

**THE EFFECT OF SHORTAGE OF TEACHERS IN  
SECONDARY SCHOOLS; A CASE STUDY OF THREE  
SELECTED SCHOOLS IN CHIRUNDU DISTRICT**

**By**

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**A RESEARCH REPORT SUBMITTED TO CHALIMBANA UNIVERSITY IN  
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD  
OF THE DEGREE IN SECONDARY EDUCATION**

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## DECLARATION

I FAITH BUPE TEMBO, hereby declare that the works submitted in this report was collected and compiled by myself except where acknowledged and that it has never been presented to any university for the award of a degree. This work has not been previously submitted for any academic work or any degree at this or any other university and not incorporates any published work or material from another report.

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Signature

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Date

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**APPROVAL**

I hereby certify that this research report by FAITH BUPE TEMBO has been prepared under my supervision and submitted in upon my approval.

MRS Ngandwe

Signature.....

Date.....

(Supervisor)

## **DEDICATION**

The first person I dedicate this work to is Grace Tembo who supported me throughout my degree program.



## **ACKNOWLEDGEMENT**

To the Lord Jesus I give all the glory. My supervisor Mrs Ngandwe deserves special thanks for her guidance, insights, ideas and personal approach to academics that made this work come to a fruitful conclusion.

Secondarily I want to render my gratitude to the head teachers of Chirundu secondary school, Sikoongo secondary and Lisitu secondary school for the help render to me during the collection of data.

I also express my sincere gratitude to the selected respondents who were supportive and cooperative to me by availing the necessary information needed for the study.

Furthermore, I wish to thank MR Mulindeti Willard for helping me with the data collection during my research.

Last but not the least I also acknowledge and appreciate my friends with whom we toiled up to this final level, for their never ceasing encouragement through this course and the research process.

**May the good Lord reward you richly.**

## **ABSTRACT**

The purpose of the study was to find out the effects of shortage of teachers on students' academic performance in Secondary Schools in Chirundu District. Therefore, the problem of the study was the shortage of teacher's on the academic performance of learners. The objectives of the study comprised the following; To analyze the effects of shortage of teachers on pupils academic performance, to examine the effects of shortage of teachers on student discipline in Secondary schools, to examine how the shortage of teachers affects the schools community relationship and to assess the effectiveness of the strategies used by the school Management to minimize the effects of teachers shortage in Secondary schools.

The research design used in this study was cross –sectional survey aimed at collecting data from large number of samples of various categories at a particular time so as to describe the nature of the problem. The methods of data collection used were questionnaires, interview and documentary review. The major findings revealed in this research were as follows: the shortage of teachers seemed to be a major factor hindering the academic performance of learners as some subjects were taught effectively while other not taught at all, the shortage resulted into student indiscipline behavior where most of the time spent without teachers in classes is misused by student involving themselves in immoral behaviours such as love affairs. The researcher found that, the school administration used various strategies to alleviate the shortage of teachers such as the use of form six-leavers, part time teachers and remedial classes to reduce the problem.

The study recommends on how to alleviate the shortage of teachers so as to implement the curriculum as required by the government through Ministry of Education to make changes in teachers training so as to produce enough and competent teachers, the government to attract teachers through giving them hardship allowance particularly those in peripheral areas and retain teachers in the teaching professional as well as teachers in the peripheral regions.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This study is purposed to investigate the effect of shortage of teachers in many secondary schools. This chapter presents the background of the study, the statement of the problem, the purpose of the study, research objectives and questions, significance of the study, delimitations and limitations of the study and theoretical framework as well as definition of operational terms.

#### **1.1 Background to the problem**

Soon after independence Zambia as one of the developing counties realized that education is very essential in social, economic and political stability. Evidence shows that education plays an important role in the multi-dimensional development of human capital and is linked with an individual's well-being and opportunities for better living (Silver, 1999). Okumu (2008) defines education as a fundamental human right as well as a catalyst for economic growth and human development. In Zambia like other parts of the world, the educational system is primarily formal academic and is hierarchically divided into three different levels which include seven years of primary education, five years of secondary education and four years of undergraduate university standard tertiary education (Ministry of Education, 1996).

Upon completion of primary school, an individual goes directly into a secondary school however in places where there are no Primary school, the Zambian government has made effort to establish basic schools by upgrading the primary schools, and this allows learners unable to access secondary school to continue their schooling up to grade 9 (MoE, 1996). The academic pathway in today's secondary school curriculum in Zambia is dominantly examination oriented with great emphasis placed on passing examination (Curriculum framework, 2013)

The process involves heaping the learner to acquire knowledge or experience and implementation takes place as the learner acquires the planned or intended

experience, knowledge, skills ideas and altitude that are aimed at enabling the learner to function effectively in a society. Chiediel And Kirumba (2000) argued that. Zambia government supported the establishment of Secondary schools in order to widen chances for increased standard seven leavers to get chance for joining Secondary Schools. To ensure education opportunities to the requested scale and quality are available to the population.

Furthermore, Getao (1986) argued that, in education policy formulation and implementation Communities supported Secondary Schools through giving them Land, Free labor, fund, and building materials. MOE (2018) noted that, Secondary Schools increased up to 380 nationwide. The upgrade of Secondary schools at this time Zambia government used to encourage and mobilize parents to build schools while it provides teaching staff and learning materials.

The increased efforts from the government to support the construction of Secondary schools were facing the shortage of teachers which affects the effective teaching and learning. Ministry of Education (2021) recommended that on its statistics, the numbers of Secondary schools has increased with 91 government secondary schools and 2948 Secondary schools while the total number of teachers was 24,971 but the total number of students in government secondary schools was 122493 with teacher student ratio of 1:41.

Unfortunately, even this information data does not specify these teachers are for which subject. It is possible that most of these teachers are either social science teacher or science subject teachers. This is common in many Secondary schools in Zambia particularly in Chirundu urban where you can find that for every two streams there is only one teacher. The implication of this is that there is always a class without a teacher in every period something which affects the effective teaching and learning.

