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IN COLLABORATION WITH

ZIMBABWE OPEN UNIVERSITY

**RURAL COMMUNITY PARTICIPATION IN THE DELIVERY OF
EDUCATION IN SELECTED PRIMARY SCHOOLS OF LUNDAZI
DISTRICT IN EASTERN PROVINCE OF ZAMBIA**

By

TWAAMBO HECTOR

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DEDICATION

This dissertation is dedicated to my wife, Memory Banda Twaambo, my sons: Mainza Twaambo, Peter Twaambo, Martin Twaambo as well as my one and only daughter, Mutinta Twaambo for their unwavering support during my period of study. Many are the times I used to be out of home just for the sake of coming up with this piece of writing but you have always been resilient and supportive. Therefore, I highly salute you.

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AUTHOR'S DECLARATION

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Signature of supervisor:

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APPROVAL

The undersigned certify that they have read and recommend to The University of Zambia and Zimbabwe Open University for acceptance a dissertation entitled “Rural Community Participation in the Delivery of Education in selected primary Schools of Lundazi District” submitted by Twaambo Hector in partial fulfillment of the requirements for the Master of Education in Educational Management.

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Supervisor (s)

.....

.....

Programme / Subject Coordinator

.....

.....

External Examiner

Date:

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God bless you all.

ABSTRACT

The study investigated rural community participation in the delivery of education in selected primary schools of Lundazi District. The study employed a qualitative design on a population of 80 respondents. The sample consisted of (5) head teachers, 10 PTA members, 25 teachers and forty (40) community members who participated in this study that were randomly and purposively sampled. Data was collected using focus group discussions and semi-structured interviews.

For data analysis, thematic analysis was used for responses from both the interviews and the focus group discussions. The information was described in themes and patterns exclusive to that set of participants.

The results of the study revealed that communities provided labor in the delivery of education. This labor included building of toilets, rehabilitation of dilapidated structures like teachers' houses and classroom blocks among others

The study further revealed that community participation was through holding and attending planning meetings in schools. This resulted into cooperation between schools and parents as partners in development hence, facilitating a smooth delivery of education. The effects of enhanced community participation included: improved pupil attendance, a reduction in early marriages, and reduction in pupil pregnancy as well as motivated teaching force due to improved structures. There was poor communication between schools and communities on what ought to be done to bring about improvement in schools in most cases. This created lapses in community participation and education delivery.

The study recommended that there was need to enhance community and teachers' cooperation by making both parents and teachers to share roles in the process of community participation. Government should also improve on funding of primary schools for the enhancement of sufficient classroom constructions. Lastly, massive community sensitization should be enhanced by the leaders (PTA) on the importance of participation in the delivery of education.

Key words: community participation.

LIST OF ACRONYMS

MOE – Ministry of Education

UNZA – University of Zambia

DEBS –District Education Board Secretary

PEO –Provincial Education Officer

PTA – Parents Teachers’ Association

ZOU – Zimbabwe Open University

CDF – Community Development Fund

DR – Doctor

NGOs – Non- governmental organizations

SPLASH-Schools Promoting Learning through Sanitation and Hygiene

PROF-Professor

Table of Contents

DEDICATION	i
COPYRIGHT DECLARATION	ii
APPROVAL.....	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
LIST OF ACRONYMS	vii
LIST OF FIGURES	xii
Fig 2.6.1 Shows the conceptual framework	17
.....	xii
LIST OF TABLES	xiii
CHAPTER ONE.....	1
1.0 Introduction.....	1
1.1 Background.....	1
1.2 Statement of the problem.....	3
1.3. Purpose of the study.....	3
1.4. Research Objectives.....	4
1.5. Research questions.....	4
1.6. Significance of the study.....	4
1.7. Delimitation	5
1.8. Operational Definitions	5
CHAPTER TWO.....	6
Literature review.....	6
2.1. Introduction.....	6

2.2. Studies outside Africa on community participation in education delivery.....	6
2.3. Studies conducted in Africa on community participation in education provision	9
2.4. Studies conducted in Zambia on community participation in schools	12
2.5. THEORETICAL FRAMEWORK (Rational model of parent-school relationship of Erickson)	14
2.6. Conceptual framework.....	15
Fig 2.6.1 shows the conceptual framework	16
2.7. Conclusion	17
CHAPTER THREE	18
METHODOLOGY	18
3.0 Introduction.....	18
3.1. Research design	18
3.2. Target population	18
3.3. Sample size	19
3.4. Sampling procedure	19
3.4.1. Random sampling	19
3.4.2. Purposive sampling	20
3.5. Research instruments	21
3.5.1. Focus group discussion	21
3.5.2. Semi-structured interviews	21
3.6. Data collection procedure	22
3.7. Data analysis.....	22
3.8. Ethical considerations.....	23

PRESENTATION OF FINDINGS.....	24
4.1 Introduction.....	24
4.2. Theme 1: The nature of community participation.	24
4.2.1 Findings from head teachers on the nature of community participation	24
4.2.2 Findings from PTA members on the nature of community participation	26
4.2.3 Findings from teachers on the nature of community participation.....	27
4.2.4 Findings from community members on the nature of community participation	28
4.3. Theme 2: Effects of community participation	30
4.3.1 Findings from head teachers on the effects of community participation.....	30
4.3.2 Findings from PTA members on the effects of community participation.....	31
4.3.3 Findings from teachers on the effects of community participation	32
4.3.4 Findings from community members on the effects of community participation	33
4.4. Theme 3: Challenges faced in the process of community participation	35
4.4.1 Findings from head teachers on the challenges being faced in the process of community participation.	35
4.4.2 Findings from PTA members on the challenges being faced in the process of community participation.	37
4.4.3 Findings from teachers on the challenges being faced in the process of community participation.....	38
4.4.4. Findings from community members on the challenges being faced in the process of community participation.....	39
4.5. Question 4: Ways of enhancing community participation in education provision	40
4.5.1. Findings from head teachers on ways of enhancing community participation.	40
4.5.2. Findings from PTA members on ways of enhancing community participation.	41
4.5.3 Findings from teachers on ways of enhancing community participation.	42

4.5.4 Findings from community members on ways of enhancing community participation	43
CHAPTER FIVE	44
Analysis and Discussion of findings.....	44
5.1 Introduction.....	44
5.2. The nature of community participation	44
5.3 The effects of community participation in primary schools	46
5.4. Challenges faced in the process of community participation	49
5.5. Ways of enhancing community participation in primary schools.....	50
CHAPTER SIX.....	53
CONCLUSION AND RECOMMENDATIONS.....	53
6.1. Introduction.....	53
6.2. Conclusion	53
6.3 Recommendations.....	54
6.4. Proposed areas for further studies.....	55
6.5. Conclusion of chapter 6	55
REFERENCES	56
APPENDIX VIII.....	59
LIST OF APPENDICES	59
APPENDIX DESCRIPTION.....	59

LIST OF FIGURES

Fig 2.6.1 Shows the conceptual framework	17
Figure 4.5.2 Shows How to enhance community participation.....	42
Figure: 4.5.3 How to enhance community participation.....	43

LIST OF TABLES

Table 4.2.1	Head teachers' responses on the nature of community participations.....	27
Table 4.5.4	How to enhance community participation.....	44

CHAPTER ONE

1.0 Introduction

This chapter discusses the background of the study, statement of the problem, purpose of the study, objectives, research questions and the significance. Delimitation and the definition of terms come last.

1.1 Background

Community participation in education is when the community surrounding the school works with the school. This can be through the provision of materials, financial, voluntary work and moral support among others to the school. National Task Force on Education for All (1991) stipulates that, "the first responsibility for the education of a child rests with the parents who conferred life on that child. Hence, the primary educative force in the life of an individual is the family and the community, the task of education requires the help of society as a whole which has the responsibility of overseeing the duties and rights of parents and communities and of assisting them to discharge their duties by providing educational services which are beyond the resources of the family or the other more local providers of education." This therefore, is a clear indication that community involvement in the delivery of education is quite cardinal as without it, delivery of education would be difficult. Various studies conducted by McInerney (2005), Epstein (1995), Cavarretta (1998), Nkumbwa (2009) and Wabei (2010) have highlighted the importance of community participation in the delivery of education. Studies have mentioned that development of a school in a community is the responsibility of the community through their active participation.

From the colonial time, schools were built with the assistance of the communities throughout Zambia before independence. MOE (1992) emphasized that there was need for communities to mobilize materials and to choose a place where a school would be constructed. The church was then responsible for the teaching and provision of learning materials as well as supervising the teaching processes within their church oriented schools. Tibarondwa (2012) contends that community participation was the only way education could be provided in a community because the people were supposed to identify

the need which the church was supposed to fulfill. Through community participation, there was creation of a link or partnership between the community and the providers of education. There was co-ownership of the schools between the community and the church.

Community participation was enshrined in the 1996 national policy on education named, 'Educating Our Future.' Among the many objectives of the 1996 policy was to ensure that there should be partnership in the provision of education (MOE, 1996). This allowed the communities to get involved in the running of the schools which were located in their communities. It also helped the communities to realize that they were the key people the schools were set for. Mwale (2009) adds that community participation in education helped different communities to stop vandalism and guard the school jealously since it benefitted the children and the community as a whole.

The decentralization policy accelerated the creation of partnership between the communities and the schools. MOE, (1996) called for the creation of school boards and extending the boundaries of the works of the Parents Teachers' Association [PTA] in their operations. The PTA had the mandate of ensuring that the teachers were looked after by the school through decent housing, classrooms and good sanitation. MOE (1997) asserts that in primary schools, the PTA has been active and labor is provided in schools to help mould bricks, build infrastructure among others while the government provided money, building materials, teaching staff, teaching and learning materials. Such partnership has helped schools to develop.

Other scholars have provided evidence that community partnership has been a challenge because parents know that schools receive grants from government, meaning that they are supposed to be paid for any works they do in school (Mwale, 2009). Alas, with enough sensitization, communities have the insight that free education did not hinder them from participating in the school programs and stop buying school materials for their children. In this sense, partnership meant that the government was helping on one hand while the community and parents were helping on the other hand. The nature of community participation varies with reference to places, schools and community status especially

when it comes to the actual participation. It is in this line that this study tried to investigate rural community participation in the delivery of education in selected primary schools of Lundazi District.

1.2 Statement of the problem.

Zambian communities have a number of schools where children attend lessons from. These schools have existed for a number of years and others are being constructed year by year due to the increase in human population. Abbass (2003) observes that all participatory approaches and strategies are therefore, designed to among others, provide basic infrastructure requirements of education as well as the social and cultural needs of the communities who willingly partake or participate in such designed activities. These empower the communities and make governments legitimately relevant and purposeful everywhere. This is in quest to bring about orderly and democratic participation in the operations of the schools.

MOE (1996) notes that people in various communities should participate in the governance and development of schools in their communities. Some communities have their schools grown from one block built by the government to many blocks and structures with the help of community participation. Lundazi district has a number of primary schools which are in different parts. Others started as community schools and were later taken on by the government because of good community participation. However, the nature and form of community involvement is little understood or even known in situations like the rural districts of Zambia. Therefore, the study was designed to investigate the nature of community participation in the delivery of education in selected primary schools of Lundazi district.

1.3. Purpose of the study

The purpose of the study was to investigate the nature and form of community participation in the delivery of education in primary schools of Lundazi District.

1.4. Research Objectives

The study was guided by the following objectives to:

- i. Assess the nature and ways communities get involved in education delivery in the primary schools of Lundazi district.
- ii. Determine the challenges being faced in the process of community participation in delivering education in the primary schools of Lundazi district and
- iii. Establish ways through which community participation can be enhanced so that education is provided in the primary schools of Lundazi district.

