

Understanding the Educational Experiences of Grade Four Language Learners in Selected Rural Schools of Zambezi District of Zambia

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Abstract

This study was undertaken to analyse the educational experiences of Grade four language learners in selected rural primary schools of Zambezi District of Zambia. As a qualitative study, the descriptive research design was used to provide a detailed analysis of the phenomena under investigation. Data was collected through interviews and lesson observation in the target schools. The data was analysed thematically by grouping related data together into main themes. The population comprised all primary schools, all primary teachers, and all primary pupils of Zambezi District. The sample size comprised four primary schools, four primary administrators, four primary teachers, four parents and forty pupils from the four primary schools bringing the total participants to fifty-two (52). Purposive sampling was used in the selection of the teachers while convenience sampling was used to select the pupils. The objectives of the study were to; (i) establish the educational experiences of Grade four language learners in selected schools of Zambezi district, (ii) ascertain the views of teachers on the educational experiences of Grade four pupils in Zambezi district, (iii) determine the views of parents on the educational experiences of Grade four pupils in Zambezi district of Zambia, and (iv) establish pupils' and teachers' experiences on instructional experiences for Grade four classes in Zambezi district of Zambia. The findings of the study were that learners faced diverse educational challenges ranging from inadequate teachers, lack of teaching and learning materials or having outdated materials, negative attitude of some teachers towards work as they were not available for class at times, distance to schools, family pressure with their emphasis on traditional education and bullying by fellow pupils. The study recommended that head teachers should be monitoring their teachers effectively. The government should build more schools to reduce the long distances that learners cover. District educational officials should sensitize parents in rural schools to balance modern and traditional education.

Key Words: Educational Experiences, teaching and learning, rural hardship, pupil challenges

Background

Early childhood education, primary education, secondary education, and tertiary or higher education is Zambia's routine education system (Masaiti, 2018; Mkandawire & Ilon, 2019). Management and administration of early childhood education (ECE), primary and secondary education is the Ministry of Education's responsibility (Walter, 2019). In 2016, the Ministry of Education in Zambia

reported 8,823 primary schools and 851 were secondary schools. Some of these schools are in urban areas while others are in the rural areas of Zambia. Educational experiences of pupils in rural schools may vary from those in the urban areas. The current study was centered on the educational experiences of grade four language learners and the impact this had on their academic success. Chanda (2013) reported that pupils in rural schools of Zambia have multiple experiences both pleasant and unpleasant which may have an impact on their education. The experiences pupils go through may have a lasting impact in their lives and some of these may dictate the success or failure in pupils' education pathway.

Romaniwski (2005) stated that educational experiences refer to all the activities that a pupil encounters within and outside the school that help him acquire knowledge, skills, and values. This view was supported by Nikolarazi & Hadjikakou (2006) who contended that educational experiences are not limited to classrooms by listening to a teacher or lecture but encompasses reading a book, interacting with peers, homework, work study jobs, fieldwork, practicum experience and internships. Therefore, educational experiences may shape the identities of learners of different backgrounds. According to O'Connor, Lewis, & Mueller (2007), educational experiences incorporate the understanding that the best learning comes through failure, reflection and perhaps a more successful attempt at issues and therefore, any experience is mis-educative that has the effect of arresting or distorting the growth of further experience.

Creating conducive educational experiences for pupils in schools require concerted efforts from education stakeholders such as government, non-governmental organizations, families, and parastatals (Gumey, (2007). This may require infrastructure development, adequate teachers, good facilities, and educational materials in both rural and urban schools (Darling-Hammond, 2010). Learners and schools in rural areas are often stereotyped in ways that emphasize their powerlessness with chronic lack of resources for quality education.

Positive educational experiences in both urban and rural communities can serve pupils' lives and their communities. Rural schools according to Wright (2007), serve a vital role in recreating communities in highly mobile, industrialized society. Further, rural schools are often plagued with educational problems such as (a) isolation from specialized services; (b) limited accessibility to quality staff, development, and university services; (c) teacher shortages and (d) decreasing enrolment which leads to decreased funding. All these have a bearing in creating positive life-long educational experiences.

The concept of life-long learning entails that learning takes place not only in classrooms but in all kinds of contexts, including personal experiences and being in contact with other people. It starts before the child is born and continues throughout their lifetime. It should respond to personal and societal needs. The curriculum, therefore, should consider the fact that formal

learning is, among other things, meant to function as a starting point for continued life-long learning (Ministry of Education, Science, Vocational Training and Early Education, 201:18).

