9	96.6	97.4	98.3	98.7	89.6	99.2	74.1	75.0	78.33	70.2	74.3	66.67	69.2	50.4

< P A S S P E R C E N T A G E >

Source: Examinations Council of Zambia (2011-2015)



<Schools>

Figure 2 Academic performance of grant aided secondary schools in Southern Province of Zambia.

Source: Examinations Council of Zambia (2011-2015)

From figure 2, it is clearly illustrated that some grant-aided secondary schools have been achieving high pupil academic performance constantly from 2011 to 2015 while others have been achieving low performance. This is in contrast with GECN (2014) observation that all mission schools have good performance which is due to a number of factors ranging from class size to sound management practices which prioritise accountability in teaching, resource management and strict discipline for both pupils and teachers and good infrastructure. This is the general assumption of grant-aided schools. However, from above, schools; **M,N,O,P,Q,R,S** and **Ts'**, performance is the same as that of government schools. The puzzling question is what could be the hindrance to high performance in these low pupil academic performing grant aided schools.

Table 4: Detailed academic performance of the four (4) selected grant-aided schools:

YEAR	SCHOOL	Division 1	Division 2	Division 3	G.C.E	FAIL	TOTAL	PASS %
2011	A	111(95.6%)	04(03.4%)	1(0.86%)	00	00	116	100
	B	12(33.3%)	05(13.8%)	11(30.5%)	08(22.2%)	00	36	77.77
	C	05(03.7%)	14(10.4%)	25(18.6%)	62(46.2%)	03(2.23%)	134	38.8
	D	06(04.1%)	09(06.2%)	48(33.1%)	61(42.0%)	21(14.8%)	145	43.44
2012	A	106(94.6%)	02(01.7%)	04(03.5%)	00	00	112	100
	B	13(36.1%)	09(25%)	13(36.1%)	01(02.7%)	00	36	97.22
	C	05((03.8%)	20(15.3%)	39(27.8)	64(49.2)	02(01.5%)	130	49.23
	D	04(02.2%)	07(03.8%)	111(61.3)	43(23.7%)	16(08.8%)	181	67.40
2013	A	107(90.6%)	00	11(09.3)	00	00	118	100
	B	12(41.3%)	06(20.6%)	10(34.4%)	01(03.4%)	00	29	96.55
	C	04(02.9%)	16(11.9%)	40(29.8%)	73(54.4%)	01(0.7%)	134	44.78
	D	03(01.7%)	09(05.1%)	79(44.1%)	78(43.5%)	08(04.5%)	176	51.40
2014	A	104(92.8%)	05(04.46%)	03(02.6%)	00	00	112	100
	B	11(36.6%)	10(33.3%)	09(30%)	00	00	30	100
	C	06(02.6%)	32(14.0%)	79(34.6)	96(42.1%)	15(06.5%)	228	51.31
	D	05(02.3%)	18(08.5%)	85(40.4%)	74(03.3%)	30(14.2%)	210	50.47
2015	A	109(93.1%)	06(04.2%)	02(1.7%)	00	00	117	100
	B	16(41.0%)	13(33.3%)	09(23.0%)	01(02.5%)	00	39	97.43
	C	13(5.46%)	36(15.2%)	71(29.8%)	110(46.6%)	07(02.9%)	238	50.84
	D	06(04.0%)	16(10.6%)	82(54.6%)	42(28.0%)	04(02.6%)	150	69.33

Source: School file

Table 1 above presents the academic performance of the four (4) selected grant-aided schools pseudo named as A,B,C,D. Two of them A and B have been performing well while C and D have been the least on the list of grant-aided secondary schools' academic performance from 2011 to 2015. School A, has been recording the highest number of pupils in division one and

there has been no record of failures constantly from 2011 to 2015 while School C and D have been recording the highest number of pupils in division three (3) and General Certificate of Education (G.C.E) and very low number of pupils in division one (1) and two (2). The puzzle is why these two schools have the least academic performance. What could be the academic hindrances in these two schools?

It is important to note that to a large extent, the viability of these grant-aided institutions is dependent on the intended goal for setting up such an institution and support that they receive from their Church mother bodies. For missionary societies whose prime goal was to spread the gospel, there was no much development that took place in the provision of education as they merely saw a school as an evangelising agency. However, those missionaries who wanted to provide both the gospel and education for life to the converts went ahead and developed the schools. Snelson (1974:14) says, “Certainly, there are differences of opinion, among the missionaries. Some regarded the school chiefly as an evangelizing agency and looked to decisions for Christ or conversions as the ultimate proof of the value of education activity.” Some missionaries receive financial resources while others human resource and others have very little support. It follows, therefore, that few missionary societies defined their educational policies in specific term for guidance. Others had no financial and human resources to expand their education activities. To this effect Snelson (1974:14) states that, “It was this same factor of human and financial resources which largely accounted for the difference between the missionary societies in the speed with which they expanded their education work.” This in turn determined the quality of education facilities provided which may positively or negatively affect the academic performance of those grant aided schools.

There are some researches that have been conducted so far to investigate the factors that enable grant-aided schools have better academic results at grade twelve (12) level than government schools. Some of those researches include a research that was done by Malambo (2012) on ‘Factors Affecting Pupil Performance in Grant-Aided and Non Grant-Aided Secondary Schools in Western Province of Zambia’; Global Education Conference (2014) on ‘Zambian 2013 grade 12 Examination Results: Why they were poor’ and another one done by Phiri (2015) on ‘Pupils’ Perceptions on Grade Retention and its Effects on Academic Performance in selected Grant-Aided Secondary Schools in Central Province of Zambia.’

Observation from examinations Council of Zambia from 2011 to 2015 revealed that there were some grant-aided schools that were underperforming in Southern Province of Zambia. (Examinations Council of Zambia: 2011-2015)

1.3. Statement of the problem

Grant aided secondary schools are well known for their academic excellence in national examinations at both grade nine (9) and twelve (12) level in Zambia (Malambo 2012; ZEC, 2014; Global Education Conference Network, 2014). The reasons for such excellent performance cannot be attributed to high literacy levels only in these respective schools per se, but to a tapestry of factors ranging from class size to sound management practices that prioritise accountability in teaching and learning, resource utilisation, discipline from both staff and pupils and infrastructure. Additionally, Grant aided and private schools often select, for admission, pupils with very high marks compared to the majority of the government schools. This gives them higher numbers of high academic achievers and well motivated learners (Global Education Conference Network, 2014). As a result, grant-aided schools have been achieving excellent pupil academic performance with some schools producing 100% pass from 2011 to 2015 (Examinations Council of Zambia, 2011-2015). In spite of what has been alluded to above, there were some grant aided Secondary Schools which were not performing as expected. These low performing grant aided schools were even recording lower pupil academic performance than the assumed poor performing government schools. However, there seemed to have been no research work that had been done to find out why some grant-aided secondary schools were underperforming academically. Hence, this study was aimed at identifying factors affecting pupil academic performance in selected high and low performing grant aided Secondary Schools in Southern Province of Zambia at grade twelve (12) level.

1.4. Purpose of the study

The purpose of the study was to identify factors affecting pupil academic performance of selected, high performing and low performing grant-aided secondary schools in Southern Province of Zambia at grade twelve (12) level.

1.5. Objectives

The study was guided by the following objectives:

1. To identify factors accounting for constant high and constant low academic performance among the selected grant-aided secondary schools in Southern Province of Zambia at grade twelve (12) level.
2. To identify measures that have been put in place to maintain high performance in high performing and to improve the performance in low performing grant aided selected secondary schools in Southern Province of Zambia.

1.6 Research Questions

The study was guided by the following research questions:

1. What factors account for the constant high and constant low performance at grade twelve (12) level in the selected grant-aided secondary schools in Southern Province of Zambia?
2. What are the measures that have been put in place to maintain high performance in high performing and to improve performance in low performing selected grant aided secondary schools in Southern Province of Zambia?

1.7. Significance of the study

The information generated from the study might provide information on factors that may lead to low or high performance at gradetwelve (12) levels in grant aided schools in Southern Province of Zambia. It may lead to adoption of these measures to enhance the performance of learners in low performing grant aided and other public secondary schools in Southern Province of Zambia. It may be useful to education administrators and grant aided school proprietors. It might also add to the existing body of knowledge on factors affecting pupil academic performance at grade twelve (12) level in Zambia.

1.8. Limitations of the study

There are ten (10) provinces in Zambia. However, this study only focused on one province , Southern Province and on only four (04) grant-aided secondary schools out of a total of twenty-two (22). The other point was influence of the sex of the schools on academic performance

which was not well thought of at selection because the high performing schools were single sex while the low performing were co-education schools. Hence, results could not be generalized.

1.9. Delimitation

The study was restricted to grant-aided secondary schools only with high and low performance. The study also chose one (1) Boarding and One (1) Day high performing with one (1) boarding and one (1) Day low performing grant aided secondary schools to differentiate factors contributing to low performance and high performance despite being at the same level and conditions. All the schools selected for this study were from rural areas. This was to try and identify what really could have been contributing to high performance in the two high performing and low performance in the other two low performing schools yet both were subjected to same conditions (Day/Boarding, all grant aided and all situated in rural areas).

1.10. Conceptual Framework

This study was guided by the conceptual framework adapted from the Systems Theory Input-Output model developed by Bertalanffy in 1956. The theory postulates that an organised enterprise does not exist in a vacuum; it is dependent on its environment in which it is established. . As adapted in this study, the students (Inputs) are admitted into the secondary schools, with different admission points, from different social economic backgrounds and are from various school backgrounds, when they get into the secondary education system, the management of the school transforms them through the process of teaching and learning and the students output is seen through their academic performance. The inputs, the processors and the generators should function well in order to achieve the desired outcome (Robbins,1980). Saleemi(1997) in agreement with Robbins (1980) argued that all systems must work in harmony in order to achieve the overall goals.

Shortcoming of Input-Output Model

According to the input-output model, it is assumed that the students with high admission points, high social economic background and good school background will perform well if the secondary school facilities are good, the teachers and the management of the school is good. However, this may not always be the case and hence the shortcoming of this theory. Factors that make the theory fail are extraneous variables which the school cannot have control over. These include peer pressure and home related factors like level of education of the parents. Educated

parents are able to find time to guide their child while uneducated parents though with a high social economic status which may not know what to tell their school going child. This then makes the presumptions of the Input-Output model fail. Farooq, Chaudhry and Shafiq (2016) in their study of factors affecting secondary pupils found that parents’ education have a significant effect on students’ overall academic achievement as well as achievement in the subjects of Mathematics and English. This factor and peer pressure are overlooked by the model. The other factor that may weigh down the model like for this study is the social economic status of the school proprietors. The school management may be up to date, pupils may have high entry marks but proprietors may have no vision , no initiative, inadequate finances to buy school requisites. This may result into low academic performance.

Conceptual Framework

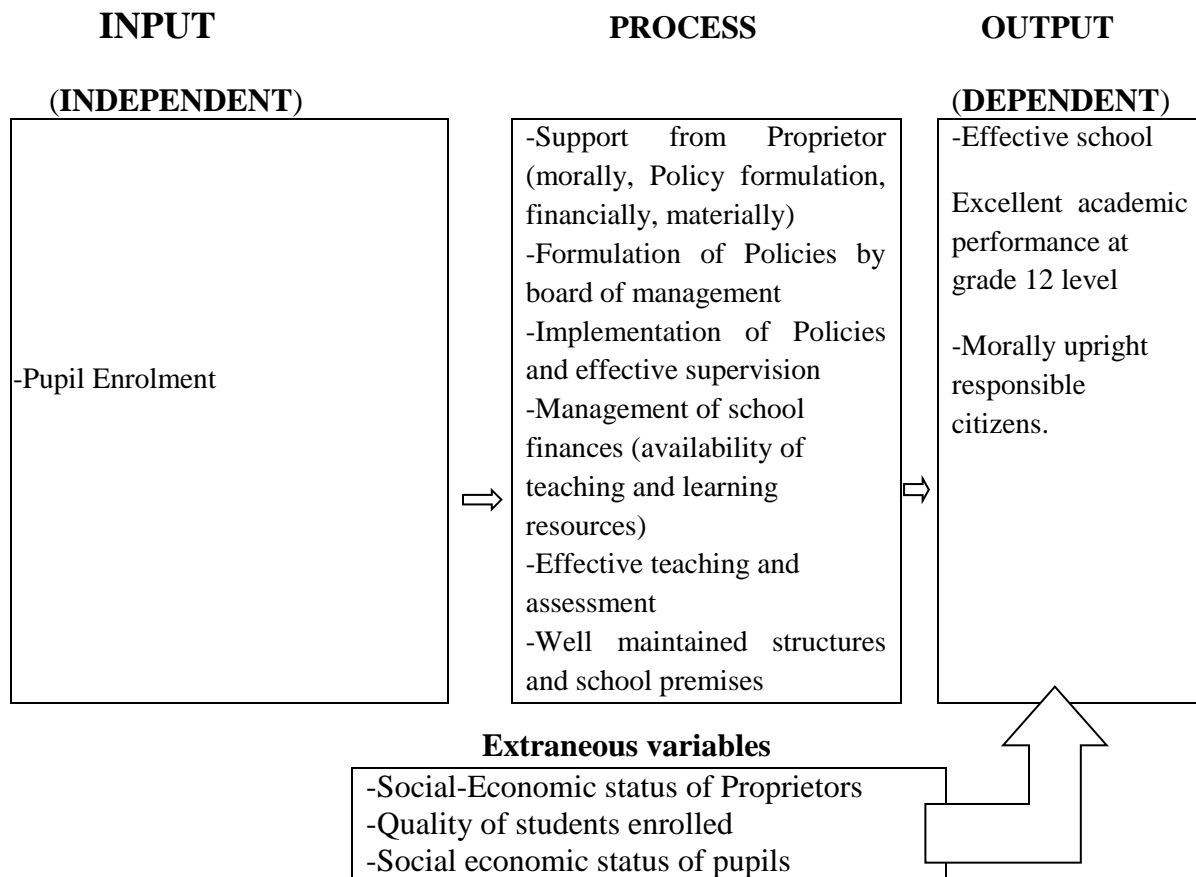


Figure 3. Conceptual Framework

Source: Saleemi, (1997)

The conceptual framework shows the various determinants of institutional factors that influence students' performance in grant-aided secondary schools. The framework shows that the variables are interlinked; none of them operates in isolation. Teachers' characteristics, provision of teaching and learning resources, head masters' supervisory competences, the proprietor support, effective policy formulation and implementation, financial accountability from the bursar and school physical facilities together with appropriate student personnel serve to determine the influence of performance of students in public secondary schools. The effectiveness of all this combined effort of both human and capital resource is measured through the pupil output which is observed in terms of the pupil's academic performance. According to Robbins (1980), it could be observed that a change in a variable within the organisation has an impact on all other organisational variables and sub system components.

Hoyle (1986) asserts that, schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this, is the idea of enhancing good academic performance. For grant-aided schools, it is not only academic performance but a combination of high academic achievers and responsible pupils with good moral behavior.

Thus the inputs, the processors and the generators should function well in order to achieve the desired outcome. Therefore, students will perform well in an academic environment with the best facilities/ resources/variables in terms of teacher commitment, teacher supervision, availability of teaching and learning resources (books, libraries, laboratories), good policy formulation and implementation, class size and effective support from the proprietors.

