# ASSESSING PUPILS AND TEACHER'S PERCEEPTION TOWARDS THE INTRODUCTION OF COMBINED PRIMARY AND SECONDARY SCHOOL STRUCTURES IN PEMBA DISTRICT SOUTHERN PROVINCE.

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## ABSTRACT

The study sought to ascertain the perception of pupils and teachers towards the introduction of combined Primary and Secondary schools in Pemba District Southern Province. The objectives of the study, were to;

1) determine views of teachers on the introduction of combined primary-secondary structure in schools. 2) assess views of pupils on the introduction of the combined primary-secondary school structures in schools, 3) explore the Advantages of the introduction of the primary-secondary structures in schools and to establish the challenges of the introduction of the primary-secondary structures in schools.

The study used the Case Study design which employed the qualitative strategy in order to effectively address the issues raised by the research questions. The methods of data collection used were questionnaires and focus group discussions. Questionnaires were given to both teachers and pupils while structured focus group discussions were conducted with reasonable guidance who for learners with deficiencies in writing.
The target population included teachers and pupils in combined primary and secondary schools. Both simple random sampling and purposive sampling techniques were used to select 100 respondents. The participants included 50 Teachers and 50 pupils were 10 teachers and 10 pupils were randomly selected in each school. Data were analysed qualitatively and quantitatively. This involved description, explanation and interpretation of the raw data and the use of excel software.

Findings of the study revealed that most of the teachers and pupils were not in favour of the introduction of the combined primary and secondary schools. Reasons attributed to the dislike among many included, lack of important facilities such as infrastructure. Inadequate decent teachers 'accommodation, classrooms, science and computer laboratories, libraries, Inadequate teachers trained to teach secondary sector especially in science and mathematics, lack of enough material and financial resources to manage the school effectively, lack of electricity needed for the normal functioning of a secondary school, poor hygiene, dirty environment and insufficient sanitary facilities like toilets due to overcrowding, too much noisy especially by the primary learners that tends to disturbs the secondary school learners, Consequently, from the study it is safe to infer combined primary-secondary school system provide less conducive teaching and learning environment. Besides that, the old infrastructure being used was bad and inadequate. The government should without delay intervene lest education provision would be below par which may subsequently impede the development of the country.
Based on the findings the study recommends that Government should first engage key stakeholders, allot initial funding for infrastructure and material development before opening such schools. In as much as system may be viable due to accessibility, if left unchecked it would produce half-baked learners in the society that would adversely bring the standard of education in the country.

## CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the study

The structure of the Zambian Education system has undergone a number of changes since independence. Initially, the United Nation Independence Party (UNIP) that formed government at independence in 1964 planned to provide a compulsory ten years of Basic Education for every child from 1974-1984. The plan fell out and was abolished due to inadequate resources to support its implementation and progression (Lungwangwa, 1992). Consequently, a 7-3-2 education structure was proposed and successfully implemented. That is, seven years of primary school, three years of junior secondary school and two years of senior secondary school.

The educational structure in question was in operation for some time. Ideally, the government at the time, was optimistic about its relevance and effectiveness in preparing a cadre of citizens that would not only contribute to local social, political and cultural development but also compete favourably on the international labour market.

In addition, Lungwangwa (1992) asserts that, lack of school places in secondary schools coupled with government's inability to build more schools prompted communities to seek novel solutions. As a result, the general citizenry decided to adopted Night Schools or Special Study Groups (SSG) so as to aid and accord opportunities for learners who were not selected to mainstream secondary schools enjoy their inherent right to education, social development and self-actualisation.

In the same vein, the Educational Reform of 1977 was enacted and enshrined in the Education policy with the objective of providing universal Basic Education ranging from Grade One to Grade Nine (MoE, 2005). Thereby, a child entering grade one at the age of seven would remain in school for at least nine years until the end of Grade Nine when a conventional examination would be given to allow them proceed to the next grade or remain in same grade.

MoE, further argued that during the first few years after the publication of the reforms document, the only steps taken to implement was continuing efforts to expand school enrolments so that an increasing number of grade seven pupils would be able to continue to Grade 8 and 9. The problem of school places in secondary schools together with government's inability to provide more school infrastructure necessitated communities to lobby for the upgrade of primary schools into basic schools in the early 1980s. Some rural communities used whatever resources at their disposal to ensure Grade 8 and 9 classes commenced forthwith.

From the early 1980s onward, a radical transformation to basic schools came to light which resulted in another change of the education structure of the school system in Zambia. Therefore, in 1997, the Ministry of Education with the help of Cooperating Partners under the Basic Education Subsector Investment Programme (BESSIP) introduced a 9-3 structure of the school system, that is, nine years of basic Education (Grade 1-9); three years of high school education (Grades 10-12). This structure was regarded as an experimental structure as it ran alongside the 7-5 structure, i.e., seven years of primary education and five years of secondary education (MoE, 2005).

ECZ (2007) also added that included on the reform was about phasing out of Grades 8 and 9 classes from the secondary schools running from Grade 8 -12. With BESSIP in place, it was anticipated that the overall free education would result in an

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enormous expansion of enrolment in Grades 8 and 9, which would in turn lead to much higher demand for high school education.

Apart from that, (GRZ, 2011) observed that the dire need for another educational reform in the structure of the Zambian education system arising from a number of secondary schools that were built and opened and the subsequent abolishment of the Basic School and High Schools system. In order to increase accessibility to secondary education, a legislation was put in place for a number of primary schools to opened secondary classes. The rationale behind the reformation was to make education more accessible to learners from various parts of the country.

GRZ (2011) further noted that;

> *Poor accessibility to education is particularly the case that has affected most Zambians especially secondary school which is characterised with low progression rates, particularly in rural areas. The manifesto notes that only 48% of primary school children proceed to grade eight. Similarly, the progression rate to grade 9 is a Mere 25%. Cause for concern.*

In a bid to respond to the high demand of education and the National policy on universal basic education, the government through the Minister of Education then, on 20th October, 2011 that the Government abolished the Basic schools' system and reintroduced the grade 1 to 7 primary and grade 8 to 12 secondary system. 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.

Furthermore, the Government upgraded two hundred twenty (220) Basic schools into secondary schools, this move was appreciated as it

was aimed at benefiting mostly rural pupils who had difficulties in accessing secondary school education and the government had by that time achieved seventy percent (70%) in its upgrading programme.

Following the 2011 Educational Reforms, a lot of Day Secondary schools were opened as cited above and those junior secondary schools were to run simultaneously with the primary schools since there was inadequate infrastructure to accommodate secondary schools separately. The target was that, by the year 2015 new secondary schools would be built and old ones would be rehabilitated.

It is cardinal to postulate that Government's unwavering commitment to provide quality education for local and international needs; enhance education accessibility to everyone across ethnicity, race, geographical and social status, a number of basic schools were upgraded to secondary schools and in some instances the primary section was left to operate in the same school with secondary section sharing the same infrastructure and other services.

Notwithstanding positive strides made in the area, teachers' and pupils' perception concerning the introduction of combined primary and secondary schools still remained unknown. Herein, this study aims at investigating and examining views of teachers and pupils who are in combined primary and secondary services establishment.

### 1.2 Statement of the problem

The United Nations declaration on human rights in November 1948 opened up to the recognition of the dignity and equal rights of all human beings. This is contained in article 26, which states that, "Everyone has the right to education…" (UNESCO, 2015). As a follow up from this,

nations made a declaration of the right to education for all people. From this background, many United Nations agencies among them the United Nations International Children's Emergence Fund (UNICEF) and the United Nations Educational, Scientific and Cultural organisations (UNESCO) sponsored the world conference on Education for All in March, 1990 in Jomtien, Thailand. The Education for All conference emphasised that expanding access to education. (EFA Global Monitoring Report, 2012).

