

**ASSESSING TEACHERS' PERCEPTIONS ON COMBINED PRIMARY AND  
SECONDARY SCHOOL STRUCTURES: A CASE STUDY OF NAMALUNGU  
COMBINED SCHOOL IN SENANGA DISTRICT, WESTERN PROVINCE**

**BY**

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

**CHALIMBANA UNIVERSITY,**

**LUSAKA,**

**2022.**

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## **DECLARATION**

I, Fridah Kuyela do hereby declare that this report submitted to chalimbana University has not previously been submitted by anyone for a degree at this or any other University. The work of other people used in this research are cited authentically.

Date of submission.....

Signature .....

## **APPROVAL**

This research report of Fridah Kuyela is approved as partial fulfilment of the requirement for the award of the Degree in Secondary Education by Chalimbana University.

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## **DEDICATION**

This research report is dedicated to my parents and my children.

## **ACKNOWLEDGEMENT**

The task of writing this report was made possible by the indispensable assistance of individuals and institutions whose contributions I wish to acknowledge. I wish to express profound gratitude to my supervisor, Mrs E N'gandwe Mukwasa for her willingness to guide me through this research.

Further, I thank the Head teacher, teaching staff and learners of the sampled school for their generous contribution and cooperation during the data collection exercise.

Finally, I thank all the Lecturers, the support staff and my course mates in the section of Secondary Education, my friends and all those who always motivated, encouraged and gave me moral support throughout the study.

## **ABSTRACT**

The purpose of this study was to find measures that can be employed to mitigate the challenges faced by combined schools.

The objectives of the study were: to determine the attitudes of teachers toward the introduction of combined primary-secondary structure at Namalangu combined school, to establish the challenges of the combined primary-secondary structure at Namalangu combined school and to propose measures that can be employed to mitigate the challenges faced by combined schools.

The study employed a case study design. It adopted purposive sampling to select teachers to take part in the study. To select the learners, random sampling was used. It used questionnaire, Focus Group Discussion (FGD) and observation to collect data.

The findings of the study demonstrated that the major challenges faced by combined schools include: inadequate learning and teaching resources, limited school infrastructure and pupil congestion, the challenge of some learners with poor reading & communication skills, sexual harassment of girls, shortage of qualified and specialized teachers, the challenge of most teachers not upgraded and confirmed and inadequate funds or government grant.

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## ACRONYMS

MOE.....	Ministry of education
NGOs.....	Non - governmental organizations
Debs.....	District education board secretary
FGD.....	Focus Group Discussion

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Overview**

This chapter establishes the background to the study and the statement of the problem. The purpose of the study is stated as well as the research objectives and research questions. The delimitation of the study, limitation of the study, significance of the study, and theoretical frameworks has been presented to guide the research study. Operational definitions have also been elaborated.

### **1.1 Background of the study**

World over, combined schools face many challenges of quality education in these areas is not an easy task (Kakupa, 2014). Some of the challenges faced by rural schools are inadequate qualified staff, lack of adequate teaching/learning materials, long distance to schools, inadequate infrastructure, high levels of poverty, poor working conditions for teachers, lack of parental involvement in school activities and some cultural attitudes and beliefs which do not offer support for effective student learning because some parents' value of marriage for their children as opposed to education (McClure and Reeves, 2004; Brown, 2003).

Corcoran, Walker & White (1988) argue that the poor academic performance of learners in combined schools in Palestine can be attributed to little time to concentrate on their school work due to these challenges they faced. Also, the poor working conditions for teachers had a negative impact on pupil performance in that it resulted in higher absenteeism, reduced levels of effort, lower effectiveness in the classroom, low morale and reduced job satisfaction which can be summed up as 'lack of friendly teaching and learning environment' (Komba, Hizza & Jonathan, 2013 in Mhiliwa, 2015).

The demand for secondary education has increased in the recent past across the globe. This high demand for secondary education is being triggered by the need to attain Universal Primary Education (UPE) in many countries (Mhiliwa, 2015). From mid to late 1990s, many African countries had stagnation in primary education but since 2000, doors opened for more than million learners to access primary education.

The available literature and research show that the formal structure of the Zambian education system has gone through a number of changes since independence. At the outset, stated with ten

years of Basic Education for every child from 1974 – 1984, which in no time fell out of favour and thus abolished mainly due to lack of resources (Ministry of Education, 1992). After that, a 7-3-2 education structure was recommended, that is seven years of primary, three years of junior secondary and two years of senior secondary school. This system also came with its own challenges one of which was the lack of places in secondary school which saw Grade 7 pupils repeat the Grade many times due to the aforementioned challenge. As such, Night School was introduced to assist pupils who were not selected to conventional secondary schools (Lungwangwa, 1987).

It is for the same reason (lack of places in secondary schools) that saw the introduction of Basic schools from primary schools in the early 1980s. Similarly, the introduction of Basic schools resulted into another change of the education structure of the school system in Zambia. This time the structure became a 9-3-4, that is, nine years of basic education (Grade 1 – 9), three years of high school education (Grade 10 – 12), and four years or more of tertiary education depending on the school and programme admitted into. Having experimented with this structure, it was discovered that many basic schools did not have basic facilities including learning materials and qualified teachers to handle the Grades 8 and 9 curriculum areas especially in Science, Mathematics and practical subject areas.

Thus, the year 2012 which saw the change of government from MMD to Patriotic Front (PF), brought another change in the structure of the Zambian education system: the government reintroduced the grade 1 to 7 of primary and grade 8 to 12 secondary systems. It was also made clear that community schools would be upgraded to primary status whereas some primary schools would employ a combined school system for primary and secondary education.

Although many primary schools were immediately combined with secondary in different parts of the country, Namalangu primary school in Senanga district of Western province remained in that status up until 2020 when a secondary school was introduced and it is now a combined school. With an understanding that any change to any system comes with its own perceived factors more especially from the implementers who are teachers in this regard. It therefore, became imperative that the views of teachers be investigated over combined primary and secondary services establishment as well as to ascertain the level of effectiveness in serving the intended purpose.



