

**THE IMPACT OF SOCIAL AND ECONOMIC FACTORS ON
ACCESS TO FREE EDUCATION IN THE BASIC SCHOOLS OF
ZAMBIA: THE CASE OF MONZE DISTRICT.**

BY

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JUNE

2010

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

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ACCESS TO FREE EDUCATION IN THE BASIC SCHOOLS OF
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FOR THE AWARD OF THE DEGREE OF MASTER OF
EDUCATION (SOCIOLOGY OF EDUCATION).**



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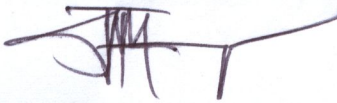
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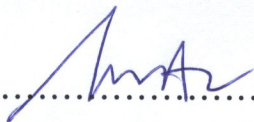
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CERTIFICATE OF APPROVAL

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Abstract

Free basic education is that education provided at no cost to pupils and students. It can be of four or seven year's duration of basic school level. In countries with strong economies, it may consist of ten years or even up to tertiary level of education.

In 2002, the Zambian government introduced the Policy of Free Basic Education especially for the lower and middle basic (Grades 1-7) in which children were exempt from paying school fees and other related costs. Some of the measures put in place to back up the free basic education Policy included the giving of sector funds and provision of infrastructure and learning materials. The wearing of uniforms was made not mandatory in the basic schools of Zambia. The Policy also made enrolment of pupils unconditional that is, it was not to be linked to any form of contributions either in monetary terms or material resources.

The data on the impact of social and economic factors on access to free education were derived from interviews with Head teachers, teachers, parents and pupils.

The research methodology comprised the population, sample population and instrumentation (semi- structured interviews, questionnaires, and focus group discussions).

Data analysis was done using computer software called Statistical Package for Social Sciences (SPSS) so as to generate charts of frequencies and percentages. Qualitative data were categorised and sub- categorised to themes in line with the objectives of the study.

From the views and responses of the subjects, the study discovered that many school going children still failed to access the free basic education (grade 1-7) due to the impact of social and economic factors such as poverty, unfavourable attitudes towards education, family size, early marriages and pregnancies, gender, geographical location and long distances from schools. The other factors were employment of children in agricultural activities, and other household chores, low motivation on the part of the pupils and financial constraints. Sickness, death of the parents and natural disasters such as droughts and starvation affected attendance in the basic schools of Monze District.

Dedication.

To my wife Clara and my three children Luyando, Lukondo and Chipu.

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OPERATIONAL DEFINITIONS.

Free education: Free education is that education provided at no cost to pupils and students.

Social: It is that part of the members in a society, church, group or club. These may be human behaviors which people learn or observe in the society.

Economic: These are advantages in resources either material or financial.

Impact: This refers to the strong effects on free basic education. This effect may be physical or emotional. The effect may also be positive or negative on the education system.

Factors: These refer to who and which acts on free basic education. These factors may affect basic education positively or negatively. Factors on education may be political, economic, social, cultural or religious.

Access: This is the opportunity or right to experience and make use of free basic education. Access will also refer to the pupil's ability to attend school so that they acquire quality education or the approach, entry and making use of educational facilities.

LIST OF ACRONYMS.

AIDS.....	Acquired Immune Deficiency syndrome.
DEBS.....	District Education Board Secretary.
FPE.....	Free Primary Education.
HIV.....	Human Immunodeficiency Virus.
ILO.....	International Labour Organisation.
MI.....	Medium of Instruction.
MoE.....	Ministry of Education.
PTA.....	Parents Teachers' Association.
SPSS.....	Statistical Package for Social Sciences.
UN.....	United Nations.
UNESCO.....	United Nations Education, Scientific and Cultural Organisation.
UNICEF.....	United Nations Children's Emergency Fund.

CHAPTER ONE

INTRODUCTION

Origins of Free Basic Education

On 10th December 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights. This declaration was to be a common standard for all peoples and all nations. It stated that everyone has the right to education which shall be free at least in the elementary and fundamental stages. It emphasized that basic education should be made compulsory while technical, professional and higher education will generally be available and equally accessible to all on the basis of merit (UN, 1948.Article, 26). A Convention on the rights of the child was also held in 1989 to denounce all forms of discrimination in primary education, and that higher education should be accessible to all (UN, 1989.Article 32.1/32.2).

Why free basic education?

It was believed that access to adequate quality free basic education was crucial to equipping disadvantaged children with the means to contribute to and benefit from economic growth of the country. This kind of education is one of the most powerful instruments which societies have for reducing deprivation and vulnerability (Leclercq, 2001). It helps lift potential earnings from any economic activity, helps to expand labour mobility, helps to promote healthy parents and

children, reduces fertility and child mortality and affords the disadvantaged an opportunity to affirm their voice in the society (ILO, 2003).

For more than 40 years, the nations of the world, speaking through the Universal Declaration of Human Rights, asserted that everyone had a right to education. Despite notable efforts by countries around the globe to ensure the right to education for all, the world faced daunting problems: notably mounting debt burdens, the threat of economic stagnation and decline, rapid population growth, widening economic disparities, high poverty levels among and within nations and wide spread of preventable deaths of millions of children (World Bank, 2005). These problems led to major setbacks in basic education provision in the 1980s in many developing countries. In response to these challenges, several world conferences intended to remedy the situation globally were held.

Tragically, reality has fallen far short of this vision: millions of people are still denied their right to education and this failure has multiple causes such as weak political will, insufficient financial resources, lack of attention to the quality of learning and absence of commitment to overcoming gender disparities in education (Adrian, 2005). There can be no doubt that the barriers to achieving Free Basic Education for All in the Zambian basic schools are formidable.

In the Zambian context, Kaulule (2006) and Meki (2005) mention in their studies that the government grants given to Basic Schools were not sufficient to cater for

the effective operation of these schools. The studies also reveal that the grants which were supposed to support free basic education were sent late to schools. Most schools failed to buy textbooks and the supply of other instructional materials had gone down from the time government introduced free education in Zambian basic schools (Grades 1- 7). Auxiliary workers were laid off due to meager grants given to schools which affected security services as well. The studies also reveal that the introduction of free basic education which was supported by meager government grants caused the general decline in cleanliness in schools. In addition, the studies state that clubs and sporting activities in schools were no longer as effective as before. Meki and Kaulule looked at how government grants affected the smooth operation of free education in Zambian basic schools but failed to mention how government grants and the free basic education policy would improve educational access to the majority of the children in schools.

The pronouncement of free education in the Zambian basic schools by government made some parents to interpret Free Primary Education (FPE) to mean no parental support or any form of contribution to the education of their children. Arden (2004) and Kaulule (2006) mention in their studies that parents were not willing to contribute towards school projects because education was provided free to their children. However, studies carried out by Arden and Kaulule did not address the contribution of social and economic factors to parents' failure to support the education of their children. Parental support to their children's education began to

decline long before the introduction of free education in Zambian basic schools which may be attributed to the impact of social and economic factors (Kelly, 1998).

Statement of the Problem

A Free Education Policy was declared by the Zambian Government in February 2002. Seven years later the policy had not done much to increase access and promote equity in basic education (grade 1 to 7). It is for this reason that this study was undertaken. It sought to find out the impact of social and economic factors on access to 'Free Education' in Basic Schools of Monze District.

Purpose of the study

This study sought to find out the impact of social and economic factors on access to free education in lower and middle basic schools of Monze District.

Objectives

The objectives of the study were to:

1. Identify the economic factors affecting access to Free Basic Education.
2. Find out the impact of economic factors on access to Free Basic Education.
3. Identify the social factors affecting access to Free Basic Education.
4. Find out the impact of Social factors on access to Free Basic Education.

Research Questions

1. What are the economic factors affecting access to free education in Monze Basic Schools?
2. What is the impact of economic factors on access to free education in Monze Basic Schools?
3. What are the social factors affecting access to free education in Monze Basic

Schools?

4. What is the impact of social factors on the access to free education in Monze Basic Schools?

Significance of the study

The findings of the study may help Government and Non- Governmental Organizations to come up with appropriate interventions designed to improve children's access to free basic education. The findings will also contribute to the body of knowledge on the subject of Free Education and as a reference for future researchers.

