

**A SOCIOLOGICAL INVESTIGATION OF SCHOOL BOARDS'  
CONTRIBUTION TOWARDS ENHANCING QUALITY  
EDUCATION IN SELECTED HIGH SCHOOLS IN CENTRAL  
PROVINCE**

**BY**

**MARTIN BANDA**

**A Dissertation Submitted to the University of Zambia in  
Partial Fulfilment of the Requirements for the award of the  
Degree of Master of Education (Sociology of Education)**



**THE UNIVERSITY OF ZAMBIA**

**LUSAKA**

**JANUARY, 2009**

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## AUTHOR'S DECLARATION

I, Martin Banda, do solemnly declare that this dissertation represents my own work, which has not been submitted for any Degree at this or any other University.

Signed.....

Date.....27. 01. 09

## ACKNOWLEDGEMENTS

### CERTIFICATE OF APPROVAL

This dissertation of Martin Banda is approved as fulfilling part of the requirements for the award of the Degree of Master of Education in Sociology of Education by the University of Zambia.

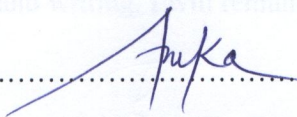
I am also grateful for your clarity, encouragement and critical reading of my work which made me rethink.

I would also like to thank Dr G. C. Chakalacha of the University of Zambia for the initial guidance he gave me and support in choosing the topic. I also want to thank the family of Bro. Chakalacha for the support given during my research.

#### Examiners' Signatures

My sincere gratitude and appreciation go to full measure to Nelly Mumba who gave me moral support and created for me the conditions necessary for study, rigorous research and writing. I will remain forever grateful to you.

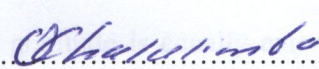
Signed.....



Date...10-03-2009

I am also grateful to my family, of whom many times I deprived them of my love, time and even spring to spend time away from home refining this work. You consistently encouraged me to work effectively.

Signed.....



Date...13/03/09

Signed.....

Date.....

Finally, I thank the Almighty God for guiding me through the study. He protected me from several disastrophic situations to allow me to complete the study.

## ACKNOWLEDGMENTS

I am indebted in many ways to several individuals and institutions for the support rendered to me whilst undertaking this study. I greatly extend my gratitude to Dr A. Cheyeka, my Supervisor, of the University of Zambia for his untiring professional guidance, support, unfailing kindness, and astute observations and interpretations. I am also grateful for your clarity, encouragement and critical reading of my work which made me rethink.

I would also like to thank Dr O. C. Chakulimba of the University of Zambia for the initial guidance he gave me and support in choosing the topic. I also want to thank the family of Bro. Chileshe Mwenya for the support given during my research.

My sincere gratitude and appreciation go in full measure to Nelly Mumba who gave me moral support and created for me the conditions necessary for study, rigorous research and writing. I will remain forever grateful to you.

I am also grateful to my family, of whom many times I deprived them of my love, time and care opting to spend time away from home refining this work. You consistently encouraged me to work effectively.

Heartfelt gratitude is equally extended to the teachers, administrators, parents and pupils who took part in the study from the sampled High Schools in Central Province.

Above all, I thank the Almighty God for guiding me through the study. He protected me from several distractive situations to allow me to complete the study.

## **DEDICATION**

I dedicate this dissertation to Tutu and Madalitso

## **ABSTRACT**

This study was conducted in the Central Province of Zambia. The study investigated the contribution of School Boards towards enhancing quality education.

The objectives of the study were to investigate whether or not School Boards have contributed to quality education in High Schools, ascertain whether the involvement of the community through School Boards has contributed to quality education in High schools and the perceptions of teachers, learners and the community towards the introduction of School Boards in High schools in so far as enhancing quality education was concerned.

In this study, both qualitative and quantitative designs were used. The combined approach provided an opportunity of using techniques such as questionnaires, observations and interviews. The intended study population was 204 respondents and the actual was 180 respondents.

The study used eclectic approach. In this regard four instruments were used for collecting data namely, questionnaires, interview guides, Focus Group Discussion guides and observation schedules. These were used to collect data to answer the major questions of the study. Questionnaires and interview guides were used for background information and to answer questions raised on each objective. Observation schedules were used for triangulation purposes to supplement the information given in the questionnaires and interviews on availability of resources from MoE, teachers, parents and pupils to support the School Boards contribution



towards promoting quality education. The targeted institutions and the participants were sampled using simple random sampling.

The study revealed that the School Boards were important in the schools. The situation allowed the creation of local participation in the running of the learning institutions.

The study further revealed that teaching and learning materials were not adequate in the schools for the School Boards to contribute to the quality education through effective teaching and learning processes.

In addition, because the study was sociological, it went beyond infrastructure, teaching and learning materials and availability and qualifications of teachers in defining quality education. The research revealed problems of teaching and learning materials, but above all revealed that teachers hardly had time for learners and that the lacunae in earlier researchers in Boards and quality education is addressed by this particular research.

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## CHAPTER ONE

### 1.1 BACKGROUND

Education plays a crucial role in all societies. It is important for personal as well as national development. The Ministry of Education (2002) envisions an education that will be of quality, lifelong, accessible, inclusive and relevant to individual, national and global needs and value systems. Indeed it has been for this somewhat universal reason that countries in the West have placed education high on their priorities. Traditionally, as Eleanor (2000) states, the state in most countries has been instrumental in the provision of education. In every single state of the world, there is a national education system which is administered and funded by the state.

Historically, formal education in Zambia has been associated much with the early Christian missionaries. Snelson (1974) has recorded and analysed missionary education from the 1890s to 1924 and other scholars like Kelly (1999) and O'Brien (2006) have recorded further the developments after 1964.

The government of Zambia has supported formal education that has been espoused in a number of national policies such as *Education for Development* (1976), *Self Help Action Plan* (1983), *Education for All* (1986), *Focus on Learning* (1992) and *Educating Our Future* (1996) among them.

In line with these documents the government through the MoE has targeted at bringing decisions on education and the provision of it close to the beneficiaries. To facilitate the idea of bringing education close to the people, the MoE established a decentralised system of school organisation by introducing Education Boards. In the

Zambian context, an Education Board is a legislated institutional body through which stake-holders participate in matters of educational planning, policy formulation and decision making at the local level (MoE 2002). Education Boards were meant to decentralise education provision to enhance efficiency and cost effective management, capacity building, partnership, equity and quality education (MoE: 1996). This is the important task Education Boards were 'expected to perform in Zambia. A number of studies were conducted on Education Boards in Zambia. For instance, Makwaya (2005) analysed the participation of the community on Teacher Education in the Teachers Training Colleges. Bowasi (2007) analysed the role of the students in the Teachers Training Colleges and Mvula (2007) investigated the effects of District Education Boards in Basic schools among others. However, there has not been a substantive study done on the perceptions and knowledge of the School Boards in High Schools by teachers, parents and pupils.

This study intended to closely examine administrators', teachers', parents' and pupils' perceptions and perspectives on how School Boards have contributed to the promotion of quality education if at all they have.

The (1996) National Policy document on education, *Educating Our Future*, has the following aims:

1. Increase access to education and life skills training.
2. Build capacity for the provision of quality education.
3. Create conditions for effective co-ordination of policies, plans and programmes.



Analysing the above clearly shows that the government has a duty to promote the highest standards of education for all. This means that the government should be giving maximum attention to various interdependent factors including the quality of the curriculum, teaching and assessment, the quality of teachers in schools and the planning process (MoE 1996). The academicians and educationists have not come up with a consensual definition of quality education and we can only talk of some approximation of quality education as observed by Peter (1969). A lot of efforts have gone in policy formulation and planning for resources required to develop and improve the quality of educational standards.

Eleanor (2000) noted that there were two main approaches generally used to define quality in education. The first is to use a systems framework and then assess the quality of education in terms of inputs, process and outputs. This is essentially an efficiency approach that rates the results achieved in relation to the efforts of investments made in the system and the efficacy of the processes through which the results have been obtained. It involves the production view in that it assumes matters of goals and interests are largely analysed and the issue of quality is simply about how much inputs it takes and what processes are essential for achieving the desired output.

The other approach to defining quality involves a sector framework that treats education as one sector that is closely interlinked with other sectors in the society. This approach is concerned with three main positions that constitute quality of education, in terms of relevance, effectiveness and efficiency. The issue of relevance acknowledges that the goals set and content prescribed for education are contentious

and often have to be negotiated. We cannot talk of quality education when the goals and content do not address the needs of the learners or the values and aspirations of the community and the society.

Effectiveness is about how far the goals and objectives set are being achieved. Here again there is a broader scope of consideration in that a wide range of goals could be set in terms of information, knowledge, skills, values, attitudes and change in behaviour patterns among other concerns. A quality education must deliver what it promises, and this is what is being assessed by looking at effectiveness as a measure of quality. Efficiency concerns with what it takes to deliver on the promises of quality education. It is about whether increased results could be achieved with the same resources, or whether the current results could be achieved with fewer resources. In other words, efficiency as a measure of quality education relates to the adequacy of resources and the efficacy of methods used with the involvement of the parents.

Peter (1967) categorises resources into three, namely; human, financial and material. Although finances are important in the operations of the schools, it is the human resource that is said to be the most important. It is the quality of teacher participation in the decision making of any learning institution that quality education will heavily depend on. Bellantine (2000:152) points out that:

teachers working together was the key to revamping schools' organisational structures and ongoing success of decentralised decision making. Giving teachers decision making powers makes a difference in teacher's perceptions of their daily lives and quality in their teaching.

The major concern in the education system is indeed quality. A number of parents would like to enrol their children in schools so as to provide them a chance to receive some education, but they may end up withdrawing their children from some schools due to either failure to pay the fees or due to poor standards of education in those schools. Teachers' empowerment is important in effective teaching and learning. MoE (2002:15) postulates that

the quality and effectiveness of any education system largely depends on the quality of teachers. They are the single most important factor in determining success in meeting systems goals. Equally well, the educational and personal well being of children in schools hinges crucially on their competence, commitment and resourcefulness.

Once teachers understand the strengths and weaknesses of the current system as projected from the past they have a greater chance of changing the quality of education.

## **1.2 STATEMENT OF THE PROBLEM**

Ideally, Education Boards are there to engage society in education. This does not seem to be wholly the case in Zambia. If MoE's rationale for School Boards was, among other things, to bring about quality education, then it is worth investigating the perceptions of the participation of the community in formal education.

### **1.3 PURPOSE OF THE STUDY**

The study investigated the knowledge and perceptions of School Boards by the head teachers, deputy head teachers, heads of departments, teachers, parents and pupils so as to ascertain the contribution of School Boards to quality education in High schools.

### **1.4 SPECIFIC OBJECTIVES**

The objectives of the study were to:

- 1) find out whether or not School Boards have contributed to quality education in High schools.
- 2) ascertain whether the involvement of the community through School Boards has contributed to quality education in High schools.
- 3) investigate the perceptions of teachers, learners and the community towards the introduction of School Boards in High schools.

### **1.5 RESEARCH QUESTIONS**

The following were the research questions of the study:

- 1) Are School Boards fostering quality education in High schools?
- 2) Has the involvement of the community through School Boards contributed to the quality of education in High schools?
- 3) What are the perceptions of teachers, head teachers, learners and the community towards the introduction of School Boards in High schools?

