

Chapter one

Introduction

1.1. Background

Parents and communities were the prime educators before the coming of Western Education. Frost explains that “The primitive societies did not develop schools; the prime educators were the parents and older members of that particular community,” (1966, p. 9). The various communities evolved their forms of education which were mainly based on religious, social; political, economic and cultural values of their particular community. The parents were the natural and most important teachers. Besides parents, some lessons were learnt through clan traditions where older and experienced relatives taught. The contact between boys and girls of the same age (peers) provided another avenue for learning. Girls and boys were anticipated to acquire a sound knowledge and skills in accordance with the demands of the environment and culture of their specific ethnic group (Tiberondwa, 1978; Rotberg, 1965).

Some people acquired professional skills and knowledge, and these were the ones who acted as specialists or professional teachers. For instance, there were some herbalists and medicine men and women who were knowledgeable about the local medicine. These coached their learners about the names and characteristics of different types of local herbs and how to use them to cure various diseases. Upon successful completion of their courses, the young people were permitted to practice medicine. Apart from medicine, there were also specialist teachers in skills or fields such as carpentry; pottery, tobacco pipe making, bows and arrows making, basket and mat weaving, making of canoes and boats, and making of fishing hooks and fishing baskets, among

others. It is important to note that, for all these services which the traditional teachers offered, they were never paid a regular salary except in instances of apprenticeships where they received gifts like food, domestic animals, hoes and other items for domestic use (Tiberondwa, 1978).

In certain situations, the young people acquired knowledge and skills through observation and repetitions of actions performed by other people. The parents contributed to such method of education by allowing their children to play with wise, knowledgeable and skilled peers, or allowing children to be present when certain activities were executed or by allowing them to visit skilled relatives. The parents did this with the faith that their children would acquire certain skills and experiences although they would not make their intentions known to the children. The aim was to expose their children to more experienced people and accord them an opportunity to acquire wisdom and survival skills which would prepare them for the responsibilities they would carry out during adulthood (Snelson, 1973; Mwanakatwe, 1974; Tiberondwa, 1978). Learning by observation can be linked to psychologists such as Bandura who stated that human beings learn more by observing others (Funder, 2004). Furthermore, exposing learners to more experienced people seems to agree with the arguments made by Vygotsky that interaction with more knowledgeable others assists in increasing the cognitive abilities of children (Feldman, 2008; Thomas, 2000).

Traditional education satisfied personal needs by promoting the growth of individual talents and serving the community in which one lived. This was the method used to transmit cultural values and norms from one generation to the next (Rotberg, 1965). The main aim of traditional education was to transmit the attitudes, beliefs and practices from the adults to the young, from one generation to another. The pressures of society, in addition to the need to survive, the quest

for recognition and belongingness, were the principal factors of motivation to learn. The children as they grew had to learn the means of obtaining food, water, raising a family and provide protection from danger. They learnt all these life lessons from their parents and/or other elders of the community (Jowitt, 1949; Berger, 1983).

The arrival of formal (western) education to the developing countries like Zambia seems to have created inequality among the indigenous citizens. Formal education sidelined traditional education, which was readily available to every citizen in every community (Mwansa, 1993). This was viewed by Tiberondwa as an act of cultural imperialism. Tiberondwa emphasized that, “The very act of providing western education to the Africans and the replacement of certain African cultural institutions by foreign ones was in itself an act of cultural imperialism,” (1978, p. XIV). The family ties were broken, for example, the terms like cousin, uncle, aunt, niece and nephew among others, never existed before western education was introduced in the African societies, instead it was terms like “small father, small mother, sister and brother,” which symbolised togetherness (Tiberondwa, 1978; Jowitt, 1949; Murray, 1929).

Over the years, western education shifted the attention of indigenous Africans from learning survival skills to formal education, which offered prospects of formal employment. Snelson reveals that:

Traditional education was í suited to the society in which it was practiced. While western education was later accused of divorcing the African from his environment and of leading í to unemployment, before this, the concept of unemployment did not exist (1973, P. 2).

The emergence of formal employment motivated many people to seek formal education which was the prerequisite to white collar jobs. The indigenous education never produced paper

certificates because they (certificates) did not mean anything. This education did not lead into earning salaries since there was no money to pay and people did not need it. On the contrary, today's education seems to have substituted personality, traditional values and even brothers and sisters for money and certificates (Tiberondwa, 1978; Rotberg, 1965; Carmody, 1999).

The new education system was not readily available to every indigenous Zambian. For example, in the days before Zambia gained her independence about 65% of the Zambians had not been privileged enough to enter school (Mwansa, 1993; Mwanakatwe, 1968).

In 2000, Zambian leaders among other world leaders present at the millennium summit adopted the United Nations Millennium Declaration, from which eight goals were developed. The Millennium Development Goal number two was to attain the Universal Primary Education. One of the set targets was that by 2015, all school age children (boys and girls) should complete a full course of primary schooling (United Nations Educational, Scientific, and Cultural Organisation [UNESCO], 2000).

The Zambian Government through the Ministry of Education has been working hard to ensure that every citizen is availed the opportunity to access quality formal education (Ministry of Education, 1996). The challenge has been the provision of school places to accommodate every school age child. Ministry of Education (2004, p.6) points out that "One of the goals of Zambia's education policy is to ensure that every child had access to basic education. Unfortunately, this is far from being met." In 2003, over eight hundred thousand (800, 000) school age children were out of school due to inadequate school places, inability to afford school fees and poverty (Ministry of Education, 2004).

In response to scarcity of school places and the high cost of education, the Zambian community initiated the establishment of community schools in the 1990s. These schools later sprung up throughout the country. According to the defunct Zambia Community Schools Secretariat (2003), community schools increased from 120 in 1997 to more than 1,300 in 2003 countrywide. The increase in numbers indicated increased demand for school places of children and youths.

Community Schools were however, beset with numerous hardships, which included inadequate teaching and learning materials, lack of qualified and motivated teaching human resources, poor learning environment characterized by erratic water supply, poor sanitation, and insufficient organisational and management capability (Zambia Community Schools Secretariat, 2003; DeSfano, 2006). In 2002, the Government of the Republic of Zambia reintroduced free education for Grades one to seven (1 ó 7). It was anticipated that learners would move from community schools to government schools. However, research conducted after the introduction of Free Basic Education policy (see Ministry of Education, 2004, 2007; DeSfano, 2006; Kemp, 2008) indicate that more learners transferred from government schools to community schools than vice versa. In spite of the foretasted challenges that community schools encountered, parents continued to enroll their children in these schools. This research therefore, sought to investigate the motivational factors that drove parents to enroll their children in community schools.

1.2. Theoretical Framework

The humanistic theory of motivation was adopted as the foundation on which the assumptions of this study were based. Santrock, (2004) and Glover and Bruning, (1987) explains that motivation involves the process that arouses, directs and sustains behaviour. The theory assisted the researcher to find out what arouses, directs and sustains parents' faith in community schools. It also assisted in understanding the strategies put in place in these schools to meet Maslow's hierarchy of needs.

1.3. Statement of the problem

Community schools face a lot of challenges. These, according to Chondoka and Subulwa (2004) include; lack of qualified human resource, lack of clean water, poor sanitation, lack of financial support and several other difficulties. In March, 2002, the Zambian government reintroduced free basic education from grade one to seven to enable all school age children access quality free education (DeSfano, 2006; Ministry of Education, 2007; Kemp, 2008). However, parents continued to enroll their children in community schools. The researcher therefore, sought to find out the factors that motivated parents to enroll their children in community schools

1.4. Purpose of the study

There does not seem to have been many studies, on a large scale, to help to understand the services of community schools from the point of view of the service providers, that is, the community school coordinators (head teachers) and teachers as well as from the view point of the recipients of these services, that is, parents and learners in Lusaka urban district of Zambia.

Thus this study investigated the factors that motivated parents to enroll their children in community schools.

1.5. Objectives of the study

The current study was guided by the following objectives:

1. To identify factors that motivated parents to enroll their children in community schools.
2. To find out the views of parents on the academic performance of their children in community schools.
3. To find out how children who attended community schools perceived these schools.
4. To investigate how school administrators and teachers in Community Schools perceived these schools.

1.6. Research Questions

This research sought to respond to the following questions:

1. What factors motivate parents to enroll their children in community schools?
2. What are the views of parents on the academic performance of their children in community schools?
3. How do children who attend community schools perceive these schools?
4. How do community school administrators and teachers perceive these schools?

1.7. Significance of the study

It was hoped that this study would assist policy makers, planners and managers of educational affairs of this country to formulate policies that would help improve the quality of education especially for the underprivileged in the Zambian society and Lusaka urban district in particular.

It was further hoped that the study would contribute to the body of knowledge concerning the services offered in community Schools. This was in line with the conclusion made by Shaughnessy, Zechmeister and Zechmeister (2006) that society and individuals benefit from research because new knowledge is gained. Shaughnessy et al. (2006) emphasised that there were potential expenses when research is not conducted because the opportunity to gain knowledge is missed and consequently, the opportunity to improve the way of life of humans is lost. It was thus hoped that this research would provide knowledge and an opportunity to improve the service delivery in community schools.

1.8. Delimitation of the Study

Administratively, the sovereign Republic of Zambia is partitioned into nine provinces and seventy two (72) districts. Lusaka Urban District is at the centre of the country and this is where the seat of government is located. Consequently, Lusaka City is one of the most populated Districts in the country. It is also one of the districts with a large number of schools, that is, government, grant aided, private and community schools in the country. It is for this reason that Lusaka Urban District was selected to be the area of study. The understanding was that having a large number of schools situated close to each other in some places, the community schools were also not far away from government regular schools. This gives an opportunity for parents

to choose the best school for their children's learning needs. Parents had a choice to either enroll their children in well established and free government schools or in a community school.

1.9. Limitations of the Study

The sample size of 210 respondents, in relation to the high population density of the Lusaka City, made it difficult to collect sufficient data which would give an accurate representation of the views of parents, learners, class teachers and head teachers in general. For example, the ten selected community schools from the total of 265 community schools in Lusaka urban district may not represent the views of the majority. Therefore, the findings of this study may not be generalisable to the rest of the population.

The data collection was done during the rainy season (October to December). This proved to be difficult to reach the houses of some respondents in some townships due to floods (pools of muddy water). Some coordinators (head teachers) of certain community schools were hesitant to allow the researcher to collect data from their teachers, learners and parents, and were unwilling to give information themselves. It was difficult to find parents since they were busy with their work to earn a living and it was even harder to find male parents or guardians. In certain areas it was common to find women selling their merchandise while men were out drinking.

1.10. Definition of terms

Challenge(s) ó refers to problems which schools may be encountering

Children ó refers to learners who are enrolled in school. It is used in place of learners when the reference is being made from the view point of parents and guardians; otherwise in all other situations the term -learners is used

Community school ó institutions owned and managed by communities in which they are situated. The main aim of their existence is to offer basic education to the out of school children especially the orphans and vulnerable learners.

Government schools ó public learning institutions run by the Zambian government to offer basic education to the citizens. It is used interchangeably with GRZ schools (see also GRZ schools)

GRZ schools ó public learning institutions managed by government to offer basic education to school age children (see also Government schools)

Learners ó children who are enrolled in learning institutions. It is used in place of pupil(s) or student(s); (see also children)

Head teacher ó refers to a leader of a community school. While this position is in some schools called coordinator, school manager and other terms, it was seen appropriate to use head teacher because it seems common to the majority of the people.

Pull factor ó refers to reasons, incentives or situations that attract or pulls parents to take their children to community schools

Push factor ó refers to reasons or situations which leave parents with no choice but to enroll their children in community schools

Chapter two

Literature Review

2.1. Introduction

This section is aimed at examining the literature that looks at community schools in Zambia. It begins by looking at a brief history of education showing how African and in particular Zambian communities received western education during the pre colonial and colonial era. This is done in order to trace the origins and transformation of community schools. Besides discussing education during the pre-colonial and colonial eras, this chapter also discusses education in Zambia at independence, in the present day, and the criteria used by parents to choose a school for their children.

Firstly, a community school was defined by the disbanded Zambia Community School Secretariat (2003, p.4) and Ministry of Education (2004, p.7) to be “a community based, owned and managed, learning institution that meets the basic education needs for pupils, who for a number of reasons, cannot enter government schools.” Similarly, Chondoka and Subulwa (2004, p.4) define a community school as “an educational institution that is community based, owned and managed by the community.” These schools provide learning that may compensate for the time lost by learners who start school at relatively older age. The compensation of time is through the use of the Skills, Participation, and Access to Relevant Knowledge (SPARK) curriculum, which covers the seven (7) years of primary school education in four (4) years (Chondoka & Subulwa, 2004). This is done at four levels as follows: Level one covers grades one and two; level two covers grades three and four; level three covers grades

five and six; and level four covers grade seven (7) work of Zambia Basic Education Course (ZBEC) curriculum as summed up in *table 1* below.

Table 1: SPARK Levels and their equivalent ZBEC grades

Level (SPARK)	Grade (ZBEC)
I	1 and 2
II	3 and 4
III	5 and 6
IV	7

However, some community schools use both SPARK and ZBEC curricula.

2.2. Pre colonial Education

The pre colonial period was the turning point in the history of formal education for Africans because it marked the entry of the missionaries into Africa, Southern Africa and Zambia in particular. In a quest to enable Africans read and interpret the Bible, missionaries established schools in areas where they set their mission stations. It seems thus the education system which the missionaries offered during the pre colonial era was not for career prospects; instead, its objectives ended on ability to read and interpret the Bible (Mwansa, 1993). However, the indigenous Africans were not motivated to demand for more of such literacy lessons because they were reluctant to abandon their own faith for that of the European (Rotberg, 1965).

As different groups of missionaries were establishing themselves in Zambia, they began to have diverse views of the type and level of education to be offered to Africans. Snelson states that some missionary groups saw education as a ‘civilizing force that would become a powerful weapon against pagan beliefs which they believed bedeviled traditional culture,’ (1973, p. 25). Besides the diverse ideas to provide a variety of education to Africans such as agriculture, the missionaries’ main objective remained that of teaching the Bible to Africans (Snelson, 1973).

In the history of education, the first school in Zambia which opened in 1883 was in Limulunga, Western Province, composed of three boys. Snelson (1973, p. 29), confirms that, ‘at Limulunga, Lewanika’s summer capital, the first school in Northern Rhodesia opened in March 1883, with the enrolment of three pupils, all boys.’ This was the first village school which can be equated to the present day community school. Chondoka and Subulwa (2004, p.5) concluded that ‘There were many Community Schools in the pre colonial era in Central Africa and they were called Village Schools.’ This clearly indicates that the concept of community schools is not new to Zambia (Kemp, 2008).

2.3. Education during the BSAC Reign

The British South African Company (BSAC) reigned over Northern Rhodesia (N.R.) for 34 years from 1890 to 1924. In the entire period of [their](#) reign the BSAC only supported one school, the Barotse National School in the Barotse district. The rest of the formal education provision was left in the hands of the missionaries without assistance from the BSAC government (Carmody, 1999; Kelly, 1999; Snelson, 1973; Rotberg, 1965).

Carmody (1999) described the activities of the BSAC as those intended to destroy schools in order to keep people in the darkness of paganism and ignorance. The company failed to offer any significant aid to native teachers or build houses for them yet they (BSAC) retained the authority to judge whether or not the native teacher was qualified to teach. The criterion of the company used to assess the qualification of native teachers does not seem to be known. It thus, seems to indicate that the company aimed at seeing total failure in terms of formal education provision for the indigenous citizens. Equally, the current Zambian situation seems to be in the line of the BSAC attitude when it comes to assessment of the teacher qualifications in community schools. It does not seem to be clear how much effort government is putting to improve and retain quality education in community schools.

Realising that the activities of the BSAC were interfering with their areas of operation, the missionary groups demanded for government assistance to missionary education work at a conference in 1921 (Carmody, 1999; Snelson, 1973; Mwanakatwe, 1968). To this effect, in 1923, the secretary of state appointed an Advisory Committee which in turn invited the Phelps Stokes Commission to investigate the type of education being offered to the African colonies. In 1924, the Phelps Stokes Commission made the following recommendations:

- I. The colonial government should increase funding in form of grant in aid for the missions in order to yield better health, improved productivity and more contented people;
- II. There was need for increased expenditure for the employment of qualified native visiting teachers so as to improve service delivery in village schools;
- III. Each mission society to establish a central teacher training institution since trained teachers were necessary for improving the standards and efficiency of village schools;

- IV. Practical (skills) education and character building in education was essential for the African child;
- V. The colonial government should appoint a Director of Native Education to coordinate and unify the different educational affairs of missionary societies; and
- VI. There should be an inclusion of African opinion on the appointment of an advisory committee on native education; (Mwanakatwe, 1968, pp. 16, 17).

2.4. Education during the British colonial rule

The British Colonial Government assumed administration of Northern Rhodesia from the BSAC in 1924. The colonial government seemed to be more concerned with the education of indigenous Africans than the previous BSAC government. The new government immediately established a Department of Native Education in 1925 to look into the affairs of education for the indigenous Africans. Following the establishment of this department and the recommendations of the Phelps Stokes Commission, the colonial government began to participate actively in the educational sector by funding the opening up of more schools in Northern Rhodesia (present day Zambia). As a result of these changes, it is indicated that the enrollment in the village schools increased in 1925 to about one hundred thousand (100, 000) learners in two thousand (2,000) schools countrywide (Kelly, 1991; Tiberondwa, 1978; Rotberg, 1965; Jowitt, 1949).

Further, significant growth in the education sector was recorded in the period of 1937 to 1951. Literature indicates that during this period a number of primary schools, secondary schools, vocational training colleges, and teachers' training colleges were established in different parts of the country (Kelly, 1991). It is important however to state here that most of these schools and

colleges were developed, organized and run by different missionary groups (Mwanakatwe, 1968; Rotberg, 1965; Tiberondwa, 1978).

The Village schools were beset with numerous hardships which included poor learning environment due to non availability of infrastructure, lack of qualified teachers, poor conditions of service for the teachers, lack of teaching and learning materials, and shortage of many other school requirements. Mwanakatwe outlined the challenges encountered by these schools as follows:

The school environment was neither inspiring nor sufficiently organized to provide truly worthwhile and interesting occupations for the pupils. í Before 1928 there were few, if any, properly qualified indigenous teachers because opportunities for obtaining a reasonably satisfactory academic education to a level of standard IV and V had been severely limited hitherto. Also teachers' pay was poor and conditions of service unsatisfactory. School equipment in the form of chalk, desks and other educational requirements was either in short supply or unavailable. (1968, p.10)

Parents therefore, were not motivated to send their children to school. It is interesting to note that the challenges encountered by the community schools (then village schools) almost a century ago, still exist today (Zambia Community School Secretariat, 2003). While the response from the parents in the 1920s was to withhold their children from attending school resulting into poor enrollment, today these schools are experiencing increased enrollment.

It may be argued that the situation was different during the colonial government reign since parents had no alternative to village schools where they could enroll their children (Snelson, 1973; Mwanakatwe, 1968). The parents of modern Zambia have alternative schools to community schools, that is, the government basic schools which offer free quality basic education for the same grades parents look for in community schools (Zambia Community

Schools Secretariat, 2003; Ministry of Education, 2007). The reasons for this do not seem to be fully established.

2.5. Education at independence

Zambia gained her independence on 24th October, 1964 from the British Colonial Reign. At the time of independence the new country had a high need of qualified human resources. Literature indicates that there were 110 200 citizens with six years schooling, 32 000 with full eight years primary course, 4 420 with junior secondary course, and 961 with Cambridge School Certificate (form V) (Carmody, 1999; Kelly, 1999). This shows that the majority of Zambians had not pursued formal education due to a number of reasons. The reasons included being deeply rooted into traditional education which was merely for survival in one's own environment (Carmody, 1999; Snelson, 1973; and Mwanakatwe, 1968).

The other reason for few Africans pursuing formal education at independence was that the colonial administration made less effort to improve the education of Africans. Mwanakatwe affirms that, "the colonial government was reluctant to invest substantial funds in the development of human resource and it regarded the education offered to the African to be a favour not a birth right," (1968, p. 23). There was uneven distribution of educational resources countrywide. The whites never wanted the Africans to learn and engage in direct competition for white collar jobs (Rotberg, 1965).

The indigenous people, equally, did not foresee the need and opportunity for formal employment in the near future. It seems there were no role models of people who became successful by pursuing formal education, thus lacked motivation to pursue this type of education. This is in line with the findings of psychologists who place the role of models high in

terms of ability to motivate people to embark on an activity. Among such psychologists is Albert Bandura (see Kosslyn & Rosenberg, 2001) who contributed significantly to the social learning Theory by arriving at a conclusion that learning took place in a social context. This kind of learning occurs by watching the behavior of others; it is thus termed observational learning, (Kosslyn & Rosenberg, 2001; Berger, 1986).

In addition to the importance of role models in education, a research carried out in Zambia with the aim of understanding the factors that made adolescents drop out of school in a rural site of Southern Zambia revealed, among other factors, that lack of role models to motivate the young people to pursue formal education was one of the causes of dropouts (Munsaka, 2009). This seems to show the importance of role models in society, that in the absence of it, parents may not send their children to school because they would have no terms of references of the benefits that come out of school.

Zambians who had formal education qualifications at the time of independence easily found employment. This increased the demand for formal education because there were direct and tangible rewards in form of employment. This was one of the turning points in the education sector; formal education became a priority to every Zambian (Mwanakatwe, 1968; Snelson 1973).