Limitations of the study

This study should have been extended to all lower and middle basic schools in the Southern Province but was only limited to Monze District due to limited time and resources. The findings might, therefore, not reflect a complete picture on the impact of social and economic factors on the access to free education throughout Zambia

CHAPTER TWO

LITERATURE REVIEW

This chapter presents the literature on education around the world and in Zambia.

United Nations Declaration of Human Rights

This declaration of human rights by the United Nations was to recognise the dignity and equal rights of all members of the human family in the world. It was believed by all members of the United Nations that the human family was the foundation of freedom, justice and peace in the world. One of the United Nations declaration of human rights was universal access to basic education. It stated that basic education should be made compulsory while technical, professional and higher education would generally be available and equally accessible to all on the basis of merit (UN, 1948, Article, 26). It was also believed that education was going to make human beings enjoy freedom of speech and reaffirm their faith in fundamental human rights. There was emphasis on making free basic education compulsory to all citizens.

Despite many efforts by countries around the world to ensure the right to basic education for all, they faced many challenges such as mounting debt burdens, the threat of economic stagnation and decline, rapid population growth, widening economic disparities, high poverty levels among and within nations, wide spread of preventable deaths of millions of children (World Bank, 2005). These problems led to major setbacks in basic education provision in the 1980s in many developing

countries. This led to the World Conference on Education for All to assemble in Jomtien, Thailand in 1990.

The World Conference on Education for All (1990), Jomtien, Thailand

The ultimate goal affirmed by the World Declaration on Education for All was to meet the basic learning needs of all children, youth, and adults. This was to be done by expanding early childhood care and developmental activities, including family and community interventions, especially for poor, disadvantaged and disabled children; universal access to, and completion of basic education or whatever higher level of education is considered as "basic" (Education for All, Monitoring Report, 2004/2005). Expansion of the provision of basic education and training in other essential skills required by the youths and adults was to be emphasised. Disparities by gender in terms of enrolment in basic schools and other training centres was to be eliminated. Due to the failure by many children in accessing basic education, the World Education Forum was held in Dakar (Senegal) to assess achievements and failures of the Jomtien Conference of 1990.

World Education Forum (2000), Dakar, Senegal

The World Education Forum in Dakar provided the opportunity to access the achievements, lessons and failures of the past decade. The Dakar Framework discovered that more than 100 million children, at least 60 million girls, had no access to primary schooling; more than 960 million adults, two-thirds of whom were

women, were illiterate, and this was a significant problem in all countries, industrialized and developing (Bernard, 2000). This assessment discovered that the performance of primary education fell below desired levels.

Basic education around the world

Dowd and Greer (2001) believes that gender contributes to a child's lack of access to and attendance of basic education. Although it may not be an obvious a problem today (2010), gender equality in education has been an issue for a long time. Many investments in girls' education in the 1900s addressed the wide-spread lack of access to basic education in developing countries.

Dowd and Greer (2001) report that in a study done in India, Nepal, Togo, Turkey and Yemen, a gender discrepancy in basic education existed. The proportion of boys enrolling in basic education was higher than that of girls by 20% or more. The worst disparity was found in South Asia, where 52% of boys and only 33% of girls enrolled in primary education.

Douglas (2003) agrees with Dowd and Greer(2001) that a child's gender has continued to affect the girl child's access and attendance to free basic education. He gives the enrolment figures for boys and girls in Sub-Saharan Africa as having been 27% and 22% respectively at the time of the study and points to the fact that 78% of girls dropped out of school as compared to 48% of boys.

Gender disparities have continued to affect school attendance among girls in developing countries because of the social, economic, cultural and religious factors. It is believed that a girl should be prepared for marriage, taking care of the sick at home and doing other household chores. In Muslim countries such as Iran, Yemen, Iraq and Saudi Arabia, girls are isolated and are not supposed to appear in public places including schools (Bjorg, 2004). The religious and cultural aspects have continued to make free basic education not accessible to many children especially girls the world over.

Mehrotra (1998), advocates quality basic education for all, with an emphasis on gender equality and elimination of disparities of all kinds. In particular, getting girls into school and ensuring that they stay and learn has what UNICEF calls a “multiplier effect” (Mehrotra, 1998). Educated girls are likely to marry later and have fewer children, who in turn will be more likely to survive and be better nourished and educated. Educated girls are more productive at home or the workplace and are able to participate in social, economic and political decision-making. This appears unattainable with the trend of few girls accessing basic education and the rise in gender disparities in the education systems of developing countries.

Peeverly (2005), establishes the fact that Opportunity Costs contribute to a child’s lack of access and attendance to primary education. High opportunity costs are often influential in the decision to attend school. For example, an estimated 121 million children of primary-school age are being kept out of school to work in the fields or at

home (Peverly, 2005). Studies carried out in rural China, explain that education was so expensive that families began to dedicate as much as a third of their income to school fees (Peverly, 2005). For many families in rural China, the economic benefits of primary schooling were not enough to offset the opportunity cost of attending primary education.

Besides the low opportunity costs associated with education, school fees were very expensive, especially for poor households. Families had to choose between sending their children to school or making them participate in domestic activities. The choices are usually not in favor of schooling if it does not appear to meet the expectations of families or if the child rapidly faces academic failure (grade repetition). Sometimes, the cost gets too expensive and families failed to support their children's education anymore.

Peverly (2005) further argues that cost is a factor that contributes to a child's failure to access primary education. This is attributed to the family's inability to absorb direct or indirect costs of schooling despite primary education being "free". Children of basic school age in poor countries would rather go to market places or streets to sell so that they supplement the family's income rather than attend school. They would also work in the fields, herd cattle and engage in other economic activities to support their families in household chores rather than go to school. Children in a variety of situations have to work for their livelihood. Often the schooling of the children depends on the income of their families. This Opportunity Cost of engaging

basic school children into the family's economic activities at home at the expense of schooling has affected children's access to basic education despite being free. This trend has reduced access to free education despite education being 'free.' The income of the family will determine the children's attendance in school.

Studies carried out in Sub-Saharan Africa have shown that children coming from larger households are less likely to drop out of school than children from smaller households and the relationships are statistically significant. Chernichovsky (1985) and Gomes (1984) too agree with the finding. This interesting finding could perhaps be attributed to the fact that other household members either substitute for child labour so that the children could take advantage of Universal Primary Education or contribute part of their earnings to educating younger members of the household.

On the other hand, children in smaller households are more likely to be diverted to offer family labour or stand-in in case of family shocks like sickness. In such a situation, access to 'free basic education' among the majority of the children coming from smaller households appears impossible. Secondly, it could also be argued that free basic education has reduced the school fees burden on large households and pupil dropout for larger family sizes to take advantage of free education

In developing countries the educational context is characterized by rather multilingual situations. Often children are asked to enroll in a primary school where the Medium of Instruction (MI) is not her home language, but rather the language of the

government, or another dominant society. Studies throughout the world demonstrate the importance of the MI in determining a child's educational attainment. Further in terms of academic learning skills as well, pupils taught to read in their mother tongue acquire such skills more quickly. Mehrotra (1998) argues that in a situation where the parents are illiterate and if the medium of instruction in school is a language that is not spoken at home, the problems of learning in an environment characterized by poverty reduces the pupils' chances of accessing free basic education.

Some schools are not easily accessed by pupils at certain times of the year due to floods, collapsed bridges, and due to coldness. Access and attendance are factors that can determine the success of a child's education. Attendance promotes academic performance: lack of access to schooling can be extremely detrimental. In a study done to evaluate the relation between school attendance and performance, researchers found that attending less than 100% of classes tended to reduce scholastic performance (Cohn and Johnson, 2006). When schools are easily accessible, children are more likely to get an education and, consequently, have a financially stable future.

In a study done on examining the correlation between location and school attendance in Argentina and Panama, researchers found that urban residence was positively correlated with school attendance (De Vos, 2001), but another study in a Louisiana school district found that schools with the lowest attendance rates were in metropolitan areas (Moonie et al, 2006).

Due to population growth, many urban schools have expanded their boundaries making it difficult for pupils to walk long distances to schools. There is evidence to prove that the distance to and from school contributes to a child's attendance, or lack of it. In a study investigating the relationship between location (distance) and school attendance in Mali, about half the villages reported that the school was too far away, causing pupils not to enroll (Birdsall and Francois, 1996). It can therefore be concluded that schools which are far from the pupils' homes will affect their access to basic education. Distance affects pupils' attendance in school.