1.5. Research questions.

The study labored to answer the following research questions:

- i. How is the community involved in the delivery of education in the primary schools of Lundazi district?
- ii. What challenges are being faced in the process of community participation in delivering education in the primary schools of Lundazi district; and
- iii. In what ways can community participation be enhanced so that education is provided in the primary schools of Lundazi district?

1.6. Significance of the study.

This study was important because it helped to find out if there was adequate community participation in the provision of education in primary schools. The findings of the study would help to inform the public, educators and partners in the provision of primary school education on the nature of community participation going on in the schools.

The findings of the study would provide information on how best the teachers and community can work together and participate in the provision of education. The study would also help policy makers understand the challenges communities and schools were faced with in the process of involving each other with the aim of providing education.

In addition, the findings of the study will contribute to the existing body of knowledge which could be used by stakeholders and the ministry of education to make decisions of policy formulation and further recommendations.

1.7. Delimitation

This study was confined to selected primary schools and their communities in Lundazi district. The findings of this study may not be generalized to others schools, communities and districts since communities differ from one another.

1.8. Operational Definitions

Community: This refers to a group of people living in a particular location or place.

Community participation in education: This is when the community surrounding the school works with the school through the provision of materials, financial, voluntary work and moral support among others to the school.

Parents Teachers' Association: This is a group of parents chosen by their fellow parents to represent them in the issues involving the smooth running of the school.

Education supports: This includes all types of assistance schools receive from the community, stakeholders and government in order to make schools run smoothly and effectively.

CHAPTER TWO

Literature review

2.1. Introduction.

This chapter looked at various studies which are related to the study under investigation with reference to various parts of the world and in Zambia. Gaps in literature were drawn within each study under review to show the relevance of this study.

2.2. Studies outside Africa on community participation in education delivery

In Chicago, Cavarrette (1998) conducted a study on how parents got involved in their district schools. The study revealed that concerned parents shared in the decision-making process that empowered families to take part in major school decisions. Further findings revealed that more than 400 volunteers had been recruited by the district to work in planning teams of teachers, parents, community members and school administrators. The study by Cavarrette (1998) used quantitative methods of data collection while this study had used qualitative methods. This study was conducted in Zambia where schools are managed by the government while the Chicago schools were manned by the district. With such major differences, it is important that this study is conducted to explore community participation in the delivery of quality education in Lundazi district of Zambia.

Another study was conducted by Ministe're de L'Education du Loisir et sport of Quebec in (2006). The ten case studies looked at school-community partnership in the country. The studies revealed that the collaboration between the communities and schools depended mainly on educational, social and administrative issues. The study further clarified that educational issues focused on improving services that would improve the achievements of the students. Social issues included the cooperation that existed between schools and communities. The matters regarding finances were the ones that were regarded as administrative issues. These three major findings of the case studies may not be applied to the Zambian education and community systems since firstly; the two countries are different from each other. Secondly, the studies did not specify if they were done in primary or secondary schools. For these two reasons, it is important that a

Zambian study is done to explore how rural communities participate in the delivery of education in primary schools of Lundazi district.

In Australia, Kilpatrick et al. (2003) conducted a study on maturing school-community relationship in the rural schools. The findings indicated that there are three levels of maturing school-community relationship being early, middle and late. They went on to say that an early relationship is initiated by the school while a mature one is initiated by the community. In the former, decision making is made towards the school while in a mature relationship it is made towards the community. In a nut shell, a mature relationship is created when the community has greater control on vision setting and decision making in a school. The study does not clearly state the design used to arrive at these conclusions and it was not done in Zambia. With the two variations in the school community relationship, it is not known how the Zambian communities are participating in the provision of education in primary schools of Lundazi district.

There are many connections between education and democratic participation by community members, particularly with regard to the expansion of democratic participation on the one hand and expansion of education on the other (MacEwan, 1999). The communities are supposed to be sensitized continuously because they tend to forget the fact that the school was an asset that belonged to the community while teachers were partners who always come and go. Realizing this fact would help them participate without question why they offered their labor because it was their own children who benefited on a daily basis. Therefore, for education to have value or relevance and serve the objectives of the community, it must be organized in a way that it generates widespread participation amongst its stakeholders. Since education is a primary pre-requisite for democratic processes and movements, its relevance is, therefore, based on the degree of the expansion of democratic participation, which favors the expansion of education (Kilpatrick et al. 2003).

Charles (2010) conducted a study in Indonesia which focused on ways communities participate in the provision of education in rural areas. The study was conducted in 15

rural primary and secondary schools. The findings indicated that the government actively funded school developmental projects after the parents or the community provided sufficient human resource to monitor, build and protect the procured. The emphasis is the qualified workmanship which was willing to volunteer and work for free for the development of the community. With such set conditions by the government of Indonesia, communities have standard infrastructure which stands the test of time. This infrastructure specification is as a result of the geographical conditions which do not support cheap work. How the communities were participating in the provision of education in the primary schools of Lundazi district was the gap this research filled.

Lack of community participation to realize the needed infrastructure in schools, therefore, led to project failures to achieve the desired results with new and increasing problems added without the old ones being solved in any ways (World Bank, 2005). The system floundered because communities were not involved in the forms and dimensions of participatory education provision. It was also noted that had the community been involved and actively participated in projects, much would have been achieved with much less. Therefore, non-governmental organizations (NGOs) and other spirited groups can bring about fundamental changes in the relationship between government and other stakeholders in the educational and other developmental pursuits in various communities (World Bank, 2005).

A study on urban elementary school by Sanders and Harvey (2012) identified a number of factors that allowed the school to build bridges to their communities. The factors in the findings included the school's commitment to learning, support from administration and vision for community involvement, school's reception and openness to the community and the school's willingness to engage in two-way communication with potential community partners about how and when to be involved. These factors are real to a community that has a school. However, the sample on whose the conclusions were drawn is not specific. As a result, it is significant for this study to take place in the Zambian primary schools of Lundazi district.

2.3. Studies conducted in Africa on community participation in education provision

In South Africa, Hayes and Chodkiewicz (2002) conducted a study on school community links. The findings established that school administrators and teachers did not view the community as a resource for learning. This was because the teachers concentrated on improving the family to support the school rather than developing the school to support the families. Further findings of the study indicated that there was lack of consensus regarding the value and purpose of school community links in schools. The study concluded that there was little understanding of the value of school-community relationship by teachers and schools' administrators. The study by Hayes and Chodkiewicz (2002) did not spell out the methodology used and the actual population. This study has used qualitative methods and has been conducted in the primary schools of Lundazi district in Zambia.

Abbass (2003) observed that school community connections must be vigorously pursued and developed in order to significantly improve the schools as well as strengthen the community that also ensures that other elements in the participatory approaches and democratic development strategy are all combined together for the enhancement of education through community participation. Since direct community participation in education builds integral and sustainable linkages, which at the same time strengthen democratic practices, the community invariably exercises power through participation. This leads to easy accessibility to education, economic growth and popular support for the government in that community.

Another study conducted in South Africa by Myeko (2000) on school collaboration with communities had brought out interesting findings. The study established that the ways with which school communicated with parents was an important effort because parental participation cannot improve without effective communication with the community. He recommended that parents should be engaged through various means like regular meetings with parents, production of monthly manual for parents, home visits for selected parents

and the production of newsletters. The study by Myeko targeted the elite communities of private schools in a secondary school setting. However, this study was conducted in the primary schools of rural Lundazi district.

Other studies assert that all participatory approaches and strategies are, therefore, designed to among others; provide basic infrastructure requirements of education as well as the social and cultural needs of the communities who willingly partake/participate in such designed activities. These empower the communities and make governments legitimately relevant and purposeful everywhere, especially in Africa's desperate quest to bring about orderly and democratic participation (Abbass and Babajo 2003). What was not known was how the communities in Zambia and those surrounding the primary schools of Lundazi district were being enhanced in quest to provide education.

In Zimbabwe, Masose (2011) conducted a study on the relationship between community participation and the provision of college education in Harare. She used quantitative methods to collect data on college students, lectures and the surrounding communities. The findings were that the communities benefitted from the colleges in some ways while the colleges too benefitted from the community. In addition, there was no community participation in the works and growth of the colleges in terms of financial or material support. The conclusion drawn was that colleges were seen to be making money and their students did not mainly come from the communities surrounding the colleges hence, there was no direct parental participation. The study by Masose (2011) was based on tertiary education provision and she employed quantitative methods. This study needed to be conducted because it focused on the primary schools which depend on the surrounding communities for their growth in order to provide education.

Gondwe (2012) conducted a research study in Mzuzu district of Malawi on the influence of community participation in the provision of education in Malawi. The study adopted mixed methods and had a sample of more than three hundred and catered for one district. The study established that communities started school projects while the government brought in iron sheets, desks, windows, door shutters, teaching and learning materials and

teachers. Without community participation, no schools were built because the government did not recognize any community which failed to put up buildings. Mzuzu of Malawi and Lundazi of Zambia are close neighbors but the education policies are different hence, this study investigated the nature of community participation in the provision of education in the primary schools of Lundazi district.

A study conducted by Abbass (2012) on community participation noted that free participation as opposed to forced participation as it ensures willingness in partaking in operations that are of paramount interest to the community, rather than being forcefully dragged. Manipulated forms of participation, as opposed to spontaneous participation, make the participating community feel inspired, led or directed outside their mental control by government. These forms of participation are enhanced through extensive community sensitization aimed at behavioral change coupled with literacy inculcation. How the Zambian schools were participating in the delivery of education was what the study sought to establish in the primary schools of Lundazi district.

Similarly, Uley and Guye (2013) recorded important findings worth considering in this study. The duo assessed factors that necessitate community participation in the development of primary schools in Botswana. Findings were that the school administration and teachers should create an enabling environment to the community so that they feel that they are part and parcel of the school. In addition, the duo concluded that community participation in school development is a matter of the school associations to take the problems the school was facing to them as the only way they would come in to help. Without such an open running of the school, parents would be adamant to participate in school affairs. The study by the duo did not indicate the status of the community as either it was urban or community and the study was not done in Zambia. It is then significant that a Zambian study is conducted to explore the nature of community participation in the provision of education in the primary schools of Lundazi district of Zambia.

2.4. Studies conducted in Zambia on community participation in schools

In Luapula province, Chituma (2005) conducted a study on the degree of community participation in managing school finances in Mansa District of Zambia. Findings indicated that head teachers of schools controlled and spent funds with little involvement of the local communities. Further findings established that the relationship between local communities and teachers in schools was poor. They both never trusted each other with regard to finances and the head teachers were blamed for not informing parents on the financial developments in schools. It was not clear on why the conflicts came from since the management of funds is entrusted into the school management. The study does not specify if the sample was picked from the secondary or primary school section. The study under review did not look at community participation in the provision of education which this study established in selected primary schools of Lundazi district.

Siyumbwa (2010) conducted a study on the effect of community participation in education of the learning and teaching environment in selected high schools in Mongu district. The study used a survey design and employed questionnaires, focus group discussion coupled with interviews. The findings were that when the community participated in education, the advantages were that there was monitoring of pupils, taking of pupils to school, provision of teaching aids, renovation and provision of teachers' houses and school infrastructure; running of projects at school, assisting of disciplining pupils in school and counseling in school. Such community participation which is both material and immaterial helped improve the teaching and learning go well in the schools. The study was done in Mongu hence, the findings cannot be generalized to Lundazi district. Therefore, this study was conducted in the primary schools of Lundazi district.

