FACTORS AND CONSEQUENCES OF A SLUMP IN EXAMINATION RESULTS WITHIN CATHOLIC-RUN TEACHERS' COLLEGES OF EDUCATION (2004-2006): THE CASE OF MONGU AND CHARLES LWANGA

CHRISPIN MALEYA

A Dissertation submitted to the University of Zambia in partial fulfillment of the requirements for the award of the degree of Master of Education in Educational Administration.

The University of Zambia

Lusaka

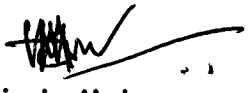
November, 2008.

©2008 by Chrispin Maleya

All rights reserved

DECLARATION

I declare that this dissertation is my own original work. It has not been presented in whole or part for examination for any degree and that all sources used or quoted have been indicated and acknowledged by complete references.



Chrispin Maleya.

November, 2008.

CERTIFICATE OF APPROVAL

This dissertation of **CHRISPIN MALEYA** is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Educational Administration of the University of Zambia.

Examiners:

1. Signed---------- Date---22/12/2008---

2. Signed---------- Date---22/12/2008---

3. Signed---------- Date---22/12/2008---

ABSTRACT

Teacher Education is pivotal to national, community and individual progress. It is therefore understandable that government, lecturers, community and parents at large are all concerned about the performance of student teachers. The government is concerned because Teacher Education is a foundation for the eventual nation's academic performance. It therefore has to provide a conducive atmosphere for both lecturers and students. This can be done through, among other things, providing required learning and teaching materials and other motivational incentives to stakeholders.

Lecturers on the other hand see the poor performance of students as their own inadequacy and inefficiency. Failure of students to perform as expected brings untold embarrassment which they have to deal with for a long time in their lives. The community and parents in general are concerned because Teacher Education is the basis on which their children's prospects lie. Some of the trainees, upon graduation, would be a guaranteed source of family income to a number of households. Their investment in children's education would only be viable with well qualified teachers to handle the learners. With all this attention and intention, stakeholders handle this course with so much apprehension.

Student teachers are selected from learners who have passed through senior secondary school. It is this foundation which is vital as the students and lecturers work to achieve good results. Poor performance at the end of training could be a reflection of the type of foundation the students are built on. Lecturer qualification and motivation could be the other reasons related to performance.

The study examined Factors and Consequences of a slump in examination results within Catholic-run Teachers' Colleges of Education. Fifty former students and twenty lecturers from each college participated in the research. The main instruments were questionnaires, interviews and Focused Group Discussions. As a supplement, perusal of specific documents was further done to try and find the actual figures of students who had failed and the probable factors for, and consequences of, their failure.

It was found that the abrupt wholesome restructuring of the Ministry of Education in 2003 by the government had a negative effect upon institutions; and these colleges were some of the institutions that were affected. Lecturers who were earmarked to leave the colleges were demoralized and some of those who were promoted to be lecturers lacked the necessary experience to handle the newly introduced Zambia Teacher Education Course (ZATEC).

The study further revealed that a good number of students may not have been properly qualified to be in college at that time since they lacked strong academic foundation. The grades on some of the students' certificates were questionable as compared to their educational standard on a day to day performance during training. Furthermore, students found Expressive Arts (Music and Art) and Technology (Home Economics and Industrial Arts) as new subjects. They also did not use their study time well and their exam preparation was haphazard. The ladies were found to be the worst culprits of procrastination.

DEDICATION

For the two **exceptional** women in my life: my late mother Emma Mutibo Maleya (Chilangwabiyo) and my wife Beatrice Chizyuka Maleya (Shimbilombe).

ACKNOWLEDGEMENTS

This research would not have been possible without the support of many people. Many thanks go to my supervisor, Mr. G. N. Sumbwa; who read my numerous revisions and helped me put it in the right and acceptable frame.

Special thanks go to His Lordship the Bishop of Mongu Diocese, Bishop Paul Duffy and His Lordship, Rt. Rev. Emilio Patriaca, the Bishop of Monze Diocese; for allowing me to delve into their institutions' records without any hesitation.

I would like to thank many other people who played different roles during this research: Fr S. Milimo, Mr. Charles Moonga, Mr. M. Shimanga Chuunga, Mrs. Mary Miyombo Mweene, Mr. Misheck Matyola, Mr. Muyunda Mufalali, Mr. Kapandula Mwangala, Mr. Ganizani Zygambo, Mrs. Castine Kandanda, Mr. Inambao Mushe, Mr. Aaron Mpembamoto, Ms. Mable Sitali and many others who have not been specifically mentioned here by name.

Thanks to my family for their exceptional patience throughout my study period. Special thanks go to my wife Beatrice for everything. I am also indebted to my children who, for long periods of time, have been without close fatherly love and care.

Finally, I honestly acknowledge Divine Intervention in all this work. I thank the Almighty God for who I am, what I have done and what I can do.

TABLE OF CONTENTS

Abstract iv

Acknowledgements vii

Table of Contents viii

List of Figures xi

List of Acronyms xii

CHAPTER 1: INTRODUCTION 1

Background of the Study 1

Statement of the Problem 5

Purpose of the Study 5

Objectives 5

Research Questions 6

Significance of the Study 6

Problems during Research 6

Limitations of the Study 7

Definition of Terms 7

CHAPTER 2: LITERATURE REVIEW 9

The Pivotal Nature of Teacher Education 9

Poor Academic Performance 11

Female Performance in Co-education 14

The Effective Institution 16

CHAPTER 3: METHODOLOGY 19

Location 19

Research Design 20

Study Population 21

Sample 21

Research Instruments 21

Data Collection 21

Data Analysis 22

CHAPTER 4: PRESENTATION OF FINDINGS 23

Tables from Questionnaires 23

CHAPTER 5: DISCUSSION & INTERPRETATION 28

Causes of Poor Performance 28

Consequences 38

CHAPTER 6: SUMMARY,CONCLUSIONS AND RECOMMENDATIONS 41

Summary 41

Conclusions 41

Recommendations 42

BIBLIOGRAPHY 45

APPENDICES

Appendix A Questionnaire for lecturers 48

Appendix B Questionnaire for students 52

Appendix C Students' Interview Guide 54

Appendix D Students' FGD Guide 55

Appendix E Interview Guide for Lecturers 56

Appendix F Interview Guide for Administration 57

Appendix G A letter from the Dean 58

Appendix H A letter from the Bishop of Monze 59

Appendix I A letter from the Bishop of Mongu 60

LIST OF FIGURES

FIGURE		PAGE
(a)	Graphs showing Percentage Pass of Students 2000-2006	3
(b)	Picture of Mongu College	20
(c)	Picture of Charles Lwanga College	20
(d)	Table showing difficult Study Areas	29
(e)	Table of Lecturers' qualifications	32

LIST OF ACRONYMS

MOE	Ministry of Education
MOCE	Mongu College of Education
ZBEC	Zambia Basic Education Course
ZATEC	Zambia Teacher Education Course
EOF	Educating our Future
FOL	Focus on Learning
PTA	Parent-Teacher Association
APU	Academic Production Unit
EA	Expressive Arts
MSE	Mathematics and Science Education
LLE	Literacy and Languages Education
ES	Education Studies
SSME	Social Spiritual and Moral Education
TS	Technology Studies
JSSLE	Junior Secondary School Leaving Examination

GCE	General Certificate of Education
FGD	Focused Group Discussion
CPD	Continuing Professional Development
ECZ	Examination Council of Zambia
TED	Teacher Education Department

CHAPTER 1: INTRODUCTION

Background

In Zambia, Catholic-run learning institutions have been known to offer quality education. The contribution of the Catholic Church towards Teacher Education and education in general is, and has been so great. A year after independence, Catholic colleges in Zambia supplied 31% of the country's primary school teachers (Carmody, 1999). Many parents, including non-Catholics, have desired to send their children to catholic institutions because of guaranteed good results to serious learners. Mongu and Charles Lwanga Teachers' Colleges of Education were among the two Catholic-run, commonly known as Grant-Aided Teacher Training Colleges in the country and had been performing very well from the time they were established until 2004 when there was a general slump in results that was particularly noticeable among the females (see Figures 1-4 below). This slump continued until 2006.

