

**ASSESSMENT OF THE STRATEGIES FOR ADDRESSING RECURRING OVER
ENROLMENT ON THE ACADEMIC PERFORMANCE OF PUPILS: A CASE STUDY
OF NAMAENYA, SEEYI, AND KAEYA PRIMARY SCHOOLS IN
SENANGA DISTRICT**

BY

**MUBIANA YUBAI
(1904030460)**

A research report submitted to CHALIMBANA UNIVERSITY in partial fulfillment of

The requirements for the Bachelor's degree in BED

CHALIMBANA UNIVERSITY

LUSAKA

2022

COPYRIGHT NOTICE

All rights reserved. No part of this research report may be reproduced, stored in any retrieved system, or transmitted in any form or by any means- electronic, mechanical, photocopying, recording or otherwise- without prior written permission of the author or the Chalimbana University.

DECLARATION

I declare that the work presented in this research report which is entitled assessment of the strategies to deal with the recurring over enrolment on the academic performance of pupils in Senanga district; Western Province is my own work. The research report contains no material that has been accepted for an award degree or diploma by Chalimbana University or any other institution of learning. All the works that are not mine have been acknowledged.

Signed:.....Date: 29th June, 2022.

I confirm that the work reported in this project was carried out by the candidate under my supervision as University supervisors.

The lecturer
Chalimbana University

Date:

CERTIFICATE OF APPROVAL

This research report of Mubiana Yubai has been approved as the partial fulfillment of the requirements for the award of the Degree in BEd by Chalimbana University.

ABSTRACT

To promote participation and access to education, the government introduced recurring over-enrolment which has resulted into poor performance of pupils. The current study sought to assess the strategies for addressing recurring over-enrolment on the academic performance of pupils. The study employed the descriptive survey research design. Purposive sampling was used to select respondents. Questionnaires and interview schedules were used as tools for data collection. Data was analysed using descriptive statistics. The results of data analysis were presented using frequency distribution tables and bar graphs. The study established that high enrolment trends in primary schools led to overworking the staff members, inadequate teaching and learning facilities, poor sanitation facilities and inadequate classroom. The increased enrolment impacted to a great extent on the quality of learning in public primary schools. Based on the findings of the study, it is recommended that the government puts measures in place to avail facilities that match the pupils' enrolment. Key Words: Enrolment, Quality of Learning

The study assessed the strategies for addressing recurring over enrolment on the academic performance of pupils from Namaenya, Seeyi and Kaeya Primary School in Senanga District. The study adopted the descriptive survey design due to its suitability for describing the state of affairs, as they exist. Both qualitative and quantitative techniques were used to increase participants' participation. The study targeted 93 respondents of which 15 were teachers, 40 were pupils, and 3 head teachers.

Data were collected using questionnaires, interview guides, observation guides and document analysis guides. Quantitative data were coded and analyzed using descriptive statistics such as means, percentages, and frequencies. The data were presented in form of graphs, charts, and tables. Generalizations were formulated. Qualitative data were organized in relation to the themes or research questions and from this information, the researcher then wrote a narrative and interpretive report in order to explain and reflect the situation as it is occurring in the school. The findings of the study are that the strategies of assessing and dealing with recurring over enrolments to have good criteria of grading, put much effort in attendance, and subject pupils to standardized test, co-curricular activities, assessing pupils' behavior. It has been discovered that, over enrolment is not well assessed dealt with, it leads to indiscipline, lack of dedication to duty

by the teachers, lack of student control, lack of serious studies on the part of students and so on. Over-crowded school environment supports drug part-taking, cultism and all forms of illicit behavior. To overcome over-enrolment from recurring over should be addressed by building more schools to accommodate more pupils.

DEDICATION

This report is dedicated to my family for all the support rendered to me.

LIST OF TABLE

Table: 1 Gender Distribution of Respondents	22
Table 2: Pupils Responses on enrollment.....	23
Table 3: Teachers Responses on Enrollment	24
Table 4: Responses on the Extent with which Enrollment Impacts on Quality of Learning	25

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to all those who made valuable contribution in the writing of this research report.

I highly appreciate the supervision and encouragement of my supervisor.

I equally want to acknowledge the support of my dear fellow students. I say thank you to my family for tirelessly praying for me. May God bless you.

I also recognize the input of my family for if not for them, this work would not have taken the shape it has taken. God bless you.

To God be the Glory

ABBREVIATIONS AND ACRONYMS

CPD: Continuous Professional Development

CRC: Convention on the Rights of the Child

DEBS: District Education Board Secretary

GRZ: Government of the Republic of Zambia

MOE: Ministry of General Education

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations Children's Fund

TABLE OF CONTENTS

COPYRIGHT NOTICE.....	I
DECLARATION.....	II
CERTIFICATE OF APPROVAL	III
ABSTRACT.....	IV
DEDICATION	VI
LIST OF TABLE.....	VII
ACKNOWLEDGEMENTS	VIII
ABBREVIATIONS AND ACRONYMS	IX
CHAPTER ONE: DEFINITION OF THE RESEARCH TOPIC	1
1.0 Introduction	1
1.1 Background of the study	2
1.2 Statement of the problem	2
1.3. Purpose of the study.....	3
1.4 Objectives of the study.....	3
1.5 Research questions.....	3
1.6 Limitation of the study.....	3
1.7 Delimitation of the study.....	4
1.8 Significance of the study.....	4
1.9. Delimitation.....	4
1.9 Theoretical Framework	5
1.10 Operational definitions.....	5
Summary	5

CHAPTER TWO: LITERATURE REVIEW	6
2.0 Introduction	6
2.2 The Concept of Large Classes	6
2.3 Class sizes in other countries.....	7
2.4 Class Sizes in Zambia	9
2.6 Disadvantages of Overenrolled Classes	10
2.7 Strategies of Teaching Over	12
2.8 Knowledge Gap	15
2.9 Summary of the related literature	15
CHAPTER THREE: METHODOLOGY	16
3.0 Introduction	16
3.1 Research Paradigms	16
3.2 Research design	17
3.3 Research site	17
3.3 Population size.....	17
3.4 Sample size	17
3.5 Sampling procedures.....	18
3.6 Data collection instruments	19
3.7 Data collection procedure.....	19
3.8 Data analysis.....	20
3.9 Ethical considerations	20
Summary	21

CHAPTER FOUR.....	22
FINDINGS, INTERPRETATIONS AND DISCUSSION	22
4.0. Overview	22
4.1 General Information.....	22
4.2: Gender Distribution of Respondents.....	22
4.3. Age Distribution	23
4.4. Pupil-Teacher Ratio	23
4.5. Effective means of addressing recurring over enrollment	25
4.6. The challenges brought about by over-enrollment.	27
4.7. Effective means of dealing with such population so as to improve the academic performance of pupils.	29
4.8. Pupils’ Perceptions on factors Influencing Academic Performance	30
Summary	31
CHAPTER FIVE	32
SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH.....	32
5.1 Summary of the Study and Findings.....	32
5.2 Conclusions	35
5.3 Recommendations of the Study.....	35
5.4 Suggestions for Further Research.....	37
REFERENCES	38
APPENDICES	41
APPENDIX 1: A REQUEST LETTER TO RESPONDENTS.....	41
APPENDIX 2: QUESTIONNAIRE FOR TEACHERS.....	42

APPENDIX 3: QUESTIONNAIRE FOR TEACHERS43

APPENDIX 4: PUPIL-TEACHER RATIO.....44

CHAPTER ONE: DEFINITION OF THE RESEARCH TOPIC

1.0 Introduction

Managing enrollment has been an issue for educators since the establishment of re-entry policy. Admission standards and academic programs have been evaluated for decades by institutions with the quest to enroll a desired student population. Along with this quest to enroll an optimal student population, the environment of education is continuing to change. Demographics of students, academic preparedness of students, and how students communicate have presented new challenges for institutions seeking to recruit and enroll students. Beginning in the 1970s, and continuing to today, most schools have developed two basic market-oriented approaches: Institutions want to forecast and be able to plan for their enrollment more effectively and they want to influence the decision-making process of prospective students who are desired by the institution (Black, 2004).

These objectives can be accomplished only by enrollment managers who understand the factors that influence school choice. These factors include student characteristics, environmental issues, and institutional attributes. The academic environment and student background also needs to be understood in the context of satisfaction and performance (Kemerer, Baldrige, & Green, 1982). As noted by Black (2009), institutions that utilize tactical enrollment planning models tend to focus inwardly. These models often use historical data and anecdotal experiences to guide the strategy development. These are important to understand, although in order to maximize strategic efforts, enrollment managers also must anticipate environmental shifts and assess the impact of these changes on enrollment objectives at their respective institutions (Cope, 1981). Those institutions employing models that focus inwardly may suffer from a lack of awareness of changing conditions and may fail to adapt to recognized shifts, which ultimately may lead to enrollment problems. These enrollment problems could come in the form of unexpected enrollment declines and financial difficulties (Black, 2001).

This chapter discusses the background of the study, statement of the problem, significance of the study, objectives of the study, research questions, and limitations of the study and the definitions of some terms used in the chapter.

1.1 Background of the study

The number of schools in Senanga district is not enough for the people of Senanga district. In Senanga township there are at least a good number of schools but still they do not encompass every child within the area. The issue in rural areas where the study's focus is based is even much more. The schools are more sparsely located; 10 kilometers in between schools. This has subjected the community to depend on the school that is nearby to accommodate every member of the community within the reach of that school. This situation has led to over-enrollment.

The issue of over enrolment has been investigated by many studies across Zambia and its effects on the academic performance of pupils of all grades are now known and solutions are available for policy makers to implement.