The parents' education has a great influence on the schooling of their children. Studies have shown that the children of more educated parents are more likely to be enrolled and more likely to progress further through school. Holmes (2003) shows that this impact differs by gender, the education of the father increases the expected level of school retention of boys, and that of the mother enhances the educational attainment of girls. Similarly other studies by Bahraman et al (1999) and Swada and Lokshin (2001) report a consistently positive and significant coefficient of father's and mother's education at all levels of education except at secondary school level. Pupils in developing countries are unlikely to progress further in their education because of high illiteracy levels among the adult population. Illiterate parents may not be of great influence in encouraging their wards to attend school even when they are not paying anything making free basic education not possible.

Parental decisions do affect children's retention and completion rate in basic education. Pupils whose parents monitor and regulate their children's activities provide emotional support and encourage independent decision making (Astone and MacClanahan, 1991) and (Odaga and Heneveld, 1995). Taking into account of the gender dimension of dropouts, (Astone and MacClanahan, 1991) notes that girls are more likely to dropout of school than boys and that pupils whose mothers have not attained any level of education will most likely dropout of school. This social impact has a negative effect on the education of children in developing countries and has made free basic education a nightmare.

The study carried out in Kenya established that after an initial increase in enrolment, public schools were beginning to experience a decline in enrolment due to dropouts and to a lesser degree, transfer to private schools. While enrolment rose to 92,974 in the 162 sampled schools in 2003, up from 74,410 in 2002, the number dropped to 88,356 in 2004, representing a 5 per cent drop (UNESCO, 2005). A number of factors explain this situation, including unfriendly learning environments, poverty, child labor and HIV/ AIDS.

Due to the large pupil influx, schools were facing a serious shortage of teachers. Most classes were too large to be handled by a single teacher. On average, the teacher: pupil ratio in most schools was 1:50 as indicated by (UNESCO, 2005). It was noted that the FPE grants disbursements were not done on time as most schools started receiving the funds either in second or third term of 2003, implying most pupils had

limited access to textbooks in the first term. Failure to supply educational materials and equipment by government reduces the pupils' access to quality basic education.

Basic education in Zambia

When Zambia attained its independence from Britain in 1964, the new government was faced with many challenges in the education sector. Many children were out of school and the majority of adults were illiterate. The country was also faced with a critical shortage of indigenous skilled manpower to replace expatriates in the political, economic and social sectors, while the government of Zambia was in a hurry to develop the new independent state (Elliot, 1971). These problems called for quick policy change in the education system.

The Zambian government then endeavored to provide free education to as many children and adults as possible to reduce illiteracy levels and train the skilled manpower the country needed. Free basic education became an important component because it was to integrate all individuals into the country's national development efforts (Lungwangwa, 1987). In 1965, school fees were phased out in all former African Primary and Secondary schools (Kelly et al, 1986). The phasing out of school fees meant that the central government was to finance primary and secondary education. During this period, Zambia managed to finance primary and secondary education because she inherited a booming economy attributed to favorable copper export sales

(Kelly, et al 1986; World Bank, 1988).

In the mid-1970's, Zambia experienced a drastic decline in the economy (Kelly et al, 1986). The fall in copper prices on the world market, the rise in the oil prices, the servicing of the external debt and other economic factors greatly reduced the government's ability to provide for social services. There was also the problem of population growth which exerted great pressure on government resources. The population was growing at a fast rate of 3.7 percent according to the National Development Plan, 1989-93 (Office of the President, 1989). This economic depression forced government to reduce public spending on education and therefore in 1977 it began to encourage individuals and organizations to establish private schools which charged fees.

The shift from free basic education to cost sharing was due to the country's increasingly hard pressed economy and the rapid increase in the population which created a high social demand (Urch, 1992). The other reasons which made government to allow private schools to operate was the great demand for basic education which was attributed to population growth and for the urgent need of improving on access and equity in primary education (Kaluba, 1986).

The problem confronting education policy makers during this period seemed to be how to create more school places to absorb the ever increasing child population. The

government hoped to tackle this problem by reducing its control over provision of basic education. This was to be done by adopting a policy of Decentralization. Decentralization meant the increasing of capacity for problem solving in the population. More power was to be given to the Local Authorities, P.T.A committees and other agencies to mobilize human and material resources. It was believed that the burden of financing basic education was no longer a complete government responsibility but had to be extended to the parents and other organizations. Parents had to provide exercise books, pens, pencils, uniforms, and school fees while individuals and organizations were encouraged to provide education.

The cost sharing policy was also re-asserted in the Economic and Financial Policy Framework Paper which stated that the only way available to strengthen the financial resource base for education in Zambia was to re-introduce user fees for beneficiaries in primary and secondary schools (MoE, 1992). During this period, households whose capital income was less than K250, could not afford to pay these fees and this became a financial burden on them. The re-introduction of educational fees had detrimental effects on school attendance by the poor (Kelly, 1998). Researchers have also found that the rising costs of education had contributed to the high drop out rates in primary schools (MoE, 1996). The high school fees levied against parents and children had adversely affected school enrolments. This was more serious in the rural areas where pupils opted to engage themselves in household chores because they could not afford

such fees. Bernard (2000:8) argues that “schools exclude children by costing too much.”

The economic factors related to poverty among households made it difficult to meet the cost of education. The school participation and completion rates of both girls and boys declined substantially because of fees. Lungwangwa (1993) indicates that the Structural Adjustment Programme (SAP) affected poor people in the rural areas and vulnerable ones in the urban areas who were already badly affected by financial problems. The real wages declined due rising inflation and the introduction of user charges like school fees and hospital fees further reduced the incomes of the poor.

The payment of fees which was introduced in the primary sector of education and required parents to contribute towards the education of their children had a negative impact on many school going children. Many children failed to enter the school system while those who were in school, stayed away most of the time due to lack of finances and other educational materials. This problem was more serious in the rural areas where girl participation was reported to have dropped (Kelly, 1999).The increase in out of school children as a result of the schools’ charging of fees, made government realize that its cost-sharing policy prevented many children from accessing basic education.

In order for it to increase enrolment, access and participation of children in basic education, it decided to introduce free basic education for children in lower and

middle basic schools (Grades 1 to 7). This free basic education policy was designed to bring to school all the children who had dropped out and all those who previously had had no access to basic education especially the orphans, vulnerable children and children in difficult circumstances. Similarly, this Policy was made in line with Education for All goals endorsed by the Jomtien Conference and the United Nations millennium summit.

In February 2002, the Zambian government introduced the Policy of free education specifically for the lower and middle basic school sectors through which pupils were exempt from paying school fees and other related costs. The government through the Permanent Secretary of the Ministry of Education issued a circular to all schools and other offices in the Ministry of Education declaring free education in Zambian Basic Schools (MoE, Circular No. 3 2002).

Some of the measures that were put in place to re-enforce the free education policy included giving sector funds and provision of infrastructure and learning materials in Basic Schools from grade 1 to 7 (MoE, 2003). The government further made the wearing of uniforms not compulsory. Further unconditionalised enrolments were encouraged by disallowing its linkage to contributions of items like cement, reams of paper, hoes, slashers etc. This was a measure to back up the free basic education Policy in the Zambian education system (MoE, 2003).

The Ministry of Education committed itself to funding all government Lower and Middle Basic schools in the country through grants (MoE, 2003). It believed that these measures would bring about a substantial increase in enrolment to 71percent from below 40% in Basic Schools and reduce the out- of - school children to 29 percent from over 52%.

CHAPTER THREE

METHODOLOGY

This chapter discusses the methodology used in the study. It gives the description of the research design, target population, sample size, sampling procedures, research instruments, data collection procedures and analysis as well as problems encountered during data collection.

Research Design

The study took the form of a Survey. Typical surveys collect data at a particular point in time and over a large area with the intention of describing the nature of existing conditions, or identifying standards against which the existing conditions can be compared or determining relationships that exist between specific events (Bell, 1999).

Population

The target population consisted of all lower and middle basic schools in Monze District of Zambia. This means that all head teachers, teachers and pupils at the 96 Basic Schools and all parents in Monze District made up the study population.

