

THE RELATIONSHIP BETWEEN EDUCATIONAL FEES AND THE DROPOUT
RATE IN SELECTED BOARDING SECONDARY SCHOOLS IN THE
SOUTHERN PROVINCE

BY

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DEDICATION

This dissertation is dedicated to my departed parents, my wife Dorothy and our children Chinyama, Hikabale, Namweemba, Bukoole, Namboozi and Chandi without whose existence, encouragement and patience this work may not have been produced. Furthermore, I dedicate this piece of work to my dependants Chikuni, Mweene and Hikapamba.

DECLARATION

I, BARNABAS HIMPYALI, do solemnly declare that this dissertation represents my own work and that it has not been previously submitted for a degree at this or another University.

Signed.....*B. Himpjali*.....
Date...*27th October, 1993*.....

APPROVAL

This dissertation of **BARNABAS HIMPYALI** is approved as fulfilling part of the requirements for the award of the degree of Master of Education by the University of Zambia.

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ABSTRACT

The main objective of the study was to determine the impact of educational fees on the dropout rate in selected boarding secondary schools of the Southern Province. The study tried to establish whether there were pupils who fell out of the school system due to the increase in educational fees.

The sample was drawn from pupils who entered grade 8 in 1987 and should have been completing grade 12 in 1991 in boarding schools. The rationale for selecting pupils who entered grade 8 in 1987 was that they were the first secondary school group of pupils to feel the full impact of educational fees. Through stratified random sampling eight out of the fifteen eligible schools were selected for the study. Of the eight schools studied, four are Grant-Aided (two for boys only and two co-educational) while the remaining four are Government (two for boys only and two co-educational).

A total of 280 grade 12 pupils were randomly selected from the target schools to complete questionnaires to obtain the following information; the pupils' knowledge of dropouts due to fee problem from among grade 12 pupils, pupils' knowledge of the bursary scheme and whether any grade 12 pupils had obtained the sponsorship, pupils' knowledge and ranking of dropout factors in boarding secondary schools and whether it was parents or guardians paying for pupils' education. Likewise, Heads of the target schools had to complete questionnaires to supply the following information: total

fees charged to each pupil annually, total number of pupils on government bursary scheme, recommendations on the operations of the bursary scheme, the ability and willingness to pay fees and the main dropout factors in boarding secondary schools.

In data analysis, factual presentation is done based on the responses of the respondents and personal observations made during the survey. Descriptions of the findings have been re-enforced by the use of descriptive statistics.

Investigations revealed that where the fees problem was experienced, the majority of dropouts on those grounds were amongst grades 8 and 9. All dropouts were boys. The study also indicated that more pupils withdrew from government schools because of the inability to pay fees than from grant-aided schools during the five-year period. This is in spite of the fact that the grant-aided schools charged the highest average annual fees. The main reason is that grant-aided school authorities processed pupils' bursaries more effectively than government school authorities, resulting in the majority of pupils in grant-aided schools recommended for bursaries obtaining the sponsorships. The other reason is that grant-aided school officials sought assistance in monetary terms and in kind for needy pupils from businessmen and the clergy.

Although only seven pupils dropped out of school because of financial problems, this dropout factor ranks fourth together with dropouts because of dagga smoking out of the eight major dropout factors identified in the

schools visited during the research. Being ranked fourth means that it is quite a serious problem which requires proper attention from the educational authorities.

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ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
DMDT	Directorate of Manpower Development Training
ERIP	Educational Reforms Implementation Project
GRZ	Government of the Republic of Zambia
LPO	Local Purchase Order
MGEYS	Ministry of General Education, Youth and Sport
MMD	Movement for Multi-Party Democracy (Political Party)
PTA	Parent-Teacher Association
UDI	Unilateral Declaration of Independence
UNESCO	United Nations Educational, Scientific and Children's Organization
UNIP	United National Independence Party (Political Party)
UNZA	University of Zambia

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE PROBLEM.

Since the attainment of political independence from Britain in 1964, the Zambian government endeavoured to provide free education to as many children and adults as possible. In an effort to give free education to everyone to satisfy the people's expectations and manpower demands, the Government phased out all school fees in 1969 in all former African Primary and Secondary schools. Free board and accommodation were provided to all boarding school pupils. As the country's new government inherited an economy that was booming, revenues from mineral (especially copper) export sales were used to finance education (Kelly et al, 1986; World Bank, 1988). The new government had to take this kind of policy direction from the outset because the country was almost destitute in trained manpower. Zambia had an acute shortage of indigenous skilled manpower to undertake development purposes and understudy, and eventually replace the expatriates (Elliot, 1971). Kelly explains the state of affairs at independence in terms of the school graduates:

Estimates reveal that at independence, only 110,200 Africans had completed six years in primary schools, and only 32,000 had completed the full primary course of eight years. At the secondary level, although over 8,000 Africans were enrolled in schools, only 4420 had passed the Junior Secondary (Form II) Examination, and a mere 961 had passed the School Certificate Examination. Only 107 had graduated from university, of whom only 4 were female (Kelly, 1991a: 13).

Nevertheless, from the mid 1970s Zambia has experienced a drastic decline in the economy. This has been propelled by the Unilateral Declaration of Independence (UDI) in 1965 in the then Rhodesia (now Zimbabwe) by Ian Douglas Smith, the world oil crisis, the liberation wars in Southern Africa (involving Angola, Namibia, South Africa, Zimbabwe and Mozambique), the fall in the copper prices and exports because of the recession in the world economy and also the succession of poor harvests because of insufficient rainfall. Kelly et al (1986) argue that the above external factors which brought about the economic crisis were aggravated by prevailing internal factors which included too much dependence on mining (especially copper mining); inadequate attention to agricultural production and hauling of produce; too many non-productive, inefficient parastatal organisations; lack of accountability on the part of the government and poor management in most areas of public life.

The economic depression forced the government to reduce public spending on education and therefore in 1977 it began to encourage individuals and organisations to establish private schools which charged fees. The other reason why the government allowed private schools to continue operating is that the demand for education had greatly expanded because of population growth and the increased number of primary school leavers who aspired to secondary school (Kaluba, 1986). In the mid 1980s, the government ruled that all non-Zambian children were to

pay both tuition and boarding fees in boarding schools and tuition fees in day schools. Parent-Teacher Associations (P.T.As) were empowered to levy from all pupils some money whenever necessary to improve pupils' diet in boarding schools (World Bank, 1988).

Currently, the burden of financing education is no longer a complete government responsibility but has been extended to parents and non-governmental organisations. Thus, parents have to provide exercise books and other stationery, pens and pencils; buy uniforms and pay school fund; they meet transport costs and many more direct and indirect costs. Parents of boarding school pupils have to pay for bedding, soap and other toiletries; since May 1986 they have to pay boarding fees (now K1500 per term per pupil in government and grant-aided schools); they contribute money to cover the costs of entertainment, sports, school expansion and maintenance.

Recently, the Minister of Education (Mr. Arthur Wina) is reported to have reaffirmed the Movement for Multi-Party Democracy (MMD) government policy on the financing of education:

Interviewed on TVZ Kwacha Good Morning, Mr. Wina said the burden of running the educational system was too heavy for government alone if it was to meet the aspirations of the people and requirements of industry ... parents would be asked to contribute towards the education of their children while industries would also share in capital development and supply of essential components such as libraries, textbooks and laboratories (Zambia Daily Mail, 6th January, 1992:1).

The MMD government policy is in agreement with the World Bank's recommendations to developing countries on the

financing of education. The World Bank report (1986) recommends cost recovery by governments through charging user fees to secondary school pupils and those in higher institutions of learning like universities and colleges. The report says this policy would permit governments to reallocate public spending towards the levels and types of education with the highest social returns. The report further states that greater private financing would improve the quality of student selection and student performance because students would have a greater financial stake in their studies. It concludes that:

The policy would also improve equity if extra funds are used to expand education at the lower levels, where the lower income groups are mostly widely represented ... selective scholarships could be used to protect the access to post-primary education among talented students from poor families (1986:2).

At the present time, there seem to be no specific guidelines regarding the items for which schools may charge parents in Zambia. School authorities and P.T.A. committees have been left to determine the size of contributions to various funds. There have been instances where school authorities have sent pupils home who did not pay P.T.A. and examination fees. In most cases such pupils were told not to return to school until they raised the required fees (Zambia Daily Mail, 15 January, 1986 and 5 March, 1986). This is a precarious condition which may result in some pupils stopping schooling because of inability to raise and pay the required fees. Even if the government has a bursary scheme meant for pupils from poor families, the scheme only provides for

boarding fees. In some cases it is alleged that the beneficiaries of Bursary Schemes are those from well-to-do families whose parents use their influence to obtain such sponsorships. The current educational financing arrangements seem to favour the affluent who are mainly the policy makers and executors. It is against this background that the researcher decided to investigate the contribution of educational fees to the dropout rate in boarding secondary schools.

1.2 THE STATEMENT OF THE PROBLEM.

The study sought to determine the impact of educational fees on the dropout rate in boarding secondary schools in the Southern Province. The study attempted to establish whether there were pupils who dropped out of school because of inability to raise and pay fees, in view of the increase in educational fees in Zambia since 1986 when fees were re-introduced.

1.3 RATIONALE OF THE STUDY.

Literature review indicates that some research in relation to dropouts because of inability to raise and pay educational fees has been done in many Western countries and some parts of Africa. Little or nothing has been done in Zambia. One study by Banda (1977) dealt with wastage in general in both primary and secondary schools in Zambia. In the light of the above and the new educational policy of cost-sharing, the researcher decided to conduct a study mainly targeted at determining

the impact of educational fees on entrants to secondary education from different social backgrounds.

Additionally, concern by the public about the possible impact of educational fees on the enrolments in boarding secondary schools provided the rationale for the study. The Catholic Bishops indicated that the boarding fees were beyond the reach of the ordinary people at the time of their introduction (Zambia Daily Mail, 20th February 1986). Letters to the Editor in one of the newspapers (Zambia Daily Mail, 5th February 1986) rejected the introduction of fees and expressed the view that only the children of the wealthy people would manage to raise and pay the fees.

1.4 PURPOSE OF THE STUDY.

The purpose of the study was to determine the actual dropout rate as a result of failure to raise and pay educational fees. The study also investigated the number of dropouts because of inability to raise and pay fees as compared to dropouts because of other factors. The research exercise was done with a view to discovering and suggesting possible solutions to dropouts because of inability to pay fees.

