CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter provides a background to the study. It also spells out the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, theoretical framework, delimitation, limitations and operational definitions. Equally provided are, the organisation of the dissertation and a summary of all the issues covered in this chapter.

1.1 Background

The concept of partnerships in literacy development implies teachers, families and communities working hand in hand to share information needed to help pupils acquire the necessary skills such as reading, writing, speaking and listening. Acquisition of appropriate attitudes, norms, values and beliefs is also emphasised so as to enable pupils function properly not only within the classroom but in the outside world as well (Paratore & McCormark, 2005).

The significance of the above mentioned partnerships amongst families, the wider community and the learning institutions has not gone unnoticed both in European as well as in African countries. Experiences obtaining in some European countries that this dissertation captures are the United Kingdom (UK), Australia and the United States of

America. For example, researchers from UK like Dersforges and Abouchaar (2003) comment that learners can explore their educational abilities to great levels if complete support of their parents is incorporated into the school systems. They further contend that efforts to advance home-school partnerships in educational provision are at the fulcrum of different stakeholders in different parts of the world.

In Australia, Victoria and Deborah (2006) assert that parents are always accredited as the initial educators of their offsprings. Consequently, their participation in the development of children's listening, speaking and socialisation skills is important to a child's emotional, social and physical well-being. Through various family activities such as shared exercise, dialogue and assessment, literacy skills are passed on from parents to their children.

Similarly, in the United States of America (USA), researchers have made several comments with regards to home school partnerships in literacy development. According to the USA's National Reading Research Centre (2006), literacy resources and opportunities at the disposal of children in their home environments are just as important as the resources and opportunities available to children at school in terms of their influence on literacy development. This centre believes that children are more likely to develop their literacy skills when the influences of these two important contexts (home and school) are combined. In line with the aforesaid philosophy, Brown (2006) comments that the engaging of parents in the educational process is a phenomenon that is jointly rewarding. The school provides the parents with the necessary knowledge on how it

operates and how they can help their children to meet the demands that the curriculum places on them. Further, teachers get to be informed on the type of assistance parents can render to their children and the support they are able to offer. Brown (2006) further explains that the purpose of involving parents in their children's literacy development is to supply the teacher with knowledge on the behaviour of a child as a learner outside school, promote joint respect, understanding and openness between parents and teachers.

For parents to feel part and parcel of their children's education, they must be included in the home-school partnerships formulated to promote their children's literacy. In a similar vein, Morrow and Young (1997) contend that a concerted operational rapport between educators and parents is one aspect that contributes positively towards the development of children's literacy. Moreover, teachers should be alive to the fact that literacy development does not commence with conventional education when a child enters the classroom. To the contrary, children bring to school many concepts about literacy and certain competencies in oral language, phonemic awareness, writing and reading (Barton, 2007).

In Africa, home-school partnerships intended for the promotion of literacy development among school going children are also encouraged. For example, in South Africa, the South African Schools Act 84 of 1996 empowers parents to work as a unit with the teachers in the provision of their children's literacy (South African Act 84, 1996). Section 6.1 of the aforesaid document puts emphasis on parents taking an active role in their children's school work. It also adds that they should provide a home environment in

which their children should finish any homework given. Parents are also encouraged to attend school meetings and serve in various portfolios of school committees.

In addition to the above, The National Curriculum Statement (NCS) of South Africa allows parents and the wider community to have a role to play in curriculum management. NCS identifies the following as benefits of community, parent and school partnerships: improved school performance, reduced school drop out rates, a decrease in disciplinary problems and generally, a more positive attitude towards school (Primrose, 2010).

In Zambia, it has always been a plea of the government through the Ministry of Education that schools must work together with parents so as to help develop the literacy skills of their children. Evidence of this appeal is visible in the 1996 policy document promulgated by the Ministry of Education known as ''Educating Our Future''. Among the several objectives of this national policy was to:

> Establish new and revitalised partnerships, involving all levels: partnerships between the Ministry of Education and other government ministries; partnerships between the government and non-governmental organisations, the private sector, local communities; religious groups and families. Effective partnerships involve giving attention to the role that cooperating partners can play, formulating policies to guide the partnerships and establishing strategies that facilitate it (p.134)

Furthermore, in 1998, with the help of Britain's Department for International Development (DFID), the Ministry of Education designed the Zambia Primary Reading Programme. This programme also recognized the importance of home-school partnerships. This was achieved through its involvement of parents or guardians and the

wider community in promoting literacy in schools (DFID/Ministry of Education, 2000). The Primary Reading Programme's New Breakthrough to Literacy (2002), Read On Course (2002) and Step InTo English (2002) literacy courses outline the following ways in which teachers can involve parents in their children's literacy development:

    i)   invite parents on Parents Day;

    ii) invite parents on Open Day;

    iii) invite them to read and/or tell stories to learners in class; and

    iv) show parents how they can improve the reading environment at home.

Besides, parental engagement in literacy development is observed to have gained a noteworthy status within the confines of learning institutions. This is mentioned with special reference to the school of thought which states that the duty of educating a child lies squarely on the shoulders of the parents. This line of thought is in tandem with the attention that the United Nations Declaration on Human Rights renders to parents. It acknowledges the fact that parents have the right to select the type of education their children should receive (M.O.E, 1996).

Therefore, this dissertation discusses home-school partnerships in literacy development in Lusaka District. This was done by investigating what transpires in three basic schools located in a high density residential area of Lusaka District.

1.2 Statement of the Problem

Various scholars have cited home-school partnerships to be major contributors to children's literacy development (Dersforges & Abouchaar, 2003; Hornby, 2000; Victoria & Deborah, 2006). Additionally, the Ministry of Education also emphasises the importance of basic schools partnering with communities to help improve the academic performance of pupils (M.O.E., 1996). However, home-school partnerships vary from one community to another due to differences in the socio-economic, educational as well as geographical factors that affect them. This means that the strategies or techniques which teachers use to partner up with parents in such initiatives (home-school partnerships) may vary depending on the mentioned factors. Moreover, teachers are advised to feel free to establish strategies and activities that foster community participation (M.O.E, 1996 and M.O.E-ZNBTL, 2002). Therefore, the problem that this study sought to address was the lack of adequate knowledge on the strategies or techniques that teachers of selected basic schools in high density residential areas of Lusaka District employed to partner up with parents to help develop the literacy skills of pupils.