However, there are other factors that may influence the running and academic performance of the school such as the socio-economic status of the proprietors as argued by Snelson (1974:14) that, "It was this same factor of human and financial resources which largely accounted for the difference between the missionary societies in the speed with which they expanded their education work." This in turn determines the support that will go to the schools owned which may affect the school positively or negatively. The back ground of pupils may be another extraneous variable though the school system may try to process the pupils in the desired

manner. This is in line with Bradley and Corwyn, (2002), who argue that a child who comes from a stressful home and environment tends to channel that stress into disruptive behavior at school and be less able to develop a health socio and academic life. DeGarmo and Martinez (1999) in Corwyn (2002) affirm that students raised in poverty are especially subject to stressors that undermine school behavior and performance.

1.11 Operational Definitions

Academic performance -- Quality and quantity of knowledge expressed by marks and grades obtained in national examinations.

Grant-aided secondary school – This is a church owned school that enjoys 75% support from government

Non-grant-aided school – This is a public or government owned school

Private school - This is a school that is self-financed. It may be run by an individual or a group people.

Underperformance – Performance that is less than expected considering the status of grant aided secondary schools in Zambia

Board of management – It is a policy formulating organ of a grant-aided school.

Proprietor/Managing Agency – These are the owners of the mission schools.

Good Morals – These are accepted principles or rules of right conduct or behavior

1.12 Summary

This chapter gave the background of missionary education in Zambia where this study emanated. The chapter gave highlights of the specific period when missionary education started in Zambia which was during colonial era. It also discussed what prompted the missionaries to venture into education. It also discussed how the Phelps-Stoke Commission recommendations of 1924 gave birth to grant-aided schools in Zambia. The chapter discussed facts on the progress that these

grant-aided schools have achieved through their renowned academic performance. It also brought out a new phenomenon where the statement of the problem arose which was that there were some grant-aided schools that had low performance but the reasons for that low performance were unknown while reasons for the good performance of grant-aided schools in general were known. The purpose of the study was also unwrapped by this chapter which was to identify factors affecting pupil academic performance of selected grant-aided secondary schools in Southern province of Zambia. The objectives, research questions, the operational definitions, the conceptual framework, significance of the study limitations and delimitations were also presented in this chapter.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

This chapter presents the relevant literature in line with the study. The first part presents a general understanding of pupil academic performance. The reviewed literature is presented from global, regional and local perspectives. This was followed by a presentation of gaps identified from the literature reviewed. The last part presents the chapter summary.

2.2. General understanding of Academic Performance

Schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance (Hoyle, 1986).

Academic performance is defined by Odubaker (2004) and Kaggwa (2003), as the quality and quantity of knowledge, skills, techniques, positive attitude, behavior and philosophy that students acquire. According to Otu-Danquah (2000) cited in Ghanney (2014) academic performance constitutes what a student is capable of achieving when he or she is tested on what he or she has been taught. Out-Danquah, further stated that academic performance is related to intellectual capacity. The ability to achieve is evaluated by marks and grades obtained in a test or examination, at the end of a topic, term, year or education cycle. The quality of grades and number of candidates who pass in the various subjects determine the level of academic performance for a school, district, province or a country. This is usually expressed in percentage terms by the national examinations centre of each country (Odubaker (2004) and Kaggwa (2003). Hence, the grades obtained by the candidates are the determinants of the academic performance for the country, province, district and then a school. Grade twelve academic performance is crucial to the education standards of Zambia because it is a determinant of the direction the nation will go. Throughout the world, education is considered to be the key to national development and growth, societal enlightenment, and individual success. Education opens doors for other opportunities, for both individuals and nations. According to the World Bank Policy Paper (1990) cited in Kelly (1991) education is the cornerstone for economic growth and social development and a principle means of improving the welfare of individuals.

It is in that respect that each nation strives to achieve high academic performance at grade 12 level. This is in line with Mosibudi (2012) who states that, to a larger extent these academic performances are also used as a yardstick to measure the capability of learners to further their studies at tertiary institutions. Good academic performance is vital for easy access into tertiary education for one to be employed. Hence, in Zambia the Ministry of General Education which is in charge of education is always on its toes to ensure that there is quality education in the country in order to have good performance yield at grade twelve level. The government has a bounden duty to promote the highest standard of learning for all. This entails giving attention to various interdependent factors including the quality of curriculum, teaching and assessment and the quality of teachers in the schools. The government will also develop rigorous procedures for the evaluation of education effectiveness and outcomes (MOE. 1996:4)

According to the Working Group on Strategic planning of Secondary Development (1999), determinants of a school's academic performance apart from national examinations include; classroom atmosphere, the professional and social competence level of teachers, the quantitative and qualitative level of text books and other scholastic materials. Other determinants include; competence and effectiveness of management and governance of the school, the support and participation of parents and the community at large, the school's responsiveness to monitoring and inspection.

2.3 Global Perspective

Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables are inside and outside school that affect students' quality of academic achievement (Crosnoe, Johnson and Elder, 2004).

Most literature today reveals that excellence in academic performance of a school is a major pull factor for parents to enroll their children in that school. Garcia-Valinas, Calero, Escardibul, Muñiz, Mancebon and Perez-Ximenez (2012) Carried out a study in Spain to establish the reasons why many people preferred grant aided to government schools though grant-aided schools were not considered much. Their study revealed that one of the reasons among many was the better academic performance in global terms that grant aided schools were achieving. Their study found that grant-aided schools maintained a high level of learner and teacher discipline, enrolled learners with high entry behavior (high entry marks), effective school management ,

availability of teaching and learning materials which positively influenced learner academic performance. Grant-aided schools have a religious inclination which may not be a pull factor to parents in Spain who do not value religion but the good reputation of a school's academic performance acts as a pull factor for parents.

In India, Manjula and Porgio (2015) carried out a research on academic achievement of high school students in relation to physical climate of the three categories of schools and these were; Government, Grant-aided and Self-financed (Private) High Schools. The findings were:

i) The physical climate (appearance of the school buildings, classrooms and class size, teacher pupil ratio, clean surrounding, orderliness, sanitation) of the self- financed (Private) High Schools were better than the Government and Grant-aided high schools. This indicates that the school premises and infrastructure for private owned schools had a better physical climate better than that of government and grant-aided high schools.

ii) A good physical climate of the school translates into a high academic performance of learners.

iii) The academic achievement of self-financed (Private) High schools was better than the government and grant- aided high school students.

iv) It was also found that the type of school management had a bearing on students' academic performance. An effective management produces good academic performance while an ineffective one produced bad result.

Besides other factors, Farooq et al. (2011) for example established that variables that affect students' quality of academic achievement are inside and outside of school. These could therefore be factors such as parental level of education, availability of study time, study habits or even the discipline of the students themselves. Socioeconomic status is one of the most researched and debated factor among educational professionals that contribute towards the academic performance of students. Adams (1996) in Farooq et al, (2011), states that the most prevalent argument is that the socioeconomic status of learners affects the quality of their academic performance. Most of the experts argue that the low socioeconomic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically. Rouse and Barrow (2006) also

observed that the economically disadvantaged parents are less able to afford the cost of education of their children at higher levels and consequently they do not work at their fullest potential. Cassidy and Lynn (1991) included a specific factor of the family's socioeconomic status, crowding, as an indicator of how it affects educational attainment. They found that a less physically crowded environment, along with motivation and parental support, were associated with higher educational levels of children.

Barnard (2004) conducted a study to examine different factors influencing the academic performance of secondary school students in a metropolitan city of Pakistan. His study found that home environment also affects the academic performance of students. Educated parents can provide such an environment that suits best for academic success of their children while uneducated parents cannot. Krashen (2005) also found that educated parents can better communicate with their children regarding the school work, activities and the information being taught at school. Educated parents feel more capable of helping their children, are more aware of academic performance, and are more prone to monitoring their children's academic progress. They can better assist their children in their work and participate at school. Other researchers like Rollins and Thomas (1979) have found that the family is the primary social system for children and that high parental control were associated with high achievement. These factors are the ones termed as extraneous variables in the conceptual framework of this study which may affect the pupil academic performance indirectly without any influence from the school's environment.

Peng and Wright (1994) in their study 'Explanation of academic achievement of Asian - American Schools' revealed that intensifying on professional development (focusing creating a positive learning environment in the classroom), clarification of vision and mission of the school to both teachers and pupils, maintenance of high academic expectation from teachers and pupils, offering tremendous support to the teachers, parental engagement, and rigorous academic assessment of students has created an environment where academic success has become a norm.

According to the Wisconsin Education Association Council (WEAC, 2005) which carried out a study on Variables affecting student performance, findings were that high-achieving students have the following characteristics: positive feelings about their school experiences; attribute their success in high school to such things as hard work, self-discipline, self

organization, ability, and high motivation; tend to watch relatively little television during the school week; tend to associate with students who also were successful in school and avid readers.

WEAC (2005) also revealed some of the strategies used by high performing schools such as encouragement of positive thinking and hard work on pupils; inviting parents to discuss academic pupil progress, reminding parents of their duties in ensuring that student are disciplined and encouraging them to offer moral support to teachers and also having high expectations from teachers.

2.4. Regional Perspective

In Africa there are studies that have been carried out in relation to the academic performance in grant-aided secondary schools at grade twelve (12) level. One such study is by Drajo (2010) who carried out a parallel research on operational management and its effect on academic performance on secondary school students in selected four (4) best schools of Adjumani district in Uganda. The study was done on two grant-aided and two private schools. The findings of this study were that management by educational personnel, management of instructional materials, management of educational facilities and finances have a significant bearing on student's academic performance. This was because the study uncovered that there was poor management by educational personnel, poor management of instructional material, poor management of educational facilities and finances, which resulted in poor academic performance of students. The four schools though grant-aided and private, were not doing fine as compared to those schools where there was effective management of educational personnel, instruction materials, educational facilities and finances.

In another study, a scholar, Mugimu (2004) wanted to find out; To what extent school resources translate into good school performance? He examined the relationships of school level financial, physical and human resources with academic performance of a school as measured by aggregated Uganda Certificate Examination scores in secondary schools (grant-aided and government). His research findings indicated that, the three kinds of resources (financial, physical and human) contributed to the high academic performance of Mukono secondary schools of Uganda. Implying that, school resources when well managed can result into good school performance.

Another study conducted by Oluwaseun (2016), on the effect of school variables such as school ownership, school location, school type, school size and school structure (Boarding/Day) on the pupil academic performance in Nigeria, revealed that there was significant influence of the school size, school type and school location on pupil academic performance. The smaller the school is, the easier it is to manage and provide teaching and learning materials. According to this study, mixed sex education has more influence on the pupil academic performance than single sex education. Mixed sex education has better results than single sex education. He stated that Single sex education has no clear objectives as it is mostly implemented for religious purposes thus paving a leading edge for mixed secondary education. The students can interact with the opposite sex student and be able to develop good morals and also share and explain ideas and compete favorably which same sex colleagues cannot do. However, the study also indicate that, there is no significant influence of school ownership and school structure on the academic performance of pupils. This implies that, whether Private, Public or grant-aided, Day or Boarding, there is no significant influence on the pupil academic performance. This study is contrary to the Zambian situation as ownership, is said to have an effect on the school's academic performance. Research has shown that generally, grant-aided schools and private schools have better academic performance than government schools due to more strict discipline measures, and more clearer academic policies among other factors compared to government schools (Malambo, 2012; ZEC, 2014; Phiri, 2015)

School outcomes sometimes may act as pull or push factors for the parents to enroll their children into those schools. Longfield (2011) in his study, 'Looking at aspects of parental choice in five schools in Ghana in the Northern suburbs of Accra', came up with the six most common factors regarding the choice of school for their children as quoted by parents. Good academic standards and examination results was rated the top most common factor preferred by most parents followed by these other factors in order of preference: Location of the school relative to home; Quality of English teaching; Christian based for the education; School curriculum; and size of the class. Large class size, inability for children to read in appropriate age levels and low discipline levels acted as push factors for parents.

There are series of studies that have been done showing factors contributing to poor performance at grade twelve (12) level in general. Mosibudi (2012) in South Africa found that, some of the

contributing factors to high rate of failure at grade twelve (12) level were that the departmental officials at high levels did not strengthen monitoring and support. Appointment in promotional post was based on favoritism not merit. There was lack of supervision as the principals had neglected their duties of managing their institutions. Hence majority of the schools were experiencing absenteeism, lack of motivation for learners and lack of commitment in learning.

Nkanzela (2015) found that, lack of some vital instructional resources and infrastructure at schools, overcrowded classrooms, and lack of motivation were some of the factors considered by learners to be major contributors to low academic learner performance in schools in Mbizana District, South Africa. Walker-Dalhous and Risko (2008) in Nkanzela (2015) contend that motivation has a positive and significant impact on successful learning. If a learner is not motivated he/she does not co-operate and participate fully in learning activities and in assessments Walker-Dalhous and Risko (2008)

Nkanzela (2015) also found that principals of schools that perform well academically are usually driven by a vision for their schools to be an ideal place where teaching and learning can take place in a safe and orderly school atmosphere. Such schools value quality in teaching, learning and have high expectations as well as encouraging learner academic achievement. Olembo et al in Farooq (2011), add that the Ministry of Education depicts administration as an attempt, through second party intervention, to ascertain, maintain and improve the quality of work done. Mollel (2013) also says, if head of schools execute their administrative roles well, there will be clear remarkable efficiency in the work carried out by the juniors. Okumbe (1999) in Nkanzela (2015) considers supervision as an administrative strategy aimed at stimulating teachers towards greater pedagogic effectiveness and productivity.

Mollel (2013) in his study, ‘Institutional Factors Influencing Student’s academic performance in Certificate of Secondary Examination in Public Secondary Schools in Morogoro Municipality, Tanzania’ revealed that poor provision of teaching and learning resources, head teacher’s incompetence in school supervisory duties and the inadequacy of school’s physical facilities (libraries, science laboratories and classrooms) were some of the factors leading to poor academic performance in Morogoro Municipality. The study found that physical facilities were rated as a major factor that influenced academic performance.

Awino, Enose and Simatwa (2015) in their study ‘factors influencing academic performance in Day Secondary Schools in Kenya’ revealed that pupil related factors that influence academic performance of students negatively in day- secondary schools in Migori Sub county were low family income, weak entry behavior, long distances covered by pupils, negative attitude of learners and absenteeism of students. The teacher related factors revealed that, urban and rural poor environment impact negatively on school performance of day-secondary schools while urban and rural affluent environments enhanced performance of the day-secondary schools in Migori Sub county. The study also revealed that good syllabus coverage by teachers, low pupil teacher ratio and giving of extra work enhances pupil academic performance. They further observed that, when teachers are motivated, they are able to perform better, than when they are frustrated or ill motivated. A highly motivated teacher will be able to go an extra mile in ensuring effective syllabus coverage.

WEAC (2005) adds that on one hand pupils who entered form 1 with high marks were motivated to learn, easily grasped various concepts in class and eventually, national examinations. On the other hand those with low entry marks were said to lack self-confidence, had low self-esteem and performed below average in class and eventually in Kenyan certificate of secondary education.