1.5 RESEARCH QUESTIONS.

It was hypothesized that there is no significant relationship between the educational fees incurred by parents and the dropout rate of pupils in boarding secondary schools. It was specifically hypothesized that

there is no significant difference in the dropout rate as a result of educational fees being charged between:

- (a) the junior secondary school and the senior secondary school sectors in any given school;
- (b) single-sex (boys) grant-aided and single-sex (boys) government schools;
- (c) girls and boys in boarding schools;
- (d) mixed-sex grant-aided schools and mixed-sex government schools;
- (e) grant-aided schools and government schools;
- (f) the dropouts because of inability to pay fees and the dropouts because of other factors.

1.6 SIGNIFICANCE OF THE STUDY.

The study was undertaken so that it would shed some light on the impact of educational fees on entrants to education, especially in boarding secondary schools. The study was therefore envisaged to make a contribution to our knowledge of the effect of educational fees and the dropout rate in schools. It was envisaged that the data collected and the findings of the study would be useful not only to the educational planners in the Ministry of Education, but also to heads of schools and their teachers in boarding secondary schools. For example, findings on the administration and effectiveness of the bursary scheme in boarding schools would benefit all the relevant authorities.

1.7 LIMITATIONS OF THE STUDY.

Given the nature of the problem, a study of this kind should have covered the whole country. Unfortunately, because of both time and financial constraints the study was confined to eight boarding secondary schools in the Southern Province. Its findings therefore, might not reflect a complete picture of the impact of educational fees on the dropout rates in boarding secondary schools throughout Zambia. Dropouts could have been reached, but for time given and lack of information on the exact location of such people. The study covered the period 1987 to 1991 and was confined to pupils who entered grade 8 in 1987 in the boarding schools under study. The period 1987 to 1991 was found suitable for this study as the research covered the first cohort of pupils to feel the full impact of educational fees.

1.8 DEFINITION OF TERMS (Applicable to this study)

ABSCONDING FROM SCHOOL: Going away from school secretly, usually for a reason best known by the person sneaking out of school. Such pupils could be running away from justice; maybe they are unable to raise fees; sick; pupils' lack of interest in education, etc.

BOARDING FEES: This is the money paid to boarding schools to cover all boarding related costs, especially for food to feed pupils in such schools. Boarders used to pay K100

per term per pupil from May 1986 to April 1990; K200 from May 1990 to April, 1992. Each boarder now pays K1500 termly. Refer to "EDUCATIONAL FEES" in this section for further details.

BOARDING SECONDARY SCHOOL: This is a secondary school where pupils stay, are fed and accommodated when schools are open.

DROPOUT: Unless otherwise stated, this refers to a pupil who stops schooling because of illness or failure to raise and pay educational fees, or is expelled from school, etc. Pupils who fail national examinations in Grades 7, 9, or 12 and even those who pass examinations but do not get selected for further education are not dropouts. They are known as "pushouts".

EDUCATIONAL FEES: This is the money paid to schools for various purposes in such schools, e.g. P.T.A. fund for renovating or constructing school buildings; boarding fees for food; school fund for acquiring sports equipment and transport costs, etc. Except for boarding fees fixed at K1500 termly and school fund fixed at K20 annually, the rest of the charges vary from school to school.

GOVERNMENT BURSARY SCHEME: This is a scheme established by the Government in 1987 which is intended to relieve the needy pupils of the burden of paying boarding fees. Recommendations by school authorities are sent to the

Provincial Education Officer for scrutiny and those pupils found eligible for sponsorship have their boarding fees sent to their schools for as long as they continue their secondary education. Pupils who get bursaries in Grade 8 only need to renew the sponsorships at Grade 10 level while those who get the sponsorship at Grade 10 level are assured of continuing to receive the boarding fees up to Grade 12.

GRANT-AIDED SCHOOLS: These are educational institutions run by church agencies in accordance with the provisions of the Education Act. These institutions follow the same norms as government schools regarding admissions and the curriculum, though they enjoy some independence in staffing and management of resources. They get a grant of 75 per cent of the cost of approved capital projects; grants to pay for school requisites, boarding and operating costs; salary payments for approved teachers and wage payments for approved employees; and grants-in-aid for agency personnel on the teaching or administrative staff of the institution.

IMMORAL CONDUCT CASES: These include rape; abortion; being caught by authorities while having sexual intercourse at school or out of school when schools are in session.

WASTAGE FROM SCHOOL: These are pupils who do not complete school for one reason or another. For example, because of

failure to be selected to Grade 8 or Grade 10; lack of educational fees; expulsion from school, etc.

CHAPTER TWO

LITERATURE REVIEW

A number of researches related to effects of educational fees on the dropout rate in schools have been carried out elsewhere (Bray, 1988; Bray and Boze, 1982; Berstecher, 1972; Brimer and Pauli, 1971; Jimenez and Tan, 1985; Lillis, 1988; Seshadri, 1976; Yoloze, 1975). Seshadri (1976) reports that despite India's commitment to the democratic ideal of universal education and the expansion of educational facilities after independence, inequalities of different kinds still persist. He says that secondary and higher education stages have remained the monopoly of the well-to-do in the society because of the poverty of the majority of Indians.

From the Indian experience, Seshadri reports that only ten out of 100 children who enter Grade 1 manage to complete secondary education and of these as many as eight come from the top affluent 30 per cent of the society and only about twenty per cent from the rest. He concludes that the alarming rate of dropouts and wastage prompted the Education Commission to suggest the implementation of the following measures: wide dispersal of educational institutions; abolition of fees; establishment of an adequate scholarship programme; provision of free books, stationery, uniforms, school meals, transport, hostel facilities, day study centres and special coaching for the under-privileged so that they could overcome their social, economic and other handicaps.

Bray and Boze (1982) conducted a longitudinal research on dropouts in the primary school sector of the Western Province of Papua New Guinea. They monitored the enrolments and dropouts in schools over a period of six years. The study revealed that some of the main reasons why pupils stopped schooling were deaths, sickness, long distance from school, indiscipline and failure to pay educational fees. Such findings in Papua New Guinea prompted the researcher to launch investigations on the main dropout factors in Zambian boarding secondary schools, using educational fees as the determining variable.

Writing on Malawi, Bray (1988) says that the Malawian government, acting on the recommendation by the World Bank that fees did not have any significant impact on enrolments in schools, decided to raise primary school fees by 25 per cent and secondary school fees by 50 per cent. The immediate result was a fall in primary school enrolments in most districts. Long term assessment still has to be done to determine the effect of fees on both primary and secondary school enrolments. The report, however, stressed the point that higher fees may discourage some people from entering school, but those who enter would be more likely to stay because of the higher returns from improved quality of education. The report further argues that to maintain quality education for the benefit of all (the poor and the rich), it is important to charge fees whenever signs of deterioration of standards or quality begin to show.

Commenting on the same Malawian fee issue, Psacharopoulos and Woodhall support the idea of fee paying conditionally:

Provided that additional income derived from increased fees is used to expand education in rural areas and thus increase access in remote villages or to increase the quality of schools in these areas, an increase in fees may actually increase demand for education among poor households previously denied access or confined to low-quality schools (1986: 150).

Brimer and Pauli (1971) give a UNESCO report on the causes of dropouts from girls' primary schools in a district of Pakistan. Among the study's findings on the reasons for pupils' dropout from schools were: poverty, employment of children in agriculture, unfavourable attitude towards women's education, migration, lack of means of communication and lack of religious education in schools. Poverty was singled out as the main cause of dropouts and absenteeism. Despite these problems, Jimenez and Tan (1985) report that because of the financial problems it was facing, Pakistan decided to extend the burden of financing education to parents and encourage privatisation in education as a measure to increase the provision of education. The two authors fear that the introduction of fees may force some talented pupils from poor families to drop out of school. However, they may not need to worry about the fate of the needy pupils as the government established a scholarship programme so that no underprivileged student would be kept out of school (World Bank, 1986).

Yoloye (1975) carried out a longitudinal pilot study of primary school dropouts in the city of Ibadan in

Western Nigeria over a period of three years. This study, like that by Bray and Boze (1982) in Papua New Guinea, identified sickness and inability to pay fees as some of the main causes of pupil withdrawal from school. Other causes of pupil withdrawal from school according to the study are fear of severe discipline in school and low motivation on the part of the pupils. Results from this study also indicate that both in lower and upper primary school classes, dropout was higher among Christians than among Muslims.

In yet another paper by Bray (1988), a study conducted in Kenya revealed that some villagers who contributed towards building secondary schools could not raise fees to send their children to these very schools. To the villagers education had become the domain of the rich and they felt that they were cheated and robbed. Lillis (1988) reports on similar findings in Tanzania. In the Tanzanian case, despite the fact that many of the private schools were built with the help of the money or labour of peasants, only the rich group could send their children to those schools. The evidence from both the Kenyan and Tanzanian case studies suggest that self-help projects can sometimes increase socio-economic inequalities. Particularly distressing are instances in which poor people labour to build schools but then find that they cannot afford either the direct or indirect costs to utilise the institutions.

Berstecher (1972), in his comparative study on dropouts involving three countries (Dahomey—now Benin,

Ecuador and Thailand), came up with the following reasons for pupil withdrawal from school: (i) lack of basic information amongst parents concerning the advantages of complete education in terms of occupational prospects, further education opportunities and higher incomes; (ii) higher direct and indirect costs of education on the part of parents. In a similar case in Zambia in 1986, failure by fourteen pupils to pay boarding fees made them drop out of Monze Secondary School (Zambia Daily Mail, 23 July, 1986). In yet another related issue in 1987, the Minister of Education spoke of many pupils who dropped-out of school or opted to be day scholars because of inability to pay boarding fees. Part of the report reads as follows:

Since the introduction of boarding fees, many pupils have failed to pay and most have opted to be day scholars while others have moved to day schools in urban areas. Last year nearly 4,000 pupils were expelled for failing to pay the fees (Zambia Daily Mail, 9 April, 1987: 1).

The researcher felt obliged to investigate whether the problem of dropouts because of failure to pay fees had been eliminated in Zambia following the introduction of the government bursary scheme in 1987. The bursary scheme is meant to be awarded to needy pupils. When a bursary is awarded to an individual, part of the individual's educational fees (boarding fees in this case) are met by the Government so that such an individual spends the little money he may have on other educational requirements.