## **1.6 SIGNIFICANCE OF THE STUDY**

The study hoped to open horizons to Management Boards of High Schools so that they could see which areas needed attention. The study also hoped to contribute to a better understanding of the School Boards by the head teachers, deputy head teachers, heads of departments, teachers, parents, pupils and the researcher. The findings of this study would be useful to other educational scholars in analysing the impact of community participation in the education system. The study would also contribute to government's understanding of the effectiveness of Boards in terms of quality education in High schools.

The study would also help the management of School Boards to work out strategies that may improve the functioning and running of School Boards effectively. The findings of the study would also help the pupils understand the School Boards' contribution to the quality of education in High schools.

## **1.7 THEORETICAL FRAMEWORK**

Decentralisation is a question of increasing efficiency in management and governance especially where state bureaucracy appears heavy and slow. Where it has been proven that the state is unable to tackle issues of teacher deployment, teacher payment, purchase and distribution of equipment and materials or maintenance of buildings, decentralisation appears to be the solution (Putnam; 1970).

The objective of decentralisation in Zambia stems from the need for the citizenry to exercise control over its local affairs and foster meaningful development. This requires that some degree of authority is given to provincial, district and sub-district

levels as well as councils. The lack of decentralisation of power, authority, resources, and functions subjected institutions at provincial, district and sub-district levels to absolute control by the centre (MoE: 2005). In order to remove the absolute control by the centre, it is necessary to transfer the authority, functions and responsibilities, with matching resources to lower levels.

## **1.8 EDUCATION DECENTRALISATION**

In line and keeping with the democratic and liberal philosophy that Zambia has embraced, the government adopted the policy of decentralising control and management of the education system. This has been effected through the establishment of Education Boards at School, College and district levels.

The centre of this perspective is the shared responsibility principle that evolves around the community and the school settings, which influence the growth and development of children. Decentralisation shows that parents, neighbours, peers, classrooms and other related factors that surround the children may have a significant effect on the overall development, growth and achievement of children.

Chapter twelve of *Educating Our Future* focuses on the organisation and provides the framework for educational decentralisation that the MoE piloted on the Copperbelt Province. Through this programme, Education Boards were created for various stakeholders to have an opportunity to share in the responsibility for the education system in Zambia. This was intended to foster local participation and ownership to enhance quality education. MoE(2005) noted that:

the representation of the community on Boards is the first step to guarantee their participation in uplifting standards of education. Generally, the community will be expected to respect and jealously protect institutional property and regard it as theirs. The involvement of parents, the community and the wider non-governmental sector in mobilisation of resources for the institutions within the framework of partnership contributes to the enhancement of quality education.

## **1.9 DEFINITIONS OF OPERATIONAL TERMS**

**Quality Education:** The outcome that fosters life skills, values and social benefit.

**Decentralisation:** Delegation of decision making to subunits of an organisation to the point of delivery.

**Management:** Administering/supervising on behalf of the Ministry of Education.

**Head of Department:** A senior teacher responsible for coordinating teachers in different subject areas.

**Stakeholders:** A group of people who have a special interest in what happens in a particular institution or organisation.

**Participation:** Taking active part in the decision making of an organisation.

## CHAPTER TWO

### HISTORICAL BACKGROUND

Zambia like many other African countries has passed through a number of distinct phases in terms of educational development, management and organisation. Education Boards were innovations in the development and governance of education. The genesis of Education Boards can be traced from the historical background of educational development in Zambia.

Western education started in the late 19<sup>th</sup> Century. According to Snelson (1974:3),

Western education can be traced to the early missionary settlements dotted around the then Northern Rhodesia (now Zambia). The earliest among them were at Sefula, Western Province 1887, established by the Paris Evangelical Mission and Mbereshi, Luapula Province 1890, established by the London Missionary Society.

Kelly (1999) noted that the education system in Zambia had notable phases which included; the pre-colonial phase (1887-1924), under the British South African Company, the colonial phase (1924-1953), the federal government phase (1953-1963) and the post colonial phase (1964-to date). The post colonial independence phase is sub-divided into three stages namely; two phases in the first republic (1964-1973) as first phase (1973-1991) as the second phase and education in the third republic (1991-date).

During the first phase the design and management of those schools was entirely in the hands of the missionaries. According to Kelly (*ibid*) schools were seen as integral to mission work. The missionaries were motivated to give formal education (literacy and numeracy), so that people could read the Bible. The British South African Company claimed authority over those schools, but did not support them at all. The



local communities had very little contribution apart from just encouraging their children to go to school.

The period 1924-1953 was another phase. This was the colonial period. During this period, there were two education systems at play. There was the African education system and the non-African education system for Europeans. It was within this phase when there were the Phelps Stokes Commission recommendations on education administration. Although the education system was decentralised at this time to be managed through Local Education Authorities, there was very little input from the local community if any.

The 1953-1963 period was the federal government phase. During this stage there was an increased amount of intervention by the Africans into the affairs of education, but they did not achieve their intervention for equal rights to education. The federal government still continued to run a racist type of education system.

The last phase which is the current phase is the post colonial period running from 1964 to date. MoE (2005:4) states that, at independence, the task of the Zambian government was to dismantle the racist system of education and develop a system that would provide equal opportunities for all regardless of race, tribe or religious affiliation. The intentions of government as it took the centre stage in the management of the education system were to centralise the management of the entire system. School fees were abolished and only statutory school funds were allowed. However, with the deteriorating economy, the need to involve parents in contributing to their children's education became apparent. This brought about the creation of

Parent-Teacher Associations (PTAs) in 1976 which introduced PTA funds for school supplies and special projects. Nevertheless, the challenge to increase access and provide quality education continued to grow.

The burden of running education became too heavy for the government to shoulder. The need for public support became imperative. The government came up with the 1977 Education Reforms which emphasised the need to integrate study with work, stressing equal balance between education and production. This was one way of organising schools to generate funds to supplement government funding in order to accommodate the ever increasing demand for education.

In 1991 there was change of government. According to MoE (2005:5):

In 1992, the new government ushered in an interim national education policy, *Focus on Learning* which emphasised the issue of resource mobilisation to support education provision. The second major national education policy, *Educating Our Future* was launched in 1996. The policy was basically addressing the issues of education delivery in an environment of a liberalised economy and a democratised political governance system. *Educating Our Future* is based on the principles of liberalisation, decentralisation, curriculum relevance and diversification, efficient and cost effective management, capacity building, cost sharing, partnerships, access, equity and quality education.

The quest to meet the education provision challenges increased the need for public participation. This scenario gave birth to Education Boards. From the time of independence in 1964, the guiding principles in development policies in Zambia

were the establishment of state control in all areas of public life and the free or subsidised provision of basic services by a socialist state. Thus, after independence the government introduced a centralised and free education system that was controlled from the Ministry of Education headquarters in Lusaka and took over most of the schools that were previously run by missionaries. The virtual monopoly exercised by the government over the provision and management of education had several negative consequences. They included failure to tap valuable human and financial resources available in the non-governmental sector, great restriction of parents to participate in the running of schools and the right to choose the type of education they wanted for their children and encouraging the oppressive culture of over-dependency on the state and eventually it increasingly became difficult to provide education in either the quantity and the quality that the society and individuals needed (MoE, 1996).

In 1991, Zambia had its second multi-party political elections and the Second Republic came into being and ushered in a liberal democracy. Liberal democracy meant a decentralisation and devolution of political and economic powers along with the provision of social services. The current policy on education in Zambia is defined in the National Policy Document of 1996 – *Educating our Future*. The policy document recognises the basic right of every Zambian to good quality education.

The principles for the development of education are guided by liberalisation, decentralisation, equality, equity, quality, partnership and accountability. Under the liberalised educational system, the right of private organisations, individuals, religious bodies and local communities to establish and control their own schools and

other educational institutions is recognised and encouraged. Decentralisation involves the devolution of power from the centre to the local level, in districts and schools, by allowing various stakeholders to share in decision-making and to take responsibility for education at the local level so as to foster a sense of local ownership and better management. Building on the principle of liberalisation, the document says that government will follow an education policy that encourages and strengthens partnership in educational development. Thus, current thinking in Zambia is that government alone cannot and should not provide all social services, including education.

The document also puts it clear that the government has a bounden duty to promote the highest standard of education and learning for all, giving attention to various interdependent factors including the quality of the curriculum, teaching and assessment, the quality of teachers in schools and the planning process.

Zambia's efforts to decentralise its administrative structures can be traced as far back as independence. The objective of decentralisation in Zambia stems from the need for the citizenry to exercise control over its local affairs and foster meaningful development. This requires that some degree of authority is decentralised to provincial, district and sub-district levels as well as councils, in the background of centralisation of power, authority, resources, and functions, which has in turn subjected institutions at provincial, district and sub-district levels to absolute control by the centre. In order to remove the absolute control by the centre, it was necessary to transfer the authority, functions and responsibilities, with matching resources to lower levels.

In line and keeping with the democratic, decentralised and liberal philosophy that the Zambian government had embraced in 1991, the government adopted the policy of decentralising control and management of the education system. This was effected through the establishment of Education Boards at School, College and district level. The goals of the Education Boards were to promote community participation in all matters related to national development, alleviate poverty through the introduction of a localised syllabus with relevant practical life skills (MoE:2005). These goals can only be realised through a process that involves a number of actions such as promotion of popular participation at all decision-making levels.

## **CHAPTER THREE**

### **LITERATURE REVIEW**

This chapter reviews the related materials and works on the decentralisation system of education through the Education Boards at international and national levels.

The education system in Zambia had been highly centralised since independence. Carmody (2004) described the education system in Zambia as bureaucratic, inefficient and over-centralised. Dissemination and implementation of government's directives were remarkably slow because of the numerous clearances required. Decision making was concentrated at the Ministry headquarters in Lusaka, and communication among headquarters staff, field officers and teachers was slow. The emerging importance of the local level as the focus for education quality is closely related to simultaneous trends toward decentralisation of decision making in education to the local level including increased community involvement (MoE; 1996).

The decentralisation system of education has been the interest of the global world over the past few years. Parelius and Parelius (1978) said a decentralised system means educational decisions are taken at the level of the local community. Eleanor (2000) noted that for several decades, many countries have implemented a process of decentralisation aimed at creating more effective schools, those which are flexible and responsive to rapidly changing environments.

Eleanor (2000) further noted that the decentralised education system has gained increasing favour over many decades. Eleanor (*Ibid: 129*) defines decentralisation “as a devolvement of power from the central level down through the system to the local level”. With this understanding of decentralisation, the process involves the transfer of powers from the central level to the points of delivery. In the Zambian situation, the High schools have been envisioned as the points of delivery.

Bellantine (2000) outlined three major forms of decentralisation namely; deconcentration, devolution and delegation. Bellantine (*ibid*) further argues that deconcentration is the simplest form of decentralisation and it involves the transfer of certain tasks and work but not the authority to other units. Whilst delegation involves the transfer of decision making authority from higher to lower hierarchical units although authority can be withdrawn at the discretion of the delegating unit. Devolution refers to the transfer of authority to a unit that can act independently or without first asking permission. In this case the unit operates in its own name and accepts the responsibility for any action.