1.3 Purpose of the Study

The purpose of this study was to investigate home-school partnerships meant for literacy development in Lusaka District. This was to be done with special reference to three basic schools located in a high density residential area.

1.4 Research Objectives

1.4.1 Principle Objective

To establish the strategies or techniques used by the teachers to partner up with parents in home-school partnerships.

1.4.2 Specific Objectives

The specific objectives of the study were:

i)   to establish the strategies or techniques employed by teachers to collaborate with parents in an attempt to develop the literacy skills of pupils in Lusaka District;

ii)   to establish the importance of home-school partnerships in literacy development to the teachers, parents and pupils of Lusaka District;

iii)   to determine the factors that constrain home-school partnerships meant for literacy development in Lusaka District; and

iv)   to assess the measures meant to enhance home-school partnerships meant for literacy development in Lusaka District.

1.5 Main Research Question

What strategies or techniques do teachers use to partner up with parents in home-school partnership?

1.5.1 Specific Research Questions

   i)   What strategies or techniques do teachers employ to collaborate with parents in an attempt to develop the literacy skills of pupils in Lusaka District?

ii)   Of what importance are home-school partnerships in literacy development to the teachers, parents and pupils of Lusaka District?

iii)   What factors constrain home-school partnerships meant for literacy development in Lusaka District?

iv)   What measures should be taken to enhance home-school partnerships meant for literacy development in Lusaka District?

1.6 Significance of the Study

The study was designed to establish home-school partnerships strategies or techniques in literacy development in Lusaka District. This was done with reference to three basic schools located in a high density residential area. It is hoped that the findings of this study may be of use to policy makers, researchers and practitioners.

About the policy makers, it is hoped that the findings of this study may give them an up to date understanding of how home-school partnerships meant for literacy development function in high density residential areas. This may give them a solid foundation upon which future policies concerning similar initiatives may be designed. Moreover, the findings may be used in the monitoring of the implementation process as well as the evaluation of policies that concern home-school partnerships in high density residential areas.

Regarding the researchers, it is anticipated that the results of this research may add new information to the already existing body of knowledge on the area under study. It is also

hoped that this study may stimulate further research into home-school partnerships in literacy development.

In the case of the practitioners, it is hoped that the findings of this research may bring about appreciation on the part of both the teachers and parents regarding the role that successful home-school partnerships may play in literacy development of learners. Awareness on the part of new teachers and parents on the existence of literacy programmes that involve teachers, families and the wider community may be generated. Lastly, the findings of the study may also help schools in designing approaches directed at promoting home-school partnerships meant for literacy development.

1.7 Theoretical Framework

A number of theories have been formulated which can be used to understand home-school partnerships. This study made reference to only three of them. The first one was Bronfenbrenner (1979)'s ecological systems theory which posits that advancement emerges in an environment made up of various systems or settings closely connected to each other. He further emphasises that for development to take place, there should be links between settings (home and school) which promote the following tenets: mutual trust, goal consensus, communication and sharing of information and advice. The aforementioned should be done on behalf of a child (pupil) at the centre of these systems. The second theory is the social historical theory promulgated by Vygotsky (1979). It contends that knowledge and understanding are socially created and influenced by the social, historical and cultural context of the participants as they interact. The third one is

Epstein's (1995) theory of overlapping spheres of influence. It argues that schools, families and a wider community each make a unique contribution to the development of a child. It further states that these contributions are strengthened when all parties are aware of their own and each other's roles and practices and work together to create a learning community with the child at the centre.

This study was an attempt to establish the strategies or techniques employed by teachers to partner up with parents in home-school partnerships. The importance of such initiatives was also explored. Also investigated, were the constraints and the measures taken to enhance home-school partnerships. Of the three theories mentioned, Bronfenbrenner's (1979) ecological systems theory was adopted for this study. The selection of this theory was based on the appreciation that it was the most valuable for conceptualising optimal relations between home and school in a more persuasive way, given the purpose of the study at hand. Furthermore, this theory was seen to provide an elaborate understanding of the roles played by both the parents and the teachers in the partnerships.

This, however, does not connote that other theories not selected are substandard. It is only that they are not apt for the purpose of the study at hand.

1.8 Delimitation of the Study

The catchment area was Lusaka District. The respondents were drawn from one high density residential area. The choice of this catchment area was motivated by socio-

economic and educational factors which affect home-school partnerships designed for literacy development in high density residential areas. These are unemployment, characterised by high poverty levels, afflicted by diseases like HIV and AIDS and enmeshed in high levels of illiteracy. Related to these are parents' negative attitudes towards schooling (Hambaba, 2008).

1.9 Limitations of the study

Considering that this was a case study, the limitation is that the research findings may not be generalised beyond the catchment area mentioned above. Secondly, interviewees, particularly some administrators, refused to be recorded despite being assured that their responses were confidential. This made it difficult for the researcher to quote and write down all the responses. This scenario does qualify the possibility of these interviewees holding back information which would have been cardinal for this study. However, the researcher made sure that he wrote down most of what was said. In addition, teachers and administrators could not make available all the documents for analysis. The documents available inter alia included the Management and P.T.A minute books. Some reasons such as privacy and trust were cited. Still, the researcher had to rely on the documents which were made available. It may be possible that documents not revealed could have some data which would have deepened the researcher's understanding of literacy development in basic schools. Because of the aforesaid, the generalisability of the findings of this study was affected.