The only research that came near to dealing with dropouts because of inability to raise and pay

educational fees in Zambia was done by Kelly et al (1986). The Educational Reforms Implementation Project (ERIP) team, led by Kelly, actually carried out research to determine parents' willingness and ability to contribute towards their children's education. The results from a country-wide survey of 1436 parents were that parents were willing to pay and that they were already doing so through buying stationery, paying school fund and making contributions to Parents Teachers Association (P.T.A.) projects.

At the time of preparing for research it was noted that since the ERIP team survey, there had been numerous changes. The latest changes include the introduction of boarding fees in boarding secondary schools in May, 1986; the introduction of medical fees in 1989, and the ever rising prices of commodities. For example, Times of Zambia, 20 June, 1990, reported the increase in the price of a 25Kg breakfast mealie meal bag from K114 to K269; Times of Zambia, 14 December, 1991 reported the increase in the price of 25Kg bag of breakfast mealie meal from K269 to K570 and Times of Zambia, 4 March, 1992 indicated that the price of the same bag of mealie meal shot up from K570 to K648. As of June 1992 the same bag of mealie meal was costing K1300. The inflation rate in Zambia has increased from 7.1 per cent in 1980 to 118 per cent in 1990 (Lungwangwa, 1992). The financial costs outlined above have become an additional burden to the already overburdened parents and obviously the new burden will

have a more telling effect on poor families both in rural and urban areas.

It is evident from the literature review that there is a problem of dropouts in some countries as a result of pupils' inability to pay educational fees. Various approaches to solving the problem have been recommended (like bursary schemes) though the results still have to be known. In the Zambian case, since the ERIP team did not look into the question of dropouts because of inability to pay fees, the researcher found it necessary to undertake an investigation into that area so that recommendations from the research might guide educational planners in finding lasting solutions to such problems. Because the majority of the Zambian people are subsistence farmers, it became quite evident from the prevailing economic crisis that a lot of them may not send their children to secondary schools because of inability to raise the relatively high educational fees.

CHAPTER THREE

3.1 PROCEDURE AND METHODOLOGY

Population: The population consisted of all the pupils who entered Grade 8 in 1987 in nineteen boarding secondary schools of the Southern Province. The rationale for selecting pupils who entered Grade 8 in 1987 (1991 Grade 12 pupils) was that they were the first group of secondary school pupils to feel the full impact of educational fees during Zambia's Second Republic (1973 to 1991) and it was felt that findings would contribute new knowledge to the existing body of knowledge in the field of education. It was decided to study boarding secondary schools in the Southern Province because the province has the highest number of boarding secondary schools in the country. The distribution of boarding secondary schools according to provinces is as follows: Southern has twenty, Northern has fifteen, Eastern has eleven, Luapula has nine, Western has nine, Central has eight, North-Western has six, Copperbelt has four and Lusaka has four (GRZ, 1983).

Sample: A sample of 280 pupils was drawn from pupils who entered Grade 8 in 1987 and should have been completing Grade 12 in 1991 in boarding secondary schools (running from Grades 8 to 12). Since the Ministry of Education recommends 35 pupils for each class, a sample of 35 pupils from each target school was considered sufficient for this particular study. Stratified random sampling was used to select eight out of the fifteen schools eligible for this study. (See Appendices for the

list of schools from which the sample was made). Of the eight schools studied, four were grant-aided (two for boys only and two co-educational) while the other four were Government (two for boys only and two co-educational). It was found necessary to study these kinds of schools for ease in comparison of results between the government and grant-aided schools (single sex and co-educational schools). The sampled schools are tabled below.

TABLE 1
SAMPLE OF SCHOOLS AND PUPILS

NAME AND TYPE OF SCHOOL	SAMPLE	
	MALE	FEMALE
Canisius (Single-sex, Grant-Aided)	35	
Choma (Mixed-sex, Grant-Aided)	21	14
Kalomo (Mixed-sex, Government)	19	16
Maamba (Mixed-sex, Government)	20	15
St. Marks' (Single-sex, Grant-Aided)	35	
Monze (Single-sex, Government)	35	
Pemba (Single-sex, Government)	35	
Rusangu (Mixed-sex, Grant-Aided)	21	14
TOTAL	221	59
	280	

Note: Canisius became a single-sex school at the beginning of 1991 when the girls' section of the school became independent and was named Chikuni Girls' Secondary School.

3.2 RESEARCH INSTRUMENTS:

Data for this study was gathered through questionnaires which were completed by the Heads of the schools concerned. Additionally, pupil questionnaires were administered to 35 randomly selected Grade 12 pupils

in each of the schools under study. In all, 280 questionnaires were completed by 280 pupils while eight questionnaires were administered to eight Heads of the target schools. In this study it was not possible to involve parents and/or pupils who dropped out of school because of failure to raise and pay fees because such people would not be easily traced. It was, therefore, decided to depend on the school authorities' records and the feedback from the 1991 Grade 12 pupils. School authorities were asked to verify information submitted to the researcher by the pupils. Verification of such kind of information was necessary to ascertain the validity of that information.

3.3 DATA NEEDED AND DATA COLLECTION PROCEDURE

For this study the researcher needed the following information over a period of five years (1987-1991 inclusive) from each of the schools under study: total number of dropouts because of various reasons (including failure to pay fees) annually, total fees charged to each pupil annually, the administration of the government bursary scheme (total number of pupils on the bursary scheme and the recommendations on the operation of the scheme), the ability and willingness of parents to pay fees as understood by heads of schools and the main dropout factors.

In order to obtain the needed data from the sampled schools, the writer sought written permission from the Ministry of Education headquarters in Lusaka and the

Provincial Education Officer for Southern Province. A pilot study was carried out at Kafue Boys' Secondary School in July 1991 to verify the research instruments. The pilot study revealed that there had been no dropouts amongst the Grade 12s (who entered Grade 8 in 1987) during the period 1987 to 1991 because of inability to raise and pay educational fees. Apparently, pupils who realised that they could not pay the fees transferred to day schools.

The data (as indicated in the "Pupil's Questionnaire" Appendix D) was obtained by administering a questionnaire to 280 Grade 12 pupils randomly selected from the schools under study. The pupil's questionnaire sought the pupil's knowledge of dropouts because of fee problem from among Grade 12 pupils, pupil's knowledge of the government bursary scheme and whether that pupil or other pupils in Grade 12 had obtained the sponsorship, pupil's knowledge and ranking of dropout factors in boarding secondary schools and whether it was parents or guardians paying for the pupil's education.

The pupils responded to the items in the presence of the writer so that any problems could be attended to on the spot and in order to standardise questionnaire administration. Pupils were assured of the confidentiality of their responses. Respondents were not required to write their names to allay fears of victimisation. Pupils had to complete the questionnaire within an average period of thirty minutes. After gathering the pupils' questionnaires, the researcher

quickly checked on the answers to question 13 (and a few others) and counter-checked the validity of the information given him by the pupils with the school administration. Details of the "Pupil's Questionnaire" are indicated in the Appendices.

Data on various types of dropouts for the period of five years, total fees charged to each pupil annually, total number of pupils on the government bursary scheme, recommendations on the operations of the bursary scheme, the ability and willingness of parents to pay fees as understood by Heads of schools and the main dropout factors in boarding secondary schools was obtained by administering questionnaires to Heads of the target schools. Heads were given between one and four weeks to complete the questionnaires. The school authorities needed to refer to various school records to produce an accurate and comprehensive report. Except for one questionnaire which reached the researcher by post, the rest were collected from the Heads personally by the writer.

3.4 DATA ANALYSIS:

In analysing data, factual presentation has been done based on the responses of the respondents and personal observations during the survey. Descriptions of the findings have been re-enforced by the use of descriptive statistics whenever and wherever necessary.

3.5 PROBLEMS ENCOUNTERED DURING FIELDWORK

- (a) Since Grades 7 and 9 examination results for 1990 were released late by the Ministry of Education, admissions into Grade 8 and 10 preoccupied the Heads of schools during both Terms I and II of 1991. As a result of this, the researcher had to wait for at least a month before being allowed to conduct research in some of the schools of his choice.
- (b) Pupil boycott of meals in one school (Pemba), the death of a Ugandan teacher in another school (Kalomo), and the death of a pupil in yet another school (Choma) compelled the researcher to wait for the restoration of normal life in such schools before carrying out research. In each case, the researcher returned to these schools to continue the research after three weeks.
- (c) Record keeping in some schools is either very poor or lacking and some valuable information on pupils or the school was lacking or insufficient in certain instances (e.g. pupil's home addresses, pupils' religious denomination, year when school was founded). Perhaps frequent changes in the administration may result in, among other things, poor record keeping as is the case in Monze and St. Mark's secondary schools where both Heads and Deputy Heads were found by the researcher to have been in acting capacities for nearly two years.

- (d) Some heads of schools were reluctant to allow the researcher to undertake the research (even if he had permission from both the national and regional educational authorities). The researcher had to use all the diplomatic language at his disposal to get the authority and cooperation of such school authorities. The Ministry of Education could do a lot of good for the country by writing circulars to heads of schools requesting them to be accommodating to would-be researchers.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 OVERVIEW OF THE RESULTS

This chapter comprises hypothesis testing and the discussion of findings. The discussion aims at ascertaining whether there is any significant difference in the dropout rate as a result of educational fees being charged to pupils between: the junior and senior secondary school sectors in any given school; single-sex (boys') grant-aided and government schools; girls and boys in boarding schools; mixed-sex Grant-Aided and government schools; grant-aided and government schools; and the dropouts because of inability to pay fees and the dropout because of other factors.

When the 280 pupils sampled for the study were asked to rank six major dropout factors prevailing in their schools, they ranked the fees problem as the second most important after pupil indiscipline. The Heads of the schools visited ranked the fees problem together with sickness as the third most important dropout factors in their schools. The Heads ranked pupil indiscipline and pupils' lack of interest in education as the first and second respectively most important dropout factors prevailing in their schools. The results are tabulated in Tables 2 and 3.

the district, among the first one per cent in the case of boys and two per cent in the case of girls;

(ii) that the pupil did not live within a reasonable walking distance to the nearest basic or secondary school he could otherwise attend as a day pupil. In rural areas, a distance beyond 10km was regarded as being walking distance too far for a day pupil;

(iii) that there was proof of the parents' or guardian's inability to raise fees (Zambia, Ministry of Education, 16 December, 1986:1).