## **1.2 Statement of the problem**

In the year 2017, the government through the Ministry of General Education embarked on upgrading a number of primary schools into combined schools in the country. The high demand for secondary education among school going children is being necessitated by an increase in learners who qualify from junior to senior secondary schools every year (MOE, 2020).

Despite such development taking place in the country, the provision of quality education in rural areas has not been easy due to some challenges faced by combined schools leading to poor academic performance of learners in most of the subjects at junior secondary school level. Literature reviewed has shown that little research has been conducted yet to find out what challenges these schools have been facing and what mitigation strategies have been instituted to remedy the situation. This study therefore, was aimed at establishing the challenges faced by combined schools: a case of Namalungu Combined School in Senanga District, Western Province.

## **1.3 Purpose of the study**

The purpose of this study was to find measures that can be employed to mitigate the challenges faced by combined schools.

## **1.4 Research objectives**

In order to meet the study's purpose, the specific objectives were as follows:

1. To determine the attitudes of teachers toward the introduction of combined primary-secondary structure at Namalungu combined school.
2. To establish the challenges of the combined primary-secondary structure at Namalungu combined school.
3. To propose measures that can be employed to mitigate the challenges faced by combined schools.

## **1.5 Research questions**

1. What are the attitudes of teachers toward the introduction of combined primary-secondary structure at Namalungu combined school?
2. What are the challenges facing Namalungu combined school?
3. How can the challenges faced by combined schools be mitigated?

### 1.6 Delimitation of the study

This study was limited only to one school in Senanga district, that is, Namalangu combined school of Western province of Zambia.

### 1.7 Limitation of the study

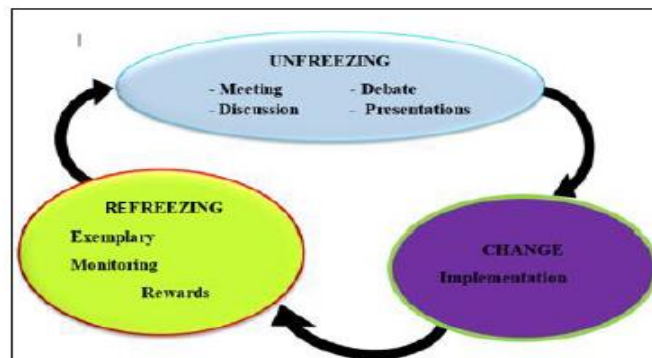
The study would be more complete included all combined schools in the district. However, the limited time available and the limited resources could not allow the researcher to undertake a study of that magnitude. Therefore, the results of this study may not be generalized beyond this demographic ground of participants.

### 1.8 Significance of the study

It is hoped that, the findings of this study may provide a deeper insight to policy makers and administrators in the Ministry of General Education on how best combined schools could be more effective and properly managed given the views of the people charged with the responsibility of providing their services in this respect.

This study used Kurt Lewin's Model of Change which is used to manage change and overcome resistance to change in an organization. The Model has three distinct stages which explains how best a strategic management leader can successfully deal with change and manage to overcome resistance to change in an organization. The aforementioned phases are called unfreezing, changing or moving and refreezing respectively. Each stage will be explained and see how it works in process of accepting change or else it will be indeed difficult for the school management to implement the intended purpose. For easy reference the figure below is provided.

**Figure 1: Kurt Lewin's Model of Change**



*(Source: Kurt Lewin, 1951)*

The first stage falls under the ‘Unfreezing’ of the present level. Initially, the school was a Basic oriented institution with a background of fewer infrastructures, lack of specialized rooms such laboratories and equipment. In this state all was fine for a Basic school. Now, shifting the current status into a secondary school would need an overhaul of the entire system to fit into a combined school. New teachers brought to this school are new whose expectation may be quite high. This in turn may create resistance among the teaching staff. It becomes worse if there was less consultation with vital stakeholders. Thus the only way out, is to employ the Kurt Lewin Model of Change and engage in it mechanisms that will cater for the gaps. Therefore, the Unfreezing stage is where the strategic leader in this case school manager makes the members of staff aware of the change. He/she persuades the staff to accept the new change and that it has some founded advantages to their benefits. The agent of change does all they could to convince the people because the moment the purpose is missed the take-off becomes a pipe dream. Hence, the emphasis on presentations to explain to the people the possible merits of new change.

The moment people understand fully the purpose of the change and its possible benefits, the second stage called ‘Moving’ or ‘Changing’ becomes a reality. People are ready to change, embrace it basing their conviction on what transpired to unfreezing phase.

Refreezing in Kurt Lewin’s change model is the third and final stage in grounding the desired change. This stage involves positive reinforcement of the expected outcomes and results. The reinforcement in a positive manner will promote the internalization of new attitudes, behavior and set standards in conduct. To be of effective, the members of staff who are seen by management living by new and acceptable patterns of behaviour are well appreciated by way of awarding them differently. They are awarded by word of mouth. Others are written to. Besides, the leader who in this case is the head teacher must be seen to lead by example (Lewin, 1951).

### **1.8.1 The Application of Kurt Lewin’s Model**

From the onset, it is evidently explained that Kurt Lewin’s Model of Change is used to manage change and overcome resistance to change in an organization, here known as a school which is Namalangu combined.

In application, we can say that in the stage of unfreezing, the head teacher as the catalyzer towards the change has to put an effort in preparing the readiness of the teachers as indicated earlier that

new teachers brought to this school are new whose expectation may be quite high. This in turn may create resistance among the teaching staff. The school head must be capable in shifting the negative perception of teaching staff.

On the second stage which is the change, the school has to provide appropriate sources or support equally to both primary and secondary levels. Here appropriate programs may be conducted by the school such as in-house meetings to discuss the strength, weakness, opportunity of this change.

By the last stage, the head of the school has to assist stabilizing the changed system to integrate the new element into the status quo by giving support and strengthening the teachers' efforts in fitting themselves in the new culture. When the culture has become a continuous routine in the school, thus the stage of freezing is achieved.

### **1.9 Operational definitions**

In this study, the following key terms are defined and given meaning in the context of the study.

**Change** – a deliberate innovation or transformation attempted to improve practice in relation to certain desired objectives.

