

**CHALLENGES FACED BY SCHOOLS FOR CONTINUING EDUCATION IN
PROVIDING QUALITY EDUCATION: A CASE STUDY OF MAZABUKA
SCHOOL FOR CONTINUING EDUCATION**

BY

JERICHO NZIMA

**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA
IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE
AWARD OF THE DEGREE OF MASTER OF EDUCATION IN
EDUCATIONAL MANAGEMENT**

The University of Zambia

School of Education

Institute of Distance Education

Lusaka

July 2016

DEDICATION

This dissertation is dedicated to my wife Euphrasia Nzima, my sons Tinashe Nzima, Tatenda Nzima, Tapiwa Nzima and my granddaughter Taritsai Siabunkululu Nzima. Their giving me space, time and encouragement to my studies have been a great inspiration.

COPYRIGHT DECLARATION

All rights reserved. No part of this dissertation may be produced or stored in any form or by any means without prior permission in writing from the author or University of Zambia.

AUTHOR'S DECLARATION

I, Jericho Nzima do declare that this dissertation represents my own work and that it has not been presented either wholly or partially for any other degree at this or any other university. Where other people's work has been drawn, acknowledgements have been made.



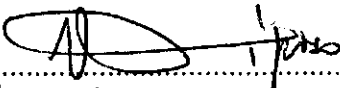
Signature of Author:

Signature of supervisor:

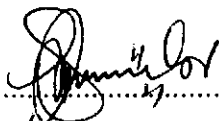
Date:

CERTIFICATE OF APPROVAL

This dissertation of Jericho Nzima has been approved as partial of requirement for the reward of the degree of Master of Education in Educational Management by the University of Zambia in collaboration with the Zimbabwe Open University.

Examiner's Signature: 

Date Signed: 09/08/2016

Examiner's Signature: 

Date Signed: 09/08/2016

Examiner's Signature:

Date Signed:

Examiner's Signature:

Date Signed:

ACKNOWLEDGEMENTS

The conduct of research and production of this dissertation report could not have been successfully achieved without the guidance and co-operation of various individuals within and outside the education system.

Special thanks go to my supervisors Mrs. Stabile Namwai Chipalo and Dr.Kalisto Kalimaposo and Dr. Masaiti my course co-ordinator for their guidance and support in this study. They gave their precious time and support in spite of their busy schedules both at the university and families. They made corrections and gave suggestions to ensure that the study is of acceptable standards.

My special thanks also go to Lovemore Nanja for editing my work so that the correct language and information is published.

In particular, I wish to thank the learners and members of staff at Mazabuka School for Continuing Education for their time and accepting to be part of this study. Without their input, this study was not going to be a success.

ABSTRACT

The purpose of this study was to investigate the challenges the Schools for Continuing Education face in provision of quality education to learners and to find possible solutions to improve and mitigate challenges so as to have quality education.

Three objectives guided the study namely; to establish how the National Policy on Continuing education affected the operations and management of SCE in providing quality education, to determine whether the enrolment criterion affected the provision of quality education and to ascertain how management challenges in terms of infrastructure and funding was affecting the provision of quality education in SCE.

A case study research method was employed in which questionnaires and an interview guide was used to collect data from 3 administrator, 7 instructors, 25 teachers and 100 pupils. This indicates that a total of 135 respondents were involved in the study. Qualitative data were analysed to generate tables of respondent frequencies.

Findings revealed that, the national education policy on CE was not elaborate and clear to give enough policy direction to the members of staff. The study also showed that the enrolment criterion had a negative effect on the provision of quality education because of literacy levels of most of the learners. The study revealed that the state of infrastructure had a serious bearing on quality education because it created either a learner friendly or unfriendly learning environment.

TABLE OF CONTENTS

DEDICATION	i
COPYRIGHT DECLARATION.....	ii
AUTHOR’S DECLARATION.....	iii
CERTIFICATE OF APPROVAL.....	iv
ACKNOWLEDGEMENTS.....	v
ABSTRACT.....	vi
TABLE OF CONTENTS	vii
FIGURE.....	x
LIST OF TABLES.....	x
ACRONYMS.....	xi
CHAPTER ONE	
1.0 Introduction	1
1.1 Background.....	1
1.2 Statement of the problem.....	2
1.3 Purpose of the study.....	3
1.4 The main research objective.....	3
1.5 Objectives of the study.....	3
1.6 Research questions.....	3
1.7 Research hypothesis.....	4
1.8 Rationale of the study.....	4
1.9 Significance of the study.....	4
1.10 Delimitation of the study.....	4
1.11 Limitations to the study.....	8
1.12 Theoretical Framework.....	9
1.13 Operational definitions.....	11

1.14	Ethical procedures.....	11
1.15	Summary of Chapter 1.....	12

CHAPTER TWO

2.0	Literature Review.....	13
2.1	Introduction.....	13
2.2	Quality of Education.....	13
2.3	Definition of quality in Continuing Education.....	15
2.4	Aspects of quality in Continuing Education.....	16
2.5	Summary of chapter 2	

CHAPTER THREE

3.0	Research methodology.....	20
3.1	Introduction.....	20
3.2	Research design.....	20
3.3	Population.....	21
3.4	Sample and sampling procedures.....	21
3.5	Findings from the learners.....	22
3.6	Data collection.....	23
3.7	Data analysis.....	24
3.8	Summary of Chapter 3.....	25

CHAPTER FOUR

4.0	Research findings.....	26
4.1	Introduction.....	26
4.2	Findings from the learners.....	26
4.3	Findings from the Teachers and Instructors.....	36
4.4	Findings from Senior Instructors and the Head of Department.....	43
4.5	Summary of chapter 4.....	46

CHAPTER FIVE

5.0 Discussion of the findings.....	47
5.1 Introduction.....	47
5.2 Identification of challenges of challenges faced in the provision of quality education.....	47
5.3 Suggestions for possible solutions to solve challenges.....	55
5.4 Summary of Chapter 5.....	56

CHAPTER 6

6.0 Conclusion and recommendations.....	57
6.1 Conclusion.....	57
6.2 Recommendations.....	58
6.3 Summary of chapter 6	59

REFERENCES AND APPENDICIES

References.....	60
Appendix I.....	63
Appendix II.....	65
Appendix III.....	70
Appendix IV.....	75
Appendix V.....	76

FIGURES

FIGURE 1.1.....14

TABLES

Table 1 Distribution of respondents showing different categories of placements22

4.2 FINDINGS FROM LEARNERS

Table 2 Responses on whether learners enjoyed their studies at MASCOE26

Table 3 Responses on levels of participation in school programmes27

Table 4 Respondents involved in skills training offered at MASCOE27

Table 5 Responses on whether learners were satisfied with the type of education offered at MASCOE.....28

Table 6 Responses on challenges encountered by learners at MASCOE29

Table 7 Responses on whether challenges were affecting the provision of quality education.....30

Table 8 Responses on whether the infrastructure was affecting the provision of quality education.....31

Table 9 Responses on how learner attitude was in the school31

Table 10 Responses on whether learner attitude affected the provision of quality education.....32

Table 11 Responses on whether the enrolment policy was affecting the provision of quality education32

Table 12 responses on learner motivation of being at MASCOE33

Table 13 Responses on what influenced learners to enrol at MASCOE.....33

Table 14 Responses on learners' personal experiences of learning at MASCOE34

Table 15 Learner responses on suggestions to the Challenges.....	34
---	----

4.3 FINDINGS FROM TEACHERS AND INSTRUCTORS

Table 16 Responses on the differences in duties between teachers and instructors.....	36
--	----

Table 17 Responses on understanding the National Education Policy on Continuing Education.....	36
---	----

Table 18 Distribution of teachers and instructors according to challenges encountered from their personal experiences	40
--	----

Table 19 Distribution of teachers and Instructors according to their motivation	40
--	----

Table 20 Distribution of teachers and Instructors on perception of learner attitude.....	41
---	----

Table 21 Distribution of respondents according to the suggestions to improve the provision of quality education.....	42
---	----

5.0 DISCUSSION OF THE FINDINGS

Table 22 Open Secondary School – morning enrolment	50
---	----

Table 23 Open Secondary School – afternoon enrolment	51
---	----

Table 24 Open Secondary School – night school	51
--	----

ACRONYMS

MASCOE – Mazabuka School for Continuing Education

MOE – ministry of General Education

SCE – School for Continuing Education

CHAPTER ONE

1.0 INTRODUCTION

This chapter presents the background to the study, statement of the problem, purpose of the study, significance of the study, main objective and research objective, research questions, definition of the terms and the summary to this chapter.

1.1 BACKGROUND

Provision of quality skills and academic education in Zambia is key to sustainable development. In the quest to increase access to skills training and academic education, the Zambian government put in place the Directorate for Open and Distance Education (DODE) which it is using as a conduit to realise increased access to skills training and academic education to the citizens for national economic development. Skills training and academic education in this Directorate is provided through Continuing and Distance Education institutions of learning called Schools for Continuing Education. With regard to continuing and distance education, The National Education Policy “Educating Our Future” of 1996, explains that continuing and distance education are interrelated. It further defines continuing education as that which is provided in parallel with formal teaching provided in schools and colleges. The mode of instruction is by face to face contact between the learner and teacher (MOE,1996).

To date there are thirteen (13) School for Continuing Education namely; Mazabuka School for Continuing Education in Mazabuka, Mongu School for Continuing Education in Mongu, Chipata School for Continuing Education in Chipata, Kabwe School for Continuing Education in Kabwe, Ndola School for Continuing Education in Ndola, Mufulira School for Continuing Education in Mufulira, Luanshya School for Continuing Education in Luanshya, Mansa School for Continuing Education in Mansa, Kasama School for Continuing Education in Kasama, Kawambwa School for Continuing Education in Kawambwa, Solwezi School for Continuing Education in Solwezi, Kaputa School for Continuing Education in Kaputa, Chingola School for Continuing Education in Chingola and one public college for Distance Education. The main focus of the programmes offered by Schools for Continuing Education is the provision of formal school type education for those who have not had an opportunity to undertake or complete school (MOE, 1996). Though this is what the Education Policy states, the opposite is obtaining on the ground because most of the learners in these schools are not

on the re – entry system but move on progressively from grade 8 to 12 in School for Continuing Education like in any conversion school. This indicates that the policy on Continuing Education is not clear for proper implementation. Therefore the policy, curriculum and the structural problem with the philosophy of Continuing Education of this type is the subordination it implies to the formal or conventional school system. This is in relation to effective delivery of skills and academic education.

Because of the unclear policy direction, funding, the nature, its infrastructure and the way the School for Continuing Education are run has brought up dilemmas in the management and administration and continuing education learning. This compounded with unclear enrolment policy and procedure, the Schools for Continuing Education have been entangled in a web of different and inconsistent directives which have led to the schools losing direction and consequently each school to running differently from the sister schools.

This paper therefore, is going to identify and explore the challenges faced by faced by Schools for Continuing Education in and the way learning is typically inscribed in continuum of providing quality skills and academic education provision. In particular the focus will be on the challenges which inhibit the delivery of quality skills and academic education at Mazabuka School for Continuing Education as what is obtaining in Mazabuka is similarly obtaining in other Schools for Continuing Education in Zambia. It is hoped that views and recommendations from stake holders will help address the challenges and establish a sound education policy on Continuing Education.

1.2 STATEMENT OF THE PROBLEM

Even though skills and academic education programmes are being provided in Schools for Continuing Education in Zambia, quality delivery of these educational programmes leaves much to be desired. The National Education Policy “Educating our Future”, gives a policy direction on Open and Distance education in Schools for Continuing Education. However, challenges on the management and administration of Schools for Continuing Education, have affected the provision of quality education in these institutions. Therefore, there is a need to identify and explore the challenges and show how they have impacted negatively on the provision of quality education in Schools for Continuing Education in Zambia.

