

PARENTAL INVOLVEMENT IN THE PROVISION OF
EDUCATION: A CASE OF THREE SELECTED COMMUNITY
PRIMARY SCHOOLS OF CHISAMBA DISTRICT, ZAMBIA.

BY

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DEDICATION

I dedicate this project to my husband, Hegger Mudenda, my daughters; Prisca, Nester, Patricia, Mapalo and my sons Eric and Owen who supported me throughout my study.

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AUTHOR'S DECLARATION

I, Beatrice Banda do declare that this dissertation represents my own work and that it has not in part or in whole been presented as material for award of any degree at this or any other University. Where other people's work has been used, acknowledgement has been made

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CERTIFICATE OF APPROVAL

The University of Zambia approves the dissertation of Beatrice Banda as fulfilling part of the requirements for the award of the Master of Education in Education Administration and Management.

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LIST OF ACROYNMS AND ABBREVIATIONS

| | |
|---------------|---|
| CD | Community Development |
| DEBS | District Education Board Secretary |
| FGD | Focus Group Discussion |
| MOE | Ministry of Education |
| P.T.A | Parents Teachers Association |
| NGO | Non-Governmental Organisation |
| UN | United Nations |
| UNESCO | United Nations Educational Scientific and Cultural Organisation |
| WB | World Bank |
| ZIC | Zonal Inset-Coordinator |
| ZPA | Zambia Pre-School Association |

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Abstract

The study investigated parental involvement in the provision of education in three selected community primary schools in Chisamba District. The objectives of the study were to; investigate ways through which Parents get involved in the provision of education, establish the benefits of parental involvement in the provision of education, ascertain challenges faced by parents in their involvement of providing education and suggest measures that should be put in place to improve parental involvement in the provision of education in three selected community primary schools in Chisamba District. The study evoked qualitative approach using a descriptive research design. A total sample of 38 participants consisting of 15 parents, 15 pupils, 3 head teachers, 3 teachers, 1 DEBS and 1 Zonal Insert Coordinator were purposefully and conveniently drawn from three community primary schools in Chisamba District. Data was collected through interview guides and focus group discussions. Analysis of data was done thematically. The findings from the study revealed that parents got involved through participation in PTA meetings, helping children with school-home works, attending school disciplinary cases and engaging them in school projects. As regards the benefits, the study reported that parents' involvement improved school attendance, brought about more suggestions, improved behaviour in learners, built a cordial relationship between school and community, increased awareness of school activities and improved school-homework policy. The major challenges faced in parental involvement were that, parents were too busy, lacked information, transport, resources and communication from schools. Based on the findings of the study, three major recommendations emerged: Government through the Ministry of General Education (MoHE) should provide adequate funding to these community schools, collaborate with Parent Teacher Association (PTA) and other private sectors in supporting such schools and make available teaching and learning resources in order to make teaching and learning possible. Additionally, well established community and government schools should be giving assistance to such schools in order to improve the delivery of education.

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives and research questions. The significance of the study, theoretical framework, delimitation, limitations and operational definitions of terms are also elaborated.

1.2 Background

The history of education in Zambia is believed to have first emerged in the colonial period from 1890 to 1926. These were organized by European Missionaries who aimed at Christianizing the communities through education. The Christian community provided educational facilities for many years and operated these schools without much help from the government (Kelly, 1991). Zambia just like other African traditional societies had its own system of education to which school-community partnership was a part of, through which elders passed the desired societal norms, values, skills, and knowledge to their next generations (Snelson, 1974).

Sadly, throughout the history of formal education in the colonial era, school-community partnership as an important component of education was not given greater importance probably (UNESCO, 1964). Even then, the provision of this form of education was totally left in the hands of the private sector hence; school-community partnership was only accessible in urban areas and by rich people who could afford to pay the school fees (MOE, 1996). In 1972, the Zambia Pre-school Association (ZPA) was created as an umbrella organization to look at issues of school community partnership by taking charge of community related matters in the country.

As an umbrella body, ZPA went further to broaden its mandate that included training of teachers and designing of community-based stations of learning and distribution of materials (MOE, 1996). That was a step in the right direction, unfortunately it did not yield enough returns in the growth of school community

in the Second Republic as the Zambian government failed to take up full responsibility of providing quality school community partnership across the country. As such, the provision and support of school-community partnership still remained largely in the hands of private providers, Non-Governmental Organizations and Faith-based Organizations (Kelly, 1991).

The current emphasis on the provision of quality school-community partnership Education For All in Zambia, seemingly emanated from the resolutions of the Jomtien Conference on Education For All in 1990 and Dakar Framework of 2000 in Senegal (MOE, 1996). The Dakar Framework on Education for All (EFA) reaffirmed the Jomtien recommendations and appealed for political will from various countries to provide comprehensive school-community partnership policies and tackle various challenges of child development (UNESCO, 2009). Zambia being a signatory to these international conventions committed itself to upholding the resolutions by drafting a National Policy on school-community partnership in line with National Development (MOE, 1996). This was because the Republic of Zambia believed that, such a framework would facilitate the advancement of the rights of communities.

Away from the above observations, today school-community partnership worldwide is being treated as an important component of the national school system in most countries because of various benefits that are associated with it. Review of empirical studies show that, communities are eager to learn and that learning occurs faster in pupils when the community is fully involved (Bowman, 2001). Another research that applied an economic principle to community involvement learning and development showed that, early success begets later success (Houghlon, 1969). The above finding simply that, where communities do not have a slot in most schools, the learning experiences are more likely to fail in future.

Parental involvement is a key in the provision of education of education as it is a basic human right that should be made available to all people regardless of race, class, religion and gender. The World Education For All Conference of 1990

member countries and funding Agencies made a commitment to Education For All through a frame work of action and set targets for reaching those intended targets. Zambia participated actively at this world forum. As such, Zambia's education progression has been embedded in a Policy National Document of 1996 namely "Educating Our Future". The key thrusts for the Zambia Education Policy and implementations are Access and participation, Quality and Relevancy, Effectiveness, Efficiency and Equity (MOE, 1996).

Education is a process through which an individual acquires skills, competencies, and attitudes. It is the right of every child to be educated, be it traditional or western. Thus, education is seen as culture to man, people and the Nation of the World at large (MoE, 1996). This explains why human beings have to educate themselves and their offspring in the society. Limited resources and failure by the State and market to capture underprivileged people of society, has led to community schools and support of this initiative and this is one of the factors militating against human beings from carrying out their educational activities perfectly.

Policymakers, educators, and many others involved in education seeking ways to utilize limited resources efficiently and effectively in order to identify and solve problems in the education Sector. Their efforts have contributed to realizing the significance and benefits of community participation in education, and have recognized community participation as one of the strategies to improve educational access and quality. Despite this realization, very little is known in Zambia of the local peoples' support towards education in communities, especially in Chisamba District.

1.3 Statement of the Problem

A community initiative provides children with a basic education emerged in response to the state of Government-run primary education. In the face of the Government's declining capacity to educate all Zambian children, the ministry of general education and other stakeholders have recognised the importance of

parental involvement in the provision of education in their communities. Despite this initiative of taking education to the door steps of the community, little is known on the parental involvement in the provision of education in Chisamba District. Therefore, it is imperative to investigate parental involvement in the provision of education in three selected community primary schools in Chisamba District.

1.4 Purpose of the Study

The purpose of this study was to establish parental involvement in the provision of education in three selected community primary schools in Chisamba District.

1.5 Objectives of the Study

The following objectives were used in the study:

1. To identify ways through which parents get involved the provision of education in three selected community primary schools in Chisamba District.
2. To establish the benefits of parental involvement in the provision of education in three selected community primary schools in Chisamba District.
3. To ascertain challenges faced by parents in their involvement in provision of education in three selected community primary schools in Chisamba District.
4. To determine measures that schools should have put in place to improve parental involvement in the provision of education in three selected community primary schools in Chisamba District.

1.6 Research Questions

1. In what ways do parents get involved in the provision of education in three selected community primary schools in Chisamba District?

2. What are the benefits of parental involvement in the provision of education in three selected community primary schools in Chisamba District?
3. What are the challenges faced by parents in the provision of education in three selected community primary schools in Chisamba District?
4. What intervention or measures have schools put in place to improve parental involvement in the provision of education three selected community primary schools in Chisamba District?

1.7 Significance of the Study

This study may help educators come up with strategies to get parents involved in the provision of education. It is also envisaged that the findings of the study may be of great value to policy makers in the Ministry of General Education and other stakeholders as it may enlighten them on involving communities in schools and in the provision of education. This is because school-community Partnerships complement each other for participation and provision of education in a more global situation. It may also add to already existing knowledge and literature on school-community partnership in the provision of education. Furthermore, the findings of the study might add value to the existing literature, make recommendations and provide valuable information for further and future academic research because, other researchers might build on the gaps and limitations of the current study.

1.8 Theoretical Framework

This study adopted Epstein (2010)'s framework of school, family, and community partnerships which is commonly used in analysing the involvement of parents in the provision of education. Epstein (2010) offers a school family and community model of partnership which is based on the theory of overlapping spheres where schools, families and communities become partners in ensuring that children's development and learning is influenced (kaulule, 2006). Epstein's framework of school, family, and community partnerships model is basically based on six types

of involvement which include: parenting, communication and volunteering. Others are learning at home, decision making and collaboration with the community (Epstein and Sheldon, 2010). A full programme of activities for six types of involvement enable parents and other partners to become engaged in different ways to reduce learner absenteeism and is one part of a comprehensive programme that helps learners improve school attendance, achievement, behaviour, post-secondary planning, and other indicators of success in school (Epstein, et al., 2006).

Epstein's model (2010) is related to this study because it looks at how schools can enhance parental involvement in the provision of education. The model is equally concerned about how parents can get involved in the provision of education by constantly following its six elements which include good parenting, communication and volunteering learning at home through school-home work policy, decision making and collaboration with the community through formation of school-community partnerships. All these would be the ingredient for parental involvement in the provision of education. This is to say all the barriers to parental involvement could be removed in order to enhance parental involvement. This theoretical model was appropriately used in this study because it helped in addressing all the concepts revolving around parental involvement in the provision of education in primary schools for the purpose of providing support to the community.

1.9 Limitations of the Study

This study investigated parental involvement in the provision of education in community primary schools and is heavily dependent on the three sampled community primary Schools. To ensure that the findings of the study were not affected in any way, the researcher requested the respondents to give true information during interviews and focused group discussion and that because the sample size was too small the findings generated were not generalizable to other community primary schools.

1.10 Delimitation of the Study

Delimitations are choices made by the researcher describing the boundaries that have been set for the study (Okwori, 2006). The study was confined to only three selected community primary schools in Chisamba District and the focused was on parental involvement in the provision of education.

1.11 Operational Definition of Key Terms

Parental involvement: The participation of parents in every aspect of the education and development of children from birth to adulthood.

Community: A social unit or group of people that live in the same locality and share something in common such as norms, values or identity.

Parent: The significant caregiver, one who has primary responsibility for, and lives with the child. This can be a family member or guardian to the child.

School: An institution designed to provide the learning process and learning environment for the teaching of learners in different skills under the directions of teachers.

Community-Partnership: Full involvement of the locals in the running administration of the school's activities.

1.12. Summary

This chapter gave a historical background on the development of school-community partnerships in the provision of education in Zambia from colonial to post independence era. The chapter also presented a statement of problem, purpose of the study, research objectives and questions, significance of the study, limitation and delimitations of the study, conceptual and theoretical frame work as well as a philosophical foundation. Lastly, the chapter has presented definitions of

operational terms used in this study. The next chapter attempts to explore various items deemed relevant to the study so as to put it within the context of similar previous works.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

The previous chapter presented a comprehensive introduction to the study by giving an explicit historical background on the development of parental involvement in Zambia. It presented the statement of the problem, research questions and objectives, purpose and significance of the study, theoretical and definitions of operational terms. This chapter presents a review of various literature items considered to be relevant to the study with a view to putting it into the context of similar works done so far, thereby providing justification for the study. In doing so, studies carried out by other researchers in both developed and developing countries were reviewed to provide rich experiences to the current study.

2.2 Ways Through which Parents are Involved in the Provision of Education in Schools

The multifaceted nature of parental involvement often goes therefore by a number of names and definitions in various countries, as well as among different stakeholders. For example, UNESCO refers parental involvement as community-based care and education (UNESCO, 2009). The World Bank calls it community development (CD) (World Bank, 2003).

The word, 'community' is one which has the power to inspire a reverential suspension of critical judgment in the minds of learners. In this respect, community occupies a status in the underprivileged education vocabulary similar to that of, "need" (Komakech, 2015). The community school is supposed to be an initiative of the community itself as a reflection of the people's felt needs. As a central point, a community school should be used as a communal facility and as any community asset. Stakeholders in the community should see the school as a focal point for input and therefore seek coordination in various educational programmes and other activities for that particular School (Kelly, 1999).