In order to curb the problem of human resources at independence, the Zambian Government embarked on an immediate and extensive expansion programme of the existing educational system. This was essential to attain growth, consolidate control and legitimise the new government's own position in unpredictable circumstances where ethnicity and denominational

barriers remained a potential menace. The new government thus embraced the process of Zambianisation of existing colonial structures to ensure that the Zambians took over the positions of leadership from the colonialists. In 1965, the government abolished school fees (Carmody, 1999; Rotberg, 1978). The abolishment of school fees in addition to the availability of formal employment for learned citizens became the source of motivation for many parents to enroll their children in schools.

As a result of various efforts made by the Zambian government, the expansion of existing schools and building of new ones sprung up throughout the country. This translated into increased school enrolment, for instance, in Form I, the enrolment increased from 4, 639 in 1964 to 19,254 in 1974. At primary level it increased from 378, 417 to 964,475 from 1964 to 1978. The secondary and tertiary educations were also taken care of. This resulted into the opening of the University of Zambia in 1966 to ensure training of the much needed human resources (Kemp, 2008; Mwanakatwe, 1968)

2.6. Education in present day Zambia

The Zambian government continues to pursue the Millennium Development Goals (MDGs) and the Education for All (EFA) goals. One of the targets set was to achieve Universal Primary Education (UPE) by the year 2015 (UNESCO, 2007). In an effort to achieve EFA goals by 2015 the Zambian government undertook the following measures:

- a. Introduced the Basic Education Sub Sector Investment Programme (BESSIP) from 1999 to 2002 in order to increase enrolment levels as well as improving the quality of education;

- b. Declared free education from grade 1 to 7 in 2002, so as to increase access and retention to quality primary education;
- c. Abolished compulsory wearing of uniforms in schools for grades 1 to 7; and
- d. Introduced the School Feeding Programme (SFP) in some schools, (see UNESCO, 2007, p. 30).

These measures were aimed at reducing the barriers to access quality education especially for the orphans and vulnerable learners. The measures seem to have yielded positive results because the country recorded high enrollment rates in basic education. For instance, the net enrolment ratio rose from 85% in 2004 to 95% in 2005 (UNESCO, 2007). In view of these efforts and positive results that the Zambian government through the Ministry of Education was scoring in government schools, it remains unclear why the number of community schools continued to increase. This is one case that prompted this study to find out what aroused the Zambian communities' interest in community schools leaving the government schools (Ministry of Education, 2004; and Zambia Community Schools Secretariat, 2003).

The Ministry of Education held a joint review meeting in February, 2007, under the theme "Three Rs" which translated into Reflection, Realigning and Rejuvenating the provision of quality education in Zambia. It was revealed at this meeting that the Ministry of Education faced the challenge of attaining the EFA goals as well as those of the Millennium Development (UNESCO, 2007).

The Zambian government is expected to provide quality formal education to all the citizens. Unfortunately, due to lack of resources, or probably misplaced priorities, the government has

been unable to provide this service. Hundreds of thousands of school-age-children are out of school due to a number of reasons. Many Zambians attribute their failure to pursue formal education to lack of resources and school places (Kelly, 1999)

Following the reintroduction of free basic education by the Zambian government in the year 2002, it was expected that the lack of resources as the reason for failure to enter school would be eliminated. The government directed that learners from grades one to seven would not pay school fees, and would equally not be forced to wear a uniform. The reason for this was to afford all school age children an opportunity to enter and remain in school until they completed at least primary education (Ministry of education, 2007; DeSfano, 2006; Zambia Community Schools Secretariat, 2003).

2.6.1. Establishment of Community Schools in Zambia

The concept of the current Community Schools in Zambia was started in 1992 by Dr Janice Stevens an American woman, in association with the Charity Sisters. She started a school in an open field in Misisi Compound of Lusaka. The school was known as Misisi Open Community School. More such schools were opened in Lusaka within a short period of time. By 1995, these schools came under one registered organisation known as Zambia Open Community Schools (ZOCS) which became the first Non-governmental Organisation to run community schools in Zambia (Chondoka & Subulwa, 2004).

The community schools then spread throughout the country. According to the dissolved Zambia Community Schools Secretariat (2003), community schools increased from 123 in 1997 to more than 1,300 in 2003 countrywide. In 2006, statistics showed that there were 2, 700 community

schools with an enrolment of 470, 000 learners (Kemp 2008). The numbers of community schools are increasing during the time of Free Basic Education (FBE) in government schools. It still seems unclear why these community schools continued to record increased enrollment.

Kelly (1999, p.196) says that "Community schools have developed out of a need for additional school places and relevant education for out of school children and youth." He further revealed the results of the 1990 census which showed that about 700,000 school age children were out of school. In relation to Kelly's views, some scholars (DeSfano, 2006; Kemp, 2008) assert that community schools play a central role in the Zambian education system. These schools were founded by communities to meet the basic educational needs of the orphans and vulnerable children who were not able to meet the costs of education in government schools. Community schools were mainly administered by parents in the community in which they were located. The schools were said to be increasingly receiving support from government, churches, donors and other Non Governmental Organizations (NGOs) (Kemp, 2008). The current research therefore, sought to establish how much of this documented support influence parents' choice of community schools for the education of their children.

The majority of learners in community schools belong to the poorest and vulnerable social strata. The findings of researches (e.g. DeSfano, 2006; Chondoka, 2006; CARE Zambia 2005) showed that community schools were attended by a relatively large number of orphans that almost one in every three children in community schools had lost her/ his mother, father or both parents. The lack of parental support may negatively affect the academic performance of the learners. For instance, a research conducted by Chondoka, (2006) to analyse the situation of community schools in the Central Province of Zambia, revealed that due to lack of parental

support many orphans failed to attend school on a regular basis, while many of them were too hungry to concentrate in class when they attended lessons at school (Chondoka, 2006). Furthermore, Kasonde-Ngandu undertook a quasi experimental study to investigate the loss of parents, academic performance, and psychosocial adjustment of grade five children in Zambia. From her findings, she concluded that children with both parents alive outperformed those in the parental loss category in mathematics (Kasonde-Ngandu, 2007).

The Ministry of Education (2004), reports that three key factors were identified as reasons for the establishment of Community Schools. These were non-availability of government schools in a particular area; inability of parents and/or guardians to pay the Parents Teachers Association (P.T.A.) fees, uniforms and user charges; and the age restrictions in Government Schools. In view of these findings, it seems clear that community schools are a significant alternative in the provision of formal education to school age children.

Kemp (2008) identified some factors that determined the location of a community school. Kemp explained that the location of most rural community schools was determined by the distance to the nearest government school while in urban areas, these schools were set up in places with large a population of school age children who were unable to find access to a government school because of cost (Kemp, 2008; Chondoka, 2006). The reintroduction of free basic education policy from grade one to seven was expected to eliminate the issue of school costs as the reason for not accessing a government school. The surprising thing is that the numbers of community schools have continued to grow with literature continuing to give school fees as the reason for establishment of these schools (Kemp, 2008; Ministry of Education, 2007; Zambia Community Schools Secretariat, 2003).

2.6.2. Registration of Community Schools

The Zambian government recognises the existence of community schools as an important supplement to the formal school system. Literature shows that the Ministry of Education set up regulations and quality control procedures to make sure that the community schools were formally registered and quality upheld in order to receive government support. DeSfano (2006) asserts that community schools could be formally registered and recognised if they enrolled children who:

- I. had never been to school, yet older than basic school age entry;
- II. had no alternative formal education in the community;
- III. were orphans and vulnerable children; and
- IV. had no access to formal school system (p.6).

It seems unclear whether all community schools follow the conditions of registration before setting up a school. The Zambia Community School Secretariat (2003) listed specific criteria for registration of community schools, that is, through stages of accreditation: developmental, intermediate, and full. The criteria related to infrastructure, enrollment, teachers, curriculum, and materials and were specified for each stage. The community schools sponsored by Non Governmental Organisations could receive the following kinds of assistance towards meeting the laid down criteria; Training for teachers and Parents Community School Committee (PCSC) members; Scholarships for teachers to attend teacher training colleges and obtain teaching certificates; Investments in school infrastructure, including the provision of school furniture; Provision of teaching and learning materials, including textbooks; and Development of sanitation and water facilities (Kemp, 2008).

Following the dissolution of the Zambia Community Schools Secretariat in 2006, the registration of community schools is done direct with the Ministry of Education through the District Education Board Secretary's office. However, it is recorded that most schools are still started without the prior knowledge of the District Education Board Secretary (see Ministry of Education, 2007).

2.6.3. Types of Community Schools

There are variations among community schools compared to government and private schools. The variations are mainly as a result of the source of support they receive towards meeting the administrative costs of a school. Kemp describes three types of community schools as follows:

- I. The schools that are set up and managed by the community and almost depend entirely on the support of the community. These are community schools that are severely under resourced.
- II. The community schools that are founded and sponsored by the Church or Non Governmental Organizations (NGOs) with the intention of turning over the ownership and operations to the Parent Community School Committee (PCSC). In such schools it is common to find the Church or NGO representatives remaining in charge of management of the school; and
- III. The community schools sponsored by individuals. Such schools are run like private schools with little or no involvement of the parents or community in which the school is located (2008, p. 56).

2.6.4. Management of Community School

Community schools are normally managed by the Parents Community School Committee (PCSC). It is the PCSC that is tasked with the responsibility to register a community school with the Ministry of Education, to recruit teachers, and mobilise resources among other duties. A PCSC comprises the representatives of parents, teachers and prominent members of the community. Apart from the District Education Standards Officer, a community school is accountable to the PCSC (DeSfano, 2006).

The then Zambia Community School Secretariat (ZCSS) was established in 1996 to monitor and coordinate the affairs of the community schools in the country. The body (ZCSS) signed the Memorandum of Agreement with the Ministry of Education (MoE) in 2001 (Ministry of Education, 2004; Zambia Community School Secretariat, 2003). The agreement recognized the ZCSS as the sole umbrella body for community schools in Zambia. The terms of memorandum of agreement between government and the Zambia community school secretariat granted the communities, NGOs and Churches, the freedom to open a community school and then formalize it for government support. The available literature (Ministry of Education, 2007) indicates that the ZCSS actively managed the affairs of the community schools in the country up to the year 2006 when it was dissolved due to gross financial mismanagement (Kemp, 2008; Ministry of Education, 2007; DeSfano, 2006). The DEBS offices in each district took the role of managing the affairs of the community schools after the dissolution of the national umbrella body for community schools, that is, the Zambia Community School Secretariat (DeSfano, 2006; Kemp, 2008; Ministry of Education, 2007).

Ministry of Education (2007) states that registered Community Schools received support from the Ministry of Education in form of grants, text books, and professional guidance and in some instances GRZ teachers were seconded to the Community Schools. In 2005, the Ministry of Education directed the districts to allocate thirty percent (30%) of the sector pool funds to community schools. The Community Schools which had a working PCSC and had been in existence for at least two years, were eligible for grants to pay teachers' allowances.

2.6.5. Curriculum

The Community Schools mainly used the multigrade system due to their limited size. Initially these schools used the Skills, Participation, and Access to Relevant Knowledge (SPARK) Curriculum as opposed to Zambia Basic Education Course (ZBEC) Curriculum used by government schools. The SPARK curriculum completed seven year primary education in four years (see *table 1*, p. 12 above). As more learners of Community Schools enroll at the age of seven, the SPARK curriculum has become less relevant, since it was aimed at reducing the years of primary education for older children who entered school between nine and sixteen years old (Chondoka, 2006). The majority of the community schools currently follow the ZBEC curriculum (Chondoka & Subulwa, 2004).

2.7. Criteria Parents use to choose a school

Parents have various preferences of the type of school they wish their children to attend. Berger (1983) indicates the preferences of parents for schools. Berger (1983, p.40) lists some of the features of a school parents like best:

- I. teachers who take a personal interest in the child;
- II. discipline and teacher respect;

- III. small classes;
- IV. close proximity to home; and
- V. effective and efficient communication between school and home; and many more.

After listing the type of a school parents liked most, Berger (1983, p.41) turned to the features of a school which parents disliked. Among the dislikes of parents are:

- I. a school which lacks discipline;
- II. a school with teachers who have no interest in the welfare of a child;
- III. poor physical appearance of the schools;
- IV. overcrowded classrooms;
- V. schools located far from home.

Some, if not all, of Berger's findings are applicable to most of the Zambian schools, especially the Community Schools. The Zambia Community Schools Secretariat (2003) indicates among the challenges encountered by community schools as poor infrastructure, unqualified teaching staff, overcrowded classrooms and poor sanitation.

The findings reported by Berger (1983) were in line with one of the stages in Maslow's hierarchy of needs, that is, the safety needs. For instance, the dislike of schools which are overcrowded symbolises the sense of safety parents have for their children. It is clear from Maslow's assertion that without satisfying the safety needs, it is difficult for children to find motivation to learn effectively (Child, 2007). The current study focused on finding out to what extent parents considered safety needs when choosing a school for their children.

2.8. Conclusion

This chapter has shown that the concept of community schools has its origins in the pre colonial days when these schools were known as village schools (Chondoka & Subulwa, 2004). While the demand for formal education was low during the colonial days, it rapidly rose after Zambia gained her independence in 1964. The desires for Zambians to find a well paying job seem to have accelerated the demand for formal education to the levels that the Zambian government was unable to cope with. Large numbers of dropouts, inability to meet school costs and other hindrances to enter government schools, motivated Zambian communities to establish community schools.

Literature has shown how government tried to meet the MDGs by abolishing school fees among other measures. However, parents continued to take their children to community schools and the numbers of community schools continued to increase. The current study was conceived to find out what factors motivated parents to continue enrolling their children in community schools. The next chapter discusses the methodology that was used in this study.

Chapter three

Methodology

3.1. Introduction

This chapter discusses the methodology that was used in this research. The discussion of this chapter has been done under the following subdivisions: research design, study population, sample size, sample description, sampling procedure, research instruments, data collection procedure, and data analysis. The chapter closes with the section on ethical considerations.

3.2. Research design

A triangulation of quantitative and qualitative approaches was used to conduct this study in order to understand the factors that motivated parents to choose community schools for their children. This study also sought to investigate the perception of children on the schools they attended and how the school administrators and teaching staff perceived community schools.

A survey research method was considered appropriate to give a general understanding of the variables or themes in this study. It was hoped that a survey research would provide a description of the prevailing situations in community schools. Kerlinger (1965, p.392) provided a definition of survey from the education point of view that, "A survey in education generally means gathering facts about schools, such as their facilities, and personnel, the average salaries of teachers, pupil teacher ratios, the availability of facilities and equipment and so on." In addition, Kosslyn and Rosenberg (2001) indicate that a survey research is one way through which beliefs, attitudes and preferences could be collected from participants. Therefore, in the present study, a survey method assisted to identify the preferences of parents and guardians on

community schools as opposed to government basic schools. Oppenheim (1966, p.1) successfully used the survey research method and explains that "A survey is a form of planned collection of data for the purpose of description or prediction as guide to action or for the purpose of analysing the relationship between certain variables". Furthermore, a survey method was used in the current study because it allowed the researcher to generalise the results to the rest of the population (Kosslyn & Rosenberg, 2001; Coolican, 2009; Shaughnessy et al. 2006)

3.3. Study population

The target populations for this study were parents, learners, teachers and head teachers of all community schools in Lusaka Urban District of Zambia. The rationale for choosing parents was that, they had the authority and responsibility to choose a school for their children. It was presumed that the choice of a community school for their children was the best contribution parents made for the advancement of their children in school. The learners were included to give an understanding of their response to parents' choice of school, and how they adapted and felt to be in community schools. Learners are also at the centre of the school education system which solely exists for the sake of the learner (Kelly, 1999).

The teachers, who served at least one year at a community school, were anticipated to have sufficient experience to give accounts of the school's operations, challenges and successes encountered by their institution and at individual level. The school administrators (Head teachers) were included because they were the personnel in charge of the school documents such as the enrollment history, source of support for the school and had authority to allow or deny permission to carry out a research at their school premises.

3.4. Sample

The sample comprised a total of two hundred ten (210) participants. This number was divided into categories of one hundred (100) parents, eighty (80) learners, twenty (20) class teachers and ten (10) head teachers, drawn from ten (10) community schools of Lusaka District. Out of the total number of parents, learners and class teachers, half the number of each of these categories of respondents was meant to be females while the other half to be males. This however could not materialise in the field; (especially in the category of parents and head teachers) because it was difficult to capture male parents as they were mostly reported away from home for work, while other men were away purportedly on drinking sprees. For this reason, the researcher only managed to capture thirty two (32) male parents compared to sixty eight (68) female parents. There were forty two (42) girls and thirty eight (38) boys who participated in this study in the category of learners, while in the category of class teachers the gender representation was balanced at ten (10) males and ten (10) females. In the category of head teachers there were two (2) male head teachers and eight (8) female head teachers. The large sample was in line with the survey research method which allows for a large number of participants (Shaughnessy et al., 2007; Coolican, 2009; Passer & Smith, 2007; El ó Abd, 1973).

3.5. Sampling procedure

The sampling techniques which were used in this study included cluster sampling in choosing community schools, that is, a list of names and physical location of community schools in Lusaka District was collected from the District Education Board Secretary's office. The schools were grouped according to zones so that each zone had an opportunity to be captured for this study. The schools in each zone were numbered in figures, and then numbers were written on

small pieces of paper, folded and placed in a large envelope which was shaken thoroughly before picking one. The number which was picked represented a school for that particular zone. This was repeated ten times, to select one school per zone except for Chibolya and Emmasdale zones which had the highest number of community schools. Thus, two schools were picked from these vast zones. Cluster sampling falls under what Coolican (2009) categorises as equal probability selection method which provides an opportunity for each school to be chosen for the study.

In order to give chance for every parent to be selected for this study, simple random sampling was used in places where parents were found on the school premises. This worked only in one school under Lilanda zone. However, in places where parents had to be followed to their residences, as was the case in seven zones, purposive sampling (Meyers & Grossen, 1974; Kalton, 1983; Coolican, 2009) classified as non random sampling was used. The specific purposive sampling in this case was snowball sampling where a parent could direct the researcher to another household that had children attending a community school. In reference to snowball sampling, Coolican (2009, p.46) explains that, “A researcher might select several key people and these in turn may lead him [or her] to further relevant people who could be contacted”. Besides parents and guardians, learners were also used to direct the researcher to places where parents of their schoolmates lived or worked. In some schools, the head teachers directed the researcher.

The stratified sampling technique, where the population is divided into strata before subjecting the groups to random sampling (Shaughnessy, et al., 2006; Coolican, 2009) was used to choose learners. In order to give equal opportunity to both female and male learners to take part in the

present research, learners were divided into two groups, that is, girls and boys. Following this, each group was subjected to random sampling to select four (4) girls and four (4) boys. Such random sampling technique was effectively used by Passer and Smith (2007), who explains how the method works. Passer and Smith assert that in order to use the stratified sampling method, one has to divide the population into subgroups based on characteristics such as gender. Random sampling is then used to select the individual women and men who will be in the survey. (p. 221) The grade six or the learners in level three (in case of community schools following SPARK curriculum) were the only ones considered to take part in this study because they were expected to be sufficiently matured to give an account of their perception of the school they attended. Simple random sampling was used to choose teachers, while purposeful sampling was the method used for choosing head teachers, of the selected community schools.

3.6. Description of research participants

The current research was conducted in Lusaka district the seat of the Zambian government. Community schools were mainly located in densely populated townships of the city. *Table 2* below shows the zones and names of the ten schools that were selected for this study. They are presented according to alphabetical order of the zones.

Table 2: Zones and selected community schools in Lusaka District

Serial	Zone	Selected Community School
1.	Chibolya	Ivwananji Community School
2.	Chibolya	John Lang Salvation Army Community School
3.	Chilenje	St. Joseph Community School
4.	Emmasdale	BIGOCA Garden Community School
5.	Emmasdale	Mandevu Community School
6.	Kaunda Square	Tionge Basic Community School
7.	Lilanda	Lilato Community School
8.	Lusaka Central	Kalikiliki Community School
9.	Matero	Matero Baptist Community School
10.	Mumuni	Mulele Mwana Community School

As stated above, community schools were located in townships which were usually densely populated. The majority of the people in these areas were of low socioeconomic status and not in formal employment. The common economic activities were small scale businesses like the selling of second hand clothes (see details in chapter four below). Generally, parents and guardians who participated in this study were of low educational levels (see table 7 below). Teachers and head teachers were equally of low educational levels (see chapter 4).

The age range and marital status of parents and guardians was as indicated in *table 3* below

Table 3: Age range and marital status of the respondents

Age Range	<i>Marital status of the respondent</i>				Total
	single	married	divorced	widowed	
10 ó 25	4	6	0	0	10%
26 ó 35	4	30	5	2	41%
36 ó 50	1	22	4	7	34%
51- 65	0	6	1	4	11%
66 and above	0	2	0	2	4%
Total	9%	66%	10%	15%	100%

As indicated in table 3, 41% of the parents were within age range of 26 to 35 years old, 34% age range 36 to 50 years, 11% for 51 to 65, and 10% for 10 to 25 years old while those above 66 years of age made only 4% of the total respondents. It was further established (see table 3 above) that 8% of the parents and guardians who were thirty five (35) years old or younger were single, 36% married, 5% divorced, and 2% widowed. On the other hand those who were thirty six (36) years old and above made 1% single, 30% married, 5% divorced, and 13% widowed.