The World Education Forum which was held in the year 2000 in Dakar, Senegal as a follow up to the Jomtien conference a decade later, set up a set of goals. One of which was to look into the accessibility of learners in relation to the learning facilities obtaining in various countries. This was the sixth goal. The Dakar Framework for Action was later created which declared that access to an education of good quality was the right of every child (Education for All Report, 2015).

The report affirmed that quality was the heart of education, a fundamental determinant of enrolment, retention and achievement. One of the emphasis of the World Education Forum was to expand the definition of quality of education to address the issues of learning facilities, learning materials and content. (Education for All Report, 2015). Here we can deduce that, the Jomtien conference in 1990 and the Dakar Declaration of 2000 have
Provided the benchmark for countries to improve their secondary education to realize Education for all goals.

Arising from the need to increase access to education, coupled with high demand for education alongside government's limited schools to all Zambian in rural and urban area, the Government through the Ministry of General education was compelled to open senior secondary school classes within primary school (premises) infrastructure and currently have the status of primary and secondary school. GRZ (2011). Despite the introduction of this system, the views of pupils and teachers are not known, it is important to determine the views of the two stakeholders in order to ascertain its implementation hence the study.

### 1.3.1 General objective
The Aim of this study is to investigate the pupils' and teacher's perceptions on the introduction of combined primary-secondary structure in schools in Pemba District Southern Province.

### 1.3.2 Specific objectives of the study
The specific objectives of the study were to:
1. To explore the views of teachers on the introduction of combined primary-secondary structure in schools.
2. To ascertain the views of pupils on the on the introduction of the combined primary-secondary school structures in schools.
3. To examine the advantages of the introduction of the primary-secondary structures in schools.
4. To establish the challenges of the introduction of the primary-secondary structures in schools.

### 1.4. Research questions
1. What are the views of teachers on the on the introduction of the combined primary-secondary school structures in schools?
2. What are the views of pupils on the on the introduction of the combined primary-secondary school structures in schools?
3. What are the advantages of introducing combined primary and secondary schools' structures in schools?
4. What are the challenges of the introducing

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combined primary-secondary school Structures in schools?

## 1.5. Significance of the study

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 primary-secondary schools could be more effective and properly managed.

In a nutshell, it may definitely help educational policy-makers to rethink on its implementation and practice after illuminating and circumstantiating the advantages and challenges of the school structure system under discussion.

## 1.6 Limitations of the study

Conducting a research in rural, small and new districts like Pemba District does not go without difficulties. Limitations stem from distance, number of options or schools to consider for this undertaking.

In addition, studies which aim at devising generalisation usually use large national samples and employ sophisticated statistical techniques for data analysis (Balbontin, 2012). This, then follows that, wholesome validation or generalisation could be misleading as the situation may differ in other areas especially urban set up. It is so imperative to categorically point out that the study employed purposive sampling which limits generalisation of the findings.

## CHAPTER TWO
## LITERATURE REVIEW

### 2.1 Management of Combined Schools in various Countries.

Different countries have different ways of running the educational system, this study highlights the management of education in various countries and draw comparisons to the Zambian perspective. There are various studies that were conducted worldwide on how countries have managed the combined primary-secondary schools, below are samples of studies from various countries globally.

The first study to be sampled was conducted by the Department of education in Melbourne (2015). The Study conducted showed that in some schools were run using the system called co-location and integration. Co-location system involved placing two or more services or schools close to each other in a local area. The services included early childhood education and care, family services, kindergarten, schools and higher education. This follows that, Co-location includes several models or stages, it involves placing services, schools or higher education facilities within easy walking distance of each other in a precinct. Hence, more connected models that involve occupying the same building or site, and sharing resources. In a fully connected model, schools and early childhood services are on one site, sharing common rooms and services, infrastructure and equipment.

Furthermore, the study also reviewed that co-location was represented by having five stages these are: No proximity where services located at separate sites not in easy walking distance of each other, Proximity, services are located within easy walking distance of each other in a precinct or on a campus. There may be limited sharing of infrastructure or facilities. Co-location services are physically housed in the same facility or on a site with some sharing of infrastructure or facilities.

Partial shared use of services was physically housed in the same facility or site and used a range of shared resources. The Holistic Shared Use-Services were physically housed in the same facility or site and flexibly accessed most of the site. Some areas were used simultaneously for different services.

The integration continuum, based on a synthesis of the literature by Moore and Skinner, covered five stages and needs these were: Co-existence, this is where services operated independently of one another, with no sharing of information or resources (for example, a physical co-location only),Co-operation, involves low-intensity, low-commitment relationship in which the parties retain their individual autonomy but agree to share information (for example, networking),Co-ordination, involves medium-intensity, medium-commitment relationship in which the parties retain their individual autonomy but agreed to some joint planning and coordination for a particular time-limited project or service (for example, regional referral committee).Collaboration was highly-intensified, high-commitment relationship in which the parties united under a single auspice to share resources and jointly planned and delivered particular services.

Co-location offers benefits by itself, as well as creating better outcomes for integrated services. By itself, co-location could lower capital, operating and marginal costs and improve the quality of infrastructure. Surplus assets could be sold, co-located services had potentially increased purchasing power and there were savings for community members using services including travel and convenience. By itself, co-location offers benefits particularly to clients who need to access more than one service, who have complex needs, and for transitions between services such as kindergarten and primary school or primary to secondary.

Besides that, integration is another system that depends on the depth and type of relationship between or within services and schools. It has been usefully conceived as a continuum ranging from independent services through to the creation of a new organisation which completely integrates services. These stages of integration could occur regardless of whether services are co-located or not.

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Integration is beneficial because it is able to effectively address problems in local communities and systems including underperforming or disconnected services and provide support to vulnerable schools with complex needs. Integration can provide more efficient services and provide support, and a more connected experience for clients. However, despite having such systems in place, the study does not outline the perception of teachers and pupils on the introduction of the combined schools.

Department of Education and Training in Melbourne (2015) further asserted that, for co-located primary and secondary schools, educational pathways may be clearer to families because of the familiar physical environment, as well as, increased opportunities for interaction with other students who are at a later point in the pathway. There may also be a sense of opportunity from having a greater range of specialised facilities, equipment and resources on site. Some of these issues are enabled by co-location but could be undertaken on separate sites, for example, by schools sharing facilities based at different sites such as kitchens or computer laboratories.

In another study conducted in Norway, the Norway Education Act (2006/2007) also reviewed that there is a long tradition for combining primary and lower 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).

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.

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 organisation 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.

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.

Another study conducted in Australia by (Barchan 2007) recorded that, the Australian Education system was organised 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 categorised 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.

Barcan further asserted that 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.

Further information about education system in Northern Ireland Harrison indicated that education in Northern Ireland differed slightly from systems used elsewhere in the United Kingdom, but it is more similar to that used in England and Wales than it is to Scotland by being comprehensive by nature. Despite having similarities in various structures of education, the views of teachers and pupils remained silent.

## 2.2 Importance of combined schools.

Hadfield (2013) clearly stated that there are benefits of combining primary and secondary schools, she was quick to mention that an extended pool of staff expertise is of huge value in a combined school. 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 (or a close partnership of schools) can offer, both of which ultimately enrich pupils' learning and time at school.

Hadfield, explained 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.

Hadfield further asserted that, pupils in secondary are also able to engage in new opportunities through initiatives set up as a result of being an all-through. Year 11 pupils on the sport leadership programme have put their newly acquired skills into practise by leading the younger primary years. These types of activities make the classroom so much bigger than just four walls and give teachers the opportunity to carry out ideas that may have previously been side-lined due to facility-based restrictions. Both of these cross-phase initiatives highlight what children can gain through improved relations from the two sectors.

Besides the physical indicators, such as the facilities and the unity of having all school buildings 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.

Harrington, (2008) asserted that Encouraging partnerships and cross-phase conversation needs to be embraced and the development of primary school leaders is invaluable in achieving this. Initiatives such as Future Leaders, a leadership development training programme for senior leaders in challenging schools, has recognised the importance of developing primary and secondary leaders alongside each other in order to close the achievement gap.

