THE ROLE OF STUDENT REPRESENTATIVES ON EDUCATION BOARDS: THE CASE OF ZAMBIA INSTITUTE OF SPECIAL EDUCATION, COPPERBELT COLLEGE OF EDUCATION AND KITWE COLLEGE OF EDUCATION

THESIS

BY

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A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION
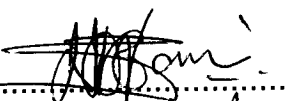
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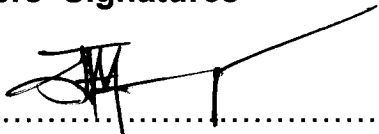
2007

AUTHOR'S DECLARATION

I, Daniel S. Bowasi, do solemnly declare that this dissertation represents my own work, which has not been submitted for any degree at this or any other University.

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Date:...........20) 05 07..

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APPROVAL

This dissertation of Daniel S. Bowasi is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Educational Administration by the University of Zambia.

Examiners' Signatures

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DEDICATION

I dedicate this dissertation to my mother Esnart Njalili ; she was always there for me, my father Shemu Bowasi, my wife, Patricia Muzeta Bowasi, our sons; Chipo, Chebo and Chine, as well as the late Charles M. Subulwa, whose support and encouragement in my education and work will inspire my soul forever.

ABSTRACT

This study investigated the role of student representatives on Education Boards in three colleges, namely, the Zambia Institute of Special Education, the Copperbelt College of Education, and the Kitwe College of Education. The thesis investigated the effectiveness of the students' representatives on College Boards. Although Kitwe College of Education was not originally part of the research, it was felt that there was need to include a Basic School Teachers' College whose student population consisted mostly of pupils who had just completed school and was entering college life for the very first time. A sample total of 200 Respondents was selected from these three colleges out of whom 153 respondents answered the questionnaire.

Data were collected using questionnaires, semi structured interviews and focus group discussions. The data from questionnaires were computer analysed using the Statistical Package for Social Sciences (SPSS). On the other hand the data from interviews and focus group discussions were analysed qualitatively by coding and grouping similar themes together using constant comparative techniques. Tables, charts and graphs were used in the examinations and presentation of data after analysis. These were also used to examine the following major issues:

i)   Student participation in board meetings.

ii)   Student participation in the financial committee.

iii)   Student participation in the decision making process involving:

    a)   enrolment of students in the college

    b)   disciplinary committee meetings involving both lecturers and students.

iv)   Student participation in the policy formulation process of the college.

The findings of the study revealed that there were varying degrees of student participation in the various colleges and also that the role of student representatives on the education boards differed from one college to the other. The findings also revealed that student board members were marginalised by other board members when it came to decision making involving the utilisation of financial resources and disciplinary proceedings involving lecturers. Some information such as financial and audit reports was not readily available to student board members for them to make informed decisions on matters affecting their fellow students.

CHAPTER ONE

1.0. INTRODUCTION

1.1. Background to the Problem

The desire to provide quality education to citizens has led a number of countries all over the world, to introduce decentralization as an effective way of administering educational institutions. It is hoped that through decentralization, there would be an enhancement of community participation in the running of schools and other educational institutions, such as colleges of education and in the process ownership of educational institutions would be appreciated by local communities.

Before independence Zambia had local authorities which were responsible for the management of schools. However as Lungwangwa (1995:15), points out, "Between 1964 and 1974, the country's education was brought under a centralized system of administration with strong government control". During this period a unified teaching service, a centralised national curriculum and a centralized national inspectorate were put in place. These measures meant that the Ministry of Education became highly centralized with almost all major decisions for education being made in Lusaka. During these early years centralization was advantageous because the Ministry was small and it was easier for officers at the central level to implement their plans through out the country.

However, as the Ministry of Education expanded, centralization brought about its own problems. The education system in Zambia became highly centralized with virtually all decision making power vested in the Ministry of

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Education Headquarters. The district lost the power and authority it once exercised in the management of schools. Furthermore the lines of answerability and communication channels became long-winding thereby created unhealthy delays in decision making.

In the long run the effects of the centralized system of managing education in Zambia resulted in inefficiency, marginalisation of community participation in what went on in schools, thereby discouraging parents and communities from active participation in the delivery of education services. It discouraged innovation and initiative and also led to misallocation of resources. According to the Ministry of Education (2005:ii):

> For nearly four decades since Zambia attained her independence in 1964, the education system of the country had been highly centralized with virtually all powers to make decisions vested in the Ministry of Education headquarters. Matters regarding planning and management were decided upon by the headquarters in liaison with the Provincial Education Offices. The district, college and school authorities did not have the power to manage their institutions. In addition, communication channels and lines of authority were very long and winding, thus creating delays in decision making.

It was for this reason that, "With the coming into office of the Movement for the Multiparty Democracy (MMD) government in 1991 education policy came to be defined in the context of liberalization" (Lungwangwa, **et al**, 1995: 31).

In 1995, in keeping with the democratic and liberal philosophy the country had embraced, the Ministry of Education decided to decentralize the education delivery systems which had to be implemented through the Education Boards at district, college and school levels. The Ministry adopted an implementation design which allowed for active community

participation in making decisions in the use and management of resources flowing into districts, schools and colleges. Among the key stake-holders on the Education Boards (EBs), at college level were two student representatives, one male and one female.

However, the issue of students being represented on Education Boards by fellow students caused a lot of debate with some people arguing that students should not sit on the Boards as they were too young to be involved in certain activities of the Boards such as disciplinary committees for their lecturers and other adults working in their College. On the other hand other people believed that students had the right to be Board members in order for them to represent fellow students' interests. According to the Ministry of Education (2005), "the establishment of Education Boards is intended to shift and place a number of responsibilities away from the national headquarters to the Boards themselves". It further adds that, "there are strict boundaries in responsibilities, authority and power of the various players and institutions". This meant that there were certain specific roles that students had to play on the College Education Boards.

1.2. Statement of the problem

According to the Ministry of Education (2006:20), "Education Boards have been established as part of the decentralization programme. They are the vehicles through which communities are enabled to participate in educational planning and decision making". An Education Board comprises the Governance body (appointed members), the management team (the administration), the general staff and the clients. In the case of the College Board the clients are the students. The governance body consists of members appointed by the Minister of Education. They represent various

interest groups so as to make decision-making widely shared. The problem is that students are represented on the College Board, but are ignored when important issues are discussed.

1.3. Purpose of the Study

This study sought to investigate whether or not students were allowed to freely participate in the affairs of the Education Boards at the Zambia Institute of Special Education, Copperbelt College of Education and Kitwe College of Education.