1.3 PURPOSE OF THE STUDY

The purpose of this study is to identify challenges faced by Mazabuka School for Continuing Education in providing quality education and find possible solutions to the challenges.

1.4 THE MAIN RESEARCH OBJECTIVE

The main research objective was to identify the challenges faced by the Schools for Continuing Education in providing quality education.

1.5 OBJECTIVES OF THE STUDY

The objectives of the study were to:

1. Identify challenges faced in the provision of quality Education in Schools for Continuing Education.
2. Find possible solutions to the challenges affecting the provision of quality of education delivery in Schools for Continuing Education.

1.6 RESEARCH QUESTIONS

1. How does the national Education Policy on Continuing and Distance Education affect the management and operations in Schools for Continuing Education in providing quality education?
2. Does the enrolment criterion affect the quality of education delivery in Schools for Continuing Education?
3. What are some of the management challenges that affect the delivery of quality education in Schools for Continuing Education?

1.7 RESEARCH HYPOTHESIS

Various challenges are negatively affecting the provision of quality education in Schools for Continuing Education in Zambia.

1.8 RATIONALE OF THE STUDY

The results of the study might help the Ministry of General Education to come up with a clear policy direction on Continuing and Distance Education being provided by Schools for Continuing Education in Zambia. The study might also bring out information that will help the Directorate for Open and Distance Education and School for Continuing Education to make informed decisions that will enhance quality education delivery for national development.

1.9 SIGNIFICANCE OF THE STUDY

This study will be very useful and beneficial to the Government and the Directorate of Open and Distance Education in Zambia. The educational planners will be availed rare information on the management of Continuing and Distance Education thus influence policy direction on the quality of education in Schools for Continuing Education. The Education Planners, policy makers and other stake holders may realise how important it is to provide necessary resources in Schools for Continuing Education for the provision of quality education.

1.10 DELIMINATION OF THE STUDY

The study will be conducted at Mazabuka School for Continuing Education found in Mazabuka district of the Southern Province of Zambia. Mazabuka is situated about 168 kilometres south of Lusaka the capital city of Zambia along the Great North road.

1.10.1 MAZABUKA SCHOOL FOR CONTINUING EDUCATION PROFILE

INTRODUCTION

Mazabuka School for Continuing Education is an institution of learning under the Ministry of General Education in the Directorate of Open and Distance Education. It is located in Kapufi compound off Livingstone road in Mazabuka district about 1.5 km from the District Education Board Secretary's Office. Mazabuka School for Continuing Education is registered with TEVETA and is providing the following skills programs to the local community;

- i. Metal fabrication
- ii. Tailoring and designing
- iii. Carpentry and joinery
- iv. Brick laying and plastering

In addition to the skills programmes the institution has academic classes as follows;

- i. Grades 8 – 12 morning and afternoon sessions
- ii. Grades 8 – 12 evening session (night School)

There has been apathy towards the idea of running a School for Continuing Education. Many people do not understand why the school exists. Because of this the school has had difficulties in obtaining support and resources from the local community. The community looks at the school as private while others say it is a school set up for failures in life. This has led to its learners looked down upon as third class pupils and students. However, with guiding document that the school came up with, the community attitude towards the school has gradually changed (MASCOE, 2016).

MOTTO

Academic and Skills Excellence

VISION

To be a quality provider of academic and survival skills education relevant in the enhancement of sustainable development for the individual and the nation at large

MISSION STATEMENT

Committed to providing continued quality academic and skills education to the nation

CORE VALUES

- i. Net- working with other stakeholders and institutions which share a similar vision
- ii. Creation of a conducive working and learning environment which promotes quality and relevant skills and academic development
- iii. Team work for easy achievement of the set goals
- iv. Prudent resource management, accountability and transparency
- v. Quality teaching and training provision that satisfies the local community and the nation
- vi. Promotion of equity (gender) for both staff and learners at the institution
- vii. Promotion of awareness to prevent the spread of HIV/AIDS and help those on art to adhere to treatment (MASCOE, 2016).

GOALS

- i. To provide accessible, relevant quality academic and skills education to adults, youths and school dropouts that wish to continue with their education
- ii. To provide community driven courses in order to satisfy the community needs
- iii. To acquire teaching and learning materials to meet the current technological demands
- iv. To rehabilitate and improve the school infrastructure in order to create a conducive learning and teaching environment
- v. To provide academic education through alternative high school education (distance and open learning)
- vi. To improve production unit in the skills department for self-sustainability
- vii. To uphold gender equity and other cross cutting issues for national development.

Mazabuka School for Continuing Education was established on 17th February 1983. Its structure is an abandoned building for the Headquarters for African Native Education for Northern Rhodesia and Nyasaland near the famous school which used to be called JEANS, now called Mazabuka Primary School. The area had builds with five rooms and was shared with the Roman Catholic Youth Project. The youth project occupied four rooms for their cooking, lodging, storage and learning.

On the 17th of February 1983, the first intake of a class 14 secretarial and a class of 20 GCE students were opened. Before moving to the current location first lessons were conducted in empty offices at the former District Education Offices at Kaonga Secondary School. Academic students had no desks but made use of the abandoned garden benches. In May 1984, the school was told to vacate the premises because the buildings were earmarked for a basic school. It was at this time that the school moved to Kapufi/Kabobola compound.

The first Advisory Board was formed and a few influential people including the Personnel Manager for Zambia Sugar Company at that time were part of the team. Through the Advisory committee meetings, the community was sensitised and was gradually becoming aware of why the school existed. The local community came to help, plan and implement school programmes. Because of this realisation the local authority in 1987 convened a meeting in which they advised the Youth project to vacate the premises in kapufi. The youth project was in turn given a plot in town where they are currently operating from. This gave space to the school for its programmes but was not enough due to the high demand for both academic and skills training (MASCOE, 2016).

In 1986, NORAD sent a volunteer who helped to source for funds for infrastructure development and skills training programmes. DANIDA also helped in infrastructure and skills training. With these donor agencies all school programmes went on well until NORAD pulled put in 1996. Operations at the school were not the same without donors; to make matters worse all the teachers in the skills department were transferred to other schools between 1996 and 1997. The transfers left a very big gap in terms of human resource at the school.

It is from 1997 to date that the school has been enrolling more students in the academic department than in the skills department. The school has had problems in increasing enrolment in the skills department due to:

- (i) Lack of modern equipment and tools in the skills department for training purposes and production unit
- (ii) Substandard infrastructures which are not appealing to the learners and the community.

In the past 10 years the enrolments in the skills department has remained very low. However, in 2010 the school came up with what I can call a pilot project where we had to enrol our own grade 11 academic students for skills training at trade test level 3. 12 students were enrolled and sat for TEVETA level 5 trade tests in metal fabrication. All students past the trade test; as they were sitting for their grade twelve ECZ examinations they already had tertiary education certificates. In other words the school produced students who immediately after completing their academic studies were ready for either self employment or to be employed by industries in need of their qualifications.

In 2011 the school came up with a school motto, mission statement, core values and objectives as indicated earlier. In line with the school statement document the school adopted the 2010 pilot project initiative where it enrolled grade 10 and 11 General Certificate in Education (GCE) academic students for skills training. The programme started fulltime in May 2012 with the enrolments as follows;

- i. 42 for metal fabrication,
- ii. 18 for tailoring,
- iii. 12 for bricklaying and
- iv. 6 for carpentry.

These numbers were too high for the school to handle considering the infrastructure available and lack of funding for the programme. The numbers increased greatly especially in Metal fabrication and Tailoring. The school decided to do it this way because the education policy “Educating Our Future” says Schools for Continuing Education are meant to give academic and skills education at the same time, to those who are disadvantaged and have failed to go to conventional schools for academic education and Skills Training institutions (MOE, 1996). By the time a student leaves a Continuing Education School, he/she is supposed to be empowered with relevant academic and skills education for life.

1.11 LIMITATIONS TO THE STUDY

Limitations according to Meredith et al (2003) are factors which the researcher fore see as restrictions, problems and such other elements which might affect the objectivity and the validity of the research findings. Difficulties in collecting data were expected. This is

because generally some respondents did not reveal the actual facts to the researcher. Following the definition, it was expected that some respondents would not understand the questions in the questionnaires because of the problems of reading, thus giving irrelevant answers, while others would not be answered in full. However, a lot of effort was put to guide some respondents so as to reduce the occurrence of such happenings.

1.12 THE THEORETICAL FRAME WORK

The systems and change theories were used as a guide in conducting this research. A theory is an idea organised in a logical order in order to reinforce or demolish an existing conviction or to form the basis for a new conviction (Prasad, 2013). On the other hand Gibbs defines a theory as a system of logical interrelated statements in the form of empirical assertions about properties, of infinite classes of events or things. The systems Theory focuses on the viewing of the organisation as a whole and as the interrelationships of its parts. Systems theorists assume that an organisation is a system that transforms inputs (resources) into outputs (products and/or services). (Lussier, 2006). The systems theory stresses the need for conceptual skills in order to understand how organisation's subsystems (departments) interrelate and contribute to the organisation as a whole. In this context, for example, the actions of the skills department and the academic (subsystems) affect each other in a School for Continuing Education. If the quality of education delivery goes down, the enrolments may decrease, causing a reduction in local income through school fees. Therefore before Heads of Department make decisions they should consider the interrelated effects the decision will have on the other department.

Organisations like schools for Continuing Education have subsystems (departments) just as a management system has systems (planning, organising, leading and controlling) with subsystems (parts of the department) that affect each other. So in other words when you have a problem to solve, do not break it into pieces, focus on the whole. Therefore, the systems theory recognises that the organisation is an open system because it interacts with, and is affected by the external environment. For example government policy affects what an organisation can do and cannot do; the economy affects the school's local income.

Systems in institutions involve human beings who have different perceptions in work places. Therefore, if the systems theory is to be useful in coming up with ideas for effectiveness of the institution, the change theory also has to take root. The first step in the process of changing behaviour is to unfreeze the existing status quo. The status quo is considered the equilibrium state. Unfreezing is necessary to overcome the strains of an individual resistance and a group conformity. In School for Continuing Education where there are many subsystems, the intra school conflicts arise from the differences in salary scales and appointments between teachers and instructors. Therefore, change to accept ones' status is inevitable. Unfreezing can be achieved by the use of three methods; first increase the driving forces that direct behaviour away from the existing situation or status quo; second, decrease the restraining forces that negatively affect the movement from the existing equilibrium; third, find a combination of the two methods discussed above. Some activities that can assist the unfreezing step include: motivate participants by preparing them for change, build trust and recognition for the need to change, and actively participate in recognizing problems and brainstorming solutions within a group. (Robbins, 2003).

Lippitt et al, (1958) created a seven step change theory that focuses more on the role and responsibility of the change agent than on the evolution of change itself. The seven steps are;

1. *Diagonise the problem*
2. *Assess the motivation and capacity for change.*
3. *Assess the resources and motivation of the change agent. This includes the change agent's commitment to change, power and stamina.*
4. *Choose progressive change objectives. In this step action plans are developed and strategies are established.*
5. *The role of the change agents should be selected and clearly understood by all parties so that expectations are clear. Examples of roles are; cheerleader, facilitator, and expert.*
6. *Maintain the change. Communication, feedback, and group coordination are essential elements in this step of the change process.*
7. *Gradually terminate from the helping relationship. The change agent should gradually withdraw from their role over time. This will occur when the change becomes part of the organisational culture. (Lippitt, Watson, and Wesley. 1958, 58 - 59)*

These steps point out that change is more likely to be take place if these steps are followed and connected to neighbouring systems or to subparts/departments of the system where linkages are needed. In this study therefore, it implies that in a School for Continuing Education changes in the skills department should be communicated to the academic department so as to minimise speculations and foster the spirit of supporting implementation of change. In order to attain the needed quality levels of education, changes in the ways of doing things to meet the desirable standards is always cardinal.