The bursaries were to be awarded to pupils who qualified for either Grade 8 or 10. At school level, the Head had to screen needy pupils for recommendation for bursaries to the District Committee made up of the District Governor (Chairperson), District Education Officer, District Social Secretary (Secretary), all members of Parliament in that district, a Youth League representative, a Community Development Officer, P.T.A. Chairpersons of secondary schools in the district and secondary school Heads in the district (these were incorporated into the committee in 1988: MGEYS, 1988c). Applications approved at district level were forwarded to the Permanent Secretary of the Ministry of General Education, Youth and Sport in Lusaka for payments directly to the pupils concerned through the Heads of the pupils' schools.

While the Ministry of Education directed that pupils recommended for bursaries should have been the most outstanding in the district, in most cases needy pupils are not the most brilliant in the school let alone in the district. In such cases, heads of schools have had to persuade the committee at the district level to approve such applications. Even having bursary application forms completed and signed by parents/guardians of the needy pupils was demanding (expensive for the needy pupils to travel to and from home for approval). Sometimes parents or the needy pupils were reluctant to endorse the forms thinking that the Government would recover the sponsorship money from the recipient in the future. This kind of thinking prevailed in spite of the publicity given to the communities through pupils and P.T.A about the importance of the bursary and how to procure it.

As far back as 1988 many District Bursary Committees throughout Zambia wrote the Permanent Secretary and/or the Minister of Education complaining of the complications involved in selecting needy pupils for bursaries (MGEYS, 1988d). The committees urged the Ministry of Education to devise a simpler, more practical system in selecting pupils for bursaries. The problem of locating needy pupils who would meet all the prescribed requirements for the award of bursaries was also brought up in all the schools studied. Heads of schools visited during the research recommended that for efficient administration of bursaries in the future, school authorities together with Parent-Teacher Association

members should approve who gets a bursary because they know the pupils better. They said that money for bursaries should be at regional headquarters of each province to avoid unnecessary delays in dispatching it to the deserving pupils.

Despite the fact that this research revealed that only seven pupils dropped out of the school system due to financial problems over a period of five years, there is evidence that some of the needy pupils have not been able to obtain the government sponsorship for various reasons either already stated above or implied. Of the 280 pupils who completed questionnaires, 187 of them (representing 67 percent of the group) declared that they knew of needy friends in grade 12 (they even named them) who did not have bursaries (Appendix D). This is supported by the evidence from the Heads of schools visited. Of the eight Heads of schools who were required to say whether all the needy pupils in their schools were benefitting from the G.R.Z. bursary scheme, five (representing 62.5 percent of the whole group) indicated that there were some needy pupils who were not being sponsored by the Government. As can be seen in Table 4, this study has also revealed that there were (among others) 168 pupils who were recommended by Heads of schools for bursaries during the years 1987 to 1991 but were eventually denied bursaries by the higher authorities in the bursaries committees.

TABLE 4
NUMBER OF PUPILS AWARDED BURSARIES IN GRANT-AIDED AND
GOVERNMENT BOARDING SCHOOLS

SCHOOL	1987	1988	1989	1990	1991	TOTAL NO. AWARD ED	PUPILS DENIED BURSARIES	
							G-A	GV
CANISIUS	5	17	47	42	15	126	0	
CHOMA	0	0	9	4	6	19	17	
KALOMO	43	22	15	4	9	93		61
MAAMBA	0	9	6	2	2	19		10
ST. MARK'S	27	51	36	40	15	169	0	
MONZE	10	10	21	41	26	108		0
PEMBA	18	9	42	12	41	122		72
RUSANGU	0	0	3	3	3	9	8	
TOTAL	103	118	179	148	117	665	25	143
							168	

At the time of research, the following number of needy pupils had applied for bursaries: Canisius (20 pupils), Choma (one pupil), Kalomo (28 pupils), Maamba (13 pupils), St. Mark's (23 pupils) and Pemba (45 pupils).

Source: School Records.

A closer look at data on bursaries reveals that bursaries seem to be better administered in grant-aided schools than in government schools (Table 4). This is evidenced by the fact that out of 348 pupils from grant-aided schools recommended for bursaries over a period of five years, 323 pupils (representing 92.8 percent of the whole group) obtained bursaries whereas in government schools, of the 485 pupils who applied for bursaries during the same period, 342 pupils (representing 70.5 percent of the whole group) got scholarships. This implies that the screening process of pupils who deserve bursaries is better conducted in grant-aided schools than in government schools.

The Government seems to have realised the problems involved in the administration of bursaries according to its original guidelines and so in January 1991 it modified the guidelines (MGEYS, 1991a). According to the new guidelines, beginning January 1991 any needy pupils who would meet the following requirements would be awarded a bursary:- qualify for Grade 8 or Grade 10 and offered a place or (already in school and no longer has supportive parent/guardian); have proof of guardian's/parent's inability to raise the boarding fees and also there must be proof that the pupil does not live within walking distance of a basic or secondary school. The composition of the membership of the bursary committee was cut and localised so that each committee is now made up of: Head of secondary school (chairman) P.T.A chairman (member), one senior teacher, party ward chairman and the boarding master/mistress (secretary). All applications approved by such a committee will now be sent to appropriate Provincial Education Officers for further consideration and approval for prompt payments.

Judging by the new approach to processing bursaries, many more needy pupils are bound to benefit from this scheme. The previous process involved too many people (especially politicians) and stages and therefore was time consuming. The new approach basically involves the school authorities and the Provincial Education Officer.

All heads of schools visited indicated that there was need for pupils to continue paying educational fees in order to keep the institutions going. Of the eight

Heads of schools interviewed, 37.5 per cent recommended a boarding fee of K200-K400, 25 per cent recommended a fee of K400-K600 while another 37.5 per cent recommended a fee of over K600 per term per pupil. While some of the Heads of government schools (those from Kalomo and Maamba) confessed that they could do with the K200 boarding fee per pupil per term since they used Local Purchase Orders (L.P.Os) to acquire almost everything they needed to run the schools, Heads of grant-aided schools complained that K200 was inadequate to purchase food to feed pupils termly. Heads of grant-aided schools are given cash grants for the operations in their schools and so there is no way they can overspend as they do not use L.P.Os like heads of government schools.

On the question of P.T.A. funds, 75 per cent of the heads of schools visited said that a fee of K200-K400 per pupil per year was sufficient for the maintenance of the schools while the remaining 25 per cent recommended a fee varying from K400-K600 to over K600 per pupil per year. Heads of grant-aided schools said that since the Government no longer released money for maintenance and since the boarding subsidy was very small, the users should pay as much as the school authorities required them to. This money would be used to supplement the government recommended boarding fees and also for school maintenance as well as buying school equipment like footballs and stationery. The same money raised could be used to put up teachers' houses to alleviate housing problems prevalent in most schools.

One major observation worth mentioning is that despite the fact that in all mixed schools visited there were fewer girls enrolled than boys, the majority of dropouts in general were girls (Tables 5 and 6). Of the 38 pupils who dropped out of Kalomo Secondary School, 27 (representing 71.1 per cent of the whole group) were girls while only 11 boys dropped out (28.9 per cent). In Choma Secondary School, of the 33 dropouts, 20 (representing 60.6 per cent in this school) were girls while only 13 boys fell out of the school system (39.4 per cent). Of the 17 dropouts from Rusangu Secondary School, 12 (70.6 per cent of the dropouts in this school) were girls whereas only five boys dropped out (29.4 per cent). It is the same in Maamba Secondary School where out of 15 dropouts, eight (53.3 per cent of the dropouts in this school) were girls whereas only seven boys (46.7 per cent) left school for one reason or the other. Even when we take a census of dropouts from all the eight schools, we still notice that the number of girls who dropped out of school (67, representing 49.3 per cent) is nearly the same as that of boys who fell out of the school system (69, representing 50.7 per cent).

TABLE 5
SCHOOL ENROLMENTS FOR THE PUPILS UNDER STUDY, 1987-1991.

SCHOOL	YEAR	GRADE	ENROLMENTS	
			MALE	FEMALE
CANISIUS	1987	8	215	
	1988	9	226	
	1989	10	78	
	1990	11	79	
	1991	12	76	
CHOMA	1987	8	249	171
	1988	9	267	168
	1989	10	93	51
	1990	11	101	60
	1991	12	95	57
KALOMO	1987	8	185	106
	1988	9	229	197
	1989	10	130	78
	1990	11	147	97
	1991	12	189	77
MAAMBA	1987	8	111	65
	1988	9	139	116
	1989	10	28	20
	1990	11	32	21
	1991	12	28	22
ST. MARK'S	1987	8	157	
	1988	9	223	
	1989	10	136	
	1990	11	158	
	1991	12	157	
MONZE	1987	8	389	
	1988	9	434	
	1989	10	150	
	1990	11	154	
	1991	12	155	
PEMBA	1987	8	251	
	1988	9	302	
	1989	10	166	
	1990	11	187	
	1991	12	184	
RUSANGU	1987	8	115	84
	1988	9	141	96
	1989	10	54	49
	1990	11	53	48
	1991	12	51	45

Source: Ministry of General Education, Youth and Sport; Secondary Schools Annual Returns for the Years 1987 to 1991.

TABLE 6:DROPOUTS AND REASONS FOR DROPPING OUT IN SELECTED BOARDING
SECONDARY SCHOOLS DURING 1987-1991 INCLUSIVE

SCHOOL	YEAR	REASONS WHY PUPILS DROPPED OUT										Total Number Dropouts		Total Drop- outs in 5 years	Comparison Percent Dropouts in 5 years.									
		Absco- nding		Pregnancy & causing Pregnancy		Dagga Smoking		Death		Inability to pay fees							Immoral conduct		Married		Sickness			
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F					
CANISIUS	1987	3											3											
	1988	1					1						4											
	1989												0			11								
	1990	1		1									2											
	1991			2									2											
CHOMA	1987	2			2								2		2									
	1988				9	6							6		9									
	1989	1			4								1		4	33	39.4	60.6						
	1990			3	3								3		3									
	1991			1	2								1		2									
KALOMO	1987		1		8				4			1	1		6		9							
	1988	2			5			1							3		5							
	1989				3										0		3	38	28.9	71.1				
	1990	1			7				1						2		7							
	1991				3										0		3							
MAAMBA	1987												0		0									
	1988	1		1	2					4	4				6		6							
	1989														0		0	15	46.7	53.3				
	1990			1	1										1		1							
	1991				1										0		1							
ST. MARK'S	1987								1			1			2									
	1988														0									
	1989	1								1					2			05						
	1990														0									
	1991	1													1									
MONZE	1987	4													4									
	1988	4													4									
	1989	3													3			14						
	1990	2													2									
	1991	1													1									
PEMBA	1987														0									
	1988														0									
	1989	1													1			03						
	1990														0									
	1991	1				1									2									
RUSANGU	1987	3													3		0							
	1988		3		2			1				2			1		7							
	1989											1			0		1							
	1990	1													1		0	17	29.4	70.6				
	1991				4										0		4							
TOTAL		38		65		07		02		07		09		05		03		69		67	136			
% REPRESE- NTATION OF EACH		27.9		47.79		5.15		1.5		5.15		6.6		3.7		2.21		50.7		49.3				

SOURCE: SCHOOL RECORDS

4.2 RESEARCH FINDINGS

In this section, the actual findings of the research will be brought to light and related to the assumptions already given.