**Basic education** – Education running from grades 1 to 9 with the aim of imparting knowledge and skills into learners which would make them live independently in society.

**Primary education** – education running from grades 1 to 7 with an aim of imparting learners with elementary education.

### **1.10 Chapter summary**

This chapter has addressed the background, statement of the problem, purpose of the study, objectives, research questions, delimitation, and limitation, significance of the study, theoretical framework and definition of operational terms.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Overview**

In this section, the researcher does a review of what other researchers and writers have found out and said on the topic under discussion through the use of primary and secondary data.

#### **2.1 Management of combined schools in other countries**

It is common knowledge that different countries have different ways of managing or simply running their education systems. In this study will want to find out the management of education in some other countries and help draw comparisons to the Zambian situation.

To begin with, a study conducted in Norway, the Norway Education Act (2006/2007) reviewed that there is long tradition for combining primary and secondary education in a comprehensive and compulsory school system with a common legislative framework and a national curriculum. From 1997 Norwegian children start school during the calendar year of their sixth birthday. Compulsory education covers 10 years and comprises two stages: Primary stage: grades 1-7 (age 6-12) and Lower secondary stage: grades 8-10 (age 13-16) (Mushambatwa, 2018).

No formal division were made between the stages. Some schools cover all compulsory education, while others were purely primary schools or lower secondary schools. Despite having all such systems, the views of teachers and pupils are not heard (Mushambatwa, 2018).

The Norway Education Act further argues that the Norwegian Government introduced some minor changes, in the latest reforms they introduced certain changes in substance, structure and organization from the first Grade in the 10-year compulsory school to the last Grade in upper secondary education and training that was called knowledge promotion (Mushambatwa, 2018).

The national curriculum for Knowledge Promotion which encompasses the 10-year compulsory school and upper secondary education and training as was implemented from 2006 to 2007. The natural progression and coherence between compulsory schooling and upper secondary education and training had been made evident, and subject curricula were continuous for the entire period of schooling wherever possible. It was possible for lower secondary pupils to study parts of subjects taken from ordinary upper secondary curriculum (Mushambatwa, 2018).

Another study conducted in Australia recorded that, the Australian Education system was organized through three compulsory school types. Students commenced their education in Primary school, which run for seven or eight years, starting at kindergarten through to Year 6 or 7. The next is Secondary school which runs for three or four years, from Year 7 or 8 to Year 10. Finally, Senior Secondary school which runs for two years, completing Years 11 and 12. Each school tier system follows a comprehensive curriculum that was categorized into sequences for each Year-level. The Year-level followed specific sequence content and achievement for each subject, which could be interrelated through cross-curricular. In order for students to complete and graduate each tier-level of schooling, they needed to complete the subject sequences of content and achievement (Barchan, 2007).

According to Barcan (2007) once students had completed Year 12, they may choose to enter into tertiary education. The two-tier Tertiary education system in Australia include both higher education (i.e.: University, College, other Institutions) and vocational training. Higher education curriculum prepared Australians for an academic route that may take them into the theoretical and philosophical lenses of their career options.

## **2.2 Benefits of combined schools**

There are benefits of combining primary and secondary schools. Of the many, it offers a teacher an environment where there are more styles, approaches and levels of experience than any other. It also gives teachers the opportunity to plan classes using the facilities that only an all-through school can offer, both of which ultimately enrich pupils' learning and time at school (Hadfield, 2013).

Hadfield succinctly explains the benefits of shared facilities in real terms. The examples she cited give concrete evidence that the all-through structure, or indeed a strong partnership between individual primary and secondary schools, give rise to a less isolated education. This is of paramount importance, particularly in schools where children come from disadvantaged backgrounds and often do not have the chances to learn at home and out of school. At Globe, year 3 pupils go across to the food technology department and learn from a young age about the principles behind staying healthy, while gaining practical skills. It gives young children the chance to apply learning in different situations.

Besides the physical indicators, such as the facilities and the unity of having all school building on one property, Albert (2014) argued that new ideas with a wide range of teachers and across a wealth of experience means that a multitude of practice can be tested and developed. It ensures that certain nurturing, creative styles that are often associated with primary are not immediately dismissed by secondary teachers, but embraced particularly by those teachers teaching pupils in year 7.

He further asserted that, improved understanding of how the child's environment becomes completely different can only help primary teachers prepare their pupils for the styles and structures they will encounter in secondary. Moreover, secondary teachers are given vital insight into how returning to some of the primary teaching methods can help to prop up and encourage pupils struggling through the transition.

### **2.3 Previous studies on the challenges faced by combined schools**

Silukuni (2020) carried out a study on the Copperbelt Province to investigate challenges faced by combined schools and the findings of the study demonstrated that large classes, inadequate stocks of educational materials, inadequate classrooms and desks had a negative impact on the provision of quality education which led to poor performance of the learners in schools. The aforementioned study is similar to the current study. However, the current study will be carried out in Western Province.

Furthermore, Cecilia (2010) carried out a study in Ghana and the study revealed that the combined schools had few teachers' houses a situation which forced most teachers to rent houses in villages which had no electricity and safe drinking water. Some teachers also rented houses from other districts which was a challenge in terms of mobility. These poor working conditions affected service delivery

Mufalo and Kabeta (2019) who revealed that poverty contributed to truancy, school dropouts, teenage pregnancy and early marriages among learners in the rural district of Masaiti on the Copperbelt province of Zambia. Therefore, poverty is referred to as "600 pound gorilla" sitting on rural secondary school pupils' performance in most developing countries.

A study by Mhiliwa (2015) found lack of teaching and learning materials, demotivated teachers, high poverty levels, long distances covered by pupils and teachers to and from school, lack of

qualified teachers and lack of school infrastructure among others (school and non-school related challenges) can hinder the provision of quality education.

#### **2.4 Summary and Gap in the Literature Review**

The review has shown that a number of studies have been conducted the management of combined schools and the advantages of combined schools.

Furthermore, the studies have indicated the challenges faced by combined schools. Some of these studies were extensive while some were not. However, were little or no studies that had been conducted to investigate the measures that can be put in place to mitigate the challenges faced by combined schools. Hence, this study attempt to fill in this gap.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Overview**

This chapter presents the methodology that was employed in this study. It brought out the research design, target population, sample size, sampling techniques, research instruments, data collection procedure, data analysis and ethical consideration.