MOE (2007) further alludes that community schools should have expertise and have erected sound structures that should meet maximum standards. When a building is not well built, it could collapse, and classes could often be suspended or held out in the open, this could make it difficult for greater concentration and susceptibility to the elements. Community schools should make provision for teachers' houses because they have (teachers' houses) a bearing on the quality of education they offer. So, in order to attract trained teachers to typically be willing to be deployed or relocated to community schools, they should have adequate facilities.

Nakamba (2000) reveals that, education can be perceived to be the extent to which education outcomes are relevant to societal expectations such as productivity, improved way of doing things at individual and societal levels. Quality in education is mainly measured in terms of improved teacher training, curriculum and availability of teachers and also the supply of adequate learning and teaching and learning materials.

Komakech (2015) affirms that parental involvement is extremely important to school attendance and success for any child. It is assumed that the educational success of children may not only be dependent on the quality of schools and what teachers can offer, but the extent parents are willing to get involved to carry out their responsibilities. Parents play key roles in the development of their children from early age to the time they are independent adults. They are primary guides, responsible of shaping lives and characters of children. While the aforementioned study looked at parental involvement as being an extremely important to school attendance and success for any child, the current study considered to look at parental involvement in the provision of education in community primary schools, particularly in Chisamba District.

Parental involvement can take place at home, school or in the community. McNeal (1999) explains that, parental involvement encompasses three broad domains which are: "parent-child relations, parent-school relation and parent-parent

relationship''. In all the relations, parents invest their time and money in buying school items for their children with the expectation of yielding a tangible return such as better attendance, improved educational expectations and strengthened relationships with the school personnel and other parents in their community.

Further, Emerson et al, (2012) state that parental involvement means parents taking part in their children's school-based activities at school, home based activities, pay school fees, direct and indirect academic activities of children. In all the categories of parental involvement, the level of involvement varies among parents due to different factors such as education levels, economic status, social environment and the family background. Whatever the background factor may be, involvement of parents has positive impact on the academic success of children.

Ways of parental involvement include, socializing children for making them responsible and productive members of society, getting concerned about their health and wellbeing and having decisions regarding their education. Parental involvement takes place also when parents participate in any aspect of the education such as in Parents' Teachers Association and being responsible for getting in touch with the school to get tips from teachers on how they can motivate and help children at home (Komakech, 2015). Further, Komakech (2015) maintains that besides being parents with rights and responsibilities, parents can get involved in the provision of education as they were made literate due to sharing of information about their children and partnering with school to find solutions to problems standing in the way of education success.

Epstein and Sheldon (2006), state that parent-child discussion is one of the most predominant conceptualizations for parental involvement. Parents get involved by improving their children's attitudes and expectations through discussing school-related topics such as school home works and the importance of schooling. Furthermore, Sanders and Epstein (2000), assert that parental involvement includes attending functions at school, reading with children at home and helping them with homework. Parents equally get involved in the provision of education by conveying messages to children that school is important to them and that

children should equally value and treat it with importance. While Epstein (2006) revealed that most significant types of involvement was what parents do at home, monitoring and supporting children in their education as well as knowing the whereabouts of children and even in writing which helped teachers in terms of their workloads, in the current study, it was not known whether the same types of parental involvement were evident in community schools, especially in Chisamba District.

Epstein and Sheldon (2006) assert that one of the most significant types of involvement is what parents do at home. This includes monitoring and supporting children in their education as well as knowing the whereabouts of children and even in writing which helped teachers in terms of their workloads. Parents equally reinforced desirable and sanction the undesirable behavior which is ultimately capable of affecting the child's attendance at school (Epstein, 2010).

Epstein (2010) proposed the types of parental involvement that include volunteering at a child's school where parents interact with other parents and educators of their children and learn more about the importance of school attendance by their children. Parents equally help in dealing with different challenges related to school, work together with other parents to improve the school and take part in school activities that promote good attendance. Rafiq, et al, (2013) opined that parental involvement may include checking the attendance of children in school, monitoring learner's activities and checking how children are progressing academically.

Some of the indicators which are used to assess education include; pupil-teacher ratio which simply is the average number per teacher at a specific level of education in a given School year. The pupil-teacher ratio is used as a measure of the level of human resource input in terms of number of teachers in relation to the learner enrolment. It is generally assumed that, a lower pupil-teacher ratio signifies small classes which allow a teacher to pay attention to an individual pupil which in return results into better performance of pupils. Some teachers fail to deliver or

present their work to pupils properly due to lack of methodology (or not well qualified).

Community participation through parental involvement should be directed in raising the learning achievement of learners, increasing the levels of access, participation, retention and completion among all learners, improving school infrastructure, and enhancing school credibility among parents and other members of the wider society. Therefore, community involvement should be the first priority in the provision of education (Houghton and Tregear, 1969).

The MOE (1996) alludes to the fact that, the primary objective for school-community linkages should be to narrow the gap between the school and its community. The school is a community institution therefore; it should play a greater role in the preparing of learners to live a rewarding and satisfying life in the society. School improvement involves objectives. The most important ones to which community participation should be directed are; raising the learning achievements of learners, increasing the levels of access, participation, retention and completion among pupils, improving school infrastructure, and enhancing school credibility among parents and other members of the wider community.

The MOE (1996) further argues that the issue of community participation assumes special significance in the light of the fact that the first responsibility for the education of children lies with parents and after that with the wide community in which the family lives. This concept which underpins the attention that the United Nations Declaration on Human Rights gives to the protection of the parents' rights to choose the type of education their children will receive means that parents and the community have a basic right to participate in education. The state's duty is to support and encourage them in the exercise of this right.

Various ways are used in community participation such as, cost sharing, Parents Teachers Association (P.T.A) offering labour and cash contributions among others, business companies giving materials, churches, NGOs and individuals

giving labour and other necessary materials. This involvement of parents, the community, and wider NGOs sectoris central to the improvement and expansion of education within the frameworks of liberalization and constrained government resources for the sector (MOE, 1996).

A study by Naidoo (as cited in Khimu 2012) points out that parents may be involved in their children's' education by participating in/or joining a parent-teacher group or several other school committees such as the Parent Teacher Association, the parent advisory committees, serve as school board members or be included in the local school improvement council. In these committees, parents have the opportunity to make personal decisions, take part in goal setting, development and implementation of programs and activities in the school. Preventing children from skipping school, having the responsibility of taking interest in school matters by asking about school work and encouraging children to get involved in school activities are ways through which parents get involved in reducing learner absenteeism. Parents have the responsibility of ensuring that children do not take time off school for minor ailments or problems (Epstein, 2010).

Setting a quiet place and time for learners to do homework and having interactive reading with children have been cited by Van Velsor and Orazco, (2007) as forms of parental involvement. Parents help their children with school work and make encouraging comment demonstration that they are interested in education and are supporting their effort. Additionally, parents get involved by establishing daily routines for school work at home, keep schedules for bed time and reinforce the importance of attendance by giving incentives to children.

Khimu (2012) states that parental involvement occurs when parents monitor out-of-school activities, such as setting limits on television watching, reduce time of playing and monitor the groups of friends the children play with to ensure that their focus is always on school. Parents also encourage children's development

and quality progress in school by maintaining a supportive home and encourage children to attend school regularly.

Sheridan (2007) states that an integral part of the educational process is getting children to school safely. Parents have the responsibility to ensure that their children know, understand, and follow safety rules on the road and get to school safely every day. The willingness and ability of parents to get children to school every day by whichever means of transport is a way through which parental involvement in reducing learner absenteeism could be determined. Mandyata (2015) made reference to the family-partnership model which states that parents being the care givers and custodians of children have a responsibility to ensure that they grow up into responsible persons. Parents get involved by providing guidance; discipline and act as role models of their children. They also assist children to get ready for school.

The family Health International report (as cited in Emerson, 2012) revealed that parents get involved with school by actively contributing and supporting school projects such as putting up structures, improving sanitation and acquiring new furniture for the school. Parents equally get involved by paying school fees for their children and visit schools to meet their children's teachers as soon as the school year starts to send messages to teachers that parents want to help their children learn.

2.3 Benefits of Parental Involvement in the Provision of Education in Community Schools

Decades of research point to the numerous benefits of parent involvement in education, not only for learners but also for the parents, the school, and the wider community (Epstein, 2010). Parental involvement being a phenomenon with far-reaching consequences impacting not only on absent learners but also their families, their schools and society at large is associated with many benefits (Epstein and Sheldon, 2006).

School-community through parental involvement in education today is considered as the back bone of any education system. This is because of benefits that come along with the provision of community education to all eligible general populace in different countries of the world. To this end, various empirical studies have been conducted to ascertain the short- and long-term benefits of investing in school-community partnership education. For example, when children who emerge from societal development after having acquired skills in three core areas; they are able to regulate their emotional behavior, attention to language, reasoning, problem solving, relating well to others and forming friendships are better positioned to experience greater success when compared with those failing to develop such capabilities.

Furthermore, UNESCO (2009) observed that in the United States of America, school-community partnership is primarily regarded as a preparation for the child's success in school; hence the emphasis is put on equipping learners with ideal competencies to enhance their readiness to proceed with their formal education. Similarly, in Nordic countries such as Denmark and Norway, childhood education is seen as a critical opportunity not only for the development of cognitive and linguistic skills, but also for social skills and an awareness of others. Therefore, education is envisioned in these countries, not only as an investment in a child's success in School but also as an investment in society and citizenship. The provision of education services in these countries are reflected in the existence of a National plan for childhood services, which include a strategy for the inclusion of disadvantaged communities.

Kaulule (2006) did a study to investigate the effects of school-community partnership and his findings showed that, communities which experience such networks were ready for collaborating in reading, language and personality characteristics. These findings were later confirmed by Beeby (1966) whose study found that, the attendance of school appeared to result in children attaining greater improvement in certain skills proficiency and concept formation than those of a similar social economic background who had not attended school. These

revelations were further in agreement with the findings of Baruth (1980) who argued that recipients of education indicated greater interest for the alphabet, vocabulary, numeracy and were ready to interact with books as such; they scored higher in reading skills and learned faster. From the above research findings, it can be deduced that parental involvement and their experiences, help children from various social-economic background to acquire emergent literacy skills that may enhance their conventional school performance. Children in any society are the engine to growth of development as they provide labour force for producing goods and services to take effect and it is through education that such children can be able to do that and be able to meet their basic human needs in society (MOE, 1996).

It is further argued that, community education is of great value to children and should be made available to all. This is because, it provides a sound basis for learning and helps to develop skills, knowledge, personal competence, confidence and a sense of social responsibility (MOE, 1996). These observations have benefits to the childhood education with regards to the holistic development of the child. Owing to various benefits that seemingly come along with proper investing in childhood education, most governments around the world have endeavored to increase access to quality education for all. It is for this reason that children have now a right contained in the Universal Declaration of Human Rights and the UN Convention on the Rights of the Child, to receive education and the community is considered to be part of this right (UNESCO, 2009).

Other social and economic returns of investing in childhood education have been cited in the Document of 1996 which enables parental participation in the labour market to supplement government's efforts thereby contributing to economic growth of the nation. The Document further categorically states that, parents can participate in school community by providing learners to learning institutions and giving vital learning opportunities for children's literacy starting from home, giving them various resources and interact with them, support, explain and challenge them to move on and do more in school (MOE, 1996). School-community participation also can be informed of P.T.A where they can identify

needs of learners and provide rules for them which would help in achieving goals of individual learners and institution too (MOE, 1996). This argument was later supported by UNESCO (1991) which states that, community education has great individual, social and economic benefits. For example, community programmes compliment roles of parents and cares in raising children therefore, the community education should set a strong foundation for life, ensuring that children are exposed to positive experiences and that, their needs, stimulation and support are met, and that they learn to interact with their surroundings.

Most importantly, community- school education programmes result in better completion rates, social equality and reduce poverty (UNESCO, 1991). In this case, increasing the availability of community education can be an effective strategy for reducing inequalities that exist prior to school entry and better prepare children for transitioning into higher education in government schools. Children from poor families, immigrant children and other vulnerable groups may particularly benefit from this type of education. The high-quality community education provides the foundation for life-long learning and stimulates children's social, emotional, physical, cognitive, linguistic development and holistic development of children's capacities (MOE, 1996). For this reason, community education should be recognized as a first step of basic education, and as a fully integrated sector within national education systems. Hence, provision should be universally accessible and free for all children (MOE, 1996). This is probably because the community plays an important and critical role in the development of cognitive and social development of the child.

According to Castle (1965), parental involvement can yield desired results in reducing learner absenteeism which is among the key problems schools are facing today. Epstein and Sheridan (2006) in their study of schools found that, parental involvement increases school rates of daily attendance and decreases learner absenteeism. Parental involvement prevents learners from dropping out of school which is usually predicted by learner absenteeism and low achievement. Learners whose parents are involved are not likely to engage in using harmful drugs such

as tobacco, alcohol, and other illegal drugs (Epstein, 2010). While, it was true and proven that parental involvement could yield desired results in reducing learner absenteeism which is among the key problems schools are facing today as revealed by Castle (1965), it was not known whether in the current study parental involvement was so useful to provide education to community schools.