1.4. Objectives of the Study

The objectives of the study were to find out:

1. the role of student representatives on College of Education Boards.
2. whether or not student representatives were allowed to participate fully in making decisions in all the affairs of the Board.
3. whether or not students were representing their fellow students effectively.
4. the feelings of other stake-holders on student representation on College Boards of Education.

1.5. Research Questions

1. What is the role of student representatives on College Education Board?
2. Are student Board members allowed to freely participate in all the affairs of their Education Board?
3. Are there any notable decisions made by the Education Boards as a result of the influence of student members on the Board.

4.   What are the perceptions of other stakeholders on students'
representation on College Education Boards?

1.6. Significance of the Study

It was hoped that the findings might help the policy makers define the role
of students on College Education Boards. The findings would also add to
the body of knowledge on the operations of College Education Boards in
Zambia.

1.7. Delimitations

This study should have been extended to all the fourteen colleges in the
country (which includes both state and grant aided institutions), but was
only limited to the Zambia Institute of Special Education, the Copperbelt
College of Education and later to Kitwe College of Education due to time
constraint and inadequate funding from the sponsors.

1.8. Limitations

The research combined students randomly selected to answer the
questions, the students in some colleges were mostly first years because
the second years had gone on their teaching practice. Some lecturers
especially at the Copperbelt College of Education had gone on
observations of the students on teaching practice. Some of the Board
members were not free to answer questions as they did not want to
contradict their Principals or present a negative picture of their College
Board.

1.9. Operational Definitions of Terms.

The terms used in this study have the following meanings:

Answerability	- Accountability and responsible to…
Agent	- Representative of an organization
Audit	- Inspection of the books of accounts
Authority	- Power delegated by the Minister.
Basic Education	- Schools that run from Grades 1 to 9.
Chief Executive	- Principal of a College.
Client	- Student.
Committee	- Group of Board members assigned to carry out specific functions/duties of the College Board.
Decentralisation	- Transfer of power/responsibilities to the points of delivery.
Governance	- Manner of conducting the affairs of the College Board.
Management	- Administering/supervising on behalf of the Ministry of Education.
Planning	- Process of formulating a programme for a course of action.
Policy	- Guiding principle/statement.
Stake-holder	- Interested individual /organization.
Sub-Committee	- Group of Board members assigned to carry out a specific function/policy of the Board.
Transparency	- Acting simply and openly for every one to see or account for one's actions.

CHAPTER TWO

2.0   LITERATURE REVIEW

This chapter reviews literature related to studies and works on decentralization and Education Boards at International and National levels. A number of books have been written concerning the process of decentralization throughout the world. However there has been very little literature written on Education Boards in Zambia, other than that produced by the Ministry of Education (See Chapter three on Education Boards in Zambia). The World Bank has especially conducted some studies on the decentralization process at the International level.

Cole (1986:156) defines decentralization as, "The extent to which authority to commit the organization's resources is dispersed throughout the organization". Cole further argues that in practice, some functions are more easily decentralized than others. On the other hand, Bray (1984:5), defines decentralization as, "The process in which subordinate levels of a hierarchy are authorized by a higher body to take decisions about the organization's resources". In this research both of these definitions have been used to show the decentralization in the Ministry of Education which led to the creation of Education Boards.

From the above definitions, it is clear that decentralization involves the transfer of power from a central level to the points of delivery to make the organization more responsive to the needs of its clients. Managers at the points of delivery are authorized to take decisions without referring back to the central level. The re-organization of the institution may result in some of the managers who exercised this power from the central level to be

transferred to the points of delivery or simply 'pruned' as they become irrelevant to the needs of the new structure.

According to Fiske (1996), there are two types of decentralization, namely: political and administrative decentralization. Political, which is also known as democratic decentralization involves assigning power to make decisions about education to citizens or to their representatives at lower levels of government. Authority is shifted to include people outside the education sector. Administrative, or bureaucratic decentralization on the other hand, is essentially a management strategy. Political power remains with the officials at the top of the organization.

Planners who are given the responsibility to carry out the decentralization process must decide what elements of the system to decentralize, such as resource generation, spending authority, employing and discharging, and curriculum development and so on. They must also decide what levels these must be decentralized, that is, whether it is province, district, school or college, Fiske (1996:5).

There are three major aspects of decentralization and these are delegation, devolution and deconcentration. The weakest form of decentralization in the continuum is deconcentration which simply involves the shifting of management responsibilities from the central to the provincial or other lower levels of the Ministry such as the district office, school or District Boards. The fourth one is **privatization** which is the extreme form of decentralization. In the case of the education sector, this may involve the selling off of schools to private individuals or organizations (Fiske, 1996).

Fiske (1996:10) argues that, "delegation is a more extensive approach to decentralization, under which central authorities lend authority to lower levels of government or even to semi autonomous organizations such as churches with the understanding that such power can be withdrawn". Deconcentration and delegation are similar in that, these can be carried out as an internal administrative matter. Devolution is the most far-reaching form of decentralization in that the transfer of authority over financial, administrative, or pedagogical matters is permanent and cannot be revoked at the whim of central officials. According to Fiske (1996), devolution is, "the delegation of power, especially by central government to local or regional administration".

In Ireland, National schools have had Boards of Management since 1975. The Education Act, 1998 puts the system on a statutory basis and sets out the responsibilities of the Boards. National schools are not obliged to have Boards of Management. The patron of the school has the right to decide whether or not to have one. In practice most national schools have one. If a patron decides that it is not practical to appoint a Board, he/she must give reasons to the parents, teachers, staff and Minister but he/she can not be forced to appoint one. The Board's main function is to manage the school on behalf of the patron and for the benefit of the students and to provide an appropriate education for each student at the school. In carrying out its functions the Board must:

- Act in accordance with ministerial policy.
- Uphold the ethos of the school and be accountable to the patron for this. The word ethos is described in the Act, 1998 as the "characteristic spirit of the school as determined by the cultural, educational, moral, religious, social, linguistic and spiritual values and traditions which form and are characteristic of the objectives and conduct of the school".

- Act in accordance with the law and with any deed, character or similar instrument relating to the school.
- Consult with and inform the patron of decisions and proposals.
- Publish the school's policy on admission to and participation in the school, including its policy on expulsion and suspension of students, admission and participation of students with disabilities or with other special educational needs.
- Ensure that the school's admission policy respects the choices of parents and the principles of equality and that it complies with Ministerial decisions, having regard to the school ethos and the constitutional rights of all concerned.
- Have regard to the principles and requirements of democratic society and promote respect for the diversity of values, beliefs, traditions, languages and ways of life in our society.
- Have regard to the efficient use of resources (particularly the grants provided by the state), the public interest in the affairs of the school and accountability to students, parents and the community.
- Use the resources provided by the state to make reasonable provision and accommodation for students with disabilities or special needs, including if necessary, the adaptation of buildings or provision of special equipment.