Secondary Schools allowed the increase of enrolment but shortage of qualified teachers up to 2012 still exists. In a smooth way achieving educational goals, there is a need for qualified teachers in Secondary schools so as to effectively implement the

curriculum. Many untrained teachers have been recruited. Many new graduated have been allocated to Secondary schools in the rural areas assuming that they would receive attention, guidance from qualified head of schools and supervisors.

Cuillods (2005), unfortunately this does not happen as there is a serious problem in orientation of young teachers. Students' performance and management of schools particularly fiscal resources. The report from MOE (2022) shown a major sources of resources inequalities in secondary school is the number of graduate teachers and their distribution where rural schools have lower graduate teacher student ratio of 1:68 compared to urban schools of student ratio of 1:49.

Lawson-et al (1999) argued that the quality of teaching personnel does also determine performance; unfortunately most of rural teachers were characterized by lacking formal training. Motivation and professional integrity such as competences personality and dedication. With the rapid expansion of secondary school in Zambia particularly in Chirundu urban does not favor effective academic performance of learners of the school, poor physical environment without sustained professional support from the school community and head of the school. It was stated that poor salaries poor working environment and low status of teachers in society were probably factors causing graduate not to report for work. With this evidence many schools are likely to be affected Secondary school because of unequal distribution of teachers' Secondary schools has experienced the problem.

It shows that many Secondary schools has not been given enough teachers to accommodate the growing numbers of students which affect the effective teaching and learning the implementation of the school curriculum is a function of numbers of factors like qualified teachers, education managers and other related groups.

## **1.2 Statement of the Problem**

Education is one among the key tools in most developing countries. Currently, there is expansion of Secondary School education in which many Secondary schools are still constructed at ward levels in order to accommodate the big number of learners.

Kelly (2000) eludes that the issue of inadequate school places in most public schools coupled with the problem ever increasing population has led to classes in schools most secondary schools being overcrowded, this has therefore not only affected teacher commitment but also makes the learning environment in the classroom not be conducive for learning and as such this has led to poor provision of quality education in basic schools.

Further, Kelly (2000) stated that double and in other instances triple sessions, which in turn reduces the amount of time the few teachers spends with the pupils doing class activities, this has therefore reduced teachers' provision of quality education as pupils spend less time with their teachers doing class activities.

As stipulated by Katongo (2018) that despite having many educational teacher training institutions the country still faces a challenge of teacher shortage. Therefore the researcher was prompted to conduct a study on the impacts of the shortage of teachers on pupil's performance in selected five secondary schools of Chirundu district. With regard to the above mentioned very little is known to what extent is the shortage of teachers affect the academic performance of secondary school learners hence the importance of this study.

## **1.3 Purpose of the Study**

The main of this was to investigate the impacts of the shortage of teachers on pupil's performance in selected five secondary schools of Chirundu district.

## **1.4 Objectives of the Study**

The objectives of the study comprised the following;

- i.** To analyze the effects of shortage of teachers on pupils academic performance.

- ii. To examine the effects of shortage of teachers on student discipline in Secondary schools.
- iii. To examine how the shortage of teachers affects the schools community relationship.
- iv. To assess the effectiveness of the strategies used by the school Management to minimize the effects of teachers shortage in Secondary schools.

### **1.5 Research Question**

- i. To what extent the shortage of teachers is limiting effective performance of learners in schools?
- ii. What are the effects of shortage of teachers in Secondary schools on Students?
- iii. What is the relationship between communities and schools that have not sufficient teachers to keep student busy during school hours.
- iv. Are the strategies used by School Management to minimize the effects of shortage of teachers in Secondary school effective.

### **1.6 Significance of the study**

The study hopes to contribute to finding solutions to the problem of shortage of teachers in basic and secondary schools of Chirundu district and that it may also provide information that may help the government and other stake holders in dealing with this problem. Above all the researcher hoped that it may also be beneficial to the society in helping the relevant authorities in their quest to cartel this problem in dealing with delivering of quality education to pupils in schools of Zambia and Chirundu district in particular.

### **1.7 Limitation of the study**

The study faced some limitations among them include; restriction on social gathering due to covid-19 pandemic, this brought about the narrowing of catchment/ targeted population, the research was intended to cover all schools in Chirundu district but it



was narrowed only to three (3) secondary schools, this was due to many challenges but mostly time and financials ones. This was also thought for convenience and effectiveness of the research and for easy reporting.

The time which was allocated for the research study was also not enough to cover the whole district. This was because the time frame given for the research was shared with the teaching practice.

Financial crisis was yet another limitation during the research as it made it difficult to carry out many schools for the study as it needed money for transport, feeding and accommodation, thus limiting the research to the few stated schools out of the many schools of the district.

Collection of data from the respective respondent was yet another limitation faced during the study as most respondent had difficulties in filling in the questionnaires. This therefore left some of the questionnaires unanswered. Nevertheless, the researcher had laboured much to make sure that the targeted population proposed was reached to collect data to be used for the research.

### **1.8 Delimitation of the study**

This study was conducted in Chirundu District of Zambia and it only concentrated on three secondary schools. Therefore the findings of this study should not be generalized to other schools or even to other Districts.

### **1.9 Theoretical framework**

The study was guided by the constructivism theory by Doll (1998). According to Doll (1998) the constructivism theory constitutes learning as the interpretive, recessive, non- linear building process by active learning and interacting with their environment (the physical and social world). It is the psychological theory of learning that describes how structures, language and meaning-making come about. Rather than that simply characterizes the structures and stages of thought, or one that isolates behaviours learned through reinforcement. It is a theory based on complexity models of evolution and development. Constructivist learning is a very personal endeavour, whereby internalized concepts, rules, and general principles may

consequently be applied in a practical real world context from that, the study looked at all aspects of this theory. Hence this theory has been incorporated in this study in the sense that the study considered different views or aspects; that is to say general principles guiding the prevalence quality education. Therefore, this theory befits the stud ‘the effects of shortage of teachers in most secondary schools in Chirundu district.