Sample Size

The study sample consisted of eight Basic schools in Monze district. Four were from the rural areas and the other four from the urban area of the district. In terms of respondents, eight head teachers, eighty teachers, eighty pupils and twenty parents were involved in the study making a total of one hundred and eighty-eight.

Sampling procedure

In the first stage of the sampling procedure, the study population was stratified into clusters that shared common geographical location. In particular, samples were divided into two groups. The first cluster consisted of four Basic schools located in Monze Urban and the second group had four basic schools in the rural areas of Monze. The five urban basic schools of Monze District were written on pieces of paper and put in one box. The box containing these pieces of paper was shaken for papers in the box to mix. Then a simple random sampling was conducted and the first four schools picked from the box were chosen for the study sample. The following schools were selected: Monze Town, Tagore, Monze and Monze East.

Then all the 91 rural schools were also written on pieces of paper and put in a box. The box was shaken for them to mix and the first four schools picked from the box were chosen for the sample. The following rural schools were drawn: Chiyobola, Chipembele, Singonya and Hanamaila.

In the second stage of sampling, eight head teachers were purposively selected from the schools in the study sample.

In the third stage of sampling, eighty teachers were selected from the sample of eight schools. Only teachers teaching the lower and middle basic section (grade 1 to 7)

were selected for the study. Forty teachers were randomly chosen from the urban basic schools and the other forty teachers were selected from the rural basic schools.

In the fourth stage of sampling, eighty pupils were randomly selected from the study sample. From each school, 12 pupils were involved in the focus group discussions. Only pupils from the middle basic (grade 5 to 7) were involved in the focus group discussions because they were old enough to give information for the study. Two pieces of paper with 'yes' and one piece of paper with 'no' were put in one box and shaken so that they could mix. The monitors of the three classes of the middle basic (grade 5 to 7) were invited to make the draws. The classes of those monitors who picked the 'yes' papers were involved in the focus group discussions. The pupils in those classes chosen, were randomly selected for the discussions. Forty pupils were selected from the urban schools and the other forty were sampled from the rural basic schools.

In the fifth stage of sampling, twenty parents were randomly selected and only those with pupils going to the sampled schools were involved in the study. Ten were randomly selected from the urban area and the other ten were selected from the rural areas of Monze district.

Research Instruments

Data were collected using questionnaires for head teachers and teachers, interview guides for teachers and parents, and a focus group discussion guide for pupils.

Validity of Instruments.

A pilot study was undertaken at Nalucha Basic School in Monze District. The head teacher and teachers were subjected to draft questionnaires. Teachers and parents were subjected to interview guides. Focus group discussions were done with the pupils. Bell (1999), asserts that validity is the extent to which an instrument measures what it is supposed to meet. Therefore, before the study was conducted, the validity of the instruments to be used was taken into consideration.

Data Collection Procedures

Data were collected over a period of three months. A questionnaire was administered in person to the head teachers and teachers in order to ensure their retrieval. Interviews were held with teachers and parents while focus group discussions were held with the pupils.

Problems during data collection

Some of the respondents were not willing to answer the questionnaires or to be interviewed but were persuaded to be involved in the study. The areas in the study sample were far apart and the researcher had to move long distances to collect the

data. Resources were also limited and this slowed down data collection in some outlying areas.

Data Analysis

Quantitative data were analyzed using the computer software called Statistical Package for Social Sciences (SPSS), so as to generate charts of frequencies and percentages. Qualitative data were categorised and sub-categorised in themes. There after the categorized data were subjected to theme analysis. The themes that emerged from the categorized data were interpreted in line with the objectives of the study.

Ethical Considerations

During the research, the head teachers, teachers, parents and pupils were assured that the information they would give was to be treated with utmost confidentiality and used specifically for purposes of the study.

CHAPTER FOUR

RESEARCH FINDINGS

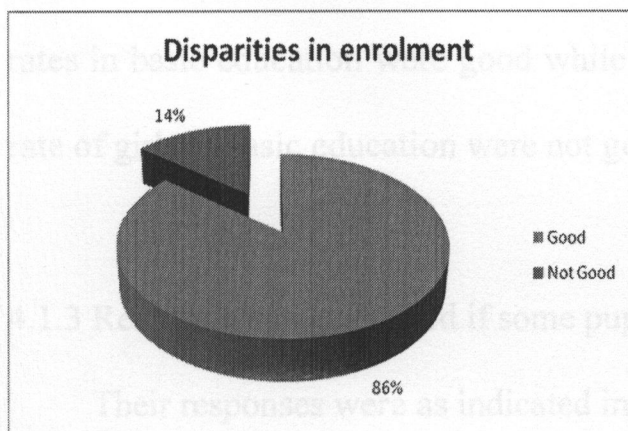
This chapter presents the findings of the study and has been outlined according to categories of the respondents. The charts show the responses from the questionnaires of head teachers and teachers. This chapter also has the findings from the interviews held with teachers, parents and those from the pupils' focus group discussions. Only variables that relate to the impact of the social and economic factors on access to free basic education are in this chapter.

4.1 Findings from the teachers' questionnaire:

4.1.1 Respondents were asked if enrolment of girls compared to that of boys in their schools was good or not. Their responses were as indicated in chart 1 below:

Chart 1

No. 80

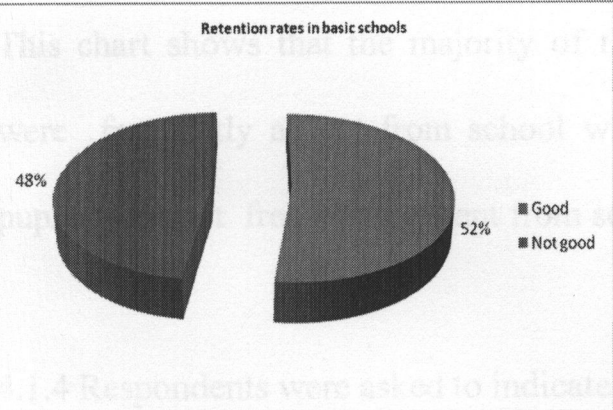


The chart shows that the majority of the respondents (86%) indicated that enrolment of girls compared to that of boys in schools were good while the remaining 14% indicated that they were not.

4.1.2 Respondents were asked if the completion rates of girls at their basic school was good or not. Their responses were as shown in chart 2 below:

CHART 2

No. 80



This chart indicates that 52% of the respondents indicated that the girls' completion rates in basic education were good while 48% of them indicated that the completion rate of girls in basic education were not good.

4.1.3 Respondents were asked if some pupils were frequently absent from school.

Their responses were as indicated in chart 3 below:

CHART 3

No. 80

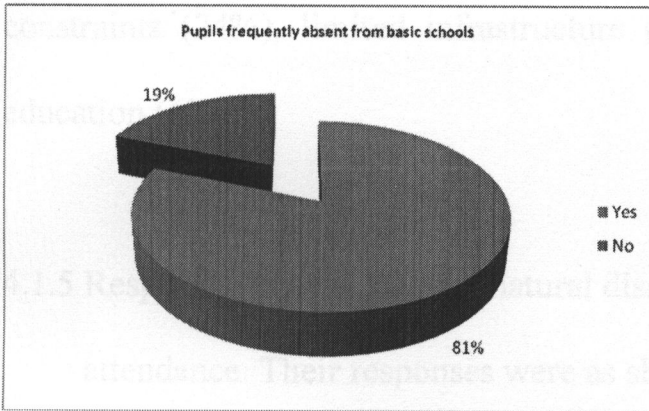


CHART 5

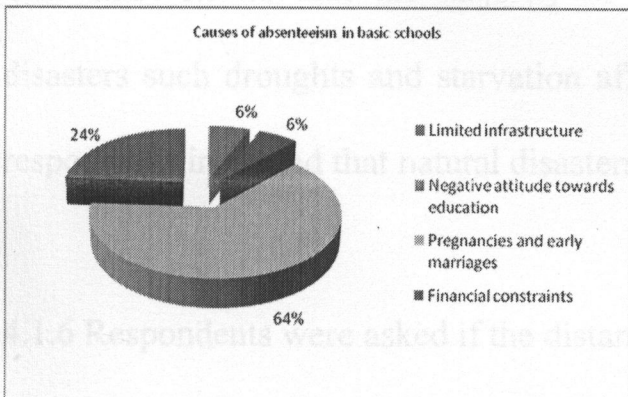
This chart shows that the majority of the respondents (81%) indicated that pupils were frequently absent from school while 19% of the respondents indicated that pupils were not frequently absent from school.

