

**AN EVALUATION OF THE FACTORS THAT CONTRIBUTE TO LOW
TRAINEE-TEACHER ENROLMENT IN LINGUISTICS AND AFRICAN
LANGUAGES AT KWAME NKURUMAH UNIVERSITY IN ZAMBIA**

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Abstract

This paper evaluates the factors that contribute to low trainee-teacher enrolment levels in Linguistics and African languages at Kwame Nkrumah University in Zambia. The article aims to establish and analyse the challenges facing the career development of certain Zambia courses in colleges and universities and possible remedies to alleviate such problems. The study used a qualitative approach, questionnaires, elicitation and document analysis methods to collect data. The paper used descriptive, analytical and thematic principles to analyse the data. The study is guided by the marginal framing backed by the tenets of effective management. The study shows that low enrolment levels of trainee-teachers in Linguistics and African Languages at Kwame Nkrumah University are associated with several factors which include; an inferiority complex, superiority complex, lack of government scholarships, lack of confidence, lack of career guidance at grade Twelve level, negative attitude of pupils while in Grade Twelve, a misconception that there are no employment opportunities, a fallacy that linguistics of Bantu languages is complicated, criticism of pupils during secondary school days, lack of consideration for Head of Department of Literature and Languages and lack of parental support.

Keywords: *Low enrolment, Linguistics and African languages, trainee-teachers, Kwame Nkrumah University, Zambia*

1.0 INTRODUCTION

Linguistics and African Languages is a course which is offered in teacher training institutions in Zambia to prepare trainee-teachers to go and teach Zambian languages in secondary schools. Zambian languages are among the six language-based subjects, namely, English, Zambian languages, Literature in English, French,

Chinese and Portuguese which are taught in the Department of Literature and Languages in secondary schools (MoE, 2013). Zambian languages in secondary schools have eight components, namely; Translation, Literature, Compositions, Comprehension, Proverbs and sayings, Grammar, Summary, and Listening and speaking.

Teaching of Zambian languages can be used to preserve full indigenous knowledge and survival skills in secondary school learners. The above can be achieved through effective teaching of components such as Literature in Zambian languages. Preservation of the indigenous knowledge of Zambian languages depends on having fully trained teachers in the subject. Siame (2022b) opines that a lack of preserving local knowledge which is achieved through the teaching of Zambian languages in secondary schools can lead to the death of local languages. Imparting knowledge and skills embedded in Zambian languages is affected by low enrolment levels of trainee-teachers who choose the career of teaching Linguistics and African Languages. This situation has led to understaffing in secondary schools and offering the Linguistics of African Languages (Zambian languages) as an optional subject. If the lack of trained personnel to handle the subject persists, there is a likelihood of schools phasing out Zambian languages.

The paper evaluates the factors that lead to dwindling enrolment levels for student teachers who choose to train as teachers of Zambian languages in secondary schools. Based on the statistics obtained concerning full-time students who majored in Linguistics and African languages in the past four years (2020-2023) at Kwame Nkrumah University, the institution in general and the Department of Literature and Languages in particular, had sixteen students in 2020 and ten students in 2021 to 2023 respectively. Therefore, the article aims at excavating, identifying and analysing the factors that make students at Kwame Nkrumah University shun Linguistics and African Languages as their teaching career. The paper progresses as follows; literature review, theoretical locale, methodology, results and discussion, and the conclusion.

2.0 Literature Review

Literature shows that Zambia is a multilingual nation (Marten & Kula, 2014). According to Brelsford (1965), there are approximately seventy-two (72) languages which are spoken in Zambia as can be seen in the linguistic map in Figure 1:

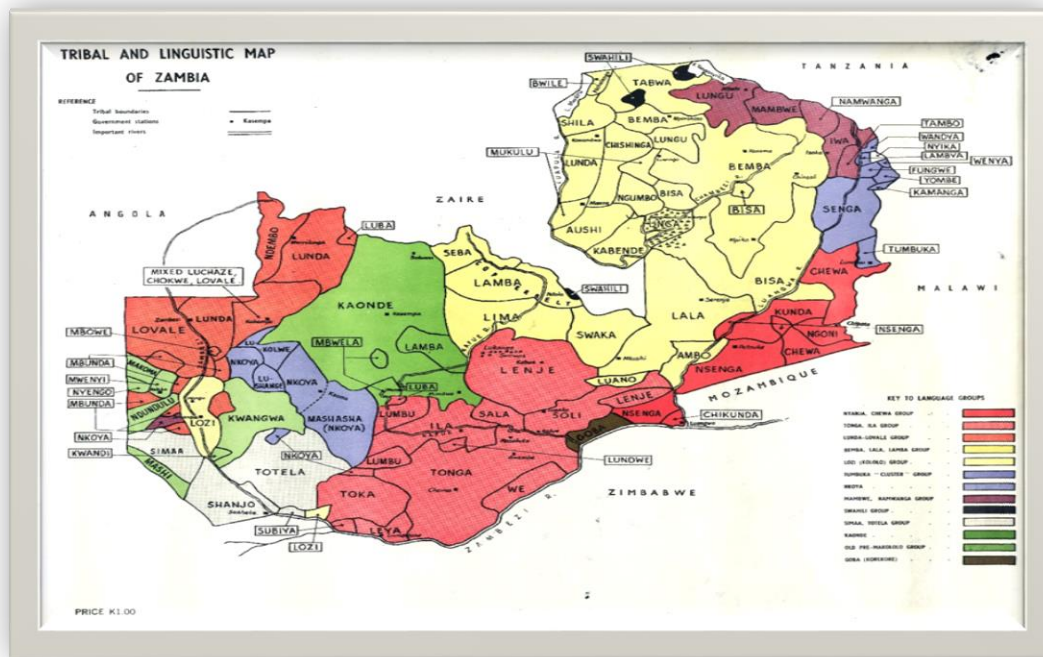


Figure 1: Linguistic map of Zambia (Adapted from Brelsford, 1965:158)

Based on the linguistic map (Figure 1), the researchers note that out of the 72 languages, seven have been designated as regional official languages (henceforth ROL) for political, initial literacy, education, language planning and administrative purposes (Banda, 1996). The seven Zambian ROL are Bemba, Nyanja, Tonga, Kaonde, Lozi, Luvale and Lunda (Nkolola, 2013). The seven ROL are the ones which are taught to trainee-teachers of Linguistics and African Languages at Kwame Nkrumah University. The remaining sixty-five local Zambian languages are regarded as dialects of the ROL or non-regional official Zambian languages (Siame, 2023). The low trainee-teacher enrolment in Linguistics and African Languages is the concern of this paper. Factors leading to this low enrolment should be excavated and possible solutions must be provided to preserve indigenous knowledge and prevent possible language death.

Nsiah (2006) outlined the challenge of the lack of adequate staff development programmes for a sustainable career structure coupled with inadequate instructional materials, books, and learning materials. The scholar points out that higher learning institutions lack funding from the government as well as effective monitoring of the management. This finding is consistent with the prevailing situation at Kwame Nkrumah University which has inadequate staff to teach certain courses in Linguistics of African Languages such as Lexicography and stylistics. The few existing academics are overloaded to the extent of shedding off some courses for them to remain afloat and relevant to teaching and the institution. The overdependence syndrome on a few existing academic staff makes them less effective due to understaffing. In addition, the few existing overburdened academic staff can neither be effective in academic research nor upgrade themselves. Not only is the Department of Literature and Languages in general and Linguistics and African Languages Section in particular understaffed but there are also inadequate instructional materials, books, and learning materials for the course.

In addition, as Nsiah (2006) notes, there are inadequate directional, relevant, teaching and learning facilities, leading to poorly prepared students and a lack of self-confidence in student graduates. The scholar argues that institutions of learning do not have correct and reliable operational data and statistics for education planning. This shows that many universities have inadequate administrative procedures and lack a systematic approach to information communication technology (ICT). The scholar opines that the above challenges are attributed to different political systems, population growth, international and national decrees, and a new socio-economic dispensation.

Musigafi *et al*, (2015) argue that financial challenges are a recipe for many other problems associated with learning such as the high rate of students dropping out and late completion of studies. It can be argued that most of the students in higher learning institutions are affected academically, psychologically, and financially. It is rare to have students of Linguistics and African Languages considered for a government scholarship, a demonstration of the inferior status assigned to the programme. Therefore, students would rather go to courses which are considered for financial assistance.