In this study, Constructivism is an epistemological view of acquisition of knowledge, focusing upon the construction of knowledge rather than the transmission of knowledge and the recording of information conveyed by others. The role of the learner is recognized as one of building and transforming knowledge. Within constructivism, there are different perspectives regarding the nature of knowledge and the knowledge construction process.

Therefore, developments take place in one’s mental structures to reflect the organization of the world. The information processing conceptualizations of cognitive psychology put emphasis upon the representation perspective of constructivism. The individuals are required to pay adequate attention upon how one constructs and formulates the measures that are based upon the external realities of the environment that one experiences (Applefield, Huber, & Moallem, n.d.).

### **1.10 Definitions of terms**

**Impact-** refers to a negative result

**Enrolment-** refers to the act of officially joining a course.

**Performance** – the action or process of performing a task given.

**Overcrowded-** this is where there are too many people or things in one place

### **1.10 Chapter summary**

The chapter has presented the background to the study and gave the statement of the problem, the objectives of the study and the research questions. Furthermore, the chapter presented the limitation and the delimitation of the study, theoretical framework, definition of operational terms and lastly the chapter summary.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter contains a review of literature related to the study and divided into three sections. In the first section the situation of shortage of teachers in secondary school was viewed worldwide. Section two shows the situation of the problem in Africa. Lastly, the real picture of the problem which Zambia is experiencing is also reviewed as information about the structure of secondary education in Zambia.

#### **2.1 Shortage of Teachers: A Global Review**

Teachers shortage especially qualified teachers is a worldwide problem. Many countries in the world are threatened by shortage of teachers. ILO Report (2008) showed that the world is facing a shortage of qualified teachers. The report further stated that 18 million new teachers will be needed to teach all children, youth and adults by 2015 as stated in the Millennium Development Goals (MDGs) and Education for All movement. In the French speaking countries of West and Central Africa to meet these demands, countries are increasingly turning to using contract teachers.

Ingersoll, (1999) data shows that, one third of all lessons in grade 7 – 12 are taught by non-specialists. In some subject areas the figure rises, half of all history and science classes are taught by non-specialists. Geographical variations can push this percentage up with predictably, economically disadvantaged communities experiencing significantly high levels of non-specialists teaching. UNESCO (2005) reported that, the lack of science and technology teachers is particularly striking and in an attempt to solve the problem, non-teachers are sometimes called in such as the health professional to teach biology in central Africa, African Republic, these evidences were revealed from the General problems in Teacher training for the high level expects, meeting on UNESCO Teacher.

Ingersoll (2003) reported on the teachers' shortage that, too many students are being taught by teachers who lack subject matter knowledge, training and instructional skill, and necessary to help students learn, especially in science subjects in Washington.

This is due to the class-size reduction and student population growth the state has experienced a severe shortage of full prepared teachers to implement school curriculum Ingersoll (2004) indicated that over the last two decades shortage of teachers as predicated, have occurred as a consequence of increased student enrollment, lowering by regulation of pupils teacher retirements. However, the main problem in the united states, is due to teachers leaving the teaching profession early rather than the graying of the profession or increase enrolment, Furthermore, Ingersoll conducted another study on the shortage of teachers in California public schools in America, examined the shortage of qualified teacher, which formed that shortage of teachers lower the quality of instruction in public schools.

Sometimes students were taught by uncertified teachers or class sizes are larger than would be if schools were more fully staffed. Evidence of this shortage is apparent from a number of indicators the number of emergency permits and credential waivers, the number and duration of faculty in schools and the pupils –teacher ration in non- regulated grades from this situation in California apart of USA it shows that there shortage of teachers. Henkel, Chen and Geis (2000) clarified that, the two main reasons for early departure are cited as dissatisfaction and the hire of another occupation to teachers, this also is another causes for teachers, shortage in United states of Africa.

Lauder (2009) argue that, the largest survey of Australia teachers and school principal reverted that teacher shortage was so bad that 43 per cent of secondary school principals had to asks teacher to take classes that they were not qualified to teach Dr. Phil Mackenzie is a research director at the Australia council for Educational Research. He said that the survey of 14,000 people was the largest conducted to date of Australia teachers and principals. He added “the study does showed some strong indication that there more shortages in secondary schools that

primary schools, and the shortage.” It show that the shortage of teachers in Australia works more serious in government school than in non-government school.

Shortage of teachers in United State of America showed, Darling – Hammond (2006) teachers shortage have been endemic in the United State of America for a number of year, a wide range of federal state – wide initiatives have been introduced to alleviate shortages. There include career change programmes such as the troops to teachers project that sought to persuade retiring military personnel of the opportunities in such as starting bursaries, paying off of student was and assistance with housing, have also been deployed. All of their strategies have been used to fight against the problem of teacher’s shortage in order to implement school curricular affectively.

Rood (2005) argued that Australia is facing an alarming shortage of qualified science teachers, some senior physics and chemistry teachers “manifestly unprepared for the classroom. With a graying workforce of science teachers falling numbers of science students and the problem of retaining early - career teachers, the shortage is predicted to worsen, dramatically over the next decade. A national survey of science teachers found that as most 75 per cent of responding schools had difficulty findings suitably qualified science teachers. Forty per cent of the 629 school cited problems hiring senior physics teachers.

The study commuissioned by the Australian Council of Deans of Science found that there were people teaching secondary school science who had received low levels of academic preparation. More than 40 per cent of senior physics teachers did not have university physics major and one in four had no tertiary background in physics or had studied it in first year only. A quarter of senior chemistry teachers lacked chemistry major.

Stutz (2005) revealed that, the shortage of teachers for Mathematics and science subjects and the problems was becoming worse. The report from researchers at the University of Taxes in Australian also found that the shortage of teachers is used, particularly in schools with lower income students. The most acute teacher shortages in Texas are said to be in secondary Mathematics and science since, those

shortage are said to have increased dramatically, especially in science where the shortage has jumped 30 per cent.