Research shows that parental involvement promotes learner success. Learners with involved parents are more likely to pass their classes and go on to postsecondary education. Parental involvement in children's education allows children to perform better in school, and navigate more easily some of the challenges of growing up, such as bullying (Epstein and Sheldon, 2006). Children whose parents are involved in education do not have behaviour problems and their schools report fewer discipline cases. Equally, children attach more importance to school and have improved self - confidence when their parents are involved with the school activities (Emerson, 2012)

A study by Epstein, Henderson, and Berla, Liantos, and Reynolds, et al., (as cited in Davis 2000) reviewed that parental involvement improves learner's education starting from preschool through to upper grades, whether or not the family is educated and completed college, economically sound or affluent. Parental involvement is recognised as having influence on learners' attendance and an important resource for increasing school attendance regardless of the status of the child and family (Epstein and Sheldon, 2006).

Researchers such as Henderson and Mapp (2002) made an observation that when parents have stronger ties with schools and share similar goals children do well in all aspects of school life. They get higher grade point averages and scores on standardized tests or rating scales and enroll in more challenging academic programmes. Equally they pass, earn good credits, have better social skills and easily adapt to school. Parental involvement increases motivation, academic engagement and improves mathematics and science achievement (Ames, Khoju and Watkins, 2003). Parental involvement is associated with reduction in retention

rates and years some children may spend in special education classes (Epstein & Sheldon, 2006).

According to research conducted by Castle (1965) on the Impact of Parent or Family Involvement on Student Outcomes', parental involvement was found to make learners have more positive attitudes toward school, higher achievement, better attendance, and more homework completed consistently with higher graduation rates and enrollment rates in postsecondary education. The study further found that when parents are involved with the school, they find better schools for their children to attend.

In a study by Epstein and Sheridan (2006), findings revealed that parental involvement can equip parents with greater knowledge of education programs and how schools work. Parents involved with the school become knowledgeable of how to be more supportive of children, have better understanding of how they can help their children succeed in school and have greater confidence about ways to help children attend school and develop more positive views of teachers. Additionally, more parents become involved when teachers are caring and trustworthy (Gonzalez - Dettas, 2003).

Epstein (2010) made an observation that if educators view children simply as learners, they are likely to see the family as separate from the school and families would be expected to do its job and leave the education of children to the schools. Parental involvement makes teachers see both the family and the community as partners with the school in children's education and development. The study further revealed that when parents are involved in reducing learner absenteeism, they recognize their shared interests and responsibilities for children and work together with teachers to create better programs and opportunities for learners.

When parents are involved as partners in education, a community which is caring forms around learners and there is an improved school climate and programmes. Parents' skills and leadership is enhanced as well as provision of family services and support (Epstein, 2010). A study by Henderson and Berla (as cited in Cotton

and Wikeland 1989) brought out some evidence that when schools work together with families to support learning, children tend to succeed not just in school, but throughout life. MacNeil and Patin (as cited in Kimu 2012) revealed that parental involvement has the potential to motivate schools to function at higher levels by ensuring that teaching and learning practices are improved. The research also revealed that parental involvement promotes equal opportunities for children from disadvantaged communities by lessening problems that they face in terms of educational, emotional and material deprivation.

Parental involvement improves parent-child relationship which lead to increased parent contact with the school and a better understanding of the child's development and the educational processes involved in schools (Henderson and Mapp, 2002). When parents are in contact with the school regularly and understand what goes on there in, they become better 'teachers' of their children at home. Monadjem, Fan and Williams, (as cited in Kimu, 2012) made an observation that greater parental involvement lead to a reduced workload for teachers and a more positive attitude towards teaching.

VaVelsor and Orazco (2000) made an observation that parental involvement enables parents support and appreciate teachers and gain knowledge and understanding of what learners do after school and in their homes. Parental involvement also broadens teachers' perspective and increases their sensitivity on how to handle different parents with different circumstances. The study further found that when parents are involved, schools and teachers receive higher ratings from parents and the community at large because teachers who work at improving parental involvement are considered to be better teachers than those who remain cut off from the families of the learners.

When Parents are involved with the school, learners become aware that policies enacted will benefit them (Kimu, 2012). Parental involvement improves parent connections to other parents and enhances sharing of their experiences and connections to social services or organizations with other families. Parental awareness to available school policies equally increases when they (parents) are

regarded as partners in reducing learner absenteeism Epstein and Sheldon (2006). While Kimu (2012)'s study revealed that parental involvement improves parent connections to other parents and enhances sharing of their experiences and connections to social services or organizations with other families, it was not known whether in Chisamba District among community schools would also improve parent connections to other parents and enhances sharing of their experiences in the provision of education.

A research by Khimu (2012) conducted in Kenya revealed that parental involvement enhances the understanding of each other's motives, intentions and attitude between teachers and parents. Parents when actively involved in education are capable of serving as dependable resources not only for the academic, but social and psychological development of their children as well. Involving parents with the school equally make them gain confidence and become role models of their own children, advocates for the school in their communities and can contribute more effectively to community development.

Epstein (2010) asserts that, when parents are frequently involved with schools, their involvement diffuses boundaries between parents and teachers by increasing the flow of information from school to home. Additionally, when parents and teachers work together teachers and parents are sending a consistent message that education is important (Epstein, 2010). Furthermore, involvement at home is especially important for parents who cannot go to school.

Parental involvement is acknowledged as one of the strategies schools and governments are using to address challenges related to teaching and learning in the 21stcentaury. It provides teachers with the required necessary support, build stronger schools and accord parents an opportunity to participate in a more democratic manner that enhances students' success and wellbeing (Sanders, 2008)

A study by Davis (2000) revealed that parental involvement helps schools acquire skills of working with parents, appreciate and give importance to what parents can offer in the partnership. The more parents are given a platform to give their

opinions with regard to school matters, the more they are more likely to support school policies and initiatives. The more parents get in contact with the school, the more they get to understand the difficulties associated with the running of schools and the more they get to support schools as well as having higher expectation and encourage their children to attend school (Sheldon, 2010).

Mandyata e tal (2015) made reference to Kelly (1999) who made an observation that parental involvement in the education of children has the potential to improve the retention and graduation rates of children regardless of their status and a way of coming up with solutions to reducing barriers to learning. The involvement of parents in education has been found to improve academic performance and access to school requisites. Parents when involved get to understand the school programmes better and offer support to their children, they have improved literacy levels, become aware of school programmes and have closer ties with the school (Mwansa et al, 2011).

2.4 Challenges faced by parents in their involvement in the provision of education in schools

While there appear to be many benefits of parental involvement in reducing learner absenteeism, some parents are unable to get involved due to barriers that originate either from the home environment of parents or those that are related to school policies and practices. The Attendance works brief (2013) reported that lack of time among working parents and those struggling to meet family needs is a potential limitation to parental involvement. Some parents have divided time and attention due to working long hours at one or more jobs, hence hectic daily lives do not leave them with time to be devoted to family involvement activities that can enhance school attendance (Castle, 1965).

According to Van Velsor and Orozco (2007) challenges such as poverty, single parenting and having multiple responsibilities make it hard for parents to get involved with the school. Parents living in poverty lack economic resources such as phones and computers to communicate with the school. Henderson and Mapp

(2002) point out that poor families lack resources that make parental involvement and regular school attendance much easier. Barriers also include the lack of reliable transportation, nutritious food and limited access to health care. Sometimes, parents are simply too exhausted to get involved with the school or wake up in the morning in time to get their children dressed, fed and taken to school because they are working night shifts and even multiple jobs to meet basic family needs.

Van Velsor and Orozco, (2007) state that some parents that lack education may have doubts of their abilities and may refrain from getting involved with the school due to inferior feelings that they are not suitable to work with the school. Parents of low-income have fewer opportunities to meet and share information concerning their children with teachers because they may lack transportation, money or child care to attend events at school (Davis, 2000). Epstein and Sheldon (2006) attributed the inconsistency and irregularity of schedules by schools as potential limitation to parental involvement.

Castle (1965) made an observation that parents with lower education may be less confident that they will be effective in the partnership with the school. Some parents may have difficulties getting to relate with teachers who are different than themselves or may just have school phobia and poor attitudes towards partnering with teachers in schools. An additional factor affecting the rate of parental involvement could be attributions that parents and teachers make regarding parental involvement. Specifically, attributions made by parents and teachers of differing social classes may conflict.

Gonzalez – DeHass and Willem, (2003) identified a number of barriers that can prevent families from being involved with school of which some of them are; school environments that do not support parent involvement, school policies and practices that do not accommodate diverse family needs and doubts by parents as to whether it is necessary to get involved with school, especially those with lower education levels. Equally lack of knowledge about the education system and their emotional well-being are all barriers to sound parental involvement.

Davis (2000) in her study on ‘supporting parent, family, and community involvement in your school’ made an observation that parents have a variety of prior experiences with schools, conflicting pressures, and expectations while others may have underlying issues of suspicion or other conflicts that can affect the relationships between parents and school leading to non-parental involvement. The study on the other hand found that many schools have deliberately decided not to involve parents due to the experience they have had with parents, such as going to the expense and effort of planning a series of events for parents and community members to get involved but only a few attends, making the school staff become disillusioned and begin to think partnership is not worth the effort.

Emerson et al (2012) made an observation that school environment that do not support parent involvement or accommodate diverse family needs and clear doubts by parents as to whether it is necessary to get involved with school or not are all barriers to sound parental involvement. The study found that cultural barriers, differences in family structures and time management for both parents and teachers as limiting factors to parental involvement.

Ascher’s 1988 as (as cited in Wanke, 2008) made an observation that language spoken in schools alienate parents who may not be able to understand and speak it because there are, in most cases not native to them. This makes parents feel their language skills are insufficient for involvement with school. Findings from a study by Epstein and Sheldon (2006) revealed that most schools lack translation services to enable parents get messages when the language used is alien them.

Epstein (2010) made an observation that, parents are more likely to become involved at school if the school welcomes them which associates teacher attitudes to limiting parental involvement. Varying interests of teachers in relation to involvement of parents may send different messages to parents. Some teachers feel schools should be left to run by professionals alone and that involving parents consumes school time and place a burden on educators that already have too much to handle (Henderson, 1988). Such attitudes send messages to parents that they are not needed by the school.

Epstein (2010) made an observation that parents are more likely to become involved at school if the school welcomes them, make it easy for parents to be involved, maintains classroom and school discipline, and if teachers and students respect each other. A study by Kamakech (2015) indicated that some parent's failure to get involved is as a result of teacher's unfriendly and hostile interactions with parents. The long history of negative experiences parents has had with the school such as teachers disrespecting, ignoring and communicating to them inappropriately send messages that schools are not interested in what parents can offer.

Parents and teachers' trust for each other is vital if parents are to become appropriately and sufficiently engaged in reducing learner absenteeism. According to Emerson et al., (2012) lack of trust, positive and proactive relationships between parents and teachers acts as a barrier to sound parental involvement. Failure by teachers to secure the trust of parent's bar parents from responding to invitations to be involved in school activities outside the school as well as activities that contribute towards their children's learning outcomes (Castle,1965).

While the aforementioned study reported on positive and proactive relationships between parents and teachers acts as a barrier to sound parental involvement, the current study dwelled on parental involvement in the provision of education to community schools in Chisamba District.

Comer (1988), Dornbusch and Ritter, 1988 (as cited in Gonzalez-DeHass and Willems 2003) states that while some research indicate that parents have interest in getting involved in the education of their children, others make it clear that some parents lack interest and value for education. On the other hand, some parents believe that their participation in education is not necessary provided their children are doing well. Other parents may not have the history of involvement and do not just see the reason to start (Dwyer and Hecht, 2001 in Gonzalez-DeHass and Willems, 2003)

Among some families, failure to get involved with the school could be an indication that parents are grappling with serious problems such as substance abuse, domestic violence, child abuse, and involvement in the criminal justice system. Such challenges can deeply impair the healthy functioning of the family and interfere with the psychological and physical ability of parents to get involved with school, provide their children with the guidance, nurturing and skill building they need.

Gonzalez-DeHass and Willems (2003) points out that lack of teacher training in promoting parental involvement is one of the most voiced barriers in the schools. A study by Epstein, (2010), reported that lack of good coordination of the effort to include families and the community in the education of their children is a barrier to parental involvement. She attributes these uncoordinated efforts to little or no formal training at all in setting up school, family and community partnerships. Teachers lack knowledge on how to effectively involve parents in the schools and rely on very limited, traditional types of parent involvement. As such, teachers are not fully aware of how to engage parents in helping increase attendance to meet the pupil's goals (Mandyata, 2015).

Findings from a study by Mwansa e tal, (2004) on 'the involvement of parents in their children's education in Zambian rural schools revealed that illiteracy stand in the way of parental involvement. Illiterate parents find it challenging contributing meaningfully in the education of their children because their inability to read and write makes them think they cannot have anything to offer. Teacher's perceptions on the parents as not having any knowledge about education processes, problems their children find and the unwillingness to participate hinders parents to be fully involved with the school. On the other hand, teachers feel the knowledge and experience they have is sufficient enough to manage the problems that affect children in and out of school without parents getting involved (Mandyata, 2015).