1.10 Operational Definitions

Below is a list of terms which have been defined in relation to how they are used in the dissertation:

a) **illiteracy**- not possessing the necessary skills for one to function within a given context;

b) **involvement-** a school partnering with home or home partnering with a school in order to help children develop their literacy skills;

c) **literacy Development**- the process by which skills such as reading, writing and speaking develop in a child;

d) **literacy**- the process of acquiring skills (reading, writing and speaking), norms, values and attitudes;

e) **parent** –any adult charged with the responsibility of guiding a child towards a meaningful future;

f) **participants-** school administrators, teachers, parents and pupils from which data was collected during research;

g) **partnerships**- programmes that allow teachers to work together with the parents and the wider community in order to help children develop their literacy skills; and

h) **strategies or techniques**- skills employed by teachers as individuals to collaborate with parents so as to help develop the literacy skills of pupils.

1.11 Organisation of the Dissertation

This dissertation is composed of six chapters. The first chapter provides the introduction to the study. Further, this chapter covers the following items: statement of the problem, purpose of the study, objectives, research questions, significance of the study, theoretical framework, delimitation, limitation and operational definitions. Other sections include the organisation of the dissertation and a summary of the items dealt with.

 The second chapter reviews literature relevant to the study. In this chapter, the following sections are covered: studies conducted out side Africa, studies conducted in Africa with an exception of Zambia, studies conducted in Zambia and a summary of the literature reviewed.

Chapter three focuses on the methodology used in the data collection of the research. In this section, sub sections are discussed such as research design, target population, sample size and sampling techniques, research instruments, data collection procedures, data analysis and ethical issues.

Chapter four presents the research findings. The presentation is guided by the research questions. Chapter five discusses the findings of the study. The discussions are guided by the research objectives. Chapter six gives the summary of the research, conclusions and recommendations, all of which are drawn from the findings of the study. It is in this same

section where suggestions of areas that need further investigations are presented. The pages that come after this section cover the bibliographies and appendices.

1.12 Summary of the Chapter

This chapter provided the background which puts the problem of the study into context. Also covered in this chapter were the following items: purpose of the study, research objectives, research questions, the significance of the study, theoretical framework, delimitations of the study, and limitations of the study, operational definitions of terms and organisation of the dissertation. The next chapter focuses on the review of the studies related to the topic under study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

The previous chapter provided the introduction to this study. The present chapter focuses on reviewing literature that relates to literacy development. Borg and Gall (1979) contend that literature review was designed to provide the reader with an understanding of the previous studies conducted in the field he or she is studying. As a result, he/she will have a better understanding of what he or she is researching on and be able to fit the findings into the overall context. This chapter begins by looking at the studies done outside the African continent. Then, studies done in Africa will be reviewed though with an exception of those carried out in Zambia. Studies conducted in Zambia will be presented and discussed separately for the sake of clarity. Finally, a summary of the literature review will be provided.

2.1 Studies conducted outside Africa

The Family Support America (2001) outlines a number of techniques which can be used by schools to work together with parents. These include: families establishing home environments to support children as students; communicating from home to school and school to home about school programmes and student progress; and volunteering by organising parental help and support.

From the foregoing discussion, it can therefore be argued that parents and schools are important stakeholders in children's literacy development. It is vital that the efforts of both parties involved are combined through a relationship of mutual trust and communication.

Hewison and Tizard (1980) conducted a study in Britain in which they analysed the family-school involvement programmes. These were connected to primary school pupils' literacy development. Their findings indicated that the amount of time mothers spent listening to their children was to a larger extent linked to their children's success in reading. The aforesaid was determined using standardised achievement tests.

Further, Tizard, Schofield and Hewison (1982), compared parent participation to school based interventions and found that children benefited more from parent interventions than from the help they received while in learning institutions.

Similarly, Fitton and Greder (1996) investigated the impact of early parental participation in their children's reading. They concluded that nurturing effective parental involvement in young children's reading experiences surfaces as a viable alternative for both readers that read with difficulties and those that read without difficulties.

Therefore, from the studies discussed above, it can be argued that parent-school reading programmes which can be encapsulated as home-school partnership programmes intended for literacy development are vital. They appear to be of great importance to

readers of varying abilities. Whether or not such importance is perceived in home-school partnerships of Lusaka District in high density residential areas by teachers, parents and pupils is what this research aimed to establish.

Kelly-Vance and Schreck (2002) investigated the impact of collaborative family-school reading programmes on students' reading rate in the USA.14 girls and 14 boys ranging from grades one to six took part in this study. Their families were also made to participate in the school reading intervention programmes. The results indicated that participation in parent-school reading programmes had a positive effect on the pupils reading rate and accuracy in their reading. This study demonstrated that effective home-school literacy programmes can be designed and implemented if parents and teachers can work together. The strength of this study is that it covered enough grades while assessing the impact of home-school partnerships on children's reading rate. However the number of pupils who participated was small as compared to the grades covered thereby affecting the validity of its findings.

Desforges and Abouchaar (2003) compiled a report in London on the impact of parental involvement, parental support and family education on pupils' achievement and adjustment. The report revealed that children whose parents were involved in their education demonstrated significant social and emotional growth. These include more resilience to stress, greater life satisfaction, greater self direction and self-control, greater social adjustment, mental health, more supportive relationships, greater social competence, more positive peer relations, more tolerance, more successful marriages, and

less delinquent behaviour because there was free interaction between learners and parents.

Similarly, Hornby (2000) conducted a research in New York on the importance of effective home-school partnerships. The study revealed the following: more positive parental attitudes towards teachers and schools; more positive student attitudes and behaviours; improved students performance; improved teacher morale; and improved school climate.

In another study conducted in the USA, Gonzalez, Pumeriega, Alvarez, Roces and Garcia (2002) explored the effects of parental involvement on achievement for a sample of 261 Spanish adolescents. Standardised achievement tests were used to measure achievement. Further, a psychometric test was engaged to assess self concept and associated individual traits. Students were to grade parental involvement. They reported that interest and encouragement from their parents to a larger extent determined their academic performance. The strength of this study was that it had a large sample. Further, the use of standardised and psychometric tests facilitated triangulation of findings. However, parents being key in this research, there was need for a research instrument for them to measure their involvement rather than assessing it through their children. A home literacy index would also have been handy in this study.