The role and method of operation of Boards of Management of primary schools in Ireland was agreed by the Department, the school managers, parents and teachers in 2003. The "Constitutions of Boards and Rules and Procedures" sets out the principles on which it based the following ideals:
- Governance of structures for schools must respond to the diversity of school types, ownership and management structures that is the central feature of the structure of the Irish education at Primary level.
- Governance structures should reflect the plurality of Irish society, including the rights and needs of minority groups.

- The composition of boards should reflect and promote participation and partnership in the running of schools among patron/trustees/owners/governors, parents, teachers, and the wider community.
- The composition and operations of Boards of Management should reflect and promote public accountability to the immediate community served by the school and to the state as the predominant source of funding for schools.
- The recognition of the possibility of the patrons / trustees / owners / governors to maintain and promote a distinctive ethos in their schools and to ensure the practical means to discharge this responsibility.
- Board practice should facilitate and promote commitment by parents to participate in the affairs of the school and the functioning of an effective parents' association.

The rules also frequently refer to the need to communicate with parents and staff and the school community, e.g., they state that the board "shall pursue a policy of openness and have a positive approach to sharing information with the school community". The board must have a procedure for informing parents about its activities- this could include an annual report (Public Service Information for Ireland, 2007:1). The following is the composition of the Board of Management for schools with more than one teacher:

- Two direct nominees of the patron.
- Two parents of the children enrolled in the school (one mother and one father) elected by the parents.
- The Principal.
- One other teacher appointed by the staff.
- Two extra members agreed by the representative of the patron, teachers and parents.

There are particular rules for Boards of Management for convents and monastery schools in relation to the teacher representatives. If the Principal is a Religious, the teacher-member must be a lay person and, if the Principal is a lay person, it is recommended that the teacher-member be a Religious. In general members of the board may not hold any interest in the school property or get paid for serving on the board. The Education Act, 1998 explicitly clarifies that being on the board does not confer any property interest on a board member. Employees, other than teacher representatives, may not be on the board.

Essentially, the Board manages the school. Among other things:
- It has the responsibility of drawing up the school plan and for ensuring that it is implemented.
- It appoints the Principal, the teachers and other staff.
- It must ensure that the school fulfils its functions as set out in the Education Act, 1998.
- It must promote contact between the school, the parents and the community and must facilitate and give all reasonable help to parents in its formation and its activities.
- It has overall responsibility for the school's finances. It is obliged to have comprehensive insurance cover for the school. It must keep proper accounts which must be audited by the Department of Education and Science and / or the Controller and Auditor General. Its annual accounts must be available to the patron and the school community.

The term of office for the board is four years although members are eligible for reappointment when their term of office expires.

School Boards were set up in England and Wales under the Elementary Education Act 1870 following campaigning by George Dixon, Joseph Chamberlain and the National Education League for elementary education free from Anglican

doctrine (http://www.citizensinformation. 2/25/2007). The School Boards were created in boroughs and parishes under the Act. Each Board could:

- Raise funds from a rate.
- Build and run schools.
- Subsidise church schools where appropriate.
- Pay the fees for the poorest children.
- If they deemed it necessary, create a by-law making attendance compulsory between ages 5-13.
- Were not to impose any religious education, other than simple Bible reading.

School Boards were replaced by the Education Act 1902, which replaced them with the Local Education Authorities (LEA). A Local Education Authority (LEA) is the part of local councils or local authority (LA), in England and Wales that is responsible for education within that council's jurisdiction. In Greater London the London borough councils are the local authorities responsible for education; in the metropolitan counties it is the metropolitan borough councils; and in the shire counties it is the county councils or, where extant, the councils of the unitary authorities (http://en.wikipedia.org. 2/25/2007:1).

Local Education Authorities have responsibility of all state schools in their area: they organize funding for their schools, allocate the number of places available at each school and employ all teachers (except for the foundation schools, which, while still funded by the local authority, employ their own staff). Local Education Authorities are responsible the funding of students in higher education (for example, undergraduate courses), whose permanent address is in their area, regardless of the place of study. Based on an assessment of individual circumstances they offer grants or access to student loans through the Student Loans Company (http://enwikipedia.org/wiki/Local Education Authorities p.1).

As can be seen the United Kingdom decentralized its education delivery. Each Local Education Authority (LEA) is constantly engaged in policy making and administration, with a consequent impact upon the curriculum. According to Harton and Raggatt (1982:87), "the LEA is involved the central government in establishing priorities for school building. It controls the capitation allowances which are for books, stationery and materials, the supply or denial of extra funds to finance extra teaching materials for certain kinds of subject-based curriculum development".

In this case the Local Education Authority in the United Kingdom is completely autonomous. This means that power has been devolved from the central level to the LEA. The LEA has the responsibility over issues of the curriculum, employment and deployment of teachers. They are also responsible for the conditions of service for teachers under their jurisdiction in addition to the professional development of their teachers and other educational officials.

According to **Wilkipedia, free encyclopedia**, in the United States, the leadership of a school district, and generally the state wide organization responsible for the oversight of such local boards as well, is styled as the "XYZ Board of Education" or some variation thereon. Boards of Education in America are usually elected by residents of the school district, but may also be appointed by mayors or other executives of jurisdictions such as cities or counties whose jurisdiction maybe coextensive with that of a school district. The Board of education for the District of Columbia includes both elected and appointed members, as does the Ohio Board of Education. The Massachusetts Board of Education consists of eight appointed members and one elected by the public school students of the Commonwealth.

The size and authority of Boards of Education varies widely. In some districts they have the authority to set and levy tax rates; in others they may have only the authority to recommend such to a legislative body or executive. Most Boards have between five (5) to fifteen (15) members. In some districts, especially small rural ones, they may approve the employment or dismissal of every teacher, more typically they are responsible only for overall policies and procedures and leave the day-to-day running operation of the district to a professional educator, who is generally referred to by the title of superintendent, chief executive officer, or director.

Sweden is one of the countries in the world where the education system is highly decentralized. A lot of authority and power has been devolved from the central government to local authorities. As such, municipal council and county council appoint one or more committees, which have responsibility to ensure that educational activities are conducted in compliance with state regulations. According to the **Swedish Ministry of Education and Science** (1994:3), almost all the functions of the Ministry of Education have been devolved to municipals and county councils. The state through the Ministry of Education is only responsible for monitoring, evaluation and supervision as well as central development work within the school sector. This means that local authorities are responsible for the "employment" and "dismissal" of teachers, in-service training for teachers, setting up of general objectives for schools, and in addition, every school has to devise a work-plan, based on the curriculum and local priorities.