1.13 OPERATIONAL DEFINITIONS

I. Continuing Education; In the Zambian context it is the type of education provided to learners who have dropped out form school due to economic factors and lack of access to conventional schools. This type of education gives an opportunity to adults interested in furthering their education.

II. Distance education; it is a type of education which is not face to face with the teacher or tutor. The students mostly do their studies at home. Also called correspondence studies

III. Managerial challenges; these are limitations that occur as a result of management procedures within the institutional governance system.

VI. Internal challenges; these are inside limitations that influence a normal course of action and require intra understanding of the prevailing situation.

V. External challenges; these are outside limitations that influence a normal course of action and require a lot of effort to resolve.

1.14 ETHICAL PROCEDURES

Before carrying out the study, permission was sought from the relevant educational authorities in Mazabuka District. After granting of the permission, each respondent was assured of confidentiality of the responses that would be obtained from the study either through questionnaires of interview. No names were written on the instruments were used for

collecting data and no audio recordings were done during aural interviews in order to protect the identity of the respondents.

1.15 SUMMARY OF CHAPTER ONE

Chapter one gave the synopsis of the background to the topic of the study, the statement of the problem, the purpose of the study, the main research objectives and objectives of the study and research questions. Chapter one, further gives the rationale to the study which intends to help the reader understand the relevance of the topic under study. Additionally, the conceptual framework was discussed giving an interaction between the existing theories and the actual situations obtaining in the Continuing Education Institutions of learning.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1. INTRODUCTION

This chapter reviews relevant literature on continuing and distance education in Zambia and other countries in relation to the delivery of quality education. It will in particular review literature of management of continuing and distance education in Zambia by various stake holders and how this management and policy direction has impacted on quality delivery of continuing and distance education.

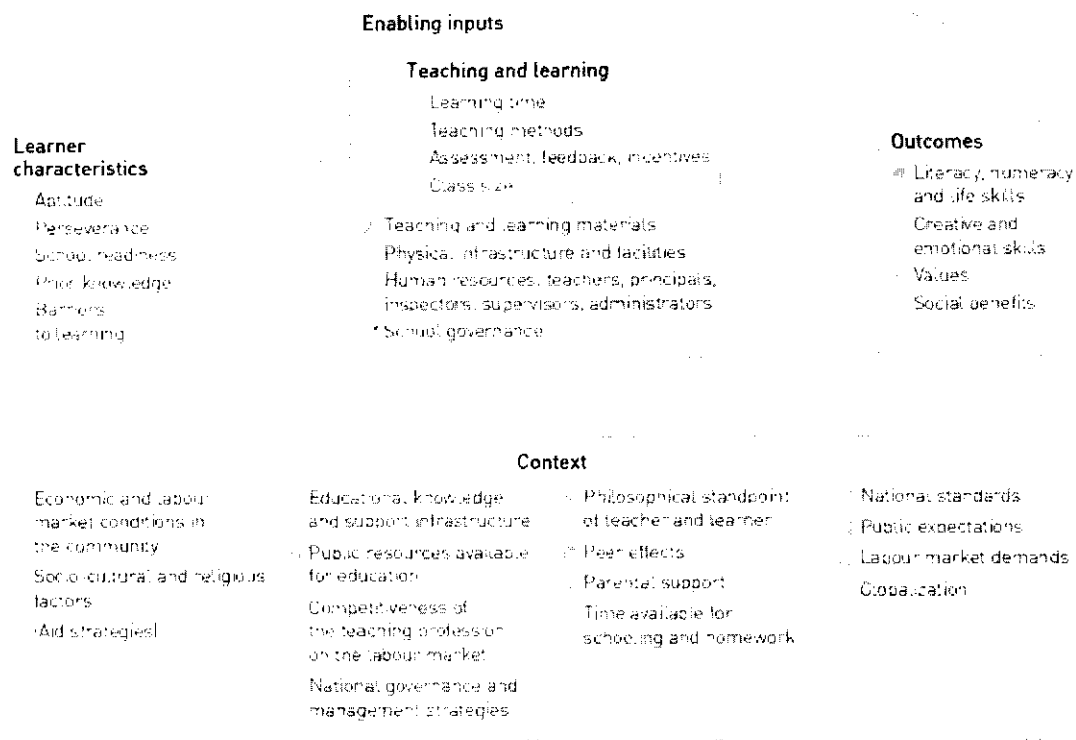
2.2. QUALITY OF EDUCATION

There is no one agreed definition of quality of education. Though quality already defined in chapter 1, there is need to explore various definitions so as to fully understand the quality education concept. For the literature the following definitions are pertinent:

- Coombs (1985): relevance of what is taught and learned – to how well it fits the present and future needs of the particular learners in question, given the particular circumstances and prospects;
- Morgatroyd and Morgan (1994): determination of standards, appropriate methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practice meets these standards;
- World Bank (1995): education which must include student outcomes and the learning environment that helps to produce these outcomes;
- European Trade Union Committee for Education (2002): quality education is that education which best fits the present and future needs of the particular learners in question and the community, given the particular circumstance and prospects.

On a wider scale, the UNESCO *Education for All Global Monitoring Report, 2005* presents a large “framework for understanding education quality”. The report points out that in many countries focus on access often overshadows attention to quality. Yet it is quality that determines how much and how well children learn and the extent to which their education translates into a range of personal, social and developmental benefits.

Figure 1.1: A framework for understanding education quality



Source, Ministry of Education: Standards and Evaluation Guidelines (2015:3).

The above framework should include economic benefits and national development. Even in the above wide framework, however, two principles emerge to define quality in education: the first identifies learners’ cognitive development as the major objective of all education systems. Accordingly, the success with which systems achieve this is one indicator of their quality. The second emphasises the role of education in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development. Quality education combines both principles. From the above perspectives, the following definition can be an inclusive understanding of quality education:

Quality education is based on standards which help learners achieve their needs. It is education that enables learners meet their needs in life and in the community. Where there is quality education, children will be learning and getting better in knowledge, skills and values. (MESTVEE, 2015).

Among the factors indicated in the “framework for understanding education quality”, in the figure above, are barriers to learning. The barriers that learners face in realising their education rights and achieving their full potential are:

- systemic, e.g. inadequate facilities at schools;
- societal/socio-economic, e.g. poverty, parental background;
- pedagogic, e.g. inappropriate teaching methods or materials; insufficient support for teachers; poorly trained teachers; policy and curriculum issues;
- Intrinsic, i.e. located largely within the individual child, e.g. physical, psychosocial, health related problems, disability.

In addition to the obvious inputs to learning, such as teachers and teaching and learning materials, it is critically important that barriers to learning are addressed, in order for quality learning to take place and in order for children to realise their full potential. The school is a key institution both in providing learning and in addressing barriers to learning.

2.3 DEFINITION OF QUALITY IN CONTINUING AND DISTANCE EDUCATION

To begin with, notions of quality in continuing and distance education will differ. It means different things to different stakeholders (course coordinators, students, media producers, local tutors) and also stems from their varying conceptions of quality. This is not a different perspective on the same thing, but different perspectives on different things with the same label (Harvey and Green, 1993). This means quality is not value-free. It is a social and political construct, not a predetermined or static entity, and is therefore open to continual re-examination and re-interpretation. Wide debate is needed to develop a shared discourse and language about it as a precursor to adopting specific approaches through this will also highlight conflicting ideologies. Definitions arrived at need to link the acceptable generalities to more uncomfortable, concrete interpretations of quality. So any institutional plan has to be responsive to the diverse legitimate views across the system as well as forming a clear strategy for action-no easy task. However, it is clear from other fields of activity (Juran 1989) that institution-wide action is needed at a strategic level if lasting and significant improvements in quality are to be achieved.

2.4 ASPECTS OF QUALITY IN CONTINUING AND DISTANCE EDUCATION.

Quality in Continuing and Distance Education is most often judged in terms of the learning materials, whatever the medium. These are the pivot on which the whole learning enterprise turns. However, a course is more than just the materials; it is also the totality of experience of the learner. Since the purpose of a Continuing and Distance Education provider is to create the conditions for learning, its success depends on how well the course production, delivery and student support sub-systems function, and how well they all integrate in operational terms. Excellent materials are useless if not delivered to students; poor materials have limited value even if delivered on time (Robson, 1995). Underpinning the creation of products and provision of services are processes and operations which are not very visible unless they fail. They get less attention than they deserve and are a key area for attention in improving quality in Continuing and Distance Education. Ministry of Education in Zambia urges that while the learner in Conventional School Education enjoys subject or grade teacher face to face support, almost on the daily basis, the learner under Continuing and Distance Education do not have this privilege. As a result, the learner will need to be supported in their study in one way or another (MOE, 2005).

In the work of providing quality education, Robson came up with a framework for managing quality in Continuing and Distance Education that could accommodate all aspects of it, for example:

- i. Products: the learning materials and courses, media materials, the output (e.g. number of graduates, assessment outcomes such as examination pass rates, performance of competencies or practical skills);
- ii. Services: registration and advisory services, tutoring, and counselling, feedback and guidance on learning (assignments), support for progress as a learner, career advice, provision and management of study centres;
- iii. Processes that support both of the above: delivery systems, record keeping, scheduling, warehousing and stock control, quality assurance procedures;

- iv. General philosophy: policy and mission statements, ethos and culture of the organisation, mottos, attitudes of staff and levels of commitment, self-images presented (Robson, 1994).

The last bullet is in line with the findings of Elton Mayo (1880-1949) who through his studies found that employees respond to non physical variables like social organisation, perceived intentions of management, more than the physical variables. This means that work gets affected through the worker attitudes and feelings and management should lead, motivate and improve the morale of the employees (Prasad et al, 2013).

The quality of Continuing and Distance Education varies, like any other form of education. Its quality can be the result of a variety of factors, both internal and external to a Continuing and Distance Education institution organization for example, the levels of skills and expertise of staff, the amount of resources available, weak or strong leadership, efficiency of its administrative systems, or the communications infrastructure in a country (Robson, 1995). An aspect receiving growing attention is how Continuing and Distance Education institutions, whatever their structure, context or circumstances, manage their own quality. All institutions providing Continuing and Distance Education will have some existing systems and procedures for ensuring the quality of what they do. Most of them are concerned to achieve the highest possible quality by at least meeting their threshold of equivalence with conventional provision and preferably surpassing it. But not all have addressed the management of quality within their organizations in a systematic way as much as they need to (Robson, 1995).

Some continuing failures of quality are avoidable. Procedures for ensuring quality can be ad hoc, piecemeal, unsystematic, too reliant on individual discretion, and standards of practice can be unnecessarily inconsistent and variable. In some cases, an institution claims to quality fall to match the performance observed or experienced by those inside and outside of it (learners, tutors, course developers, despatch clerks, sponsors, professional bodies and policy-makers. This assertion for failure to provide quality Continuing and Distance Education is further echoed by the National policy Document on education in Zambia called "Educating our Future" which says continuing and distance Education face serious problems of underfunding, a lack of skilled personnel and transport, and inadequate materials for learning and teaching. They also suffer from uncoordinated planning (MOE, 1996).

Although there is potential for enormous growth in the number of students reached by the programmes, the capacity to sustain the immediate and rapid growth does not exist.

Quality is usually blamed on student performance and not institutional failure or inadequacies. It appears easily straightforward; it can prove surprisingly difficult to implement, not least because an apparently simple problem in Continuing and Distance Education can be complex to untangle as Mills and Ross (1993) illustrate in describing the reasons for late return of marked work at Athabasca University. It can also involve a large shift in organizational culture. However, this is not an argument for abandoning the use of quality assurance procedures. Their value is best demonstrated by illustrations of their absence.

