

Review of the Education System in Zambia. A case Study of David Kaunda Ward, Mufulira District

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Abstract

The purpose of the study was to review the education system in Zambia, taking a case study of David Kaunda ward, Mufulira constituency, Mufulira district of Zambia. This research mainly adopted the quantitative research design but also used the qualitative principles but to a lesser extent. The study used the probability sampling technique specifically simple random sampling in the selection of both schools and research participants. The study used a sample size of 50. The composition of this 50 was such that 40 of them were teachers/head teachers/deputy head teachers from primary/basic schools while the remaining 10 were pupils from the different schools, both of which were equally distributed from the sampled schools. Data from both teachers and pupils was collected using the questionnaire method of data collection through self and researcher administrations respectively. Data collected was processed using Excel and was analyzed using STATA software.

The study observed that the quality of education offered in David Kaunda Ward was good but was not immune to the various challenges facing other areas such as the lack of sufficient teaching and learning materials including computers, text books, labs and other equipment. Secondly, the study also found that both teachers and pupils generally perceived the use of local language in issuing classroom instruction as having a

positive impact that improved the academic performance of pupils.

Additionally, the study also found that almost all schools had a method they used for managing their school records ranging from database, filing and log book. While some schools used a combination of these and other methods, some schools used only one method only. Whatever the method used, the methods were generally considered as being effective. Furthermore, the study found that school drop-out rates in the ward were generally lower in public schools but slightly higher in private school. Finally, the study concluded that although the picture of the Education System in David Kaunda Ward appears somewhat impressive,

The researcher recommended that the Ministry of Education need not to relax but must continue working hard together with the district education office and school managements to direct every effort possible to ensure that the achievements on the ground are

Maintained and improved while the challenges being faced are curbed.

Keywords—Education, teaching language, methods of teaching, insert words)

1.1 BACKGROUND

Zambia's education structure is characterized by a broad (representing primary level) and a sharp apex (representing higher education). The education structure starts with four years of pre-school education, which are optimal. The entrance age for preschool is three years. Seven years of primary education constitute the first level of education. The entrance age for primary education is seven years. After primary education, the next level of education is secondary Education, which takes duration of five years. The entrance age for the secondary education is 14. Progression from one level to another depends upon an external examination directed by the government, e.g. the end of primary school examination and baccalaureate examinations. This means that not all children are expected to proceed to secondary education. Currently, however, government emphasis is to ensure provision of seven-year primary education.

For some time the situation has been that almost two thirds of the children end their education at primary level. Only one third of the primary school drop outs have the opportunity to go to secondary education. Of those who enroll for the seven years primary of primary education. Less than 20 percent enter secondary school, and only 2 percent of the 20-24 age group enter the university or some other form of higher education (Sialinde et al. 1999). This structure and the selection hurdles associated with it mean that the majority of those who enter the school system fail to go the higher levels. In recognition of this problem of this problem, continuing education has been made a priority of the new education structure. English is the official language of instructions in schools from the preschools from preschool to tertiary education. Statistics show that at present a total of 1,667,000 students from grades 1-9 and 225,000 students in grades 10-12 are currently enrolled in teachers' training colleges. Some 4500 university students, besides 23,000 other students, are doing

continuing and distance education. Zambia has at present 3,800 government primary and basic schools, 200 secondary schools, 26 special education and open learning centers, 14 teachers training colleges, 14 schools of continuing education and open learning centres, 1 national correspondence college, and the 2 universities; the University of Zambia and the copper belt university. The number of community schools registered with the Zambia community schools secretariat. (ZCSS) increased 7 times in 3 years from 55 in 1996 to 373 in 1999. Equally, enrolments in community schools increased from 6,599 in 1996 to 47,276 in 1999. The increase can be attributed to the facilitating role of the government which has encouraged instead of discourage the growth of these types of school. If the growth in the number of these schools continues, they will continue alternative path for basic education for children. Community schools are non-profit making institutes that are cheap enough to allow disadvantaged children to have access. Economic development of a country. One of the important goals of development is to reduce poverty which is mainly dependent on economic growth which subsequently relies heavily on the knowledge and skills present in the country's economy. The development of knowledge and skills is mostly Education, as a sector, has an important role to play in the social and the responsibility of the education sector. It is, therefore, important for national and economic development that the education sector provided quality education which should be accessible to as many citizens as possible. Quality is at the very heart.

of education because it influences what things the students learn, how well they learn them and what likely benefits they can draw from their years in school (EFA Global Monitoring Report, 2005).

