

**FACTORS AFFECTING THE PROVISION OF QUALITY
EDUCATION IN SOME SELECTED COMMUNITY SCHOOLS
IN MUMBWA DISTRICT**

BY

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**A dissertation submitted to the University of Zambia in collaboration with
Zimbabwe Open University in partial fulfilment of the requirement for the
degree of Master of Education in Education Management**

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DEDICATION

I dedicate this work to my late father Mr Kalumba Obed, my late mother Manda Maggie Kalumba, my wife Maggie Mwamba, my children Manda Maggie Pola, Kalumba Dickson Pola, Mukuka Natasha Pola, Mirriam Pola and Joshua Pola.

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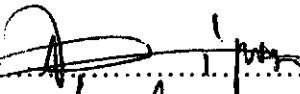
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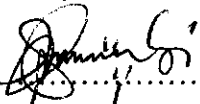
I, Pola Dickson, do hereby declare that this dissertation represents my own work and that it has not previously been submitted for a degree at the University of Zambia or any other University.

Signature:..... Date:.....

APPROVAL

This dissertation by Pola Dickson is a partial fulfilment of the requirements for the award of Master of Education in Education Management of the University of Zambia in collaboration with Zimbabwe Open University.

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ACRONYMS

CDF- Constituency Development Funds

CSO - Central Statistics Office

C/T- Class teacher

H/T- Headteacher

NGO - Non-Governmental Organisation

PCSC- Parents Community School Committee

PU - Production Unit

ZCSS - Zambia Community School Secretariat

ZOCS- Zambia Open Community School

ABSTRACT

This study was conducted on the factors affecting the provision of quality education in community schools of Mumbwa district. The study used descriptive design with qualitative and quantitative method.

The study used qualitative design which is interactive in nature, in order to come up with detailed, accurate and factual account of the perceptions and attitudes of stakeholders, the researcher used interview guide to conduct the in-depth interview. Apart from that the researcher used quantitative method this method allowed the use of questionnaire. Purposive sampling was used to select respondent for in-depth interview while simple random sampling was done to selected respondent to the questionnaire.

The data collected using in-depth interview was arranged according to themes that emerged in the course of the study while data collected using the questionnaire was analysed by using tables, graphs, pie-chart and percentages.

The following themes emerged as factors that affect the provision of quality education in community schools namely: Teacher professional teaching qualification, teacher motivation, teaching and learning materials, school infrastructure and availability of solutions to community school problems. The study has revealed that the number of trained headteachers have increased in community schools while the number of trained teachers is still low. There is slight improvement in the number of permanent structure of community schools, this has attracted trained primary school teachers to become headteachers in community schools. The study has also revealed that community schools have enough text books for grade one pupils. However, schools are still lacking text books for other grades. The increase in grade one books has been necessitated by the

introduction of the revised curriculum. The study as also acknowledged that untrained class teachers in community schools are not well paid by the community and this has negatively affected the provision of quality education in community schools.

It was also revealed that community school face a lot of problems or challenges in the management of schools unfortunately all schools visited has no written plan to solve the problem. Therefore, it was recommended that the ministry of education should deploy untrained teachers in community schools who should be paid by the ministry of education. Ministry of education to supply text books to community schools especially for grade 4 and 7. Ministry of education to speed up the construction permanent structures in community schools and lastly to make it mandatory that each community school through the PCSC draw the plan of work every year.

TABLE OF CONTENTS

DEDICATION.....	i
COPYRIGHT DECLARATION.	ii
AUTHOR’S DECLARATION.....	iii
APPROVAL.....	iv
ACKNOWLEDGEMENTS.....	v
ACRONYMS.....	vi
ABSTRACT.....	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xiv
CHAPTER ONE.....	1
1.0 Introduction.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Purpose of the Study.....	3
1.4 General Objective.....	3
1.5 Specific Objectives.....	4
1.6 Research Questions.....	4
1.7 Significance of the Study.....	4
1.8 Theoretical framework.....	5
1.9 Benefits of the theory.....	6
1.10 Limitations.....	6
1.11 Delimitation.....	7

1.12	Operational Definitions.....	7
1.13	Ethical consideration.....	8
1.14	Summary of Chapter One.....	8
CHAPTER TWO.....		10
2.0	LITERATURE REVIEW.....	10
2.1	Introduction	10
2.2	Brief History of Community schools in Zambia.....	10
2.3	Factors that affect the provision of quality education	13
2.3.1	Professional teachers qualification.....	13
2.3.2	Teaching and learning materials	14
2.3.3	Infrastructure.....	15
2.3.4	Teacher motivation.....	16
2.4	Summary of Chapter Two.....	18
CHAPTER THREE.....		19
METHODOLOGY.....		19
3.1	Introduction.....	19
3.2	Research Design.....	19
3.3	Study site.....	21
3.3.1	Description of the site.....	22
3.4	Study population.....	20
3.5	Study Sample.....	24
3.6	Sampling Procedure.....	25
3.7	Data collection instruments.....	27
3.8	Data collection procedures.....	27
3.9	Data analysis.....	29

3.10	Summary of Chapter Three.....	30
CHAPTER FOUR.....		31
FINDINGS OF THE STUDY.....		31
4.1	Introduction.....	31
4.2	Professional teaching qualification.....	32
4.2.1	Headteachers and class teachers professional teaching qualification.....	32
4.2.2	The effects of teachers' qualification on the provision of quality education.....	34
4.2.3	Teacher motivation.....	35
4.3	Number of text books available in community schools.....	36
4.3.1	Grade 1,4 and 7 text books available in community schools.....	36
4.3.2	Contribution of text books to the provision of quality education	37
4.4	Community school infrastructure.....	39
4.4.1	Permanent and temporal community school infrastructure.....	39
4.4.2	Contribution of infrastructure to the provision of quality education.....	40
4.5	challenges faced by community school.....	41
4.5.1	Availability of solutions to the challenges community schools are facing.....	42
4.5	Summary of Chapter Four.....	43
CHAPTER FIVE.....		44
DISCUSION OF THE FINDINGS.....		44
5.1	Introduction.....	44
5.2	Teacher professional qualification.....	44
5.2.1	Headteacher and class teachers qualification	44
5.2.2	The effect of teacher qualification on the provision of quality education.....	45
5.2.3	Teacher motivation.....	46
5.3	Contribution of text books to the provision of quality education	46

5.4 Infrastructure.....47

5.4.1 Number of permanent and temporal infrastructure.....47

5.4.2 Contribution of infrastructure towards the provision of quality education.....44

5.5 Solutions to community schools challenges.....49

5.3 Summary of Chapter five.....49

CHAPTER SIX.....51

CONCLUSION AND RECOMMENDATIONS.....51

6.1 Introduction.....51

6.2 Conclusion 51

6.3 Recommendations.....52

6.4 Suggestion for further research.....54

REFERENCES.....55

APPENDICES.....59

APPENDIX A:HEADTEACHER QUESTIONNAIRE.....59

APPENDIX B: CLASS TEACHER QUESTIONNAIRE.....65

APPENDIX C: INTERVIEW GUIDE FOR HEADTEACHER.....71

APPENDIX IV: INTERVIEW GUIDE FOR CLASS TEACHER.....73

LIST OF TABLES

Table 1. Number of schools and respondents per Zone.....25

Table 2. Distribution of community school headteachers teaching professional
qualification32

Table 3. Distribution of community school class teachers professional
qualification33

LIST OF FIGURES

Figure 1: Number of text books available in community schools36

Figure 2: Permanent and temporal community schools.....39

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the study

It is internationally recognised that education is a basic right, implying that no child should be denied the opportunity to develop his or her full potential through education. Hence, communities came-up with the development of community schools (UNESCO, 2002).

Though community schools have increased access to education their major problem is that they have adversely affected the provision of quality education, available evidence shows that specific standards of teachers professional qualification, teaching and learning materials, Infrastructure and to some extent teacher motivation are needed for the provision of quality education. However, all the aforementioned characteristics are not fully available in community schools at global level (UNESCO,2005). In the same study, this was first noticed by UNESCO in 2004 to 2005 and some of its effects are low performance on the side of the pupils and low teacher input, consequently this affect pupils performance who are mostly needed for national development globally. However, many countries have been trying to see how they can solve this problem.

Available evidence shows that in India community schools have been promoted as an alternative means to increase access to schooling within the context of education for all (EFA) (Sujatha,2000). In his study in selected community schools in New Delhi it was

established that despite efforts that have been made by government the problem has continued, he noted that the performance of pupils in those selected community schools in India was low due to lack of infrastructure.

At region level in Kenya there are two types of schools that are formally recognised, *inter alia* public or government and private schools but in the recent past, non – formal centres have involved and take various forms including community schools. According to Onsomu et al (2004) in his study of selected schools in Kenya they found out that there was a problem in the provision of quality education in community schools. This was attributed to low emolument to community school teachers which resulted into low performance of pupils and affected the pass rate of Nairobi region as a whole.