The age of learners who participated in this study where as indicated in *table 4* below

Table 4: Age of Learners

Age of learners	Frequency	Percent
11 years old	5	6.2%
12 years old	14	17.5%
13 years old	20	25%
14 years old	16	20%
15 years old	15	18.8%
16 years old	3	3.8%
17 years old	5	6.2%
18 years old	2	2.5%
Total	80	100%

Age of learners ranged from the youngest (or minimum age) of eleven (11) years to the oldest (maximum age) of eighteen (18) years. The most frequent (mode) age of respondents was

thirteen (13) years old who amounted to 25%, followed by the fourteen years old 20%. It is important to note here that all the respondents in this category were in their sixth grade of the Zambian middle basic education system.

3.7. Research instruments

Questionnaires and semi - structured interview schedules were the research instruments in this study. The questionnaires brought out quantitative data from parents, learners, class teachers and head teachers. Passer and Smith (2007, p.40) assert that "In survey research, information about a topic is obtained by administering questionnaires or interviews to many people." In addition to Passer and Smith's assertion, Oppenheim (1966) states that a survey research gathers data from a large population using questionnaire and semi structured interviews.

The semi structured interview guide allowed the respondents to freely share their views about community schools. Coolican (2009) explains that a semi structured interview gives a natural flow of conversation and freedom for the participants to explore unpredicted lines of thought. This gave an opportunity for the researcher to probe and seek clarification on matters which arose during interviews.

For the sake of ensuring accuracy and guarantee the natural flow of a conversation, all interviews were recorded using a tape recorder. The researcher sought permission from respondents to record the conversations. The respondents were assured that their identity would be kept anonymous and that for the sake of confidentiality they needed not disclose their names. Many scholars (e.g. Coolican, 2009; Munsaka, 2009; Rosenthal & Rosnow, 1984) successfully used semi structured interview schedules to carry out their studies and recorded their interviews

using tape recorders. Rosenthal and Rosnow (1984, p.129) emphasised that “The interviewer who uses unstructured schedule can rely on a tape recorder to capture the entire verbalisation of the entire replies, which frees the interviewer to probe the direction of specific questions” (p.129). The recorded conversations were later transcribed by the researcher.

The questionnaires and semi structured interview schedules provided an opportunity to triangulate the descriptive statistical data with narratives. The two instruments also helped to discuss the findings by triangulating the views of parents, learners, class teachers and head teachers. Munsaka (2009) used the triangulation technique to integrate views from three respondent groups, that is, from school dropouts, parents, and teachers.

Cohen and Marion (1980; 2000) explain that triangulation involves the use of two or more methods of data collection in a study of some aspect of human behaviour. The current study used both quantitative and qualitative methods of research. There were four sets of respondents namely, parents, learners, teachers and head teachers from whom information was collected. It seemed appropriate that triangulating ideas from four (4) respondent groups would provide sufficient evidence to make valid conclusions on factors that motivated parents to enroll their children in community schools. This is in agreement with the assertion that triangulating the points of view of respondents on a study topic gives clarity to the topic and improves credibility of the findings (Patton, 2002).

3.8. Data collection procedure

The first community school to be visited was in Chibolya Zone where two community schools were selected for this research due to the vastness of the zone. The head teachers of each of the selected community schools were the first to receive questionnaires administered by the researcher. This was so because the researcher needed to introduce himself and ask for permission to carry out the study in the school, that is, to meet two teachers and eight learners. The researcher introduced himself by giving the introductory letter from the Ministry of Education which indicated that the Ministry was aware of the study since the researcher got permission from there (see appendices J- M). After the researcher was granted permission, he explained the purpose of the study to the head teachers, and teachers respectively, before administering questionnaires to them. After the questionnaires were administered, the head teachers and teachers were left to complete them as the researcher went to meet learners. Administering questionnaires in this manner was consistent with Oppenheim (1966) who explained:

The self administered questionnaire is usually presented to the respondent by the researcher in an official position such as a teacher. The purpose of the inquiry is explained and then the respondent is left alone to complete the questionnaire which may be collected later (p. 35).

Learners were met as a group, that is, eight (8) learners of equal gender, in a separate classroom, except for one school, where the researcher had to meet the learners outside the class room. Each learner was given a questionnaire and instructions were given that each one had to respond to the question in a truthful manner and that it was not an exam where they had to compete by writing correct answers. The researcher encouraged the learners to ask if they did not know what to do or did not understand a question. Since the researcher was not sure of the learners'

literacy levels, he adopted a technique of reading each question aloud, and then allowed them to write their responses on the given questionnaires. In justifying the use of group administration of questionnaires, Oppenheim (1966) emphasised that:

The group administered questionnaire is also largely self explanatory and is given to groups of respondents assembled together, such as school children í depending on the size of the group and its level of literacy í variations in procedure maybe introduced í questions might be read aloud, one at a time, while the respondents write their answers.ö (P. 36).

This technique worked well because the learners completed answering the questions almost at the same time and the researcher collected the completed questionnaires after checking and thanking them for their cooperation. The researcher then moved to collect questionnaires from teachers and head teachers. It was after collecting completed questionnaires from these three (3) categories of respondents, that is, learners, teachers and head teachers that the researcher followed parents to their residences. This was done with the help of the head teachers and teachers who either volunteered to escort the researcher to the first houses or asked learners (when they knocked off) to go with the researcher to their parents or guardians and/or lead him to places of other parents who had children in community schools. Parents were also helpful in leading the researcher to the residences of their colleagues. The researcher gave an explanation of the purpose of the study to the parents before giving them the questionnaires to respond to. The researcher waited for the parents to complete the questionnaire and collected them.

The interviews with the selected head teachers, teachers, learners and parents were conducted after the questionnaires were completed and collected. The researcher asked the respondents to sign the consent form upon accepting to participate in an interview (see appendix I). The duration of interviews ranged from fifty (50) to seventy (70) minutes. Similar time was spent in

the interviews with teachers and head teachers. The interviews with learners ranged from thirty (30) to sixty (60) minutes.

3.9. Data analysis

The data collected from the research were analysed quantitatively and qualitatively. Since the research generated quantitative data, using questionnaires, the Statistical Package for Social Sciences (SPSS) was used to generate descriptive statistics about the data. Coolican (2009) commends the use of SPSS software when dealing with large sample size. Cross tabulations were used to determine the relationship between variables such as education levels and views on quality of education in community schools.

Some questions allowed respondents to give multiple answers, for example, the reasons why parents chose community schools to enroll their children. Such responses were analysed using SPSS multiple response to formulate a multiple response table indicating the views of respondents (Oppenheim, 1966; Coolican, 2009).

It must be stated here that the responses of the four categories of respondents (that is, parents, learners, class teachers and head teachers) are presented according to their individual categories before showing a general picture. The qualitative data from the semi structured interviews were analysed alongside quantitative data from questionnaires.

Furthermore, the qualitative data were used to give more explanations to some statistical data presented in tables and charts. Thus some excerpts from interviews were used to aid the interpretation of data. The viewpoints of parents, learners, teachers and head teachers on common questions were also examined to see the divergent views on matters such as FBE in

GRZ schools and the choice of community schools to enroll children. Before turning to presentations of the findings, the researcher saw it fit to briefly indicate some ethical issues that were taken into considerations.

3.10. Ethical considerations

The researcher began by collecting an introductory letter from the University of Zambia which introduced the researcher to the Ministry of Education Head Quarters in order to seek permission from the Permanent Secretary to conduct a study in community schools (see Appendix J). The letter explained that the researcher was a registered student pursuing Master of Education in Educational Psychology and indicated the research topic as well as the purpose of the research. The Permanent Secretary notified the Provincial Education Officer (PEO) about the research in writing (see appendix K). The PEO also wrote to introduce the researcher to the District Education Board Secretary (DEBS) Lusaka district to let them know about the research involving their teachers, head teachers (coordinators), parents and learners of community schools (see appendix L). The researcher was given a letter from the DEBS office to all community school coordinators (head teachers) to allow him to collect data from their schools and help him meet the targeted respondents (see appendix M). The researcher went into the field with a letter from the DEBS which he presented to the head teachers of selected community schools. It was only after permission was granted by the head teacher that the researcher proceeded to conduct the research at a school.

Further, the researcher asked the respondents to sign a consent form (see appendix I) before interviewing them. The consent form assured the respondents that the information they were to disclose was to be used for academic purposes, and that the respondents were free to accept or

refuse to take part in the study. Even when respondents accepted to take part, they were told that they were free to quit at any point of the interview if they felt uncomfortable to continue. Since the semi structured interviews were to be recorded, the researcher sought permission from the respondents to do so, and assured them that the purpose of recording was merely to have an uninterrupted discussion. The respondents were also informed that if they felt uncomfortable to have their conversation recorded they were free to decline. This was similar to what Coolican (2009, p. 164) advised the researchers that, "The interviewee has to be free to have the recording switched off at any time."

3.11. Conclusion

This chapter has indicated that both quantitative and qualitative approaches were used in this study. It has further shown that the data was collected from four respondent groups of parents, learners, teachers and head teachers. The views from the four sets of respondents were triangulated in order to come up with validated and credible conclusions. The next chapter presents the findings of the current study.

Chapter four

Presentation of the Findings

4.1. Introduction

This chapter presents the findings of this research on the factors that motivate parents to enroll children in community schools. The findings are from four respondent groups namely, the parents who had children and/ or dependants in community schools and learners in these schools. The other respondents are teachers and coordinators (Head teachers) of community schools in Lusaka urban district. In order to understand the views of each set of respondents, the findings of each category of respondents, that is, parents, learners, teachers, and head teachers are presented independently. The first section presents the findings from parents.

4.2. Findings from parents and guardians

This section presents the findings from parents and guardians. This category of respondents was important because it had the authority to choose the school for their children and/or dependants. Tables, graphs, and figures were used to present quantitative data which were integrated with narratives from qualitative data to make the explanations vivid.

In a quest to understand the sizes of the families of the parents and guardians the researcher asked them to state how many children they had and how many dependants they were keeping. The responses were as shown in *table 5* below.

Table 5: Number of children and dependants

	Number of children respondent has	Number of dependants respondent has
Number of respondents	100	100
Mean	4	2
Std. Deviation	1.976	1.696
Sum	412	165

The 100 parents and guardians had a sum total of 412 children and 165 dependants which gives an average of 4 children and 2 dependants for each of the respondent's household with the standard deviation of 1.976 for children and 1.696 for dependants. The statistics indicate that on average, in every house hold there were six children being taken care of. This seems to indicate a typical set up of an African family which believes in extended family as opposed to nuclear family common in the western world.

It was seen fit to know the status of dependants, that is, whether they were orphans or not. The results of their status was as indicated in *table 6* below

Table 6: Status of Dependants

	Responses	
	N	Percent
Full orphan	58	35.2%
Half orphan	56	33.9%
Both parents alive	51	30.9%
Total	165	100.0%

The status of 165 dependants was such that 58 of them were full orphans (learners who lost both parents), 56 half orphans (learners who lost one parent) and 51 had both parents still alive.

Table 6 above also indicates that about 69% (i.e. 35.2% full orphans + 33.9% half orphans) of the dependants had at least lost a parent.

The respondents explained that they were forced to keep dependants because of the death of their (dependants's) parents. Some respondents said they took the children of their late sisters because the surviving fathers were irresponsible. During a semi structured interview one respondent who was keeping two half orphan dependants explained:

“ When my sister died in October 2005, she was survived by two children “ the father (they were on separation at the time of her death) of the children requested (during the funeral) “ that the children remain with me while he was still trying to look for a job and also stabilize his business to enable him find a bigger house. He asked to leave the children for a month, but this is the fifth year we have not seen him, some people say he is married to another woman “ .

The respondent went ahead to narrate that the only “natural and normal” thing she could do was to enroll her dependants together with her four children in a community school.

The respondents who were keeping children, whose parents were still alive, gave varying reasons for the action. Some respondents indicated that they merely wanted to help their relatives to take the children to school. Others brought children from the village to prevent them from getting married at a tender age. One respondent courageously stated:

This girl is my niece, can you imagine she is just fifteen years old. When I went to the village I found that the parents (Young sister) were arranging to give her out in marriage at her age. I then intervened and threatened to report them to law enforcing agencies if they went ahead to give this child out for marriage “ . They were claiming that they had no money to take her to school. “ That is how I got this girl and brought her here “ at least she is trying to catch up in school “ .

The dependants who were half orphans amounted to 34% of the total dependants. Among these were children of brothers who had lost their wives. It was indicated that some female respondents would keep the children of their brothers because the brothers could not manage to keep the children especially those brothers who were not married.

4.2.1. Education and employment background of parents

The majority of the participants were of low education levels. The numbers and percentages of their educational levels were as shown in *table 7* below.

Table 7: Highest level of education

Education Level	Frequency	Percent (%)
Basic school education	61	61%
Form III	10	10%
High school	23	23%
College	6	6%
Total	100	100%

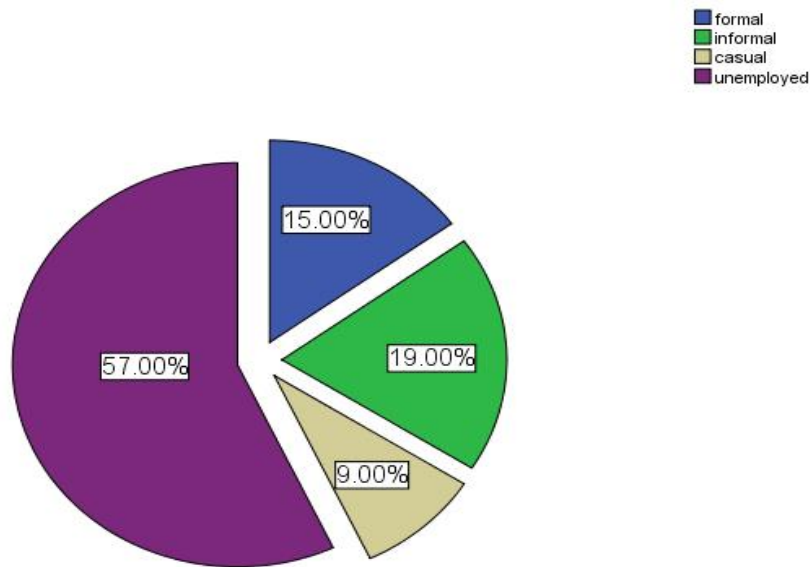
Parents and guardians who had basic education as their highest education attained made 61% of the total sample of parents and guardians who participated in this study. Those with high school qualification amounted to 23%, Form III 10%; and 6% tertiary education from colleges.

The level of education of the respondents was sought in order to find out whether their past experiences had an influence over their choice of community school for the education of their children. It was found, (see *table 7* above), that 71% of the respondents did not complete the Zambian school system of education which was a prerequisite to enter into the Zambian

colleges or university to enable them further their studies. It seems therefore that the power of income dictated what kind of school parents chose for their children.

The participants were asked to reveal the type of employment they were in, and the responses were as shown in *figure 1* below

Figure 1: Type of employment respondent is in



As indicated in *figure 1*, 57% of the total participants in the parent category of this study were unemployed. This group was for those who were not involved in any income generating activities. It was also found that 19% were in informal employment. The Informal sector in this study included those people who were involved in small scale businesses such as selling second hand clothes commonly known as *õsalaula*,õ selling charcoal, running grocery shops most of which were makeshift grocery shops nicknamed *õntemba*,õ running restaurants (mainly situated in townships) and many more. A percentage of 9 were working as casual workers, and 15% were in formal employment. The formal employment category here refers to all those parents and guardians, who were doing work which gave them a consistent monthly salary. This

included preschool teachers, security guards, domestic servants, cleaners, messengers and plumbers, among others.

As a result of categories of employment in which respondents were, the researcher sought to find out the range of income respondents earned on monthly basis. The results were as shown in *table 8* below.

Table 8: Range of monthly income of parents

Zambian Kwacha (USD \$1= 5, 000 ZMK)	Frequency	Percent
50,000 - 300, 000	66	66%
300, 001 - 600, 000	23	23%
600, 001 - 900, 000	4	4%
900, 001 - 1, 300, 000	4	4%
1, 300, 001 and above	3	3%
Total	100	100%

Following the high number of unemployed, casual workers and those in the informal sector, it was not surprising to find that only 7% of the entire sample of parents in this study had more than nine hundred thousand kwacha (about US \$180) as their monthly earning, while about 66% earned less than three hundred thousand kwacha (US \$60) per month. The earnings of respondents were sought in order to ascertain the ability of parents to meet the educational expenses for their children and dependants.

4.2.2. Distance to nearest school

The researcher wanted to find out the extent to which distance influenced the parents' choice of school for their children. Thus, the parents and guardians were asked to state the distance from

their home to the nearest community school and to the nearest GRZ School. The responses were as shown in *table 9* below.

Table 9: Distance to nearest school

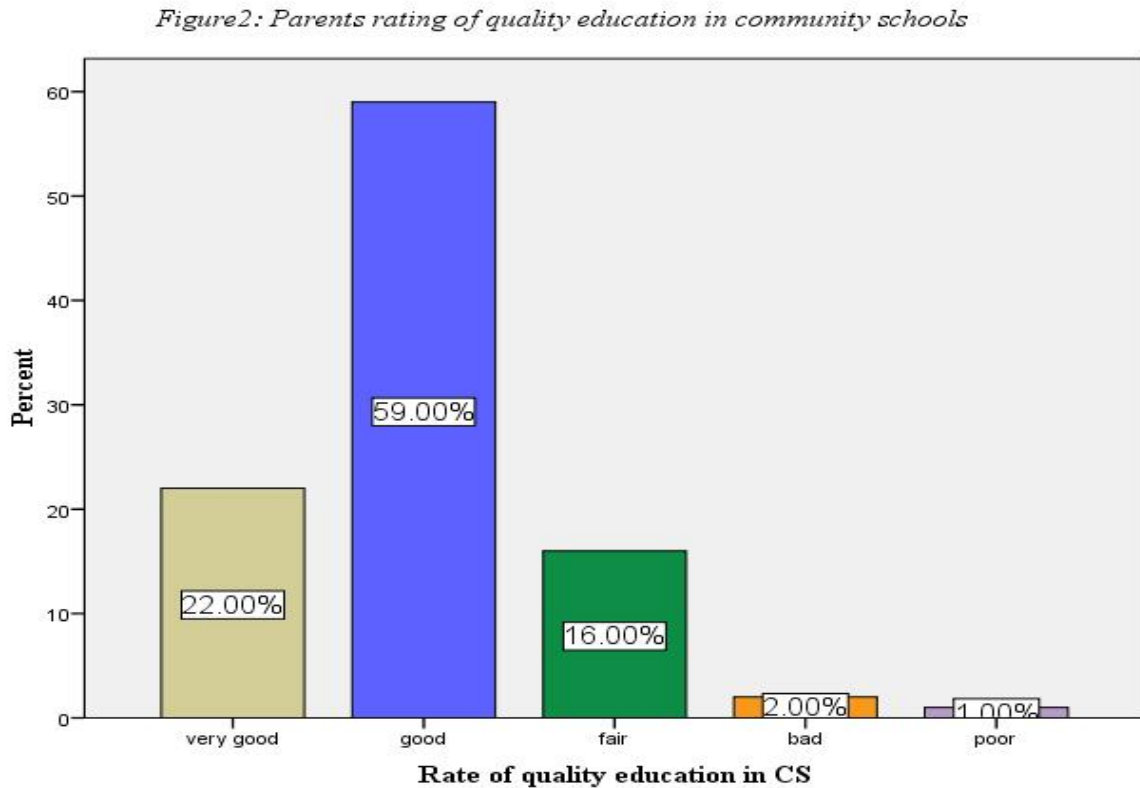
	<i>Distance to nearest GRZ school</i>				Total
<i>Distance to nearest CS</i>	0 - 1 km	1.1 - 2 km	2.1 - 3 km	3.1 km and above	
0 - 1 km	43%	9%	4%	2%	58%
1.1 - 2 km	12%	12%	1%	6%	31%
2.1 - 3 km	2%	4%	2%	1%	9%
3.1 km and above	0%	1%	1%	0%	2%
Total	57%	26%	8%	9%	100%

The results show that respondents lived within similar distance from community school and from GRZ basic schools. *Table 9* shows that 43 respondents translating into 43% of the total parent respondents who lived within 1km distance from a community school, lived a similar distance from a GRZ School; 12% lived within a distance of 1.1 km to 2 km to a nearest community school, covering the same distance to a GRZ basic school. The table also indicate that 20% of the parents who lived close to a GRZ school chose to send their children to community schools which were further away from home, with about 14% living within 1 km distance from a GRZ school, choosing to send their children to community schools which were a longer distance. The trend seems to indicate that distance had minimal influence on the parents when choosing a school for their children.

4.2.3. Parents' view on academic performance of children in community schools

Parents and guardians were asked to rate the quality of education in community schools as well as the likelihood that their children would perform better in a community school than in

government school. The views were measured on a five rate ordinal scale from very good, good, fair, bad to poor. The results were as presented in *figure 2* below.



It seems clear from the findings that parents and guardians regarded the quality of education in community schools highly. As indicated in *figure 2* above, 81% of the parents and guardians rated the quality of education as good or very good. The findings also show that only 3% viewed the quality of education in community schools as bad or poor, while 16% rated it fair.