The likely benefits from receiving a good quality education include achievement of decent learning outcomes, the acquisition of

values and skills that make the graduates useful members of society. This is an issue of importance on the policy agenda of nearly every country that aims at providing universal access to education. However, the practice seems to

Indicate that the emphasis on quality education has not been happening in many countries (EFA Global Monitoring Report, 2005). The goal of the Ministry of Education (MOE) in Zambia is that every child should have access to 9 years of good quality education. The first step in attaining this goal of universal basic education is to ensure that every child will have access to a minimum of 7 years of good quality education in a school of parental choice (National Policy on Education (NPE), 1996). It must be emphasized here that good quality of education must always go hand in hand with increased universal access in order to achieve the benefits of education and improve the graduates' contribution to economic development

of their countries. A better education which is focused on providing quality as a value will lead to higher lifetime earnings and a more robust national economic growth (EFA Global Monitoring Report, 2005). The policy environment that guides education in Zambia had been developed within a framework of the existing international and regional education policies such as 'Educating our Future', the 'Millennium Development Goals'

(MDGs), and 'Education for All' (EFA), among others (FNDP Mid-term Review, 2009). The Zambian government is committed to the Universal Declaration of Human Rights of 1948 which include article 26 which states that "everyone has the right to education, which shall be free, at least in the elementary and fundamental stages, and which shall be directed to the full

Development of the human personality and to the strengthening of respect for human rights and fundamental freedoms" (NIF, 2007: 20). In this vein, the government shall facilitate equitable access to education at all

levels. "Education For All (EFA) is essentially a global effort to make a giant step forward in improving basic education, based on the understanding that education is a fundamental human right" NIF, 2007, p. 17. The Zambian government has maintained that the EFA goals and targets, as agreed upon access to, and completion of, primary/basic education' (NIF, 2007:17). Many developing countries had registered significant progress with regard to the EFA commitments, except many Sub-Saharan countries which include Zambia which had registered marginal progress. The goals agreed upon included: ensuring that by 2015, all children had access to completely free, compulsory, and quality education. The interpretation provided in the National Policy on Education (NPE) and the National Implementation Framework (NIF) for 'quality education' had not however, included producing graduates of a certain standard. In the EFA quality of education has included improving learning outcomes of the students. The 1990 World Declaration on Education for all noted that the generally poor quality of education needed to be improved. It was recommended that education be made both universally available and more relevant to meet the needs of the learners. The quality of education was also identified as a prerequisite for the achievement of the fundamental goal of equity. This justified the 2000 World Education Forum in Dakar, Senegal, where initiatives were re-affirmed in the face of many challenges such as the HIV and AIDS pandemic and declared that access to quality education was the right of every child (EFA Global Monitoring Report, 2005). The goal of provision of universal basic education is in line with the Millennium Development Goal number two (2) and is incorporated in the One of the 3 major principles that captured the underlining spirit of the EFA objectives in Zambia related to access. Access is emphasized through a Commitment to universal provision of opportunities for a defined minimum level of education for the

children. In Zambia, the minimum level defined is basic education which is from grades 1 to 9. The principle of access, though centrally concerned with providing opportunities for the school age population (7-13 years old), has also embraced provision for the adult population, which in the earlier years did not have access to such opportunities (NIF, 2007). The other major principle that captured the underlining spirit of EFA objectives relates to equity which emphasized the need to ensure that the distribution and utilization of opportunities in Education would be fairly targeted in order to reach the disadvantaged groups in society. In line with the four pillars of the education sector priorities, the government has committed itself to strive to achieve EFA in terms of increased enrolments through the provision of additional educational facilities or schools and the expansion of the existing ones (NIF, 2007). The Ministry of Education, during the current National Development Plan (NDP), would ensure that the education system secures equitable access to basic education, paying special attention to the peculiar needs and requirements of the girl-child, Orphaned and Vulnerable Children (OVC), Children with Special Educational Needs (CSEN) and other vulnerable children (NIF, 2007).

1.2 Statement of the problem

Despite several changes, which have occurred during the past three decades, the Education Act of 1966 continues to set the basic framework for the system. The Act has not been comprehensively reviewed to cater for the changes and developments that have occurred. There are four levels of education in Zambia. Namely Early childhood education, basic education, high school education and tertiary. The 1996 National Education Policy document "Educating Our Future" contains the organization, structure and management of the Zambian education system.

General objective:

To review the education system in David Kaunda.