In a study done by Ogunbanjo (2001), the focus of the investigation was on the factors influencing the academic performance of underachieving learners in a South African secondary schools with an inhibitive learning climate. The findings of this study revealed quite a number of factors influencing student’s performance negatively. These include; negative attitude of learners towards their school work, negative attitudes of teachers towards learners and inflexible teaching methods by teachers, learner absenteeism, insufficient learner support material, non-encouragement from parents for learners to study, excessive home chores, lack of motivation, overcrowding classrooms, lack of support from the department and school administration, lack of facilities and resources, inadequate funding of schools, peer pressure, and , learners' lack of discipline, illiteracy among parents, and poor insight of learners about the value of education.

Gbollie and Keamu (2017) in their study ‘Student Academic Performance: The Role of Motivation, Strategies, and Perceived Factors Hindering Liberian Junior and Senior High School Students Learning’ revealed that worrying about life challenges (poverty) and access to school

(distance to and from school) as the most risky factors confronting Liberian junior and senior high school students' learning. This conceivably indicates that some students go to school hungry and without small cash for recess. Besides, some students have to cater for themselves, including paying some associated costs of education.

Other than merely concentrating on factors affecting pupil academic performance, some scholars have also paid attention to what strategies schools have employed to better the school performance. Mwaura, (2010) in his study on 'Strategies Employed by Secondary School Principals to Improve Academic Performance' found that school principals set on both teacher and pupil motivation. To teachers they give positive encouragement on achievement of the institutional set goals at the beginning of each term, making it clear that they were capable to lead students to academic success while pupils were encouraged to work hard and that the school had confidence that they would make it in the Kenyan national examinations. It was also revealed that there were no differences in the strategies used by the head teachers in well performing and poorly performing schools. This therefore implied that there were other factors that influenced performance and not the strategies for improving performance (Mwaura, 2010; Simatwa, 2016). This implies same strategies but different results. This then draws one's attention that there might be other factors that cause low performance if they all settle for the same strategies while other schools have high performance.

2.5. Local perspective

In Zambia, there have been studies done on academic performance in both-grant-aided and government secondary schools. One of them was done by Malambo (2012). He carried out a comparative study on factors affecting performance of learners in selected grant- aided and non-grant- aided secondary schools in the Western Province of Zambia. From the two schools picked, the study revealed that, pupils from the non-grant-aided school were under performing as compared to pupils from the grant-aided school. His study revealed that there was no stability in performance in a government school such that passing percentage even went below 50% in the years 2004, 2005, 2007, and 2009 while the grant-aided secondary school had consistence and quality results above 90% from 2000 to 2010. In the Post News paper dated 18/03/2012 cited by Malambo (2012), the Permanent Secretary by then, praised all the grant- aided secondary schools for the good academic performance. Malambo's study attributed the high performance in grant-

aided schools to; availability of teaching and learning materials; adequate teaching; high teacher morale due to motivation; high levels of discipline; effective monitoring and controlled class sizes. The low performance in government schools was attributed to inadequate teaching and learning material, low morale by teachers, pupil indiscipline and high teacher and pupil absenteeism among others.

In another study conducted by Phiri (2015) on grant aided secondary schools of Central Province on the pupils' perception on effects of grade retention, the outcome revealed that most of the pupils in grant-aided schools held grade retention with high esteem because it enhanced academic performance in pupils. Grade retention is where a pupil not doing well is retained in the same grade instead of crossing over to a new grade at the beginning of a new academic year. This is in a bid to encourage hard work at the same time a strategy to improve academic performance among the learners

Another study by Makalashi (2009;39) on 'Effectiveness of school libraries towards the provision of study material to grade 12 pupils' revealed that poor library services was one of the causes of low academic performance in grade twelve examinations. The study also revealed that school libraries are vital components in the education system.

Global Education Conference Network (2014) in its research on why there were poor grade 12 results in 2013 revealed that factors that were accountable for the high performance of grade 12 pupil academic performance was due to a number of factors. These included among others; standard class size, sound management practices that prioritises accountability in teaching, and learning, resource utilization, strict discipline measures from both staff and pupils, ad maintenance of infrastructure. This is true in the sense that for effective teaching and learning to take place, teachers need the teaching materials such as text books, teaching aids, inter alia. Teachers need small class size for the teacher to have ample individual attention for the learners so that he/she is able to assess the learner's individual progress and challenges as the lesson is going on. Global Education Conference Network further revealed that while teachers in grant-aided schools are given staff development workshops, teachers in government schools are left without professional mentoring. In grant -aided and private schools there are discipline

benchmarks set for both teachers and pupils. Therefore, teaching and learning takes place smoothly, Global Education conference Network, (2014).

2.6. Gaps in the Literature Reviewed

The purpose of this study was to identify the causes of pupil academic low performance at grade twelve level in the identified poor performing grant-aided schools and the factors accounting for high academic performance in grant aided schools for the past five years in Southern Province of Zambia (2011-2015). Grant-aided schools generally have better academic performance than government schools due to the fact that they often select pupils with very high marks for admission in their schools, they observe strict pupil and teacher discipline, availability of teaching and learning materials inter alia (Global Education Conference, 2014). Therefore it becomes a great source of worry when some grant-aided schools are not performing as expected or as other grant-aided schools.

The literature that was reviewed above concerning academic performance in grant-aided schools did not provide the rightful information to address the researcher's identified problem regarding the low performing grant-aided schools in Southern Province. Though some studies were done among grant-aided institutions, they did not however quench the researcher's quest for the contributing factors for low performance. This is due to the fact that, these studies were either slightly different, or conducted elsewhere far from Zambia and the findings could not be applicable to the Zambian situation. This may also be due to different education systems in terms of curriculum, curriculum change, syllabus and also economic status of a country may bring about some differences. To point out at a practical example, Zambia just underwent a curriculum change which may alter or bring about a lot of changes in the Zambian Education System (C.D.C, 2013)

The study by Malambo (2012) though Zambian was slightly different since it was looking at factors affecting pupil performance in grant-aided and none grant-aided secondary schools at grade twelve (12) level in Western Province while this study targeted grant aided schools only in Southern Province. The purpose was to identify factors affecting pupil academic performance in high performing schools and low academic performance in low performing schools at grade twelve (12) level amongst the four (04) selected grant-aided secondary schools in Southern

Province of Zambia. The study by Malambo (2012) and Global Education Conference Network, (2014) generalized that all grant aided schools have high pupil academic performance while government schools have low pupil academic performance. Though Malambo (2012)'s study revealed factors that account for high performance in grant-aided schools and factors that account for low performance in government schools, nothing is known about the cause of low pupil academic performance in low performing grant-aided schools. Hence gap identified by the researcher.

Phiri's (2015) study too, only looked at one (1) grant-aided schools' policy which is grade retention. Hence, though the study was on grant-aided schools did not provide the answer to the identified problem of why some grant-aided schools had low performance while others had high performance. Phiri (2015) only added another factor that enhances pupil academic performance in grant-aided schools but nothing on causal factors for low performance in these low performing grant aided schools.

Generally, most of the literature reviewed was either focusing on pupil academic performance in general or on school variables in relation to pupil academic performance like the study by Oluwaseun (2016) or on the Operational Management of school Resources in relation to pupil academic performance at grade twelve (12) levels by Drajo (2010). The findings from both studies did not answer the question, why some grant-aided schools had low performance academically and others were outstanding. Hence, there is a gap which calls for provision of information on the factors for the high performance in some grant-aided schools and factors for the low performance in other grant-aided schools of Southern Province.

2.7 Summary

This chapter reviewed the relevant literature pertaining to the study in order to align the findings within the context of similar studies. The first part was on the general understanding of academic performance. The presentation was from three perspectives: global, regional and local perspective. This was then followed by the identified gaps in the literature reviewed. From the literature that was reviewed, none of the studies carried out before particularly looked at factors contributing to low performance in low performing grant-aided secondary schools. Most of the

studies conducted either in Zambia or elsewhere concentrated on comparing grant-aided schools with government schools or private schools with government schools.

CHAPTER THREE: METHODOLOGY

3.1 Overview

This chapter discusses and describes the general methodology that was used in the study. It presents a research design, target population and sample size, sampling procedure, research instruments, data collection procedures, data analysis and ethical consideration.

3.2 Background information of the four selected schools

(i) Grade of school and teacher qualification by gender

Table 5: Grade of each school and teacher qualification by gender

School & Grade	DIPLOMA		DEGREE		MASTERS		TOTAL
	Female	Male	Female	Male	Female	Male	
A (grade 02)	-	13	06	12	-	03	34
B (grade 03)	02	06	07	08	-	-	23
C (grade 03)	02	08	08	14	-	-	32
D (grade 03)	05	14	03	04	-	s02	28

(ii) Nature of the schools and distance from the main road

Table 6: Nature of the school and distance from the main road

SCHOOL	LOCATION	TYPE
A	11km Rural	Boarding School for boys only
B	11km Rural	Day School for girls only
C	28kmRural	Day School co-education
D	25km Rural	Boarding School co-education

The above schools are all grant-aided schools. Schools A and B are both 11kilometers away from the main road while school C is 28 kilometers and school D is 25 kilometers. Hence the furthest school from the main road is school C. It should also be noted here that schools A and B were

the high performing schools which had been constantly producing high and quality results at grade twelve level while schools C and D were the low performing grant aided secondary schools.

(iii) Average number of pupils per class

Table 7: average number of pupils per class

SCHOOL	AVERAGE NUMBER OF PUPILS
A	40
B	35
C	40
D	45

Table 3 shows the average number of pupils per class as obtained from the class registers and teachers’ questionnaires. All the four selected grant-aided schools had manageable class size (35 to 45) of learners which creates a conducive teaching and learning atmosphere.

3.3 Research Design

A research design is the ‘glue’ that holds the elements in a research project together. It is the scheme, outline or plan that is used to generate answers to research problems (Kombo and Tromp, 2014). It is the overall strategy for conducting an inquiry. It is the method that the researcher employs in data collection.

This study used descriptive survey design to identify the factors affecting pupil academic performance in high and low performing grant aided schools in Southern Province of Zambia.

The study used qualitative technique to collect data. This design allowed the researcher to use questionnaires, interview schedules and focus group discussion to collect detailed information. A descriptive survey is a condition or relationship that exist, the practices that prevail, beliefs, point of views or attitudes that are held, processes that are going on, efforts that are felt, or trends that are there or developing. In this case, academic performance amongst grant aided schools which are different in principle and approach was best studied through descriptive survey. Kombo and

Delno, (2014) point out that the major purpose of descriptive design is its descriptive nature of the state of affairs as it exists. It will involve measurement, classifying, analysis, comparison and interpretation of data according to the prevailing situation. Descriptive may even offer a long lasting solution to the problem identified.

3.4 Target Population

A target population is a group of individuals, objects or items from which samples are taken. According to Oso and Onen (2009), target population refers to the total environment of interest to the one carrying out a research. For this study the target population was, 11,605, broken down as follows: 11,220 pupils from all the 21 grant-aided secondary schools in southern province of Zambia, 332 teachers, 42 administrators (school head teachers and deputy head teachers), 7 proprietors and 4 Education Standards Officers from the four districts involved.

3.5 Research Sample

A research sample is a portion of the population. It refers to the actual number of participants drawn from the target population (Kasonde, 2013). Hence, the sample for this study was four (04) selected grant-aided secondary schools with the total number of 55 participants broken down as follows: 24 grade 12 pupils (6 per school); 12 teachers (03 per school); 04 heads of department (1 per school); 04 Deputy head teachers (1 per school); 04 Head teachers (1 per school); 04 Proprietors; and 03 District Education Standard Officers (Choma, Monze and Pemba) where these grant-aided secondary schools are found.

3.6 Sampling Technique

Orodho and Kombo, (2002) and Kasonde-Ng'andu (2013) define sampling technique as the process a researcher uses to gather people, places or things to study on. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. For this study, purposive sampling was used to select six (6) grade twelve (12) pupils and the three (03) teachers from each school. Purposive sampling was used to select the two high performing and two low performing grant-aided secondary schools together with the administrators and proprietors for the schools selected. Purposive sampling is therefore, a deliberate, non probability, judgmental, selective or subjective way of selecting from the sample the rightful

units such as participants, organizations or institutions that can provide the relevant information required. This is where the researcher purposefully targets a group of people believed to be reliable for the information (Kombo and Delno, 2014). Purposive sampling relies on the judgment of the researcher. For this study, the two high and two low performing secondary schools, the proprietors, Education Standard Officers for General Inspection and administrators were purposefully picked because the researcher believed that they were the rightful people and schools to answer the question to explain why some grant aided schools high academic performance and others low.

3.7 Research Instruments

3.7.1 Questionnaires

A Questionnaire is a self-administered research instrument that gathers data over a large sample. The advantages of using a questionnaire are that it is not biased on the researcher and on the respondents. It covers a large number of people (Kombo and Delno, 2014) However, a questionnaire has its own challenges, such as participants not answering all the questions and not all questionnaires are collected back. Questionnaires may sometimes not give you the desired outcome. To ensure validity of the instruments, this study conducted a pilot study in two grant-aided schools in Southern Province. One was high performing and another was low performing and these schools were not part of the sample. This pilot study helped the researcher to know whether the questions rightly correspond with the answers and whether wording is clear. This study used open ended questionnaires which were administered to teachers, deputy head teachers and heads of department to solicit for in-depth information as they comprised closed and open ended questions. Hence, with open ended questionnaires participants expressed themselves fully in writing.

3.7.2 Focus group discussions

This is a discussion of people with homogeneous characteristics and of about 6-8 participants. Homogeneous means people with same characteristics such as same age group, and level of education so that none of the participants feels marginalized during discussions. The discussion is carefully planned before hand to collect information on the participants' perceptions over a given area of interest (Kombo and Delno, 2014). Focus group discussions are good and enable the researcher to gather information within a short while and are good for exploring ideas and

people's opinions over a given phenomenon. The Focus Group Discussions (FGDS) are good they help the researcher to collect quality data and make the research rich. However, they also have a challenge, the researcher has limited control over the flow of discussions and results are hard to analyse. In this study, focus group discussions were used to gather qualitative information on factors contributing to low pupil academic performance in low performing grant-aided secondary school and factors contributing to high performance in the two high performing secondary schools. These were helpful because they gave more information that was not fully given in the pupil questionnaire and what teachers were also not able to give in the open ended questionnaires.

3.7.3 Interview guide

Interview guide is a written list of questions that need to be covered by the interviewer. They guide the interviewer so that the direction is not lost. The interview guide in this study was used to gather detailed information and explanations that emerged from the closed and open ended questionnaires. This interview guide was meant for the key informants; the head teachers, Education Standard Officers for General Inspection and proprietors or managing agency representatives. Hence, using the interview guide, face to face interviews in privacy were carried out to cross check the responses from the questionnaires. This interview guide was designed in such a way as to get more specific and truthful answers. It aided the researcher capture information, not provided by the questionnaires. There were situations where teachers' responses were limited, through the interview guide, more correct and accurate information was obtained as the researcher was able to probe further till the preferred response was attained. Kothari (2004) preferred this method because of its flexibility and ability to provide new ideas on the subject. This flexibility helped the researcher to gather the desired data from the key informants.

