

CHAPTER ONE

BACKGROUND

1.0 Introduction

This chapter gives the background of the study. It begins with an overview of the topic under investigation from the pre-colonial era to the post-independent Zambia. Thereafter, the chapter presents the problem under investigation, purpose of the study, the objectives and the research questions. The chapter also provides the significance of the study, the limitations and delimitations, theoretical framework as well as definition of the terms used in the study. Lastly, the organizational structure of the study is also given.

1.1 Historical Background of the Study

The evolution of Primary Education in Zambia can be traced from the pre-colonial era. Several players namely the missionaries, the British South African Company (BSA. Co) and the Colonial Office in London were concerned with the provision of education in Northern Rhodesia (now Zambia). All of them had varying interests but converging on the point of providing simple (elementary) education to the Africans. Modern education in Zambia however, was initiated by the missionaries who introduced reading to convert Africans to Christianity (Carmody, 1992). The BSA Company's main interest was mineral exploitation though they also succeeded in establishing the first primary school in Northern Rhodesia in 1907 called the Barotse National School in Kanyonyo area. This marked the beginning of the recognition, with hindsight, of Primary Education. The colonial office's aim was to provide education that was relevant, adaptive and responsive to the needs of the people (Kelly, 1999).

According to Martin (1972) however, Zambia, which became independent on 24th October 1964, had had a relatively underprivileged education system which concentrated on the primary level even by the colonial African standards. Sklar (1979) in his paper added that:

Zambia with a badly deprived African population of about 4 million emerged from colonial domination with a tiny educated elite of about 109 University graduates (including one engineer and four doctors) and about 1,200 secondary school "graduates." The majority of the people had only primary level of education.... Education expanded with a lot of primary schools and Primary Teachers' Training Colleges.

After the attainment of independence, Zambia adopted the colonial legacy of Universal Primary Education and soon embarked on the development of the education system through a number of policy reforms. The major large scale changes that the Zambian government made were the 1977 *Education Reforms*, 1992 *Focus on Learning* and the 1996 *Educating Our Future*. In all these policy documents, emphasis lay on large enrolments at primary school level as a way of attaining mass literacy needed by everyone for Sustainable Human Development (MoE, 1977; MoE, 1992; MoE, 1996). The key elements of these reforms have been to ensure increased access to primary education for all the Zambians while also ensuring quality and relevance (Duncan, 1996).

The current structure of education in Zambia includes Early Childhood (Pre-school) Education, Primary Education, Secondary Education, Technical Education, Vocational and Entrepreneurship Training (TEVET), College and University Education. Pre-school education prepares children for primary education. Initially, the latter consisted of a period of seven years of learning but maybe after realizing its inadequacy, it was increased to nine in the 1980s (Kelly, 1999). In 2011, the Zambian government decided to reintroduce the seven years of primary education. Secondary education constitutes five years of learning. Each year emphasizes academic subjects like Science, Mathematics and Vocational

subjects. University education is of a minimum duration of four years. This particular system of education is commonly referred to as 7-5-4 (seven years of primary school; five years of secondary school and four years of university education).

With regard to the current structure of education in Zambia, primary education has been given high preference to the others. MoE (2000) indicates that Zambia's expenditure on education has its larger percentage on the provision of primary rather than secondary or tertiary education. Therefore, the study aimed at establishing the impact of Community Studies on Sustainable Human Development in Selected Primary Schools of Mwinilunga District.

1.2 Statement of the Problem

The provision of primary education for all is emphasised in the education policy in Zambia. However, the poor skills obtained from the primary education are worrisome as the policy puts more emphasis on the provision of primary rather than on secondary or tertiary education. Although this has been a concern for a long time now by many Zambians, there have been few academic studies to evaluate the impact of Community Studies in Primary Schools on Sustainable Human Development. This study therefore, attempted to establish the impact of Community Studies on Sustainable Human Development in Selected Primary Schools of Mwinilunga District in Zambia.

1.3 Purpose of the study

The purpose of the study was to establish the impact of Community Studies on Sustainable Human Development in Selected Primary Schools of Mwinilunga District in Zambia.

1.4 Objectives of the Study

The study had the following objectives:

1. To determine whether primary education provides the rightful skills needed for Sustainable Human Development.
2. To establish whether pupils need more than primary education.
3. To ascertain whether there are specific benefits of primary school completion.
4. To explore the ways of improving education for Sustainable Human Development.

1.5 Research Questions

The study had the following research questions;

1. Does primary education impart pupils with the right skills needed for Sustainable Human Development?
2. Do pupils need more than primary education?
3. What are the specific benefits of primary school completion?
4. How can education for Sustainable Human Development be improved?

1.6 Significance of the study

As part of the ambitious plans by the world leaders aimed at poverty reduction, the provision of Universal Primary Education was adopted by the United Nations in September 2000 as part of the Millennium Development Goals (Sachs, 2005). Therefore, revealing the impact of Community Studies in Primary Schools on Sustainable Human Development is crucial to parents, teachers, policy makers and other stakeholders from the Civil Society Organisations. It is a well recognised fact that education is a right for every individual and plays a significant role in achieving Sustainable Human Development. As such, it is hoped that the study will contribute to the existing body of knowledge on educational policies in Zambia. This information may also be valuable to

educational practitioners, curriculum developers, policy makers in education and other stakeholders from the Civil Society Organisations interested in the subject.

1.7 Delimitations

Delimitations are used to address how the study would be narrowed in scope (Creswell, 1994). This study limited itself to establishing the impact of Community Studies in Primary Schools on Sustainable Human Development in Mwinilunga District of the North-Western Zambia only. Mwinilunga District was selected because it is rural, small and the researcher's place of work, hence making the study easier to conduct.

1.8 Limitations of the Study

Borg and Gall (1983) describe limitations to mean those conditions which are beyond the control of the researcher and may also place restrictions on the conclusions of the study. In view of this, limitations related to this study were three fold. Firstly, considering that this study was mainly qualitative, the results (findings) cannot be generalized to other primary schools in other districts elsewhere as the findings are true only to Mwinilunga District. Secondly, schools were both randomly and purposefully drawn, with focus on schools readily accessible in terms of transport. As such, the views of teachers and pupils from schools which were not easily accessible were lost. Thirdly, some respondents were not ready to answer the questions without any incentive as they assumed that all researches were sponsored.

1.9 Theoretical Framework

This study was guided by the Human Capital Theory, which was proposed by Schultz. According to this theory, education is an investment in human beings that may come in various forms. It may be in the form of learning a trade or it

could take the form of personal development programmes aimed at improving personal skills (Schulz and Field, 1998). Thus, education is meant not only to adapt pupils to their society but to equip them to alter their environment for Sustainable Human Development.

The study therefore, attempted to establish to what extent the Human Capital Theory was applicable in indicating the impact of Community Studies in Primary Schools on Sustainable Human Development. Based on this theory, it was hoped that the findings would fully be understood with the hope of improving or changing the statusquo. This is so because the best way to evaluate the effectiveness of education given is by looking at what society and the public and private employers expect.

1.1.1.0 Definition of Terms

Community Studies: Refers to the localisation of the curriculum which involves the teaching of productive and economic skills using available resources in a given area.

Human Sustainability: Refers to the potential for long term maintenance of human well being which has environmental, economic and social dimensions and encompasses the concept of stewardship, responsible planning and management of resources.

Impact: Refers to the effect or influence that an event or situation has on someone/something.

Literacy: Refers to the ability to read and write with comprehension, as well as to make simple arithmetical calculations enabling one to make sense out of the environment.

Primary Education: Refers to the provision of first level of instruction to the children usually in the 7-13 age groups.

Rural Schools: Refers to schools located far from the main towns of Zambia.

Skill: Refers to the ability to do something well especially because you have learned and practiced it.

Universal Education: Refers to education that involves everyone in the world or a particular group.

Sustainable Human Development: Refers to a pattern of resource use that aims at meeting human needs while preserving the environment so that these needs can be met not only in the present but also in the indefinite future.

1.1.1 Structure of the Study

The study is organized in six Chapters. The first chapter gives the background to the topic of the study. It is followed by the statement of the problem and objectives. Further, the significance of the study is explained for purposes of making the reader grasp the relevance of the topic under study. The delimitations and limitations of the study as well as the theoretical framework are included. The second chapter reviews related literature to the topic under study globally and at home in order to learn from what others have done and stimulate new ideas. The methods of data collection used in the study are discussed in chapter three. This discussion is divided into eight sections subsumed under the following headings; the research design, target population, sample size, sampling procedure, research instruments, data collection procedures, data analysis and ethical considerations. The fourth chapter presents the results of the findings from observations, interviews, questionnaires and Focus Group Discussions held with the respondents. Chapter five discusses the findings of the study. Thereafter, the study deals with the summary, conclusion and recommendations in chapter six. The chapter ends with suggestions for further research.

1.1.2 Summary

This chapter focused on the evolution of primary education in Zambia with special emphasis on Universal Primary Education Goals on Sustainable Human

Development. Primary Education has been singled out as a good vehicle for development worldwide and depicted as a way of attaining mass literacy needed by everyone for sustainable Human Development. Its emphasis is that education is like a pyramid and primary education is at the bottom where the majority of the population falls. The chapter which follows will review literature in relation to the topic under study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to the topic under study. Newman (2011) contends that the review of literature involves pulling together, integrating and summarizing what is known in an area being investigated. Kombo and Tromp (2009) states that the main purpose of literature review is to determine what has been done already related to the research problem being studied. As such, literature review helps the researcher to develop a significant problem which will provide further knowledge in the field of study. Thus, the chapter reviews research and other relevant secondary sources on the impact of Community Studies in Primary Schools on Sustainable Human Development. An attempt is made to include literature from the West, Africa and Zambia.

2.1 Literature from Outside Africa

At the 1990 Education For All (EFA) World Conference in Jomtien, Thailand, the international community committed itself to the task of providing Universal Primary Education in order to reduce adult illiteracy and poverty by 2015 (UNESCO, 2005). Many countries in the world looked at this initiative as a blessing from the international community since the conference aimed at improving all aspects of the quality of education and ensure the excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

World-wide literature suggests that many countries prefer offering primary to tertiary education because the former has been singled out to be a good vehicle of development as it is cheaper and easily accessible by many people. Loretta

(2001) reported that in South America and Asia, studies dealing with the provision of education needed for Sustainable Human Development suggested that there was a need to look at the actual trends in the education provided in terms of quality, skills imparted, costs and the purported gains needed for development.

In the United States of America, the World Education Services (2004) reported that elementary schooling was free and compulsory to all the children. It emphasised technological advancement, environmental education, political and health related issues. Therefore, the learners were imparted with skills needed for both Sustainable Human Development and societal demands.

In Malaysia, Hassan (2009) argued that programmes meant to teach Sustainable Human Development activities especially to the primary school going pupils were identified as the best solution to counter the environmental problems such as climate change and losing the forest reserves faster than usual. He further contended that the Malaysian Government included Ecology, Soil Management, Forestry and Animal Science in the curriculum so that the primary school pupils could develop the values and attitudes that would make them appreciate environmental education and the environment they live in.

