

## **CHAPTER ONE**

### **INTRODUCTION**

This chapter gives a brief description of boarding and day schools; an overview of boarding schools in Zambia, and a brief history of St. Edmunds Secondary School. The Chapter also presents the statement of the problem, the purpose of the study, objectives of the study, research questions, the significance of the study, the limitations of the study and the operational definitions of terms used in the study.

### **1.1 Background to the Study**

#### **1.1:1 A Brief Description of Boarding and Day Schools**

According to Waihenya (2001), boarding schools in England started before medieval times when boys were sent to be educated at a monastery where a lone literate cleric could be found. In the 12<sup>th</sup> Century, the Pope ordered all Benedictine monasteries such as Westminster, to provide charity schools. And when such schools attracted fee paying pupils, many public schools started offering boarding facilities.

And nowadays, many independent schools in the Commonwealth of Nations are Boarding schools. Boarding school pupils or ‘boarders’ normally return home during the school holidays and often weekends. But in some cultures, children may spend most of their childhood and adolescent life away from their families.

However, the European Union Canada Project for Child Welfare (2003), an important international venture on child development, considers boarding as one way of detaching children from their parents. The project instead looks at day schools as the ones that promote a new outlook towards education and child development.

Some schools have only boarding students while others have boarding and day students. And in a typical day school, all pupils come from their homes to learn and go back home after learning. Boarding schools in the whole world can be either single sex or co-educational.

#### **1.1:2 An Overview of Boarding Schools in Zambia**

In Zambia, according to Carmody (1992), boarding schools started in 1935 by Father Zabdry, a Jesuit at Chikuni mission. He established village boarding schools in Monze and Chivuna. Children were taken from many surrounding villages to go and stay for a week at these boarding schools and

go back home on the weekends. The main purpose of the weekly boarding school was to assist children from remote areas access education at a school which had trained teachers.

This scenario spread to most of the missions in the country where schools had been established. And when full time boarding schools sprang up, most African parents wanted their children to access primary and secondary education from these schools.

### **1.1:3 A brief history of St. Edmunds Secondary School**

St. Edmund's Secondary School is named after Edmund Rice who founded the Catholic Religious Christian Brothers in 1820. The school is a catholic grant aided mission school. It is among those schools in the country that are financially supported by the government but have autonomy over school affairs. The school is located 2 kilometers south west of Mazabuka town in Southern Province. The first two Christian Brothers, Br. Horan and Br. Boyle from the United States of America arrived in Zambia on 25<sup>th</sup> January 1964 under the invitation of Bishop Corboy of Monze Diocese, who had already purchased a piece of land where the Brothers could establish the school for boys and girls. He persuaded the authorities to allow him divert the grants already voted for an increased enrolment at St. Canisius and apply them to the new establishment. On 24<sup>th</sup> February 1964, St. Edmunds secondary school opened with the initial 35 boarders and was then called Mazabuka College. By 1970, the enrolment rose to 480 of whom 340 were boarders and 140 day pupils, (Beere, 1993).

In 1968 the American Brothers left the country and the school. In the same year, Bishop Corboy invited the Irish Christian Brothers to run St. Edmunds at the Eastern end of his new diocese in an attempt to supplement the work of the Jesuit Fathers at Chikuni mission (Beere, 1993). The Irish Christian Brothers ran the school as a boarding school from 1968 to 1985. Brother Fintan Hayes, the last Irish Christian Brother spearheaded the transformation of St. Edmund's from a boarding school to a day school in 1984 and permission was granted by the government through the Ministry of Education (MoE). Brother Horan and Hayes began to formulate plans for a new style-school. In December 1985, the last boarders bade farewell to St. Edmunds School and St. Edmunds boarding school became a day school. Since then, no study has been done to provide empirical evidence of the benefits of transforming St. Edmunds into a day school.

## **1.2 Statement of the Problem**

St. Edmunds secondary school offered boarding facilities to the community, from 1964 to 1985 when the boarding facilities were phased out. Ever since boarding facilities were phased out at the school, attempts have been made by the MoE and other stake holders to restore boarding facilities at

the school. Yet, St. Edmunds has continued to run as a day school. It is from the above background that this study has been necessitated to find out the benefits of transforming St. Edmunds boarding school into a day school.

### **1.3 Purpose of the Study**

The study sought to establish the benefits of St. Edmunds secondary school as a day school.

### **1.4 Objectives of the Study**

- i. To determine the benefits of St. Edmunds Secondary School as a day school.
- ii. To find out what challenges St. Edmunds Secondary School has as a day school.
- iii. To find out what the benefits of St. Edmunds Secondary School were when it was a boarding school.
- iv. To establish why St. Edmunds Secondary School turned into a day school.

### **1.5 Research Questions**

The following questions guided the study:

- i. What are the benefits of St. Edmunds Secondary School as a day school?
- ii. What challenges does St. Edmunds have as a day school?
- iii. What were the benefits of St. Edmunds Secondary School when it was a boarding school?
- iv. Why was St. Edmunds Secondary School turned into a day school?

### **1.6 Significance of the Study**

It is hoped that the findings of this study will assist the proprietors of St. Edmunds Secondary School to assess the best way St. Edmunds could be of benefit to the community. The findings of the study might also enable the MoE, which has already engaged in a dialogue with the proprietors, to formulate policies that may guide the transformation of schools from boarding to day, and vice versa. The findings from the study may also add to the already existing knowledge about the benefits and challenges of both day and boarding schools.

### **1.7 Limitation of the Study**

During the formulation of the proposal up to the time of writing the report, the researcher faced some limitations which included the following:

The study sampled only fifty (50) respondents from the community. This smaller sample size limited the findings of the study as opposed to a larger sample that could have generated numerous and various views to enrich the study. This was due to limited financial capacity to enable the researcher cover areas beyond Mazabuka. It was also not very easy to carry out this study because of the

categories of respondents especially those who lived in Mazabuka at the time St. Edmunds was a boarding school. The problem was that some of these had either relocated or were dead.

## **1.8 Definition of Terms**

Administrator:	Refers to the proprietor of the school and those involved in the day to day running of the school.
Benefits:	Something that has good effect or promotes well-being of a person or persons.
Challenge:	Something that is seen as an obstacle to achieve a desired goal.
Boarding School:	Is a school where some or all pupils study and live during the school year with their fellow students under the charge of teachers and administrators.
Day school:	Is a school where all pupils come from their homes to learn and go back home after learning every day.
Community:	Any local person living around the catchment area and underlying areas of St. Edmunds Secondary School.
Christian Brothers:	Refer to the congregation of religious Brothers in the Catholic Church that are the proprietors and administrators of St. Edmunds.
Current teacher:	Any teacher teaching at St. Edmunds day school.
Current pupil:	Any pupil currently learning at St. Edmunds day school.
Pupil:	refers to any individual learning at a boarding or day school.
Weekly boarding:	Pupils who are not full time boarders. They usually board in rented accommodation during the week but go home on weekends.
Ex-boarder:	An individual who was a pupil at St Edmunds School when the school offered boarding facilities.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter explores relevant literature on the benefits of a day school as compared to a boarding school. The review is presented according to the study objectives under the following sub headings: benefits of a day school, challenges of a day school, benefits of a boarding school and the challenges of a boarding school.

#### **2.1 Benefits of a day school**

Day school education is where all pupils come from their homes to learn and go back home after learning every day. There are many reasons why some parents prefer this kind of education to boarding school for their children. Many parents say that it is cheaper and more affordable than a boarding school.

Drucker (1995) observed that there were independent day schools which had high quality and flourished in affluent areas around New York giving country day pupils the same opportunities as boarders. He further noted that with the escalating cost of boarding fees, those without significant financial programs that differentiated day schools from boarding schools run the risk of pricing themselves out of the market and failing to pay their staff adequately because parents are opting, in ever larger numbers, for local day schools which are cheaper.

As regards a large number of students accessing school places, Mwanakatwe (1968) noted that abolition of boarding fees in 1965 allowed more children to access school places in day schools and was more beneficial especially to parents who had more than one child in school. The above view was in line with the Ministry of Education (2008) which indicated that the number of day high schools offering grade 10-12 stood at 538 while only 61 offered boarding facilities.

Egglestone (1967) also noted that in Newyork, more children access school places when a school is built within an identifiable local community where parents would take their children on daily basis.

Still on access, Beere (1993) stated that most parents in Lukulu and Mongu supported the stance taken by Bishop Mpezele of Livingstone against the re- introduction of boarding facilities at St. Johns Secondary School. The Bishop postulated that a day school catered for more people especially the poor of the society and was a more realistic response to the needs of the modern times than boarding schools. The study will in its course ascertain and validate views that day schools were a

more realistic response to the needs of modern times by exploring the opinions on benefits of day schools.

As for parental guidance and support in school work, Glassey (1969) and Silberman (1971), stated that the most important environment which had influence on a child was that of one's home. They both noted that the school and home should work together if the pupil was to derive the maximum benefit from his educational experience.

Polloac and Reken (2001) stated that day school helped to cement the bond between the child and parent as opposed to a boarding school where children were separated from their parents for long periods of time. They observed that some children experienced home sickness which led to a phenomenon of 'a third culture kid' who may develop his own norms.

Waihenya (2001) indicated that in Kenya the discussion regarding child welfare emphasized the collective responsibility placed on the upbringing of a child. He noted that, the parents in a day school were more involved in the life of the school where their children learn. He claimed that such involvements lessened the turmoil that the child and the school went through. He further noted that, it was easier and cheaper to summon parents to go and sort out problems associated with their children in a day school which would be difficult to do in a boarding school because of logistics.

Another benefit of a day school was that learning was not disrupted unnecessarily like in boarding school due to violence, riots over poor diet which sometimes lead to premature closures of the institution, (Nkhata, 2010). However, Bennaars (1998) noted that according to Piaget and Kohlberg, the post conventional stage which was the last stage in the cognitive and moral development was very crucial for persons between fifteen (15) and nineteen (19) years (boarding school age), because this was the stage at which a person goes beyond the stage of law and order and was marked with rebellious attitude. And so, for this age group, daily contact with parents was very important. They can only get this when they are in a day school.

Beere (1993) had pointed out that running a day school was easier than running a boarding school. He argued that most boarding schools were usually far from town which made it difficult to secure food supplies because of challenges associated with transport. This situation differed from that of a day school where the administration does not have to worry about food supplies, catering, electricity or charcoal in order to prepare meals for a large group of pupils.

Gyasi (2009) acknowledged that it was probably cheaper to establish and run a day school than it was for boarding school. It was also observed that the money spent on infrastructure requirements

like dormitories and Kitchen facilities could be used to set up another school or used for other developmental projects.

O'Leary (1997) also noted that teachers in a day school had fewer responsibilities than their counterparts in a boarding school where a dorm master/mistress stayed up until the last child went to bed. He also noted that Parents Teachers Association (PTA) was more effective in a day school than boarding school because meetings could be convened at short notice which could not be done in a boarding school. The Ministry of Education (1992), stated that parental involvement in the provision of education should be fostered and not just in the context of cost sharing but also at the level of policy making plans and curriculum since a school was an asset owned by the community.

In summary, the literature reviewed on benefits of a day school revealed that day schools were cheaper, many children access school places, parents assist children with school work and discipline, learning was not unnecessarily disrupted, rules were flexible and the Parents Teachers Association (P.T.A) was more effective. And in cases of child discipline or sickness the parents could easily be summoned. The Zambian scenario with regard to preference of day schools over boarding schools has been documented by several researchers such as cited above. This study will give insight as to whether boarding schools 'price themselves out of business' or not. The study will directly research this in relation to the benefits of a day school and disadvantages of a boarding school respectively.

## **2.2 Challenges of a day school**

The European Union Canada Project for child welfare (2003) looks at day schools as the ones that promote a new outlook towards education and child development. However, many parents do not favour this kind of learning for their children due to several challenges that are found in day schools.

Gyasi (2009) indicated that day school pupils record poor performance because they did not have the opportunity to effectively study at home. While boarders have the classroom and light to study, the day pupils may have to compete for space and so often put up with deafening noise from the bar or neighbourhood. This was in line with Jones (1965) when he asserted that boarding school pupils had supervised prep every evening with a teacher on hand to help if necessary. In a day school the teacher walked out of the school gate as soon as time was up and went into a private world of his/her home. The teacher was not available for the pupils' study time.

Wiles (1955) observed that large classes were more common in day schools than boarding schools because of limited boarding space. The large classes prevented teachers from giving pupils the needed individual attention in day schools and worked against a pupil who does badly. His



observations were affirmed by Waihenya (2001) who stated that many people in Nairobi (Kenya) believed that every reduction in class size resulted in the provision of a higher quality education.

Finch and Scrimshaws (1987) also noted that conditions of work were naturally better in boarding schools than day schools because a teacher often worked with a group of ten or less while in a day school classes of thirty or more were common. They referred to findings by Campbell (1987), a Midwest European psychologist on class size and learner achievement. His studies revealed that while students in large schools were exposed to a large number of activities and the best of them achieved standard scores in many activities that were unequalled by pupils in the small school, students in the small school participated in more activities, their versatility and performance were consistently higher. They also reported more and better satisfaction and displayed stronger motivation in all areas of school activity than those in a large school.

Still on large classes, the Ministry of Education (1977) cited one of the problems of access and school provision in schools to the over use of school buildings through multiple session and large classes, coupled with the near absence of public funds for school maintenance and repairs which had left most schools in improper physical condition. Classrooms were bare with few or no desks, no table for the teacher. These factors affect the public perception of the school and what they have to offer. They also affect the ability of the school to provide education of reasonable quality. The study will investigate and create a reference point on the effect of increased enrolment on the quality of education offered. It is however, important to note that the study will only superficially dwell on this aspect while investigating the challenges of a day school.