Carmody (1999) says Charles Lwanga opened for student intake in 1959. The smaller section of the women's college became part of Charles Lwanga in 1969. Mongu College was opened in 1938, for men only, in Lukulu and was relocated to Mongu in 1965. It only became co-education in 1976. Snelson (1990:151) gives the picture of early training in these words:

> *The widespread practice among many missions of providing a rudimentary form of training for teachers at each and every mission station and of sending them out to run village schools almost as soon as they could read and write had to be replaced by a course*

of systematic training for perspective teachers who had reached a reasonable academic level.

This short history shows how long these colleges had been operational and making an indelible contribution to teacher training in the country. It is understood that the colleges have a commitment to their catholic students and catholic staff but as Carmody (1999) puts it, they are involved in Christian unity. Just as the first president of Zambia Dr. Kenneth Kaunda was spearheading the 'One Zambia, One Nation' ideology to try and bring tribes together, the church also tries to develop in students, a positive attitude towards Catholicism by the time they complete training. Each church group is therefore given a percentage of students during selection. It is hoped that these students, either catholic or non-catholic, would be ambassadors of good Christian values as they go in the field upon completion.

Arnold (1990) noted that institutions of learning have become much more biased towards the end product than towards the actual process of learning the required skills. The stakeholders therefore hurry the learners by emphasizing achievement and test scores. Such students end up failures both in acquisition of skills and academic gain. This spoils the whole essence of joining teaching. One should join the profession because of interest not because one just wants to be on government payroll.

Percentage Pass of Colleges from 2000-2006

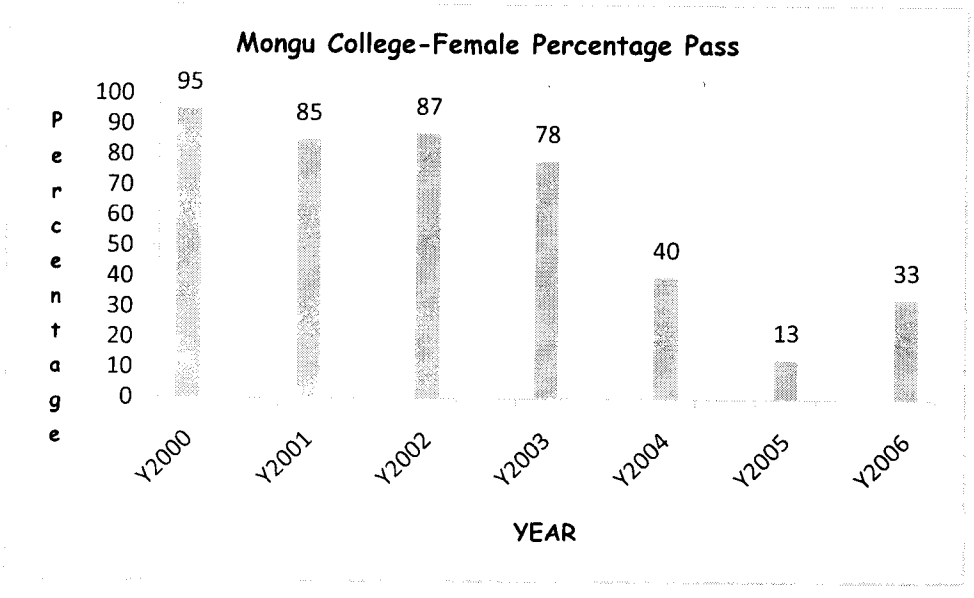


Fig. 1

* source ECZ and TED

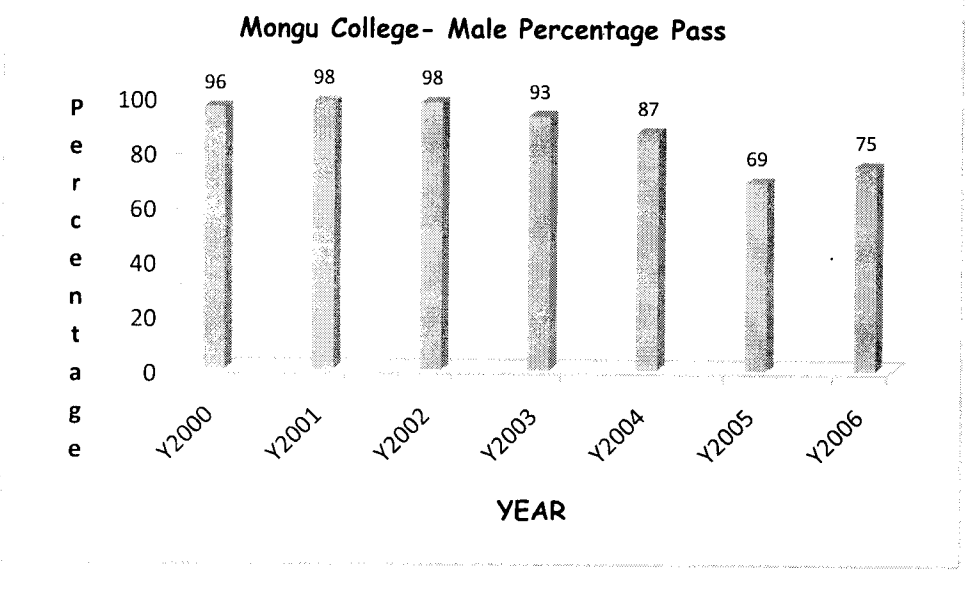


Fig.2

* Source ECZ and TED

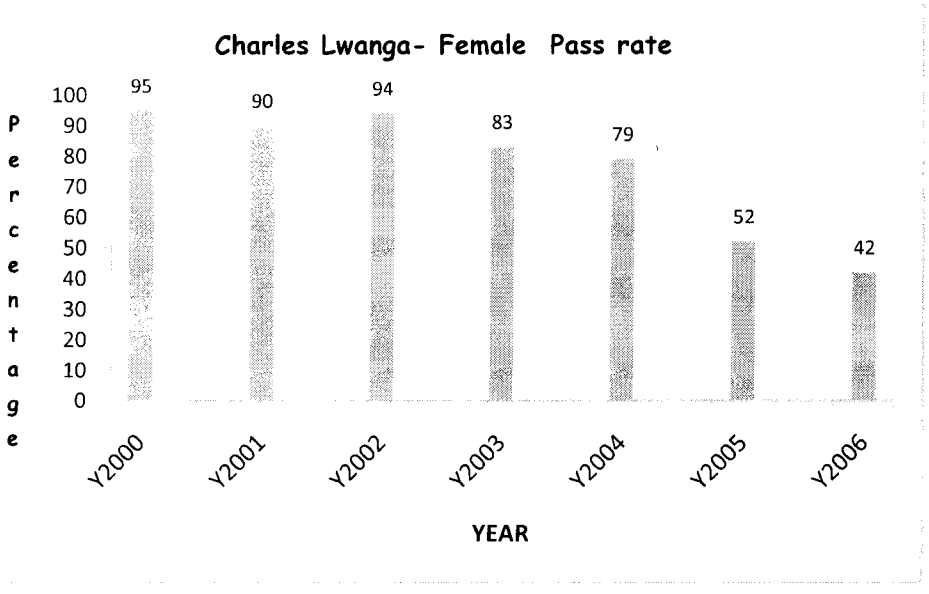


Fig. 3 * Source ECZ and TED

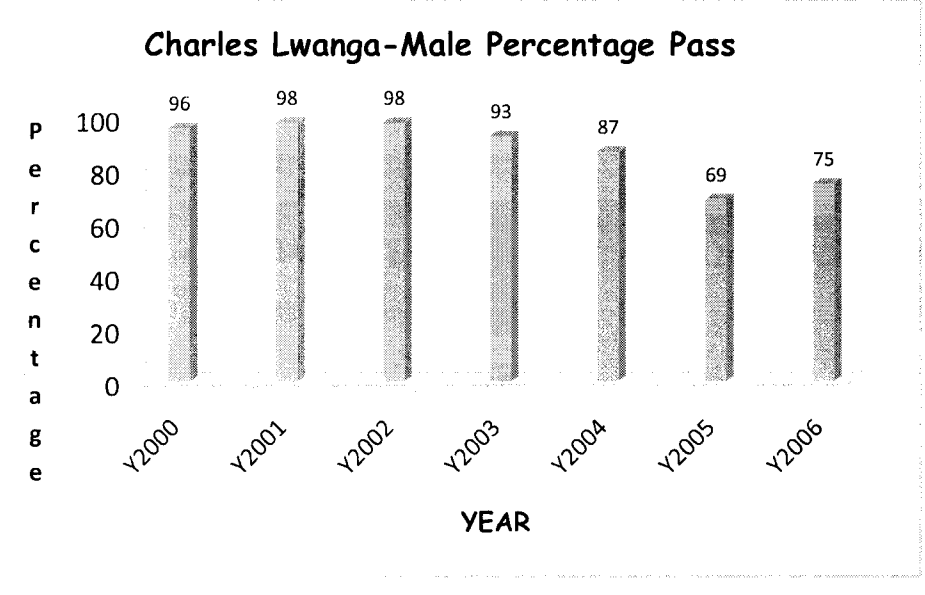


Fig.4 *Source ECZ and TED

Statement of the Problem

Mongu and Charles Lwanga Colleges experienced a sudden general poor performance by students from 2004-2006. The female gender was mostly affected by this poor performance. This study therefore sought to investigate why this decline in examination results in the Colleges of Education happened. It specifically endeavoured to find out the causal factors to this problem and the consequences.