According to Ikeda (2012), people's lives, livelihoods and dignity world-over are grievously undermined by lack of quality primary education that can contribute to human security and sustainability. In Japan, however, education practitioners treat the primary education mode of education delivery as a driver through which skills, abilities, knowledge, values and ideas can be transmitted to the majority of the people. With this end in view, investment in the primary education sector is not to be looked at as a waste of money or resources but a productive venture (Ikeda, 2012).

In Brazil, UNESCO (2005) indicated that it was significant to look at the key players and their expectations of Universal Primary Education as well as assessing whether it was capable of fostering the development sought. Many people with low levels of education were not in employment which made them dependent on lands and natural resources for their livelihood. There was often a mainstream belief that for poor people to develop, environmental concerns had to be sacrificed. For example, most of the people in the rural areas could cut down the trees without replacing them in order to cultivate a bigger portion of land.

In India, Marrie (2005) pointed out that lack of infrastructure and inadequate number of teachers resulted in poor quality of primary education offered to the pupils. It was observed that some schools had one classroom block while others had dilapidated ones. In some cases, some were single teacher schools and most rural schools lacked modern teaching and learning materials.

In Peru, UNICEF (1994) observed that there were less chances of receiving training from employers if the pupils had only primary education. On their completion of tertiary education however, they stood better chances of receiving training to better their performance. In this modern society, the livelihood of industrial workers, farmers and others depended on the extent to which they possessed special skills.

2.2 Literature within Africa

In Africa, the general goals of primary education include such elements as literacy, numeracy and understanding of one's society and environment (Thompson, 1981). Other than literacy campaigns, however, in South Africa in particular, Dekker and Lemmer (1996) proposed that primary education should also include family improvement education which could contribute to the development of knowledge, skills and attitudes which would help people to raise

their standards of health, nutrition, home making, child-care, family planning, home construction and repair in order to improve the quality of domestic lives in the quest to achieve Sustainable Human Development.

In Botswana, Thompson (1981) reported that primary education was looked at as a survival strategy. It included the minimum skills and knowledge required in order to survive in a specific community. It dealt with issues such as health, nutrition, sanitation, agriculture and shelter, providing an opportunity for full development of talents.

In Zimbabwe, Moyo (2010) stated that Sustainable Human Development activities at the primary school level were greatly affected by lack of appreciation of the importance of environmental education. He further added that the education system had a shortage of adequately trained educators, insufficient educational materials and inadequate opportunities for field studies to enable the primary school pupils appreciate environmental education.

In Namibia, Dekker and Lemmer (1996) noted that primary education emphasized marketable skills which were required by the informal and formal sectors. Attention was paid to skills required for self-employment. The informal sector must be analyzed carefully by means of market analyses in order to develop self-employment opportunities. They further argued that the acquisition of skills such as reasoning, problem solving, life skills, English, communication and business skills must be applied to self-employment and integration with the informal business sector.

According to the Government of the Republic of Uganda (2003), the introduction of the Universal Primary Education in Uganda in January 1997 was seen as an important foundation of the Poverty Eradication Action Plan. Many children

benefited in practical skills such as Information Technology, Farming and Construction and Maintenance.

In Lesotho, the World Bank and Lesotho's Ministry of Education and Training (2005) contended that the implementation of the Universal Primary Education Policy had a positive impact on both the enrolment rates and Sustainable Human Development. The gross primary enrolment rate increased from 109% in 1996 to 127% in 2003. In addition, primary schools were encouraged to expand agricultural production units in order to supplement the diet of the pupils and developing their livelihood skills.

In Kenya, Nzioka et al (2005) asserted that the implementation of the Universal Primary Education by the Government of Kenya contributed to individual and community development. There was massive reduction in illiteracy and poverty in most rural areas. Agricultural productivity was on the increase because people were able to learn and understand the best farming methods.

Knight and Sabot (1990) also showed that primary education improved the earnings of its graduates by 19 percent in Kenya and 13 percent in Tanzania. As a result, there was economic and social benefits that accrued from primary schooling, which included Home Management, Commercial skills of selling and buying and conservation of the environment.

In Malawi, Sachs (2005) contended that the main devastating effect of Universal Primary Education goals on Sustainable Human Development was the social cultural practices. In some rural communities, parents did not see the value of primary education and hence questioned its relevance to society. Among the Afungwe people, when a girl-child reaches maturity, parents preferred marrying her off to taking her to school.

The World Bank (2007) noted that the Universal Primary Education policy in Africa led to the expansion of primary schools and consequently government spending increased tremendously. This expansion brought an increased demand for teachers, books and classrooms, although due to budgetary constraints, teacher recruitment did not increase to meet this demand.

2.3 Literature in Zambia

Like many African countries, Zambia in partnership with the international community and NGOs has aligned the educational policies alongside the provision of Universal Primary Education.

Kelly (1999) indicated that unlike tertiary education, primary education in most cases did not alienate an individual from his/her homeland which in turn ensured the development of rural areas through improved agricultural methods of production and marketing.

The MoE (1992;1996) postulated that the government's policy of Universal Primary Education was just one way not to leave out the rural poor in the developmental process of the country. To a large extent, primary education was an equitable way of providing education to every citizen. Through primary education, children were equipped with the knowledge that helped them in planning, hygiene, better nutrition as well as understanding a brief expose of facts.

Work byDuncan (1996) showed that improved literacy of reading and writing through primary education ensured good health, reduced mortality rates and observance of human rights thus creating a socially, economically and politically stable society. However, Kelly (1999) also revealed that the curriculum for

primary education provided very crude incentives for pupils to begin any meaningful life in their communities. Therefore, good education was meant not only to adapt pupils to their society but to equip them to alter their environment for the improvement of their lives.

Kelly (1999) also indicated that the majority of the children of school going age in Zambia were not in school, a problem which had larger dimensions in rural than in urban areas. He observed that in rural Zambia, the attendance of school going children was usually poor as they preferred staying at home to learning in poor state of educational facilities. The poor education and health care; poor equipment and roads and lack of access to power and technology all conspired to undermine Sustainable Human Development which led to perpetual poverty. Thus, the poor primary educational facilities in rural areas could not facilitate education for sustainable development.

Carmody (2004) is in agreement with this and argues that:

Poor primary schools compromise the entire system of human capital demands. They produce graduates who are poorly prepared for secondary and tertiary education and ill-equipped for life long learning. The consequence is an insufficient number of truly educated managers, workers and parents who can efficiently contribute to sustainable development.

However, MoE (1992) stated that primary education had been seen as a good vehicle of development because, unlike tertiary education, it allowed Zambia, an economically constrained country, to reach out to many people.

Jesuit Centre for Theological Reflection (JCTR) (2001) added that apart from

being considered cheap, primary education should also be viewed as an instrument of social change as it is easily accessible by many people and results into acculturation of diverse ethnic and tribal groups and the development of modern attitudes.

UNICEF and MoE (2005) pointed out that primary education was one of the most effective means of addressing some of the major challenges of the MDGs. It was proposed that if Zambia could provide universal quality primary education for all the boys and girls, the country would be able to achieve the following: reduce poverty, promote gender equality, lower child mortality rates, protect against HIV and AIDS, reduce maternal mortality rates and promote concern for the environment.

They further added that education is the key to development to which the provision of quality primary education was the only solution to achieving the MDGs. Therefore, bold action had to be taken because there was a strong possibility that Zambia, by neglecting quality provision of primary education, could miss the 2015 deadline for achieving all the MDGs.

People's Action Forum (PAF) (2008) observed that despite the focus on primary education, there was evidence that there were still many children in Zambia, who had not been able to access education or who dropped out of the education system and grew up to be illiterate or semi-literate adults lacking in appropriate knowledge, skills and competencies to assist them function effectively in their lives, hence, compromising the whole essence of providing education for rural empowerment in their quest for Sustainable Human Development.

Sanyal et al (1976) argued that the provision of primary education in Zambia was prone to the dictates of the international community, who were the major donors

to the government of the Republic of Zambia. Cardinal issues such as curriculum, quality, relevance and content despite being formulated by the local human resource, tended to reflect the international liking as they were formed in the light or liking of the donors. This, however, jeopardizes its essence and widens further the realistic poor outcome of primary education and the good ideals embodied in the policy.

Draisma (1987) contended that the emphasis on the primary education level should not be an end in itself but rather a foundation for further educational opportunities needed for the world of work. In fact, it is well known that it is only at tertiary level that skills to improve technology, farming methodologies as well as improved planning which were crucial for Sustainable Human Development could be acquired.

2.4 Summary

From the available literature, it appears that education for Sustainable Human Development is a topical issue world-over. Worldwide literature suggests that the provision of primary education is a complex concept that is not only affected by the economy and policies but also by the growing population which needs necessary economic adjustment in terms of investments in order to contain and sustain social provisions. Available research findings from Africa in general and Zambia in particular, show that there is need to reorient education towards Sustainable Human Development. Education should provide skills to improve technology, farming methods as well as improved planning which are crucial for Sustainable Human Development. The next chapter discusses the procedures for data collection and the process of data analysis used in the study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the procedure that was followed in conducting the study. The chapter describes the research design, target population of the study, sample size, research instruments used, procedures for data collection and the process of data analysis. The sources of information for this study were mainly got from interviews, focus group discussions and observations. Secondary sources such as books and journals were also used. Therefore, the research approach was mainly qualitative. This approach was preferred due to its flexibility and the fact that it allows for a systematic collection of data by penetrating an institution such as a primary school.

3.1 Research Design

This was a survey that consisted of a twofold approach. A survey usually involves the collection of data by interviewing a sample of people selected to accurately represent the population under study (Sidhu, 2006). Therefore, the headteachers were purposefully selected to represent the school administrators while the teachers, the grade seven pupils and parents were randomly drawn using a simple random procedure in order to represent the other members of the population under study. Apart from that, survey questions concern people's behavior, their attitudes, how and where they live and information about their background. The study opted to use this method taking into account the complexity of the research at hand.

The study used mainly qualitative methods of data collection. It was highly descriptive in nature because a descriptive study is easily applicable to a diverse spectrum of social issues and problems of any environment. Quantitative methods of data collection were, however, also employed to yield empirical data to substantiate the qualitative data.

3.2 Target Population

Tuckman (1991) defines population as all members of any well defined class of people, events or objects. Borg and Gall (1983) state that a target population refers to all the members of a hypothetical set of people, events or objects to which we wish to generate the results of our research. In this study therefore, the population consisted of the headteachers, teachers, parents and the pupils in all the eight primary schools under study in Mwinilunga District.

3.3 Sample Size

The sample comprised 80 teachers, 48 pupils, 24 parents and 8 headteachers drawn from the eight government primary schools of Mwinilunga District. Each school contributed one-eighth of the sample, which amounted to 10 teachers, 6 pupils and 1 headteacher. Among the teacher respondents, 50 were male compared to 30 female while the school administrators were 6 male and 2 female respectively. For the pupils however, an equal number of male and female participated, that is 3 male and 3 female per group. With regard to the parents, 14 were drawn from the outskirts of Mwinilunga town while 10 from within the town. However, gender equality was strictly followed, to which 12 male and 12 female participated.