At local level Zambia is no exception she has embraced community schools according to Kalimaposo et al (2012) the study explored role of parent community school (PCSC) in improving school performance in selected community schools in Eastern Zambia. Community schools started in the mid 1980's as a response to the lack of schools and school place especially in rural Zambia. Vulnerable children such as orphans and the poor failed to access places in conventional schools owing to a number of factors. Community schools are funded owned and operated at the community level though the parent community school committee (PCSC). Volunteer community school teachers are hired by the community through PCSC and often paid in kind because of this it was established that community school teachers were demotivated this situation affected the performance of pupils because teachers performance was low.

In conclusion the motivation of this study was driven by the fact that if teaching learning process and non- availability of infrastructure, teaching and learning materials remains unchecked it may affect the pupils performance, teacher performance and this situation may lead to lowering down of quality education. Owing to the aforementioned background the research problem is put across in explicit terms through the statement of the problem.

1.2 Statement of the problem

This study investigated factors affecting the provision of quality education in community schools of mumbwa district. Community schools are founded, owned and operated at the community level through the parent community school committees. It has been observed that most community schools are under resourced in terms of learning and teaching materials (UNESCO, 1996). The study sought to investigate factors affecting the provision of quality education in selected community schools of Mumbwa District.

1.3 Purpose of the study

To establish factors affecting the provision of quality education in selected community schools of Mumbwa District

1.4 General Objects

The main aim of this research was to find out factors affecting the provision of quality education in community schools.

1.5 Specific Objectives

The Specific objectives of the study are:

1. To determine the qualification of teachers in community schools.
2. To establish the types of teaching and learning materials available in community schools.
3. To determine the availability of suitability of infrastructure in community schools.
4. To establish possible solutions to the challenges community schools face in the provision of quality education.

1.6 Research questions

The following are the research questions:

1. What are the qualifications of teachers in community schools?
2. What are the types of books available in community schools?
3. What type of school infrastructure is in community schools?
4. What are the solutions to the challenges community schools face on factors affecting the provision of quality education?

1.7 Significance of the study

The research on the factors affecting the provision of quality education in some selected community schools in Mumbwa District was undertaken so that it can find out whether pupils in community schools are receiving quality education.

Quality education is based on the qualification of teachers in community schools, availability of teaching and learning materials, teacher motivation and availability of good school infrastructure. The findings will help decision makers facilitate the provision of quality education in community schools. At the sometime the findings is intended for community school leaders and local people who manage community schools . It is hoped that knowledge which is realised from this study will help in the creation of new intervention in the provision of quality education in community schools.

1.8 Theoretical frame work

The study was conducted under the principles of the systems theory. According to Oliver and Abel (2003) state that the systems theory posit that organisations should be treated as open systems which are continually dependent upon and influenced by their environments.

In its broadest conception a system may be described as a complex of interacting components together with the relationships among them that permit the identification of the boundary, maintaining entity or process. Since social and psychological phenomena tend to resist quantitative modeling by posing basic difficulties already on the plane of boundary identification, alternative approaches must be relied upon.

Laszio and Kripper(1997) explains that the advantage of system theory is its potential to provide a trans-disciplinary frame work for as simultaneously critical and normative

exploration of the relationship between our perceptions and conceptions and the world they purport to represent

1.9 Benefits of the theory

Since the theory is based on the assumption that organisation should be treated as open system which are continually dependent upon and influenced by their environment . This can be observed in the members of the community when they observe that the environment is not providing literacy and numeracy to their children. The community reacts to the environment by building community schools and it is within the community that they form parents community school committee (PCSC), the church and Non-governmental organization (NGO). Thereafter the community school starts interacting with the officers at the district education board secretary office (DEBS) like the district education standards officer, planning officer, building officer, human resource management officer and district resource coordinator .Hence, creating a system which work towards the provisional of quality education in the community school.

1.10 Limitations

The study had a challenge on the conduct of in-depth interview to some headteachers and class teachers. This became a challenge because the researcher was transferred from Mumbwa district to Mongu in Western province. Therefore, the researcher camped in Mumbwa for the whole period of the research. It was a challenge to collect all questionnaires from the respondent because instead of the respondent sending questionnaires to the District Education Board Secretary the

researcher had to make another trip going around community schools collecting questionnaires and this costed the researcher lot of money.

1.11 Delimitation

The research study was conducted in Mumbwa district, this town is found in central province of Zambia, lying on the Great West road 150 Km from Lusaka capital city of Zambia. The district covers the Western part of central province bordering Kaoma and Western Province to the west, Namwala and Southern Province to the South, Lusaka and Lusaka province to the east, Kasempa and North-Western province to the North and Chibombo to the North-east. According to CSO (2012) the district has a total population of 218,328 and most of this is the population below 18 years old. The district has four Secondary schools, 78 primary schools and 58 community schools. The number of community schools in the district is very big such that it becomes difficult to manage them. Apart from that most of these community schools are in very distant places and the roads leading to these schools are very bad. However, the district education board office has clustered the schools into 10 Zones. Due to lack of funds and long distance to community schools the research study was confined in few selected community schools of Mumbwa district.

1.12 Operational Definitions

Community school: Is a school which is initiated, built and run by the

community in Most cases teachers of community schools are employed and paid

by the community.

Quality: Is the measure of excellence or state of being free from defects, deficiencies and Significant variation.

Education: The process of receiving or giving systematic instructions, especially at a School, like community school, government school and grant aided school even at the university.

Literacy: The ability to read and write.

Numeracy: The ability to understand and work with numbers and apply simple
Numerical concepts like addition, subtraction, multiplication and division.

1.13 Ethical considerations

The research study was conducted in an area which has mixed ethnic group. The area is dominated by the Tongas, Kaondes, ila people, lamba and few Zezulus. Knowing that most of these ethnic group belief in having more than one wife. Hence, the researcher avoided going into such beliefs. Apart from that the researcher respected the respondent.

1.14 Summary of Chapter One

This section focused on the background, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, theoretical framework, and limitations of the study, delimitations of the study and

explanation of key words. The next chapter which follows shows the significance of the study in relation to the literature from previous studies which were done responding to factors affecting the provision of quality education in community schools.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter provides information of the reviewed literature related to the present study on the factor affecting the provision of quality education in community schools. The literature review starts with the history of community schools in Zambia, factors affecting the provision of quality education such as teacher's qualification, teaching / learning materials, infrastructure and teacher motivation.

2.2 Brief History of Community Schools in Zambia

According to MOE (2007), a community school is defined as, a community based learning institution that meets the education needs of children in a particular community. The management and organisation of the school is in the hands of the Community. A community can decide to transfer ownership to government following procedures outlined in the guidelines for community schools or it can continue managing the school. Best example can be seen from Mulelemwana community school in Lusaka which runs from Pre- school to Secondary School and it provide skills like carpentry, tailoring and bricklaying to its pupils.

The first community school in Zambia was established in Mtendere (Lusaka) in 1982 by Dominican Sisters and since then community schools have spread nationwide (Kelly, 1999). Community schools started operating in Zambia to

respond to the needs of orphans, the poor and girl children who are often disadvantaged in the delivery of primary education services (Carmody, 2004).

According to MOE(2007) In 1997, the Zambia Community Schools Secretariat (ZCSS) was set up which deals with, though may not include all, community schools throughout the country. Among them is the Zambia Open Community Schools (ZOCs) which were started as a result of the initiative of Sr. O'Keefe HRS and the support of Dr. Janice Stevens and Sir Bernadette McKenna. Carmody, (2004) further states that, in 2003, it was estimated that the overall number of community schools had increased to 1,340 with an enrolment of 169,000.

However, the numbers in need of such schools are constantly rising due to the spread of HIV and AIDS and the generally depressed condition of the economy. Basic income levels for the population are extremely low. The HIV and AIDS pandemics has reduced the economic earning potential of households, which in rural areas have also declined because of rising costs of agricultural inputs, unfavorable market opportunities and adverse weather conditions.

Machila (2008) argues that there is more to a community school than a set of subject syllabuses which take account of local conditions. A community school is, in the fullest possible sense, the school of the community, not just the school which stands in the community. It is a school in which children are taught, and well taught, during what are normally regarded as school hours and also the institution which offers to adolescents and adults, the education, training and even

recreation for which they are asking or for which they can often be so easily stimulated to ask.

Kelly (1999) states that community schools developed out of a need for additional school in the country. In fact most primary school which we have in this country stated as community schools, when they were fully developed that was when they were converted to government schools.

Other aspects were the distances children sometimes need to walk to school and the security of the children on their way to school is not granted. Hence, Community schools are within or close to the community which has no government school. In urban areas community school is set up even in the illegal compounds where very few public facilities exist.