As regards recreation in schools, Jones (1965) noted that in Britain what made the public school different from the state school was the fact that the public school was a boarding school where masters and pupils lived in close contact for eight months of the year. There was much emphasis on character building and on academic attainment. One of the means of building character is a devotion to physical education, football, cricket and athletics unlike in a state secondary school (day school), where a boy is lucky if he is able to spend one afternoon a week on the game field. During the day he is confined to the classroom and after school he packs up his books and goes home. School for him is simply an interval in his daily domestic routine.

Concerning long distance, Gyasi (2009) asserted that many pupils from the north part of Ghana still had to walk very long distance to school. He noted that even where public transport was available, pupils would have to commute by boarding more than once, or probably hike in order to get to school and back home. Worse still, a female day pupil hiking risks being raped, resulting in

unwanted pregnancy and disease. Archbold (1954) had similar views when he noted that in Kenya there are few places in boarding schools and these should have been reserved for pupils from schools which were more than one and half hours from a district school and for those pupils who cannot find relatives any nearer to stay with. Kelly (1996) supports Archbold's observation and argues that distance from school was a critical factor. He noted that a tired child could not concentrate in class and this affected his/her academic performance.

Absenteeism in day schools was a challenge cited by Archbold (1984). He observed that day school absenteeism rates in Kenya are often high due to the domestic duties that were assigned to school going children. He explained that many people had tried to reconcile herding cattle and school but noted that most parents were very conservative on the subject and would not rearrange the order even when it could easily be altered in favour of the school going child. Kelly (1996) echoed the same sentiments about poor school attendance by the children in day schools due to home chores. He observed that the child was told to be absent from school in order to care for the sick, or replace adults in household chores and other income generating activities.

As regards weekly boarding or semi boarders, Snelson (1973) observed that weekly boarding had continued in some areas. Pupils carried their own beddings, food and lived in a hut erected by themselves and cooked their own food. Those who did not have time to prepare food or could not afford had to starve the whole day in order to attend classes. He noted that the situation was different with a proper boarding pupil. The universality of the hardships of weekly boarding claimed by Snelson (1973), will be verified in relation to this study especially that this study is being carried out in modern society in the 21<sup>st</sup> century.

The literature has highlighted some of the challenges of a day school which included poor academic performance due to a large number of pupils in classes, lack of adequate time for study, long distances covered to get to school which force some pupils to opt for weekly boarding and high absenteeism rate due to home chores. It was evident from the literature review that day school pupils were likely to record low academic standards because they were distracted by conditions prevailing in their homes as well as the community.

### **2.3 Benefits of a boarding school**

Boarding and day schools are both key vehicles of education provision which among other things, prepare pupils to enter into colleges or universities. However, there are many reasons why some parents choose to send their children to boarding schools rather than day schools.

Jones (1965) observed that despite the continuous increase in boarding fees, many parents were prepared to make considerable sacrifices in order to send their children to boarding schools because they felt that boarding school education was a social as well as education investment. He further noted that most of the boarding schools had high academic standards and many of their pupils went to universities. He also claimed that, usually boarding school failures would be assured of a better career than successful pupils from a day school.

Similarly, Gross (1969) postulated that the best schools he had observed as suitable for high school pupils from disadvantaged families were boarding schools because they were highly exceptional and intended to prepare pupils for colleges.

As regards to discipline, Wilson (1971) asserted that boarders were usually more disciplined than day scholars. He defined discipline as an educative order involved in trying to reach appropriate standards or rules for engaging in a valued activity.

Adams (1992) noted that discipline of a school was usually understood to mean the control the staff exercises over the behaviour of the pupils and observed that it was easier to administer proper discipline in a boarding school than day school because of the confinement. The views of Glassey (1969) are similar to those of Adam (1992). He indicated that the experience of the pupils in a boarding school was almost wholly within the control of the teacher; making discipline enforcement easy and remarkable in boarding compared to a day school scenario. A boarder learnt to live as a member of the boarding community while he endeavoured to develop his own personality on occasions when he would modify his own desire for the sake of his fellow community members. Warigi (2001) indicated that in Kenya many people had testified that anybody who went through a boarding school would admit that, that was an important formative experience that should not be dispensed of.

On benefits of a boarding school to the community, Mwanakatwe (1968) stated that communities that had boarding schools benefited in one way or the other from them. He observed that during the expansion of the secondary school programme local farmers that had boarding schools in their communities had new markets established at their very door steps. He noted that those markets absorbed large quantities of foodstuffs on reasonable commercial terms. Similarly, Waihenya (2001) stated that some countries established boarding schools as fundraising ventures. He cited the Swiss government which developed a strategy of fostering private boarding schools to foreign pupils as a business integral to the country's economy.

As regards the advantages of national boarding schools, O'Leary (1997) noted that the boarding system continued to provide an opportunity for pupils of different places and ethnic backgrounds to go to schools of their own choice. He further argued that learning away from their own towns or villages enabled pupils to make lasting friendships and helped to break ethnic stereotyping. Citing a Zambian situation, Beere (1993) observed that in Zambia, boarding schools were part of government policy aimed at integrating pupils from different tribes in Zambia so as to foster national unity and identity.

The above observations were backed by the Ministry of Education (1992) which liberalized the provision of education and allowed those with resources to establish such institutions to run them in accordance with their own principles but following stipulated government rules and regulations. The result of liberalization saw the expansion of education opportunities which gave parents the right to send children to education institutions of their own choice, be they public, private, religious or communal.

A summary of the literature in the foregoing section has outlined several benefits of a boarding school and some of which included, high academic performance, opportunities for study time, smaller numbers of pupils in class and better discipline. The section has also highlighted that community members benefited as local suppliers of foodstuffs. Boarding schools also played a bigger role in fostering national unity.

It was evident from the literature review that boarding school pupils attain higher academic standards due to confinement in a conducive learning environment.

#### **2.4 Challenges of a boarding school**

Boarding school administration, teachers, pupils and the communities surrounding boarding school have been investigated in various research to determine challenges of a boarding school.

Kelly (1996) commenting on the re-introduction of boarding fees by the Zambian government in 1986, noted that boarding costs at secondary schools, were higher and did consume about one quarter of the funds used at secondary level to pay for a relatively smaller number of pupils who were usually from rich families. He noted that such a scenario continued to widen the gap between the rich and the poor. The views of Beere (1993) seem to be in line with those of Kelly (1996), when he observed that in 1986, St. Johns in Mongu closed with 500 pupils (boarders) for the first term but on the opening day in the second term, only 200 pupils came with required boarding fees, while 300

pupils found accommodation with relatives. And in the next two years, boarding facilities phased themselves out naturally because parents opted for a day school.

According to Ngosa (2005), St. Marys Secondary School in Livingstone had been a boarding school from its inception in 1956 and started phasing out boarding facilities in 1988. He indicated that inadequate funding from the government and the rising cost of living forced some parents to take their children to day schools.

Polloac and Reken (2001) stated that day school helped to cement the bond between the child and parent as opposed to a boarding school where children were separated from their parents for long periods of time. They observed that some children experienced home sickness which led to a phenomenon of 'a third culture kid' who may develop his own norms.

In Kenya and in the United States, boarding schools typically had a resident family that lived in the dorm known as dorm parents, Warigi (2001). Although each of those teachers took Quasi-parental responsibility, he noted, on the contrary, that many parents argued that a teacher could not take the place of a parent especially when one was dealing with teenage youngsters in very emotionally and delicate stage.

Ferdinand and Zweig (1963) noted that there were negative reasons by parents for sending children into boarding instead of staying with them at home. In a conducted class survey on family background, they wanted to find out the reactions of students from boarding schools with their parents. The studies revealed that most of the children described their relationship as detached or strained saying that they never had a real home apart from school while others described their parents as being glad to get them off their hands into a boarding school. The study further concluded that though good reasons could be stated for sending children into boarding, some of these may have concealed other reasons which were rarely explicitly stated but children would be aware of them.

As regards strikes in boarding schools, Higgins (1978) narrated that in 1971 some senior pupils at St. Johns in Mongu refused to attend the commemoration of National Independence Day. The administration in turn cancelled the evening entertainment at school which angered the pupils who boycotted supper. And as a tradition of boarders, they stoned roofs of the school buildings and caused damage to a number of classrooms. Based on the literature above, it can be argued that the tradition of destroying property whenever there was a misunderstanding seemed to be the only quick way of reaching a compromise between the administration and pupils.

Patterson (1982) carried out a number of studies on bullying and all the studies revealed that bullying occurred in schools including boarding schools. He stated that apart from beating, other non-physical forms of bullying such as name calling and segregation/exclusion from activities were common. Lines (2006) concurred with Patterson's revelations and argued that the occurrence of fighting in schools was a source of concern and should be treated with the urgency it deserved in order to bring sanity to secondary school institutions.

Another problem pupils faced in boarding schools was competition against each other which is less pronounced in day schools. Erving (1961) observes that a boarding school a family has attended for generations may define the culture parents aspired for their children's education. And by choosing a fashionable boarding school, parents aspired to better their children by enabling them to mix on equal terms with children of the upper class. On the contrary, Glasser and Weeks (1957) noted that children remained unconscious of their home environment so long as their friends were in a similar condition but when they come into contact with other people who live in more favourable circumstances they become discontented and conscious of their own poverty. This was very common to some children when they were moved into boarding schools. They feel out of place and in an attempt to adjust themselves they resorted to stealing their friends' clothes and food while some admit defeat by truancy.

As regards sexual assault and homosexual tendencies, Dale (1969) observed that sexual assault and homosexual tendencies were more common in boarding schools than day schools especially in co-education boarding schools. He noted that girls were sexually abused by their peers as well as male teachers while homosexual tendencies were practiced by the boys. Piet (1980) supports Dale's observation and argues that casual sex tendencies were very common among peers in these schools and results in large number of abortions which had distressful effects on the development of pupil personality especially girls.

O'Leary (1997) postulated that, rules in a day school were much more flexible than those in boarding schools. He observed that most school dormitories had lights out time when pupils were requested to be in bed, depending on their age. And also a later time after which no talking was permitted. He further noted that pupils generally needed permission to go outside defined school bounds. He concluded that such rules may be difficult to enforce and pupils may often break them. This was in line with Archbold (1954) when he argued that though some kind of control was necessary; if school goals and social chaos are to be averted, strict rules and a rigid time table that should be followed to

the letter do not promote self discipline in the pupils. He further stated that pupils may not follow rules out of conviction but fear.

On administration of a school that had both day pupils and boarders, Drucker (1995) observed that it was difficult to maintain a vibrant residential life program when half of the school left at the end of the school and disappeared on weekends.

Cultural differences have also been outlined by some researchers such as McIntyre (2001) as a bone of contention between pupils, parents and the administration especially in boarding schools run by expatriates. He further defined culture relativism as the belief that other people and their ways of doing things can be understood only in terms of the cultural context of those people.

This was in line with Adam's (1995) observation on the education policy of the United Kingdom. He stated that in 1800, the country undertook a deliberate policy of educating Native American youths in the way of the dominant western culture so that the Native Americans could be able to assimilate into western society.

O'Neil (1978) had similar experience on cultural differences and noted that most of the communication breakdown and misunderstanding that happened in institutions of learning stem from differences in cultural norms especially in boarding schools where administration and teachers may originate from other countries than that of the students.

Apart from cultural differences, some parents have blamed church run boarding schools of indoctrination. Fitzpatrick (1953) stated that children in the elementary and even in secondary stages of school life were easily indoctrinated than adults. He cited that charges were often made against the church, particularly the catholic, that its methods were those of indoctrination and seemed as though it were a technique of religious education alone. Since the study under investigation was done at a previously catholic ran boarding school and later catholic ran day school, it would be interesting to note the reality of the indoctrination aspect since both fall in the category of 'catholic mission schools'.

Beere (1993) pointed out that running a boarding school demanded a lot of physical strength. He further stated that in a day school, the administration does not have to worry about food supplies and other boarding facility requirements.

The literature revealed that boarding schools were very expensive, they allowed a smaller number of pupils to access school places, learning at boarding schools was interrupted due to demonstration

over food, water and sanitation, strict rules and pupils could easily be indoctrinated especially in church run institutions. Cultural differences in boarding schools run by expatriates (missionaries) and the physical demands of food supplies, electricity, charcoal and catering added to the many challenges of a boarding school.

Despite so much literature on the challenges of a boarding school and day schools respectively, there is also a lot of literature on the benefits of both. As to whether these reasons are similar to those in this study, is what this research intends to investigate.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

This chapter presents the methodology which the study utilised in carrying out the study. It is divided into the following subsections: the first section describes research design, target population, sample size and sampling procedures and the research instruments. The last section comprises of data collection methods, data analysis and limitations of the study.

#### **3.1 Research Design**

The study employed a descriptive research design. The descriptive design was used because of its advantage of collecting qualitative data. It also enabled the researcher to obtain opinions of the representative sample of the target population into the benefits of St. Edmund Secondary as a day school to the community. This design was also chosen because the study relied more on the qualitative research methods.

#### **3.2 Target Population**

The target population of the study consisted of 5 categories, namely: all pupils, teachers, community members, the administrators and the MoE officers of the Southern Province. St. Edmunds was chosen because it was one of the first schools that phased out boarding facilities. This case, according to Best and Khan (2006) formed an accessible population that was also both convenient for the researcher and representative of the overall target population.