4.1.4 Respondents were asked to indicate what caused absenteeism in basic schools.

Their responses were as shown in chart 4 below:

Chart 4

No. 80

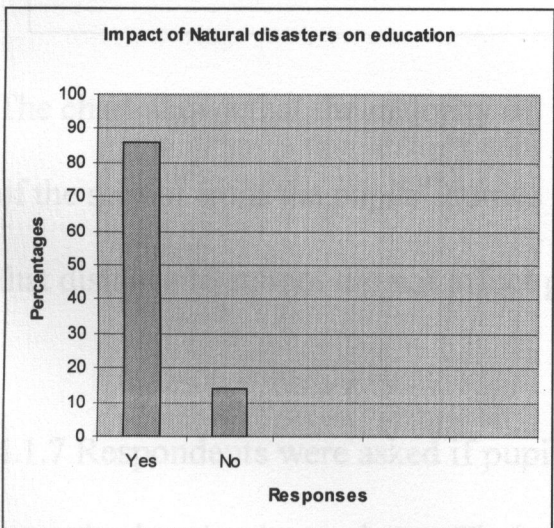


The chart shows the following as having been cited as being the causes of absenteeism in basic schools: pregnancies/ early marriages (64%), Financial constraints (24%), limited infrastructure (6%) and preference of boys to girls in education (6%).

4.1.5 Respondents were asked if natural disasters such as droughts affected school attendance. Their responses were as shown in chart 5 below:

CHART 5

No. 80

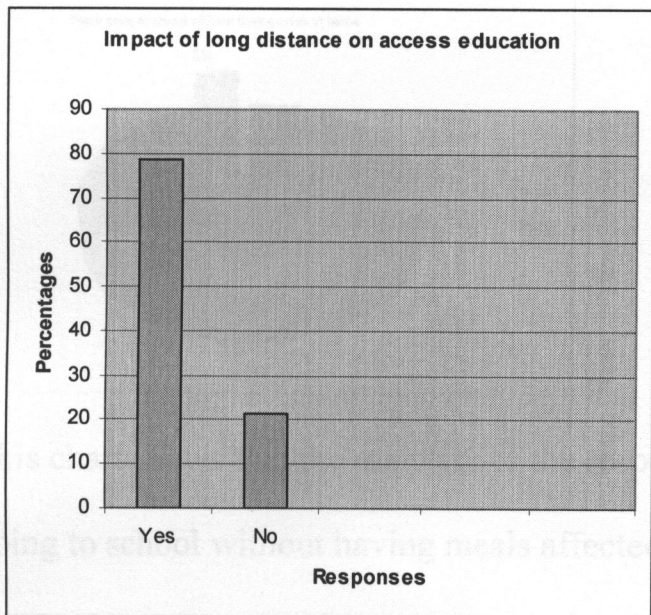


This chart shows that the majority of respondents (86%) indicated that natural disasters such droughts and starvation affected school attendance while 14% of the respondents indicated that natural disasters did not affect attendance in basic schools.

4.1.6 Respondents were asked if the distance of the school from the pupils' homes affected attendance . Their responses were as shown in chart 6 below:

CHART 6

No. 80



The chart shows that the majority of respondents (80%) indicated that long distance of the school from the pupils' homes affected school attendance while 20% indicated that distance to school did not affect pupils' attendance in basic schools.

4.1.7 Respondents were asked if pupils' going to school without eating affected basic school attendance. Their responses were as indicated in chart 7 below:

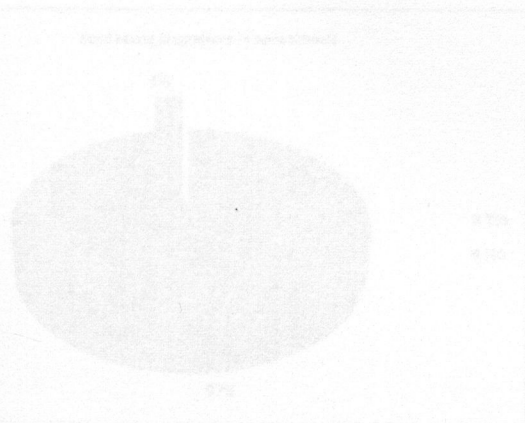
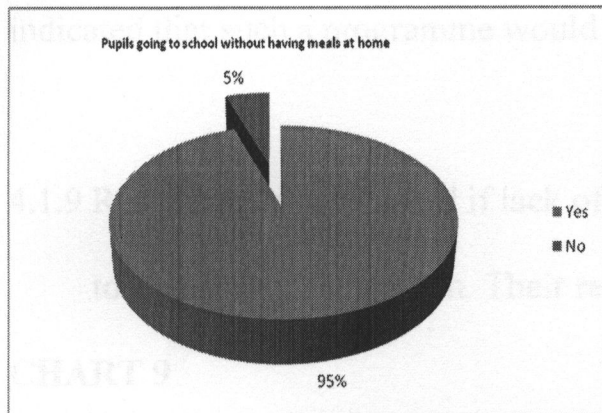


CHART 7

No. 80



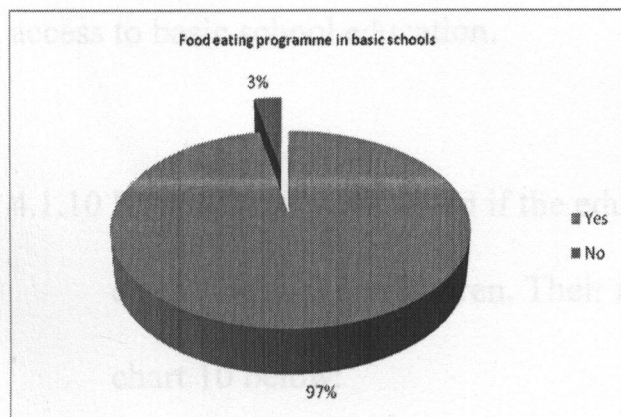
This chart shows that the majority of the respondents (95%) indicated that pupils' going to school without having meals affected school attendance while 5% indicated that it did not do so.

4.1.8 Respondents were asked if a food eating programme at school would improve attendance in basic schools. Their responses were as shown in chart 8

below:

CHART 8

No. 80

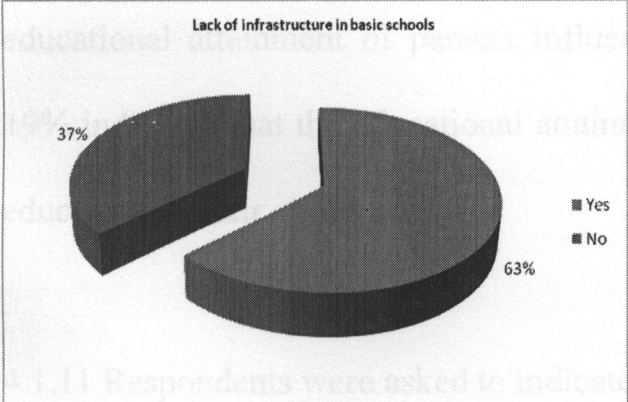


This chart shows that the majority of the respondents (97%) indicated that a food eating programme would improve school attendance in basic schools while 3% indicated that such a programme would not improve school attendance.

4.1.9 Respondents were asked if lack of infrastructure in schools caused children not to access basic education. Their responses were as shown in chart 9 below:

CHART 9

No. 80

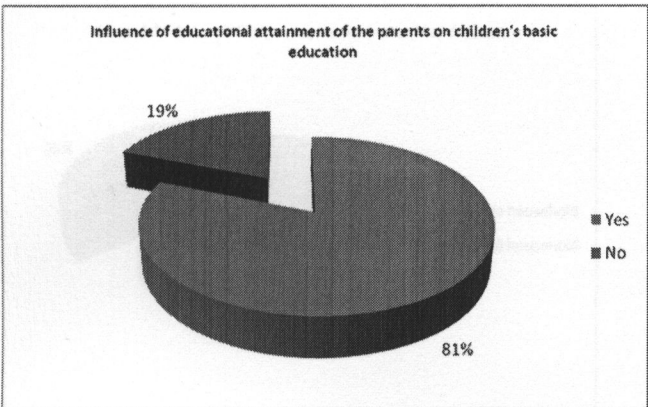


This chart shows that the majority of the respondents (63%) indicated that lack of infrastructure in schools prevented children from accessing basic education while 37% of the respondents indicated that infrastructure was not a factor that determined access to basic school education.