Another study was conducted in western province by Nkumbwa (2009). The study looked at the nature of the school community relationship in selected basic and high schools in Kalomo district. He used a descriptive survey design to collect data. The findings were that community participation was limited to attending meetings and provision of labor to the school. He concluded that schools should share information on programs, working practices and finances with members of the local community. These findings were for

Kalomo district and the study involved two sections, the high and primary schools. This study concentrated on the primary section in Lundazi district of Zambia.

In central province, Mumba (2012) conducted a study on the role of community participation in improving working culture in secondary schools of Kabwe district. The study used qualitative methods of data collection. The findings established that the community and schools should work together to contribute to the development of the child, the school and community. The two parties should also know what is happening in the community and the community should know what is happening in the school. The problem and success sharing would help the two to co-exist in the community. The findings and conclusions were made basing of the respondents from the high schools whose partnership is different with the primary schools. It is for this reason that this study was conducted in the primary schools of Lundazi district.

Tembo (2002) conducted a study on cost sharing and partnership in community development at Kankumba middle basic school. She used a case study design to respond to the stated research questions. The findings were that elected members of the PTA managed school projects on behalf of the community and the teachers. This was because teachers were teaching their children hence, they needed to help out. The PTA spearheaded all projects by firstly contributing 25% of the materials and also mobilized meetings with communities, teachers and the Ministry for the development of the school. This active participation saw the school develop and grow. The findings are for a Lusaka based school which is near the capital while this study was conducted in the rural district of Lundazi district in Eastern province.

In a related study, Sililo (2007) conducted a study on the role of participatory communication in promoting involvement in school based health and nutrition in Mongu District. Sililo used a mixed methods design to respond to the stated research questions of the study. The study established that there was active participation by the community in the provision and preparation of food for the children in the schools. He further noted that the community participated only in the actual preparation of food while the reporting and

other paper work was done by the teachers and so was the submission. It is significant to appreciate that participation was done by the teachers and community members in the provision of services to both the schools and the communities. However, it was not clear how the communities and primary schools of Lundazi district worked together to help provide education hence, this study.

2.5. THEORETICAL FRAMEWORK (Rational model of parent-school relationship of Erickson)

The study was guided by the rational model of parent-school relationship of Erickson. The study could also use Uzzell's school-community relationship model but its four stages did not perfectly fit with the objectives of this study. The relational model of parent-school relationship is rested on the way parents involve themselves in the running of the school (Erickson, 2004). This model was developed by Erickson and separated his model into four sub models which are applicable to a school. These are partnership, separation, user participant and choice models.

According to Erickson, partnership model is based on the equal opportunities and academic skills that are behind the concept of learning and efficiency. This model holds that parents are active citizens within a participatory democracy. The school is structured in such a way that parents involve themselves in the affairs of the school through consultative bodies such as the common Parents Teachers' Associations and the school boards (Erickson, 2004). The choice model calls for parents to choose what is good for their children.

The separation model is founded on the provided differences between the school and parents in terms of expectations and values regarding unavoidable conflict. These conflicts can emanate from the school rules which do not agree with the norms of the child and his or her home environment (Erickson, 2004). With regards to this model, parents and teachers have different expectations which might conflict each other in the school process.

This model fits well in this study because it calls for the parents to get involved in the running of the affairs of the schools in their communities. This is also supported by the

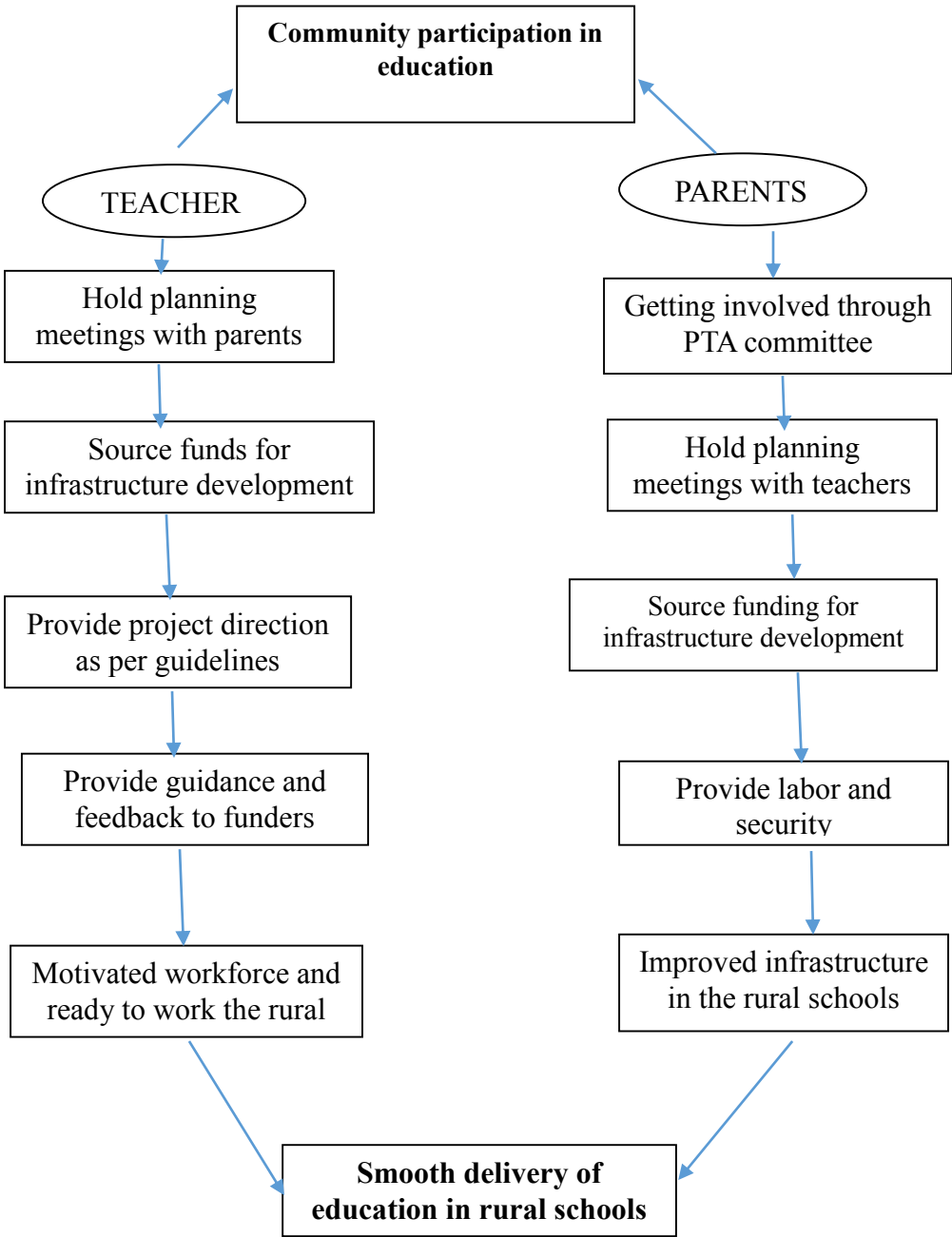
policy which allows parents and members of the community to participate fully in the education sector (MOE, 1996). Parents run the school through the elected few individuals who form the Parents Teachers' Association for a school. This committee ensures that the interest of parents is put into practice in school and those parents and teachers live in harmony within the community. Parents choose what is good for their children through the formulation of school rules. This enables parents and teachers to have a common goal of educating a child in the community in the most right way acceptable by everyone.

Community participation in the delivery of education creates room for both the school and the community to interact and come up with ideas which will make children acquire the intended knowledge while in school. It is in this light that the way a community participates in the running of the school determines the growth and products that graduate from schools. The literature review and the theoretical framework meet on the point that they both look at community participation in the delivery of education in primary schools. Therefore, there is need that the school and the community work together in the delivery of education because it is for the benefit of the child. Therefore, there is need for schools to enhance school community partnerships.

2.6. Conceptual framework

The conceptual framework for this study lies in the relevant concepts drawn from Erickson's partnership model. This model holds that parents are active citizens within a participatory democracy. The school is structured in such a way that parents involve themselves in the affairs of the school through consultative bodies such as the common Parents Teachers' Associations and the school boards (Erickson, 2004). These views were put into concepts according to the different roles the teachers, parents, government and other stakeholders in education who ensure there is a conducive learning environment in schools. The concepts are then taken to be the roles of the key players, parents and teachers, and how their participation results into the provision of education in the rural areas of Zambia.

Fig 2.6.1 shows the conceptual framework



The arrows are giving direction on how the forms of participation progress within the two main stakeholders, teachers and parents, their roles and how they can achieve the smooth delivery of education if there was community participation. The framework also provides

an insight on the stages of community participation and how they can help achieve education delivery in the rural schools of Lundazi district. In the framework, the participation of the community is dependent on the interaction between the teachers and the parents. A cordial relationship brings about voluntary participation from the parents while the teachers provide direction on the projects. The two are destined to work together to ensure the child is learning in suitable conditions while the teacher is teaching and living in recommended conditions of infrastructure. Results or effects of effective participation are numerous to the parents, teachers and the community at large.

2.7. Conclusion

The study has looked at various studies conducted in various parts of the world by different scholars on different topics. From their studies, it is clear that they used different methodologies to arrive at their conclusions. The areas of research were also different from the area where this study will be conducted from. The sample under investigation is also different from the samples the different scholars have looked at. This research topic has not been looked at by any scholar within Zambia and outside Zambia. With such evidence, it is clear that this study is undertaken to look at rural community participation in the delivery of education in selected primary schools of Lundazi district.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focuses on the methodology used such as research design, target population, sample size, sampling procedure, research instruments, data collection procedure, data analysis as well as ethical considerations.

3.1. Research design

A research design is defined by Msabila and Nalaila (2013:27) as a, “plan on how a study will be conducted or a detailed outline on how an investigation will take place.” In order to fulfill the objectives of this study, a case study design was used and employed qualitative methods of data collection. Kombo and Tromp (2014: 72) write that, “... a case study seeks to describe a unit in detail, in context and holistically.” A case study will enable the researcher to interact with the respondents in their natural setting so that he can experience and see the nature of community participation in Hoya zone. Qualitative approach will be used because the inquirer will often make knowledge claims based primarily on the constructivist perspective (Creswell, 2009). Creswell (2003) says qualitative methods involve the multiple meanings of individual experiences, meanings socially and historically constructed, with intent of developing a theory or pattern or advocacy and participatory. Qualitative methods were adopted for this study because the researcher had to interact with the participants so that insights and other behaviors which are facial could be observed as part of agreement or disagreement. This helped the researcher get more information and meaning beyond respond on the topic at hand.

3.2. Target population

White (2003) defined a population as the universe of units from which the sample is to be selected. The population for this study was the primary schools and communities around them in Lundazi District of Eastern Province.

3.3. Sample size

Kasonde-Ng'andu (2014) looks at sample as a portion of the population. Bless (1995) notes that a sample, in research, refers to the number of participants selected from the universe to constitute a desired sample. The sample size for the study was drawn from five primary schools of Lundazi district. 40 respondents were community members, 10 PTA members, 25 teachers and 5 heads of schools making a total study sample of 80 respondents from the surrounding five schools.

3.4. Sampling procedure

The term, sampling procedure, refers to the technique or the procedure the researcher adopted in selecting items for the sample (Kothari, 2004). In relation to this study, the researcher used random and purposive procedures to come up with the 80 participants of the study.

3.4.1. Random sampling

According to White (2003), simple random technique is a selection technique that provides each population or element with an equal chance of being included in the sample. With regards to this study, random sampling was used to come up with schools and community members serviced by the schools to participate in the focus group discussions. An inventory was collected on how many villages are serviced by the school through the PTA and the head teacher. A raffle draw was conducted to select the villages to take part in the study. It was from those villages that another raffle draw was done to come up with 8 participants for the focus group discussions.