#### **3.3 Study Sample**

The study sample comprised 50 respondents of which 10 of them were pupils, 12 were teachers from St. Edmunds Secondary School, 8 administrators and 20 community members. Each of the categories above included respondents who were there at the time St. Edmunds was a boarding school. The last category comprised of 2 respondents from the Ministry of Education (MoE).

The sample size of 50 respondents was arrived at to ensure that the characteristic of the sample was diverse, representative, accessible and knowledgeable in the area of study if the findings were to be generalised to the target population.

### 3.3:1 Gender of Respondents

Respondents were asked to indicate their gender. Their responses are shown in Table 1 below

Table 1: Respondents by gender

Type of Respondent	Male	Female	Total
Pupils	10	-	10
Teachers	09	03	12
Community members	06	14	20
Administrators	06	0	06
Ministry of Education	01	01	02
Total	32	18	50

### 3.4 Sampling procedure

In this study, the following techniques were applied for selecting respondents. Current Pupils were selected from grades 8 to 12 using simple random sampling. Classes were stratified into grades 8, 9, 10, 11 and 12. Each grade was then individually assembled into the hall where the actual participants were selected. A box containing pieces of papers written 'NO' on them and one paper written 'YES' on it, this box was passed around and each pupil picked a paper; the pupil that picked the paper written 'YES' was sampled and considered to be representative of the particular grade. This was done to ensure that there was one representative from each of the grades. Stratified random sampling technique was used to select current teachers. Every third teacher was picked from both male and female staff lists.

Purposive sampling procedure was the second technique that was employed to select the current head teacher, the former head, ex-boarders and former teachers at the time the school was a boarding, community members, administrators (proprietors) and the MoE officers. This technique was applied because the identified respondents were believed to be knowledgeable and informative about the phenomena the researcher was investigating (White 2005).

### 3.5 Research Instruments

The research instrument employed in the study were questionnaires, semi structured interview and focused group discussions.

The questionnaires were used to collect data from ex boarders, teachers and administrators at the time the school was a boarding while semi structured interviews were used to collect information from pupils, teachers, administrators, community members and the MoE officers.

### **3.5:1 Questionnaires**

The use of the questionnaire was arrived at because it was relatively economical, had the same questions for all the respondents, ensured anonymity and contained questions written for specific purpose (White 2005). This was also appropriate for the study since the target groups were all literate. In addition, results obtained by questionnaires could easily be objectively compared.

### **3.5:2 Semi-Structured Interview Guide**

Semi- Structured interviews were utilised to collect data from current pupils, community members, administrators and MoE officers. The rationale behind having the interview semi-structured was that it allowed respondents to express their views freely. This method however, still enabled the interviewer to retain control throughout the whole process (Powney and Watts 1987).

### **3.5:3 Focused Group Discussion**

The third instrument that was used to collect data was the focus group discussion. The focused group discussion was used with the current teachers. It helped clarify and shade more light on the issues raised and not clarified in the questionnaire.

## **3.6 Data Collection Procedure**

Data was collected by administering questionnaires to ex-boarders, former teachers and administrators, while interview guides were applied to collect data from the current pupils, teachers, administrators, community members and MoE officers. Focused group discussion was used to obtain data from current teachers.

Collection of data was done from 22<sup>nd</sup> September to 26<sup>th</sup> December, 2010. To administer questionnaires, 5 ex-boarders, 6 teachers and 2 administrators were purposefully chosen to complete the questionnaires. The ex-boarders and the teachers at the time the school was a boarding were sampled based on their ability to provide accurate information regarding the study. They were also chosen because they were the only ones at the time of the study with the information needed and were available for the research task. The 2 administrators were chosen because they were the only two headmasters available at the time of the study with administrative information of St. Edmunds. The category targeted only those who were there at the time St. Edmunds was a boarding school. In

order to obtain honest responses, the researcher assured the respondents of anonymity by asking them not to indicate their names.

To collect data from current pupils to participate in the semi structured interviews, a simple random sampling procedure was conducted while purposive sampling was done to select administrators, community members and MoE officers. The researcher encouraged all respondents to express themselves freely and give as much information as possible on the benefits and challenges of both a day school and boarding school to the community.

To obtain data from current teachers, a focused group discussion was employed. The researcher assured respondents of confidentiality as they expressed their views.

### **3.7 Data Analysis**

Qualitative data was analysed by thematic analysis based on interviews and focused group discussions with respondents. Quantitative data was analysed by using the Statistical Package for Social Sciences (SPSS). SPSS was used in order to obtain frequencies and percentages that were separately analysed in order to come up with a conclusion.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS**

#### **Introduction**

This chapter presents the findings of the study. The presentation is divided into four parts. The first part addresses the first objective of the study “To determine the benefits of St. Edmunds Secondary School as a day school.” The second part of the presentation addresses the second objective of the study “To find out what challenges St. Edmund secondary school has as a day school.” The third part addresses the third objective of the study “To find out the benefits of St. Edmunds secondary school when it was a boarding school. The fourth part of the presentation addresses the fourth objective of the study “To establish why St. Edmund secondary school turned into a day school.”

The findings from pupils are presented first, followed by those of teachers, the Christian Brothers, community members and then MoE officers.

#### **4:1 Views of pupils**

##### **4.1:1 The benefits of St. Edmunds Secondary School as a day school**

On whether current pupils had any benefits of being in a day school, pupils themselves indicated several benefits. These include, being able to study under the supervision of parents, their behaviour being moderated by their parents or guardians and that being at home prevented them from unnecessary movements after class. Further, respondents indicated that it was cheaper in terms of school fees and that they were able to have a balanced diet with variety of food. Other benefits indicated were that as day scholars everything was done for them by their parents. In an interview, a grade eight pupil said; *“Apart from watching television, it was just good to be at home eating good food.”*

Findings also revealed that pupils indicated that St. Edmunds as a day school gave them an opportunity every Wednesday to participate in different religious activities and attend Mass every Friday. In addition pupils indicated that such activities brought them closer to Christ. Pupils also indicated that they were able to help parents with some work after class. Other benefits cited by pupils were that, as a day school, their parents were able to attend the parents meetings and also that some parents do participate in the awards day presentation whenever it was organised by the school. And referring to the school being cheaper, a grade eleven pupil said; *“My parents pay less for me*

*than my sister at St Joseph's. I am sure you know it is boarding.*" Pupils also indicated that it was easier for them to exchange educational materials with pupils from neighbouring schools. The pupils stated that they could freely pass by a friend's place or meet them in town to consult and share knowledge. A pupil that stayed on his own indicated that he uses weekends to tender lawns at people's homes to raise money for academic material or break bites. Other types of piece work indicated included car washing, taxi driving, and luggage transportation. Two pupils out of five indicated that they assisted their parents to sell second hand clothes (Salaula) at the market.

#### **4.1:2 Challenges St. Edmunds Secondary School has as a day school**

In this objective, the researcher wanted to find out from current pupils what challenges St. Edmunds has as a day school.

Out of the five (5) pupils that participated in the study, two (2) indicated that they did not have enough time to study while at school. In an interview, a grade twelve pupil attributed lack of study time to the non-availability of teachers in the school in the afternoon. He said;

*Academic Production Unit (A.P.U) classes are not offered at our school, but our study time is not supervised because most of our teachers go to teach at Jeans or St. Columbus Basic School. I cannot ask the teacher for help because they are not there."*

Another participant said; *"I do not have electricity and I cannot concentrate at home."*

Respondents also cited distance as another challenge that they faced as day scholars. Pupils stated that though most of them resided near the school, some of their friends' homes were very far from school. They stated that some of their friends cycled every day from Kaleya which is ten (10) kilometres from the school. One (1) pupil indicated house cleaning, grinding maize and going to the field as some of the major challenges for them as day scholars. In addition, pupils complained that they sometimes absent themselves from school because of family problems like sickness of a member of the family. Some participants also indicated that some parents did not value school. Referring to distance, a grade eleven (11) pupil said; *"Lubombo is far, so I rent in Changa Changa compound. Water and sanitation is a big problem there."*

Pupils were further asked to state the major challenges of St. Edmunds to the community.

Out of the five (5) respondents that participated in the study, two (2) indicated that the academic performance had gone down. One (1) attributed the poor performance to the recruitment of pupils with low marks from the community. In addition, some pupils stated that a good number of their

classmates arrived home late due to engagement in activities such as beer drinking and various immoral and promiscuous acts on their way home from school.

The researcher further sought to find out pupils' views on whether St. Edmunds must continue as a day school or not. Findings from pupils that participated in the study showed that two (2) current pupils were in favour while three (3) were against St. Edmunds continuity as a day school. Pupils who were in support of a day school gave reasons, which included; freedom to do whatever they wanted after class, their parents were able to send more children to school because school fees were affordable. While those who were against gave reasons such as inadequate time to study and distance to school as the major reasons.

As for ex-boarders of St. Edmunds out of five (5) pupils who participated in the study, only one (1) was in favour of St. Edmunds continuing as a day school while the majority four (4) were against the idea. The one respondent that supported the idea indicated that it was cheaper while those who were against cited poor academic performance and indiscipline amongst pupils, citing fighting and beer drinking as the most commonly observed. They indicated that the Brothers ensured good behaviour at the time St. Edmunds was a boarding school. Fear of expulsion from boarding was also helping with upholding discipline in routine activity such as prep-study and preventive maintenance.

#### **4.1:3 The benefits of St. Edmunds Secondary School, when it was a boarding school.**

When asked what the benefits of being a boarder were, two (2) of the Ex-boarders out of five that participated in the study indicated that a boarding school gave them adequate time to study. They further indicated that study time was compulsory for all pupils from Monday to Sunday. The Other two (2) of the ex- boarders indicated that St. Edmunds as a boarding school helped them to get good results that helped them to get into the University of Zambia and other higher institutions of learning.

Ex-boarders indicated several benefits that they enjoyed as boarders; and these include: sense of belonging to the community, good moral development and one (1) indicated that the Brothers taught them how to pray and how to recite some prayers. He further indicated that all pupils regardless of their religious affiliation or preferences were expected to go to the chapel for mass. Another respondent indicated that boarding school taught them to live without parents and taught them how to wash and iron clothes for themselves. He narrated:

*As a boarder myself, I have seen how that period helped me to develop certain attributes, which I surely would not have developed and achieved. My experience at St. Edmunds boarding school has also*

*seen me through certain environments; just because I had this foundation from my time at St. Edmunds as a boarder where I developed coping strategies for integration.*

Another respondent describing his experiences at St. Edmunds as a boarder wrote:

*“It was fun. Apart from learning Brother McGhee taught us how to play band instruments. I still remember the independence celebrations when the whole community would stand still watching and listening to St. Edmunds school band. It used to be very inspiring.”*

Ex-boarders responses on whether St. Edmunds had any benefits to the community as a boarding school, revealed that out of five (5) ex-boarders who participated in the study, three (3) indicated that the school was a symbol and element of pride. The ex-boarders indicated that even those parents who had no children learning at St. Edmunds used to feel proud of the school because it was well known throughout the country. One of the respondents wrote that; *“Mazabuka was well known just like Lusaka. Pupils came from all corners of the country.”* One (1) of the respondents indicated production of competent leaders in the community due to good education those who went there received. Another stated that the school created a good Christian community of boys who were well disciplined.

#### **4.1:4 Reasons for turning St. Edmunds Secondary School into a day school**

The Ex-boarders responses on the challenges of being a boarder were indicated as follows: Two (2) of the ex-boarders indicated that home sickness was a challenge to them while one (1) indicated poor diet. And referring to home sickness, one of the respondents wrote; *“I used to miss my family especially in the first term of grade eight (8). I used to cry in the evenings.”* Further, another one of the ex-boarders cited strict rules as a challenge of being in boarding school. Explaining strict rules, the respondent indicated that they were forced to have a siesta (rest) after lunch and that permission whenever one wanted to leave the school premise had to be sought. And referring to strict rules, one of the respondents wrote:

*Whenever brother McCarron was on duty some boys would pretend they were fast asleep and would be snoring, but as soon as he bypassed their dormitory, some boys would assemble in the corner to listen to the radio or just tell stories.*

Of the ex-boarder respondents only one indicated that as a boarder he did not face any challenges.

With regard to whether the community experienced any challenges when St. Edmunds was a boarding school; one (1) of the ex-boarders indicated that there were no disadvantages faced by the community, while two (2) indicated that the school fees were expensive. They further indicated that



very few local boys managed to get school places at St. Edmunds. The other challenges stated by one (1) ex-boarder was that most of the pupils in boarding came from other provinces and also that only few pupils came from the local community. The fear of some parents from the community to send their children to St. Edmunds was also indicated as a challenge to the community by one of the ex boarders. It was indicated that parents feared their children being indoctrinated into Catholicism and become catholic priests.

The researcher was interested in finding out what the views of the pupils were with regard to St. Edmunds reverting to a boarding school or not. Out of the five (5) current pupils that participated in the study, three (3) were in favour while two (2) were against the idea that St. Edmunds reverts to a boarding. Those who were in favour cited adequate time to study while those who were against cited economic constraints associated with a boarding school as reasons for their views.

As for ex-boarders, the findings revealed that out of five (5) respondents that participated in the study, four (4) were in favour of St. Edmunds reverting to a boarding school. Only one (1) of the respondents from the ex-boarders was against the idea. He cited financial constraints faced by the community as the major reason for not supporting the idea while those who were in favour of the idea stated adequate study time, discipline and good academic performance as the major reasons for supporting the idea.

In addition, ex-borders that favoured the idea of St. Edmunds reverting to a boarding school indicated that the school would address the problem of limited catholic institutions for boys. They cited Mukasa and Canisius as the only other catholic institutions for boys in the province.