3.4 Sampling Procedure

Sampling for this study was both purposeful and random. This was to provide each population element an equal probability of being included in the sample (White, 2005). As much as possible, great care was taken to ensure that equal opportunity was extended to all the members of the target population. The teachers were selected using the non-probability sampling procedure. The head teacher helped the researcher by randomly selecting the teachers who could possibly help with the information needed for the research. The same procedure was applied in all the schools that took part in the study. The pupils were

randomly picked from grade seven classes for Focus Group Discussions. The selection of parents was based on their availability and readiness to participate in the research. This was because it was extremely difficult at times to get them as most of them were out in the fields working. The eight head teachers were purposefully picked because of their positions in the schools.

3.5 Research Instruments

In collecting data for this research, the following instruments were used: semi-structured interview guides for one-on-one and Focus Group Discussions, observation schedule and a questionnaire.

3.5.1 Semi-Structured Interview Guides

Sidhu (2006) states that semi-structured interview guides are a good way of collecting information quickly and are relatively cheaper. In this kind of interview, the interviewer asked questions (semi-structured ones) and made comments intended to lead the respondents towards giving data to meet the study objectives. Face-to-face encounters also took place between the interviewees and the researcher in order to gather information on the impact of Community Studies in Primary Schools on Sustainable Human Development. The idea was to get their perspectives on the subject.

3.5.2 Observation Schedule

This instrument was used to aid in gathering information that was visible and could be noted without any explanation from the people around. Mostly, it had to do with the physical appearance of the environment at which the Community Study activities took place, the way the pupils participated in productive work as well as their general behaviour towards sustainable development. It was used as the researcher went round the target areas to see how Community Studies in

Primary Schools were to determine the direct human developmental activities that pupils were involved in at the school level.

3.5.3 Focus Group Discussion (FGD) Guide

The FGD guide focuses on a number of people at once. It was useful especially in a study like this one whose purpose was to find out and describe the grade seven pupils' experiences in school and their perspectives on Sustainable Human Development. The interviewer asked both structured and open-ended questions to the grade seven pupils. The aim was to obtain in-depth information from the pupils in terms of Sustainable Human Development activities that took place at school.

3.5.4 Questionnaires

Satorre(2012) states that a questionnaire is a research instrument, consisting of a series of questions and other prompts for the purpose of gathering information from the respondents. Apart from that, a questionnaire also secures standardized results that can be tabulated and treated statistically. It places less pressure on the subject for immediate response and gives more time to the respondents to answer the questions. However, when preparing the questions, the researcher took into consideration social desirability and acquiescent responding of the informants hence, included both closed and open ended questions while baring in mind the representatives in the sample. Therefore, questionnaires were instrumental in gathering information from the teachers and school administrators with the aim of obtaining in-depth information to determine the ways of improving education for Sustainable Human Development.

3.6 Data Collection Procedure

The data were collected between 18th September and 4th October in the third term of the school calendar for 2012.

To conduct this research, authority was sought from the University of Zambia. Then the Mwinilunga District Education Board Secretary (DEBS) office was approached to seek permission to interview school administrators, teachers and pupils in selected primary schools of Mwinilunga District. In addition, the Mwinilunga District Commissioner (DC) was also approached to request for permission to interview the parents. Data were collected by administering semi-structured interview guides for one-on-one and Focus Group Discussions, questionnaires and observation schedule in all the eight randomly selected primary schools of Mwinilunga District.

From these schools, two of them were from within the town while six from the suburbs of Mwinilunga town. Eighty questionnaires were distributed to the teachers and eight to the school administrators. In terms of the pupils, eight Focus Group Discussions (FGDs) were conducted in all the schools. Each FGD was composed of six participants randomly selected from class lists provided by the school. The FGDs were arranged for the grade seven pupils, most of them aged between 12 and 14 years. In the process of these interviews, the researcher came up with field notes from the interviewees' responses and tape recording of Focus Group Discussions and each individual interview was done.

3.7 Data Analysis

In this study, data were analysed mainly qualitatively. The data obtained through interviews and Focus Group Discussions were analysed by coding and categorization of the emerging themes. Some qualitative data were converted

manually and summarized in order to obtain concise measures of the data by using descriptive statistics. The data were then presented quantitatively as percentages and in frequency tables using a hand calculator.

3.8 Ethical Considerations

Ethical concerns pertaining to this study were taken into consideration. All data collected during this study were strictly confidential and duly kept. The data were used for no other purpose other than the intended one. Verbal consent was also sought from the respondents and ensured that subjects participated voluntarily. The researcher also maintained an open and honest approach and ensured that the names of the respondents and of the schools involved were not used in the report.

3.9 Summary

The study on the impact of Community Studies in Primary Schools on Sustainable Human Development in Mwinilunga District used mainly qualitative methods during data collection. Quantitative methods were however, also employed to analyse data by the use of descriptive statistics in form of percentages and frequencies. Interview guides, questionnaires, observation schedule and Focus Group Discussion guides enabled the researcher to draw rich information on the impact of Community Studies in Primary Schools on sustainable Human Development in Mwinilunga District of the North-Western Zambia. The next chapter will describe the findings of the study. It will give the information that was gathered in the field in an organized and systematic manner in order to provide meaning.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

The chapter presents the findings of the study on the Impact of Community Studies on Sustainable Human Development in Selected Primary Schools of Mwinilunga District of the North-Western Province of Zambia. In order to make the presentation easier to follow, the chapter begins by presenting the demographic characteristics of the respondents and thereafter shows their responses under the headings determined by the research objectives.

4.1 Demographic Characteristics of the Respondents

Eighty questionnaires were distributed to the teachers and eight to the headteachers. From these questionnaires, 50 (62.5%) teacher respondents were male compared to 30 (37.5%) female. Among the school administrators, 6 were male while 2 were female. In addition, 48 pupils participated in the FGDs. On average, each FGD lasted between 60 and 90 minutes. With regards to the 24 parents who responded to a one-on-one interview guide schedule, 14 (58.3%) were randomly selected from the outskirts of Mwinilunga town while 10 (41.7%) from within the town. However, the same number of male and female participated, that is 12 male and female respectively.

The analysis of the gender of the teacher respondents showed that most of the teachers who participated were male. As can be seen in Table I below, 50 (62.5%) were male as compared to 30 (37.5%) female. This suggested that the majority of the teachers in rural areas were male since the study was conducted in a rural setting.

Table I: Gender of Teacher Respondents

Gender	Frequency	Percentage
Male	50	62.5%
Female	30	37.5%
Total	80	100%

4.2 Qualifications and Teaching Experience of Teacher Respondents

The qualifications of the teacher respondents were that 48 (60%) had primary teachers' certificates and 32 (40%) had primary teachers' diploma. Among the school administrators however, 2 headteachers had primary teachers' certificates, 5 had primary teachers' diploma and 1 was a University degree holder. The one with a degree was male and was the headteacher of a grade one (big) primary school. On the whole, combined teachers' and school administrators' statistics showed that the majority of them were primary teachers' diploma holders.

The teaching experience of teacher respondents was also analysed. The study discovered that 5 (6.3%) had a teaching experience of between 1 and 4 years, 35 (43.7%) had a teaching experience of between 5 and 9 years, 15 (18.7%) had between 10 and 14 years of teaching experience and 25 (31.3%) of the respondents had been teaching for over 15 years (See Table II).

Table II: Teaching Experience of Respondents

Years	Frequency	Percentage
1-4	5	6.3%
5-9	35	43.7%
10-14	15	18.7%
15 years and above	25	31.3%
Total	80	100%

Therefore, 75 (93.7%) of the respondents had teaching experience of over 5 years as compared to 5 (6.3%) who had less than 4 years of teaching experience. This suggested that most of the informants were experienced teachers who understood the curriculum content of primary education and the skills that it imparted to the learners, thus adding value to the findings of the study.

In terms of the school administrators however, their responses from the questionnaires showed that most of them had been teaching for over 15 years. Out of the eight (8) school administrators, 6 had teaching experience of over 15 years while 2 had teaching experience of less than 15 years. Therefore, it can be contended that their experience could have contributed greatly to the education needed for Sustainable Human Development for the pupils.

4.3 Findings from Interviews (Face-to-Face) with School Administrators

4.3.1 Economic and Productive Skills Primary Education Imparts to Learners

With emphasis on economic and productive skills, the findings revealed that primary education was vital to everyone as it was skill based and practically oriented. In this study, it was reported that in primary education, learners were imparted with skills that involved the making of cooking sticks, door mats, wooden tables, hang wires and others including artistic paintings. Learners were also taught how to grow different types of crops and trees. All the above activities were conducted in the afternoon under what was referred to as *community studies*. According to the school administrators, *community studies* placed emphasis on the localization of the curriculum. During the time of *community studies*, it was also revealed that at least once in a month, schools invited members of the community and parents with the technical know-how in

different skills such as fishing, farming, making of wooden tables, growing of bananas, beans and potatoes to teach the learners on these skills to substantiate the teachers' effort in their quest to provide the education needed for Sustainable Human Development.

Other skills that primary education imparted to the learners included sporting activities such as volleyball, football and netball; simple business skills where learners were prepared to understand the issues of trade and money. Not only this but also singing and dancing took place in primary schools. In this regard, learners performed various traditional and cultural activities.

Although these activities were done in community studies, one of the informants in a one-on-one interview also said that what the pupils produced lacked quality and thus, compromised the whole essence of providing education for Sustainable Human Development.

Challenges in Community Studies (Localization of the Curriculum)

There were many challenges given with regards to community studies. However, the following were notably common among the respondents.

The most pressing challenges included lack of support in terms of finances and equipment. Because schools had limited funds and equipment, it was difficult to cultivate a bigger portion of land and increase the production of wooden tables, chairs, cooking sticks, door mats and hang wires respectively. In addition, one of the headteachers in a one-on-one interview hinted that the time factor was also a challenge on the part of the teachers. The teachers were strained to undertake a lot of work in a day. They were supposed to teach all the eight study areas in a

day plus supervising community study activities in the afternoons.

Another challenge that was given in a face-to-face interview with the headteachers was that most primary schools lacked proper continuous assessment policy to monitor the progress of the learners in their productive and economic works under community studies. It was also illuminated that primary school teachers were not adequately qualified in productive and economic skills in order to effectively teach the pupils in various practical subjects under community studies. For instance, most of the teachers had less knowledge on how to make wooden tables, cooking sticks and how to build thatched houses or toilets. The headteachers said that Teacher Training Institutions did not emphasise the teaching of productive and economic skills.

Due to the fact that life skills, particularly carpentry, making of door mats and farming were not examined by the Examinations Council of Zambia (ECZ), learners did not see the value of participating overwhelmingly in community studies as they looked at education to be directly linked to examinations. It was also observed that they did not take up community studies seriously and hence not motivated and willing to learn it.

From observation, it was also found that lack of modern teaching/learning materials such as computers and instruments such as wood cutters and needles used in the manufacturing of tables and door mats were another hindrance in the effective teaching of practical subjects. Nevertheless, schools relied heavily on local teaching /learning materials although these needed modern tools to be worked on successfully.