The government of the Republic of Zambia through the MoE realised that the ideal decentralisation is devolution. MoE (2002:5) noted that

decentralisation of the education system can only be realised through a gradual process that involves a number of actions such as devolution of administrative and political authority to the district level, moving the centre of implementation of plans from the central government to districts and promotion of popular participation at all decision making levels.

The decentralisation of the education system was done with the intention of promoting decision making and participation at the local level. This can be realised from the projected advantages by the MoE (2005), which came to a conclusion that there would be improvement of educational access, equity, quality and relevance to be achieved through mobilising non governmental resources for education, improving the quality of inputs to education, matching curriculum content to local needs, promoting innovativeness of educational programmes, widening access to quality education, especially for historically, economically and geographically disadvantaged communities and increasing the outputs of schooling.

According to the MoE (1996) decentralisation involves transferring certain functions from the central level to local levels. The main aim is to necessitate a broad-based participation in the management of education with great emphasis placed on creativity and innovation at each level. Decentralisation may mean the devolution of power from the higher to the lower level within the Ministry of Education such as provincial departments, district departments or high schools and this process is called deconcentration.

Different stakeholders started to share in decision-making and take responsibility for education at the local level. Decentralisation was meant to develop a sense of local ownership and to promote more efficient management. It was hoped that since many decisions would be made at the local level, bureaucratic procedures that impede efficiency in the education system would be eliminated or minimised. Furthermore, when power is delegated to the district and school levels, the authority of managers at these levels would be enhanced (MoE 1996).



It is now over a century that the School Boards have been in existence world wide as noted by Putnam (1993). In England and Wales, the Elementary Education Act of 1870 was the first to provide education for the whole population of England and Wales. It created School Boards that had power to build and run schools. They could also compel attendance. This was following the campaign by George Dixon and Joseph Chamberlain. School Boards were based in boroughs and civil parishes (<http://www.citiiform> 21.07.07).

Between 1870 and 1902, the School Board of London was the single largest educational provider in the nation and the infrastructure and policies it developed were an important influence on London schooling even long after the body was abolished. The work of the School Boards was as follows:

- (a) To provide sufficient numbers of school places.
- (b) To provide London with modern, high quality schools.
- (c) To compel parents by law to educate their children.

Analysing the above points the issue of quality education is worth noting because it relates well to the quality which the researcher explored in the schools. The study may contribute to the clear understanding of the Education Boards as observed from other previous Education Boards elsewhere around the world.

Although the School Boards had been largely successful in increasing the number of children attending schools, they were perceived as bureaucratic and expensive. For this reason, the School Boards were abolished and replaced with Local Education Authorities (Parelius and Parelius; 1978).

The legislative developments in the American schools over the past few decades provide another example of the movement towards decentralisation and self governance in the education system. Parelius and Parelius (1978) argues that in the United States, the School Board is the most powerful agency through which needs and wishes are represented. This is in contrast with the Local Education Authorities of England.

Parelius and Parelius (1978:257) outlined the School Boards legal authority as:

- (a) Hiring superintendents and principals.
- (b) Determining teachers' salaries and contracts.
- (c) Hiring of teachers.
- (d) Providing transportation for students.
- (e) Determining the size of the school budgets.
- (f) Deciding the length of the school term.
- (g) Building new schools and facilities.
- (h) Changing school attendance boundaries.
- (i) Selection of textbooks.
- (j) Deciding what subjects should be taught and
- (k) Maintaining school discipline.

The 1996 National Policy on Education has a statement on the role of the government in education. The document states: "Education is a right to each individual and it is also a means for enhancing the well being and quality of life for the entire society" (MOE, 1996:2). Because education is a right for each individual,

there have been shifts in the efforts to provide quality education to the people in the Zambian society. One notable shift is the birth of the Education Boards at all levels of education institutions.

Some studies have been conducted on the decentralisation system of education and on School Boards. One such study was done in the United States in form of a nationwide poll of the public, questioning their attitude and knowledge about the School Boards. Parelius et al (1978:247) noted that the survey conducted provided evidence of extensive ignorance among the public regarding the legal role of the School Board.

Prawda (1993) carried out a research in Argentina, Chile, Columbia and Mexico on education decentralisation. The study used the survey design and collected data from parents, learners, Ministry of Education officials and teachers using questionnaires and interview schedules. The findings revealed that decentralisation is not an end in itself and does not necessarily increase productivity, equity or quality. Thus, decentralisation of education is a process which is a continuous dynamic activity requiring constant monitoring and evaluation.

The researcher intended to make an attempt to prove whether the findings of Prawda could also be attributed to Zambia considering that Prawda's study was conducted in Latin America. Geographically, the findings of Prawda may not bear any relevance to Africa, particularly Zambia. However, the findings of Prawda were kept in check during data analysis by this researcher.

In Zambia, Lungwangwa (1987) posited a number of advantages of a decentralisation system in Basic Schools, some of which included narrowing the gap between the school and the local community. The school would be made an institution relevant and responsive to the culture and needs of the local environment to be expressed.

In addition, MoE (2005:6) noted a number of benefits that go with decentralisation:

- (a) Improvement of educational access, equity, quality and relevance to be achieved through: mobilising non-governmental resources for education, improving the quality of inputs to education, matching curriculum content to local needs, promoting innovativeness of educational programmes, widening access to quality education especially for historically, economically and geographically disadvantaged communities and increasing the outputs of schooling.
- (b) Improvement of the performance of the education system in service delivery. This could be accomplished in a number of ways including: enhancing the efficiency of resource allocation and utilisation, promoting relevance of education in accordance with the needs of the labour market, enhancing the use of information related to issues, problems and recent education innovations, and allocating and reallocating educational resources on the basis of need as in the activity based budgeting advocated by the Medium Term Expenditure Framework (MTEF).
- (c) Improvement of the standing of local governments. This is possible in a number of ways, namely: widening the local resource base and

therefore, the capacity for delivering education services, getting the central level and national politicians to be more responsive of local interests and redistributing political power by reducing the power of central actors while increasing that of local actors.

- (d) Improvement of the standing of the central government. The benefits of education decentralisation to the central government include: shifting some *financial and administrative responsibilities* to the other actors, such as the communities, Non-Governmental Organisations (NGOs), and Churches; relieving the central government of unnecessary bureaucratic responsibilities; and increasing the political legitimacy of the central and local governments.

The above requirements are highly credible and the researcher tried to investigate if the above advantages were being adhered to either in their entirety or partially in the sampled schools. The researcher discovered that the School Boards were struggling to keep the goals of decentralisation in order to promote quality education especially improvement of educational access, equity, quality and relevance. It is not possible to go through each of the MoE posited advantages and state if it is being followed or not. The study focussed on the community involvement so as to enhance quality education.

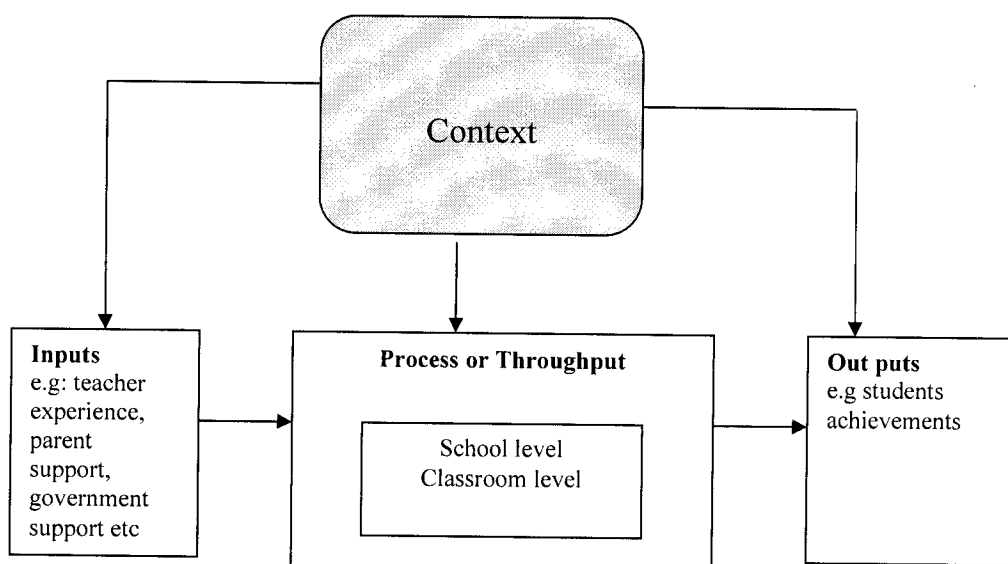
Some studies have been done about the Education Boards in the colleges of education. Makwaya (2005:7) analysed the participation of the community on Teacher Education in the Teachers' Training Colleges. The study found out that the community members did not participate as expected by the guidelines. This study also provided information on the strength and weaknesses of the community

participation in teacher education. However, the study did not touch on the perception of the stakeholders about the decentralisation programme. Bowasi (2007:4) analysed the role of the students on Education Boards in the Teachers Training Colleges. This study was done in three colleges of education namely: the Zambia Institute of Special Education (ZAMISE), the Copperbelt Secondary Teachers College of Education (COSETCO) and Kitwe College of Education. The study used the survey design and collected data from members of the Education Boards, principals, vice principals, students, lecturers, administrative supporting staff and Board Chairpersons using questionnaires and interview schedules. Qualitative and quantitative data were analysed by computer using the excel package and presented it in graphs and frequency tables. Qualitative data were reported in prose. The findings showed that though there were well defined roles for College Board members who included the students' representatives, there was no effective participation of the students. For instance, 74% of the respondents felt strongly that they would like to see students on the College Tender Committee as noted by Bowasi (2007). This clearly indicates that the representation of students was not according to the guidelines of the education boards. The study highlighted the critical areas which could be strengthened for students' participation such as human resources and financial management. The above studies had the focus on the Education Colleges in Zambia and one had focussed on the Education Boards in the districts. The researcher's particular work focussed on the perceptions of the stakeholders on the contributions of the School Boards contributions to quality education so as to ascertain the society's views.

Another study was done by Mvula (2007). The study concentrated on the effects of Education Boards in the running of Basic schools. The study used the evaluation design and collected data from parents, learners, Ministry of Education officials and teachers using questionnaires and interview schedules. Quantitative data was analysed by computer using the excel package and presented in graphs and frequency tables. Qualitative data was reported in prose. The study revealed that the Boards had introduced tremendous changes in the operations of Basic schools since inception in line with the goals of the establishment by MoE, (Mvula 2007). The researches done by Mvula (2007 and Bowasi (2007) were evaluative in their approach. This research was guided by MOE guidelines as part of the checklist on quality education. Furthermore the other researchers were the inside policy implementers.

The government has realised that community involvement is one of the viable ways to address the problem of delivery of education. As a result, the programme of School Boards was implemented, the programme being studied in this research. This study intended to assess the perceptions and knowledge of the stake holders about the programme of decentralisation of education decision making through the School Boards in High schools. The study also intended to assess the current extent to which the community had been involved in the running of the decentralisation programme and the input they have had. Furthermore, the study hoped to establish any other possible aspects to involve the community in the School Boards in High schools in order to promote quality education in the education sector.