Many parents and guardians were optimistic that their children had high chances of performing better and even qualifying to grade eight (8) from a community school than they would have performed if they were in a government basic school. One respondent emphasised during an interview:

To tell you the truth in community schools children improve very much. This boy just used to play around when he was at a government school, he was unable to read, but today he is able to read and write very well because he is getting a lot of assistance from the committed teachers at the community school where he is now. I have no doubt that he will pass the grade 7 examinations next year.

When asked about the chances of their children qualifying to grade 8 from a community school, most parents and guardians showed much hope that their children and dependants would pass the grade 7 examinations from a community school as indicated in the *table 10* below.

Table 10: Chance of child's progress

	Frequency	Percent
very high	18	18%
High	57	57%
Fair	20	20%
Low	5	5%
Total	100	100%

The results show that 75% of the respondents rated the chances of their children passing as high or very high, and only 5% saw low chances of their children passing. One of the respondents who had less hope of his child passing to grade 8 from a community school stated:

I don't think my boy will pass because he is never serious with school work and he is troublesome. I know that teachers, to be honest they try their best, but the problem is with my child and not the teachers. Sometimes you may think he is at school, when not he goes to play with his friends who are not even pupils, they failed school, now they have spoiled my child.

This shows that even among those who had less hope of their children doing well some of them attributed their children's failure to negative attitude towards school by children.

The majority of parents and guardians believed that their children would not have been performing better than they did if they were at a government basic school. In a quest to understand the view of parents on the services offered in government and community schools, parents and guardians were asked to state whether the performance of their children would have

been different if their children were enrolled at a government school. The results show that 80% of the parents answered in the affirmative, that the performance of their children would have been different if they had enrolled them in government school. When asked to explain the difference between the community and government schools, one of the female parents asserted:

There is nothing taking place in government schools, teachers don't teach, it's excuses everyday! the teacher is sick this day, tomorrow the teacher is out for a salary, for a funeral, and so on! in community schools teachers are always present and they make sure the child learns something, that is how my child has improved!

It seems clear from this assertion that some parents who enroll their children in community schools have more faith in the services of these schools compared to government schools.

Most community schools only offer grades 1 to 7, parents were asked where they intended to take their children when they qualified to grade eight (8). The responses were as shown in *table 11* below.

Table 11: Where parents would take their children after grade 7 in CS

	Frequency	Percent
GRZ basic school	37	37%
secondary school	9	9%
a community school	46	46%
Others	8	8%
Total	100	100%

According to *table 11* above, 46% of parents insisted that they would search for community schools for their children, 37% would take their children to GRZ basic schools, 9% to mission secondary school, while 8% did not choose any of the three choices. The 8% of other options, contained views such as:

I can't tell where my child will go for grade eight because it will depend on which school would be cheaper and how much money I shall afford to pay! I only hope some donors or well wishers could help me, am poor and old, so I cannot afford to meet the cost of education in government schools!

In order to understand the plans parents had for the future of their children, they were asked to state where they would take their children in an event that they failed to qualify to grade eight. Most parents suggested that they would make their children repeat until they passed. Asked if marriage was one of the options, one female respondent who was keeping a sixteen year old girl doing grade 6 stated:

You know, if a girl fails to continue with school and she herself expresses willingness to marry I cannot do anything because it's her choice, and you may not know maybe that is the man who will keep you. In as much as one can want her to learn until she completes grade 12 it is difficult to sponsor a child up to grade 12.

Parents were also asked if their children or dependants were receiving any sponsorship from donors, Non Governmental Organizations (NGO), or from government bursary scheme. The entire sample, except for nine (9), revealed that their children and dependants never received any such assistance. Among nine parents who had children that received some gifts, named the gifts as shoes, books and sometimes uniforms from NGOs.

4.2.4. Views of parents on free basic education in GRZ Schools

The views of respondents on free education, from grade 1 to 7, offered in government basic schools were as shown in *table 12* below.

Table 12: Parents' views on FBE in government schools

	Responses		Percent of Cases
	N	Percent	
No free education	52	46.0%	55.9%
No places in GRZ schools	28	24.8%	30.1%
Free but children don't learn	21	18.6%	22.6%
Don't know about FBE	12	10.6%	12.9%
Total	113	100.0%	121.5%

The majority of the respondents, that is, 46% of the parents who participated in this study, as reflected in *table 12 above*, believed that there was no free education in government schools. Parents and guardians explained that there were many other fees which the government schools were charging. This seemed to defeat the purpose of free education. One respondent sounding rather emotional narrated:

What free education are you talking about? That is only on paper to blind fold people so that they feel that the politicians are helping the poor yet notí . There is no free education because children are asked to buy uniforms at very high prices; teachers don't even allow uniforms bought from other places but the school.

Another parent accused teachers that they always found ways of charging learners, and that it was such payments which made government schools very expensive. The respondent explained:

í they say there is free education but government schools always have something to ask parents to pay, for example, we were paying for a school bus, next they said we pay for cement to build a wall fence, and then for building a libraryí these are in addition to buying uniforms from the school í so I failed, and that is how I had to take my child to a community school.

Some parents, that is, 24.8% of the sample accepted that there was free education in GRZ schools but it was inaccessible because of payments in schools to enroll grade one children. For example, one parent stated that he was unable to enroll his child at a government school because they (School management) were charging two hundred thousand kwacha (USD \$40) per grade one child. He explained that he was told the amount was for constructions taking place at the school.

Some parents and guardians also explained that they were trying to enroll their children in government schools but were always finding the grade one application forms had run out of stock. They speculated that it seemed only those with money were favored to apply.

Each time I went to í (a named government school) I was told the application forms had finished but those who went after me just because they had money they were given ... in short I have not seen the benefit of free basic education because I can't find a place.

Others had been applying but their children were never picked because they did not know anybody at the school who could help them find a place to enroll their children in GRZ schools.

A percentage of 18.6 of the respondents acknowledged the availability of free education in government schools but observed that it was not useful because children did not learn. Some parents and guardians attributed the lack of learning in government schools to free education.

One participant revealed:

í yes, this so called free education has brought more problems in schools because now teachers have stopped teaching since they don't have money to buy school materials. You can send your child to a free school to go and play with friends without learningí . What is the use of free education? It is like these free schools are free grounds on which children meet to playí there is no learning, nothing, nothing í .

Some parents and guardians observed that teachers stopped teaching in GRZ schools because they lacked source of income to buy school materials as well as finding money for their home use since children did not pay anything at that level. Parents and guardians felt that teachers were not found in schools for the sole reason that they involved themselves into income generating activities to supplement their monthly income.

While government announced free education in 2002, from grade 1 to 7 in all government schools, about 10.6% of the respondents expressed ignorance over the matter. One female respondent who was above sixty six (66) years old explained:

Oh yes that will be good, that is what we have been anticipating, when will it start? Please I want my children and grandchildren to be learning without giving me the trouble of looking for cash to pay for their fees í

Some respondents stressed that they knew nothing concerning free education because they could not find a school which would accept their children without paying anything. One of the male parents with this view had this to say:

I have taken all my six children to school, my last born is in grade four (4) now, the thing is there is no time I found that my child could enter school without paying anything be at GRZ school or community school. I should not lie to you, I don't know about that (free education from grade 1 to 7) maybe that rule has not reached our schools here in í (he named the township).

It thus seems clear that some parents and guardians were not aware of the free education policy from grade one (01) to seven (07).

4.2.5. Factors that motivated parents to enroll children in community schools

Parents and guardians explained various reasons why they enrolled their children and dependants in community schools. Some factors were as indicated in a multiple response *table 13* below.

Table 13: Factors that motivate parents to enroll children in community schools

Reasons	Responses		Percent of Cases
	N	Percent	
Absenteeism of GRZ teachers from work	34	9.8%	34.3%
CS teachers committed to work - No strikes	52	15.0%	52.5%
CS Teachers care for individual learner improvement	33	9.5%	33.3%
High pass rate to Grade 8 from CS	40	11.6%	40.4%
Learners spend more time in School than GRZ	16	4.6%	16.2%
Affordability of CS costs & flexible payments	38	11.0%	38.4%
School Feeding Programme	16	4.6%	16.2%
Failed to find place in GRZ schools	35	10.1%	35.4%
GRZ schools are expensive	44	12.7%	44.4%
Long distance to nearest GRZ school	16	4.6%	16.2%
Higher prospects of child sponsorship in CS	22	6.4%	22.2%
Total	346	100.0%	349.5%

4.2.5.1. GRZ teachers frequently absent from work

A number of parents and guardians who participated in this study explained that they took their children and dependants to community schools because teachers in government basic schools were frequently absent from work. Parents and guardians complained that their children were usually sent back from school because their teacher was not at the station. One parent had this to say during an interview:

Everyday my son used to come back early from school saying there was no teacher. ... I don't know where these teachers go, all we hear are unending excuses like the teacher has a funeral, the next day the teacher is sick, next the teacher has gone for salary, the teacher is out for sports, teachers are having a meeting etc. It was excuses every day, what kind of school is that? etc. Now I realized that my child was not learning anything, so I took him to a community school here. He has never come back to say there is no teacher. At community school if the teacher is not there, they always find someone to teach the children, I want my child to learn, so am happy with the way they work at community school.

Such sentiments were echoed by many other parents, that is, 9.8% of the total sample. Parents and guardians expressed sadness that their children were frequently sent back from government schools because teachers were mostly reported out of school. One parent lamented:

I wasted time taking my child (niece) to GRZ School because nothing was happening; it was as good as keeping the girl at home. Anyway, I blame government because they let such things happen, they don't supervise their teachers well. What time do they (teachers) work? etc. I don't know maybe they work on mini buses where I see them going into town every day.

Parents and guardians vividly pointed out that they chose to move their children and dependants from government schools to community schools because of high teacher absenteeism in government schools.

4.2.5.2. GRZ Schools are expensive

Despite the purported abolishment of school fees by government in 2002, about 12.7% of the parents and guardians who participated in this study cited fees as reason for not accessing GRZ schools. Parents explained that the cost of education in government schools was too high for them to afford. They said they decided to take their children to community schools because they could not meet the demands in GRZ schools. Parents complained that GRZ schools always asked learners to buy certain items for the school such as floor polish, candles, hoes, cement, and many more.

Parents and guardians stated that they took their children to community schools because they were affordable and the payments were more flexible than in government schools. This view was held by 11% of the parents and guardians who took part in this research (see *table 13* above). One respondent put it as follows:

You know what; I took my children to a community school when I could not afford to pay for them at a government school. The payments I make at community school are minimal and affordable. For example, at *í* (a named community) school we pay twenty thousand kwacha only (US \$4) per term per child *í*. This is better because that is the only payment we make, no buying of uniform, cobra, cement and other items like the case in GRZ School *í*. Had it not been for the community school my children would have been at home doing nothing.

The participants continued to refer to school fees as the reason for transferring their children from government schools to community schools.

4.2.5.3. Commitment of community school teachers

Parents and guardians took their children and dependants to community schools because they believed that teachers in community schools were very committed to teaching. The parents with such views amounted to 15% of the total sample. As shown in *table 13* above, the commitment

of community school teachers to duty was one of the main reasons parents and guardians enrolled their children in these schools. A respondent proudly said:

Teachers in community schools are very serious with work compared to GRZ school teachers who do nothing but chatting with fellow teachersí . In community schools teachers teach throughout the school periods, they don't go on strike like we see in government schools. These teachers do a lot of work for our children, they really work, and they have high sense of dutyí . The teachers in GRZ schools just want money; it is strikes every year í they don't teachí .

The respondents appreciated the work attitude of teachers who teach in community schools and this has been one of the major motivating factors to take their children to these schools. In appreciation of the work community school teachers do, one respondent narrated:

Teachers in community schools pay particular attention to individual learners. They make sure the child learns to read, write and complete given tasksí . Children come back with marked work í unlike in the past when my child was at a government school, a week could pass without a teacher marking the learners' workí They take very good care of our children at community school.

The percentage of 9.5 of the total responses in the parent category attributed their motivation to enroll their children in community schools to the care that the children received from teachers in these schools. Parents recalled that teachers would call them to the school when the child was not performing well and they would make suggestions on how best they could help the child to improve her/his academic performance. For instance, the school could suggest that the learner repeats a grade until s/he attains a certain level of achievement.

4.2.5.4. High pass rate to Grade 8

About 11.6% of the total responses from parent respondents in this study stated that they were motivated to enroll their children in community schools because they observed that children of neighbors were passing well to grade eight (8) from community schools. The respondents chose

community schools in order to increase the prospects of their children to pass to grade eight (8), just as their neighbors' children did:

í the children of my friend in the next door í passed well to grade eight (8), so I thought of taking my two dependants there í am pleased to say that they have improved their academic performance from the time I took them there so am sure they will make it to grade eight as well.

The participants, that is, 4.5% of the total sample attributed their motivation to enroll their children in community schools to the time learners spent in school. One parent indicated:

My children at í (a named community school) knock off at 16:00 hours, so they learn for a long time compared to those in GRZ schools.

Parents and guardians enrolled their children at this community school (in one of the zones) because the school has full day lessons. It must be stated here that this school run more like a private school than a community school; this is so because they pay about sixty thousand kwacha only (US \$12) per month per child at preschool section and eighty thousand kwacha only (US \$16) for the primary section monthly for each child. In addition, all the children had to be in uniform. Therefore, this could have been the reason why the school manages to keep children up to 16:00 hours from 08:00 hours and parents and guardians take lunch for their children and dependants.

However, it is important to note that this community school which ran like a private school had typical features of community schools. These included dilapidated structures, used untrained teachers, and teachers were only paid when funds were available. In other words, the school operates like a private school in terms of payments (that is, they charged the highest amount of fees than any of the other selected schools for this research), time spent at the school per day, mandatory wearing of uniforms, non existence of a Parents Community School Committee

(PCSC), instead the school is run by a director, head teacher, senior teacher and teachers. The top three management positions were occupied by members of the same family. On the other hand, the school had features of a community school in terms of infrastructure, delays and sometimes no payments for the teaching staff who were mainly employed as volunteers.

4.2.5.5. School Feeding Programme

Some respondents pointed at the SFP as their source of motivation to enroll their children in community schools. Those who made this attribution translated into 4.6% of the entire number of parents who participated in this research. One of the participants interviewed explained:

I took my two boys to a community school because at least they help us feeding the childrení at break they give them some porridge which helps the children to concentrate in class than when they learn on empty stomachí I cannot afford to provide breakfast for all the children I keep so the school at least assists me.

Some participants saw a community school as a source of aid in taking care of the children besides teaching them at a minimal fee. The parents thus enroll their children because these schools offer huge relief to the lives of orphans and vulnerable children.

4.2.5.6. Lack of access to GRZ Schools

A total of 10.1% of the research respondents in this category claimed that they failed to find a place for their children in government schools. It was mentioned that they had been trying to take children to GRZ schools but were returned each time they attempted to do so, because there were no places.

It is important to note that some parents and guardians acknowledged that the government schools were overcrowded thus it was not only difficult to find a place for their children but also unsafe for their children to lean in an overcrowded classroom. Such parents looked to community school for the formal education services for their children.

The access to GRZ schools has also been difficult for children who move on transfer from one district or province to another. A number of parents complained that they could not find a place for their children who came on transfer. One participant stated:

I brought my nephew from the village so that he could live with us to enable us help him complete school. Now, we tried all the schools around they told us there were no places for grade six (6) all classes were fullí that is how I thought of a community school, because it would not be fair to keep the child at home for a long time.

The other version of the transfer that was brought out by the respondents was that some of them would attempt to transfer the child to another school without a transfer request. They complained that they could not have their child or dependant accepted at a government school because the school asked for a transfer request which the child did not have. Such parents had no choice but to enroll their children in community schools.

The other side of the story of transfers being hindrances to access GRZ schools was that, transfers that came with children from other provinces were supposed to be cleared at the provincial education office of the province the child was coming from as well as the province where one was looking for a school. This was bureaucracy in the eyes of the respondents. One participant complained:

I came from Mazabuka in southern province of Zambia with my three children and two dependants. I got transfer requests from the school where these children where learning, when I reached here the government schools were telling me that the transfers should have been taken to Livingstone for the provincial education office to endorse and then take them to Lusaka provincial education office to be endorsed and then that is when the transfer requests would be validí . I donøt understand this, what kind of transfer is that? I am a Zambian, why treating me like a foreigner? í At a community school they did not even ask for transfer requests, they received them.

Therefore, the transfer processes especially at provincial level, forced parents to enroll their children in community schools.

Furthermore, as earlier mentioned in the discussion about the views of parents on free basic education, the government schools were not accessible by many people because of school fees which parents failed to pay. The expenses in government schools forced parents to take their children to community schools which they perceived to be affordable.

4.2.5.7. Distance to nearest GRZ School

Some parents and guardians also gave distance as the reason to enroll their children and dependants in community schools. This view accounted for 4.6% of the total responses. These parents said they found the distance to the nearest GRZ School difficult for their children to cover on daily basis. The community school was nearer to their houses than government schools. They therefore, found it logical to take the children to a community school which was closer to home than to a government school which was far away from home.

4.2.5.8. Prospect of Child Sponsorship

From the total parent responses in this research, 6.4% of them said parents were motivated to enroll their children in community schools in order to increase the opportunity of their children to be selected for sponsorship by donors. This response was common among parents and guardians who took their children to community schools, which were run by the Catholic Church. Such schools also had better school infrastructure than those community schools that were dependent on the assistance from the community.

Community schools, according to views of parents and guardians, were perceived to offer better chances of receiving sponsorship from donors and when the children from community school qualifies to grade 8, 10, college or university, it was relatively easy to be considered for bursary schemes. In some schools, especially those run by the church, participants explained that they

(Church) sponsored all the children who succeeded academically, until they completed their first course either at college or university. In appreciating the sponsorship programme for learners who passed through community schools, one parent pointed out:

I took my child to a community school because she is likely to be sponsored by the church. All she needs to do is to continue passing. My friend's child is even at the university and the church still helps him.

The donors were anticipated to assist the children in community schools because that is where a large number of orphans and vulnerable children were found.

Having looked at the reasons that motivated parents and guardians to enroll their children and dependants in community schools from the point of view of parents and guardians, the researcher turns to look at the views of learners. The next section looks at the findings from learners.

4.3. Findings from Learners

This section presents the findings from learners. Schools were built for the sake of providing formal education to learners, and community schools were not exceptions. This study would have been incomplete without including views of learners since community schools were established to meet their (Learners') educational needs. It was thus important to understand how learners perceived the schools they attended.

4.3.1. Length of period at CS

The learners had at least spent a period of one year at a community school, while others were there for 7 years. The *table 14* below shows length of period learners spent at the community school as at the time of research.

Table 14: Period Learner been at CS

	Frequency	Percent
1- 2 years	28	35%
3 - 4 years	23	28.8%
5 - 6 years	24	30%
7 and more years	5	6.2%
Total	80	100%

As seen from *table 14* above, up to 35% of learners had been at community school for not more than 2 years. One of the reasons for this was that the guardians wanted their children and dependants to be helped to pass to grade eight (8) by a community school since a large number of learners from these schools were doing fine at that level of education. One learner revealed:

I came here to prepare for grade seven (7) examinations í I will be writing next year [2011] my friend passed very well from here so my mother thought I should just come at this school where teachers are seriousí .

4.3.2. Learners' family background

The learners were asked to state who they lived with and the occupation of the people who kept them, in order to predict how many of them were orphans and vulnerable children. The results were as presented in *table 15* below

Table 15: Learner Kept By

	Frequency	Percent
Both Parents	43	53.8%
Mother Only	24	30%
Father Only	8	10%
Other Relations	5	6.2%
Total	80	100%

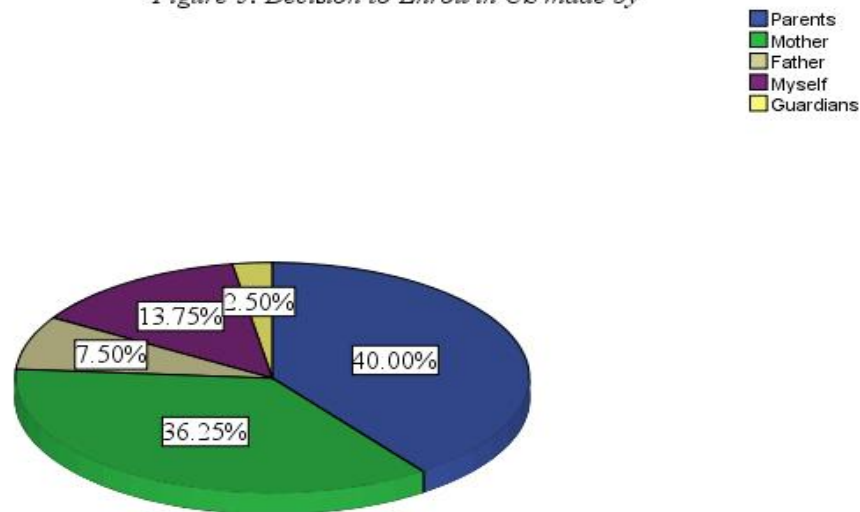
Table 15 shows that 43 of the total learners translating into 53.8% lived with both parents, 32 learners (or 40%) lived with single parents, that is, 24 (30%) were kept by female (mothers)

parents and 8 (10%) by male (fathers) parents, and only 5 (or 6.2%) were kept by other relations such as aunties, uncles, grandparents and foster parents among others. It may not be accurate to state that over 53% of the learners were living with their biological parents because some children would consider their uncles (brothers to their father) as their own fathers; and their aunties (sisters to their mothers) as mothers. This is a common practice among some Zambian ethnic groups, therefore there is a possibility that some learners were referring to their uncles and aunties as their parents.