A study conducted by Lubungu & Mudenda (2017) revealed that content, organisational, pedagogical, communicative, and personal growth competencies still haunt the education area at Kwame Nkrumah University. These factors have equally affected the enrolment levels of Linguistics and African Languages at the institution, a situation which must be checked and addressed to preserve the course, academics and indigenous knowledge. Furthermore, the study reveals insights into factors linked to the expectations, and support of students and lecturers alike, which proved influential in terms of lecturers' output and students' resilience and motivation to remain on course. It can be argued that motivation plays a major role to have a good lecturer's output as well as students' resilience. This is consistent in terms of improving the enrolment of the students in particular courses such as Linguistics and African Languages (Zambian languages). The study also reveals that students' progression rate and their stay on the programme depend on the support provided while lecturers' motivation to deliver quality information depends on their competencies and the support they get from the managerial system. The study further shows that growth in enrolments depends on the institution's capacity to provide appropriate academic and student support and, therefore assessment of programme inputs and outcomes is a crucial component of educational effectiveness.

MoE (2013) shows that the Zambian curriculum framework provides for two career pathways, that is, academic and entrepreneurship. This shows that the curriculum developers are mindful of career education as a way of preparing learners for their future endeavours. It can be observed that Linguistics and African Languages, as teaching careers, fall under the academic pathway. This entails that the learners at secondary schools are expected to be guided by their expectations of courses found in universities should they choose a teaching career. It can be noted that the framework in question is wonderful, but lacks implementation at the secondary school level. Some learners leave secondary schools without an ambition in mind because the school guidance and counselling teachers do not prepare the school leavers for their different career endeavours.

Siame (2023) opines that the negative attitude of learners and parents towards Zambian languages is among the critical impediments to the teaching of local languages. Juan (2006) postulates that the learners' negative attitude towards learning local languages begins with those who progress from primary to secondary schools which emanates from limited acquisition of learning competencies in their familiar languages. This trend prevents the learners from active participation in classroom activities during their secondary school level. Siame (2023) argue that if a negative attitude towards learning local languages is not checked, Zambia risks undergoing local language death. There is a great need for parents to work hand in hand with the teachers to motivate the learners to consider taking the local languages as a way of preserving indigenous knowledge (Siame, 2022a).

It can be observed that the above-reviewed literature deals with courses offered to students in general in universities around the globe including Kwame Nkrumah University. The review literature also deals with the general challenges faced by both pre-service and in-service students in various universities. However, the present study specifically problematises the factors that contribute to low trainee-teacher enrolment levels in Linguistics and African Languages at Kwame Nkrumah University in Zambia, especially full-time students.

2.1 Theoretical Locale

The study is informed by the marginal theory (McClusky, 1963) and is backed by tenets of equitable management (Siame & Lubungu, 2023). The marginal theory looks at the potential restrictions to participation in the management of educational affairs. Siame & Lubungu (2023) show that restrictions hinder the active involvement of students in planning and education. In this paper, the above restrictions lead to the marginalisation of students who choose to train in Linguistics and African Languages at Kwame Nkrumah University, a situation which has resulted in low enrolment levels at the institution. Restrictions also hinder cohesion and unity between students and the university management (Marten & Kula, 2014). Therefore, the marginal theory aims at removing the potential restrictions to achieve active participation. This is consistent with the present paper which advocates for identifying and removing potential restrictions that have been hindering improved enrolment levels for teachers' teaching careers in Linguistics and African Languages.

Drawing insights from tenets of equitable management, teachers who are curriculum implementers must be given due consideration when they decide to train in Linguistics and African Languages (Siame, 2022a). To account for factors that contribute to low trainee-teacher enrolment levels in Linguistics and African Languages at Kwame Nkrumah University in Zambia, the study adopts the tenets of equitable management as a corpus to evaluate the factors that contribute to demotivating the upcoming students in the named course. Siame & Lubungu (2023) opine that the tenets of equitable management can be used to redeem equity of implementers of education (teachers), whose voices are usually caged. The finding is consistent with students in Linguistics and African Languages who have not been given a chance to voice out the factors that contribute to low enrolment levels, a situation that has led to dwindling numbers of students being enrolment in the academic years in question. It can be argued that the choice of the marginal theory for this study is befitting because its aim at removing potential restrictions will be useful during the identification and analysis of the factors that contribute to low trainee-teacher enrolment levels in Linguistics and

African Languages at Kwame Nkrumah University in Zambia (McClusky, 1963; Siame & Lubungu, 2023).