The central role of education as an instrument for social transformation and national development is globally acknowledged. That education will perform this role more effectively if it is of high quality is indisputable. Kibera (2007) noted that the quality of education output is a function of its input. ( EAF Monitoring Report 2002) states that an input, process, output model is generally used to assess education quality but the learning activities in the classroom is the area that has gained least interest, focus and attention both in practice and theory especially in developing countries. In addition (UNICEF 2000) states that quality consists of several components and if all these have quality then the end product is educational quality. This definition allows for an understanding of education as a complex system embedded in a political, cultural and economic context. These dimensions are interdependent, influencing each other in ways that are sometimes unforeseen. To gain a clear understanding of quality, we need to understand the essence of education and what education ought to achieve.



Adapted from Bellantine (2000)



*Perspectives on quality education can be clarified on the basis of conceptual framework that describes education. The most frequently used way to do this is to depict education as a productive system in which inputs are transferred into outcomes (Malik:1997). The participation of the community may create more dialogue on quality education, engaging educational institutions, government, employers and the community to assess the needs of society and the part that quality education contributes to meeting those needs. This implies that all parents should be encouraged to be first teachers, mentors, and contribute to character building in their children. There should be more collaboration between parents and teachers.*

Schools are set up by society for the specific purpose of teaching and learning and the development of the society's youth. Schools and the schooling process should rightfully be experienced as the obligation of the society. Donald (2000) argues that all teachers, students, parents and other members of the communities in which the schools are situated, as well as all members of the society as a whole should be involved. In Zambia this has not been the case as observed by Mvula (2007). Parents have to own what takes place in the education of their children and get involved in decision making structures.

Along with the democratic process, there has been rightfully an emphasis on parents and community having more involvement in and control over their schools. Donald (2000) noted that across the world, there is evidence that constructive involvement of parents in the life of the school holds great benefits for the school, the students and their mutual relationship.

## **CHAPTER FOUR**

### **RESEARCH METHODOLOGY**

This chapter discusses the methods used in this study. It describes the research design, population and sample size, sampling procedure, research instruments, and validity of the instruments and data collection techniques. The research endeavoured to obtain the views of the MoE officials, teachers, parents and pupils about community participation through School Boards and the contribution towards quality education. In order to do this, the suitable research approach designed to successfully obtain the required data was the survey.

#### **4.1 RESEARCH DESIGN**

Selltiz and Wingsman (1976) defined a research design as an arrangement of conditions and analysis of data in a manner that aims at combining relevance to the research with the economy in procedure. Following this, a research design will differ depending on the purpose of the research.

The researcher used the survey designs. The survey design was preferred for this study because it is an efficient method of collecting original data from a wide range of respondents and provides an opportunity for the researcher to study and explore the contribution of the School Boards policy in the schools. Gay (1981:142) describes survey as “an attempt to collect data from members of a population in order to determine the current status of the population with respect to one or more

variables”. Kerlinger, (1973:421) asserts that, “survey design is a useful tool for educational fact-finding. An administrator, a board of education, or a staff of teachers can learn a great deal about a school system or a community without contacting every child, every teacher and every citizen”. Thus, this study employed the survey design since the design uses sampling methods that are sufficient and representative of the whole population. The survey would be appropriate as it is easily applicable to various social problems and is mainly concerned with data collection as well as data interpretation.

The survey approach is generally comprehensive to understand the existing educational conditions and overall effectiveness of the school programme with a view towards improvement where the findings are indicated. Mouly (1963:233) argues that the school “survey can help clarify educational goals at the local level and reduce the gaps that exist between education theory and education practice”. Surveys help teachers to keep abreast of the current developments and help to raise the standards of educational practice.

#### **4.2 POPULATION SAMPLE**

The targeted population in this study was 204 respondents. These included four (4) Standards Education Officers from the Provincial Education Office, four (4) head teachers, four (4) deputy head teachers, seven (7) heads of department from each school. These were included on the purposive selection by nature of their positions. In addition, fifteen (15) teachers from each school, twenty (20) pupils from each school and five (5) members of the local community around each school were also included. The local community was selected on the basis of parents having children

who went to these schools. It was from this population, that a sample was drawn, which adequately represents the population.

**SUMMARY OF THE POPULATION SAMPLE**

**Table 1: Respondents Distribution by Gender**

	<b>GENDER –FREQUENCY-PERCENTAGE</b>					
<b>RESPONDENTS</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
SESOs	3	75	1	25	4	100
Head-teachers	3	75	1	25	4	100
D/Head-teachers	3	75	1	25	4	100
Heads of Departments	16	57.14	12	42.86	28	100
Teachers	25	48.1	27	51.9	52	100
Parents	8	44.44	10	55.56	18	100
Pupils	30	42.86	40	57.14	70	100
<b>Total</b>	<b>88</b>	<b>48.88</b>	<b>92</b>	<b>51.12</b>	<b>180</b>	<b>100</b>

Table 1 shows the numbers of respondents by gender from different categories. Out of the 204 sampled respondents, one hundred and eighty (180) participated in the study, thus 88.24% of the total sample. Of the 180 respondents 48.88% were male and 51.12 were female. Almost an equal number of men and women participated in the study as shown in Table 1. Thus, more women than men took part in the study.

### 4.3 SAMPLING PROCEDURE

The School Boards policy is implemented by the Ministry of Education. For this reason, the sampling was from four High Schools in Central Province. One district was drawn from which four High schools were sampled for this study. A random sample was used so that every possible sample had an equal chance of being selected from the population.

The four schools were one from the non Boards schools and three under the Boards. The selection of the schools was guided by the following criteria:

- (a) The researcher wanted to access the contributions of School Boards in the provision of quality education from four schools which were under the Boards in Kabwe District.
- (b) The choice of one district from Central Province was with the view that the Education Boards were last implemented in Central Province and there had been some studies conducted on the Copperbelt and Northern Provinces among them. The researcher then was interested to see whether this view of Education Boards was effective from the last implemented Provinces and whether it promoted the delivery of quality education. Furthermore, in Central Province Kabwe District had the biggest number of High schools in the Province.
- (c) The arrangement of the Boards arises from the attitude that Boards schools do better than non Boards schools in provision of quality education and decentralisation. The society is given more chances of participation in the education of their children. Bellantine (2000:133)

“asserts that non Boards schools tend to be centralised and the region of the country and school setting affects the decentralisation”.

#### **4.4 DESCRIPTION OF INSTRUMENTS**

The researcher collected data using four instruments and these included; questionnaires, interview guides, Focus Group Discussions and observation schedule. The four instruments were used to collect both qualitative and quantitative data to answer questions that were raised by this study. Questionnaires and interview guides were used to collect data that gave answers to each of the research questions. They were also used to collect background information about the respondents. Observation schedules were used for triangulation so as to supplement information that was given in interviews and questionnaires on the availability and use of learning materials, parents’ participation in the School Boards so as to promote the quality of education in High schools.

##### **4.4.1 Questionnaires**

Questionnaires had both open and closed-ended questions and the attitude rating scale. These were used to collect information from pupils, heads of department and teachers. Questionnaires were preferred for this group of respondents because they formed a large group of the sampled population. Above all, according to Sarantakos (1996: 159) “questionnaires are advantageous because they can collect objective, consistent data and can give respondents time to consult files and are a uniform measure”. Thus they can collect data in a systematic and ordered fashion (White, 2000). The researcher developed the questionnaires, which were then checked by

experts in the research and education field. Each questionnaire had introductory remarks to the study and to give an assurance to the respondents that the information that was to be collected would be held with utmost confidentiality.

#### **4.4.2 Questionnaires for Pupils**

The questionnaire was used to obtain information about the respondent's views about the availability of teaching and learning materials in order to promote quality education and their attitudes to the School Boards. The other part of the questionnaire required the respondent's suggestions for improvement so that the School Boards would promote quality education.

#### **4.4.3 Questionnaires for Teachers**

The teachers' questionnaire was designed to collect demographic data about the respondents and their views on the contributions by the School Boards in the promotion of quality education in High schools. The questionnaire also included the investigation of the availability of teaching and learning materials. The other part of the questionnaire required the respondents' suggestions for improvement so that the School Boards would promote quality education.

#### **4.4.4 Interview Schedules**

One interview schedule was designed which was used to conduct interviews by the researcher to collect information from Senior Education Standards Officers, Head teachers and parents to give answers to the research questions of this study. Although this technique of data collection was time consuming, it was effective as it helped the researcher to probe the respondents for supplementary valuable information for the

research. Moreover, it was the right instrument to collect information from some parents who did not know how to read and write in English. Thus, in such cases the researcher used the local language in which most of the parents expressed themselves more clearly and confidently.

#### **4.4.5 Observation Schedule**

The observation schedule was used by the researcher in all sampled schools to find out the availability of teaching and learning materials.

### **4.5 VALIDITY AND RELIABILITY OF INSTRUMENTS**

In order to ensure validity of the instruments that were used to collect data, questionnaires were pilot tested on a number of respondents in grade twelve in a different school other than where the research was conducted to obtain validation data. This helped the researcher to ensure that any anomalies and ambiguous questions were corrected before the questionnaires were administered to the sampled population.

### **4.6 DATA COLLECTION PROCEDURES**

The researcher was helped by one research assistant to visit the schools which were sampled in order to collect data from the sampled respondents. Data collection started on 4 May 2008 and ended on 30 May 2008. The researcher made a tentative plan for school visits and made appointments with the school head teachers of the sampled schools well in advance so that the respondents were found within reach on the day of the visit. In two schools, data were collected from pupils on the first day of



the visit. During the visits, questionnaires were distributed, completed then the researcher collected them with the help of the research assistant. Interviews were done with respondents on the agreed days and time. Because of limited time, some interviews with parents were conducted over weekends. The researcher went round the schools to observe the teaching and learning process. For the observations, the researcher sought permission in order to visit different departments and access the school files to supplement the data collected from respondents.

#### **4.7 DATA ANALYSIS**

Data were analysed thematically by arranging responses into themes. It was then be interpreted in line with the research questions. The research questions acted as themes around which data were grouped. Qualitative questions were reported in percentages according to the information that respondents gave. In order for verifications from respondents, some questions applied to all respondents. This was in order to validate data and make them reliable.

## **CHAPTER FIVE**

### **PRESENTATION AND DISCUSSION OF THE RESEARCH FINDINGS**

In this chapter, the findings of the study are presented and discussed. The presentations and discussions of the findings are presented and interpreted strictly in relation to the research questions under the following sections.

- (a) Are School Boards fostering quality education in High schools?
- (b) Has the involvement of the community through School Boards contributed to the quality of education in High schools?
- (c) What are the perceptions of teachers, head teachers, learners and the community towards the introduction of School Boards in High schools?

These research questions were further divided to generate the themes as follows:

- Professional Qualifications of Headteachers and Deputy headteachers
- Professional qualifications of heads of departments and teachers
- Availability of teaching and learning materials.
- Availability of up to date books.
- Availability of library services.
- Teachers' attendance to individual needs of the pupils.
- Acquisition of knowledge by the pupils.
- School's physical facilities.
- The presence of parents on the School Boards.
- Perceptions of the respondents towards School Boards.
- Continuation of School Boards.

- Suggestions by the respondents for the School Boards to promote quality education.

Qualitative data were summarised using narrative reports while quantitative data were presented in percentages and tables.