The following (real) example illustrates one kind of failure in Continuing and Distance Education thus compromising the quality delivery of education:

A student wrote 112 letters to a distance teaching institution in a continuing attempt to get the course materials for which she had registered and paid. This achieved no result. She finally obtained them after the course had begun and after travelling over 100 miles to the headquarters of the institution, with her parents, to make a personal appeal (Robinson 1994: 185). What are the reasons for failure here? Several people will begin by blaming the student and listing her various inadequacies, before turning their attention to institutional factors. If you stand in the student's shoes and view the problem you get a different perspective a starting point which should be used more often for the analysis of problems and design of procedures to correct deficiencies. A key concept in managing quality is client-centred service: this value requires that the institution, its sub-systems and individual staff put students first, not last, in designing procedures and services.

In Zambia for the most part the over searching focus, concerning quality education, has been on examination scores, there has not been much focus on the broader dimensions of education quality along the humanist model. The concerns of quality of education have mostly been based on the findings from the ministry of education's biennial national assessment surveys which have been conducted since 1999. The surveys indicate that there has been very little progress in quality, as measured by the examination scores. (MESTVEE, 2015). Merely knowing how poorly or desirably learners perform will not help the system of

education to realise quality, because quality in education is brought out and accompanied by internal and external factors which are tangible and intangible that relate to the improvement of the learning and teaching process.

Quality of education is not only about scores but includes some of the factors for learners' low performance in learning institutions. Some of the factors identified are; inadequately/inappropriately trained teachers, inadequate learning and teaching materials, low teacher motivation and absenteeism, high learner teacher ratios, ineffective school management and supervision and inadequate funding at school level. In addition to low learning outcomes, the education sector is faced with high dropout and poor completion rates. According to MESTVEE educational annual Statistical Bulletin of 2011, the completion rate is being calculated as an indicator that gives a clear picture of pupils who actually complete the education cycle. The disparities in this completion rate between male and females have continued over years at all levels of the education system.

Quality education has bench marks which are a minimum requirement for the good educational output. Therefore, for teaching and learning to have quality several factors are to be adequate, and in acceptable quality. The understanding is that educational standards are not all necessary to be achieved immediately but are to be inspired to be achieved overtime. Where standards are not met, the current situation obtaining should act as the bench mark for future quality development.

2.5 SUMMARY OF CHAPTER TWO

Chapter 2 looked at the some of the literature available on continuing and distance education. It revealed additional definitions of quality of education in relation to Continuing Education as a base for understanding the framework for education quality. The chapter also explained on the role of education in promoting values and attitudes of a responsible citizen and in nurturing creative and emotional development of the learner. Quality aspects of continuing and distance education were explained with Robson asserting on the framework for managerial provision of quality education in continuing and distance education as quality was usually blamed on learner performance and not on institutional failure or systems inadequacies. An example was given to illustrate how continuing education was compromised by parents, the institution and the learner him or herself.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research methodology is a broad term involving all strategies that describe how, when, and what is to be collected and analysed (Chilisa and Preese, 2005). This chapter will discuss the research design, target population, sample size and sampling procedure, data collection and data analysis that were used in the research.

3.2 RESEARCH DESIGN

A research design is an overall plan used to obtain answers to the questions that are raised and for handling some of the difficulties that are to be encountered during the research process. Moore and Mc Cabe (1989) described the research design as a scientific plan of any scientific research from the first step to the last step. Meaning that it is a programme designed to guide the research in collecting, analysing, interpreting observed facts and specifies which of the various types of research approach to be adopted. In other words a research design is a scheme outlined to generate answers to research a problem. It holds all elements together and stimulates the researcher in the empirical world by connecting them to specific sites, persons, institutions and bodies of relevant interpretive materials and documents. It follows laid down conditions for the collection and analysis of data.

This study adopted a case study design. A case study is defined as “a holistic research method that uses multiple sources of evidence to analyse or evaluate people’s phenomenon” (Anderson, 1998:152). While Young (2013), defines case study as a method of exploring and analysing the life of the social unit, be it that a person, a family, an institution, a cultural group or even entire community. A case study was used in this study as it allowed in depth study of the case at hand in its natural setting and environment. The study employed qualitative approach and allowed triangulation of the data to be collected.

Qualitative research is a newly emerging field of research. It has become popular over the publication of the book “The discovery of Grounded Theory”, by Glaser and Strauss in 1967. Qualitative research is based on description and storytelling. It is different from

quantitative research in the sense that it does not depend on experiment or rigorous mathematical analysis of data for making generalisations and drawing conclusions. (Gosh, 2013). It is therefore interested in finding conceptual meanings of various types of phenomena at first instance. Qualitative research is often undertaken to get the feel and understanding of a phenomena. It gives an idea of the factors and forces involved in the event and thereby it helps easily find out the truth.

3.3 POPULATION

Population is a hypothetical set of people, events or objects to which we generalise the results of our research (Borg and Gull, 1974). In other words population is a group of individuals, objects or items from which samples are taken for measurements. Population can refer to an entire group of persons or elements that have at least one thing in common. In this case the thirteen (13) Schools for Continuing Education in the country were the population where a specific target population was Mazabuka School for Continuing Education. In the study the target population refers to the people that conformed to the eligibility criterion and accessible to the researcher as a pool of subjects for the study. These are; the management team comprising of Heads of department and Senior Instructors, teachers and Instructors and students who were respondents in the study.

3.4 SAMPLE AND SAMPLING PROCEDURE

A sample is part of the population from which information is to be gathered. It is a piece or portion or segment that is representative of a whole. Gosh explains that in a statistical inquiry, when only a part of the population or only a group of units is taken into consideration, it is called a sample method of enquiry (Gosh, 2013).

There are many methods of sampling but in order to select the sample from the population, purposive and random samplings for respondents were used. The management team, involving 1 Head of Department and 2 Senior Instructors; 25 teachers and 7 Instructors and 100 students were selected purposively because these respondents were most likely going to give information in depth. Purposive sampling is a non probability technique in which

researcher's judgement about some appropriate characteristics required of the sample members. (Saunders, 2003). In other words, purposive sampling enables the researcher to use his/her judgement to select respondents that would best enable the researcher to answer the research questions and meet the objectives of the research. In this selection the researcher tries to make selection as representative as possible.

3.5 Findings from learners

Table 1: Distribution of respondents showing different categories of placements.

Category	Number of respondents	Percentage
Administrators (Senior Instructors)	3	100
Instructors	7	100
Teachers	25	100
Learners	100	100
TOTAL	135	100

The above table shows the number of respondents according to the categories of the sample. The table shows that there are 3 administrators excluding the Head of the school. These are confirmed Heads of Department in the School. This indicates 8.6% of the total number of the teaching staff at the school who were chosen as respondents in this category. The following category is that of instructors. The school has 7 instructors which indicate 20% of the total teaching staff and are appointed by the teaching service to provide skill training to the learners. The school has an establishment of 35 academic and skills staff excluding the Head showing that 25 (71.4%) are subject teachers at the school. 100 learners of different sexes from grades 11 and 12 respectively were chosen to part of the research. These indicate 21% of the 474 total school population of the morning session.

3.6 DATA COLLECTION

Data collection refers to the process of finding information for the research problem. It may involve conducting interviews, administering a questionnaire or a focus group discussion or observing what is going on among the subject of the study. Data collection plays a crucial role because it is the only way how the hypothesis can be proved or disapproved (Gosh, 2013). In this case both questionnaires and interviews were used as research instruments to collect information from 2 School Senior Instructors and 1 confirmed Heads of Department, 25 Teachers, 7 Instructors and 100 learners.

3.6.1 RESEARCH INSTRUMENTS

This study used the questionnaires, interviews and document analysis to collect data.

3.6.2 QUESTIONNAIRES FOR LEARNERS, TEACHERS AND INSTRUCTORS

Questionnaires were used to collect data from 25 teachers, 5 Instructors and 50 learners. The use of the questionnaires was chosen because it helps create rapport between the researcher and the respondents and also explains the purpose of the study. It places less pressure on the subject for immediate response and gives more time to the respondent to for properly answering questions. Information obtained through this method, therefore, is more valid and reliable (Gosh, 2013). Bowling also revealed that a questionnaire as an instrument for collecting data in a survey increased the external validity of the study done in a natural setting (Bowling, 1999).

However, there are also demerits of using a questionnaire as an instrument for collecting data because if respondents non – cooperative, it is a share waste of time and money. The prejudices and biases of the researchers reduce the value of this method. The respondents may not answer the questions correctly, or may not properly understand the questions (Gosh, 2013). Despite these short comings the questionnaires were used as instruments because of their reliability and validity. The respondents were expected to be cooperative and answer the questions desirably which they did.

3.6.3 INTERVIEWS FOR ADMINISTRATORS

An interview is a kind of verbal technique for obtaining data. It is a direct method of collecting data. Young (1949) says an interview maybe regarded as a systematic method by which a person enters more or less imaginatively into life of a comparative stranger. The interview was used because it is a method of securing information from the person who alone knows the subject matter. However, the interview method has demerits and limitations in the sense that the data collected may be unreliable and invalid. Personal factors, emotions and sentiments may come into play in the line of the interview as such the real issue cannot be known. Furthermore the method depends too much on memory and individual evaluation of the concerned problem and the pride of the interviewee (Gosh, 2013).

Despite the cited shortcomings the researcher collected information about the qualitative facts and about various problems in different circumstances. In this case the Senior Instructors and a Heads of Department, instructors, Teachers and learners were targeted for information collection.

3.7 DATA ANALYSIS

Data analysis is the categorising, summarising and ordering of the data and describing them in meaningful terms. A number of analysis methods are used. The common ones are narrative and statistical strategies or both. However, the type of analysis method used is dependent on the research design and the method by which the data were collected or measured (Moore and Mc Cabee, 1989).

Data was analysed using the qualitative method, the data collected during the research was fed into the computer for table tabulation frequencies, percentages and other computations.

Analysis of the responses from the interview involved the processing of data into a form that allowed common patterns or themes to be established so that appropriate conclusions were made. This involved the grouping of the respondents' answers and analysing different perspectives on central issues. From the analysed data the researcher came up with research findings. Data was analysed quantitatively and qualitatively in order to allow the triangulation of information that had been collected.

3.8 SUMMARY TO CHAPTER THREE

This chapter discussed the methods that were used during the research study. A case study design was conducted in order to provide the required information on the challenges faced by Mazabuka School for Continuing Education in the provision of quality Education and possible suggestion, recommendation to the solutions of these challenges.

Both qualitative and quantitative approaches were used to collect and analyse data in order to allow the researcher to triangulate the information that was collected. The instruments used for data collection were the questionnaire and interview guide.

The sample was 135 respondents which comprised 100 learners who were enrolled at Mazabuka School for continuing Education and were in grades 11 and 12 respectively, 25 teachers who were deployed on first appointment or transferred to Mazabuka School for Continuing Education, 7 instructors who were appointed by the teaching service to provide Skills education at the school, 3 confirmed administrators; 2 Senior Instructors and one Head of Department all appointed by the teaching service to head the Skills and the academic Departments respectively. The researcher managed to obtained data from all the learners, all the instructors, all the selected members of management.

Qualitative data was analyzed using table tabulation and graphical representation. While qualitative data was analyzed by processing the data in to forms that allow common themes and patterns to be established so that appropriate conclusion were made.

CHAPTER 4

4.0 RESEARCH FINDINGS

4.1 Introduction

The study was destined to look at the challenges faced by Schools for Continuing Education in providing quality education and possible solutions to improve the delivery of quality education in schools for continuing education. This chapter presents research findings of the study, it has four sections. The first section consists of data obtained from administrators. The second section is the presentation of data obtained from teachers. The third section is the presentation of data obtained from instructors. The fourth section is the presentation of data obtained from the learners who were selected purposively.