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This is a bold statement demonstrating the value in cross-phase collaboration and in changing opinions about the relative influence, importance and skills involved within the two phases to truly address the issue of educational disadvantage.

## 2.3 Zambian Education System
### 2.3.1 Post-independence education policy
The organization and control of education was changed significantly after independence (Kelly, 1999). In addition to the provision of compulsory free education and desegregation of schools, the nationalists wanted to expand the education system and the arguments for changing the educational setup were stated as follows:

First, in an independent country which subscribes to a democratic way of life, the national interest requires that there should be equality of educational opportunity for all and without regard to racial, tribal or religious affiliations; second, in a young country, the system of education must foster a sense of nationhood and promote national unity without necessarily incurring uniformity; and third, in a developing country seriously deficient of trained manpower, an urgent objective of education must be to sub serve the needs of national development without in the process frustrating the full development of individual abilities and satisfactions (GRZ/MoE,1964)

With these objectives in mind, the major task of the independent government was to integrate the different systems of education that existed in the country with the objective being to promote a unit of purpose. In short, political independence, led to a shift from local control to state control of education.

Some of the proposed changes included the establishment of a multi-racial system; shortening of the primary cycle from 9 years to 7 years; abolition of tuition fees in schools; increased enrolment of girls in secondary schools through a grade point lower than that of boys; and establishment of a common examination system throughout the primary cycle and the secondary cycle. And since the focus was that of racial disparities especially between the Africans and Europeans in educational services, these changes were mainly structural. They were structural in that they did not address themselves to such issues as the disparities in education achievements between different social economic groups or among groups from different regions (UNESCO, 1963).

As a departure from the planners' exclusive focus on expanding the inherited colonial education system which put emphasis on the production of manpower as a the right direction towards economic development, Dr. Kenneth Kaunda, the first President of Zambia emphasised three points specifically in justifying the need for change in the educational system in his address to the nation in 1970. His three points were to establish a national system of education, the need to give due emphasis to the primary school level and the need to broaden the support of the school system to include the community within which schools were established (GRZ/MoE, 1970).

The seventies in other words, was a decade in which the Zambian government expressed significant interest in a basic education system. The interest in basic education system was stated at different points. In its report after the First National Education Conference, the Ministry of Education recommended that the government should concentrate its resources on some form of universal basic education with a length of course ranging from 7 to 10 years (GRZ/MoE, 1970).

Another indication of the governments' interest in basic education system came in 1973. In June 1973 President Kaunda appointed an Ad Hoc

Committee on education to evaluate the educational developments in the country and suggest policy directions for the decade 1974 to 1984 to the government. In terms of priority the Ad Hoc Committee reiterated the need for the government to establish a system of 10 years compulsory schooling for every child (UNIP, 1974).

An elaborate and definitive commitment to a system of basic education in Zambia arose out of the educational reform movement that began in 1974 and finally culminated in a "policy" document entitled Education for Development: Draft Statement on Educational Reform (GRZ/MoE, 1976).According to the Ministry of Education, the document was a draft statement on how the education system was to be changed. After a national debate of the draft document, which lasted for almost one year, the government came out with an education policy document entitled Educational Reform: Proposals and Recommendations in October 1977 (GRZ/MoE, 1977).

 In this document, the government, among other things recommended that there be established a "Basic Education System of 9 Years" instead of the proposed ten years. The objective of this system was to build a national education system that would allow participation by individuals and organisations. The process of implementing the proposed system of basic education was envisaged to be accomplished through restructuring the inherited educational system.

It was not until January 1983 that the Ministry of General Education and Culture announced that the interim structure of the proposed basic education system was to be implemented with immediate effect (Zambia Daily Mail, 1983).

 A period of almost 6 years had elapsed without any progress of expanding basic educational

facilities proposed in 1977. The delay in expanding basic education as envisaged in the educational reforms of 1977 was partly a result of a clearly misconceived implementation process. For instance, no definite period was set when the process of expanding basic educational facilities would start. In other words, the Zambian government's proposed policy on basic education was not accompanied by a carefully stated planned implementation process. For instance, it lacked a clearly-stated process of resource mobilisation (GRZ, 1978).

### 2.3.2 Current Education System in Zambia

One of the targets of Sustainable Development Goal (SDG) number four is to ensure that by 2030, all girls and boys complete equitable, quality primary and secondary education leading to relevant and effective learning outcomes.

The SDG number four replaced the Education for All Goals (EFA) which came to an end in 2015. It is with the EFA goals number two that Zambia recorded the best achievement. Mwanakatwe (2013) argued that in 2011, Zambia was applauded at the United Nations' Education for All Goals summit for having successfully implemented that goal which stated that by 2015 all children, particularly girl children in difficult circumstances and those belonging to ethnic minorities would have access to quality, free and compulsory primary education.

Apart from that, Simposya (2000) opined that the Ministry of General Education successfully provided access to free and compulsory primary education which resulted in accelerated enrolments after 2002. That was propelled by Government's initiative to improve the supply of teachers while aiming at managing attrition by recruiting 5,000 teachers per annum, as well as, the

rapid expansion of school infrastructure countrywide.

The expansion of the school infrastructure was as a result of various programmes that the Ministry of General Education implemented. One of them being the Basic Education Sub-Sector Investment Programme (BESSIP) supported by Co-operating Partners (CPs). BESSIP was aimed at enhancing teacher education and training, in addition to, improving access and provision of quality education at basic level.

Mushambatwa (2016) further argued that the Permanent Secretary in the Ministry of General Education Henry Tukombe explained that BESSIP was designed to promote the procurement of learning materials, accelerate the training of teachers and the construction of teachers' houses, including classrooms using community mode of construction.
*In community mode, Government provides the money and the design for the building, while the community provides all local building materials such as burnt bricks, river sand, building sand and water. Through this programme, the Ministry of General Education constructed 1,000 classrooms per year* Mr Tukombe said.

On top of that Mushambatwa noted that after five years, BESSIP was replaced by the Sector Pool Programme which had similar objectives as BESSIP and as at 2001 many classroom spaces were constructed at basic school level resulting in 6, 786 basic schools and only 98 secondary schools countrywide. Furthermore, the demand for education continued increasing and eventually led to challenges at secondary school level as there was lack of adequate classroom space from grade 10 to 12. The delivery of education then, was from Grade one to nine known as basic school and Grades 10 to 12, high school.

"*To resolve this problem, Government started the construction of 100 secondary schools, country wide in 2008 and by 2015, the number increased to 115 secondary schools, this included one Technical secondary school constructed in each province except Muchinga*", Mr Tukombe explained.

Mushambatwa further asserted that, the head of infrastructure Joseph Nthele, an engineer, explained that of the 115 secondary schools constructed across the country, four are located in Lusaka district. These include Twin Palm, Lilayi, Kabanana and Nyumba Yanga secondary schools. It has been noted in past assessment surveys conducted among learners that poor learning environments for pupils and lack of other education facilities contribute to poor learning achievements. The dawning of these new schools in Lusaka district however, has shade a different light as there are recorded improvements in the delivery of secondary school education.

The new schools have not only brought relief to parents in nearby communities who would take their children to distant places, the schools have led to enhanced high performance of pupils in class.

Furthermore, the 2015 Educational Statistical Bulletin indicated that the pupil book ratio that had reduced to desirable levels indicating that pupils now have adequate learning materials as opposed to 10 or 16 years ago when the ratio was at one text book per 68 learners.
This improvement can partly be attributed to the newly-constructed secondary schools, specifically classroom spaces, the supply of teaching and learning materials and other factors. It can therefore, be observed that the education sector is making strides towards the achievement of SDG number four.

Aside from constructing secondary schools, the Zambian government upgraded total of 220 basic schools into secondary schools and all the upgraded schools were opened immediately.