In Africa some countries such as Zimbabwe still have some form of decentralization of their education system. This is done through the local councils. This is the direction that decentralization in Zambia seems to be taking. This is reflected in the **National Decentralisation Policy** (2002)

which states that, "under the policy the district level shall be the focal point for the planning and delivery of the public services". The policy goes on to state that, "To facilitate operations at this level, Government will devolve specific functions, authority and resources to councils which are local (district) bodies comprising democratically elected representatives".

It is the intention of Government to, "decentralise with matching resources, some of its functions to the district, which shall perform these functions through democratically elected councils". The councils will thus be mandated to perform the devolved functions such as:

a) Coordination of decentralized structures, including Health and Education Boards;

b) Primary health care;

c) Primary and basic education; and any other function delegated from the centre (**National Decentralisation Policy**, 2002: 22).

CHAPTER THREE

3.0 BACKGROUND TO THE FORMATION OF EDUCATION BOARDS IN ZAMBIA

3.1. EDUCATION BOARDS IN ZAMBIA

The launching of the Public service Reform Programme by the Government in 1993 heralded a systematic implementation of education reforms by the Ministry of Education. However, the desire by the Ministry of Education to restructure and decentralize the educational delivery in Zambia started in 1991 with the coming to power of the Movement for the Multi Party Democracy (MMD).

In 1993 a seminar was organized by the Ministry of Education where it was agreed that the Ministry of Education had to be restructured and decentralized. It was also suggested that for this reform to be pushed to its logical conclusion there was need for a permanent committee to be established to spear head its implementation. Soon after the Musungwa meeting a group known as "The Ministry of Education Restructuring and Decentralisation Committee (MOERDC), was formed comprising of the following officers:
  - Manaseh Nkamba (Assistant Director Planning Unit) - Chairperson.
  - Daniel S. Bowasi (Senior Inspector – Art & Design) – Secretary
  - Simon Chilufya Nkamba (Senior Inspector – Music) – Member
  - Annel E. Simwawa (Senior Inspector – Mathematics) – Member
  - Signnl Wallen (SIDA – Adviser) – Member

The team, as it came to be known in the education circles was directly answerable to the Permanent Secretary (Dr. Sichalwe M. Kasanda), who

in turn reported to the Minister of Education, who at that time was Hon. Alfeyo Hambayi (MP).

As a first step towards the implementation process, the Ministry developed and published the National Policy on Education, **Educating Our Future.** The National Education policy which was published in 1996 laid its foundation on the principles of liberalization, decentralization, equality, equity, partnership and accountability which are the cornerstone of a democratic governance system that Zambia adopted.

Chapter twelve of **Educating Our Future** is dedicated to the organization and management of education and provides the policy framework for educational decentralization which the Ministry started implementing in 1995. Education Boards in Zambia, started with the implementation of boards on a pilot basis in the Copperbelt Province. Education Boards were used as a vehicle through which decentralization would be implemented.

The Zambian decentralization system involved the transfer of power from the Ministry of Education headquarters and provincial centres, to the local levels in districts and institutions of learning. Through decentralization which led to the creation of Education Boards, various stakeholders were provided with an opportunity to share in decision making and take responsibility for education at the local level. This was intended to foster a sense of local ownership and promote better management of schools, colleges and districts. By decentralizing the education delivery a number of bureaucratic procedures which impacted negatively on the education delivery in the centralized management system would be eliminated. Decision making would be made at the points of delivery. Procurement of

goods and services would be made at Board levels and as such misapplication of funds would be minimised.

In implementing the decentralization process in Zambia, the Ministry of Education took steps to avoid causing serious disruptions and turbulence in the system by taking a cautious approach which recognized the three forms of decentralization, namely: delegation, deconcentration and devolution. Consequently the first stages in the implementation of decentralization in the Ministry concentrated on delegation and deconcentration of responsibilities to Education Boards. The implementation of the National Decentralisation Policy would usher the Ministry of Education into the ultimate stage of decentralization, which is devolution.

The cautious approach mentioned above also involved implementation of Education Boards in three phases. Education Boards were first established as pilot programmes in the Copperbelt Province in 1995. In 2001, under phase two the Education Boards were established in Lusaka, Northern, Southern and Western Provinces. Phase three was implemented in 2002 and saw the establishment of Education Boards in the remaining four provinces, namely Central, Eastern, Luapula and North Western Provinces. In 2003, the Schools for Continuing Education Boards were established, marking the last phase in the implementation process of Education Boards.

3.2. CATEGORIES OF EDUCATION BOARDS

The following categories of Education Boards have been established in Zambia (Ministry of Education, 2006:6):

Category of Education Board	Current Number
District Education Boards (for Basic Schools)	72
College of Education Boards	10
Zambia College for Distance Education Board	1
High School Education Boards	225
School for Continuing Education Boards	14
Total Number of Education Boards	**322**

Source: Education Sector Position Paper 13th February, 2006.

The five categories of Education Boards are not business ventures that generate resources to which the members can look up for handsome remuneration. These are institutions that have been established to provide a platform on which communities can participate in the planning and decision making for their children, under the spirit of community service (Ministry of Education 2005:19). These can therefore be viewed as non profit community bodies.

Each board comprises the governance body (appointed members) and Management team (the administration), the general staff and the client (Ministry of Education 2005:20). The clients for the District Education Board are all the basic Schools and pupils, while for the College Boards, the clients are students. This is the reason why the Ministry of Education felt that among the board members there should be student representatives.

3.3. THE GOVERNANCE BODY

The governance body of each Education Board consists of members appointed by the Minister of Education. This is a stake-holders' Board representing various interest groups which allow the decisions made by these Board members to be focused on the real needs of the school/college. The Board also consists of members who represent the Ministry of Education through their appointments, namely the District Education Board Secretaries, College Principals, and Heads of High Schools.

3.4. COMPOSITION OF THE COLLEGE BOARD

Each type of Board has its own composition of members forming the governance body. Since this research is on College Boards I have only presented the composition of this type of Board. The procedures followed in establishing the Teacher Training College Board (TTCB) is reflected in Appendix 4.

After this process the College Board will elect a Chairperson from among its members, who shall neither be a Ministry of Education Official nor a student. On the other hand, the Principal of the College shall be the Board Secretary (Ministry of Education, 2004: 9-10). It is worth noting that, even as we look at the effective participation of student representatives on the College Board, from the outset, students are discriminated against as they are not eligible to become either a Chairperson or Vice Chairperson of the College Board (Ministry of Education 2004:12).