Mc Kenna and Williams (1998) produced works on home-school partnerships in literacy development in Canada. They reported establishment of a number of policies that

considered parental participation in school administration. In their works, the authors at hand gave evidence demonstrating increased engagement of parents in the school governance system. Technological advancements which emerged in form of exchanging messages between parents and schools improved the partnership programmes. Also, there was great recognition of the significance of home-school partnerships in literacy development.

The above studies have demonstrated the importance of home-school partnerships. It has been observed that home-school partnerships are important not only to the pupils but also to the teachers and the parents. Additionally, some countries like Canada have registered extensive implementation of home-school cooperation policies. Their significance is also widely recognised on the part of the parents and teachers. While it was established that other countries like Canada had policies guiding home-school partnerships, it was not known whether or not the same was obtaining in Zambia, Lusaka District's high density residential areas. Further, the importance that teachers, parents and pupils attached to home-school partnerships of Lusaka District's high density residential areas in literacy development was not known as well.

In the United States of America, The Centre for Comprehensive School Reform and Improvement (2005) outlines a number of factors that constrain home-school partnerships. These are: teacher perception that families are reluctant to be involved, busy families because of 21st Century economic hardships and language barrier for non English speaking families (immigrants). Ashby (1998) contends also that the children

from families of low social economic status receive much less parental encouragement than those from households with high social economic status.

The constraints that the above studies have revealed can seriously pose a threat on home-school partnerships intended for literacy development. Constraints such as language barrier, low literacy levels and low socio-economic status cited in the studies above are not only prominent in Europe but Zambia as well. For example, the national official language of Zambia is English and it is believed that not every parent knows how to read and write in English. The illiteracy and poverty levels are high and escalating particularly among adults (Hambamba, 2008). These limitations, therefore may affect the way parents perceive their children's education and how they relate with teachers. While the said constraints may be prevailing in Zambia, the constraints that teachers, parents and pupils faced in home-school partnerships of the basic schools of Lusaka District's high density residential areas were not known hence this study.

The Government of the Republic of Scotland (2005) had carried out a research on parents' views on improving parental involvement in children's education. The findings were that parents faced a number of constraints in their efforts to get involved in their children's academic life. The prominent ones were: difficulties with time creation for working and single parents; lack of technical knowledge of subject curriculum and teaching methodology; difficulties with creating a home environment suitable for reading; and unwelcome attitude of teachers towards parents. For example, some teachers

seemed busy and preferred that parents should not be involved in the life of the school. Such a posture is bound to strain teacher/parents relationship.

Similarly, Epstein (1995) conducted a study on the barriers to parental involvement in their children's education. This study revealed that the major constraint was communication breakdown between the home and school. For home-school partnerships to be successful, strong communication channels should be built.

2.2 Studies conducted within Africa

In Africa, Madueke and Oyenike (2010) comment that, world over, it is increasingly being recognised that the close link between home and school is a significant factor in facilitating educational improvement and inculcating life literacy skills.

Madueke and Oyenike (2010) carried out a study to identify patterns/modes of parental involvement in their children's literacy development in the light of what obtained around the world. 200 parents sampled from 10 basic schools of Lagos, Nigeria participated in this study. The findings were that there was a positive change in family literacy practices. This emerged in form of increased confidence in parents to act as models of literacy to their children. This study suggested that there was need to imbed literacy in the everyday lives of families. Multiple improvement strategies for enhancing the link between the home and the school and the child's educational achievement were offered.

From the study above, it had been observed that in Nigeria, home-school partnerships were being recognised and their importance was being realised. Some measures to enhance them were being taken also. In Zambia, particularly Lusaka District, the situation was not clear. It was not known whether or not home-school partnerships were viewed as being important. The measures which were being taken to improve home-school partnerships in Lusaka District's high density residential areas were not known as well.

In subjecting the above study to deeper analysis, it was observed that its strength was in its involvement of a considerable number of schools punctuated by a large number of parents. However, the weakness of this study is that it left out persons who are at the centre of literacy development who are the pupils. Their responses would have been of immeasurable help to the strengthening of the findings of this study

Siririka (2007) conducted a case study on the involvement of parents in their children's literacy development. The study was conducted on a rural school in the Omaheke region of Namibia. One teacher, nine parents and their children participated. The results of the study had revealed that parents in Ngeama rural community were not effectively involved in the acquisition of their children's literacy skills. A number of constraints were cited as being the cause of this situation. These include: parents not feeling appropriately empowered to influence the development of their children's literacy; the absence of environmental literacy programmes within the community and shortage of literacy materials such as magazines and newspapers. Another reason cited as cardinal was the

absence of a public or school library in Ngeama community. In view of these findings, the study recognised the need for empowerment in terms of knowledge, skills, understanding and resource allocation regarding their children. It also recommended that a relationship of trust be built between the school and the community to ensure sound development of literacy skills. The building of a library to enhance the literacy levels of teachers, parents and children was among the recommendations of this study.

Oyetunde and Muodumogu (2010) conducted a study in which they wanted to find out the extent to which Jos Metropolis parents in Nigeria were involved in the literacy development of their children. A total of 67 parents participated in the study. The results indicated that the percentage of parents who read aloud to their children on regular basis was very low. It was also found that some parents did not provide good literate models. However, a vast majority of parents engaged in the activity of talking and listening to their children on regular basis. The findings were interpreted interms of the need to guide parents on how they could be purposefully and meaningfully be involved in their children's literacy development on a consistent basis.

Ruterana (2009) explored home literacy practices among 30 Rwandan families. 14 were from an urban setting while 16 were from a rural one. This study took a qualitative design as it relied on word responses and interviews from selected rural and urban Rwandan families. The results revealed that many parents did not realise the value of engaging in home literacy practices.

The outcome of the above study may prove to be a huge constraint on literacy development of children. Such constraints may be overcome through home-school partnerships. The school may be in a position to conduct awareness campaigns. In this way, parents may be educated on the significance of their involvement in children's literacy development. The Zambian setting was quite vague. In Lusaka District's high density residential areas, it was not known whether or not parents realised their value as literacy agents in the lives of their children. Furthermore, the constraints that parents as well as teachers faced as they tried to help develop the literacy skills of the children in Lusaka District's high density residential areas were not known as well.