Mwansa e tal, (2004) and Mandyata (2015) revealed that lack of clear partnership policies and legislations both at school and national levels are a hindrance to parental involvement. The two studies equally revealed that parents and teachers lack positive attitudes, and are not knowledgeable of the roles each one of them is supposed to play in the partnership. Teachers feel the knowledge and experience they have is sufficient enough to manage the problems that affect children in relation to education.

Epstein (2010) in a study ‘to ascertain parent involvement in the education of Intellectually Challenged children in selected units in Lusaka’, associated lacking skills by parent to take part in the education of their children, lack of time as one of the prominent limitations to parental involvement. As for (Emerson etal, 2005), he associates non-parental involvement to financial problems faced by parents and long distances to and from school.

2.5 Measures for Improving Parental Involvement in the Provision of Education

Parent and school partnership just like any other relationship is entirely dependent on how ready and willing each of the partners is to collaborate. Much of the responsibilities however lie on the schools. Unless schools are capable of making concerted effort to involve all families and parents through in school associations such PTA meetings as parental involvement is more likely to occur in just some families and not others (Emerson etal, 2014). According to Epstein and Sheldon (2006), parental involvement in the provision of quality education in schools is more likely to improve if schools take a comprehensive approach by implementing activities that support good attendance, conducting effective home-school connections, and remaining focused on the goal of improving and maintaining partnership.

Epstein and Sheldon (2006) says that improving student attendance requires a holistic approach that addresses student motivation, school and classroom factors, and school, family, and community partnerships. Although most schools have not

collaborated systematically with families to reduce learner absenteeism, many researchers recognize home-school connections as an important strategy to improve parental involvement to increase student attendance and reduce learner absenteeism (Epstein, 2010).

Epstein and Sheldon (2006) states that, parental involvement can be enhanced if schools are capable of putting in place well organised partnership programs. Such programs can be started by putting in place the Action Team comprising of parents representing any major groups at the school such as the parent-teacher association and community agencies, school managers and members of staff. The team can identify priority areas, write annual plans for family and community involvement and thereafter implement and evaluate the activities to check for their effectiveness and absenteeism of the learners. These first steps are necessary, but not sufficient to improve the participation of parents, thus schools need to recognize and meet the challenges that presently limit parents' involvement (Epstein, 2010).

The Attendance Works, (2013) states that schools can improve parental involvement by acknowledging the important roles, ideas and skills that can be infused into school by parents when they become partners through having a constant touch and communication. Schools need to come up with plans, timeline and resources that can increase parental involvement to reduce learner absenteeism. There is equally need for schools to create a climate of change where issues of improving parental involvement are taken seriously.

Cotton and Wikelund (1989) write that the earlier in a child's educational process parental involvement begins, the more powerful the effects will be. Parental involvement initiated while children are young is essential because children at early stages of their education are entirely dependent on their families to get to school and parents are easier to reach. Improving parent involvement equally becomes an opportunity to build relationships and a means of conveying information about the importance of attendance.

Attendance works (2013) says that it is important for schools to get to know parents of absent children and build trust and sound relationships with them. This is a way of winning parents respect, personalize relationships and make them feel important and more willing to contribute positively in the education of their children. The relationships however can only be made when schools make parents feel welcome by making it a point to greet them and getting to know their names.

In a study by Al Sumaiti (2012) primary school teachers interviewed revealed that building good relationships with parents was important for improving partnership. Four primary school head teachers in the same study thought it particularly important to get to know parents who had difficult lives because they were more likely to have problems in getting involved with the school as well as getting their children to school regularly. One head teacher revealed how one parents' involvement in reducing student absenteeism improved when this head teacher personally became involved by taking a box of biscuits to thank her for the improvement in the children's attendance.

According to Epstein and Sheldon (2006) state that, parental involvement can be enhanced when schools get to know what makes it hard for parents to get involved in the provision of quality education other than assuming that parents of absent children do not care about their children's attendance. When parents are not able to surmount the challenges hindering their involvement, they need support from outside. Schools that work towards meeting challenges are working to make involvement easier and more effective for more "hard-to reach" parents, families and communities.

The Attendance works (2013) state that, school communities can improve parent participation in the provision of quality education by creating a welcoming school environment which is free from discrimination of one's status of socioeconomic standing in the society. Epstein and Sheldon (2006) made an observation that parental involvement improves when a school community offers a warm and welcoming environment that engages students and families and offer enriching learning opportunities. When parents feel welcome and respected as important

partners in their children's education, they are more willing to contribute and respond openly and positively. During the study, an outreach worker interviewed revealed that building relationships with parents at first meetings is most necessary and vital for improving parental involvement than talking about the number of school days a child missed.

Checking for understanding of parents on the impact of absenteeism on their children's educational success as well their roles in reducing learner absenteeism improves parental involvement. Parents are more willing to get engaged with the school when they understand how absenteeism can impact on their children's future success and how they can support the school success of their child. School communities can improve parental involvement by connecting with parents throughout the school year assuring them that the school is there to partner with them every day (Attendance works, 2013). Schools can consider integrating discussions about attendance into regular school meetings and creating on-going opportunities for dialogue with parents to invite them to partner in crafting solutions (Epstein, 2010).

The Emerson et al (2012) stated that, improving parental involvement calls for shared leadership among parents. This ensures that parent expertise's are taken advantage of and meaningful collaboration is built. School administrators need to make way for new leaders from families and communities to make the partnership effective. Davis (2000) observed that, it is important that school administrators put in place strategies for successful partnership such as organizing workshops and sending messages to parents that they are welcome. Schools are responsible for the provision of opportunities for families, schools and the community to work together to attain comprehensive partnerships (Epstein and Sheldon, 2006).

The Attendance Works (2013) revealed that, frequent and clear lines of communications such as face to face meetings, regular written communication and phoning parents of absent learner is associated with improved parental involvement and reduction in learner absenteeism. A study by Licht, Gard, and Guardino, (as cited in Epstein and Sheldon, 2006) found out that, phone calls to

parents of absent children and providing timely information about attendance to be associated with improved parental involvement and a reduction in learner absenteeism.

Epstein (2010) state that, informing parents early and often about the value of good attendance as well as providing information about attendance patterns of children in good time improves parental involvement, prevent absent learners from getting into academic trouble and make parents become confident about their children's health and safety in school. Epstein and Sheldon (2006) state that communicating to parents in their primary languages makes it easier for them to understand the school processes and what is expected of them in the partnership. When the language used is alien to the parents, the school can consider finding a school interpreter to translate into a language they can understand. Communication done through written materials needs to be done in the parents' home language, taking into consideration their reading levels (Epstein, 2010)

Epstein and Sheldon (2006) observed that, there is need for frequent and higher quality interaction aimed at connecting parents to the school's learning goals and objectives if parent-teacher relationships are to become more supportive. Such interactions should benefit not only parents, who over time become more attentive to their children's learning, but also teachers, who can become more aware of parents' capacity to support educational activities. When the conversations between teachers and parents are positive in content and tone, parents can receive clear and consistent information from schools on how to get involved and effectively contribute to their children's learning. It is reasonable enough to investigate parental involvement in the provision of education among community schools in Chisamba District.

Epstein and Sheldon (2006) suggest that, schools should provide families with a school contact person such as the Home-School liaison officer that possess appropriate skills and commitment to work with parents that are difficult to reach or those that may be under-served by the school community. Schools can take greater responsibility for connecting with and involving family members in school

issues by reaching out and connecting with the full range of diverse families at the school. When school administrators and teachers make high-quality family and community involvement part of their overall school improvement strategy, learners are more likely to attend school and increase their chances of succeeding academically.

Epstein and Sheldon (2006) suggest that, schools can refer absent learners and their parents to counselors to come up with support measures and programs that can help parents get involved with school and learners attend school. Schools can also engage learner Services and Attendance counselors to visit homes where students with attendance problems come from to assess the barriers that may be contributing to non-parental involvement. Counselors should also help parents come up with strategies that can improve their involvement with the school to providing quality education to learners in schools.

Epstein and Sheldon (2006) observed that, orienting parents to the policies, expectations for student attendance and on-time arrival motivate parents to partner with school to help their children attend school regularly. The Attendance Works (2013) suggested that, written policies on parental involvement are capable of guiding parent actions, inform decisions and state what is expected of them in their relationship with the school. Epstein and Sheldon (2006) state that, giving rewards and recognizing learners and classes for good or improved attendance enhance not only good attendance but parental involvement as well. Schools can use their creativity to partner with parents and the community to find incentives that can be given to the students. These could be simple and inexpensive prizes or certificates that can be given frequently to encourage good attendance.

Preparing teachers for parental involvement has been overlooked in teacher education and yet it is an important area of professional development. Khimu (2012) point out that, educators should develop in-service programs that will enable them acquire knowledge and skills necessary for involving parents, especially those that are 'hard to reach'. In-service education program must be designed to increase school teachers' invitations to parental involvement by

strengthening participants' sense of teaching efficacy, beliefs about parents' efficacy for helping their children learn, and have positive attitude towards parental involvement. Mwansa et al, (2004) interviewed parents on how they think their involvement could be enhanced and the responses from 30% of the respondents were that, there is need for them to be encouraged to attend PTA meetings and open days in schools.

2.6 Synthesis of the Literature

The above reviewed of literature both from developing and developed countries had a lot to offer to the current study in that it clearly showed that, no country would ever attain its objective of providing education in the absence of qualified teachers, appropriate educational materials, proper funding, suitable school infrastructure and community participation. However, at the moment it seems that, there has been no comprehensible study undertaken in Chisamba District to investigate the parental involvement in the provision of education in community schools.

2.7 Summary

This chapter presented a review of literature perceived to be of importance to the current study. Various case studies conducted in both developed and developing nations were examined to offer rich experiences to the current proposed study. The next chapter outlines the research procedures and techniques used in this study in order to provide the much-needed answers to research questions contained in chapter one.

CHAPTER THREE: METHODOLOGY

3.1 Overview

The previous chapter gives a review of some important literature on school-community partnership in the provision of quality education. This chapter presents the methodology invoked in the study which included the research design, population, sample and sampling techniques employed in the study. It further explains the research instruments, pilot study as well as data collection and analysis procedures. This section finally looks at ethical considerations.

3.2 Research Design

Kombo and Tromp (2006) define a research design as glue like structure that holds all the elements in a research project together. It is also the scheme, outline or plan that is used to generate answers to the research problem (Hornby, 1999). This study utilized a descriptive research design. The said design was used with the intention to conduct an in-depth investigation aimed at getting peoples' views, attitudes and perceptions concerning certain phenomena under the natural setting. Since the study focuses on school-community partnership in the provision of quality education, a descriptive design qualifies to be utilized as it gives a precise description of head teachers, teachers, parents and learners' attitudes, views and opinions in the parental involvement in the provision of quality education in community primary Schools.

The study was purely qualitative in nature and takes the form of three selected community primary schools in Chisamba District. According to Kombo and Tromp (2006) a qualitative approach involves description; it seeks to describe and analyze the culture and behavior of humans and their groups from the point of view of those being studied. It is often used as a means to collecting verbatim statements from respondents in view of the fact that open-ended questions allow respondents to offer responses within their unique context, and the value of the information provided can be exceptionally high.

In this manner, researchers use qualitative methods seek deeper truth by aiming at collecting true feelings from the respondents in their natural setting thereby attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them by using a holistic perspective which preserves the complexities of human behavior (Black, 1999). This approach was appropriate for this study because it sought to solicit information and investigate the effects of parental involvement in reducing learners' absenteeism in community primary schools in selected community primary schools of Chisamba District.

3.3 Target Population

A population is generally a large collection or a well-defined collection of objects or individuals that have the similar characteristics or traits (Kombo and Tromp; 2006). Population is the total number of the respondents that ought to participate in the research (Kelly, 1999). The population consisted of head teachers, teachers, DEBS, ZIC, parents and learners whose parents are involved in the provision of quality education in three selected community primary schools of Chisamba District, Central province.

3.4 Sample Size

A sample is a subset of the population which consists of selected individuals or objects that a researcher chooses to participate in a study (Kombo and Tromp, 2006). It is a portion of the elements in a population that is studied in an effort to understand the population from which it was drawn. It is also a finite part of a statistical population whose properties are studied to gain information about the whole. Table 1 below provides details of the sample size for the study.

3.5 Demographic Characteristics of the Participants

Table 1: Composition of Participants

| No | Categories | Number of participants |
|----|---------------------------------|------------------------|
| 1 | Teachers | 3 |
| 2 | Parents | 15 |
| 3 | Head teachers | 3 |
| 4 | Zonal Insert Coordinator | 1 |
| 5 | Pupils | 15 |
| 6 | DEBS | 1 |

Participants in the study were asked to state their gender, marital status, age, qualifications and number of years in services. The data collected is presented in tables below.