Specific objectives

1. To examine the quality of education offered in primary schools in the ward.
2. To investigate the perceptions of teachers and pupils on the impact of using local language for issuing classroom instruction on pupils' academic performance.
3. To investigate the methods used by primary schools in school record management and their effectiveness.
4. To analyze the school drop-out rates in primary/basic schools of David Kaunda.

Significance of the research

The study aims at generating information on quality of education system. The information that will be significant to policy makers, in order to make effective policies.

2.0 RESEARCH METHODOLOGY

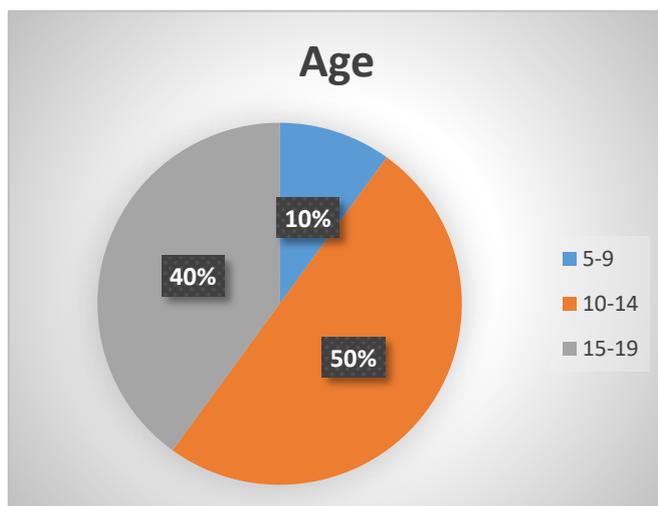
2.1 Research Design/Methods/Approach

This research adopted a mixed research design. This ensured that the needed information is acquired. Open and closed questions were used through questionnaires that were administered to respondents. This design ensured that the weakness of the other design is supplemented. The makeup sample size in regard with this research was 50. It will involve 40 teachers and 10 pupils. The researcher sought consent from district education office. In this respect, the researcher first presented a to the district education office to seek consent. Thereafter, data collection began. Two types of questionnaires were administered to respondents. In regard with this research, the data was analyzed using stata analytical software, excel and reforms online application. Stata is user friendly software and is quick to analyze that's why it was selected.

PRESENTATION OF FINDINGS

BACKGROUND CHARACTERISTICS OF THE SAMPLE OF PUPILS

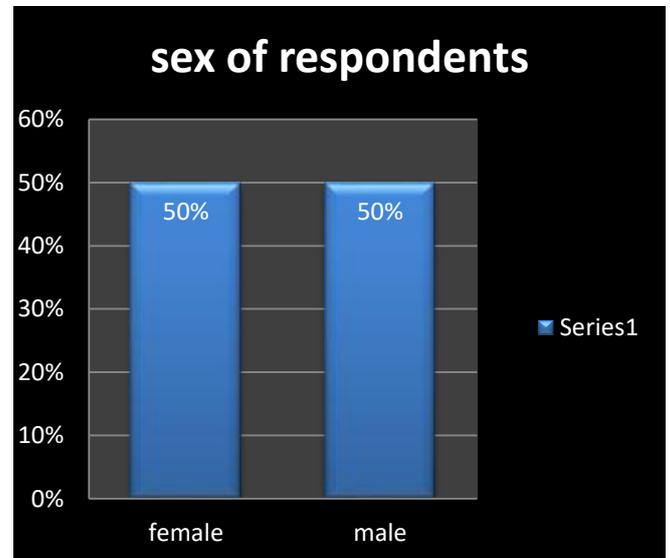
The study focused on primary/basic pupils only ranging from five (5) to 19 years of age. The pie chart below shows that most of the pupils in the sample were between 10 and 14 years of age while a significant number were aged between 15 and 19 years. A small proportion was however aged between 5 and 9 years.



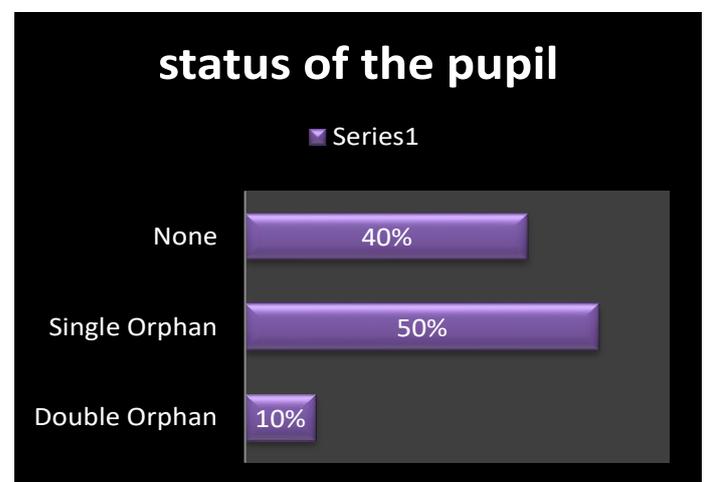
The bar chart below shows the sex distribution of pupils in the sample. The half