4.1.10 Respondents were asked if the educational attainment of parents influenced the education of their children. Their responses were as shown in chart 10 below:

CHART 10

No. 80



The chart shows that the majority of the respondents (81%) indicated that the educational attainment of parents influenced the education of their children while 19% indicated that the educational attainment of the parents had no influence on the education of their children.

4.1.12 Respondents were asked if the medium of instruction used in schools affected

4.1.11 Respondents were asked to indicate whether children from large

families or those from small families were more likely to access basic schools.

Their responses were as shown in chart 11 below:

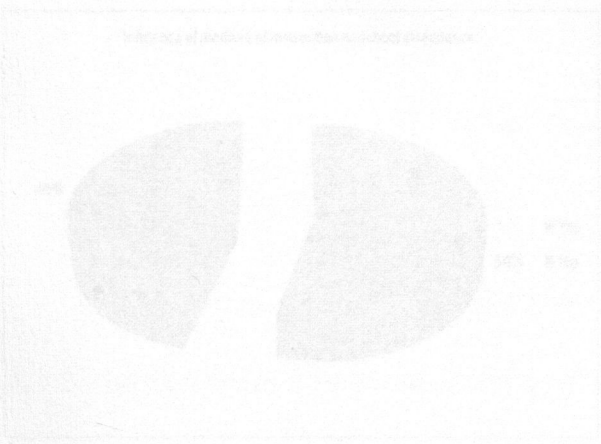
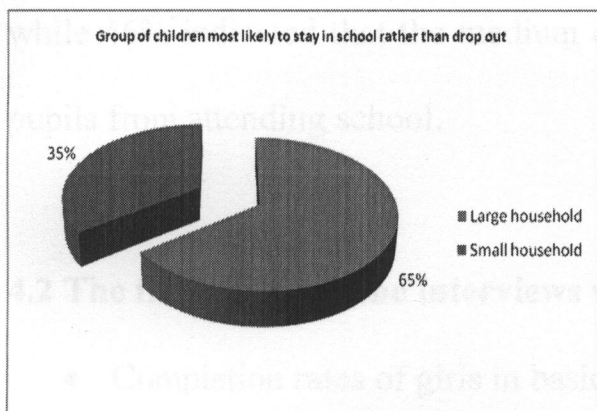


CHART 11

No. 80

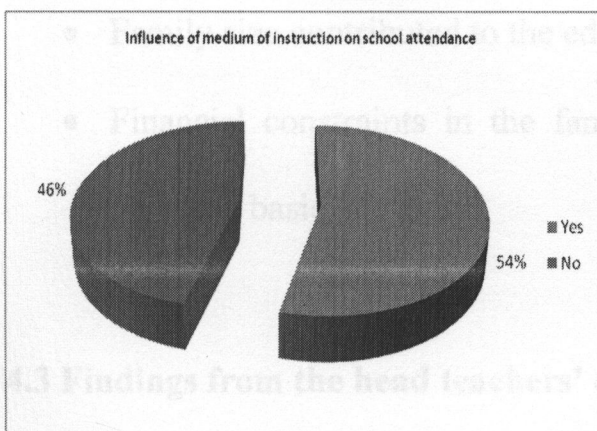


This chart shows that the majority of the respondents (65%) indicated that children from large families were likely to stay in school longer while 35% of the respondents indicated that children from small households stay longer in school.

4.1.12 Respondents were asked if the medium of instruction used in schools affected attendance. Their responses were as shown in chart 1 below:

CHART 12

No. 80



This chart shows that 54% of the respondents indicated that the medium of instruction used in schools did not prevent pupils from attending basic education while 46% indicated that the medium of instruction used in basic schools prevented pupils from attending school.

4.2 The findings from the interviews with teachers.

- Completion rates of girls in basic schools were not good.
- Pupils were frequently absent from school.
- Natural disasters such as droughts and starvation affected basic school attendance.
- High poverty levels in families affected basic education.
- Long distance of the school from pupils' homes affected learning.
- The medium of instruction used in basic school did not hinder school attendance.
- Diseases, sicknesses and deaths affected school attendance.
- Family size contributed to the educational attainment of children.
- Financial constraints in the families where the pupils come from, affected access to basic education.

4.3 Findings from the head teachers' questionnaire:

4.3.1 Respondents were asked to show the statistics of boys and girls in their basic

schools. The responses were as shown in chart 1 below:

Chart 13

	Enrolments		Enrolment	%
	Boys	Girls	Disparities	difference
Rural	238	220	18	0.6
Schools	252	238	14	0.4
sampled	295	262	33	1.0
	321	281	40	1.2
	1106	1001	105	3.3
Urban	344	316	28	0.9
Schools	350	351	-1	0.0
sampled	458	505	-47	-1.5
	962	934	28	0.9
	2114	2106	8	0.2

This chart shows that disparities between boys and girls in basic schools of Monze District was not so pronounced. It averaged 3.3% in the rural areas and 0.2% in the urban areas.

4.3.2 Other findings from the head teachers' questionnaire were that:

- Pregnancies, household chores and financial constraints were the causes of disparities in boys' and girls' enrolments.
- The girls' educational completion rate at basic school level was considered good by half of the respondents (4) and bad by the other half (4).
- Six of the eight respondents indicated that pupils at their schools were frequently absent while two (2) denied this. Hunger, family labour and

unfriendly school environment were the causal factors of absenteeism in basic schools.

- Natural disasters affected basic school attendance.
- Distance of the school from pupils' homes affected their attendance.
- The majority of the respondents (5 out of 8) indicated that lack of infrastructure affected pupils' access to basic school education while the remaining (3) indicated that it did not.
- Six (6) of the respondents indicated that the educational attainment of parents had an influence of their children's education while two (2) indicated that it did not have any influence at all.
- Most respondents (5 out of 8) indicated that children from large families were more likely to stay in school longer than those from small families.
- Medium of instruction was indicated to be a hindrance to school attendance by four (4) respondents while the other four (4) did not consider it to be a hindrance .
- Six (6) respondents considered sicknesses and diseases as having an effect on school attendance while two (2) indicated they did not have an effect.

- Five (5) of the respondents indicated that negative attitudes towards education affected school attendance while three (3) indicated otherwise.
- Five (5) respondents indicated that parents' financial constraints did not affect school attendance while three (3) indicated that they did so.

4.4 Findings from the pupils' focus group discussions.

- The completion rates for girls in basic schools were not good.
- Pupils were frequently absent from school due to family labour and other household chores.
- Natural disasters such as droughts and starvation affected basic education.
- Poverty affected school attendance.
- Distance and the geographical location of the school from the pupils' homes affected attendance in basic schools.
- Pupils' coming to school without having taken any meals affected basic education.
- Family size contributed to educational attainment of the children.
- The medium of instruction used in basic schools did not hinder attendance.
- Diseases, sicknesses and deaths affected basic school attendance.
- Financial problems in families affected basic school attendance.

4.5 Findings from interviews with parents:

- The existence of high poverty levels existing in the homes where the pupils came from affected basic school attendance.
- Distance of schools from pupils' homes affected basic education.
- Family size affected children's access to basic education.
- Sickness and diseases affected children's school attendance.
- Financial problems in families affected basic school attendance.

CHAPTER FIVE

DISCUSSION OF THE STUDY FINDINGS

This section of the report discusses the findings of the study. The discussions are based on the selected variables that relate to the impact of social and economic factors on access to free basic education as well as on the data that were collected from the respondents. Related variables were jointly discussed.

5.1 Financial constraints as a factor in the access to free basic education.

Although the majority of the head teachers indicated that financial constraints did not hinder access to free education, other respondents showed that they did. It was reported that most parents were not in employment and found it difficult to pay P.T.A funds and raise money for uniforms. This resulted in some children failing to be enrolled in basic schools or continue with their studies. Some pupil respondents actually pointed out that some of their friends had stopped school in order to sell merchandise on the streets to raise money for books, pens, pencils or for assisting their parents/ guardians buy food stuffs.