3.7.4 Document review

The researcher also utilised document review to get empirical data on the actual academic performance of pupils from Examinations Council of Zambia computerised mark sheets and the school examinations Files.

3.8 Data Collection Procedure

Before the main study was carried out, a pilot testing of both the questionnaires and interview

guides was done to ensure the validity of the instruments. Pilot testing of an instrument gives the researcher a chance to check the respondents' understanding of the meaning of the items and determine the reliability of the instruments to be used.

The researcher began by getting ethical clearance from the University of Zambia, Department of Directorate of Research and Graduate Studies. Before entry to research sites, permission was obtained from the Provincial Education Officer for Southern Province in Choma, District Education Officers for Choma, Monze, and Pemba districts, proprietors, and head teachers respectively. The researcher then visited the schools and other respondents according to the work schedule. The first school to be visited was, school C which was the furthest. That was followed by School D, then School A and ended up with school A. For each of the four (04) schools selected, the three (3) teachers and six (6) grade twelve (12) pupils were purposefully picked. The researcher then distributed self-administered questionnaires to the teachers and the heads of departments (HODs) and the deputy head teachers. Focus group discussions with six (06) pupils were normally conducted while teachers and the HODs and the deputy were answering the questionnaires. Interview schedules with the head teachers, district Education standard Offers and proprietors had different days. The researcher had allocated four (04) days per school. All went on well despite the long driving distances covered during the rainy season.

3.9 Data Analysis

Kombo and Delno, (2014) say that, data analysis refers to the examining of what has been collected in a survey or experiment and making deductions and inferences. Kasonde, (2012) also states that, it is a manipulation of the collected data for the purpose of drawing conclusions that reflect on the interests, ideas and theories that initiated the study. It involves close scrutiny of inspecting, transforming, and modeling collected data with the goal of discovering useful information, suggesting conclusions and decision making.

Since this study, used qualitative technique to collect data, thematic analysis was employed to analyse it. Researcher started by reading thoroughly the gathered information in order to be familiar with the responses. Consequently, the responses from the questionnaires were organized in categories according to the questions and given themes. The researcher paid attention to key

information of the participants. The information that was not necessary was discarded. This was followed by interpretations of the data based on the findings.

3.10. Ethical Considerations

Throughout the research exercise, confidentiality was taken seriously in line with the University of Zambia Ethics Committee Guidelines. To comply with the principle of “Informed consent” the researcher explained honestly and openly to all participants about the nature, aim and purpose of the study. It was also of paramount importance to elaborate to the participants that, participation in the study was voluntary.

In this study, compliance to ethical issues of confidentiality, anonymity and privacy were highly considered. Confidentiality strategy was aimed at ensuring and protecting integrity, privacy and anonymity of institutions and participants. Hence, names of all selected grant-aided schools and participants remained anonymous and were not included in the Research Report. It was also made clear that the data that was gathered from this study was solely and strictly meant for academic purpose for this research work only.

3.11 Summary

The chapter presented the methodological approaches that the study utilized to gather data from the participants. The reasons for choosing each technique were also given. The research technique was determined by the nature of the study. The study employed qualitative research technique. The Chapter also outlined the procedures used to collect and analyse the data collected from the field. Ethical considerations closed the chapter.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Overview

This chapter presents the findings of the study. The findings were presented thematically in line with the research questions which guided the study. The first part of the findings is from question one (1) and presents factors affecting pupil performance in grant-aided schools. These findings are under the following themes; Motivating factors, Teaching and learning resources, Administrative, discipline and Nature of schools. The second part gives the measures that have been put in place to improve performance according to the findings. These have been presented under the sub titles or themes that emerged from the findings.

The four schools under discussion were all regular secondary schools. Two were high performing and were given pseudo names A and B. School A is a boys' school. The school has been recording excellent results at grade 12 and was purposefully chosen for its high performance. School B, is a girls' day school. The school has also been achieving very good results at grade 12 level despite it being a day secondary school. School B was equally purposively chosen for its good performance despite being a day school. Both schools are in the rural set up and have different managing agencies.

The other set of schools were low performing schools and were also pseudo named as C and D. School C and D are mixed sex or integrated schools. School C is a day school in the rural set up. The school has been recording low pass percentages for quite some time. Due to long distances pupils cover to and from school, pupils have resorted to renting in the nearby villages making themselves weekly boarders. School D is a boarding school in the rural area as well. The academic performance has also not been impressive. Both schools are both grant aided schools with different managing agencies.

The two sets of schools were purposefully chosen to identify the factors accounting for high and low performances in their schools as they are all grant aided schools. This information was arrived at through the following questions

1. What factors account for the constant high performance and constant low performance at grade twelve level in the selected grant-aided secondary schools of Southern Province?

2. What are the measures that had been put in place to improve on the pupil academic performance?

4.2. What factors account for the constant high and constant low performance at grade 12 level in the selected grant-aided schools of Southern Province?

4.2.1. Motivating Factors

There are several ways that a teacher or pupil may find attractive to enroll in that school or to work hard and feel comfortable generally. In separate focus group discussions according to schools, pupils were asked what attracted them to be at their current schools. The following is what they raised under motivation factors.

Good academic performance

The pupils from both School A and B schools were quick to say that their parents chose those schools due to the good pupil academic performance.

*The school's good performance made my parents to bring me here.
My parents used to talk so highly about this school and I have liked
the school very much.*

Boarding

Pupils from School A and School D said they were attracted by the school being boarding. Pupils wanted to work hard in a boarding school away from home.

Mission

The pupils equally stated that they found themselves there due to the schools being mission hence wanted the quality education coupled with good moral behavior. One pupil from School D said:

*The small size of the school encouraged me to come because I thought
that there would enough resources to cater for all pupils and that the
environment would be more conducive to learn.*

Low school fees

The pupils from school C stated that they enrolled in that school because it was the school parents could afford to pay school fees since it were a day school and fees were affordable. The pupils stated that even when they had managed to go to boarding schools their parents were not able to pay for them hence ended up being at school C.

One boy from school C said:

I was accepted to go a boarding school but my parents could not manage the school fees that were on the acceptance letter. So my parents just thought of bringing me here.

Award of teachers and pupils

In all the FGDs, pupils stated that their schools organized a special day where deserving pupils were awarded. Pupils went ahead to say, it was not only academically, but that all who worked hard in all other extracurricular activities were awarded. Teachers were asked whether there was a special way of motivating hard working pupils. All the three teachers in each of the four selected grant-aided schools stated that they organized awards day annually where deserving pupils were given assorted prizes. It was also disclosed by the deputy head teacher in writing that school C had only started awarding in 2016.

One pupil for School A, said:

There is a high spirit of competition among pupils because of the prizes that we receive during awards day.

Another pupil from school C said:

The school has now begun to give something to pupils who perform well. Even those who are best footballers or netballers are given something during the awards day

I) Teacher motivation

Teachers were asked whether there was a special way of motivating teachers. All the 3 teachers from Schools A and B agreed that there was a special way of motivating teachers while only 1/3

teachers from school C agreed that there was a special way of motivating teachers and 2/3 said there was no motivation. 2/3 Teachers from school D agreed that there was a special way of motivating teachers and 1/3 teachers disagreed that there was a special way of motivating teachers.

Head teacher and Proprietor Responses Both teacher and pupil motivation

The head teachers and the managing agencies representative were asked how they acknowledged hard working teachers and pupils. These were the responses:

Table 8: Modes of teacher motivation

Schools A & B – High performing	Schools C & D – Low performing
Prize giving for deserving pupils annually	Prize giving of deserving pupils since 2016
Incentives in monetary form given to teachers once per term	No incentives given to teachers
Provision of loan schemes to teachers	No loan Schemes
Supporting upgrading teachers on recommendation from the board	No support of teachers upgrading
Award of hard working teachers	Award of Hard working teachers
Staff academic tours	Staff academic tours
Annual social party for teachers	Annual social party for teachers

The head in talking for school A mentioned,

We organize an Awards Day Celebration annually where deserving pupils in all disciplines are given various prizes. The teachers as a way of instilling hard work are also awarded (only deserving) during the World Teachers' Day celebrations. But u know so as to boost everyone's morale we throw a social party for both teachers and and supporting staff, we also give incentives to all once in a term in form of money and loan facility is available to the trustworthy staff whenever they need.

The managing agency representative for school B stated this;

As the owners of the school, well it's something one cannot question, we sponsor all staff tours and social parties for our staff.

The head teacher for school C was very honest and sincere during the in-depth interview as he said;

In the past madam, we neither awarded pupils nor teachers due to lack of finances. However, we started conducting Awards Day celebration in 2016 where we awarded deserving pupils and it has now been adopted as a school policy. The DEBS' Office also advised that we start awarding deserving teachers during the World Teachers' Day celebrations which we started in 2016 too. However, we having been motivating teachers through the social outings that we organize.

The managing agency representative for School D also said;

Note that all teachers are staying in institution houses at subsidised rentals. Additionally, all teachers are once in a while given presents from the proprietors in form of blankets, clothes and some personal effects.

a) **Infrastructure**

High performing schools A and B said they really liked the good looking classes, the science laboratories, and the chapel. They said that this made them to enjoy learning and generally just being at school. Pupils said they felt at home. Low performing schools C and D pupils from the low performing schools from the focus group discussions especially school D, said they were not happy with the school's infrastructure because it was very old and not well maintained. Pupils revealed that school D, had a very small library and a small dining hall which could only let 50

pupils to have meals and the rest had to wait while others were having their meals each time they went for meals. Pupils from also stated that there were very few toilets and showers which made them go to the nearby bush to answer the call of nature. One pupil said:

The dining hall is too small and this delays us, prefects in charge to go for prep as we have to wait for other pupils to eat.

The Education Standard officer through the interview also said:

Even then, pupils selected on merit to go to school D, do not normally report and if they report, they go on transfer to other better schools. That school is very old and has not been renovated.

This implies pupils from schools A and B were also motivated by the infrastructure while those from school D were not attracted by the infrastructure. Pupils from school C said the school infrastructure was okay though there was no library. They said they were happy that the school had just finished building the science laboratories. One pupil from school C said:

We also have no library for us to research from

h) Conduciveness of the environment

Through the separate focus group discussions, pupils were asked to state what in their opinion were the factors contributing to high performance in high performing schools and to low performance in low performing schools. Pupils from schools A and B said their schools were very conducive for learning and studying because the necessary facilities were there. They had enough toilets and showers, had their meals on time and made use of the library. Additionally, schools A and B had supervised afternoon study. Pupils from school C stated that the school was conducive only that they had to cover long distances to and from school and had no power in their homes. Pupils from school D, complained bitterly. They stated that their school was not conducive for learning because sanitation was poor. There were only four (4) toilets at the classes against 400 pupils, two (2) for boys and two (2) for girls which were very dirt and smelly. This was the same situation at the hostels. In short findings were that there was poor sanitary

services at school D which led pupils running to the nearby bush to answer the call of nature. One pupil during the FGD said:

If the environmental health people came here, they can have the school closed. Toilets are few, very dirt and smelly. And water too is a problem.

i) Demand for school places according to each school

The teachers for each of the four (4) schools were asked to rate the demand for school places in their institutions and state reasons given by parents. The following were the responses given:

Table 9: Reasons parents give for school choice

School A – high Performing	School B– High performing	School C - Low Performing	School D – Low performing
Good academic reputation	Good academic reputation	Low entry marks	Being boarding
Being mission	Being mission	Being mission	Being mission
Good Infrastructure	Being the only girls’ school	Affordable fees for parents	
	Good infrastructure	Proximity	

Looking at the reasons given for demand for school places, it is very clear that School A and B, the good pupil academic performance acts as a major pull factor on its own other than just being boarding /Day or mission school. The reasons given for demand for school places for School C are detrimental to the school as they were based on inadequacies of the pupil such as low marks and lack of money. School D, pupils go there because the school is boarding and being mission. Hence in the latter two schools there is no mention of academic performance as being a pull factor.

4.2.2. Teaching and learning resources

a) Availability of text books - pupil response

Through the FGDs, pupils revealed that one of the factors that affected their academic performance was the non availability of essential textbooks. This was similar in all the four schools visited. Pupils stated that the few text books that were there were inadequate hence led pupils to sharing. Pupils said that one (1) book was shared by more than two (2) pupils. This was an indication that there were inadequate pupil text books.

Teacher response

Teachers were also asked on the pupil text book ratio. From school A and B, 2/3 teachers said four pupils shared one book and 1/3 teachers said 6 pupils shared one text book while 2/3 teachers for schools C and D said six pupils shared one text book and 2/3 teachers said eight pupils shared one text book.

Deputy head teachers and H.o.Ds' responses

The heads of department (H.o.Ds) and Deputy Head Teachers were asked on the availability of text books in the school. All the H.o.Ds and Deputy Head teachers disagreed that there were adequate text books and all agreed that more than two pupils were sharing a text book. The explanation that was given was that it was due to the change of curriculum.

b) Use of science laboratories

Through the FGDs, pupils from school A and B, stated that there schools had science laboratories including computer laboratories which improved their academic performance while school C and D were not making use of the science laboratories. Pupils for school C stated that the laboratories had just been built and were not yet functional. The pupils from School D said in spite of the availability of science laboratories, they never made use of them during the science lessons because there were no chemicals.

One girl from School B said:

We carry out experiments in the science laboratories during lesson time.

One pupil from school C (low performing) said:

Concerning labs, we have just been learning all along without going to the labs and without carrying out any experiment because there were no labs but we have good teachers in science.

Another pupil from school D (low performing during) had this to say:

We do not go to the labs and we don't even know the names of the instruments. I don't know whether they are apparatus other than the beaker. What we have seen from the past grade 12s, is that they only do practicals during mock examinations and the next time is during final examinations.

c) Library – (i) pupil responses

During the FGDs, Pupils from school D said that another contributing factor the pupil academic performance was the small library which only accommodated 30 pupils at once while school C stated that it was the non availability of a library to research from. Pupils from school A and B stated that their schools had libraries though not very well equipped. The findings revealed that school A, B and D had school libraries while school C never had one (1).

(ii) Teacher responses

Three teachers for each school were asked whether there was a school library and the following were the responses; All the three teachers for schools A,B And C agreed that there was a school library while all the three teachers for school C disagreed that there was a school library. Findings indicate that Schools A, B, D had libraries but school C, did not have.

The head teacher for school C which is low performing said;

We don't have a school library and the few outdated books meant for the library are just gathering dust in the store room.

A pupil from school D said:

Our school library is very small and there are just outdated books which we can't use.

Pupil access to the library

Pupil response

During the FGDs, pupils from school A and B said they had good access to the library while pupils from school D had poor access since the library was small.

Teacher, H.o.D, D/head's response

All the three teachers from School A and B agreed that pupils had good access to the library while all the three teachers for school D said there poor access to the library for school D due to the size of the library.

One teacher for school D said;

There is no good pupil access to the library because the library is very small and only accommodates 30 pupils at once.