**Table 2: Profession Qualifications and Years of Experience of Head-teachers, and D/head teachers**

Profession Qualification	Years of Experience			
	Below 5	5-10	10-15	16 and above
Secondary Diploma	-	-	-	3
Advanced Diploma	-	-	-	-
Bachelors Degree in Education	-	1	2	2
<b>Total</b>	-	<b>1</b>	<b>2</b>	<b>5</b>

### **5.1 PROFESSIONAL QUALIFICATIONS AND YEARS OF TEACHING EXPERIENCE**

All the respondents had grade twelve (12) school certificates for their academic qualifications. As for the professional qualifications, three of the head teachers had bachelor's degrees in education while one had a secondary diploma in education. It is evident from this data that the head teachers were professionally qualified. As regards their years of teaching experience, three of them had been in the teaching profession for more than fifteen (15) years while one had a teaching experience of between ten (10) years and fifteen (15) years. This also shows that the researcher was dealing with administrators who had a lot of experience in the teaching profession who were likely to be well vested in the issues pertaining to education. Out of the

four (4), deputy head teachers two (2) had secondary diploma whilst two (2) had bachelors degrees in education. Out of the four two had ten to fifteen years experience in teaching while two had more than sixteen years experience of teaching. Peter (1969) argues that teachers are on the front line where quality improvement is concerned. It was therefore necessary that their professional qualifications are not compromised in the work to improve the quality of education.

### 5.2 HEADS OF DEPARTMENTS AND TEACHERS

This section presents the demographic information of heads of departments and teachers who participated in this study. Sixty (60) teachers and twenty-eight (28) heads of departments were sampled but only fifty two (52) teachers and twenty-eight (28) heads of departments participated in the study.

**Table 3: Professional Qualifications and Years of Experience of Heads of Departments and Teachers**

Profession Qualification	Years of Experience			
	Below 5	5-10	10-15	16 and above
Secondary Diploma	9	21	13	5
Advanced Diploma	-	5	8	5
Bachelors Degree in Education	5	5	2	2
<b>Total</b>	<b>14</b>	<b>31</b>	<b>2</b> <b>3</b>	<b>12</b>

The tabulation of professional qualifications of the teachers shown in Table 3 reveal that out of the eighty (80) teachers, forty eight (48) had secondary school diplomas, eighteen (18) had advanced diplomas and ten (10) had a bachelor's degree in education. This is not good for the High schools since the quality of the education offered in an educational institution will depend much on the quality of the teachers in terms of their professional training, qualification and their specialisation in different teaching subjects. But as things are, the researcher discovered that in fact teachers with secondary school diplomas were the ones teaching most of the subjects and they were having overloads in the sampled schools. Moreover, in one of the schools, only two teachers had bachelor's degrees while the rest had secondary school diplomas.

Table 3 indicates that a number of teachers sixty six (66), which is 82.5% of the total number of teachers had been in the teaching profession for five or more years. This reveals that more than three quarters of the teachers have gained some good experience to handle their teaching and professional duties confidently. Nevertheless, 17.5% (14) had been in the teaching profession for five years or less, showing that this group is just at the beginning of the teaching profession. It is this group that Okumbe (2001) refers to as being in the establishment stage (a stage when teachers strive to make an impact on their profession). It is at this same time that they are entrenched in the teaching profession (the maintenance stage). Combining the efforts with the 82.5% which has some experience in the teaching profession, it implies that high productivity, effective and efficient teaching will be expected from such a group of the teaching staff.

### 5.3 TEACHING AND LEARNING MATERIALS

Kelly (1994) asserts that the acquisition of learning requires that the process be supported by appropriate and adequate educational materials and equipment. It was for this reason that in order to determine the contribution of the School Boards towards promoting quality education in High schools, the researcher went to find out the availability of teaching and learning materials. The Senior Education Standard Officers, head teachers, deputy head teachers, teachers, pupils and parents were asked to give their views about the availability and use of teaching and learning materials. Information from the respondents revealed that teaching and learning materials were not adequate in all the sampled schools. This was also confirmed by the researcher himself by the use of an observation schedule. All head teachers responded during the interviews that teaching and learning materials were not adequate and the School Boards had done very little to curb the situation of lack of teaching and learning materials.

**Table 4: Percentage Distributions of Teachers and Pupils Responses on the Availability of Teaching and Learning Materials**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
To a large extent	25	16.67
To some extent	32	21.33
Not at all	93	62
<b>Total</b>	<b>150</b>	<b>100</b>

Table 4 reveals the teachers’ and pupils’, responses to the availability of teaching and learning materials. As shown in Table 4, most of the teachers and pupils 62% reported that teaching and learning materials were not enough at all, while 21.33 % reported that teaching and learning materials were adequate to some extent and 16.67% reported that the teaching and learning materials were enough to a large extent. This shows that teachers and pupils agree with the researcher’s observation and the head teacher’s reports that teaching and learning materials were not enough in the schools. One parent noted that:

The Boards are doing very little for the school, they should have concentrated on improving the accommodation of teachers not only concentrating in the painting of the school whilst we have no teaching and learning materials, for instance teaching aids.

### 5.4 AVAILABILITY OF UP TO DATE BOOKS

**Table 5: Percentage Distributions of Teachers and Pupils Responses about the up-to date Books**

Response	Frequency	Percentage
To a large extent	23	15.33
To some extent	37	24.67
Not at all	90	60
<b>Total</b>	<b>100</b>	<b>100</b>

The researcher also observed that in all the schools that were sampled, teachers were sharing teacher’s guidebooks. In one of the schools, one department had one teachers guide book in English.

Table 5 revealed the extent to which the textbooks were used by teachers and pupils. (90) 60% of the teachers and pupils said not at all, (23) 24.67% said to some extent and (37) 15.33% said to a large extent. Asked about the availability of textbooks in the school, (10) 55.55% of the parents said that they had been buying some textbooks for their children because the school did not have enough text books despite the fees that were being paid for stationery. In addition, five (5) parents wondered why the school could not buy textbooks in most of the subjects. There were some parents who had no idea about the adequacy and availability of textbooks in the schools since they had not heard anything from the school or from their children. It is a fact that pupils who use textbooks and other reading materials and learning resources learn more than those who do not have any (Farrell, 1989).

### 5.5 AVAILABILITY OF LIBRARY SERVICES

**Table 6: Percentage Distributions of Teachers and Pupils Responses about the up to date Library**

Response	Frequency	Percentage
To a large extent	36	24
To some extent	19	12.67
Not at all	95	63.33
<b>Total</b>	<b>150</b>	<b>100</b>

Out of the four schools that the researcher sampled, all had libraries but some of the books that were meant for the library were found in departmental storerooms, which were only available to teachers. In one school, the researcher found a number of



books were piled randomly without much order to facilitate easy access by the teachers and pupils. Moreover, the libraries did not have textbooks that were recommended by the Ministry of Education and the books that were there were out dated. The researcher observed that the majority of the teachers and pupils were using their own textbooks.

Most teachers and pupils (95) (63.33%) responded that the pupils were not even encouraged or taught how to use the library. Furthermore, most teachers and pupils responded that library resources were not available to pupils. In addition, most of the teachers and pupils responded that the libraries in schools did not have up-to-date recommended books. It can be concluded from the above observations and responses that library resources in schools that were sampled were not available and that where they were available they were in a bad state. This was also confirmed by the researcher by the use of an observation schedule. The head teachers responded in their questionnaires that teaching and learning materials were only adequate to some extent. One respondent commented that:

the Boards should equip the library with latest books as you cannot speak of quality education without the recommended books. There are so many pamphlets in our school but we do not understand them even the teachers tell us that they are not for final examinations. Then why selling them on the streets?

## 5.6 TEACHERS' ATTENDANCE TO INDIVIDUAL NEEDS OF THE PUPILS

**Table 7: Percentage Distributions of Teachers' and Pupils' Responses about  
Teachers' attendance to Individual Needs**

Response	Frequency	Percentage
To a large extent	24	16
To some extent	37	24.67
Not at all	89	59.33
<b>Total</b>	<b>150</b>	<b>100</b>

Table 7, revealed the teachers' and pupils' responses to the availability of teachers to attend to individual needs of the pupils in the schools in order to promote quality education. As shown in Table 7, most of the teachers and pupils (59.33%) reported that teachers did not have enough time and 24.67 % said teachers had time for the individual needs to some extent and 16 % said that it was to a large extent. Education is a social activity that takes place everywhere, initiating the younger generation in social norms, values and skills that adults think they need and should know for their own development as a useful person in society. Dewey (1916) said that education has a social function securing direction and development in the immature through their participation in the life of the group to which they belong. Education will vary with the quality of life which prevails in a group.

This was solid evidence that the respondents revealed that there was nothing much done for the pupil's individual needs. One parent noted that:

it seems that administrators were academic result oriented and not concerned with the individual

development of the pupils. My daughter has been repeating for three years in grade eleven and the headmaster said she cannot proceed to grade twelve. Why not tell me the exact problem so that I work closely with her to complete her secondary school?

This meant that teachers whose responsibility was also to develop the social aspect of pupils were not taking time for the pupils' individual needs.

The study also revealed that quality education was not the only service the school was supposed to provide. Social development of the pupils was equally important. It was evident that the important role of teachers attending to individual needs through problem solving in order to promote holistic education was neglected.

## **5.7 THE ACQUISITION OF KNOWLEDGE TO HELP PUPILS IN LIFE**

The quality of education is meaningful if the pupils are able to acquire worthwhile knowledge, skills, attitudes and values. The presence of parents and pupils on School Boards had not promoted much of quality education as observed from the responses which were as follows; teachers, parents and head teachers were thus asked about the skills. The majority of the respondents from all the categories cited good communication skills in speaking, reading and writing as the skills that most pupils had acquired. Other most frequently skills and knowledge listed by head teachers, parents and teachers as being acquired by pupils included; social skills; interacting well with their peers and with adults, respect, good manners and cooperation, self-awareness and ability to concentrate on academic work. (Dewey; 1916) stated that education is a process whereby learners construct and acquire new knowledge, skills and attitudes in social interaction with others. This mostly takes place within a

certain socio-cultural and historical context. The contextual feature of education is one of sociological fact but often neglected by the planners of education. Peters (1967) argues that context varies across countries and situations must be taken into consideration in education.

The above factor is one of the critical sources about the quality of education in Zambia. It can be argued that education involves the input-output approach as observed by Peters (1967). *The quality of educational output such as equipping school leavers with the necessary knowledge, skills, values and attitudes needed for effective and productive living as individuals and members of the society is largely dependent on the quality of the educational input.* Such inputs include the number and quality of teachers, the teachers' motivation in terms of a meaningful living wage and sense of professionalism, relevant teaching and learning materials, instructional leadership and more importantly the quality of learners at the different levels of education.

Although we cannot absolutely attribute all the above observations made by respondents about the change in attitude of the pupils to the School Boards, there is to a greater extent the influence from what the pupils had been exposed to in the meetings. The meetings had helped the pupils' attitude as reported by head teachers, teachers and parents. Teachers were asked to rate the acquisition levels of knowledge, social skills, attitudes, reading and writing skills of the pupils.