4.3.3. Decision to enroll in community school

Learners were asked to mention the person who made the decision that they enroll in community school. The responses were as shown in *figure 3* below.

Figure 3: Decision to Enroll in CS made by



One interesting finding here was the 13.75% which indicated that learners made an individual decision to go to a community school. The parents or guardians merely endorsed the desires of their children or dependants. One of the learners who made an individual choice of community school explained:

I have a friend who was my classmate at í (a named government school) where I started my grade one up to four. He moved to a community school when we were in grade three í he is the one who told me that they teach better at community school, so I went to tell my mother that I wanted to go to a community school and she accepted í that is how I came hereí am very happy, teachers here are always presentí this is a good school.

Learners who chose school for themselves were more likely to be pleased with the school than when the school was imposed on them. However, the choice of school for the children lay in the hands of parents and guardians as shown in *figure 3* above. The 2.5% indication that it was guardians who chose a community school for learners, may not be accurate, as earlier stated in this study that most children in a typical African and Zambian tradition in particular, consider the sisters to their mothers and brothers to their fathers as their own mother and father respectively. Thus it is likely that some learners referred to such guardians as parents hence the large number of parents choosing which school the learners were to attend.

The researcher wanted to find out how learners felt to be at a community school using a four scale measure of very happy, happy, sad and very sad. The responses were that when they started learning at a community school 79 out of 80 learners were either very happy or happy and only 1 was sad to start learning at a community school. When they were asked to state their feeling after a given period at the school, all the learners maintained that they were pleased to be at the school including the one who was not happy the first time he was taken to a community school. One learner asserted:

When I started learning here I was happy because I stayed for one year without learning, I had no school until my mother (auntie) found me a place at this school. I can say am very happy to be here because teachers know how to teach and we do a lot of sports, it is interesting.

It can be understood from the above quotation that some learners were out of school because they could not have access to government schools. The community school provided an opportunity for them to get back to school and this delighted many of them. The learners who improve their performance academically equally encourage their juniors to work hard with the hope that they would also pass like their senior brothers, sisters and colleagues who pass through community schools in their formal educational journey.

The researcher wanted to understand how the learners who attend community schools perceive these schools. Therefore, through the questionnaires, learners were asked to mention what they liked most at their school, and they gave various sources of inspiration to be at a community school. *Table 16* below presents the multiple responses of the learners on why they liked the community school they were attending.

Table 16: Learner attraction to CS

	Responses		Percent of Cases
	N	Percent	
Teacher Commitment	56	49.1%	70.0%
Cleanliness of school Environment	25	21.9%	31.2%
School Feeding Programme	9	7.9%	11.2%
Receive free education	1	0.9%	1.2%
Gifts from donors	5	4.4%	6.2%
Tender care from teaching staff	13	11.4%	16.2%
Sports and other extramural activities	5	4.4%	6.2%
Total	114	100.0%	142.5%

4.3.3.1. Teachers' commitment to work.

Learners emphasised that teachers in community schools knew how to teach, and this view accounted for 49.1% of the total responses given by participants in this category. One learner who moved from government school to a community school seemed to brag about her new school that:

What I like most at this school is the way teachers teach, they teach very well am able to get what they teach í they are very serious with work and they do not beat us when we commit an offence they tell us where we go wrong í and it is easy for us to mix with teachers because they are caring. At government school our teacher used to beat us so often for any small offence we committed.

The learners explained that teachers were serious with their work because they were always present to teach them. They stated that the seriousness was seen in that they never went on strike as was the case with teachers in the GRZ schools.

4.3.3.2. Cleanliness of the school environment

Other sources of motivation to be at a community school were cleanliness of the school environment and contemporary infrastructure. One may ask what sort of cleanliness is found in community schools when the general mental picture has been that these schools were the dirtiest schools one could think of. Well, the researcher found extreme differences in terms of infrastructure, administration and cooperation among community schools. The *figures 4, 5, 6, and 7* below, present a clean and modern infrastructure of one community school. Permission was sought and granted from the school administration to present these pictures in this dissertation

Figure 4: Front view of Tionge Community School ó Kaunda Square Zone



Figure 5: Grade 6 class in session



Figure 6: Knocking off time



Figure 7: Side view of Tionge Basic Community School



4.3.3.3. School feeding programme

About 8% of the learner responses asserted that they liked the school feeding programme in community schools. The learners found this programme beneficial since it assisted in satisfying their hunger for food and subsequently increase their concentration during lessons. The SFP was important especially in places like the study area of this research where most of the population was of low income or in other words were vulnerable (see *table 7* above)

4.3.3.4. Free education in community schools

Learners said they were pleased to be at a community school because their parents found it cheap to pay for their school fees. Some learners said their school was free, they were paying about five thousand kwacha (US \$1) only, and they used to receive some books and shoes in

some occasions when some NGOs visited them. The gifts from donors delighted many learners to be in community schools, this made about 4.4% of the learners' responses.

4.3.3.5. Care from teachers

Teachers in community schools were seen by learners to be caring to them because they were not harsh. The learners, more than 11% of the total responses narrated that their teachers were very caring for them since they would not leave behind any child who failed to complete an academic exercise. One learner observed:

Our teachers at a community school usually pay attention to those who are unable to read and write and they would help individuals one by one to make sure all learners are able to read. I usually see our teacher helping my classmates. I have several times received that help from my teacher.

The outdoor activities impressed some learners to be in community school. Some respondents who moved from GRZ to community schools said that they had less chance to participate in ball games because there were many learners in GRZ schools so they could not be given chance to play:

I am very happy that I find time and chance to participate in the ball games which I did not have at (a named government school). The teachers there were not even looking at some of us to be capable of representing the school in ball games. They only concentrated on using those they knew could play well. I am happy that here I at least play and even represent the school in ball games competitions.

It can thus be said that the large number of learners in government schools gave less chance for some learners to take part in school competitions because it was difficult to be noticed by the teachers. The prospects of becoming a participant to represent the school in inter schools competitions was one of the factors that motivated learners to remain in community schools.

The learners were asked whether there was any observable difference between a community school and a government basic school. About 98% of the learners who participated in this study stated that there was a difference between the two types of schools and all these learners cited difference in favour of community schools. A learner who was asked to justify the difference, explained:

The difference I see is that this school is very clean while government schools are not. .. We are not forced to buy uniform from the school because we do not wear uniforms while those wear uniforms. Here they ensure that we strictly follow the school rules for instance we (girls) are not supposed to plait our hair. All the girls have to keep natural and short hair. This is not the case in some government schools.

Another learner saw the difference in terms of teacher performance and had this to say:

The teachers here make sure that each learner is able to read and write. They give us work every day in all the subjects on the time table. The teachers mark all the tasks they give to us. This is not the case in government schools because we used to learn sometimes one or two subjects per day and teachers never used to mark the work they gave to us. That is why my parents brought me to this school.

On the counter some learners (about 2.5% of the responses) revealed that some government schools had far much better infrastructure than community schools. They stated that the government schools received a lot of books, desks, and assistance from government unlike community schools.

Having presented the findings from the recipients (parents and learners) of services offered in community schools, it is important here to present the findings from the providers of the services. Therefore, the next section presents findings from community school teachers.

4.4. Findings from Teachers

The findings from teachers make a vital contribution to the understanding of the factors that motivate parents and guardians to enroll their children and dependants in community schools. It

is the teachers who are entrusted with the responsibility to teach learners when they are taken to community schools. Teachers therefore were included in this research to provide the professional perspective of factors that motivate parents to enroll their children in community schools.

Like the preceding categories of participants, the quantitative data collected through questionnaires is presented with aid of tables and graphs and integrated with narratives from the qualitative data collected through semi structured interviews.

4.4.1. Educational background of community school teachers

Teachers are expected to be more knowledgeable than their learners. The researcher therefore asked teachers to state their highest level of education. The responses were as shown in *table 17* below.

Table 17: CS teachers' highest level of education

	Frequency
Junior secondary	2
From III	1
Senior secondary/ Form V	7
College	10
Total	20

As indicated in *table 17* above, 10 teachers had at least reached college level, 6 of whom trained as preschool teachers in private colleges, 3 trained for primary teachers' certificate for two years in government colleges and 1 had a secondary diploma. Some teachers, 7, possessed senior secondary education, 2 junior secondary and 1 form III certificate.

Teachers were asked to state who their employers were, and the results could be categorized into three (3) namely; volunteers, government, and others. Those employed under others were 12 of the total respondents. The others included various groups such as the community, the church, and Non Governmental Organisation (NGOs). Some teachers, 6, were mere volunteer teachers who could only be paid if funds were available, and 2 were employed by the government under the Lusaka City Council. It is worth noting here that apart from those employed by the city council, both the volunteers and those teachers employed by the church and NGOs merely had a living allowance which rarely exceeded four hundred (ZMK400, 000) thousand kwacha (or US \$80) per month.

The researcher sought to find out how long teachers served in community schools. This was in an attempt to ascertain whether there was any relationship between teacher qualification and the period of doing charity or volunteer work. The two variables were cross tabulated and results were as indicated in *table 18* below

Table 18: Highest level of education and length of period teachers worked at a CS

	<i>Length of period working at a community school</i>				Total
Highest level of Education attained	1-2 years	3-4 years	5-6 years	7 and more	
Junior secondary	1	0	1	0	2
From III	1	0	0	0	1
Senior secondary/ Form V	3	1	1	2	7
College	6	3	1	0	10
Total	11	4	3	2	20

Teachers, about 11 (or 55%) worked in community schools for not more than two (02) years, 4 (or 20%) from 3 to 4 years, 3 (or 15%) for 5 to 6 years, and 2 (or 10%) served for seven or more years in community schools. From the eleven (11) teachers who worked for not more than two (02) years, six (06) of them had at least a college qualification, three (03) had senior secondary,

and one apiece for Form III and junior secondary education. Three (03) teachers with college qualification worked for about 3 to 4 years in community schools, while one with senior secondary education had worked for similar period (see *table 18* above).

The trend seems to show that teachers do not spend long time in community schools as seen in *table 18* above where 55% of the teachers spent not more than two (2) years in community schools especially those who had college qualifications. Therefore, it seems logical to state that teachers who were highly qualified had less likelihood to be retained at a community school.

4.4.2. Teachers' views on academic performance and discipline of CS learners

Teachers in community schools were asked to rate the academic performance and discipline of their learners on a five rate scale of very good, good, fair, bad and poor. The same five scale was used for teachers to rate the performance of their administration. The results were as indicated in *table 19* below

Table 19: Teachers' Grading of academic performance and Discipline of learners in CS

		<i>Discipline of learners</i>			Total
		very good	good	fair	
<i>Academic performance of learners</i>	very good	2	3	0	5
	good	2	7	5	14
	fair	0	0	1	1
Total		4	10	6	20

About 100% of the teachers rated performance of learners to be fair, good or very good. From a total sample of twenty (20) teachers about 14 (or 70%) rated the performance of learners as good, 5 (or 25%) very good and 1 (or 5%) fair. One teacher observed:

It is only that these children lack proper parental care í they can otherwise perform far much better than their counterparts in government schools. These are serious with school work í at least I should say I enjoy being with them because they do the home work and all other tasks I give them í I can say the performance is good.

The discipline of learners from the view point of teachers took similar performance with the academic rating since all teachers (100%) graded the discipline of their learners as fair, good or very good. That is 10 (or 50%) of respondents stated that the behavior of learners was good, 4 (or 20%) rated it very good while 6 (or 30%) rated it fair (see *table 19* above).

About 4 (or 20%) teachers felt the discipline of learners was very good, two (2) of these saw their (learners) performance to be very good and two (2) saw performance as good. Ten (10) teachers or 50% of the sample rated the discipline of the learners as good and seven (7) of these (teachers) felt the academic performance was equally good, and three (3) rated performance of learners with good discipline as very good. Six (6) respondents felt that the discipline of learners was fair, five of them rated the performance of these learners to be good and one as fair (See *table 19* above). One teacher from one of the Catholic supported community school emphasised:

You see sir; you can't separate academic performance from discipline, the two move together, a learner is supposed to be well behaved or s/he will not go anywhere in life, I mean it, it just works like that, you need discipline to be academically successful ... our learners are well behaved and their performance is good.

Teachers were equally asked to rate the performance of their administrations and the results were that, about 55% of the teachers felt their administration was good, 15% rated it very good, 15% fair and another 15% rated the administration poor.

4.4.3. Teachers' views on why parents enroll children in CS

Teachers gave their own views pertaining to factors that motivated parents to enroll their children in community schools. It must be stated from the onset that there was not much difference from what parents themselves revealed. *Table 20* below; show the views of teachers on factors that motivated parents to enroll their children in community schools

Table 20: Teachers' views on reasons why parents enroll children in CS

	Responses		Percent of Cases
	N	Percent	
Teachers commitment to teaching	9	19.1%	45%
Conducive Learning Environment	4	8.5%	20%
Warm Teacher Learner Relationship	5	10.6%	25%
School Feeding Programme	3	6.4%	15%
Consistent Interaction between school and parents	4	8.5%	20%
High pass rate in CS	7	14.9%	35%
Affordable School Costs	7	14.9%	35%
Availability of clean water and sanitation	2	4.3%	10%
Proximity between home and CS	2	4.3%	10%
Sponsorship for Learners from donors	2	4.3%	10%
Disregard for age limit	2	4.3%	10%
Total	47	100.0%	235%

4.4.3.1. Teacher commitment towards work

Most teachers felt that parents looked at their positive attitude and commitment towards work, when choosing a school for their children. This view was articulated by 19.1% of the total teacher responses (See *table 20* above). The teachers in community schools felt that they were more committed to work than their counterparts in government schools. These teachers gave the strike actions, which teachers in government schools staged, as evidence of difference in commitment towards work. Further on commitment, community school teachers felt their

colleagues in GRZ schools were frequently away from class, that they rarely taught, while in community schools they were always available and made sure that learners were given the right work every work day. Such commitments were what teachers thought parents considered when choosing a community school to enroll their children. One teacher narrated:

Parents bring their children to this community school because they see how committed us are as teachers í we are always here to teach the learners, we never go on strike like what happens in government schoolsí . Basically it is the commitment and cooperation which parents want their children to be exposed to, and that is what they follow here.

4.4.3.2. Pass rate

As seen from *table 20* above, close to 15% of the total responses thought that parents considered the high pass rate which they scored in community schools. One respondent stated:

Here learners pass, almost the entire class is usually selected for grade 8 in basic schoolsí this is not the case in government schools where you find only about 20% of the learners passí so parents would want to take their children to schools which have proven record of better pass rate.

Teachers felt that their confidence and competence in the way they carried out their duties, won trust from parents and thus took their children to community schools.

4.4.3.3. Affordable school Costs

Teachers who participated in this study revealed that parents found the school fees in community schools affordable. Amounting to 14.9% of the teachers represented this view. One female respondent explained this as follows:

Most parents who bring their children here are not working, meaning they do not have a better source of incomeí I can say parents find a community school cheaper than a government schoolí the government may have abolished the school fees in GRZ schools, but I think there is still a lot to pay for which make those schools expensive for a parent who is not workingí for example, projects like buying of school bus, building wall fences, cement, cobra, and many other requirements which influential parents

impose on the poorí . Payments towards such projects make government schools expensive and leave community schools more affordable.

Teachers felt that community schools assisted the vulnerable by providing valuable education to them, hence giving them a lifeline to better their future.

4.4.3.4. Teacher learner relationship

Some teachers, 10.6%, said they offered warm teacher learner relationship which was much sought by parents. One teacher explained:

At a community school we get along well with our learners, we are not hash, we don't beat these children when they go wrongí we strive to inculcate Christian values in them so that they are able to check their behaviors and consider the plight of one anotherí we relate like we are friends, yet, we maintain the teacher learner status.

In a similar circumstance, another teacher spoke passionately:

I don't only teach the learners academic lessons, but also impart spiritual, emotional and social knowledge and skillsí I also propagate the spirit of family and love in them since most of them are orphans and vulnerable.

A percentage of 9 of the teachers indicated that, the constant interaction between the school and parents was one of the factors that attracted parents to enroll their children in community schools. They said since parents were free to visit the school to ask about the performance of their children, they were encouraged to take their children to these schools. They said the constant consultations between the school and the community helped build the relationship between them. This way, parents felt they were part of the school.

Almost 9% of the teachers, attributed parents' motivation to enroll their children in community schools to the school environment which they said was conducive to learning (see *figures 4 to 7* above).

4.4.3.5. School feeding programme

The SFP in some schools was seen as a source of attraction for parents to enroll their children in community schools. Teachers who held this view made 6.4% of the responses. Among the participants, one gave the following thought:

I think parents also like the programme we have at this school í . We feed the learners with soya porridge which I feel leaves children with less worry of hunger and thus high chances of learners to concentrate during lessonsí I am sure parents want their children to benefit from the SFP.

Teachers who gave SFP as one of the factors that motivated parents to enroll children in community schools further explained that most parents were not working thus could not manage to provide three (3) meals per day. They saw the SFP as an important programme that assisted parents with the responsibility of feeding children.

4.4.3.6. Distance

The proximity between home and a community school was believed to be one of the factors parents considered when choosing a school for their children. This research indicates that teachers gave 4.3% of the total responses to this view. They explained that parents would not want their children to cover long distance to school therefore chose to enroll their children in community schools that were close to their home. Some vast shanty townships of the study area (Lusaka district) have no single government school, for example Misisi Township. One teacher explained:

There is no government school in the entire Misisi compound, learners have to walk to Kamwala or Chawama that is where youøll find the nearest government schoolí parents find it difficult to send their children especially those in the lower grades to cover this distance because they risk being run over by a train or vehicle or even be attacked by banditsí . The community schools assist to meet the educational needs of these children in these compounds.

4.4.3.7. Age limit

In community schools parents were able to enroll children of older age who may not be accepted in government schools. Teachers explained that some parents could not enroll their children in government schools because their children were above the school age. Such children were accepted in community schools; therefore, the non consideration of age of learners allowed parents to take children to community schools.

4.4.3.8. Sponsorship for Learners from donors

The teacher participants also noted that parents enroll their children in community schools because they wanted their children to receive sponsorship from donors and other faith based organizations. One teacher made the following observation:

Most of the learners here are orphans so there are organizations that deal in orphans and vulnerable children (OVC)í some parents bring their children here so that they may be sponsored.

The view of Parents and guardians enrolling children and dependants for the sake of receiving sponsorship from donors and other organizations was given by 4.3% of the respondents.

After presenting the views of teachers on factors that motivate parents and guardians to enroll their children and dependants in community schools, the researcher sought to find out the views of head teachers on the same matter. The next section therefore presents findings from head teachers or school administrators.

4.5. Findings from head teachers

Under this section the views of administrators are presented. The quantitative data were also collected using questionnaires and the qualitative data were collected through semi structured

interviews. Tables, graphs and figures are frequently used to present quantitative data which are carefully triangulated with narratives from qualitative data to make the explanations clear.

The head teachers were included in this study because they were at the helm of community schools and were well placed to give statistical records pertaining to pass percentages, enrollment levels, and other programmes intended to improve the delivery of quality education in community schools.

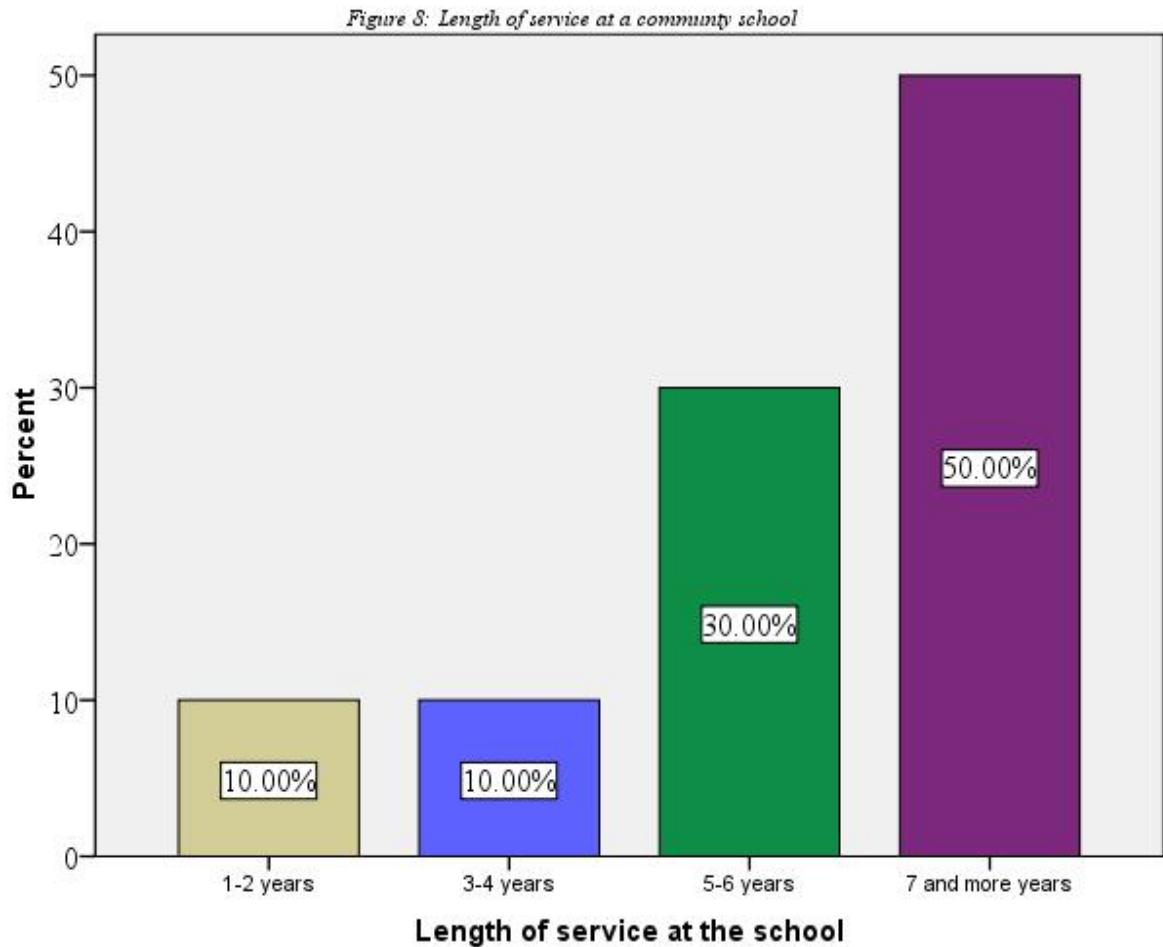
4.5.1. Educational background of head teachers

The head teachers were asked to state their highest level of education and responses were as shown in *table 21* below.