Purpose of the Study

The purpose of this study was to find out the factors responsible for the slump in examination results at Mongu and Charles Lwanga Colleges of Education in the period 2004-2006; as well as the consequences of that slump.

Objectives

The objectives of the study were:

1. To find out the causes of the decline in examination results at Mongu and Charles Lwanga Colleges from 2004-2006.

2. To find out why the female gender was mostly affected by this slump.

3. To determine the consequences of the decline in examination results of the colleges.

4. To suggest ways of improving the examination results in the colleges.

Research Questions

The research questions were:

1. What were the causes of the decline in examination results of Mongu and Charles Lwanga Colleges from 2004-2006?

2. Why was the female gender most affected by the slump?

3. What were the consequences of this decline?

4. How would the examination results be improved in these colleges?

Significance of the Study

The study is justified because it is hoped that the findings of this study may:-

a) help improve college results.

b) help the female gender improve their results.

c) assist decision makers at college and national level as they improve professional development among teacher trainers.

d) contribute to the general body of knowledge and assist in generating research interest in other academicians.

Problems during Research

This study did not go without constraints. The first problem was, getting hold of the respondents of the required period under study.

The other constraint was on suspicion. Some stakeholders, including very senior officers like at Charles Lwanga, did not co-operate well in releasing data even when all protocol was observed and channels followed. I had to get the data from Teacher Education HQ. There was clear but unexplained hesitancy in allowing me to go ahead and get what I had requested for. Some subjects remained mute during interviews while others said they did not want their inadequacies and inefficiencies to be exposed and be put in black and white as it would put them in the spotlight.

Limitations of the Study

The study was limited to the Catholic-run Colleges, i.e. Mongu College of Education and Charles Lwanga College of Education, due to financial constraints and time.

Definitions of Terms

Academic Performance: --- A student's involvement in the learning process and the application of his/her cognitive faculty i.e. reading, writing and general performance in school assignments.

Economic growth: ------- The increase in the total number of productive services and amount of wealth in an economy.

Development: ---------- The economic progress and a general transformation of a human being and a society to a higher status.

Collaboration: ---------- the relation that exists between people to

achieve a common goal.

Partnership: ---------- the collaboration that exists between persons carrying out business with a view of gaining something.

Primary school: --------- A school with grades one to grade seven.

Basic school: ---------- A school that has grades eight and nine i.e. junior secondary in addition to the original primary classes

High school: ---------- A school with grades ten to twelve i.e. senior secondary.

Grant-Aided School: ---A Mission School that receives a grant from government

Co-education: --------- A school with both boys and girls

Official Language: ---- an approved language that is used in the entire country in all formal functions

Learner Centered Approach:--A method of teaching which puts the student as the main participant as opposed to Teacher Centered.

Research and Consultation: ---A period used by student teachers to do private study and seek clarification from lecturers on grey areas

Effective school: ---------- A school which is run properly and is productive in terms of academic performance

CHAPTER 2: LITERATURE REVIEW

This chapter reviews relevant literature on the subject of education in general and the Factors and Consequences of poor examination results in particular. It further looks at why the female gender is always performing poorly when learning with males. This part also looks at the views that make an institution effective. The Literature review will be presented according to the following subheadings:

- The pivotal nature of teacher education
- Poor academic performance
- Female performance in co-education
- The effective institution

The pivotal nature of Teacher Education

If well cuddled, education is a general antidote in human beings. It helps to uplift the standard of living of the individual and it further has a spill over effect to the family and society at large. The world over, education is seen and has shown that it is the kernel to national development and individual advancement. Medley & Conyers (1972) suggest that one can only be successful through a well planned and managed educational system.

It is through well trained teachers that education can flourish in the required manner. Teachers at whatever level mean a lot to learners. They actually mean so much more to young learners who also imitate apart from grasping the required content. Mialaret (1985) calls this type of education as an '*action*'. It is an 'action' because it is a combination of methods and techniques including psychological

processes that ably put the learner in the right frame of mind. It is for this reason that well trained teachers are vital to every society because they actually mould a nation. Education as 'content'; that is, the sum total of what takes place at a learning institution is all influenced by the teacher.

As the adage: '*The falling of yellow leaves should be a warning to the green leaves*', goes, it is through teacher training that the succession vacuum can be filled since one day, those well trained teachers would not be around. The idea of replacement is of great significance since it is a never ending need. This is because teachers are continually lost through deaths, retirements and resignations nationwide, while their services are invaluable to the nation in a myriad of ways.

It is a reality that society would always rely on teachers to uplift the entire nation because they are the key to quality education (Brophy & Dudley, 1982). Their services are invaluable because formal education opens the minds of learners to a life long search for wisdom which is deeper than mere information; it ripens the capacity for right judgement as it prepares learners for professional life. Ballara (1991:15) adds to this school of thought and I quote:

> *Literacy helps people acquire necessary knowledge,*
> *make better use of natural resources and protect*
> *the environment; it facilitates a change in attitude*
> *that can encourage increased productivity.*

If a country cherishes development and economic growth, investment in teachers should not be viewed as an '*optional extra* ' as Snelson (1990) calls it. Allocating resources to Teacher Education would help the nation reap from an educated and

well trained citizenry. Zambia for instance, allocated 2% of GDP (total of all goods and services produced in a country) to education in 2007, amounting to 16% of the country's budget (MOE, 2007).

Mitter quoted Diesterweg in 1865 as saying that:

> *a school is worth precisely what the teacher is worth and for this reason an improvement in teacher education is first step in any educational reform*

Poor academic performance

On global view, poor performance in examination results is caused by many reasons. Wagner **et al** (1995) suggest that in the USA, this is caused by the substandard quality of educational background. Students may be pushed to further grades without being fully baked. These are the students who fail to perform their academic tasks at higher levels of the educational ladder. Years alone or getting certificates dubiously does not make one ripe in the head; the individual is rather mellowed by what one goes through and acquires in school.

Wagner **et al** (1995) further suggest that the lack of teacher competence and not giving exams regularly is the other cause of poor performance. Giving exams regularly should be done to, not only test what has been taught, but also prune or sort out needy learners. Pruning these learners is not an act of exposing hardness of heart of teachers or some form of punishment, but rather helping them to do what they are competent of before much time is wasted. There is also need to

have teachers or lecturers who can motivate the learners and help them realize their potential and take pride in achieving it (Stephen Wright in Wagner et al, 1995).

One critical factor that increases poor performance is failing to check for substandard students on entry in higher institutions of learning. Those with fake certificates can of course escape this dragnet of paper check, but an aptitude test would reveal their potential or lack of it. Giving places to students just because of parents or guardians, church affiliation, colour and other dubious motives is a sure way of encouraging poor performance at the end of an academic year. This could further have a telling effect on the institution and stakeholders. The institution would be popular for the wrong reasons and no one would be so willingly ready to be associated with it.

The Dean of Toledo University, Thomas J. Switzer on August 19, 2005 further suggested that quality suffers when there is lack of commitment among staff. The staff should have professional know-how, the will to do it, maximize the use of time and finally maintain the momentum. When things are going on well, one should not be contented but rather conserve the good trends.

Theresa Wellbourne, on 11th October, 2005 suggested that bad leadership is most often cited as the cause of poor performance. She specifically segments three interconnected areas as: bad leadership, not making decisions for change and lacking good process and strategies. Leaders should make changes happen. When the results are poor, it is leaders who should strategize and raise the standard of performance at their institution. Leaders should be able to get current data and be able to take appropriate action. There is also need to start an open communication

process where staff is given an avenue to voice opinions, concerns and suggestions without fear of retribution for negative comments. As the adage goes; '*success rises and falls with leadership*'.