They further pointed out that urban schools charged 15000 kwacha (\$3) per term and the rural basic school 5000 kwacha(\$1) per term towards the running of the schools. These amounts paid in basic schools of Monze, inhibited many pupils from accessing

basic education because they spend much of their time looking for an income to feed their families and also meet expenses of basic education.

5.2 The impact of high poverty levels on access to free basic education.

Respondents stated that children from poor families of basic school age in Monze District would rather go to market places or streets to sell so that they supplement the family's income rather than attend basic education. It was mentioned by the respondents that many children would also work in the fields, herd cattle and engage in other economic activities to support their families at the expense of basic education. It was reported that children in a variety of situations had to work for their livelihood since they were poor. Often, schooling for these children depended on the income of their families and this factor reduced basic school attendance by many children in Monze. There is also evidence to prove that cost was a factor that hindered children's access to basic education as indicated in Mwanakatwe's **Growth of Education in Zambia Since Independence.**

Researchers have also found that the rising costs of education had contributed to the high drop out rates in primary schools (MoE, 1996). It was reported by respondents that the P.T.A fees levied on parents and children had adversely affected school enrolments. It was reported by pupil respondents that pupils opted to engage themselves in household chores because they could not afford them. Currently P.T.A

fees charged by basic schools of Monze District inhibit many poor children from accessing basic education since their parents were not in employment.

It was asserted by respondents that economic factors related to poverty among households in Monze District has made it difficult to meet the cost of education and the families' livelihood. They reported that school participation and completion rates of both girls and boys had declined substantially because of the fees which are charged in basic schools.

It was asserted by the respondents however, that the cause of charging school fees was due to the government's reduced funding to basic education. This has led to basic schools in Monze to start charging P.T.A fees to mitigate the day to day running of schools. Pens, pencils, books and textbooks sent to schools were not enough to be accessed by all the pupils in basic schools and this forced pupils to buy their own educational materials thus increasing their direct costs on accessing basic education.

This study carried out in Monze District (Zambia) agrees with (Peeverly, 2005) who argues that cost is a factor that contributes to a child's failure to access basic education. This is attributed to the family's inability to absorb direct or indirect costs of schooling despite primary education being "free".

5.3 The impact of natural disasters on access to free basic education.

It was reported by respondents that natural disasters such as droughts and starvation affected basic school attendance in Monze. It was mentioned by the pupil and parent respondents that during periods of droughts and starvation especially in the rural basic schools, pupils spent much of their time looking for what they were going to eat and accompanied their families to work on other people's fields at the expense of attending basic education. They mentioned that most families were small scale farmers (peasant farmers) and food stocks grown in each season was not enough feed them the whole year. It was indicated that when the food in families got finished, attendance in school was affected as many pupils refused to attend school because of hunger in their homes. Respondents also indicated that during times when rains were less or when most of their crops were flooded, they had little or no food at all to eat in families. Teacher respondents also stated that natural disasters such as droughts, starvation or hunger experienced in the homes where the children came from, affected basic school attendance in Monze District.

5.4 The impact of long distance of the schools from the pupils' homes on access to free basic education.

It was stated by the respondents that distance affected school attendance especially in the rural basic schools which had wide catchment areas where pupils had to walk long distances to access basic education. Respondents also mentioned that because of

the geographical location of some schools from the pupils' homes, the flooding of rivers during the rain season prevented pupils from getting to school until the water went down. This meant that distance and the geographical location of the school from the pupils homes affected the children's access to basic education.

Though distance is not so much pronounced for the urban schools, it is however, a factor for the rural basic schools of Monze District. The respondents pointed out that many of the friends who walked long distances to school did not attend basic education regularly because they got tired. Even when they managed to get to school they did so late. What this means is that they learnt little of what was taught and that their performance in examinations was not so good.

This study carried out in the basic schools of Monze agrees with (Cohn, 2006) who argues that pupils attending less than 100% of classes tended to reduce scholastic performance. If the pupils performed poorly in school then we could suggest that they were not accessing basic education.

Schools which were far from the pupils' homes would affect the children's access to education. Distance affected pupils' attendance in the basic schools of Monze District as indicated by all groups of respondents. When schools were easily accessible, children were more likely to get into basic education and consequently, would have a financially stable future.

It was mentioned by parent respondents that basic education facilities should easily be accessed all round the year to avoid some pupils to be disadvantaged when they are already poor. If these pupils remained in poverty, they would easily be manipulated by powerful groups such as politicians for their political gain. In a democratic society like ours, people must gain basic education so that they could apply themselves in the changing society by understanding their rights.

5.5 The impact of family size on access to free basic education.

The majority of the respondents indicated that children coming from large households stayed in school longer than those from small households. This was a common response from the pupils in the rural basic schools. They mentioned that large families could easily divide themselves and share family labour while sending the young child to school. The discussions in the urban schools had a different angle as they stated that pupils coming from small households would stay in school rather than dropout because the parents would easily support a small number of children in school in terms of books, pens, pencils, uniforms, food at home and school fees. From these discussions, it can be suggested that family size determined children's access to basic education in Monze District.

On the other hand, it was mentioned by respondents that children in smaller households were more likely to be diverted to offer family labor or stand-in in case of family shocks like sickness. In such an arrangement, access to 'free education' among

the majority of the children from smaller households appears impossible. It can be concluded therefore, that family size affected the educational attainment of the children in the Monze basic schools.

5.6 The lack of infrastructure on access to free basic education.

The respondents mentioned that the lack of infrastructure had made many pupils fail to access basic education in Monze. Infrastructure shortage is very serious in both the rural and urban basic schools as indicated by the respondents because many pupils were not enrolled. Teachers were not sent to schools because of accommodation problems. Respondents mentioned that lack of infrastructure disadvantaged children because many of them could not be enrolled because of lack of space. Moreover, the failure to post teachers to schools because of accommodation prevented pupils from accessing proper education. The few available teachers in schools could not effectively handle all the classes. They taught superficially and their pupils come out of the basic school system half baked.

5.7 The impact of diseases and sicknesses on access to free basic education.

Respondents mentioned that diseases and sicknesses affected the pupils attendance in basic schools in Monze. The respondents interviewed suggested that disease or illness on the parents and pupils themselves affected school attendance in schools. Social problems associated to illness and disease would only be solved if many people in the society could access basic education. The respondents stated that the rise in diseases

and sicknesses in our society had weakened communities because a sick person could not work or attend school.

It was mentioned by the subjects that illness was a factor that prevented some pupils from attending basic education. It was reported in the focus group discussions with pupils that, some children stayed away from school to take care of the sick people at home. There was a report about both parents of some children having died and the pupils had to look after themselves. In such cases, the pupils did not attend basic education regularly because they had to work to find money for survival. It was also mentioned by respondents that there were cases where some girls engaged in prostitution for an income or got into early marriages or became pregnant and abandoned schooling.

5.8 The impact of negative attitudes towards education on access to free basic education.

It was indicated by the respondents that disparities in the basic schools of Monze District were not so much pronounced. It was however, stated by the subjects interviewed that the main factors that caused the small differences in terms of enrolments were negative attitudes towards education by both parents and children. It was reported by pupil respondents that some of their friends did not have any interest in learning. These negative attitudes towards education were the cause of some

parents marrying off small girls and thereby making them drop out of the basic school system.

It was also mentioned that negative attitudes towards education caused absenteeism in basic schools because children were sent to do household chores, engage in family labour such as agricultural activities and selling merchandise on the streets by their parents. These negative attitudes towards education made many pupils stop attending school while those who managed to attend basic education were absent regularly. Such occurrences imply that illiteracy would continue to thrive in our society.

5.9 The medium of instruction on access to free basic education.

Respondents have indicated that the medium of instruction did not hinder children from attending basic education. This was because basic schools used the dominant language of the area where the schools were located as a medium of instruction from grade one to four (lower basic). The use of English as a medium of instruction was only done at the upper basic school level of education (Grade 5 – 7) according to respondents. This means that, the medium of instruction was not a factor that hindered basic school attendance in Monze because the mothers' tongue was used in the early stages of education (Grade 1 to 4) except in the urban sector where there was a collection of pupils coming from various language groups.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS.

This chapter contains the conclusions and recommendations for the study.