4.2 FINDINGS FROM LEARNERS

TABLE 2: Responses whether they enjoyed their studies at Mazabuka School for Continuing Education

Responses	Number of respondents	Reasons	Percentage
Yes	10	For accepting dropouts due pregnancies	10
Yes	23	Because the school provides enough study time	23
Yes	7	The school has good subject combination	7
Yes	11	The school has good teachers	11
No	27	Because there is no enough rooms for studies	27
No	13	There is no organised prep at school	13
No	9	Bad teacher attitude (some teachers)	9
TOTAL	100		100

Table 2 above provides information that 51% of the learners in the research said they enjoyed doing their studies at the school while 49% did not. Various reasons were given which culminated to 51%, and those who did not enjoy also gave their reasons which culminated to 49%.

TABLE 3: Level of participation in school programmes

Response	Number of Respondents	Percentage
High	19	19
Average	57	57
Low	24	24
TOTAL	100	100

Table 3 above shows the level of participation in various school programs including co-curricular activities, academic and skills related programs. The table shows that high participation was at 19%, average participation at 57 % while low participation was at 24%.

**TABLE 4
Respondents involved in skills training offered at school**

Response	Number of respondents	Reasons	Percentage
Yes	17	To attain skills knowledge	17
Yes	33	For self employment after school	33
Yes	19	For skills employment if one fails academic education	19
No	23	They have no interest in skills training	23
No	9	Have no extra money for skills training	9
Total	100		100

Table 4 above shows that 69% of learners were involved in skills training at the school. It also shows that learners are involved in skills for various reasons. 17% indicated that they were involved in skills because they wanted to attain knowledge, 33% did skills because they wanted to be self employed at the end of their secondary education, 19% were involved because they took skills as an alternative to academic progression. However, 31% of the respondents were not involved in skills for various

reasons. 23% were not interested in skills, while 9% did not have extra money to spend on practical related materials.

TABLE 5: Responses on whether learners were satisfied with the type of education offered at the school

Responses	Number of respondents	Reasons	Percentages
Yes	12	Because of a good combination of subjects	12
Yes	35	Because of skills offered at the school	35
Yes	16	Because of good teachers (some teachers had bad attitude)	16
No	15	Because of the bad teacher attitude	15
No	19	Because of inadequate learning materials	19
No	3	Poor learner attendance for lessons	3
Total	100		100

Table 5 above shows that 63% of the learner respondents in were satisfied with the type of education that was offered at the school. Of the 63% 12% were satisfied because of the good subject combination, 35% because of the skills training, while 16% said it was the good teachers who made their satisfactor in the type of education offered. 37% of the respondents were not satisfied for various reasons; 15% were not satisfied because of the bad attitude of some teacher towards work, 19% indicated lack of learning material and 3% indicated poor learner attendance for lessons.

TABLE 6: Responses on challenges encountered by learners at Mazabuka School for Continuing Education

Number of Responses	Challenges	Percentages
6	The school lacks a grade 12 ECZ centre number	6
19	Bad Teacher attitude (some teachers)	19
39	Lack of study space due to inadequate classrooms	39
10	Bad learners attitude towards school (some learners)	10
20	Had no challenges	20
6	Enrolment of failures and married learners	6
100		100

Table 6 above shows the responses from the respondents on the challenges they encountered as learners at Mazabuka School for Continuing Education. 16% indicated lack of the grade 12 Examination Council of Zambia centre number, 19% indicated teacher attitude, 39% indicated lack of study space due to inadequate classrooms, 10% was learners attitude, 6% said it was the enrolment of failures and married people by the school while 20% indicated that they had no challenges.

TABLE 7: Responses on whether the challenges were affecting the provision of quality education

Responses	Numbers of Respondents	Reasons	Percentages
Yes	6	Lack of centre number de-motivates learners as they write form other schools at grade 12	6
Yes	19	The teacher attitude affects the learner concentration	19
Yes	39	Poor and inadequate infrastructure creates a poor learning environment	39
Yes	10	Learner attitudes affects other learners to concentrate on studies	10
yes	6	Failures at grade 9 who continue into grade 10 slow down the pace of learning thus reducing quality	6
No	13	Despite having slow learners teachers are effective	13
no	7	There is enough study space for learners	7
Total	100		100

Table 7 above is directly linked to table 6. It shows the how challenges in table 6 affected the delivery of quality education at Mazabuka School for Continuing Education. 80% percent of the respondents indicated that the challenges effected the delivery of quality Education; 6% indicated that lack of centre number de-motivated the learners as they wrote their grade 12 examinations from other schools, 19% said the teacher attitude affected learner concentration in class, 39% saw poor and inadequate infrastructure as affecting the delivery of quality education because it creates a poor learning environment, 10% showed that bad learner attitude affected other, as they were not serious with education, 6% indicated that failure at grade who continue with education in higher grades slow down the learner pace thus reducing quality of education. While 20% said there were no challenges; 13% indicated that despite having slow learners, teachers were effective and 7% there was enough study space for quality education.

TABLE 8: Responses on whether the infrastructure was affecting the provision of quality education

Responses	Numbers of respondents	Reasons	Percentages
Yes	38	Dilapidated infrastructure causes insecurity	38
Yes	43	Inadequate study rooms affects quality	43
No	14	Buildings do not teach (it is the mentality of an individual that makes one to concentrate on their education and not the state of the buildings)	14
No	5	The school is well organised	5
total	100		100

Table 8 above shows the responses on whether the infrastructure affected the delivery of quality education at Mazabuka School for Continuing Education. 81% of the responses were for yes of which 38% said dilapidated infrastructures caused insecurity and low learner moral, while 43% stated that inadequate study and classrooms affected the quality of education. 19% said not agree that infrastructure was a challenge, of which 14% said the building do not teach, it is all about learner and teacher attitude while 5% said the school was well organised.

TABLE 9: Responses on how learner attitude is in the school

Level	Number of Respondents	Percentages
Very good	31	31
Good	50	50
Not good	19	19
Total	100	100

Table 9 shows the level of learner attitude. 31% said the learner attitude was very good, 50% said it was good and 19% said it was not good at all.

TABLE 10: Responses on whether learner attitude affected the provision of quality Education

Response	Numbers of Respondents	Percentages
Yes	48	48
No	52	52
Total	100	100

Table 10 above provide information to the effect that 48% of the learner said learner attitude affected the quality of education, while 52% said it did not.

TABLE 11: Responses on whether the enrolment policy was affecting the provision of quality education

Responses	Number of Respondents	Reasons	Percentages
Yes	21	Learner attitude (some enrolled learners do not see the value of education)	21
Yes	25	Some learners are forced into school	25
Yes	8	Some are married	8
No	10	Education is not about age	10
No	36	Because of the nature of the school	36
Total	100		100

In table 11 above 54% of the learner respondents said the enrolment pattern affected the delivery of quality education. 21% indicated that learner attitude was the cause, 25% said some learners were forced into school by parents while 8% said it was because of enrolling married learners. On the other hand 46% said the enrolment pattern did not affect the delivery of quality education. Of these 10% said education is not about age and 36% said the nature of the school did not affect the delivery of quality education.

TABLE 12: Responses on the learner motivation of being at Mazabuka School for Continuing Education

Number of Respondents	Motivation	Percentages
56	The nature of the school and its programs	56
16	Hard working and good teachers	16
28	Affordable school fees	28
100		100

In table 12 above 56% of the learners said they were motivated to be at Mazabuka School for Continuing Education because of the nature of the school and its educational programs, 16% said it was because of hard working teachers and 28% said it was because of affordable school fees.

TABLE 13: Responses on what influenced learners to enrol at Mazabuka School for Continuing Education

Number of respondents	Influences	Percentages
22	Affordable fees	22
32	Because of skills offered	32
12	Because of good teachers	12
34	Nature of the school which enrolls all types of learners	34
100		100

Table 13 above shows the responses from learners of what influences them to be at Mazabuka School for Continuing Education. 22% said it was because of affordable school fees, 32% said it was because of skills education offered, 12% said it was because of good teachers and 34% said it was because of the nature of the school which is inclusive in its pattern of enrolment.

TABLE 14 : Responses on Learner’s personal experiences/challenges of learning at Mazabuka School for Continuing Education

Number of Responses	Personal experiences	Percentages
15	Learner absenteeism	15
21	Bad teacher attitude	21
55	Dilapidated infrastructure and inadequate classrooms	55
9	Lack of internal examination centre number	9
100		100

Table 14 above shows the personal experiences that individual learners had at the school from the time of their enrolment. 15% experienced learner absenteeism, 21% experienced bad teacher working attitude, 55% experienced dilapidated infrastructure and inadequate classroom space, while 9% experienced the lack of an internal Examination Council of Zambia centre number.

TABLE 15: Responses on learner suggestions for provision of quality education

Number of Responses	Suggestions	percentages
8	School should have internal examination centre number	8
13	Teachers attitude to change	13
7	Learner attitude to improve	7
36	School to build more classrooms	36
5	Failure at grade 9 to repeat grade 9	5
16	School structures to be rehabilitated tom make them look modern	16
10	The school to introduce compulsory prep	10
5	The school to introduce more skill courses	5
100		100

Table 15 above shows the suggestions from learner respondents. 8% suggested that the school should have the grade 12 internal examination centre number, 13% suggested teacher attitude change, 7% suggested learner attitude change, 36% suggested the building of more classrooms, 5% suggested that

failures at grade 9 should repeat, 16% suggested the improving of school structures to modern standards, 10 % suggested the introduction of compulsory prep and 5% suggested the introduction of more skills courses.

4.3 FINDINGS FROM INSTRUCTORS AND TEACHERS

TABLE 16: Responses on the differences in duties and accountability areas between teachers and Instructors

Responses	Number of responses	Stated differences/no differences	Percentage
yes	2	Instructors are practical oriented	6.25
yes	4	In different salary scales	12.5
No	9	Schedule of work is the same	28.12
No	11	Key responsibility areas are the same	34.38
No	6	Work targets are the same	18.75
TOTAL	32		100

Table 16 above shows the distribution of responses on the understanding the differences in duties and accountability areas between teachers and instructors. Of the 32 (i.e. 100%) respondents, 6 (i.e. 18.75%) said there are differences; 2 (i.e. 6.25%) said the differences are there because the instructors are more practical oriented and 4 (i.e. 12.5%) said the differences are there because of different salary scales. Of the 32 responses, 26 (i.e. 81.25%) said there were no differences because; 9 (i.e. 28.12%) said the work schedule for teachers and instructors were the same, 11 (i.e. 34.38%) said there were no differences because the key result areas were the same and 6 (i.e. 18.75%) said there were no differences because the work targets were the same.

TABLE 17: Responses on understanding the Education policy on Schools for Continuing Education

Responses	Number of responses	Reasons	Percentages
yes	12	but not clear	37.5
yes	8	but it has been compromised	25
no	10	Have not read it	31.25
no	2	Never seen it	6.25
TOTAL	32		100

Table 17 shows the distribution of respondents according to their understanding of the National Education Policy on Continuing Education in Zambia. Of the 32 (i.e. 100%), respondents, 20 (i.e. 62.5%) said they understand the Education Policy on Continuing Education. Of which 12 (i.e. 37.5%) of the “yes” respondents indicated that they understand it but it is not clear while the other “yes” respondents 8 (i.e. 25%) said the policy has been compromised. 12 (i.e. 37.5%) they do not understand the National Education Policy on continuing Education of which 10 (i.e. 31.25%) of the “no” said they have not read it while 2 (i.e. 6.25%) said they have never seen it.

4.3.1 Responses on challenges met by Teacher and Instructors as members of staff in providing quality education.

Respondents gave various challenges in line with the nature of the school, school establishment, enrolment policy, infrastructure and the Education policy on Continuing education.