On the African scene, similar studies on poor performance have been made and correlating and additional findings have been found. It was discovered that in Africa, the authorities could change the curriculum without preparing the learners and without giving out relevant books (Mitter, 1991). This negatively affected the learners because they had to start from scratch without finding appropriate books to assist them. Furthermore, the setting of examinations was not done according to the requirements. Examination Councils used a system of 'banks' where questions solicited from teachers or lecturers were stored and retrieved randomly to avoid leakages. These could be changed and lose the original idea of the one who prepared them. These questions could even be used when they were no longer part of the syllabus because that could be the only material in the bank after all (British Journal on Educational studies, Vol.29, No. 2).

It was also observed that poor performance in African learning institutions could be due to lack of adequate libraries. The required books might not be available at all and if seen they could be very few in circulation. This definitely prevented learners from making necessary progress in the subjects involved.

On the local scene, it was discovered that the establishment of several basic schools eventually brought substandard education in High Schools and this spilled over to institutions of higher learning (MOE, 1996). Teachers for Basic schools were seconded from Primary schools while most of those for High schools were seconded from Basic schools.

Female performance in co-education

Research has shown that, in most instances, girls performed better when learning alone, that is, in a single sex institution. Blackmore and Kenway (1993:83) observe that when in single sex schools women would not '*therefore expect to be dependent on a man'.* They use their maximum potential without the inherited dependency syndrome from society of always relying on a man for intervention when 'the tough gets going'. Grimshaw (1986:115) *says*:-

> *Women have become dependent, passive, childlike...*
> *In our culture the development of women has been*
> *blocked at psychological level with, in many cases,*
> *no need recognized higher than the need for love*
> *or sexual satisfaction.*

One does not deny the fact that there is always differential achievement by girls and women in comparison with that of boys and men in educational settings. At a certain level of the age group, the pendulum of better performance tilts towards the male gender but this should not generate wild assumptions.

Certain subjects alienate girls and women, and leave them in a world perceived by society as 'the world of women only' Blackmore and Kenway stress this assertion by saying:

> *'...mathematics, science, technology and manual*
> *arts project a masculine image which alienates girls.*
> *Males are their dominant developers, propagators*

and consumers and therefore such subjects become identified as their terrain...'(p: 83)

Stereotype threats, of this type, in schools are very rampant and unfortunately, girls and women succumb to them.

Kelly (1994) suggests that, teachers too, generally have a low opinion on girls' ability. This adds to the already existing problem of lack of self esteem by the female student. All this put together, makes it difficult for the girls and women to perform with enthusiasm or to generally perform well.

From Secondary school, through higher institutions of learning where the students are well aware of their femininity and emerging sexuality, poor results could come about due to paying more attention to their personal looks rather than studying. Attention to males, in the context above, in a co-education school, could clearly derail the female.

Kelly (1994) further suggests that poor performance of the female student could be a combination of social attitudes, beliefs and practices. Society in general has a different role and expectation for the female. It is expected that one ends up being a mother; procreate human life and be able to nurture it and also to specialize in household chores. At the same time, society has no kind words for the female who fails this prescribed course of motherhood. It is suggested that the female student can perform better if she is assisted to look beyond the courses society has prescribed and the boundaries that society has set. Apart from sensitization, they clearly need role models to look up to.

One observation is that, ladies who are well married while in higher institutions of learning may not put in so much effort. These would want to show the others that they lack nothing and expose luxurious life at the expense of studying. In a co-education learning institution, many other ladies would want to compete amongst themselves for the attention of the male gender.

Evelyn Lirri on 19th January 2008 in Kampala, Uganda stated that more boys scored first grade as compared to girls. Harford (2007) on (http://www.slate.com/id/2173028/) supported the fact that boys do emotionally disturb girls and in the process disrupt their learning progression. The proof that Harford found came from the research at the University of London's Institute of Education.

Male teachers may also start intimate relationships with female students. This can change their attitude towards the profession and towards the female students themselves. As Kelly (1994) suggests, this is a destructive tendency to the individual, the nation and most importantly, to the involved female student. In co-education therefore, the female student is faced with many disadvantages like; lack of self esteem, unfavourable societal perception, distraction from fellow students and teacher harassment of different forms. These are some of the reasons responsible for their poor performance.

The effective institution

In Zambia, the 'New National Policy on Education' re-affirmed the fact that the quality and effectiveness of an education system depends on the quality of teachers (MOE, 1996). This viewpoint is manifested in the country's documents on

education namely: **Educational Reforms** 1977, **Focus on Learning** (FOL), 1992, and **Educating our Future** (EOF) (MOE, 1996).

If a system has high failing levels, these are attributed to teachers or lecturers rather than to a system, society or the learners themselves. This is so because, society relies a lot on teachers as Brophy & Dudley observed. Everything else is heaped on teachers.

Physical resource and time is one other aspect to be considered under 'input'. Things that make the work of teachers or lecturers easy need to be made available. It would not be easy, for instance, for a teacher to be effective without chalk and other materials like books and a syllabus. Optimum use of time is a very necessary ingredient to effectiveness. If time is not used properly, it means even the syllabus would not be completed at the end of the year; making it impossible for learners to be fully baked. In this case, the problem is shifted to higher institutions of learning where these learners would go later in life.

The other factor for effectiveness is 'process'. This involves actual teaching and management of the institution. As referred to earlier, teachers are expected to perform and Management needs to do its part too. For instance, motivating, monitoring and getting the realistic feedback from the system. Teachers' skills, capacity and commitment is vital but can be hampered by an overloaded curriculum. Effectiveness can be achieved only when both parties are qualified to do the job and are not looking over their shoulders or trying to prove something to someone but rather just doing their job. Laissez faire attitude would not bring effectiveness in a system. Management should be able to identify 'levers' and 'drivers' and be able to utilize them accordingly. 'Levers' are those who make the

work easier and 'drivers' are those who control the system to move forward. Kelly (1994) suggests that they should be able to manage and administer their schools efficiently and show that the central and most important function of the school is that of learning.

'Context' is another factor to be considered. Political milieu is vital for effectiveness to be achieved. The political situation is the basis for smooth running of events; this is followed by the ability to implement the policies a political system puts forward. It is inevitable that the effectiveness of an education system depends on educators, stakeholders and politicians. Stakeholders like, Boards and PTA's, are supposed to be enthusiastic and committed while politicians are supposed to create the right legislative framework and honor them.

CHAPTER 3: METHODOLOGY

This chapter discusses and describes the methodology used in the study. It gives a description of the location, research design, target population and sample size, sampling procedure, research instruments and their validity and finally explains data collection procedures.

Location

The location of this study was Mongu College of Education in the Western Province and Charles Lwanga College of Education in the Southern Province. Mongu is the provincial Headquarters of the Western Province and Mongu College of Education is four kilometers away from the town center along the Limulunga road. Charles Lwanga is situated ten kilometers away from Monze town on the outskirts of the small siding town of Chisekesi along the Livingstone road. It is found at the famous Chikuni Mission and Canicius where the Jesuits first settled in the Southern Province. These colleges were chosen because of the sudden and unexplained slump in examination results and that they were the only two Catholic-run Colleges of Education in the country during the period of study.