(a) Do educational fees cause more dropouts in Junior or Senior sections of schools?

Out of the eight schools visited, only three of them had pupils withdrawing from school because of inability to pay fees. In the three schools where fee problems existed, there was a total of seven pupils who withdrew from school on those grounds (Table 7). Of the seven pupils, five withdrew from school in Grade 8, one in Grade 9 and the last one withdrew from school when he was in Grade 11. Therefore, where pupils withdrew from school due to inability to pay fees, the Junior secondary school sector was affected more than the senior sector. Only one pupil withdrew from senior secondary school sector because of financial problems.

TABLE 7
DROPOUTS DUE TO INABILITY TO PAY FEES IN SELECTED
BOARDING SCHOOLS, 1987 TO 1991 INCLUSIVE. THIS TABLE
REPRESENTS THE 1987 COHORT ONLY

SCHOOL	1987		1988		1989		1990		1991		TOTAL NO. OF DROP-OUTS
	M	F	M	F	M	F	M	F	M	F	
CANISIUS	0	-	0	-	0	-	0	-	0	-	0 -
CHOMA	0	0	0	0	0	0	0	0	0	0	0 0
KALOMO	4	0	0	0	0	0	1	0	0	0	5 0
MAAMBA	0	0	0	0	0	0	0	0	0	0	0 0
ST. MARKS	1	-	0	-	0	-	0	-	0	-	1 -
MONZE	0	-	0	-	0	-	0	-	0	-	0 -
PEMBA	0	-	0	-	0	-	0	-	0	-	0 -
RUSANGU	0	0	1	0	0	0	0	0	0	0	1 0
TOTAL	5	0	1	0	0	0	1	0	0	0	7 0

SOURCE: School Records.

(b) Do educational fees cause more dropouts among girls than among boys in boarding schools?

This particular research revealed that no girls had withdrawn from schools on the grounds of failure to pay fees. Likewise, while two boys fell out of the school system due to death, three other boys withdrew from school due to sickness and seven others got expelled from school for dagga smoking, none of the girls left school on those grounds. From this study it seems as though most parents in the Southern Province give equal opportunity of education to their children and so do not believe that a woman's place is in the kitchen. Most parents seem to attach great importance to the education of their daughters unlike the case in girls' primary schools in a district of Pakistan where parents had unfavourable attitudes towards women's education (Brimer and Pauli,

1971: 25). This might further be supported by the fact that even the number of girls who absconded from school (four of them) is smaller than the number of boys who abandoned school (eleven of them) in mixed-sex schools. Although three girls got married as compared to two boys who did the same during the five years period, the dropout rate on those grounds is still relatively small considering the long period over which this occurred. Table 8 sums up all the information given above.

TABLE 8 : FACTORS CAUSING SCHOOL DROPOUT AMONG BOYS AND GIRLS

DROPCUT FACTORS	1987		1988		1989		1990		1991		TOTAL NUMBER OF DROPOUTS		DROPOUTS AS PERCENTAGE OF TOTAL ENROLMENTS		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	TOTAL
Absconding	12	1	8	3	6	0	5	0	3	0	34	4	0.54	0.25	0.48
Pregnancy and Caus- ing preg- nancy	0	10	1	18	0	7	5	11	3	10	9	56	0.14	3.44	0.82
Dagga Smoking	0	0	6	0	0	0	0	0	1	0	7	0	0.11	0	0.09
Death	0	0	2	0	0	0	0	0	0	0	2	0	0.03	0	0.03
Inability to pay fees	5	0	1	0	0	0	1	0	0	0	7	0	0.11	0	0.09
Immoral conduct	0	0	4	4	1	0	0	0	0	0	5	4	0.08	0.25	0.11
Married	2	0	0	2	0	1	0	0	0	0	2	3	0.03	0.18	0.06
Sickness	1	0	2	0	0	0	0	0	0	0	3	0	0.05	0	0.04
TOTAL	20	11	24	27	07	08	11	11	07	10	69	67	1.09	4.12	1.72

SOURCE: SCHOOL RECORDS

- (c) Are there more dropouts due to inability to pay fees in boys' single-sex grant-aided schools than in boys' single-sex government schools?

Investigations revealed that one pupil dropped out of one of the two single-sex grant-aided schools because of failure to raise and pay educational fees. The pupil dropped out of the school (St. Marks) at grade 8 level. However, no pupil dropped out of school due to this problem in single-sex (boys) government schools. It still remains to be known why among the four schools (all of them the same size, Grade 2 schools) under discussion a pupil had to dropout of that particular school due to inability to raise and pay fees. One point worth mentioning here is that, of these schools under discussion, the school from which that pupil dropped out (St. Mark's) is the most distant from the line of rail (about 60km west of Pemba). The other three schools are within a distance of 10 kilometres from the line of rail.

One of the questions that may arise is whether rural schools are more affected by the introduction of educational fees in terms of enrolments than urban schools. Perhaps such a question needs further investigation. However, this research revealed no dropout due to fee problem in a small co-educational government school (Maamba Grade 3 secondary school) situated 62km away from the line of rail in a small coal mining town, maybe because this school is situated in an urban-like environment. But it has actually been discovered that five of the dropouts due to financial problems came from

a big co-educational government school (Kalomo, Grade 1 school) in a town along the line of rail in an urban setting.

TABLE 9
DROPOUTS DUE TO INABILITY TO PAY FEES IN GRANT-AIDED AND
GOVERNMENT BOYS' BOARDING SCHOOLS. THIS TABLE REPRESENTS
THE 1987 COHORT ONLY

SCHOOL	1987	1988	1989	1990	1991	Total No. of Dropouts
CANISIUS	0	0	0	0	0	0
ST. MARK'S	1	0	0	0	0	1
MONZE	0	0	0	0	0	0
PEMBA	0	0	0	0	0	0
TOTAL	1	0	0	0	0	1

SOURCE: School Records.

The other question that may arise is whether an increase in educational fees increases the dropout rate among pupils because of financial problems. As can be seen from Table 9, St. Marks Secondary School charged the highest fees of K347 in 1987 among the schools under discussion (Canisius, Monze and Pemba) when that pupil dropped out. On the other hand, even though Canisius charged the highest fees of K3,430 in 1991, she had no dropout due to failure to pay fees (refer to Table 6 on Dropouts and Table 10 on fees). A closer analysis indicates that an increase in fees does not necessarily result in an increase in dropouts due to failure to pay fees.

TABLE 10: EDUCATIONAL FEES CHARGED BY SCHOOLS TO THE PUPILS UNDER RESEARCH (FROM GRADES 8 TO 12) DURING THE PERIOD 1987 - 1991 INCLUSIVE

SCHOOL	YEAR	FEES CHARGED PER PUPIL PER YEAR				TOTAL FEES CHARGED IN KWACHA	AVERAGE AMOUNT CHARGED IN FIVE YEARS
		BOARDING FEES IN KWACHA	P.T.A. FUND IN KWACHA	SCHOOL FUND IN KWACHA	EXAM FEES AND OTHER FEES IN KWACHA		
CANISIUS	1987	300	10	2	1	313	K1032.80
	1988	300	10	2	1	313	
	1989	300	10	2	1	313	
	1990	500	50	20	225	795	
	1991	600	50	20	2760	3430	
CHOMA	1987	300	-	2	8	310	K 481.20
	1988	300	-	2	8	310	
	1989	300	-	2	8	310	
	1990	500	-	20	18	538	
	1991	600	-	20	318	938	
KALOMO	1987	300	50	2	-	352	K 519.20
	1988	300	50	2	-	352	
	1989	300	50	2	-	352	
	1990	500	50	20	-	570	
	1991	600	50	20	300	970	
MAAMBA	1987	300	50	2	-	352	K 539.20
	1988	300	50	2	-	352	
	1989	300	50	2	-	352	
	1990	500	100	20	-	620	
	1991	600	100	20	300	1020	
ST. MARKS	1987	300	45	2	-	347	K 667.20
	1988	300	45	2	-	347	
	1989	300	150	2	-	452	
	1990	500	150	20	-	670	
	1991	600	600	20	300	1520	
MONZE	1987	300	20	2	-	322	K 537.20
	1988	300	20	2	-	322	
	1989	300	100	2	-	402	
	1990	500	100	20	-	620	
	1991	600	100	20	300	1020	
PEMBA	1987	300	20	2	8	330	K 546.00
	1988	300	40	2	8	350	
	1989	300	60	2	8	370	
	1990	500	70	20	55	645	
	1991	600	70	20	345	1035	
RUSANGU	1987	300	40	10	-	350	K 640.00
	1988	300	40	10	-	350	
	1989	300	60	10	-	370	
	1990	500	60	20	15	595	
	1991	1000	200	20	315	1535	

SOURCE: SCHOOL RECORDS

(d) Are there more dropouts because of inability to pay fees in mixed-sex government schools than in mixed-sex grant-aided schools?

Out of the six pupils who dropped out of the mixed-sex schools due to inability to pay fees, five of them dropped out of a government school (Kalomo) while only one dropped out of a grant-aided school (Rusangu). From these statistics one may therefore conclude that more pupils dropped out of mixed-sex government schools than mixed-sex grant-aided schools. Table 11 sums up the information above.