#### **3.1 Research design**

Within the boundaries of a qualitative research approach, a case study design was used for this study. A case study is an intensive, holistic description and analysis of a small or single instance, phenomenon or social unit (Chunga, 2012). A case study research design is used to describe in detail a particular unit. The case study research design is appropriate for this study because it dealt with matters concerning a small unit.

#### **3.2 Target population**

Sidhu (2006) asserts that target population refers to, all the members of a given group to which an investigation is related. It can also be referred to as, an entire group of persons or elements that have at least one thing in common. The target population of this study included all teachers and pupils at the sampled school.

#### **3.3 Sample size**

Bell (2006) defined a sample as, a part or segment which is representative of the whole. It can also mean, a number of participants selected from the target population to participate in a study. The study, therefore, comprised of 30 teachers and 40 pupils. Therefore, the total sample size was 70.

#### **3.4 Sampling procedure**

The sampling procedure which were engaged to select participants in this study are purposive and random Sampling. Purposive Sampling was used to select the teachers who were likely to provide information which was mostly needed in this study. On the other hand, random Sampling was also engaged to sample pupils. Random Selection was used in that it provided chance for every participant to be selected in the sample.

### **3.5 Research Instruments**

Ghosh (1992) defined research instruments as, tools that a researcher uses to collect data. This study employed observation, questionnaire and focus group discussion. In this study, the questionnaires were used to get information from teachers. Also, focus group discussion was used to collect vast data from pupils. Observation was used to get firsthand information by way of surveying the school environment.

### **3.6 Data Collection Procedure**

Data collection is a systematic way of drawing information about objects of the target population which are represented by a sample (Chadwick, 2012). The researcher sought permission to conduct the research from the Ministry of General Education through the District Education Board Secretary. In this study, which was mostly qualitative, data collection was done by means of questionnaire, observation and focus group discussion. The focus group discussion with pupils was recorded by the use of a voice recorder. The researcher carried out observations for the purpose of triangulation. The class teachers were not required to write their names for fear of victimization. Collecting the filled in questionnaires, the researcher counter checked the validity of the information which was given by comparing what was written since the questionnaire were the same.

### **3.7 Data analysis**

Kombo and Tromp (2015) define data analysis as assessing what has been collected in a survey or experiment and making the deduction out of it. The data which was collected from the questionnaires, focus group discussion and observation was scrutinized qualitatively according to themes which were developed from the research question derived from the research objects.

### **3.8 Ethical considerations**

Before data collection commenced, the researcher sought permission first from Chau ethics committee, then from the Head teachers of the selected school. Additionally, the researcher assured all the respondents and the participants that they were free to terminate their participation at any point during the research process if they felt the need to do so. As a way of maintaining confidentiality, participants were not forced to reveal their identities. Furthermore, participants were assured that the data to be obtained would not be disclosed and would be used for academic purposes only.

### **3.9 Summary of the chapter**

The chapter has brought out the methodology that the researcher used in the collection of data. It discussed the research design, target population, sample size, sampling procedure, research instruments, data collection procedure, data analysis and ethical consideration.

## CHAPTER FOUR

### DATA PRESENTATION

#### 4.0 Overview

This chapter presents the findings of the study obtained from the field. The findings are presented in accordance with the research objectives. The objectives of the study were: to determine the attitudes of teachers toward the introduction of combined primary-secondary structure at Namalangu combined school, to establish the challenges of the combined primary-secondary structure at Namalangu combined school and to propose measures that can be employed to mitigate the challenges faced by combined schools.

#### 4.1 Gender characteristics of the respondents

The study examined and described the gender details of respondents in this study and details of their respective gender are presented in 4.1a

**Table 4.1a shows the gender of 70 respondents to this study**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage%</b>
Males	40	57.1
Females	30	42.8
Total	70	100%

**Source: primary data (2022)**

Table 4.1 data interpretation, shows that males have the high frequency of 40 (57.1 %) respondents for the study and further we see females have the frequency of 30 (42.8 %) respondents.

**Table 4.1b below shows the respondent age range**

<b>Age</b>	<b>Frequency</b>	<b>Percentage (%)</b>
15-20	45	64.3
20-25	9	12.8

25-30	5	7.1
30-35	8	11.4
35 and above	3	4.3
Total	70	100

**Source: primary data (2022)**

Table 4.1.1 data interpretation of the age range from 70 respondents. This shows that age range from 15-20 has a higher frequency of 45 (64.3 %), and the followed by the 20-25 with the frequency of 9 (12.8%), then age range of 30-35 with the frequency of 8 (11.4%), age range of 25-30 with the frequency of 5 (7.1%) and the last one with the age range of 35 and above with the frequency of 3 (4.3%), of the total sample size of 70 respondents.

**4.2 Attitudes of teachers toward the introduction of combined primary-secondary structure at Namalangu combined school**

The study sought to establish the attitude of teachers towards combined school structure. Majority of respondents indicated that combined school structure is not a good idea as it presents so many challenges. One teacher respondent pointed out that "combined school structures are not really good because they present challenges from managerial challenges to academic challenges. Combined schools also add more pressure on teachers as even those who are not qualified are supposed to teach certain classes. For example, I am a primary school teacher but I have classes at secondary. I teach mathematics to grade 11 and 12 because there are no teachers."

Another teacher respondent, a male indicated that "combined schools going forward should not be encouraged because primary school pupils are being bullied by those that belong to senior classes. We as guidance and counseling teachers have time and again received reports from primary children that they are being bullied by seniors especially grade twelves."

Also, a female teacher respondent indicated "I don't like the idea of combined schools as such schools bring about confusion with regards to management. Just last month there was noise that caught everyone's attention at school between the Head teacher for primary section and secondary section."

### 4.3 Data presentation on the challenges of the combined primary-secondary structure at Namalangu combined school

**Table 4.3a General performance of pupils at Namalangu combined school (responses from teachers)**

		Frequency	Percentage (%)
<b>Valid</b>	<b>Good</b>	2	7
	<b>Poor</b>	25	83
	<b>Fair</b>	3	10
<b>Total</b>		30	<b>100</b>

**Source: Primary data (2022)**

The above findings in table 4.3a demonstrated that the academic performance of pupils is poor because the majority of teachers indicated that pupils do not perform well academically.