Similarly, Primrose (2010), in South Africa, conducted an investigation into factors that influence parental involvement in the development of their children's literacy. An interpretive, case study approach was adopted. This research had an interest in understanding the subjective experiences and general factors that influenced parental involvement in their children's literacy development in the secondary school level. Semi-structured interviews, focus group discussions and document analysis were the strategies used in data collection. The study revealed different opinions. While some parents appreciated the importance of their involvement, there were however, some parents who perceived it as the responsibility of teachers. Furthermore, the following factors that influenced parental participation were revealed; parents' lack of understanding of their roles, absence of guiding documents, lack of unity among stakeholders, age and illiteracy.

In Uganda, Nandango, Andiwo and Elijah (2000) in Mubanga (2010) in their report on participatory school governance, explained that parental involvement include parents being involved in decision making at all school levels. For example in P.T.A boards/committees, resource identification and allocation committees and programme coordination.

To reiterate, schools can use a number of techniques to partner with parents. It is therefore, incumbent upon the schools to educate parents on the various levels at which they can be involved in the school system. The study above had revealed the various strategies or techniques that teachers may employ to partner up with parents. The strategies or techniques that teachers in Lusaka District's high density residential areas employed to partner up with parents were what this study intended to establish.

To analyse the above report further, it was evident that it had brought out a number of techniques in which schools may partner with parents. However, it was silent on the strategies that can be used to integrate children more in these partnerships.

2.3 Studies conducted in Zambia

The concept of partnerships in literacy promotion in the Zambian educational circles is not new. From a historical perspective, formal education in Zambia has it roots in the works of voluntary agencies, and more pronounced among them being the missionaries. From 1920s to the time of independence, systematic educational frameworks were established particularly by the missionaries. In between the referred to period, the

platform of educational provision had a wide range of partnerships. This involved the central and local government agencies, missionary societies and the private sector (M.O.E, 1996).

The 1996 ''Educating Our Future'' Policy Document also emphasises on partnerships in educational provision. Most importantly, the local communities and families are included.

In their report for Eastern Province of Zambia on the pilot phase of the Programme for Advancement of the Girls Education (PAGE), Mumba, Chikalanga, Sikwibele and Nkhata (1998) commented on parent-school relations besides other issues. Although the theme of home-school partnerships was not central in their report, their observations on the initiatives in question were paramount to this study. The following constraints were noted: there was lack of adequate parent-teacher meetings; lack of policy on parent-school partnerships; lack of proper assistance of parents towards their children's homework due to illiteracy; and shortage of reading materials. This report brought out some significant constraints that could strain home-school partnerships. However, it is important to note that this report is different from this research. This report was on PAGE which focuses on girls' education. This means that every finding was being reported in line with girl child education. This study focuses on literacy development among both male and female pupils. Further, while the PAGE report outlined the constraints above, the constraints that home-school partnerships of Lusaka District's high density residential areas faced were not known hence this study.

Silondwa (1991) investigated the willingness and ability of parents to finance basic schools in the Copperbelt Province of Zambia. The following were the findings: community members showed interest in helping schools meet their financial need. Further, parents helped in accordance with their financial capacities. The similarity between this study and that of Silondwa (1991) is that they both had to do with family-school collaborations in educational development. However, these studies have significant differences. While the partnerships of the former focused on development of the reading skills of pupils, those of the later focussed on the financing of the school systems.

Ndlovu (2008) conducted a study on the involvement of parents in the education of the visually impaired children in Lusaka District. Among some constraints that this study revealed were: lack of trust in parent-teacher collaborations; escalating illiteracy levels among parents; misconceptions by parents that education for the visually impaired children was a sole responsibility of the government.

Similarly, Nzala (2006) conducted a research on parental involvement in the learning of the intellectually challenged children in Lusaka District. The findings indicated that parents were not involved in the education of their children save for school 'open days'. Occasionally, parents provided some teaching and learning materials as well as refreshments.

Although this study did not focus on either the visually impaired or the intellectually challenged pupils, it still had a lot to learn from the above studies concerning home-school partnerships. Firstly, it had been observed that home-school partnerships can face a number of limitations ranging from mistrust to misconceptions. Secondly, some techniques which schools used to involve parents in the education of their children such as open days, provision of teaching and reading materials as well as refreshments had been brought out. Lastly, it had also been observed that incorporating parents into the school system was not an easy task. This had been confirmed by Nzala (2006). On the other hand, it should be mentioned that the way one can handle a special needs class is different from the way one can manage a class of physically and intellectually able pupils. This implies that the constraints and strategies used by teachers to engaged parents in the education of the aforesaid groups of pupils could be different. This study therefore aimed to establish the constraints faced by home-school partnerships in a high density residential area of Lusaka district. The strategies that teachers used to engaged parents in the education of their physically and intellectually able pupils were to be established as well.

Mubanga (2010) investigated parental involvement in their children's education in rural areas of Central Province. 60 participants were involved: 12 school managers; 10 teachers and 40 parents. The findings revealed that most of the parents were involved in the education of their children. While it was established in the rural areas of Central Province that parents were in involved in their children's education, the situation in high density residential areas of Lusaka District was not clear. Mubanga(2010)'s study also

revealed various ways in which parents were involved such as attending P.T.A meetings, providing books, uniforms, school fees for the children, assisting with homework and building of school infrastructure. Although it was ascertained that the aforesaid techniques were used to involve parents in the education of their children in the rural areas of Central Province, the strategies that teachers of selected basic schools of Lusaka District used to partner with parents, particularly in high density residential areas were not known. The common significance of home-school partnerships was that they helped in the improvement of the academic performance of pupils (Mubanga, 2010). In some selected basic schools of Lusaka District's high density areas, the importance of home-school partnerships to teachers, parents and pupils was what this study intended to establish.