However, it seems impossible for the government to completely wipe out the problem because of an ever increasing population. For instance, some schools which were ordinary primary schools have been combined with secondary school to meet the population of the rising demand for secondary education. This situation presents two important factors; one over population and two reduced hours for learning as in certain school such as Seeyi, Kaeya and Namaenya contacts have reduced because same classes are to be used three times. In other words, three streams have been introduced (Mushambatwa, 2018, and Field study, 2021). This is a big problem facing our schools today. Hence, the study on the assessment of the strategies to deal with the ever recurring over enrolment on the academic performance of pupils.

1.2 Statement of the problem

Over the years, there has been an increase in the enrolment of pupils in rural primary schools of Senanga District. This has been consistent, without the attendant increase in facilities, teachers and infrastructure. Despite that, in these same primary schools, secondary schools have been introduced making them combined schools. With already decline in the

quality of education and output, it is therefore becomes imperative to find out the strategies to deal with the academic performance of pupils amid over enrolment.

Enrollment management has been a difficult task to deal with as these schools are the only ones which the community depends on; if a child is denied a space, there is no other school nearby to get enrolled.

1.3. Purpose of the study

The purpose of this study is to assess the strategies to deal with the recurring over enrolment on the academic performance of pupils.

1.4 Objectives of the study

- 1) Evaluate the pupil-teacher ratio in three selected government primary schools of Senanga rural Area.
- 2) To explore the effective means of dealing with such population so as to improve the academic performance of pupils.
- 3) To investigate the challenges brought about by over-enrollment.

1.5 Research questions

For the purpose of carrying out this research, the researcher poses the following questions:

- 1) What is the pupil –teacher ratios in the three selected government primary schools of Senanga rural area?
- 2) What effective ways can help teachers to teach effectively amid over enrolment?
- 3) What are the challenges of over-enrollment?

1.6 Limitation of the study

Limitations of the study are those factors or conditions that hinder the researcher from smooth access to the required data or respondent or place restrictions on the conclusions of the study (Kombo et al, 2006). The study will be limited by objectivity of the responses to the survey instrument which might be affected by personal biases of the school personnel completing the instrument.

Time framework may be thin to allow the research to get responses as they ought to be gotten. In regard to these challenges, the researcher may try by all means to over-come the challenges

1.7 Delimitation of the study

The study will be limited to one (1) district of western province. The participants will be limited to class teachers, head teachers, and pupils only. These are expected to give insights on the topic under investigation.

1.8 Significance of the study

It was hoped that this study will generate information on teaching strategies that teachers can use in order to cope with over enrolled classes in order to teach in a more effective manner. It was further anticipated that the findings of this study could provide insights to the education standard officers, head teachers and heads of departments on what strategies they could expect to find teachers using in classes when they are monitoring. And it could also help teachers who are not aware of these strategies to start using them in order to enhance teaching and learning. Colleges of Education and universities in Zambia may also benefit because they could include these strategies in their curriculum.

This study will be of immense benefit to students, teachers, educational planners, government and society at large. For the pupils, it will motivate and increase their willingness to attend school and help improve their performance in school. To the teachers, it will help improve 3Abilities of the teacher to manage the classroom efficiently when such solutions are made available.

The study will be of great significance to the society at large as it will help produce qualified citizens that will contribute positively to the growth of the society and it will also serve as a resource and reference material to future students.

1.9. Delimitation

Creswell (1994) explained that delimitation is used to address how the study is narrowed in scope. The study was limited only to two primary schools which are located along Senangasheke road. This was because this is where over enrolment from recurring over is mostly experienced and teachers are the ones who are directly involved in teaching.

1.9 Theoretical Framework

The Sammons' model of an effective school in Ribbins and Burrige (1994) guided this study. According to Sammons, the first attribute of an effective school is that it should have a clear school vision and goal.

The second attribute of an effective school as identified by Sammons is that such a school should have good and highly professional leadership. What he means here is that the school managers should be well qualified and experienced members of staff.

He identifies positive school climate as the third attribute of an effective school. He further explains that a positive school environment does involve the availability of appropriate teaching and learning materials and competent and adequate teaching staff among other things: An atmosphere where teachers can interact freely professionally and share ideas without restrictions.

The last attribute identified by Sammons is that an effective school should have a systematic assessment and evaluation procedure of learners' work and that the school managers should also be highly motivating to both the teachers and the learners.

1.10 Operational definitions

Academic performance: performance in an academic subject as opposed to that in a skills or technique.

Class size: The number of learners in a class Over-enrolled classes: More pupils than what a teacher can handle effectively in a class.

Over-crowded classes: Too many pupils in one class which results in failing to have free movements.

Enrolment: it is the number of pupils that are registered in the school.

Summary

In this chapter the researcher stated the background where the foundation basis of the study was exposed. The researcher also outlined the importance of education and explained the reasons why education is taken seriously by different individuals. The theoretical and conceptual frameworks that were being used in the study have been explained and finally the significance of the study was given.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

In this chapter relevant literature is reviewed with the view to assemble supportive material on the research study topic. Focus is on areas that provide insight into the ways in which school can improve performance amid over enrolment in schools.

This chapter contains a review of literature on teachers' coping strategies of teaching overenrolled classes. The purpose of literature review is to gain an understanding of the existing research and debates relevant to a particular topic or area of study. Hambulo (2016) stated that literature review is central to any research study because it provides the logical rules, ideas or beliefs upon which the research is based. The researcher started by reviewing literature on the concept of large classes to see what other scholars said about these classes. Then class sizes in other countries were discussed to establish the average class sizes in different countries of the world, and finally the Zambian situation was brought to light. The advantages and disadvantages of teaching overenrolled classes were outlined and finally the strategies of teaching large classes were discussed too.

2.2 The Concept of Large Classes

Stanely and Porter (2002) noted that, large classes are very prevalent in many learning institutions. It is not possible to come up with an optimum class size. There can be no quantitative definition of what constitutes a large class as perceptions of this will vary from context to context (Hayes, 1998). Meanwhile, Ur (1996) proposed that, the exact number does not really matter, what matters is how the teacher sees the class size in a specific situation.

Onwu (1999) does not agree with putting a figure when trying to define a large class but said that a large class is one where the majority of characteristics and conditions present themselves as inter-related and collective constraints that impede meaningful teaching and learning. Baker and Westrup (2002) suggested that a large class can be any number of students, which the teacher feels too many to make progress. Todd (2006) explained that,

what is taught influences teachers' judgements of the size of classes which later can influence their definition of a class.

Kyne (2010) is in agreement who argued on the importance of taking into consideration the nature of a course and the resources and facilities available. This means that it can be possible to meet the needs of 80 learners in a history lesson but may be a big challenge to meet the same number of learners in a science practical lesson. So class size depends on what is being taught. 8 It appears that there is no commonly accepted definition of a large class in the whole world though a lot of literature has alluded to what could be viewed as a large class. For example, a report from a workshop organised by the University of Queensland (2015) focusing on teaching and learning in higher education held at Can Tho University in Can Tho City in Vietnam indicated that participants who were college students and university teachers could not agree on a single definition of what a large class is.

According to Coleman (1989) teachers' perceptions of an ideal, small and large class vary considerably and therefore it may be difficult to define large in terms of numbers. This corresponds with Nolasco and Auther's (1988) view that teachers who are used to small classes of 10 to 15 learners might experience teaching a group of 20 as quite daunting, while others used to teaching large numbers may be relieved when they have a group of only 40 learners. Cahen et al (1983) are of the opinion that large and small classes are relative concepts. It is very important to know what an optimum class is in order to establish what an over enrolled class is. From the above discussion, it is clear that there is no agreed optimum class size globally, the next section will discuss the class sizes in different countries.

2.3 Class sizes in other countries

Class size refers to the number of learners that are found in one class at a particular time when the teacher is teaching. The debate of class size has been there for a long time. The origin of this debate has been traced back to ancient Greece. Socrates perhaps the most famous teacher of them all never actually specified an optimum number but kept his classes both exclusive and manageable by limiting them to the rich young men of Athens.

There are different class sizes in the world, they range from seventeen (17) or less to eighty (80) or more in a class. It is very difficult to come up with an ideal class size which can suit

all situations and all schools in the world. A lot of studies have shown the relationship between small class size and increase in student achievement although not all researchers agree to this assertion because there are many variables that affect achievement of learners in school. Thus because of this assertion, Tomlinson (1998) stated that for almost the entire twentieth century, the United States of America has been shrinking the average size of its elementary and secondary school classes.

Tomlinson (1998) further gave an example, of Florida (USA), where a debate on class size and its effects on teaching and learning process led to the approval of reduction of class size to twenty five (25) students in grade 9 to 12. In South Carolina, it was required that all districts with more than nine thousand (900) students to reduce the size of their language art and mathematics classes in grades 7 to 12 from 28 to 25 pupils per teacher (Tomlinson, 1998). This does not imply that the standard size of classes in the USA is 25. Other states have different class sizes. The Mississippi legislature has recommended to increase the average class size as a means of saving money.

The proposal would increase the average class size in grade 1 to 4 from twenty four (24) to twenty five (25) and 5 to 12 from twenty seven (27) to twenty nine (29) and in the process would save the state \$26.2 million (Tomlinson 1998 in Mulenga 2014). In the United Kingdom, the scenario was not very different in the sense that even there the figures of class sizes were not the same throughout the country. An investigation by BBC Yorkshire found that Brighouse High academy school in west Yorkshire had a year nine (9) maths class where one teacher had forty (46) learners (bbc.co.uk).