Cramer and Spalding (1956) reported the rate in teacher on shortage of qualified teacher is due to lack of full trained teacher and problem has increased. This is due to the increased birth rate, have brought floods of new children into the school. Teachers training institution in the third world countries have output of graduate but these have not sufficient to meet normal attrition rate and care in the increased environment.

Alec (2002) reputed the shortage of teachers with population growth that the relentless population growth and declining working conditions are creating a severe shortage of teachers in the world's classrooms that may lead to a slide in education standards, according to a new global study by UNESCO and the Geneva based International labour Organization. The study released on the occasion of world Teachers Day October 5 in Geneva, found that the number of school aged children had outpaced the growth in the number of teachers worldwide in the 1990s packing classrooms in some developing country with as many as 100 students per teacher.

UNESCO (2006) reported on the issue of teacher's shortage, that some countries face particular challenges. In Afghanistan, the school age population will grow by 34 per cent over the next decade with a consequence huge demand for teachers (current pupil: teachers ration are 65:1) Pakistan is likely to have 10 per cent more pupils by 2015 yet to day 34 per cent of primary age children are out of school Mac Donald (1999) pointed out through defining qualification levels of teachers are low, large numbers of teachers do not meet national requirement of being a teacher. Furthermore, Nilsson (2003) pointed out that the low numbers of female teachers in many of the countries of the region and impact of this on girl's enrollment in school particularly in the third world countries reduce the number of female teachers in Public secondary schools.

## **2.2. Shortage of Teacher: Africa Review**

Shortage of teacher in Africa, different review done in Africa. Showing the density of the shortage of teachers' problems. African countries experiencing the shortage of teacher which affect the implementation of school curriculum in the area

Another study by the UNESCO institute for statistics UNESCO (2006) indicated the south and West Africa is facing a looming teacher's shortage in the drive to provide every child with find in primary and secondary education by 2015 in order to meet universal Primary Education and to replace existing teachers. The push to achieve Education for All (EFA) will certainly never succeed without substantial investment in teacher. Remittent training retention and professional development, the seemed recommendation reputed to the large numbers of unqualified teachers in schools and the difficulty of attracting new recruitment.

UNESCO (2002) made a survey of 11 Eastern and Southern African countries which indicated that one third of existing secondary school teachers were untrained. As well as Lewn (2002) as documented the shortfall in trained teachers that to meet education for all target. Two factors in particularly appear to be impacting on the teaching profession in most sub-Saharan African countries. First the decline in salaries relative to other comparable profession has been well document continues.

Lungu and Chiputa (2003) in their work addressed the shortage of teacher as an acute shortage of trained teachers particularly at secondary school level. The existing secondary school trained teachers annually, a provide year of education for all eligible children by 2007, there should have been the provision of an additional 100 teachers annually.

Another cause for shortage of teacher is due to chronic diseases which consume teachers' life in Africa. Furthermore, Colclough et all (2003) pointed out that, emergent knowledge economics offer alternative employment opportunities for those who provided the traditional poor of primary teachers, second, HIV/AIDS is imparting on the existing and potential teaching force. UNESCO (2000) reported on the estimation that nearly a million children a year lose their teacher to HIV/AIDS in Kenya more teachers are during of AIDS annually than that output of the teacher

training institutions, as well as Remy (2002) reported in Zambia on HIV/AIDS consume the lives of 2000 teachers a year, against more that the output of the teachers with the impact of HIV/AIDS calculated will be 7,161 by 2010.

### **2.3. Shortage of Teacher: Zambia Review**

Mwanakatwe (1965) explained the following:- The serious shortage were of graduate Zambia in particular and more generally, the experienced teachers having high academic qualifications who we likely to remain in Zambia long enough to give continuity until an adequate supply of Zambia graduates is forthcoming. There were less than 2000 Zambian teachers in secondary schools and over a half of there were grade “A” teachers of the 100 qualified graduates 145 were teachers serving two years contracts under the terms of the teachers for East Africa scheme and several others were recent recruits. Furthermore, Mwobahe (1975) showed the shortage of teachers in schools led to large size of classes and a heavy work load for the few available teachers, who had to share the teaching load. This situation led to teachers teaching subjects that they were not professionally or even academically trained for. Under these circumstances teachers cannot feel confident and, therefore they are less effective in curriculum implementation.

Mulenga (2002) conducted a study research in Kitwe district, reported on the shortage of teacher. Morale was further affected by the fact that there were often teacher. Shortage within schools. Although, it was generally (but on always) possible for head teachers to design a time table, this often had little relation to what happened in practice. From this Kitwe district study we learn that teachers were willing or able to teach more than 20 periods per week. In many cases the result was that less half the allocated lessons were being taught.

Furthermore, Towse (2002) revealed on the shortage of teacher, in Zambia student teachers expressed concern about poor classroom and home accommodation school resources, leisure opportunities and medical facilities which lead to them to be reluctant to join in teaching profession after their studies. Mosha (2000) quality education can only be provided in a context where teachers are well trained and competent. At secondary school level, some are untrained, under qualified and



inadequate teachers especially many private secondary school and some public secondary schools. The result is poor preparation of lessons lectures. Infrequent staff contact outside the classroom. Parallel instruction in private tuition classes' minimal participation in the intellectual life of the school or university and neglect of many extra curricular activities. Some teachers may also be lacking positive attitudes and values of training pupils' students for further education and life.

Katongo (2000) counted that, if teachers are unwilling to teach effectively, the quality of education provided will not be maintained to the expected standard. Therefore, the quality of education declines. Now day, the condition of teaching has become worse. The ratio of student teacher ratio is absolutely high because of the shortage of teachers which affect the teaching and learning. Furthermore. Malekela (2000) argued that in some private and Secondary schools there is an acute shortage of teachers.