The educational expectation of the state is that the national curriculum should be linked to life-long learning that pupils will eventually survive on later. This form of a curriculum was meant to address the needs and aspiration of the society (Mwanza & Mkandawire 2020).

Historically, there has been massive historical inequalities in the rural communities of Zambezi district which cannot be addressed overnight. The educational experiences of rural pupils of Zambezi may differ to those in urban areas. This study sought to explore the educational experiences of some people in rural schools of Zambezi district.

Statement of the Problem

Since 2013, the Ministry of Education abandoned the behavioural approach to teaching and adopted an Outcome-Based Education (OBE) as an approach to learning that links pupils' real-life experiences to education. Learners are given practical experiences during the teaching and learning processes that help them gain life skills." (Ministry of Education, Science, Vocational Training and Early Education, 2013:16). Despite the existence of this policy, many pupils in rural primary schools face diverse disparities (Chaamwe, 2017) that may have a bearing on their educational outcomes. Furthermore, although there could be studies exploring Grade four pupils' learning or educational experiences in selected rural schools of Zambia, Zambezi District rural primary schools have not benefited. In other words, the research problem is that it is not known what education experiences grade four rural pupils undergo in their schooling.

Research Questions

The following questions arose from the study:

- (i). What are the educational experiences of Grade four learners in selected schools of Zambezi district?
- (ii). What are the views of teachers on the educational experiences of Grade four pupils in Zambezi district of Zambia?
- (iii). What are the views of parents on the educational experiences of Grade four pupils in Zambezi District of Zambia?
- (iv). What are the pupils' and teachers' experiences on instructional materials for Grade four classes in Zambezi District of Zambia?

Significance of the Study

The research is important because it may enlighten the teachers to identify the problems pupils face in learning in rural areas. Reinforcement of the aspect of

teaching and learning may help reduce unpleasant educational experiences among learners of Zambezi District of Zambia.

Delimitations of the Study

Yin (2012) noted that delimitations are choices made by the researcher which should be mentioned, and these normally describe the boundaries that the researcher has set in their study. This study was confined to four selected primary schools within Zambezi district of North-Western Province of Zambia and were chosen due to their location in a typical rural set up.

Limitations of the Study

In this research, the study may not be considered as a full representative of the whole province or country due to a limited sample used in the study. However, the findings will provide an insight on the problems pupils face in learning in rural areas.

RELATED LITERATURE REVIEW

Educational Experiences of Learners

Chanda (2013) carried out qualitative study that sought to establish the experiences of teachers and pupils with focus on factors that motivate learners in a classroom in selected schools of Kasama district. The study employed a descriptive survey design and an interview guide to collect data. The study showed that both pupils and teachers had various experiences and perceived factors that stimulated learners in a classroom. Of this, they may not see the value of education. Instead, children are as extra hands to herd cattle or participate in various other economic and cultural activities.

These studies relate to the current study in the sense that they help explain some possible educational disparities between rural and urban schools.

Teachers' views about Grade 4 educational experiences

In a study by Brown (2003) states that the ideal rural teacher at primary level must be prepared to teach multiple grades or subjects, organize extra-curricular activities, and adjust well to environment and the community. However, despite this proposal, rural schools find it difficult to attract good and suitable teachers because there are fewer financial resources. Notably, it is extremely difficult to find teachers who fit into the rural community. Three research instruments in line with the study and these were Interview Schedule, Observation Schedule, and Focus Group Discussion Schedule.

According to the study, which was qualitative, teachers were assigned to teach multiple grades due to the fact that the teaching staff was inadequate to carter

for the pupil-teacher ratio in terms of the classes. The same teaching staff was assigned to organize extra-curricular activities and adjust well to environment and community. According to the findings, the interview schedule on these teachers observed that the few teachers who were available to cater for the pupils could not do the work as expected as the pupil-teacher ratio could not strike a balance.

Parents' views about Grade 4 educational experiences

Star & White (2008) states that rural school administrators feel that there is a sense that the system is not set up to assist, but rather the system is there to mandate, appraise and control when expectations are not met. This is a clear situation where some administrators are forced because of the inadequate staff in these rural schools.

The learners in this situation don't receive quality education in such schools because the administrators are overstretched. Such circumstances result into poor teaching and learning in rural schools. School administrators are absorbed with the extra requirements of their existing work lives.

In some rural schools, it was found that several teachers left due to severe accommodation problems. Many isolated rural schools are not able to retain their newly posted teachers, because of poor school infrastructure and housing conditions, including leaking roofs, peeling paint and untidy surroundings.