According to the school census of 2016, there were 17,780 state secondary school children in 2016 being taught in classes with thirty six (36) or more pupils. In England about 90 percent of children who attended state schools were taught in classes with thirty (30) pupils. On average, Japan had forty one (41) pupils per class in mathematics a figure substantially higher than class size in America. Moreover it was larger than class size in the Netherland, which had twenty four (24) and ranked second in maths achievement and also higher than Luxembourg despite having smallest class size of nineteen (19) ranked eighteenth (18) (Mc Knight, et al 1987).

Table 1.1 shows some examples of enrolment variations found in developed countries.

S/N	School System or Professional Association	Primary/Elementary	Secondary
1	England and Wales	30 (Senior Classes) 40 (others)	30
2	Scotland	25 (1 teacher) 30 (2 Teachers) 35 (3 teachers) 10-20(Special Classes)	30-40
3	Sweden	30	30
4	Denmark	28	24
5	United States of America (national Education Association)	25	25
6	New South Wales, Australia (Teacher Federation Policy)	30	30 20(Senior)

Source: Adopted and abridged from Eastcott (2019)

In South Africa like any other country in the African continent, there are significant provincial differences in class sizes. The government of South Africa has put the maximum number of pupils to be in one class at thirty five (35), but the majority of classes exceed this number (Resep, 2016) In certain regions of South Africa for example Western Cape, they have classes which are below thirty five (35) but within the same province some schools have forty (40). In the Eastern cape and Limpopo classes have more than sixty (60) learners.

In Ghana class sizes vary according to location and type of school. Class sizes in private schools are comparable to rural schools in terms of numbers while class sizes in urban schools are higher. The general trend in Ghana is that of higher class sizes in urban schools and lower class sizes in rural schools (Amphiah, 2008). The class sizes of different countries are relevant to this study so that they can be compared to the Zambian situation. This is to establish whether over enrolment is a normal trend all over the world or it is just found in Zambia. In the next section, class sizes in Zambia will be discussed.

2.4 Class Sizes in Zambia

Most Zambian schools are characterised with large classes. This is because according to Mwanakatwe (1968), Zambia increased enrolment after independence at both primary and secondary level due to huge demand for individual and national development. In this same period the industrialised countries were implementing class reduction, while developing

countries were expanding their education systems. This scenario brought about even more difficulties in coming up with a definition for an optimum class size. According to the education act (1966), secondary school classes should be between 35 to 40. In Zambia in 2002, the then president of Zambia, Levy Patrick Mwanawasa announced the introduction of Free basic education which encouraged parents and guardians to take their children to school.

According to Ministry of Finance and National Planning (2002), the free basic education policy made it easier for families that could not afford to pay school fees for their children to start sending their children to school. In 1995, the average secondary school class size at national level was 48.4 (MoE, 1998). This average doesn't mean that all classes had the same number of pupils in class. According to MoE (1998), there is a variation in the average class size according to regions, from a minimum of 40 in western province to a maximum of about 88 in Lusaka and southern provinces.

The class sizes tend to be bigger in urban schools. A survey was conducted by the Ministry of Education at the end of the year 2002 to establish average class sizes. These were the class sizes per province: Central province 71.8, Copperbelt 46.6, Eastern 66.5, Lusaka 40, Northern province 69.1, North-western 64.6 and Western province 64.2 (MoE, 2006). The survey was conducted at the end of 2002 just after free basic education was introduced. The researcher believes that the numbers kept on increasing in the years that 11 followed. This, therefore resulted in most classrooms being overcrowded since many of them were designed to seat a recommended class size of not more than forty five pupils in a class (MFNP, 2005). Despite most classes being over enrolled in Zambia especially in urban areas, advantages can be found when teaching these classes. In the next section advantages of overenrolled classes will be discussed.

2.6 Disadvantages of Overenrolled Classes

Class sizes have many effects on students' engagement, behaviour and students' retention. Finn (2003) conceptualised learners' engagement in two forms that is social and academic engagement. Social engagement show how students interact socially with other learners and the teachers. While academic engagement is the students' attitude towards schooling and learning process. Finn (2003) made a conclusion that when students are placed in smaller

classes, they become more engaged both socially and academically. This type of engagement brings increased academic achievement. Over enrolled classes do not allow teachers to engage their students in order to cater for their learners individually. With a smaller number of learners, teachers are able to pay closer attention to all learners, thereby holding them accountable for participation rather than ignoring those that are passive (Blatchford and Mortimore, 1994).

Fisher et al (1980) also stated that the bigger the group size the lesser the opportunity for substantiative teacher-pupil interactions especially through monitoring and feedback .As a result, the teacher may not come to understand each learner's capabilities and incapacities which can help in structuring the teaching and learning materials for meaningful learning (Ausubel, 1963). If the teacher is not able to monitor all the learners, it means some learner may not pay attention because they feel neglected. Garner and Bing (1973) agreed with the assertion that many learners may feel neglected and subsequently display negative attitudes to learning. Learners' attention in class assignments also said to be affected by class size. Research has shown that learners tend to spend less time on class assignments when in large classes (Blatchford and Moretimore, 1994).

Furthermore, in addition to spending time on schoolwork, learners in smaller classes tend to participate more than those in large classes (Cahen in Cooper 1998). In an overcrowded class a teacher may be hampered from teaching effectively because there will be inattention and poor discipline on the part of pupils (Flaunders 1967). Overcrowding in class according to Byrne (1975) lead to inattention, poor discipline and lecture methods instead of pupil centred integrated work. This means the less able learners will not be able to grasp the taught material (Garner and Bing 1973). If some learners are not able to grasp what is taught, then their performance will not be good. Trathen (1960) discovered that large classes were difficult to handle in terms of classroom management, resulting in an un conducive classroom environment.

Wilson (2006) further stated that teaching in overcrowded classes, does not cover all topics a in most school subjects. The effects of large classes on students' performance has been researched in various fields, Mckeachie (1990) has come up with a conclusion that discussion time becomes fragmented among students in large classes and teaching may rely on the

lecture method. Mckechie (1990) further said that teachers may give less written work and may find it difficult to know each student personally. Also teachers were not able to give adequate assignments to the pupils as they could not cope with the marking and teaching work load (UNESCO, 2005). Written work is very important to the teacher because it gives him feedback on the teaching and learning process.

Furthermore, Whitsitt (1955) found out that there are fewer classroom activities that occur in large classes of 34 pupils or more. It is important to know the disadvantages of teaching over enrolled classes because this can be the beginning point of looking for strategies to overcome them. Over enrolled classes can be problematic when it comes to teaching, it is important to have strategies to help teach these classes and so the next section will discuss the strategie of teaching over enrolled classes.

2.7 Strategies of Teaching Over

Enrolled Classes Research on approaches and strategies of handling over enrolled classes has been done widely. Heever (2000), defined teaching strategies as plans used by teachers to skilfully manage and guide learners in the classroom to become actively involved in acquiring a deep understanding of content while they simultaneously develop and practise critical thinking. This calls for teachers to have good management skills.

According to Eggen and Kauchak (1996), it is virtually impossible to be a truly effective teacher without being an effective manager of the class. Eggen and Kauchak (1996) pointed out that the key facts in effective classroom management are; starting on time, materials, prepared in advance, established routines, proper time management and orderly classrooms. Weber (1986) added that classroom management is a complex set of behaviour that the teacher uses to create and maintain an orderly and disciplined classroom environment in which both teaching and learning can occur.

Thus managing the classroom effectively is essential to 14 effective instruction and consequently to learner achievement. Class management can be enhanced if the teachers prepare their lessons before going to class. Teachers need to carefully plan their lessons before going to class. All teachers need to pay careful attention to planning for effective teaching regardless of the size of the class, although it becomes more crucial for large classes

(Heever, 2000). It is also clearly explained by Emmer (1997), that poorly planned unimaginative lesson programmes with limited opportunities for learners' involvement in the form of group work activities, seat work activities and assessment activities, on the other hand, are boring and frustrating to learners and create conditions for discipline problems to develop. Well planned lessons with a variety of activities holds learners' attention. Inadequate planning on the other hand, interferes with instruction by causing interruptions, delays and dead time (Emmer 1997).

Brooks (1987) remarked that unpreparedness and poor organisation tend to become magnified in a large class. Brown (1994) stressed that when class size swells and new or difficult information is being taught, it is best to break the class in groups of 15 or 20 pupils. Bennett (1992) also stated that, large classes can be divided into smaller groups of learners where group members are expected to talk, think and work together with peers to accomplish certain predetermined goals. Within these groupings, Brown (1994) suggested that all pupils should be given opportunities to lead the group, thereby ensuring that there will be any number of pupils that can help the teacher lead group based exercises. Group work encourages collaborative learning where more advanced students help weaker students.

According to Van Der Horst and McDonald (1977) collaborative learning has the potential to help teachers cope with the teaching of large classes. This approach can be successfully applied in large classes, especially because the interaction of a variety of ideas, opinions, backgrounds, abilities has the potential to stimulate discussion and to develop a learners' capacity to think (Heever, 2000). Students might not be able to understand the point at once, but with the help of the good students who are helping the weaker ones everybody in the class has a chance to get the point or problem being taught. Although peer tutoring has limited use in teaching higher level conceptual skill, there is documented evidence that it can be successful for improving rote skill such as oral reading, spelling words, reading rate, mathematics facts and vocabulary (Foot, Morgan and Shute 1990).

Peer tutoring is one technique that can be used effectively to individualise instruction and provide attention to specific learners. Long (1977), pointed out that wide range of differences in intelligences, aptitude, mental age, interest, personality and learning styles that are present in a class with a large number of learners have serious implications for

methodology. This implies that teachers should consider the individual differences of their students and can't use the same whole class approach every day. Lubisi (1998) encouraged teachers to explore a host of alternative instructional methods and approaches in order to cater for the differences in learner's interests, needs and abilities. This is because all learners can learn and succeed, but not on the same day in the same way (Spay and Schlebush, 1999). Because of the large numbers of students in large classes, the teacher may not be able to know each students personally but when the class is divided in groups or pairs, it can give chance to the teacher to be able to move from group to group and talk to different students.