Findings therefore reveal that only school A and B had libraries where pupils had access and they stocked relevant books while school D had poor access and books were not up to date.

d) Actual teaching – (i) pupil responses

Through the FGDs, pupils from School A, school B and school C had good teacher commitment in terms of teaching while pupils from school D revealed that some teachers were too much into beer drinking, others just telling stories and others were too slow in teaching. Hence one pupil from school D said this during the focus group discussion;

Like our Mathematics teacher is very slow, maybe he is not sure of what he teaches us we don't know and most often he would come the following day to correct what he taught yesterday. This makes us to lose confidence in him. We have approached the deputy head and the head teacher but all they have done is to talk to us so that we just understand that teachers are different.

Through focus group discussion, pupils also stated that School D (low performing) valued extracurricular activities more than academic work. Pupils also said that there was lack of pupil seriousness with school work generally. One pupil said;

Us as pupils are not serious with school work. People dodge during class time and some of our friends are into boy girl relationships.

Teachers' responses

Teachers were asked to rate themselves whether there was effective teaching in their schools and all the three teachers in each of the four selected schools said there was effective teaching as there was effective supervision from the school management of each school. They also stated that their effort was being watered down by the lack of text books due to the change of curriculum. Findings indicate that in all the four schools textbooks were not enough due to the change of curriculum.

(ii) Responses from the Deputy head teachers and H.O.Ds

On the statement of 'there is effective teaching in the school,' both H.o.Ds and Deputy Head teachers in all the four schools said there was effective teaching and learning in their schools. In all the four schools, the H.o.Ds and deputy head teachers agreed that there was a policy of covering a teacher who was out of station. Unless in times of sickness, a teacher who was seeking for permission to be out of station was given a form to fill in, in triplicate, (one to the deputy head teacher, one to the H.o.D and one to remain with the teacher seeking for permission) the number of days and what was to be taught and to which grades. This was found to be a common trend in all the four schools.

4.2.3. Effective Home work Policy – (i) Pupil response

Through the focus group discussions, pupils were asked whether they were being given home work by the teachers in respective subjects. Pupils stated that they were being given home work by individual teachers. Hence the findings revealed that home work was being given in all the four schools.

(ii) Teacher, H.o.Ds and Deputy heads’ response on Effective Homework policy

Teachers were asked whether there was an effective homework policy in the school and each of the three teachers in each of the four selected schools said there was an effective homework policy. All the four schools through the H.o.Ds and the deputy head teachers said there was effective homework policy in their schools.

4.2.4 Pupil assessment

(i) Pupil response

The purpose of this question was to find out whether pupils were being assessed other than the obvious end of term tests. The findings show that all the four schools assessed pupils with midterm tests and others tests as all the six participants in each school agreed that there were other tests other than the end of term.

(ii) Teacher responses

End of term tests and other tests.

Teachers were asked whether they administered any other form of assessment other than the usual end of term tests. All the three (3) teachers in each of the four (4) selected schools said that other than the usual end of term tests, they administered midterm and topic tests officially. The H.o.Ds and the deputy head teachers ensured that these tests were conducted by teachers through setting time limits, checking results entered on either progress sheet or mark sheets for respective tests. School B and D go an extra mile by even physically checking the question paper and marked scripts.

4.2.5 Discipline

a) Observance of set down rules

During FGDs, pupils were asked to comment on pupil discipline. The findings revealed that all the four schools had good pupil discipline as majority in each school agreed that there was strict discipline as they observed the set down rules in the school.

b) Pupil acquisition of good morals

Pupils through the focus group discussions pupils mentioned that one of the things they appreciated much in their schools was the aspect of prayer and the conduct of their teachers. Majority stated that they were taught to be honest, kind to one another, have respect for one another. The findings therefore, revealed that indeed there was acquisition of good moral behavior in the selected grant-aided schools.

c) Child Protection Policy

Deputy Head teachers and HODs' response on Child protection policy

All the schools through the D/head teachers and HODs agreed that there was good pupil discipline in their schools. The schools all had the child protection policy which protects pupils among other abuses from being given a dehumanizing punishment by either a prefect or teacher and protecting pupils against bullying by other pupils.

4.2.6 Parental Involvement in promotion of pupil academic performance

During in-depth interview the head teachers were asked whether the schools involved parents in promoting pupil academic performance. All the head teachers agreed that they involved parents in the promotion of the pupil academic performance through:

- Parental Teachers Association General meetings
- Conducting Open Days
- Disciplinary issues

The head teacher for School A said;

Parents with underperforming pupils academically are usually summoned and talked to so that they advise their child.

The head teacher for school D also said;

Once in a while we invite parents to give motivational talks to the pupils. Additionally, When pupils go for holidays, we as a school give them take away assignments where parents can help their children. These are checked immediately pupils report back to school.

4.2. 7 Administrative

a) Supervision

(i) Teachers' responses

Teachers were asked whether the supervision by the school management was effective. All the three teachers from each of the four (4) selected grant-aided schools stated on the questionnaires that the teaching files were checked by their respective school management fortnightly. This therefore justifies the effective supervision that was there in all the four selected grant aided schools.

(ii) Deputy head Teachers and H.o.Ds' responses

The question was how often they monitored the teachers, and how the school did ensure that there was actual teaching and the following were the responses:

All the H.o.Ds and the deputy Head teachers said they monitored their teachers through checking of teaching files fortnightly and whenever need arose. They all stated that they ensured that there was effective preparation and teaching in the school through lesson observation, random check and checking in pupils' exercise books and appending a signature accompanied by a school stamp. All the four schools used the same monitoring instruments to ensure actual teaching

through the use of period register check where a teacher signs after teaching in each class and use of teacher monitoring form for lesson observation.

Contrary to what teachers stated, Head teachers, managing agency representatives and ESGIs for low performing schools through in-depth discussions mentioned that in the two low performing schools, there had been no internal functional supervision for sometime till the Ministry of General education through the managing agencies intervened and transferred some administrators who were incompetent in their duties. One head teacher even said:

The situation I inherited my dear was not good. It was pathetic. There was no control of teachers. Teachers were too much into beer drinking in villages. There were excessive movements among teachers as they would just get permission every now and then at the expense of the poor pupils who needed to learn

When the representative of the managing agency (Educational Secretary) was asked he said,

The previous administrator was very weak, he could not command teachers to do the right things and this made teachers to relax which bred to pupils. The community could not give him support too. Worse of all, the teachers with diploma holders were also jittery on teaching senior classes.

But the other contributing factor was the lack of teaching and learning resources which is still a problem as there are no chemicals in the laboratories as I am speaking now.

One ESGI also stated this;

Appointment of church members to senior positions based on their allegiance to church incapacitates a school. Functional supervision was missing. The MoGE, had to advise the managing agency to change the administrators.

b) Proprietor support
Teachers' response

Teachers were given a statement, 'proprietor support is very good' and out the six teachers from the high performing schools 5/6 agreed that there was good proprietor support and 1/6 disagreed while 4/6 teachers from the low performing schools disagreed that there was good proprietor support and 2/6 agreed that there was good proprietor support.

D/head teachers and H.o.Ds' response

The D/head teachers and the H.o.Ds were given the statement, 'The school receives very support from proprietors' and two D/head teachers and one HoD from the high performing schools agreed to the statement and one H.o.D disagreed making it 3/4 agreed and one disagreed while two one D/head and one H.o.D from the low performing schools disagreed and two others agreed with the statement making it 2/4 agreeing and 2/4 disagreeing.

Head teachers' response

Through the in-depth interview, head teachers were also asked to state how proprietor support to the schools was. The two head teachers for schools A and B (high performing), said that proprietor support was excellent. They said they that proprietors provided for their schools fully. The other two head teachers for school C and B (low performing) said that proprietor support was irregular and was meager. They said that they depended on the school fees mostly for the schools to run on smoothly.

On one hand the two head teachers from the high performing schools said this during the in-depth interview;

The proprietors for the school are very supportive. They support the school morally, spiritually, materially and financially. They maintain the infrastructure; provide teaching and learning materials even supply their own man power to help out in teaching.

You are able to see all these new developments because the owners of the school provide full and constant support to the school.

The ESOGI for the high performing schools also stated this during the in-depth interview concerning the proprietor support for the high performing schools;

The managing agencies for schools A and B are very assertive and this has worked like a silent force behind pushing the Ministry of education to listen to its pleas and the administrators and teachers and even pupils to work hard. Where assertiveness is missing there is compromise of quality.

On the other hand the other head teacher from the low performing schools said;

Just to say a little on this issue, there is very poor and limited support that this school receives from the owners such that we now depend on the schools to run the school.

The ESOGI for one of the low performing schools said the following during the in-depth interview;

Even proper support from the owners of the school is lacking. The Sect that adopted the school seems not to have the financial muscle to continue supporting the school. That's why there is no development in the school.

Another ESOGI for the other low performing school said this;

The church tries to support but assistance comes in smaller amounts due to a big number of schools which include basic schools. Resources have to be shared.

4.2.8 Nature of the school

a) Weekly boarding

Through focus group discussions with pupils, pupils disclosed that another contributing factor to the poor performance was the nature of the school which was Day School. Pupils said that to cut off the long distances they were covering; they ended up becoming weekly borders where they rented in the nearby villages. Pupils kept themselves and this bred vices like drug abuse for boys while male villagers took advantage of the girls as they needed money for rentals and money for upkeep. The end results were pregnancies and poor results. One girl said this;

The situation is not good. Pupils are getting pregnant from the villagers. Last year about 30 girls got pregnant

The deputy head teacher also mentioned that weekly boarding contributed to the poor performance of the pupils. The head teacher too through in-depth discussions stressed on the same point and stated;

Pupils keep themselves without parental control. It's difficult for the school to look after them since they are scattered and has made girls fall vulnerable to the villagers with some girls falling pregnant. This has made the church put up a 1x1 hostel block for girls to try and curb this problem

b) High and low entry points

The findings also revealed that High performing schools enrolled pupils with high entry marks at grade 8 and 10 while low performing schools had no standard cut off entry marks. Teachers, H.o.Ds, D/head teachers and head teachers from low performing schools also disclosed that the nature of pupils they got, contributed too, to the poor performance because they were normally given those who may not have done very well. The ESOGI for the low performing schools also through the in-depth interview said that another contributing factor to poor performance was the lack of a good base at junior level for grade 10 entry as the schools were surrounded by Basic Schools and parents would mostly opt for a Basic School not Secondary at junior level for lack of school fees and then go to a regular secondary school at grade 10.

While the head teacher from low performing school said this;

The caliber of pupils we get at grade 8 and 10 are those mostly with low marks who have failed to go to boarding schools and mainly from the local basic schools. The MoGE insist that we enroll as long as they made certificates to grade 10. This is another contributing factor to the poor performance.

The head teacher from the high performing school said this;

The school usually has high cut off point at grade 8 due to the high number of applicants. We maintain our own pupils at grade 10 level and it's our policy not get pupils from other schools at grade 10 up to grade 12. This kind of practice helps us because pupils already know about the school tradition and all they do is to straight go into hard work.

4.2.9 Summary of the main factors contributing to constant high and constant low performance in the four selected grant-aided secondary schools

Table 10: Summary of factors contributing to high and low performance

Contributing factors to high performance	Contributing Factors to low performance
School A and School B	School C and school D
Constant proprietor support	Inconsistent proprietor support
Assertive proprietor support	None assertive proprietors
Competent administrators	Incompetent administrators
Availability of teaching and learning materials	Lack of teaching and learning materials
Enough infrastructure	Inadequate infrastructure
Boarding school	Weekly boarding
High cut off entry marks	Lack of standard entry marks (low)
Implementation of SBCPD activities	None effective SBCPD activities
Teacher and pupil motivation	Inconsistence teacher and pupil motivation

4.3. What are the measures that have been put in place to improve performance in low performing schools and maintain the high performance in high performing schools?

The above question was given to the three teachers; one H.O.D and Deputy Head; head and the managing agency representative for each of the four selected grant-aided secondary schools of southern province. The following were the measures that were put in place to maintain the excellent performance for the high performing and to improve performance for the low performing schools;

4.3.1 High performing schools

The following are the measures that were put to enhance pupil academic performance in high performing grant aided secondary schools:

Teaching and learning resources

The head teacher said the school allocated 20% of the total school budget for requisite of teaching and learning materials every term. The head through the in-depth interview disclosed this;

We first identify the department that is badly hit in terms of teaching and learning materials then we give them money to purchase what is required. We do this to all the departments through the HODs.

Use of experienced teachers

The other measure was using experienced teachers only to handle grade 12 classes. The Head teacher said the other inexperienced teachers would teach up to grade 11. They also indicated that they maintained the high cut off points at grade 8 and 10 and also maintaining their own pupils at grade 10.

Use of grade retention

In addition to the above the other high performing school has embarked on grade retention and remedial work for slow learners. The head teacher for school B stated that the pupils who were not doing well were retained in the same grade.

None adherence to re-entry policy

The other measures included none adherent to Re-entry policy for school B to discourage girls from falling pregnant. The head teacher also said that girls were subjected to periodical medical checkups. The head teacher for school B said:

To discourage girls from falling pregnant, we do not tolerate girls who fall pregnant. We have put in place medical checkups and those found pregnant have to leave school. This seems to be working as the numbers of girls falling pregnant has reduced.

One girl from school B during FGDs said:

Once u fall pregnant and u are noticed, that is the end for you. So we fear being sent away. The two schools have embarked on holiday tuition to examination classes only where teachers are given an incentive by the school. This tuition takes place in April and August for examination classes only.

None performing/drun kard teachers

The head teacher for school A said that none performing teachers and drunkards are surrendered back to District education Board secretary if they fail to change after a series of verbal warnings, clinical counseling and written warnings.

Enhancing teacher effectiveness

The head teacher for school B said that to enhance teacher effectiveness, the school had put strict measures where teachers only left the school at 16; 00 hours every day. She said this was to encourage them have adequate time for lesson preparation. The head went on to say that the school was intensifying on SBCPD programs such as lesson study and lesson observation and promotion of team work. Teachers also mentioned that they were not allowed to teach until the lesson had been approved by either the HOD or deputy head teacher. These were her actual words;

We emphasise on team work and adequate teacher preparation where teachers only leave the school at 16 hours in order to fully prepare for the next day. It is also a routine to first present the lesson plans to either the deputy head teacher or the HODs before teaching.

4.3.2 Low performing

The following were the measures that low performing grant aided secondary schools employed to improve pupil academic performance.

Incompetent Administrators

The low performing schools appointed new administrators in both schools to intensify internal monitoring. This was disclosed by the current heads and deputy head teachers, managing agency representative and the ESOGIs. One head teacher said;

There was no internal supervision from the previous deputy head teacher but the current one is very instrumental and change has already been seen.

Inconsistent proprietor support

To resolve the problem of inconsistent proprietor support, The two head teachers through the DEBS' office had started mobilising the community to mould bricks to construct the science laboratories. The head teacher for school D had started looking for donors to build a completely new school. The head for school D said,

Use see the school is old. Even if we try to carry out maintenance work, the problem would still be there. The only lasting solution was look for donors to help build a new school. This is in progress as works have already commenced.

Teaching and learning resources

The low performing schools have started allocating money to purchase the teaching and learning materials. Other measures put in place included intensifying on effective implementation of SBCPD activities; Use of grade retention and remedial work for slow learners; use of holiday tuition to examination classes only and enhancing afternoon and evening prep by teacher supervision. The head teacher for school B through in-depth interview said;

Being a day school, it has been difficult to get pupils to study in the afternoon for once they knock off at lunch hour some go for good. So our new plan is to have afternoon supervised prep by a teacher so that they use prep time well and it's also another way of having pupils under control. We feel loitering in villages will reduce.