Table 2: Participants' Gender

| | Head teachers, teachers and parents |
|---------------|-------------------------------------|
| Gender | Frequency |
| Male | 15 |
| Female | 08 |
| Total | 22 |

(Source: Field work, 2016)

Table 2 above shows the participants who were drawn from three primary schools. Out of 22 participants who participated in the study, 15 were male and 08 were female. This implies that the majority of participants who participated in this study were males as opposed to females.

Table 3: Participants' Marital Status

| Marital status | Frequency |
|----------------|-----------|
| Married | 19 |
| Unmarried | 3 |
| Divorced | 0 |
| Widowed | 0 |
| Total | 22 |

Source: Field work (2018)

Table 2 above shows the number of participants according to their marital status. From the table, it is clear that the majority of the participants 19 were married and 3 were unmarried. This implies that most participants in this study were married.

Table 4: Participants' Age

| Age range | Frequency |
|-------------|-----------|
| 20-30 | 15 |
| 31-40 Years | 05 |
| 41-50 Years | 2 |
| Total | 22 |

Source: Field work (2018)

Table 3 above shows the frequency distribution of participants according to age. From the table, it is clear that, majority of the participants were relatively young, between the age group of 20- 30 followed by the age group of 31-40 of the sample sizes. It further indicates that the 2 of the participants were in the age cohort of 41- 50. This implies that the majority of the participants were between the age of 20- 30 and the minority of them was between 41-50. This shows that the participants interviewed in this study were relatively young.

Table 5: Head Teachers & Teachers' Qualifications

| Qualification | Frequency |
|---------------|-----------|
| Master | 0 |
| Degree | 5 |
| Diploma | 1 |
| Certificate | 0 |
| Total | 06 |

Source: Field work (2018)

Table 4 above shows the frequency distribution of participants according to qualification. From the table, 4 teachers had a qualification of a degree while 1 held a diploma and none of the teachers had either master or certificate. This implies that the majority of teachers held a degree and the minority had a diploma. This shows that all the teachers were qualified enough to handle primary school learners at the three sampled schools.

Table 6: Teachers' Number of Years in Service

| Years in service | Frequency |
|------------------|-----------|
| 1-10 | 3 |
| 11-20 | 2 |
| 21-30 | 1 |
| 31-40 | 0 |
| 41-50 | 0 |
| Total | 06 |

Source: Fieldwork (2018)

Table 5 above shows the frequency distribution of participants according to their years in service. Out of 06 as a total number of teachers who participated in the study, 3 had been in service for maximum of 10 years, while 2 had been in service for the period of above 11 to 20. The age range of service 21-30 only constituted 1 of the participants. None among the teachers had served for 31-40, 41-50 and 51-60. This means that the majority of teachers had been in service for the period of 11-20 years, while 2 were of age range 0-10 and 1 served for 21-30. This shows that teachers had massive experience in the field of teaching.

3.6. Sampling Techniques

The study employs purposive sampling that involves purposely handpicking individuals from the population based on the researcher's knowledge and judgment (Kombo and Tromp, 2006). This sampling technique was chosen because the study involved potential head teachers, teachers, parents and learners who were familiar with the school community partnership through parental involvement in the provision of education in community primary schools. Kombo

and Tromp, (2006) state that, the power of purposive sampling lies in selecting information rich in cases for in-depth analysis related to the central issues being studied.

Black (1999) observed that, purposive sampling ensures that those people who are unsuitable for the sampling study are already eliminated, so only the most suitable candidates remain. This means that the results of purposive sampling are usually expected to be more accurate than those achieved with an alternative form of sampling (Kombo and Tromp, 2006). Furthermore, the researcher applied convenience sampling to select the three community primary schools because of its power to select participants based on their convenient, accessibility and proximity to the researcher.

3.7 Research Instruments

The researcher used semi-structured interview guide and focus group discussion guides to collect data.

3.8 Semi-Structured Interview Guide

Interviews are questions asked orally (Kombo and Tromp, 2006). One to one interview was used to collect data from teachers. This interview was used because; qualitative inquiry usually produces in-depth data. It is from the thick description that the researcher was able used to understand head teachers, grade teachers, ZIC and parents' views on their involvement in the provision of quality education in schools. Kombo and Tromp (2006) state that semi-structured interviews are based on the use of an interview guide which is a list of questions or topics to be covered by the interviewee. Semi-structured interview guide is flexible because they consist of both open and closed-ended questions. They are important because they gather in-depth information which gives the researcher a complete and detailed understanding from both closed and open-ended questions. Therefore, using semi-structured interviews enabled the study to get the first-hand information on parental involvement in the provision of education in schools holistically.

3.9 Focus Group Discussion Guide

The FGD method is designed to obtain information on participants' beliefs, views, attitudes and perceptions on a defined area of interest (Kombo and Tromp, 2006). Focus group discussion guide was used in this study to collect data. The rationale for choosing the FGD for learners is to help them feel comfortable to express their opinions in the presence of their peers who are in this regard help to create a natural environment for them. Due to this, the researcher categorized them into focused groups as the only way to elicit information as they socialized and interacted amongst themselves in a simplistic manner. According to Black (1999), a focus group discussion is a group discussion of 5-12 persons guided by a facilitator during which members talk freely and spontaneously about a certain topic. The purpose of focus group discussion is to obtain in-depth information on concepts and ideas of the group due to its open - ended that enables it to collect subjective views from participants.

3.10 Data Collection Procedure

Data collection is the gathering of specific information aimed at proving and refuting some facts on how a researcher collects data and with what instruments (Kasonde-Ng'andu, 2013). Therefore, in trying to follow the data collection procedure, the researcher first sought permission to conduct the research from the District Education Board Secretary (DEBS) as well as the respective school managers of the three selected community primary schools. After the researcher was given permission to conduct the research and administer focus group discussions among the learners. This was to be done so as to triangulate the research instruments and increase the data quality of the data elicited.

Furthermore, semi-structured interview guides among head teachers, teachers and parents were conducted on different days. Semi-structured interviews were used by the researchers because of their flexibility (Patton, 2002). In addition, they allow depth to be achieved by providing the opportunity on the part of the interviewer to probe and expend interviewees' responses. Three (3) learners from

each of the selected schools whose parents were instrumental involved in the school projects were purposively selected to take part in a focus group discussion. Afterwards, a conducive venue for teachers was organized where focus group discussions took place. Discussions were facilitated by structuring appropriate questions that explored the topic.

A voice recorder was used to record the conversations to capture opinions and views of the respondents. When this was done, the researcher then categorized the statements and summarized them in a narrative form. Key statements were quoted and thereafter a report was written. Additionally, the researcher conducted a semi-structured interview with the grade teachers of the learners whose parents are involved in the provision of education (community involvement) in the three selected community primary schools. While each participant was being interviewed, the conversations were recorded using a voice recorder. Thereafter, the researcher wrote a report on each of the 38 individual head teachers, grade teachers and parents interviewed from the three selected community primary schools and the ZIC in the Zone within Chisamba District.

3.11 Data Analysis

Kasonde-Ng'andu (2013) defines data analysis as a manipulation of the collected data for the purpose of drawing conclusions that reflect on the interest, ideas and theories that initiated the study so as to uncover the underpinning structures and extracting cardinal variables thereby testing any underlying assumptions. However, the appropriate methods of data analysis are determined by the data type, variables of interest and the number of cases. Therefore, the study used themes to analyse data as the research typically relied on focus group discussion and semi-structured interview guide among other tools used by qualitative technique.

Subjective responses from focus group discussions and semi-structured interviews were analysed qualitatively using thematic analysis. Valsiner (2006) contends that, thematic analysis involves the researcher asking broad questions and collecting

word data from participants and he or she then looks for related themes and describes the information in themes and patterns exclusive to that set of participants. In this manner, data was then put into identified themes and categories after which interpretations and discussions were done thematically.

3.12 Ethical Consideration

Ethical issues were taken care of in this study. Ethical clearance was sought from the ethical committee of the University of Zambia and permission to conduct the study was given by District Education Board Secretary. In selected community primary schools where the study was conducted, the consent form for participants to take part in the study was sought and those willing to do so signed informed consent forms. The participants were free to participate or withdraw from the study at any time and stage if they so wished. The researcher upheld the confidentiality of non- disclosure of the identities of the participants and schools. The information gathered also was kept in high confidence.

3.13 Summary of the Chapter

This chapter has discussed the methodology employed in this study. Under methodology, the following items have been captured: the research design, target population, sample size and sampling techniques, research instruments, data quality assurance, data collection procedure, data analysis and ethical issues. Having presented the above, the next chapter presents the findings of this study from the three sampled community primary schools.

CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS

4.1 Overview

The previous chapter outlined the methodology employed by the researcher to come up with the data by means of the said research instruments. This chapter therefore presents the findings of the study as were provided by the participants. The findings are presented according to the study questions. The study questions were as follows:

1. In what ways are parents involved in the provision of education in three selected community primary schools in Chisamba District?
2. What are the benefits of parental involvement in the provision of education in three selected community primary schools in Chisamba District?
3. What challenges are faced by parents in their involvement in the provision of education in three selected community primary schools in Chisamba District?
4. What measures have schools put in place to improve parental involvement in the provision of education in three selected community primary schools in Chisamba District?

4.2 Research Findings

Having presented the demographic characteristic of the participants in this study, the researcher went further to present the findings of the study in line with research questions. In doing so, prominent themes that came out during data analysis were used to guide the presentation of findings.

4.3. Ways Through which Parents are Involved in the Provision of Education in Schools.

The researcher took time to interact with the participants through interviews and focus group discussion so as to appreciate their personal views as regard to parental involvement in the provision of quality education in schools. This research question presents both head teachers' teachers' and parents views on

parental involvement in providing quality education in schools. In line with this, head teachers' views are addressed first and thereafter grade teachers and parents' views.

Head teachers and teachers being the implementers of most education programmes through the teaching and learning process were key participants in this study. This was because they played a major role of facilitating the teaching and learning among learners in schools and gathering the views over parental involvement in the provision of quality education in schools was worthwhile. Similarly, parents being the care takers and providers of children's' academic interest in terms of paying school fees and purchasing all the school required were considered to be cardinal in helping explaining certain concepts of their involvement in their children's education. In line with this therefore, head teachers, teachers and parents were asked to submit whether or not parents were involvement in the provision of education in the participated schools and the study found that all the 22 sampled participants which included head teachers; teachers and parents at the three participated schools in the study agreed having parental involvement in the provision of quality education in schools.

Head teachers, teachers and parents were further asked to explain ways in which parents were involved in the provision of quality education in schools.

4.3.1 Head Teachers and Teachers' Views

In relation to head teachers and teachers' views concerning ways through which parents got involvement in the provision of education, the study found that parents were involved through annual general meetings, open days, when attendance among learners become a problematic and when a child misses school without reports from parents as to why, by asking them to volunteer in different school activities such as participation into PTA meetings, paying school fees, encourage attendance by always talking to them about the importance of school and encourage their children to always attend school session sand monitoring children's attendance by having regular visits to schools and helping them with their home works.

In addition to this, one head teacher reported that:

Parents as our partners in the provision of quality education are important and get involved in so many ways regarding school activities. They are our inspectors who monitor all what we do in schools and guide us on how best to improve in everything (Head Teacher A in school 1, 2018).

Further, another head teacher added by giving the following remarks:

Parents get involved in the school affairs of their children in so many ways and one example are by inviting them in decision making of the school and sometimes we even invite them to come and help us in making suggestions on how best to improve school attendance among our learners for the betterment of the school image (Head Teacher B in school 2. 2018).

Additionally, another head teacher had this to say:

Parents are the backbone of any progress to be made in the school as they are the first stakeholders to be consulted and involved in any activity concerning the school, as partners we feel good when they get involved in the management and maintenance of the school infrastructures and other structures for the benefit of the community. So, we have seen parents get involved in the school activities through contributing resources during construction of buildings and social amenities (Head Teacher C in school 3, 2018).

As if this was not enough, one teacher also had this to say:

It is a privilege to have parents involved in the running of school affairs as they act as our closest observers and monitors to give checks and balances and also advise on how certain things could be done in the school premise (Teacher D in school 1, 2018).

Furthermore, another teacher reported that parents got involved in the provision of quality education as he stated that:

For me parents' involvement in matters of schools is the engine for any development because they are rich in information and sources of clientele as they feed schools with children who become our customer or clients in the system of education. Therefore, without their involvement in the school's affairs is like having a business shop without merchandise which would attract customers to buy. In other words, it is just a must deal that parents get involved in the running affairs of our schools to achieve and make possible the attainment of the teaching and learning process (Teacher E in school 3, 2018).