**Table 8: Frequency Distribution of Teacher’s Responses on pupils’ Acquisition of Knowledge, Social Skills, Attitudes, Reading and Writing Skills**

Item	Very high	High	Average	Low	Very low
Acquisition of knowledge	4	20	46	3	7
Reading and writing skills	7	18	51	4	-
Attitudes towards education	6	15	53	5	1
Social skills	22	24	30	2	2

The majority of the teachers reported in the range of average frequency. All head teachers, however, reported that the pupil’s acquisition was average. This was another manifestation that the School Boards helped to create the learning and teaching conditions favourable. On the same issue, head teachers responded that the pupils acquisition of worthwhile attitudes was good. However, head teachers reported that the pupils’ reading and writing skills were high

**Table 9: Frequency Distribution of Parent’s Responses on Pupils’ Acquisition of Knowledge, Social Skills, Attitudes, Reading and Writing Skills**

Item	Very high	High	Average	Low	Very low
Acquisition of knowledge	3	3	7	4	1
Reading and writing skills	2	3	8	5	3
Attitudes towards education	4	2	9	1	2
Social skills	5	4	10	-	-

Parents were also asked to give their opinion as to whether their children had made any improvement in their attitude towards life and education as a result of the introduction of the School Boards. Most of the parents said that there was change in the attitudes as they had observed pupils having keen interest in schooling but there was a parent who wondered about the quality of education. The respondent questioned that:

the poor performance of students at school certificate examination is an indicator of the falling standards in the nation’s education. In addition, the inability of most school leavers to communicate effectively in written and spoken English language is an obvious sign of lack of quality of education. The quality of the school leavers fell below the

acceptable level in measures of creativity and problem-solving abilities.

It can be concluded from the above findings that to some extent, the School Boards are useful since pupils actually acquire worthwhile skills, knowledge, values and attitudes that are used for making their livelihood better and were contributing to economic production in society. However, the same findings also suggest that pupils and teachers could do better in their process of teaching and learning if the schools had enough teaching and learning materials as these had made the quality of education to be questionable. One teacher stated that:

admittedly, there has been eagerness on the part of the public and the government to provide quality education for the citizens. Politicians alike have always echoed the need for high quality education in the country. Unfortunately, this has remained rhetoric as no dynamic efforts have been made toward its realisation. A lot is yet to be done beyond mere policy statements on high quality education in our schools as the expected quality does not evolve naturally from such statements of intention.

Many parents and teachers attributed the lack of quality education in the schools due to poorly trained and poorly paid teachers, inadequate infrastructure and inadequate teaching and learning materials. Other contributory factors included shortage of specialist teachers in most of the schools, shortage of basic instructional materials, evolving negative societal values and youth's lack of interest in schooling in

preference for the pursuance of money–yielding ventures, as sources of lack of quality education in Zambia

**5.8 SCHOOL’S PHYSICAL FACILITIES**

According to Craig and Heneveld (1995), an enabling environment, physical facilities and school climate are important aspects for the effectiveness of any education programme. They further state that school buildings, classrooms, enough desks to seat all pupils, libraries, toilets, sporting facilities and clean running water were vital determinants of the quality of education. Thus, the researcher in trying to answer one of the study questions, asked the respondents on the availability of physical facilities in the schools that will make the school environment conducive for the teaching and learning process. The researcher also used an observation schedule to check on the availability, adequacy and appropriateness of the facilities which included classrooms, water, toilets, sporting facilities, library, desks, computer laboratories and school surroundings.

**Table 10: Frequency and Percentage Distribution of Teachers’ Responses about Physical Facilities**

Response	Frequency	Percentage
To a large extent	15	21.43
To some extent	19	27.14
Not at all	36	51.43
Total	70	100



Head teachers, deputy head teachers, teachers and Senior Education Standards Officers were asked whether the schools had adequate physical facilities for pupils. Two of the head teachers said that to some extent schools had adequate physical facilities for pupils. The other two said that to a large extent schools had adequate physical facilities. On the same issue (15) 21.43% of the teachers reported that physical facilities were adequate to a large extent, (19) 27.14% reported that they were adequate to some extent and (36) 51.43%, reported that not at all. However, all Senior Education Standards Officers who were interviewed held the view that physical facilities in schools were not adequate for pupils.

One had this to say:

The issue of physical facilities is really a serious one in most of the schools. The facilities that are there are the same ones since the schools were built in the 70s especially the buildings. Very little renovation has been done on them and yet they are expected to be used. He further narrated that the standards have gone down due to poorly trained teachers, poorly paid and poorly motivated teachers, inadequate instructional materials and facilities, lack of adequate infrastructure support, and under funding of education by the government.

Another officer commented that:

The school facilities are over used and are not adequate. In fact, in most schools the desks that are used are not good and appropriate for secondary school pupils. They are small and very uncomfortable for them.

Most of the parents (13) held the view that the schools did not have enough physical facilities for pupils. Furthermore, one parent narrated that:

I wish the government would come to the aid of school administrations who have done so much with the little facilities to enrol our children. Physical facilities are not enough. It is a shame that pupils in the ages of eighteen twenty are sharing small desks to seat and write on and are crowded in one classroom. Government should think of building more secondary schools in all districts. The population of school going children has increased and we are still using the old buildings. With the intensified focus on getting more children to school, less attention has been given to what has happened with educational quality, especially as a result of the highly increased enrolment.

The issue of pupils being over crowded in one classroom and sharing desks was also observed by the researcher as one way of investigating the contributions of the School Boards towards quality education. Pupils were also asked to comment on the adequacy of classrooms, desks and chairs. The table below reveals their responses to this question.

## 5.9 THE PRESENCE OF PARENTS ON THE SCHOOL BOARDS

**Table 11: Frequency and Percentage Distribution of the Teachers and Pupils**

**Responses about the Presence of Parents on the School Boards and Quality**

**Education**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	83	55.33
No	67	44.67
<b>Total</b>	<b>150</b>	<b>100</b>

Table 11 indicates that 53.33% supported the idea of parents being on the High School Boards and that they were slowly contributing to the quality of education. The researcher asked the respondents to give reasons for their answers in Table 11 to make some conclusions about the quality of education due the presence of parents on the School Boards.

The study also revealed that some parents went to school to discuss discipline issues with class teachers without waiting for the open day or the P.T.A meeting and thus supported the school in maintaining discipline among pupils. Kibera (2007) elucidates this argument by affirming that parents by God's design have a fundamental and an irreplaceable mission to carry out in the world, namely the rearing, the upbringing and educating their children through legitimate schools. Thus, as rightful stakeholders in education, parents have a mandate to help and ensure that quality education, development, discipline and moral integrity prevail in schools.

Craig et al (1995) argue that parents and community support are vital to schools' effective provision of quality education. These include material support, frequent communication, instruction, pupils coming to school ready to learn and involvement in governance of the school. The majority of the respondents in this study hold the view that a School Board is important to the pupils and the parents.

One Senior Education Standards Officer said that:

some parents have appreciated that they are part and parcel of the education institutions and feel proud of these institutions especially when they hear their children expressing themselves freely during the meetings. Its long gone when the parents and pupils had separate meetings that contributed much to the



differences between the parent and teachers. The PTA was entirely for parents and teachers only but now the pupils are part of the School Boards and representing the pupils as they are the major beneficiaries.

**5.10 PERCEPTIONS OF THE RESPONDENTS TOWARDS SCHOOL  
BOARDS**

**Table 12: Frequency and Percentage Distribution of Teachers and Pupils  
Perceptions towards the School Boards**

<b>Response</b>	<b>Frequency</b>	<b>Frequency</b>
Strongly Agree	43	28.67
Agree	48	32
Disagree	35	23.33
Strongly Disagree	24	16
<b>Total</b>	<b>150</b>	<b>100</b>

Another research question of this study was to find out the perception of pupils, teachers and head teachers towards the School Boards. This study chose to find out the perceptions of pupils, teachers and head teachers towards the School Boards because the respondents were directly affected by the introduction of the School Boards. Furthermore, the researcher wanted to investigate whether the introduction of the School Boards promoted quality education. The findings of this study indicated that the teachers, head teachers, pupils and the community had positive perceptions towards the School Boards.

## **5.11 CONTINUATION OF SCHOOL BOARDS**

The majority of those who took part in the study were in support of School Boards in High schools. (129) 71.67% of the respondents said that the School Boards should continue whilst (51) 28.33% said that the Boards should not continue. It was a feeling of the respondents that the creation of School Boards was a good idea as they helped in the running of the schools. One parent narrated that:

the School Boards are of great help in getting in touch with the school problems thereby having combined efforts of the stakeholders to facilitate teaching and learning in the school.

The researcher asked another question for the respondents to give reasons for the answer in Table 11. The following were some of the responses to the question. There were more sentiments for the continuation of School Boards. Among them were the following: the School Boards should continue in order to complete the programmes that they have started in promoting quality education, the Boards should continue since they are able to look for science teachers whilst the government takes long to recruit teachers. During the meetings parents and school administrators put heads together to create an enabling environment for teaching and learning and the Boards will help to have self sustainability since government funding is very inconsistent.

**Table 13: Frequency and Percentage Distribution of the Teachers and Pupils**

**Responses about the School Boards to Continue in High Schools**

	<b>Responses</b>			
<b>Respondents</b>	<b>Yes</b>		<b>No</b>	
	Frequency	Percentage	Frequency	Percentage
SESOs	4	100	-	-
Head-teachers	4	100	-	-
D/Head-teachers	3	75	1	25
Heads of departments	19	67.85	9	32.15
Teachers	39	75	13	25
Parents	13	72.22	5	24.78
Pupils	47	67.14	23	32.86
<b>Total</b>	<b>129</b>	<b>71.67</b>	<b>51</b>	<b>28.33</b>

**5.12 SUGGESTIONS BY THE RESPONDENTS FOR THE SCHOOL BOARDS TO PROMOTE QUALITY EDUCATION**

Due to the experiences of the informants and respondents, they made suggestions about how the School Boards can promote quality education. On the text books the respondents and informants said that the School Boards should target buying of text books for the pupils as it becomes easy to teach when the pupils have text books. Furthermore the respondents and informants said that the School Boards should construct wall fences to prevent the pupils from dodging lessons. Realising that the teachers are key in quality education the respondents and informants suggested that

the School Boards should identify teachers and recruit so that they have control over them. The Boards should equip the library with the latest books. The Boards should make sure that the pupils do not learn in the laboratories unless they are doing experiments. Classrooms should be constructed as there is a high demand for education. The Boards have introduced a system whereby the pupil has to reason for himself or herself whether to work hard or not as there is retention of weaker pupils without going in the next grade if one fails to pass in six subjects. The Boards should have the autonomy to hire and fire the teachers. The Boards should provide quality equipment in the laboratories and the latest books according to the syllabus. The Boards should intervene in the remunerations of teachers so that they are well motivated because some teachers complain that they are not paid according to what they work for. Facilitating further education for the teachers especially those who are on secondment is important. At times these feel scared when a more qualified teacher joins the department. The Boards should provide computers for pupils not only for teachers and the teachers should attend to individual needs of the pupils.

## **CHAPTER SIX**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter gives a summary of the study and it highlights the findings of the study. It also gives the conclusions that have been drawn from it and the recommendations. Finally, suggestions are made for areas of further research.

The main purpose of this study was to investigate the contributions of School Boards towards promoting quality education in High schools in Central Province. The research was guided by the following questions:

- (a) Are School Boards fostering quality education in High schools?
- (b) Has the involvement of the community through School Boards contributed to the quality of education in High schools?
- (c) What are the perceptions of teachers, head teachers, learners and the community towards the introduction of School Boards in High schools?