Ur (1996) is in agreement when he states that, these methods can also give a teacher time to move from group to group and talk to different students to get to know them which is a very good strategy and helps enhance teacher-pupil interaction. The sitting arrangements for learners should be permanent and should be in such a way that permits teacher to move freely around while learners work in groups. Heever (2000), suggested to assign seats so as to allow teacher to make a sitting chart from which learners' names can be learned quickly. Wulff, Nyquist and Abbott (1987) observed that getting to know learners' names show that the teacher cares about learners in her classroom and might just motivate passive learners to become actively involved in their learning, thus contributing to a positive learning environment.

According to Nolasco and Arther (1988), observation has shown that a teacher's inaccurate use of or failure to use learners' names has a direct relationship to inattention and discipline problems. Calling learners by name gives teacher confidence and is able to identify trouble makers. Questioning technique is a fundamental tool of teaching a large class. To Socrates, the purpose of teaching was not the pouring in of knowledge, but drawing out and systematising of knowledge in mind of the learner (Duminy, Dreyer and Steyn, 1990). Teachers can also design questions with several acceptable answers rather than ones with only one correct answer, Ur (1996), observed that open-ended cues provide opportunities for responses at various levels. Another benefit of open-ended questions is that they increase the amount of time students contribute to the lesson and decrease the time monopolised by the teacher.

During questioning session, teachers need to give time to pupils to think and construct answers. If teachers can increase the one second of silence which usually follows a question to three seconds or more, students' answers will reflect 16 more thought, and more students will actively participate in the classroom (Sadker and Sadker, 1986). It is very important to know the strategies that other people have used in handling over enrolled classes because they could also be used in other situations.

2.8 Knowledge Gap

As explained in the review of literature, a lot of research has been done on recurring over enrollment. Some researchers have done studies on advantages and disadvantages of over enrolled classes. Studies on strategies of teaching over enrolled classes have also been widely done but all the studies have been done in other countries and the little studies that have been done in Zambia concentrated on other parts of the country and Senanga district. In this case there was need to a research on the strategies for addressing recurring over enrollment on the academic performance of pupils in Senanga District.. Summary Literature was reviewed in this chapter which showed the background of large classes and over-enrollment in Zambia. Literature showed that there was no optimum class size, the number of pupils in a class differ from country to country and even within one country, the numbers are different. It has been discovered that, what you call large class in one area may be called small class in another. Studies on advantages, disadvantages and finally strategies of addressing recurring over enrollment on the academic performance of pupils were reviewed outside Senanga District; hence this research was to be made in Senanga to see what Senanga holds in this regard.

2.9 Summary of the related literature

We have in this chapter portrayed the view of different authors on the concept of over enrolment. Based on the definition of over enrolment and that of academic performance, we could deduce that over enrolment and its ugly heads, to a large extent determines a child's academic Performance in terms of being an average or good pupil, and low academic achiever. Increase in pupil's enrolment has apprehended a shortage in educational achievement, pupils whose schools are over enrolled tends to achieve low academically. The issue of building schools has not been given much attention in rural areas; more schools have been built in urban areas leaving the condition of over-enrollment in rural areas unattended to.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter contains the research design, research site, population size, sample size, sampling technique, data collection instruments, data collection procedure, data analysis and ethical consideration.

3.1 Research Paradigms

It was very important to explain the underlying philosophical research framework that formed the foundation of this study. According to Creswell and Plano (2011), this framework is either a world view or a paradigm. A paradigm according to Schwandt (2001) is a shared world view that represents the beliefs and values in a discipline that guides how problems are solved. Without nominating a paradigm as the first step, there is no basis for subsequent choices regarding methodology, methods and research design (Mackenzie and Knipe, 2006). Punch (2009), suggested that scholars use two main paradigms which are positivism and either interpretivism or constructivism.

The two paradigms constructivist and interpretative are related concepts because both of them address understanding the world as other people experience it. On the question of what is reality, the interpretativists believe that it is socially constructed and that there are many intangible realities as there are people constructing them (Creswell, 1994). Reality therefore is in the mind of a person and is constructed as people socialise with each other and nature. It is the way people try to make sense of the world around them. Reality is also limited to the context, individuals or groups. Qualitative research rests upon the assumptions of interpretativism (Herbert, 1990). Interpretativism is said to be an umbrella term for a range of approaches that reject some of the assumptions held by positivism (Denscombe 2002). The interpretativism is an approach that aims at understanding the world from the research participants' own perspective (Mulenga, 2015).

The research was in agreement with the above quotation and hence the use of qualitative approach. Qualitative research lends itself to describing what is going on with a specific topic, as well as presenting a detailed analysis of a topic as it is in natural setting (Creswell, 2002). It has been stressed that qualitative research methods can provide a deeper

understanding of social phenomenon under study. According to (Mulenga, 2015), quantitative inquiry would help answer the research questions of what is going on in a particular activity setting by examining the experiences and views of the subjects under study within a professional activity system. The nature of this study seemed to suit the qualitative approach because it was the experiences of the teachers that were being explored. So in the next section the research design was discussed.

3.2 Research design

The study will be conducted using the descriptive survey design due to its suitability for describing the state of affairs, as they exist. Both qualitative and quantitative techniques will be used to increase participants' participation, hence achieving efficiency and accuracy in the data collection. Qualitative method is a form of research that involves description (Kothari), while Quantitative method research is a formal, objective, rigorous, systematic process for generating information (Kombo and Tromp, 2006). Additionally, the study will use participant observation as another source of data collection.

3.3 Research site

This study was conducted in three rural combined schools in Western province of Senanga District positioned along Senanga – Sesheke road, of which two namely Seeyi and Namaenya are situated on the eastern side of the aforementioned road while Kaeya is situated to the Western side of the same road.

3.3 Population size

According to Borg and Gall (1989) a population size is defined as all members of the real set of people, events or objects to which a research wishes to generalize the results of the study. The study targets 4 500 pupils, 66 teachers and 3 head teachers. This will give a total population of 4569 respondents.

3.4 Sample size

A sample in research refers to a subset of the population that is selected for a particular study (Cohen, Manion and Morrison, 2006).

The sample will involve three combined schools of Senanga District rural area and comprised ninety-three participants, aged from fifteen (15) and above. This was made up of three (3) headteachers (one from each school), fifteen (15) teachers (five from each school)

and forty-five pupils drawn from Grades 7, 10 and 12. The head teachers will be involved in the study considering their administrative positions in their respective institutions. The teachers will also be considered for the study as they are the ones responsible for delivering lessons, setting and conducting tests, whereas the pupils will be involved since they are the recipients of the educational services.

The schools to be sampled will be Seeyi, Kaeya, and Namaenya primary schools.

3.5 Sampling procedures

Sampling is a process of selecting a number of individual or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Kombo and Orodho, 2002). The study will use both purposive and simple random techniques of sampling. Purposive sampling is a sampling method where the researcher purposely targets a group of people believed to be reliable for the study; whereas simple random sampling is whereby the researcher selects at random a small group of respondents from a large population.

In the first stage of the sampling procedure, all the combined schools in Senanga District area will be written on pieces of paper and put in one box. The box containing these pieces of paper will be shaken for the papers in the box to mix. Then a simple random sampling will be conducted and the first three schools picked from the box will be chosen for the study sample.

In the second stage of sampling, the head teachers will be purposively selected while teachers and pupils will be randomly selected. In order to select the teachers to participate in the research, the researcher will obtain the number of all the teachers teaching academic classes at the selected schools. He then write 'yes' on seven pieces of paper and 'no' on each of the rest. All the pieces of paper will be put in a box which will then be rigorously shaken in order for them to mix. Teachers thereafter will asked to pick a piece of paper each from the box and those who will pick the ones written 'yes' will be the ones to participate in the study. In the third stage of sampling, 15 pupils will be randomly selected from each school from grades, 7, 10 and 12. The researcher will request to be given the number of classes in the school. He will thereafter, write 'yes' on four of the pieces of paper and 'no' on the others. The researcher then will ask class monitors to pick a paper there each. Those

who will pick the 'yes' ones will be the ones whose classes will participate in the study and those with the 'no' ones will not. Thereafter the researcher will proceed to the classes whose monitors have been picked 'yes' and use the same random selection criterion. Those who will pick papers indicating 'yes' out of the total of all those present in class at that time are the ones who will participate and those who will pick the ones written 'no' will not participate.

3.6 Data collection instruments

In this study, the instruments that were used for data collection were data structured items questionnaire. The questionnaire will have section A and B. Section A is the personal data of the

Respondents such as name of schools, sex, age, and so on. While section B is the study of the questionnaire such as questions and research questions in order to gather information from the respondents.

In this research, interviews were used to collect data. In qualitative studies like this one, it is common to use interviews as a way of collecting data. Kothari (2004), states that, interview is a method of collecting data which involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. There are different types of interviews which includes structured, semistructured and unstructured interviews. This study used the semi-structured interview.

The questionnaire is developed based on the research questions. Again, a close format questionnaire with four point likert type rating scale of Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD) and Disagreed (D) type of questionnaire will be used as follows: Strongly Agreed (SA) [**4 points**]; Agreed (A) [**3 points**]; Disagreed (D) [**2 points**] and Strongly Disagreed (SD) [1 points].