Tenets of equitable management are required to effectively manage the welfare of students studying Linguistics of African Languages. It is hoped that the effective application of the tenets discussed below would help to improve the enrolment levels of trainee teachers in Linguistics and African Languages. Figure 1 below presents the eight tenets of equitable management which can be adopted in the management of Linguistics and African Languages enrolment trends at Kwame Nkrumah University:

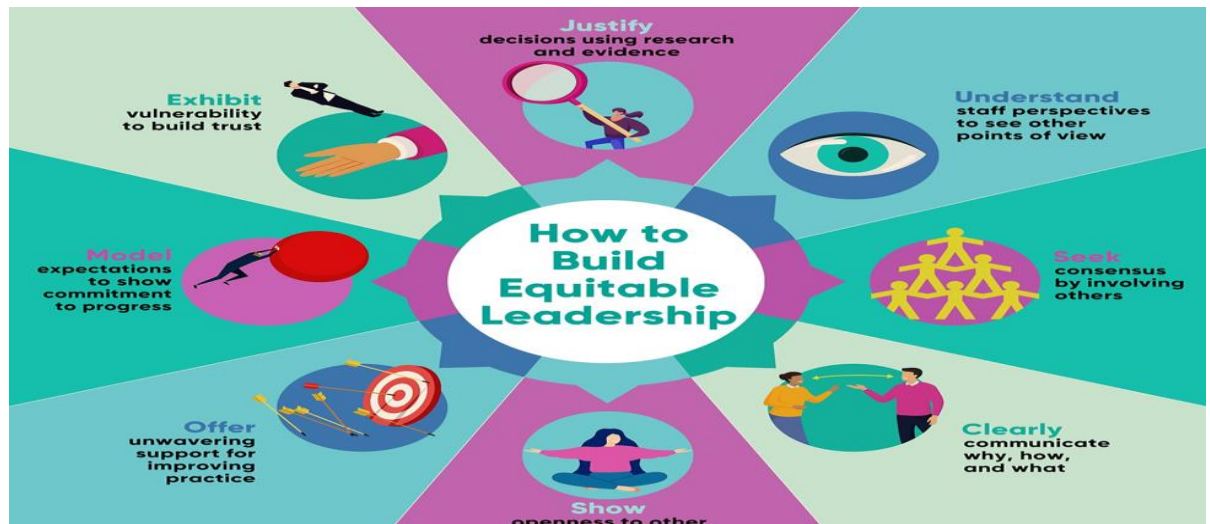


Figure 2: Equitable management of trainee-teachers in Linguistics and African Languages (Adapted from Siame, 2022a)

Using the above-provided characteristics of equitable management of trainee-teachers in Linguistics and African Languages (Figure 2), the university management needs to conduct research like the present study to analyse and ascertain the factors that contribute to low trainee-teachers enrolment levels in Linguistics and African Languages at Kwame Nkrumah University in Zambia before they make certain decisions. This step can help the management to identify and resolve the hardships students of Linguistics of African Languages face when they are not considered for government scholarships. The second tenet shows that the university management is expected to take into account the points of view of student teachers who are training in Linguistics and African Languages. This shows that students deserve to be given a chance to express themselves in terms of challenges they face during their studies both at the university during their course of study and in secondary schools when learning Zambian languages which is a requirement for them to train in Linguistics and African Languages. Implementing the above tenet would help to find lasting solutions to the low trainee-teacher enrolment levels in Linguistics and African Languages at Kwame Nkrumah University in Zambia. Siame (2022a) notes that the third tenet of equitable management requires seeking consensus by involving student teachers of Linguistics and African Languages before the university management implements any policy for or against the affairs of the students in the above course. Considering this tenet would create a good relationship with students and would help to uplift the enrolment levels in Linguistics and African Languages.