3.5. RESPONSIBILITIES, FUNCTIONS AND AUTHORITY OF EDUCATION BOARDS

In order for one to gage the effectiveness of student participation and the roles they play on College Boards it is important to understand the responsibilities, functions and authority of Education Boards. If student representatives on College Boards were freely carrying out the responsibilities, functions and exercising authority as stipulated in the institutional roles, functions and relationships, then it could be concluded that there is effective participation by student representatives on the College Boards. In other words students would be said to be performing their roles in an effective manner.

See Appendix 4 for the responsibilities, functions and authority of College Boards (Ministry of Education, 2004:15-16).

3.5.1. Responsibilities of the College Education Boards

- The College Board is responsible for:
a) Regulating the management of the college for which the Board was established.
b) Promoting the best interest of the college for which the Board was established and striving to ensure the development of the college through the provision of quality education for all the learners at the college.

3.5.2. Functions of the College Education Board

The role of student representatives on the College Board as well as their effective participation can be measured through the functions of the College Education Board. If student representatives on the College Board participated without any hindrance in carrying out the responsibilities,

functions and authority of the College Education Boards then we would deduce that students were effectively playing their role of representing student interest on the Board.

See Appendix 4, for a full complement of the functions of the College Board (MoE, 2004:16-17).

3.6   Authority of College Boards

A College Board has authority to carry out a number of functions (See Appendix 4).

According to the **MoE** (2005:35), "all members of the Board have the same duties". This means that student representatives who are Board members have the same status as other members of the College Board and as such should be in a position to represent their constituency without any hindrances.

CHAPTER FOUR

4.0   METHODOLOGY

4.1.   Introduction

This chapter discusses the methods used in this study. It describes the research design, population, and sample size, sampling procedure, research instruments, validity of the instruments and data collection techniques. It also discusses the problems encountered during data collection, data analysis and data interpretation.

4.2   Research Design

The research design took the form of a survey, which focused its attention on finding out whether there was effective participation in the affairs of the College Board by student representatives, as well as finding out the roles being played by students on the College Boards. The survey method was used because as Cohen and Manion (1980:71), stated, " Surveys gather data at a particular point with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relations which exist between specific events".

In this research, the survey was appropriate as it is easily applicable to various social problems and is mainly concerned with the data collection as well as data interpretation.

4.3 Study Population

The study population consisted of the college administrators, lecturers, and ordinary students, student representatives on the College Board as well as Board Members and support staff. These were drawn from the Zambia Institute of Special Education in Lusaka, Kitwe College of Education and Copperbelt College of Education.

4.4 Sample Size and Sampling Procedure

A sample of 3 Colleges comprising 3 College Principals, 3 Vice Principals, 3 Board Chairpersons, 3 Vice Board Chairpersons, 4 Student Representatives on the College Boards, 5 Administrative Support Staff, 74 Lecturers, 35 Board Members and 48 students were drawn from the population using the stratified random sampling. The actual number of respondents whose responses were used in the data analysis of this research was 153. A total of 178 respondents were recorded (it was later established that some respondents especially student representatives had answered two or three questionnaires).

4.5 Research Instruments

The instruments used in the data collection were questionnaires, semi structured interviews, observation checklist and documentary analysis. The structured questionnaires were used to collect data from the college administrators comprising the Principals, Vice Principals, Bursars, and the Matrons. The questionnaires were also used to collect data from the lecturers.

The structured questionnaires comprised two parts as follows:
- Part 1 consisted of 25 questions on issues of human resource and administration. The questions were based on the participation of

student representatives on the College Boards. The role of students on the College Boards, as well as their effective participation depended on how much they (students) were allowed to participate in various issues raised in this part of the questionnaire.

- Part two consisted of 22 questions based on issues of audit and financial management of the College Board's financial resources. The questions were meant to find out if student representatives were allowed to participate in financial resource mobilization and expenditure.

The semi-structured interviews were used on Chairpersons and Vice Chairpersons of the Board and their Board Secretaries and the Bursars. On the other hand focus group discussions were used on students.

Finally document analysis involved reviewing important documents on the restructuring process on both the national decentralization and the Ministry of Education decentralization and restructuring process. Reports, books and video films, minutes of Board meetings, and various guidelines on the operations of the Boards were some of the documents used in the documentary analysis.

4.6.   Validity of Instruments

Before the study was conducted, the issue of the validity of the instruments to be used was taken into account. Fisher et al (1991), state that validity is the extent to which an instrument measures what it is supposed to measure.

Before undertaking the actual data collection, the questionnaires were discussed with the senior managers in the Ministry of Education who were

also interested in finding out if student representatives were effectively participating in the affairs of the College Education Boards. The pre-testing of the instruments was done at the Zambia Institute of Special Education. The pre-testing provided a chance to revise ambiguous questions in the instruments.

4.7   Approval

The collection of data was done from 1st September to 30th November, 2005. The researcher sought written permission from the Director, Teacher Education in the Ministry of Education in order to obtain data from the three colleges. In addition the Provincial Education Officer for the Copperbelt was informed and permission was given to the researcher to conduct his research on the Copperbelt. The Provincial Education Officer informed the Principals of the colleges involved.

The final permission was given by the Permanent Secretary Ministry of Education, who authorized the use of a Ministry of Education vehicle and gave the researcher a research assistant.

4.8   Data Collection Procedure

The following were the techniques used in obtaining data:

One set of questionnaires was used as data collecting instruments and was administered to the administrators, comprising the Principal, the Vice Principal, and the Bursar. A total of 9 people answered the questionnaires from the administrators (3 respondents from each College Board). Another set of questionnaires was administered on college lecturers. A total of 34 lecturers constituting 22% of the respondents answered the questionnaires. The third group of respondents comprised ordinary students and student representatives such hostel representatives. A total

of 96 students constituting 62% of the respondents responded to the questionnaires. The fourth and final group of respondents was Board Members from each college. A total of 24 Board Members constituting of 15.7% of the total number of respondents were involved in answering the questionnaire.

Respondents were requested not to indicate their names on the questionnaires in order to enhance confidentiality, anonymity and honest responses. The researcher read out the instructions and allowed the respondents to ask questions in order for them to be clear on what was needed before filling in the questionnaires. A time frame of two days was given to the respondents to answer the questions. Altogether 200 questionnaires were distributed.

Focus group discussions comprising 20 students were conducted with ordinary students who had completed the questionnaires. The researcher used a tape recorder and recorded some of the responses in a note book. The focus group discussion covered a number of topics ranging from their participation in human resource issues, students' representative relationship with other Board members, their participation in the disciplinary processes and a wide range of students' participation in the affairs of the College Education Boards. Some of the responses from the focus group discussions are reflected in Appendix 3.