#### 4.3.1 Inadequate learning and teaching resources

Basically, most of the respondents indicated that lack of educational resources was a major factor in learner's underachievement. The availability of and adequacy of learning materials is closely related to how learners perform in examinations.

**Table 4.3b: Availability of textbooks (responses from pupils)**

	Response	Frequency	Percentage (%)
<b>Valid</b>	<b>Yes</b>	08	20
	<b>No</b>	32	80
	<b>Total</b>	40	<b>100</b>

**Source: primary data (2022)**

Table 4.3b indicates that 32 learners representing 80 % of the respondents stated that there were inadequate textbooks for learning. According to the findings, effective learning is hindered in combined schools owing to lack of enough books for learning.

**Table 4.3c: Availability of other teaching/learning materials**

Valid	Resource	Frequency	Percentage (%)
	Dictionaries	12	58.33
	Book summaries	9	12.5
	Magazines and charts	7	9.72
	Journals	3	4.17
	Radio lessons	3	4.17
	Televisions	5	6.94
	Video recordings	3	4.17
Total		42	100

#### **4.3.2 Limited School Infrastructure and Pupil Congestion**

The study established that another challenge faced by combined schools is over enrollment. One teacher indicated that "it is difficult to teach in this school because the classrooms are small and congested. It is difficult to meet individual needs of learners because we have 50 + pupils in one classroom."

Another one added that "due to lack of enough classroom blocks, staffrooms and offices, teachers spend many hours standing under trees and on the corridors waiting for time, hence getting tired before they begin teaching. Equally, pupils come to school early so that they secure a place. They are tired before they start learning. The free education policy has made enrollment worse than it was recently."

Some of the respondents lamented that they were being turned into ‘mobile offices’ because they carried all their teaching and learning materials in bags behind their backs because schools had no enough offices where such resources could be kept and this challenge made some teachers to be always tired. It was also discovered that despite the school being upgraded, learners from both primary and secondary sections were using the same classroom blocks, toilets and desks which put these facilities under pressure.

Furthermore, it was discovered that pupils were congested at both primary and secondary school sections where 3 to 4 learners were sitting on one desk. This was so because they shared the same desks which were just meant for few primary school pupils which affected their learning and performance.

**Table 4.3d: Number of pupils in classrooms**

	Pupils	Frequency	Percentage (%)
Valid	60 - 70	6	60
	50 – 60	2	20
	40 – 50	0	0
	30 – 40	0	0
Missing		2	20
Total		8	100

**Source: primary data (2022)**

According to table 4.5 above, 6 teachers representing 60% of the respondents stated that they had 60 - 70 learners in their classes. These were followed by 2 teachers (20%) who had between 50 and 60 learners in classes. However, two results were missing as the spaces were not entered on the questionnaires. These findings demonstrated that overcrowded classrooms could lead to poor academic performance of learners.



### **4.3.3 The Challenge of some Learners with Poor reading & Communication Skills**

According to the study findings, some teachers complained that most pupils did not portray levels of competence acquisition as expected. They complained that pupils behaved as if they never underwent primary education.

Similarly, some pupils complained that they had no classes to study from in order to prepare for their final examination due to limited infrastructure. One respondent said "after knocking off, all the classes are immediately occupied by the lower primary school sections up to 17:00 hours and we cannot study at night because classes are not electrified."

This assertion was also echoed by teachers and one respondent said that: "Because of lack of enough classroom blocks, most of the classes are occupied by pupils from the secondary school section in the morning and pupils from primary section come in the afternoon. This has led to the reduction in the contact periods for pupils at the primary school section which is not good"

### **4.3.4 Shortage of qualified and specialized teachers**

From the data collected, it was found that the sampled combined schools had shortage of qualified and specialized teachers.

It was also discovered that some of the few qualified teachers who were specialized to teach senior classes were not adequate and some were found teaching subjects which were not their specialization. Adding to this theme, one teacher respondent wrote "we the teachers at this school teachers teach subjects which we were not trained to teach. I did physical education and sports but at this school I also teach biology and mathematics because we do not have adequate teachers."

### **4.3.5 The Challenges of most teachers not upgraded & confirmed**

The study revealed that most teachers, including, the head teachers and their deputies as well as head of departments (HODs) in the samples combined school were in acting positions for many years without confirmation. One teacher explained "the reason why the members of staff are just on attachment and in acting positions is that the combined school was not gazetted hence not having payroll management establishment and control (PMEC) vacancies for confirmation. Also, we don't have treasury authority from the Ministry of Finance and National Planning in order for administrators and teachers to be put into their rightful salary scales." Therefore, it was found that the personnel in these schools were very frustrated which was a recipe for low teacher output because they felt being neglected by the ministry.

#### **4.3.6 Inadequate funds or government grant**

Lack of adequate funds was also another theme that came out as one of the challenges faced by combined schools. The teacher respondents indicated that it was difficult for the school to thrive because it does not receive adequate fund from the government. This is the reason why the school lacks teaching and learning materials.

One teacher respondent revealed that "our combined school is not receiving grant for the secondary school section because it is not captured in the yellow book. The school is failing to run smoothly because of lack of enough funds.

#### **4.3.7 Sexual Harassment on School girls**

Some girls had certain challenges which they voiced out to the researcher. They complained of being enticed into sexual relationships by male villagers as they usually took advantage of their desperation in terms of food and other basic necessities. Furthermore, the current study revealed that those girls who covered longer distances to and from school were persuaded or forced into having sexual affairs because some were being escorted by boys or men in the villages to their respective domiciles.

#### **4.3.8 Negative attitudes of Parents towards Pupils Education**

Lack of support from parents towards their children's education was another challenge revealed which prevented most pupils from performing well in quest to attain their educational goals in most of the combined schools. Most of the participants explained that some parents were even failing to collect pupil report forms during open days.