The fourth tenet requires the university management to clearly explain the rationale behind the introduction of any policy for or against the in-service teachers so that they are psychologically prepared. It should be clearly explained to students of Linguistics and African Languages why they are rarely considered for scholarship. For instance, students are sometimes victims of the system that looks down on their chosen courses when they are told that they cannot write the end of the year or the final examination during the examination period because they are owing the institution (Siame & Lubungu, 2023). The fifth tenet encourages management to be open to student teachers' ideas and suggestions regarding their education. The next tenet is about management offering unwavering support to students training in Linguistics and African Languages at Kwame Nkrumah University. Management is expected to be neutral when recommending students for government scholarships by bringing all courses on board including Linguistics and African Languages. By so doing, the institution will market the course and improve the enrolment levels. The seventh tenet encourages management to become role models in promoting the pride of all students including those training in Linguistics and African Languages when formulating policies to improve the enrolment levels. The eighth tenet requires management to exhibit partiality towards vulnerable and marginalised students to build trust and uplift enrolments. It is hoped that the effective implementation of the discussed tenets will help to improve the enrolment levels for students in Linguistics and African Languages at Kwame Nkrumah University.

3.0 Methodology

The study adopted a qualitative approach to guide the data collection and analysis. Literature shows that the results obtained using qualitative research are holistic, non-numerical, inductive, subjective, and process-oriented methods used to understand, describe, interpret, and develop a theory on a phenomenon (Brink & Wood, 1998; Kapau, 2021; Siame et al, 2023). Studies such as Mutch (2005) and Siame (2022a) have shown that research findings obtained using the qualitative design are reported using words and sentential expressions.

Ten (10) trainee-teachers in the Department of Literature and Languages in 2023 at Kwame Nkrumah University were sampled purposively to represent the seven regional official languages (ROL) which are spoken across Zambia. Five were students of Zambian languages while five did not choose Zambian languages. The sample students became the primary source of data collection. The questionnaires, elicitation and document analysis methods were adopted to justify the descriptive objectives using secondary data (Siame, 2019). Data were elicited by distributing a questionnaire to each respondent about the factors that contribute to low trainee-teacher enrolment levels in Linguistics and African Languages at Kwame Nkrumah University in Zambia. Each respondent filled out the questionnaire and was a data verifier. The document analysis method was adopted to validate the primary data which was collected by the students using related secondary sources of information. Chaleunvong (2009) shows that identifying and retrieving secondary sources of data required for the study is the systematic starting point of efficient data collection. Responses from the ten respondents concerning the factors that contribute to low trainee-teacher enrolment levels in Linguistics and African Languages at Kwame Nkrumah University in Zambia were recorded and coded according to prominent themes.

Using the rationale of Mugenda & Mugenda (1999), data collection went hand in hand with analysis. Data from both oral and secondary sources were analysed

analytically using descriptive, thematic, and tabular concepts. The documents which were analysed were accessed from libraries, the internet, and published works.

4.0 RESULTS AND DISCUSSION

Results and discussions are presented side by side using the identified themes based on the responses from the collected data on the factors that contribute to low trainee-teacher enrolment levels in Linguistics and African Languages at Kwame Nkrumah University in Zambia.

4.1 Inferiority and Superiority Complex

Table 1 shows the results from informants regarding the presence of inferiority and superiority by would-be students and sponsors both at secondary and tertiary institutions:

Table 1: **Existence of inferiority and superiority complex towards
Zambian Languages**

Responses	Frequency	Per cent
Strongly agree	10	100
Agree	00	00
Not sure	00	00
Strongly disagree	00	00
Disagree	00	00
Total	10	100