Table 21: Highest educational level attained

	Frequency
Form III	3
Senior secondary/ Form V	1
College	6
Total	10

This research revealed that 6 out of the 10 head teachers had college certificates, 3 Form III, and 1 had a school certificate. The length of service at the school for these head teachers was as indicated in *figure 8* below



It is interesting to note that 50% of the head teachers had worked at a community school for 7 years or more. About 30% worked for 5 to 6 years, 10% for 3 to 4, and 10% for 1 to 2 years of service at a community school.

The researcher sought to find out the views of head teachers on the level of commitment of their teachers. They were also asked to rate their teachers on a five (5) scale measure of very good, good, fair, bad and poor. The results show that 50% of the head teachers rated the commitment of their teachers as very good while 50% as good. Thus all the head teachers felt that their teachers were committed and dedicated to their work. One of the head teachers interviewed emphasised:

My teachers are really committed to work. The issue is they are volunteers and they are not forced to work, they have the zeal to do work on their own with minimum supervision í it's sad the school is unable to consistently pay them some salary to enable them rent a house, buy food for their families and other living costs

It is thus clear that head teachers have confidence in the teachers who teach in community schools.

This research established that most schools use the Zambia Basic Education Course (ZBEC) curriculum. For instance, 50% of the head teachers mentioned that they used ZBEC curriculum, 40% use both SPARK and ZBEC, while 10% used only SPARK curriculum.

4.5.2. Enrollment and academic performance

Enrolments in community schools for a period of five years from 2005 to 2009 show varying results. The measurement was done by checking the enrollment for each of the five years to find out whether there was an increase, decrease, stability, fluctuating, or no record at all. The response was as indicated in the *table 22* below

Table 22: Trend of enrolment in CS from 2005 to 2009

	Frequency
increasing	4
fluctuating	3
No record	3
Total	10

The results show that enrollment keep increasing, that is, 40% of head teacher's record showed increased enrollment, 30% indicated that enrollment was fluctuating and 30% had no record of enrollment for that period (2005 ó 2009). The same unit of measurement was used to investigate the pass rate of learners from a community schools; the results were as shown in *table 23* below.

Table 23: Pass rate in a five year period

	Frequency	Percent
improving	1	10%
Stable	1	10%
fluctuating	3	30%
No record	5	50%
Total	10	100%

The results show that 50% of the head teachers who participated in this study had no record of learners who passed the grade seven examinations for the entire five year period from 2005 to 2009. However, the actual record of head teachers who had failed to keep record of learners was only 30% while the other 20% had no record because they were having their first grade seven (7) at the time of research in 2010. The head teachers who had no record of pass rate explained that they had no examination centre instead they relied on the neighbouring government schools for learners to sit for national examinations. While this was the case with other schools where head teachers kept records of performance of their learners, these head teachers could not make follow up to the government schools where their learners wrote the examination as did their counterparts who kept record.

The lack of record may be attributed to lack of teaching and managerial background on the part of school head teachers. The other 50% comprised 30% fluctuating pass rate, 10% stable and 10% improving. It is interesting to note that the pass rate of the school that was improving and the fluctuating pass rate of the three schools were all above 80% pass rate with one school recording 100% pass in the entire five year period.

4.5.3. Head teachers' views on why parents enroll children in community schools

The head teachers gave sources of motivation for parents to enroll their children in community schools. The multiple responses *table 24* below shows a summary of the factors from the point of view of head teachers.

Table 24: Head teachers' views on factors that Motivate parents to enroll children in CS

Factors	Responses		Percent of Cases
	N	Percent	
Teacher commitment and care for learners	8	26.7%	80%
Affordable school costs	7	23.3%	70%
High pass rate	4	13.3%	40%
Does not consider age limit for enrollment	2	6.7%	20%
Shortage of school places in GRZ schools	3	10.0%	30%
Distance to nearest GRZ school	2	6.7%	20%
School feeding Programme	4	13.3%	40%
Total	30	100%	300%

4.5.3.1. Teachers commitment and care for learners

Amounting to 26.7% of the head teachers' responses in this study indicated that the commitment of teachers and the way they took care of the children in community schools, was a significant factor that motivated parents to enroll their children in community schools. One head teacher explained:

Parents want teachers who are always available and committed to teach. Our teachers here are very committed to work, they are here for the children, and they teach everyday and do not go on strike like those in government schools. So parents bring their children here because of the commitment exhibited by teachers in their work.

The head teachers, therefore, felt that the positive work culture exhibited by the volunteer teachers in community schools were one of the major factors that motivated parents to enroll their children in community schools.

4.5.3.2. High pass rate of learners

The head teachers felt that parents were attracted to enroll their children in community schools because of high pass rate recorded in community schools. This factor amounted to 13.3% of the total responses of head teachers (see *table24* above). One head teacher observed:

í at this school, almost all learners qualify to grade eight (8) because they perform better during the grade seven (7) compost examinations í our teachers work to ensure that every learner is able to read and write and this is what helps them (learners) to pass very well.

The head teachers were of the view that parents chose community schools to enroll their children because of high pass rate which these schools produced. This explains the high rate at which head teachers put the performance of their teachers. It was seen that 100% of the head teachers rated the commitment of their teachers to be either very good (50%) or good (50%). The head teachers thus showed confidence in their teachers' discharge of duty. It was for this reason that they attributed parents' choice of community school to enroll their children to high pass rate.

4.5.3.3. Affordable school costs

About 23% of the responses given by head teachers of community schools postulated that parents were attracted to enroll their children in community schools because of lower costs which these schools charged. The head teachers added that there was usually a mutual understanding between the school and parents before arriving at a fee which every learner contribute in cash or in kind. One head teacher spoke as follows:

We don't ask learners to pay anything without consulting and reaching an agreement with parents. Even when we arrive at an amount each learner has to pay, we usually agree with them (parents) of an alternative mode of payment in case someone was unable to meet the agreed amount of money. Parents therefore, find that the educational costs at a community school like this one is far more affordable than those charged in government schools.

The head teachers of community schools also stated that parents fear to take their children to government schools because they are very expensive. One male head teacher passionately explained:

í most parents find government schools to be very expensiveí even when there is free basic education, they are asked to pay certain amounts for PTA projects such as wall fences, classroom blocks, cement, í and they are also asked to buy uniforms from the school whose prices they triple compared to buying it outside schoolí . All these are issues which makes parents to bring their children to our school.

Parents were therefore forced to take their children to community schools because they were unable to meet the payments required to enroll children in government schools which were supposed to offer free basic education from grade one (1) to seven (7).

4.5.3.4. Shortage of school places in GRZ schools

Among other responses given by head teachers of community schools on the factors which parents considered to enroll children in their schools was that there were no places in government schools. About 10% of the head teachers' responses made mention of the lack of school places in government schools to be one of the reasons parents enrolled their children in community schools. One of the participants in this category observed:

I can tell you that there are no places in government schools, many people are returned and told that the classes are full í to some extent I agree with them because some classes are overcrowded í you find that there are about eighty (80) learners in one classroom, now, that is not health for young people to be grouped like that. Just imagine what can happen in case a contagious disease breaks outí it can spread very quickly when they are like thatí . It is very dangerous to say the least.

Another participant added that the lack of school places in government schools had left many of these GRZ schools to be overcrowded and she speculated that it was the reason why many learners were going through grades without learning how to read and write accurately:

I don't think a teacher can concentrate on an individual learner's difficulties, probably that is the reason why many learners do not benefit anything in a government school

they come out without learning anything because the teacher has less time to pay attention to individual learner's academic challenges. In a way may be teachers in government schools are not to blame because they find it difficult to attend to a large number of learners per period.

Parents would not like to risk their children in overcrowded classes and this seems to be a factor which forced them to take their children to community schools.

The head teachers echoed the words of other categories of participants in this research who attributed the shortage of school places in government schools to biasness in selection of learners to enter grade one (1). They explained that many parents failed to enroll their children in government schools because they could not even acquire an application form to apply for their children to start grade one. The respondents alleged that some parents could apply year after year but their children were left out, thus, for fear of their children to become overage, they took them to community schools where they did not need to apply.

4.5.3.5. School Feeding Programme

Head teachers explained that some parents enrolled their children in community schools because they wanted them to benefit from the feeding programme. They stated that the feeding programme was one factor that helped the school to retain learners, improve enrollment and attendance. One head teacher explained during an interview:

The SFP has been very impactful on the enrolment, and attendance of learners. I am sure this programme has greater influence on parents' choice of this school for their children to learn. I say so because many parents find it difficult to provide three (3) meals to their children on a daily basis. It therefore becomes a big relief for parents when their children receive a meal at school. I only hope the donors would continue to provide this meal.

Accounting for 13.3% of the head teachers' responses attributed parents' choice of community school to the school feeding programme. They explained that since most parents who enroll

children in community schools were of the lower income class; imply that they could not afford to feed the children three meals a day. The head teachers further stated that the SFP had also assisted the learners to concentrate during lessons because the pain of hunger was eliminated.

4.5.3.6. Distance to nearest GRZ School

Close to 7% of the head teachers' responses indicated that parents enrolled their children in community schools because of long distance to the nearest government school from their home. Head teachers felt that parents would not risk their children to walk long distances given the common stories of children who go missing, as well as those who were run over by vehicles. For this reason parents chose to enroll their children in community schools which were close to their home. One participant observed:

Parents may want to take their children to government schools, but you see these schools are far away from their home as you may have heard that there are a lot of children who go missing, and others get bashed by vehicles because as you can see our roads are congested with vehicles so it is difficult for young learners to cross the busy roads on their own. While this is a problem, the community school is just next to their door step, so I see this as a reason why parents bring their children here.

It seemed clear from the passionate explanation of head teachers that parents would prefer schools that were close to their home regardless of their status. Parents seem to weigh between quality education and distance, coupled with other risks their children may be exposed to, when choosing community schools for their children. It seems the protective stance outweighs the zeal to pursue quality education in government schools.

4.5.3.7. Age limit in GRZ Schools

The head teachers (6.4%) of community schools pointed at the age limit, to be one of the hindrances for parents to enroll children in GRZ schools. Participants revealed that some parents had their children rejected in government schools because they were over age to start

grade one (1). Such learners were taken upon by community schools since they (in community schools) did not consider the age of learners but accepted everyone who asked for a place from these schools.

The head teachers of community schools therefore felt that parents enroll children in community schools because they (community schools) have a curriculum which suits older learners, that is, the SPARK curriculum. The SPARK curriculum was designed in such a way that learners complete the seven (7) year primary school level in four (4) years. This curriculum was very helpful in an attempt to recover the wasted time which the learner was unable to enroll in a formal school.

4.6. Conclusion

The four (4) categories of participants, that is, parents, learners, teachers, and head teachers, outlined several factors that motivate parents to enroll children in community schools. Some factors were as a result of parents having no choice but to settle for community schools while others were because they (parents) were attracted by better conditions in community schools. The next chapter discusses the findings of this study in detail. The discussion will be done by triangulating the findings of the four categories of participants (parents, learners, teachers, and head teachers).

Chapter Five

Discussion of the findings

5.1. Introduction

This chapter examines in detail the findings of this research. While the findings were presented according to the category of respondents, this discussion attempts to discuss the findings in general by triangulating the ideas from parents, learners, teachers, and head teachers. The findings from these four (4) sets of respondents seem to bring out two (2) broad themes, namely, 'push factors' and 'pull factors' in which, factors that motivated parents to enroll children in community schools are discussed. The first theme is composed of factors that left parents with no alternative but to take their children to community schools. These factors are discussed under the 'push factors' while a separate section consisting factors that attracted parents to take their children to community schools are discussed under the 'pull factors'.

Passer and Smith (2007, p.350) explained the idea of push factors by giving an example that, 'Drives such as lack of food and water push an organism into action.' This means when an organism is hungry and thirsty, it remains with no choice but to swing into action in search of food and water to satisfy its hunger and thirst. Equally, this study indicated that parents and guardians were hungry and thirsty for the formal education of their children and dependants. In the quest to satisfy this hunger, they found themselves in situations where they were pushed to look to community schools for the education of their children. Child, (2007, p.243) adds that 'incentives [refers to] objects external to ourselves that act as a pull [while] internal drive states [refers to] the push from within which is self generated.' The parents were also found in circumstances where they had a choice between a community school and a government

school but they chose to go to a community school because of “an incentive” which they wanted their children to enjoy in a community school which they would otherwise not enjoy in a government school.

However, before presenting the two broad themes of push and pull factors, the researcher bring out the demographic information since it seems to have a bearing on the school attendance.

5.2. Educational and employment background of participants

The current study indicates that 71% of parents and guardians did not complete grade 12 or form V of the Zambian school system to obtain a school certificate. As indicated earlier, a school certificate is a prerequisite for entry into tertiary education. It is the tertiary education that increases the prospects of finding a well paying job or making someone financially independent. The low education levels of parents and guardians in the study area seem to be the reason why the majority of these participants were of lower socioeconomic stratum. The trend seems to indicate that low education result into low income.

The majority of parents and guardians with basic education as the highest level of education are in agreement with the findings of McIntosh (2008) which led him into making a conclusion that most people in developing countries fail to complete senior secondary school. He attributed the lower education to the low payments that this level of education demanded. This assertion by McIntosh seems to fit well with the situation in Zambia where education from grade one (1) to seven (7) is free while the junior secondary (grades 8 and 9) is not as expensive as the senior secondary school and tertiary levels of education. Besides the free education from grade one to seven offered in government schools, there are plenty of community schools that offer formal

basic education from grade one (1) to seven (7) at lower cost. The findings of this research that 71% of parents only had basic education could be as a result of lower cost and abundance of this level of education in almost all parts of the country and Lusaka district in particular.

Furthermore, it seems, the basic education is more manageable to offer compared to higher education. Although community schools were beset with massive challenges, as indicated earlier in this study, they strive and survive to offer basic education. On the other hand, it is rare to find community schools offering high school education because the challenges become unbearable or seem impossible to handle. For instance, communities may not afford to offer high school education because it is difficult to find teachers with diploma or degree who could work as voluntary teachers. This assertion is qualified by this research which shows 5% of the total sample of teachers was diploma holder teaching at a community school and no single degree holder was teaching on voluntary basis. The fewer numbers of high schools compared to the influx of schools offering basic education, could be evidence that even government itself find it hard to offer senior secondary school education. Even if the Zambian government talks of having built more high schools it takes years to make such schools operational.

The educational backgrounds of the teaching staff in community schools indicated that 10 out of 20 teachers achieved college education. The 10 was made up of 6 who did preschool, 3 had 2 year primary teachers' certificate from government colleges of education, and 1 had secondary diploma (see *table 17* above). The other 10 of the total sample of teachers did not do any teaching course, that is, 7 reached grade 12, 2 grade 9 and 1 form III. On the part of head teachers (see *table 21* above), this study indicate that 6 of the 10 head teachers attained college education while 4 had no teaching background, that is, they did not train as teachers and this

could be the reason why some teachers (3) graded the performance of their administration to be poor.

This research further shows that 85% of parents and guardians had no consistent monthly salary, that is, they were either unemployed doing nothing (57%), casual workers (09%) or in informal employment doing small scale business such as running a small shop commonly known as *ƙantembaø* (19%). The finding that most guardians in this research were of low income status (see *table 8* above), imply that learners were equally vulnerable thereby agreeing with the literature indicating that community schools were mainly serving the orphans and vulnerable children (Ministry of Education, 2003; Zambia Community Schools Secretariat, 2003). In an effort to emphasise the key reasons for the establishment of community schools, Carmody (2004) explained that these schools provided educational opportunities for the vulnerable, orphans and girls. CARE, Zambia (2005), report from their research in six community schools that 100 percent of the children enrolled were categorized as orphaned or vulnerable and 56% as children who had lost one or both parents. This is not far from the findings of the current research which has shown that 69% of the dependants enrolled in community schools had lost one or both parents. After the demographic data, it seems logical to discuss factors that motivated parents to enroll children in community schools.

5.3. Factors that motivate parents to enroll children in CS

The central aim of this study was to find out the factors that motivated parents to enroll their children in community schools. This study revealed numerous factors to this effect. These factors are grouped into two (02) major themes of *ƙpushø* and *ƙpullø* factors. As earlier stated, the

discussion triangulates views from all sets of participants, that is, parents, learners, teachers, and head teachers. The discussion of push factors is done before the pull factors

5.3.1. Push factors

As defined already, the push factors refer to the factors which leave parents and guardians with no choice but to enroll their children in community schools. The push factors that forced parents to enroll children in community schools revealed in this study include: absenteeism of GRZ school teachers, failure to meet the cost of education in GRZ schools (economic factors), lack of places in GRZ schools, distance to nearest GRZ School, and age limit in GRZ schools.

5.3.1.1. Absenteeism of GRZ teachers from work

About 10% of parents stated that they took their children to community schools because teachers in GRZ schools were frequently absent from work. They explained that their children were usually sent back because teachers were sick, out for a salary, out for sports or any other excuse. Such sentiments from parents show that they (parents and guardians) want their children to learn every day. It also indicates that parents lost trust and hope in GRZ teachers' attitude and commitment to work and thus resorted to taking their children to community schools. Other researches (e.g. Ministry of Education, 2004; Zambia Community School Secretariat, 2003) revealed a similar situation that teachers in government schools were usually out of station. A similar circumstance was reported by the Ministry of Education and CHANGES (2003) who found complaints about teacher absenteeism that, "teachers are often found in town during school hours, either to collect their salaries or attending to their personal business." (P. 10).

5.3.1.2. Failure to meet cost of education in GRZ

Parents were also forced to take their children to community schools because they could not afford to pay for them (children) in government schools. As indicated in the findings of this

research 12.7% of the parent responses cited fees as reason for not accessing GRZ schools. The various fees which Parents Teachers Associations (PTAs) agree to contribute resulted into 74% of the total sample of parents believing that there was no free education in GRZ schools. These responses of parents show that parents especially those in Lusaka district felt that they had not benefitted from the FBE policy introduced in 2000 (Ministry of Education, 2003). This is consistent with the survey carried out in what Carmody, (2004) termed the poorer sections of Lusaka in May, 2003 where parents, teachers and administrators were the target population. Carmody concluded that despite the abolishment of school fees, there were additional costs such as transport, food, books, contributions towards school projects like purchase of cement, building wall fences and other expenses which stood as hindrances for many parents to enroll their children in GRZ schools. Equally, DeSfano (2006) noted that FBE policies increased the cost of education in some cases because government schools often charge fees which were often higher than the previously negotiated fees despite the FBE policies.

The failure to pay school fees seems to imply that parents were willing to enroll their children in GRZ Schools but the fees pushed them away to community schools. It is understood that parents would give the cost of education as the reason for not accessing GRZ schools because according to Maslow's hierarchy of needs (Child, 2007; Feldman, 2008; Woolfolk, 2010), a person would not aspire for higher needs before satisfying the lower ones. The parents being of lower income status (see *table 7 & 8* above) it could be speculated that they were unable to pay the school fees at the expense of buying food. The little earnings they realized could have been spent on food. This seems true to Maslow's view because the food factor is a physiological need, which if not satisfied, a person may not aspire for higher needs like the need to send children to school.

5.3.1.3. Shortage of school places in GRZ schools

The other factor which pushed parents and guardians to enroll their children and dependants in a community school was the shortage of school places in government schools. This research indicated in its findings that 10.1% of the parents claimed they failed to find places for their children in government schools, thus had no choice but to take their children to community schools. This agrees with the findings which revealed (Ministry of Education, 2007; Zambia Community Schools Secretariat, 2003; Kemp, 2008; Kelly, 1999) that there were shortages of school places in government schools, therefore, many communities established community schools to provide an opportunity for the out of school children to go back to school.