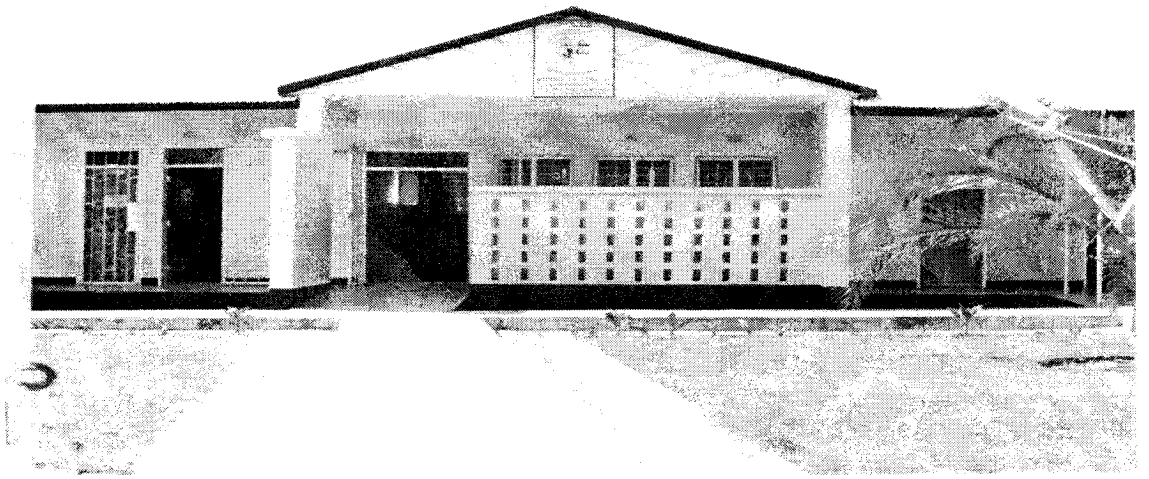


Fig. (a) Picture of Mongu College of Education

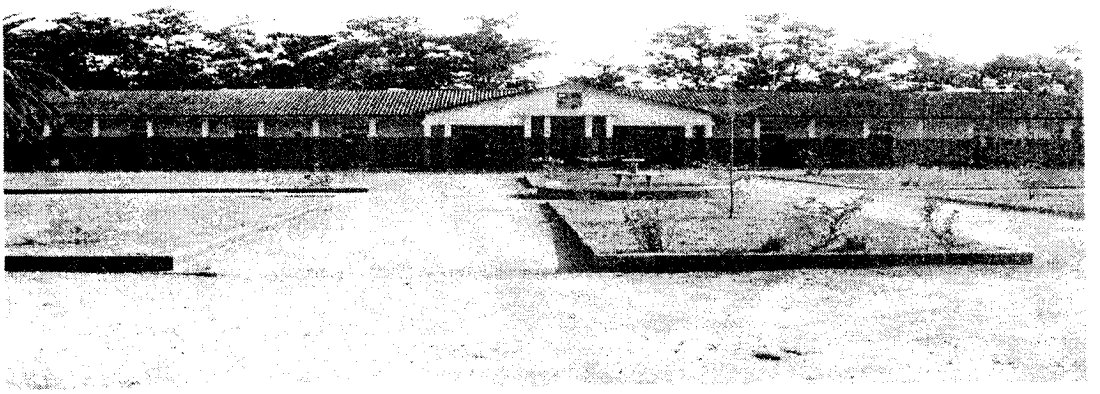


Fig. (b) Picture of Charles Lwanga College of Education

Research Design

This was a case study which specifically looked at Mongu and Charles Lwanga Colleges of Education. Qualitative and Quantitative methods were used. Qualitative

methods involve giving detailed descriptions and explanations while quantitative methods involve analyzing the statistics and expressing the data in numerical terms.

Study Population

Since it was a case study, the population was the two colleges that were being studied. This therefore included all the college lecturers (26 from Mongu and 38 from Charles Lwanga), principals and students of the two colleges during the period of study as well as former students of the colleges.

Sample

The sample was one hundred former students, (i.e. fifty from each college), forty lecturers (i.e. twenty from each college) and twenty four students during the period of study (i.e. twelve from each college).

Sampling Procedure

Random sampling was used. Two types of pieces of paper were put in a box with 'yes' and 'no' and those who picked the 'yes' were the ones who were involved. FGD and Interviews on students centered on their availability.

Research Instruments

The instruments used were: Questionnaires, Focused Group Discussions, interviews and existing documents.

Data collection

The study used two sets of self administered questionnaires to get data from lecturers and some former students. Two Focused Group Discussions (one at each

college) were conducted on 24 students and the emerging points were noted. Some Study Area Departmental Heads were interviewed and their views noted. Some documents like minutes, exam results files were perused through to get more data. The questionnaires were the main research instruments used to collect quantitative data.

Data analysis

The Statistical Package for Social Sciences (SPSS) and Microsoft Office Excel were the main statistical tools used in the analysis of quantitative data. This was done with the help of an expert. This helped in generating graphs and percentages. Manual analysis of qualitative data was done through forming categories, frequencies, themes that emerged and percentages. Data from Focused Group Discussion responses and the perusal of examination files was used to validate the data from questionnaires.

CHAPTER 4: PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction

This chapter presents data and research findings of the study to show the factors and consequences of the slump in examination results within catholic-run Teachers' Colleges of Education i.e Mongu and Charles Lwanga in the period 2004-2006. When interpreting data, the researcher considered the most significant parts from the Questionnaires, Focused Group Discussion and Interviews.

4.2 Presentation of Findings

4.2.1 Responses from Lecturers on the causes of the sudden poor performance

Table 1

Causes of poor performance	Frequency	%
Low calibre of students enrolled	22	55
Restructuring in the Ministry of Education	14	35
Other reasons	4	10
TOTAL	**40**	**100**

From Table 1 above, 22 (55%) of the respondents said that this sudden poor performance was due to the low calibre of enrolled students. 14 (35%) cited restructuring which happened in 2003, while 4 (10%) mentioned several other varied reasons(see Ch.5 Pge 31).

4.2.2 Responses from lecturers on who contributed to the slump

Table 2

Who contributed to the slump	Frequency	%
Both students and Lecturers	28	70
Students	8	20
Lecturers	4	10
TOTAL	**40**	**100**

From Table 2 above, 28 (70%) of the respondents put the blame of students' poor performance on both the lecturers and the students themselves, 8 (20%) blamed students only while 4 (10%) specifically blamed lecturers.

4.2.3 Responses from lecturers on the consequences of poor performance

Table 3

Type of response	frequency	%
Poor public image of colleges & lecturers	16	40
Shortage of teachers in the country	15	38
Wastage of resources	5	12
Students delay in completing their course	4	10
TOTAL	**40**	**100**

Of the 40 respondents, 16 (40%) cited poor public image of the colleges and the lecturers, 15 (38%) said there was a shortage of teachers, 5 (12%) said there was wastage of resources on stakeholders while 4 (10%) said there was delay in students completing the course due to the re-writing of examinations in some courses.

4.2.4 Responses from Lecturers on how results can improve in future

Table 4

How results can improve	Frequency	%
Strengthen entry requirements	20	50
Enhance Continuous Professional Development & motivate lecturers	10	25
Start serious mock exams	6	15
Final exams be set by lecturers	4	10
TOTAL	40	100

From the 40 respondents, 20 (50%) suggested the strengthening of students' entry requirements to the colleges, 10 (25%) said there was need for Continuing Professional Development(CPD) and lecturer motivation, 6 (15%) said serious mock exams should be done in colleges while 4 (10%) suggested that final exams be set by lecturers.

4.2.5 Responses from students on the sudden poor performance

Table 5

Causes of poor performance	Frequency	%
Lack of adequate learning materials and preparation for exams.	50	50
Poor background in some subjects	40	40
None adherence to entry requirements for students	10	10
TOTAL	100	100

From Table 5 above, 50 (50%) said they lacked adequate learning materials and inadequate preparation for final examinations. 40 (40%) cited poor background in some subjects found in colleges and 10 (10%) said entry requirements in colleges were not strictly adhered to.

4.2.6 Responses from students on the effects of poor performance on stakeholders

Table 6

Effects of poor performance	Frequency	%
Bad public image on students who failed,colleges & lecturers	52	52
Wastage of resources by parents and the nation	28	28
Shortage of qualified teachers in the country	20	20
TOTAL	100	100

From Table 6 above, out of 100 respondents 52 (52%) said there was bad public image on the students who failed, the colleges and the lecturers. 28 (28%) said there was wastage of resources by the parents and the nation while 20 (20%) cited shortage of qualified teachers in the country.

4.2.7 Responses from students on how results can improve

Table 7

How results can improve	Frequency	%
Enrol students on merit	52	52
Students to prepare adequately for exams	40	40
Providing more reading materials in colleges	8	8
TOTAL	**100**	**100**

From the 100 respondents 52 (52%) suggested that student enrolment should be done on merit, 40 (40%) said students should prepare adequately for exams while 8 (8%) said there was need for more reading materials in colleges.

CHAPTER 5: DISCUSSION AND INTERPRETATION

This Chapter discusses the results of the study. Factors that were cited as causes of poor performance and the consequences are clearly detailed in this part. The aspect of how the results in general could improve is also discussed. All the information collected through questionnaires, FGD, interviews and by examining some relevant files, books and minutes are presented in this Chapter.

5.1 Causes of the sudden Poor performance:

This segment discusses the views of the stakeholders on what they saw as the main causes of the general poor performance of students in the 2004-2006 period in the Colleges of Education referred to.