3.7 Data collection procedure

In research, data collection refers to the gathering of specific information aimed at proving or refuting some facts. Data will be collected through questionnaires. The researcher tends to physically go to the selected centers to administer the questionnaires. Administering the questionnaires in person will ensure that assistance is given to respondents who will be in

need of help in understanding some questions and that all the filled questionnaires will be collected for processing.

3.8 Data analysis

The mean score will be used in analyzing the responses of the research questions. The responses will be weighted using the four point likert type rating scale (point estimate). Each of the scale choice will be multiplied by the weight of the choice, sum up and divided by the total number of choices to determine the mean score. The bench - mark will be obtained by adding the total weight and dividing by 4, 2.5 and above will indicate that the responses are significant.

3.9 Ethical considerations

In every research, it is important for the researcher to consider ethical issues. The ethical issues can determine the quality of the data generated. Dawson (2013) emphasized that all research activity must be carried out in an ethical manner. In this research ethical consideration such as time to spend with participants, risks to the participants, invasion of privacy, confidentiality and reciprocity were addresses to ensure quality of the data that was collected.

The goal of ethics in research is to ensure that no one is harmed or suffers adverse consequences from the research activities (Cooper and Schindler, 2001). The researcher undertook to protect the rights of the respondents by:

- 1) Ensuring that none of the respondents will be named during the research or subsequent report;
- 2) Making sure that the respondents will be selected participate without compulsion;
- 3) Informing the respondents about the reason and purpose of the research; and
- 4) Informing the respondents that consent was sought from the School authorities of the selected schools before the commencement of this research initiative.

Summary

The methodology which was used in the study has been discussed in this chapter. The researcher had to come up with the research design to devise a strategy of this study. Data collection procedures were also discussed and the instruments which were used to collect data is semi structured interview. The last aspect which was considered in this chapter was the ethical considerations.

CHAPTER FOUR

FINDINGS, INTERPRETATIONS AND DISCUSSION

4.0. Overview

This chapter is in three sections 4.1, 4.2 and 4.3. Section 4.1; General Information. Section 4.2; Possible Challenges Faced by Teachers in Rural Primary Schools. Section 4.2;

4.1 General Information

The sample size was 93; 3 head teachers, 15 teachers, and 40 pupils. The head teachers and teachers all returned their filled in questionnaires and three of the pupils failed making an 85% return rate.

4.2: Gender Distribution of Respondents

Table: 1 Gender Distribution of Respondents

Category of respondents	Male		Female		Total Percentage
	Frequency	Percent	Frequency	Percent	
Head teachers	6	60.0	4	40.0	100
Teachers	10	70	10	30	100
Pupils	168	48	182	52	100

According to the findings in Table 1, majority (60.0%) of the head teachers respondents were males and 40.0% were females. Of the teachers, 70.0% were males while 30.0% were females. The teachers' respondents comprised of deputy head teachers, senior teachers, heads of subjects and class teachers. The information shown in Table 3 further shows that majority of the pupil respondents (52.0%) were girls while 48.0% were boys. This implies that there was heterogeneity in terms of gender among the respondents that took part in this study.

Information was sought on the age of the pupil respondents. This information is illustrated on Figure 1.

4.3. Age Distribution

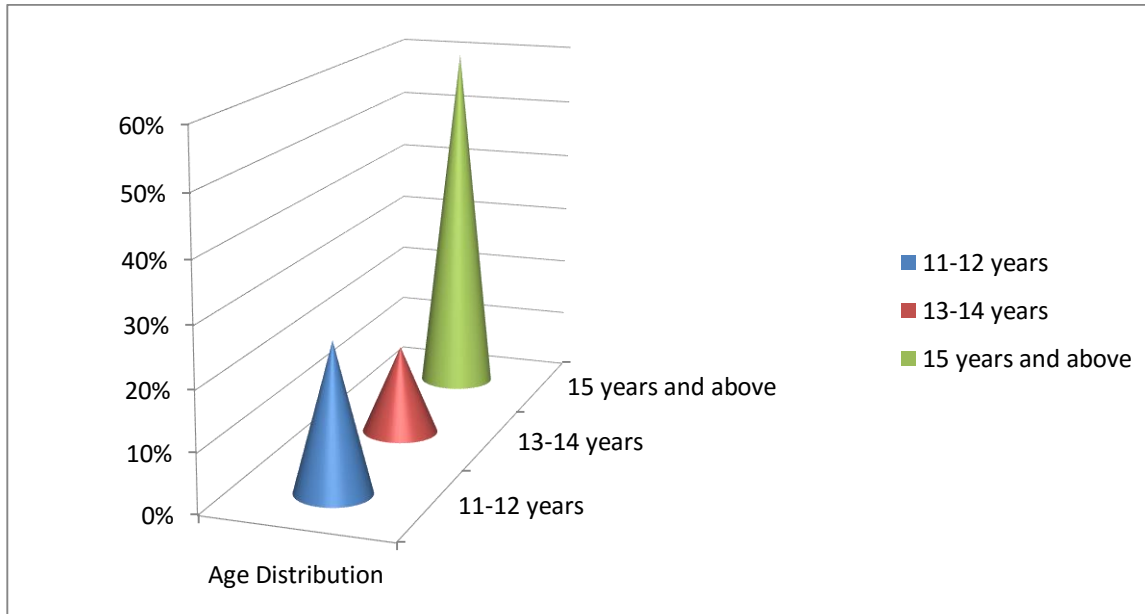


Figure 1 show that majorities (60%) of the pupils were aged between 15 years and above whereas 15% were aged between 13 and 14 years and 35% were aged 11-12 years. This implies that most of the pupils were in the age bracket recommended for this level of education. The objective of the study was to evaluate the pupil-teacher ratio in three selected government primary schools of Senanga rural Area. To respond to this objective, respondents were presented with 5 items in which they were required to state their agreement levels on a five point Likert scale (strongly agree, agree, undecided, disagree, strongly disagree). Responses obtained from pupil respondents are shown in Table 2.

4.4. Pupil-Teacher Ratio

Table 2: Pupils Responses on enrollment

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Classroom are overcrowded	197	56.3	69	19.7	0	0.0	41	11.7	43	12.3
Teachers are unable to mark all exercises given	94	26.9	116	33.1	21	6.0	60	17.1	59	16.9
Over-crowding contributes to noise making and poor class control	94	26.9	116	33.1	21	6.0	60	17.1	59	16.9
Teachers are unable to offer	78	22.3	110	31.4	43	12.3	72	20.6	47	13.4

individual attention to learners										
Textbooks are shared among many pupils	193	55.1	108	30.9	0	0.0	0	0.0	49	14.0

As shown in Table 2, majority of the pupils agreed that; classrooms were overcrowded with pupils (76.0%), overcrowding in classrooms had contributed to indiscipline like noise making (78.3%) and textbooks were shared among too many pupils (86.0%). This implies that increase in pupils' enrollment negatively influenced quality of learning in classrooms as teachers were not able to carry out their duties effectively like marking of exercises given learners and offering individual attention to learners.

The study further sought to establish from the teachers and head teacher, their opinions regarding the impact of enrollment on quality of learning, the extent to which enrollment impact on quality of learning, enrollment challenges faced in primary schools and strategies that can effectively mitigate the enrollment challenges faced in primary schools. The data provided in Table 3 was obtained regarding the impact of enrollment on quality of learning.

Table 3: Teachers Responses on Enrollment

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Classroom are overcrowded	28	93.0	2	7.0	0	0	0	0	0	0
Teachers are unable to offer individual attention	27	90.0	3	10.0	0	0	0	0	0	0
Textbooks are shared among many pupils	11	37.0	19	63.0	0	0	0	0	0	0

As shown in Table 3, teachers and head teachers agreed with the sentiments that increased enrollment affects quality of learning as classes were overcrowded contributing to noise making and poor class control, teachers were unable to mark all the exercises given, and that learners have to share textbooks. This implies that the quality of learning is compromised by increased

enrollment of pupils in primary schools especially when the schools have inadequate curriculum and physical facilities to cope with the large population. When asked to give their rating regarding the extent with which enrollment impacts on the quality of learning, the information obtained from the teachers and pupils' respondents is shown in Table 4.

Table 4: Responses on the Extent with which Enrollment Impacts on Quality of Learning

Responses	Frequency	Percentage
Very Great extent	60	16
Great Extent	209	55
Small extent	111	29
Very small extent	0	0
No extent	0	0
Total	380	100

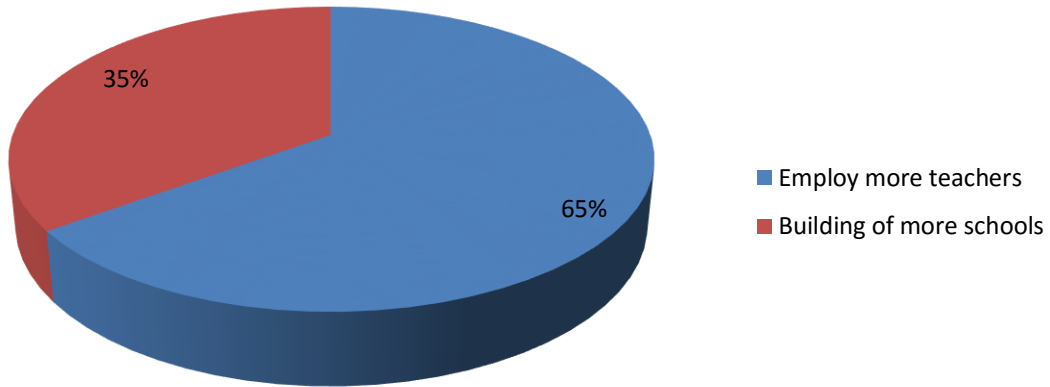
The data in Table 4 reveals that majority (55%) of the respondents felt that high learner enrollment impacts on the quality of learning to a great extent as compared to 29% that felt that the impact was small and 16% that that said the impact was very great. To confirm these findings, the DQASOs interviewed reported that increased pupils' enrollment was due to recurring over enrolment.