With regards to the schools, an inventory was collected from the DEBS office on how many schools were in the district. The schools were divided according to the areas they were located and then subdivided into zones. The study being self-sponsored, the researcher used Hoya zone to conduct the research from. The zone comprised of 12 primary schools. A raffle draw was conducted at the zonal center to come up with 5 schools. This was done by writing the names of the schools on pieces of paper which were

then put in one box of chalk. Five teachers picked five papers from the box and these were the schools where the study was conducted from.

3.4.2. Purposive sampling

In the views of Msabila and Nalaila (2013), purposive sampling involves the notion of purposely handpicking individuals from the population based on the authority or the researcher's knowledge and judgment. Purposive sampling was used in this study to come up with the teachers who taught in the sampled schools, PTA members and head teachers from the sampled primary schools of Lundazi District to participate in the study and the schools.

The sampled schools had a range of five to seven teachers with the three administrators inclusive. With such a small number, there was no need to leave some hence all the teachers participated in the study through a focus group discussion which the head teacher was interviewed. A focus group has a minimum of two participants and a maximum of ten participants hence the data collection method was used on teachers. The teachers were selected because they represented the government (school) in the selected communities.

After that, the researcher asked the head teacher to arrange so that the PTA members can be interviewed too. The researcher requested for two office bearers in the PTA executive, the chairperson and the vice chairperson. These were purposively sampled because every school has only one group of PTA members and there is only one office bearer on chairperson and vice chairperson. The two were selected because they were the organizers of any form of community participation in a school and they were the people who communicated between the community and the school.

3.5. Research instruments

Research instruments are the tools that the researcher uses in collecting the necessary data (Kaonde-Ng'andu, 2014). This study used two research instruments to collect data namely; focus group discussion and semi-structured interviews.

3.5.1. Focus group discussion

Focus group discussion involved a number of participants more than one and not more than ten in a group discussing, often with a facilitator whose goal is to keep the group discussion directed on specific topics (Gass and Mackey, 2005). A focus group discussion was used to collect data from community members and teachers. The researcher held five focus group discussions with community members. Another series of focus group discussions were held with teachers in the five schools. These two groups participated in the focus group discussion because the number of participants was larger and the researcher wanted to collect sufficient information from a number of sources at the same time. A recorder was used to record the responses which were transcribed by the researcher. This tool helped the researcher get a deeper understanding of the problem at hand through the active interaction with the people affected.

3.5.2 Semi-structured interviews

Semi-structured interviews are non-standardized form of interviews and are frequently used in qualitative methods. David and Sutton (2004) add that semi structured interviews have a list of key themes, issues, and questions to be covered. In this type of interview the order of the questions can be changed depending on the direction of the interview and additional questions can be asked (Corbetta, 2003). Participants that were interviewed in this study were PTA members and the head teachers of selected schools. An interview took about 20 – 30 minutes per respondent. The researcher took 2 – 3 days to finish the appointments of data collection in one school. The researcher recorded all the conversations with the respondents using a recorder. This was done with permission from the respondents.

3.6. Data collection procedure

In order to collect data for this study, a letter of permission was sought from UNZA/ZOU management; permission was also sought from DEBS Lundazi and the schools. Participants were asked to sign up a letter of consent before any collection started. The researcher started explaining the motive and nature of the study. After that, a letter of consent was signed by the two parties. Thereafter, the researcher conducted interviews with the respondents and lastly, focus group discussions were held with the participants in their areas. In focus group discussion, topical questions were asked to the group and answers were provided in form of discussions. The researcher asked searching questions to ensure that the needed information was given by the participants on the given questions. Recording was done to ensure no detail was missed from the discussions and interviews. This was done with permission from the respondents and participants.

3.7. Data analysis

Thematic analysis was used in the process of data analysis for responses from both the interviews and the focus group discussion. That is, data was put into themes. Valsiner (2006) explains that thematic analysis involves the researcher looking for related themes and describing the information in themes and patterns exclusive to that set of participants. The recordings were transcribed. Similar views were reported as one common view held by the respondents in their responding category of participating like; responses from teachers, PTA members and head teachers, on a given theme. Data analysis was performed depending on the factors which the community and teachers brought out. These factors were aligned around the main themes of the research questions and objectives and it was from these themes that the transcription of recordings and interview data was categorized into main thematic statements. Through this procedure, the researcher was able to isolate significant statements and report the relevant voices according to the questions asked. Each response was recorded according to the group of participants they represented and how one contributed to the answering of the question. The key findings from each theme were then taken for discussion in chapter five. This was so because these were the major findings of the study as the respondents presented.

3.8. Ethical considerations

The names of respondents, places and any other feature that can lead to identifying the respondents and area of research have not been mentioned, written and listed in this dissertation. A consent form was signed by the participants as a form of assurance that they were protected in this study. All information obtained in this study was treated as confidential and shall be used for the sake of academic purposes.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter reports the findings on community participation in the delivery of education in selected primary schools of Lundazi district. This chapter gives the views of the respondents in the interviews and the participants in focus group discussions. The findings in this chapter have been presented in four main themes which are;

- a. The nature of community participation.
- b. Effects of community participation.
- c. Challenges faced in the process of community participation, and
- d. Ways of enhancing community participation in education provision.

For this reason, this chapter unveils the findings of this study with regards to the issues expressed by the following respondents being; 5 head teachers, 10 PTA members, 40 community members and 25 teachers. On each theme, the responses have been reported as they were said by the respondents and participants and translations have been provided where Tumbuka was used.

4.2. Theme 1: The nature of community participation.

Responses to this theme were gathered from the head teachers, PTA members, teachers and the community members in the selected schools.

4.2.1 Findings from head teachers on the nature of community participation

Head teachers were asked on how the community was involved in the delivery of education in the selected primary schools. A number of responses were suggested on how the school and the community involved each other in the delivery of education. The respondents stated that the community was involved in the successful implementation of various construction projects in the primary schools. One respondent said, “*The*

community is involved in the provision of up front material for the construction projects in school. These include sand, bricks and crushed stones.” The upfront material was a requirement for funding to come into any school. For this reason, it was the role of the community to ensure that these materials were provided for the development of the school to take place. Another respondent noted that,

“The community participated in construction projects in form of offering their labor. Five toilets were sunk by the parents during the Schools Promoting Learning and Sanitation through Hygiene (SPLASH) project. Without their participation, the school would not have managed to pay people to sink them”

Another respondent said,

“The community is usually involved in the construction of teachers’ houses so that the number of teachers can increase in school. Without parents getting involved in construction, there will be few teachers to teach the children.”

Another respondent noted that,

“The community participated well in the rehabilitation of a 1 by 3 classroom block. Parents ensured that there was enough sand, and water for the contractor to do a good job. Without the community’s effort, the project would have been a failure.”

These were the various ways in which the community participated in the delivery of education in the primary schools of Lundazi district according to the head teachers’ responses. Some respondents observed that there was a lot that parents did apart from participating in constructional programs. Apart from taking part in constructional programs, parents were also assisting pupils with homework, encouraging pupils on the need to take education seriously as well as condemning early marriages.

Table 4.2.1 Head teachers’ responses on the nature of community participations.

Head teachers’ number	Response given
2	Participation by building 1 by 3 class room block
2	Providing bricks, construction of infrastructure
1	Building teachers’ houses, providing sand and bricks

4.2.2 Findings from PTA members on the nature of community participation

PTA members were also asked on how the community participated in the delivery of education in the primary schools of Lundazi district. Respondents said that the communities were participating in the construction and various projects in the schools. One respondent said,

“As a PTA chairman, I have made sure that a 1 by 3 classroom block is built in this school. I have made the community to mould more than 150,000 bricks. And a block has been constructed from this.”

Another respondent observed that,

“Whenever there is a project for one or two construction, I call for a meeting to explain to the community on what is needed. After that, we decide and choose on who will do the work. For this work, like digging a foundation and building, we only ask the school to buy food for the workers and a K50 for soap only. We don’t charge the school. This is how we help the school.”

Another respondent noted that the communities were always prepared.

“My community is always having bricks, crushed stones and sand heaped in school all year round. When we hold meetings, we just ask for the head teacher to update us on when the constituency development fund (CDF) will be ready. Then construction starts.”

Communities seemed to be ready for any developmental projects to be carried out in their schools hence they participated in various ways. Another respondent explained that

“I have always ensured that all communities are involved in building this school. Every community contributes a given number of burnt bricks towards the construction projects. Like the house we just finished for a teacher. We even bought cement for flooring as parents so that our teacher does not run away.”

The respondents also mentioned that communities had ensured that there was clean drinking water in their schools for the children and the surrounding communities. This reduced on the unhygienic conditions which prevailed in schools. One respondent mentioned that,

“We asked the church to help provide a borehole for the school and the community. We told them that the community already provided materials like sand, cement and stones for the construction after the borehole is done and it was provided.”

Respondents also observed that the PTA members usually held meetings with the community members and teachers to educate each other on the needed projects in schools. Sensitization meetings were held to explain the significance of the projects to be undertaken and they were also held at the end to educate parents on how they should safeguard the projects. These meetings provided ownership of the school between the community and the teachers. Furthermore, respondents also established that they ensured total partnership with teachers in all areas of school operation through school community partnership.

4.2.3 Findings from teachers on the nature of community participation

Findings from teachers were diverse on how the community was involved in the delivery of education in the primary schools. The respondents stated that the community

participated in the school projects by providing their labor, time and guidance to the growth of the school. One respondent said,

“The female parents are usually involved in the development of the school by providing their labor. They mostly come to school to help bring construction sand and draw water for the project.”

Another respondent explained how male parents helped the school.

“Male parents usually participate in school projects by providing their time to ferry stones and crush them on the projects site. In this area, stones come from far, about five kilometers. And as you know, the school cannot manage to hire a truck hence, we ask parents to come in and help.”

Another respondent said,

“To thank the parents, as teachers, we usually contribute some funds and buy relish for their lunch as they work. Such a gesture encourages the parents to continue participating in school projects without payments.”

The study also stated that the process of parents helping the school created a platform for interaction between parents and teachers. Through interaction, parents learnt the problems their children were facing in schools while teachers also came to learn the various challenges the children faced in homes. Such an interaction enabled teachers to help children in their needy areas in school. However, some teachers lamented that it is difficult to work with parents at times due to high illiteracy levels. That is, it becomes difficult for such parents to understand certain issues. Therefore, the only way forward is to open adult literacy classes in order to combat illiteracy.

4.2.4 Findings from community members on the nature of community participation

Community members were major contributors to the delivery of education in the primary schools of Lundazi district. The respondents stated that they contributed to the delivery of education by organizing fundraising ventures for the school. The funds realized were used

to build school infrastructure and procure other needed materials for the school. One respondent said,

“Last year we had a fundraising walk because we wanted to raise funds to build a house for a teacher. From the walk, we raised about ten thousand for the iron sheets and cement. As we are talking now, the house is complete.”

Another respondent noted that, *“we actually mould and burn bricks for the school construction.”*

Another respondent explained that,

“Tilikwaniliskia kuzenga manyumba yawili yawasambizi pasukulu yithu. Tikayambila kochanjerwa, kututa muchenga wasambizi tikawalomba kugula sementi yozengela. Kufuma apo, mbwenu tikazenga nyumba.”

Translation

“We have managed to build two houses for teachers in this school. We first burnt bricks, organized sand and the teachers we asked them to buy cement. After that, we built the house for free.”