Sadly, one teacher respondent pointed out that "each time the school calls for a Parent Teacher Association (PTA) meeting, the turnout is always poor which shows that many parents are not concerned with the education welfare of their children. But positive attitude in relation to academic excellence by both learners and parents can contribute to students' good academic performance."

#### **4.4 Data presentation on measures that can be employed to mitigate the challenges faced by combined schools.**

##### **4.4.1 Textbooks**

The teachers suggested that the government through the ministry of education should give more textbooks to combined schools. Further, they pointed out that some lessons are not taught accordingly because the school does not have teacher's guide books. Therefore, there is also need for the textbooks to be coming with teacher's guide books.

##### **4.4.2 Building more classrooms**

Overcrowded classrooms was among factors that hinder effective teaching and learning process. In this regard, teachers suggested that more classrooms should be built so as to decongest the classrooms. This will make the classroom conducive for learning. Over crowdedness and congestion results in shortage of fresh air. Ndani (2009) states that air is a survival issue. Lack of adequate supply of fresh air in a classroom means limited supply of oxygen in the body cells. Poorly ventilated and crowded rooms leads to accumulation of the toxic carbon dioxide which often makes students sick, tired and dull. Therefore, there is need to buy new or better infrastructure at the sampled school.

##### **4.4.3 Library well stocked with books**

The school needs to build a library. Libraries are established in schools to maximize students learning opportunities and help them to utilize their free time properly. Indeed, libraries have many benefits for students. One of the administrators reported that a library gives students the chance to develop reading habits; libraries help students to integrate a variety of activities around a certain theme, and provide learning opportunities for more than one developmental stage. Students can also borrow textbooks when there is shortage of such books.

##### **4.4.4 Renovation of classrooms**

The classrooms of the sampled school were not conducive for effective teaching and learning process because they are hazardous looking. The roofs are finished, the floor is damaged, windows are broken, no doors, etc. Therefore, there is need to renovate the classrooms if effective learning and teaching process is to take place.

#### **4.4.5 Teaching/learning aids**

Teaching aids are given special attention. In fact, teaching aids help in stimulating students physical, mental, social, emotional, moral and spiritual developments. Manipulation of audio-visual aids in language teaching activities helps the students to use most of their senses during learning. This makes it easier for them to understand concepts that would have otherwise been difficult to understand (Gichuba et al, 2009). Actually, in this age of technological revolution, computer and other electronic devices have become instrumental in language teaching and learning activities. Language laboratories are now an essential part of modern schools and Computer Assisted Language Learning (CALL) is now rated as the most popular and effective language teaching approach.

#### **4.4.6 Infrastructure**

Pupils expressed concern on the infrastructure in classes: desks are finished and they present hazards to pupils. Therefore, the learners suggested that the school should purchase new desks so that learners can sit comfortably when learning. Further, some learners stated that desks are not enough and because of this some students learn while standing, especially those who come late to school.

#### **4.4.7 Employ more qualified teachers**

Also, most of the respondents said that the Ministry of Education through the District Education Board Secretary (DEBS) office should provide more human resource to these secondary schools whenever there was teacher recruitment because the number of teachers is still the same despite these schools being upgraded. One respondent had this to say:

*The Ministry of education should come up with a deliberate policy where all teachers in combined schools who have not upgraded their qualification be put under fast track programme fully sponsored by the government so that they can be capable of handling senior secondary school classes.*

#### **4.5 Chapter summary**

This chapter has presented the findings of this study. The findings have been presented in terms of explanations, percentages and tables. The next chapter discusses the findings that have been presented in this chapter.

## CHAPTER FIVE

### DISCUSSION OF FINDINGS

#### 5.0 Overview

This chapter discusses the findings of the study, which sought to investigate the factors that influence the participation of women in income generating activities. The discussion is presented according to objectives of the study.

#### 5.1 Discussion of findings on the attitudes of teachers toward the introduction of combined primary-secondary structure at Namalangu combined school.

The study found that the attitude of teachers towards the introduction of combined school structure is negative. To this effect, majority of respondents indicated that combined school structure is not a good idea as it presents so many challenges. One teacher respondent pointed out that *"combined school structures are not really good because they present challenges from managerial challenges to academic challenges. Combined schools also add more pressure on teachers as even those who are not qualified are supposed to teach certain classes. For example, I am a primary school teacher but I have classes at secondary. I teach mathematics to grade 11 and 12 because there are no teachers."*

Another teacher respondent, a male indicated that *"combined schools going forward should not be encouraged because primary school pupils are being bullied by those that belong to senior classes. We as guidance and counseling teachers have time and again received reports from primary children that they are being bullied by seniors especially grade twelves."* These findings are in line with the findings of Lui (2009) who found that teachers and learners do not support the combined school structure because of the challenges that these structures present with regards to the management.

#### 5.2 Discussion of findings on the challenges of the combined primary-secondary structure at Namalangu combined school.

The study sought to identify challenges encountered by combined schools. In this regard, the respondents brought out several challenges and these are presented subsequently.

### **5.2.1 Inadequate teaching and learning materials**

The current study revealed that one of challenges facing combined schools is limited teaching and learning materials. It was discovered that some of the schools had few text books; others one (1) text book in each subject but others did not even have any single text book in some subjects. On the contrary, the Fifth National Development Plan's operational tool in the Ministry of General Education is guided by the objective of providing relevant educational materials in schools (MoE, 2007). But this was not the case and this was a challenge to learners in terms of preparations and content delivery among teachers. The current revelation corresponds with that of Mwanza and Silukuni (2020) who found that schools had inadequate stocks of educational materials. Similarly, the resource based theory espoused by Coase (1937) adds that if resources are not available nor effectively utilized (when available), the teaching and learning could be adversely affected or jeopardized.

### **5.2.2 Low reading levels and poor communication skills**

Another theme that came out is low reading levels and poor communication skills as another challenge faced by combined schools. It was discovered that a number of pupils were still illiterate and had poor reading and communication skills due to their poor primary school background. This research finding is consistent with Andrietti & Su (2019) who alluded to the fact that innate ability and the learning experience of a learner at an earlier stage (e.g., primary schooling) jointly determine a student's preparedness for learning at a subsequent stage (e.g., secondary schooling). Thus when education of a learner is affected at an early stage, it will have a cumulative repo effect which can also affect education at the next or later stage. But some teachers said that the status-quo was also attributed to lack of library facilities and all the schools sampled had no library facilities.