Teachers' and Learners' views on Teaching-Learning materials

Gifted pupils or learners in rural schools are likely to suffer perhaps even more than other pupils from the kind of changes to curriculum and instruction that educators adopt out of fear of accountability sanctions. Rakow 2008 notes "A broad based thematically rich and challenging curriculum being the heart of education for the gifted."

The Food and Agriculture Organization (FAO) and UNESCO (2002) maintain that despite increased expansion in the education sector in sub-Saharan Africa, more must be done to provide teaching aids in rural areas. The quality of teaching aids and facilities in rural areas is demoralizing as most of the chalkboards are dilapidated and sometimes it is difficult to find any chalkboard in schools.

METHODOLOGY

Research Design

The study employed a descriptive design of the qualitative research to collect data. The qualitative data was appropriate for this study because the idea was to collect detailed data from respondents and it afforded the researchers to ask follow up questions. Additionally, the topic was tailored towards narrative data and therefore called for a qualitative study (see also Wakumelo, Mwanza & Mkandawire, 2016).

The research involved four schools, namely school T, school X, school Y and school Z in Zambezi district. This design provided a description of the prevailing conditions in all the four schools concerning the educational experiences of pupils in learning resulting to poor learning outcomes to Grade Four pupils in rural areas of some selected primary schools in Zambezi district of Zambia.

Population and sample size

The research population in this study included all grade 4 primary pupils, all primary school teachers, all primary school administrators and as well as all the parents around these primary schools of Zambezi district of Zambia. In this study, the sample size was 52 participants that came from the four schools namely, school T, school X, school Y and school Z. However, each school had 10 pupils in total comprising 5 boys and 5 girls bringing the ratio 1:1. Some of the informants that were involved included 4 primary school teachers, four primary school administrators and four parents from each of the four primary schools chosen.

Data Collection Methods

In this study, interviews, lesson observation and document analysis methods were used to collect data. The data collection procedure, the researcher observed the lesson which was meant to find out the educational experiences of pupils in the learning contributing to poor learning outcomes in rural areas. The teachers teaching on these topics as a way of enhancing learning were observed together with the pupils participating in the lessons. The researcher interviewed the pupils, the teachers, the school administrators, and the parents to get their views on the educational experiences of learners in class. Teaching and learning materials were also analyzed to check for their adequacy and appropriacy to the pupils.

Data Collection Instruments

The instruments used to collect data were the Interview Schedule and was semi-structured, the Observation Schedule, Documents Review Schedule, and the Focus Group discussion of about three to four pupils.

Data Analysis

In Data Analysis Procedure, simple figures were involved counting frequencies of occurrences and calculating percentages. This also involved scrutinizing the respondents' statements that would be coded as emerging themes of study. At the end of data collection, all collected data was categorized into themes such as inadequate teachers, inadequate teaching and learning materials, dilapidated classrooms and poor furniture among others for the purpose of systematically examining and refining variation in emerging ground concept (Patton, 2000).

Ethical Considerations

Written permission was sought from the University of Zambia humanities and social sciences ethics committee, intended primary schools and from all concerned officials in the Ministry of General Education before commencement of data collection. All respondents in the research were informed of all procedures of the study and they made informed decisions on whether to take part or not. Confidentiality was observed by respecting the respondents' privacy and keeping the subjects anonymous by using pseudo names.

PRESENTATION OF FINDINGS

The Educational Experiences of Grade Four Pupils in Zambezi District

The data collected from pupils through interviews and focus group discussions showed that pupils had different experiences in the learning process and in the acquisition of knowledge skills and values in Zambezi. For example, when pupils were asked to explain what they liked or disliked about school, they had this to say:

***Pupil at school T:** I like school because they teach us things that I did not know. School will help me have more friends to play with here.*

***Pupil at school x:** Pezo like fighting and takes food i bring from home to eat. I don't like him, and he makes me become scared to come to school but father says go and make good life.*

***Pupil at school Z:** My school is very far for walking every day to come and go back. I wake up very early come again at the house very late*

The Views of Parents about the Educational Experiences of Grade four Pupils

The third research question wanted to establish the views of parents about the educational experiences of their children. The parents were asked various questions regarding their children and their teachers. Multiple responses were provided as presented in subsequent sections below.

***Parent to a pupil from School T:** That school never have enough teachers and at PTA meeting for parents, they told us that this was because the school does not have enough houses for teachers.*

Other parents further stated that although pupils may be enough in enrolments, it is difficult to have enough teachers for all grades.