The respondents also stated that the community members worked together with the teachers to provide guidance and counselling on various academic and social issues that affect teachers and pupils. One respondent said,

“chaka chamara tilikwaniliskia kuyowoya nawasambizi wasepuka awo waka khumba kulekanchito yausambizi chifukwa waka watuma kusewezera kuno kusukulu yakumuzi. Apo tikati tayowoya nawo nowaphalira kuti wakhalenge mwamutendere nasonopano, mbachimwemwe tichali nawo. Takwaniliskia chintu chimoza, kuwa na wasambizi wanandi.”

Translation

“Last year, we managed to provide guidance to some young teachers who wanted to leave employment because they were sent to this rural school. After talking to them and

assuring them of safe stay, even now they are very happy to be in this school. We have achieved one thing, having more teachers.”

Another parent mentioned that,

“We usually work together with teachers to ensure that early marriages and pregnancies are reduced in the community and school. Every year, we do conduct sensitization talks to parents during the PTA meetings and opening days. From these forums, there is a reduction in child marriages and early pregnancies.”

The measures that have been taken by the community members have indeed yielded positive fruits in the community. These commitments have helped the schools and the communities to help provide education to their children. However, some respondents observed that some villages were very uncooperative where participation in school development is concerned. For instance, some villages would not report for works like molding bricks, ferrying sand and stones among other voluntary works whenever it was their turn. Worse still, school administrators would call for sensitization meetings and the same villages would not attend. Therefore, such a vice discourages others.

4.3. Theme 2: Effects of community participation

This question was responded to by all the 80 respondents who took part in this study. The respondents presented their different views in different ways yet according to their categories.

4.3.1 Findings from head teachers on the effects of community participation

There were a number of effects on community participation in the delivery of education that were observed by head teachers. A number of findings were revealed by the respondents. The respondents established that the effects of community participation in the education delivery encouraged the children to continue attending school in the primary schools of Lundazi district. One respondent mentioned that,

“After we started involving parents in the way their children absconded from school, the attendance in most classes has improved this year. Children could leave homes to come to school but were not reaching. Class performance for such children was bad.”

Another respondent added that,

“I have invited more than twenty parents with their children to my office. Their children were not writing exercises in class for no reason. After interacting with their parents, children are now writing and presenting work for marking.”

Yet another respondent noted that,

“I have observed that there is a reduction in early and child marriages in the community after talking to the parents. By this time two years ago, the school had lost about ten girls into marriage.”

With such help from the parents and teachers, the delivery of education in the selected primary schools has improved.

4.3.2 Findings from PTA members on the effects of community participation.

Effects of community participation in the delivery of quality education were also noted by the PTA members in the various communities of Lundazi district. The respondents revealed that they have helped the schools deliver education through the provision of love, co-operation and trust between the community and the teachers. One respondent said,

“We have managed to speak one language because we are always working together. As a community, we propose how the school should develop and the teachers are always advising us until we agree on one project. This has helped to develop the school.”

Further findings indicated that through community participation, classroom blocks have been constructed and some other classroom blocks have been rehabilitated for the betterment of the children. One respondent mentioned that,

“Before we could rehabilitate the 1 by 3 classroom block, children used to learn from a bad shaped structure. Even the DEBS came and told us that the school would be closed

if we don't do something. After that, we mobilized the needed resources and here we are, the children are learning in a very good classroom.”

Another respondent added that,

“We have ensured that we have provided our tireless labor to make bricks and stones. This block you are seeing there, it will be completed with the next funding of CDF. We have made sure that our children are in safe roofs and rooms always.”

The classrooms have improved to the level of being useful as a result of effective community participation in the primary schools of Lundazi district.

4.3.3 Findings from teachers on the effects of community participation

Teachers observed that there were more positive effects to community participation to the delivery of education in the schools of Lundazi district than the negative ones. The findings from teachers stated that the teachers were now living in good and habitable houses because they have been renovated and others were newly built through the help of the community. One respondent said,

“I almost left the school because the house I was given was very bad. In the rain season, there was no difference between the rain water outside and the one coming from inside the house. The roof was even blown once and I occupied a classroom.”

Another respondent noted that,

“I was also put in a classroom when I just reported for work in this school. But after two weeks, the community built a house. Although it had no floor and window panes, I occupied it and it was completed whilst I was inside.”

Another respondent explained that,

“The toilet for my house was built by the community with my help. I contributed iron sheets and two pockets of cement towards the construction. Through this, I was helped and my family was happy again.”

Further findings revealed that teachers were motivated and worked hard thereby improving the results in school. One respondent observed that,

“When the community is helping teachers and the school in their needs, we usually work hard to ensure we pay back to the community. This year, the pass percentage has increased from 67 to 78. This also made the parents happy.”

Another respondent noted that,

“I usually go to teach with my head high because the classrooms are now very clean and good. Even in rain season, we teach the children until the rains subside unlike in the past when we used to suspend classes whenever it was about to rain due to dilapidated classrooms which had blown off roofs and windows lacked glasses.”

Another respondent said that,

“It was difficult to keep girls in school because the school did not have suitable toilets. With the help of the community, SPLASH toilets were constructed and the attendance for girls has improved now.”

Through various contributions which teachers and the community have made, children and the teachers have benefited. Teachers have been encouraged to work hard and pay back through improved learner performance.

4.3.4 Findings from community members on the effects of community participation

The community members were asked to give their opinion on the effects of community participation in the delivery of education in the primary schools of Lundazi district. The findings established that the community had helped the school to grow through infrastructure because of their participation. The school had enough houses for teachers and enough classrooms for learners to learn from built by parents with some CDF funding.

One respondent observed that,

“This head teacher and his teachers have encouraged us to work hard and develop the school. When we started moulding bricks four years ago, the head was not good so we stopped. With this head, we thank him and he should continue working hard.”

Another respondent said,

“Mukusewezera pamoza nawasambizi, tukwaniliskia kuyowoya nawasambizi nakupanga chibwenzi. Kumasinda uko, tikaopanga. Kusewezera pamoza chativwira kumanya kuwavwira kuti wakare makora pasukulu.”

Translation

“Through community participation, we have managed to even talk to some of the teachers and share personal information. Previously, we used to fear them. Working together has made us understand that our teachers need to be helped as well if they are to stay well in school.”

Furthermore, some respondents stated that the efforts that parents had put in their effort to ensure that the various construction projects were a success and this motivated teachers to work extra hard in class. One respondent said,

“Our children remain for lessons during the holidays yet we pay nothing.” Another respondent noted that,

“We now see teachers teaching our children during weekends which never used to happen. This is because they have good classes where they can spend more time than previously.”

Indeed, the positive participation by both parents and the teachers helped the children to acquire education in a better and sound environment in the primary schools of Lundazi district of Zambia.

4.4. Theme 3: Challenges faced in the process of community participation

In the process of community participation in the delivery of education in Lundazi district, there are a number of challenges which both the community and the teachers face in their quest to foster development. These are articulated by the various respondents who participated in this study as follows:

4.4.1 Findings from head teachers on the challenges being faced in the process of community participation.

Findings from the head teachers stated that the communities lacked consistence in communication with the school regarding meeting the targets for the started projects like moulding bricks and sand ferrying. One respondent noted that,

“These community members fail to count the number of bricks which they mould whenever there is such a project. They usually tell the school that they had finished yet they miscounted. Such irregularities make the projects to halt for sometimes.”

Another respondent said, *“it becomes difficult for the community to be convinced again to continue with a project which they halted. I remember last year, we were supposed to have moulded two hundred thousand bricks. One parent miscounted at one hundred twenty thousand and they stopped. It took this season for them to continue moulding.”*

Communication for this reason has been a challenge between the school and parents because even the PTA representatives as well fail to deliver information effectively at times. The study further established that the status of teacher accommodation was in a deplorable state in most schools hence, teachers sought transfers on the pretext of lack of decent houses. One respondent observed that, *“Two teachers were transferred last term because their houses had their roofs blown by strong winds. The government failed to provide iron sheets while the community managed to provide bricks for the renovations. Such a failure by government demotivates the hard working community members.”*

Further, another respondent added that,

“I have challenges with the community because they are vandalizing the newly fixed glass panes to the new block. Most of them are broken now. I feel parents are not doing enough sensitization to make their children understand that this infrastructure belonged to them.”

Another respondent cited lack of community commitment to developing the school. She said,

“Two teachers were sent to this school last year but we did not have accommodation. I asked parents to quickly build a house so that the two teachers could be housed together but they said they were busy. The two teachers were sent to another school leaving us in a continuous crisis.”

The other challenge which the schools were facing was lack of funding from the government. One respondent noted that,

“The government stopped funding primary schools. So, we usually get a grant from DEBS once a year which is just about one thousand kwacha. What can you do in a thousand kwacha, sure? It’s just a name that funding comes.”

The respondents also wanted to be paid for the labor they provided because they paid a K10 for every child who attended school in the primary schools. One respondent said, *“We have to be paid something for the work we do in school because we are not employed and we earn a living through self-work.”* Another respondent added that,

The school should pay us something for salt when we come for work. When we are at home, we know we are not working. So, from the K10 we pay for school fees, we have to get something.

The respondents also revealed that the upfront material which the community contributed such as stones and river sand were found in very distant places. Therefore, government was supposed to attach a cost to such materials so that effective participation was realized amongst the parents.

4.4.2 Findings from PTA members on the challenges being faced in the process of community participation.

The PTA members also had a number of challenges to mention and deal with. These ranged from personal to community related. The respondents established that some traditional leaders were not for the idea of helping the schools grow in the communities. It was due to lack of understanding of the government policy of the community owning the school. One respondent said,

“Some of the headmen were not understanding that the school needs to be assisted with our labor to make bricks and build the school. Because they have not gone to school they also want our children not to go to school which is bad.”

Another respondent said, *“Meetings with headmen always ended unconcluded. These people are not willing to help the school have enough infrastructure.”* The respondents further stated that the school lacked teachers, classroom blocks and teachers’ houses among the many shortages. A respondent observed that,

“I feel it is not good to have five teachers to teach from grades one to seven. These teachers teach in the morning and in the afternoon. They also get tired. We need to have more teachers I think.”

The respondents revealed that some villagers were not co-operative enough whenever voluntary work was concerned.

They always lagged behind in project implementation and demanded payment for the bricks they moulded and sand they gathered. One respondent named a certain village that, *“this village always refused to work for the school. The people asked for payment as if there was someone who was paid.”* Another respondent noted that,

“Certain villagers did not attend meetings. So when it came to work, they asked for money which was a wrong thing. They just had a negative attitude towards development in the schools.”

The other challenge that was cited was lack of sufficient clean water for the school population. It was learnt that the school borehole was the only source of clean water for the school and the surrounding community. One respondent said,

“During construction projects, our women travel about two kilometers to fetch water because the borehole is always congested with children drinking and drawing water for their school use. This created some delays in work completion.”

Some PTA members observed that sometimes information from schools reached villages late and that led to poor attendance by parents where community participation is concerned. Also some PTA members complained that they spent most of their time supervising people at school at the expense of their personal programs and suggested that either the government or schools should at least pay them something. These were the noted challenges by the PTA members in the primary schools of Lundazi district.

4.4.3 Findings from teachers on the challenges being faced in the process of community participation.

Teachers had their own challenges which they experienced in the process of participation in delivering education. The respondents established that the community members had a negative attitude towards the development of the school. One respondent said,

“Parents usually fail to turn up in numbers when they are asked to work. They say teachers are getting paid while they are offering free labor.”

Another respondent noted that, *“certain villagers refused to turn up for work in school. They would rather go for their private work than contributing their time to school projects.”* Another respondent observed that,

“Parents think that they can punish teachers by not working towards the improvement of the school. They forget that we are government workers and we are transferable unlike them.”