Incompetent /alcoholic teachers

One managing agency for low performing said that the school has started transferring or surrendering teachers who were alcoholic. Additionally, the school requested for degree holders and had diploma holder teachers transferred. The managing agency said this;

Worse of all, diploma teachers were jittery on teaching senior classes hence we requested the MoGE to transfer and replace them with degree holders. The teachers who used to drink beer excessively were also surrendered to DEBS, office for further instruction.

Negative attitude of learners

To encourage positive learner attitude, teachers stated that the schools were promoting academic clubs like Mathematics club, History club English club. Teachers in writing stated that the schools were holding interclass quiz in various subjects where prizes were given to those who emerged victorious. The Head teacher for school D said:

We have now started inviting parents and motivational speakers to give motivating talks to the pupils to encourage a positive mindset. Besides there are a series of grade advisory talks by the t teachers and the deputy head's office.

Teacher and pupil motivation

To motivate teachers and pupils, school C started awarding teachers on World Teachers' day, organising staff academic outings and social parties. Annual awards Day were being organized to award deserving pupils. The head teacher for school C said:

In the past madam, we neither awarded pupils nor teachers due to lack of finances. However, we started conducting Awards Day celebration in 2016 where we awarded deserving pupils and it has now been adopted as a school policy. The DEBS' Office also advised that we start awarding deserving teachers during the World Teachers' Day celebrations which we started in 2016 too. However, we having been motivating teachers through the social outings that we organize.

Low cut off point problem

The head teachers through FGDs said that they want to appeal to the MoGE through their managing agency secretaries to have standard cut off points at grade 8 and 10 entry points.

Poor sanitation

The issue of poor sanitation, the head stated that the school had constructed pit latrines to overcome the shortage of flushable toilets.

Weekly boarding problem

The weekly boarding issue where children were renting in the villages and falling pregnant, the head teacher for school C said the managing agency came in and built a 1x1 dormitory for girls which was electrified. The head said that the school had also looked for a matron to check on the girls. This is what the head teacher said:

When a report was given to the managing agency on the rampant pregnancy cases of girls, the church decided to come in and put up a 1x1 dormitory block. Girls who come from very faraway places were given room to sleep from Monday to Friday. So, most of the senior girls from faraway places have been catered for.

4.3.3 Summary

This chapter presented the findings of the study based on the research questions. The chapter highlighted the factors that accounted for the constant high performance in the two high performing grant-aided schools and also factors that accounted for the low performance in the two low performing grant-aided secondary schools. Measures put in place to improve performance in the low performing grant-aided secondary schools and measures to maintain the excellent performance in the two high performing schools were also presented.

CHAPTER 5: DISCUSSION OF THE FINDINGS

5.1 Overview

This chapter discusses the findings of the study according to the objectives. The purpose of the study was to carry out a comparative analysis of academic performance of selected high performing and low performing grant-aided secondary schools in Southern Province of Zambia. The study objectives were as follows:

1. To identify factors accounting for constant excellent and constant low academic performance amongst the selected grant-aided secondary schools of Southern Province.
2. To identify the measures that the four selected grant-aided schools have devised to improve on the pupil academic performance.

5.1.1 Factors accounting for the high and low performance in the four grant-aided schools

Every action has a cause of effect. Having seen the vivid disparities amongst the two sets of schools in terms of pupil academic performance, this study endeavored to identify and discuss the factors that account for high performance and low performance between the two sets of schools selected.

5.1.2 School size, location and type

Firstly, it is of paramount importance to know the sizes, location and type of schools the study was looking at. Of the four selected grant-aided schools, School A was the only grade two (2) school, the other three (3) were grade three (03) schools. A grade three (3) school is relatively smaller than a grade two (2) and is supposed to be easy for administrators to handle in terms of supervision and provision of the school requisites. Additionally, it was also found out that the average class size was 40 pupils per class. If the average class size is 40 pupils per class, it also entails that teacher to pupil ratio is manageable or favorable. This is in agreement with a study conducted by Oluwaseun (2016), on the effect of school variables such as school ownership, school location, school type, school size and school structure (Boarding/Day) on the pupil academic performance in Nigeria, which revealed that there is significant influence of the school size, school type and school location on pupil academic performance. The smaller the school is,

the easier it is to manage and provide teaching and learning materials. However, despite all this, it was found out that School A which is grade two (2) (slightly bigger) was the one having that excellent performance than the other two smaller schools. The factors or reasons that bear the afore said have been discussed in the proceeding paragraphs. This was to put the reader in the picture of what is being discussed.

On location, all the four schools are located in rural areas where it is conducive for teaching and learning as there is no disturbance from the urban commotion. School A is boarding and school D is boarding too both grant aided but school D's pupil academic performance is not very impressive compared to school A. The other two schools had a similar set up too in the sense that both were day schools and in rural set up but school C was not doing well. This study found that the two high performing schools though were in rural it were not typical rural area while the other two low performing were in typical rural areas. This therefore suggests that typical rural has a negative influence on education. This is in agreement with Grace et al (2015) who contend that urban and rural poor environment impact negatively on school performance of day-secondary schools while urban and rural affluent environments enhanced performance of the day-secondary schools in Migori Sub county.

5.1.3 Qualification of Teachers

The study revealed that in all the four schools the Administrators were degree holders. In terms of teacher qualification, all the schools had qualified secondary school teachers with School C having the highest number of degree holders 20/32 (68.75%) while School A with the highest number of diploma holders 13/34 (38.23%). Except for School B which had female teachers as the majority 13/23 (56.52%), all the other three schools had a big number of male teachers. There was no school which was disadvantaged in terms of teacher qualification. This information is also meant to put the reader in a picture of what is being discussed.

5.1.4 Motivation

The study found that both school A and B (high performing) had strongly motivated their pupils and teachers while school C and D (low performing) never motivated. The head teachers for School A and B through in-depth interviews separately disclosed that teachers were given incentives in monetary form once per term; taken out for education tours; social outings and annual party every year. School A even provided loan facilities and sponsored teachers who were upgrading on recommendation by the school Board. Through the in-depth interview with the head teachers it was found out that School C never used to award pupils but started doing so in 2016 through the advice of the District Education Board Secretary. School D also never used to award pupils or teachers till the new administrator was taken there. Hence, it is clear that motivation had a positive and significant impact on School A and B and negative impact on school C and D. This implies where motivation was being practiced it yielded good academic performance while where it was not practiced there were poor academic results. School C and D neither motivated pupils nor teachers and there were poor results. This finding is in agreement with Walker-Dalhouse and Risko (2008) in Nkanzela (2015) who contend that motivation has a positive and significant impact on successful learning. If a learner is not motivated he/she does not co-operate and participate fully in learning activities and in assessments. Motivation is not only for pupils but for teachers as well. For a motivated teacher will have a positive work culture and instils a competitive spirit among learners. Where motivation was practiced in full, the pupil academic performance was also excellent. Therefore, it can be inferred that lack of motivation may have also contributed to the low pupil academic performance for school C and D.

5.1.5 Infrastructure and Environment

The study also captured infrastructure as an influencing factor for academic prowess or hindrance as argued by Lyons (2001) who asserts that research had shown that there was an explicit relationship between the physical characteristics of school buildings and educational outcomes. Indeed this assertion was true for one of the factors that promote academic excellence in the two high performing schools was the availability of enough infrastructures. School A and B had the necessary infrastructure like computer laboratories, science laboratories, Home economics rooms, school library, and good sanitation services. This factor was actually obtained from the pupil focus group discussions that were held with them. The teachers also brought out

this infrastructure factor in their responses. It was also found that it was one of the attracting elements for school choice. However, it was learnt that Schools C and D did not have enough infrastructure. School C had no science laboratories but they were under construction when the study was being conducted. School C also had no library and the outdated books meant for the library were just gathering dust in the store room. For school D, the scenario was worse since it was a boarding school. The Laboratories and library are necessary rooms required in a school which aid learner understanding of the learnt concepts through research and experiments. Without these makes the learner be depended wholly on the teacher.

There was also not enough room for having meals. The small dining room which was there could only accommodate 50 pupils at once and the rest had to wait for their turn. This negatively affected pupils as meal times consumed time meant for afternoon and evening study as pupils would queue waiting for their turn to feed. School D also did not have enough Ablutions hence pupils would help themselves from the nearby bush as there were only two boys' and two girls' toilets at the classes against 400 pupils and it was the same situation at the hostels which pupils described as pathetic. The conditions above psychologically disturb a learner. These findings were in agreement with Nkanzela (2015) and Simatwa (2015) who found that, lack of vital instructional resources and infrastructure at schools, overcrowded classrooms were some of the factors considered by learners to be major contributors to low academic learner performance in schools and Mollel (2013) also contended that physical facilities were rated as a major factor that influenced academic performance.

The situation was different with schools A and B (high performing) as these schools had all the necessary infrastructure and pupils had excellent academic performance. This is in agreement too with Manjula and Porgio (2015) who assert that a good physical climate of the school translates into high academic performance of the learners. The learner has access to the library to research, does not panic when its meal time or when it is time to answer the call of nature. A stable mind facilitates learning and understanding unlike where a pupil has to plan where to go when it is time to visit the toilet or think what time he or she will eat due lack of enough feeding room.

5.1.6 Teaching and learning materials

This study found that lack of teaching and learning resources largely contributed to the poor pupil academic performance in school C and D though at the time the study was under taken, there was a shortage of textbooks in all the four schools. Pupils, teachers and administrators interviewed all stated that there were not enough textbooks. The deputy head teachers, and HODs stated that that was due to the change of curriculum. However, through the in depth interviews with head teachers and Standard officers, it was found out that School A and B were usually equipped with teaching and learning resources while Schools C and D (low performing), this problem had been there long before the change of the curriculum and that the change of the curriculum had only aggravated it. Related to text books was the issue of chemicals in the science laboratories. School A and D were equipped while School C and D were not. Pupils for schools C stated that there had been no science laboratories and chemicals for experiments while pupils for School D said the laboratories were there but never carried out experiments due to lack of chemicals. This was also confirmed by the head teachers and managing agencies for the low performing grant-aided schools. This could be one of the old problems that could have been contributing to the low pupil academic performance at grade twelve (12) level for school C and D as supported by Mollel (2013) who found that lack of teaching and learning resources were some of the factors leading to low performance in Morogoro municipality schools. This argument is also supported by Mbozi (2008; 127) in Malambo (2012) who found that limited text books was also a factor affecting performance of learners in government schools. Lack of teaching and learning materials affects pupils' academic performance as it greatly hampers teaching. Availability of text books teaching aids the teacher at the same time enhances a learners' understanding of concepts learnt as they can read on their own after class time. A teacher is equally motivated to teach when teaching materials are available. In the case of science and Home Economics, teaching without pupils seeing and laying hands on the learnt items, is like teaching in abstract but when pupils physically see, feel, experience or do it themselves, understanding is enhanced and retention of what has been learnt is long lasting. It also gives confidence to the learner. Hence the case of high performing schools versus low performing in this study.

5.1.7 Negative Attitude of Learners

Attitude refers to one's attached value to something or someone. The way one considers something or someone. Attitude is about a person's mind set or approach to something or a person. This attitude plays a vital role in a person's mind. When an individual has a positive attitude about a teacher or subject, often there are positive results and vice versa. Through the focus group discussions, it was found that one of the factors that influenced pupil academic performance was the negative attitude of pupils towards school work. Pupils for school C and D revealed that though teachers were trying their level best to teach, pupils themselves were not serious with school which resulted in dodging lessons, no studying and increase of boy-girl relationships amongst pupils with the end result being teen pregnancies. This finding is in contradiction with Oluwasean (2016) who found that mixed education has good performance compared to single sex schools as school C and School D, are mixed or integrated education schools but had low performance when compared with single sex schools. However, the same finding of negative attitude of pupils towards school is in agreement with Ogunbanjo (2011) who found that one of the factors influencing pupil academic performance negatively was the poor insight of learners about the value of education. In School A and B where pupils attached great value to education, pupils termed themselves as brain shakers and were very competitive resulting in good pupil academic performance locally and at national level.

5.1.8. Internal Supervision

Supervision is very vital in any work place a school inclusive. Even where there is motivation, where there are teaching and learning materials or proper support from the proprietors but without proper supervision teachers and pupils may tend to relax and this may affect pupil academic performance negatively and set goals may not be met. To this effect Okumbe (1999) in Nkanzela (2015) considers supervision as an administrative strategy aimed at stimulating teachers towards greater pedagogic effectiveness and productivity.

The study revealed that another major contributing factor to the low performance in the low performing grant-aided secondary schools was lack of functional supervision or internal monitoring while the high performing schools had functional supervision which resulted into excellent pupil academic performance. It must be borne in mind that while appointment to senior

positions in a grant-aided school is strictly limited to members who belong to that congregation or religious denomination, it is inappropriate to just appoint based on one's allegiance to the church but there should be a balance between church allegiance and supervisory competence. Though the teachers, HODs and Deputy Head teachers' responses indicated that there was effective supervision, the In-depth interviews with the Head teachers, ESOGI, and Managing agency representatives revealed that the absence of functional supervision resulted into low pupil academic performance. The ESOGIs revealed that the weakness was on the appointment of the incompetent administrators by the managing agencies. This incapacitated the two schools to the extent of being identified as low pupil academic performers as teachers relaxed, became disoriented, worsened on beer drinking habits in villages, get permissions every now and then at the expense of the poor pupils. The administrators were weak could control the situation and the end result were poor academic performance. These findings were in agreement with Mosibudi (2012) in South who found that, some of the contributing factors to high rate of failure at grade twelve (12) level were that the departmental officials at high levels did not strengthen monitoring and support. Appointment in promotional post was based on favoritism not merit. There was lack of supervision as the principals had neglected their duties of managing their institutions. Hence majority of the schools were experiencing absenteeism, lack of motivation for learners and lack of commitment in learning. This finding is in line with Simatwe (2015) who found that the head teacher's incompetence in supervisory duties negatively influenced the academic performance of pupils. Through the interview, the ESOGI for Choma district disclosed that the MoGE through the district Education Board Secretary had to intervene by advising the managing agencies to change the administrators.

However, the study found that schools A and School B were achieving excellent pupil academic performance constantly due to competent administrators. The ESOGIs and the managing agencies commended the supervision that was there in these schools. Even pupils during the focus group discussions praised the head and deputy head teachers for their vision and encouragement they gave to pupils at inception and throughout their stay. These findings are therefore, in agreement with Nkanzela (2015) who also found that principals of schools that perform well academically are usually driven by a vision for their schools to be an ideal place where teaching and learning can take place in a safe and orderly school atmosphere. Such schools value quality in teaching, learning and have high expectations as well as encouraging

learner academic achievement and Mollel (2013) also says, if head of schools execute their administrative roles well, there will be clear remarkable efficiency in the work carried out by the junior educators. The Global Education Conference Network, (2014) adds that the reasons for such excellent performance cannot be attributed to high literacy levels only in these respective schools per se, but to a tapestry of factors ranging from class size to sound management practices that prioritise accountability in teaching and learning, resource utilisation, discipline from both staff and pupils and infrastructure. The findings also coincide with systems theory in-input and output model which states that “When there is a change in one variable, all the other variables are affected” Bertalanffy and Wehrich, (1988) in Saleemi, (1997). Incompetence of administrators negatively affects the operations of the school where as competent administrators add a positive value to the operations of the school. Hence, the good internal monitoring by the head and deputy head teachers for school A and B had largely contributed to the excellent pupil academic performance contrary to Schools C and D.