(50%) of the pupils in the sample were single orphans while only 10% of them were double orphans. A significant number (40%) were however neither double nor single orphans, which means that both of their parents were still alive.

findings in the bar chart below show that the respondents were equally distributed in terms of sex. This means that of the 10 pupils sampled, 5 of them were boys while 5 were girls.

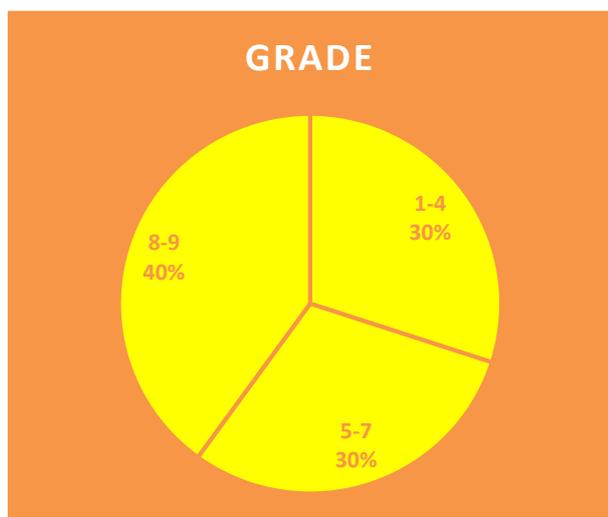


Below is a bar chart showing the status of the pupils in the sample. The figures presented in the chart below show that



The pie chart below shows the grade of pupils in the sample. The graph shows that 40% of pupils were between grade 8 and 9 while 30% were between grade 5 and 7 as well as another 30% being between 1 and 4. This means that the sample included pupils

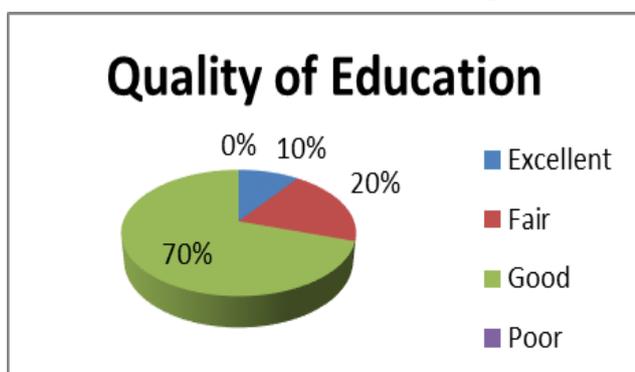
from grade 1 to 9 covering primary/basic level.



FINDINGS ON SPECIFIC OBJECTIVES

Specific objective 1: To examine the quality of education offered in primary schools in the ward.

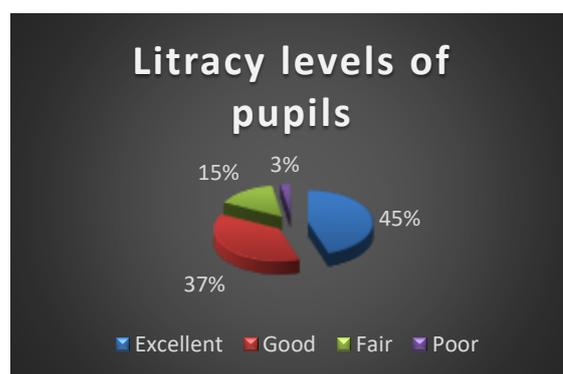
When pupils were asked on the quality of education being offered to them in their various institutions, most of them (70%) said it was good while a few said it was fair. Only 10% said that the quality of education offered was excellent. Important to note also is the fact that none of them said that the quality of education offered at their school was poor.



In addition to the above, the findings of this study further showed that all the schools in the sample were electrified and all of them offered computer lesson. Variations however emerged when pupils were asked on the availability of sufficient teaching and

learning materials. public schools said their schools did not have sufficient materials.