A further important consideration is economical. As one of the adverse effects of structural adjustment, more and more people in Zambia live below the poverty line and can not afford to pay school fees and uniform costs needed in regular schools. According to FAWEZA (2010) many of the out-of-school children are girls, the number of street children, estimated at 70,000 in 1995 is increasing, as well as the number of orphans. A consequence of all this is a great need for accessible basic education at minimal cost hence the establishment of community schools. However, community schools are managed by teachers who are not trained. According to Chondoka and Subulwa (2004) detailed interviews with teachers in community schools established that many of them hold grade 12 certificate and are untrained. At the same time these schools have no enough text

books, they lack desks and the infrastructure is not very good. Coupled with these challenges you may wonder if community schools are providing quality education.

2.3 Factors that affect the provision of quality education

As indicated in introduction , the impact of community schools in the provision of quality education involves a lot of things According to MOE (2015) standards for the provision of quality education are, community school teachers qualification, teaching and learning materials, school management and supervision, teachers motivation, learner- teacher ratio, community school funding, implementation of school curriculum and contact hours. However, the research study dealt much on teacher qualification, teaching and learning materials, infrastructure and teacher motivation.

2.3.1 Professional teachers qualification

Using trained and qualified teachers is one of the factors that affect the provision of quality education in schools. In this regard, the essential competences required in every teacher are mastery of materials that is to be taught and skills in communicating that material to pupils (MOE,1996). Both aspects cover a great array of knowledge, understanding and skills that must become integral to every teacher.

Muskin (1997) and Save the children (2002) alluded to fact mentioned earlier that, the lack of teacher education and qualification was often seen as a weakness of community schools. In 1997, Save the children in Mali founded that learners

did not have adequate training to continue school in French and that a programme weakness was the lack of teacher qualifications .

In Zambia communities assess teachers by their dedication to teaching under privileged children and to helping the community. These standards rather than academic ones, were used because trained qualified teachers posed financial constraints to be managed in community schools (Cashen et al,2001).

Schools must have sufficiently trained teachers According to MOE (2015) grade 1-7 teachers must possess a teacher's certificate in the Zambia Primary Course (ZPC), Zambia Basic Education Course (ZATEC), a diploma or degree in primary school education. A senior teacher in a primary school should have a certificate in ZPC, or ZBEC, or ZATEC or a primary diploma or its equivalent and at least 5 years teaching experience at primary level while the Deputy Headteacher for primary school should have a diploma or degree in primary education with at least 3 years' experience as a senior teacher and the Headteacher for a primary school should have a diploma in Education or B.A ED or B.ED or B.Sc.ED, with at least 3 years' experience as deputy head teacher. Since community schools provide primary school education it is imperative that teachers have at least the minimum qualification of a teacher to teach in a community school so that quality education is provided to pupils.

2.3.2 Teaching and learning materials

Teaching and learning materials are important in the delivery of quality education in schools, this helps teachers prepare lessons and enhance teaching. Teaching

and learning materials include things such as text books for both teacher and pupils, black board, charts and any other material that can be used to teach and learning. According to Nkosha and Mwanza (2009) teaching and learning materials help to meet goals of the curriculum and assist the teacher to achieve set lesson objectives.

Teaching and learning materials can only be termed appropriate if they both meet the goals of the curriculum and assist the teacher in achieving set lesson objective. In this way the choice of suitable teaching and learning materials ensures quality of education delivery.

The majorities of teachers in community schools are of humble education and are untrained. Thus learners need text books and other supplementary materials while teachers need teachers guide books for different subjects or subject areas within the curriculum. Teachers guide and other supplementary materials for the teacher will enhance the quality of teaching. Teachers will use teachers guide and text books when preparing lesson plans and will also enrich their understanding of the various subject areas teachers guide will also help them in preparation work for slow learners.

2.3.3 Infrastructure

In many cases, though not always true for schools supported by Nongovernment Organisation (NGOs) or other donors, community school have poor facilities and infrastructure. Save the children evaluation in Mali found poor latrines and lack of cupboards to keep supplies. World Education in Mali also found that many had a four year, but only three class rooms to house (World Education Mali, 2000).

Another report stated that the current challenges for the community schools was the lack of infrastructure and teaching materials (Tounkara et al, 2000). The quality of schools construction was an issue for community schools, particularly in West Africa where community schools tend to be built of mud and local materials, which are cheaper, but need to be repaired annually and do not protect children or materials from rain.

Community school in Zambia vary in the quality of infrastructure, some are without roofs while others are better (Cashen et al, 2001) noted that some children could not attend school during the rain season.

A learning environment can be considered to be suitable if it has fairly modest or decent structures, clean for the display of pupils work, enough space to both pupils and learning materials. Allow maximum number of 45 pupils in one class and make it possible for the teacher to use pupils centred methodologies with stress on group work (MOE,2015).

2.3.4 Teacher motivation

Teachers are personnel who provide service to the community by teaching children who attend lessons in the community school. In case of government schools teachers are motivated in various ways by the government for instance government provide accommodation for teachers, they are paid monthly salary. Similarly community school teachers need to be motivated for them to work well and provide quality education to community school pupils.

The evaluation of the Childscore project that worked with existing schools in Ghana noted that shortage of teachers for community schools and that those who were there were not trained (Agarwal and Ash, 1998). In Mali the community school teaching force was unstable because of the lack of government trained teachers and low and often irregular salaries. Therefore, teachers were not always motivated (Ramin, 2001 and Save the children, 1999).

In Zambia, teacher turnover rates in Community schools are high, the main challenge being low morale due to lack of financial compensation and professional support (Cashen et al, 2001). Having communities carry the full burden of teacher salaries was neither equitable nor sustainable (Rifkin and de Marcken, 2000).

Miller and Yoder (2002) noticed that, parents often struggle to pay school fees, which means that teachers may not be paid in most community school. If teachers were to be paid by communities, it was usually at a very low and perhaps unsustainable. Many programme such as those in Mali, talked about community fatigue in paying for their schools (Ramin, 2001). World Education in Mali believed that placing the entire financing burden on parents of students was a problem because it leads to low payment and consequently demotivates teachers.

In Zambia, community schools that pay their teachers usually charge school fees to raise this money, this leads to a dangerous situations as most children enrolled in these schools avoid the fees charged by government schools.

2.4 Summary of Chapter Two

The literature review highlighted on the history of community schools in Zambia and it has brought out the findings of other studies within Africa and Zambia on factors affecting provision of quality education in community schools. As observed in the literature review community schools in Zambia are affected with similar factors in the provision of quality education such teacher qualification, infrastructure, teaching and learning materials. Lastly provision of quality education in community schools is also affected by teacher motivation. The next chapter presents the methodology of the study and gives reasons for the choice of particular method which has been used.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

Methodology is a system of methods used in a particular area of study or activity. In this case it is a process that was used to collect information and data for the purpose of making a decision. Therefore, this chapter discusses research design, study site, target population, study sample, sampling procedure, data collection procedure, research instruments, data analysis and ethical considerations. It explains how the study was carried out. Furthermore, a justification for the methods used has also been highlighted.

3.2 Research design

The research design is the scheme, outline or plan that is used to generate answers to research problem (Orodho,2003).The research study established the factors affecting the provision of quality education in some selected community schools in Mumbwa District . This was done by using descriptive design involving both qualitative and quantitative techniques.

Kasonde-Ng'andu (2013) states that research designs are a set of instructions to the researcher to gather and analyses data in such a way as to control who and what to study. Similarly, Ghosh (1992) defines a research design as a plan that is not highly specific to be followed without deviation, but rather a series of guide posts to keep one in the right direction. Thus, it is a process by which facts are

collected about the social aspects of community's position which involves views, opinions, attitude, behaviour and feelings.

Through a descriptive research design, therefore, the researcher was assisted and collected data by interviewing a sample of people selected to represent the population under study. Therefore, descriptions by the respondents generated new insights into the study and provided a better understanding of the problem (Willing,2001). To further help understand this design, Ndhlovu (2011) gave a position that a descriptive research design is one that describes behaviours of participants or respondents by giving an accurate account of the nature and characteristics of a particular phenomenon, situation, community or person.

Therefore, this design enabled the researcher to collect information from the targeted study areas. Moreover, having used descriptive research design, it has been learnt that the design can provide useful data which can serve as a basis for further research using experimental design. Additionally, the study which is both qualitative and quantitative but it is mainly qualitative employed triangulation at data source. This was arrived at in view to provide for the study for instance, Hancock, Ockleford and Windridge (2007) explain that qualitative research attempts to broaden or deepen our understanding of how things came to be the way they are in the community.

In this study qualitative approaches were chosen to be used because of the nature of the topic which needed descriptions and interpretations of the phenomena. Thus the approach gave room to an exploration of the views, attitudes,

experiences and behaviour of the participants so that an in-depth understanding of the topic is achieved. Therefore, the researcher formulated interview guide to conduct the in-depth interview with headteachers and class teachers

Quantitative approach was also employed because this method relies mostly on the principle of verifiability. That means confirmation, proof, corroboration or substantiation Kasonde-Ngandu (2013) explains that it provide numeric description of some fraction of population through the collection process of asking questions. This data in turn helps the researcher to generalise the findings from a sample of responses to a population.