The enrollment challenges facing primary schools established from the pupils respondents included; sharing of learning materials, queuing in order to use some facilities like toilets, increased indiscipline among pupils and overcrowding in classrooms.

4.5. Effective means of addressing recurring over enrollment

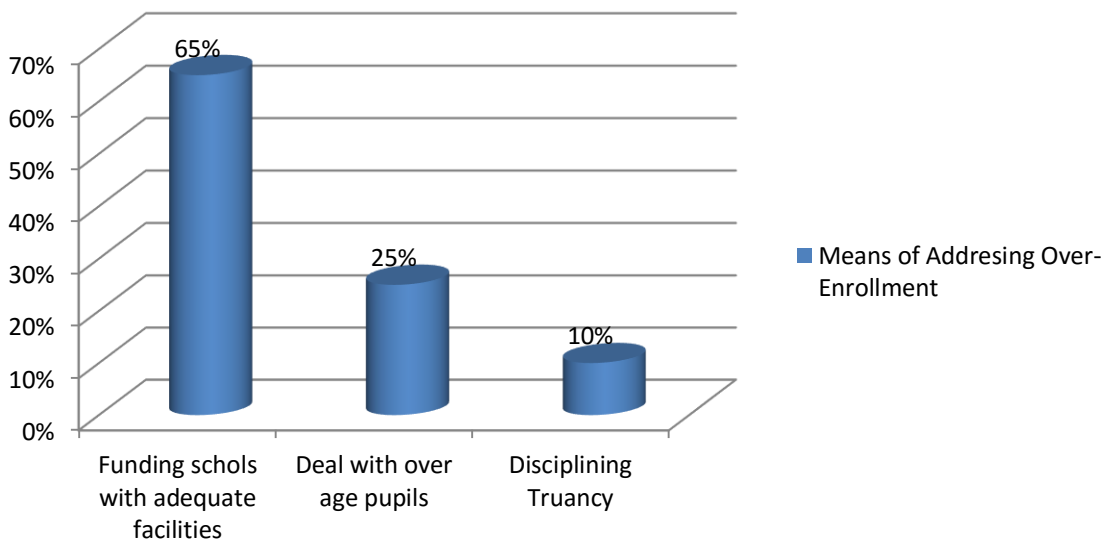
When asked to state how they would address the enrollment challenges currently being experienced to ensure quality learning, the main responses that featured from the pupils' responses were learning in shifts and barring overage pupils to enroll. The study established from the pupils' responses that employment of more teachers and building of more classrooms would be the best strategies to address recurring over enrollment. The data is presented in the pie chart below.

Means of Addressing over enrollment



The study further sought teachers and head teachers' free responses on addressing recurring over enrollment on the academic performance. The responses obtained were categorized and coded to facilitate analysis. The solutions that emerged from the head teachers and teachers' responses are captured in Figure 2.

Means of Addressing Over-Enrollment



The findings reveal that 65% of the respondents advocated for funding schools with adequate facilities to cope with increased population, while 25% revealed that, dealing with overage pupils by discipline them and 10% of the respondents noted that, truancy should be addressed by summoning the parents of the pupils who misses the lessons on 5 consecutive days.

In agreement to these findings, Inyiega (1997) found out that primary schools which had large number of pupils faced indiscipline cases and experienced problems of insufficient educational facilities, equipment and supplies leading to over-use of some of the facilities that were available in schools. This implies that the head teachers were likely to face constraints in organizing pupils to utilize the limited facilities. This in turn is bound to affect coordination of instructional processes in schools leading to poor achievement of the curriculum objectives by pupils hence the need to address the issue at hand.

When asked to state the strategies they were currently using to address the enrollment challenges being experienced to ensure quality learning, teachers and head teachers said that temporary measures such as employing form four leavers and having learners to share desks was common. When asked to suggest better ways of handling the enrollment challenges to ensure quality learning teachers gave responses similar to those provided by pupils.

4.6. The challenges brought about by over-enrollment.

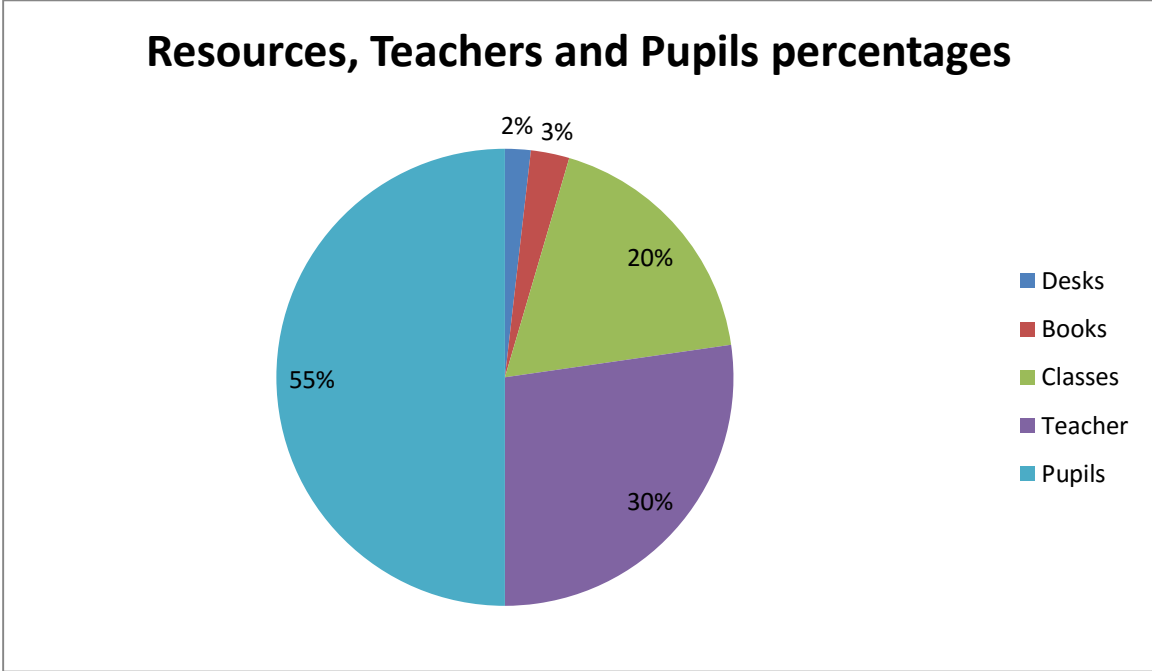
When asked of the challenges brought about by over-enrollment, the respondents responded as follows:

4.6.1. Overcrowding:

The respondents responded that the classes were overcrowded; one respondent revealed that during Monday, Tuesday and Wednesday, some pupils have no desks to sit on; and find themselves on the floor.

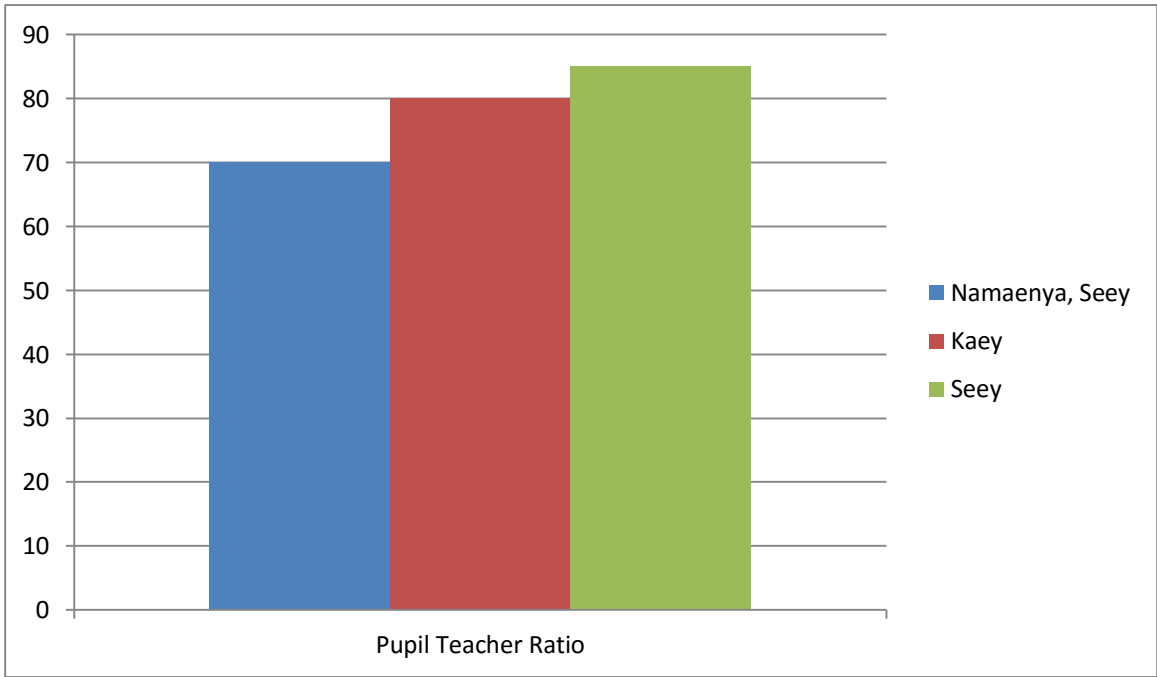
4.6.2. Less resources:

Regarding resources, the respondents were asked if the resources were available such as desks, would it be fine. The respondents noted that the availability of desks is no solution at all; as desks will not fit in to the classes which were designed to accommodate 45 pupils. One respondent purported that, there should be attention and regard in building the classroom first then employs more teachers to equalize with the number of pupils. The following diagram shows the responses from respondents regarding resources in schools.