The strength of the above study by Mubanga (2010) was that it managed to meet its objective which was the establishment of parental involvement in their children's education. On the contrary, this study had a number of weaknesses. Firstly, the views of the children who are quite central in the initiatives at hand were not included. The pupils' responses would have been triangulated with those of parents and teachers. This would have helped in increasing the validity of the overall findings. Secondly, the above study claimed that parental involvement helped to improve the academic performance of pupils. However, the study did not supply any evidence (e.g. test results) to support this finding. Thirdly, the number of the participants in this study was too small for a survey. Lastly, considering that this study was conducted in rural areas of Central Province where

illiteracy levels were high among parents, semi-structured interviews rather than questionnaires would have been ideal.

2.4 Summary of the Literature review

This chapter discussed the literature review. It began by analysing studies done outside the African continent. This was followed by those conducted within Africa with an exception of Zambia. Ultimately, studies done in Zambia were also reviewed. From the review of the literature above, it had been noted that both within and outside Africa, the importance of home-school partnerships in literacy provision was recognised. This had been demonstrated by the various findings that had been reviewed in this chapter. This means that every effort must be expended on promoting home-school partnerships both at home and at school. Parents have the right to be involved in the literacy development of their children. Similarly, teachers should be informed on the conduct of the children while at home.

Nonetheless, it had been observed that more studies on home-school partnerships in literacy development had been conducted outside than within Africa. In Zambia, particularly Lusaka District's high density residential areas, the studies on home-school partnerships had been extremely inadequate. The available studies on Lusaka District focussed on the schools of the physically and intellectually challenged. This study focused on some selected basic schools of the physically and mentally able pupils located in high density residential areas. The next chapter discusses the methodology applied in this study.

CHAPTER THREE

METHODOLOGY

3.0 Overview

The previous chapter dealt with the literature review. This chapter discusses the methodology used in this study. It covers the research design, target population, sample size and sampling techniques, research instruments, data collection procedures, data analysis and ethical issues.

3.1 Research design

This study adopted a case study design. Gummeson (2000) defines a case study as an in-depth investigation into a specific or relatively small area. A case study may involve one person, community, province or country. Bearing the aforementioned in mind, it was noted that in almost, if not all the districts in Zambia, home-school partnerships intended for literacy development may exist. However, this study looked at the case of Lusaka. Therefore, this was a case study of three basic schools of Lusaka District in a high density residential area. This study employed both qualitative and quantitative approaches in its data collection.

3.2 Target Population

White (2003) posits that population is a universe of units from which the sample is to be drawn. In this research, the population consisted of all the pupils in government basic schools, all the parents and all the teachers of Lusaka District.

3.3 Sample size and Sampling Techniques.

Bryman (2004) defines a sample as the segment of the population that is selected for investigation. In this study, the sample comprised three basic schools all drawn from a high density residential area of Lusaka District. 12 pupils (grades 5-7) from each basic school were sampled for the focus group discussions. The pupils were 36 in total. Furthermore, 36 (grade5-7) teachers were sampled for questionnaires and focus group discussions; 12 from each school. 6 administrators were sampled for oral semi-structured interviews; 2 from each school. Also sampled for questionnaires and focus group discussions were 36 parents of the pupils who were involved in the study; 12 from each school. The sample size in total was 114. The table below gives a summary of participants;

Table 1: distribution of participants

Participants	No
Administrators(deputy headteachers and headteachers)	6
Teachers	36
Parents	36
Pupils	36
Totals	114

Both simple random sampling and purposeful sampling techniques were used. White (2003) defines simple random technique as a selection technique that provides each population element an equal chance of being included in the sample. Mwanza (2012)

advances that in such a situation each individual case has an equal chance to be selected for the sample. In this study, simple random sampling was used to come up with all the teachers. This was done by accessing a list of all the teachers handling each grade (5-7). Thereafter, a raffle draw was conducted to come up with 4 teachers from each grade and 12 from each basic school. The same procedure was adopted to come up with 12 pupils in each school who participated in the focus group discussions. This meant that the entire grades 5, 6 and 7 teachers as well as the entire grades 5, 6 and 7 pupils had an equal chance of being included in the sample.

Purposeful sampling was used to come up with the basic schools, school administrators and the parents of the pupils. Cohen, Manion and Morris (2007) explain that purposeful sampling is based entirely on the judgement of the researcher, in that a sample is composed of elements which contain the most characteristics, representative of typical attributes of the population. On the basis of the researchers' knowledge of the population, a judgement is made about which subjects should be selected. This is done in order to elicit the best information needed to address the purpose of the research. Therefore, parents that had children in grades 5-7 at the targeted schools, and were selected for the focus group discussions, qualified to take part in this study. Administrators were also included, who in this case, were the headteachers and deputy headteachers. This was because of their supervisory role of all the school programmes and literacy inclusive.

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3.4 Research instruments

This research used the following instruments to collect data: semi-structured interview guides, questionnaires, focus group discussion guides and a voice recorder. Semi-structured interview guides were used to conduct interviews with the administrators, who in this case, were the headteachers and deputy headteachers of the selected basic school. Questionnaires were also used to collect data from the parents and the teachers. Focus group discussion guides were used with the parents, teachers and the pupils. A tape recorder was used to record focus group discussions and interviews with some participants who were comfortable with it.

3.5 Data Collection Procedure

The data collection exercise was undertaken over a period of six weeks, translating to two weeks for each school. The actual procedure began by seeking permission from the District Education Board Secretary (DEBS) to carry out research in the respective schools. While in schools, data collection began by conducting semi-structured interviews with the administrators who were the headteachers and the deputy headteachers respectively. Semi-structured interviews were used by the researcher because of their flexibility (Patton, 2002). In addition, they allow depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand interviewee's responses. Interviews with the administrators were conducted to elicit information on the school profiles, school policies on home-school partnerships and school ethos regarding literacy development.