4.3.2 The Government Expectations in Providing EFA

From a one-on-one interview with the headteachers in the eight primary schools of Mwinilunga District, it was reported that the most prominent government expectations in providing primary education for all was to equip the learners with literacy skills that is, reading, writing and arithmetic. The government also aimed at making sure that every citizen at least acquired education up to the primary level. Zambia in her pursuit of this policy has even embodied it in the MDGs, which target 2015 as threshold for achieving primary education for all.

The headteachers further said that the government expected that children who reached and completed the primary level of education must have the knowledge of carpentry and agriculture. With this knowledge inculcated in them, it was assumed that there would be an increase in the economic levels of the community or village set-up.

The purpose of the government in providing primary education for all was summarized by one of the head teachers as follows:

The government expects that the recipients of primary education will change in behavior, knowledge and attitudes and acquire innovative skills in nutrition and health promotion, self sustenance and civic ideas which ensured full participation in the community, and thus understand issues socially, economically and politically. Practice makes perfect and only as pupils are given the opportunity to learn by doing and motivated in doing them at primary, will they develop necessary skills which themselves, the informal job market and society require.

The government also provides primary education for all because that is where the majority of the population falls in the education ladder. The headteachers also said that the government aimed at producing an educated and health nation. Not only this but also that primary education lays the foundation of what is involved in education. To this effect, the government expects that primary education prepares the learners to be ready and aware of the challenges to be encountered in the education ordeal in particular and society in general.

The government also assumes that the literacy and productive skills obtained at primary level will help the learners to sustain themselves as well as contribute to community and economic development. One of the headteachers commented that through primary education, the learners were able to help their grand parents and other uneducated relatives and members of the community to read and write letters for them.

4.3.3 Education that should be provided to meet Societal Needs

In response to the question *what kind of education do you think should be provided to meet societal needs?* The school administrators first decided to categories education in two areas. The first one was that education must be looked at as providing apprenticeship skills to the pupils who are not academically good. Secondly, education that emphasizes examinations and this must concentrate on both theory and practice to allow those who are academically capable to excel at all levels of education.

It was further postulated that education must emphasize the localization of the curriculum so that it does not alienate children from their villages. The head teachers also advocated for education that must include HIV/AIDS topics. It was stated that there was need to provide education that fosters the protection and

restoration of the earth's eco-system. In addition, it was mentioned that education must promote practical subjects like Home Economics and Art and Design in order to teach the learners hygiene, health and survival skills respectively. The informants also said that skills based and practical subjects were to stand on their own and not integrated in other subjects. For instance, carpentry and painting were to be taught as independent subjects at primary level and not integrated in CTS.

The head teachers further suggested that community studies, which emphasized the localization of the curriculum, must concentrate on modern skills. For instance, teaching the learners computer lessons, how to assemble cell phones, radios and television sets. They further advocated for the need to emphasize education that allows teachers to specialize in their respective subject areas even at the primary level of education. As one head teacher put it:

At the moment, primary school teachers teach all the eight subjects taught at the primary level even those that they are not good at. Thus, no matter how good the curriculum content is, education will not produce desired results.

From a one-on-one interview with the headteachers, the researcher asked the following question: *What issues do you think must be included in the curriculum content of primary education?* Their responses were that there was need to strengthen the curriculum content and include subjects like Agricultural Science, Art and Design, Forestry, Ecology, Livestock and Fishing at all levels of education. It was also stated that Teacher Training Institutions must train teachers in productive ventures so that teachers can teach the pupils effectively in the above mentioned subjects. Not only this but also business studies must be included in the curriculum at all levels of education and it must be appropriate to the learners' level.

4.4. Findings from Questionnaires by School Administrators

4.4.1 Education that Contributes to Sustainable Human Development

From the current structure of the education system in Zambia, the study had the views of the head teachers to ascertain which level of education contributes to Sustainable Human Development as shown in Table III.

Table III: Education that contributes to Sustainable Human Development.

Respondent's Response	Tally	Frequency
Pre-School		0
Primary	<i>II</i>	2
Secondary		0
Tertiary	<i>HHH</i>	6
Total	8	8

The levels of education that contribute to Sustainable Human Development differed from the respondents. As shown in Table III, among the school administrators, nobody was for Pre-school and secondary education. Two and six head teachers were for primary and tertiary levels of education respectively. This shows that it is mainly at tertiary level of education that sophisticated technology and relevant skills needed for Sustainable Human Development are taught. However, those two who indicated primary level of education can be attributed to the presumption that probably, the curriculum content of primary education is skill-based though schools lack resources to teach these skills effectively.

4.5 Findings from Interviews (One-on-One) with the Teachers

4.5.1 Specific Benefits of Primary School Completion

The study revealed that primary education imparted in learners knowledge that enabled them to uphold respect for elders and understand human rights. Another benefit was that primary education transmitted and preserved important cultural values in society. It was also observed that in primary education, learners were imparted with survival skills such as how to make cooking sticks, thatched houses, door mats and farming. Not only this but also it was found that in primary education, learners were able to modify the health and hygiene skills such as the use of Tip Taps to wash their hands after using the toilet as shown in figure I.



Figure I: A Tip Tap



Figure II: A Grade 7 Pupil using a Tip-Tap to wash hands after using the Toilet

Primary education also benefited the learners in terms of reading, writing and numeracy skills thereby enabling them to communicate effectively and contribute to community development.

4.5.2 Measures Schools have taken to Ensure Improved Teaching of Productive Skills

In trying to determine the measures that schools have taken to ensure that there was improved teaching and learning of productive skills needed for Sustainable Human Development, the teachers first stated that the school administrators encouraged them to participate fully in community studies. Secondly, it was also mentioned that the schools contributed to buying seeds and other farming inputs. Another measure that schools have taken was that the syllabus on localization of the curriculum has been designed by the individual schools

according to their location and availability of natural resources. In most primary schools, the Time Table for the localisation of the curriculum showed that it was done on Tuesday, Wednesday and Friday afternoon.

Teachers also indicated that schools made sure that the pupils developed good agricultural and apprenticeship skills by ensuring that the pupils presented to the teachers what they have made in community studies for grading and awarding of marks. As shown in figure II, a grade seven (7) pupil displaying a door mat.



Figure III: A Grade 7 pupil displaying a door mat he made in community studies.

It was also revealed that schools could invite the local people to teach the pupils on various skills and the importance of the localization of the curriculum. Not only this but also the teachers said that schools could sell to the community whatever the pupils have produced under the localization of the curriculum, and the money could be used for buying exercise books, mathematical sets, pens and pencils for pupils who were vulnerable. In addition, it was further observed that schools participated overwhelmingly in community outreach programmes through cultural performances. For instance, sensitizing the community on how best to grow vegetables and rear goats and pigs.

4.5.3 The Role of the Government in Promoting Education for Sustainable Human Development

By way of responding to this question, *what is the role of the government in promoting Education for Sustainable Human Development?* The teachers gave a varying range of responses. Of these responses, the following were notably common among the respondents. The government abolished user fees and it provides free learning and teaching materials to primary schools. The government has also encouraged educational exchange programmes within and outside the country in order to allow teachers to learn from what others have done elsewhere. Another role of the government in promoting education for Sustainable Human Development was that it provided financial support to the schools in order to improve the quality of education. Not only this but also the government came up with a *Community Study Policy* at primary level which involved study of skills.

Other roles of the government in promoting education for Sustainable Human Development include teacher group meetings, improvement in teacher recruitment and awarding of bursaries to deserving pupils. The teachers further

stated that the government also initiated and supported programmes like the Primary Reading Programme (PRP), New Breakthrough to Literacy (NBTL), Read on Course (ROC) and Step into English (SITE) in order to enable the effectiveness of the teaching/learning process particularly at primary level.

4.6 Findings from Questionnaires by Teachers

4.6.1 Responsiveness of Curriculum Content of Primary Education to the needs of Pupils

In order to ascertain whether primary education achievement helps improve the quality of human life, the teachers were asked to indicate whether the curriculum content of primary education was adequate enough to be responsive to the needs of the pupils. The findings are illustrated in TableIV below.

Table IV: The Responsiveness of the Curriculum Content of Primary Education to the needs of the Pupils.

Response	Respondents	Percentage
Adequate	50	62.5%
Inadequate	30	37.5%
Total	80	100%

The findings showed that the Curriculum of Primary Education accords 62.5% to the responsiveness of the needs of the pupils. However, only 37.5% of the teachers did not see the curriculum content to be adequate and contributing to change in attitudes and behaviours of the pupils. This suggests that the curriculum content of primary education addresses productive and economic ventures that can improve the well-being of the pupils when they leave school.

In addition, the teachers were further asked to ascertain the relevance of primary education towards achieving Sustainable Human Development. In this regard, the emphasis was the type of Sustainable Human Development activities that took place in schools. The findings are illustrated in Table V below.

Table V: Sustainable Human Development Activities in Primary Schools

Activity	Respondents	Percentage
Planting Trees	15	18.8%
Cleaning the Environment	25	31.2%
Production Unit	40	50%
Total	80	100%

Table V shows that 18.8% of the teachers said that the pupils were given tasks of planting trees compared to 31.2% who said that the school encouraged the cleaning of the environment. However, 50% of the teachers stated that most of Sustainable Human Development activities at primary school were done under the production unit.

4.6.2 Effects of Poor Primary Education Provision on Sustainable Human Development

From the face-to-face interview with the teachers, it was learnt that Sustainable Human Development was greatly affected by lack of quality primary education provision. For instance, pupils were responsible for vandalism in the school. They also destroyed the mango and orange trees within the school areas. The teachers further said that lack of quality primary education contributed to the continuous destruction of the environment. Pupils could burn the litter in the school during class time. One of the teachers explained quality education as, "education that involves a learner, resources, a suitable environment and a flexible curriculum necessary for the effective teaching and learning process. "

It was further mentioned that outside the school, people with only primary education in the majority were the ones who could cut down the trees for charcoal burning without even replacing them. Because of lack of quality primary education, the teachers stated that the pupils could not find employment or capital to start any business hence, they resorted to illicit behaviours such as cigarette smoking, beer drinking, prostitution, and crime.

The findings also showed that the high pupil-teacher ratio, of about 100 pupils to 1 teacher impacted negatively on the delivery of education. The teachers said that this led to low literacy levels, teachers' inability to teach effectively and lack of pupil counseling and guidance which caused absenteeism and high dropout rates.

4.7 Findings from Interviews with Pupils

4.7.1 Pupils' Awareness of the Importance of Education

From the FGDs, in trying to answer the question, *do pupils need more than primary education?* The pupils decided to first state that they were aware of the importance of education. Overwhelmingly, the pupils were in favour of continuation up to tertiary level after completion of primary education. They further stated that primary education only enabled them to help their parents with work like fetching water, washing plates, cooking, cleaning the surrounding, cultivation of the land, charcoal burning, planting trees, digging pit latrines, building thatched houses and shop keeping.

In addition, the pupils were also asked the following question: *Do the subject you learn at school help you to do a share of work at home?* Their responses from the FGDs were that subjects like Science and SDS in particular enabled

them to understand the importance of planting trees, cleaning the surroundings and human and spiritual development respectively. It was also found that subjects such as CTS enabled them to make door mats, cooking sticks and wooden tables which in turn could be sold to the community.