4.6.3. Pupil Teacher Ratio

When the respondents were asked how many pupils are in the classes on average. Fifty-Four Respondents answered that some classes had 70, others 80 and some 85. This number seemed to outweigh the effectiveness of the teacher to deal with learners. The above information is presented in the diagram below.



4.7. Effective means of dealing with such population so as to improve the academic performance of pupils.

When asked of the effective means of dealing with over-enrollment in these schools; the respondents had the following as measures.

Grades:

Some respondents from one of the schools observed that, grades are a well-known indicator of academic performance, grades is the pupils' score for their classes and overall tenure.

12 respondents revealed that, grades are most often a tallying or average of test score and may often be affected by factors such as attendance and instructor opinion of the student as well.

Attendance

About 18 of the respondents noted that, it is difficult to perform well in class if the pupil does not attend classes according. 3 teachers revealed that in over-crowded schools marking the register for presence and absenteeism is a challenge as it can take the whole period marking.

Standardized test

In answering the question regarding the measures, respondents pointed out that, standardized test can help. Standardized tests are those that provide a consistent measure of a pupil's performance with those that take the same test often nationwide. As testing procedure and scoring are consistent regardless of where the test is taken, standardized test can provide a more direct representation of the taker's knowledge and aptitude than his or her grade in school.

.Co-curriculum activities

The respondents were asked if the school does involve its pupils in co-curriculum activities. The respondents revealed that co-curriculum activities available at school in support of measuring up the challenges of over-enrolment are sports. In regard to this, Co-curricular activities therefore proved to can make a pupil more interested in school.

4.8. Pupils' Perceptions on factors Influencing Academic Performance

In order to establish Pupils' perceptions towards educations and its influence on academic performance, pupils were asked to comment on various aspects of headteachers and teachers. The results are as shown in the diagram below.

The findings reveals that one headteacher of high performing school made speeches emphasising academic performance on parade and during other forums more than his counterparts in other schools. This is seen by 57.1% of pupils from high performing schools who agreed with this statement and 10.3% who strongly disagree while 42.8% of pupils from low performing schools disagreed with this statement while 28.5% strongly disagree. The study also reported that headteachers of high performing schools give prizes and awards (show appreciation) to performing pupils more than those in low performing schools as seen by 58.8% of pupils from high performing schools who agreed with 31.0% strongly agreeing while 40.4% pupils in low performing schools agreeing and 14.2% strongly disagreed.

The findings also show that headteachers of high performing schools give prizes and awards (show appreciation) to performing teachers more than those in low performing schools as indicated by 38.1% of pupils who agreed with this statement against 45.4% from low performing schools who disagreed. The study findings further show that headteachers from high performing schools show readiness to listen to pupils on various academic-related issues as compared to their counterparts in low performing school as seen 43.1% who agreed and 22.6% who strongly agreed with this statement against 52.3% and 19.0% who disagreed and strongly disagreed respectively. The findings show that headteachers of low performing schools have a strong positive attitude towards academic performance that those of low performing schools which has led to better performance in this schools.

The results also revealed that teachers in high performing schools have more urge for good academic performance than their counterparts in low performing schools. This seen by 45.1% of pupils from high performing schools who agreed with this statement followed by 12.0% who agreed while 50.0% pupils in low performing schools strongly disagreed with this state with 33.3% disagreeing. It was also established that teachers from high performing schools give suggestions on ways of improving more than those in low performing schools

as indicated by 38.1% of pupils from high performing schools who disagreed and 13.7% who agreed while 42.8% of those in low performing schools agreed with 28.7% strongly disagreeing.

Summary

The above chapter of the study has given the findings, interpretations and discussion of the study. The chapter has given the general information, possible challenges faced by teachers in rural primary schools regarding the recurring over which has resulted in to over enrolment. The recurring over has brought overcrowding, less resources and unbalanced pupil teacher ratio. The chapter has also identified effective ways of helping teachers to teach effectively amid over enrolment and other solutions to over-enrollment have been addressed.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH.

5.1 Summary of the Study and Findings

The study assessed the strategies for addressing recurring over enrolment on the academic performance of pupils; a case study of Namaenya, Seeyi and Kaeya Primary Schools in Senanga District.

The research objectives were based on school-based factors, pupil-based factors and teacher-based factors. The study adopted a descriptive design and targeted 100 respondents out of which a sample of headteachers, teachers and pupils were selected.

Questionnaires, interview guides, observation guides and document analysis guides were used to collect data. To determine validity and reliability of instruments, a pilot study was carried out and the findings used to make corrections in the instruments. The headteachers' teachers' and pupils' questionnaires were used to ascertain reliability. Quantitative data were coded and analyzed using descriptive statistics such as means, percentages, and frequencies with the help of SPSS 11.5 program. Data were presented in form of graphs, charts, and tables. Generalizations were formulated. Qualitative data derived from the open ended questions and the interview guides were organized in relation to the themes or research questions and from this information, the researcher then wrote a narrative and interpretive report in order to explain and reflect the situation as it is occurring in the school.

The study investigated the strategies to deal with the recurring over of over-enrolment on the academic performance of pupils. The findings revealed that classes with average population had a more conducive environment that promoted better performance than densely populated classrooms. They had an edge in terms of provision of school physical facilities and teaching and learning resources.

According to the findings 71.5% of high performing classes had adequate learning materials as compared to only 40.0% over-enrolled classrooms. This shows that adequacy of classes can be described as having an influence on performance. These findings concur with MOEST

(2003) which found that inadequate classrooms led to overcrowding in the class and this affects teaching and learning. All teachers of low performing classes (100.0%) indicated that they had inadequate library books. Eshiwani et al (1988) found that the availability of a library books enhances performance.

The findings further show that high performing classes are better equipped with teaching and learning resources which gives an edge over low performing classes in terms of academic performance. This is as indicated by majority of respondents of high performing schools (71.5%) who said that their classes had adequate class textbooks while 71.5% of respondents indicated that they have adequate teachers' reference books.

Katana (2007) in a study of factors affecting performance in Magarini Division of Malindi District notes that lack of enough teaching and learning materials contribute to poor academic performance.

The study also revealed that teachers in high performing schools (57.1%) are more actively involved in the school administration and 57.4% of respondents follow up on professional documents more often which may be a reason why these classes are performing better in examinations. The school administrations of high performing schools (98.3%) were also found to be friendlier to parents. All pupils (100.0%) in high performing classes indicated that the school administrations were friendly to pupils. This class environment has given high performing school advantage over low performing classes in terms of performance.

Mulau (1988) in a survey of probable causes of poor performance in Examinations in Kaloleni Educational Division of Kilifi District, Coast province established that poor academic performance was due to poor administration by headteacher resulting from over-enrolment. These findings agree with Kathuri (1986) in a survey of some factors which influence the performance of Pupils in which found that effective and friendly school administration boosts pupils' morale and this impact positively on academic performance.

On the pupil-based factors, study established that pupils in high performing classes have characteristics that positively influence their performance. The study revealed that pupils in high performing classes (80.0%) observed punctuality when going to school, none of the teachers of high performing classes said that cases of pupil lateness in their schools are high.

Abagi and Odipo (1997) also found that pupils' lateness resulted into few contact hours and this impacted on performance negatively.

Rache et al (2011) in a study of the factors that contribute to poor performance in public day primary schools in Mwimbi Division, Maara District, note that pupils who interact using English language tend to understand it better and do well in examinations as all examinations are written in English language. Pupils who use mother tongue for interaction are disadvantaged as they end up performing poorly in examinations which are written in English. Vernacular speaking is more prevalent in over-enrolled classes.

It was also established that a substantial number of teachers from over-enrolled classes (59.5%) use the local mother tongue when teaching which may impact negatively on academic performance in these schools. The study also revealed that 84.5% of teachers in higher performing schools observe punctuality and rarely absent from school which might explain the disparities in academic performance. Etsey (2005) found that teacher absenteeism and lateness results in incompleteness of syllabus and this affects pupils' motivation and commitment to learn.

According to Etsey (2005) in a study *Causes of Low Academic Performance of Primary School Pupils in The Shama Sub-Metro of Shama Ahanta East Metropolitan Assembly in Ghana*, which found that when teachers absent themselves from school frequently, pupils go unattended and do not do well in national examinations.

In relation to community-based factors, the findings revealed that parental support is densely populated classes are average. It was also seen that parents of high performing classes show more enthusiasm in participating in school development than those of low performing schools. It was revealed that on average, parents of pupils in high performing schools have attained higher levels of education and are playing a significant role in their children's academic work and therefore leading better performance.

The study revealed that contrary to popular perceptions, low performing schools had teachers who were equally committed to their work and had well prepared professional documents. Some low performing schools also had libraries while high performing ones did not have.

This means that these factors were not found to be key determinants of academic performance in public secondary schools.

5.2 Conclusions

The study concluded that school-based factors influence academic performance in public secondary schools. According to the study a comparison between high performing and low performing classes show that high performing classes had a more conducive environment to enhance academic performance as they were better equipped in terms of physical facilities and teaching and learning resources. Pupil-based factors were also found to have an impact of academic performance as pupils in high performing schools were found to have characteristics that promote academic performance more than their counterparts from densely populated classrooms.

The study finally concludes that headteachers, teachers and pupils' perceptions of academic performance in regard to strategies for addressing recurring over enrolment on the academic performance of pupils should be positive and focused to overcome. Respondents from low enrolled classes had more positive perception of academic performance than their counterparts.