In that note Mr Chipango in his speech quoted by Mushambatwa explained that:

> We are happy with the performance of secondary schools that were upgraded from basic schools countrywide." He went on to note that the programme had benefited mainly rural pupils who had been finding it very difficult to have access to distant secondary he observed that government had already achieved 70 percent (70%) in its upgrading programme that was to meet the rising demand for education.

However, the 220 upgraded schools were to run side by side with primary schools this system jeopardised the education system as a lot of secondary school teachers were taken to teach in such combined schools. It is for this reason that the researcher came up with this research to get the views of teachers and pupils towards the introduction of the combined primary-secondary school structures.

Be that as it may, a number of secondary school teachers and secondary school learners were uncomfortable to teach and learn respectively in such schools for reasons best known to themselves. As a result, the researcher saw it fit to investigate and examine the views of teachers and pupils in such combined primary- secondary schools.

Lessons learnt from the studies conducted globally on issues of policy change indicated that there is need to involve all stakeholders during the change process. Thus parents, pupils, teachers, experts and the cooperate world. The views of various stakeholders play a major role towards the successful management of the system and effective implementation. It is for this reason that I feel a research be conducted to ascertain the views of teachers and pupils on the introduction of combined primary-secondary schools in Zambia with special reference to Pemba District of Southern Province

## CHAPTER THREE
## RESEARCH METHODOLOGY

**3.1 Research Design**- The study adopted a Case Study approach as it equipped the researcher with an in-depth understanding of a phenomenon social in real life situation using various methods of data collection and analysis (Yin, 2014). This then, follows that Case Studies are detailed investigations of individuals, groups, institutions or other social units. In addition, a case study has one person, entity, a study of one thing; it is identified as one of the many; it may be of one person, class, district, country, continent or a family.

**3.2 Target population**- Creswell, (2014) defined a population as the universe of units from which the sample is to be selected. The nature of study motivated the researcher to focus on a population of pupils and teachers in the selected combined primary -secondary schools from Pemba District.

**3.3.1 Sample Size**- White (2003), a sample is a subset or group of subjects selected from the larger population and whose characteristics can be generalized to the entire population. The minimum sample size used in the study was n=100 respondents comprising of 50 pupils and 50 teachers.

**3.3.2 Sampling Techniques**-(Ng'andu, 2014) defined Sampling techniques as a precise course of action or procedure that can be followed when selecting a portion or segment that is representative of a whole. Therefore, in this research, Purposive Sampling was used to select 5 combined primary-secondary and 10 pupils and 10 teachers was randomly selected in each school. Ng'andu further stated that "purposive sampling method is based on the judgment of the researcher regarding the characteristics of a representative sample."

**3.4.1 Instruments for Data Collection**- Questionnaires were also used for teachers and Focus Groups discussions for pupils. (Stake, 2005) described a questionnaire as a measurement procedure that usually contains questions aimed at getting specific information on a variety of topics. This instrument was chosen because it permits the collection of reliable and reasonably valid data, relative, simple, cheap and convenient.

Bryman, (2008) defined a Focus Group Discussions (FGDs) as forms of interviews which are conducted to more than one person. Henceforth, this method was administered to the pupils. It was employed in this study because it allows researcher to get more in-depth information from the key informants about an issue under investigation and to creating a free environment for the respondents.

**3.4.2 Procedure for Data Collection**- Bloomberg and Volpe (2008) pointed out that data collection section in research is the part that describes and justifies all data collection methods, tools, instruments, and procedures, including how, when, where and by whom data was collected.

The study started by distributing questionnaires to teachers then a focus group interviews were conducted to pupils. The study involved 50 questionnaires to be distributed to 50 teachers from 5 different selected schools of Pemba district and interview guide to pupils was administered.

**3.5. Data Analysis Techniques**-The researcher assigned codes to the themes for the purpose of analysis, through the process of open-coding' which involved locating themes and assigning initial codes in a first attempt to condense the data into categories. The researcher read the field notes, transcribed interviews and took note of all the themes.

The data was analysed using descriptive statistics in form of percentages and frequencies using Microsoft excel and further cleaned using Stata Version 13 software.

## 3. 6. Ethical Consideration

According to Creswell, J. W. (2014), ethical issues are the concerns, dilemmas and conflicts that arise over the proper way to conduct research. Ethics define what is or is not legitimate to do, or what moral procedure is involved. Before proceeding with data collection, written permission was sought from relevant authorities at district and school levels. A synopsis of the study was thoroughly explained to all respondents and participation in this study. The researcher observed the principle of anonymity and all interviewees were assured of that. Names of schools and respondents were represented by certain codes Ethical approval to conduct a study was obtained from the University Management.
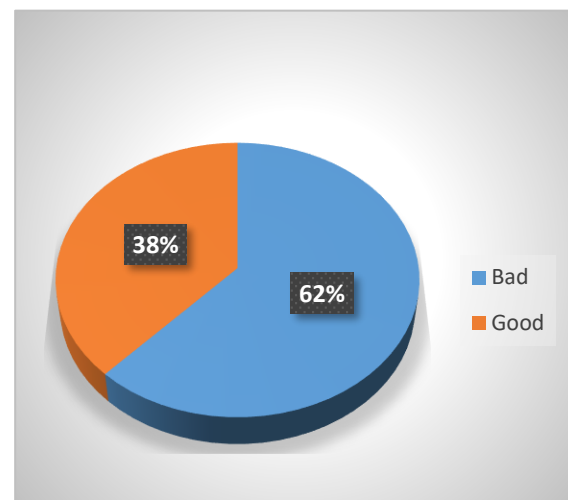
## CHAPTER FOUR
## PRESENTATION OF FINDINGS

### 4.1 Teachers views on the introduction of combined primary and secondary school structures in schools

Most of the teachers did not like the system of combining primary and secondary under one environment, from the 50 teachers that were sampled, 31 of them representing 62% indicated that the system did not yield positive results. Thereof, the number of weaknesses of the primary secondary school structure outweighed its merits. About 19 respondents represented 38% were in favour of the aforementioned system. Below is a chart which clearly illustrated teachers' views on the introduction of combined primary and secondary school structure system.

**Fig 4.1 Teachers views on combined schools**



The figure above showed response of teachers on their views on the introduction of combines schools, most of them did not like the system citing various challenges they faced as they will be explained further in the other objective

### 4.2 Pupils views on the introduction of combined primary and secondary school structures in schools

Most of the pupils also indicated that the system had more disadvantages than advantages, therefore from the 50 whose views were got, 29 representing 58% indicated that the system was bad while 21 participants representing 42% said the system was good. The chart below shows pupils views towards the introduction of combined primary and secondary structures in schools.

**FIG 4.2 Pupils' views on combined Schools.**
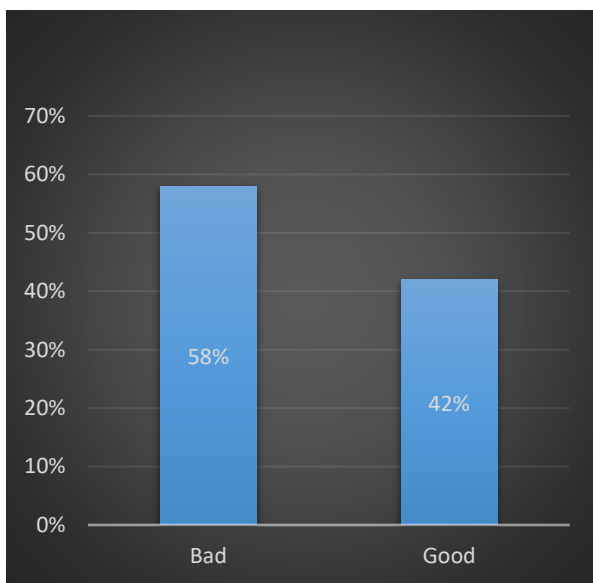


Furthermore, during the focus group discussion, one of the pupils stated that;

- *We have no freedom at this school the learners from the secondary school sector*
- *Humiliate us so much, they always want to beat us always and we no longer have*
- *The freedom that we used to have, whenever they find us in class, they chase us*
- *As if it's not our school as well.*

Another pupil during an interview said that most of the combined schools are day schools hence have a lot of disadvantages in her discussion she went on to say that;

*I don't like the issue of combined primary and secondary school because it will*

*Enable us not to go to a boarding school, at a boarding school there are a lot of things*

*That they learn that we can miss if we are to continue learning at this school*

*Up to grade 12.*

When asked to explain further on the things learnt at a secondary boarding school, she mentioned on how one to take care of oneself without parents, issues of finance control, exposure to new environments and intensive studies during night prep.