4.7.2.Pupils' Career Choice Motivation

From the FGDs, the researcher further asked the pupils, *would you want to do the same kind of work as your parents or guardians after you complete school?* The pupils said that they did not want to do the same kind of work as their parents or guardians unless those in high paying jobs. Instead, they stated that career aspirations, to a large extent, subscribed to family and societal expectations and the availability of the industries or organizations in a particular area. Pupils were motivated to aspire for a career on the basis of its economic rewards, mainly in monetary terms. Therefore, they aspired for high paying jobs such as Mining, Engineering, Medicine, Law, Accounts and teaching. Another motivating factor was the status of the job or career. As such, the pupils tended to aspire for prestigious jobs or careers. The pupils' individual family background also motivated them to aspire for certain careers. Close family members such as parents stood as role models for the pupils and they aspired to enter those people's careers. Pupils from household where close relatives were in not so prestigious careers looked for prestigious careers and took models outside their families. They looked to a career that would provide upward social mobility.

4.8 Findings from Interviews with Parents

4.8.1 Kind of Jobs Primary Education Completion Accords to Children

According to the parents, in terms of the job market, primary education completion accords their children chance to work in the informal sector. The

improved literacy imparted to the children through primary education allowed them to work as shop keepers, housemaids, carpenters, waiters and cooks. The parents further revealed that the children especially girls acquired morals and ability to support their aged parents while the boys benefited more in skills such as bricklaying, carpentry and making of wooden tables and chairs. It was further stated that after completion of primary education, the children were able to work as farm labourers, charcoal burners, security guards, bus drivers and conductors.

With emphasis on the ability to have a better marriage and be a better parent however, the parents stated that as a result of the knowledge their children acquired through primary education in terms of basic hygiene and health, carpentry, agriculture and business skills, their children were able to sustain their families economically. It was further contended that the children developed good social and economic values such as respect for elders and entrepreneurial skills, respectively.

In terms of paying back the costs incurred towards their books, transport and uniforms after completion of primary education, the parents stated that primary education was cheaper as most of the pupils' requirements were provided by the schools. Moreover, children who were unable to buy uniforms were allowed to attend classes even without uniforms. Not only that but also the children were able to build thatched houses and toilets for their aged parents. Although the children did not directly pay back the costs incurred towards primary education, they indirectly paid back as they were able to help their parents in terms of planting trees, gardening and farming.

4.9 Summary

The findings showed that the curriculum content of primary education was skill based. Through primary education, the pupils were equipped with the knowledge

of carpentry, agriculture and hygiene. However, the study also found that the nature of jobs that primary education accords to the children were dangerous to their health and not well paid. As a result, those with primary education particularly the women resorted to illicit behaviours such as prostitution in order to earn a living.

It has further been found that there was a direct link between education and Sustainable Human Development. As such, lack of quality primary education had directly affected the environment. The cutting down of trees for charcoal burning without replacement, the careless burning of litter and crude farming methods continued to be applied. The next chapter will discuss the findings of the study.

CHAPTER FIVE

DISCUSSION OF THE RESEARCH FINDINGS

5.0 Introduction

The previous chapter presented the findings of the study. It showed the responses of the headteachers, teachers, pupils and parents on the Impact of Community Studies on Sustainable Human Development in Selected Primary Schools of Mwinilunga District of the North-Western Zambia. The responses were based on the research questions which were related to the study in question.

This chapter presents a discussion of the research findings in accordance with the four objectives that guided the study. The first objective was to determine whether primary education provided the rightful skills needed for Sustainable Human Development. The second objective was to establish whether pupils needed more than primary education. The third objective was to ascertain whether there were specific benefits of primary school completion. The fourth and last one was to explore the ways of improving education for Sustainable Human Development. The findings have been discussed in sequence with the objectives of the study. Moreover, the findings have also been discussed in relation to the statement of the problem.

5.1 Skills Primary Education Imparts to Learners

5.1.2. Economic and Productive Skills

The findings pointed out that the curriculum content of primary education was skill based and practically oriented. The economic and productive skills imparted to the learners in the making of baskets, cooking sticks, wooden tables, hang-wires and door mats contributed to both individual and community economic empowerment. These items made during community study lessons were later sold to the local people and the money was used to pay school fees and buying

basic needs at home like mealie-meal, soap, sugar and so on. Therefore, the productive activities involved in primary education were seen as an important foundation of poverty eradication.

The study also confirmed that in some primary schools where the members of the community and teachers were actively involved in community study programmes, the pupils were also active as far as Sustainable Human Development activities were concerned such as planting trees, growing vegetables and keeping the surroundings clean. These findings were to a large extent, corresponding to those proposed by Tilbury (2005), who found out that in the primary schools of Australia, the pupils were not only given the knowledge of Sustainable Human Development activities but also practiced them.

The productive activities in primary schools resulted in people who may only have the primary level of education to be absorbed in the informal job market. These skills also enabled the children to have a source of income as they could be self-employed when they left school. The study also found that the productive ventures such as the making of wooden tables, cooking sticks and door mats lacked quality to which they were sold at cheaper prices and could not compete on the local market. This suggested that despite the curriculum content of primary education being skill based, there was a need to emphasise quality.

The above findings, however, rejected the Human Capital Theory which stresses that education improves the quality, economic and productive worth of an individual. This is so because primary level of education was found not to emphasise quality in terms of adding value to economic and productive skills taught to the learners. Therefore, the belief that education is the key to economic growth rests on the quality and quantity of education being provided in the country.

These results were in conformity with those of Kelly (1999) who observed that primary education guaranteed Zambia of a mob ill-equipped to do anything of quality in life thus adding to the existing problem of street kids, poor masses, ill-equipped civil service and more painful, continued state of under-development of the country.

The findings on agriculture showed that the basic methodologies on farming through primary education would help improve food supply to many households. The learners were imparted with the skills of conservation farming and sustainable fishing methods. These findings were consistent with those reported by Nzioka et al (2006) on Universal Primary Education in Kenya. The Kenyan government saw massive reduction in poverty in most rural areas as a result of the implementation of the Universal Primary Education Policy. This was propelled by the increase in fish-farming and agricultural productivity through the knowledge obtained in primary education.

In Zambia, the reduction of poverty was not the case because it was observed that many rural pupils were still in extreme poverty. The primary school pupils in the outskirts of Mwinilunga District could go to school bare-foot and even without uniforms. These observations were to a certain extent in consistency with those by JCTR (2001) which observed that the continued rural urban drift and poverty suggested failure of primary education in addressing rural problems. Crude methods of farming continued to be applied, people continued destroying their environment like forests rather than altering them for their good. The validity of education must be graded in its ability to increase efficiency and quality of production, strategic use of scarce resources and ability to make people meet their day-to-day basic needs. These will not only foster societal and individual prosperity but also help create jobs for Zambians through direct and

indirect industries attached to mass production such as transport, insurance, packaging and clerical works.

5.1.3 Social and Cultural Skills

The study further showed that primary education also imparted social and cultural skills to the learners. In Social Development Studies, the learners were taught how to uphold respect for elders and preserve cultural values. This helped them to recognize appropriate traditional systems in their communities. It was also found that in subjects like Integrated Science, the learners were inculcated with the knowledge of nutrition, health, family planning and measures on how to reduce infant mortality rates. Not only this but also the learners were taught good morals and interactive skills. They were taught how to take care and interact with the people within and outside their communities. For example, the informants said that the learners were imparted with the knowledge of taking care of their aged parents and relatives, and how to transmit skills from one generation to another. Kelly (1996) had a similar view and argued that primary education safeguarded, preserved and transmitted important social and cultural values which enabled the learners to understand the value of being born and respect for their parents.

5.2 Challenges Encountered by schools in Implementation of Community Studies

5.2.1 Challenges of Inadequate Funding

Inadequate funding and lack of equipment to use in Community Studies were among the most serious challenges that affected the implementation of Community Studies in schools. All the informants hinted that funding and lack of equipment in community studies had an adverse impact on the implementation of Community Studies. As a result, the pupils were not able to cultivate a bigger

portion of land and increase the production of wooden tables, chairs, cooking sticks and door mats respectively. The study findings were in line with those of Meki (2004) who found that grants though provided were not adequate for most primary schools to buy teaching and learning materials and equipment needed in the localization of the curriculum.

In addition, it was hard for schools to find money to buy seeds, fertilizers and other items that could help in community studies. Therefore, the headteachers were compelled to either ask the members of the community or the pupils themselves to buy items to use in community studies. These findings were to a large extent in agreement with those cited by JCTR (2001) and PAF (2008) that even though the schools were not allowed to charge fees at the primary level of education, very few pupils in rural areas were in school because some schools asked the pupils to contribute some money for buying teaching and learning materials for practical subjects like Creative and Technology Studies and Integrated Science.

Due to lack of funding and equipment, schools decided to ask the pupils to report to school with tools such as axes, hoes, slashers and other requirements that may be useful in cleaning the surroundings and for use in carpentry. These findings were in line with those by Kelly (1999), who aptly argued that in Zambia, rural circumstances were so different from urban circumstances that one could speak of the absence of a culture of formal education in rural areas and its presence in towns. This situation was true about Mwinilunga District which had about 98% of its schools in the outskirts of the town. Most primary schools in Mwinilunga District showed massive absenteeism of the pupils because of the poor state of educational facilities, and poor equipment and roads which led to perpetual poverty.

The above findings give a wrong impression of the *Educating Our Future Policy* because MoE (1996) proposed that the Jomtien Conference jointly convened by UNESCO, UNDP, and the World Bank in 1990 emphasised the provision of basic learning needs of every child both in quantity and quality. Therefore, the government's priority in funding education was at the primary level of education.

5.2.2 Challenges Related to Continuous Assessment Policy

It must be noted that schools lacked proper continuous Assessment policy to monitor and evaluate the progress of the learners in their productive and economic work under community studies. Monitoring and evaluating the pupils' performance in productive ventures would not only help them to improve their individual choices available to them but also provide the type of labour force necessary for industrial development and economic growth.

Lack of records and continuous assessment policy in community studies was as a result of several factors. Firstly, it was pointed out that schools lacked the assessment policy because community study lessons were not taken seriously especially that they seemed to be an extra work for the teachers but without any incentive. Secondly, since survival skills such as carpentry, bricklaying, making of door mats and farming were not examined by the ECZ, the teachers and school administrators saw no need of participating overwhelmingly in community studies.

It must be made clear here that although some of the headteachers and teachers said that the schools had a continuous Assessment policy under the Guidance and Counseling Department to monitor and evaluate community study activities, there was no evidence of Continuous Assessment in the document that was provided to the researcher. The findings further revealed that despite the huge efforts by DEBS and MoE as a whole on the importance of the localization of the

curriculum, many problems still existed. The parents did not see the value or benefit of their children to participate in Community Studies. It was revealed that the parents advised their children not to attend Community Studies in the afternoons because they did not see much connection between what their children learnt in school and the real life situation outside school.