The ex-boarders suggested that reverting St. Edmunds to a boarding school would be easier since the school had the infrastructure for boarding facilities. One of the ex-boarders in favour of St. Edmunds reverting to a boarding school wrote;

*My personal support of boarding is that, being in a boarding setting has a way of modelling one's character and status as an individual in society. I am supporting this phenomenon from the social cultural perspective. I am aware of the economic demands to employ such a plan; however, I strongly feel the benefits surpass the disadvantage due to economic demand of running a boarding school.*

## **4.2 Views of teachers**

### **4.2:1 The benefits of St. Edmunds Secondary School as a day school**

In this objective, the researcher wanted to find out what the benefits of St. Edmunds were as a day school.

Teachers pointed out several benefits. These include; increased enrolment and affordable school fees. On increased enrolment, out of the six (6) teachers that participated in the study four (4) indicated that there was an increase on the number of local children that access school places at St. Edmunds. In a focus group discussion, one male participant said; *“we used to have excess pupils who would be sent to Konkola, Mazabuka School for Continuing education (MASCO) and Kaonga basic and these pupils used to feel inferior, now they are happy because we have reduced on these exports”*.

All the six (6) teachers that participated in the study indicated with regard to fees, that it was cheaper. In addition, they stated that most of the community members were able to afford the school fees that were charged at St. Edmunds. Other responses on the benefits of St. Edmunds as a day school indicated include: parents support in school work, parents monitoring behaviour of their children and that the community members participate in the decision making and other school related programs. Referring to community owning the school; one female participant in a focus group said; *“The school is more of a community school than those days when Lusaka dominated the school.”*

### **4.2:2 Challenges St. Edmunds Secondary School has as a day school**

In regard to challenges of St. Edmunds as a day school, current teachers stated various challenges. Findings of the study revealed that more than half of the teachers four (4) out of six (6) respondents that participated in the study indicated that absenteeism rate among pupils was very high. Teachers cited pupils who were weekly boarders as the main culprits that reported late and knocked off early. Other challenges indicated by teachers were that some pupils were indisciplined and went to class drunk.

Long distances covered by some pupils were another challenge that the teachers indicated. They stated that some pupils start off from home as early as 04:30 hours coming to school and returned home around 18:30 hours, only to start preparing for the following school day. In addition, the teachers stated that, the long distances covered have forced some pupils to rent accommodation

(weekly boarding) in some inhabitable places. And referring to weekly boarding, one of the male participants in a focus group discussion said;

*“This system of pupils staying on their own has a negative effect on the school system which is absenteeism. And so, it is quite difficult to understand as whether the boarding system could have done better, but again, you look at where they are coming from, they come from the country side where their parents are struggling. If it were a boarding, would they afford? So we are really looking at that.”*

Teachers also pointed out that pupils who normally reported late to school or missed classes indicated home chores as one of the reasons for late coming. Teachers complained that some parents or guardians were not very considerate of their school going children. They stated that pupils themselves cited grinding maize, selling food stuffs, fetching water, sweeping the house or going to the fields before they could go to school as some of the chores they were subjected to.

Findings from teachers also revealed that all the six (6) teachers that participated in the study agreed that the academic performance of the children was going down. Teachers lamented that there was no seriousness on the part of the pupils to study. They further blamed the parents in the community who had children learning at St. Edmunds; saying they were unable to monitor and question a pupil that reached home before knocking off time. One female participant gave an example and said:

*“Prep has lost its meaning. It is very difficult to control pupils and to ensure that they come for prep. Because those who stay far want to leave school early while those within just dodge or simply run away and things like that so if you check in the afternoon, there are very few pupils who attend prep.”*

The researcher wanted to find out what the views of the teachers were on whether St. Edmunds must continue as a day school or not. The findings showed that out of the six (6) current teachers that participated in the study, four (4) stated that they wanted St. Edmunds to continue as a day school while two (2) indicated that they were not for the idea of St. Edmunds continuing as a day school. Those who supported the idea stated increased enrolment of local children and affordable school fees. As for those who were against, absenteeism and compromised academic performance were cited as the major reasons.

Of the six (6) teachers who were there at the time St. Edmunds was a boarding school, only two (2) were in favour of St. Edmunds continuing as a day school while the majority of the respondents four (4) were against the idea. The reasons for the support were increased enrolment while for those against indicated poor performance and indiscipline amongst pupils.

#### **4.2:3 The benefits of St. Edmunds secondary school when it was a Boarding school**

The responses of teachers at the time the school was a boarding, as to whether there were any benefits to the community when St. Edmunds was a boarding school were as follows:

Out of the six (6) respondents who participated in the study, four (4) of them indicated that the academic performance of pupils was very good. In addition teachers linked the higher academic performance to the adequate study time that was availed to the pupils at the time the school was a boarding. Findings also revealed that one (1) indicated that parents who sent the children to St. Edmunds were happy with the behaviour their children exhibited even when they had left school. And one of the teachers who had participated in the study wrote: *“The school was among the best in the country”* While another wrote; *“As a teacher my pride was to see that all the pupils in my subject passed with flying colours.”*

One teacher cited personal responsibility of pupils at the time the school was a boarding as another benefit. Teachers stated that at the time the school was a boarding, pupils were trained to budget how they would spend pocket money given to them by their parents. Further, the teachers pointed out that pupils also did their own laundry. The above benefits the teachers stated, applied to all community members who took their children to St. Edmunds when it was boarding school.

#### **4.2:4 Reasons for turning St. Edmunds Secondary School into a day school**

Responses from the six (6) teachers present at the time St. Edmunds was a boarding school that participated in the study indicated that:

Two (2) teachers said that children who were near the school were not allowed to be in boarding even when their parents could afford school fees. Two (2) of respondents indicated that St. Edmunds as a boarding school was very expensive for the community. One (1) of the teachers further indicated that the school was biased towards pupils with higher marks, while another stated that local children were disadvantaged by the enrolment competition against other provinces; and as a result, very few children benefited from a school that was just at their door step.

With regard to whether teachers would like St. Edmunds to revert to a boarding school or not, the response rate from the six (6) current teachers that participated in the study indicated that two (2) supported the idea while four (4) were not in favour of the idea. Those in favour cited improved academic results, reduced distances to and from school and discipline in pupils. Teachers who were against St. Edmunds reverting to boarding stated that it was expensive and that local children would lose out when it came to enrolment.

For those teachers who were there at the time St. Edmunds was a boarding school, four (4) supported the idea that the school should revert to a boarding school. They stated improved academic standards, improved behaviour and also stated that the school had the infrastructure for a boarding school as reasons for supporting the idea. However, out of the six (6) teachers at the time the school was a boarding, who participated in the study, only two (2) were against the idea and reasons stated were exorbitant fees and the limited enrolment levels for local children.

### **4.3 Views of the catholic Christian Brothers (Administration).**

#### **4.3:1 The benefits of St. Edmunds Secondary School as a day school.**

On whether there were benefits of St. Edmunds as a day school, the Christian Brothers cited various benefits. These include; increased enrolment for local children and affordable fees charged by the school. On increased enrolment, out of the six (6) Christian Brothers who participated in the study, five (5) indicated that a number of children that access school places at St. Edmunds had increased. Further, the Brothers stated that the vacant dormitories have been converted into extra class rooms and specialised rooms such as: Library, technical drawing room, metal and wood workshops. Another benefit pointed out by the Christian Brothers was that St. Edmunds as a day school was now owned by the community and the community participated in decision making process. Appealing for funds at a Parents-Teacher Association (PTA) meeting held at the school, the head teacher said;

*“As you know, we are a grant aided school, meaning the government gives us money for our running costs if we were to rely on government grants, we would not operate. It is you the parents and the managing Agency (Brothers) who are running the school.”*

Other benefits cited by the Brothers included provision of sound education, imparting Christian morals in the children and provision of educational sponsorship to vulnerable children.

In addition, the Brothers pointed out that the school had put up accommodation houses rented to the community and a farm land given to the community for cultivation. The Brothers further stated that as a day school, St. Edmunds was easier to run and had fewer disturbances in terms of demonstrations over poor meals, poor water supply or poor sanitation.

#### **4.3:2 Challenges St. Edmunds Secondary School has as a day school**

The Brothers stated various challenges of St. Edmunds being a day school. All the six (6) Brothers that participated in the study stated that; they had observed that some pupils were indisciplined. The Brothers further cited beer drinking and fighting amongst pupils as some of the disciplinary cases they dealt with in the school.

Further, the Brothers attributed the indiscipline to the lack of proper management in the school. In an interview, one of the Brothers said; *“Maybe we need to boost the presence of the Brothers in the school, their presence has diminished, and it’s like the Brothers went away with discipline that they had instilled for so long.”*

Another challenge the Brothers cited was the decreased academic standards.

Findings revealed that two (2) of the Brothers that participated in the study indicated that academically, a lot of the pupils were doing well, but there were some who did not seem interested in studies. They suggested that this could have been due to parents’ failure to monitor their children’s work. The Brothers further cited long distances covered by some pupils to get to school and also that some of those pupils went to school hungry. Amplifying the problem of long distances, and in an attempt to address it, the administrator wrote to the Provincial Educational Officer. He was appealing for funds to enable school provide mid day meals to all day scholars:

*As you may be aware, a number of pupils cover long distances on empty stomach each day they come to school and they have neither food nor money to buy food. Other pupils are living far away from their parents in trying conditions. Many others are living with their parents who have very limited financial resources. These circumstances do not create a suitable environment for learning.*

A majority of the Christian Brothers five (5) stated that they had observed that pupils had very little time to engage in meaningful co-curricular activities because of the limited hours they stayed in the school. Other challenges were cited by the Brothers and these include; high absenteeism rate and low pupils teacher ratio.

In addition, the Brothers also pointed out that the educational standards at St. Edmunds had deteriorated. The Academic Production Unit (APU) introduced in schools had disadvantaged the pupils because teachers had divided attention. They explained that teachers at St. Edmunds attended to APU classes in other schools.

The Christian Brothers stated that they were aware that community members were over burdened with the dependants who were largely pupils at St. Edmunds but had to return home after school since it was no longer a boarding school. Further, the Brothers pointed out that they were not happy with the weekly boarding system by some pupils at St. Edmunds. They stated that, though they were assisting good numbers of pupils with rentals, the compounds were not conducive for the pupils. They indicated that; the community had the responsibility to provide accommodation for their children in the absence of a boarding school.

A majority of the Christian Brothers, five (5), stated that they would like St. Edmunds to continue as a day school. On the other hand, one (1) indicated that he would want St. Edmunds change back to a boarding school. Those who supported the idea gave increased enrolment of local children and it being cheaper as some of the reasons. The one against stated that current status has adversely affected academic standards and discipline among pupils.

#### **4.3:3 The benefits of St. Edmunds secondary school when it was a boarding school**

The researcher wanted to find out if there were any advantages to the community when St. Edmunds was a boarding school. The Brothers stated several benefits. They cited high academic standards and discipline as some of the benefits. Further, they stated that pupils who passed through St. Edmunds made sound contributions which benefited members of the community. Brothers gave examples of two medical doctors currently in Mazabuka and other prominent business men serving the community as products of the boarding system.

The findings also revealed that one (1) of the Brothers that participated in the study indicated that community members were happy to be associated with a prestigious school like St. Edmunds.

Other benefits included good moral development and a good pupil-teacher ratio. The Brothers stated that as a boarding school, St. Edmunds had pupils from all over the country. They stated that Dr. Kaunda's policy of "One Zambia One Nation" was manifested in the community when it was a boarding school and led to appreciation of different tribes. The Brothers pointed out that at the time the school was a boarding, fewer pupils were enrolled and fewer teachers were needed, hence all the teachers were accommodated in the available houses within school premises. Explaining the present situation, Brothers said a good number of teachers have to find alternative accommodation.

#### **4.3:4 Reasons for turning St. Edmunds Secondary School into a day school**

The findings of the study revealed that all the six (6) Brothers who participated in the study, stated that; as a boarding school, it was expensive and only few members from the community were able to afford the school fees. As a result, stated the Brothers; the boarding school was exclusive, local children eyed it but could not get near due to high fees. In addition, it was said that, even though government gave grants to the school, they were not enough and usually delayed in coming. One of the Brothers in an interview said;

*"It was a school for the rich that could travel across provinces for school at St. Edmunds. The politicians needed better and well-managed schools for their children and Brothers had no choice of whom to take because national selection dictated who should come to St. Edmunds."*

Findings also revealed that out of the six (6) Brothers, five (5) said there were limited school places available to the local children. The Brothers complained that politicians abused the system, and they claimed most of the school places by nature of their jobs. Further, they stated that these organs of government used to force their way at the expense of the poor.

Another challenge stated by the Brothers was that, as a boarding school, St. Edmunds was very demanding to run. They cited examples of purchasing food stuff, dormitory and kitchen requirements as some of the challenges encountered when St. Edmunds was a boarding school. One of the Brothers referring to physical demands of running a boarding school said; *“Brothers were worn out because they wanted a perfect school. As a result, some Brothers went to bed in the early morning hours.”*

Christian Brothers’ views as to whether St. Edmunds Secondary School should revert to a boarding school or not; out of the six (6) Brothers that participated in the study, only one (1) brother supported the idea while the majority five (5) were against the idea. The reasons given for the support were: To improve the academic standards and to curb indiscipline. Whereas reasons given by the majority for being against included, high fees, decreased enrolment for local children, low government grants, poor diet for pupils and physical/labour demands in running a boarding school. The chairperson of the board of management, according to the minutes of a meeting held to brief heads and superiors on the re-introduction of boarding facilities at St. Edmunds was quoted to have said, *“The Christian Brothers would not be willing to continue taking charge of the management of the school if boarding school was re-introduced.”*

#### **4.4 Views of community members**

##### **4.4:1 The benefits of St. Edmunds Secondary School as a day school**

When asked what benefits of St. Edmunds were as a day school, all the twenty (20) community members that participated in the study indicated that it was cheaper. While (16) indicated that the enrolment for local children had increased. Further, community members stated that it was easier for parents to monitor the work of the children and also behaviour because the friends to the child were known. Referring to parental guidance one female participant in a face to face interview said; *“To supplement what was going on in school, we made sure that every evening there was time for study at home.”*



Community members cited other benefits. These include: hiring of school truck for funerals in the community, the use of school buildings for community celebrations, participating in decision making and provision of accommodation for community to rent.