The parents also explained that some government schools were so overcrowded that they felt unsafe to take their children there. Kemp (2008) reported that most government schools had high teacher to learner ratio. This seems to compromise the delivery of quality education because it becomes difficult for the teacher to attend to individual learner problems. Individualised attention is important in the education of learners because it makes them feel cared for. Learners who feel that their teachers care for their interests were more likely to be motivated to engage themselves in school tasks. Woolfolk (2010, p. 383) explains that “All students need caring teachers – a positive relationship with teachers increase the likelihood that students will succeed in high school and go onto college.” The current study shows that 11.4% of the learners mentioned that they were fond of community schools because teachers in these schools were caring for their school needs. Woolfolk, (2010, p.383) solidifies this by stating that “All students need to feel that people in school care about them and can be trusted to help them learn.” It thus seems to explain why parents were forced to leave overcrowded government

schools and take their children to community schools where they felt their children would receive individualised attention from teachers.

5.3.1.4. Distance to nearest GRZ School

This study also found that parents gave distance as the reason for enrolling their children and dependants in community schools. Almost 5% of the parent responses expressed sadness that they feared for their children to cover long distance to the nearest government school. They explained, as stated in chapter four, that it was unsafe to let children walk long distances given the prominent incidences of children who were reported missing from home as well as news of children being run over by vehicles. The parents' worries on the safety of their children forced them (parents) to send their children to community schools which were close to their homes.

The safety concerns of parents were in agreement with Maslow's safety needs. Child (2007) posits that the safety needs involve the desire for people or organisms to be protected from frightening situations, objects, illnesses and other things that threaten humans with pain. Feldman, (2008) also observes that in order for people to function effectively; they require an environment that is safe and secure. Equally, learners would enjoy covering a distance that is not life threatening, where they are able to move to and from school freely.

5.3.1.5. Age limit in GRZ Schools

In the Zambian school system the age for entry into grade one (1) is seven (7) (Ministry of Education, 2004). At this age, a child may be in a concrete operational stage where the cognitive structures were likely to be sufficiently mature to enable the children enter school (Glover & Bruning, 1987). The current study shows that 7% of the head teachers' responses and 4% of the teachers' stated that parents were forced to take their children to community schools because

they were considered old for the grades they were seeking in government school, for instance, there was an 18 year old learner enrolled in grade six at community school because he could not be accepted to do that grade in a government school. The head teachers stated that the reason why some parents complain that they have been applying for their children to start grade one (1) but were not selected, was because they were overage for grade one. One of the head teachers stated that some parents would go to community schools looking for places and would complain that they were unable to find grade one (1) places in GRZ schools for their eleven (11) year old boy. Therefore, the age of children and dependants pushed parents and guardians to enroll them in community schools.

One head teacher contributed to this notion that community schools enroll overage children because of the SPARK curriculum which enables children to complete a seven (7) year primary education in four (4) years thereby catching up on the wasted time. The Ministry of Education (2003, p.8) confirms that the SPARK curriculum "specialise in offering a four year primary education to children who cannot gain entry to government schools because of age restrictions." DeSfano (2006, p. 6) narrates that, "SPARK is an alternative curriculum for accelerated learning, designed for students who enter school at an older age. It compresses the seven grades of formal basic education into four years." Parents were therefore forced to take their children who could not be accepted in government school because of age, to community schools.

Parents and guardians also enrolled their children and dependants in community schools as a result of pull factors. The next section discusses the factors that motivated parents and guardians to enroll their children and dependants in community schools as a result of certain attractions and incentives they wanted their children and dependants to enjoy from these schools.

5.3.2. Pull factors

This section presents a discussion of the second broad category of factors that motivated parents to enroll children in community schools, the 'pull factor' category. The pull factors were the incentives which attracted or enticed parents to enroll their children in community schools. It should be noted that unlike the push factors where parents had no alternative but to enroll their children in community schools, the pull factors came as a result of preference, where parents preferred community schools to government schools. The commitment of community school teachers towards work, high pass rate of learners from community schools, school feeding programme, warm teacher learner relationship, affordable and flexible terms of payments, and prospects of child sponsorship, are some of the factors that enticed Parents and guardians to enroll their children and dependants in community schools.

5.3.2.1. Commitment of community school teachers

The commitment, positive work attitude and high sense of duty in community school teachers were prominently mentioned by all four sets of participants (parents, learners, teachers and head teachers) to be a source of attraction to enroll children in community schools. Responses from parents (15%), learners (49%), teachers (19%), and head teachers (27%) attributed parents' enrolling of learners in community schools to the commitment of teachers who work in these schools. The assertion from respondents that teachers who work in community schools were committed to work is in line with the findings of Mwansa (2006) who researched on the quality and relevance of education among Mkushi community schools. He stated in his findings that teachers in community schools were more committed towards work than their government counterparts.

The aspect of teacher commitment can also be explained in terms of intrinsic and extrinsic motivation. This research shows that most teachers in community schools of Lusaka district, who were described by all categories of respondents as committed and hard working, were volunteers without a monthly salary. The differences in commitment towards work, between teachers in Community and GRZ schools, could be the differences in what motivates them to work. Passer and Smith (2007, p. G-7) define extrinsic motivation as, "Motivation to perform a behavior to obtain external rewards and reinforcers, such as money, attention, and praise." It can therefore, be said that most of the GRZ teachers were extrinsically motivated, they work for the sake of a salary and when the salary become too little for their liking they go on strike. On the other hand the community school teachers can be said to be intrinsically motivated to teach. Santrock (2004) and Child (2007) both explain that intrinsic motivation involves the internal interest to do something for its own sake. Being volunteers, most teachers in community schools teach for the sake of learners, passion and enjoyment for the job hence the high commitment.

5.3.2.2. High pass rate in community schools

This research indicated that some parents enroll their children in community schools because of high pass rate of learners to grade eight (8). The learners in community schools perform well and in most instances better than those in government schools. This seems to be in agreement with the findings (Examination Council of Zambia & Ministry of Education, 2005) that community school learners outperformed those in government schools in English in all the provinces of Zambia with 29% reaching the set cut off point compared to 18% for learners from government schools. The Zambia Community Schools Secretariat, (2003) also indicates that learners from community schools outperformed those in government by 40% of them meeting minimum proficiency in English against 35% for learners in government schools. In addition to this record, CARE Zambia (2004) report that 36% of learners in government schools reached

the defined desired point of performance in mathematics against 45% for those in community schools.

Further, teachers in community schools seem to follow the belief of parents that learners in community schools were higher performers with 70% of the teachers saying the performance of learners was good, 25% said it was very good and 5% fair. It seems clear that teachers perceived their learners in community schools to be academically bright. In relation to teacher expectations, Child (2007) explains the process of self fulfilling prophecy. The expectations of teachers on the ability of the learners have an effect on their (learners') performance. The teachers' positive expectations of the learners' capabilities can make use of the self fulfilling prophecy to improve the performance of learners. This works in such a way that a teacher whose impression is that learners were intelligent, would treat them like intelligent learners who would then realise the expectations of the teacher and respond in a way that is close to the expectations of the teacher. Therefore, the high expectation of community school teachers on the academic performance of their learners might explain the high pass rate recorded by the head teachers of over 80% in most schools.

In response to the second research question, which sought to find out the views of parents on the academic performance of their children in community schools, this study shows that 81% of parents regarded the quality of education in community schools to be good or very good. Therefore, one of the factors that motivated parents and guardians to enroll their children and dependants in community schools seemed to have been the quality of education. It is not clear however, whether the level of education of the participants had an influence on their perception of quality of education in community schools.

5.3.2.3. School feeding programme

This study indicates that the school feeding programme was one of the factors that attracted parents to take their children to community schools. This was mentioned by parents, learners, teachers, and head teachers who participated in this study. This agrees with the report (see World Food Programme, 2008) that the SFP made vital contribution of essential nourishments for the needy learners. DeSfano (2006, p.8) explains that, "Among the poor, there is often not enough food at home". School meals are a good way to channel vital nourishment to poor children. Further, (DeSfano, 2006; World Food Programme, 2008), the SFP was beneficial because it contributed to the improvement in the performance of learners since it was more likely that learners would concentrate during lessons when their stomachs were full than when they were empty. Thus the SFP improves attendance, performance, and retention of learners in school (World Food Programme, 2008).

The provision of food to learners, as pinpointed by the respondents in this study, seems to be a direct response to Maslow's physiological needs which is at the base of his model of hierarchy of needs. Maslow, (1977) is quoted (by Feldman, 2008; Passer & Smith, 2007; Child, 2007) postulating that the needs at the bottom of the hierarchy of needs must be satisfied before one can aspire for higher ones. The physiological needs which Maslow's model shows include: food, water, air, regulation of temperature and rest among others.

Giving food to learners was one way through which the schools assisted to satisfying the physiological needs of learners, thereby increasing their chances of concentrating during lessons. One of the teacher participants in this study pointed out:

We feed the learners with soya porridge which I feel leaves children with less worries of hunger. This gives high chances that they would concentrate during lessons.

This assertion is closely related to the reasoning given by Layrock and Murno, (1972, p.32) who were commenting on Maslow's model of hierarchy of needs that "academic learning is not likely to occur unless pupils' physiological needs are reasonably satisfied – the hungry, thirsty, tired, or sleepy child is not likely to be an efficient learner". Thus the SFP has serious psychological inclination and shows the usefulness of psychological concepts in the teaching learning processes; especially the human motivation theories like the one modeled by Maslow.

5.3.2.4. Warm teacher & learner relationship

This study indicates that 10.6% of the teachers explained that they offer warm and tender care to the learners. Teachers added that they pay attention to individual learners' needs. Naturally, parents would want a school that guarantees tenderness and care for their children, thus, parents could have been attracted to enroll their children in community schools because of the warm teacher learner relation that exist in these schools. Maslow's view quoted by Child (2007, p. 242) explains that, "The educational system within a school, the interactions with staff and pupils and the status afforded by the role of teachers are vital aspects in the satisfaction of basic and cognitive needs." The learners equally referred to the teacher learner relation, saying their teachers in community schools were caring for their needs and they were not harsh on them. When teachers offer tender care to young ones it is likely that learners would attach themselves to such teachers because they feel protected and believe that their safety, security and survival is guaranteed (Santrock, 2004).

Besides the teacher learner relationship there is also a warm school parent relationship which this study indicates that 8.5% of the teachers pointed at the constant parent school interaction to be one of the factors that motivate parents to enroll their children in community schools. Such relationships allow parents to be part and parcel of the school. When parents feel part of the

school they are likely to get involved in the affairs of the school for the betterment of the learners. Parents' involvement in the education of their children has a positive impact on their academic success. Berger (1983) was of the view that the effort of the teachers would be in vain if the parents did not work in harmony with the teachers. In Berger's own words:

Problems of discipline, motivation, poor work and study habits, drug and alcohol addiction – normally have their origin in the home – advance in education will come when parents and teachers work together as a team with parents taking a full responsibility for problems that arise in the home (1983, p.34).

The above quotation shows that parents cannot fold their arms and leave the work of educating their children in the hands of teachers alone, but need to be fully involved. Parents and guardians play an essential role in the education of their children and dependants. The school-parent relation which the current research attributes to attracting parents to enroll their children in community schools agrees with an integral contribution made by UNICEF (2001, p. 6) that, "Partnership recognizes that much education happens in the home and that parents and teachers have differing but complementary educational functions, which must operate in harmony to be effective." UNICEF (2001) further explains that the school and parents must work together to ensure that learners acquire knowledge, skills and virtues that aid them to be responsible, and productive members of the family and society.

5.3.2.5. Affordable and flexible terms of payment

The responses from all four (4) categories of participants, that is, parents 11%, learners 4%, teachers 15%, and head teachers 23% pointed to the fees charged in community schools that they were low and affordable. This is in agreement with the explanations (Ministry of Education, 2004; DeSfano, 2006) that the movement of learners from government to community schools was as a result of educational expenses. This was so because the cost of

education in community schools was almost always less than government school fees. Therefore, the low cost of education in community schools attracted parents to enroll their children in these schools.

The participants in all categories (Parents, learners, teachers and head teachers) explained that in community schools the cost of uniform and school shoes were nonexistent since the children were free to wear anything they could afford. Thus, the non compulsory wearing of uniforms assisted in bringing down the cost of education in community schools and subsequently enticed parents to enroll their children.

The 11% responses from parents, who participated in this study, emphasized that they found the cost of education in community schools cheaper than in GRZ schools. The statement entails that parents were aware that in education they needed to make contributions in one way or the other and that it was not completely free.

5.3.2.6. Prospects of child sponsorship

About 6% of the parents, 4% of learners and 4% of teachers responses mentioned that learners who attended community schools had high chances of finding scholarship from donors, church or other well wishers. Parents and teacher participants stated that the church and other NGOs usually assisted paying educational fees until the learner completed his/ her first course. The NGOs who helped the vulnerable children mainly went to community schools because that is where the OVC were found. The Examinations Council of Zambia and Ministry of Education (2005) explained that community schools were most often designed to serve the poorest and the most vulnerable children in the country.

The learners explained that they liked their schools because they occasionally received gifts from donors and NGOs. The understanding was that some learners were pleased to be at a community school because of gifts. This could be the reason why this research shows that all the learner participants expressed happiness to be at a community school. The gifts learners received could be explained in terms of rewards or reinforcement. Child (2007) examines the operant conditioning an experiment conducted by Burrhus Frederick Skinner where he (Skinner) concluded that a reward increases the likelihood of an organism to repeat the action. The NGOs and other donors might be occasionally giving gifts to learners in community schools in order to encourage them to attend school regularly. The regular attendance of lessons by learners is likely to improve their academic performance.

5.3.2.7. Conducive learning environment

Some learners reported that they liked the community school because of the clean, spacious and conducive learning environment. Parents also made this assertion that they chose the community schools because of the cleanliness (see *Figures 4 ó 7* above). A clean environment seems to contribute significantly to making learners learn with freedom, without fear and hence increase their self esteem (Feldman, 2008; Child, 2007).

5.4. Conclusion

This chapter discussed the factors that motivated parents and guardians to enroll their children and dependants in community schools in two broad themes of 'push' and 'pull factors'. It therefore seems fit to make conclusions and recommendations. Thus the next chapter makes conclusions and recommendations.

Chapter Six

Conclusion and Recommendations

6.1. Introduction

This study has revealed various factors that influenced parents and guardians to take their children and dependants to community schools. In relation to the research objectives and findings, the current chapter is designed to draw conclusions and recommendations. This chapter begins by examining various findings which would assist to arrive at conclusions and recommendations.

6.2. Conclusions from the research findings

This study was aimed at finding out factors that motivated parents and guardians to enroll their children and dependants in community schools. To conduct this research quantitative and qualitative methodologies were used. The findings from four (4) respondent groups, namely, parents, learners, teachers, and head teachers, were presented separately to allow the views of each group to come out vividly. This allowed the researcher to present both quantitative data mainly drawn from questionnaires and qualitative data from semi structured interviews for each set of participants.

The discussion of the findings was done by integrating views from parents, learners, teachers, and head teachers. Two (2) broad sets of themes, namely, *õpushö* and *õpullö* factors, emerged from this research as factors which influenced parents and guardians to enroll their children and dependants in community schools. As indicated earlier (see chapter five above) the *õpush* factorsö referred to those factors that left parents with no choice but to enroll their children in community schools. On the other hand, push factors refer to attractions or incentives which

parents wished their children to enjoy at a community school which they would otherwise not enjoy at a government school. The summary of the push and pull factors is presented below.

6.2.1. Push factors

Push factors were mainly as a result of parents and guardians having no alternative to community schools. Under the pushing factors, this study has shown that parents were pushed to take their children to community schools because teachers in government schools were frequently absent from work; parents were unable to meet the cost of education in government schools due to their low socio economic status; shortage of places in government schools; distance to the nearest government school; and consideration of age in government schools during enrolment especially those children who were out of school and wished to come back to start grades like 5, 6 or 7, these learners were considered old for those grades, therefore, they could not be accepted in government schools (DeSfano, 2006, Zambia Community Schools Secretariat, 2003) .

Following these findings, it seems appropriate to conclude that the push factors made a significant contribution to the understanding of why literature (see Zambia Community School Secretariat, 2003; Kemp, 2008; DeSfano, 2006; Ministry of Education, 2004) shows that after the introduction of free basic education more learners moved from government schools to community schools than in the opposite direction.

The findings of this study also indicated that parents and guardians were pushed to take their children to community schools because of low socio economic status which made them to fail to meet the cost of education in government schools. Such findings seem to indicate logic in making a conclusion that the introduction of free education (Ministry of education, 2004;

Kemp, 2008; UNESCO, 2007) as a measure to meet the second MDG, was not in itself effective in achieving universal primary education by 2015. This was so because there still seem to be fees in government schools which hinder parents from enrolling their children in these (GRZ) schools. This is consistent with the conclusion that (Carmody, 2004) despite the abolishment of school fees in government schools for grades 1 to 7, there were additional costs such as, food, books, contributions towards school projects like purchase of cement, building wall fences and other expenses which stood as obstacles for many parents to enrolling their children in GRZ schools.

6.2.2. Pull factors

Unlike push factors where parents had no alternative but to enroll their children in community schools, the pull factors were as a result of preference where parents preferred community schools to government schools. The pull factors discussed in this study include: the commitment and positive work attitude of the teachers in community schools; high pass rate of learners from community schools; the school feeding programme; warm teacher learner relationship; affordable and flexible terms of payments; prospects of child sponsorship; and conducive learning environment.

From the pull factors, it seems logical to conclude that the commitment and positive attitude of teachers toward work is more valuable and attractive to parents choosing a school for their children. This is seen in the findings that all categories of respondents pointed at the commitment of teachers in community schools to be one of the major factors that motivated or pulled parents to enroll their children in community schools. It further seems to show that teacher commitment and positive work attitude of teachers in community schools explains why parents and guardians were attracted to continue enrolling their children in community schools

especially with the comparison of work attitude of teachers in government schools where strikes were, in the eyes of respondents, a sign of lack of commitment in government school teachers.

Parents, learners, teachers and head teachers all seem to perceive community schools positively. For instance, participants seem to have developed passion for educational services as seen from the findings of this study that all categories of respondents rated the quality of education in community schools very high and learners were pleased to be in community schools. All learners (100%, see chapter four) expressed happiness to be at a community school, this therefore explains that learners perceived these schools positively and had hope that they would achieve academic success through them (community schools).

Teachers and head teachers of community schools seem to perceive their schools positively and effectively. This is seen from the high rating of the learners' performance by the teaching staff in community schools (see chapter four and five above).

The prominent and consistent condition of service that teachers in community schools are subjected to is that they were employed as volunteer teachers who were to receive remuneration only when funds were available. The pressure to meet the cost of living especially in cities like the study area (Lusaka District) left many teaching staff unsettled and wanting to look for better paying jobs. This was drawn from the 70% of the teachers who put it clear that they would leave a community school if they found a better paying job. It can therefore be tied to the challenge given by head teachers that it was difficult to find qualified volunteer teachers and that the volunteer teachers tended to leave at any time they felt like. It is important therefore to point out that the teaching staff in community schools seems to show commitment to work due

to intrinsic motivation since they worked with less expectations of receiving salaries. On the contrary it could be speculated that they remain committed and loyal to community schools because they fall short of qualification to find employment in government, private or other institutions that may pay them better salaries.

It seems appropriate at this stage to state that pushing and pulling factors play a major role in influencing parents to take their children to community schools. It is thus vital to make some suggestions on how to address the quality delivery of education especially to the disadvantaged children and youths in Lusaka District and Zambia as a whole. The following section, therefore, attempts to make recommendations.

6.3. Recommendations

According to the research findings, the researcher makes recommendations as outlined below:

1. Having disbanded the Zambia Community School Secretariat (ZCSS) in 2006, (Ministry of Education, 2007; Kemp, 2008) which was the umbrella body of all community schools in the country. Therefore, government must consider instituting the position of Education Standard Officer for Community Schools (i.e. ESO CS) in every district, a Senior Education Standards Officer at provincial and national head quarters, who will be fully responsible for all affairs and standards of education in community schools. Unlike the current situation where ESOs and SESOs in charge of Open and Distance Learning (ODL) were given additional responsibility to deal with affairs of community schools without outlined roles of what they should do (Ministry of Education, 2007). It does not seem that community schools in their current form can be grouped with institutions that offer distance learning because they seem to operate on full time basis and similar to government schools. To

loosely attach community schools to an officer who may not be held responsible of what takes place in these schools seem to indicate lack of appreciation, on the part of government, for the important contributions these institutions make towards achieving the second goal of the MDGs.

2. Government especially through the Ministry of Education, must assume responsibility of the organisational needs of community schools, and ensure that through the District Education Board Secretary's (DEBSOs) offices, (Using the appointed ESO CS (see recommendation 1 above) work closely with these schools to ensure that:

- ✓ Teachers in community schools undergo full teaching courses that include components of Educational Psychology like counseling to enable them effectively handle stress and other psychological needs of the vulnerable and orphaned learners. Ministry of Education through the Bursaries Committee in conjunction with the Ministry of Community Development and Social Services (MCDSS) should offer full sponsorship for the community school teachers to undergo teaching courses. The Ministry of Education should design a training programme in which even the teachers who have not completed grade 12 or those who completed grade 12 but do not meet the minimum entry qualification into college could be considered.
- ✓ Relax qualifications for bursary scheme loans to make them easily accessible for vulnerable children from community schools. That is, through the appointed ESO CS in each district, monitor the progress of all vulnerable children in community schools so that when they qualify to the grades that are not offered in community schools they do not stop school for lack of fees. Support them as government or find donors who can support the vulnerable and orphaned children until they complete their first course

in college or university. Even when donors offer to support a child, that child must be monitored to ensure that the donor does not dump the child on the way, if they do, then incorporate the child into the main bursary loan system.