It was significant that the community changed their attitude towards delivering development to the schools in their communities. While some teachers observed that it

was very difficult to carry out sensitization meetings with parents because whenever they are called for sensitization meetings, attendance has always been poor.

4.4.4. Findings from community members on the challenges being faced in the process of community participation.

Community members also had their own challenges where participation in the delivery of education is concerned. The participants stated that community faces quite a number of challenges which include lack of resources to make their projects move. There was also an over dependency on teachers to write the project proposals on behalf of the community. One participant said,

“Most of us are unable to read and write effectively, we therefore relay on teacher to write the project proposals on our behalf to the council so that we can access CDF. The day they will stop will make us learn to depend on our own.”

The other challenge was the lack of consistent funding from the government for various sections and development in the schools. One participant noted that,

“This school has never received funding for new block construction. We always look for funds on our own and we ensure the funds are used accordingly. Without our efforts, this school wouldn’t have been the way you see it.”

Another participant cited shortage of teaching staff as a major challenge in the school.

“Wasambizi mbadoko. Kawa sambizi wankondi naumoza wanasambizgauli sukuluyose? Wanawanyake wokwi zauchehelo wanyake wokwiza muhanya. Tukuhumba wasambizi wanandi kuti wasambizge wanaawa.”

Translation

“The teachers are not enough. How can six teachers teach the whole school? Some of our children come in the morning while others in the afternoon. We need more teachers to teach all these children.”

The findings also found that some communities had challenges in raising the required twenty five percent up front material towards a project. This resulted into CDF funding to be withdrawn from such communities. Community sensitization was also a challenge because of the headmen lacked proper understanding of developmental projects in the primary schools.

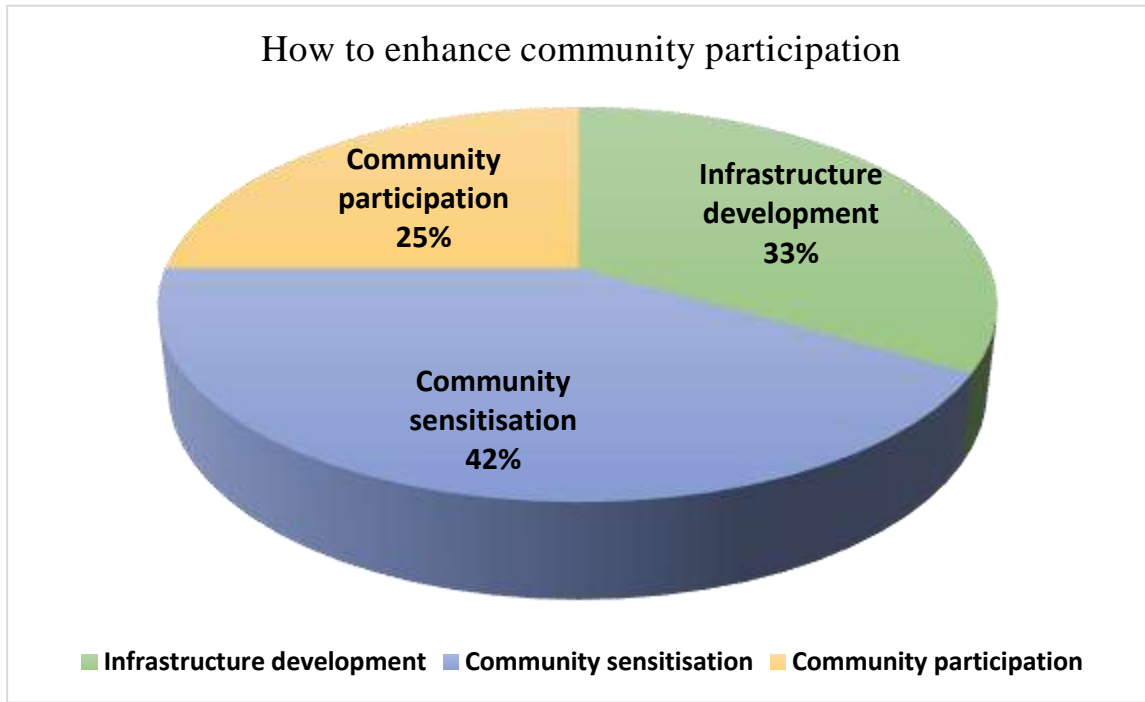
4.5. Question 4: Ways of enhancing community participation in education provision

The solutions to the challenges were presented in form of charts with regards to the respondents views on which solution was more frequently mentioned than the others.

4.5.1. Findings from head teachers on ways of enhancing community participation.

Findings from the head teachers on how community participation could be enhanced revealed the need for community sensitization, infrastructure development and community participation. Their solutions were with regards to the vast experience that had regarding improving community participation so that education is well delivered to the learners. The pie chart below shows the recommendations made from the head teachers.

Figure 4.5.2 shows How to enhance community participation

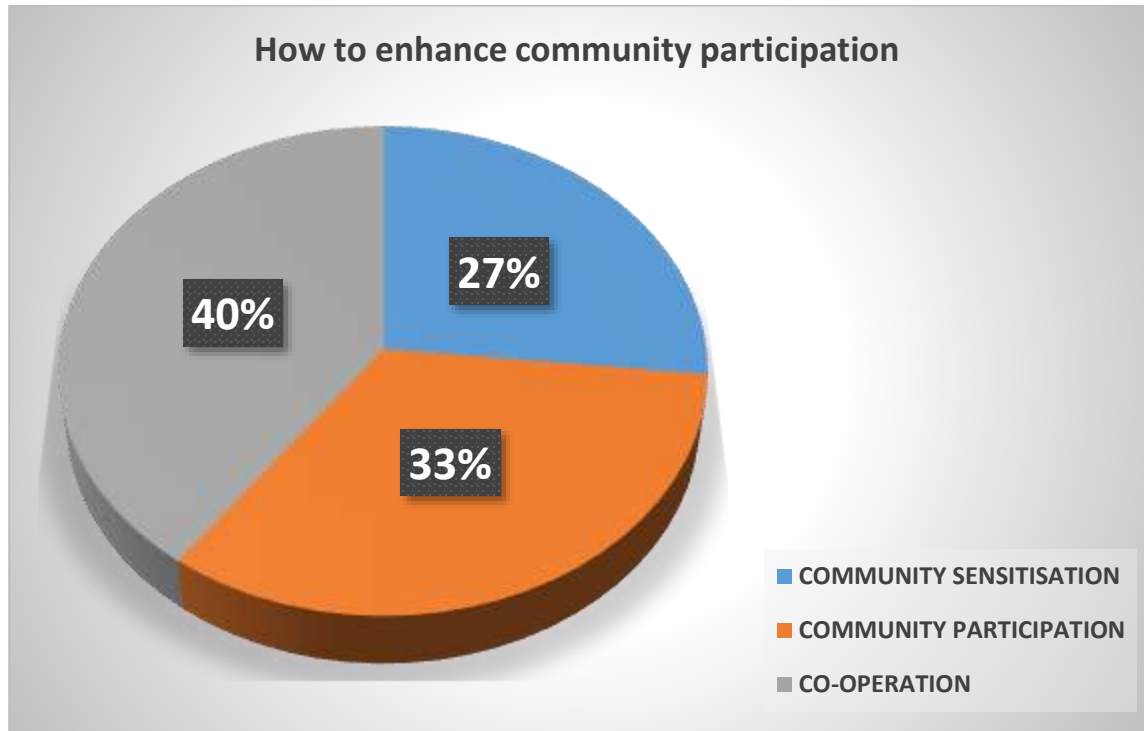


As can be seen from the pie chart above, community sensitization was said to be the most prominent way of enhancing community participation representing 42% of the head teachers' solutions. Infrastructure development was second with 33% while community participation represented 25%.

4.5.2. Findings from PTA members on ways of enhancing community participation.

Findings from the PTA members revealed that community participation can be enhanced if there was co-operation which represented 40% followed by community participation 33% while community sensitization was at 27%. This is shown in the pie chart below

Figure: 4.5.3 How to enhance community participation



4.5.3 Findings from teachers on ways of enhancing community participation.

Findings from teachers revealed that, 33% proposed infrastructure development, 28% proposed community sensitization, 22% was community participation while 17% proposed improved funding. This is depicted in bar chart 2 below.

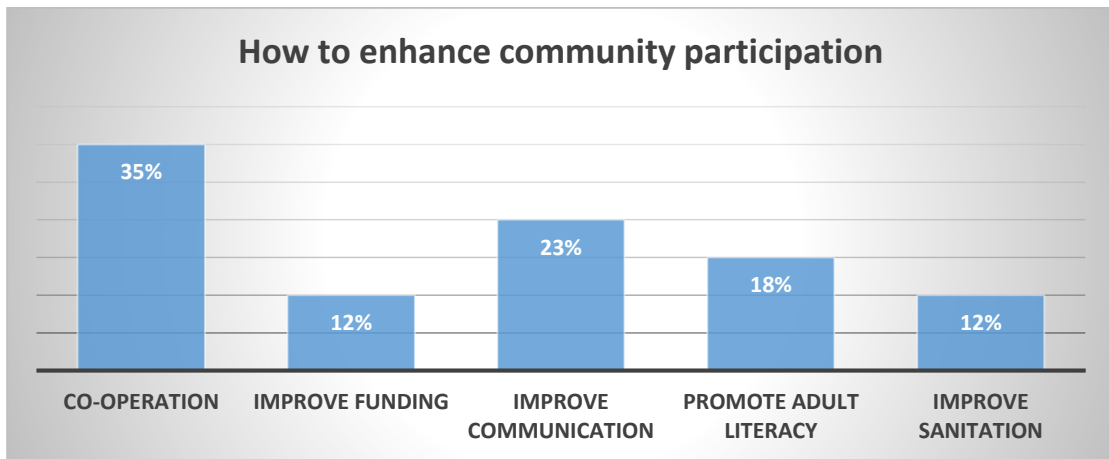
Table 4.5.4 shows how to enhance community participation

HOW TO ENHANCE COMMUNITY PARTICIPATION	
Improve funding	17%
Infrastructure development	33%
Community sensitization	28%
Community participation	22%

4.5.4 Findings from community members on ways of enhancing community participation.

The findings from community members revealed that; cooperation 35%, improving communication 23%, promoting adult education 18%, improving funding 12% and improving sanitation 12% were the proposed solutions for enhancing community participation. This is represented in the bar chart below.

Figure 4.5.5 shows How to enhance community participation



CHAPTER FIVE

Analysis and Discussion of findings

5.1 Introduction

The previous chapter established the findings on rural community participation in the delivery of education in the primary schools of Lundazi district of Zambia. This chapter will discuss the key findings in chapter four in line with to the existing literature provided in chapter two. The chapter will use the already existing themes in the discussion.

5.2. The nature of community participation

The study established that community participation included provision of time and labor towards the constructions that went on in primary schools. This labor included digging of standard toilets for the children in school, labor in form of builders and helpers in the rehabilitation of dilapidated structures like teachers' houses and classroom blocks among others. The findings of the study agree with the study findings carried out in Indonesia by Charles (2010) which indicated that the government actively funded school developmental projects after the parents or the community provided sufficient human resource to monitor, build and protect the procured materials for building. The emphasis is the qualified workmanship which was willing to volunteer and work for free for the development of the community. The point of difference between the study by Charles and this study is that, in Indonesia, the government provided funding when the community provided qualified workmanship like builders with construction papers while in Zambia the issue of qualification with papers did not exist. The key issue in the two studies was that the nature of participation was on similar grounds, free labor from the community. The implication is that the communities which sacrificed their time and labor helped to provide infrastructure which helped their children learn from decent environments. With such conditions, education was provided to the community in a conducive environment. This is necessitated mainly because community participate in many different ways such as helping with finances and other materials, helping in the construction and building of infrastructure as well as keeping vigilant and protecting school resources.