4.9. Documentary Analysis

Documentary analysis was used to collect more information on the effective participation of student representatives on College Boards. This involved reviewing relevant documents such as **Principles of Education Boards, Governance and Management Manual** as well as reading

minutes of the College Board meetings. Minutes of various committees were also studied. Particular attention was paid to attendance lists in the minutes of the College Board meetings and the type of decisions made in such meetings.

4.10. Problems Encountered during data Collection

The researcher and his assistants faced a number of problems during the data collection exercise. The researcher arrived at the Copperbelt Secondary College of Education during Teaching Practice. As such all the second year students had gone on teaching practice and most of the lecturers had gone out to observe their students. As a result only first year students participated in answering the questionnaires. In the same vein only a few lecturers participated in answering the questionnaires. Some respondents filled in two or three questionnaires: as students, student representatives or as student leaders. The Board Members from the Council were difficult to get due to their heavy schedules at their places of work. Focus group discussion with some Boards was difficult to conduct as some Board members felt intimidated by the presence of "the more educated" colleagues. At the end of the data collection exercise, some respondents failed to hand in their questionnaires. Out of the 200 questionnaires, 153 were correctly answered and returned to the researcher. This constituted 76.5% response.

4.11. Data Analysis

The researcher started by editing to check the completeness and accuracy of the answers given by the respondents in their answers. This process revealed that some of the questionnaires were incorrectly answered, while some were not returned. After editing and checking, the quantitative data collected through the questionnaires were analysed using the computer

software called Statistical Package for Social Sciences (SPSS) to generate tables of frequencies and percentages. Pie and bar charts were also used to present statistical information.

Qualitative data were analysed by coding and emerging themes were grouped into categories using the constant comparative analysis technique. Observation data were manually organized and coded into common themes. Data collected through documentary analysis were compared with the other data from observations, questionnaires, and interviews.

4.12. Data Interpretation

Quantitative and qualitative data were gathered in this research. Data were both qualitatively and quantitatively interpreted. Data which were analysed quantitatively were interpreted according to statistical procedures and inferences. In most cases respondents' views with the highest frequencies or percentages were considered to be the views of the majority. Interpretation of quantitative data was also done using tables of frequencies and percentages. On the other hand qualitative data were interpreted as understood by the researcher without altering the meaning of the respondents' statements.

4.13. Ethical Considerations

The researcher ensured that anonymity and confidentiality of the respondents were observed and maintained. This was done by asking respondents not to put their names on the questionnaires. Respondents were also assured that, "The information obtained in this questionnaire is *for academic purposes only and will not be used for any other purpose* without the respondent's permission".

Permission to conduct the research was obtained from the relevant authorities and no one was forced to participate in the research. All the respondents participated freely.

CHAPTER FIVE

5.0 PRESENTATION OF RESEARCH FINDINGS

5.1. Introduction

This chapter presents the findings of the study on the role of student representatives on College Boards. The presentation of the findings was in line with the objectives of the research which were as follows:

5.1.1. The role of student representatives on the College of Education Boards.

5.1.2. Whether or not student representatives were allowed to participate fully in making decisions in all the affairs of the Board.

5.1.3. Whether or not students were representing their fellow students effectively.

5.1.4. The feelings of other stake-holders on student representation on College Boards of Education.

Respondents in this research were drawn from the Zambia Institute of Special Education in Lusaka, the Copperbelt College of Education and Kitwe College of Education. A total number of 200 respondents participated in the research. Of this number, 153 answered the questions correctly while the rest did not.

5.2. Respondents' geographical location

The respondents were from Lusaka and the Copperbelt Provinces. They were from pre-service and in-service colleges. Students in pre-service colleges were mostly school leavers, while those from in-service colleges were mature qualified teachers who had taught in either basic or high schools for at least two years.

5.3. Respondents' sex

As already indicated a total number of 200 respondents participated in the research. Of this number 153 answered the questions correctly while the rest did not. Of the 153, 67.3% were male while 37.7% were female (see frequency table below).

Table 1: Respondents' Sex

	Frequency	Percent
Male	103	67.3%
Female	50	37.7%
Total	153	100%

5.4. Age of respondents

There were 69 respondents (45%) whose age was between 19 and 30 years; 20 participants (13%) were aged between 31 and 40; 40 participants (26%) were aged between 41 and 50; and 24 participants (16%) were aged between 51 and 54 years. The youngest respondent was 19 while the oldest was 54 years old. Of these 83 respondents (54.2%) were married while 70 (45.8%) were not married. This implies that the respondents were adults who would easily understand their roles on the College Boards if they were properly oriented.

Table 2: Respondents' Marital Status

	Frequency	Percent
Married	83	54.2
Not Married	70	45.8
Total	153	100

5.5. Respondents' status

There were 3 Principals of Colleges and their 3 Vice Principals, 3 Board Chairmen, 3 Vice board Chairmen 4 student representatives on the College Board, 14 Heads of sections, 38 Senior Lecturers, 5 Lecturers, 5 support staff comprising of secretaries, bursar and the matron, 71 students, 4 Board Members from the community.

5.6. Academic qualifications of respondents

9 respondents (5.9%) were holders of Masters Degree, 24 respondents (15.7%) were holders of first degree, and 43 respondents (28.1%) had diplomas while 77 respondents (50.3%) had grade 12 school certificates. The respondents were therefore in positions where they were able to understand the questionnaires easily.

5.7. PART ONE: ISSUES OF HUMAN RESOURCE AND ADMINISTRATION ON COLLEGE BOARDS

5.7.1 Student participation on issues of human resource on College Boards

Effective participation of students' representatives on College Boards can be seen in their participation on issues of human resource. According to the some of respondents in this research student participation on issues of human resource on College Boards was said to be bad. This is reflected by 39.2% of the respondents. 31.4% said student participation on issues of human resource was good, and 8.5% said student participation on issues of human resource was very good, while those who said it was excellent constituted only 0.7% of the respondents. 20.3% of the respondents had no idea. This participation is about students' representatives being fully accepted as Board members and allowed to carry out their functions like

all other Board members. These students must not be ignored by other Board members when discussing important issues.

Table 6 below indicate that the participation of student representatives on College Boards was bad because respondents felt that students were discriminated against when board members were discussing human resource issues such as in-service for lecturers. The reasons attributed to this discrimination included the fact that other Board members regarded students' representatives as having lower academic qualifications. Some of the reasons are also reflected in appendix 3 under item 1 on comments on their participation on human resource issues. Other respondents did not even know whether students participated in issues of human resource or not because they were not sensitized as to whether there was a committee that dealt with issues of human resources in the Board. Views expressed by respondents in appendix 3 indicate that they had no idea about student participation on issues of human resource because, "because students' representatives have never been called for meetings hence they feel they are of no use to the College Boards".