The category of head teachers and teachers revealed that parents were involved in the provision of education through annual general meetings, open days, when attendance among learners become a problematic and when a child misses school without reports from parents as to why, by asking them to volunteer in different school activities such as participation into PTA meetings, paying school fees, encourage attendance by always talking to them about the importance of school and encourage their children to always attend school sessions and monitoring children's attendance by having regular visits to schools and helping them with their home works

4.3.2 Parents and the Zonal Chairperson' Views

Regarding the same question on ways through which parents get involved in the provision of quality education in schools, the study reported that parents got involved in schools activities when there is no report as why the child is not attending, when parents are not concerned with what happens to their child in school, when a child is misbehaving at school, when the child is involved in any disciplinary cases and when the child start demanding for a lot of money in the name of buying school items, preparing their children and provide food for them as they go to school, discussing with their children about the importance of school

and attendance and by taking care of all the school requirement. In line with this finding, one parent stressed on the following points:

Knowing what goes on in my child's education is very key to me. As such, I always get concern with what my child is doing at school and make sure that I buy him all the requisites of school by encouraging him to be consistent in attending classes because investing in a child is the best investment one can ever make (Parent 3, 2018).

Additionally, the chairperson also had this to say:

In this community parents are very active in taking part in the affairs of their children in schools. Am very much confident with the participation and fully involvement in the running matters of our school in this vicinity and contribute a lot to the outlook of these schools. So, their involvement should not be underestimated as they are tirelessly sacrificing their time and resources just to see to it that everything in schools is going on well. This is something we should continue encouraging and expecting from the concerned parents for our education to thrive (Chairperson, 2018).

4.3.3 Learners' Views

An opportunity was given to learners themselves also to give hints on the ways in which their parents get involved in their education in terms of reducing absenteeism in schools. The following were their views: They said that parents get involved in reducing absenteeism by providing for them whatever is needed for school, making some follow ups to schools, checking through exercise books, attending PTA meetings and also helping in writing home works whenever given to them. Further, one learner amplified her views and said:

It is pretty good to note that parents really care and are concerned with what goes on in school. My parents are really serious with what i do at school because they go through my books every day and always would ask of any home work so that they could help me. As such, I see myself

doing well and loving going to school because they encourage me a lot and have explained much about the importance of school (Learner 4, 2018).

4.4 Benefits of Parental Involvement in the Provision of Education in Schools

4.4.1 Head Teachers and Teachers

When a question on whether or not parental involvement was beneficial in the provision of quality education, head teachers and teachers admitted and reported some benefits accrued in parental involvement as follows ; parental involvement in the provision of education benefited schools by; Improving school attendance, become more supportive to schools, bringing about more suggestions from parents, more development because of parents' input, reduction of illiteracy levels, participation into school projects, promoting confidence among learners, reducing on the number of repeaters, reducing work load by teachers, improving behaviour in learners, building a cordial relationship between school and community and also increasing awareness of school activities among parents.

4.4.2 Parents and the Zone Insert- Coordinator's Views

When the same question was asked to the parents and the zone representative on whether or not parental involvement was beneficial in the provision of education in schools, the study found that parental involvement was beneficial because it increased their contacts with schools' daily activities. This was backed by the verbatim as reported by one parent who stated that:

Our involvement in schools helps us get updated with everything that happens in schools, this helps us mostly in areas of auditing the school managers as well as teachers in all the activities surrounding the school for the transparent sake in order to avoid unnecessary queries (ZIC, 2018).

The study also reported that parental involvement benefited schools in the provision of education as it increased parents' confidence in the manner to which the schools' resources were channeled and managed. This was explained on the

premise that, parents were seen to be the direct auditors and inspectors of whatever activities schools were embarking on. This was important in as far as securing of public resources was concerned. This parental involvement triggered and built the unity of purpose as the fuelled about trust among all the stakeholders in the community.

The findings of the study further revealed that parental involvement in the provision of education benefited schools as it improved the school-homework policy. The school-homework policy as critical as it is having a lot to consider for it to be fully implemented. Its implementation is entirely incumbent upon parents at home and teachers, so in some ways the two categories of people should corroborate and complement each other's' effort for the best realization the intended goals both at school and home.

The findings also showed that parental involvement was beneficial in schools as it increased their roles in the area of reducing learners' absenteeism. Children absenteeism is common in schools and this could be minimized through the involvement of parents in the teaching and learning process of their children. This would help parents to be aware on how they go about school business in terms of school attendance and performance. To support this finding, one parent stated that:

Our involvement is really helpful in as far as updates are concerned. This is because the children of this generation are not trustworthy; one would tell you that at school they need money when it is not the case, so if one is not involved in school's happenings one can easily be cheated unless one is fully involved. So, the involvement is key in ascertain such anomalies (Parent 3, 2018).

4.4.3 Learners' Views

When learners were asked to state the benefits of parental involvement in the provision of education, the following were their responses; the study found that learners reported that parental involvement gave freedom to children to attend school without challenges, provided children with ample time to study at home,

made parents appreciate the importance of school by providing all the requirements in the school terms, improved school-home work policy, increased awareness of school activities among parents and promoted confidence among learners.

On the part of the benefits of parental involvement in the provision of education, the study found the following findings such as improving school attendance, become more supportive to schools, bringing about more suggestions from parents, more development because of parents’ input, reduction of illiteracy levels, participation into school projects, promoting confidence among learners, reducing on the number of repeaters, reducing work load by teachers, improving behaviour in learners, building a cordial relationship between school and community and also increasing awareness of school activities among parents

4.5 Challenges Faced by Parents in their Involvement in the Provision of Education in Schools.

Further, when asked whether or not there were challenges faced by parents in their involvement in the provision of quality of education, the views of the head teachers, teachers and parents are presented in tables below.

4.5.1 Views of head teachers & teachers

| Challenges | Frequency |
|---------------------------------|-----------|
| Parents being too busy | 03 |
| Staying from far distant places | 02 |
| Poor socioeconomic status | 01 |
| Total | 06 |

Source: Field work (2018)

Table 11 above shows the views of head teachers and teachers on the challenges faced in parental involvement in reducing learners’ absenteeism in school. According to the table, 03 participants attributed the challenge to parents being too busy, while 2 of them indicated that parents stay far away from schools’ places

and 1 stated poor socio-economic status. This implies that the majority of the head teachers and teachers attributed the challenge to parents being too busy and the minority 1 settled for having poor socioeconomic status

4.5.2 Views of Parents and the Zone Representative

| Challenges | Frequency |
|---------------------|-----------|
| Being too busy | 09 |
| Lack of information | 04 |
| Lack of transport | 02 |
| Total | 15 |

Source: Field work (2018)

Table 11 above shows the views of parents on the challenges faced as they get involved in reducing learners' absenteeism in school. According to the table, 9 participants attributed the challenge to parents being too busy, while 4 of them indicated that parents lacked information and 2 stated because of staying very far away from schools' places. This implies that the majority of the parents attributed the challenge to parents being too busy and the minority settled for staying to far distant places away from school.

4.5.3 Learners' views

- Parents too busy
- Lack of information
- Lack of transport to school
- Lack of information
- Lack of transport

Additionally, one learner stated that:

Sometime, our parents become so busy that they fail involve themselves in school affairs in order to contribute something to the education system especially in communities. Failure by our parents to get involved in the provision of education in schools

can make it hard for us to do well in school (Learner 2 in school 1, 2018).

On challenges faced by the aforementioned participants in the provision of education in the community school, the study revealed that parental involvement was hindered by the following challenges such as parents being too busy, lack of information, lack of transport to school, lack of information and lack of transport

4.6 Measures that should be put in Place to Improve Parental Involvement in the Provision of Education in Schools

Another question was asked to the participants to highlight on the best measures that they thought should be put in place to improve parental involvement in the provision of education in school and had the following responses.

4.6.1 Head Teachers and Teachers' Views

On the issues of interventional measures that are put in place to improve parental involvement in provision of education in community schools, head teachers and teachers had the following as their suggested interventional measures. These were not limited to training of teachers through continuous professional development (CPD) to work with parents, involving parents in making decisions to scheduling school activities, encouraging parents to take part in school activities such as sports in order to also encourage their own children and schools should and support parents that may be finding challenges getting involved.

As regards to the interventional measures that should be put in place to improve parental involvement in reducing learners' absenteeism in primary schools, head teachers in the three visited primary schools mentioned the following as interventional measures; involve parents to serve in school committees such as parent teaching association (PTA), builds relationships with parents, hold workshops to educate parents on the importance of getting involved in their children's education, come up with deliberate policies to encourage parental involvement, revamp guidance committees with rightful people to work with parents to reduce learner absenteeism in schools, engage Non-governmental

organizations to talk to parents about the importance of being involved in their children's education. On the issues of interventional measures to be put in place to improve parental involvement in the provision of education in community schools, head teachers and teachers had the following as their suggested interventional measures. These were not limited to training of teachers through continuous professional development CPD to work with parents, involving parents in making decisions to scheduling school activities, encouraging parents to take part in school activities such as sports in order to also encourage their own children and schools should and support parents that may be finding challenges getting involved. On this point, one head teacher had this to say:

It is a good idea to clearly stipulate and demarcate parents' roles from those of the community to those in schools as they are major partners in implementing most of the school programmes in decision making process, project management and resourceful all leading the improvement of the child's attendance in school setting. So, parents' involvement in reducing learners' absenteeism in schools should not be overestimated (Head teacher 2, in school 3, 2018).

Furthermore, another head teacher stated that:

It is very encouraging to see more parents being involved in the education of their children because of massive sensitization campaigns in these schools as we try and make them understand and create an enabling environment in schools to get them involved and appreciate the importance of their involvement in improving attendance of learners in schools (Head teacher 3 in school 1, 2018).

4.6.2 Parents' Views

On the question of what interventional measures that should be put in place to improve parental involvement in the provision of education in community primary schools, parents also contributed by stating that there is need of having constant communication with parents even when attendance among children is good, treat parents with respect, teachers also to be visiting homes of parents whose children

are always absent to ascertain the causes of such absenteeism, establish a sound relationship with teachers and to volunteer in school activities in whatever way possible and building trust towards teachers.

4.6.3 Learners' Views

When asked to state the interventional measures that should be put in place to improve parental involvement in the provision of education, learners reported the following; By having constant communication with parents, showing much respect to parents, by teachers making deliberate home visits of parents whose children are always absent to ascertain the causes of such absenteeism and by establishing a sound relationship with teachers

4.7 Summary of the chapter

This chapter presented the findings of the study in line with the study questions. The study found that there was parental involvement in the sampled community primary schools and that they got involved in the following manner: participation in PTA meetings, helping children with school-home works, providing their children with all the school requirements, attending school disciplinary cases and engaging them in school projects.

As regards to the benefits of parental involvement in the provision of education in school, the study reported that parents' involvement improved school attendance, brought about more suggestions from parent, promoted confidence among learners, improved behaviour in learners, built a cordial relationship between school and community, increased awareness of school activities among parents and improved school-home work policy. Further, it increased on Parents' roles of providing education, gave freedom to children to attend school without challenges and made parents appreciate the importance of school by providing all the requirements in the school terms.

The following were the major challenges faced in parental involvement facet in the sampled primary school: Parents were too busy, lack of information, staying far away from school places, lack of transport, lack of communication and poor socioeconomic status among parents.

The previous chapter endeavored to present the findings of this study in more coherent manner through qualitative techniques. In the next chapter, some of the foregoing findings of the study are discussed in relation to the reviewed relevant literature across Global, Africa and Zambian context.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Overview

The previous chapter presented the findings of the study. The present chapter discusses the findings of the study. The discussion was done under the following sub-headings which have been derived from the researches' objectives. For the sake of clarity, these included;

1. Ways through which parents are involved in the provision of education in three selected community primary schools in Chisamba District.
2. Benefits of parental involvement in the provision of education in three selected community primary schools in Chisamba District.
3. Challenges faced by parents in their involvement of providing education in three selected community primary schools in Chisamba District.
4. Measures schools put in place to improve parental involvement in the provision of education in three selected community primary schools in Chisamba District.

5.2 Ways Through which Parents are Involved in the Provision of Education in Schools.

The study found that head teachers in the three community primary schools visited reported that parents were involved in the provision of education in schools during open days. Teachers concurred with what head teachers reported earlier on. Parents reported that they were involved in the provision of education among their children during open days. Learners also contributed by reporting that parents were involved by attending PTA meetings and when they were invited to attend open days. This finding is in line with the finding of Komakech (2015) who urged that parental involvement takes place when parents participate in any aspect of the education such as in Parents' Teachers Association and being responsible for getting in touch with the school to get tips from teachers on how they can motivate

and help children at home. Further, Naidoo (as cited in Khimu 2012) pointed out that parents may be involved in their children's' education by participating in/or joining a parent-teacher group or several other school committees such as the Parent Teacher Association, the parent advisory committees, serve as school board members or be included in the local school improvement council. This implies that attending open days to witness and be explained to on how their children perform was important. This helped parents to have a direct involvement to schools as they were well vested with the knowledge and awareness of what schools required of them in the society. Parental involvement was key to every success of the school's development and children's academic attendance as well as performance. As such, it is imperative that the Ministry of General Education continues to lay a platform which would enable more parents to come on board and make important decisions for the betterment of schools in their communities.