The above findings were to a certain extent, in agreement with those of Kelly (1996), who argued that lack of pupils' participation in survival skills such as agriculture, health matters and nutrition caused alienation of half-backed pupils from their rural areas to urban areas, thus swelling up shanty compounds and streets.

5.2.3 Challenges of Lack of Qualified Human Resource

The schools lacked qualified teachers to teach the learners in economic and productive skills under community studies. The findings showed that the teachers only concentrated on teaching the subjects that were examined by the ECZ. The teachers lacked the knowledge of carpentry, bricklaying, farming and fishing in order to teach the learners what was involved in the localization of the curriculum. Thus, the localization of the curriculum can only be meaningful if the primary school Teacher Training Institutions' curriculum content emphasizes it. The views of the teachers were very clear that they were not trained to teach apprenticeship skills but the eight subjects that were examinable by the examining body at the end of the instruction period.

Although primary education emphasised localisation of the curriculum, some teachers did not even understand what was involved in community studies. This shows that despite the curriculum content for primary education being skill based and practical in both form and content, lack of qualified teachers in productive and economic skills hindered the whole purpose of education for Sustainable

Human Development. These findings corresponded with those of Kelly (1991), who pointed out that nobody should pretend that real educational experiences are taking place in our institutions of learning, when there are so many teachers who lack professionalism and commitment to teaching.

5.2.4 Challenges of Lack of Modern Teaching/Learning Materials

Furthermore, there were challenges related to modern teaching/learning materials such as computers and equipment used in carpentry, bricklaying, Home Economics and Art and Design. The headteachers and teachers stated that the schools could only teach the learners traditional ways of building houses, making tables, baking and farming. However, these informants also pointed out that education should not be static but dynamic, hence the need to provide modern teaching and learning approaches which are client-based.

To this effect, the study tested whether the skills imparted to the learners at primary school level had any influence on the Human Capital Theory. In its ideal sense, capital as applied to human beings include factors such as computer skills training, classroom training and various forms of informed training. By not providing modern teaching/learning materials, the teachers stated that primary education did not improve human productivity in the same way manufacturing plants improve the production of goods. Therefore, the findings of the study were not in conformity with the Human Capital Theory which views education as the stock of competencies, knowledge and personality attributes embodied in the ability to perform labour so as to produce economic value.

These findings were in conformity with those shown by Deininger (2003), when he advanced that in Uganda, curriculum designers and developers in education were advised by the Ugandan Educational Authority to provide the curriculum that meets the requirement of the current world in order to add value to

educational institutions. He further added that in this modern world, one cannot go on using type writers to train the learners when the world demands computer skills and knowledge.

Moreover, primary schools lacked electricity and science laboratories to conduct practical lessons effectively. Therefore, schools only participated in activities that could not be carried out inside the classroom such as farming and the making of cooking sticks and door mats. Although the findings showed that these activities were at the centre of community studies, it must be noted that they were not done on a large scale because schools lacked sophisticated technology and modern farming methods.

5.3 Impact of Lack of Quality Primary Education Provision on Sustainable Human Development

The findings also showed that education for Sustainable Human Development was greatly affected by poor primary education provision. It was revealed that the failure of primary education to address real socio-economic issues contributed to an insufficient number of truly educated citizens who could participate effectively in the campaign against HIV and AIDS and other related illnesses. GRZ (2000) showed similar findings and observed that the failure of primary education in addressing the problem of HIV and AIDS pandemic had serious repercussions, for example, the transmission of HIV and AIDS from mother to child and how to prevent it and care for the sick leaves much to be desired.

Therefore, it can be added that low levels of education and consequent dependency of females on their male partners, gives them little leverage on the decision making process, hence affecting their well being. One of the headteachers said that the girls with only primary level of education lacked proper social, economic and political common sense, thus, they could not even

insist on the use of the condom or persuade their partners to abstain from risky behavior.

Kelly (2008) confirmed that in Zambia, young people especially the girls who remained in school for a longer time were three times less likely to be HIV infected than those who dropped out of school at primary level. It was therefore, assumed that the more education one has, the less the risks of HIV infection.

The teachers and headteachers said that the attendance of primary school going children in the months of early October to late January was usually poor especially that of boys as they preferred looking for Mushroom and harvesting honey in the bush to learning. This was done in order to generate income that could be used to meet their basic needs at home. The Zambia Civic Education Association (2012) had a similar view when it reported that 300 pupils at Mwenimenda Primary School in Lubanseshi Constituency in Luwingu District of Zambia preferred the collection of caterpillars locally known as *Ifishimu* to learning. These factors may be attributed to lack of implementation of the localized curriculum concept in the education sector.

The headteachers also stated that the curriculum for primary education did not emphasize quality and technological advancement in economic and productive activities. Therefore, it provided very crude incentives for pupils to begin any meaningful life in their communities. By not providing quality skills according to societal demands, primary education was only seeking to perpetuate under-development after having spent money on the pupils. Similarly, Kelly (1999) showed that the provision of primary education though considered cheap, is actually very expensive because after spending on primary education, with poor skills obtained, soon the pupils lapse into illiteracy.

The study also found that the primary school pupils were responsible for breaking down of windows and desks in schools. Not only this but also the pupils destroyed the mango, guava, lemon and orange trees within the school surroundings. This was a major concern because while the government and other cooperating partners in education had already spent, the pupils could not plough back into the economy unless taken back to school to improve on the skills and understand the whole essence of education for Sustainable Development.

5.4 Views of Pupils whether they needed more than Primary Education

The findings of the study showed that the pupils were aware of the importance of education and the need to continue with school after attaining the primary level of education. In addition, primary education only laid a foundation for what was involved in secondary and tertiary levels of education. Therefore, it can be noted that despite acknowledging the heavy costs attached to post-primary education, the pupils still saw it as a key to personal and national development.

Furthermore, the subjects learnt at primary school only helped the pupils to do simple, especially manual work at home which included: planting of trees, cleaning the surroundings, carpentry, bricklaying, cooking, washing plates and clothes for elder members of their families. However, such works can also be learnt through experience that is, through imitation and observations from elder members of the community thereby challenging the whole essence of primary education.

In terms of career choices, it was unearthed by the findings that career aspirations for the pupils (both boys and girls), to a large extent subscribed to societal expectations. The males mostly chose traditionally male dominated

careers such as Electrical Engineering, Architecture and Mining whereas the females chose female dominated careers such as Nursing, Journalism and Secretarial work. However, the interesting thing to note was that some males also did choose traditionally female dominated careers like nursing and teaching while no female pupil chose the male dominated careers like Engineering. These results therefore, revealed that the males felt free to pursue either traditionally male or female career paths freely and simply logically or inherently choose male dominated occupations more often.

From the study, it must be noted also that the pupils were motivated to aspire for a career on the basis of its economic rewards, mainly in monetary terms. They were aware that in order to sustain themselves and their families economically, there was need to go for a well-paying job or career. Sinyangwe and Chilangwa (1995) did a similar study in Chipata, Zambia and reported that the primary aim of every well-sounded pupil is to prosper with education and look at it as an economic savior. Therefore, the pupils viewed education as the vaccine against poverty and tended to memorise what was being taught so that they could pass the examinations and find a job. It was further found that, to the pupils, education only involved the acquisition of skills and knowledge rather than that of using the skills and knowledge for economic development.

5.5. Advantages of Primary School Completion

The results of the study indicated that primary education benefited the learners as it transmitted and preserved important cultural values in society. Therefore, it can be argued that since primary education was more inclined to survival skills, it did not alienate the learners from their villages. It was reported that the learners were imparted with skills such as the making of wooden tables, cooking sticks and farming using the local resources. Not only this but also the pupils did make

door mats (See figure III on page 35). This in turn ensured the development of rural communities through economic ventures of production and marketing.

Furthermore, the recipients of primary education benefited in literacy skills of reading and writing. The pupils acquired innovative skills in hygiene such as the making and use of Tip Taps to wash their hands after using the toilet. Tip Taps were used to ensure that the pupils were protected and prevented from being contaminated with water-borne diseases such as cholera; diarrhea and dysentery (see figure I and II on pages 33 and 34). This was done in order to conserve water and enhance good health. It is interesting to note that the parents said that their children replicated the making of Tip Taps even at home.

In Social Development Studies, it was observed that primary education imparted good morals, values and attitudes to the learners. The learners benefited in terms of good behavior, communication skills such as speaking, listening, reading and writing and entrepreneurship skills like the selling of the items that were made in community studies.

5.6. Views of Parents on Whether the Children paid back costs incurred Towards their Education

The results obtained from the respondents showed that primary was cheaper than secondary and tertiary levels of education as most of the pupils' requirements were provided by the schools. It was found that the pupils who were unable to buy uniforms and school shoes were allowed to attend classes even without them. All the parents said that the cost incurred towards education of their children were mainly books which did not account for a lot of money by the end of the whole period of the primary level of education.

The findings confirmed that the children were able to assist their parents to cultivate the land, clean the surroundings, build thatched houses and toilets and make wooden tables and cooking sticks. In addition, it was also indicated that the children helped their uneducated parents to read, write letters and sign forms for them such as the Fertilizer Scheme and Food Reserve Agency (FRA) forms. Therefore, it can be proposed that although the children did not directly pay back the costs incurred towards their primary education, they indirectly paid back as they were able to help their parents in socio-economic activities.

5.6.1 Type of Employment Primary School Completion Accords to Children

From the study, it was clear that primary education completion accorded the children an opportunity to be self-employed or work in the informal job market. The key informants (parents) confirmed that the improved literacy imparted to the children through primary education allowed them to work as shop keepers in Make-Shift shops, house-maids, carpenters and farm labourers. One of the parents said that she was content with such lowly paying jobs of their children. This can be attributed to the fact that most of the pupils in rural primary schools of Mwinilunga District had parents who either had only primary level of the education or had never been to school at all. Therefore, it can be argued that in order to achieve education for Sustainable Human Development, there was urgent need of educating the parents. Illiterate parents did not see the significance of educating their children. They looked at education as an economic burden which drained them even the little money that they had, leaving none at all for food and basic needs at home.

The respondents further pointed out that the girls acquired more social skills and ability to help their aged parents while the boys benefited more in economic and productive skills like bricklaying, carpentry and making of wooden tables and chairs. With these skills obtained, it is possible that after completion of primary education, the girls could work in government and private institutions such as

schools, Rural Health Centres, Restaurants and Guest-Houses as cleaners, cooks and cashiers.

On the part of the boys, it was reported that they were also able to work as security officers, cleaners and farm labourers. This can be attributed to the survival skills imparted to them through primary education. For example, the pupils were able to make charcoal and sell it mostly to the people who were in formal employment such as the Teachers, Nurses and Agricultural Extension Officers. The study further revealed that the boys were also able to work as bus drivers and conductors. With such kind of employment, they would be able to have an income and sustain themselves and their families economically.