5.1.9. High and low entry cut off points

The study also found out that not all grant-aided schools have high cut off entry points. Some depending on demand which goes with the quality of education offered have high numbers of applicants pushing the cutoff point high while others have low demand hence end up getting pupils with very low marks for either grade eight (8) or ten (10). For instance, school B, C, and D all got pupils with very low entry marks because B and C are rural Day schools while D is defeated by its inadequate physical facilities and poor academic reputation. This finding is contrary to Global Education Conference Network (2014) which asserts that grant aided and private schools often select, for admission, pupils with very high marks compared to the majority of the government schools which gives them higher numbers of high academic achievers and well motivated learners. This is very evident in the case of school B and School C. Though grant aided but have low entry points due to the nature of bring day schools.

However, this study found that one of the factors that accounts for good performance for school A was the high cut off points while the other three schools were getting pupils with low marks. This finding is in line with WEAC (2005) in Farooq et al (2011) by stating that pupils who entered school with high marks were motivated to learn while those with low entry marks lacked confidence, had low self esteem generally performed below average in class tests and

eventually get poor marks in national examinations. Contrary to this assumption is the question that enabled School B though getting pupils with low marks but was still achieving and maintaining pass rate above 95% with quality results consecutively for the past five years while school C and D have failed to achieve that. With school B proving the assertions that low cut off point can also produce good results, this then concludes that the absence of functional supervision and lack of proprietor support in the low performing schools largely contributed to the low pupil academic performance. School B proves that even when they get pupils with low marks, through motivation, encouragement, availability of teaching and learning resources and good administrators, low marks can turn into high marks.

5.1.10 Weekly Boarding School C (low performing)

Through focus group discussions with pupils and in-depth interviews with the head teacher, ESOGI, and managing agency for school C, it was found out that another contributing factor to the low pupil academic performance was the weekly boarding issue where pupils coming from far away areas were renting huts in the nearby villages for lack of proper accommodation since the school was a Day school in the rural area. This weekly boarding brought more harm than good as pupils during free time turned to vices like drug abuse for boys while male villagers took advantage of the girl child as they needed money for up keep resulting into many of them getting pregnant. This finding is in agreement with Gbollie and Keamu (2017) who found that long distances covered by day scholars and poverty where children go to school without some small cash for recess negatively influences pupil academic performance. This was a unique situation from the other three schools since two schools A and D were boarding though one was also a day school but there was no weekly boarding. This was also identified as another contributing factor for the low performance of learners. This coincides with the conceptual frame work which considered that there are other extraneous variables which may affect the performance of pupils other than school factors. In this case quality of pupils enrolled who lacked parental control and lacked the necessary requisites for personal effects in the case of girls especially becomes the extraneous variable which influences such disruptive activities. This finding is in line with Bradley and Corwyn, (2002), in Frooq et al (2011) who argued that a child who comes from a stressful home and environment tends to channel that stress into disruptive behavior at school and be less able to develop a health socio and academic life.

5.1.11 Proprietor support factor

The findings revealed that one of the major contributing factors to either high or low pupil academic performance was viability of the proprietor support to the school owned. This is due to the fact that a grant-aided school; resources its own teaching and learning materials; has to maintain its own infrastructure; motivate the learners and teachers as the MoGE only provides teachers and a minimal supplement grant in monetary which is inadequate to run the entire school's day to day requirements. This study through the teachers, HODs, D/head teacher and through in-depth interviews with the head teachers and the ESOGIs, revealed that the schools where proprietor support was inadequate and inconsistent, the academic performance of pupils was poor because essential school requirements to run the school were unavailable, pupils and staff not motivated, infrastructure limited and unattended to while where proprietor support was adequate and consistent, the academic performance of learners was excellent because all the necessary requirements were there and this created a positive teaching and learning atmosphere. This was evident in the two low academic performing schools. School C which had the poorest proprietor support had the lowest performance followed by School D where proprietor support was average compared to School A and B where proprietor support was excellent and pupil academic performance was equally excellent.

The ESOGIs observed and commented that proprietor support was not only meant to provide materials and the rest but was also meant to be assertive to set an example to the lay personnel. Where proprietors were assertive, even internal policies of the school were not overlooked by pupils, teachers, administrators and the MoGE. For example the absence of proprietor assertive has allowed School C and D to conduct parallel classes in the afternoons instead of allowing regular pupils to use the classes for afternoon study and remedial work by the same teachers. This indirectly hampers the teacher performance and resource utilization.

Other than being assertive, there are supposed to be innovative to keep on renovating and expanding their own institutions. However, Schools C and D were still as they from the time they were built after independence to date where as School A and B have renovated and expanded their institutions. The findings of this study are in agreement with Snelson (1974:19) who states that, "It was this same factor of human and financial resources which largely accounted for the difference between the missionary societies in the speed with which they expanded their

education work. This in turn determined the quality of education facilities provided which may positively or negatively affect the academic performance of those grant aided schools.” The proprietors are the major determinants of a school’s academic performance. They are an independent variable upon which all other dependent variables in a school situation rely on like good pupil academic performance. Hence proprietor support negatively impacted school C and while it positively impacted Scholl A and B.

5.2 Measures taken to improve pupil academic performance

The study also sought for new interventions that each school had devised to improve pupil academic performance in low performing schools and to maintain the good performance in the high performing schools.

The MoGE has a bounden duty to promote the highest stand of learning for all by paying attention to various interdependent factors such as the quality curriculum and provision of teachers (MOE, 1996). In the same way, it is a bounden duty for each school to look for interventions or measures to improve the school’s academic performance. The measures were discussed as follows;

5.2.1 Low performing schools

Lack of effective internal supervision

One of the main measures that the low performing schools put in place was to transfer the incompetent administrators and replaced them with competent administrators from other schools but within the same church denomination. This was an attempt to enhance internal supervision which was missing in both schools.

Lack of Proprietor Support

Through the focus group discussions, the head teachers said they have stopped being expectant from the managing agencies. The two schools had now started involving the parents to take it upon themselves to develop their schools. The parents were mobilizing themselves to mould bricks to cons the science laboratories for school C and D, where the school was building a completely new school.

Low Learner Entry marks

Through the interviews with Head teachers, the head teachers said they want to appeal to the MoGE to have standard cut off points. Since they feel that it was also another contributing factor for poor performance. The other solution they were trying to put in place was to try and continue to with the pupils they had from grade 8 to 12 who are already familiar with the school tradition.

Inadequate Teaching and learning materials

The other measure was the buying of teaching and learning materials to promote effective teaching in the schools. These included text books, computers, chemicals for science laboratory and many others. The low performing schools have also embarked on allocating a reasonable figure to purchase the above outlined teaching materials.

Inadequate Infrastructure/Old Buildings

To solve the issue of inadequate infrastructure, School C started lobbying for funds from the parents through the Parents Teachers' Association (P.T.A) to put up Science Laboratories, equipment and apparatus. Initially, the school was relying on the managing agency to put up the needed infrastructure. School D also used an initiative. The school embarked on lobbying for donor support to build a completely new school since the buildings were very old and had not been rehabilitated. This support had already started trickling at school D and the site had already been identified with some work going on. This was the initiative of the new head teacher.

Poor Sanitation Facilities

The poor sanitation which was identified as another inhibiting factor for School D which was said to have less conducive learning environment had put up pit latrines to overcome the shortage of flushable toilets.

Negative Attitude of Learners

To inculcate positive attitude in the learners, the low performing schools started giving motivation talks to pupils where they would invite young people both male and female of high

profile to give motivation talks on the importance of education. for them to appreciate education. Schools started having supervised afternoon study to enable pupils see the seriousness of school. The schools was organizing inter class quiz where the winners were normally given prizes. In addition to the above, the schools were also conducting academic clubs like Maths club, Science/JETs club to change the mindset of pupils. This strategy is in line with what Mwaura (2010) who says that it is important to motivate students towards attainment of the set goals and also encouraging them to set individual academic performance goals at the beginning of each term.

Lack of Motivation

Motivation was found to be missing in the two low performing schools. School D, motivation was inconsistency while in school C, it was completely not there. The head teacher for school C, stated that they had started awarding deserving pupils and teachers. School D had also embarked on serious award of teachers and learners to encourage hard work in both. This is in line with what Awino, Enose and Simatwa (2015) who say that a highly motivated teacher will be able to go the extra mile in ensuring effective syllabus coverage. He will also give extra work to the weaker students, and this will certainly ensure improved school performance, thus high school mean scores.

Weekly Boarding

The issue of weekly boarding which brought about teen pregnancies in School C was partly resolved by involving the managing agency when more than 30 girls fell pregnant in 2016. The school through the managing agency built a 1x1 dormitory for girls who were most vulnerable to rent in the nearby villages. As a security measure, the school had also employed a matron to monitor the girls' movements.

One would say that it would have been better to first attend to the pupil ablution blocks than to go for huge projects which may take ages to be accomplished. Sanitation is vital and may cause a pandemic if not taken care of. Other concerns are that feasibility of all these measures that were put in place depended on the financial availability other than grade retention and internal supervision. Since one of the major problems or hindrance factor was the poor proprietor support

who were supposed to provide all the necessary school requirements, it was also going to augur well if there were efforts or measures put in place to look for other Sectors to provide the so much needed proprietor support. Otherwise, without proprietor support, development of these schools will keep on dwindling. Even when competent administrators are brought without proprietor support, all will still come to a halt. Even when funds are raised, without assertive proprietors, they would just end up in someone's pocket. Proprietor assertiveness is vital. Without forcefulness, these two schools will be mission by name but government in reality. There will be no difference between a government school and these two low performing schools

The other issue though plans or measures were put in place, was one ill practice of having afternoon classes. This was an ill practice because it disturbed pupils' time, classes for afternoon study, the school resources and teachers who instead of teaching slow learners, concentrated on teaching afternoon classes. This in most grant-aided schools is not tolerated as it breeds poor performance of regular classes. Lack of proprietor assertiveness brings about such ills in a school situation which in turn hinders pupil academic performance. Where there is proprietor assertiveness this kind of teaching cannot exist. This is in agreement with the systems theory input and output model which says that when one variable changes, all the other variables are affected. When proprietors are not assertive and supportive then the whole school will be affected negatively. Hence its imperative that the proprietors for these two schools be supportive constantly and also be assertive.

5.2.2 High performing schools

Outline of termly expectations of the school from both teachers and pupils

One of the strategies employed by high performing schools is a clear outline of set goals and expectations at the beginning of each term. The head teacher would also clearly state to the learners at each entry point what the school expects them to do. He also explains the school motto and informs them to apply it for them to be successful in their studies. This is in agreement with Waseka and Simatwa (2016) who revealed that majority of schools always employed strategies for expectations for success, they also employed strategies for monitoring students progress always and also employed strategies aimed at ensuring opportunity to learn/time on task always.

Use of experienced teachers and budgetary allocation for teaching and learning material

Another measure is the allocating money for continued purchase of teaching and learning materials, use of experienced teachers to handle grade 12 classes for school A. However, one would wonder when the other inexperienced teachers will learn to handle senior classes if they are only allowed to teach up to grade 11. This practice may be frustrating the inexperienced teachers as no one was born a grade 12 teacher. It would have been better if the inexperienced staff taught along with the experienced teacher.

None adherent to re-entry policy

School B has become a non-adherent to Re-entry policy and accompanied to this were the periodical medical checkups that the school carried out to ensure that no pupil learnt with a pregnancy. If girl fell pregnant then she would immediately be given a transfer to some other school to continue with school. This acts as a watch dog against falling pregnant among school girls.

Enhancing teacher effectiveness

The other measure was to have lesson plans checked before going to teach. However, checking on a lesson plans alone may not work well because a lesson plan does not teach itself unless accompanied by class observations and spot on check strategies. Otherwise, lesson plans may be prepared and physically presented but then someone may just go to joke and tell stories in class.

Grade retention and remedial work

Another measure was the use of grade retention where pupils not doing well were retained in the same grade in order to improve. This measure is in agreement with Phiri (2015:100) who found that grade retention enhances pupil academic performance in grant aided schools.

The study found that the measures that both sets of schools put were not different. They were similar and the difference may be on implementation. This is in agreement with Mwaura (2010) and Simatwa (2016) Who revealed that there were no differences in the strategies used by the head teachers in well performing and poorly performing schools. This therefore

implied that there were other factors that influenced performance and not the strategies for improving performance.

5.3 Summary

Chapter five presented the findings of this study according to the themes identified from the findings. The emerging themes that were discussed under factors that account for the variations in performance were: Proprietor support; Internal Monitoring; Infrastructure; Motivation; Weekly boarding and High and low entry point and negative attitude of the learners,. The chapter also discussed the measures put in place to improve performance in the 4 selected grant-aided secondary schools. These measures included; Purchase of teaching and learning materials, use of grade retention, intensifying on motivation talks and many others.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This chapter presents the conclusion of this study. It also presents the recommendations based on the findings of this present study and proposed future research.

6.2 Conclusion

The purpose of the study was to analyse the pupil academic performance of the four selected grant-aided secondary schools in Southern Province of Zambia. The findings of this study revealed that there are variations in pupil academic performance among the grant-aided secondary schools in Southern Province. Some grant-aided schools have extremely excellent pupil academic performance at grade 12 level while others have average and others poor pupil academic performance to the extent where they are being superseded by some good performing government secondary schools in the same Southern province of Zambia. This kind of scenario in grant aided secondary schools in Southern Province of Zambia is in disagreement with Malambo (2012) and the Global Education Conference Network (2014) who had strongly asserted that grant-aided secondary schools always had good pupil academic performance than government secondary schools.

The findings on one hand, revealed that the pupil academic performance in low performing selected grant-aided secondary schools was negatively influenced by the poor proprietor support, lack of functional supervision, lack of teaching and learning materials, lack of motivation for staff and pupils, weekly boarding, inadequate infrastructure and not having a standard cut off or entry points at grade 8 and 10. On the other hand the findings revealed that the pupil academic performance in high performing schools was positively affected by the good proprietor support, presence of functional supervision, availability of teaching and learning materials, motivation of teachers and pupils, adequate infrastructure, having a standard cut off point, maintenance of own pupils from grade 8 to 12, use of experienced teachers to handle grade 12 classes and many others.