## 4.3 The advantages of introducing combined primary and secondary structures in schools

The following are the merits brought up by both teachers' and pupils' perception of the introduction of primary and secondary school structures in schools: Accessibility, exposure and conditions that encourage learners to use official language at school, encourages hard working, encourages unity and cooperation, brings about variety of teachers, brings about good interpersonal communication among pupils, creates a mutual relationship among teachers, the two parties enjoy social and financial benefit resulting from the spirit of togetherness or oneness. Above that teachers are exposed to different teaching materials, primary school teachers who have upgraded to secondary degrees can easily be seconded and finally, there is enough labour force for the school during the preventive maintenance. One teacher explicated that;

- *Fees are affordable than in boarding schools that run independently, parents*
- *From poor families able to send their children*

The table below shows advantages from both teachers of introducing combined primary and secondary structures in schools.

**Table 4.3.1: Responses from teachers on the advantages of introducing combined primary and secondary structures in schools.**

| Teachers | Responses |
|---|---|
| | -Accessibility,<br>-Creates a mutual relationship among teachers,<br>-The two parties once combined are able to assist each other financially,<br>-Teachers exposed to different teaching materials,<br>-Primary school teachers who have upgraded to secondary degrees can easily be seconded<br>-There is enough labour force for the school during the preventive maintenance |

**Table 4.3.2: Responses from Pupils on the advantages of introducing combined primary and secondary structures in schools.**

| Pupils | Responses |
|---|---|
| | -Encouraging learners to speak English,<br>-Encourages hard working,<br>-Encourages unity and cooperation,<br>-Brings about good interpersonal communication among pupils |

## 4.4 Challenges of introducing combined primary-secondary structures in schools.

In the quest to finding out challenges of introducing a combined primary and secondary structures in schools, the question *what are the challenges of introducing a combined primary and secondary structures in Schools?* Was raised and the responses from teachers were as follows:

**Table 4.4.1: Responses from teachers on the challenges of introducing combined primary-secondary structures in schools.**

| Teachers | Responses |
|---|---|
| | -lack of enough furniture such as desks,<br>-Lack of enough staff houses,<br>-Lack of libraries,<br>-Lack of finances<br>-Poor hygiene and sanitary facilities<br>-Lack of enough infrastructure such as laboratories,<br>-There is no order in the school,<br>- -Lack of electricity to facilitate certain programmes,<br>-Lack of exposure by learners to new environment as they would be at one school from grade one to twelve,<br>-Intra role conflicts by administrations especially when they are two headmasters,<br>-Confusion during meetings,<br>-Primary school teachers tend to be inferior hence are unable to mix properly with secondary teachers,<br>-High rates of absenteeism<br>-Too much dirty as litter is thrown anyhow. |

Table above shows various responses from teachers on the challenges of introducing combined primary and secondary schools. The table tabulates the following as challenges that were found during the study: lack of enough furniture such as desks, lack of enough staff houses, lack of libraries, lack of finances, poor

hygiene and sanitary facilities, lack of enough infrastructure such as laboratories, there is no order in the school, less government funding to cater for all the required programmes at the school, difficult to maintain order in the school as learners become too many, lack of electricity to facilitate certain programmes, lack of exposure by learners to new environment as they would be at one school from grade one to twelve, intra role conflicts by administrations especially when they are two headmasters, confusion during meetings, primary school teachers tend to be inferior hence are unable to mix properly with secondary teachers, high rates of absenteeism, disease outbreak due to overcrowding, scramble by pupils for few b materials such as desks ,chairs tables donated by Non-Governmental Organizations, increased vandalism, loss of respect among learners in the two streams and too much dirty as litter is thrown anyhow.

### Findings from interviews with teachers.
### Teacher 1
On the number of classroom blocks, a teacher indicated that there were two classroom blocks for grades eight up to grade twelve. The classrooms were not adequate. Offices and departmental offices were inadequate. Heads of Departments had been grouped together in one room. The state of the classrooms was fairly good because they had been renovated. "The renovated classrooms were fairly good though not adequate. The laboratory and home economics departments were under construction", he said. On the teacher's houses, a teacher said that there was only a single house for the teachers at this school. Teachers trek from the township using their own arranged transport.

### Teacher 2
Responding to the question on the availability of classrooms the teacher stated that the school had seven classroom blocks each with four classes. All these were meant for the primary section but were turned and given to the secondary school, leaving the primary section with fewer classroom blocks. He indicated that there were a lot of pupils in this school as the school was the only day secondary school within town and as a result, classrooms were always not enough. On departmental offices it was found that they were very inadequate. The laboratory was still under construction. On teacher accommodation, the teacher expressed inadequacy of teacher accommodation. "At the time of sharing classroom blocks and teachers houses we got only 15 houses meant for the teachers' and 25 of the teachers were renting coming from the township," he said.

### Teacher 3
On teacher accommodation, the teacher stated that at the time of sharing teacher houses only three teachers' houses were given to the secondary school section. "The school has 6 houses and the rest of the teachers are coming from the nearby villages. These houses are in bad state for status of a teacher." Asked what effect this scenario has on the life of the school, the said "teachers delay in reporting at the beginning of the lessons in the morning because the stay far from school.

### Teacher 4
On the state and adequacy of infrastructure, the teacher stated that there was only one classroom block with three classrooms. "Initially, they were built and meant to be laboratories for the then basic school. Before the apparatus were brought in, the school was upgraded and so the very structure was turned into classrooms for the secondary school. The state of infrastructure was good because they were built not long ago. The only defect is that the classroom space is small and the classroom can only allow stools and not desks." It was further established that, the school had no office space for departments. There is no staff room apart from the grass thatched shelter (Insaka).

**Teacher 5**

Responding to the question on the state and adequacy of infrastructure, he indicated a worrisome situation, on classroom space the respondent indicated that the kind of classrooms left by the world vision were not meant for pupils, hence the space is not enough for many desks. On teacher accommodation, the school had 20 single houses for teachers and the shortfall of 20. Those without houses were renting from Pemba Township about 20 km away from the school.

The table below illustrates the responses on the availability of infrastructure in the combined primary and secondary schools in Pemba district

**Table4.4.3 Responses on availability of infrastructure from the five combined Primary and Secondary Schools**

| Sch | Avail-ability | Sci Lab | Lib-rary | Class-rooms | Teach-ers Houses | Comp-uter Lab |
|-----|---------------|---------|----------|-------------|------------------|---------------|
| A | No. Available | 0 | 0 | 17 | 15 | 1 |
| A | Shortfall | 4 | 1 | 8 | 25 | 0 |
| B | No. Available | 0 | 0 | 9 | 6 | 1 |
| B | Shortfall | 4 | 1 | 31 | 34 | 0 |
| C | No. Available | 1 | 0 | 16 | 20 | 1 |
| C | Shortfall | 3 | 1 | 24 | 20 | 0 |
| D | No. Available | 0 | 0 | 15 | 10 | 1 |
| D | Shortfall | 4 | 1 | 25 | 20 | 0 |
| E | No. Available | 0 | 0 | 12 | 1 | 1 |
| E | Shortfall | 4 | 1 | 13 | 39 | 0 |

The Table above shows the responses on the availability of infrastructure in the five combined Primary and secondary schools, the number of available infrastructure was compared with the actual number of infrastructure needed for the normal operations and then the shortfall determined, from the table shown above findings confirms that most of the schools lacked adequate infrastructure in order to operate effectively.