6.1 Conclusions.

Through an assessment of responses from head teachers, teachers, parents and pupils, what came out of the study was that:

6.1.1 Natural disasters hindered access to basic education.

6.1.2 Long distance of the school from the pupils' homes affected school attendance.

6.1.3 Pupils' coming to school without meals affected access to basic education.

6.1.4 Lack of infrastructure affected access to quality basic education.

6.1.5 Family size determined basic school attendance of children.

6.1.6 Diseases and illnesses affected attendance in basic schools.

6.1.7 The medium of instruction did not affect school attendance.

6.1.8 Negative attitudes towards education by both pupils and parents affected access to basic education.

6.1.9 Financial constraints and poverty affected many pupils' access to basic schools.

6.1.10 Pregnancies contributed to disparities in boys' and girls' enrolments.

6.1.11 Hunger, family chores and unfriendly school environments caused absenteeism in basic schools.

6.2 Recommendations.

In order for free basic education to succeed in the midst of the social and economic factors, it is recommended by the study that:

6.2.1 The government, non- governmental organisations and communities where the schools are based should provide adequate educational materials in order for pupils to access quality basic education.

6.2.2 Infrastructure in the basic schools of Zambia should be expanded so that basic education is accessed by all children.

6.2.3 Government funding to basic school should be increased so that pupils are not levied user fees.

6.2.4 Parents and communities where the schools are located must be sensitised on the need to participate in projects that would improve infrastructure in basic schools.

6.2.5 Parents and communities must be sensitised on the need to send the young girls who become pregnant back to school after they deliver, so that they complete their basic education.

6.3 Suggestions for future research:

6.3.1 Assess community participation in free basic education policy.

6.3.2 Examine the viability of the free education policy in Zambia.

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Appendix 1

Head teachers' Questionnaire

Instructions

You are kindly requested to complete this questionnaire. Your answers will help improve the education of the underprivileged. To answer the questions, place a tick [] against the most appropriate answer or fill in the blank spaces where the possible answers are not given.

Respondents'

Sex _____

Age _____ years

1. What is the statistics of boys and girls in your school?

Boys' _____

Girls' _____

2. What are the causes of gender disparities in terms of enrolment at your school?

3. Do gender differences in enrolment affect the girl child's access to education in your school?

[] Yes

[] No

4. Did any pupils' leave your school due to pregnancies in the last two years?

[] Yes

[] No

5. If the answer to Q4 is Yes, how many of them? _____

6. Are some pupils frequently absent from school?

Yes

No

7. What makes them to be absent when education is provided free?

Family labor.

Unfriendly school environment.

Other (specify).

8. Do natural disasters such as droughts and starvation prevent families from sending their children to school?

Yes

No

9. Do natural disasters prevent school going children from accessing education in your school.

Yes

No

10. Is learning affected when the medium of instruction at school is different from what is spoken at home?

Yes

No

11. Do pupils avoid school because of the use of a language which is not in the Mothers tongue?

Yes

No

12. Do pupils coming from families of illiterate parents avoid attending school because of a foreign language being used?

Yes

No

13. Does long distance of the school from the pupils' homes affect the children's access to basic education?

Yes

No

14. Is distance a contributing factor to children's access to education?

Yes

No

15. Does lack of meals at home affect pupils' attendance in school?

Yes

No

16. Would the educational attainment of the parents influence pupils' school attendance?

Yes

No

17. Do illiterate parents have little impact in encouraging their children to attend school?

Yes

No

18. Do parents have an influence in the education of the children?

Yes

No

19. Which group of children in your school are more likely to stay and not drop out?

Those from large households

Those from smaller households

20. If the answer in (15) is 'those from large households' give the reasons?

21. Do pupils coming from large households' access education more than those from smaller households?

Yes

No

22. Does family size contribute to the pupils' access to education in your school?

Yes

No

23. Are your classes congested with pupils, and not conducive to learning?

Yes

No

24. Does the lack of infrastructure in school make many pupils not to access basic education?

Yes

No

Appendix 2

Teachers' Questionnaire

Instructions

Do not give your name. To answer the questions, place a tick () against the most appropriate answer or fill the blank spaces where there are no possible answers given.

Respondents'
Age _____ years

Sex _____

1. How is the enrolment of girls at your school compared to that of boys?

Good

Not Good

2. If your answer to question 1 is "not good," give reasons for your response?

3. Describe the girls' retention and completion rates in your school.

Good

Not Good

4. What could be attributed to girls' failure to access education despite being 'free'?

5. Are some pupils frequently absent from school?

Yes

No

6. If your answer to question 5 is Yes, what do you think makes them absent from school when education is provided free?

Family labor.

Unfriendly school environment.

Other (Specify).

7. Do natural disasters such as droughts and starvation prevent families from sending their children to school?

Yes

No

8. Do pupils get frustrated by the use of a language which is not in the mother tongue at school?

Yes

No

9. Does long distance of the school from the pupils' homes affect their access to education?

Yes

No

10. Are pupils coming to school without meals affected in their learning?

Yes

No

11. Would school feeding programs improve attendance in basic schools?

Yes

No

12. Does the educational attainment of the parents influence pupils' access to education?

Yes

No

13. Do illiterate parents have little impact in encouraging their children to attend school?

Yes

No

14. Does parents' illiteracy contribute to children's failure to access education despite being 'free'?

Yes

No

15. Which group of children is more likely to stay rather than drop out of school?

Those from large households

Those from smaller households

16. If the answer to (Q15) is 'those from large households' give the reasons why this is so?

17. Do large households access education more than smaller households?

Yes

No

18. Does family size contribute to the pupils' access to education in your school?

Yes

No

19. Are your classes congested with pupils and not conducive for learning?

Yes

No

20. Does the lack of infrastructure in your school make many pupils not to access education?

Yes

No

Appendix 3

Interview schedule for Teachers

1. What contributes to gender differences in enrolment at your school?
2. Are some pupils frequently absent from school?
3. Does sickness and disease such as AIDS cause pupils not to access education?
4. Is the Medium of Instruction used in school a hindrance to pupils' access to education ?
5. Does long distance of the school from the pupils' homes affect access to education by pupils?
6. Are pupils coming to school without meals affected in their education?
7. Do parents have some influence in encouraging their children to attend school?
8. Does lack of an income in the families where the children are coming from, affect their school attendance?

Appendix 4

Focus group discussion guide for pupils.

1. What could be attributed to some girls' failure to access education despite being 'free'?
2. Are some pupils frequently absent from school?
3. Are natural disasters such as droughts and starvation (hunger) affecting your families?
4. Do you get affected when the medium of instruction at school is different from what you speak at home?
5. Does long distance of the school from your homes affect your accessing education?
6. Does coming to school without meals affect one's learning?
7. Do diseases, sicknesses and deaths make some pupils not access education?
8. Do financial problems in families cause pupils not access basic education?

Appendix 5

Interview schedule for parents.

1. What are you doing for your living?
2. How big is your family?
3. Are you able to support them at home and at school?
4. As parents, do you have any influence on the education of the children you live with?
5. Does distance of the school from your home affect your children's attendance in school?
6. Does sickness affect your children's attendance in school?

Appendix 6

Budget for the Study

Stationery	120,000
Transport	1300,000
Printing of Instruments	300,000
Printing of Dissertation	600,000
Binding of dissertation	1,000,000
Tape Recorder	300,000
Tapes	30,000
Pens	10,000
Flash disk	290000
Total	3,950,000



REPUBLIC OF ZAMBIA

In reply please quote

Telephone: 50516

Fax: 50054

MINISTRY OF EDUCATION

OFFICE OF THE DISTRICT EDUCATION BOARD OFFICER
MONZE DISTRICT EDUCATION BOARD
P.O.BOX 660095
MONZE

25th September, 2009

TO WHOM IT MAY CONCERN

RE: AUTHORITY TO CONDUCT RESEARCH IN FOUR RURAL AND FOUR URBAN SCHOOLS.

The bearer of this letter is Mr. Muchimba a teacher at Canisius High School, currently studying for his Masters at the University of Zambia.

He has been given authority to conduct a research on the impact of social and economic factors on access to free Education in Zambia a case of Monze District.

A handwritten signature in black ink, appearing to read 'J.M. Shamputa'.

**J.M. Shamputa
DISTRICT EDUCATION BOARD SECRETARY
MONZE DISTRICT**

/wmk