It can be argued that the viability of any grant-aided school hinges on the vision of the founders of that grant-aided school. If the owners of a grant aided school lose direction, have misplaced

their mission statement or purpose for having established a school, then the school will crumble. The fact that these institutions were founded on certain Christian beliefs, then these ethos are supposed to be observed and adhered to, where the owners are not patriotic, then the value of such beliefs will be lost out. The proprietors are supposed to be in the forefront to see that the ethos of their faith are adhered to by all in the institution because they are the salt that add test which is value to that institution. The proprietors are supposed to be assertive. When proprietors are assertive, then this assertiveness will trickle down to all starting from the administrators to the youngest pupil in the school. Other than proprietors being assertive, they are supposed to have an innovative mind, to think ahead of the administrators who simply implement what the proprietors want in accordance with the MoGE. This means, proprietors need to be instrumental in promoting standard education in their own institution through provision of teaching and learning materials, maintenance of the school infrastructure, expanding or putting up new structures to overcome the inadequacy of infrastructure like science laboratories, library and ablutions and dining hall which are very cardinal and sensitive. A situation where the owners have folded arms, even the lay person will fold his. The end result then is poor pupil academic performance. This then explains why these two low performing grant-aided schools have not developed as other grant-aided schools.

The issue of weekly boarding and low cut off point does not hold water. School B, has more or less the same conditions as the school which has weekly boarding and low cut off entry points. School B though has the same conditions, because there is good proprietor support and proprietors are assertive and innovative, there is excellent pupil academic performance compared to school C. The same 1 x 1 hostel block which brought about prostitution and high number of pregnancies also exists in school B but there is no such kind of behavior because they put stringent measures and pupils complete and with good results. Hence this situation has coincided with the extraneous variable from the conceptual frame work which is the socio-economic status of the proprietors which has indirectly affected the operations of the two grant-aided schools and above all resulting into poor pupil academic performance. The short comings of the proprietors are also in agreement with the system theory input-out-put model which also says, 'a change in one variable of an organization will affect all the other variables. That is what happened in the

two low performing grant-aided schools. the two schools where proprietor support is active, there is very good pupil academic performance.

6.2 Recommendations

On the basis of the findings of this study, the following recommendations have been made:

6.2.1 Ministry Of Education

- Should allow all grant-aided schools to have own cut off entry points. This is a follow up on the two low performing schools which stated that the MoGE instructs the school to enroll anyone with a pass in six subjects at grade 10 level.
- The government through the MOE should intervene where there is inconsistent proprietor support. This will enable the MoGE improve the services, general physical appearance of the schools and even expand the schools to increase access.

6.2.2 Education Standard Officers for General Inspection

- As immediate supervisors of grant-aided schools, they should on appointment of personnel to either head teacher or deputy head help the managing agencies by subjecting the nominees to the aptitude examination to assess on knowledge of theory and practice to that post.
- They should continue offering advice to school administrators and also the proprietors involved whenever there is problem.

6.2.3 Proprietors/Managing agencies

- Need for thorough scrutiny of personnel recommended for post of head teacher and deputy head teacher and that such appointments should be based on merit and not allegiance to the church only.
- Need for proprietors to be assertive especially as a liaison office between the school and the MOE on various cardinal issues.
- Proprietors/Managing agencies should continue to look for partner schools and donors for financial and material support for their schools.

- Proprietors or managing agencies who fail to run the school should surrender it to the government through the MOE.
- Should ensure there is enough infrastructure in the school.

6.2.4 Head teachers and Deputy head teachers

- Should do their duties diligently to ensure the smooth and progressive running of the school as their input is cardinal to the success of the school.
- The head teacher and deputy head teacher should encourage and support implementation of SBCPD activities in the school.
- The head teachers and the deputy head teachers should promote pupil motivational/advisory talks to encourage them to work hard.
- Academic activities should take first priority over extracurricular activities to overcome misdirection of finances at the expense of pupil teaching and learning materials.

6.2.5 Proposed areas for future research

- This study identified factors affecting pupil academic performance in selected grant-aided secondary schools of Southern Province of Zambia. Another study similar to this can be done elsewhere in another province on different managing agencies which may be performing poorly academically to see whether there would be a similar trend then make follow ups to remedy the situation.
- Another study can be carried out on the factors affecting pupil academic performance in mixed sex grant-aided secondary schools since their performance is lower than single sex grant-aided secondary schools in Southern Province.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am a student at the University of Zambia pursuing a masters Degree in Sociology of Education. I am conducting a Comparative Study on the factors affecting academic performance of pupils at grade twelve (12) levels amongst Selected Grant-Aided secondary Schools in Southern Province. The information obtained will be totally for academic purpose only and will be treated with utmost confidentiality and no name of school or participant shall be given anywhere.

Kindly respond to all questions as honestly as possible.

PART I

- 1. Gender : Male [] Female []
- 2. Number of years in service []
- 3. How long have you been in service at this school? _____

PART II

INSTRUCTIONS: Answer all the questions. For some questions you must use the rating scale by ticking the most appropriate response

S/N	STATEMENT	A	B	C	D
1	Our school has adequate teaching and learning materials				
2	More than two pupils share one textbook				

Other.....
.....

S/N	STATEMENT	A	B	C	D
3	There is effective teaching and learning in the school				
4	We have a definite policy in the school of covering the work of a teacher who has not reported for work				

5. How often do you monitor the teachers?

.....

.....

.....

6. How does the school ensure there is effective preparation and teaching in class?

.....

.....

.....

S/N	STATEMENT	A	B	C	D
7	We also have deliberate home work policy in the school				
8	Other than end of term tests, pupils are given mid-term tests				

9. As an administrator, how do you ensure that all teachers administer these assessment tests?

.....

.....

S/N	STATEMENT	A	B	C	D
10	There is very good pupil discipline in the school				
11	We have definite child protection policy in the school				

12. We have been achieving excellent [] or poor [] pupil academic performance. (please tick one applicable to your school)

State what accounts for the above pupil academic performance:

- i).....
- ii).....
- iii).....
- v).....

13. What are the definite measures that the school has laid down to promote academic performance at grade 12 level?

- i).....
- ii).....
- iii).....
- vi).....
- v).....

S/N	STATEMENT	A	B	C	D
14	The school receives very good support from the proprietors				

15. How do the proprietors support the school?

- i).....
- ii).....
- iii).....
- v).....

17. How does the support from the proprietors affect the academic performance of pupils?

.....

.....

.....

.....

.....

.....

THANK YOU VERY MUCH FOR YOUR HELP

APPENDIX B

QUESTIONNAIRE FOR D/HEAD TEACHERS AND HEAD OF DEPARTMENTS

Dear Respondent,

I am a student at the University of Zambia pursuing a masters Degree in Sociology of Education. I am conducting a Comparative Study on the factors affecting academic performance of pupils at grade twelve (12) levels amongst Selected Grant-Aided secondary Schools in Southern Province. The information obtained will be totally for academic purpose only and will be treated with utmost confidentiality and no name of school or participant shall be given anywhere.

Kindly respond to all questions as honestly as possible.

PART I

Name of school _____ District _____

1. Gender: Male [] Female []
2. Number of years in service []
3. How long have you been at this school? []
4. What church do you belong to? _____

PART II: For some questions use the rating scale given beside each statement. Please **tick** only one most appropriate rating in the box. For other questions please write down in the space provided.

RATING SCALE: (A) = Strongly agree (B) = Agree (C) =Strongly disagree (D) = Disagree

1. What is the average number of pupils per class? _____

S/N	STATEMENT	A	B	C	D
2	There are always adequate teaching and learning resources in the school				

3. What is the average textbook ratio among pupils?

S/N	STATEMENT	A	B	C	D
4	The school library stocks very useful books for pupils				

5. If you do not agree, state what could be the problem.

(i) _____

(ii) _____

S/N	STATEMENT	A	B	C	D
6	Pupils have access to the library				
7	There is effective teaching in the school by teachers	A	B	C	D

S/N	STATEMENT	A	B	C	D
8	The supervision of teachers by the school management is very good				
9	Our teaching files are often checked by the school management				
10	There is an active homework policy in the school				
11	There is enough study time for our pupils in the school				
12	Other than end of term tests, pupils are given mid-term tests during the term				
13	The school management has a special way of motivating teachers				

14. Other, specify

i) _____

ii) _____

15. The academic performance for grade 12 pupils at this school has been very excellent [] or poor [] (please tick one that applies to your school). State the contributing factors bellow:

i)-----

ii)-----

iii)-----

iv)-----

v)-----

16. How does the school motivate pupils to work hard?

i)-----

ii)-----

iii)-----

S/N	STATEMENT	A	B	C	D
17	There is very good pupil discipline in the school				
18	The school has a definite child protection policy	A	B	C	D

19. How is the demand for school places for this school? High [] Low [] (Please tick one that applies to your school)

State the reasons for that.

- i)-----
- ii)-----
- iii)-----
- iv)-----

20. What are the deliberate measures or policies that have been put in place by the school to promote good academic performance at grade twelve level?

- i)-----
- ii)-----
- iii)-----
- iv)-----
- v)-----

S/N	STATEMENT	A	B	C	D
21	The school has very good support from the proprietors				

22. Please justify your response below:

21. How does proprietor support to the school affect pupil academic performance? Is there any relationship with pupil academic performance?

i)-----

ii)-----

iii)-----

THANK YOU FOR ANSWERING

APPENDIX C

INTERVIEW GUIDE FOR HEAD TEACHERS

Dear Respondent,

I am a student at the University of Zambia pursuing a masters Degree in Sociology of Education. I am conducting a Comparative Study on the factors affecting academic performance of pupils at grade twelve (12) levels amongst Selected Grant-Aided secondary Schools in Southern Province. The information obtained will be totally for academic purpose only and will be treated with utmost confidentiality and no name of school or participant shall be given anywhere.

Kindly respond to all questions as honestly as possible.

PART I

GENDER

NAME OF SCHOOL

GRADE OF THE SCHOOL

STATUS OF THE SCHOOL.....

PART II

1. How many teachers do you have sir/madam?

MALE FEMALE

2. What are their professional qualifications?

DIPLOMA HOLDERS

DEGREE HOLDERS

MASTERS

OTHER

3. What are the factors that contribute to the good/poor performance in your school? (for high performers—good; for low performers- poor)

i).....

ii).....

iii).....

iv).....

v).....

vi).....

vii).....

4. What are the measures/policies that the school has put in place to promote academic performance at grade twelve level?

i).....

ii).....

iii).....

v).....

iv).....

5. How would you rate the teaching in the school?

.....

6. How do you ensure that there is actual teaching and learning in the school?

- i).....
- ii).....
- iii).....
- iv).....
- v).....

7. What monitoring instruments do you use to ensure actual teaching?

- i).....
- ii).....
- iii).....
- iv).....

8. Grant-aided schools are well known for being intolerant to mediocre type of teachers. How then do you treat such teachers if they happen to be there?

- i).....
- ii).....
- iii).....
- v).....

9. How do you encourage hard working :

(i)Teachers

(ii)Pupils

10. How else do you motivate the teaching staff?

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

11. Do you involve the parents in promoting academic performance of the pupils?

Yes [] No []

If yes, how are they involved?

- i).....
- ii).....
- iii).....

12. As a grant-aided institution of virtually autonomous Board of Management which exercises extensive control of every aspect of education provision, what is your comment on the government/Ministry interference on the policies promoting the academic excellence of your school?

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

13. Doesn't this government or Ministry interference affect the academic performance of pupils in any way? If it does how?

- i).....
- ii).....

14. (a) How is the support from the proprietors?

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

15. Is there any relationship between the proprietor support and the general pupil academic performance at grade 12 level?

Yes [] No []

(b) If yes, how does this relationship affect pupil academic performance of the school at grade level?

i).....

.....

ii).....

.....

iii).....

.....

....

END OF INTERVIEW. THANK YOU

APPENDIX D

STRUCTURED INTERVIEW FOR PROPRIETORS

Dear Respondent,

I am a student at the University of Zambia pursuing a masters Degree in Sociology of Education. I am conducting a Comparative Study on the factors affecting academic performance of pupils at grade twelve (12) levels amongst Selected Grant-Aided secondary Schools in Southern Province. The information obtained will be totally for academic purpose only and will be treated with utmost confidentiality and no name of school or participant shall be given anywhere.

Kindly respond to all questions as honestly as possible.

PART I

- 1. CHURCH
- 2. GENDER

PART II

- 1. How many schools does your church have in southern province?

.....

2. List them:

- i.....
- ii.....
- iii.....
- iv.....
- v.....

3. What in your opinion promotes (high performing) or affects (for low performance) the pupil academic performance in these schools?

- i).....
- ii).....
- iii).....
- iv).....
- v).....

4. What definite policies have you put to ensure excellent performance in your schools?

- i).....
- ii).....
- iii).....
- iv).....

5. (a) How does your office support these schools?

- i).....
- ii).....
- iii).....
- iv).....
- v).....

(b) How often is this support?

.....

6. How does your support affect the general operations of the schools?

i).....

ii).....

iii).....

7. How do you motivate the teaching staff?

i).....

ii).....

iii).....i

iv).....

8. In what ways do government policies affect the pupil academic performance of your school?

i).....

ii).....

11. How do you react to government interference in the running of these schools? e.g policy pronouncements/change of policies in the education sector. (e.g. introduction of co-education in single sex schools, Re-entry policy, enrolment issues etc)

.....

12.How would you want the government support be to help towards pupil academic performance?

.....

END OF INTERVIEW. THANK YOU.

APENDIX E

STRUCTURED INTERVIEW FOR STANDARD OFFICERS

Dear Respondent,

I am a student at the University of Zambia pursuing a masters Degree in Sociology of Education. I am conducting a Comparative Study on the factors affecting academic performance of pupils at grade twelve (12) levels amongst Selected Grant-Aided secondary Schools in Southern Province. The information obtained will be totally for academic purpose only and will be treated with utmost confidentiality and no name of school or participant shall be given anywhere.

Kindly respond to all questions as honestly as possible.

PART I

DISTRICT

GENDER

PART II

1. How many grant-aided schools do you have in the district?

.....
.....

2. Generally, what role do you play in as far as grant-aided schools are concerned?

i).....

ii).....

iii).....

iv).....

v).....

4. For the grant-aided schools that are doing well, what would you say are the contributing factors for the good performance?

- i).....
- ii).....
- iii).....
- v).....

5. For the grant-aided schools that are not doing well, what could be the problems?

- i).....
- ii).....
- iii).....
- iv).....
- v).....

6. According to your observation over these grant-aided schools, how can church mother body affect pupil academic performance?

- i).....
- ii).....
- iii).....
- iv).....
- v).....

.

END OF INTERVIEW, THANK YOU!

APPENDIX F

FOCUS GROUP DISCUSSIONS FOR GRADE 12 PUPILS

Dear Respondent,

I am a student at the University of Zambia pursuing a masters Degree in Sociology of Education. I am conducting a Comparative Study on the factors affecting academic performance of pupils at grade twelve (12) levels amongst Selected Grant-Aided secondary Schools in Southern Province. The information obtained will be totally for academic purpose only and will be treated with utmost confidentiality and no name of school or participant shall be given anywhere.

Focus group discussion guide for grade 12 pupils

1. Why did u choose this school among all the schools that are there?
2. Are you happy to be at this school?
3. (i) What in your own opinion based on observation are the factors that contribute to the good pupil academic performance at this school? (for the high performing schools)

(ii) What in own opinion based on observation are the factors that contribute to the poor pupil academic performance at grade 12 levels? (for low performing schools)
4. What would you want the school to do to improve on the academic performance?

THANK YOU FOR YOUR CO-OPERATION