In an attempt to finding out challenges of introducing combined primary and secondary structures in schools from pupils, the table below tabulates the responses as follows

**Table 4.4.4: Responses from Pupils on the challenges of introducing combined primary-secondary structures in schools.**

| Pupils | Responses |
|--------|-----------|
| | Lack of specialised teachers in some subjects<br>-Lack of enough furniture such as desks,<br>-Lack of libraries,<br>-Poor sanitation<br>-Lack of enough infrastructure such as laboratories and desks,<br>-Difficult to maintain order in the school as learners become too many,<br>-Lack of exposure by learners to new environment as they would be at one school from grade one to twelve,<br>-High rates of absenteeism<br>-Disease outbreak due to overcrowding,<br>-Scramble by pupils for few materials such as book, furniture donated by Non-Governmental Organizations,<br>-Increased vandalism, loss of respect among learners in the two streams<br>-Too much dirty as litter is thrown anyhow<br>-High rate of immorality among learners |

The Table above shows a number of responses from Pupils on the challenges of introducing combined primary and secondary schools. The table shows: lack of enough furniture such as desks, lack of libraries, poor sanitation, lack of enough infrastructure such as laboratories, difficult to maintain order in the school as learners become too many, lack of exposure by learners to new environment as they would be at one school from grade one to twelve, intra role conflicts by administrations especially when they are two headmasters, confusion during meetings, high rates of absenteeism, disease outbreak due to overcrowding, scramble by pupils for few materials such as books chairs tables donated by Non-Governmental Organizations, increased vandalism, loss of respect among learners in the two streams and too much dirty as litter is thrown anyhow.

When responding to the question on the availability of learning and teaching materials the respondent alluded to the lack of teaching and learning materials for the school, they only had few books and very few laboratory apparatus. In his own words he said, "Learning materials are not enough because the head teacher said the school cannot manage to buy many text books the school had no enough money because many pupils don't pay and those who do, do it very late. Grants come once in a while but the school has a lot of needs."

## SCHOOL A
When asked whether the school has specialised structures like laboratories, the respondent indicated that the school has no laboratory. It only had one mobile laboratory without enough apparatus. "It is not easy to teach science subjects as the mobile lab does not have enough apparatus. It is mostly theory which is dangerous during exams. On the availability of water and electricity the respondent had this to say, "We have one mono-pump but unfortunately

On furniture the respondent indicated that at least the two offices (the head's and the deputy's) had furniture bought by the school as they were the only offices in school. With desks and staffroom chairs and tables, the respondent indicated that desks were enough though there were no spaces in classrooms where to put them. "*We don't have a shortage of desks because the world vision provided enough,*" he said

## SCHOOL B
In response to the question on the general state of the environment where teachers were providing education, all the two pupils interviewed were comfortable with the atmosphere and the sites the school were situated. "*The school is situated in very conducive environments,*" one pupil said. In agreement to this the other pupil said, "*There are no bars or noise around the schools to disturb the learning activity*". When asked whether the classrooms were conducive inside, pupils agreed and expressed happiness. One said,
"*Classes are spacious, well ventilated and good floor, we can't complain.*" However, another pupil said despite classrooms being spacious there was still need for more classrooms to reduce the enrolment per class which was usually at 50 and above."

On sanitation the two pupils agreed that water was not enough and toilets were not enough as well but the situation was not so desperate that pupils could not learn in such an environment. On electricity, they all indicated the same that there is no electricity in the school. When asked if the revised curriculum was being followed in terms of teaching all the stipulated subjects in two pathways, the two pupils indicated that teachers were not enough.
"*The most affected subjects are career pathway subjects especially sciences and ICT subjects,*" However another pupil disagreed on the affected subject, he said even the subjects in academic

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pathway were affected as well. "*In civic education, Religious Education and history we only have one teacher in each subject.*"

## SCHOOL C

Responding to the question on the conduciveness of the site the pupils agreed that the site was conducive for the teaching and learning processes. When asked whether classrooms were conducive, they all disagreed that the space was small because desks are packed together. "*It is difficult to pass through desks when teaching because desks are packed due to over enrolment per class. Enrolment per desk was mostly more than 45*." On sanitation, they all agreed that toilets were not enough but they did not pose a health hazard to pupils. It was established that they were all flushable toilets and not pit latrines," The pupil stated. Water was found to be plenty. "*Water in school was not a problem. We have a hand pump*."

One pupil from school C said, "The floor is bad, some walls have no plaster and some classrooms have no glass pens." Other pupils from the other three schools did not complain over such.
However, they all complained of the space inside the classrooms that was it not enough because classes were over crowded due to limited classrooms.
Asked whether there were specialised structures like libraries and laboratories, pupils in all the five schools shared the same worry. All the five schools had no laboratories. Pupils in school A put it in this way, "We don't even have a laboratory. We are worried as to how we will do the experiments during exams as this year 2016 will be our first grade twelve exam at this school."

## SCHOOL D

Responding to the question on the conduciveness of the environment in which the school was found, pupils were comfortable but complained of people trespassing in school and too much noise because

overcrowding. "*Some parents trespass through the school as the school is near to the village*," the pupil stated. On the conduciveness of the classrooms, the pupils were not comfortable with the classrooms, "The classrooms are in a bad state. Most classrooms have bad floor, cracked walls, no window pens and no better doors."

## SCHOOL E

Responding to the question on whether the classrooms were adequate, one pupil at school E said, "At this school the classroom space is good but the only problem is that classrooms are not enough." This response was echoed by all the pupils in all the four schools. Quoting one pupil in school where the situation seemed to be very serious the pupil said, for grade eights (8), when it is time for Grade 8 A to do Religious Education, Grades 8 B would go out to give chance because they (grade 8B) take Design and Technology (career pathway) and not Religious education. If there is Design and Technology on the time table at the same time with religious Education, either Religious education class would go out or Design and technology class would go out to learn under a tree on pillars build around the mango tree.

## CHAPTER FIVE
## DISCUSSION CONCLUSION AND RCOMMENDATION.

### 5.1.1 Teachers' views towards the introduction of combined primary and secondary school structures in schools

According to the findings most of the teachers did not like the system of combining primary and secondary schools under one environment. From the research outcomes, it is clear that 62% of the responses showed that the system was bad whereas 38% indicated that the system was good. It could; therefore, be logically deduced that teachers perceived the system of combining primary and secondary schools as a retrogressive system.

From the above findings it is crystal clear that the government never took time to consult the most important stakeholders thus; especially the teachers before implementing the policy. Suffice also to stress that Alison (1971) wittily counselled that a review of educational policy must involve key stakeholders that can help strengthen the quality of education. Wherefore, Stakeholders' interaction and engagement was cardinal and would have been instrumental in suppressing the myths, ensuring success and sustainability with regards to policy implementation.

Additionally, Collaborative design and measures in Malawi helped fuel and capture the diversity of local innovations and provided space for communities and government personnel to collectively define and evaluate improvements to the quality of education.

The findings of this study are in line with Sarason (1995) who also indicated that broad stakeholder participation is a key ingredient for any change process in education. Among others, stakeholder participation is one of the elements of the conceptual framework of the general change process. A broad stakeholder participation is the fundamental cornerstone upon which all other aspects of the conceptual framework of the general change process are built. Without broad stakeholder participation, the other elements of the framework lose their meaning and sense of purpose.