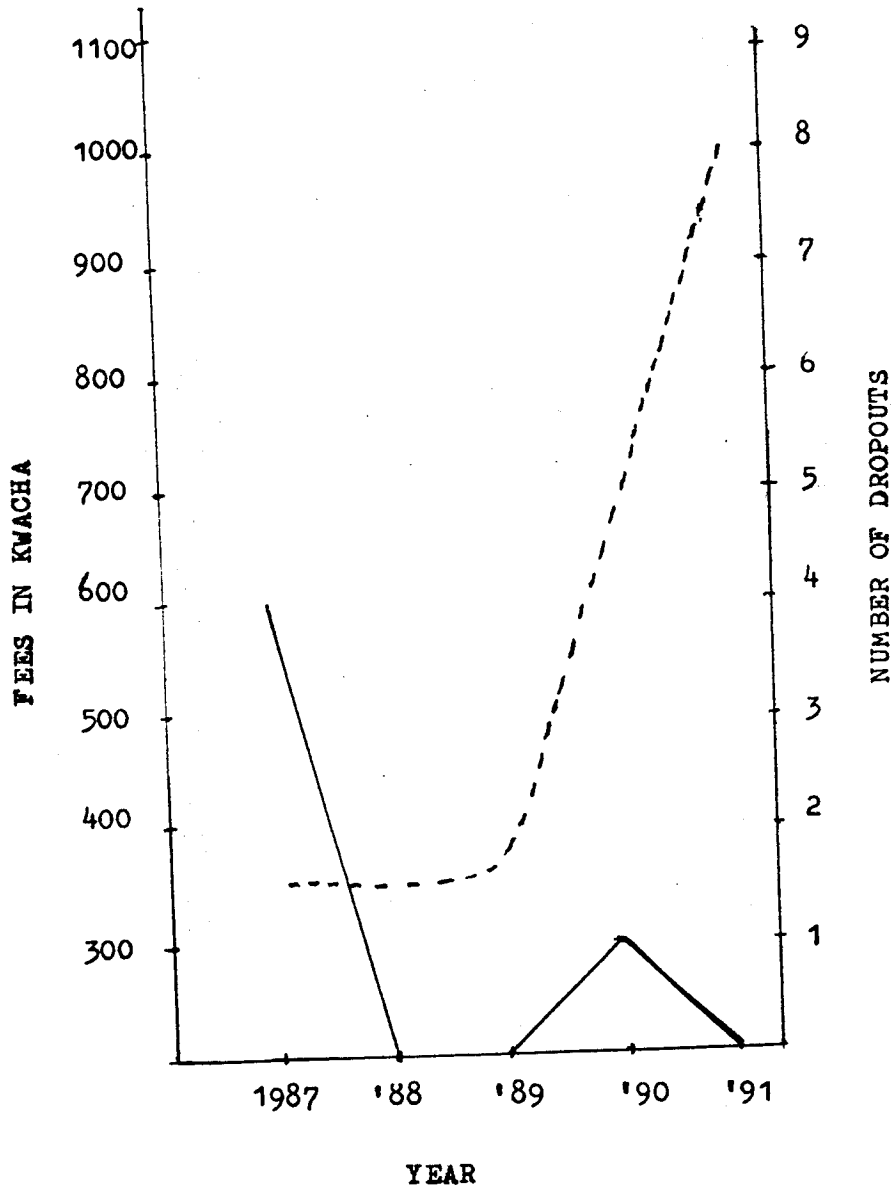
TABLE 11.
DROPOUTS DUE TO INABILITY TO PAY FEES IN CO-EDUCATIONAL
GRANT-AIDED AND GOVERNMENT BOARDING SCHOOLS. THIS TABLE
SHOWS THE 1987 COHORT ONLY

SCHOOL	1987		1988		1989		1990		1991		TOTAL No. of Drop-outs	
	M	F	M	F	M	F	M	F	M	F	M	F
CHOMA	0	0	0	0	0	0	0	0	0	0	0	0
KALOMO	4	0	0	0	0	0	1	0	0	0	5	0
MAAMBA	0	0	0	0	0	0	0	0	0	0	0	0
RUSANGU	0	0	1	0	0	0	0	0	0	0	1	0
TOTAL	4	0	1	0	0	0	1	0	0	0	6	0

SOURCE: School Records.

An examination of the data on fees and dropouts indicates that while there was a rise in the educational fees charged over the five years under study, there was no increase in the dropout rate due to financial problems among pupils. (Refer to Tables 6 and 10). In schools like Choma and Maamba there were no dropouts on grounds of inability to raise and pay fees. Figure 1 overleaf shows that a rise in fees may not necessarily result in an increase in the dropouts due to financial problems.

FIGURE 1
THE RELATIONSHIP BETWEEN THE INCREASE IN FEES AND THE
DROPOUT RATE DUE TO INABILITY TO PAY FEES AT KALOMO (1987
COHORT) ..



—————: DROPOUTS

-----: FEES

(e) Do educational fees cause more dropouts in grant-aided schools than in government schools?

Results showed that of the seven pupils who withdrew from the school system due to inability to raise and pay fees, five dropped out of a government school while the remaining two dropped out of two Grant-Aided schools. This represents 71.4 percent dropout rate from Government schools as compared to 28.6 percent dropout rate from grant-aided schools (Table 7).

It was learnt during the research that school authorities in some grant-aided schools (Canisius and Choma) approach businessmen and the clergy to request them to assist needy pupils financially or in kind. Sometimes this kind of help is given. The school authorities in St. Mark's encouraged needy pupils to spend their holidays at school so that they work in the school's production unit so as to raise money for fees and upkeep at school. Such measures taken by grant-aided schools to care for needy pupils result in few or no dropouts due to inability to pay fees in such institutions.

(f) How does the number of dropouts due to failure to pay fees compare with other dropouts?

The newspaper reports on dropouts due to failure to raise and pay educational fees, aroused a lot of concern amongst the general public including the clergy. These reports, including reports on some pupils staying in villages as day pupils after failing to raise boarding fees, (Zambia Daily Mail, 3 November, 1986) created an

impression that the fees problem was going to be rampant and cause untold miseries among the people.

Investigations into dropouts due to inability to pay fees revealed that seven pupils dropped out of the eight schools over a period of five years (Table 8). Out of 136 pupils who dropped out of the eight schools for various reasons, 65 pupils (47.8 per cent) were expelled from school for being pregnant or for impregnating girls, 38 (27.9 per cent) absconded from school, nine pupils (6.6 per cent) were expelled from school for being involved in immoral activities, seven pupils (5.15 per cent) were expelled from school for smoking dagga, five pupils (3.7 per cent) stopped schooling because they got married, three pupils (2.2 per cent) left school because of sickness while two pupils (1.5 per cent) died. This clearly shows that financial problems amongst pupils together with dagga smoking rank the fourth most important actual dropout factors in the boarding secondary schools visited.

4.3 DISCUSSION OF FINDINGS.

This study revealed that where there were pupil withdrawals from school due to financial problems, the majority of dropouts were Grade 8 and 9. One possible explanation is that parents are more likely to sacrifice financially once their children get in senior classes because of the belief in future benefits from an educated child. Thus, most Zambian parents these days link the

education of their children (especially secondary and higher education) with future jobs and income.

According to Zambian traditions, the extended family plays a major role in the life of individuals so much so that, in most cases, even those pupils who may not have sufficient support from their parents are assisted financially or materially by their relatives. This argument is supported by the fact that for the 280 Grade 12 who completed questionnaires for the study, either their parents or relatives were supporting them in their education (Table 12). This is probably one of the major reasons why even though as many as 168 pupils recommended by heads of schools for bursaries during the years 1987 to 1991 were denied bursaries, they did not dropout of school. (It may be worth mentioning here that this cooperative attitude amongst extended families is also reported by Scudder and Colson in their study of the people of Gwembe district (1980: 156).

Further scrutiny of the dropouts due to financial problems shows that five of the seven boys who dropped out belonged to a government school. It still remains to be known why no girls dropped out of school on financial grounds. What is clear is that few girls or no pupils withdrew from school on financial grounds in grant-aided schools, partly because grant-aided schools administered bursaries more efficiently than government schools. Grant-aided schools also used other ways of assisting the needy pupils in raising fees. Government school

authorities may have to emulate the example of grant-aided schools in helping needy pupils to raise fees.

TABLE 12.
DISTRIBUTION OF SUPPORTERS OF THE 280 PUPILS INTERVIEWED

SECONDARY SCHOOL	SUBJECTS' SEX		SUBJECTS' SUPPORTERS	
	MALE	FEMALE	PARENTS	RELATIVES
CANISIUS	35	-	23	12
CHOMA	21	14	27	8
KALOMO	19	16	21	14
MAAMBA	20	15	26	9
ST. MARK'S	35	-	21	14
MONZE	35	-	24	11
PEMBA	35	-	25	10
RUSANGU	21	14	26	9
TOTAL	221	59	193	87
	280		280	
PERCENTAGES	79	21	69	31

A critical examination of the findings of this study indicates that dropout factors like absconding from school, pregnancy and causing pregnancy as well as immoral conduct among the pupils are more serious problems than the pupils' inability to raise and pay educational fees (Table 8). The three dropout factors were responsible for the withdraw from school of 112 pupils out of the 136 pupils who stopped schooling during the five years (representing 82.3 percent of the total dropouts). Perhaps more attention should be paid on how to eliminate these dropout problems in our schools.

To combat the problem of pregnancy and causing pregnancy as well as immoral conduct (which also results from barbaric sexual acts like rape), there may be need

to give sex education in our schools. It seems as though until of late when school authorities have started alerting the pupils about the devastating effects of AIDS, little or no sex education was available to the pupils. Giving more sex education in schools will probably result in more of our pupils avoiding undesirable pregnancies. The girls may benefit out of this sex education because this research has shown that the greatest number of girls fell out of the school system because of pregnancy and immoral behaviour (60 girls altogether, representing 44.1 percent of all dropouts in all the eight schools) during the period of five years. Certainly, there is great need to correct the situation because it is noticed that during the same five-year period, only 14 boys left school because of causing pregnancies and immoral conduct (representing 10.3 percent).