When teachers were asked about the literacy rates of pupils from their institutions, 45% of responses held that the literacy rates were excellent, 37% said they were good, 15% said they were fair while 3% of respondents said they were poor. Important to note however is the fact that most of those teachers who said literacy rates of pupils from their schools were excellent were teachers from Private schools while most of those who said literacy rates were either good, fair or poor were teachers from public schools.



Another important aspect that reflects the quality of education is the pass rate. The study found that the pass rates for private schools were generally higher and above 75% as opposed to those of public schools, all of which were generally lower than 60% for those sampled.

Specific objective 2: To investigate the perceptions of teachers and pupils on the impact of using local language for issuing classroom instruction on pupils' academic performance.

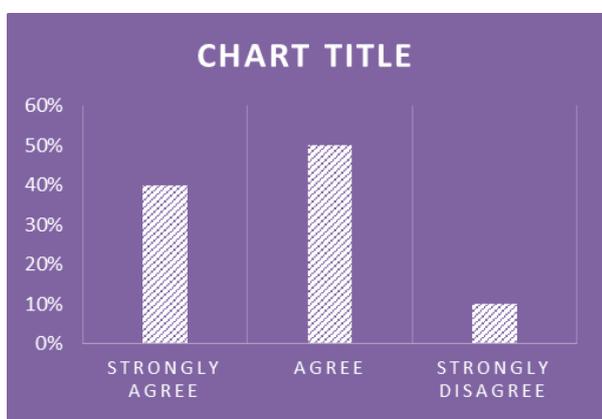
When teachers were asked on what local language was predominant and spoken by most pupils at their school, their responses were such that most of them (87.5%) said it is Bemba but few others (5%) said it is English, yet another 5% said both Bemba and English were predominantly used by pupils. The table below shows the above findings.

Predominant local language	Frequency	Percentage	Cumulative Percentage
English	2	5%	5%
Bemba	35	87.5%	92.5%
Bemba and English	3	7.5%	100%
Total	40	100%	

Following the above findings on the predominant local language among pupils, teachers were asked on what language was generally used by most of them (teachers) when issuing classroom instruction and the results were as shown in the pie chart below.

The graph above shows that 43% of respondents held that teachers generally used English in issuing classroom instructions while a significant proportion of 35% held that teachers generally issued classroom instructions using Bemba. On the other hand, 22% of respondents maintained that teachers generally used both Bemba and English in issuing classroom instructions.

When pupils were asked on the extent to which they agree that delivering academic instruction in their local language improves academic performance, most of them (50) agreed while a significant number (40%) indicated that they strongly agreed to that using local language in issuing classroom instruction improved pupils' academic performance. 10% of respondents however were opposes to this assertion and these indicated that they strongly disagreed. Those who agreed or strongly agreed to this assertion viewed that the major advantage of teaching and learning in local language is that it is easy for pupils to understand what they learn and that it is also a way of pupils learning the language component of their cultures from childhood.



The bar chart below summarizes the findings explained above on the extent to which pupils agree that the use of local

Specific objective 3: To investigate the methods used by primary schools in school record management and their effectiveness.

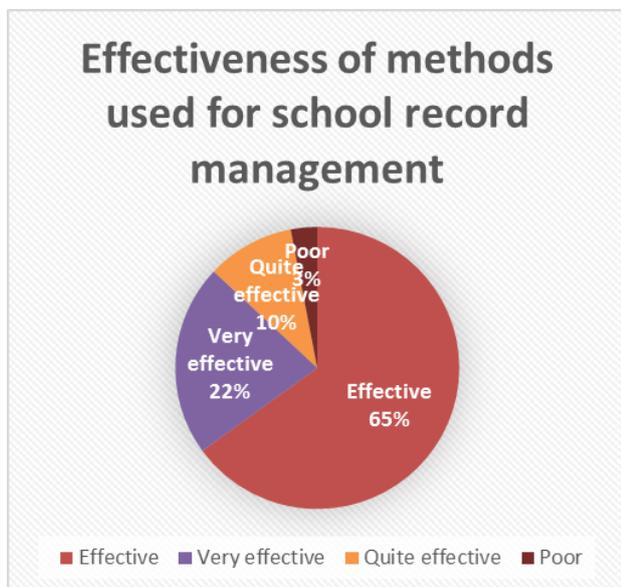
When teachers were asked on whether they had a system in place for managing their school records, 85% said yes, they had and only 15% said No. when a follow up question was asked as to what specific methods they used for school record management, 65% said they used filing, 22% used both filing and database, 7% said they used database only while 5% said they used a log book. Below is a table that summarizes these findings:

Language in issuing classroom instruction improves academic performance.