The table shows that 100% of the students strongly agreed that both inferiority and superiority complexes exist at secondary school and tertiary levels. The finding implies that this factor contributes to low trainee-teacher enrolment in Zambian languages. This is in tandem with Musigafi et al. (2015) who note that financial challenges are a recipe for many other problems associated with learning such as late completion of studies which is a demonstration of inferiority complex on some courses such as Linguistics and African Languages. This finding is consistent with (Siame, 2023) who reports that one of the critical impediments to teachers of Zambian languages in secondary schools is that they are usually despised and looked down upon. Due to this scenario, many would-be teachers avoid training as teachers of Zambian languages because they feel that teachers of this subject are marginalised. In addition, teachers of the English language regard themselves to be superior to those of Zambian languages, a factor which demotivates the would-be trainee-teachers of Linguistics and African Languages. It is worth noting that the above factor has led to understaffing of teachers of Zambian languages. It is envisaged that teaching Zambian languages prevents local languages' death (Siame, 2022a). It can be argued that it is rare to have students of Linguistics and African Languages considered for government scholarship. This shows that other courses are held in high esteem while students of this course are looked upon down. This factor makes students shun enrolling for Linguistics of African Languages. The results suggest that many would-be students think that Linguistics of African Languages is very simple and has no future opportunities. It can be argued that such thinking is a fallacy because the linguistics of Bantu or African languages is more complex than for instance English language. The study further shows that low enrolment levels of trainee teachers in Linguistics and African Languages are attributed to appointments of

Heads of Departments which are biased toward the English language. It must be pointed out that when fairness in appointments is overlooked and overtaken by marginalisation, the side-lined teachers of Linguistics and African Languages tend to feel inferior to those who majored in the English language during their training. This trend affects the would-be teachers of Zambian languages which subsequently affect the enrolment levels for the course. There is a need for the course to be promoted by the university management by allowing it to compete favourably with other courses. There is also a great need for appointing authorities of Heads of the Department of Literature and Languages in the Ministry of Education in Zambia not to be biased toward those who majored in the English language.

4.2 Lack of Confidence

The table below illustrates the lack of confidence in the would-be students of Linguistics and African Languages:

Table 2: Lack of confidence to take Linguistics and African Languages

Responses	Frequency	Per cent
Strongly agree	08	80
Agree	02	20
Not sure	00	00
Strongly disagree	00	00
Disagree	00	00
Total	10	100

The results of the survey affirm that 100% of the trainee students of Linguistics and African Languages lack self-self-confidence, a situation that adversely affects the enrolment levels of the course. This finding is in tandem with Nsiah (2006) who notes that there is a challenge of inadequate directional, relevant, teaching and learning facilities, leading to poorly prepared students and a lack of self-confidence in students. This result reveals that a lack of self-confidence in the students of this course might lead to producing unbaked teachers in Linguistics and African Languages. The confidence of would-be students must be created when they are in secondary school. Career guidance and counselling teachers should help to trigger the ambitions of would-be students in Linguistics and African Languages.

To create self-confidence in the would-be students of the course under discussion, this study proposes that the university management should once in a while allow academicians in the Linguistics and African Languages (LAL) Section to go and conduct career talks to Grade Twelve learners across the country to prepare them for the future endeavours as well as bringing on board the benefits of choosing as a teaching career. Although the undertaking would be costly, it would help to revive the enrolment levels for Linguistics and African Languages. In addition, to cut down on the cost, the university management should collaborate with other universities such as the University of Zambia and Mulungushi University where Linguistics and African Languages is offered and share the cost of career guidance.

4.3 Lack of Career Guidance at the Grade Twelve Level

The results below are the outcomes from the questionnaires regarding career guidance when the would-be students of Linguistics and African Languages are still in secondary schools:

Table 3: Career guidance is offered at secondary schools

Responses	Frequency	Per cent
Strongly agree	00	00
Agree	00	00
Not sure	00	00
Strongly disagree	08	80
Disagree	02	02
Total	10	100

The results show that 100% of the informants did not witness career guidance being offered in the secondary schools they attended. This shows that learners are not helped to discover and explore their ambitions while at secondary schools. Therefore, the lack of career guidance at secondary schools regarding which courses exist in universities such as Kwame Nkrumah is a contributing factor to low enrolment levels for courses such as Linguistics and African Languages. This finding correlates with Musigafi et al. (2015) who report that students at the Zimbabwe Open University (ZOU) lack sufficient time and knowledge when making career choices. The finding also shows that the learners are left to choose careers on their own, that is, without proper guidance. The researchers of the present study argue that there is a need for a deliberate policy in secondary schools to reinforce career guidance in secondary schools in Zambia. The researchers are cognizant of the fact that the current curriculum of secondary schools in Zambia has what is called ‘career pathways’, but does not work for the benefit of learners hence a need to reinforce the implementation of the curriculum (MoE, 2013).