Furthermore, Educational stakeholders are the people in a community (e.g., parents, teachers, students, civil servants, and clergy) that have a vested interest, or "stake," in the education system (Sarason, 1995). Similarly, Clinton (1996) emphasised that even those who may not have children in the schools at a particular point in time must be engaged. Thereof, one can deduce that the welfare of every stakeholder in a democracy depends to some extent on the welfare of all other members of that community, and therefore, they should be interested in ensuring that every child be provided with the best educational opportunities in order to continue the improvement of their community. The education of children has a direct influence on the quality of government, level of crime, and amount of retirement support that all members of our society can expect (Goodlad, 2002). These are a few of the reasons why all members of a community should be vested in their public educational system. Without this vested interest by a broad and diverse base of stakeholders, the democratic goals of a society are likely to become unattainable.

### 5.1.2 Pupils' views towards the introduction of combined primary and secondary school structures in schools.

Research findings also shows that most of the pupils are also not happy regards the introduction of combined primary and secondary school structures, Information from the findings showed that 58% indicated that the system was bad while 42% said the system was good, There were a lot of

reasons why pupils did not like the system of combining the two structures primary and secondary, pupils from the primary sector feared the habit of mockery and intimidation from the secondary school pupils.

Some did not like the system because at a later stage they wanted to go to experience the boarding school life as most of the combined schools were day schools. Some pupils felt that they were not receiving quality education that they were supposed to have received due to limited educational facilities such as adequate furniture, books, and teachers.

Pupils in such schools argued that the education offered was inadequate. Encarta dictionary (2008), defines adequacy as a condition of being insufficient in quality to meet a need. Adequacy arises from the availability of resources that will sufficiently realize the goals of education

This finding on inadequacy provision of education is in line with Crampton et al; (2008) who stated that when the school infrastructure and the learning environment are inadequate, the provision of education become compromised. The provision educational service would done less conducive and supportive environments that would not facilitate the learning and teaching process. For this reason, a lot of pupils especially those at a secondary section saw some inadequacies in the teaching/learning process in combined schools and hence they were not happy with the system.

### 5.1.3 Advantages of introducing combined primary and secondary structures in schools

According to the research findings combined primary and secondary schools have some advantages though they are outnumbered by the disadvantages, some of the advantages that came out prominently from the teachers and pupils are as follows;

Accessibility was one major advantage that came out from both teachers and pupils, this factor implies that a lot of pupils were able to be admitted to schools, and this factor is in line with the government's desire to meet the millennium development goals by 2030. In line with accessibility; GRZ 2011 further indicated that.
*Poor accessibility to education is particularly the case that has affected most Zambians especially secondary school which is characterised with low progression rates, particularly in rural areas. The manifesto notes that only 48% of primary school children proceed to grade eight. Similarly, the progression rate to grade 9 is a Mere 25%. Cause for concern.*

To eradicate the problem of accessibility Subulwa (2004) also asserted that the government of Zambia gave a directive from MoE, particularly those directed towards the implementation of broad policy positions to increase access to education in the country. For example, the MoE circular to PEOs in 1998, instructing them to allow girls who became pregnant to go back to school after delivery was one of the specific policies to increase accessibility, Upgrading of basic schools to secondary schools, free primary education, abolishment of tuition fees in schools all in a need to raise the number of poor Zambians to access education without more challenges.

The other advantage was that combined schools created a mutual relationship between teachers and pupils from the two sectors and were able to learn from one another, primary and secondary school teachers were able to cooperate and work together for a common goal, this is in line with a study done by Hadfield (2013) who argued that collaboration between primary and secondary schools could help close with the school transition period hence

success is achieved. One of the ideas behind having an all-through school is to break down some of these barriers and to promote dialogue between the two phases, which have traditionally remained separate.

The other advantage was that Teachers were exposed to different teaching materials and methods; this was also in line with another thought from Hadfield explained 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 three 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

Hadfield further went on to say that, besides the physical indicators, such as the facilities and the unity of having all school buildings on one property, the ability to easily discuss 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 primary.

The other advantage was that the two parties once combined were able to assist each other financially and materially, in Zambia the primary sector offers free education so they have inadequate finance to support their programmes. Therefore, when combined with secondary there would be sharing

of resources that comes from the secondary section through PTA funds.

Team- work and hard-work are twin advantages that the research brought out. On top of that, secondary school pupils tend to act as role models hence primary school pupils emulated them and were forced to work harder. The issue at hand was also in line with Hadfield assertion that; it encourages partnerships and cross-phase conversation embracing the development of primary school leaders is invaluable in achieving this.

Initiatives such as Future Leaders, a leadership development training programme for senior leaders in challenging schools, has recognised the importance of developing primary and secondary leaders alongside each other in order to close the achievement gap as there would be emulation of interests from amongst learners

Primary school teachers who had upgraded to secondary degrees could easily be seconded. For those teachers in primary sector that upgraded their studies to secondary sector, the system was ideal for them because it would be easy to be upgraded to teach the senior grades at the same school where they were teaching. There would be no need get a transfer from one school to another school hence reduced on government expenditure in terms of transport and settling in allowance.

Other finding to the study showed that, there would be enough labour force for the school during the preventive maintenance and production unity. The availability of the primary and secondary schools increased labour for productivity in both preventive maintenance and production unit. The government of Zambia adopted a two-tier system of both academic and vocational pathways; therefore, learners were encouraged to learn various vocational skills through production and preventive maintenance to

raise revenue for the school to cushion the financial muscle to the school.

Another finding showed that combining primary and secondary schools encouraged pupils at primary to learn how to speak English. In rural areas most of the pupils at school used local language in school, therefore, integrating the secondary school would provide a robust learning environment for young ones to learn how to speak the official language through interactions from their senior peers in the school set up as earlier sited in Hadfield's assertion.

## 5.1,4 Challenges of introducing combined primary-secondary structures in schools.

There are a number of challenges that came about as a result of combining primary and secondary schools some of the responses from teachers and pupils on the challenges of introducing combined primary and secondary schools are discussed below;

Lack of specialised teachers at secondary section especially in mathematics and science subjects. Most of the teachers that taught those subjects were not qualified. This scenario confirms the UNESCO report of 2011 which established that on average, more than 60 percent of Sub-Saharan countries had more than 40 pupils per teacher.

Lack of enough furniture such as desks was yet another challenge worth discussing. Learners in such schools were forced to sit five per desk and some were even forced to sit on the floor, the situation that does not encourage effective teaching and learning. The findings are consistent to School Planning and Management / College Planning and Management Magazine, 2012, the proper selection of school furniture and equipment plays an important role in creating an effective, high performance learning environment. Further, this magazine revealed that learners who sit

comfortably in class have a high chance of concentration than those who may be sitting on a stone while in class. This would in turn make such pupils perform well academically unlike the latter.

Findings also indicated that, Lack of enough staff houses was also another challenge faced by combined schools, a number of teachers resides far away from their work place, some even resides in nearby towns like Choma and Monze that is 60km and 35 km respectively away from their stations, this reduced effectiveness and hence lowers the standards of education in such schools since teachers are forced to absent themselves from work or report late for work at the expense of learners.

These findings agree with those of Carron and Chau (1996), who conducted a study in China, Guinea, India and Mexico. They found that nearly half the teachers interviewed reported of being absent at some point during the month. The main reason given was lack of housing within the school Premises. The above findings also confirm the observation by the Government of the Republic of Zambia (2006) where it was noted that the provision of educational facilities remain limited and unsatisfactory due to the increasing pressure on educational infrastructure, poor maintenance and increase in the school-going population. In this document, it was emphasised that teachers needed accommodation near the school without which education provision would be hampered.

Further finding indicated that Non-payment of school fees by most parents was another challenge, the recent policy advocates that no pupil should be sent out of school for failure to pay school fees. Henceforth, parents took advantage of that and were unable to pay school fees for their children while schools remained bankrupt and were unable to sustain certain programmes.