The fact that only few pupils dropped out of school because of inability to pay fees over a period of five years, implies that charging high educational fees may not necessarily result in many pupils falling out of the school system. As can be seen from the data given, even if educational fees increased over the five years in all schools, no school experienced an increase in dropouts because of financial problems. If inability to pay fees were a major determinant dropout factor, the greatest number of dropouts should have come from Canisius Secondary School which charged the highest fees of K3,430 in 1991. Nevertheless, partly because most Zambian

parents value education very highly, they were prepared to make great financial sacrifices. One other reason why most parents who send their children to Canisius Secondary School may pay almost any amount of fees is that the school produces very good academic results. A very big number of Grade 12 graduates get into colleges and the two universities. For instance, out of less than 80 Grade 12 pupils who sat for the School Certificate Examination yearly, the school sent the following number of pupils for studies at the University of Zambia (UNZA) and the Copperbelt University: in the 1989/90 academic year, 35 pupils entered both universities; in 1990/91 academic year, 43 pupils qualified for university studies and in 1991/92 academic year, 40 pupils were accepted for university studies.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSION

The study showed that where inability to pay fees was one of the factors for pupil dropout, the majority of those from the 1987 cohort who left school on the grounds of such inability were in Grades 8 and 9. All the dropouts were boys. The implication of having boys only falling out of the school system is that most parents were able to finance their daughters in these particular secondary schools, thus reducing wastage among girls who are usually enrolled in smaller numbers than boys in most co-educational institutions.

The study revealed that more pupils withdrew from government boarding secondary schools because of financial problems than from grant-aided boarding secondary schools during a given five-year period in school. Even if the highest annual fees were in grant-aided schools (Canisius, St. Mark's and Rusangu), this did not greatly affect the dropout rate because of financial problems in these schools. Statistics indicate that because bursaries were better administered in grant-aided schools, most of the applicants (92.8 per cent) obtained bursaries as compared to 70.5 per cent of the applicants from government schools who also got sponsorship. One other major reason why fewer pupils drop out of grant-aided schools because of financial problems is that the school authorities sometimes approach

business houses and the clergy to request them to assist the needy pupils financially and/or in kind. The response from business houses and the clergy is usually favourable because of the good reputation of grant-aided schools. In St. Mark's, pupils are encouraged to do some piecework during the school holidays in order to raise fees. Government schools have something to learn from grant-aided schools on how to cater for needy pupils.

The study also revealed that following representations from various district educational committees, the Government has devised a more workable procedure for administering bursaries. It is hoped that all the needy pupils recommended for bursaries by the school authorities will be granted the scholarships. If school authorities know their pupils well, there is no reason why their recommendations should not be honoured.

As has already been said, this study has shown that over the period 1987 to 1991 when Grade 12 pupils have been in boarding secondary schools, some of their colleagues dropped out of school because of inability to raise and pay educational fees. Although only seven pupils dropped out of school because of financial problems, this dropout factor ranks fourth together with dropouts because of dagga smoking out of the eight major dropout factors identified in the schools visited during the research. Being ranked fourth means that it is regarded as quite a serious problem which needs proper attention by the educational authorities. However, since dropout factors like pregnancy and causing pregnancy as

well as immoral conduct caused the withdrawal from school of 112 pupils out of a total of 136 pupils in five years, educational authorities have an obligation to find remedies to these problems urgently. Sex education may have to be introduced as a subject in schools to try to combat these problems, through awareness.

5.2 RECOMMENDATIONS

1. If education is to contribute to national development, wastage which thwarts development must be combatted successfully by the school, the government and parents. In order to achieve this goal, the government must ensure that the bursary scheme operates efficiently while school authorities should continue to disseminate information on the existence and operations of G.R.Z. bursaries to both pupils and parents/guardians. Needy pupils should benefit from this scheme.
2. Since the G.R.Z. bursary scheme may not cover all needy pupils sufficiently, individual schools should initiate "internal" sponsorship schemes. The initiative by some grant-aided schools whereby the clergy and business houses are requested to sponsor needy pupils is an example of an internal sponsorship scheme.
3. We are all aware of the deterioration of standards and quality in schools because of inadequate

government funding caused by the decline in the country's economy. It is, therefore, imperative for the pupils to continue paying educational fees for feeding and maintenance in our schools. This research has shown that the majority of parents/guardians are able to fund the education of their children/wards even when fees are relatively high.

4. Since fewer girls than boys are enrolled in schools and yet girls' dropout rate in general is higher than the boys', there must be a system of minimizing this kind of wastage. Apart from parents ensuring that they pay educational fees for their daughters, the government should consider (among other things) allowing girls who become pregnant while in school to come back to the regular school after maternity leave. The fact that 56 girls out of the 67 girls who dropped out of school for various reasons fell out of the school system because of pregnancy shows the magnitude of this dropout factor.
5. There is great need to undertake a longitudinal study on a wider scale over five years, since the new MMD government emphasizes the new educational policy of cost-sharing. Such a study could start with the collection of all the necessary background data on all the target pupils when they enter Grade 8. Termly (for five years, from Grade 8 to 12) the

researcher would visit the target schools to find out if any target pupils drop out and for what reasons. Any dropout would be followed and parents interviewed for valid information on the pupil's background and reasons for dropping out.

6. The Ministry of Education should remind the heads of schools and their teachers to maintain comprehensive school records. For example, there must be comprehensive information on each and every teacher, worker and pupil in each school. Such is necessary so that when somebody goes into such a school and picks a file on anyone of those, all the basic information will be available on record; such as sex, year of birth, tribe, village, religious denomination, parents' names, parents' occupation, etc.
7. The Ministry of Education should also educate heads of schools on the importance of research in education and the need to cooperate with would-be researchers in their schools. Heads of schools should not stand in the way of researchers with permission from the relevant authorities to carry out their studies for such would be a retrogressive act.

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APPENDIX A.

HEAD'S QUESTIONNAIRE

INSTRUCTIONS: You are kindly asked to complete this questionnaire. Your answers are very important for the improvement of our educational system.

To answer the questions below, EITHER tick (✓) the right answer OR write down correct information in the spaces provided.

1. Is your school single-sex or co-educational?
----- Single-sex ----- Co-education
2. "Parents are willing to pay educational fees for their children". Tick one of the following in reference to your school.
---- I strongly disagree
--- I disagree
--- I agree
--- I strongly agree
3. "Parents are able to pay educational fees for their children". Tick one of the following in reference to your school.
---- I strongly disagree
--- I disagree
--- I agree
--- I strongly agree
4. Below are some of the reasons that may stop a pupil from continuing school. Rank these factors assigning

Number 1 to the most important, Number 6 to the least important in reference to your school.

--- pupil's lack of interest in education

--- pupil indiscipline (drunkenness, pregnancy, etc)

--- failure to raise and pay educational fees

--- pupil falling ill

--- pupil getting a job

--- Other reason (Specify).....

5. In May 1986, the government introduced boarding fees. Apart from that, each school through Parents and Teachers Association (P.T.A.), charges pupils for various projects in these schools (like money for renovating classrooms, building teachers' houses, buying sports equipment, etc). Are there any pupils who stopped secondary schooling (since 1986) because of failure to pay educational fees, according to your school records?

--- YES

--- NO

6. If your answer is "YES" to Question 5, give the total number of dropouts due to failure to pay fees, in reference to the whole school during the period 1987-1991.

--- BOYS

--- GIRLS

7. How many pupils in All of the present Grade 12s dropped out of school due to inability to pay educational fees

in 1987? (Use the table under number 35 for calculations)

--- Boys

--- Girls

8. How many pupils in All of the present Grade 12s dropped out of school due to inability to pay educational fees in 1988? (Use the table under number 35 for calculations)

--- Boys

--- Girls

9. How many pupils in All of the present Grade 12s dropped out of school due to inability to pay educational fees in 1989? (Use the table under number 35 for calculations)

--- Boys

--- Girls

10. How many pupils in All of the present Grade 12s dropped out of school due to inability to pay educational fees in 1990? (Use the table under number 35 for calculations).

--- Boys

--- Girls

11. How many pupils in All of the present Grade 12s have dropped out of school due to inability to pay educational fees in 1991? (Use the table under number 35 for calculations)

--- Boys

--- Girls

12. How much in All did each of the present Grade 12s pay to your school as educational fees during 1987? (Use the table under number 33 for calculations) K.....

13. How much in All did each of the present Grade 12s pay to your school as educational fees during 1988? (Use the table under number 33 for calculations) K.....
14. How much in All did each of the present Grade 12s pay to your school as educational fees during 1989? (Use the table under number 33 for calculations). K.....
15. How much in All did each pupil of the present Grade 12s pay to your school as educational fees during 1990? (Use the table under number 33 for calculations) K.....
16. How much in All has each pupil of the present Grade 12s paid to your school as educational fees during 1991? (Use the table under number 33 for calculations) K.....
17. What do you do as a school to ensure that no pupils dropout of school due to failure to pay educational fees?
.....
.....
18. If the payment of boarding fees has to continue, how much should each pupil pay per term? K200 --- K200-400 --- K400-600 --- Over K600 ---
19. What reason(s) do you give for your answer to Number 18?

.....

.....

20. Judging from your experience as Headmaster of a boarding secondary school, how much should each pupil in your school pay as P.T.A. fund per year? K200---, K200-K400---, K400-K600---, over K600----

21. What reason(s) do you give for your answer to Number 20?

.....

.....

22. Which one of the following statements is true about dropouts in your school in connection with boarding fees and P.T.A. funds?

--- More pupils dropout due to inability to pay boarding fees than due to inability to pay P.T.A.funds

--- More pupils dropout due to inability to pay P.T.A.
funds than due to inability to pay boarding fees.

--- An equal number of pupils dropout due to inability pay boarding fees and P.T.A. funds.

--- No pupils dropout of school due to fees problem.

23. Do you know what the Government Bursary scheme is all about?

--- YES

--- NO

24. Briefly outline the criteria you use to administer the
Bursary in your school :

• • • • •

.....

 25 How many pupils in the whole school are on the bursary scheme?

---- BOYS

--- GIRLS

26. How many Grade 12 pupils are on the Bursary Scheme? -

-- BOYS

--- GIRLS

27. Are all the needy pupils in your school benefiting from the G.R.Z. Bursary Scheme? ---

YES

--- NO

28. If your answer is "NO" to Question 27, give the reason(s) why some of the needy pupils are not benefiting from the G.R.Z. Bursary Scheme.

.....

29. Are there pupils in this school who are from rich families and have G.R.Z. bursaries? -

-- YES

--- NO

30. If the answer is "YES" to Question 29, explain how those pupils got the bursaries.

.....

31. Give suggestions on how G.R.Z. Bursaries should be awarded/administered effectively.

.....