In Zambia, as noted earlier in the discussion, two career pathways are promoted, namely, academic and vocational. The academic pathway prepares learners for academic endeavours, such as becoming a teacher of Linguistics and African Languages while the vocational pathway is used to prepare the minds of the school leavers in entrepreneurial skills so that they are not over-dependent on white-color jobs. The guidance and counselling teachers should, therefore, conduct career guidance following the curriculum framework to prepare the school leavers for their future career choices and endeavours. It is hoped that promoting such a viable trend in secondary schools would enlighten the learners who intend to be trained as secondary school teachers in language education which would in turn help to uplift the enrolment levels of students choosing Linguistics and African Languages as their teaching career.

4.4 *Negative Attitude of Pupils while in Grade Twelve*

The table below shows results obtained from the questionnaires concerning negativity towards learning Zambian languages in secondary schools:

Table 4: Negativity towards Zambian languages at secondary school level

Responses	Frequency	Per cent
Strongly agree	07	70
Agree	02	20
Not sure	00	00
Strongly disagree	00	00
Disagree	01	10
Total	10	100

Results show that 90% of informants agreed that there is negativity towards the learning of Zambian languages in secondary schools which culminates in Linguistics and African Languages at the university level such as Kwame Nkrumah. The above factor is consistent with Usó Juan (2006), and Siame (2023) who postulate that the learners' negative attitude towards learning local languages begins with those who progress from primary to secondary schools which emanates from the limited acquisition of learning competencies in their familiar languages. It can be argued that negativity towards learning Zambian languages begins at the primary and secondary school level and adversely contribute to low enrolment levels at universities. Zambian languages at the senior secondary school level are expected to provide the background of linguistics of both English and African languages. However, the study shows that the opposite is true because learners miss the cardinal concepts of linguistics and as such when it comes to Linguistics and African Languages at undergraduate level, learners face challenges and shun the course.

The same is true when it comes to Linguistic science at the postgraduate level, those who majored in English language and had a negative attitude towards Bantu languages at undergraduate level face serious challenges when conducting comparative linguistics between English language and a Bantu language as opposed to those who majored in Linguistics and African Languages. Therefore, negative attitudes towards Zambian languages at both secondary school and undergraduate should be seen as academic cancer for students who intend to further studies in Linguistic Science at postgraduate level because they are not likely to have a strong base or foundation, especially comparative linguistics of English and Bantu languages. The present study proposes a balanced linguistic exposure and experience for students who intend to be experts in linguistics.

4.5 *Misconception about Employment Opportunities*

The findings regarding misconceptions about the lack of employment opportunities for students who major in Linguistics and African languages are presented in the table below:

Table 5: Enough employment opportunities for Linguistics and African Languages students

Responses	Frequency	Per cent
Strongly agree	00	00
Agree	03	30
Not sure	02	20
Strongly disagree	00	00
Disagree	05	50
Total	10	100

These findings reveal that 30% of informants were aware of employment opportunities for those who study Linguistics and African Languages, 20% were not sure and 50% disagreed. This factor shows that students lack information about the job opportunities for those who study the course. This should be seen as one of the serious factors that have contributed to the low enrolment levels of trainee teachers in Linguistics and African Languages. Knowledge is power and those who lack it cannot move in the correct direction. It must be pointed out that this knowledge must be acquired at secondary schools through guidance and counselling teachers as learners decide on their career pathways. The ambitions of learners at secondary schools define the courses they will pursue at the university level. Therefore, the misconceptions about career opportunities must

