THE FACTORS THAT AFFECT THE RUNNING OF RURAL COMMUNITY SCHOOLS IN GWEMBE DISTRICT.

BY

CHILOBE CASTERNS, C

UNZA

MAY 2011
THE FACTORS THAT AFFECT THE RUNNING OF RURAL COMMUNITY SCHOOLS IN GWEMBE DISTRICT. A STUDY OF MALILASUNTWE, SHAMBABALA AND CHIPEPO HARBOUR COMMUNITY SCHOOLS.

BY

CHILOBE C CASTERNS: (COMP: 27041948)

SUPERVISOR: MR. P. K. MWANSA

A research report submitted in partial fulfillment for the award of a Bachelors Degree in Adult Education of the University of Zambia

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

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# TABLE OF CONTENTS

Approval

Declaration

Acknowledgements

Dedication

Abstract

Acronyms

## CHAPTER ONE: BACKGROUND

1.0. Introduction

1.1. Statement of the problem

1.2. Purpose of the study

1.3. Objectives of the study

1.4. Significance of the study

1.5. Assumptions of the study

1.6. Limitations of the study

1.7. Definition of terms

## CHAPTER TWO: LITERATURE REVIEW

## CHAPTER THREE: METHODOLOGY

3.1. Research design

3.2. Population

3.3. Sample and Sampling procedure
3.4. Data collection

3.5. Data analysis

CHAPTER FOUR

CHAPTER FIVE: DISCUSSION OF THE FINDINGS

5.1. Conclusion

5.2. Recommendations

References

APPENDICES

Appendix (1) pupils’ questionnaire

Appendix (ii) teachers’ questionnaires

Appendix (iii) Parents’ interview guide

Appendix (iv) Time plan

Appendix (v)

Appendix (vi) Letter of authorization to undertake research
APPROVAL

This research of----------------------------------------------- is a fulfilling part of the requirements for the award of the degree of Adult Education by the University of Zambia.

1. Signed------------------------Date-------------------------------

2. Signed------------------------Date-------------------------------
DECLARATION

I -------------------------------- declare that this report is my original work and has not been presented for a degree in any other university.

1. Signed-----------------------------

2. Date-----------------------------
ACKNOWLEDGEMENTS

First and foremost, to my creator I can only say I will be eternally grateful for all you are to me. I can do all things through Christ who strengthens me, (Philippians 4vs13).

For every work to be successful, one need other people’s support either financially, ideally or supervisory just to mention but a few. Thus we need each other for help. So I take this opportunity to thank the following people for their assistance Mr. Mwansa for his close supervision, guidance and constructive criticism, for this work was not going to be successful without you Sir. I would also love to recognize my parents Mr. and Mrs. Warren Chilobe Hichikumba, Aunt Jane Hichikumba, Matimba Marrian Mashapi, Mrs. Nyambe, Mrs. Siachinga Bessie, Simon Banda, Aunt Buumba, Mrs. Bbenkele, Mr. Nambaale Philemon, Chipego Chiinda, Mr. Keembe, Mr. Malilwe Mr. Mweene Hachipuka, Best, Godrick and my loveli Kalungu kangu Christabell Nachitaka for her encouragements whenever I felt discouraged.

Special appreciation goes to all the teachers of the three researched schools for their assistance and for allowing me to conduct this study and also to my special respondents the pupils at these schools. Not forgetting Mr. choolwe for allowing me to use his bicycle up to the end of the project and all those friends and relatives that I have not mentioned above.
DEDICATION

I dedicate this work to my creator for He told me to do whatever my hands find to do with all my might; for there is no work, nor device, no knowledge, nor wisdom, in the grave where I am going (Ecclesiastes 9vs 10).

To my beloved parents Mr. and Mrs. Chilobe who always encourage me to be a hard worker in life and in whatever I do. Also my siblings Craig, Mutinta and Felidah for their support.
ABSTRACT

For each and every community school to run effectively in its operations, it must be well equipped with all the necessary equipments, resources such as human resource, material resources, structure and infrastructure.

This study sought to look at the factors that affect the running of the rural community schools in Gwembe District. It addressed itself to five major questions;

(a) Do you have enough reading and teaching materials at this school?
(b) What is your qualification of teachers?
(c) Where does your school get support from?
(d) How much are the teachers paid?
(e) Do you have enough furniture and classrooms?

The study used both qualitative and quantitative methods to collect data from respondents. The study also used the descriptive design order to fulfill the aim of this study. The population consisted of sixty (60) pupils from the three researched community schools and eight (8) teachers. The simple random sampling procedure was used to select people that would be included in the sample. The total population in the study was sixty-eighty (68).
Data was collected from respondents using questionnaires and unstructured interviews. Qualitative and quantitative methods were used in analyzing the data. Questions were analysed through categorization of themes. The findings of the study were that the rural community schools were faced with a number of challenges in their operations. Challenges included having few female teachers; this was evident at Shambabala community school where all the six (6) teachers were males. Lack of support from the community, few furniture and infrastructure such as classrooms, accommodation for teachers especially at Chipopo Harbour community school where none of the teachers was accommodated. High absenteeism levels among boys, early marriages for girls and also lack of role models for girls.

The study recommended that there was a need to sensitize the community on the importance of education, the government through the Ministry of Education should consider sending female teachers in rural community schools to act as role models for girls.
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<tr>
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<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<tr>
<td>CPD</td>
<td>Continuous Professional Development</td>
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<td>CS</td>
<td>Community School</td>
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<td>DEBS</td>
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<td>OVC-</td>
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