Furthermore, Cohen et al (2007) explains that quantitative identify standards against which existing conditions can be compared or determine the relationships that exist between specific events. Creswell (2003) explains further that, quantitative study makes it easy for the researcher to advance relationship among variables and pose this in terms of questions. Therefore, the researcher formulated questionnaire and administered it to sample community schools in the district. This allowed the researcher to have contact with the respondent and collect actual data.

3.3 Study site

The study was conducted in 34 community schools of Mumbwa district.

3.3.1 Description of the site

The research study was conducted in Mumbwa district, this town is found in central province of Zambia, lying on the Great West road 150 Km from Lusaka capital city of Zambia. The district covers the Western part of central province bordering Kaoma and Western Province to the west, Namwala and Southern Province to the South, Lusaka and Lusaka province to the east, Kasempa and North-Western province to the North and Chibombo to the North-east. According to CSO (2012) the district has a total population of 218,328 and most of this is the population below 18 years old. The district has four Secondary schools, 78 primary schools and 58 community schools. The number of community schools in the district is very big such that it becomes difficult to manage them. Apart from that most of these community schools are in very distant places and the roads leading to these schools are very bad. However, the district education board has clustered the schools into 10 zones.

Mumbwa is a rural district with five chiefdoms namely Mumba, Kaindu, Chibuluma, Mulendema and Moono (Mwanabayeke, 2013). It is a multi-lingual district with many tribes.

Mumbwa is a farming district. Farming is the main economic activity of the district. However, the farming which is done in this district can be classified into two categories which are commercial and subsistence farming. Subsistence farming is the one that is done on large scale. It is the type of farming which *everyone does. Commercial farming is done by few individuals in the out skirts of*

the town. In the township there is no commercial farming which is done. It is only gardens that are in the township where marketers go to buy vegetables and green Maize for sale in the market.

Despite Mumbwa district being a farming area, hunger is still prominent in the district. This is so because very few people take up farming on a serious note (Agriculture- report Mumbwa, 2012). Hence, poverty is high in the district. Due to high poverty levels in the district people fail to send their children to regular schools where parents need to pay school fees, buy uniform and go with packed food. The study was carried out in 34 community schools found in the district, distributed across the district.

The above information is a brief description of the study site.

3.4 Study Population

Sidhu (2006) states that, a target population is an aggregated or totality of objectives or individuals regarding which inferences during the study are made. It can also be referred to as an entire group of persons or elements that have at least one thing in common. In other words, target population can be classified as including all the members of a given group to which an investigation is related. In a similar manner Oliver and Ablel (2003) held that a target population is all members of any well defined class of people, events or objectives that are designed as being the focus of an investigation. Kombo and Tromp (2006) also posit that target population is a group of members, objectives or items from which

samples are taken for study. The population for this study, therefore, comprised 58 Community school headteachers and 131 community school class teachers.

The headteachers were involved because they are the ones who keeps records of teachers qualifications apart from that they are in charge of day to day operation of the community school therefore, they are conversant of the performance of pupils in grade seven composite examinations. The researcher also targeted class teachers knowing that it is the class teacher who is in contact with the pupils every day hence, he or she is in the better position to knowing the number of text books available in school and whether he or she is motivated or not and how the infrastructure available in school affects pupils performance.

3.5 Study Sample

Sample is defined as a piece or segment which is representative of the whole. It is a subset of a population consisting of characteristics in which a researcher is interested (Ngoma,2005). Similarly, Bless and Cragg (1995) defined sample as a number of participants that has been selected from the wide spectrum (Universe) to make a required sample.

The study sample, therefore, comprises 34 Community school headteachers and 86 class teachers making the total of 120 as sample size. 4 headteachers and 16 class teachers were participated in in-depth interview while 100 responded to self-administered questionnaire.

The researcher targeted 3 or 4 headteachers per zone and 8 or 9 class teachers per Zone. Therefore, since Mumbwa district has 10 Zones the total of 120 respondents were targeted.

Table 1. Number of schools and respondent per Zone

S/N	Name of Zone	Headteacher	Class teacher
1	Mumba	4	9
2	Chona	3	8
3	Nambala	4	9
4	Nalubanda	3	9
5	Myooye	3	8
6	Sanje	4	9
7	Kasalu	4	9
8	Nachiluka	3	8
9	Kaindu	3	8
10	Shimbizi	3	9
TOTAL		34	86
		120	

Source: field data 2016

3.6 Sampling Procedure/Techniques

Sampling is the process of selecting a small proportion that is representative of the population for observation and analysis (Sidhu, 2006). The study used simple random sampling to selected respondent for the questionnaire. Kasonde-Ngandu

(2013) explain that, this is one in which every member of the population has an equal chance of being included in the sample. This method involves the random selection of participants from a list of total population or sampling frame

The researcher listed all community schools that are found in each zone, then assigned a number to each community school. Thereafter, find a random number, this particular number should be found by using number table or computer that has a programme to find random numbers however, the researcher just pick 3 or 4 numbers from the list of assigned numbers at random. Therefore, the 3 or 4 numbers represented 3 or 4 schools in which research was conducted in the zone.

This particular sampling technique was chosen because it reduces the potential for human bias in the selection of cases to be included in the sample. As a result, the simple random sample provides us with sample that is highly representative of the population studied. Since, the units selected for inclusion in the sample are chosen using probability methods, simple random sampling allows us to make generalisation from the sample to the population. However, the only disadvantage is that a simple random sample can only be carried out if the list of the population is available and complete.

Purposive sampling was used for selecting 4 headteachers and 16 class teachers who participated in in-depth interview. Kasonde-Ngandu (2013) explains purpose sampling is a method in which a researcher purposively targets a group of people believed to be reliable for the study. The power of purposive sampling lies in selecting cases with rich information for in-depth analysis related to the focal

issues being studied. Purposive sampling can be used with both quantitative and qualitative studies. Purposive sampling is particularly relevant when the researcher is concerned with exploring the universe and understanding audience. It means using your common sense and the best judgement in choosing the right territory and meeting the right number of the correct people for the purpose of your study. This was achieved by selecting headteachers and class teachers.

3.7 Data Collection instruments

The researcher employed interview schedule and questionnaire. Kasonde-Ngandu (2013) explains that interview schedule is a written list of questions or topics that need to be covered by the interview. In this case the researcher used the in-depth interview which allows collection of data by using open ended questions. The instrument was used to collect information from 4 headteachers and 16 class teachers who were selected by using the purposive sampling method

Questionnaire was also used to 30 headteachers and 70 class teachers who were selected by using simple random sampling. The advantage of using questionnaire as data collection instrument is that it gathers data over a large sample and diverse regions, confidentiality is upheld and it saves time

3.8 Data collection Procedure

Data collection is a systematic way of drawing information about objects of the target population which are represented by a sample (Ghosh, 1992). In this study which is predominantly qualitative data collection was done by means of in-depth interview and questionnaire. The in-depth interview was conducted to 4

headteachers who were purposively selected and 16 class teachers . Headteachers were interviewed individually because the researcher followed the respondents in schools where only one head is found at each school. The researcher himself was the main instrument in the research process as he took notes. He made critical observations of the respondents non- verbal communication and recorded them down. The in-depth interview with class teachers was also recorded by the researcher by taking notes. The researcher read the contents of consent form to some respondents in order to receive permission from them to have the in-depth interview all respondents accepted that the interview could be conducted. The researcher carried out observations for the purpose of triangulation.

The researcher used questionnaire to collect quantitative data. These data was collected from 30 headteachers and 70 class teachers who were not exposed to in-depth interviews

The respondents who are the headteachers and the class teachers were not required to write their names to reduce on the fear of victimisation. The Headteacher and the class teacher were required to complete the questionnaire within the period of seven days. When collecting the filled in questionnaire the researcher quickly counter check the validity of the information which was given by the class teacher and the headteacher by comparing what they wrote since the questionnaire was almost the same.

3.9 Data Analysis

Data analysis and interpretation is the process by which data is processed and converted into meaningful statement (Punch 1998; Sarantakos, 1993). The purpose of data analysis was to process raw data for interpretation. In this research qualitative and quantitative methods of data analysis were used. Thus, the views from participants collected in qualitative data was analysed in order to generate themes. Therefore, emerging themes from the four factors affecting the provision of quality education in community schools were synchronised into four main themes and eight sub-themes based on commonality. In this regard, the explanation is that which was called by using quantitative was analysed alongside the information which was collected by qualitative method.

Data collected by quantitative methods was analysed by using tables, graphs, pie chart and percentages. The researcher decided to use these because they are easy to draw by using computer with Microsoft excel. Tables have been used to display information on teacher qualification , graphs have been used to display the number of text books available in community schools while pie chart and percentages have been used to display information on permanent and temporal infrastructure. Tables, graphs, pie charts and percentages have been used because they are easy to interpret at a glance.

Therefore, we can see that this study made use of triangulation at the data source level. This basically was to enable the researcher to analyse the different sources of data so that the information is enriched. In a similar observation, Chilisa and

Preece (2005) say that triangulation allows the researcher to test one source of data against another so that a better understanding is realised.