be cleared at secondary schools by guidance and counselling teachers. There is also a need to promote careers day where experts in Linguistics and African Languages should be invited to talk to outgoing learners about the benefits of studying the course. Learners should be motivated that they will find enough opportunities if they study Linguistics and African Languages such as secondary school teachers, lecturers in colleges and universities, translators, interpreters, language consultants, broadcasting services, and many more jobs. Motivating students in the present study correlates with a study conducted by Lubungu & Mudenda (2017) who contend that organisational and personal growth competencies still haunt the education area at Kwame Nkrumah University. The scholars have argued that insights into factors linked to the expectations, and support of students and lecturers alike, proved influential in terms of lecturers' output and students' resilience and motivation to remain on course. It can be argued that lack of motivation has greatly affected the enrolment levels of Linguistics and African Languages at Kwame Nkrumah University. This result shows that motivation plays a major role during the enrolment of students. This aspect should be considered if the institution wishes to improve the enrolment of the students in Linguistics and African Languages (Zambian languages). It can further be argued that students' progression rate and their stay on the programme depends on the support provided while lecturers' motivation to deliver quality information depends on their competencies and the support they get from the management.

4.6 Lack of Government Scholarships

The trainee teachers studying Linguistics and African Languages who were the key informants expressed concern over not being considered for government bursaries, loans, or scholarships. The results of the study are shown in Table 6 below:

Table 6: Lack of consideration for scholarships

Responses	Frequency	Per cent
Strongly agree	10	100
Agree	00	00
Not sure	00	00
Strongly disagree	00	00
Disagree	00	00
Total	10	100

The table above shows that 100% of informants agreed that the government of Zambia rarely considers students training in Linguistics and African Languages at Kwame Nkrumah University for loans and scholarships. This result reveals that trainee teachers in Linguistics and African Languages are not considered for scholarships under the Higher Education Loans and Scholarships Board (HELSEB) in Zambia. This factor which promotes low enrolment levels among students in the course in question agrees with Nsiah (2006) who bemoans the lack of funding for some students in particular disciplines at teacher training institutions from the government. The informants lamented that loans and scholarships are mostly accessed by students in other courses such as sciences and Business studies a situation that promotes inferiority and superiority complex discussed in 5.1 which in turn is a recipe for low enrolment levels of courses which are marginalised such as Linguistics and African languages. The above trend which would be described as segregative, is contrary to private universities in Zambia such as St. Eugene-DMI and ICU Universities respectively, where all students are considered for scholarships. At the named institutions, some students are awarded 50%

scholarships irrespective of the courses they are studying while others are given 75%. The above-prevailing situation in private universities reduces financial challenges and increases enrolment trends for trainee teachers who are only required to either pay 25% or 50% and are not deemed marginalised. It is hoped that the Higher Education Loans and Scholarships Board in Zambia will emulate private institutions and extend financial assistance to all the students at Kwame Nkrumah University, a situation which is likely to improve enrolment levels in Linguistics and African Languages.

5.0 CONCLUSION

This paper has evaluated the factors that contribute to low trainee-teacher enrolment levels in Linguistics and African languages at Kwame Nkrumah University in Zambia. The low enrolment levels of trainee teachers in Linguistics and African Languages are associated with several factors. These factors are inferiority complex, superiority complex, lack of government scholarships, lack of confidence, lack of career guidance at grade Twelve level, negative attitude of pupils while in Grade Twelve, a misconception that there are no employment opportunities, a fallacy that linguistics of Bantu languages is complicated, verbal criticism of pupils during secondary school days and lack of consideration for Head of Department of Literature and Languages, and lack of parental support. The students who desire to develop their teaching career in Linguistics and African Languages should also be considered for scholarships offered by the Higher Education Loans and Scholarships Board (HELSEB) in Zambia to resolve financial challenges. Scholarships can help to resolve financial constraints and subsequently improve the enrolment levels of students training in Linguistics and African Languages. The above-mentioned factors are the most critical contributing factors to the low enrolment levels of trainee teachers at Kwame Nkrumah University. The discussed factors are also likely to affect the enrolment levels of trainee teachers in other universities in Zambia such as the University of Zambia and Mulungushi University where Linguistics and African Languages are offered. It is important to note that Zambia has ten provinces hence training ten students per year who major in Linguistics and African Languages entails deploying one graduate teacher per province per year. Therefore, there is a great need to boost the enrolment levels in this career development through the introduction of fast-track programme by the government of the Republic of Zambia through the Ministry of Education. Finally, there is a need for Kwame Nkrumah University to embrace the findings of this study if enrolment for Linguistics and African Languages students is to improve.

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