Less government funding to cater for all the required programmes at the school was also

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another challenge, to run a secondary school the school needs a lot of resources to sustain different programs in the school that ranges from administering of exams, meetings, co-curricular activities school maintenance and book restocking

Poor hygiene, inadequate water and sanitary facilities was another challenge as a result of overcrowding, such schools had limited sanitary facilities like toilets, bathrooms hence such schools were at risk of spreading diseases. Increased vandalism also due to overcrowding and scramble for limited facilities was other another challenge. Water is very important for the health of a learner because it contributes to the performance of the learners. The outcome agrees with Benton (2009), who stated that, "Providing students with access to safe, free drinking water and good sanitation facilities throughout the school day is one strategy schools use to create an environment that supports health and learning." Standards and regulations assure that tap water is clean and safe. In cases where tap water may not be safe schools should provide safe drinking water to students which is usually difficult due to financial constraints that schools grapple with.

The study also indicated that Lack of enough infrastructure such as laboratory, libraries, enough classrooms, departmental offices, staffroom were other challenges that hindered favourable education delivery in combined schools. The study was in line with Mushambatwa (2018), who argued that; it has been noted in past assessment surveys conducted among learners that poor learning environments for pupils and lack of other education facilities contribute to poor learning.

The above findings also confirm the observation by the Government of the Republic of Zambia (2006) where it was noted that the provision of educational facilities remains limited and unsatisfactory due to the increasing pressure on educational infrastructure, poor maintenance and increase in the school-going population .Hofstein and Lunetta (2003) also argued on lack of laboratories where they pointed out that the laboratory offers unique opportunity for the students to relate science concepts with theories discussed in the classroom and in text books with observations of phenomena and systems.

The other challenge was that it was difficult to maintain order in school as learners become too many, too much noise from the primary sector that disturbed the secondary school pupils during their studies.

Lack of electricity to facilitate certain programmes, most of the combined schools had no electricity, from the 5 schools that were sampled only one had electricity, electricity is very important in a  schools, science practical in physics, running of the computers all needs electricity ,accessories like the printers to run exams require electricity.

Lack of exposure by learners to new environment as they would be at one school from grade one to twelve, learners needed exposure from different environments in order to learn new ideas and integration with people from other regions. The findings in these schools were in line with the findings of Tharp and Gallimore (2004) and the works of the humanist psychologist Abraham Maslow which assert that certain psychological and social facilities influence learning habits and that learners benefit from interaction in a setting

Intra role conflicts by administrations especially when they are two Headteachers or two deputy Headteachers the two administrators from two sectors tends to disagree in some cases tensions arise during meetings especially staff meetings when the two sectors meet. Primary school teachers tend to be inferior hence are unable to mix properly with secondary teachers.

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High rates of absenteeism by the learners due to being day scholars hence their parents opt to send them to do household chores at their expense education.

Scramble by pupils for few materials such as desks, chairs tables donated by Non-Governmental Organizations, always arise tension from the two sectors whenever there was a donation from the NGO as to which sector would benefit from the donation.

Loss of respect among learners in the two streams, especially young ones were unable to respect elders was a serious concern, high rate of immorality among learners was also another serious concern, most of the learners in combined schools were once dropped out of school due to financial constraints, early marriages and unwanted pregnancies. In most instances many older learners engaged in immoral behaviours. So, teachers faced a lot of challenges in handling such learners.

Learning environment in combined schools were basically poor and unfavourable. If learning was to take place, the environment must be conducive in all angles. This study was in line in line with literature from Warger, (2009) stated that; a alongside infrastructure is the learning environment. Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to all external factors influencing the life and activities of learners. It means classroom space, atmosphere around the school, sanitation facilities, available teachers, teaching and learning materials and time.

## 5.2 CONCLUSION.

Findings of teachers' perceptions regarding the introduction of the combined primary and secondary school. Teachers responses from the study questions indicated that teachers did not like the system, they cited a lot of irregularities concerning the running of the school and that the environment was not conducive for teaching and learning. At the same time pupils also did not like the system of combining primary and secondary schools citing its inefficiency and ineffectiveness in the provision quality of education they received, the two parties seem not to have been consulted before executing the programme and no pilot programme was undertaken to assess the effectiveness of the whole system.

However, with regards to the advantages of introducing combined schools, the following were the findings: Accessibility, encouraging learners to speak English, encourages hard working, encourages unity and cooperation, brings about variety of teachers, brings about good interpersonal communication among pupils, creates a mutual relationship among teachers, the two parties once combined are able to assist each other financially, teachers were exposed to different teaching methods, primary school teachers who have upgraded to secondary degrees can easily be seconded and finally, there is enough labour force for the school during the preventive maintenance.

With regard to the challenges faced by the combined primary-secondary schools, the findings of the study revealed that the state of classrooms and other learning facilities were in bad state. As evidenced from the findings, infrastructure in these combined primary-secondary schools was not satisfactory. The study further revealed that infrastructure was not just bad but it was also inadequate. The reason is simple is that most of

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these buildings being used were inherited from basic schools or others as primary schools. The kind of classrooms, teachers' houses and other physical infrastructure which were used by primary pupils were now used by the secondary school pupils who needed laboratories, departmental offices, spacious classrooms and other specialised facilities. This observation points to the fact that if combined secondary schools were not supplied with adequate infrastructure, quality learning would not be taking place in these schools. Learning is not just an official meeting of a teacher and his / her pupils in a confined building called a classroom. To the contrary, it is the proper acquisition of skills and knowledge on the subject matter and be able to use what is learnt in the daily life in social context. It was revealed that some of the infrastructures were below acceptable standards.

Apart from the inadequacy of educational facilities for education recipients like classrooms and laboratories, it was discovered that even teachers had no houses causing them to reside in very far places away from school hence compromising the quality of education as they constantly abscond or come late for work.

On the availability of electricity which is a vital component in the learning environment, schools were not yet connected to the supply at all. Pupils in those schools had not been using electricity to enable them do prep during their private times. This clearly shows that even science experiments are not done well in these schools due to lack of electricity.

Coming to the state of learning environment, it is concluded that some key teaching and learning materials were not available in the upgraded secondary schools of Pemba District Southern Province. Even those which were available were not adequate.

## 5.3 Recommendations

In the light of the major findings above, the following recommendations are being proposed on how best the combined primary and schools can be managed.

Government should extensively consult major stakeholders before embarking on policy change in the education sector preferably through public debates, consultative meetings with pupils and teachers and other forms of communication

The government should ensure that before introducing combined primary –secondary schools, funding is made available to avoid these schools providing education in poor infrastructure that are bad and inadequate resource that does not support a smooth transition.

The government should start allocating funds to combined primary- secondary schools by way of increasing per pupil capita so that more of the funds can be spent on the procurement of teaching and learning materials so as to improve the learning environment.

Government must consider sending more secondary school teachers in combined schools especially in the field of science and mathematics.

There is need to solicit more funding from the PTA and encourage community participation in schools especially in building more teachers houses. Community participation might be an immediate intervention in seeing to it that education is provided in good state of infrastructure. This confirms the studies by Siyumbwa (2010), where it was revealed that there was a positive effect on the provision of educational support by the community as long as the community was sensitised and they love the project.

The Government must consider separating the two sectors so that thy will be able to operate

independently.

The government must consider clarifying the roles of the administrators from the two sections must be clearly defined.

The schools are encouraged to hold Continuous Professional Developments CPD meetings with other established schools to share knowledge and skills on how best to improve performance.

## 5.4. Suggestions for further research
The field of combined primary and secondary school is still a virgin area for research in relation to Zambians. As such, this study on combined primary and secondary schools in Zambia is by no means exhaustive. Further research may therefore be conducted on the following topic because conflict is also believed to emanate from managers in combined primary and secondary school:
1. Conflicts management strategies in combined primary and secondary schools in Zambia.
2. Investigation as to why there are few teachers in Mathematics and in science subjects in the combined primary-secondary school.

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