5.1.1 Low Calibre of the students enrolled in the Colleges

This was the major causal factor of the slump that was given by the lecturer respondents to the questionnaire. It had 55% i.e. 22 of the respondents attesting to it. Furthermore, its significance was manifested by lecturers during interviews as well. They said that the calibre of the enrolled students was too low to be able to cope with the requirements of the course. They further observed that some student teachers could neither write cohesively nor speak proper English. It was difficult for some students to grasp the easiest of the materials taught and in the end, this affected the pace at which all the others moved. According to most lecturers, the students' educational foundation in their learning process was a major factor of poor performance. This was cited as a critical point in the respondents' views.

They said that most of these students came from a background of APU classes and did not have enough time and worse still properly qualified teachers to teach them. Their background was therefore shaky and found college work so challenging. The respondents wondered whether the good results on their certificates which they had used for selection were as a result of leakages or not.

A large number of the student respondents i.e. 40 (40%) supported the notion that "students' low calibre" was a contributory factor to their poor performance. They pointed out that most of them met some subjects for the first time at college and found it difficult to grasp them within a year. The study areas mostly cited were Mathematics & Science (particularly the Agriculture component), Expressive Arts (particularly Music) and Technology Studies. Most of the female students found Industrial Arts difficult, they stated; just as most males found Home Economics very new. Table 8 below shows how students rated the Study Areas in form of difficulty:

Table 8

STUDY AREA	FREQUENCY	%
MATHEMATICS & SCIENCE EDUCATION	45	45
EXPRESSIVE ARTS	30	30
TECHNOLOGY STUDIES	15	15
SOCIAL, SPIRITUAL, & MORAL EDUCATION	5	5
LITERACY & LANGUAGES EDUCATION	3	3
EDUCATION STUDIES	2	2
TOTAL	**100**	**100**

The method of selecting prospective teachers was cited as another way of encouraging low calibre students. During interviews, many brought out the fact that a lot of Catholics were given places so as to meet the allocated percentage, even when they had minimum qualification and leaving out non-Catholics with better results. The College Administration in response to this assertion said Catholics were theoretically supposed to be given 60% while non-Catholics needed to be given 40% of the total. They anyhow maintained that only those who had the right qualifications were given places and the Administration used these words verbatim to try and clear the misconception held by many stakeholders:

> *...at times the percentage of Catholics dropped to as low as 33% just to try to look for quality students.*

Some lecturers said that the entry requirements were not strictly followed. They said that in the middle of the first term, there would be new entrants who most of the time did not have the right qualifications. During interviews, this point was also raised in the form of accusing the administration of giving places to people who did not qualify especially on the aspect of them being Catholics. As already referred to above, the administration said that those who looked as if they did not qualify to some stakeholders could have been the best that attended the interviews. They said the selection system into the Colleges of Education was so transparent.

The researcher was therefore made to believe that some of the common 'isms' could not be ruled out in the way some students came into College. The researcher

agreed to this due to the convincing responses from lecturers and students. This was also because of the good number of students who could not do well.

5.1.2 Restructuring in the Ministry of Education

This was the second most basic causal factor of the sudden poor examination performance by students according to lecturers. It was attested to by 35% of the respondents to the questionnaire.

In 2003 there was a major restructuring process in the Ministry of Education. Many lecturers who were sent to colleges that year had no experience since most of them came from secondary schools. Teaching people who would be teachers themselves the following year is different from preparing pupils to face JSSLE or GCE examinations or the general teaching in secondary schools. Those that were taken on had not yet been well oriented to teach teachers using the ZATEC course and Learner Centered Approach as used in a college set up. This handicap came about because the course had just changed from ZBEC to ZATEC, and most lecturers might not have had the experience to handle it.

In addition to lack of experience, quite a good number of lecturers were not sufficiently and academically qualified to teach in the college as prescribed by the government; since they did not have the requirement of a Fir st Degree. For example, the forty respondents' qualifications are shown on Table 9 below.

Table 9

COLLEGE	QUALIFICATION				
	CERTIFICATE	DIPLOMA	ADVANCED DIPLOMA	DEGREE	MASTERS
MONGU	01	07	02	08	02
C/LWANGA	00	04	03	13	00

This proves the assertion that a sizeable number of lecturers still had Certificates, Diplomas and Advanced Diplomas and not the University degrees as per government policy.

5.1.3 Poor conditions of service and devaluing of lecturers by society

Many respondents cited Poor conditions of service in the profession and the way society looked at teachers in general as demotivating. As Fullan and Stiegebauer (1991:117) said:

> *The conditions of teaching seem to have deteriorated and it is a fact that teachers have become devalued by the community and by the public.*

They said it was unfortunate for society to underestimate them and for levels to reach that far; though society may have had its own reasons for such an attitude towards the lecturers.

The lecturers further blamed the system in general as being a negative partner because it encouraged poor performance through failing to create a condusive context in which actual learning would take place. Hamilton and Dockrell (1980:142) elucidate on this view to say:

> *Education takes place in a social context and not in a social vacuum..., It is school that bears the responsibility for the origin, shaping and upholding the existing ideas and values of society.*

For an institution to be effective, it should provide a conducive learning environment. The factors for educational success are: inputs, process and context. Inputs should be clear, for instance, human resource, fiscal, physical and time utilization. On the aspect of human resource, the teachers should, for instance, be properly qualified. Seconding a lot of teachers to do jobs they are not trained for would end up watering down the whole system. The fiscal resources from government need to be utilized properly and for the purposes intended. Ineffectiveness comes in when subordinates realize that the supervisor is extravagant and has lopsided priorities as a custodian. This would be a sure way of demotivating the other stakeholders from putting in their best.

5.1.4 Inadequacy of library facilities and other resources

The library was cited as another source of poor performance. At Mongu College of Education, it was found that the Library was too small to accommodate a good number of students at a go. Recommended and required books were either too few or not available at all. The non-availability of internet to the students and even to lecturers during the period of study added credence to this factor.

It was also discovered that some Study Areas lacked enough materials to assist in the course. Industrial Arts and Music were such subjects cited as having lacked the required tools while Education had very few required and recommended books. Most of the Study Areas had few reference books either in the referred to small library or in the departmental office, and the Education Study Area was the most hit.

5.1.5 Improper utilization of time

Lecturers further blamed the administration for not sticking to time during college programs like assemblies and staff briefings. Most of the respondents said these took a lot of teaching time because they were either not done during the allocated time or spilled over into other periods and subjects; and this, to them, was a very serious cancer.

Students also attested to this 'time wasting' idea during interviews and FGD that lecturers did not follow time in the mornings, during the first period after break and after lunch. They said it was very rare for a lecturer to be found in class at the right time. It was clear now that it was a chain reaction since lecturers blamed

the administration. The factor contributed to the slump in that students were robbed of a substantial amount of learning time.

5.1.6 Students' lack of seriousness in their studies

The lack of seriousness among students was another causal factor that led to poor performance in the period 2004-2006.The respondents emphatically cited lack of seriousness, commitment and interest among many students during the period of this study. They said that many of the students showed as if they were being forced to be at college or were studying to prove to someone that they could not, after all, do the course.

Others underrated the exam since it was well known that the students in Colleges of Education used to pass all those previous years. Many exhibited childish behavior expecting to be pushed and pulled for them to perform. Many culprits, as was the case with administrators and lecturers, lacked time management and study skills. During Focused Group discussions, some respondents revealed that they ignored study groups and concentrated on the writing of small pieces of paper, which they were calling 'guns' to carry as reminders during exams. Others further hoped there was going to be a chance to get some 'leakages'; that is the copy of the real examination before writing it. Karabel and Halsey (1977:144) quoted Einstein saying:

a genius is 10% inspiration and 90% perspiration.

This is what most of the students did not understand completely. To them, the truth was the opposite of Einstein's observation.

They also revealed that there was so much peer pressure, competition and general immorality during this period. Many students could easily be duped by their peers and take the wrong path. Many women concentrated on competing not on studies but rather on luxury and procrastination. A lot of them were cited to be morally weak and that they flirted with fellow students, some lecturers or among people in the nearby community. This was taken as a disruptive hobby among many women since it took most of their study time. This weakness encouraged a lot of truancy among the students and missing lessons was a sure way of performing badly at the end of the year. As Figures 1 and 3 show, many females did worse than males. Many were also not able to use the Research and Consultation period. They used this hour meant for clarification on unclear topics with lecturers on making noise or chatting with their partners.