The study also found that parents were involved in the provision of quality education in schools by paying school fees. This finding is in agreement with the findings of Emerson et. al, (2012) who states that, parental involvement means parents taking part in their children's school-based activities at school, home based activities, paying school fees, direct and indirect academic activities of children. The payments of school fees are every parent's or guardian's responsibility. This could alter how children would consider school in that some children would see it as a motivation while others if not done appropriately would view it as a demotivating factor. Therefore, parents should always be making sure that such responsibilities are taken care of on time before a child realizes it as it has an adverse effect on either attendance or performance in schools. In view of this, parents should be reminded on time by the school administrators to make the payments so as to boost to the academic morale of children to always be found in schools through attending of classes.

The findings of the study also excavated that parents were involved in the provision of education by purchasing of school requisites such as books, uniforms and school bags for their children. This finding concurs with McNeal (1999) who

contended that parental involvement encompasses three broad domains which were parent-child relations, parent-school relation and parent-parent relationship. In all the relations, parents invest their time and money in buying school items for their children with the expectation of yielding a tangible return such as better attendance, improved educational expectations and strengthened relationships with the school personnel and other parents in their community. These requisites are the most valuable ingredients of academic attendance as they give children a sense of security and happiness. This transforms into an encouragement and motivation for them to always be at school thereby encouraging high school attendance among learners. Therefore, such school items needed by school going children are vital to be part and parcel for regular school attendance among children. Due to this, parents are therefore begged to be proactive in providing for their children through buying of all the necessary school requisites as they serve as motivations to them.

The study's findings revealed that parents were involved in the provision of quality education by helping their children with their school home works. This finding is in line with Epstein and Sheldon, (2006) who vehemently stated that parent-child discussion is one of the most predominant conceptualizations for parental involvement. Parents get involved by improving their children's attitudes and expectations through discussing school-related topics such as school home works and the importance of schooling. Further, Emerson, et al., (2012), asserted that parental involvement includes attending functions at school, reading with children at home and helping them with homework. Parents equally get involved in reducing learner absenteeism by conveying messages to children that school is important to them and that children should equally value and treat it with importance. This implies that parents' involvement should not be underestimated as they play a pivotal role in assisting children with their school home works whenever they are given by their teachers. This is because some parents play a role modeled function to their children. As such, some children believe so much in what teachers tell them while other children listen and respect their parents' advice. So, in the case of school homework, parents take part by helping their

children in finding solutions to the problems of school works. Of course, this exercise requires patience and commitment among parents. Above all, it calls for academic knowledgeable and enlightened parents to be in the fore front of leading a way for their children to do well in their studies. Therefore, the school homework policy should be encouraged by the both the Ministry of General Education and parents as it has proved to yield positive academic results in schools.

The study also established that parents were involved in the provision of education by working hand in hand with teachers through school homework policy. This finding concurs with Emerson, et al., (2012), who asserted that parental involvement includes attending functions at school, reading with children at home and helping them with homework. It is imperative therefore, that parents are kept abreast with what the children do at school through school homework given to them by teachers. This policy brings transparency and commitment from teachers and parents thereby fostering a positive partnership between the two parties. Similarly, it revamps and predicts on how best the school-community relationship could exist without frictions because no one would blame the other as both complement each other's effort. With this policy in schools, parents obvious get involved in reducing absenteeism among their children as they participate and take part in coordinating whatever school homework given to a child. Therefore, the move by the government through the Ministry of General Education must be recommended in the strongest terms in schools.

Further, the study found that parents were involved in the provision of education by providing food for their children before or after school sessions. This finding was peculiar and unique for the current study as no literature was in agreement with it through contextualization process. This is because food helps to revive concentration in school-going children. Therefore, without adequate food given to children their attention and school attendance would be compromised. This is based on an assumption that brains work well when the child has fed so as not to distract him or her from concentrating on school work. In line with this, the Ministry of General Education in the revised curriculum of (2013) has come up

with a food programme in schools called school health nutrition that takes care of the vulnerable children and those who have parents but cannot have three meals in a day. This programme was introduced in order to compact hunger and encourage school attendance among children from all walks of life. Therefore, it is a plus on the part of government that the Ministry of General Education to continue advocating for such initiatives in schools in order to lift the burden of some parents who might not be in a position to provide for their children.

5.3 Benefits of Parental Involvement in the Provision of Education in Community Schools

As regard to the benefits of parental involvement in the provision of education in schools, the study found out that school attendance was improved tremendously. This finding reflects with what Komakech's (2015), findings reported as he revealed that parental involvement was an extremely important to school attendance and success for any child. It is assumed that the educational success of children may not only be dependent on the schools and what teachers can offer, but the extent parents are willing to get involved to carry out their responsibilities. This is so because parents being the naturally connected to their children are the best booster as they would encourage their children about the importance of schooling. This lies on the premise that children are always obedient to their parents and would want to strive hard in order to impress their parents in any way possible.

The study also found that parents became more supportive to schools as they brought about more suggestions towards school developmental projects. This finding is in agreement with the findings of Emerson et al, (2012) who stated that, parental involvement meant parents taking part in their children's school-based activities at school, home based activities, direct and indirect academic activities of children in making decisions and suggestion that helped in the progresses made in schools. In all the categories of parental involvement, the level of involvement varies among parents due to different factors such as education levels, economic status, social environment and the family background. Whatever the background

factor may be, involvement of parents has positive impact on the academic success of children. This was because parents are deemed as to be resourceful, planners, builders, counselors and above all educators. Therefore, with all those characteristics embedded in them gave them an impetus to venture into school management for solution providers. This is because their input in the management of schools cannot be overemphasized. Due to parental involvement in education, some schools would not have reached at the level they have today. This in itself is a positive contribution made parents through their involvement in schools.

The study revealed that the illiteracy levels among parents had reduced due to their involvement in schools because they were provided with correct information. This finding resonates with Komakech (2015) who maintained that besides being parents with rights and responsibilities, they can get involved in the provision of education as they were made literate due to sharing of information about their children's performance and partnering with schools to find solutions to problems standing in the way of education success. This is because as parents came together from different fields of specialization and shared different experiences and knowledge amongst themselves. This enlightened them and inculcated a sense of confidence especially in those who were not literate in getting involved in school programmes. The sharing and collaborations enhanced a stable cooperation among parents as they could learn from each other's expertise.

The other benefit of parental involvement in the provision of education in school was noted in an area of reducing teachers' work load. This finding is in agreement with Epstein and Sheldon (2006) who asserted that one of the most significant types of involvement was what parents do at home and school. This included monitoring and supporting children in their education as well as knowing the whereabouts of children and even in writing which helped teachers in terms of their workloads. Parents equally reinforced desirable and sanction the undesirable behavior which is ultimately capable of affecting the child's attendance at school (Epstein, 2010). The reduction of teachers' work load is done through the school homework policy which gives parents a platform to contribute towards the body

of knowledge in their children's exercise books. This keeps parents at bay with what is going on in most schools where their children have been enrolled. Through these checks and balances, the school system is forced to run smoothly with the quest to achieving that which is intended by the teachers and learners in the teaching and learning process.

The study also revealed that parental involvement in the provision of education in schools was through improving behaviour in learners. This finding has been only reported in this study as new knowledge and contributed to the pool of literature. Through parental involvement, some children's behaviors were modified especially to those whose parents possessed an authoritarian type of leadership qualities. This helped to harmonize the way children behaved both at school and home. To regulate behaviors in school settings, there are always disciplinary committees formed to which some parents belong as chairpersons or members. In order to keep and protect their image from being tarnished, they would rather talk to their children to know how to behave in public than to have their reputation tarnished. This helped to make the most notorious children to tone down when they are at school because of the fear that once spotted out; they would face disciplinary charges in which parents would part of the judgment. This therefore, strengthened and built a cordial relationship between school and community and increases awareness of school activities among parents.

5.4 Challenges Faced by Parents in their Involvement in the Provision of Education in Schools.

As regards challenges, the study found that parents were too busy to be involvement in the provision of education in schools due to lack of enough time. This was explained on the premise that for every school to run smoothly, parents must get involved. However, in the case of the community primary schools sampled in the study, it was found that parents failed to get involved in the provision of education because they were too busy with their personal businesses. This implies that the absence of parents in the running of affairs of schools might

have in one way or another failed to check on the absenteeism of learners in community primary schools of Chisamba District. This could have not made some children achieve or realise their intended expectations. This finding is in line with the Ministry of Education through the revised school curriculum (2013) which reported that lack of time among working parents and those struggling to meet family needs is a potential limitation to parental involvement. Some parents have divided time and attention due to working long hours at one or more jobs, hence hectic daily lives do not live them with time to be devoted to family involvement activities that can enhance school attendance. Owing to this challenge, it is clear that head teachers, teachers, parents and learners faced difficulties in executing their mandate of maintaining school attendance. However, this challenge is not peculiar to Zambian primary schools alone but also in the education systems of other countries across the continent. This implies that for the parental involvement facet to thrive, the Ministry of General Education and other collaborative partners should put more efforts and prioritise parental involvement in school through holding educative workshops.

The results of the study also indicated lack of transport to schools as another challenged that impede parents from getting involved in school programmes. This came to light when head teachers, teachers and parents reported that there was lack of transport as they claimed to come from far distant places in the communities. In view of this, lack of transport among parents has fuelled slow development of school projects and other demands such as being involved in their children academic affairs. However, this finding is in conflict with the observation made by Chang and Romero (2008) who pointed out that poor family's lack resources that make parental involvement and regular school attendance much easier. This situation of not involving parents due to lack of transport in schools makes the administration of schools unstable. Chang and Romero maintained that barriers also include the lack of reliable transportation, nutritious food and limited access to health care. Sometimes, parents are simply too exhausted to get involved with the school or wake up in the morning in time to get their children dressed, fed and taken to school because they are working night shifts and even multiple jobs to

meet basic family needs. Therefore, this would deprive head teachers, teachers and parents of their educational rights to accessing long-life skills and knowledge imbedded in the school-community partnership.

The study's results further revealed that there was negative attitude from parents towards involving themselves in the provision of education in schools. This came to light when the participants reported that from the onset that parental involvement in schools, some parents had always been having a negative attitude towards supporting it. This was because the programme demanded more and a lot from them awkwardly. Head teachers, teachers and parents attested to this when they attended Parent Teacher Association meetings (PTA) and discovered that some parents were never present and had received their involvement in school programmes with mixed feelings. In this manner, the findings of the study showed that minority of parents were very much in support whilst others especially those who could not afford to spare any minute of their time on their children's education failed to cooperate. However, this finding contradicts with the findings of Weiss et al., (2003) who made an observation that parents with negative attitude may be less confident that they will be effective in the partnership with the school. Some parents may have difficulties getting to relate with teacher who are different than themselves or may just have school phobia and poor attitudes towards partnering with teachers in schools. This shows how much value parents in other countries attach to the education of their children through support rendered unlike with the findings of this study in which parents received the teaching and learning of computer studies with negative attitudes.

Furthermore, the findings of the study indicated poor socioeconomic status of some parents in three participated primary schools. This was seen and considered to be a challenge because the schools lacked resourceful personnel of parents to spearhead some of the school projects. This entailed that parental involvement did not only involve them in reducing their children's' absenteeism in schools but also to contribute their expertise for the benefit of the school and community at large.

This was so because the results of the study indicated that, at the three participated primary schools' parental involvement was not done diligently due to poor socioeconomic statuses of some parents. Similarly, Van Velsor and Orozco, (2007) observed that challenges such as poverty, single parenting and having multiple responsibilities make it hard for parents to get involved with the school. Parents living in poverty lack economic resources such as phones and computers to communicate with the school. In view of this therefore, the ultimate goal of parental involvement would be in vain. However, the two studies vary from each other in that

Lack of information to facilitate and support parental involvement was another challenge revealed by the study's findings and this was supported by the Ministry of Education Document through the revised school curriculum (2013). This came to light when head teachers, teachers and parents reported that the challenge was necessitated by the manner in which the schools were administered. It was explained that to some extent parental involvement were not introduced in a good faith as such most parents were caught unprepared to get engaged. The study indicated that the participants claimed that the programme was to some degree imposed on them without their knowledge and best preparation in training for its implementation in schools. Therefore, most of them did not have much knowledge and skills due to lack of valuable information to take part in the involvement facet in order to help in the provision of education in schools and this made their involvement questionable. In other words, more knowledgeable parents should and are needed to be brought on board to avoid this discrepancy and make the school attendance among learners a success.

5.5 Measures put in Place to Improve Parental Involvement in Community Schools

As regards the interventional measures that have been put in place to improve parental involvement in the provision of education, the study found that parents served in school committees such as PTA to achieve education. This finding is in line with Sheldon (2003) argued that schools are capable of making concerted

effort to involve families and parents through in school associations such PTA meetings as parental involvement is more likely to occur in just some families and not others. Further, Epstein and Sheldon (2006) also added that parental involvement in the provision of education in schools is more likely to improve if schools take a comprehensive approach by implementing activities that support good attendance, conducting effective home-school connections, and remaining focused on the goal of improving and maintaining partnership. This could be done by virtue of building relationships with parents and hold workshops to educate parents on the importance of getting involved in their children's education. By so doing, children would be motivated and encouraged to always to in attendance which would later on make the child improve academically. Therefore, through holding PTA meetings a lot is at stake. For example, suggestions to come up with deliberate policies to encourage parental involvement, revamp guidance committees with rightful people to work with parents to reduce learner absenteeism in schools, engage Non-governmental organizations to talk to parents about the importance of being involved in their children's education and link them with any challenges of social services and revive PAT regulations.