The other nature of community participation in the delivery of education was through voluntary provision of locally sourced upfront materials towards the school constructional projects which were in primary schools. The upfront materials included ferrying of sand, fetching water, ferrying of stones and crushing them on site as well as moulding and burning of bricks for building. These findings are in line with the findings of the study conducted by Gondwe (2012). The study by Gondwe established that communities initiated school projects while the government brought in iron sheets, desks windows, doors, teaching and learning materials and teachers. Without community participation, no schools were built because the government did not recognize any community which failed to put up buildings. The same scenario prevailed in the communities of Lundazi district. The government provided the funding but the community was first supposed to provide the aforesaid upfront materials. With satisfaction if the materials were sufficient, the project took place under the supervision of the district buildings officer, teachers and the community members being partners. The research by Gondwe (2012) was conducted in Malawi and the findings included the participation which included the construction of secondary schools while this study focused on primary schools in Zambia. Constructing secondary schools in Zambia is tendered with huge funding and workers are paid by the contractor unlike in the primary schools' projects where there is a lot of volunteering as revealed in this study.

The other nature of community participation was through holding and attending planning meetings called by the school. These included general meetings and termly PTA executive meetings where parents and teachers planned to engage the community so that constructions in school could begin or be completed so that the school is conducive for learning. The findings are in agreement with Cavarrette (1998) whose study revealed that concerned parents shared in the decision making process that empowered families to take part in major school decisions. He adds that more than 400 volunteers had been recruited by the district to work in planning teams of teachers, parents, community members and school administrators. Despite the number of parent representatives being limited in the school decision making council, their voice was a representation of the entire community

hence, it was respected. Indeed, planning comes before implementation in any organization. The point of similarity in the two studies is that the two communities in the studies participated through holding planning meetings. The planning meetings held in primary schools of Lundazi district focused on community mobilization so that upfront materials are organized in order to attract funding for projects. As for Cavarrette's study, the schools were reinforced by volunteers from the district who helped in the planning process which is not happening in Zambia. What is cardinal is that there is community participation in schools hence, there is a conducive environment for learning and teaching in the primary schools.

The foregoing discussion on how the community has been involved in the delivery of education in the primary schools of Lundazi district agrees with the partnership model proposed by Erickson. The discussion above has proved that community participation in the delivery of education creates room for both the school and the community to interact and come up with ideas which will make children acquire the intended knowledge while in school (Erickson, 2004). The community's participation through planning meetings, ferrying sand, stones, brick molding and labor for building and renovations of school infrastructure has provided suitable teaching and learning infrastructure to the rural primary schools. For this reason, various ways of community participation result into smooth delivery of education after the projects are completed in the various primary schools of rural Lundazi.

5.3 The effects of community participation in primary schools

The study revealed that community participation in the delivery of education resulted into improved pupil attendance to all grades in primary schools because schools had the necessary requirements to make pupils stay in schools. Communities helped in providing materials such as desks which enabled pupils to fit in classrooms without any struggle and thus, encouraging class attendance. Through community participation, teachers were now living in good and habitable houses which were renovated and other houses were newly

built through the help of the community. This was a motivation to teachers and they worked hard in such schools. The findings of this study are similar to the view of the study conducted by Siyumbwa (2010). Siyumbwa observed that when the community participated in education, the advantages were that there was monitoring of pupils, taking of pupils to school, provision of teaching/learning aids, renovation and provision of teachers' houses and school infrastructure; running of projects at school, assisting of disciplining pupils in school and counseling of pupils in school. Such community participation which is both material and immaterial helped to improve the standards of teaching and learning in schools. With the conducive accommodation provided in primary schools by the community, teachers are motivated to work hard and improve the pass percentage of children in schools. The suitable learning atmosphere created by parents through classrooms renovations is a way of making pupils stay in schools whole year round. Therefore, a well participating community in the education system creates a conducive teaching and learning atmosphere for the children in their local schools and teachers are made to work hard.

The study also established that there was a reduction in early marriages and pupil pregnancy rates because parents and teachers ensured that children were in school all the days. This was necessitated by the improved infrastructure and learning conditions as a result of the parents' contribution in building and renovating school infrastructure. In doing so, there was clear role sharing between the PTA and the teachers for them to achieve these successes hence, both parents and teachers ensured children attended school. It is in the same line that Tembo (2002) noted that elected members of the PTA managed school projects on behalf of the community and the teachers. This was because teachers were teaching their children while parents worked to improve the teaching and learning conditions of their children. The PTA spearheaded all projects by firstly contributing 25% of the materials and they mobilized meetings with communities, teachers and the Ministry of General Education for the development of the school. This active participation saw the school develop and grow as effects of community and teacher participation in the delivery of education in the primary schools of Lundazi district.

Continuous community participation has resulted into a motivated teaching force which is working in improved structures and has worked to continue increasing the passing rate of the learners in schools. Further findings established that there was also improved co-operation between teachers and the community. They are both working to improve the image of the school and community by developing the school in the primary schools of Lundazi district. These findings are in agreement with Uley and Guye (2013) whose findings were that the school administration and teachers should create an enabling environment to the community so that they realize that they are part and parcel of the school. In addition, the duo added that community participation in school development is a matter of the school (teachers) to take the problems the school was facing to parents (PTA) that is when they will come in to help. Without such an open running of the school, parents would be adamant to participate in school affairs. It was plain truth that the effects of community participation in education brought about good learning environment which helped teachers to work hard and deliver to the community as a form of payback. Therefore, a participating community that valued community participation resulted into a well-organized schools' system that ensured children were well taught in school. Good communication reduces mistrust amongst community members and this activates teachers to be motivated and work hard because parents are doing their part.

The outcomes of this study are within the confines of the rational model of parent-teacher relationship. In line with Erickson (2004), this model holds that parents are active citizens within a participatory democracy. The school is structured in such a way that parents involve themselves in the affairs of the school through consultative bodies such as the common Parents Teachers' Associations. The choice model calls for parents to choose what is good for their children. It is then prudent to acknowledge that community participation was a form of democratic tendency which allowed parents to make decisions within the confines of their community on what their schools ought to be and what their children ought to become. All the community did was to participate in various projects and the positive outcomes resulted into a smooth delivery of education in the community. For this reason, community participation is an integral part where provision of education

is concerned not only in the primary schools of Lundazi district but also countrywide. Therefore, community participation should be supported by all well-meaning Zambian citizens if meaningful delivery of education is to be achieved.

5.4. Challenges faced in the process of community participation

The study discovered that there was lack of sensitization to the community on the need to participate in the development of the school by providing the needed materials for the construction projects and this was caused by the irregular meetings which were hardly held or organized by schools. These inconsistencies were in agreement with Chodkiewicz (2002) who observed that there was lack of consensus regarding the value and purpose of school community links in schools. The study also added that there was little understanding of the value of school-community relationship by teachers and school administrators. These lapses were a major challenge towards achieving proper community participation in the delivery of education. Education was not dependent on one end, but it was a double ended channel. The community participated on one hand while the teachers participated on the other end. Sorting out of such challenges was the only way to increasing the level of participation and through that, education would be delivered smoothly by teachers in the communities.

The other challenge revealed by the study was that there was poor communication between the schools and the communities on what ought to be done to improve schools' welfare in most cases. Parents thought of being paid for the labor they contributed since they paid 10 kwacha PTA fund and this resulted into lack of co-operation amongst the community members on how and when to volunteer. These findings are backed by Chituma (2005) who noted that the relationship between local communities and teachers in schools was poor. They both never trusted each other with regards to finances and head teachers were blamed for not informing parents on the financial developments in schools. It was not clear on why the conflicts came in since management of funds is entrusted in the school management. Lack of co-operation was a demotivating factor for the teachers

whose interest was to ensure that the child acquired the needed education in a conducive environment which was acceptable by government standards. Lack of communication delayed the onset of certain projects because community participation was not as expected. Improving communication was a matter of improving co-operation which was not amongst the community members and the teachers are supposed to lead by example.

The study further found that some community members did not want to participate in the moulding of bricks, ferrying sand and stones among others so that the school could develop. These findings are similar to Abbass (2012) who noted that free participation as opposed to forced participation ensures willingness in partaking in operations that are of paramount interest to the community, rather than being forcefully dragged. Manipulated forms of participation, as opposed to spontaneous participation, makes the participating community feel inspired, led or directed outside their mental control by government. These forms of participation are enhanced through extensive community sensitization aimed at behavioral change coupled with literacy inculcation. Without extensive sensitization, it is extremely difficult for the community to understand that education delivery was dependent on their participation as far as the development of the school is concerned. Antagonisms such as a situation whereby school authorities expect parents to participate freely while parents expect to be paid something for participating in school programs have a bearing impact on community participation.

5.5. Ways of enhancing community participation in primary schools.

Firstly, there was need for massive community sensitization on the need for communities to own school projects because they made children learn from a decent place. The findings agree with MacEwan (1999) who observed that communities which have schools are supposed to be sensitized continuously because they tend to forget the fact that the school was an asset that belonged to the community while teachers were partners who always come and go. Sensitization was a tool which could help communities to realize the importance of their hand in the development of the school. Messages of hope and

encouragement should be held regularly so that teachers and parents can understand each other on how and why they should work together to enhance education provision through infrastructure development.

Realizing this fact would help them participate without questioning why they offered their labor because it was their own children who benefited on a daily basis. The findings also agree with World Bank (2005) who noted that for education to have value or relevance and serve the objectives of the community, it must be organized in a way that it generates widespread participation amongst its stakeholders. Since education is a primary prerequisite for democratic processes and movements, its relevance is therefore, based on the degree of the expansion of democratic participation, which favors the expansion of education. Indeed, all projects in any school can only be implemented effectively if the community realized the significance of their involvement and understood that it was their children who were disadvantaged and not the teachers.

The community and the teachers were supposed to be at the fore front of infrastructure development through provision of sufficient labor and materials to enable schools' infrastructure development take place. These findings are supported by World Bank (2005) who commented that lack of community participation to realize the needed infrastructure in schools, therefore, led to project failures to achieve the desired results with new and increasing problems added without the old ones being solved in any ways. The system floundered because communities were not involved in the forms and dimensions of participatory education provision. It was therefore, important that the community realized its role as the owner of the schools and children who are getting education from the schools. Their lack of contribution was not punishing teachers because teachers were transferrable.

There was also need for full community participation in the projects because the schools belonged to the communities and their children. The findings established are in congruent with Abbass (2011) who commented that school community connections must be vigorously pursued and developed in order to significantly improve schools as well as

strengthen the community that also ensures that other elements in the participatory approaches and democratic development strategy are all combined together for the enhancement of education through community participation. Abbass further contends that since direct community participation in education builds integral and sustainable linkages, which at the same time strengthens democratic practices, the community invariably exercises power through participation, which leads to easy accessibility to education, economic growth and popular support for the government. All this was possible if full community participation was prioritized by the parents and teachers.