D2 If yes to the			
Previous question	Freq.	Percent	Cum.
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Log book	2	5.00	5.00
data base	3	7.50	12.50
filing	26	65.00	77.50
filing and database	9	22.50	100.00
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Total	40	100.00	

Teachers were further asked on how effective the methods that were used for school record management in their institutions were. The results were that most respondents (65%)

held that the methods were effective, 22% held that the methods were very effective, 10% held that the methods were quite effective while 3% said that the methods were poor. Below is a graph that shows these findings.

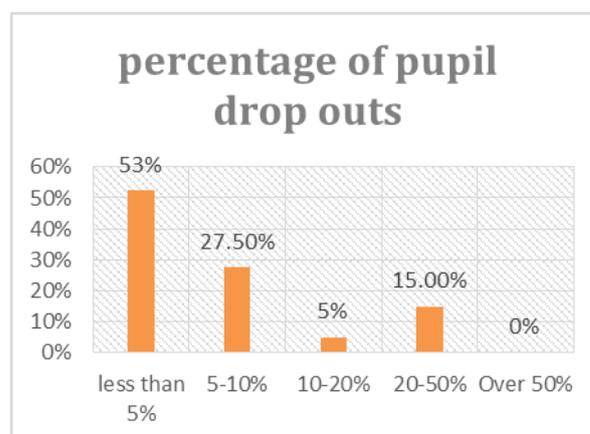


In addition, another component considered as key in school record management is the availability of the school website. When teachers were asked as to whether their institutions (schools) had websites, 79% of respondents said No while 21% said yes. Of the five (5) schools that were randomly sampled in this study, only James Corboy Private had a website and this is represented by the 21% of teachers who said yes. A summary of these results is graphically presented below:

100%

Specific objective 4: To analyze the school drop-out rates in primary/basic schools of David Kaunda

The fourth objective of the study was to analyze the school drop-out rates in Primary/basic schools in the ward. When teachers were asked on what percentage of pupils dropped-out of their schools every year, 53% said they were less than 5%. Significant proportion of respondents also said the drop-out rate was between 5 and 10%, while 15% of respondents held that the drop-out rate was between 20 and 50% and only 5% said that the dropout rate was between 10 and 20%. The bar chart below shows these results graphically.



When teachers were asked on what the major cause of dropping out of school was, they forwarded various reason among which are lack of school fees which accounted for 70% of respondents, followed by lack of interest which accounted for marriages and transport all of which accounted for less than 10%. While some times the causes of dropping out of school may only be one at a particular institution, several times these factors may co-exist in an institution. The table below summarizes the findings presented above: 10%. Other reasons included pregnancy/early.

J2 What is the Major Cause of dropping-			
Out of school?	Freq.	Percent	Cum.
Lack of interest,	4	10.00	10.00
Lack of school fees,	28	70.00	80.00
Lack of school fees, Lack of interest,	1	2.50	82.50
Lack of school fees, Pregnancy/Early mar	3	7.50	90.00
Pregnancy/Early marriage,	3	7.50	97.50
Transport	1	2.50	100.00
Total	40	100.00	

an achievement in primary school of David Kaunda in embracing one of the key educational indicators of the Sixth National Development Plan which aimed at introducing ICT as a teaching and learning tool in schools.

Nonetheless, the study observed that most of the pupils from public schools indicated that their schools did not have sufficient teaching and learning materials such as text books, labs and other equipment while those pupils from private schools indicated that their schools were sufficiently stocked with material for teaching and learning. Given that the availability or non-availability of necessary materials and equipment for learning and teaching exerts an influence on the quality of education offered, it follows therefore that there exists a high likelihood that although the general picture implies that the quality of education offered by primary/basic schools in the ward is generally good, the degree of goodness varies greatly between private and public institutions such that the quality of education offered by private institutions may be higher than that offered by public institutions. The study also noted that most of the respondents who indicated that the pass rates and literacy rates were either excellent or good were either teachers or pupils from private institutions while most of those who indicated that lower pass rates or fair and poor literacy rates were either teachers or pupils from public institutions. In the same vein, while most schools may be able to offer computer lessons, it is not clear as to how sufficient the computers are in relation to meeting the needs of the students as a teaching and learning tool. This uncertainty grows when considering the huge populations of pupils that public institutions handle as opposed to private schools in relation to their varying capacities of resource provision.

DISCUSSION OF FINDINGS

Specific objective 1: To examine the quality of education offered in primary schools in the ward.