Mushashu (2000) argue that the number of teachers per subject in most public secondary school is alarmingly small to allow proper teaching there are very few teachers of Science, Mathematics, Geography and Commercial subjects. This has been aggravated by the fact that some graduates avoid teaching and are employed elsewhere, where can pay handsomely

MOE (2000) added that, shortage of teachers is having a negative effect on efforts to improve the quality of education in school. From the report commented that, unless urgent measures are taken to address the issue of teacher recruitment, teacher shortage are likely to seriously affect the quality of learning in schools. In order to have quality, assurance in education sector example good student performance due to filling of effective curriculum implementation in Zambia particularly in Secondary schools. It need to focus on having well trained motivated, adequate and committed teachers; ready to work hard to ensure that high performance in their schools is realized.

## **2.4. Research Gap**

Shortage of teachers is the problem forced many Zambian researchers to deal with it. It is the area where researchers tried to find out the causes and sometimes give out

the alternative solution in ending the problem such researchers comprises Mwakalembe (2000), Banda (2010), Mulenga (2006), Sikazwe (2008) and Davison (2002). Unfortunately, most of them, their main focus is on factors caused the teachers shortages and others looked on the effects of poor teaching and learning methods in secondary schools. However, most of them neglected to investigate the extent to which the shortage of teacher affects Performance of learners. Therefore research of this study aims to fill that gap.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

In this chapter describes how this present study was carried out. It includes the method and techniques used in data collection a description of the area of study, the research design, target population and sample and sampling techniques as well as data collection techniques.

#### **3.1 Research design**

According to Coeche Mario and Morrison (2007), research design refers to complete scheme or plan conceived to obtain answers to research questions or problems. A research design is also defined as an arrangement of conditions for collection and analysis of data in a manner that relevant to the research purpose (Help 2001). In this study, both qualitative and quantitative methods data will be used to collect data. This is due to the reason that in as much as qualitative methods produces wealth of knowledge from a restricted number of people; it has to be supported by quantitative methods which establish data that is quantifiable. These two methods put together were appropriate to determine the effects off shortage of teachers to pupil's performance in delivering of quality education in selected schools of Chirundu district.

#### **3.2 Target population**

According to Creswell (2009) target, Population is defined as a group of individuals who have one or more characteristics in common that is of interest to the research. The researcher's targeted population for this study will be pupils and subject teachers in Chirundu district only. This target population was reached at by the research due

to the reason that, the study looked at pupil's performance and on how teacher's shortage in school could lead to poor performance.

### **3.3 Sample population**

The sample population of this study included 160 learners from the three selected schools, and 32 teachers from the selected schools. Therefore in total the study will sample 192 respondents.

### **3.4 Data collection procedure**

During data collection time, the researcher obtained permission from the Chau Ethics committee so as to proceed with data collection. When it was time to go in the field to collect data the researcher asked the permission from the selected school administrators before administering questionnaires to learners and interviewing them 'head teachers'. After the go ahead was given, the researcher distributed questionnaires to the learners of those selected secondary schools in Chirundu district, these schools include Chirundu high school, Sikoongo School and Lisitu secondary school. And these questionnaires were to be answered there and then, meaning the researcher had to wait for the questionnaires to be answered by the respondents the same day, this helped in expediting the process. On the other hand, as the learners were answering the questionnaire, the researcher conducted some interviews with head teachers so as to bit time. A cell phone was used to record the interviews with head teachers of course this happened with the full consent from the respondents.

### **3.5 Research instruments**

A research instrument is defined as a tool chosen by the researcher to collect required information (Kothari, 1997). Questionnaires and oral interviews will be employed as research instruments in this study. The questionnaires will comprise of both open and closed questions, which will give respondents free expression of their views during answering of the questionnaires provided to them. These research instruments therefore will enable the researcher to gather enough and required data within a shortest period of time.

### **3.6 Data analysis**

According to Cohon et.al (2007) data analysis is the means of computation of certain indices or measures along with searching for patterns of relationships that exists among the data groups. Furthermore, Creswell (2009) defines data analysis as a process whereby the researcher prepares and organizes the data for data analysis and then reduces the data into themes through a method of condensing the cords, and finally representing the data in figures, tables or a discussion. Analysing every data collected is a way of arriving at a conclusion. Data was analysed after the data collection exercise by the researcher by arranging the field notes according to salient themes in relation to the objectives. The researcher took the raw data which was collected and analysed it in order to come up with the required information for the study.

### **3.7. Ethical considerations**

The researcher ensured that basic ethical principles guiding the research were observed. Openness, honesty, informed consent, privacy and confidentiality was upheld. In addition to seeking permission in advance from the school administration and the particular site to be visited, as well as all persons to be interviewed, anonymity was assured to all participants. The nature of the study was explained fully to respondents before data collection through interviews. All participants were assured that the information that they will give will be treated with great confidentiality. Besides ensuring participants' anonymity, the researcher also followed the educational research protocol by providing the participants with copies of informed consent. Furthermore, the researcher obtained permission from Chalimbana University Ethics Committee in order to proceed with the study.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

#### 4.0 Introduction

The purpose of the research was to find out the effects of shortage of Teachers on the pupils academic performance in Secondary Schools in Zambia, the case of Chirundu District. This chapter presents the research findings and the relevant explanations and discussions related to the findings. The chapter is divided into two main sections. The first section presents the demographic characteristics of the respondents while the second section presents the findings in line with the research objectives.

#### 4.1 Demographic characteristics of the Respondents

**Table4.1: Gender of Respondents**

Gender	Frequency	Percent
Male	92	38.5
Female	100	61.5
Total	192	100.0

**Source:** Primary Data.

As indicated in Table 4.1, 38.5% of the respondents were male and 61.5% were female. Although the distribution was largely dominated by women respondents, it mirrored the gender situation among primary school teachers, which is dominated by the female gender.