These questions were further analysed systematically by using the themes that were generated in order to investigate the contributions of the School Boards to quality education in the study. These included the following:

- i.* Availability of teaching and learning materials.
- ii.* Availability of up date books.
- iii.* Availability of library services.



- iv. Teachers attendance to individual needs of the pupils.
- v. Acquisition of knowledge by the pupils.
- vi. The presence of parents on the School Boards.
- vii. Perceptions of the respondents towards School Boards.
- viii. Continuation of School Boards.
- ix. Suggestions by the respondents for the School Boards to promote quality education.

This research employed the survey designs. Its sample consisted of Senior Education Standards Officers, head teachers, deputy head teachers, heads of departments, teachers, pupils and parents. Stratified, simple random and purposive samplings were used to obtain a sample of four Senior Education Standards Officers, four head teachers, four deputy head teachers, twenty eight heads of departments, sixty teachers, eighty pupils and twenty parents.

The researcher used four research instruments namely questionnaires, interview guides and focus group discussions and observation schedule. The instruments were validated by being pilot tested by the researcher in a different school other than where the research was conducted. The test re-test method was used to ensure reliability of the instruments.

Data were collected and analysed using descriptive statistics and presented in tables using narrative reports.

## **6.1 TEACHING AND LEARNING MATERIALS**

The acquisition of teaching and learning requires that the process be supported by appropriate and adequate educational materials and equipment. The study revealed

that teaching and learning materials were not adequate in all the sampled schools and the School Boards had done nothing to curb the situation. Teaching and learning resources were not adequate in all the schools. There was a shortage of textbooks, visual aids, teacher's guides, science laboratory equipment and chemicals among them. This was also confirmed by the researcher by the use of an observation schedule. It is a known fact that pupils who use textbooks and other reading materials and learning resources learn more than those who do not have any (Farrell, 1989).

## **6.2 AVAILABILITY OF LIBRARY SERVICES**

The study revealed that the majority of the teachers and pupils were using their own textbooks and that the pupils were not even encouraged or taught how to use the library. Furthermore, most respondents gave evidence that library resources were not available to pupils. The libraries in schools did not have up-to-date recommended books. It can be concluded from the above that library resources in schools were not available. The Boards did not equip the library with latest books for the promotion of quality education in High schools.

## **6.3 TEACHER'S ATTENDANCE TO INDIVIDUAL NEEDS OF THE PUPILS**

The study further revealed that teachers were not available to attend to the individual needs of the pupils in the schools in order to promote quality education. It showed that administrators were academic result oriented. In some schools, this was evidenced through the introduction of retention programmes with no concern for the

individual development of the pupils. The retention programme implies the repeating of the same grade in order for the pupils to perform better in the exams.

This meant that teachers whose responsibility included the development of the social aspect of pupils were not taking time for the pupils' individual needs. The concepts of socialisation and learning are related to each other in fact often inseparable from the concept of education. Formal education is primarily designed to inculcate social skills and values central to the survival of the society.

The study also revealed that quality education was not the only service the school was supposed to provide. Social development of the pupils was equally important. It was evident that the important role of teachers attending pupils' individual needs through problem solving in order to promote holistic education was neglected. Furthermore, even though all the teachers were trained, the majority of the teachers were not qualified to teach in grades ten to twelve since they had secondary school diplomas only.

#### **6.4 THE ACQUISITION OF KNOWLEDGE TO HELP PUPILS IN LIFE**

The study also revealed that quality of education would be realised if the pupils were able to acquire worthwhile knowledge, skills, attitudes and values. The presence of parents and pupils through the School Boards had not promoted much of the quality education. The majority of the respondents from all the categories revealed that good communication skills in speaking, reading and writing were the skills which most pupils had acquired as the outcome of the presence of parents on the School Boards.

Other most frequent skills and knowledge listed included; social skills which meant that the pupils were able to interact well with their peers and with adults, respect, good manners and cooperation.

It can be concluded from the above findings that to some extent, the School Boards are useful since pupils actually acquire worthwhile skills, knowledge, values and attitudes that are used for making their livelihood better and were contributing to economic production in society. However, the same findings also suggest that pupils and teachers could do better in their process of teaching and learning if the schools had enough teaching and learning materials.

## **6.5 THE PRESENCE OF PARENTS ON THE SCHOOL BOARDS**

The study revealed that the respondents supported the idea of parents being on the High School Boards and that they are slowly contributing to the quality of education. The study also revealed that some parents went to schools to share disciplinary issues with class teachers and thus supported the school in maintaining discipline among pupils. The study further revealed that parents felt they had the mandate to help and ensure that quality education, development, discipline and moral integrity prevailed in schools. The majority of the respondents in this study held the view that a School Board is important to the pupils and the parents because there has been a creation of common interest for the beneficiaries of education. School Boards have facilitated easy communication among the stakeholders.

## **6.6 PERCEPTIONS OF THE RESPONDENTS TOWARDS SCHOOL BOARDS**

The findings of this study indicated that all the teachers, head teachers, pupils and the community had a positive perception towards the School Boards. The majority in the study were in support of High School Boards in High schools. It was the feeling of the respondents that the creation of School Boards was a good idea as they helped in the running of the schools. The study further revealed that School Boards are of great help in getting in touch with the school problems thereby having combined efforts of the stakeholders to facilitate teaching and learning in the school.

## **6.7 CONTINUATION OF SCHOOL BOARDS**

There were more views for the continuation of School Boards. The frequent ones were the following:

- The School Boards should continue in order to complete the programmes that they have started in promoting quality education.
- The Boards should continue since they are able to look for science teachers to employ whilst the government takes long to recruit teachers.
- During the meetings, parents and school administrators put their ideas together to create an enabling environment for teaching and learning.
- The Boards will help to have self sustainability since government funding is very inconsistent.

## **6.8 SUGGESTIONS BY THE RESPONDENTS FOR THE SCHOOL BOARDS TO PROMOTE QUALITY EDUCATION**

- The School Boards should target the buying of text books for the pupils as it becomes easy to teach when the pupils have text books.
- The School Boards should construct wall fences to prevent the pupils from dodging lessons.
- The School Boards should identify teachers and recruit them so that they have control over them.
- The Boards should equip the library with the latest books.
- The Boards should make sure that the pupils do not hold classes in the laboratories unless they are doing experiments. Classrooms should be constructed
- The Boards have introduced a system whereby the pupil has to reason for himself or herself whether to work hard or not as there is no going in the next grade if one fails to pass in the best six subjects.
- The Boards should have the autonomy to hire and fire the teachers.
- The Boards should provide quality equipment in the laboratories and buy the latest books according to the syllabus.
- The Boards should intervene in the remunerations of teachers so that they are well motivated in teaching because some teachers complain they are not paid according to what they work for.
- Facilitating further education for the teachers especially those who are on secondment. At times these teachers feel scared when a qualified teacher joins the department.

- They should provide computers for pupils and not only for teachers so that they are also able to research using the internet.

## 6.9 CONCLUSIONS

Analysing the findings from the study, it can be concluded that the promotion of quality education by the School Boards has not been realised because of a number of problems. The findings revealed very clearly that School Boards are important in the sampled schools only that there is need to allow the local participation communities in the running of the learning institutions.

The teaching and learning materials are not adequate in the schools for the School Boards to contribute to the quality of education through effective teaching and learning processes. The number of teachers is not enough in a number of subjects. Furthermore, the School Boards have less to say to teachers as they are not the employers of the teachers

It can also be concluded that the School Boards can offer quality education to the pupils since even with the many inadequacies; the Boards are able to produce some pupils who are useful to society. Although the School Boards have been more theoretical as revealed by the study, they have been appreciated for opening up the milieu for parents and pupils to discuss the plight of the schools. The School Boards can do even much better if all the inputs were provided adequately.

Despite the difficulties the School Boards are facing, the study revealed that the concept was very good in order to give the stakeholders the chance to own the education and be part and parcel of decision making in the education of their

children. The network around students, teachers and parents is an essential relationship for effective learning. A break anywhere in the network results in the breakdown in students' performance. Once there is close communication, cooperation, sincere caring, it seems there is no limit to what can happen as pupils learn more, teachers feel more fulfilled and parents feel better about their children. Swap (1993) argues that home-school partnership is no longer a luxury. There is an urgent need for schools to find ways to support the success of all our children and more successful schools across all populations is parent involvement in children's education. Swap (1993) argues that when families and educators work collaboratively, both experience new learning and an important source of support. Parent involvement yields positive influence on the learning process of learners (Eleanor 1999).

#### **6.10 RECOMMENDATIONS**

From this study, the researcher has made the following main recommendations:

1. Government through the Ministry of Education should empower the School Boards with finances in order for the Boards to promote quality education.
2. The Ministry of Education should decentralise the recruitment of teachers through the High School Boards as they are on the spot.
3. In order to motivate and retain well qualified teachers the School Boards should improve teachers' working conditions by providing more motivating factors.
4. The bursary scheme should be decentralised and let the School Boards manage the bursaries for those who cannot afford to pay the school fees.



5. The new members of the Boards need socialisation in order to maximise the management relationship with the administrators by conducting workshops.
6. Initiate exchange visits of the Board members with other schools in order to exchange ideas on how to work towards quality education.

### **6.11 AREAS FOR FURTHER RESEARCH**

This study is not exhaustive. It has just acted as a springboard for other studies on Education Boards in High schools to provide access and quality education to the youths in the country. However, there is still need to conduct research on education programmes that are providing primary and secondary education so as to find the best ways to provide quality education.

Some of the areas for further research on School Boards are:

- 1) The effects of community participation in the achievement levels of girls and other disadvantaged groups.
- 2) The attitudes of teachers and education authorities on community participation in education.
- 3) Investigating the relationship between the teachers employed by the Boards and those employed by the government.
- 4) Comparing the performance of the schools that are under the School Boards and those without the School Boards.

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## Appendices

### Appendix 1: QUESTIONNAIRE FOR HEADS OF DEPARTMENTS

Dear Sir/Madam,

I am a postgraduate student at the University of Zambia. I am carrying out an academic study in which your assistance is very important. Please kindly respond as truthfully as possible to the items in the instrument **by a tick (✓) or a brief explanation in the spaces provided**. The information you will give will be treated with utmost confidence and will only be used for the sole purpose of this particular study.

Thank you for your cooperation and for taking your time within your busy schedule.

God bless you.