In reference to Parents Teachers Association (P.T.A), community members stated that it was easier to convene meetings. In addition, they stated that they felt that the school belonged to the community and that they were able to participate in decision making pertaining to the welfare of their children in the school.

#### **4.4:2 Challenges St. Edmunds Secondary School has as a day school**

Community members presented a number of challenges. Out of the twenty (20) that participated in the study, fourteen (14) of them indicated low academic performance, distance covered by some children and undesirable behaviour from the pupils as some of the major challenges. Community members linked poor performance to little time that was given to pupils to study. The other challenge pointed by the community was the high rate of absenteeism by the children. Community members complained that there were a lot of children found in town during learning time and engaged in beer drinking and other vices.

Referring to indiscipline, one of the female participants in a face to face interview said; *“me I cannot totally blame the pupils for indiscipline. It is poor administration style that is to blame because isabi ukubola litampila ku mutwe (fish starts rotting from the head).”*

As regards weekly boarding, community members stated that there were a number of children that were renting while others stayed in homes within the community. The community said these children were a challenge and a burden as they needed to be cared for. Referring to weekly boarding, a male participant in an interview said, *“We as a community have children to look after, I do not think anybody in Mazabuka has no child burden.”*

From the findings, out of the twenty (20) community members that participated in the study, eight (8) of them indicated that they wanted St. Edmunds to continue as a day school while twelve (12) were against the idea. Community members in support stated that it was cheaper and that more children were enrolled while those who were against cited low academic standards, long distances to school and also that the community would lose out on the houses they were renting within the school.

And in support of a day school, the chairperson of the Parents Teachers Association (PTA), in a meeting held to address the subject of re-introduction of boarding at St. Edmunds was reported to

have said that, *the parents had not been consulted over the re-introduction of boarding*. He stated that, *at an Annual General Meeting, the parents indicated that they wanted St. Edmunds to continue as a day school*. In addition, he said; *“if there were boys who were suffering because the school was a day school, the percentage was very small.”*

#### **4.4:3 The benefits of St. Edmunds Secondary School when it was a boarding school**

When asked to state the benefits that were there at the time the school was a boarding, community members stated various benefits. Findings revealed that all the twenty (20) community members that participated in the study pointed out that as a boarding school, St. Edmunds produced good results and well disciplined pupils. The community also pointed out that school facilities were used for weddings and other celebrations/functions. In addition, they stated that the school made them proud because of its fame for good academic performance throughout the country.

Furthermore, community members pointed out that the Christian Brothers provided an alternative chapel where the community went to pray. Other benefits stated by the community respondents were that pupils became responsible at an early age and they did things for themselves without their parents. The findings of the study also revealed that members of the community used to take vegetables, meat and beans to sell at the school.

#### **4.4:4 Reasons for turning St. Edmunds Secondary School into a day school**

Out of the twenty (20) community members that participated in the study, eighteen (18) indicated that it was expensive and further indicated that only a very small number of community members took their children to St. Edmunds while sixteen (16) stated that their community was used as a host province for other children from other provinces to get sound education at the expense of their own local children.

In addition, other community members also feared that their children may be converted to Catholicism and lose their faith. Community members stated other challenges. They indicated that pupils ran into the community whenever there was a class boycott over uncooked food or some relish to look for food. They also stated that some boys engaged in beer drinking and smoking.

When the community members were asked whether St. Edmunds must revert to a boarding or not, out of twenty (20) community members that participated in the study, twelve (12) indicated that they supported the idea while eight (8) stated that they were not in favour. Reasons stated for those who were in favour involved improvement of academic standards, reduce distances, continue renting houses from the school while 4 stated that it would be easy since the school already has

infrastructure for a boarding in place. However, the eight (8) participants against the idea stated that a boarding school would be expensive and would decrease the enrolment levels for local children.

In preference for a boarding school in a face to face interview one community member said, *'' Most of us wanted the boarding but it seemed the Brothers had a final say.''*

#### **4.5 Views of the Ministry of Education Officers**

##### **4.5:1 The benefits of St. Edmunds Secondary School as a day school**

Findings of the study revealed that both (2) officers that participated in the study indicated that many pupils from local schools were now able to get places in grade eight (8) and ten (10) at St. Edmunds. Furthermore, they also indicated that it was cheaper in terms of school fees charged at the school. Officers also cited other benefits. These included; parents monitoring the work and behaviour of their children and rehabilitation of school infrastructure by the community. In addition, the MoE indicated that the school was owned by the community. The MoE officers cited participation in decision making and the well attended Parents Teachers Association meetings as a sign of community ownership.

##### **4.5:2 Challenges St. Edmunds Secondary School has as a day school**

Findings from the MoE officers revealed that decreased academic standards and poor discipline were among the challenges faced at St. Edmunds as a day school. MoE officers linked the poor academic performance to inadequate study time for the pupils. They further indicated that the unbecoming behaviour exhibited by pupils pointed to poor management at the school level and community level. In a face to face interview one participant said;

*“You see on behaviour, we cannot blame the school alone because these are our children who come from our homes – so if they go to school drunk, how does the school come in? On the other hand, when we find these pupils loitering around in town when they are supposed to be in class; where does the parent come in?”*

As regard long distances covered by some children, the MoE officers pointed out that they had few schools in the community and needed government to put up at least two high schools to alleviate the problem of distance. It was also felt that weekly boarding was as a result of shortage of schools.

Responses of the MoE on whether St. Edmunds must continue as a day school or not, revealed that out of the two (2) officers that participated in the study one (1) said ‘Yes’ while the other said ‘No’. Reasons stated for supporting the idea were that it was cheaper to educate children at a day school

and that a day school allowed more children to access school places; while reasons cited for being against included the fallen academic standards and the indiscipline exhibited by the pupils at St. Edmunds.

#### **4.5:3 The benefits of St. Edmunds secondary school when it was a boarding school**

Officers pointed out a number of benefits which included good academic performance by the pupils, adequate study time and good discipline as some of the major benefits that St. Edmunds had at the time the school was a boarding.

Findings also revealed that the MoE indicated that the question of long distances were not there because all the pupils lived in the school campus or within walkable range. Other benefits to the community were that members of the community were able to supply food stuff to the school and used that as a source of income. Furthermore, the MoE indicated that the school fostered the “One Zambia One Nation” as children came from all over the country to learn at St. Edmunds. They further indicated that the children from the community who were learning at St. Edmunds brought back good morals in the community.

The officers also stated that St. Edmunds had a lot of financial support from outsiders because of its status as a national school which in turn benefited the community. In a face to face interview one of the participants said,

*“the school’s infrastructure has been as a result of it being a boarding school. Government, Christian Brothers and other well wishers pumped in a lot of money towards the construction of these building. Now that it is a day school, all of us are benefiting.”*

#### **4.5:4 Reasons for tuning St. Edmunds Secondary School into a day school**

As to why St. Edmunds turned into a day school, the officers cited various reasons. They stated that local learners did not have places in the school. In addition, they indicated that children were sent to other districts leaving a school very close to them.

The other reason was that the community members did not feel they owned the school because many pupils came from outside Mazabuka.

The findings also revealed that as a boarding school, it was expensive and a lot of community members failed to take their children at St. Edmunds.

Responses of the MoE on whether St. Edmunds must revert to a boarding school or not; revealed that one of the two (2) respondents indicated that St. Edmunds must revert to a boarding school

while the other one (1) was against the idea. Reasons given for favouring the idea were that a boarding school would raise the academic standards and improve on discipline. In addition, it was indicated that the infrastructure for a boarding school was already in place and not being used; adding that there was no real cost for reverting. And referring to good academic results, those supporting the idea said, *“at the moment we seem to be concerned about quantity what about the quality of education that has significantly dropped? Re-introduction of a boarding school would surely solve that problem.”*

On the other hand, reasons for being against the idea were that, a boarding school would be expensive and would decrease enrolment for local children. And the other participant against reverting St. Edmunds to a boarding school said,

*“You see even now as a day school we are not managing. So, how can I support the reverting, like what happened last year, A lot of pupils passed to grade 10 but we had no places – so we were forced to open another high school at Kaonga to accommodate the large number of St. Edmunds that qualified. So personally, I won’t support the idea.”*

## **CHAPTER FIVE**

### **DISCUSSION OF THE FINDINGS**

#### **Introduction**

This chapter discusses the findings which sought to address the four objectives namely: “To determine the benefits of St. Edmunds Secondary School as a day school”, “To find out what challenges St. Edmunds Secondary School has as a day school”, “To find out what the benefits of St. Edmunds Secondary School were when it was a boarding school” and “To establish why St. Edmunds Secondary School turned into a day school”.

#### **5.1 The benefits of St. Edmunds Secondary School as a day school**

The first objective of the study endeavours to determine the benefits of St. Edmunds as a day school. Among some of the major benefits of St. Edmunds Secondary School as a day school, was the affordable school fees. Pupils, teachers, Christian Brothers, community members and MoE officers alluded to the fact that most of the community members including those who were not in formal employment were able to pay the one hundred and fifty thousand Kwacha (K150,000.00) charged per term. Although these respondents stated that most parents could afford the school fees at St. Edmunds day school, there were also a good number of parents who said MoE they were struggling to raise the same school fees. Inasmuch as the fees at St. Edmunds were lower when it was a day school than when it was a boarding school, the conclusion that all parents would afford was not accurate.

These findings are the same as those reported by Beere (1993) when he found out that boarding facilities at St. Johns’ boarding school in Mongu phased themselves out in 1986 when free boarding ended and boarding fees were re-introduced. Similarly, Ngosa (2005) noted that due to the rising cost of living, some parents were forced to remove their children from St. Marys boarding school in Livingstone and took them to day schools which were cheaper. Drucker (1995) also found out that parents in New York were opting in ever larger numbers for local day schools which were cheaper. Beere (1993) and Ngosa (2005), who referred to Zambian day schools as being cheaper, overlooked the fact that some parents considered day schools equally expensive.

The other benefit of St. Edmunds Secondary School as a day school was increased enrolment for local children. There was clear evidence that the school enrolment for local children had increased from 492 in 1985 to 880 pupils in 2011. The study found out that vacant dormitories had been

converted into extra classrooms, metal and wood workshops and a spacious library. Another observation was that classrooms that had initially accommodated 35 pupils at the time the school was a boarding now accommodated up to 40-47 pupils since classroom capacity was not limited by dormitory capacity. In view of the use of this infrastructure at the time the school was a boarding, along with other structures such as a dining hall, it was considered that the infrastructure was being misused. Egglestone (1967) pointed out that more children access school places when a school is built within an identifiable local community where parents would take their children. Beere (1993) also stated that most parents supported the stance taken by Bishop Mpezele of Livingstone when he refused to re-introduce boarding facilities at St. Johns in Mongu. The Bishop argued that a day school catered for more pupils and was a more realistic response to the needs of the modern times. Indeed, St. Edmunds day school did accommodate more pupils than St. Edmunds boarding school, this answered the growing demand for education. It was however evident that the increase in the number of pupils with limited number of teachers reduced the education quality and academic performance.

Parents' support of their children in school work and monitoring of behaviour was another benefit of St. Edmunds as a day school to the community. The researcher found out that some parents had habitually checked their children's home work and used this as a yard stick to confirm if their children went to school and learnt something. However, some parents did not check their children's books, and some pupils even felt that their education was of less importance to their parents. The exercise books sampled at the time of the research showed that few parents signed in the home work exercise books for their children while most did not. Parents themselves indicated that it was easier to monitor the behaviour of the children since their friends and parents were known. The finding that children were advised by both their parents and teachers to choose play mates of good morals was a profound finding. Glassey (1957) and Silberman (1971) in separate situations found that pupils derived maximum benefits from their educational experiences when the school and home worked together, supports this study's findings. This study found that parental influence on both morals and academic performance was evidently beneficial but the inconsistency of the parents was found to be a hindrance to overall advantage to the day school.

Another benefit was that most of the parents attended the Parent Teachers Association meetings (PTA) at the end of each school year. The attendance sheet for October 2010, showed 586 parents that turned out for the meeting comparing to 49 parents in 1985. The Head Teacher stated that it was easier for the school to call parents at short notice for emergency meetings or discussion concerning their children's academia, rehabilitation programmes or behaviour. He also stated that, some parents

took part in the Awards Day conducted by the school every year in the third term where hard working and well behaved pupils were given small tokens by the school. These findings are in line with O'Leary (1997) when he pointed out that it was easier to convene meetings at short notice in a day school than boarding school. He explained that unlike in boarding school situations where the parents live great distances from the school, parents of day school pupils are usually within stone throw distance from the school.