Table 6: Student participation on issues of human resource on College Boards

Response	Frequency	Percent
Bad	60	39.2
Good	48	31.4
Very good	13	8.5
Excellent	1	0.7
No idea	31	20.3
Total	153	100

5.7.2. Selection of students' representatives on the College Board.

The study in the three colleges revealed that the selection of student representatives to serve on the College Education Board was done by fellow students themselves. 97.4% of those who answered the questionnaire said that students' representatives were nominated by fellow students, while 1.3% said they were nominated by the Principal and lecturers. Only 1.3% said they were nominated by the Principal as table 3 below shows.

Table 3: Selection of student representatives on the College Board

Response	Frequency	Percent
Fellow students	149	97.4
Principal	2	1.3
Lecturers and Principal	2	1.3
Total	153	100

5.7.3. How often were College Board meetings held?

The pie chart below shows that the majority of the respondents (54.9%) were not aware how many times their college boards held meetings. 15.7% said that their College board met once a year while 12.4% said that their colleges held meetings four times a year, while 7.2% indicated that the Boards met twice a year. It must be noted that Boards were supposed to hold their meetings at least 3 times a year that is once per term.

There was a lot of ignorance shown by respondents on the issue of the number of times College Boards held their meetings. This ignorance was attributed to the fact that most of the College Principals have ignored the sensitization of students' representatives on the functions of College Boards. The respondents also

attributed this ignorance to the fact that students are left out during some of these important meetings. Student respondents were of the view that they are deliberately left out of these meetings because College administrators did not want students to be given chance to express themselves on matters affecting students. College administrators wanted to continue with the old fashioned administration in order to continue imposing their will on the students. Some respondents simply said, "students are not allowed to participate because they are considered to have low status on the College Board". It was generally agreed that students should be allowed to attend all Board meetings and allowed to fully participate in the decision making process of their Boards. As some put it, "colleges belong to students and it is only fair that they are accepted as equal partners on the Board".

PIE CHART 1: How often were College Board meetings held?

Once (15.7%)

Twice (7.2%)

Four times (12.4%)

More than four times (9.8%)

No idea (54.9%)
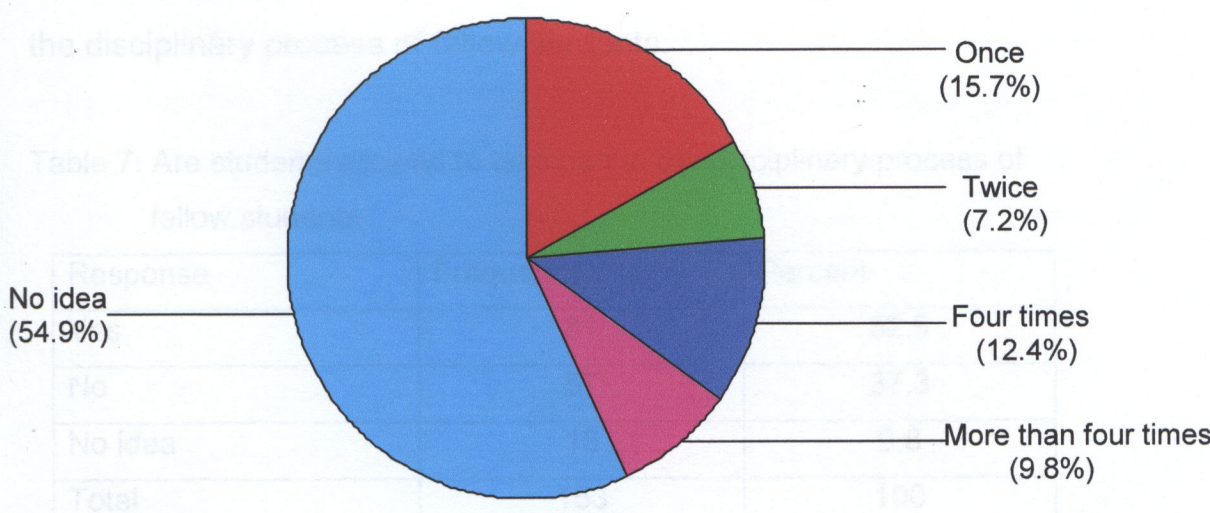
5.7.4. Relationships between Student Board members and other Board members.

The relationship between Student Board members and other Board members on the College Board can generally be said to be good. This was the view of 36.6% of the respondents, while 30.1% said it was bad. 9.2% of the respondents felt that the relationship was actually very good, while 3.3% said it was excellent and 20.9% had no idea.

5.7.5. Are students allowed to take part in the disciplinary process of fellow students?

52.9% of the respondents were aware that students' representatives on College Boards were allowed to take part in the disciplinary process of fellow students. They had witnessed cases in which students participated and represented others. 37.3% felt that students did not participate in the disciplinary process of fellow students. On the other hand 9.8% had no idea whether student representatives on the College Boards took part in the disciplinary process of fellow students.

Table 7: Are students allowed to take part in the disciplinary process of fellow students

Response	Frequency	Percent
Yes	81	52.9
No	57	37.3
No idea	15	9.8
Total	153	100

As Board members students felt that it was important for them to take part in the disciplinary process of fellow students. What was gratifying was the fact that most of the Colleges did allow students to participate in the

meetings in which decisions were made concerning earring students. Most of the students' representatives on College Boards were of the opinion that involving students in the disciplinary committee meetings was a good preparation for their future roles as teachers. Indeed this should be treated by the College administrators as a learning process for students.

5.7.6. Are student representatives on College Boards part of the process of organizing in-service activities for lecturers?

The study found out that 62.1% of those who answered the questionnaire said that student representatives on College Boards were not part of the process of organizing in-service activities for lecturers. This was contrary to the provisions of the **Principles of Education Boards Governance and Management** (Ministry of Education 2005:26) which stated that, "The primary roles, responsibilities and functions of the governance body are: Formulating local policies for regulating the management of the institution for which the board was established". In-service activities for teachers fell within the local policies of the college on which the student representatives were members. Only 18.3% said that students' representatives were part of the process of organizing in-service activities for lecturers. The other 16.6% said they had no idea as to whether student representatives on the college boards were part of the process under review (see the table below).

Table 8: Are student representatives on College Boards part of the process of organizing in-service activities for lecturers?