Yours sincerely,

Martin Banda

E-mail: wodwala@yahoo.com

**TITLE OF THE STUDY: A SOCIOLOGICAL INVESTIGATION OF SCHOOL BOARDS' CONTRIBUTION TOWARDS PROMOTING QUALITY EDUCATION IN FOUR SELECTED HIGH SCHOOLS CENTRAL PROVINCE**

#### SECTION ONE: Demographic Information

1. Name of School\_\_\_\_\_. Gender: Male [ ] Female [ ]
2. Highest Academic qualification. Grade 9 [ ] Grade 12 [ ]
3. Highest Professional qualification. [ ]
  - a. Secondary school Diploma [ ] b)Advanced Diploma [ ]
  - b. Bachelor's degree in Education [ ] b)Master's degree [ ]
  - c. Others (specify) [ ]
4. Years of teaching experience; below 5 [ ] 5-10 [ ] 11-15 [ ] 16 and above [ ]

#### SECTION TWO: School Boards' Contributions

5. Indicate with a tick (✓) in the appropriate box the extent to which you agree with the following statements

	To a large extent	To some extent	Not at all
a. Teaching learning materials for classes are adequate			
b. Community has positive attitude towards School Board			
c. Pupils acquire skills that help them in life			
d. The Library has up to date recommended books			
e. Pupils and teachers go on academic field trips			
f. Physical facilities are adequate in school			

6. Are the teachers enough in all subjects.

Yes [ ] No [ ]

- b) If No. How do you cater for the shortage?\_\_\_\_\_

7. a) To what extent has the School Board promoted quality education in this school? a. To a large extent [ ] b. To some extent [ ]

c. Not at all [ ]

- b) Explain your answer\_\_\_\_\_

8. How do you rate the contribution of standards promoted by the School Boards to quality education scale of (1 to 5) where 1 stands for very high, 2 for high, 3 for average, 4 for low and 5 very low?

	1	2	3	4	5
a. Learners' achievement in knowledge acquisition					
b. Learners' achievement in positive acquisition of attitudes					
c. Learners' achievement in reading and writing					
d. Learners' interest in learning					

9. Do you think the presence of parents on School Boards has promoted to quality education? Yes [ ] No [ ]

b) Explain your answer \_\_\_\_\_

10. Indicate whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD) with the statements below

	Items	SA	A	U	D	SD
1.	The School Boards' are very important to pupils in schools					
2.	The School Boards' have promoted quality education					
3.	The community has promoted quality education through School Boards					
4.	I like the School Boards in this school					
5.	School Boards are very important for parents					
6.	School Boards have facilitated partnership with parents					

11. a) In your opinion should the School Board continue in this school?

Yes [ ] No [ ]

b). Explain your answer \_\_\_\_\_

12. List suggestions you can give for School Boards to promote quality education.

i)

\_\_\_\_\_

ii)

\_\_\_\_\_

iii)

\_\_\_\_\_

iv)

\_\_\_\_\_

**Thanks for your cooperation and support**  
God bless you!

Appendix 2: QUESTIONNAIRE FOR TEACHERS

Dear Sir/Madam,  
I am a postgraduate student at the University of Zambia. I am carrying out an academic study in which your assistance is very important. Please kindly respond as truthfully as possible to the items in the instrument **by a tick (✓) or a brief explanation in the spaces provided**. The information you will give will be treated with utmost confidence and will only be used for the sole purpose of this particular study.

Thank you for your cooperation and for taking your time within your busy schedule.

God bless you.  
Yours sincerely,  
Martin Banda  
E-mail: wodwala@yahoo.com

**TITLE OF THE STUDY: A SOCIOLOGICAL INVESTIGATION OF SCHOOL BOARDS’ CONTRIBUTION TOWARDS PROMOTING QUALITY EDUCATION IN FOUR SELECTED HIGH SCHOOLS IN CENTRAL PROVINCE**

**SECTION ONE: Demographic Information**

- 1. Name of School\_\_\_\_\_. Gender: Male [ ] Female [ ]
- 2. Highest Academic qualification. Grade 9. [ ] Grade 12 [ ]
- 3. Highest Professional qualification.
  - a) Secondary school Diploma [ ] b)Advanced Diploma [ ]
  - c. Bachelor’s degree in Education [ ] d) Master’s degree [ ]
  - e. Others (specify) [ ]
- 4. Years of teaching experience; below 5 [ ] 5-10 [ ] 11-15 [ ] 16 and above [ ]

**SECTION TWO: School Boards’ Contributions**

- 5. Indicate with a tick [✓] in the appropriate box the extent to which you agree with the following statements.

	To a large extent	To some extent	Not at all
a. Teaching learning materials for classes are adequate			
b. Community has positive attitude towards School Boards			
c. Teachers have positive attitudes towards School Boards			
d. The Library has up to date recommended books			
e. Physical facilities are adequate in school			
f. Pupils and teachers go on academic field trips			

- 6. Are the teachers enough in all subjects.  
Yes [ ] No [ ]
- b) If No. How do you cater for the shortage?\_\_\_\_\_
- 7. How do you rate the contribution of the standards promoted by the School Boards to quality education scale of (1 to 5) where 1 stands for very high, 2 for high, 3 for average, 4 for low and 5 very low?



	1	2	3	4	5
a. Learners' achievement in knowledge acquisition					
b. Learners' achievement in positive acquisition of attitudes					
c. Learners' achievement in reading and writing					
d. Learners' performance in grade twelve national examinations					
e. Learners' completion rates					
f. Learners' daily class attendance throughout the year					
g. Learners' interest in learning					
h. Availability of teaching and learning materials					

8. To what extent have the School Boards' promoted quality education in this school?

- a. To a large extent [ ]      b. To some extent [ ]      c. Not at all [ ]  
b) Explain your answer \_\_\_\_\_

9. Indicate whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD) with the statements below

	Items	SA	A	U	D	SD
1.	The School Boards' are very important to pupils in schools					
2.	The School Boards' have promoted quality education					
3.	The community has promoted to quality education through School Boards					
4.	I like the School Boards in this school					
5.	School Boards are very important for parents					
6.	School Boards have facilitated partnership with parents					

10. a) Do you think the presence of parents on School Boards has promoted the quality Education?

Yes [ ]      No [ ]

b) Explain your answer \_\_\_\_\_

11. a) In your opinion should the School Board continue in this school?

Yes [ ]      No [ ]

b). Explain your answer \_\_\_\_\_

13) List suggestions you can give for School Boards to promote quality education.

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

iv) \_\_\_\_\_

**Thanks for your cooperation and support  
God bless you!**

### Appendix 3: QUESTIONNAIRE FOR PUPILS

Dear Pupil,

I am a postgraduate student at the University of Zambia. I am carrying out an academic study in which your assistance is very important. Please kindly respond as truthfully as possible to the items in the instrument **by a tick (✓) or a brief explanation in the spaces provided**. The information you will give will be treated with utmost confidence and will only be used for the sole purpose of this particular study.

Thank you for your cooperation and for taking your time within your busy schedule.

God bless you.

Yours sincerely,

Martin Banda

E-mail: wodwala@yahoo.com

#### **TITLE OF THE STUDY: A SOCIOLOGICAL INVESTIGATION OF SCHOOL BOARDS' CONTRIBUTION TOWARDS ENHANCING QUALITY EDUCATION IN FOUR SELECTED HIGH SCHOOLS IN CENTRAL PROVINCE**

#### **SECTION ONE: Demographic Information**

1. Name of School \_\_\_\_\_ Sex: Male [     ] Female [     ]

Grade \_\_\_\_\_

2. Tick [ ✓ ] appropriately

a. Do you use textbooks in all subjects? Yes [     ] No [     ]

Explain your answer .....

b. Do the teachers use teaching learning resources such as charts, maps, and diagrams? Yes [     ] No [     ]

Explain your answer .....

3. Indicate with a tick [ ✓ ] in the appropriate box the extent to which you agree with the following statements

	To a large extent	To some extent	Not at all
a. There are enough teachers in different subjects			
b. Teachers use different teaching methods to teach us			
c. Opportunities are provided for pupils to work in groups			
d. Pupils and teachers go on field trips			
e. Topics in subjects are adequately covered			
f. Pupils are actively involved in practical lessons e.g. doing experiments			
g. Teachers attend to individual pupils' needs			
h. Teachers are available for consultations			
i. Pupils are encouraged and taught how to use the			

library			
j. Library resources are available to pupils			
k. The library has up-to-date and recommended books			
l. Teachers and pupils use up-to-date textbooks			
m. There are enough class rooms, desks and chairs			
n. Pupils are introduced to the use of computers			
o. Teachers help pupils in social problems			

## SECTION TWO: School Boards' Contributions

4. Which skills have you acquired in the years that you have been in this school?

\_\_\_\_\_

5. a) Has your attitude towards education and life in general improved since you came into this school? Yes [ ] No [ ]

b) Explain your answer \_\_\_\_\_

6. What is your attitude towards the School Boards, indicate whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD)

	Items	SA	A	U	D	SD
1.	The School Boards are very important to pupils in schools					
2.	The School Boards have promoted quality education in our school.					
3.	Parents have contributed to quality education through the School Boards					
4.	Pupils have contributed to quality education through the School Boards					
5.	The community has promoted quality education through School Boards					
6.	I like the School Boards in this school					
7.	School Boards are very important for parents					
8.	School Boards have facilitated partnership with parents					

7. Do you think the School Boards are contributing to the quality of education in the school? Yes [ ] No [ ]

a) Explain your answer \_\_\_\_\_

8. a) In your opinion should the School Boards continue in this school?

Yes [ ] No [ ]

b). Explain your answer \_\_\_\_\_

9. List suggestions you can give for School Boards to contribute to quality education.

i)

---

ii)

---

iii)

---

iv)

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**Thanks for your cooperation and support**

God bless you!

#### **APPENDIX 4: INTERVIEW GUIDE FOR PARENTS**

- 1) Are the skills and knowledge that the pupils acquire preparing them for life later on? Give reasons.
- 2) Since your child started going to school in Grade ten has he/she improved in his/her attitude towards life and the society?
- 3) What are your views on teaching learning materials and school facilities?
- 4) How often do you get school reports on the performance of your child?
- 5) What are the ways in which you support your school to promote quality education?
- 6) What are your views on pupil's enrolment, attendance and pass rates?
- 7) Does the school call you to attend school meetings to promote quality education?
- 8) In your opinion should the School Boards continue? Why?
- 9) What suggestions can you give for School Boards to promote quality education?

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**Appendix 5: INTERVIEW GUIDE FOR SENIOR EDUCATION  
STANDARD OFFICERS/ SCHOOL MANAGERS/DEPUTY SCHOOL  
MANAGERS**

- 1) What are you doing to ensure that quality education is being offered through the decentralised system?
- 2) Do you think the skills learnt prepare pupils for life later on? Why?
- 3) What are your views on pupil's enrolment, attendance, completion and academic performance in grade 12 examinations?
- 4) Should the School Boards continue in high schools? Why?
- 5) What do you think has been the most important impact of the School Boards on quality education?
- 6) What suggestions do you have for the improvement of the School Board in order to promote quality education?
- 7) Do you think the School Boards are contributing in giving quality education? Why?

## Appendix 6: OBSERVATION SCHEDULE

I) Yes and No will be used to indicate their availability and the scale of 1-3 for their status where applicable. 1 stands for good, 2 for average and 3 for poor.

	Yes	No	1	2	3	Comments
<b>1. Administration</b>						
1. Time table						
2. Organisation chart						
3. Physical facilities						
a) Classrooms						
b) Water supply						
c) Toilets						
d) Sporting facilities						
e) Library						
f) Laboratories						

II) An assessment will be done in this section based on the sliding scale of 1-3. 1 stands for adequate, 2 for inadequate and 3 for not available.

Items that affect teaching and learning	1	2	3	Comments
<b>Instructional Materials</b>				
a) Pupil's textbooks				
b) Teachers' guides				
c) Visual aids				
d) Laboratory apparatus and chemicals				