St. Edmunds as a day school gave a sense of school ownership to the community. Teachers, Christian Brothers, community members and the MoE officers reported that a sense of ownership of the school was another benefit St. Edmunds has as a day school. In a face to face interview, the board chairperson for the school stated that the community was involved in a number of school rehabilitation activities such as desk maintenance, painting of the school and general infrastructure upkeep. He explained that this was evidence of a mutual understanding exchanged between the school and the community. Unlike when it was a boarding school, St. Edmunds day school truck as well as school hall could be hired to assist the community during weddings and other community celebrations and in turn the school would earn money for the services provided. These advantages are however, limited to this case and cannot be generalised as an advantage of a day school since not all day schools possess assets previously procured or built for boarding use.

The Brothers stated that St. Edmunds as a day school gave them an opportunity to provide good education, impart Christian morals in the children and also offer sponsorship to children who would not afford educational costs.

The research also revealed that it was easier to run St. Edmunds as a day school. The administrators stated that members of staff and the Head Teacher had fewer responsibilities in the school in that teachers who were not on duty came to the school only when they were teaching and knocked off at thirteen hours (13:00 hrs). The Master on Duty knocked off at fifteen thirty hours (15:30 hrs) and the Head Teacher and the auxiliary staff left school at Seventeen hours (17:00 hrs); and no teacher would need to work in the night as there were no pupils.

As a benefit, the Brothers indicated that the little funding that came from the government was used to construct additional classrooms and purchase few items needed by the school. In fact, the Brothers and the Head Teacher disclosed that part of the land that was meant for construction of additional dormitories was used for construction of houses that were rented to the community as a fund raising venture.



## 5.2 Challenges of St. Edmunds as a day school

Inadequate study time for pupils was one of the challenges of St. Edmunds as a day school. Pupils complained that study time was not supervised by teachers who left school after thirteen hours (13:00 hrs) to teach at an Academic Production Unit (APU) centre outside the school. This was confirmed at the time of the study when a focus group discussion could not take place at the designated time because some of the teachers who were supposed to take part had gone to teach at the APU centre. On the contrary, teachers and the Christian Brothers blamed the pupils for not taking study time seriously. They stated that a good number of pupils ran home when class ended, dodging study time. This view was consistent with Jones (1965) when he indicated that in a day school, the teacher walked out of the school gate as soon as the time was up and went into a private world of his home and was never available during pupils study time. Further, some pupils felt disadvantaged because they could not study at their homes that had no electricity.

The findings also revealed that poor academic performance was yet another challenge of St. Edmunds as a day school. Some pupils attributed the poor performance to the recruitment of candidates with low marks because they were known by the administration. The community and The MoE indicated that the poor performance was due to limited study time. But teachers and the Christian Brothers blamed the pupils who did not take their studies seriously; and parents for failing to adequately monitor their children's school work at home. The research findings, however, revealed that, St. Edmunds secondary school teachers were not allowed to teach APU at the school but formed a centre outside the school and named it St. Edmunds APU centre ("*St. Edmunds external*"). The MoE approved the APU centre and had recently attached it to St. Edmunds as a single examination centre. Poor performance according to the community was assessed based on the ability of St. Edmunds graduates to acquire tertiary education as well as employment. The community, teachers, pupils and MoE considered both the APU and "*St. Edmunds internal*" candidates jointly. The administration on the other hand, refused to recognize the APU centre despite APU candidates sitting for examination at St. Edmunds examination centre. The administration viewed academic performance without consideration of the APU centre.

A statistical analysis of the examination results of St. Edmunds internal candidates at the time of the study showed a 96.8% pass rate for 2010 examination. When collectively analysed with those of St. Edmunds external (APU) candidates, the pass percentage reduces to 42.7%. Hence according to the community, the MoE and the Pupils, the academic performance had gone down. The view shared by the MoE and the community was generalized and that of the teachers and Christian Brothers was segregating the St. Edmunds external pupils. The accurate presentation should have been that the

performance of St. Edmunds examination centre had dropped. Gyasi (2009) in Ghana reported that, day school pupils' record poor performance because they did not have the opportunity to effectively study at home supports this finding.

Distance was another challenge the school faced as a day school. There was clear evidence that some pupils cycled 20 Kilometres distance every day from the surrounding farms and villages to St. Edmunds Secondary School. While others walked to school from the same places. Some pupils opted for a weekly boarding, because they could not manage to cycle or walk every day to school. Teachers stated that the long distances covered by pupils had forced some pupils to rent accommodation in dilapidated places. In one of the compounds visited at the time of the study, the researcher found that some of the huts had poor ventilation and were without water or toilets. As a result, some pupils usually suffered from diarrhoeal diseases. Loss of time for lessons was also evident. The deputy head teacher indicated that absenteeism was usually high among the 230 pupil who rented accommodation.

The community members expressed concern over the increase in the number of children that stayed in rented accommodation. They feared that some boys may be tempted to marry while others may succumb and engage in vices that threatened their educational progress. With a common concern over the pupils' morals, as well as unhealthy living environment, the teachers also said weekly boarding was a disadvantage of St. Edmunds day school.

Home chores were alluded to as a challenge that St. Edmunds faced as a day school as well. Pupils complained that they usually went to school tired because of the various house chores like fetching water, grinding maize and house cleaning. This was confirmed by most of the teachers who linked home chores to absenteeism of most pupils in the school. In addition, some distant relatives/guardians felt performing various daily duties and running errands was the only way the dependants paid back for being kept. These findings mirror those of Snelson (1973) when he said that there were numerous reasons for absenteeism from school in Bemba land. He observed that attendance suffered severely during the planting season when the whole family moved and lived in their *Mitanda* for cultivation. The practice of moving to farms is not common in present day Mazabuka due to the multiculture and civilisation tendencies that are slowly overtaking traditional practices. The researcher established that farming only affected the child's educational process as a seasonal domestic duty like other chores.

All respondents including pupils themselves bemoaned the lack of discipline in the school. For instance, some pupils had a tendency of loitering in town and report to school at ten hours (10:00hrs) when the roll call was usually conducted by class teachers. Immoral indulgence including sexual behaviour, beer drinking as well as dagga smoking were just some of the activities noted to have been done by pupils on their way home after school. The Brothers expressed disappointment at the day school pupils' unbecoming behaviour, which they linked to poor management of the school. On the contrary, the MoE blamed the Christian Brothers for their policy of hand picking their own Head teachers based on religious preferences even when those picked lacked managerial and administrative abilities. Community members also held the same view as that of the MoE. They stated that the Brothers handed over the school to people without orienting them into proper administrative work culture. They cited the example of importing a teacher from a neighbouring mission school (Canisius secondary school) to come and head the school leaving those at St. Edmunds.

The MoE and community argued that Zambianization of the school led to management failure and consequently indiscipline in the school. Many community members were, however, very quick to point out that the first two lay Head teachers performed very well, very much like the Brothers. This study's findings were similar to those of Wilson (1971) who asserted that boarding school pupils were usually more disciplined than day scholars. He based his argument on confinement and strict rules and rigid time table. Archbold (1954) stated that strict rules and a rigid time table that should be followed to the letter leads to pupils following rules out of fear. What Wilson (1971) contended was that pupils in a restricted environment with a lot of dos and don'ts seem obliged to follow the set standard or lose their privilege. While Archbold's (1954) question was whether that could be referred to as discipline since rules maybe followed out of fear as opposed to conviction. Despite having a different perspective, Archbold (1954) indirectly agrees that strict rules impose behavioural patterns, which by common analogy are usually the accepted good behaviour. This study's findings include testimony that the strict rules at St. Edmunds boarding resulted in conviction that was evident in leadership roles and social service rendered by the ex-boarders to society. Comparatively, most respondents thought the behaviour at St. Edmunds deteriorated with the introduction of day school.

### **5.3 Benefits of St. Edmunds Secondary School when it was a boarding school**

The study revealed various benefits of St. Edmunds when it was a boarding school. Ex-boarders indicated that boarding school gave them a sense of belonging to the community and taught them to

live without their parents. In fact, both community members and teachers stated that pupils became responsible at an early age as they learnt to do things for themselves and planned how to use their pocket money that parents gave them or sent to them. They stated that St. Edmunds acted as a foundation for responsible members and leaders in the society. This view is consistent with Warigi (2001) when he reported that many people in Kenya had reported that anybody who went through a boarding school would admit that, that was an important formative experience that should not be dispensed with.

Adequate study time was another benefit St. Edmunds had provided when it was a boarding school. Both ex-boarders and teachers at the time the school was a boarding indicated that priority was given to study even during weekends. The Christian Brothers indicated that at the time the school was a boarding, both teachers and pupils took study time seriously. The presence of the teachers and the prefects during study time assisted pupils to excel in their examinations. The findings of the study were supported by Jones (1965) when he argued that boarding school pupils had supervised prep every evening with a teacher on hand to help if necessary.

The findings of the study also suggested that both ex-boarders and Christian Brothers were of the view that at the time the school was a boarding, pupils were taught how to recite some prayers and generally how to pray and behave during mass. It was reported that all pupils attended mass and that prayers and other religious practices were taught to all the pupils regardless of their religious preferences. The study questioned the impact of what this practice had on pupils especially those who did not share the faith of the school as a mission Catholic school. However, the Christian Brothers claimed this was beneficial since pupils were assisted to develop good morals that were desirable not only to the community within catchment area of St. Edmunds, but to the country as a whole.

Another benefit that was stated by the ex-boarders was that they had various recreation activities such as evening entertainment, band practice, singing and also different sports as well as Co-curricular activities apart from learning activities. Co-curricular activities included religious activities, drama club, Junior Engineers Technicians and Scientists (JETS) club, Mathematics club and inter house athletics. This finding is consistent with that of Jones (1965) when he noted that one of the means of building character in a public boarding school in Britain was the devotion to physical education, football, cricket and athletics.

St. Edmunds Secondary School as a boarding school had high academic standards that were maintained at the school. At the time of the study, a check in the correspondence file indicated a

good number of congratulatory messages from the Catholic Secretariat to the school on good performance of the pupils. It was also clear that a good number were admitted to the University of Zambia and other higher institutions of learning. Results from three successive years at the time the school was boarding indicate an average pass percentage of ninety one per cent (91%) while an average of fifty per cent (50%) pass rate was recorded when internal and external candidates were considered from three consecutive years as a day school. Teachers indicated that the school was one of the best in the country and they were proud to see that pupils passed with flying colours. The findings were in conformity with those of Jones (1965) when he noted that most of the public school in Britain were boarding schools and had high academic standards and many of their pupils went to universities.

Discipline was another benefit of St. Edmunds when it was a boarding school. The findings of the study revealed that most of the pupils exhibited good behaviour at the time the school was a boarding. Parents who sent children to St. Edmunds when it was a boarding school said they were happy with the way their children conducted themselves even after they left school. A check on the school routine at the time the school was a boarding indicated that specific activities were outlined for pupils to follow from the time they woke up to the time they went to sleep. This implied that the pupils had very little time to engage in unproductive or deviant behaviour. Adams (1992) stated that it was easier to administer discipline at most boarding schools in India than it was in day schools.

St. Edmunds as a boarding school benefited the community by providing a market for various produce. The community and the MoE indicated that the boarding school provided ready market for the local suppliers. Community members stated that they were disadvantaged by the high expenses incurred on delivery of food supplies to the available boarding schools which were further than St. Edmunds was. This view is consistent with Mwanakatwe (1968) when he stated that local farmers that had boarding schools in their community had new markets established at their door steps.

Another benefit of St. Edmunds was that when it was a boarding school, it mirrored the 'One Zambia One Nation' slogan of the first Republic President, Dr. Kenneth Kaunda. The Brothers pointed out that pupils from many different ethnic groups and religious preferences came to St. Edmunds and lived as members of one family. The findings of the study were supported by Beere (1993) when he observed that, in Zambia, boarding schools were part of government policy aimed at integrating pupils from different tribes of Zambia so as to foster national unity.

The other benefit of St. Edmunds Secondary School when it was a boarding school was that the school was a symbol of pride to the community. Most of the community members indicated that they were proud of St. Edmunds regardless of whether they had a child learning at the school or not.

The MoE also pointed out that because of the national status of the school, a lot of donor communities, Government and Brothers invested a lot of money that resulted into benefits enjoyed by the community. A good number of Ex-St. Edmunds boarders held key positions at the Zambia Sugar Company. This explained the soft spot the company has towards the school whenever any assistance was needed.

The Brothers proudly pointed out that some of the pupils came back to teach at St. Edmunds while others joined the congregation as Christian Brothers. According to them, the majority of the Christian Brothers that are Zambians are products of St. Edmunds under a boarding system. The country's human resource has been enhanced by sound education provided by St. Edmunds at the time the school was a boarding. The Brothers gave examples of prominent businessmen such as Griffiths Nangomba (Machangulu), Mukadam, Dr. Machila Charles and Dr. Cheelo, Vincent Malambo (SC) a very prominent lawyer and others who were all products of St. Edmunds at the time the school was a boarding.

#### **5.4 Reasons for turning St. Edmunds into a day school**

One of the reasons why St. Edmunds turned into a day school was because of the high cost of boarding fees. The findings indicated that most of the community members whose children qualified to go to St. Edmunds did not let their children go there due to financial limitations. The Brothers and community members indicated that St. Edmunds at the time the school was a boarding was a school for the rich, especially sons of the politicians who had the money. Since the politicians had money, they managed to send their children to well grounded expensive schools. This view is consistent with Beere (1993) when he observed that, boarding facilities at St. Johns in Mongu phased themselves out naturally because pupils failed to pay required boarding fees.