Thereafter, questionnaires were administered to the teachers and the parents. Foddy (1994) defines a questionnaire as a research instrument consisting of a series of questions for the purpose of gathering information from respondents. The questionnaires had both open and closed ended questions. According to Mubanga (2010: 30), 'an open ended question is likely to receive a long answer. Although any question can receive a long answer, open ended questions deliberately seek long answers. Closed ended questions are those which are likely to be answered with either a single word or a short phrase'. The questionnaires were distributed and collected later after they had been filled in.

For the teachers, questionnaires were self administered. They were used to elicit information on the strategies or techniques used by teachers to partner up with parents in home-school partnerships, the significance of the partnerships and the constraints faced. Parents who knew how to read and write in English had to fill in the questionnaires by themselves. For those who did not know how to read and write in English, the researcher had to read and interpret the questions in familiar language which was Nyanja. Responses were recorded as they were given. The researcher took some time to explain about the research and its purpose to the respondents. Questionnaires for the parents were used to seek information on what the importance of home-school partnerships was and the constraints they faced.

Subsequently, Focus group discussions (FDGs) were conducted with both the teachers and the parents although questionnaires were administered to them. This was done so as to triangulate the research instruments and increase the validity of the data elicited.

Further, gaps or matters arising from the questionnaires were to be filled and clarified using the focus group discussions. Focus group discussions were also conducted with pupils from grades 5-7 from each school. The use of FDGs was to elicit data on the role of pupils in these home-school collaborations designed for literacy development. Additionally, FDGs enabled the researcher to obtain data in a social context.

Afterwards, document analysis which involved staff minute books from 2009 to 2012 was conducted in all the schools. The idea was to allow the researcher to determine if any policies were formulated with regards to home school partnerships. Meetings and their agendas held in the mentioned period were analysed so as to verify how often issues of literacy development for the upper primary level (grade 5-7) were being raised. A tape recorder was used to record focus group discussions and interviews with some participants who were comfortable with it. This enabled the researcher to listen to them at a later stage for deeper analysis and interpretation.

Finally, the researcher consulted various documents from the library and the internet in analysing and interpreting data collected.

3.6 Data Analysis

Marshal and Rossman (1995) describe data analysis as a process of bringing order, structure and meaning to the mass of data collected. Qualitative data from the interviews, focus group discussions and open ended questions from the questionnaires was analysed using a qualitative approach. It was gathered and put into identified themes and

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categories after which interpretations and discussions were made. Quantitative data from the questionnaires in this study was analysed manually using simple percentages and frequencies.

3.7 Ethical Issues

The study took into account all the possible ethical issues. Data which was provided by all participants was treated as classified. Names of schools and participants were not used. They were only identified by codes; this ensured anonymity. The researcher had, additionally, ensured that participation by the administrators, teachers, parents and pupils was voluntary. This was done by explaining to them what the study involved. Consequently, participants had to sign the *Informed Consent Forms.*

For the parents that knew how to read and write, the researcher sought for their consent before including them in the study by giving them a consent form which they had to carefully read and sign. In the case of those that did not know how to read, the researcher sought their consent by way of explaining to them what the study was all about. Additionally, the researcher had to explain why they had to be involved. This was achieved by informing them of the purpose of the study and their rights as participants. In order to involve pupils, consent was sought from the school authority as well as their parents.

Ultimately, the researcher had to take full responsibility for the study and any unforeseen consequences it could attract. All the mentioned activities were done in the vein of

ensuring that the rights of the participants were respected and their dignity as human beings was safeguarded. This was in line with Cohen et'al (2007) who explain ethical issues as being matters which are highly sensitive to the rights of others. They further warn that in the quest of wanting to discover truth, researchers should not be doing this at the expense of the dignity of participants.

3.8 Summary of the Chapter

This chapter has discussed the methodology employed in this study. Under methodology, the following items have been covered: the research design, target population, sample size and sampling procedures, research instruments, data collection procedure, data analysis and ethical issues. The next chapter presents the findings.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Overview

The previous chapter discussed the methodology which was adopted for this study. The present chapter presents the findings. To begin with, findings concerning the background characteristics of the respondents (teachers and parents) will be presented. Thereafter, the findings will be presented in accordance with the research questions. These were: (i) what strategies or techniques do teachers use to collaborate with parents in an attempt to help develop the literacy skills of pupils in Lusaka District? (ii) Of what importance are home-school partnerships in literacy development to the teachers, parents and pupils of Lusaka District? (iii) What factors constrain home-school partnerships meant for literacy development in Lusaka District? And (IV) what measures should be taken to enhance home-school partnerships meant for literacy development in Lusaka District? Also to be presented are the findings from document analysis of minute books of meetings held between 2009 and 2012. Lastly, a summary of the chapter will be given.

4.1 Background Characteristics of Teachers

4.1.1 Distribution of the respondents by sex

Table 2: Sex of respondents

SEX	FREQUENCY	PERCENTAGES
MALE	14	39
FEMALE	22	61
TOTAL	36	100

The respondents who in this case were teachers, 61 %(i.e. 22) were female and 39 %(i.e.

14) were male.

4.1.2 Distribution of respondents by age

Table 3: Age of respondents

AGE RANGE	FREQUENCY	PERCENTAGES
20-30	8	22
31-40	20	55
41-50	6	17
51-60	2	6
TOTAL	36	100

The highest number of the respondents was from the age group 31-40 who represented 55

%(i.e. 20). This was followed by those from the age group 20-30 representing 22 %(i.e.

8). Then age group 41-50 represented 17 %(i.e. 6). The least number of respondents came from the age group 51-60, which had 6 %(i.e. 2).

4.1.3 Distribution of respondents by years served in the Teaching Service

Table 4: teaching experience of respondents

NUMBER OF YEARS	FREQUENCY	PERCENTAGES
0-1	3	8
2-4	11	31
5 AND ABOVE	22	61
TOTAL	36	100

The highest number of respondents had served between 5 years and above, representing 61 %(i.e. 22). 31 %(i.e. 11) of the respondents served between 2 and 4 years. Those who had served the least number of years, 0-1, represented 8 %(i.e. 3).