5.1.7 Some lecturers' lack of professionalism and competence

During FGD and interviews, respondents said some lecturers, who were named, exhibited so much laxity and in the end they could not finish the topics at the end of the year. Some topics were rushed through while others were taught at a very slow pace with some unnecessary repetitions. This showed some degree of disorganization among some specific lecturers. Some lecturers were cited as being disruptive rather than being an encouragement in the process of learning. They were found to be using a lot of intimidation because they taught the students with a lot of threats and enticing females with love affairs. Females who rejected their proposals were allegedly threatened with failing at the end of the year. No attention would therefore be given to such students during Research and

Consultation periods or their Summative assignments would not be marked fairly. All in all, some lecturers lacked professionalism.

Many students also said that some of their lecturers showed lack of competence and were not able to use the Learner Centered Approach properly. They rather piled learners with a lot of work to do alone with little initial guidance and correction afterwards. Truancy was not only found among students but also among lecturers as far as the students were concerned.

5.1.7 Imposition of punishments and suspensions

The respondents further blamed the system for taking students as enemies instead of partners in national development. Correction in form of punishment to erring students was always too much to bear. Most of the time students were either asked to clean the college for days on end or were suspended from the boarding, they said. According to students' responses during Focused Group Discussion and Interviews, the atmosphere of fear was encouraged by the higher offices instead of promoting a condusive and free atmosphere. From what was said, what I can term '*Adult Freedom* ' was none existent. They said this would take most of their study time and therefcre encourage poor performance at the end of the year. Time for corrective counseling was not available.

5.2 Consequences of poor performance

The findings on what repercussions this poor performance had on stakeholders is discussed below:

5.2.1 Creation of poor public image of the colleges and lecturers

The lecturer respondents i.e. 16 (40%) said that the poor results of the period 2004-2006 created a poor public image on them as lecturers, colleges and students. The colleges were now judged by the number of failures and it was an embarrassing situation. The colleges lost their original image of excellence. They therefore earned themselves some bad reputation and could no longer stand with their heads high during that period. It brought a lot of finger pointing among stakeholders and uncertainty within the institutions.

The student respondents i.e. 52 (52%) further supported this notion and said it was so embarrassing that they could also not walk with their heads high any more because of having failed the ZATEC course. This failure demotivated them in many other ventures in life, they said.

Lecturers were then referred to as being unqualified or ill qualified because they were judged as not being able to teach properly due to the apparent failures. The blame came from all angles, from the college administration, government and the community at large and also from the student teachers who failed to make it.

5.2.2 Shortage of teachers in the country

A good number of lecturer respondents i.e. 15 (38%) said that there was a shortage of teachers in the country. The nation needed teachers while many of the teachers were failing to complete the prescribed course during training. This problem failed to solve the issue of attrition and therefore the communities remained without qualified teachers. The government felt it was not making a breakthrough in solving the problem of unemployment.

The student respondents i.e. 20 (20%) also mentioned that the country finally had few qualified teachers and therefore educational problems would not be sorted out as required. When teachers were not available, it was a sure sign that illiteracy would continue in society.

5.2.3 Wastage of resources used to train students

Some lecturer respondents i.e. 5 (12%) said that there was wastage of resources on the part of stakeholders. The sponsors specifically parents felt they had wasted financial and material resources on student teachers who later failed to complete.

Student respondents i.e. 28 (28%) said the parents wasted a lot of financial resources in sponsoring students to college where they failed to achieve the expected results. They said the nation also wasted material resources in buying reading materials and feeding students in the boarding who later failed to go in the field to solve the teacher attrition problem.

5.2.4 Delays in completing the training programmes by some students

10% of the respondents i.e. 4 mentioned the fact that students delayed in completing the course thus delaying many other things in their life. As the adage goes '*Time lost is never gained* ', students who had to repeat courses or failed completely and had to start training in other fields were greatly derailed or as the respondents put it '*delayed themselves*' Such students were demotivated and lost confidence in their lecturers. They further looked at their lecturers negatively and with anger. Most became scared to even try again because the family members and friends had no more confidence in them. It was a great loss of resources and time.

CHAPTER 6: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the study as well as the conclusion arising from the research findings. It further gives some recommendations based on the findings of the study.

6.1 Summary

The study was conducted in two Grant-aided Colleges of Teacher Education. These are colleges that are run by the Catholic Church in Zambia. One is Charles Lwanga in the Southern Province while the other is Mongu in the Western Province. The Study intended to find out why the results in these colleges abruptly went down in the years 2004-2006.

The data collected were analyzed both statistically and descriptively. The study revealed that students, lecturers and the administration had a hand in this slump in one way or the other. Most of the blame, though, was heaped on the students and their lecturers.

This dissertation reviewed the academic literature on causes of poor performance of students, the pivotal roles of teachers in education, the probable causes of poor performance of females in co-education and that the system could be effective if all stakeholders worked in unison with proper guidance from the administration.

6.2 Conclusions of the study:

The major conclusions of this study were as follows:

6.2.1 The slump in examination results during the period 2004-2006 created a poor

public image on: colleges, lecturers and the student teachers who had failed. Some students delayed in completing the prescribed course making stakeholders waste a lot of resources in the process. The non completion of the course on time by some students further contributed to the creation of a shortage of teachers in the country,

6.2.2 The slump was due to seven main factors:-

- Low calibre of enrolled students
- The restructuring of the Ministry of Education in 2003 which had resulted in some inexperienced lecturers being sent to the colleges.
- Inadequacy of library facilities and other teaching and learning resources.
- Lack of seriousness on the part of some students and lack of time management on the part of some lecturers and the administration.
- Incompetence and lack of professionalism on the part of some lecturers.
- Punishment and suspensions which led to some students losing learning time
- Some female students' preoccupation with social issues.

6.3 Recommendations

On the basis of the study's findings, I make the following recommendations:

6.3.1 There should be a well monitored, transparent and efficient system of admitting students in colleges. Students accepted to college, should come on merit and not on any of the popular 'isms'. This could help to enroll

students of a right calibre.

6.3.2 A standard aptitude test should be given to all applicants so as to identify genuine and suitable student teachers and prune those with fake Grade 12 certificates. Without this precaution, it would encourage a lot of poor performance and in the end devalue the colleges and the profession at large.

6.3.3 The system of evaluating students by lecturers during the year should be done regularly and the feedback be given timely to academic supervisors. This would make students more serious with their work.

6.3.4 The Library at Mongu College should be given a boost in size and stock while the one at Charles Lwanga should also be stocked with the latest books.

6.3.5 Continuing Professional Development should be taken seriously by all stakeholders as this is one way of exposing the staff to modern methods of teaching which would in the short and long run give a boost to the

institutions concerned. Further, when lecturers are sent to the colleges, they should be well oriented to the new methodologies and the nitty-gritty of Teacher Education .

BIBLIOGRAPHY

Arnold, E. L. (1990) **Childhood Stress**. New York: John Wiley& sons Inc.

Ballara, M. (1991) **Women and Literacy**. Zed Books Ltd: New Jersey.

BBC News Tuesday, 17th October, 2006-**Extent of School Failure Disputed**

Blackmore, J. & Kenway, J. (eds.) (1993) **Gender Matters in Educational Administration and policy: A Feminist Introduction**. The Palmer Press: London.

Brophy, M. & Dudley, B. (1982) **Patterns of Distance Teaching in Teacher Education**. Journal of Education for Teaching (Vol.8. No.2).

Carmody, B. (1999) **Education in Zambia-Catholic Perspective**. Bookworld: Lusaka.

Fullan, M. (Sept. 2006) **Turning the Tide**; Administrator Magazine http://www.amazon.com.

Fullan, M and Stiegelbaur, S (1991) **School Development: The Meaning of Educational Change**. London: Cassel's Educational Ltd.

Grimshaw, J. (1986) Feminist Philosophers: **Women's Perspectives on Philosophical Traditions**. Harvester Wheatsheaf: London

Hamilton, D & Dockrell, W.B. (1980) **Rethinking Educational Research**. Hodder & Stoughton: London

Harford, T. (Saturday, September 1, 2007) **There is finally Proof that Boys do Ruin School for Girls.** http://www. slate.com/id/2173028/

Karabel, J. & Halsey A. H. (1977) **Power and Ideology in Education.** New York: OUP

Katapa, R. S. & Swiila, I. (1995) **Gender Differences in School Performance** http://www.ossrea.net/eassrr/jan/katapa.htm

Kelly, M.J. (1994) **Below the Poverty Line in Education: A situation Analysis of Girl Child Education in Zambia.** UNICEF: Lusaka

Kirk, A.J. PhD. (September, 14th, 2000). **"The Effects of Advanced Teacher Training in Education on Student Achievement":** The Heritage Foundation Magazine

Lehr, C Dr.(15th October,2005) **Effective Approaches to Increasing Graduation Rates for All Students.** http://www.dropoutprevention.org

Lirri, E (19th January, 2008) **"More Boys Score First Grade"** The Monitor

Mialaret, G. (1985) **Introduction to Educational Science.** Paris: UNESCO

Mitter, W. (1991) **Teacher Education in Europe: Problems, Challenges and Perspectives**- British Journal on Educational Studies (May, Vol.29 No.2, p.138-152).