The other reason for turning St. Edmunds into a day school was the limited school places available to local children. It was evident that St. Edmunds at the time the school was a boarding was exclusive because of stiff competition that favoured pupils with high marks. Most of the local children were sent to other districts leaving a school very close to them because they could not meet the high cut off point at St. Edmunds. The findings revealed that community members resented the idea of being a "host community" for a good school that had pupils from other districts and

provinces. It was stated that local children lost out considerably at the time the school was a boarding. This is supported by Minutes of The Annual General Meeting (November 1985) that saw the last boarders out of St. Edmunds. The head teacher's report indicated that the school had 30 boarders and out of these, only three (3) came from the local community.

St. Edmunds, as a boarding school did not belong to the community. At the time of study, most of the community members justified their detachment from the school when it was a boarding. They stated that; it was not easy to gain favour or service from St. Edmunds. They indicated that St. Edmunds was a community on its own, which had its own norms. They further stated that the decisions on how to run St. Edmunds were solely in the hands of the Brothers, in a school largely composed of 'outsiders' from Lusaka. The MoE (1997) supports these findings, stating that parental involvement in the provision of education should be fostered not just in the context of cost sharing, but also at the level of policy making, planning and curriculum since a school was an asset owned by the community.

Another reason stated by the Brothers was that St. Edmunds as a boarding school was very demanding to run. The Brothers indicated that the financial constraints that the school was facing favoured turning of St. Edmunds into a day school. They explained that the government grants were insufficient and were sent to the school late. Apart from the low government grants, the school faced other challenges such as failure of electricity, lack of fire wood and laborious purchasing of boarding running requisites. The study also revealed that in 1990 a number of acrimonious meetings were held to discuss the re-introduction of boarding facilities at St. Edmunds Secondary School. The Permanent Secretary for the Ministry of Youth and Sports constituted committees to discuss the terms of reference. The Brothers stated that the committees that would be appointed would not change the stand taken by them. They further indicated that if the re-introduction of boarding facilities, spear headed by the politicians who wanted better schools for their children succeeded, the Brothers would be unwilling to continue with managing of the school. The Brothers indicated that by running a boarding school, they felt like they had been trapped into catering for the elite when in fact, their emphasis, spiritually, urges them to attend to the needs of the poorest of the poor. The findings of the study were similarly supported by Kelly (1996) when he noted that boarding costs were high and consumed about one quarter of the funds used at secondary school level to pay for a relatively smaller number of pupils who were usually from rich families. He concluded that such a scenario continued to widen the gap between the rich and the poor. The findings were also supported by Beere (1993) when he pointed out that running a boarding school demanded a lot of physical

strength than running a day school. The Brothers wanted a perfect system, and in the attempt to attain the standards, they were overworked and worn out by the task.

Findings of the study show that both ex-boarders and the Brothers stated that class boycotts were usually staged to protest over poorly prepared meals and a monotonous menu of beans and cabbage. Community members complained that whenever there was a class boycott, a riot would result; which led to pupils running into the compound and stealing their maize or seek refuge in their relatives' homes and had meals there. During riots, some pupils engaged in beer drinking, smoking and fighting. This is also reported by Nkhata (2010) when he wrote that boarding school learning may be disrupted unnecessarily due to violent riots over poor diet which sometimes led to premature closure of the institution.

Cultural differences between the pupils and the Christian Brothers as well as other expatriate teachers were another reason why St. Edmunds turned into a day school. Both Ex-boarders and Christian Brothers confirmed that some of the misunderstandings that took place between the administration and the pupils were as a result of cultural differences. The findings are that the Brothers would tell the pupils they were lying because they did not look them in the face; while ex-boarders felt it was a sign of disrespect to look at an elderly person in the face while talking to them. The findings of the study revealed that some naughty pupils got away with their mischief because they knew how to deceive the Brothers. The community and the ex-boarders suggested that there was need for the Brothers to have taken a deliberate move to understand and appreciate the cultural norms of their pupils and the community as a whole. McIntyre (2001) and O'neil (1978) in separate situations expressed supporting views that cultural differences in boarding schools run by expatriates is a bone of contention and leads to communication breakdown as well as misunderstanding.

The other reason cited by ex-boarders for turning St. Edmunds into a day school were; home sickness and theft among boarders. Ex-boarders indicated that they used to feel home sick especially when they went into grade 8. According to the findings of the study, homesickness was amplified because the senior boys especially the ones in grade nine used to bully the ones in their eighth grade. Usually, the bullying would take the form of nasty words to the new comer such as *zeze* or pinching their food, sending them to make beds or to run errands. It was also clear that such cases were never reported to the administration but the prefects were aware. The former boarding master indicated that pupils used to steal clothes from each other especially during weekends when they did their own laundry. The findings were consistent with Polloac and Reken (2001) when they stated that some



children in a boarding school when they were separated from their parents for long periods, may experience home sickness; which may lead to a phenomenon of 'a third culture kid'. They noted that a child realizes their short-comings/deficiencies and develop a sense of lacking when they come in contact with other children who possess what they do not. Glasser and Weeks (1957) similarly explain that children in a boarding school may eventually become conscious of their poverty and in an attempt to adjust themselves, some resort into stealing their friends' clothes and food while some admit defeat by truancy.

Community members stated that they feared that their children would be converted to Catholicism when St. Edmunds was a boarding school. They explained that since the school was run by Catholic Christian Brothers, they feared that the Brothers would try to convert their children to Catholicism. Community members indicated that the Seventh Day Adventist (SDA) church members would take their children that had qualified to St. Edmunds to other schools (especially Rusangu, an SDA run school) instead. The community believed that turning St. Edmunds into a day school reduced the time their children spent with the Christian Brothers and reduced the chance that they would be converted. This view is in conformity with Fitz-Patrick (1953) when he stated that charges were made against the church-run boarding schools; particularly the catholic church-run schools, that its methods were those of indoctrination. However, admission registers at the time the school was a boarding indicated that there were more pupils learning at St. Edmunds from other religious preferences than there were Catholics. It was also clear that the pupils that became catholic priests or Brothers were those who went to St. Edmunds with a pre-existing catholic religious affiliation. The findings did not indicate evidence of pupils having been converted to Catholicism from other Christian faith or religion. It was nevertheless true that some pupils claimed they were Catholics because they thought it would be easier for them to get into St. Edmunds. Simpson (2003) indicated that some pupils at St. Anthony boarding school declared a Christian identity, but did not acknowledge allegiance to any church. His views are hence consistent with the tendency of pupils at St. Edmunds who concealed their religion; except the pupils at St. Edmunds went further to claim they were Catholics.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **Introduction**

This chapter presents conclusions and recommendations drawn from the findings of the study. The study was conducted to investigate the benefits of St. Edmunds Secondary School.

#### **6.1 Conclusion**

In line with the objectives of the study, the research established that the major reasons St. Edmunds was turned into a day school was to increase enrollment for local children, attain affordable school fees, ensure community ownership of the school, avoid financial constraints involved in running a boarding school and to reduce competition which favoured rich pupils from outside (Lusaka) with higher marks.

However, St. Edmunds as a day school experienced several disadvantages. Poor academic performance, high absenteeism rate, long distances covered by pupils, community members being overburdened by dependants, inadequate study time, indiscipline, school lost out as symbol and element of pride, the spirit of one Zambia one nation was lost, there was an increased pupil to teacher ratio in the school and loss of ready market for suppliers from the community were among the mentioned challenges.

To this effect, fifty four per cent (54%) of the respondents were in favour of St. Edmunds reverting to a boarding school. According to the study, St. Edmunds was thus more beneficial as a boarding school to the community.

## **6.2 Recommendations**

Based on the findings of the study, the following are recommended:

1. The administration and management should ensure that the increased number of pupils that St. Edmunds enrolls as a day school should balance up with the teachers available. The administration in this regard should ensure that the benefit of having more pupils does not affect the school's overall performance. It is recommended by the study that teachers are assigned to attend to pupils during prep hours.
2. The administration and the community should come up with a lasting and acceptable solution to the problem of increase in number of children that were renting in surrounding compounds. The study recommends that a formal arrangement should be made, and probably more habitable structures should be constructed to ensure pupils' health and security.
3. The Ministry of Education must formulate policies to guide the transformation of schools from boarding to day school and vice-versa. This is to ensure that school administrators, stake holders and other interested parties are governed by a set of existing policies that aid in deciding when to change a school's status; hence reducing possible conflict of opinion. The Ministry of Education should ensure through policies that the benefits of boarding schools such as good academic performance are carried on after they are transformed to day schools.
4. The Christian Brothers should ensure that an evaluation of the benefits of St. Edmunds as a day school to the community is considered in their decision making. They should also see to it that a consensus is reached with the community as to whether St. Edmunds must continue as a day school or revert to a boarding school.

## **SUGESTIONS FOR FURTHER RESEACH**

The study has established that, though there were several benefits of St. Edmunds as a day school, the majority of community members do not want the school to continue as a day school due to challenges such as poor academic performance, high absenteeism rates and other such reasons. It would therefore be interesting for the future studies of this nature to be carried out on a comparative basis in other schools in the country that have phased out boarding facilities in order to draw a national picture of the benefits.

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## **APPENDICES:**

### **LETTER ATTACHED TO QUESTIONNAIRES**

Dear Respondents,

I am a student pursuing a Master Degree at the University Of Zambia- School Of Education. I am carrying out a research on the topic 'From a boarding school to a day school; investigating the benefits of St. Edmunds Secondary School to the community.'

It is therefore my hope that your willing participation and honest response will help me to establish the "benefits" of St. Edmund's Secondary School as a day school to the community.

Your responses will be treated with strict confidentiality and you will remain anonymous.

Please do not write your name and kindly respond by either putting a tick in the box provided or write the response in the space provided.

## APPENDIX A: QUESTIONNAIRES FOR EX-BOARDERS

- a. Age.....
- b. Religion/Denomination.....
- c. Highest academic qualification.....
- d. Professional qualification.....
- e. Occupation.....
- f. Occupation : Father :.....

: Mother:.....

: Guardian : Male

☐

Female

☐

1. How many were you in your class?.....
2. Where were you coming from?.....
3. Why did you choose to go to St. Edmunds?  
.....  
.....
4. Did the school influence your religious beliefs? Yes ☐ No ☐  
Give reasons for your answer.....  
.....  
.....
5. What measure did your school take to maintain discipline among pupils?  
.....  
.....
6. What type of community activities were you involved in as a pupil at your school?  
.....
7. How actively involved were you in these activities?.....
8. What were the benefits of being a boarder?.....  
.....  
.....
9. What were the challenges of being a boarder?  
.....  
.....  
.....
10. What were some of the benefits of St. Edmunds Secondary School to the community as a boarding school?.....

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

11. What do you think were some of the disadvantages of St. Edmunds Secondary School had as a boarding school to the community? .....

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

12. Would you support the idea that St. Edmunds continues as a day school? ..... Yes ☐ No ☐

a. Give reasons for your answer.....

13. Would you support the idea that St. Edmunds reverts to a boarding school..... Yes ☐ No ☐

b. Give reasons for your answer.....

***THANK YOU FOR YOUR PARTICIPATION AND HONESTY***

## APPENDIX B: QUESTIONNAIRES FOR TEACHERS

### Questionnaire for the former Head teacher of St. Edmunds Secondary School at the time when it was a Boarding school;

#### Section A –

- 1 Sex  
Male ☐  
Female ☐
- 2 Age  
a. 16- 25 ☐  
b. 26- 35 ☐  
c. 36- 45 ☐  
d. Above 45 ☐
- 3 Nationality  
a. Zambian ☐  
b. Non – Zambian ☐
- 4 Denomination  
a. Catholic ☐  
b. Seventh Day Adventist ☐  
c. Other – Specify.....
- 5 Highest Academic  
a. Form five ☐  
b. Grade 12 ☐  
c. Degree ☐  
d. Other specify ☐
- 6 Professional qualifications  
a. Secondary Diploma ☐  
b. Bachelor of Education Degree ☐  
c. Master of Education Degree ☐  
d. Doctorate of Education Degree ☐  
e. Other – specify.....

7 Number of years served as Head teacher at the school?

a. 1- 5 years

b. 6- 10 years

c. 11- 15 years

d. 16- 20 years

e. 21- 25 years

f. Above 25 years

☐☐☐☐☐☐

8 When did you come to St. Edmunds Secondary School?

a. 1975- 1980

b. 1981- 1986

c. 1987- 1992

d. 1993- 1998

e. 1999- 2004

f. Other- specify.....

☐☐☐☐☐

## **SECTION B**

9 What was the status of your school?

a. Grade 1

b. Grade 2

c. Grade 3

d. Ungraded

☐☐☐☐

10 What was the total enrolment of pupils at St. Edmunds Secondary School?.....

11 How many of these pupils came from outside Mazabuka?.....

12 What was the average class size?.....

13 What was the distance between St. Edmunds Secondary School and the furthest catchment area? .....

14 How was the rate of attendance of pupils at your school?

a. Excellent

b. Good

☐☐☐

c. Fair

d. poor

☐

Give reasons for your answer.....  
.....

15 How was the performance of pupils St. Edmunds pupils at provincial level for the past three years?

a. Excellent

☐

b. Good

☐

c. Fair

☐

d. Poor

☐

Give reasons for your answer.....  
.....

16 How was the performance of St. Edmunds pupils at National level?

a. Excellent

☐

b. Good

☐

c. Fair

☐

d. Poor

☐

Give reasons for your answer.....  
.....

17 How was the discipline of pupils at St. Edmunds Secondary School?

a. Excellent

☐

b. Good

☐

c. Fair

☐

d. Poor

☐

Give reasons for your answer.....  
.....

18 What forms of disciplinary cases did you deal with at St. Edmunds Secondary School?

a. Drinking

☐

b. Fighting

☐

c. Smoking

☐

d. Truancy

☐

e. Other – specify.....