***Parent to a pupil from School X:** my child sometimes goes to school and comes back without learning because there are about three to four teachers only and when one is absent, it is trouble for pupils*

Parent to a pupil from School Y: We live far from the school, and I know some families are even further than ourselves. So, for a child to move to the school alone it is hard. We must escort them sometimes when they are alone because they start off very early.

Lastly, the respondents (parents) from school Z said that the school never had enough teachers as they attributed this to a few teachers reporting to the station during their postings. On the part of the pupils, the respondents said that they were very few pupils and out of these a very minimal number would report for excessive beer drinking during month ends when salaries were read

Pupils' and Teachers' Experiences of Instructional Materials for Grade four Class.

Research Question four sought to establish the experiences of Grade four pupils and teachers towards the instructional materials in Grade four classes. The responses were classes under three subthemes from pupils, teachers and administrators presented below

The pupils from the four schools had similar or different views concerning the appropriateness of the materials used for teaching and learning.

To start with, the respondents from School T said that the school did not provide them with enough learning materials.

As for School x, the respondents said that their teacher did not provide them with enough learning materials. However, to remedy this situation, they said that their teacher would split the class into two groups whereby half of the class would go outside and would be given a specific type of work while attends to the remaining group. She would later swap them. On the part of paying school fees, the respondents said that it was done every term, but delayed in some instances where they would be chased.

The respondents from School Y also said that their teacher never provided them with enough learning materials. To curb this situation, the pupils in the focus groups said that their teacher would split or divide them into groups so that each one of them would have access to the shared copy in the groups. On the part of the school fees, the respondents said that payment of the school fees was done by their parents during the pick hours of the harvest time and delayed when it was not during pick hours.

Finally, the respondents from School Z said that their teacher never provided them with enough learning materials. To remedy this, the teacher asked them to have an outdoor activity related to the lesson taught as teaching and learning materials were not enough. The pupils went on to say that payment of school fees was done when their parents had a good harvest. In contrast, their parents failed to pay when each time there was a poor harvest resulting into them being chased. Pupils were asked on the appropriateness of teaching and learning materials and this is what they said.

Pupil from School T: *We don't have enough textbooks; we normally share one text book among three pupils.*

Pupil from School X: *Although we don't have enough textbooks, the teacher splits us into two thus some learn outside and the others inside and then we exchange*

Pupil from School Y: *We don't have enough textbooks; our teacher normally divides us into three to four pupils a copy.*

Pupil from School Z: they used outdated books to teach and learn and that the copies were few. The respondents went on to say that they would improvise in certain instances but not sufficient.

Summary

This chapter has presented the findings following the three research questions that the study wanted to address to chapter one. The chapter also presented data generated themes under each of the research question-based themes for easy reference in answering of the research questions. Furthermore, the chapter has analyzed on the educational experiences of Grade four learners in terms of what they learn as the first objective. The second objective looks at the views of teachers about the educational experiences of Grade four learners in terms of successes and failures. The third objective looks at the views of parents about the educational experiences of Grade learners as being a challenge due to inadequate staff. Finally, the fourth objective has looked at the instructional aspect where teaching and learning materials were outdated or insufficient.

DISCUSSION OF THE FINDINGS

This section discusses the findings presented in chapter four displayed under the headings of the objectives of the study. In this case, the discussion will also follow the same order of the research objectives as shown below.

- (i) Establish the Educational experiences of Grade four learners in selected schools of Zambezi district.
- (ii) Ascertain the views of teachers on the educational experiences of Grade four pupils in Zambezi district of Zambia.
- (iii) Determine the views of parents on the educational experiences of Grade four pupils in Zambezi district of Zambia.
- (iv) Establish pupils' and teachers' experiences on instructional materials for Grade four classes in Zambezi district of Zambia.

The Educational Experiences of Grade four Pupils of Zambezi District

Findings for research objective one has presented in the previous chapter indicated that pupils exhibited numerous educational experiences ranging from positive gain

knowledge to the problems in understanding what the teachers taught them and the unpleasant experiences in schools. Positive educational experiences included gaining knowledge and skills and making friends, while unpleasant experiences included bullying, distance to school, the absence of learning on some days and pupil absenteeism. This is in line with Mulenga & Muzata (2020) who carried out a study that sought to assess the conceptual understanding and experiences of Grade 4 learners with visual impairments in reading and writing Braille to the Grade 2's involving ten participants in two primary schools of Copperbelt province.