A similar study was conducted in Lusaka and the Copperbelt Provinces by the Central Statistical Office to ascertain whether primary education accords any chance to the children in the job market. The findings were not in conformity with the above. According to the Central Statistical Office (2003), respondents from Lusaka and the Copperbelt Provinces said that primary education completion did not accord any chance to the children in the job market. Its findings were explained in the light of the industrial demands in terms of quality skills and job competition in these two provinces thereby raising a critical question of whether primary education really brings Sustainable Human Development if the beneficiaries cannot be absorbed either in the formal or informal job market.

With regards to the ability to have a better marriage and be a better parent however, the study sided more with the girls than the boys. This was as a result of the girls' ability to acquire more morals and knowledge in reproductive health, hygiene and Home Management than their male counterparts. These findings were in line with those of Kokkala (1995), who asserted that the ability to have a

better marriage and be a better parent from primary education completion were more pronounced among the girls than the boys because of the girls' ability to understand family matters, basic hygiene and house-keeping.

5.7. Role of Government in Providing Education for Sustainable Human Development

The findings of the study pointed to the fact that in order to provide education for Sustainable Human Development, the government of the Republic of Zambia through the MoE allowed for schools to dedicate 20 per cent of the school curriculum to local activities. By so doing the government expected that the children who completed the primary level of education must have the knowledge of survival skills such as farming, carpentry and bricklaying and conservation of resources thereby safeguarding the natural resources within their environment. It was also pointed out that participation in local activities such as growing of beans, pineapples and Bee-keeping would enable the pupils to acquire knowledge of conservation and economic value of honey from the bees respectively.

The findings provided by the Zambia Civic Education Association (2012), were to a large extent, similar to the above, when it reported that in Luwingu, the localisation of the curriculum would benefit the pupils for example, from not only knowledge on the breeding patterns of caterpillars, the trees that nurture them but also economically benefit from the catching and selling of them.

Furthermore, the key informants (headteachers) advanced that the government emphasized literacy and survival skills as the primary goal of education for Sustainable Development. The ability to read and write was critical in that it enabled an individual to make sense of the environment around him or her.

It was also revealed that in order to ensure a conducive environment for primary education, the government through local and international agencies such as FAWEZA, JICA and the World Vision had embarked on the expansion and improvement of the existing school infrastructure in Mwinilunga District. The study discovered that some schools, especially those in the outskirts, with the help of grants from the government and NGOs were expanded using local labour and materials. The members of the community and pupils participated in the building of teachers' houses. However, it was observed that most of the teachers' houses in the rural primary schools were thatched houses. As a result, the teachers were not motivated to teach in typical rural areas where there was poor or dilapidated accommodation. This situation led to the high pupil-teacher ratio, of about 100 pupils to 1 teacher.

These findings were to a large extent similar to those by Siame (2013) who reported that the Government of the Republic of Zambia had built many schools in rural areas which did not have teachers' houses. Therefore, the government must consider constructing teachers' houses in rural areas. As if this was not enough, many teachers in rural areas faced a lot of accommodation challenges such that even when they were given housing allowances, it was difficult for them to find decent accommodation to rent.

The government through the Curriculum Development Centre (CDC) formulated the curriculum suitable and appropriate to the learners' level. With this curriculum, the government expected that the beneficiaries of primary education would acquire skills in health, civic and human rights education thus, moulding them socially, economically and politically in society. It was further illuminated that the government provided teaching and learning materials and removed all hindrances of access to primary education for the Zambian child.

Another role of the government that was given in providing education for Sustainable Human Development was the involvement of the community in matters related to education. Decisions pertaining to the operations of the schools were part of the community responsibility. This decentralisation was also extended to financing of education by the government. MoE (1992) confirmed that funds from the local and/or international agencies went to the MoE which sent them to Provincial Headquarters via to the District Education Officers, who later sent them to respective schools in need.

5.8. Level of Education that Plays a Major Role in Sustainable Human Development

The respondents (head teachers) opted for tertiary level of education as the one that contributed more to Sustainable Human Development than the other levels of education. As can be seen from Table III, out of the eight head teachers, only two said primary as compared to six, who said tertiary. Nobody felt that Sustainable Human Development could be achieved from Pre-School and secondary levels of education. This can be attributed to the presumption that probably in Zambia, advanced skills needed to improve individual well-being and economic development is obtained from tertiary level of education.

One of the headteachers through a one-on one interview postulated that mass agricultural production was influenced by the use of sophisticated technologies like fertilizers, pesticides, machinery and irrigation techniques which were taught at tertiary level of education. Citizens with only the primary level of education both lacked the innovative capacity and ability to acquire such technologically advanced methodologies. He further said that many people, who were involved in large-scale farming had at least tertiary level of education whereas those, who were small scale farmers had either primary level of education or had never been to school at all. This can be explained in the light of the conservative nature and

the low income associated with the people with low levels of education, thus making them to be in a perpetually disadvantaged position.

These findings were in conformity with those provided by the Central Statistical Office (2003), when it showed that over 70% of the bumper harvest in Zambia was the work of the commercial farmers, who had advanced technological knowledge of agriculture as compared to subsistence farmers, whose majority had low levels of agricultural knowledge, accounted for the other percentage. With such outcomes, therefore, it can be argued that indeed the people with low levels of education lack greater powers of technological advancement, critical thinking and control over their environment.

In addition, the study findings showed that the criteria for job recruitment and requirements from the employers all suggested that it was from the tertiary level of education and not the primary or secondary level that eligible candidates could be sought. These findings were to a certain extent consistent with those of Sanyal et al (1976), who found that the employers in Zambia with a job vacancy recruited applicants with a higher probability of a job success of which possession of a degree was a sign of increased probability of having the needed attributes for successful performance of a job.

This clearly shows that a well enlightened human being is the centre of development because through quality and advanced education, important skills to enable adaptation, goal-oriented hard work and innovativeness are all imparted. However, despite the vital campaigns for human resource development world over, the Zambian government still did cut off sponsorship from tertiary education students through the Education Cost Scheme, and aligned the budget to primary education in sole fulfillment of the Universal Primary Education (UPE) policy. These findings were similar to those of

Lungwagwa and Saasa (1990), who showed that since education is a long-term investment, it is better to invest on tertiary education as the family of the beneficiary will directly benefit while the nation would indirectly benefit through services offered.

According to TableIV, the curriculum content of primary education was adequate enough to be responsive to the needs of the pupils. The level of awareness however, differed from the respondents. As indicated in the findings, 62.5% of the respondents said that the curriculum content of primary education was adequate and capable of empowering the learners with productive, economic and marketing skills while 37.5% saw the curriculum content to be inadequate. This showed that the curriculum of primary education was sound on paper but schools lacked resources and qualified teachers to teach the learners survival skills and implement the localization of the curriculum.

In addition, it was unearthed by the findings that Sustainable Human Development activities took place mainly in schools that supported production units. As shown in Table V, 50% of the respondents said that the pupils participated in production unit activities, which involved the utilisation and conservation of the available resources while 31.2% and 18.8% said that the pupils participated in cleaning the environment and planting trees respectively. However, the respondents were also quick to point out that these activities were more meaningful and produced desirable results at higher learning institutions like NRDC, CBU, UNZA and NIPA. With this end in view, it is important to educate in order to receive tangible results at the end and not only to fulfill the political and social concerns of the country.

5.9.Reducing the Effects of Lack of Quality Primary Education Provision On Sustainable Human Development

The headteachers and teachers opted for education that was relevant, client-based and adaptive to the real needs of society. They said that firstly, education had to provide apprenticeship skills to the learners who were not academically capable. Secondly, they were in support of education that emphasized examinations to allow those who were academically capable to excel at all the levels of education. They advocated for education that should concentrate on the acquiring of skills rather than on learning content. It was further indicated that the education system should aim at providing a relevant, competency-based and diversified curriculum, which should develop appropriate skills at all levels.

It was also revealed that the primary education curriculum should integrate local activities such as carpentry, fishing, bee-keeping and poultry. With this end in view, the pupils would benefit from not only the knowledge of the environmental management and management of consumption of resources but also economically benefits from the harvesting of honey and the making and selling of wooden tables respectively.

Therefore, it can be concluded that localization of the curriculum must be emphasized in schools so that the children are not alienated from their villages. However, the study showed that attempts had been made by the schools to teach the pupils in local activities but at a low level. This was because funds and the teaching and learning materials were inadequate. In addition, most of the teachers were not adequately qualified to teach the pupils what was involved in the localization of the curriculum. As a result, they only concentrated on teaching the eight subjects that were examinable by the ECZ.

Furthermore, they suggested that the education system should mainstream cross-cutting issues into the curriculum such as Gender, HIV and AIDS and Environmental issues at all the levels of education. It was further indicated that if that could be done, it would enable the current and future learners to appreciate the impacts and roles that these issues play in Sustainable Human Development.

These findings were to a certain extent, in conformity with the report by Mbulo (2012) on HIV and AIDS in Mozambique. It was reported that lack of HIV and AIDS policy and topics in the curriculum of the primary schools in Mozambique contributed to the failure of the children to prevent themselves from contracting the disease and getting unwanted pregnancies hence, the need to educate and include child health issues in the curriculum at the primary level of education.

From the results obtained from the respondents, it was clear that there was a need to advocate for the education system that should promote practical subjects like Agricultural Science, Art and Design, Forestry, Ecology, Carpentry and bricklaying. However, these subjects were to stand on their own and not integrating them with other subjects like Creative and Technology Studies (CTS) and Integrated Science. In this regard, there was need of identifying the pupils' capabilities in order to allow them to specialize in the subjects they were good at. This implied that pupils were not supposed to be over-loaded with so many theoretical subjects but they needed to specialize at least in two practical subjects they were good at and interested in.

The respondents further suggested that there was need to concentrate on modern skills in the teaching of community study lessons. Education is dynamic and not static hence, the need to teach the learners according to societal needs in general, and industrial demands in particular. For example, teaching the

learners computer lessons, how to assemble cell-phones, radios and television sets.

5.1.0. Summary

The main purpose of this chapter was to discuss the findings of the study on the Impact of Community Studies in Primary Schools on Sustainable Human Development in Mwinilunga District of the North-Western Zambia. The discussion showed that the following had adverse impact on Sustainable Human Development: lack of quality skills primary education imparted to the learners, challenges encountered by the schools in the implementation of the localization of the curriculum which included: lack of modern teaching and learning materials, inadequate funding, inadequacy in school equipment and facilities, lack of qualified teachers in economic and productive ventures and lack of continuous Assessment policy to monitor and evaluate the progress of the learners in community study lessons.

In addition, the analysis of the findings rejected the Human Capital Theory because the study revealed that primary education did not improve the quality, economic and productive worth of an individual. The belief that education is the key to economic growth rests on the quality and quantity of education being provided in the country.

Therefore, the study showed that the negative impacts on Sustainable Human Development included: pupils' lack of creativity and innovativeness, pupils breaking down the windows and desks in schools, pupils cutting down the trees within the school surroundings and throwing and burning of litter carelessly in the school. In order to overcome these challenges, the study revealed that there was need for specialization and teaching the pupils apprenticeship skills. It was further suggested that the education system should include Gender, HIV and

AIDS and Environmental issues in the curriculum. The study also advocated for the use of modern skills in the teaching of community study lessons and that practical subjects were not supposed to be integrated in the other subjects but to stand on their own.