3.10 Summary of Chapter Three

Descriptive research design was the strategy used in the methodology chapter. This strategy allowed the researcher to collect data by interviewing particular participants and this enabled the researcher to collect data by in-depth interview. Target population was community school headteachers and community school class teachers, study sample and sampling procedures were discussed. Purposive sampling and simple random sampling was used to select the respondent for in-depth interview and questionnaire respondent respectively. On research instruments, data was collected by using the in-depth interview and questionnaire. Thereafter data collected using qualitative method was analysed thematically while data collected using quantitative method was analysed by using tables, graphs and percentages. The study involved triangulation at data source level. Triangulation was applied in order to enrich the information for the validity of the study. The next chapter displays the findings of the study.

CHAPTER FOUR

4.0 FINDINGS OF THE STUDY

4.1 Introduction

This chapter presents findings on the research from the questionnaire and in-depth interviews for headteachers and class teachers on the factors that affect provision of quality education in community schools.

The presentation of findings has been done under the headings drawn from the research interview responses in relation to the research objectives. The main four themes are:

(i) Professional Teachers Qualification

- (a) Headteachers and class teacher profession teaching qualification
- (b) The effect of teacher teaching qualifications on the provision of quality education
- (c) Teacher motivation

(ii) Text books available in community schools

- (a) Grade 1 ,4 and 7 text books available in community schools
- (b) Contribution of text books to the provision of quality education in community schools

(iii) School infrastructure

(a) Permanent and Temporal classrooms

(b) The contribution of infrastructure towards the provision of quality education in Community schools

(iv) Challenges faced by community schools.

(a) Availability of solutions to the challenges community schools are facing Moreover, for the sake of anonymity and confidentiality, the participants under study have not used their real names instead letters have been used. In this case the following letters have been used: H/T and C/T , where H/T stands for headteacher and C/T stands for class teacher.

4.2 Professional teaching qualification

4.2.1 Headteachers and class teachers professional teaching qualification

Table 2: Distribution of Community school Headteachers teaching professional qualification

Professional Teaching Qualification	Number of Headteachers	Percentage
Pre-School Teaching certificate	0	0
Primary teachers Certificate	24	70
Primary Teachers Diploma Certificate	4	12

Secondary Teachers Diploma Certificate	3	9
No teaching qualification	3	9
TOTAL	34	100

Source: Field Data 2016

According to the information reflected in table 2 above shows 24 (i.e 70%) respondent have primary teachers professional qualification and only 3 headteachers which is 9% have no teaching professional qualification.

Table 3: Distribution of community school class teachers professional teaching

Qualification

Professional Qualification	Number of Headteachers	Percentage
Pre – School Teachers	7	8
Primary teachers Certificate	12	14
Primary Teachers Diploma	2	2
Secondary Teachers Diploma	0	0
No teaching qualification	65	76
TOTAL	86	100

Source :Field Data 2016

Table 3 above shows that 65 (i.e 76%) respondents said that they had no teaching professional qualification while 12 respondents which is 14% had primary teaching professional certificate

The qualification of most teachers in community schools is not good. The fraction of teachers who were trained in primary school teaching was only 14% compare to the number of those who are not trained which is 76%. This gives negative effects on the quality of education provided in community schools.

The number of professionally trained teachers has affected community schools performance in the provision of quality education. Most headteachers who were asked of the number of pupils selected to go to grade 8 in the boarding schools during 2015 examination stated that the numbers ranges from 1to 3 pupil and the reasons for such performance are as follows;

H/T

- We have been having few pupils going to boarding schools because of non-consistence of teaching staff at school due to poor motivation from the community.
- Our school has no examination centre, because of this our pupils camp at the nearby school which is 17Kms from our community school during the whole period of examination and this affect their performance.
- All three class teachers at this school are not trained so I am forced to teach grade 7 class and attend to administration issues.

4.2.2 The effects of teacher qualifications on the provision of quality education

The information presented in this section is from headteachers and class teachers in regarding their views on the effect of teacher professional qualification on the provision of quality education in community schools. Headteachers were asked the effect of teachers teaching qualification on the provision of quality education the response was as follows:

H/T

- Teachers who are not trained find it difficult to prepare lesson plans, weekly forecast and schemes of work and if I do not talk about it the term can end without teachers preparing teaching documents.
- We have tried to orient teachers who are not trained on how to prepare lesson plans and weekly forecast during our school CPD but it seems they are used to follow the text book when teaching.

4.2.3 Teacher motivation

The participants indicated that community school teachers who have no teaching professional qualification are not motivated because they are paid in the range of K300=00 to K500=00 per month. The following two excerpts epitomised their feeling:

H/T

- Untrained teachers are not motivated this results into frequent change of teachers therefore, contributing to poor performance, nearly each term you have a set of new teachers.

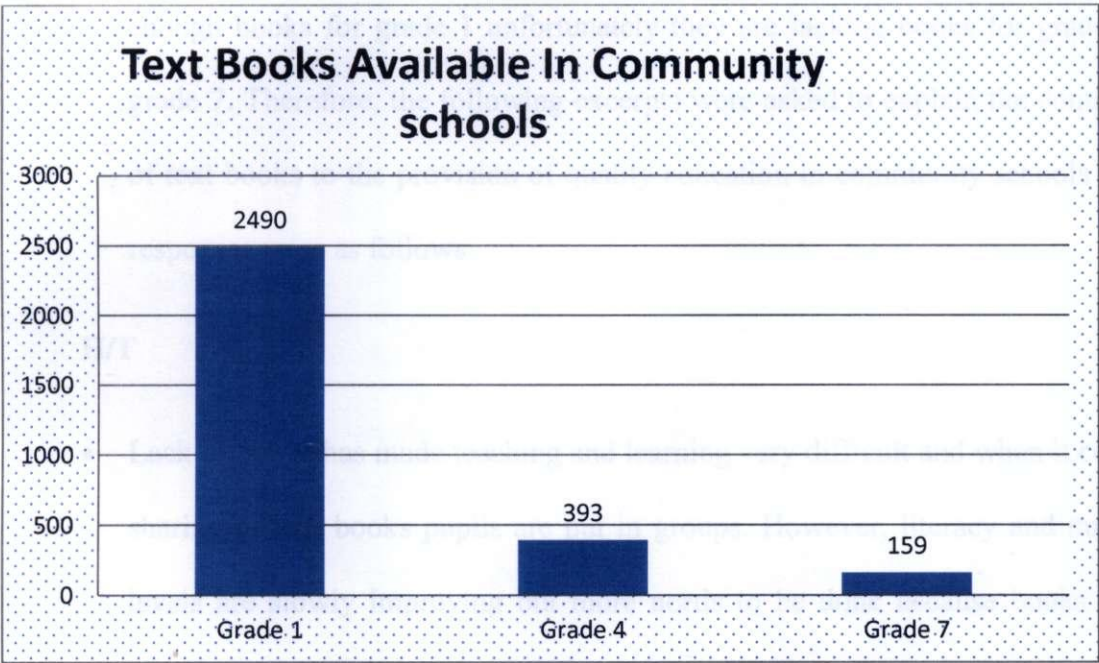
C/T

- I am not motivated to teach because I am paid K300 per month which is very little and some time it takes two months to be paid . It is only that I am merciful, I feel pity to leave the learners.
- I some time lose interest in teaching because of not being paid

4.3 Number of text books available in community schools

4.3.1 Grade 1, 4 and 7 text books available in schools

Figure 1: Number of text books available in Community Schools



Source: Field Data, 2016

Figure 1 above shows the number of text books available in schools, the figures shows that there is lots of books in community schools for grade 1. Of the total number of 3042 books available in community school visited in Mumbwa District 2490 books which is 82% is for grade 1 classes and 393 books which is 13% is for grade 4 classes while 159 books which is 5% is for grade 7.

This simply means the findings which was done by Chondoka and Subulwa (2004) that they are no text books in community schools is changing for grade 1. However, community schools still don't have text books for other grades

4.3.2 Contribution of text books to the provision of quality education in community schools

The participants in the in-depth interview indicated that community schools have enough books for grade 1 unfortunately they are lacking books for grade 4 and grade 7. Therefore, the following excerpts were asked to explain the contribution of text books to the provision of quality education in community schools and the responses were as follows:

H/T

- Lack of books has made teaching and learning very difficult and when it comes to sharing of text books pupils are put in groups. However, literacy and numeracy levels are slowly improving but more needs to be done because books are not enough and pupil book ratio is 1 to 6 at this school.