The objectives were to establish learners' ability to read and write Braille for grade 2, identify the nature of reading and writing difficulties concerning Braille for grade 2 and to assess the common reading and writing difficulties among grade 4 learners with visual impairment at the school. Three research instruments were used to generate qualitative data for the study. These were reading and writing assessment activities for the learners, Focus Group Discussion Guide for learners and an In-Depth interview Guide for the teachers. The findings reviewed different experiences that learners exhibited that included lack of early intervention, inadequate teaching and learning resources and inadequate practice of reading and writing Braille grade 2. The challenge of lack of materials is common in primary schools even for children without special needs. Other studies (Mwanza & Bwalya, 2019; Mwanza, 2020, 2020; Mkandawire, 2012; Nyimbili & Mwanza, 2021; Mumba & Mkandawire, 2020) also reported that both teachers and learners have challenges of lack of materials. They further argued that lack of materials in some cases and lack of appropriate materials in other cases make it difficult for teachers to provide learner centred teaching and the result is that teaching is not very effective. In this current study, it is recommended that teachers and school authorities should introduce learners with blindness to Braille early enough and provide intensive practice in Grade 2 braille. For this to happen, there is need for appropriate materials to be provided.

The study was based on blind pupils and is related to the current study in the sense that it highlights some education experiences that blind pupils encountered in their education. Furthermore, although Mulenga and Muzata's (2020) study was done on blind pupils and in Copperbelt province, it is important to the current study as it highlights on possible methodology to use to collect data even though my study is based on bolded pupils in Zambezi district of North-Western province.

This study relates to the current study in the sense that they help explain some possible educational disparities between rural and urban schools. These disparities may possibly be highlighted in detail in a study like the current one in Zambezi district of Zambia.

The implications of these findings are that education broadens pupils' experiences and helps children become well informed about their communities and the world they live in. For example, bullying at school exposes children to the unfair world we live in and that the lack of teaching and learning materials in

schools may reflect the poverty levels of most pupils, their families, and schools that they attend. Some of the unpleasant educational experiences are more severe in rural schools than urban schools.

The views of Teachers about the Educational Experiences of Grade four Pupils in Zambezi District of Zambia.

This was the second research objective and the findings reported in the previous chapter showed high pupil absenteeism. The class enrolments in these rural schools were relatively low in almost all the Grade four classes that were involved in the study. An average of twenty pupils or less were the initial official figures. However, when it comes to the daily attendance, very few were in class.

This in line with Burger (2011) on school effectiveness in Zambia studied the origins of differences between rural and urban educational outcomes among pupils. The study showed that Zambian urban pupils have significantly higher schooling attainment rates than rural residents and are more likely to be literate. The author further noted that to address this inequality in education outcomes it is important to understand to what extent this result is as a resource gap (for example, an additional teacher makes more of a difference in urban areas:157). The results showed that the rural urban gap was attributable both to differences in the presence of resources (55% of the gap) and differences in the returns on resources (45% of the gap). Since returns on resources are considerably lower in rural areas, additional resource investment alone is unlikely to close the gap between rural and urban schooling outcomes.

The Views of Parents about the Educational Experiences of Grade four Pupils in Zambezi District of Zambia

The third objective sought to address the views of parents on the educational experiences of Grade four pupils of Zambezi district. The previous chapter reported that schools in rural areas and in particular primary schools experience several challenges due to their locality. However, these schools encounter these problems because the community as well as the school administration and the staff don't seem to be united. Because of this, something must be done now before the worst goes to the worst. Danbolt, Banda, Klein and Tambulukani (2017) and Mkandawire (2022) stated that the positive relationship between the schools and the community is important in reshaping the education of children. Furthermore, "Parental involvement in children's education has been proved to have positive effects on learning achievement and there is much evidence that good home-school relations are conducive for learner wellbeing."

However, according to UNESCO (2005) states that the feature of a rural profile depicts distance to towns, topography, access to information technology, transport infrastructure, access to transport and infrastructure, access to services

and facilities, health education and economic status of the community and access to lifelong learning services. The term rural still eludes us because the term is ambiguous and the distinction with urban tend to be arbitrary, thus no concrete definition has been agreed upon. However, Zambia having diverse rural areas certain social, economic, educational, and cultural factors need to be considered in enhancing the definition of rural education. Rural schools are the schools which are on the outskirts of the country. Some use the concept synonymously with the concept farm school or small sch

The Pupils and teachers' Experiences on Instructional materials for grade four classes in Zambezi district of Zambia.