### **5.2.3 Poor pupil selection**

It was discovered that the poor performance of some learners was as a result of unfair pupil selection process which normally happens at both grades nine and ten levels every year. It was revealed that technical schools, catholic schools, schools of excellence as well as boarding schools were given the first priority to pick the cream of pupils (pupils who scored high marks) and left those pupils with low marks for combined schools to feast on. This was one of the contributing factors to poor pupil performance in these schools and the current finding corresponds with Masha

(2000) cited by Mosha (2018) who rightly put it that without a good and careful selection for admission, a school may obtain poor results. Similarly, failure to read and write by some learners admitted in these schools was also attributed to lack of diagnostic tests upon admission (Kilasi, 2011 in Mosha, 2018).

#### **5.2.4 Lack of qualified teachers**

The study also revealed that lack of qualified teachers is another challenge faced. It was found that the sampled combined schools had shortage of qualified and specialized teachers. Some primary teachers reported to be teaching senior secondary school classes which is unprotocol.

#### **5.2.5 Over enrollment**

Lack of infrastructure and congested classrooms was also a challenge faced by combined schools. The respondents of the study lamented that they were being turned into ‘mobile offices’ because they carried all their teaching and learning materials in bags behind their backs because schools had no enough offices where such resources could be kept and this challenge made some teachers to be always tired. It was also discovered that despite these schools being upgraded, learners from both primary and secondary sections were using the same classroom blocks, toilets and desks which put these facilities under pressure. This situation contradicts the position of Tobin (1990) as cited by Akinyemi Olufunminiyi & Abiodun Adekunle (2019) who contended that too much pressure on the use of tools, materials and equipment, may result to over utilization leading to break down of such tools, materials and equipment. Furthermore, some administrators faced the same challenge in that there was a situation where one office was being shared by two deputy head teachers one from the secondary section and the other one from the primary section. This situation affected their privacy and administrative work. Besides, it was a challenge to teachers on who to report to due to conflicting duties.

#### **5.2.6 Lack of parental support**

Lack of support from parents towards their children’s education was another challenge revealed which prevented most pupils from performing well in quest to attain their educational goals in most of the combined schools. Most of the participants explained that some parents were even failing to collect pupil report forms during open days. Sadly, it was also discovered that each time schools called for a Parent Teacher Association (PTA) meeting, the turnout was always poor which showed that many parents were not concerned with the education welfare of their children. But



positive attitude in relation to academic excellence by both learners and parents can contribute to students' good academic performance (Habanyati, Simui, Kanyamuna & Muleya, 2020; Manchishi, Simui, Ndhlovu, & Thompson, 2020; Muleya, Simui, Mundende, Kakana, Mwewa & Namangala, 2019).

### **5.2.7 Lack of confirmation**

The study revealed that all the head teachers and their deputies as well as head of departments (HODs) in the combined school were in acting positions for many years without confirmation. The reason why the members of staff were just on attachment and in acting positions was that the sampled combined school was not gazetted hence not having payroll management establishment and control (PMEC) vacancies for confirmation. Also, they had no treasury authority from the Ministry of Finance and National Planning in order for administrators and teachers to be put into their rightful salary scales. Therefore, it was found that the personnel in the school were very frustrated which was a recipe for low teacher output because they felt being neglected by the ministry.

### **5.2.8 Sexual harassment**

Sexual harassment on school girls is another challenge revealed. Some girls had certain challenges which they voiced out to the researcher. They complained of being enticed into sexual relationships by male villagers as they usually took advantage of their desperation in terms of food and other basic necessities. Furthermore, the current study revealed that those girls who covered longer distances to and from school were persuaded or forced into having sexual affairs because some were being escorted by boys or men in the villages to their respective domiciles.

## **5.3 Discussion of findings on measures that can be employed to mitigate the challenges faced by combined schools.**

### **5.3.1 Textbooks**

The teachers suggested that the government through the ministry of education should give more textbooks to combined schools. Further, they pointed out that some lessons are not taught accordingly because the school does not have teacher's guide books. Therefore, there is also need for the textbooks to be coming with teacher's guide books. Dismus (2004) agrees to the findings of this study as he argues that books and other materials are a necessity for teaching and learning and as such they should be adequate in schools.

### **5.3.2 Building more classrooms**

Overcrowded classrooms was among factors that hinder effective teaching and learning process. In this regard, teachers suggested that more classrooms should be built so as to decongest the classrooms. This will make the classroom conducive for learning. Over crowdedness and congestion results in shortage of fresh air. Ndani (2009) states that air is a survival issue. Lack of adequate supply of fresh air in a classroom means limited supply of oxygen in the body cells. Poorly ventilated and crowded rooms leads to accumulation of the toxic carbon dioxide which often makes students sick, tired and dull. Therefore, there is need to buy new or better infrastructure at the sampled school.

### **5.3.3 Library well stocked with books**

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### **5.3.7 Employ more qualified teachers**

Also, most of the respondents said that the Ministry of Education through the District Education Board Secretary (DEBS) office should provide more human resource to these secondary schools whenever there was teacher recruitment because the number of teachers is still the same despite these schools being upgraded. One respondent had this to say: *The Ministry of education should come up with a deliberate policy where all teachers in combined schools who have not upgraded their qualification be put under fast track programme fully sponsored by the government so that they can be capable of handling senior secondary school classes.*

## **5.4 Chapter Summary**

This chapter has discussed the findings that were presented in chapter four. It has related the findings of this study to findings by other studies. The next chapter gives the conclusion and recommendations.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATION**

#### **6.0 Overview**

This chapter presents the conclusions of the findings and further presents the recommendations drawn from the findings. The main objective of this study was to determine the challenges faced by combined schools.

#### **6.1 Conclusion**

The objectives of the study were, firstly to determine the attitude of teachers towards combined school structures. The findings demonstrated that teachers have a negative attitude towards combined school structures. Among the reasons for their negative attitude towards it are; combined school structures bring about managerial conflicts, bullying among pupils, etc.