- a. Nature of the school was seen as a challenge in that the school’s main mandate is to enrol school dropouts and those who fail to get into conventional schools and teach them both academic and skills education. The respondents indicated that the school had gone out of its mandate by concentrating on enrolling academic conventional learners and not skills and even balancing the two. The respondents said the school had given more time of learning to the academic section and not skills.
- b. The school establishment of the school also came as a challenge to the members of that. The respondents indicated that the establishment of the school was not clearly known as it hosted two establishments. The respondents showed that the school had two payrolls one for the Instructors and the others for the teachers.
- c. The school enrolment policy also came as challenge in that some of the learners enrolled were not able to read and write. Some respondents said this type of learners made teaching difficult.
- d. Infrastructure also caused a challenge to the instructors and teachers. The respondents indicated that the infrastructure was inadequate and of poor quality. They said what was available; most of it was in a dilapidated state. They also stated that the school did not have enough desks.
- e. The education policy as it stands was a challenge to some of the respondents; they stated that there was no clarity on the cut off points for learners to be enrolled.

4.3.2 Responses on how challenges had affected the provision of quality education.

The respondents showed how the challenges affected the provision of quality education at Mazabuka school for continuing education.

- a. Nature of the school; the respondents indicated that despite having a clear mandate, the teachers and Instructors mostly focus on learners who perform better than adults on re-entry. Some respondents said standards will go down as long as dropouts continue to be enrolled.
- b. School establishment; some respondents revealed that the establishment was a serious concern and de - motivated some members of staff at the school because of disparities in salary scales. Some respondents stated that they do not have enough time to teach both academic and skills programmes.
- c. Enrolment policy; some respondents explained that the enrolment procedure has been yielding poor learner performance at grades 9 other and 12. Others stated that there were too many learners per class for quality learning and teaching. Some respondents there was poor performance for both teachers and learners because the type of learners enrolled were not motivating to teach.
- d. Infrastructure; some respondents stated that learners were not able to do prep because of inadequate classroom space and shortage of desks. They said that this affected learner performance because the environment was not conducive and it made them to lose concentration. Others said the type of infrastructure did not motivate both the learners and the teachers.
- e. Education policy on Continuing Education; some respondents revealed that, the failure of learners to understand the nature of the school implies that they do not appreciate adult leaning. Some respondents said, lack of understanding of the policy by some teachers and instructors affected the quality for work is not directed. Others stated that the policy was compromised which is not good for quality education provision.

4.3.3 Responses on suggestion to resolve the challenges by teachers and instructors

Looking at the challenges and how the challenges affected the provision of quality education, the respondents suggested the following;

- a. Nature of the school; some respondents suggested that the school should enrol the type of learners meant for the school i.e. dropouts, because the re-entry learners look down on themselves in terms of performances when they mix with the conventional type of learners. Others suggested that more time should be allocated for skills training and concentrate more on skills training than academic education.
- b. School establishment; some respondents suggested that the school should have one and well defined staff establishment and structure.
- c. Enrolment policy; the respondents suggested though this is somehow on education policy and nature of the school, literacy levels should be considered as one is being enrolled and total failures should not be enrolled.
- d. Infrastructure; some respondents suggested that school must be rehabilitated to modern standards if teachers and learners are to be motivated. Others suggested that the school should build more classrooms and also increase the number of desks.
- e. Education policy on Continuing Education Schools; some respondents suggested that as much as the school was providing access to education, entry requirements should be regulated and open ended and the policy document be availed and explained to stake holders.

TABLE 18; Distribution of teachers and instructors according to challenges the encounter from their personal experiences

Challenges from experience	Number of respondents	percentages
Inadequate classroom space, learning and teaching materials	23	71.87
Slow learners	6	18.75
Community looking down at both teachers/instructors as third class learners and educators	3	9.38
TOTAL	32	100

Table 18 above shows the distribution of respondents on the challenges which they experienced personally as teachers/ instructors at Mazabuka School for Continuing Education. Of the 32 respondents 23 (71.87%) indicated that their personal challenges were in line with the inadequate classroom space, and learning and teaching materials which affected the time for study and access to education. 6 (18.75%) stated that their personal challenges experienced was teaching slow learners while 3 (9.38%) said their personal challenges experienced was on the community perception of the learners and teachers/instructors who both were looked down as third class learners and educators because of the nature of the school.

TABLE 19; Distribution of teachers and instructors according to their motivation at Mazabuka School for Continuing Education

Motivation	Number of Respondents	Percentages
To make a difference amidst challenges	9	28.12
Hope that one day learning and teaching materials will be adequate	21	65.63
The location of the school	2	6.25
TOTAL	32	100

Table 19 shows the distribution of the teachers and instructors according to the motivation of their being at Mazabuka School for Continuing Education. From the total of 32 respondents, 9 (28.12%) said their motivation was to make a difference amidst the challenges that existed, 21 (65.63%) indicated that their motivation lay in the hope that one day the infrastructure will be improved and the learning and teaching materials will be adequate. While 2 (i.e.6.25%) of the learners were motivated because of the location of the school.

TABLE 20; Distribution according to the teacher and instructor perception of learner attitude.

Responses	Number of respondents	percentages
Very good	8	25
Good	19	59.38
Not good	5	15.62
TOTAL	32	100

Table 20 shows the distribution of the teachers and instructors on how they perceived learner attitude at Mazabuka School for Continuing Education. Of the 32 respondents 8 (i.e. 25%) said the learner attitude was very good, 19 (i.e. 59.38%) said learner attitude was good, while 5 (i.e. 15.62%) said learner attitude was bad.

TABLE 21; Distribution of respondents according to the suggestions to improve the provision of quality education.

Suggestions	Number of respondents	percentages
Provide adequate infrastructure which will increase access to academic and skills programmes	12	37.5
Have a clear policy on how to run Schools for Continuing Education	9	28.13
Have a clear establishment structure	6	18.75
The enrolment criteria should have a minimum entry	4	12.5
Provide tours and interactive meetings for learners and teachers/instructors at Schools for Continuing Education	1	3.13
	32	100

Table 21 shows the number of responses in relation to the suggestions. 12 (i.e 37.5%) suggested that adequate infrastructure be provided as it will increase access to academic and skills programmes, 9 (i.e. 28.13%) suggested that there should be a clear policy on how to run Schools for Continuing Education, 6 (i.e. 18.75%) suggested the clear establishment structure, 4 (i.e. 12.5%) suggested that the enrolment criteria should have a minimum entry and 1 (i. e 3.13%) suggested that the school should have interactive meetings with other schools for continuing Education.

4.4 FINDINGS FROM SENIOR INSTRUCTORS (I.E. ACADEMIC AND SKILLS) THE HEAD OF DEPARTMENT SOCIAL SCIENCES

When asked in their own opinions whether the enrolment procedure at Mazabuka School for Continuing Education enhanced the attainment of quality education, the administrators responded in the positive. They explained that the enrolment procedure enhanced the attainment of quality education because the;

- Enrolled learners were easy to manage.
- Most of the learners knew why they were in school because of their old ages.
- Though some are forced back into school they gradually pick up
- The numbers of learners in classes were manageable, teachers had enough time to do remedial work

With regard to the National Education Policy on Continuing Education, the administrators stated that they understood it fully. they further said the following;

- Policy gave chance to the citizens to get education even after they had dropped out from school sometime back.
- The school is implementing the policy as it is
- The learners were not segregated because all have the right to education
- The school had a good number of slow learners which was a challenge to quality education in terms of learner performance.
- However, some did extremely well while others did not perform well.
- In this manner quality was compromised because of learner performance and not teacher performance.

With regard to the advantages of having Continuing Education Schools in Zambia, the respondents said the following;

- The country was implementing the provisions of the Universal declaration for the right to education.
- The schools provided education which is non segregative.
- Dropouts were given chance to get back to school and learn something
- Learners were practical skills and entrepreneurial skills for both self employment and to be employed

Regarding to the school meeting the demands of its mandate, they responded in the positive. They said the school was following its mandate according to the provision of the Education Policy by providing both academic and skills programmes to the learners

With regard to whether the internal and external challenges affected the provision of quality education, the respondents said the following;

Internal challenges,

- inadequate learning and teaching
- inadequate tools and machinery for skills programmes
- the school was over staffed in the social sciences department as such there was no motivation to do challenging work as teachers did not have enough periods to make them effective
- there was no competition among teachers

External challenges;

- Funding was inadequate; if it was adequate the school could have bought enough learning and teaching materials.
- Most of the learners were vulnerable, despite having low school fees, most of them are not able to pay the fees as required
- Community perception of the school.

Regarding the community perception of the school, the HOD said;

- The community viewed the school as the for the old and poor people
- Dumping institution for the difficult teachers and children

With regard to whether the dual establishment of the school affected the provision of quality education, the respondents said the establishment did not affect the delivery of quality education, in fact it added value to the education system.

On intra- school personal attributes affecting the quality of education, the respondents said there were no differences between the teachers and instructors, they said the staff mingled very well and were all involved in assisting each others' sections i.e. skills for academic and academic for skills.

The respondents explained that funding was the major cause of lacking in some very important sections of the school. As such quality education provision was affected. They said, in order for the school to attain excellent levels of education provision adequate funding must be available.

Whether the infrastructure contributed to the performance of both teachers/instructors and learners, they said the following;

- i. Classes are small and not to standard to accommodated the required number of learners
- ii. The school had old infrastructure which was dilapidated and expensive to maintain
- iii. The nature of infrastructure gave motivation to both teachers/instructors and learners, but in this school motivation and pride was not there because of the type of infrastructure at school.

With regard with the learner attitude, the respondent explained that the attitude was excellent as most of the learners were obedient and followed instructions. He further stated that since most of the learners were elderly they were keen to attaining education.

Regarding challenges that he faced as HOD, he said inadequate learning and teaching materials because nowadays the teacher is more of a facilitator, as such one to one ratio of learning and teaching materials were key to quality education

The respondent gave the following suggestions;

- i. The school to encourage learners to acquire personal learning materials as the school is not able to provide enough books. This should be put in the acceptance letter.
- ii. Encourage the learners to have the spirit of directing their own learning
- iii. The teacher to put more effort for good work
- iv. The school infrastructure should be rehabilitated though it is expensive due to old structures
- v. Procure learning and teaching materials
- vi. Procure tool and equipment for the workshops

- vii. Build more workshops and class rooms to accommodated the high demand for education
- viii. Introduce more skills programmes

4.5 SUMMARY OF CHAPTER 4

This chapter presented data from three categories of respondents; the learners, the teachers and instructors and the administrators i.e. The Two Senior Instructors and one Head of Department.

The results from the study show that all respondents had challenges which affected the delivery of quality education at Mazabuka School for Continuing Education. The challenges were in the nature of the school, infrastructure, and pattern of enrolment, the Education Policy on Continuing Education and the school staff establishment. The respondents stated how each challenge particularly affected the delivery of quality education. The respondents further gave suggestions on how to go around the challenges recorded.

CHAPTER 5

5.0 DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter discusses the findings of the case study on the challenges that the Schools for Continuing Education face in the delivery of quality education. The study focused on three objectives which were used as a guide to establish the challenges at the school. The objectives were focused on; the school enrolment procedure/ pattern, school infrastructure, and the school staff establishment.

5.2 Identification of challenges faced in the provision of Quality Education.

The first objective of the study was to establish how the national Education policy on continuing Education affected the operations and management of Schools For Continuing Education in providing quality education.

5.2.1. Understanding of the National Education Policy

The study established that the members of staff did not understand the provisions of the National Education policy on School for Continuing Education in Zambia. Others have either not seen it or not have not read it at all. This means that there is lack of knowledge in relation to the provisions of the Education policy in Zambia in general and Continuing education in particular. Those who have read said they did not understand it because it is not clear. The policy on continuing and Distance education States that

“1. The Ministry recognises the central importance of continuing and distance education for personal development, for updating knowledge and skill, and for overcoming disadvantage suffered during initial education.