19 What types of activities were carried out in the school in which the community participates?

.....  
.....

20 What would you consider as the major benefits of St. Edmunds Secondary School to the community as a day school?.....

.....  
.....

21 What do you think are the disadvantages of St. Edmunds Secondary School as a day school to the community.

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

22. Would you support the idea that St. Edmunds continues as a day school? .....

Yes [ ] No [ ]

a. Give reasons for your answer.....

23. Would you support the idea that St. Edmunds reverts to a boarding school.....

Yes [ ] No [ ]

a. Give reasons for your answer.....

***THANK YOU FOR YOUR PARTICIPATION AND HONESTY***

## Questionnaire for the current Head teacher

### Section A –

1. Sex

Male

☐

Female

☐

2. Age

☐

a. 16- 25

☐

b. 26- 35

c. 36- 45

☐

d. Above 45

☐

3. Nationality

☐

a. Zambian

☐

b. Non – Zambian

4. Denomination

☐

a. Catholic

b. Seventh Day Adventist

☐

c. Other – Specify.....

5. Highest Academic

☐

a. Form five

☐

b. Grade 12

☐

c. Degree

☐

d. Other specify

6. Professional qualifications

a. Secondary Diploma

☐

b. Bachelor of Education Degree

☐

c. Master of Education Degree

☐

d. Doctorate of Education Degree

☐

e. Other – specify.....



7. Number of years served as Head teacher at the school?

- a. 1- 5 years
- b. 6- 10 years
- c. 11- 15 years
- d. 16- 20 years
- e. 21- 25 years
- f. Above 25 years

☐  
☐  
☐  
☐  
☐  
☐

8. When did you come to St. Edmunds Secondary School?

- a. 1975- 1980
- b. 1981- 1986
- c. 1987- 1992
- d. 1993- 1998
- e. 1999- 2004
- f. Other- specify.....

☐  
☐  
☐  
☐  
☐

### **SECTION B**

9. What is the status of your school?

- a. Grade 1
- b. Grade 2
- c. Grade 3
- d. Ungraded

☐  
☐  
☐  
☐

10. What is the total enrolment of pupils at St. Edmunds Secondary School?.....

11. How many of these pupils come from outside Mazabuka?.....

12. What is the average class size?.....

13. What is the distance between St. Edmunds Secondary School and the furthest catchment area? .....

14. How would you rate the attendance of pupils at your school?

- a. Excellent
- b. Good

☐  
☐  
☐

c. Fair

d. poor

☐

Give reasons for your answer.....  
.....

15. How would you rate the performance of pupils St. Edmunds pupils at provincial level for the past three years?

a. Excellent

☐

b. Good

☐

c. Fair

☐

d. Poor

☐

Give reasons for your answer.....  
.....

16. How would you rate the performance of St. Edmunds pupils at National level?

a. Excellent

b. Good

c. Fair

d. Poor

Give reasons for your answer.....  
.....

17. How would you rate the discipline of pupils at St. Edmunds Secondary School?

a. Excellent

☐

b. Good

☐

c. Fair

☐

d. Poor

☐

Give reasons for your answer.....  
.....

18. What forms of disciplinary cases do you deal with at St. Edmunds Secondary School? lucid

f. Drinking

☐

g. Fighting

☐

h. Smoking

☐

i. Truancy

☐

j. Other – specify.....

19. What type of activities are carried out in the school in which the community participates?

.....  
.....

20. What would you consider as the major benefits of St. Edmunds Secondary School to the community as a day school?.....

.....  
.....

21. What do you think are the disadvantages of St. Edmunds Secondary School as a day school to the community.

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

22. Would you support the idea that St. Edmunds continues as a day school? .....

Yes [ ☐ ]      No [ ☐ ]

a. Give reasons for your answer.....

23. Would you support the idea that St. Edmunds reverts to a boarding school?.....

Yes [ ☐ ]      No [ ☐ ]

a. Give reasons for your answer.....

***THANK YOU FOR YOUR PARTICIPATION AND HONESTY***

**Questionnaire for the teachers who were present at the time St. Edmunds was a boarding school.**

Section A –

1 Sex

Male

☐

Female

☐

2 Age

☐

a. 16- 25

☐

b. 26- 35

c. 36- 45

☐

d. Above 45

☐

3 Nationality

☐

a. Zambian

☐

b. Non – Zambian

4 Denomination

☐

a. Catholic

b. Seventh Day Adventist

☐

c. Other – Specify.....

5 Highest Academic

☐

a. Form five

b. Grade 12

☐

c. Degree

☐

d. Other specify

☐

6 Professional qualifications

a. Secondary Diploma

☐

b. Bachelor of Education Degree

☐

c. Master of Education Degree

☐

d. Doctorate of Education Degree

☐

e. Other – specify.....

7 Number of years served as Head teacher at the school?

a. 1- 5 years

b. 6- 10 years

c. 11- 15 years

d. 16- 20 years

e. 21- 25 years

f. Above 25 years

☐☐☐☐☐☐

8 When did you come to St. Edmunds Secondary School?

a. 1975- 1980

b. 1981- 1986

c. 1987- 1992

d. 1993- 1998

e. 1999- 2004

f. Other- specify.....

☐☐☐☐☐

## **SECTION B**

9 What was the status of your school?

a. Grade 1

b. Grade 2

c. Grade 3

d. Ungraded

☐☐☐☐

10 What was the total enrolment of pupils at St. Edmunds Secondary School?.....

11 How many of these pupils came from outside Mazabuka?.....

12 What was the average class size?.....

13 What was the distance between St. Edmunds Secondary School and the furthest catchment area? .....

14 How was the attendance of pupils at your school?

a. Excellent

b. Good

☐☐☐

c. Fair

d. poor

☐

Give reasons for your answer.....  
.....

15 How was the performance of pupils St. Edmunds pupils at provincial level for the past three years?

a. Excellent

☐

b. Good

☐

c. Fair

☐

d. Poor

☐

Give reasons for your answer.....  
.....

16 How was the performance of St. Edmunds pupils at National level?

a. Excellent

☐

b. Good

☐

c. Fair

☐

d. Poor

☐

Give reasons for your answer.....  
.....  
.....

17 How was the discipline of pupils at St. Edmunds Secondary School?

a. Excellent

☐

b. Good

☐

c. Fair

☐

d. Poor

☐

Give reasons for your answer.....  
.....

18 What forms of disciplinary cases did you deal with at St. Edmunds Secondary School?

a. Drinking

☐

b. Fighting

☐

c. Smoking

☐

d. Truancy

☐

e. Other – specify.....

19 What types of activities were carried out in the school in which the community participates?

.....  
.....

20 What would you consider as the major benefits of St. Edmunds Secondary School to the community as a boarding school?.....

.....  
.....

21 What were the disadvantages of St. Edmunds Secondary School as a boarding school?

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

22 Would you support the idea that St. Edmunds continues as a day school? .....

Yes [ ]      No [ ]

a. Give reasons for your answer.....

23 Would you support the idea that St. Edmunds reverts to a boarding school? .....

Yes [ ]      No [ ]

b. Give reasons for your answer.....

***THANK YOU FOR YOUR PARTICIPATION AND HONESTY***

## APPENDIX C: FOCUS GROUP DISCUSSION

1. Number of teachers present
  - a. Male .....
  - b. Female .....
2. What is the average class size of pupils in a class?.....
3. How would you rate the attendance of pupils generally in the school?.....
4. How is the discipline of pupils at your school?.....
5. What forms of disciplinary cases do you mostly deal with at your school?.....  
.....
6. What type of activities are carried out by the community in which the school participates?  
.....  
.....
7. How actively are you involved as a school in these activities?.....
8. What do you think are the benefits of St. Edmunds Secondary School as a day school to the community?.....  
.....
9. What do you think are the disadvantages of St. Edmunds to the community as a day school?.....  
.....
10. Would you support the idea that St. Edmunds continues as a day school? .....
  - a. Give reasons for your answer.....
11. Would you support the idea that St. Edmunds reverts to a boarding school? ... .....
  - b. Give reasons for your answer.....

***THANK YOU FOR YOUR PARTICIPATION AND HONESTY***



## INTERVIEWS

### APPENDIX D: CURRENT PUPILS

- a. Age.....
  - b. Grade.....
  - c. Denomination.....
  - d. Occupation: Father .....
  - : Mother .....
  - : Guardian: Male .....
  - Female .....
1. How many are you in your class? .....
  2. Where do you come from? .....
  3. How far is your home from school? .....
  4. How do you come to school? .....
  5. Why did you choose to come to St. Edmunds?  
.....  
.....  
.....
  6. Has the school influenced your religious belief?  
Give reasons for your answer .....
  - .....  
.....  
.....
  7. What measure does your school take to maintain discipline among pupils?  
.....  
.....  
.....
  8. What type of community activities are you involved in?  
.....  
.....  
.....
  9. How actively involved are you in these activities?  
.....

10. What do you think are the benefits of being a day scholar?

.....  
.....

11. What do you think are the challenges f being a day scholar?

.....  
.....

12. What do you think are the benefits of St. Edmunds as a day school to the community?

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

13. What are the challenges experienced by the community as a result of St. Edmunds being a day school?

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

14. Would you support the idea that St. Edmunds continues to be a day or reverts to a boarding school?

Give reasons for your answer.....  
.....

***THANK YOU FOR YOUR PARTICIPATION AND HONESTY***

## APPENDIX E: INTERVIEW GUIDE FOR THE CHRISTIAN BROTHERS

- a. Age.....
- b. Number of years as a Christian brother.....
1. Which people were involved in making the decision to turn St. Edmunds into a day school?.....  
.....  
.....
2. What were the major reasons for the decision above? .....  
.....  
.....  
.....
3. What are the significant benefits of St. Edmunds secondary school as a day school to the community?.....  
.....  
.....  
.....
4. What are the challenges faced by the community as a result of St. Edmunds being a day school?.....  
.....  
.....  
.....
5. Is it the policy of the congregation of the Christian Brother to phase out boarding facilities in their schools?  
  
Give reasons for your  
answer.....  
.....  
.....
6. What were the benefits of St. Edmunds Secondary School to the community as a boarding school?.....  
.....  
.....
7. What were disadvantages to the community when St. Edmunds was a boarding school?  
.....  
.....  
.....
8. What other services apart from education does St. Edmunds provide to the community as a day school? .....  
.....  
.....
9. What other services apart from education did St. Edmunds provide as a boarding school to the community?.....  
.....

- .....  
.....
10. As a congregation have you evaluated the benefits of St. Edmunds as a day school to the community?
- a. If Yes. What were your findings.....  
.....  
.....
- b. If No. give reasons.....  
.....  
.....
11. As a congregation are you satisfied with the way St. Edmunds is being run as a day school? Give reasons.....  
.....  
.....
12. Would you support the idea that St. Edmunds reverts to a boarding school or continues to be day school? Give reasons for your answer.....  
.....

***THANK YOU FOR YOUR PARTICIPATION AND HONESTY***

## APPENDIX F: INTERVIEW GUIDE FOR THE COMMUNITY MEMBERS

2. How old are you (age)? .....
3. Marital status .....  
Married [ ] Single [ ] Unmarried [ ] separated [ ] divorced [ ]
4. Level of Education .....
5. What is your religious preference? .....
6. What is your occupation? .....
7. Do you have a child/relative/dependant learning at St. Edmunds.....
8. If answer to question six (6) is 'yes',
  - a. Why did you send your child to St. Edmunds Secondary School? .....
  - b. How much do you pay for your child per term? .....
9. What are the benefits of St. Edmunds Secondary School to the community as a day school?  
.....
10. What are the challenges of St. Edmunds Secondary School to the community as a day school? ...
11. Did you have a child learning at St. Edmunds when it was a boarding school ..... What  
where the benefits of St. Edmunds Secondary School to the community when it was a boarding  
school?
12. What were the challenges of St. Edmunds Secondary School to the community when it was a  
boarding school?
13. Would you support the idea that St. Edmunds continues as a day school?  
  
Yes ☐ No ☐  
a. Give reasons for your answer.....
14. Would you support the idea that St. Edmunds reverts to a boarding school  
  
Yes ☐ No ☐  
Give reasons for your answer.....

***THANK YOU FOR YOUR PARTICIPATION AND HONESTY***

## **APPENDIX G: INTERVIEW GUIDE FOR THE MINISTRY OF EDUCATION (MoE)**

### **Interview guide for the District Education Board Secretary (DEBS) /District Education Standards Officer (DESO)**

- a. Sex.....
  - b. Age.....
  - c. Marital status.....
  - d. Academic qualification.....
  - e. Professional qualifications.....
- 
- 1. What are the views of the MoE over St. Edmunds as a day school?  
.....  
.....
  - 2. What were the views of the MoE on St. Edmunds when it was a boarding school?.....  
.....  
.....
  - 3. What do you think are the benefits of St. Edmunds to the community as a day school?  
.....  
.....
  - 4. What are the challenges of St. Edmunds Secondary School to the community as a day school.  
.....
  - 5. What do you think were the benefits of St. Edmunds to the community as a boarding school?  
.....  
.....
  - 6. What do you think were the challenges of St. Edmunds to the community as a boarding school. ....

7. Would you support the idea that St. Edmunds continues as a day school? Give reasons for your answer.....

.....  
.....

8. Would you support the idea that St. Edmunds goes back to boarding? Give reasons for your answer.....

.....  
.....

9. What is the policy of the MoE over the transformation of boarding school to a day school and vice versa?.....

.....  
.....

***THANK YOU FOR YOUR PARTICIPATION AND HONESTY***