**Table4.2: Age of Respondents**

Age	Frequency	Percent
Below25 Years	160	38.8
26-35 Years	10	17.5
36-45 Years	19	31.5
Above46 Years	3	12.2
Total	192	100.0

**Source:** Primary Data

Table 4.2 shows the distribution of respondent's age where 38.8% were below 25 years, 17.5% aged 26 – 35 years, 31.5% aged 35 – 45 years, and 12.2% were above 46 years of age.

#### **4.3: Marital Status of Respondents**

Marital Status	Frequency	Percent
Single	160	47.6
Married	20	23.1
Widowed	2	18.3
Separated	8	8.1
Divorced	2	2.9
Total	192	100.0

**Source:** Primary Data

Table 4.3 shows the distribution of respondent's marital status where 47.6% were single, 23.1% married, 18.3% widowed, 8.1% separated, and 2.9% divorced.

#### **Table4.4: Level of Education of Respondents**

Level of Education	Frequency	Percent
Certificate	160	49.1
Bachelor's Degree	20	46.2
Master's Degree	12	4.8
Total	192	100.0

**Source:** Primary Data.

Table 4.4 shows the distribution of respondent's level of education where 49.1% had Certificate, 46.2% bachelor's degree, and 4.8% masters degrees. The findings suggested that all the teachers were adequately educated to handle primary school pupils. In addition, it was an assurance the teachers were able to comprehend and understand the research questionnaire and provide prompt responses.

#### **4.2 The Effects of Shortage of Teachers on Pupils Academic Performance in Secondary Schools**

The researcher wanted to find out the subjects which were taught and those which were not taught in the Secondary schools in Chirundu District. It was revealed that some subjects were taught fully while others were not taught at all. This did not fulfil the Secondary Education curriculum in Zambia Mainland (2008), which recommended that form one and form two students should study nine subjects. There are Mathematics, Physics, Civics, Biology, Zambian Languages, History, Chemistry, Geography and English which are compulsory. From form three to form four for the students can either opt for science subjects or arts subjects.

The findings from all the visited Secondary schools (100%) revealed that there were subjects who were taught and others were not taught due to shortage of teachers. Table 2 shows the subjects which were taught and those which were not taught in six visited Secondary Schools in Chirundu District.

**Table 2: Taught Subjects and not taught in the Surveyed Schools**

Subjects	Schools		
	School	School B	School C



	A		
History	√	√	√
Zambian Languages	√	√	√
Geography	√	√	√
Biology	√	X	X
Chemistry	√	X	X
Physics	X	X	X
Mathematics	√	√	√

Source: Field data, 2022 Key:

√ = **Subjects taught**

X = **Subject not taught**

From table 2 it was revealed that arts subjects with exception of English subject were taught fully while Science subjects were not taught fully. 80% of arts subjects were taught and 20% of arts subjects were not taught as recommended. In Science subjects there was no any subject which was fully taught in the surveyed Secondary schools.

The heads of school reported to this situation that, their schools did not have problems of getting arts teachers, simply because arts subjects were taught according to the school time table. All students involved in this study also confirmed that arts subject in some schools. Were taught without a problem except English subject in some schools Information collected from teachers revealed that many schools do not have physics teachers that why they perform poorly in the national examinations in physics subjects.

Physics, Chemistry, Biology and Mathematics were not taught in some of the schools visited though they were compulsory for form one and form two students. It was learnt that some of these subjects were taught outside of the school hours and credit must go to those teachers who spared their time to make sure that learning continued. Findings from the documentary review showed that some subjects were taught as indicated in the school time table while other subject were not taught. The heads of

school mentioned different reasons including lack of subject teachers. They explained that sometimes they were forced to use part time teachers who were not available all the time at schools.

One of the teachers in one of the visited Secondary School said that, teachers were overworked and could not teach all the period all the time. Some untrained and trained were forced to teach subject of which they had little knowledge or no knowledge at all. Many of untrained teachers were found to be form Grade 12 leavers and teachers with no teaching professionals such as extension officers (who teach biology) and engineers (who teach physics and Mathematics) although such individuals might have knowledge of the subject matter but, they might fail to deliver due to lack of teaching techniques which teachers get during teachers training. One of the heads of schools reported to the researcher.

*In my school, due to the shortage of teachers a subject teacher like Physics is not by a mathematics teacher, I believe he is able because those subjects are same how related.*

He continued by saying that;

*Due to the shortage of teachers, the available teachers were teaching by combining two or more streams of the same class in a single room.*

These words concur with Mosha (2000) who reported that:

*Quality education can only be provided in a context where teachers are well trained and competent. Teachers training Colleges and the Universities do not attract the best student into the teaching professional. Many teachers especially in primary schools are under qualified at secondary schools level. Some are untrained, under qualified and inadequate especially in many private secondary schools and some public secondary schools. Most teachers have not undergone in service training since they left colleges.*

The research findings revealed that, the shortage of teachers in Secondary school led to large classes and a heavy workload in the teachers for the school curriculum to be implemented well, a teacher should have a manageable number of students and periods in a week. The information obtained from subject teachers showed that there were teachers who had more than 40 periods per week. This concurs with the research findings by Davidson (2002) who commented that teacher morale was sometimes affected by the fact that there were inadequate numbers of teachers in schools. In normal situation a teacher should teach not more than twenty four (24) periods per week because appropriate number of periods per week is a vital consideration in giving teachers time to plan, prepare and deliver effectively. Zambia is putting a lot of emphasis on science subject but this might not bear fruits if secondary school learners are not effectively taught science subjects. In the end the country will have to depend on outside experts such as engineers, doctors and pharmacists or remain without these experts which retard the development.

#### **4.3 The effects of Shortage of Teachers on Students Discipline in Secondary Schools in Chirundu District**

The researcher was interested to examine the effects of shortage of teachers on students discipline in Secondary schools. Three Secondary schools were visited in search for information concerning this study. All the students when responding to the questionnaires pointed out that, the shortage of teachers had adversely affected their discipline (behavior). Some student noted that shortage of teachers gave them room to spend much of their time in caves and bushes taking local beers and opium. This is an indication of indiscipline behavior that was caused by shortage of teachers.