The first objective of this study sought to examine the quality of education offered in primary schools in the ward. The study has found that the quality of education offered in primary/basic schools in the ward is generally good. These findings have been informed by the research findings that have shown that literacy rates of students are generally excellent and good but with few exceptions. In addition to the above, the study has shown that all the schools included in the sample are electrified which paints a general picture that most primary/basic schools in the ward are most likely to have electricity. The findings have also revealed that all the schools in the sample offer computer lessons and this can be viewed as

Specific objective 2: To investigate the perceptions of teachers and pupils on the impact of using local language for issuing classroom instruction on pupils' academic performance.

The second objective of this study sought to investigate the perceptions of teachers and pupils on the impact of using local language for issuing classroom instruction on pupils' academic performance. The study found that Bemba was the predominant local language spoken by most pupils in primary/basic schools of David Kaunda. The study further found that although Bemba was the predominant local language used by most pupils in the ward under consideration,

Teachers generally used either English, Bemba or both in issuing classroom instruction to pupils. These findings may have resulted from the fact that the pupils under consideration ranged from grade 1 to 9, out of which it is possible that those teachers using English as a language of issuing classroom instruction may be those teaching pupils between grade 5 and 9 while those teaching grade 1 to 4 could be the ones using Bemba.

The study has established that both teachers and pupils hold different perceptions towards the use of local language in issuing classroom instructions as well as its impact on pupils' academic performance. Most pupils perceive the use of local language in issuing classroom instruction as having a positive impact such that it improves the pupils' academic performance. These findings were similar to those established among teachers as most of them also agreed that the use of local language in issuing classroom instruction improves pupils' academic performance. Those who agreed that the use of local language exerted a positive impact on pupils' academic performance advanced their view on two main reasons. Firstly, they argued that classroom instructions issued to younger pupils in local language were easily understood and followed by pupil resulting in good marks from either a test or an exercise as opposed to English instructions. Additionally, the use of local language in

class provided a way of learning their home/society culture in continuity such that they can be able to read and write in their local languages. This makes more sense because the school environment does not appear strange to them and makes them feel relaxed because they can easily relate one with another as well as with the teacher.

On the other hand, the study also established that there is still a percentage of teachers and pupils who perceived the use of local language for issuing classroom instruction as having a negative impact on academic performance and are therefore opposed to the idea. This group argued that learning in local language results in pupils failing to express themselves well in English both in higher grades and later in life. Furthermore, they argued that most pupils found it generally difficult to read and write in local language and thus poor in literacy. In addition, they argued that teaching and learning in local language dominant in the area (e.g. Bemba in Southern Province) disadvantaged those who can neither speak it nor understand it. Worse still, some teachers also do not know the local language well and may not be able to take over the classes when those who are absent for any reason.

This note withstanding, the study has established that although there exist some mixed feelings, most teachers and pupils generally perceive the use of local language for issuing classroom instructions as having a positive impact of imp

Specific objective 3: To investigate the methods used by primary schools in school record management and their effectiveness.

The third objective of this study was to investigate the methods used by primary schools in school record management and their effectiveness. The study has established that almost all the primary /basic schools in the ward had a system in place to manage their school records. Generally, most of them used the method either filing, database (computer) or a combination of both and only very few used a log book method.

Generally, the study has found that regardless of the differences in the methods used for school record management, most teachers perceived them as being either very effective or effective except for a few who said they were poor. Most of those who argued that the methods were very effective were teachers from institutions that either used database only or a combination of filing and database while most of those who argued that the methods were either quite effective or poor were from institutions that were using either filing only or log book or a combination of both filing and log book. Notably, this shows the need for schools to consider increasing their use of computers for managing their school records for safety and easy accessibility when required.

In addition to the above, the study found that only one out of the five schools sampled had a website. This also implies that there is a higher likelihood that most of the schools in the ward have no websites. It is of paramount importance that schools consider managing school websites as this would not only help provide information about the school to the general populace and school advertisement but would also improve their management of school records as most information can easily be uploaded and availed at the website for easy accessibility by stakeholders. Roving pupils' academic performance.