2. The ministry will promote open learning, lifelong education, and a wide variety of mechanisms for continuing and distance education.” (MOE,1996: 80).

The National Education Policy on Continuing and Distance Education further states that the main focus of the programmes offered by the Directorate for Open and Distance Education is the provision of formal type of education for those who have not had an opportunity to undertake and complete education. For many of the students, the programmes provide the

second chance to obtain formal qualifications that they were unable to obtain in school. In this way they provide a route for re-entering for formal system of schools and colleges. A structural problem with the philosophy of continuing education of this type is the subordination it implies to the formal school system. (MOE, 1996).

The education policy elaborates that Continuing and Distance Education face serious problems of under – funding, a lack of skilled personnel and transport, and inadequate materials for learning and teaching. They also suffer from uncoordinated planning. Although there is potential for enormous growth in the number of learners reached by the programmes, the capacity to sustain immediate and rapid growth does not exist. This problem will persist as long as these forms of education remain the sole responsibility of the Ministry. In addition as long as continuing and distance education programmes aim mostly at providing a second chance to obtain formal qualifications, their potential to provide lifelong education for adults will be constrained. The policy itself accepts and puts it clear that there is lack of funding in the directorate and does not say anything about infrastructure development.

5.2.2 Teacher attitude and quality education

The negative impact of low performing teachers is severe, particularly during the early years of education. The available evidence from the findings suggests that the main driver of the learner variation in a school is the quality of teachers. Findings have also shown that large classes reduce performance hence affecting quality education.

“Studies have shown that students placed with high performing teachers will progress three times as fast as those placed with low performing teachers. (UNICEF). To improve instruction, high performing school systems consistently do three things well;

- a. They get the right people to become teachers (the quality of an education system cannot exceed the quality of its teachers).
- b. They develop those people into effective instructors (the only way to improve outcomes is to improve instruction).
- c. They put in place systems targeted to support to ensure that every learner is able to benefit from excellent instruction. (the only way for

the system to reach the highest performance is to raise the standard of every student.

Acting on these drives requires that changes and improvements be made in other parts of the system, ranging from funding structures to governance and incentives. These will ensure that they put in place the fundamental conditions, such as rigorous standards and assessments, class expectations and differentiated support for teachers and students, and sufficient funding, facilities and other core sources.

5.2.3 Enrolment criterion and its effect on provision of quality education

When the child reaches school age, research demonstrates that to achieve academically, children must attend school consistently. A child's exposure to curriculum his or her opportunity to learn significantly influences achievement and exposure to curriculum comes from being in school. (fuller et al, 1999). A study of a village in Malawi found that students with higher rates of attendance had greater learning gains and lower rates of repetition, a finding was consistent with other studies (Miske, Dowd et al, 1998).

Due to a high population growth rate, Zambia has a large percentage of school-age children and non school aged learner who would love to continue with their education in conventional schools but fail to do so because of lack of classroom space. Programmes of continuing education schools were established for primary-school leavers who were not admitted into conventional secondary schools because of limited space.

5.2.4 Learner Enrolment

Student enrolment is an important criterion for judging the effectiveness and importance of Schools for continuing Education, considering that they were established mainly to deal with a numbers and a access problem. In a comparatively small but significant way, continuing education classes are helping to increase access to secondary education as the following facts show. According to Curran and Murphy (1992), 14,100 students were enrolled at various centres throughout Zambia in 1987. This enrolment is remarkable considering that it constitutes 7.9 percent of the total grade seven (end of primary education) enrolment, when less than 20 percent of grade seven school leavers are able to enter the conventional secondary school system every year.

The Continuing education classes are also contributing significantly to the spread of secondary education opportunities to rural areas. A good number of learners are enrolled in rural provinces (i.e. Eastern, Luapula, Northern, North Western, and Western provinces).

In their gender balance, the continuing education schools compare very well with conventional schools. In fact they have more females as compared to males. For example, the following are the enrolment levels for Mazabuka School for Continuing Education as at 30th June 2016.

5.2. 5 MAZABUKA SCHOOL FOR CONTINUING EDUCATION STATISTICS AS AT 30th JUNE– 2016

TABLE 22: OPEN SECONDARY SCHOOL – MORNING ENROLMENT

GRADE	NUMBER OF CLASSES	MALE	FEMALE	TOTAL
10	3	95	85	180
11	2	65	62	127
12	2	71	83	154
9	1	2	11	13
TOTAL	8	233	241	474

TABLE 23: OPEN SECONDARY SCHOOL – AFTERNOON ENROLMENT

GRADE	NUMBER OF CLASSES	MALE	FEMALE	TOTAL
10	01	14	19	33
11	02	45	42	87
12	02	55	65	120
TOTAL	05	114	126	240

TABLE 24: OPEN SECONDARY SCHOOL – EVENING SESSION (NIGHT SCHOOL) ENROLMENT

GRADE	NUMBER OF CLASSES	FEMALE	MALE	TOTAL
8	1			
9	1	02	02	04
10	1	03	01	04
11	1	07	02	09
12	1	42	13	55
TOTAL	5	54	18	72

From the enrolment it indicates that there are more females than males of the 786 (i.e 100%), 421 (i.e 53.56) of the enrolment are female while 365 (i.e. 46.44%) are males. These statistics show that there are more females out there who are not in school and would love to get back to school.

5.2.6. Drop-Out Rates

Although providing secondary education through open secondary classes can be justified on the grounds of widening access to this level of education, drop-out and pass rates are major concerns. In regard to the findings, most of the Continuing Education institutions drop-out and pass rates constitutes a measure of performance and quality education. The findings revealed that conventional school learners who dropped out of school in the past for various reasons such as lack of school places and economic support are the majority of entrants in schools for continuing education. With reference to the enrolment pattern according to gender at Mazabuka School for Continuing Education, it shows that most of the dropouts are

females. The 2011 Educational Statistical bulletin reveals that reports of girls especially those who cannot afford boarding fees resort to renting quarters in the surrounding compounds thereby making them vulnerable to all sorts of vices and abuse.

5.2.7 Infrastructure and its effects on quality education

The first objective of the study was to establish how challenges on infrastructure affected the provision of quality education in Continuing Education Schools.

5.2.7a. School infrastructure and quality dimensions of provision of education

From the findings, it was revealed that infrastructure provides a conducive learning environment. The respondents further said the infrastructure gives motivation to both learners and teacher for good performance which yields quality of education in totality. Which means that education happens in a quality learning environment? Learning environments are made up of physical, psychological and social service delivery. According to UNICEF (2000), the physical learning environments or places in which formal learning occurs, range from relatively modern and well equipped buildings to open air places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure.

The findings further revealed that building new infrastructure and rehabilitating the old is the only way the provision of quality education can be enhanced. The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and text books, working conditions for learners and teachers to undertake certain instructional approaches. UNICEF, (2000). As indicated from the findings, such factors as on site availability of toilets and clean water supply, classroom maintenance, space and furniture all have an impact on the critical learning factor of time on task. When learners for example; leave school and walk significant distances from clean water, they may not always return to class (Miske and Dowd, 1998). Even when school do have adequate infrastructure, parents and guardians may be reluctant to allow their wards or children especially girls and the disabled to attend school if their homes are far from school. In general, location and conditions of learning environment when assessing school quality can influence attendance

and participation

5.1.7b. Building of library, specialised rooms and more classrooms

Findings from all respondents; learners, teachers/instructors and administrators revealed that lack of library facilities, shortage of specialised rooms like workshops and inadequate classroom space affected the delivery of quality education. The only way to have quality education delivery is to have adequate learning, study and research rooms because it gives enough areas for knowledge development. The national policy on education states that information is important in the life of the individual or organisation. So is knowledge that opens up new horizons and develops imagination and creative powers. Equally important is leisure which accounts for a substantial part of every person's life. All are catered for in books and libraries. (MOE,1996). It further explains that libraries hold resources that can help everybody to improve their lives. Within a school, a library is an indispensable resource which at the same time establishes an environment for continued learning outside classroom.

The study further revealed that lack of library facilities made their work difficult in the sense that reference books were not adequate. Learners stated that they could not improve their vocabulary because of lack of library books. The development of reading skills was heavily dependent on the availability of suitable and varied reading materials. Thus, acknowledging the importance of the library services and the promotion of the concept of the library as an essential learning resource in the schools. The findings are consistent with Drever (1991), who found school libraries to have measurable affects of student achievement

Findings also revealed that inadequate workshops for skills training compromises the quality of skills training offered at the school. Many learners want to participate in hands on skills but the tools, machinery and work space in workshops reduces the numbers of the interested learners. According to the national education policy "educating our future" (1996), the school can make a notable contribution to the learners by helping them to develop "life skill" which equip them for positive social behaviour and for coping with negative pressures. A core set of life skills for the promotion of self reliance and economic freedom. In one of the strategies on Continuing education, the education policy states that the ministry will promote education programmes which combine formal acquisition of knowledge with the development of skills

and competencies relevant to employment, economic growth and development (MOE, 1996).

In the findings, inadequate classroom space led to the overcrowding in classrooms thus having a very high teacher pupil ratio. Overenrolled class give a teacher tough time to deal with remedial work and general planning for teaching effectively. Building of new classrooms in schools has often kept pace with the increase in the learner population. In such cases schools have often had to expand class sizes as well as the ratio of learners to teachers to accommodate the ever increasing demand of education. Though educators and researchers from diverse philosophical perspectives have debated the relationship between class size and learning at length, many studies have found out that, class size has not consistently been linked to student achievement (Rutter, 1979, cited in Pennycuik, 1993). Such situations compromise quality education. According to UNICEF, in schools and classrooms in particular, a welcoming and non-discriminatory climate is critical to creating a quality learning environment. (UNICEF, 2000). Inadequate classroom space discourages many learners in participating in education thus bringing about significant barriers to providing quality education. Moreover, quantitative relationships between class sizes and academic achievement rarely take other key quality factors into account, such as teachers' perceptions of working conditions and their sense of efficacy.

The findings revealed that over enrolment in schools for continuing education was as a result of shortage of school places and classroom space in conventional schools. As a last resort learners go to Schools for Continuing Education for enrolment. Respondents understood the need for a good infrastructure, to create a congenial atmosphere for teaching and learning. Good infrastructure and necessary materials should promote learning, and that the building and rehabilitation of school buildings is paramount to quality education.

Findings further revealed that rehabilitation and maintenance of school infrastructure should be prioritised since it was the basic need to deliver quality education. It entails that there is much to be done in promoting quality education at all levels and that any infrastructure added shows development.

5.3 Suggestions of possible solutions to the challenges

The second objective aimed at finding suggestions of possible solutions to the challenges in the provision of quality education at Mazabuka School for Continuing Education.

5.3.1 Suggestions from learners

Learners suggested several possible solutions which could help in providing quality education. Some learners suggested that teachers have to be motivated in order for them to have a positive attitude towards their teaching. Respondents felt that if some incentives were to be provided, the teachers and Instructors would put in their best in teaching. They stated that both learners and teachers had the ability of doing better.

Learners also suggested that there was need for the institution to change the type of infrastructure. They stated that the structures available were dilapidated and had a bearing on the learner – teacher performance. The school needed to build modern structures to meet the needed standards and also to rehabilitates the old and warn out buildings. If this is done the input from both learners and teachers would be enhanced and in turn improve the provision of quality education.