One student from another Secondary school said that, all the free time that we have at school without teachers makes us bored and think about love affairs which sometimes lead us to engage ourselves in sexual relationship with our fellow students, villagers, petty businessmen, fisherman and drivers. Research findings showed that following students sexual relationship some girls (students) were found to have pregnancies.

One of the parents (Community members) was interviewed on how shortage of teachers affected the students discipline and responded that:

*The students of these days are no longer disciplined to extent of insulting their elders and engaging themselves in love affairs this has lead may girls students to become pregnant while still schooling. All these are happening to some extent due to the shortage of teachers in our Secondary schools which make students stay idle during the class session*

Documentary review from one of the visited secondary school revealed that three (3) students had been discontinued from schooling due to pregnancy and one (1) student due to taking opium during class hours.

Again, the research findings revealed that the shortage of teachers had led to chronic absenteeism to some students in Secondary school. This was because some students found no reason of staying at school without learning. This seemed to be indiscipline case because the school rules and regulation were preventing them from absconding the school.

On responding to the questionnaire where the researcher wanted to know whether the school got any trouble from the students as far as discipline was concerned. One headmaster said that, shortage of teachers had caused many students not to attend school as required. Also, one community member from one of the wards argued that many students were being seen in the streets roaming about during class hours. He continued that, when he asked them as to why they were not attending school they responded to him that they had been doing so because they had nothing to do at their schools due to the shortage of teachers.

Research findings revealed that the shortage of teachers in Secondary schools in Chirundu District created the problem of theft behaviours among secondary school students. Instead of staying at school, the students roam about in street doing nothing whereby they mix up with street dwellers: some of them are very influential in

stealing others properties. The students acquire such behaviour which is not good for development of any society one of the interviewees from School A said that;

*The behaviours among male students from this word has become so rampant, a month hardly passes without victimizing at least one student engaging in such behaviour, it is evident that the reason for that is the luxurious life which the student prefer [My own Translation]*

It is clear beyond doubt that the students discipline is affected negatively following the shortage of teachers in Secondary schools. It is therefore necessary to make efforts of increasing teachers at Secondary schools so as to reduce such disturbances.

#### **4.4 Shortage of Teachers and School Community Relationship**

It was disclosed by the heads of Secondary schools through questionnaires that in all visited Secondary schools there was a poor relationship between those schools and some of the community members. This was because the students from those schools had shown bad behaviours which as theft, prostitution and disobedience to their elders. The community members were very angry with the school management for not up bringing them in good manners.

Also, poor permanence of the students in their examinations aggravated the matter. Most of the students could not perform well in their examinations to the extent of not even earning a living. One of the community members from School B who was interviewed by the researcher argued that.

*We are so angry with the school management for not ensuring good performance of our students, such that they end up getting nothing in*

*their examinations. Generally our relationship with a school is not good.*

Most parents think that students' failure is due to negligence of teachers in teaching while in most cases it is caused by the shortage of teachers.

Also, it was found from the research findings that, poor school community relationship was caused by the problem of teachers' shortage. In this case the students who were always roaming in streets causing havoc to the community members were telling the community members that the teachers were not teaching. This angered the community members who thought that the school management was not working as directed by the Ministry of Education.

One headmaster of a certain visited Secondary school in Chirundu District said that the school management was not in good terms with the community members because the students had told lies to their parents that the teachers were not teaching them. This was not true but the reason was that the teachers were very few and could not teach them the entire subject.

According to Adam (2005) higher level of community participation is likely to occur in a community in which it relationship with a parents – teachers association which links the school and the community. Thus, this mutual cooperation minimizes school problem, and lead greater access to education (Decker & Decker (1991))

#### **4.5. Effectiveness of the Strategies Used By the School Management to Minimize the Shortage of Teachers in Secondary School**

Due to the problem of shortage of teachers which most of the Secondary school were experiencing, heads of schools were asked to explain how they manage to ensure that all the subjects were taught.

**Table 7: Showing the Strategies Used by School Administration to Address the Problem of Teachers' Shortage**

School	Strategies used		
School A	Part-time teachers	Form Grade 12 leavers	Remedial classes
	√	X	√
School B	√	X	√
School C	√	√	√

Source: Field data (2022)

Heads of three Secondary schools that is School B, School A and School C said that, they used part – time qualified teachers from other secondary schools including private schools to teach some of the subject in their schools. Teachers from outside taught the students when they did not have classes in their school. Those teachers were paid according to the agreements made between them and the school administration.

Although this was not a dependable way of running the school, it certainly helped to some extent one of the students said though the part time teachers stayed at their school for few hours in a week they helped them no much. Another, strategies that was used by the school administration to minimize the effects of shortage of teacher was the use of Form Grade 12 leaversas teachers. Data collected from heads of schools (66.7%) sowed that from Grade 12 leavershelped to teach some subjects because of shortage of teachers. Research findings from the heads of school revealed that form six – leavers teachers were good though they were not teachers by professional sometimes form – Grade 12 leavers(temporary teachers) engaged themselves in love affairs with female students. This was reported by one of the heads of schools, who said that.

Due to the shortage of teachers we forced to use form Grade 12 leaversto teach some of the subjects, they are not bad though some engaged themselves in love affairs with female students. In some schools, the school administration used teachers to leach subjects of which they had no knowledge or little knowledge to ensure that all subjects were taught.

Three of the heads of Secondary schools visited revealed that subjects like physics, Chemistry, Biology and Mathematics were taught by teachers who were not experts in those subjects. Four teachers (16.7%) confirmed that they taught in those schools though they were not teachers by professional. This strategy might no have helped students to learn because teachers who taught were not competent in those subjects.