Secondly, the study also aimed at identifying challenges faced by combined schools. In this regard, it was discovered that the major challenges faced by combined schools include: inadequate learning and teaching resources, limited school infrastructure and pupil congestion, the challenge of some learners with poor reading & communication skills, sexual harassment of girls, shortage of qualified and specialized teachers, the challenge of most teachers not upgraded and confirmed and inadequate funds or government grant.

Also, the study aimed at establishing strategies that can be used to curb the challenges faced by combined schools. In this respect, it was discovered that there is need to build more classrooms so as to allow effective teaching and learning, building a library, buying more textbooks and teacher's guide books, teaching/learning materials and also renovation of classroom. The respondents also suggested that the government should send more teachers to combined schools so as to balance the teacher - pupil ratio.

Finally, the researcher believed that a good school and classroom environment will lead to positive academic achievement. Therefore, all classrooms in combined schools should be fully equipped with instructional aids, supplied with maps, charts, posters and murals etc., as these elements are likely to increase interest, attentiveness and the motivational level of the students

## **6.2 Recommendations of the study**

Based on the major findings of the study, the following are recommended:

1. The government through the Ministry of Education in partnership with other organizations should construct more school infrastructure such as classroom blocks, library and laboratory services and boarding facilities in all combined schools countrywide.
2. The Ministry of Education should procure and provide teaching and learning materials in these schools.
3. The Ministry of General Education should employ more specialized and qualified teachers in various subjects in order to increase the human resource in schools.
4. Local chiefs, the Ministry of Education and other relevant stakeholders should collaborate in order to sensitize members of the community on the importance of education so as to enable them participate and support educational programmes.
5. The Ministry of Education should tirelessly work on teachers' grievances so that unconfirmed teacher should be confirmed and gazette these secondary schools so that administrators and teachers are put into the rightful salary scale.

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## APPENDICES

### Appendix A: What are the views of teacher on the introduction of combined primary-secondary schools?

#### PLEASE NOTE:

THIS QUESTIONNAIRE MUST ONLY BE COMPLEMENTED BY NAMALANGU  
COMBINED SCHOOL TEACHERS

All information will be treated **STRICTLY CONFIDENTIAL** and will only be used for academic purposes.

#### INSTRUCTIONS FOR COMPLETION:

1. Please answer the questions as objectively and honesty as possible.
2. Do not write your name on this questionnaire
3. Put a tick (√) where appropriate or fill in the blanks provided.

#### SECTION A

##### PERSONAL INFORMATION

1. Sex: Male  Female
2. Age: \_\_\_\_\_
3. For how long have you served as a teacher?  
A. 0 – 5 years  B. 6 – 10 years  C. 11 – 15 yrs  D. 16 – 20 yrs   
E. 20 & above
4. . What is your highest qualification attained?  
A. Certificate  B. Diploma  C. Bachelor { }. D. Masters  E. Doctorate   
D. Other (specify)\_\_\_\_\_
5. How long have you been teaching at this school?



- A. 0 – 5 years [ ]      B. 6 – 10 years [ ]      C. 11 – 15 yrs    D. 16 – 20 yrs [ ]  
 E. 20 & above [ ]

**SECTION B**

Study the table below and answer questions that follow. Please read each statement and carefully tick/ Say No or Yes where applicable.

Statements	Response
Teachers’ views on the introduction of combined primary-secondary structure	
<b>Please comment on the state of your school with regard to created / expanded space or infrastructure.</b>	
<b>01</b> Is it good to have a combined school	<b>A.</b> Yes [ ] <b>B.</b> No [ ]
<b>02</b> How is the current status of the school	<b>A.</b> Excellent [ ] <b>B.</b> Good [ ] <b>C.</b> Average [ ] <b>D.</b> Below average [ ] <b>E.</b> Poor [ ]
<b>03</b> To what extent do you appreciate the recombining of the school?	<b>A.</b> Very Satisfied [ ] <b>B.</b> Satisfied [ ] <b>C.</b> Somewhat satisfied [ ] <b>D.</b> Dissatisfied [ ] <b>E.</b> Very dissatisfied
<b>04</b> Say Yes or No if the following infrastructure is available or not at your school?	a. Assembly hall _____ b. Home economics room _____ c. Art room _____ d. Industrial Art room _____ e. Sports Hall _____ f. Expressive Art room _____ g. Music room _____ h. Computer Laboratory _____ i. Theatre room _____ j. Staff room _____ k. Science Laboratory _____

**Please comment on the state of human resource use in the school?**

- 05** Are primary teachers being used to handle secondary grades  
**A.** I do not know [ ] **B.** Strongly Agree [ ]  
**C.** Somewhat satisfied [ ]  
**D.** Disagree [ ] **E.** Strongly Disagree [ ]
- 06** The teachers have been deployed to handle secondary grades  
**A.** I do not know [ ] **B.** Strongly Agree [ ]  
**C.** Somewhat satisfied [ ]  
**D.** Disagree [ ] **E.** Strongly Disagree [ ]
- 07** To what extent are you satisfied with the current use of none use of the human resource?  
**A.** I do not know [ ] **B.** Strongly Agree [ ]  
**C.** Somewhat satisfied [ ]  
**D.** Disagree [ ] **E.** Strongly Disagree [ ]
- 08** By combining both primary and secondary together, what the merits and demerits do you think the school management is facing?

<b>Merits</b>	<b>Demerits</b>
a)	
b)	
c)	
d)	
e)	
f)	
g)	
h)	

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**i)**

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**Appendix B : Focus Group Discussion with pupils**

1. Do you share books during English comprehension lessons?
2. Do you have enough books and other learning materials in this school?
3. What challenges do you face at this school?
4. What has the management done about the aforementioned challenges?
5. What should be done soon do away with these challenges?

**Thank you for your participation!!!!**

### **Appendix C: Observation checklist**

1. Enough desks in classes
2. Overcrowded classes
3. Effective teacher - pupils interaction
4. Positive response to pupils from teachers
5. Library well stocked with relevant books
6. Good floor in the classrooms
7. Good furniture in classes
8. Broken windows