MOE. (1996) **Educating Our Future: National Policy on Education.** Government Printers: Lusaka

MOE, (1977) **Education Reforms**. Government Printers: Lusaka

MOE, (1992) **Focus on Learning**. Government Printers: Lusaka

MOE, (2005) **2004 Educational Statistics Bulletin.** Lusaka: MOE

Snelson, P.D. (1990) **Educational Development in Northern Rhodesia: 1883-1945** Lusaka: KKF.

Switzer, T.J. August 19th, 2005. **'Dean's Report'**: The Toledo University.

Vivian, S. (1977) **A Handbook on In-service Teacher Training in Developing Countries in the Commonwealth.** London: Commonwealth secretariat

Wellbourne, T. October, 11th 2005 **Teacher Education in Europe: Problems, Challenges & Perspectives** Vol.29. No.2

Wegner, S. et al (1995) **Assessment, Testing and Evaluation in Teacher Education.** London: CUP.

APPENDIX A

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

QUESTIONNAIRE FOR LECTURERS IN COLLEGES OF EDUCATION

Dear Respondent,

-I'm carrying out a study on the Factors responsible for and the Consequences of a slump in Examination results within catholic-run Colleges of Education: 2004-2006.

-The information from you will be treated with confidence

-Do not write your name

Section A (BIODATA)

a) Tick the chosen answer

1. **Sex**: 1) Male ( )
   2) Female ( )

2. **Marital Status**: 1) Married ( )
   2) Single ( )
   3) Other (specify)

3. **Age**. 1) 20-30 years ( )
   2) 31-45 years ( )
   3) 46 and above ( )

4. **Professional Qualification**

1) College Certificate ( ) 2) College Diploma ( ) 3) Advanced Diploma ( )

4). University Degree ( ) (circle...Zambia /Elsewhere)

5) Masters ( ) 6) PhD ( )

5. Number of years as a Lecturer?

1). Less than a year ( ) **2).**1-5years ( ) **3).**6-10 years ( )

4).11-20 ( ) 5).21years and above ( )

6 Your Study Area? 1). LLE ( ) **2).**MSE ( )

3).ES ( ) **4).**TS ( )

5). SSME ( ) **6).** EA ( )

Section B (QUESTIONS)

a) Please answer the following questions as honestly as possible

7. Are you aware that a slump in college exam results occurred in 2004 and that the problem continued up to 2006?

1) Yes ( ) 2) No ( )

8. What do you think **was/were** the cause(s) of the sudden poor performance of students from 2004-2006?

a).....

b).....

c).....

9. Who among these do you think was responsible for or contributed to that slump?

1) Students ( ) **2)** College Lecturers ( ) **3)** Both students & Lecturers ( ) **4)** None of these ( )

10. Give ways in which students could have caused or contributed to the slump.

a).....

b).....

c).....

11. Do you think college lecturers have problems that may be affecting their work?

1) Yes ( ) **2)** No ( )

12. If your answer to Q11 is YES, Please state those problems

.....

13. In your view, why were the females performing much lower than males?

.....

14. What do you think **were/are** the consequences for this poor performance to:

1) Students

.....

2). Community

.....

3) The college

.....

4) The Nation

.....

15. In which ways do you think college results can be improved in future?

a).....

b).....

c).....

16 .If you have any other suggestions/comments/ideas please put them here

.....

.....

.....

THANK YOU

APPENDIX B

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

QUESTIONNAIRE FOR FORMER STUDENTS IN COLLEGES OF EDUCATION

Dear Respondent,

-I'm carrying out a study on the Factors for and the Consequences of a slump in Examination results within Catholic-run Colleges of Education: 2004-2006.

-The information from you will be treated with confidence.

-Do not write your name.

Section A (BIODATA)

a) Tick the chosen answer and fill in the spaces

1). Sex 1) Female ( )

2) Male ( )

2). Age 1) Below 20 ( ) 2) 20- 25 ( )

3) 26-30 ( ) 4) 30-35 ( )

3). Marital Status 1) single ( ) 2) married ( ) 3) other (specify).....

Section B (QUESTIONS)

4).What do you think were the causes of poor performance of students in the college examinations from 2004-2006?

.....

5). What study area did you find difficult? **1)** LLE ( ) **2)** MSE ( ) **3)** TS ( )

4) SSME ( ) **5)** EA ( ) **6)** ES ( )

6). Why do think it was difficult for you to perform well in the said study area?

.....

7). Why is it that females performed badly compared to males?

.....

8).In your view, how did this poor performance affect the following:

a) Students

.....

b) College

.....

c) The Lecturers

.....

3). Community/Nation

.....

9). How do you think the results can be improved in future?

.....

THANK YOU.

APPENDIX C

STUDENTS' INTERVIEW GUIDE

1. Are you aware that results in college were poor in the period 2004-2006?

2. What do you think are/were the factors that caused this poor performance?

3. Who do you blame for this poor performance?

4. What do you think are the consequences for poor performance?

5. How do you feel results in colleges can improve?

APPENDIX D

GUIDE FOR STUDENTS' FOCUSSED GROUP DISCUSSION

1. What do you think are /were the causes for the 2004-2006 poor performance?

2. Who do you blame for this slump?

3. What do you think are/were the consequences for this poor performance?

4. How do you feel college results can improve?

APPENDIX E

INTERVIEW GUIDE FOR LECTURERS

1.What do you think were the causes for the 2004-2006 poor performance?

2.As a lecturer who was already in the system that period, who do you blame for this?

3. What were the consequences for this poor performance on: i) Yourself ii) Students iii) College iv) Community v) Nation ?

4.How do you think the results could have been better?

APPENDIX F

INTERVIEW GUIDE FOR ADMINISTRATION

1. What do you think caused the College to perform poorly during the period 2004-2006?

2.As an administrator who was already in the system at the time, where do you place the blame?

3. What factors could have affected the college's academic performance?

4.What were/are the consequences for that poor performance ?

5 How could the results have been better?

APPENDIX G

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

29th January 2007

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR M.ED STUDENTS

The bearer of this letter Mr./~~Ms.~~ CHRISPIN MALEYA computer number 526004117 is a duly registered student at the University of Zambia, School of Education.

The student is taking a Masters Programme in Education. The Programme has a fieldwork component which he/~~she~~ has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her.

Thanking you always.

Yours sincerely

P. C. Manchishi (Dr)
ASSISTANT DEAN (PG), EDUCATION

c.c. Dean, Education
Director, DRGS

APPENDIX H

DIOCESE OF MONZE

Ref. No.
Phone
Fax
E-mail

+260 32-50110
+260 32 50235
monze@zamnet.zm

P.O. Box 660195
Monze, Zambia

March 11.2008

The principal
Charles Lwanga College of Education

Re: Chrispin Maleya

The bearer of this note is a student at the university of Zambia on research work. May you please assist him with the information he wants concerning his work.

Yours faithfully,

DIOCESE OF MONZE
P.O. BOX 660 195
MONZE

Fr Milimo Sebastian
Vicar General

APPENDIX I

DIOCESE OF MONGU

P. O. Box 910449
Mongu, Western Province, Zambia

Telephone: (07) 221-187 Fax: (07) 221-984
e-mail: mongdioc@zamtel.zm

10th September, 2007

Mr. Francis M. Mwiyambango
Mongu College of Teacher Education
Box 910294
MONGU

RE: Chrispin Maleya

Dear Mr. Mwiyambango:

Mr. Chrispin Maleya who is enrolled at the University of Zambia in a Masters Programme in Education is requesting permission to have access to the College results over the past several years as part of his research.

I'm sure you will give him full cooperation in having the requested documents available for his consideration.

Thank you for your understanding.

Sincerely in Jesus and Mary,

Bishop Paul Duffy, O.M.I.

+Paul F. Duffy, OMI
Bishop of Mongu