The next chapter will give the summary, conclusion and recommendations of the study

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

The main purpose of this study was to determine the impact of Community Studies on Sustainable Human Development in Selected Primary Schools in Mwinilunga District. The study therefore, aimed at filling in the gap by establishing what impacts primary education provision had on Sustainable Human Development and what kind of education was needed in order to meet societal needs. Therefore, it is from this background that this chapter proposes to make the conclusions and recommendations of the study.

The conclusions and the recommendations are based on the research findings from the respondents. The sample target of the respondents was 80 teachers, 8 headteachers, 48 pupils and 24 parents. The teachers and the headteachers responded to both the questionnaire and one-on-one interview guide questions. In addition, the pupils responded to Focus Group Discussion questions while the parents responded to one-on-one interview guide questions. Furthermore, an observation sheet was used to record the various Sustainable Human Development activities that took place in schools. The presentation and analysis of the results were organized in relation to the research questions and objectives that were formulated. Therefore, the conclusions and recommendations are based on the findings drawn from the research objectives.

6.1 Summary of Findings

From the findings and discussions that addressed the four objectives, the study showed that although Sustainable Human Development activities in primary schools were found to be there, they were not viable. It was observed that although the learners participated in economic and productive activities such as the making of door mats, hang-wires, wooden tables and cooking sticks, the

quality aspect of these activities were discovered to be almost absent. This was because schools lacked financial resources, modern equipment and qualified teachers to teach apprenticeship skills effectively.

The study further found that the pupils' involvement in outdoor practical activities such as gardening and carpentry were not done on a large scale because of lack of funds and laxity on the part of the teaching staff. The teachers faced many challenges in teaching economic and productive skills to the pupils which resulted into poor quality primary education provision where Sustainable Human Development activities were concerned. The pupils' failure to appreciate environmental education in terms of planting trees and keeping the surroundings clean resulted into among other things; pupils responsible for vandalism in schools, pupils destroying the mango, orange and guava trees within the school areas, pupils burning the litter in the school during class time and pupils urinating and throwing litter all over the school surroundings. Therefore, it was proposed that there was need of providing education that fosters the protection and restoration of the earth's ecosystem.

6.2 Conclusion

Although Universal Primary Education and its impact on Sustainable Human Development is a topical issue world over, lack of implementation and desirable curriculum content was associated with several challenges. Of these challenges, the following were notably common among the respondents: Lack of funds and equipment, lack of continuous assessment policy for community studies, lack of qualified teachers to teach productive and economic skills, lack of modern teaching/learning materials and lack of sensitization programmes on the importance of the localization of the curriculum. These challenges impacted negatively on the provision of quality primary education needed for Sustainable Human Development. Among which were the pupils destroying the mango,

guava and orange trees; pupils were responsible for vandalism and burning of litter in the school areas.

To reduce these negative impacts, the schools had to come up with some strategies like encouraging teachers to participate fully in community studies, buying seeds and other farming in-puts needed for community study lessons, formulating the syllabus for local activities according to the availability of natural resources and making sure that the pupils presented to the teachers what they made in community studies.

6.3 Recommendations

In line with the significance of this study, it is important to realize that the results of this study useful as they may be would make no difference to society if not accompanied by appropriate action from various stake holders. Based on the findings of this study, it is recommended that:

- Policy makers and curriculum developers in education should consider making economic and productive skills taught under community studies as examinable subjects so that both the pupils and the teachers can take them seriously.
- Since education is a long-term economic investment, stakeholders in education should invest in Education that provides skills according to the industrial and societal demands while aligning the economy to retain these graduates for national benefit.
- Since the current education policy in Zambia allowed for schools to dedicate 20 per cent of the school curriculum to local activities, the MoE should give an explicit directive to all the schools to have a Continuous Assessment policy on such activities. This will enable the teachers to effectively monitor and evaluate the learners' progress in production and economic activities.
- The MoE should allocate more resources to support the localization of the curriculum initiatives in primary schools while also encouraging the schools to

mobilize resources from other sources through the making of quality products and selling them to the community.

- Since most teachers in primary schools are not trained in economic and productive ventures, the Ministry of Education through Teacher Training Institutions should train these teachers with such knowledge.
- Curriculum developers in education should consider integrating Gender, HIV and AIDS, Agriculture Science and Environmental Management in the curriculum in order to enable the current and future learners to appreciate the impacts and roles that these issues play in sustainable social, political, economic and cultural development.

6.4 Recommendations for Further Research

The following were identified as areas of possible future research;

1. A longitudinal study to determine the effectiveness of teaching the localization of the curriculum in primary schools.
2. To establish the challenges of integrating Sustainable Human Development activities in the primary school curriculum.
3. To determine the relationship between decentralisation, community empowerment and Sustainable Human Development activities in primary schools.

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APPENDICES

APPENDIX 1: SEMI -STRUCTURED INTERVIEW

GUIDE FOR TEACHERS

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCE EDUCATION

Topic of the Research:

The Impact of Universal Primary Education Goals on Sustainable Human Development:
The Case of Selected Primary Schools of Mwinilunga District in Zambia.

1. What kind of skills does primary education impart to the learners in your school?
2. What do you think are the specific benefits of primary school completion?
3. What measures has the school taken to make sure that learners are imparted with productive skills needed for sustainable human development?
4. In your opinion, what is the importance of primary education?
5. Do you think improved literacy from primary education contributes to Sustainable Human Development?
6. Do you know of any measure (s) taken by the Government and policy makers in education aimed at improving education for Sustainable Human Development?

**APPENDIX2: SEMI -STRUCTURED INTERVIEW GUIDE FOR LEARNERS/FOCUS
GROUP DISCUSSIONS
UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCE EDUCATION**

Topic of the Research:

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The Case of Selected Primary Schools of Mwinilunga District in Zambia.

1. What do you want to do after you complete Grade 7?
2. Do you need more than a primary school level of education?
3. Do you help your parents with work at home?
4. What kind of work do you help them in?
5. Do the subjects you learn at school help you to do your share of work at home?
6. Would you want to do the same kind of work as your parents or guardians after you complete school?

APPENDIX 3: SEMI-STRUCTURED INTERVIEW GUIDE FOR PARENTS

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCE EDUCATION

Topic of the Research

The Impact of Universal Primary Education Goals on Sustainable Human Development:
The Case of Selected Primary Schools of Mwinilunga District in Zambia.

1. Do you think primary education accords any chance to your children in the job market?
2. Are there any chances to have better marriage and be a better parent from primary school completion?
3. Do you think primary education imparts good morals and hygiene to your children needed for their well being?
4. Do you receive any specific benefit of primary school completion from your children?
5. What kind of benefits do you receive from them?
6. Are your children able to participate and contribute positively to the development of the community?
7. Do your children pay back the costs incurred towards their books, transport and uniforms after completing primary school?

APPENDIX 4: SEMI-STRUCTURED INTERVIEW GUIDE

FOR SCHOOL MANAGERS

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCE EDUCATION

Topic of Research:

The Impact of Universal Primary Education Goals on Sustainable Human Development:
The Case of Selected Primary Schools of Mwinilunga District in Zambia

1. What do you think are the specific economic skills primary education imparts to the learners?
2. Do you know of any expectations the government has in providing primary education for all? What are these?
3. In your opinion, what kind of education do you think should be provided to meet societal needs?
4. What kind of values and attitudes does primary education impart to the learners?
5. What issues do you think must be included in the curriculum content of primary education?
6. From the current structure of the education system in Zambia; primary, secondary and tertiary, which one do you think contributes to Sustainable Human Development?

APPENDIX 5: AN OBSERVATION CHECKLIST

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCE EDUCATION

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What to look for;

1. The physical appearance of the building where learning takes place.
 - I. Outside view
 - II. Inside view
 - III. The surrounding
2. The nature of Sustainable Human Development activities in place.
 - I. How the learners are appreciating the Sustainable Human Development Programme.
 - II. Content of programme
 - III. Methodology
 - IV. Participation input.
3. Maintenance of the Environment.
 - I. Planting of trees
 - II. Cleaning of the environment.
 - III. Involvement in production unit.

**APPENDIX 6: QUESTIONNAIRE FOR TEACHERS/
SCHOOL ADMINISTRATORS
UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCE EDUCATION**

Dear Respondent,

RESPONDENT INFORMATION SHEET

You are among the few teachers/school administrators selected to participate in this study entitled **“The Impact of Universal Primary Education Goals on Sustainable Human Development in Mwinilunga District of Zambia.”** The information you provide will be solely for academic use and not for any other purpose. You are not required to indicate your name on the questionnaire unless you want to.

This is a Postgraduate study conducted under the Directorate of Research and Graduate studies, and coordinated by the School of Education.

I shall appreciate your heartfelt and reliable responses to questions contained in this research instrument.

Thank you.

INSTRUCTIONS: You are expected to tick or write your responses in the spaces provided.

1. Sex

Male [] Female []

2. What position do you hold in the school?

Head teacher [] Senior teacher [] Class teacher []

Other (specify) _____

3. Academic qualifications

College Teacher's Certificate [] College Teacher's Diploma []

University Degree [] Master's Degree []

4. Number of years in Service []

5. What type of a school is this?

Grade 1 [] Grade 2 [] Grade 3 []

Other (specify) _____

6. Do you agree with the government's policy that the goals of primary education include reading, writing and numeracy? Strongly agree []

Agree [] Disagree [] Strongly disagree []

7. Does the school have a deliberate policy to achieve these goals of Universal Primary Education? None [] Yes, it has [] I don't know [] Other (specify)

8. How did you learn about these goals?

From fellow teachers [] From the community [] From the existing Educational policy documents [] Other (specify) _____

9. Primary education contributes to change in attitudes and behaviors of people as individuals.

Strongly agree [] Agree [] Disagree [] strongly disagree []

10. Primary education achievement can help improve the quality of human life.

Strongly agree [] Agree [] Disagree []

Strongly disagree []

11. Does the Primary School Curriculum cover the following areas?

Social Development [] Economic Development []

Community Development [] Individual Development []

12. How would you rate the responsiveness of the curriculum to the needs of the pupils? Very Adequate [] Adequate []

Average [] Inadequate []

13. If the curriculum is average or inadequate, what would you suggest should be done to improve it? _____

14. What type of activities are given to the pupils at your school to achieve Education for Sustainable Human Development? Planting Trees []

Cleaning the Environment [] Production Unit [] None []

15. Do you agree with the Rio Declaration, Agenda 21 that there is need to reorient education towards Sustainable Development?

Strongly agree [] Agree [] Disagree []

Strongly Disagree []

16. Which level of education should be targeted in order to benefit from education for Sustainable Human Development? Pre-School []

Primary [] Secondary [] Tertiary []

17. How do you think Sustainable Human Development is affected by lack of quality primary education provision? _____

18. Give suggestions on what you think education should do to help achieve Sustainable Human Development _____

19. What measures do you think the government should take to provide primary education that can contribute to Sustainable Human Development? _____

20. Give your general view about what you think of education for Sustainable Human Development.

21. Do you think lack of quality primary education has an impact on Sustainable Human Development? _____

THANK YOU FOR YOUR TIME!