- The contribution of text books to provision of quality education is that books have improved the performance of learners because the ministry of education is providing us with enough learning and teaching materials.
- We don't have grade 7 books with the coming of new curriculum it's difficult to teach without text books

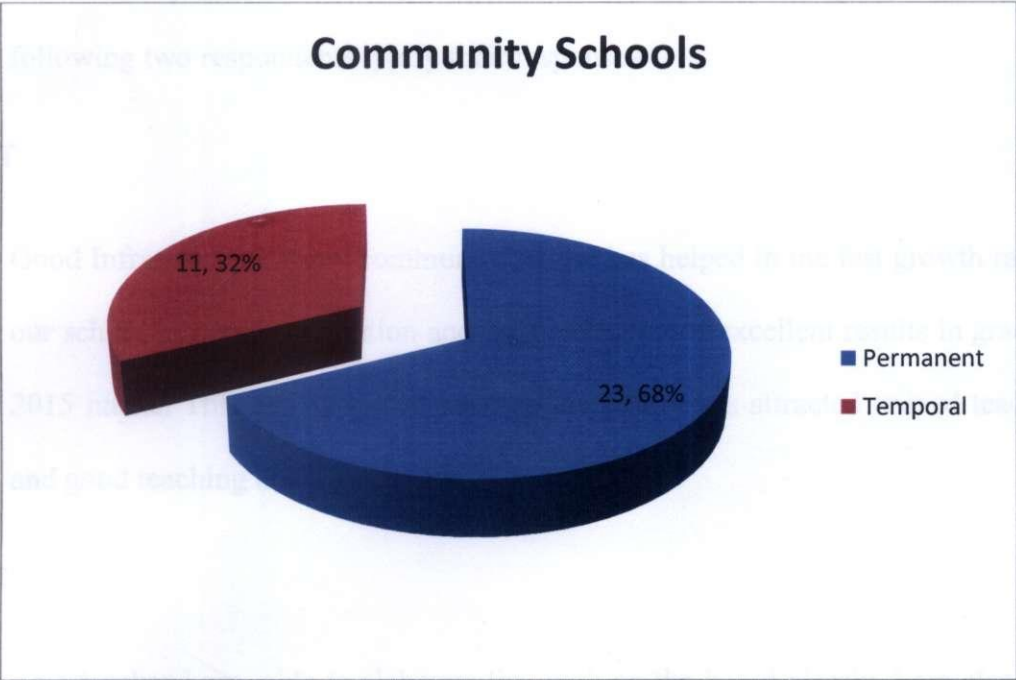
C/T

- When the school has enough text books also as teachers we feel motivated to teach, because text books help us prepare lesson plans and at the same time we feel good when pupils are not fighting for books like it is for grade 1, each child has a text book during literacy period. That is why government should bring more learning materials like books in time so that learners can get enough knowledge and pass the exams.
- Text books have information in line with the revised curriculum. Hence, pupils acquire necessary information to pupils.
- It has helped learners to know how to read and write. It helps learners to easily understand.
- The books received this year for grade 1 and 5 has improved the quality of education due to the fact that these books are under revised curriculum.

4.4 Community school Infrastructure

4.4.1 Permanent and Temporal Community school Infrastructure

Figure 2: Permanent and Temporal Community schools



Source: Field data 2016

Research findings on the number of permanent and temporal school structure is that 23 schools out of 34 visited which is 68% have permanent structures , while 11 community schools out of 34 have temporal structures which is 32% .

4.4.2 The contribution of infrastructure to the provision of quality education

in community schools.

Participants in the in-depth interview reviewed that good school infrastructure increases pupils enrolment and the number of trained teachers. For example, the following two respondents typify their responses:

H/T

- Good Infrastructure at my community school has helped in the fast growth rate of our school in pupils population and the production of excellent results in grade 7, 2015 intake. This has happened because the school has attracted trained teachers and good teaching board in classes

C/T

- As a teacher I am able to elaborate the work on the board clearly. I am also able to teach more sessions and have more contact hours with pupils.
- It has improved attendance because learners are proud to use the VIP toilets
- Good infrastructure has motivated learners and it has improved the quality of education at our school.
- The infrastructure we have is 1x 2 classroom which is in good condition hence it has contributed towards the quality of education at our school by learning in a clean environment.

4.5 Challenges faced by Community school

Participants were interviewed regarding the challenges headteachers face in the management and supervision of community schools. The four headteachers responded as follows:

H/T

- Parents do not pay school fees in full and do not participate in school work apart from that the school has no enough teaching and learning materials.
- The school has poor infrastructure, no enough desks and it lacks trained teachers
- Due to poor payments by parents to teachers the, teachers stop at any time from the time I came at this school I have two sets of different teachers.
- The school has insufficient and unqualified teachers. Apart from that the school is not always considered for school grant

C/T

- There are very few text books for grade 4 and grade 7 pupils. Inadequate desks and also classroom space for pupils.
- Inadequate infrastructure the school has only 1x2 classroom, understaffing, absenteeism of learners and the river became very full during rainy season so that learners fail to cross the river, and community support to the school is low.
- Some pupils came from illiterate families such that parents can allow them to be at home without going to school for a long period of time even up to one month.

- Parents do not pay in full and do not participate in school work and we don't have enough teaching materials.

4.5.1 Availability of solutions to the challenges community schools are facing

When the headteachers and class teachers were asked to state what they think could be the solutions to the problems they face in managing community schools, their response were as follows:

H/T

- The only solution is the government to come in and attend to our challenges whenever we request money through CDF. Also the school to improve on the production unit (P.U) so that it can sustains itself.
- Government and community to build teachers houses, DEBS office to provide necessary learning and teaching materials as well as giving the school GRZ grants.
- Ministry of general education to send one or two trained teachers in each community schools and parents to improve on community school teachers salaries.
- The government to come in and add same new structures. The government should deploy trained staff and provide the required teaching and learning materials.

C/T

- The ministry of general education to give more books and desks to community schools and it should post more teachers to cater for classes.

- To explain to both parents and pupils the importance of school by .examples of people who have succeeded in life through education.

4.5 Summary of chapter Four

This chapter has presented the findings for the study on the factors that affect the provision of quality education in community schools. The first to be highlighted was teacher professional qualification in community schools it was revealed that the number of trained teachers is increasing in community schools more especially headteachers, it was also learnt that community school have adequate text books for grade one however, schools are lacking books in other grades. Some community schools have permanent structures and of these permanent infrastructure in community schools has been built by NGOs like World Vision Zambia, Child fund and Amathron Agric company. It was also revealed that community schools in Mumbwa are facing a number of problems in the provision of quality education unfortunately not even a single school had a written plan to solve the problems the schools are facing, the community is only relying on the ministry of general education to provide solution to these challenges.

CHAPTER FIVE

5.0 DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter discusses the findings on the factors that affect the provision of quality education in community schools. The data are discussed under the sub heading or themes that emerged from data analysis and presentation in chapter 4 these are teacher professional qualification, text books available in community schools, community school infrastructure and solutions to community school problems.

5.2 Teacher Professional Qualification

5.2.1 Headteacher and class teacher qualification

It was evident from the findings that 70% of headteachers in community schools of Mumbwa district have professional qualification. Headteachers in community schools were teachers in regular schools then deployed into community schools as headteacher so that they can manage school grants and improve community school management. There have also been instances when some co- operating partners have projects in community schools it has been observed that in the community school that has a qualified headteacher such projects are implemented and managed very well.

However, most class teachers in community schools are not professionally trained of the 86 found in 34 community schools visited 65 teachers which is 75% are not professionally trained in teaching methodology. According to MOE (2015) the minimum qualification of a primary school teacher is primary teaching certificate

therefore, lack of this qualification affect the provision of quality education in community schools.

5.2.2 The effect of teacher qualification on the provision of quality education

All Headteachers who were interviewed on this theme stated that teachers who are not trained find it difficult to prepare lesson plans, weekly forecast and this have affected the provision of quality education in community schools, consequently it has affected pupils performance at grade seven composite examinations among 34 headteachers interviewed only 6 which is 17.6% managed to send at least 3 pupils to boarding schools.

However, the district conducts district stakeholders meeting in 1st and 2nd term holidays where all teachers are trained in teaching methodology and all community schools are invited to this meeting apart from that the district has some Non-Governmental Organisation (NGO's) like ZOCS, World Vision Zambia and Child Funds that train community school teachers in teaching methodology.

Unfortunately the findings are that most community school teachers stop when they are accepted into colleges or when they find better employment or other thing to do. At the time of this study 7 headteachers had a complete new set of community school teachers, the previous set had stopped because of low salaries given to them by the community. This simply means even if community school teachers are trained by NGOs or during stakeholder workshop they are actually don't stay in schools.

5.2.3 Teacher motivation

The untrained community school teachers are not motivated and this has affected the provision of quality education in community schools of Mumbwa district. The findings are that all untrained community school teachers are paid in the range of K300=00 to K500=00 per month and some time they go up to two months without pay. This has resulted into some teachers stopping teaching. Hence, affecting the provision of quality education in community schools. However, the good part is that untrained community school teachers were found teaching in community schools at the time of the study.

5.3 Contribution of text books to the provision of quality education

The study paid much attention on the number of text books available in community schools for grade 1, 4 and 7. This was done in this way because grade 1 is a grade that opens the mind of the child to start reading and writing while grade 4 prepares the child to enter into middle primary where the number of subjects increase from 6 to 8 and grade 7 prepares pupils for national composite examinations and it is at grade 7 where the performance of the child determines whether the pupil will go into boarding or day secondary school.