The learners suggested that the introduction of compulsory supervised prep would improve learner performance at all levels. This can only be done if more classroom spaces and library were built to increase accommodation of all learners. All these culminate to motivation and improved infrastructure

5.3.2 Suggestions from teachers and instructors

Like the learners the teachers and instructors suggested that the provision of adequate and modern infrastructure would improve both access and motivation to the teachers and learners. The appearance of the learning structure gives a positive attitude to the teacher. They also suggested that the school should have a clear staff establishment which has been a source of teacher bad attitude because of differences in salary scales for the teachers doing the same jobs. Some teachers suggested that enrolment criteria should have a minimum entry requirement so that the learner performance could be enhanced.

5.4 Summary of Chapter 5

This chapter discussed the findings of the study based on the challenges and suggestions to the possible solutions to the provisions of quality education. The discussion was based on the two objectives which were to; identify the challenges faced by Schools for Continuing Education in the provision of quality education and suggestions for possible solutions to these challenges.

It was discussed that there were challenges which bordered on the nature of the school, the school enrolment policy, infrastructure, the national education policy and the staff establishment of the school. This was on the said of teachers and on the said of learners it was bad teacher and learner attitude towards education which was a negative to the provision of quality education. The respondents also said challenges were as a result of the type of learners that were enrolled contributed to the low provision of quality education because of their literacy levels.

On the other hand the respondents gave suggestions which could be possible solutions to the challenges identified. They suggested that let there be a change of infrastructure, change of attitude from both learners and teachers. The change in infrastructure would motivate the learners and teachers and the teachers could further be motivated by giving them incentives.

Chapter 6

6.0. Conclusion and Recommendations

6.1 Conclusion

As the study observed, schools for continuing education were committed to ensuring that citizens irrespective of their background and education levels were provided with decent and appropriate infrastructure and quality education. The open learning classes and skills interventions in SCE are pursued to ensure quality education to enable learners become productive members of society. Education is essential to prepare citizens for life, which is critical for national building. The educational needs for many people in society are a critical issue because there is need to give equal learning opportunity to all citizens in society.

The attitude of some learners as indicated in the findings leaves much to be desired. The study has demonstrated that several factors have generally been identified as causes that compromised the quality of education. The factors such as lack of learning and teaching materials, library facilities, lack of organised and compulsory school prep have all contributed to the compromised quality of education provision.

The future of continuing Education schools should be assessed in terms of the problems that threaten their existence on the one hand and the need for, and importance of, this educational activity on the other. The challenges identified in the study that affected Continuing education, included inadequate funding, which results in shortages of learning materials and training equipment. Other identified problems include, large class sizes, and cumbersome enrolment and administration systems. The nature of the problems that affect the operation of Continuing Education classes suggest a number of things. The schools need to be upgraded in terms of infrastructure so that they can be attractive to society.

The importance and future role of continuing education classes should be seen in a wider context. Zambia's education system is in crisis in terms of access, quality, confidence, and financing (Kelly 1991). The measures proposed to deal with these crises show that "the highest priority in the allocation of recurrent and capital funds will be given to providing for the serious quantitative and qualitative deficiencies in grades one to seven" (Ministry of Education 1992).

6.2 Recommendations

Open secondary classes in schools for continuing education are a necessary and important innovation that, over the years, have enabled thousands of primary school and secondary school drop outs to pursue secondary courses outside the conventional school system. The classes have experienced many problems. Some are typically associated with innovations operating in a government system of administration, and others are attributable to the deteriorating economic environment. However, the Schools have persisted, seemingly because of the recognised needs that they meet in national development. Therefore the following are the recommendations as a result of the findings from the study;

1. Currently the educational policy available looks at educational developments, and the economic realities in Zambia that favour the expansion of continuing education classes. The Ministry of General Education should appoint a team of experts to review investment strategies in continuing education in Zambia and recommend strengthening the system must be preceded by a comprehensive, systematic evaluation. This evaluation should lead to the formulation of policies for the organisational and administrative structure, management, enrolment criterion, and infrastructural development.
2. Funding of institutions of learning is fundamental to educational and economic development which comes as a result of quality provision of education in school for continuing education. From the findings it is recommended that government provide adequate funding to the schools for continuing education so as to improve the general standards of educational provision in such schools.
3. Learning and teaching materials for both teachers and learners should be adequately supplied by the ministry so that the required quality ratio of materials be 1to 1.
4. The schools should be reconstructed by stakeholders to modern levels and more classrooms and workshops built in order to accommodated more learners and decongest the available classes. This will motivate both learners and teachers/instructors.

6.3 Summary of Chapter 6

Chapter six consist the conclusion and recommendations of the study. The conclusion and recommendations were drawn from the findings of the study.

It was concluded that the school for continuing education had challenges which needed attention. Despite having challenges the school has continued to proved access to education to the drop out adults and youths. It is doing so by providing academic and skills education to society. It was discussed that the existence of schools for continuing education should be seen in the roles that they play in providing access, as they strive have quality but affordable education.

Four recommendations were drawn to help to sustain and improve the quality of education provided. These were in infrastructure development, provision of learning and teaching materials, and revisiting the provisions in the National Education policy on Continuing Education.

REFERENCES

- Anderson, G. (1998) **Fundamentals of Educational Research**. London: Falmer Press.
- Bowling, A. (1999). **Research Methods in Health Investigating Health Services**. Buckingham: Oxford University Press
- Burns, R.B. (1991). **Introduction to Research Methods**. London: GAGE Publications
- Chilisa, B and Preese, H. (2005). **Research Methods for Adult Education**. Hamburg: UNESCO Institution for Education.
- Chipalo, N.N. (2013). Dissertation. Lusaka: UNZA
- Coombs, P.H. (1985). **The World Crisis in Education: the View of the Eighties**. Oxford: Oxford Press.
- Curran, C., and P. Murphy. (1992). **Distance Education at the Second Level and for Teacher Education in Six African Countries**. In P. Murphy and A. Zhiri (eds.), *Distance Education in Anglophone Africa*. Washington, D.C.: The World Bank.
- Daka, P. J. (1987). **Supervised Study Groups in Zambia**. Zambia: Ministry of Education and Culture (unpublished manuscript).
- Drever, E. (1991). **School Effectiveness Criteria and Evidence: A discussion Paper**: [<http://www.scre.ac.uk/spotlight/spotlight3.html>]
- European Trade Union Committee for Education. (2002). **Quality in Education: Presentation of ETUCE's Work, 1995-2001**. Brussels: ETUCE
- Gosh, B.N. (2013). **Scientific Method and Social Research**. New Delhi: Sterling
- Harvey, L. and Green, D., (1993). **'Defining quality', Assessment and Evaluation in Higher Education**. New York, The Free Press.
- Imasiku, M. (2012). Dissertation. Lusaka. UNZA
- Juran, J. M. (1989) **Juran on Leadership for Quality**, New York, The Free Press.
- Kelly, M. J. 1991. **The Financing and Costing of Basic Education for All. A paper prepared for the National Conference on Education for All at Mulungushi Hall, Lusaka, March 7-8, 1991**

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

c) Enrolment procedure

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

d) Infrastructure

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

e) Education policy on Schools for Continuing Education

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

12. How are the challenges in 10 affecting the provision of quality education at this school?

a) Nature of the school

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

b) School Establishment

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

c) Enrolment procedure

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

d) Infrastructure

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

e) Education policy on Schools for Continuing Education

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

13. From your experience what are some of the challenges/problems you face as an instructor/teacher?.....

.....

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

14. You have all these challenges, what is motivating you to be at this school?

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

15. How is the attitude of learners towards the programmes that are provided at this school?

- a. Very good []
- b. Good []
- c. Not good []

Explain your answer?

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

16. In general what suggestions can you make to improve the delivery of quality education at this school;

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

END

We have come to the end of our interview. I wish to thank you for participating in this interview.

APPENDIX III

UNIVERSITY OF ZAMBIA IN COLLABORATION WITH THE ZIMBABWE OPEN UNIVERSITY

QUESTIONNAIRES FOR LEARNERS

Dear Respondent,

You have been selected to participate in this study.

I am a student carrying out an investigation into the challenges that the Schools for Continuing Education face. Mazabuka School for Continuing Education was chosen as a case study for the investigation, for a Master of Education in Educational Management at the University of Zambia in collaboration with the Zimbabwe Open University.

Kindly assist me by answering this questionnaire carefully and as honestly as possible. The information to be gathered is for the academic purposes and will be treated with the utmost confidence.

INSTRUCTIONS

4. Please do not write your name on this questionnaire.
5. Kindly answer all the questions by ticking your options or write your detailed response in the space provided.
6. Where space provided is not sufficient, you can write over leaf, but do not forget to indicate the question number against your answer.

Answer the following questions

- 1. Sex
 - a. Male []
 - b. Female []
- 2. Indicate your age group below
 - a. 11 – 15 []
 - b. 16 – 20 []
 - c. 21 – 25 []
 - d. 26 – 30 []
 - e. More than 30 years []

- 3. In what grade are you?
 - a. 8 []
 - b. 9 []
 - c. 10 []
 - d. 11 []
 - e. 12 []
- 4. How long have you been at this school?

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

- 5. Do you enjoy your studies as a learner here at Mazabuka School for Continuing Education?
 - a. Yes []
 - b. No []

Whatever your response, explain why?
.....
.....
.....
.....

- 6. How is your participation in the school programmes?
 - a. High []
 - b. Low []
 - c. Average []
- 7. Are you involved in the skills programmes that are offered at this school?
 - a. Yes []
 - b. No []

Whatever your response is , explain why?
.....
.....

.....
.....

8. Are you satisfied with the type of education being offered at this school?

- a. Yes []
- b. No []

Whatever your response is, explain why?

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

9. What are some of the problems or challenges you encounter as a learner at Mazabuka School for Continuing Education?

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

10. Are the problems or challenges affecting the delivery of quality education at Mazabuka School for Continuing Education?

- a. Yes []
- b. No []

Whatever your response is, explain your answer

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

11. Is the type of school infrastructure also affecting delivery of quality education at Mazabuka School for Continuing Education?

- a. Yes []
- b. No []

Whatever your response is, explain your answer

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

.....
.....

12. How is the attitude of students towards the school?

- a. Very good []
- b. Good []
- c. Not good []

13. Is the learner attitude attributed to the way one was enrolled?

- a. Yes []
- b. No []

14. Is the enrolment pattern also affecting the quality of education at Mazabuka school for Continuing Education?

- a. Yes []
- b. No []

Whatever your response is, explain your answer

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

15. What motivates you to be at this school?

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

16. In your opinion, what influences learners to enrol at Mazabuka school for continuing Education?

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

17. From your experience, what are some of the challenges you face as a learner at this school?

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

18. What suggestions can you make to improve the quality of education at Mazabuka School for Continuing Education?

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

END

We have come to the end of our interview. I wish to thank you very much for participating in this interview.

APPENDIX IV

RESEARCH SCHEDULE TIME TABLE

ACTIVITY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST
IDENTIFICATION OF THE PROBLEM							
FORMATION OF THE TOPIC							
PROPOSED DEVELOPMENT							
DATA COLLECTION							
DATA CLEANING							
DATA PRESENTATION							
DATA ANALYSIS							
REPORT WRITING							
SUBMISSION OF THE DRAFT REPORT							
SUBMISSION OF THE FINAL REPORT							

APPENDIX V

RESEARCH BUDGET

ITEM	QUANTITY	UNIT COST (K)	TOTAL COST (K)
PENS	5	2	10
REAMS OF PAPER	2	55	110
STEPLER	1	60	60
NOTE BOOKS	2	18	36
8 GB - FLASH DISK	1	90	90
EDITING	1	150	150
PRINTING DRAFT COPY	1 X 80 PAGES	160	320
PRINTING FINAL COPIES	4 X 90 PAGES	180	720
BINDING	4 COPIES	150	600
TRANSPORT EXPENSES MAZABUKA TO LUSAKA AND BACK	4 TRIPS	240	960
TOTAL			3 056