The study further established that with enough co-operation between the teachers and community, schools would share their problems and plan on how to work on them, in turn, improving the school and the delivery of education. The findings are supported by Mumba (2012) who revealed that the community and schools should work together to contribute to the development of the child, the school and community. The two parties should also know what is happening in the community and the community should know what is happening in the school. The problem and success sharing would help the two to co-exist in the community. Their co-operation was the only key to ensuring the child acquired the needed education from the schools in the community. Co-operation does not only need to come from parents but also from teachers and the entire community. Supporting of projects in schools was the only route to sustainable development because children will get educated in the capable hands of both the parents' and the teachers' efforts. It is quite imperative that parents and teachers cooperate and work together to ensure that the child learns in a conducive environment. This calls for an enhancement of democratic tendencies. Democracy promotes accountability, tolerance of divergent views as well as transparency. Therefore, parents feel to be part and parcel of the school if they are involved in school programs such as decision making as well as participating in developmental programs. Hence, they develop a sense of responsibility and participate freely and happily.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1. Introduction

The previous chapter provided a discussion of key findings in relation to the existing literature. This chapter presents the conclusion and recommendations of the study based on the findings and discussions.

6.2. Conclusion

The study rested on four objectives and responded to four questions. The following were the conclusions that were arrived at regarding the nature of community participation in the delivery of education in the primary schools of Lundazi district:

1. The community participated in education delivery through provision of labor towards the constructional projects in schools. This helped in the provision of decent infrastructure development like classrooms, teachers' houses and sanitation. Through this participation, education delivery was meaningful.
2. The other form of participation was through holding and attending planning meetings called by the PTA and school for the purpose of planning on how to improve the school welfare. This resulted into co-operation between the schools and the parents as partners in development. Through this partnership, parents realized their role of participating in school planning while teachers facilitated the planning for the smooth delivery of education.
3. The effects of enhanced community participation in the delivery of education includes: improved pupil attendance to all grades in the primary schools because they have the necessary requirements to make them stay in school. There was a reduction in early marriages and pupil pregnancy rate because parents and teachers were ensuring children are in school all year round. Continuous community participation had resulted into a motivated teaching force which was working in

improved structures and continued increasing the passing rate of the learners in school.

4. The study also concluded that there was poor communication between schools and the community on what ought to be done to improve the school in most cases. There was also lack of sensitization to the community on the need to participate in the development of schools and this was caused by the irregular meetings which were hardly held or organized by the schools. This created lapses in community participation and education delivery hence, some schools were not fully developed like others.
5. The study further concluded that there was need for massive community sensitization on the need for communities to own school projects because they made children learn from a decent environment. With enough co-operation between the teachers and community, schools would share their problems and plan on how to work on them, in turn, improving the school and the delivery of education in primary schools. With the given conclusions, it was clear that the set objectives of the study were fulfilled and the set research questions were successfully answered in this study.

6.3 Recommendations.

The following recommendations arose from the findings, discussions and conclusions of the study on the nature of community participation in the delivery of education in the primary schools of Lundazi district.

1. The community and teachers should enhance co-operation so that there is enhanced community participation in the delivery of education in primary schools.
2. Community participation should be a continuous process and should be a baby for the community. The community should continue participating materially and physically towards the growth of the schools. This would result into smooth education delivery.

3. Government should provide sufficient funding so that adequate constructions are realized in primary schools. This would help parents to concentrate on the expansion projects unlike renovating dilapidated structures.
4. Massive community sensitization should be enhanced by the leaders (PTA) in the community on the importance of participation so that teachers can concentrate on education delivery.

6.4. Proposed areas for further studies

1. The role of the PTA in enhancing community participation in *Zambian* schools in line with the new educational policy.
2. Community participation in the delivery of education in the secondary schools of *Zambia*.
3. Government and community partnership in community sensitization on labour based funded school constructions.

6.5. Conclusion of chapter 6

This chapter provided a conclusion for the study in relation to the study objectives and research questions. It also presented the recommendations based on the findings, discussions and conclusions of the study.

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APPENDIX VIII

LIST OF APPENDICES

APPENDIX DESCRIPTION

- | | |
|-----|---|
| I | Application for Permission to carry out research |
| II | Supporting Letter from the appropriate ministry or organization |
| III | Questionnaire for Head teachers |
| IV | Questionnaire for PTA Members |
| V | Questionnaire for Focus Groups and Teachers |

THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE
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Telegrams: UNZA LUSAKA
Telex: UNZALU ZA 44370
Fax: 26021-1-290719
Your Ref:
Our Ref:

P.O. Box 32379
LUSAKA, ZAMBIA

IS 45037

13th July, 2017

HECTOR TWAAMBO

~~THE~~ THE DISTRICT EDUCATION BOARD SECRETARY,

P.O. BOX 530033,

LUNDAZI.

Permitted to work in the
Selected Schools in LunDAZI
for
6 July
ESO 9I
for
DEBS

MINISTRY OF EDUCATION
GENERAL INSPECTION
P.O. BOX 530033, LUNDAZI

25 JUL 2017

Dear Sir/Madam

RE: CONFIRMATION OF STUDY

Reference is made to the above subject.

This serves as a confirmation that the above mentioned person of NRC No: 214543/66/1 and computer number 715806715 is a bonafide student of the University of Zambia in collaboration with Zimbabwe Open University (UNZA-ZOU).

The student is pursuing a Master of Education in Educational Management and he will be carrying out a research on EXPLORING THE NATURE OF COMMUNITY PARTICIPATION IN THE DELIVERY OF EDUCATION IN SELECTED PRIMARY SCHOOLS OF LUNDAZI DISTRICT. Any assistance rendered to him will be greatly appreciated.

Yours faithfully

Prof. B. Namangala, PhD
DIRECTOR
INSTITUTE OF DISTANCE EDUCATION

THE UNIVERSITY OF ZAMBIA
DIRECTOR
21 JUL 2017
INSTITUTE
OF DISTANCE EDUCATION
P.O. BOX 32379, LUSAKA

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To the District Education Board Secretary
Email: lundazidebs@gmail.com
Tel: 480016
Fax: 480016

In reply please quote
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09-08-2017
MIDUZO SCHOOL
P.O. BOX 53017, LUNDAZI



**REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION**

**DISTRICT EDUCATION BOARD SECRETARY
P.O. BOX 530033
LUNDAZI**

08 AUG 2017
ADMISSIONS OFFICE
P.O. BOX 530033
LUNDAZI

05 AUG 2017
HEAD TEACHER
MBENJE PRIMARY SCHOOL
P.O. BOX 530033 LUNDAZI

6-AUG-2017
KAMZOOLE SCHOOL
P.O. BOX 530153
LUNDAZI

To: The Head teacher
Hoya Zone
LUNDAZI

08 AUG 2017
HEAD TEACHER
MANYI PRIMARY SCHOOL
P.O. BOX 530033 LUNDAZI

**RE: RESEARCH WORK ON COMMUNITY PARTICIPATION IN EDUCATION
DELIVERY - HECTOR TWAAMBO**

This letter serves to introduce to you the above mentioned Head teacher at Mbenje Primary School but pursuing his Masters Degree at the University of Zambia.

He is undertaking a research project in selected schools in Hoya Zone and your school is among the identified ones. You are requested to give him the necessary data that he would require for his research.

L. Zulu
L. Zulu
Education Standards Officer-General Inspection
For/District Education Board Secretary
LUNDAZI
/bm...

04 AUG 2017
EDUCATION STANDARDS OFFICER-
GENERAL INSPECTION
P.O. BOX 530033, LUNDAZI

**THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE
OPEN UNIVERSITY**

**SEMI STRUCTURED INTERVIEW GUIDE FOR THE HEAD TEACHERS OF
THE SELECTED SCHOOLS.**

**Rural community participation in the delivery of education in selected primary
schools of Lundazi district.**

*What kind of projects have communities undertaken to help the schools provide
education?*

1. For how long have you been working in this community?

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2. What projects have taken place in this school which you have taken part into
since you came to teach from here?

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3. How did you contribute to the success or failure of the said project (s)?

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4. How has the school appreciated community participation in helping teachers
teach effectively?

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5. How have you helped to organize the school to ensure that there is no conflict amongst themselves and the school as they participate in school projects?

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What are the effects of community participation in the delivery of education in the primary schools of Lundazi District?

1. How has the community helped the school grow through intervention as a teacher?

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2. What strategies have you used to make the community participate in the development of the school being a teacher?

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3. How has this participation helped the school develop or grow?

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4. What kind of construction has taken place to help children learn effectively?

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5. How have the teachers participated in the schools to provide education?

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What challenges are being faced in the process of community participation in delivering education in the primary schools of Lundazi district?

1. Through your experience as a teacher, how has the community been hindered in participating in the development of the school?

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2. How have the teachers failed to involve the community in the development of the school?

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3. What challenges have been faced by both parties in the development of the school regarding engaging each other so that education is provided?

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4. Why has the school not provided education from the community's point of view?

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In what ways can community participation be enhanced so that education is provided in the primary schools of Lundazi District?

1. What kind of community participation can help the school to provide education?

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2. How can the challenges being faced be solved to enable community participation in the provision of education in the primary schools?

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**SEMI STRUCTURED INTERVIEW GUIDE FOR THE PTA MEMBERS
OF THE SELECTED PRIMARY SCHOOLS OF LUNDAZI DISTRICT**

**Rural community participation in the delivery of education in selected primary
schools of Lundazi district.**

*What kind of projects have communities undertaken to help the schools provide
education?*

1. For how long have you been in this community?
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2. What projects have taken place in this school which you have taken part in since
you became a PTA member?
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3. How did you contribute to the success or failure of the said project (s)?
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4. How has the school appreciated community participation in helping teachers
teach effectively?
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5. How have you organized the community to ensure that there is no conflict
amongst themselves and the school?
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*What are the effects of community participation in the delivery of education in
the primary schools of Lundazi District?*

1. How has the community helped the school grow through intervention as PTA
members?

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2. What strategies have you used to make the community participate in the development of the school?

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3. How has this participation helped the school develop or grow?

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4. What kind of construction has taken place to help children learn effectively?

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5. How has the PTA and community participated in the schools to provide education?

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What challenges are being faced in the process of community participation in delivering education in the primary schools of Lundazi district?

1. Through your experience as a PTA member, how has the community been hindered in the development of the school?

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2. How has the teachers failed to involve the community in the development of the school?

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3. What challenges have been faced by both parties in the development of the school regarding engaging each other so that education is provided?

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4. Why has the school not provided education from the community's point of view?

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In what ways can community participation be enhanced so that education is provided in the primary schools of Lundazi District?

1. What kind of community participation can help the school to provide education?

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2. How can the challenges being faced be solved to enable community participation in the provision of education in the primary schools?

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**THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE
OPEN UNIVERSITY**

**FOCUS GROUP DISCUSSION FOR COMMUNITY MEMBERS AND
TEACHERS**

Rural community participation in the delivery of education in selected primary schools of Lundazi district.

What kind of projects have communities undertaken to help the schools provide education?

1. For how long have you been in this community?
2. What projects have taken place in this school which you have taken part in?
3. How did you contribute to the success or failure of the said project (s)?
4. How has the school appreciated community participation in helping teachers teach effectively?

What are the effects of community participation in the delivery of education in the primary schools of Lundazi District?

1. How has the community helped the school grow through their intervention?
2. How was the school morale before the community participated to help it grow and after?
3. What kind of construction has taken place to help children learn effectively?
4. How has the community participated in the schools to provide education?

What challenges are being faced in the process of community participation in delivering education in the primary schools of Lundazi district?

1. How has the community been hindered in the development of the school?

2. How has the teachers failed to involve the community in the development of the school?
3. What challenges have been faced by both parties in the development of the school regarding engaging each other?

In what ways can community participation be enhanced so that quality education is provided in the primary schools of Lundazi District?

1. What kind of community participation can help the school to provide education?
2. How can the above challenges being faced be solved to enable community participation in the provision of education in the primary schools