32. Which one of the following statements is true about dropouts in your school, in view of the measures being taken by the government and your school to eliminate the dropout problem? --- The

number of dropouts due to fee problem has been increasing since 1987 ---

The number of dropouts due to fee problem has been decreasing since 1987 ---

The number of dropouts due to fee problem has remained stable (i.e. it has neither risen nor dropped) since 1987 --- There are no

dropouts due to the fee problem.

33. TABLE showing Educational fees charged by the schools to the present Grade 12s during the period 1987-1991 inclusive.

YEAR	FEES CHARGED PER PUPIL PER YEAR			
	BOARDING FEES	P.T.A. FUND	SCHOOL FUND	EXAM FEES AND OTHER FEES
1987				
1988				
1989				
1990				
1991				

34. TABLE SHOWING NUMBER OF APPLICATIONS FOR G.R.Z. BURSARIES DURING THE PERIOD 1987-1991 INCLUSIVE, THE WHOLE SCHOOL.

YEAR	NUMBER OF APPLICANTS	NUMBER OF APPLICANTS AWARDED BURSARIES	NUMBER OF UNSUCCESSFUL APPLICANTS
1987			
1988			
1989			
1990			
1991			

35. TABLE SHOWING DROPOUTS. The dropouts under discussion are those pupils who entered Grade 8 in 1987, but due to various reasons (like sickness, death or failure to pay fees) will have dropped out of the school system by the end of 1991. DROPOUT DO NOT INCLUDE PUPILS WHO FAILED GRADE 9 OR THOSE WHO FAILED TO GET PLACES IN GRADE 10.

YEAR	NAME OF DROPOUT	SEX	REASON FOR DROPPING OUT	ADDRESS OF DROPOUT
1987 GRADE 8				
1988 GRADE 9				
1989 GRADE 10				
1990 GRADE 11				
1991 GRADE 12				

COMMENTS ON DROPOUTS:

APPENDIX B

HEAD'S QUESTIONNAIRE (SUMMARY OF RESULTS)

1. Schools visited: 4 single-sex and 4 co-educational.
2. Parents' willingness to pay fees: Agree - 6; Strongly Agree - 2.
3. Parents' ability to pay fees: Agree - 7; Strongly Agree - 1.
4. Heads' ranking of 6 dropout factors in schools:
 - 1 - Pupil indiscipline
 - 2 - Pupil's lack of interest in school
 - 3 - Pupil falling ill
 - 3 - Failure to raise and pay fees
 - 5 - Pupil getting a job
 - 5 - Other reason (specify)
5. Any dropouts due to financial problems?
YES - 3; NO - 5.
6. Dropouts due to financial problems, 1987 to 1991:
7 Boys and no Girls.

For questions 7 to 16, check tables on Fees and DROPOUTS.

17. Measures to ensure no pupil dropouts due to fee problem:
 - Needy pupils apply for G.R.Z. Bursary
 - Contact Businessmen and clergy to sponsor needy pupils
 - Give pupils longer grace period to raise and pay fees

- Needy pupils given piecework in school.
18. Boarding fees to be paid per pupil per term:
K200-K400 - 3; K400-K600 - 2; Over K600 - 3.
19. Reasons why pupils should pay so much:
- High prices of commodities, rising regularly
 - Mission schools (Grant-Aided) use cash (limited)
 - Many parents cannot afford more than K600
 - Some government schools confessed that they could complete school terms on small fees because they use LPOs (unchecked).
20. P.T.A. Fund to be charged per pupil per year:
K200 - 3; K200-K400 -3; K400-K600 -1; Over K600 - 1.
21. Reasons why pupils should pay so much:
- Government no longer gives maintenance fund in Mission schools
 - To supplement boarding fees
 - To carry out meaningful projects, like building teachers' houses
 - Many parents cannot afford more than K200 because they have many children.
22. All Heads claimed that there were no dropouts -
Research proved some wrong.
23. All Heads knew the existence of G.R.Z. Bursary Scheme.
24. Criteria used to administer Bursaries in boarding schools:

- Pupil should have passed Grade 7 or 9, come from a poor family or where both parents are dead.

25. Check table on bursaries.

26. Total number of Grade 12s on bursaries:

Canisius -6 boys; Choma -9 boys + 4 girls; Kalomo - 12 boys + 7 girls; St. Mark's - 8 boys; Monze - 12 boys; Pemba - 12 boys; Maamba - None; Rusangu - 3 boys + no girls.

27. Are all needy pupils catered for by G.R.Z. Bursary?

YES - 3; NO -5.

28. Reason why some needy pupils aren't catered for by G.R.Z. Bursary:

- Late submission of Grades 8 and 10 application result into rejection.

- Some needy pupils don't apply for fear of being asked to repay in future.

- Some needy pupils are identified rather late.

- Not many meet all the requirements, so they are rejected.

29. Are there Bursary holders from rich families?

YES - 1; NO - 6; Uncertain - 1.

30. Suggestions on effective administration of bursaries:

- Heads of schools and P.T.A. members to approve who gets bursaries.

- Bursary money be at regional Headquarters and be paid to pupils promptly.

31. All Heads claimed to have no dropouts due to financial problems - Research proved some of them wrong.

For Questions 32 to 35 check tables showing FEES, BURSARIES and DROPOUTS.

APPENDIX C.

PUPIL'S QUESTIONNAIRE

INSTRUCTIONS: You are kindly asked to complete this questionnaire. Your answers are very important for the improvement of our educational system.

To answer the questions below, EITHER tick (✓) the right answer OR write down the correct information in the spaces provided.

1. Are you a boy or girl? --- Boy --- Girl
2. Where do you live? --- In a village --- In a town
3. Who pays school fees for you? (State whether it is parent(s) or uncle or brother of aunt, etc)
.....
4. What is the occupation of the person financing your education?
.....
5. Do you know what the Government Bursary Scheme is all about?
--- YES --- NO
6. Have you ever applied for the Government Bursary?
--- YES --- No
7. If you applied for the Bursary, what response did you get?
--- ACCEPTED --- REJECTED
8. If you have never applied for the Government Bursary, give two main reasons why you did not apply for it.

.....

.....

9. Are all the poor pupils in Grade 12 in this school benefiting from the G.R.Z. Bursary Scheme?

--- YES --- NO

10. If there are poor Grade 12 pupils in this school who do not have G.R.Z. Bursaries, please write their names below:

.....

.....

.....

.....

.....

11. Below are some of the reasons that may stop a pupil from continuing schooling. Rank these factors assigning Number 1 to the most important, Number 6 to the least important in reference to your school.

--- pupil indiscipline (like drunkenness, pregnancy, etc)

--- pupil getting a job

--- pupil's lack of interest in school

--- failure to raise and pay educational fees

--- pupil falling ill

--- Other reason (specify)

APPENDIX D : PUPIL'S QUESTIONNAIRE (SUMMARY OF RESULTS)

SCHOOL	PUPIL'S SEX		RESIDENCE	SUPPORTERS	BURSARY KNOWLEDGE		APPLIED FOR BURSARY		BURSARY RESPONSE		WHY NO BURSARY		POOR GRADE 12s HAVE BURSARY		DROPOUTS DUE TO FEES	
					YES	NO	YES	NO	YES	NO	DON'T KNOW	HELP	YES	NO		
	M	F			VILLAGE/ TOWN	PARENT/ RELATIVE										
CANISIUS	35	-	22 13	23 12	24	11	6	29	3	3	9	22	5	25	2	33
CHOMA	21	14	22 13	27 8	18	17	9	26	2	7	13	17	6	26	11	24
KALOMO	19	16	12 23	21 14	22	13	8	27	1	7	11	17	12	14	9	26
MAAMBA	20	15	7 28	26 9	23	12	1	34	0	1	10	25	1	20	5	30
ST. MARK'S	35	-	24 11	21 14	18	17	3	32	0	3	17	17	1	21	12	23
MONZE	35	-	17 18	24 11	25	10	10	5	5	5	12	16	5	27	15	20
PEMBA	35	-	16 19	25 10	14	21	6	29	1	5	19	10	2	29	9	26
RUSANGU	21	14	21 14	26 9	20	15	7	28	0	7	12	16	3	25	13	22
TOTALS	221	59	141 139	193 87	164	116	50	230	12	38	103	140	35	187	76	204
											+37 abstai- ned	+58 abstai- ned				
	280		280	280	280	280	280		50		280		280		280	
PERCENTAGES	79	21	50.4 49.6	69 31	59	41	18	82	24	76	37 +13	50 abstained	12 +21	67 abstained	27	73

APPENDIX E.

BOARDING SECONDARY SCHOOLS IN THE SOUTHERN PROVINCE

PRIVATE

1. MUKASA Minor Seminary 2. NAMWIANGA Secondary School

GOVERNMENT SCHOOLS

GRANT-AIDED SCHOOLS

1. CHIPEPO
2. HILLCREST
3. KALOMO
4. MAAMBA
5. MONZE
6. NAMWALA
7. PEMBA
8. ZIMBA (New, J.S.S)

1. CANISIUS
2. CHIKANKATA
3. CHIVUNA (ST. JOSEPH'S)
4. CHOMA
5. MACHA
6. ST. MARK'S
7. MASUKU (J.S.S)
8. NJASE
9. RUSANGU
10. SIKALONGO

GOVERNMENT SCHOOLS
MIXED-SEX

1. KALOMO
2. MAAMBA
3. NAMWALA
4. ZIMBA (Opened 1991)

GRANT-AIDED SCHOOL MIXED-SEX

1. CHIKANKATA
2. CHOMA
3. MASUKU
4. RUSANGU
5. SIKALONGO

GOVERNMENT SCHOOLS:
SINGLE-SEX

1. CHIPEPO
2. HILLCREST
3. MONZE
4. PEMBA

GRANT-AIDED SCHOOL SINGLE-SEX

1. CANISIUS - BOYS
2. CHIVUNA - GIRLS
3. MACHA - GIRLS
4. ST. MARK'S -BOYS
5. NJASE - GIRLS

GOVERNMENT AND GRANT-AIDED BOARDING SECONDARY SCHOOLS
ELIGIBLE FOR THIS STUDY. THEY RUN FROM GRADES 8 TO 12.

1. CANISIUS
2. CHIKANKATA
3. CHIPEPO
4. CHIVUNA
5. CHOMA
6. KALOMO
7. MAAMBA
8. MACHA

9. ST. MARK'S
10. MONZE
11. NAMWALA
12. NJASE
13. PEMBA
14. RUSANGU
15. SIKALONGO