The findings are that there is a lot of books in community schools for grade 1 contrary to the findings by Nkossa and Mwanza in 2009 when they did a study on the quality of basic education provided by rural community and regular schools in the Northern Province of Zambia that there were also some situations where no text books at all

and others were pupils were made to use inappropriate text books and other learning materials. In Mumbwa district the scenario is different the only the grades were community schools do not have books are grade 4 and grade 7.

The situation has improved for grade 1 pupils because the Ministry of General Education has revised the curriculum therefore when supplying new text books all schools in the district including community schools are catered for. However, it is unfortunate that grade 7 pupils do not have text books and to make the matters worse this year 2016, grade 7 are writing composite examinations based on the revised curriculum in which they don't have text books.

Learners need pupils books and other supplementary materials while teachers need teachers guide for different subject areas within the curriculum. Teachers guide for different subjects or subjects areas for teachers enhance the provision of quality education by using them for preparing lesson plans hence enrich teachers understanding of the various subjects areas. Apart from that, teacher's books help teachers to prepare remedial work for slow learners. Therefore this is affecting negatively the provision of quality education in the district.

5.4 Infrastructure

5.4.1 Number of permanent and temporal infrastructure

The findings of the study revealed that 68% of community schools in Mumbwa district have permanent structure because out of 34 community schools visited 21 have permanent structures while 11 community schools have temporal structures representing 32%. The situation has really changed from the findings that were done

by chondoka in 2004 which is 13 years ago that community schools have poor infrastructure. The District statician at Mumbwa District education Board stated that the district has 58 community schools and out of this number 40 community schools have permanent structure only 18 community schools have temporal structure. The improvement in community school infrastructure has been done by Non-governmental organisation (NGO's) like World Vision Zambia, Child Fund, Amathrion Agric and CDF funds.

5.4.2 Contribution of Infrastructure towards the Provision of quality Education in Community schools.

The findings revealed that most of the community schools in Mumbwa district have permanent buildings. The improvement of community schools infrastructure has increased enrolment and it has necessitated the deployment of trained teachers from regular schools to go in community schools and work as headteachers apart from that community schools which has accommodation have attracted trained teachers example is Kitumba community school which was constructed by Amathion Agric company and it is connected to national grid resulting into this community school having two trained teachers.

Good infrastructure has improved the provision of quality education in community schools for example one teacher stated that he is able to explain very well to his pupils by using the black board and the construction of VIP toilets in school has improved pupils attendance

5.5 Solutions to community school problems

Basing on some of the responses headteachers and class teachers gave it is clear that community school have a lot of problems these include lack of trained teachers, inadequate text books for other grades except grade 1, lack of enough classroom space, teachers accommodation, VIP toilets, lack of community participation and illiterate.

Unfortunately no community school has any written plan on how to resolve these problems. All headteachers and class teachers interviewed stated that government should come in and solve the problem. However, few community schools are molding bricks and sourcing CDF funds through the council, others have written project proposals and submitted to World Vision Zambia Mumbwa branch for the construction of 1x2 classroom or VIP toilets.

5.6 Summary of chapter Five

This chapter discussed in details the findings of the study by giving critical analysis of the findings and what is obtainable on the ground in reference to some studies which have already been conducted. It should be appreciated as observed in the study that the number of headteachers who are professionally trained is increasing in community schools unfortunately the number of class teachers is still low. The study gave justification of the increase in the number of headteachers who are trained. The study also discussed the increase in the number of grade one text books in community schools, other factors discussed in this chapter are infrastructure, teacher motivation and availability of solutions to the challenges community schools are facing. The next

chapter gives a conclusion of the report and the recommendations which have been made based on the findings.

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATION

6.1 Introduction

This chapter presents the conclusion and recommendations of the study based on the findings and discussion on the factors affecting the provision of quality education in community schools

6.2. Conclusion

In regard to the objectives and research questions both were answered. Hence, the findings of the study revealed that teacher professional qualifications, availability of text books community schools, school infrastructure and general problems that headteachers face in the management of community schools actually affects the provision of quality education.

The study has revealed that there is an increase in the number of trained teachers heading community schools unfortunately community schools pupils are still being taught by teachers who are not professionally trained. To make the matters worse the study has indicated that untrained community school teacher are paid in the range K300=00 to K500=00 per month and some time they go for two months without pay.

The study has discovered that the number of text books for grade one in community schools has increased, shortage of text books has remained with other grade rather than grade one. It is sudden to learn that grade seven pupils have the

least number of books in community schools meanwhile these are pupils prepared to enter into secondary education.

Moreover, the study revealed that most of the community schools have permanent structures. The improvement in infrastructure has attracted trained teachers to go into community schools as headteachers and few trained teachers to occupy new houses. Community schools with permanent structure has more number of teachers compared to temporal structures, apart from that permanent infrastructure has bigger number of pupils enrolment. This has just confirmed that infrastructure is one of the factors that affect the provision of quality education in schools.

Furthermore, the study revealed that community schools management face a lot of problems in the quest of providing quality education such as lack of trained teacher, inadequate text books especially for grade seven, poor infrastructure, lack of teachers accommodation, inadequate classroom space, lack of VIP toilets , poor community participation and illiterate.

Unfortunately the study revealed that despite school management knowing the problem, they have no any written solutions or plan to these problems. All headteachers and class teachers interviewed stated that government should come in and solve these problems.

6.3 Recommendation

The study on the factors affecting the provision of quality education in community schools revealed that most community schools have lack trained class

teachers, in adequate text books for all grades excepts grade ones, poor classroom infrastructure in some schools and have no solutions to problems they face in the management of community schools.

Based on the findings of the study, the following are recommended to the Ministry of Education and other stakeholders to help community schools provide quality education.

- a) Ministry of education to deploy untrained teachers in community schools who should be paid salaries by the Ministry of education in the lower salary scale than a primary school teacher.
- b) Community schools to be twined with regular schools within the zone so that untrained teachers can learn teaching methodology from teachers in the regular schools.
- c) Ministry of education to supply more books to community school especially for grade 4 and 7 pupils.
- d) District education board secretary office to always consider community schools, whenever they receive books to distribute into schools.
- e) Ministry of education to speed up construction of permanent structure in community schools.
- f) District education Board Secretary to be part of the committee that disburse constituency development fund so that part of this money is always disbursed to community schools for infrastructure development.
- g) To make it mandatory that each community school through the PCSC draw the plan of work every year.

6.4 Suggestion for further research

Since factors affecting the provision of quality education in community schools are many and this study concentrated only on teacher qualifications, teaching and learning materials and infrastructure, it would be helpful if other studies were further carried out in the following areas:

- a) Factors affecting the provision of quality education in community schools by concentrating on teacher-pupil ratio and community school funding.
- b) Community school management and supervision
- c) Implementation of revised curriculum in community schools
- d) Community school status after 2015

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APPENDIX A

HEADTEACHER QUESTIONNAIRE

Community school Name:.....

Date:.....

Position :.....

Circle the correct answer where options are given

1. What is your academic qualification?

A. Grade 7. B. Grade 9. C. Grade 12.

2. What is your professional qualification?

A. Pre-school certificate B. Primary certificate C. Secondary
Diploma
D. Degree

3. How long have you been at this school?

A. Less than a 1 year. B Less than 2 years C. Less than 3 years
D. More than 5Years

4.What is the enrolment of the school: Male..... Female..... Total.....

5. How many classrooms are at this school

6. What is the status of school infrastructure (*circle appropriate answer*)

A. Temporal B. Permanent

7. How may desks are in school?.....

8. What is the difference in the school infrastructure from the time you started working at this school?

.....

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.....

.....

9. What is the contribution of the difference in infrastructure towards quality education at your

school?.....

..

.....

.....

10. How many text books do you have in the following subjects?

Grade :7

	SUBJECT	NUMBER
1	Mathematics	
2	Integrated science	
3	English	
4	Zambian Language	
5	Social studies	
6	Technology Studies	
7	Expressive Arts	
8	Home economics	

Grade :4

	SUBJECT	NUMBER
1	Mathematics	
2	Integrated science	
3	English	
4	Literacy	
5	Social Studies	
6	Creative and technology	

Grade :1

	SUBJECT	NUMBER
1	Literacy	
2	Zambia language	
3	Mathematics	
4	Social Studies	
5	Integrated Science	
6	Creative and Technology	

11. What is the contribution of text books to the provision of quality education?

.....

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.....

.....

12. What is the performance of your school according to national assessment? -----%

13.How many pupils where selected to grade 8 in the boarding school

14.How many pupils where selected to grade 8 in the day secondary school.....

15. What is the passing percentage of your school in the previous grade 7 composite Examinations?.....%

16. What is the reason for such performance?.....

.....

.....