The fourth research objective wanted to establish pupils and teachers experiences with instructional materials for Grade four classes of Zambezi district of Zambia. The findings as presented in the previous chapter showed that for efficient teaching and learning to take place, materials must be made available in each lesson. However, according to the findings in these rural schools, it was observed that these schools never had enough teaching and learning materials. Apart from this, some of these materials available in these schools were not appropriate as they were either outdated or very advanced for the learners in terms of their ability. These findings are supported by Tambulukani (2001) who reported that lack of teaching and learning materials creates very unpleasant educational experiences for both teachers and learners. Furthermore, lack of teaching and learning materials, poor conducive culture and poor treatment of learners and other factors are indicators of education failure because these predict the successes of an educational programme (Daka et al., 2020; Mkandawire et al., 2019; Kafusha et al., 2021).

The study has addressed the research objectives and the research questions that it sought to investigate as explained in chapter one of this study. Furthermore, the overall conclusions of the findings are explained in sub themes below.

The Educational Experiences of Grade four learners in selected schools of Zambezi District

The study has noted pupils like to be in school as they gain knowledge, skills and make friends. However, they do not like to travel a long distance to school only to realize that the teacher is not available for them. They also dislike travelling a long distance to school being bullied by fellow pupils, not getting feedback from the teacher early on their class work. Pupils also disliked the absence of adequate teaching and learning materials in their classes. Finally, some pupils expressed their concern that some teachers were not familiar with language of instruction in Zambezi district, yet they were teaching it with difficulties.

The Views of Teachers on the Educational Experiences of Grade four Pupils in Zambezi District of Zambia

Teachers expressed concern that there was high rate of absenteeism among Grade four pupils in Zambezi District that contributed to poor educational outcomes in assessment items. Teachers also reported that some parents were not encouraging their children to go to school, instead, they sent them for fishing, hunting, picking up mushroom, attending traditional ceremonies and other domestic chores. Some teachers noted that they stayed far from schools that required transportation and some had problems with the transportation which made them miss some classes on some days. Teachers in this scenario had to use ox-cats as a mode of transport to access the district offices and other logistical places since the roads were sandy.

The Views of Parents on the Educational Experiences of Grade four pupils in Zambezi of Zambia

Some parents expressed disappointment that some teachers were not doing their work on some days where a pupil from a long distance under the escort by parents or a relative only to come back to school without learning. Some parents also stated that they were not actively engaged in school affairs. Some cited lack of resources to provide materials for their children's school while others were not interested in their children's education. Parents also expressed concern that the influence of alcohol and personal commitments to work for some teachers were seen to be among the major problems of education in Zambezi district. Individual teacher transfers particularly the female folk was the order of the day in Zambezi schools due to the rural locality of the schools, distance from the district and the aspect of inadequate accommodation. However, these resulted into the schools being understaffed and pupils being denied quality education.

The Pupils and Teacher Experiences on Instructional Materials for Grade four Classes in Zambezi District of Zambia

Teaching and learning materials were noted to be important to both pupils and teachers. However, they were in short supply across schools. Multiple pupils had a share of two to three copies that were available in class and some teachers lacked critical texts to guide them in their work across grade levels. Although teachers improved instructional materials and methods of teaching, they had their own limitations. Due to lack of guiding materials and already designed exercises, some teachers were not giving class activities or exercises to pupils on time resulting into delayed marking and without revisions. The chronic lack of teaching and learning materials in schools corresponded with lack of adequate and consistent funding by the government.

Recommendations of the study

The study made the following recommendations:

- (i) Administrators in primary schools to be undergoing workshop programmes on teacher supervision regularly to enhance quality education in these schools.
- (ii) The government through the ministry of Education to increase funding for procurement of books in primary schools which could be a move towards the right direction. With the increased funding, it is hoped that these primary schools will go beyond just buying textbooks, but also other learning materials like charts, flash cards, dictionaries, junior novels and many others.
- (iii) The government through the ministry of Education to set up strict measures on the deployment of teachers on first appointment so that individual teacher transfers and particularly the female folk are not seen on the increase as they are on record to leave rural schools faster than males.
- (iv) Schools should work and cooperate with parents to the children that they teach and further encourage parents from giving much work to children during school days and better discourage them marrying off young girls.
- (v) A survey to establish the availabilities of teaching and learning materials in rural schools of Zambia by grade level.
- (vi) A study to look at teachers' behaviours in the community against their work output in schools.

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