- ✓ Through the Ministry of Sport, Youth and Child Development, increase the number of skills training centres which would be accessible to all learners and other youths who fail to progress in formal school education. The learners who leave school at grade 7 (or level 4), 9 and 12 would be better citizens if they were trained in the skills of their interest and provide them with soft loans to settle them after training while monitoring them until they were able to stand on their own or be able to recruit others as interns. This way it is likely that the huge number of youths who roam the streets looking for employment would reduce.
3. The government should consider putting community school teachers on payroll. This is to assist teachers concentrate on their work with fewer worries of sources of income for their livelihood. This could be done in phases for instance begin by giving them allowances at the end of every term as was the mode of payment for the untrained teachers. Later enroll them in the mainstream payroll system by opening two salary scales for them, for instance Education Salary Scale (ESS) 12 and 13 for those with grade 12 and 9 certificates respectively.

6.4. Suggestions for further research

The current study seems to have opened doors for more studies. It would be beneficial for further research to be done on related topics:

1. This study revealed that community schools encounter a number of challenges such as inadequate classroom accommodation, insufficient number of teachers and lack of school owned plots and/or buildings among others. It seems important to carry out a comprehensive study to understand the effect of challenges that community schools encounter on the quality of education and performance of learners.
2. There is a general understanding that community schools are mainly attended by orphans and vulnerable children. It therefore seems significant to conduct a study to assess the self efficacy of learners in community schools and their academic performance. The aim of such a study would be to find out the extent to which learners' awareness of vulnerability affect their self belief.
3. To carry out a comparative study of factors that motivates parents and guardians to enroll their children in community schools between those (parents and guardians) in rural and urban areas.

6.5. Closure

This study was prompted by the increased number of community schools with increased record of challenges that these schools encountered. The introduction of free education from grade 1 to 7 was expected to allow more learners move from community schools to government schools. The researcher became interested and wanted to understand why parents continued to enroll children in community schools when there was free education in GRZ schools. Why did many learners move from government schools to community schools after the introduction of free

education in GRZ schools which had government support? From such questions the researcher aimed at finding out what factors motivated parents to enroll children in community schools.

This study has shown that there were numerous factors that motivated parents to enroll their children in community schools. These factors were grouped into two broad categories of push and pull factors. As indicated above, the push factors were those which left parents with no alternative but to settle for community schools, for instance, inability to access GRZ schools. On the other hand, this study has shown that the pull factors were those incentives available in community schools which parents wanted their children to benefit from, such as the commitment and positive work attitude of teachers in community schools.

The study has also shown that parents, learners, teachers and head teachers all perceived community schools to be helpful. It has further concluded that the commitment and positive work attitude of teachers in community schools were more important than teachers' qualifications.

The factors that motivated parents to enroll their children in community schools were studied by involving four groups of participants (i.e. parents, learners, teachers, and head teachers). Though parents make the decision as to which school their children should go, it was seen meaningful to include the children as the centre of all educational programmes and a link between teachers (school) and parents (home). The study would have failed to give sufficient information if it concentrated on parents without learners who needed to give their views of what they perceived these schools as well as teachers and head teachers to give their professional perception of the schools they worked for.

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Appendix A

Questionnaire parents/ Guardians

Dear Parent/ Guardian,

I am a postgraduate student at the University of Zambia carrying out a study on the factors that motivate parents to enroll children in community schools. In this study, I seek to understand the services offered by community schools from the point of view of providers and recipients of these services. To conduct this study, I need to collect information from parents/ guardians who have children/ dependants in community schools. Be assured that the information you provide will only be used for academic purposes and your identity will NOT be disclosed. You are kindly asked to be truthful in your responses to this questionnaire.

Part A

1. What is your gender? a. female [] b. male []
2. What is your age range? _____ years old
a. 10 ó 25 [] b. 26 ó 35 [] c. 36 ó 50 [] d. 51 ó 65 [] e. 66 and above []
3. What is your marital status?
a. single [] b. married [] c. divorced [] d. widowed []
4. How many children do you have? I have _____ girls and _____ boys.
5. How many dependants do you keep? _____ girls and _____ boys.
6. How many of your dependants have: í í
a. Lost both parents _____ b. lost one parent _____ c. both parents alive _____
7. Your highest level of education attained is í í .. a. Basic school [] b. Form III []
c. High school/ Form V [] d. college [] e. University []

8. What type of employment are you in?
- a. Formal [] b. Informal [] c. casual worker [] d. Unemployed []
9. State the range of your monthly income ZMK í í í í í
- a. 50, 000 ó 300, 000 [] b. 300, 001- 600, 000 [] c. 600, 001 ó 900, 000 []
- d. 900, 001 ó 1, 300, 000 [] e. 1, 300, 001 and above []
10. How much do you pay as schools fees for your children/ dependants? ZMK _____

Part B

11. How far is the nearest community school from your house?
- a. 0-1 km [] b. 1.1 km ó 2km [] c. 2.1 km ó 3km [] d. 3.1km and above []
12. How far is the nearest government school from your house?
- a. 0-1 km [] b. 1.1 km ó 2km [] c. 2.1 km ó 3km [] d. 3.1km and above []
13. How do you rate the quality of education offered in community schools?
- a. very good [] b. good [] c. fair [] d. bad [] e. poor []
14. How do you rate chances of your children/ dependants qualifying to grade 8 from community schools?
- a. very good [] b. high [] c. fair [] d. low [] e. no chance []
15. Do you think the performance of your children/ dependants would have been different if they were at a government school?
- a. yes [] b. no []
16. Explain the difference to your response in question 15 above:

[illegible]

17. Where do you hope to take your children/ dependants when they qualify to grade 8?

- a. Government basic school [] b. Secondary school []
c. Community school [] d. Skills training centre []
e. Others, specify í ..

18. Where do you hope to take your children if they fail to qualify to grade 8?

í í

19. Does your child receive any assistance (sponsorship) from:

- a. Government bursary scheme? 1. Yes [] 2. No []
b. Non Governmental Organisation 1. Yes [] 2. No []
c. Any other, specify í

20. What is your view on the free basic education offered in government schools?

í
í í

21. What are your reasons for enrolling your children/ dependants in community schools?

í
í
í í

22. Does your school demand that every learner must wear a uniform? a. yes [] b. []

23. Is there anything you would like to share concerning this topic?

í
í í

I thank you

Appendix B

Semi structured interview guide for parents/ Guardians

1. Kindly, tell me how many children/ dependants you have?
2. Do you by any chance consider school expenses when choosing a school for your children?
3. May I know what consideration you gave to distance, when choosing a school for your children.
4. Let's discuss the quality of education offered in community schools, how do you see it?
5. Where do you hope to take your children/ dependants if they qualify to grade 8?
6. If your children fail to qualify to grade 8, where do you hope to take them?
7. What do you think is the difference between a government and community school, if any?
8. What can you say about the free basic education offered in GRZ schools?
9. Let's talk about school fees for your children at school, how much do you pay?
10. To conclude our discussion, what reasons can you give for enrolling your children in community schools?
11. Is there anything you would like to share with me concerning this topic?

Questionnaire for learners

I am a postgraduate student at the University of Zambia carrying out a study on the factors that motivate parents to enroll children in community schools. In this study, I seek to understand the services offered by community schools from the point of view of those who receive these services and those who offer them. To conduct this study, I need to collect information from children who attend community schools. Be assured that the information you provide will only be used for academic purposes and your identity will NOT be disclosed. You are kindly asked to be truthful in your responses to this questionnaire.

1. What is your sex? a. girl [] b. boy []
2. How old are you? I am _____ years old.
3. How many are you in your family, (that is, where you live)?
a. 1-5 b. 6 ó 10 c. 11 and above
4. Who do you live with?
a. Both parents [] b. mother only [] c. father only []
d. Other relations, specify í
5. Where do your parents/ guardians work? í

6. What grade are you? í .í í

7. How long have you been at this school? _____ years.

a. 1-2 [] b. 3-4 [] c. 5-6 [] d. 7 and above []

8. What do you like most about this school?

[illegible]

9. Who made the decision that you enroll in this school?

- a. My parents [] b. mother [] c. Father [] d. Guardians [] e. Myself []

10. What was your feeling when you started learning here?

- a. Very happy [] b. happy [] c. sad [] d. very sad []

11. How do you feel to be here now?

- a. Very happy [] b. happy [] c. sad [] d. very sad []

12. What differences do you see between a GRZ school and your school?

[illegible]

13. What is your dream career? í ..

14. Is there anything you would like to share concerning our topic and school in general?

[illegible]

Thank you

Appendix D

Semi structured interview guide for learners

1. Let's begin by looking at your family, who do you live?
2. How many are you in your family?
3. Could you tell me how long you have been at this school.
4. Let's talk more about your school, what do you like most about it?
5. Let me know, who made the decision that you come and learn at this school?
6. What difference do you see between your school and a government school?
7. Let's discuss your career, what do you want to become?
8. Share anything you would like me to know concerning the topic we've been discussing.

Appendix E

Questionnaire for Head teachers

Dear Head teacher,

I am a postgraduate student at the University of Zambia carrying out a study on the factors that motivate parents to enroll children in community schools. In this study, I seek to understand the services offered by community schools from the point of view of those who receive these services and those who offer them. To conduct this study, I need to collect information from parents/ guardians who have children/ dependants in community schools. I also need to collect information from head teachers, teachers and learners in community schools. Be assured that the information you provide will only be used for academic purposes and your identity will NOT be disclosed. You are kindly asked to be truthful in your responses to this questionnaire.

Part A

- [illegible]

6. This school opened in the year í .

8. How many teachers do you have? .. teachers composed of females and .. males.

1. Grade 9 certificate í í í í í í í í .

3. Grade 12/ Form V certificate í í í í í

4. Teachers certificate í í í í í í í í ..

5. Diploma í í í í í í í í í í í í í .

6. Degree í í í í í í í í í í í í í

a. Very good [] b. good [] c. fair [] d. bad [] e. poor []

12. What curriculum do you use?

a. SPARK [] b. ZBEC [] c. Both SPARK and ZBEC []

d. Others, specify í

I. 2005: Total í í í í í í í .. Girls í í í í .. Boys í í í í í í í í

II. 2006: Total í í í í í í í .. Girls í í í í í .. Boys í í í í í í í í

III. 2007: Total í í í í í í í .. Girls í í í í í .. Boys í í í í í í í í

IV. 2008: Total í í í í í í í .. Girls í í í í í .. Boys í í í í í í í í

V. 2009: Total í í í í í í í .. Girls í í í í í .. Boys í í í í í í í í

I.	2005: Total	1	1	1	..	Present	1	1	1	..	Passed	1	1	..	Absent	1	1	1	..
II.	2006: Total	1	1	1	..	Present	1	1	1	..	Passed	1	1	..	Absent	1	1	1	..
III.	2007: Total	1	1	1	..	Present	1	1	1	..	Passed	1	1	..	Absent	1	1	1	..
IV.	2008: Total	1	1	1	..	Present	1	1	1	..	Passed	1	1	..	Absent	1	1	1	..
V.	2009: Total	1	1	1	..	Present	1	1	1	..	Passed	1	1	..	Absent	1	1	1	..

a. Monthly [] b. Once per term [] c. Annually [] d. Once in two years []

e. Others, specify í .

I. Government bursary scheme: Boys and girls.

II. Non Governmental Organisations: boys and girls.

III. Others, specify ..

[illegible][illegible]

19. What can you recommend government or donors do if they where to assist your school?

í
í
í í

20. Share anything you desire me to know concerning this topic

í
í
í í

Thank you very much

Appendix F

Semi structured interview guide for head teachers

1. May I begin by asking how long you have been at this school?
2. How many teachers do you have? Classes, classrooms & sessions?
3. Let's talk about the qualification of teachers, how is the composition?
4. If you were asked to grade the performance of your teachers what grade can you give them and why?
5. What has been the performance of your learners in the final grade 7 examinations?
6. Concerning enrollment in the past five years, what can you say? Has there been an increase or decrease? What contributed to this?
7. Let's look at assistance to the learners, what sponsorship programmes do you have? Are there some learners who receive GRZ scheme loan sponsorship? From donors and churches?
8. What programme do you have for the learners who fail to progress to grade 8?
9. Let's share on the differences between your school and the government basic schools, what can you say?
10. May I learn your views concerning free education offered in government schools?
11. Could you state the issues parents consider when choosing this school to enroll their children.
12. What do you think is missing at your school which could have otherwise contributed significantly to the provision of quality of education?
13. Let's close our discussion by letting you share anything you wish me to know concerning this topic or the running of community schools in general.

Appendix G

Questionnaire for teachers

Dear teacher,

I am a postgraduate student at the University of Zambia carrying out a study on the factors that motivate parents to enroll children in community schools. In this study, I seek to understand the services offered by community schools from the point of view of those who receive these services and those who offer them. To conduct this study, I need to collect information from service providers that are teachers in community schools. Be assured that the information you provide will only be used for academic purposes and your identity will NOT be disclosed. You are kindly asked to be truthful in your responses to this questionnaire.

Part A

1. Your gender is a. female [] b. male []
2. What is your age range?
a. 20 ó 30 [] b. 31 ó 45 [] c. 46 ó 55 [] d. 56 ó 65 [] e. 66 and above []
3. What is your marital status?
a. Single [] b. married [] c. divorced [] d. widowed []
4. Your highest level of education is ..
a. Junior secondary [] b. Form III [] c. Senior secondary/ Form V []
d. College [] e. University []
5. Who is your employer (*one who pays your salary*)
a. GRZ []
b. Volunteer without a salary []
c. Others, specify ..

Part B

6. How long have you worked at this schools? 1 1 1 1 1 . years

7. What curriculum do you use at this school?

- a. SPARK [] b. ZBEC [] c. Both SPARK and ZBEC []

8. How do you rate the performance of your learners?

- a. Very good [] b. good [] c. fair [] d. bad [] e. poor []

9. How do you rate the discipline of your learners at this school?

- a. Very good [] b. good [] c. fair [] d. bad [] e. poor []

10. How do you rate the performance of your administration?

- a. Very good [] b. good [] c. fair [] d. bad [] e. poor []

11. What reasons do you think parents consider when choosing this school to enroll their children?

[illegible]

12. What would you recommend government or donors do in order to improve quality delivery of education in community school

.....

13. Share anything you wish me to know concerning this topic

[illegible]

I thank you for your time

Appendix H

Semi structured interview guide for teachers

1. Let's begin by looking at your experience, how long have you been teaching here?
2. What curriculum do you follow?
3. Looking at your learners, what can you say about their performance in academic and extra mural activities?
4. When you look at the discipline of learners, to what extent do you think the discipline of learners affect their performance?
5. Let's discuss how you relate with your learners and administrators, what can you say?
6. As a teacher, what reasons do you think parents consider when choosing this school to enroll their children?
7. Can we talk about how you enjoy the calling of giving service to the young ones, what can you say about it?
8. What differences do you see between your school and a government basic school?
9. Let's discuss the free education from grade 1 to 7 offered in government schools, what's your view?
10. We can now share anything you wish me to know concerning our topic.

I thank you for your time

Appendix I

Consent Form

I am a post graduate student at the University of Zambia in the Department of educational Psychology, Sociology and Special Education (EPSSE) pursuing a Master of Education degree in Educational Psychology. I am carrying out a study on the factors that motivate parents to enroll children in community schools. In this study, I seek to understand the services of community schools from the view point of providers and recipients of these services. In pursuit of these factors, I need to interview parents, learners, teachers and head teachers of these schools. The Ministry of Education is aware and in support of this study.

I wish to assure you that the information you provide will be held in confidence and your identity will remain anonymous. If you are willing to take part in this study, kindly write your name and sign in the spaces given below.

If by any circumstance, at any given time during the interview you feel that you cannot continue, you are free to withdraw from the study.

Participant

Name: í í í í í í í í í í í í í í í í í í . Signature: í í í í í í í í í í í .

Place: í í í í í í í í í í í í í í í í í í .. Date: í í í í í í í í í í í í í

Researcher

Name: í í í í í í í í í í í í í í í í í í . Signature: í í í í í í í í í í í .

Place: í í í í í í í í í í í í í í í í í í . Date: í í í í í í í í í í í í í

Appendix J



THE UNIVERSITY OF ZAMBIA SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

7th October, 2010

The Permanent Secretary
Ministry of Education
P.O. Box 50093
Lusaka

Dear Sir/Madam,

**RE: LETTER OF INTRODUCTION FOR MR SILANGWA SIAKALIMA COMPUTER
NUMBER 529000947**

The bearer is a registered postgraduate student pursuing master of Education in Educational Psychology at the University of Zambia. He is researching on the factors that motivate parents to enroll their children in community schools. In this study he seeks to understand the services of community schools from the view point of people who receive these services and those offering them. In pursuit of these factors, he needs to interview parents, learners, teachers and head teachers.

We write this letter to ask you to permit him to conduct his research on some of your head teachers, teachers and learners (pupils) of selected community schools in Lusaka District.

Kindly assist him.

Yours faithfully,

Dr. H. Mwacalimba
AG. ASSISTANT DEAN (PG), SCHOOL OF EDUCATION

Appendix K

All communications should be addressed to:
the Permanent Secretary to the Ministry of Education
not to any individual by name.

Telephone: 250855/251315/251283
251298/251318/251291
251306/251319



REPUBLIC OF ZAMBIA

In reply please quote:

No.

MoE/101/38/15

MINISTRY OF EDUCATION

13th October, 2010

P.O. BOX 50093
LUSAKA

The Provincial Education Officer
Lusaka Province
LUSAKA

LETTER OF INTRODUCTION FOR MR. SILANGWA SIAKALIMA, STUDENT AT UNZA

Reference is made to the above subject.

This is to inform you that Mr. Silangwa Siakalima is a registered post-graduate student pursuing Master of Education in Educational Psychology at the University of Zambia.

He is researching on the factors that motivate parents to enroll their children in Community Schools. In this study he seeks to understand the services of Community Schools from the view point of people who receive these services and those offering them. In pursuit of these factors, he needs to interview parents, learners, teachers and head-teachers.

In view of the above, you are hereby requested to facilitate Mr. Siakalima's conducting of research through the office of District Education Board Secretary in Lusaka District.

Your favourable response will be appreciated.

T. C. Mwewa
Director - HRA
For/Permanent Secretary
MINISTRY OF EDUCATION

js

Appendix L

*All Correspondence should be addressed
to the Provincial Education Officer*

Telephone: 250655



In reply please quote:

No.:.....

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION

PROVINCIAL EDUCATION OFFICER
LUSAKA REGIONAL HEADQUARTERS
Private Bag RW21E
LUSAKA.

TS 584279

1st November, 2010

The District Education Board Secretary,
Lusaka District.

LETTER OF INTRODUCTION FOR MR. SILANGWA SIAKALIMA STUDENT AT UNZA

Reference is made to the above subject.

The above mentioned teacher is a post-graduate student pursuing Master of Education in Educational Psychology at the University of Zambia.

The student is researching on factors that motivate parents to enroll their children in Community schools. He therefore needs to interview parents, learners, teachers and head-teachers in community schools in Lusaka district.

To this end, you are requested to permit the researcher to undertake his work.

A.M. Nzala (Mrs.)
Provincial Education Officer,
Lusaka Province,
LUSAKA.

Appendix M

All correspondence should be addressed
to the District Education Board Secretary
Tel: +260 211 240250 / 240249
E-mail: debslsk@yahoo.co.uk



REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION

In reply please quote:

No.

101/1/29

District Education Board Secretary
P.O. BOX 50297
LUSAKA

5th November, 2010

Community school coordinators
LUSAKA

RE: PERMISSION TO CARRY OUT RESEARCH WORK

This serves to introduce the bearer of this letter **MR SILANGWA SIAKALIMA** is a student at the University of Zambia.

The above mentioned teacher is a post-graduate student pursuing Master of Education in Education Psychology. He is researching on factors that motivate parents to enroll their children in Community schools. He therefore needs to interview parents, learners, teachers and head teachers in Community schools.

The Researcher has been permitted to collect data and information.

Kindly assist him access key informants listed above to enable him collect the required information.

Your assistance would be highly appreciated.

J. Kamoko (Mr)
DISTRICT EDUCATION BOARD SECRETARY
LUSAKA DISTRICT

Appendix N

The University of Zambia,
School of Education,
Department of EPSSE.,
P.O. Box 32329, Lusaka.

14th February, 2011.

The Permanent Secretary,
Ministry of Education,
P.O. Box 50093,
Lusaka.

Dear Sir/ Madam,

Ref. Appreciation for permission to conduct a study in community schools of Lusaka

District

I write to convey my appreciation for allowing me to carry out a study as referred above. Indeed without your permission, this study would not have advanced this far. I also wish to inform you that I have since completed collecting data and I shall present a copy of recommendations to your office after the final report has passed the examination at the University of Zambia.

Kindly, accept my appreciation.

Yours in service,

Silangwa Siakalima (Mr.)

Candidate of Master of Education in Educational Psychology

CC. PEO Lusaka Province and DEBS Lusaka District