Response	Frequency	Percent
Yes	28	19.9
No	95	63.2
No idea	30	16.9
Total	153	100

5.7.7. Are students paid daily subsistence allowance when involved in College Board work?

The study revealed that 47.7% of those who filled in the questionnaire said that students were not paid daily subsistence allowance when involved in College Board work. 35.3% said that their Boards did pay a daily subsistence allowance to student Board members when they were on duty involving College Board work. The other 17.0% had no idea whether students' representatives on the College Board were paid daily subsistence when involved in College Board work.

Table 10: Are students' representatives on College Boards paid daily subsistence allowance when involved in College Board work?

Response	Frequency	Percent
Yes	54	35.3
They are not paid	73	47.7
No idea (whether they are paid or not).	26	17.0
Total	153	100

5.7.8. Are other College Board members paid subsistence allowance when involved in College Board work?

Most of the respondents (45.8%) indicated that other College Board members were paid their daily subsistence allowance when involved in the College Board work. Those who said other members of he College Board were not paid their daily subsistence allowance when carrying out Education Board work constituted 34.6% while those who had no idea were 19.6%.

It is a condition of service in the Public Service that when people are on duty in other town or province and are spending a night away from their station they are paid subsistence allowance. All board members qualify for this allowance. But as

can be seen from the table 11 below, other College Board members were paid their subsistence allowance but students' representatives on the Board were not. Thus students' representatives on the Board were discriminated against. This should not be the case. All Board members including students' representatives should be treated equally.

Table 11: Are other College Boards members paid daily subsistence allowance when involved in College Board work?

Response	Frequency	Percent
Yes	70	45.8
No	53	34.6
No idea	30	19.6
Total	153	100

5.7.9. Are students paid sitting allowance when they attend College Board meetings?

During this research there was evidence to show that some colleges paid all their Board members including students' representatives sitting allowance while others did not. The table below shows that there were 35.3% of the respondents who said that students were paid sitting allowance whenever they attended a board meeting, while 43.1% said they were not paid sitting allowance.21.6% had no idea as to whether student representative were paid sitting allowance.

Table 12: Are students are paid sitting allowance when they attend College Board meetings?

Response	Frequency	Percent
Yes	54	35.3
No	66	43.1
No idea	33	21.6
Total	153	100

5.7.10 Are student representatives on the College Board involved in formulating college policies?

47.7% of those who answered the questionnaire said that student representatives on the Board were not involved in formulating college policies. 35.9 said that student representatives on the College Board were involved in formulating college polies.16.3% had no idea.

Table 13: Are student representatives on the College Board involved in formulating college policies?

Response	Frequency	Percent
Yes	55	35.9
No	73	47.7
No idea	25	16.3
Total	153	100

5.8. OTHER HUMAN RESOURCE ISSUES

The questionnaire had other questions on human resource issues which were meant to probe further whether students' representatives on the College Board represented their fellow students effectively. The following were the responses to these questions:

5.8.1. How often are college in-service activities organized for the lecturers in your College Board?

The study revealed that most the respondents felt that in-service activities were not at all organized for lecturers in Colleges of Education (43.1%). On the other hand 40.5% of the respondents indicated that college in-service activities were organized quite often in their College Board while 11.8% indicated that in-service activities were organized very often and only 4.6%

had no idea as to how often in-service activities were organized by College Boards for their lecturers.

Table 14: How often are college in-service activities organized for the lecturers in your College Board?

Response	Frequency	Percent
Very often	18	11.8
Quite often	62	40.5
Not at all	66	43.1
No idea	7	4.6
Total	153	100

The research found out that although students' representatives were fully fledged members of the College Board, they were not part of the process of organizing in-service activities for their lecturers. 62.1% of the respondents said that students' representatives were not part of the process while 18.3% said that students were involved in the process of organizing in-service activities for lecturers while 19.6% had no idea.

Table 15: Students' representatives are part of the process of organizing in-service activities for lecturers.

Response	Frequency	Percent
Yes	28	18.3
No	95	62.1
No idea	30	19.6
Total	153	100

5.8.2 Do you support the current idea of 1 male and 1 female student representative on the College Board?

Respondents supported the idea of 1 male and 1 female student representative on the College Board. 81.7% endorsed this idea. 17.6% did not support the idea, while only 0.7% said they did not have anything to say on this issue.

Table 16: Do you support the current idea of 1 male and 1 female student representative on the College Board?

Response	Frequency	Percent
Yes	125	81.7
No	27	17.6
No idea	1	0.7
Total	153	100

5.8.3. Do you support the existence of Education Boards in the country?

The majority of those who took part in answering the questionnaire were in support of Education Boards. 43.1% said they strongly supported Education Boards, while 41.8% said that they supported the Education Boards. This means that a total of 84.9% were in favour of Education Boards and only 8.5% opposed the existence of Boards in Colleges of Education and 6.5 strongly opposed the existence of Boards.

It was a feeling of the respondents that the creation of College Education Boards was a good idea but that its implementation not properly done as College administrators were deliberately ignoring the guidelines and excluded students' representative from fully participating in all matters of

the Boards. Respondents argued that students were included on College Education Boards for the following reasons:

- *In order to represent others.*
- *They are a mouth piece for students.*
- *To ensure that the plight of other students are met.*
- Represent fellow students and express their views.
- Students representatives are a link between students and the Board (see appendix 3).

Table17: Do you support the existence of Education Boards in the country?

Response	Frequency	Percent
I support	64	41.8
I strongly support	66	43.1
I oppose	13	8.5
I strongly oppose	10	6.5
Total	153	100

5.8.4. Does your College Board assist students who cannot pay for their college requirements?

The researcher sought to find out if College Boards assisted needy students who failed to pay their college requirements. This was also an area where students' representatives on College Boards were expected to be very active. The research revealed that most of the College Boards did help needy students in colleges. Student representatives were said to be very active in identifying vulnerable students in colleges. Of those who answered the questionnaires, 51.0% said their College Board assisted students who failed to pay for their college requirements. 34.6% said their College Board did not assist students who failed to pay for their college

requirements. 14.4% said they did not know if their College Boards assisted or not vulnerable students to pay for their college requirements.

Table18: Does your College Board assist students who cannot pay for their college requirement?

Response	Frequency	Percent
Yes	78	51.0
No	53	34.6
No idea	22	14.4
Total	153	100

5.8.5. Were students' representatives part of the decision making process on the enrolment of fellow students?

The respondents were unanimous in answering this question. They indicated that students were not part of the decision making process on the recruitment of fellow students. Those who said this constituted 86.9%, while only 13.1% said that students were part of the process of decision making when recruiting fellow students.

Table19: Were students' representatives' part of the decision making process on the enrolment of fellow students?

Response	Frequency	Percent
Yes	20	13.1
No	133	86.9
Total	153	100