Another interventional measure that had been put in place to improve the provision of education through parental involvement in primary community schools was for grade teachers to be summoning parents upon the realization that the child misses school session without any apparent reasons hence improving school attendance. This finding is in line with the findings of Epstein and Sheldon (2006) who strongly contended that parental involvement can be enhanced if schools are capable of putting in place well organised partnership programs. Such programs can be started by putting in place the Action Team comprising of parents representing any major groups at the school such as the parent-teacher association and community agencies, school managers and members of staff. The team can identify priority areas, write annual plans for family and community involvement and thereafter implement and evaluate the activities to check for their effectiveness and absenteeism of the learners. This would make parents get highly concerned and involved in making decisions to scheduling school activities thereby

encouraging them to take part in school activities such as encourage their own children and schools on the other hand should and support parents that may be finding challenges getting involved.

The study also revealed that there was an attempt for constant communication with parents even when attendance among children is good. This finding is in tandem with the Attendance Works (2013) which stated that schools can improve parental involvement by acknowledging the important roles, ideas and skills that can be infused into school by parents when they become partners through having a constant touch and communication. This would help channel relevant information to parents about their noble calls in their involvement in schools. This would show that parents also contribute and are treated with respect. This implies that teachers would also find it easier to be visiting homes of parents whose children are always absent to ascertain the causes of such absenteeism. This can only be established if there is a sound relationship between teachers and parents which can be only be mutually achieved when relevant information is made available for them to utilise. This has so far been seen yielding positive results and possibly built trust between the two parties.

The study also found that parents were treated equally without any form of barriers when interacting with the study in schools. This finding is in congruent with the findings of the Attendance works (2013) which reported that school communities can improve parent participation in the provision of quality education by creating a welcoming school environment which is free from discrimination of one's status of socioeconomic standing in the society. This assurance would motivate them and make feel part of each other as they would respect, advice and encourage one another. This would make them realistic enough and considerate in finding out about the problem leading to absenteeism and non-parental involvement before making conclusions in terms of blaming others for their failures. In view of this, the unity of co-existence among parents through their realistic involvement in their children's education to compact absenteeism would give them the freedom to

interact and share experiences for the betterment of their children's school attendance.

5.6 Summary of the chapter

This chapter presented the discussion of findings of the study in line with the objectives. The study found out that parents were involved in the provision of education in schools. Their involvements were done during open days, paying of school fees, purchasing school requisites, solving school-homework and providing food for their children. As regards the benefits of parental involvement in the provision of education in schools, their involvement improved school attendance tremendously, illiteracy reduced among parents due to availability of information, improved school-homework through home policy and modified children's behaviours at schools.

Further, the following were the major challenges faced in the parental involvement facet; Parents were too busy, lack of information on parental involvement, lack of transport and poor socioeconomic status. Among the interventional measures, the study found the following; need to sensitize for parental involvement in schools, summoning parents to schools when the child misses' school, need for constant communication between schools and communities and above all need for parents to be treated equally regardless of their socioeconomic statuses in schools. The next chapter presents the conclusion of the study and puts forward recommendations for future research.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The previous chapter discussed the findings. This chapter summarises the research findings. At this juncture, it must be confirmed that this study endeavored to investigate parental involvement in the provision of education in community schools. However, this investigation was confined only to three selected community primary schools in Chisamba District. Furthermore, in this chapter, a conclusion is drawn on the basis of the findings of the study and thereafter recommendations based on the findings of the study are made. Finally, the chapter ends by suggesting areas for further research based on the findings of the study.

6.2 Conclusion

The findings of the study revealed that there was parental involvement in the sampled community primary schools and that they got involved in the following manner: participation in PTA meetings, helping children with school-home works, providing their children with all the school requirements, attending school disciplinary cases and engaging them in school projects. As regards the benefits of parental involvement in the provision of education in schools, it was found that parental involvement improved school attendance, brought about more suggestions from parent, promoted confidence among learners, improved behaviour in learners, built a cordial relationship between school and community, increased awareness of school activities among parents and improved school-home work policy. Further, it increased on Parents' roles of providing education, gave freedom to children to attend school without challenges and made parents appreciate the importance of school by providing all the requirements in the school terms.

As the benefits of parental involvements were being appreciated by the teachers and parents in schools, they were antagonized by a number of challenges encountered in the process of partnering in their quest to providing education in

schools. The following were the major challenges faced in parental involvement facet in the sampled primary school: Parents were too busy, lacked information, stayed far away from school places, lacked transport modalities, lacked communication and poor socioeconomic status among parents. Furthermore, the study also came up with some interventional measures which included the following; need to sensitize for parents on involvement in schools, summoning parents to schools when the child misses' school, need for constant communication between schools and communities and above all need for parents to be treated equally regardless of their socioeconomic statuses in schools.

6.3 Recommendations

Based on the findings above, the following recommendations were made:

1. There is need for the government through the Ministry of General Education to effectively incorporate parents in the running affairs of community schools.
2. There is need for the Ministry of General Education to have open meetings with the stakeholders on policy making process through having constant communication channels in schools.
3. There is need for schools to engage parents regardless of their socioeconomic status in school decision making process for the betterment of the school and the community at large.
4. Well established schools should be giving assistance to various community schools and in return, the government should give a certain incentive to them

6.4 Areas for further research

Arising from the research findings of this study, some other aspects of this study area may not have been studied and these areas may need to be studied. The areas of the study which may be studied include:

1. Parental involvement in community schools at secondary school level.
2. On public and comparative study in relation to parental involvement in Education delivery.

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APPENDICES

APPENDIX: A: CONSENT FORM

This consent form serves to give you an understanding of the purpose of this research and subsequently the procedure to be followed when undertaking it. Further implications for your participation are explained. Make sure you read the information sheet carefully, or that it has been explained to you, to your satisfaction. Purpose of this research and subsequently, the procedure to be followed when undertaking it.

- 1. Description:** This study is purely an academic research undertaking. The researcher is a University of Zambia student pursuing a Master's degree in Sociology of Education. The research being undertaken is a major requirement to complete the Programme.
- 2. Purpose:** The purpose of this study is to explore school-community partnership in the provision of quality education in selected rural primary schools of Chisamba district, Zambia.
- 3. Consent:** Participating in this study is voluntary, meaning that you are free to say so do if you do not want to take part.
- 4. Confidentiality;** All the data collected from this research will be highly confidentiality and participants are assured of anonymity in this research.
- 5. Rights of Respondent:** The rights of the respondents will be protected and respected. Participants are assured that they shall suffer no harm as a result of participating in this exercise. Participants are free to ask for clarifications at any point during the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research and may withdraw if they wish.

DECLARATION OF CONSENT

I have read through the participant information sheet. I now consent voluntarily to be a participant in this project.

Participant's Name.....Signature.....

Date.....

APPENDIX B: INTERVIEW SCHEDULE FOR HEAD TEACHERS/ TEACHERS

I'm a postgraduate student in the School of Education, Department of Education Administration and Policy Studies. I am carrying out a research on school-community partnership in the provision of quality in selected primary schools of Chisamba District. The information being collected is for academic purposes only.

Your cooperation is highly appreciated.

QUESTIONS

1. What is your gender?
2. How old are you?
3. What is your highest qualification?
4. What is your position in the school?
5. How long have you been teaching/ administering school (in years)?
6. Do you involve parents in school running programmes?
7. If your answer to question 6 is yes, explain ways in which you involve parents in school programmes?
8. Does the school arrange enough opportunities for parents to be involved?
9. Do you think the involvement of parents is important in the provision of quality of education?
10. What benefits are there when you involve parents in the school programmes?
11. Do parents face limitations in participation of school-community programmes?
12. What limitations do parents face in the participation school-community partnership?
13. Do you think you need to do something to improve parental involvement in the school-community partnership in the provision of quality education?
14. Would you suggest ways in which the school can improve school-community partnership in the provision of quality of education?

THANK YOU FOR YOUR TIME AND PARTICIPATION

APPENDIX C: PARENTS' INTERVIEW SCHEDULE

I am a postgraduate student in the School of Education, Department of Education Administration and Policy Studies. I am carrying out a research on School Community Partnership in the provision quality education in selected primary schools of Chisamba District. The information being collected is for academic purposes only.

Your cooperation is highly appreciated.

QUESTIONS

1. What is your gender?
2. How old are you?
3. What do you do for a living?
4. How far have you gone in your education?
5. What is your occupation?
6. How would you describe your socio- economic status e.g., are you poor, rich or middle income?
7. Do you have children at this school?
8. How many?
9. Do you encourage them to attend school regularly?
10. Are you involved in school activities?
11. If your answer to question 10 is yes, explain ways in which the school is involving you in the school programmes
12. Does the school arrange enough opportunities for you to be involved?
13. If yes, what opportunities?
14. How frequently are you invited to discuss school-community partnership?
15. Do you think your involvement in school activities is important?
16. What benefits are there when you are involved in school-community partnership?
17. Do you face challenges in participation of school-community partnership?
18. What challenges do you face in the school-community partnership?
19. Do you think the school-community partnership needs to do something to improve?
20. Would you suggest ways in which the school-community partnership can improve the school running programmes?

THANK YOU FOR TAKING PART AND YOUR COOPERATION

APPENDIX D: FOCUSED GROUP DISCUSSION FOR LEARNER

I am a postgraduate student in the School of Education, Department of Education Administration and Policy Studies. I am carrying out a research on School Community Partnership in the provision quality education in selected Primary schools of Chisamba District. The information being collected is for academic purposes only.

Your cooperation is highly appreciated.

QUESTIONS

1. Do you attend school regularly?
2. If the answer to question 1 is no, give reasons why not.
3. Do you think your parents are involved in the school programmes?
4. If your answer to question 3 is yes, explain how your school is involving your parents?
5. Does the school arrange enough opportunities for your parents to be involved in the school programmes?
6. How frequently are your parents invited to discuss school issues?
7. Do you think school-community is important in the provision of quality education?
8. What benefits are there when your parents are involved in the school-community partnership in the provision of education?
9. Do your parents face challenges in participation in the school-community partnership in the provision of quality education?
10. Do you think the school-community partnership needs to do something to improve the school performance?
11. Would you suggest ways in which the school-community partnership can improve the school running programmes?

THANK YOU VERY MUCH FOR YOUR PARTICIPATION

APPENDIX E: INTERVIEW SCHEDULE FOR THE DEBS

I am a postgraduate student in the School of Education, Department of Education Administration and Policy Studies. I am carrying out a research on school-community partnership in the provision of quality education in selected primary schools of Chisamba District. The information being collected is for academic purposes only.

Your cooperation is highly appreciated.

QUESTIONS

1. What is your gender?
2. How old are you?
3. What is your highest qualification?
4. What is your position in the District?
5. How long have you been holding this office? (In years)?
6. Do you monitor community schools?
7. Are parents involved in the running of community school programmes?
8. If your answer to question 7 is yes, explain ways in which parents are involved in running of school programmes?
9. Do schools arrange enough opportunities for parents to be involved?
10. Do you think the involvement of parents is important in the provision of education? If yes explain how
11. What benefits are there when you involve parents in the school programmes?
12. Do parents face limitations in participation of school-community programmes?
13. What limitations do parents face in the participation of school programmes?
14. Do you think you need to do something to improve parental involvement in the school-programmes in the provision of quality education? Explain.
1. Would you suggest ways in which the school can improve school-community partnership in the provision of quality of education?

THANK YOU VERY MUCH FOR YOUR PARTICIPATION

APPENDIX F: INTERVIEW SCHEDULE FOR THE ZIC

I am a postgraduate student in the School of Education, Department of Education Administration and Policy Studies. I am carrying out a research on school-community partnership in the provision of quality education in selected primary schools of Chisamba District. The information being collected is for academic purposes only.

Your cooperation is highly appreciated.

QUESTIONS

1. What is your gender?
2. How old are you?
3. What is your highest qualification?
4. What is your position in the Zone?
5. How long have you been holding this office? (in years)?
6. Do you monitor community schools if yes how often?
7. Are parents involved in the running of community school programmes?
8. If your answer to question 7 is yes, explain ways in which parents involved in school programmes?
9. Do schools arrange enough opportunities for parents to be involved?
10. Do you think the involvement of parents is important in the provision of quality of education?
11. What benefits are there when parents are involved in the school programmes?
12. Do parents face limitations in participation of school-community programmes?
13. What limitations do parents face in the participation of school-community partnership?
14. Do you think you need to do something to improve parental involvement in the provision of education?
15. Would you suggest ways in which the school can improve school-community partnership in the provision of quality of education?

THANK YOU VERY MUCH FOR YOUR PARTICIPATION