5.3 Recommendations of the Study

Based on the findings of the study the following recommendations have been made:-

- 1) The government needs to develop policies to govern enrolment ratios on both human and material resources to ensure that the quality of learning in schools is not compromised by increased enrolments.
- 2) The study concluded that school-based factors in terms of provision of school facilities influence academic performance. The government, school administrations, parents and other stakeholders should therefore provide adequate funds to finance the provision of adequate school physical facilities and teaching and learning resources in schools in order to support teaching and learning activities.
- 3) The study revealed a link between pupil characteristics and academic performance regarding over-enrolment. Parents and school administration should therefore ensure that

pupils arrive in school on time, are not absent from school, complete their homework on time and use the appropriate language in school (English and Silozi).

- 4) This can be done through taking roll calls and making follow-up on pupils who miss school. Teachers and parents should also ensure that pupils do their homework as required by checking their books as well as closely monitoring them when doing homework. The school administration should further introduce a school language policy and enforce it adequately to minimise speaking of mother tongue in schools.
- 5) The study further concluded that teacher-based factors influence academic achievement. The study therefore recommends that efforts should be put in place to ensure that teachers perform their duties to the required standards despite over-enrollment. In light of this, the school administration should ensure that teachers give homework to pupils on regular basis and have it marked promptly by carrying out regular spot checks to ensure that evaluation of pupils is properly done. The school administration should ensure that teaching is strictly done using the official language of instruction (English) in order to improve pupils' ability to answer questions. Teachers and school administrators should be trained on childcare. Nodding (1992) notes that care is central to the cultivation of a caring society and a necessary pre-condition for education as well as an essential ingredient in education. Caring should be part of the curriculum and that the school system may be improved by educators who operate through "motivational displacement" in response to their students.
- 6) Community-based factors were found to influence academic performance. The study therefore recommends that school administrations should devise ways of fully involving parents and members of the community in school activities in order to ensure adequate support for educational activities in the schools.
- 7) The study finally concluded that headteachers, teachers and pupils' perceptions of factors influencing academic performance influences performance in examinations. The study therefore recommends that the government, school administrations and other educational stakeholders should organise seminars/workshops to sensitise headteachers and teachers on the need to ensure good performance in schools. School administration and teachers through meetings with pupils, motivation speeches and guidance and counselling should sensitise pupils on the need to work towards academic excellence.

5.4 Suggestions for Further Research

In view of the limitations of the study, the researcher recommends further research in the following areas:

- 1) This study excluded parents of pupils and therefore a similar study should be carried out where parents will be selected as respondents to provide more information on the community based-factors influence academic performance.
- 2) The study was confined to 3 Senanga District Schools. A similar study should be carried out to the rest of the country.

REFERENCES

Bishop, G (1989): *Alternative Strategies for Education*. London: Macmillan Publishers Ltd.

Chuck, A. (2009). *Disparities in the System: The Effects of Free Primary Education (FPE) on the Quality of Education in Nairobi's Public schools*. Nairobi: SIT Kenya.

Daggett, W. R. (2005). *Successful Schools: From Research to Action Plans*; Paper Presented at June 2005 Model Schools Conference.

Duraisamy, P. James, E., Lane, J. & Tan, J-P. (1997). *Is There a Quantity-Quality Trade-Off as Enrollments Increase? Evidence from Tamil Nadu, India*. Policy Research Working Paper 1768; Washington DC: World Bank.

Edmonds, R. R. (1981). *Search for Effective Schools*. NIE, East Lansing, MI. The Institute for Research on Teaching, College of Education, Michigan State University.

Beshavien, G.J. (1992). *Over enrolment in the under developed world*. New York: Oxford University.

Borg and Gall (1989). *Population In Scientific Research*. Paris: Cambridge University Press.

Cohen, I, Mnion, L., and Marrison, K., (2001). *Research Methods in Education*. New York: Routledge.

Farrant, J.C. (1980). *Principles and practice of education*. England: Longman

Group UK limited.

Kelly, M. J. (1999). *The origins and development of education in Zambia*.

Kirk, D. J. & Jones, T. L. (2004). *Effective Schools Assessment Report*, San Antonio, TX: Pearson Education.

Lusaka: Image publishers limited.

Kombo, D.K. and Orodho, A.J. (2002). *Research Methods*. Nairobi: Kenyatta University Institute of Open Learning.

Kombo, D.K. and Tromp, D.L.A (2006). *Proposal and Thesis Writing, An introduction*. Nairobi: Pauline Publications Africa.

Kothari, C.R. (2004). *Research Methodology Methods and Techniques*. New Delhi: New Age International Publishers.

Ministry of Education (2005). *Educating the Nation: Strategies for Implementation of Education for All*. Lusaka: Ministry of Education.

Ministry of Education (1992). *Focus on Learning: Strategies for the Development of School Education in Zambia*. Lusaka: Ministry of Education.

Ministry of General Education (2018). *Senanga District Profile Education: Strategic action plan for 2019-2021*. Lusaka: Government Printers.

Masuzyo Chakwe (2019). Over-enrolment has affected quality of education. *Zambia Daily Mail*, 5 Oct. p.6
gushambatwa, I. (2018). Upgraded and Combined Schools in Zambia. Lusaka.

Lezotte, L. W. (2010). *What Effective Schools Do: Re-envisioning the Correlates*. Indianapolis, IN: Solution Tree.

Ng'ethe, J. M. (2004). Investigation into Challenges the Primary School Headteachers are Facing with the Implementation of recurring over in Primary Education: A Case for Ruiru Division of Thika District. Unpublished MEd Thesis, Kenyatta University.

Oketch, M. & Somerset, A. (2010). Enrolment impact, quality effects, and the transition to secondary school. Research Monograph No. 37, University of Sussex: CREATE Pathways to Access.

Sitembile Siwawa (2016). Over-enrolment blamed for Poor grades. *Zambia Daily Mail*, 17 Feb. p.4.

Sawamura, N. & Sifuna, D. N. (2008) Universalizing Primary Education in Kenya: Is It Beneficial and Sustainable? *Journal of International Cooperation in Education*, 11 (3), 103-118.

Shimada, K. (2010). Student Achievement and Social Stratification: A Case of Primary Education in Kenya. *Africa Educational Research Journal*, 1, 92-109.

Sifuna, D. N. (2003). The Pastoralist Communities and Free Primary Education in Kenya: A Preliminary Survey. Nairobi: MOEST and Action Aid-Kenya.

UNESCO, (2005). Challenges of Implementing Free Primary Education in Kenya: Assessment Report, UNESCO, Nairobi Office.

Verspoor, A. (2008). Conditions and Factors of Effective Schools in Africa; Paper Presented at the ADEA Biennale on Education in Africa, Libreville, Gabon, March 27-31, 2006

APPENDICES

APPENDIX 1: A REQUEST LETTER TO RESPONDENTS

Dear Respondent,

I am a student at Chalimbana University. I am conducting a research for the fulfillment of the studies. The research title is

Assessment of the strategies for addressing recurring over enrolment on the academic performance of pupils; a case study of Namaenya, Seeyi and Kaeya Primary Schools in Senanga district.

I am kindly requesting you to spare some time to respond to the items. The information obtained will be used for research purposes only and will be treated with confidentiality.

The findings of this study will help pupils, parents, teachers, and the government to understand the strategies for addressing recurring over enrolment on the academic performance of pupils and possibly measures put in place to improve the performance.

Do not write your name or the name of your school in the interview guide

Yours Sincerely

Mubiana Yubai
Bachelor's Degree Student

APPENDIX 2: QUESTIONNAIRE FOR TEACHERS
PERSONAL DATA

Please tick [] where appropriate

- 1) Name of school_____
- 2) Position_____
- 3) Sex: Male [] Female []
- 4) Age: 20-30 31-40 [] above 40 []
- 5) Qualification:
- 6) Diploma
- 7) Advanced Diploma []
- 8) B.ED/B.AED/B.SC []
- 9) M.SC []
- 10) How many classroom blocks has the school_____
- 11) How many classrooms has each classroom block_____
- 12) How many teachers are at the school_____
- 13) What is the total enrollment of the school in the past 3 years_____
- 14) What is the expected number of pupils per class_____
- 15) Are there any double class brought about by over-population of pupils_____

APPENDIX 3: QUESTIONNAIRE FOR TEACHERS

Please tick [] where appropriate

- 1) Name of school: _____
- 2) Grade: G5 [] G6 [] G7 []
- 3) Sex: Male [] Female []
- 4) Age: 9 - 18 [] 19 – 25 []
- 5) How many are you in your classroom _____
- 6) How many are you on one desk _____
- 7) Does the teacher mark your work every day _____
- 8) Are classes small or big in your own opinion _____

APPENDIX 4: PUPIL-TEACHER RATIO

Please tick against the correct answer where applicable. The initials below stands for (SA) Strongly Agreed, (A) Agreed, (SD) Strongly Disagreed, (D) Disagreed.

PUPILS-TEACHER RATIO IN SENANGA RURAL COMBINED PRIMARY-SECONDARY SCHOOLS

S/N	ITEM STAMENT	SA	A	D	SD
1	The number of pupils per class is more than the normal pupil-teacher ratio of 30 pupils to one teacher.				
2	Pupils in urban areas always migrate to rural schools to write their examinations, thereby increasing the number of pupils in the rural schools				
3	Teachers in the rural primary schools teach up to 60-90 pupils per class.				
4	The total number of teachers in Senanga rural schools is limited, compared to the enrolment of pupils in the area				
5	There is a steady in the enrolment of pupils in Senanga these combined schools.				