17. How far is the grade 7 examination centre from your community school

18. What is the reaction of the headteacher of examination centre where your pupils write from on your community school performance.....

.....

19. What is the reason for his reaction

.....

.....

.....

20. How many hours do your teachers attend to their class per day?

- A. 1-2 hours B. 3-4hours C. 5-6 hours D. 7-8 hours

21. How are you paid per month?.....

.....
.....

22. How much are teachers paid?.....

.....
.....

23. Do you receive funding from the government?

.....
.....
.....

24. If yes to question 23. How much is the community school funded by government?.....

25. How regular do you receive funding from the government?.....

.....
.....

26. What is the other source of funds for your community school?.....

.....
.....
.....

27. How do funds contribute to the provision of quality education

.....
.....
.....

28. How are teachers motivated?.....

.....
.....

29. How do the motivation given to teachers contribute to the provision of quality education?

.....
.....
.....

30. ***Circle only documents which are found at your community school***

(i) Teaching and learning materials stock book. (ii) Staff period allocation

(iii) Master timetable

(iv) Class timetable

(V). Syllabus, Schemes of work, Weekly forecast and Lesson plans checklist

(Vi). Internal teacher monitoring programme (Vii) monitoring reports by Teacher in Charge

31. ***Circle only documents found in your office***

(i) School profile. (ii) Filling system. (iii) School daily routine.

(iv) File of assorted forms, circulars and policy documents.

(v) Records of staff meetings. (vi) Records of PCSC meetings.

(vii) School log book. (viii) School calendar of events. (ix) School punishment book

(x) School timetable

32. Do your school teachers meet for school Based continuing professional development

(SBCPD) meetings?.....

33. If yes to question 32. What documents have you put in place to justify your meetings?

.....

.....

.....

34. What is the contribution of SBCPD to the provision of quality education in your community school?.....

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35. How many times do your teachers assess pupils performance in a term?.....

36. What documents have the school put in place to show that teachers assess pupils performance?.....

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37. What challenges are you facing in the management and supervision of the community school?.....

.....

38. What could be the possible solutions to the challenges outlined in question 37?

.....

.....

APPENDIX B

CLASS TEACHER QUESTIONNAIRE

Community school Name:.....

Date:.....

Position :.....

Circle the correct answer where options are given

1. What is your academic qualification?

- A. Grade 7. B. Grade 9. C. Grade 12.

2. What is your professional qualification?

- A. Pre-school certificate B. Primary certificate C. Secondary
Diploma
D. Degree

3. How long have you been at this school?

- A. Less than a 1 year. B Less than 2 years C. Less than 3 years
D. More than 5Years

4. What is the enrolment of your class : Male..... Female..... Total.....

5. How many classrooms are at this school

6. What is the status of school infrastructure (*circle appropriate answer*)

- A. Temporal B. Permanent

7. How many desks are in your class school?.....

8. What is the difference in the school infrastructure from the time you started working at this school?.....

.....

.....

9. What is the contribution of the difference in infrastructure towards quality education at your school?.....

.....

.....

10. How many text books do you have in the following subjects?

Grade :7

	SUBJECT	NUMBER OF BOOKS
1	Mathematics	
2	Integrated science	
3	English	
4	Zambian Language	
5	Social studies	
6	Technology Studies	
7	Expressive Arts	
8	Home economics	

Grade :4

	SUBJECT	NUMBER OF BOOKS
1	Mathematics	
2	Integrated science	
3	English	
4	Literacy	
5	Social Studies	
6	Creative and technology	

Grade :1

	SUBJECT	NUMBER OF BOOKS
1	Literacy	
2	Zambia language	
3	Mathematics	

4	Social Studies	
5	Integrated Science	
6	Creative and Technology	

11. What is the contribution of text books to the provision of quality education?

.....

.....

.....

12. What is the performance of your class according to national assessment?%

13. How many pupils where selected to grade 8 from your community school to boarding
Secondary schools.....

.....

14. How many pupils where selected to grade 8 from your community school to day secondary
school

15. What is the passing percentage of your school in the previous grade 7 composite?

Examinations?.....%

16. What is the reason for such performance?.....

.....

.....

17. How far is the grade 7 examination centre from your school.....

18. What is the reaction of the headteacher of examination centre where your pupils write from
on your community school
performance.....

.....

19. What is the reason for his reaction

.....

.....

20. How many hours do your attend to your class per day?

A. 1-2 hours B. 3-4hours C. 5-6 hours D. 7-8 hours

21. How are you paid per month?.....
.....
.....

22. How much are you paid per month?.....
.....
.....

23. Do you receive funding from the government?

24. If yes to question 23. How much is the community school funded by government?.....

25. How regular do you receive funding from the government?.....
.....
.....

26. What are the other sources of funds for your community school?.....
.....
.....

27. How do funds contribute to the provision of quality education in your community school ?
.....
.....
.....

28. How are you motivated?.....
.....
.....

29. How do motivation given to you contribute to the provision of quality education?
.....
.....
.....

30. **Circle only documents which are found at your community school**

(i) Teaching and learning materials stock book. (ii) Staff period allocation

(iii) Master timetable

(iv) Class timetable

(V). Syllabus, Schemes of work, Weekly forecast and Lesson plans checklist

(Vi). Internal teacher monitoring programme (Vii) monitoring reports by Teacher in Charge

(viii) Records of PCSC meetings (ix) School daily routine. (x) Records of staff meetings.

(xi) School punishment book (xii) School log book (xiii) School calendar of events

(ivx) School timetable

31. Circle only documents that you have as a class teachers

(i) Class register (ii) Syllabus (iii) Schemes of Work (iv) Lesson plan (v) Permission book (Vi) File on home work and test. (vii) Learners progress report.

32. Do you meet for school Based continuing professional development (SBCPD) meetings?.....

.....

33. If yes to question 32 what documents have you put in place to justify your meetings?

.....

.....

34. What is the contribution of SBCPD to the provision of quality education in your school?

.....

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.....

35. How many times do you assess pupils performance in a term?.....

36. What documents have you put in place to show that you assess pupils performance?

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37. What challenges are you facing in teaching at the community school

.....

.....

.....

38. What could be the possible solutions to the challenges outlined in question 37?

.....

.....

.....

APPENDIX C-INTERVIEW GUIDE FOR HEADTEACHERS

1. What is your academic qualification?
2. What is your professional qualification?
3. How long have you been at this school?
4. What is the enrolment of the school by gender?
5. How many classrooms are at this school?
6. What is the status of school infrastructure?
7. How many desks are in school?
8. What is the difference in the school infrastructure from the time you started working at this school?
9. What is the contribution of the difference in infrastructure towards quality education provision at your school?
10. How many text books do you have for grade 7?
11. How many text books do you have for grade 4?
12. How many text books do you have for grade 1?
13. What is the contribution of text books to the provision of quality education?
14. What is the performance of your school according to national assessment?
15. How many pupils were selected to grade 8 in the boarding school?
16. How many pupils were selected to grade 8 in the day secondary school?
17. What is the passing percentage of your school in the previous grade 7 composite Examinations?
18. What is the reason for such performance?
19. How far is the grade 7 examination centre from your community school ?

20. What is the reaction of the headteacher of examination centre where your pupils write from on your community school performance?
21. What is the reason for his reaction ?
22. How are you paid per month?.
23. How much are teachers paid?
24. Do you receive funding from the government?
25. What is the other source of funds for your community school?
26. How do funds contribute to the provision of quality education?
27. How are teachers motivated?
28. How does the motivation given to teachers contribute to the provision of quality education?
29. What challenges are you facing in the management and supervision of the community school?
30. What could be the possible solutions to the challenges you are facing?

.....Thank you for your contribution.....

APPENDIX D-INTERVIEW GUIDE FOR CLASS TEACHERS

1. What is your academic qualification?
2. What is your professional qualification?
3. How long have you been at this school?
4. What is the enrolment of your class by gender?
5. How many classrooms are at this school?
6. What is the status of school infrastructure?
7. How many desks are in your class school?
8. What is the difference in the school infrastructure from the time you started working at this school?.
9. What is the contribution of the difference in infrastructure towards quality education at your School?
10. How many text books do you have for you class?
11. What is the contribution of text books to the provision of quality education?
12. How many pupils where selected to grade 8 from your community school ?
13. What is the reason for such performance?
14. How far is the grade 7 examination centre from your school
15. How many hours do your attend to your class per day?
16. How much are you paid per month?
17. Do you receive funding from the government?
18. How regular do you receive funding from the government?.
19. What are the other sources of funds for your community school?.
20. How do funds contribute to the provisional of quality education in your community school ?

21. How are you motivated?

22. How does motivation given to you contribute to the provision of quality education?

23. Do you meet for school Based continuing professional development (SBCPD) meetings?

24. What is the contribution of SBCPD to the provision of quality education in your school?

25. How many times do you assess pupils performance in a term?

26. What challenges are you facing in teaching at the community school?

27. What could be the possible solutions to the challenges you are facing at this school?

.....Thank you for your contribution.....