The use of remedial classes was another strategy that was used by the beads of all the visited Secondary schools. The parents with their students schooling decide to contribute some amount of money for remedial classes. The amount of money ranged from 6,000/= thousand Kwacha per student. This was used to pay the teachers who were teaching during extra time. However that was a temporary solution as sometimes the teachers decided not to continue teaching them claiming the money they were getting from those parents was very little. The strategies that were use by those heads of schools are highly appreciated. They tried different ways to ensure that students were taught. However, just having someone in the classroom does not guarantee quality teaching and learning. There is a need for the government of Zambia to make sure that more teachers are trained ad retained in the profession so as to solve this problem of shortage of teachers.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents the summary of the study, findings, conclusions and recommendations for improvement of academic performance in Secondary schools in Zambia in this chapter, suggestions for further research are included.

#### **5.1 Summary of the Findings**

The purpose of this study was to find out the effects of shortage of teachers on the pupils academic performance in Secondary schools in Chirundu District. The study was conducted in the selected three secondary schools of Chirundu District. These schools were categorized as School A, School B and, School C. Respondents in the study were heads of the selected Secondary randomly selected while on the part of community members' accidental sampling technique was employed.

Literature review contained information related to the study. Furthermore, it has information about the structure of secondary education in Zambia. The shortage of teachers in secondary schools in Zambia was discussed in depth.

The instruments were pilot tested to determine their validity and were adjusted accordingly. Data collected were presented in tabular form and percentages. Information which could not be quantified was subjected to content analysis.

#### **5.2 .Conclusion of the Study**

- i. The research findings showed that there were few teachers in all the visited Secondary schools compared with the requirement. There was an acute shortage of teachers in Secondary schools. In this situation, it was very difficult for school curricula to be implemented accordingly. In order for subjects to be taught effectively, enough number of qualified teachers should

be available in Schools. In all the visited schools, school curricula were not being implemented effectively is required due the shortage of teachers.

- ii. There were subjects that were fully taught and others were not taught at all in some the Secondary schools visited. In most of the visited Secondary schools arts subjects were fully taught according to the school time table while science subjects were either partially taught or not taught at all.
- iii. The study noted that most of the classes in the visited Secondary school had more than 50 students. In all the visited schools, classes comprised about 70 to 90 students during the teaching and learning process. Subject teachers combined two or more classes in a single room to enable students to learn all the subjects according to the school timetable.

Ministry of Education (2018) recommended that, a class should contain no more than 50 students. Teaching and learning was almost not affective in all the visited Secondary schools.

- iv. The research findings showed that part-time qualified who were used to teach some subjects. This category of teachers was used to teach subjects which did not have permanent teachers. This strategy was a positive alternative because at least those teachers had experience and had good knowledge of the subject content.
- v. It was revealed from the research findings that some Secondary used form Grade 12 leavers to assist in teaching some of the subjects. Data information obtained through questionnaires showed that some were good at teaching though they were not professional teachers while others were not. To use form Grade 12 leavers as secondary teachers is contrary to what is recommended by the Education Policy (1995) Availability of form Grade 12

leavers as secondary teachers contributed to the ineffective implementation of school curricula.

- vi. In the schools that were visited it was found that, there was a poor relationship between those schools and some of the community members because the students from those schools had shown bad behaviors such as theft and prostitution to their elders. This created conflicts between community members and the schools.

## **5.2 Recommendation for Action**

- i. There is a need for the government through the Ministry of Education to encourage more young Zambians to join teachers' training colleges so as to produce enough and competent teachers.
- ii. The government should provide enough Salaries to attract, motivate, encourage and retain teachers in the teaching professional through providing free scholarship for those who intend to develop in teaching carrier at different levels, providing free accommodation or house allowances where accommodation is difficult.
- iii. The government through ministry of education should introduce Complementary Secondary Education Programme to those who failed in their final national examination due to teachers' shortage.
- iv. The shortage teachers sometime can be caused by geographical factors for example the peripheral regions. Teachers in the peripheral region should be given hardship allowances so as to be encouraged and attracted remaining in those areas.
- v. Due to decentralization of education system, local authorities through their education department should be given power to recruit the type of teachers they need, to avoid the current recruitment and allocation done by ministry which has caused excess but inefficient in some regions /districts.

#### **5.4.2. Recommendation for Further Study**

The study was conducted only in Secondary schools in one district in an urban setting. Therefore, it is suggested that a study should be conducted in other districts found in rural settings in order to get information of how school curricula are implemented with inadequate number of teachers in Secondary schools.

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**Appendix 1: Questionnaire**

**CHALIMBANA UNIVERSTY**

**P. O. BOX: E1**

**LUSAKA, ZAMBIA.**

**QUESTIONNAIRE FOR THE HEAD TEACHERS**

Dear Respondent,

I am a student at Chalimbana University conducting a research on the effect of short messages service to learners' writing skill in secondary schools. You have been selected to be among the respondents. Kindly answer the questions as open as possible. Be assured that all the information which will be given in this research is strictly confidential and intended purely for academic purposes only.

**INSTRUCTIONS:** Tick or write down the appropriate answer in the answer spaces provided.

**SECTION A: BIOGRAPHICAL DATA**

- 1. Gender? Male  Female
- 2. 25-30
- 3. Marital status? N  ed  Si

**SECTION B: QUESTIONS**

- 1. How many teachers do you have at your institution?.....
- 2. Are you satisfied with the teacher-pupil ratio at your school?.....
- 3. Do you think the short of teachers have an impact on the performance of leaner?.....
- 4. Which department do you think is lacking man-power at your school?.....
- ...

## **INTERVIEW GUIDE FOR ADMINISTRATORS**

- 1 How many teachers do you have at your school?**
  
- 2 What measures have you put in place you as an administrator to improve the teacher-pupil ratio?**
  
- 3 Does the issue of accommodation contribute to this shortage of teachers in most secondary schools?**
  
- 4 If yes to the previous question what measures has the school together with the PTA put in place to curb this situation?**