Specific objective 4: To analyze the school drop-out rates in primary/basic schools of David Kaunda

The fourth and last objective of this study was to analyze the school drop-out rates in primary/basic schools of David Kaunda. The study found that the school dropout rates were generally below 5% although in some schools they ranged between 5 and 10% or further above. The study established that most of the public schools had their drop-out rates ranging between 1 and 5% while most private schools had their drop-out rates higher than 5%. This may be explained by further findings that showed that although the causes of dropping out of school varied from one institution to another, it was observed

that the major cause of dropping out of school in private schools was lack of school fees while in most public schools people dropped out of school due to pregnancy/early marriage, lack of interest, transport and sometimes, though to a lesser extent, it was due to lack of school fees. Clearly, school fees in private schools were far higher than in public schools, ranging between 350 and 650 (for Grade 1-7) and between 450 and 800 (Grade 8-9) in private institutions while the price in public institutions was either below 150 annually (Grade 1-7) and between 450 and 600 annually for grade 8-9. Following the above, there is a higher likelihood that although private schools had higher school drop-out rates, the pupils who left private schools may not actually have stopped school but may have been transferred to public schools where school fees were lower and affordable. On the other hand, most of those who left public schools did so for other reasons and hence there are very slim chances that such pupils changing to private schools but to stop school.

Besides the above, the study also found that about 15% of respondents indicated that the drop-out rates of pupils from their schools were between 20 and 50%. The study has however failed to find justification for such extremely high drop-out rates that appear unrealistic and may have resulted from respondents either lacking correct information or misunderstanding of the question.

Recommendations

The study recommends the following measures to be taken in order to improve the education system in Zambia, particularly in David Kaunda:

- A. There is need to improve the provision of adequate and timely teaching and learning materials especially in public schools.
- B. More teachers should be recruited and deployed to primary/basic schools in the ward to reduce the teacher/pupil ratio that currently stands at 1:50 (on average) to continue improving the quality of education offered to pupils

which is currently at risk of being compromised.

- C. The government should continue establishing and rehabilitating the infrastructure in educational institutions to sufficiently cover for the rising enrollment rates and to give schools a descent appearance.
- D. The government should continue improving school governance, teacher supervision and quality assurance systems.
- E. There is need for the Ministry of Education to monitor and ensure that all schools have proper water supply and sanitation systems for the safety of pupils and teachers.
- F. The education system should be organized in such a way that it should be made more responsive to academic challenges facing schools but also meeting the psychological, emotional, socio-economic and physical needs of pupils especially through vibrant guidance and counselling units.

CONCLUSION

Education is important not primarily for its ability to lead individuals into the acquisition of skills necessary in the industry that can earn individuals some form of employment but also for its abilities to broaden individuals' thinking capacities and perception of things in general. Consequently, it is important for a country to secure a good education system for its citizens. This study emerged with a general objective to review the education system in Zambia. Taking a case study of David Kaunda, the study has successfully reviewed the different components of the Zambian Education System which are: the quality of education offered in schools, the systems used for managing school records, the school drop-out rates and the perceptions of teachers and pupils towards the impact of using local language in issuing classroom instructions on pupils' academic performance.

The study thus concluded that the quality of education offered in David Kaunda was good but was not immune to the various challenges facing other areas such as the lack of sufficient teaching and learning materials including computers, text books, labs and other equipment. Unless serious efforts are directed towards addressing such challenges, they will continue to haunt the education system and gradually decline the quality of education offered.

Secondly, the study also concluded that both teachers and pupils perceived the use of local language in issuing classroom instruction as having a positive impact that improved the academic performance of pupils. However, there was need to take all necessary measures such as the provision of appropriate syllabus and relevant text books to guide the implementation thereof if the policy is to yield desired outcomes failure to which all would be benefits would be foregone.

Additionally, the study concluded that almost all schools had a method they used for managing their school records ranging from database, filing and log book. While some schools used a combination of these and other methods, some schools used only one method only. Whatever the method used, the methods were generally considered as being effective. This does do ignore the fact that most effective methods were filing and database especially when properly handled. In other words, any method of keeping records can be effective enough if it is properly managed. It is however important that schools be encouraged to improve their record keeping practices from old time filing and log book to the using database and websites among other methods following ever improving technological developments.

Furthermore, the study concluded that school drop-out rates in the ward were generally lower. Of particular interest however is the variation of school drop-out rates between private and public institutions such that the rates were higher in private than in public institutions. This raises the need for the government to take measures that ensure that although private institutions aim at maximizing profits, their prices must be

maintained within a certain affordable range. Higher cost of education may keep lots of children out of school in areas where the nearby schools are all private and this may be a disadvantage.

Finally, the study holds that although the picture of the Education System in David Kaunda appears somewhat impressive, the Ministry of Education need not to relax but must continue working hard together with the district education office and school managements to direct every effort possible to ensure that the achievements on the ground are maintained and improved while the challenges prevailing get to be addressed.

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