4.1.4 Distribution of respondents by literacy teaching experience

Table 5: Literacy teaching experience of respondents

NUMBER OF YEARS	FREQUENCY	PERCENTAGES
0-1	8	22
2-4	10	28
5 AND ABOVE	18	50
TOTAL	36	100

50 %(i.e.18) of the respondents had taught literacy to the upper primary (grade 5-6) for 5 years and above. 10 respondents representing 28% had taught between 2-4 years. 8 respondents representing 22% had taught for 1 year and less.

4.1.5   Distribution of respondents by highest professional qualifications.

Table 6: Highest professional qualifications of respondents

QUALIFICATION	FREQUENCY	PERCENTAGES
CERTIFICATE	25	69
DIPLOMA	9	25
DEGREE	2	6
TOTAL	36	100

2 respondents representing 6% had degrees as their highest professional qualifications. 9 respondents representing 25% had diplomas. The highest number of respondents had certificates. They were 25 representing 69%.

4.2   Background characteristics of Parents

4.2.1 Distribution of respondents by sex

Table 7: Sex of respondents

SEX	FREQUENCY	PERCENTAGES
MALE	20	56
FEMALE	16	44
TOTAL	36	100

20 respondents representing 56% were male while 16 respondents representing 44% were female.

4.2.2 Distribution of respondents by age

Table 8: Age of respondents

AGE	FREQUENCY	PERCENTAGES
26-30	5	14
31-35	6	17
36 AND ABOVE	25	69
TOTAL	36	100

25 respondents representing 69% were in the age range of 36 and above. 6 respondents representing 17% were in the range of 31-35. 14 %(i.e. 5) were in the age range of 21 to 30 years.

4.2.3   Distribution of the respondents by Marital Status

Table 9: Marital status of respondents

MARITAL STATUS	FREQUENCY	PERCENTAGES
MARRIED	30	83
SINGLE	4	11
DIVORCEE	NIL	NIL
WIDOWED	2	6
TOTAL	36	100

The married, who were 30(i.e.83 %) scored the highest.11 %(i.e. 4) of the respondents who were single followed. The widows were 2 (i.e.6%). There were no divorcees.

In terms of the number of children from all the respondents, 1 (i.e.3%) respondent had 11 children, 1 (i.e.3%) had 9 children, 1 (i.e.3%) also had 8 children. 4 (i.e.11%) had 7 children each, 2 (i.e6%) had 6 children each, 4 (i.e.11%) had 5 children each, 7 (i.e.19%) had 4 children each, 8 (i.e.22%) had 3 children each, 4 (i.e.11%) had 2 children each and 4 (i.e.11%) had 1 child each.

4.2.4 Distribution of the respondents by employment status

Table 10: Employment status of respondents

EMPLOYMENT STATUS	FREQUENCY	PERCENTAGES
YES	22	61
NO	14	39
T0TAL	36	100

61 %(i.e. 22) of the respondents were in employment. 39 %(i.e. 14) were not in employment.

From the 61 %(i.e. 22) who were in employment, 1(i.e.3%) was a Lecturer, 2(i.e.6%) were Carpenters, 1(i.e.3%) was a Bricklayer, 1(i.e.3%) was a Truck driver and also 1(i.e.3%) was a Hotel room attendant. Further, 1(i.e.3%) was a Security Officer,

1(i.e.3%) was a Pastor, 1(i.e.3%) was a Mechanic, 1(i.e.3%) was a Cleaner and 1(i.e.3%) was an Office orderly. 2(i.e.6%) were Tailors, 3(i.e.8%) were self employed (buying and selling of good on a small scale), 3(i.e.8%) were Maids and 3(i.e.8%) were Teachers.

4.2.5   Distribution of respondents by attendance of school

Table 11: Attendance of school by the respondents

ATTENDED SCHOOL	FREQUENCY	PERCENTAGES
YES	33	92
NO	3	8
TOTAL	36	100

In terms of school attendance, the responses indicated that 92 %(i.e.33) had attended school while 8 %(i.e. 3) had never attended school at all.

4.2.6   Distribution of respondent by level of education

Table 12: Level of education of respondents

LEVEL OF EDUCATION	FREQUENCY	PERCENTAGES
N/A	03	8
GRADE 1-4	02	6
GRADE 5-7	04	11
GRADE 8-9	10	28
GRADE 10-12	09	25
TERTIARY	08	22
TOTAL	36	100

For those that had attended school, 6%(i.e. 2) had attended the level between grades 1-4, 11%(i.e.4) between grades 5-7, 28%(i.e. 10) of the respondents had reached between grade 8-9 and 25%(i.e. 9) had attained between grades 10-12. 22 %(i.e. 8) went up to the level of tertiary education.

4.3 What strategies or techniques do teachers use to collaborate with parents in an attempt to help develop the literacy skills of pupils in Lusaka District?

In order to establish the strategies or techniques that teachers used to collaborate with parents in an attempt to help develop the literacy skills of pupils in Lusaka District, questionnaires, semi-structured interviews and focus group discussions were used. The findings are presented below:

4.3.1 Findings from the questionnaires administered to the Teachers

Table 13: Teachers who were partnering up with Parents

TEACHERS	FREQUENCY	PERCENTAGES (%)
YES	26	72
NO	10	28
	36	100

When teachers were asked whether or not they partnered up with parents in order to help develop the literacy skills of pupils, 72 %(i.e. 26) said YES where as 28 %(i.e. 10) said NO.

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From the 72 % (i.e. 26) of the teachers who were partnering up with parents, when asked to explain the strategies or techniques they used to do so, the findings were as shown below:

Strategies or techniques which Teachers used to collaborate with Parents

a) Homework Policy

Most of Teachers explained that the Ministry of Education had put up a homework policy in all the schools. Evidence of this assertion is in the following remarks: 'we follow the homework policy. By this children are given homework on literacy and parents should be involved by assisting them'. This policy demanded that a teacher should give work to pupils to be done at home at the end of a lesson. Parents were to help the pupils with this work. To show that they really helped their children, they had to append their signature on completed work.

b) Open Days

Regarding Open Days, some teachers reported that these were days on which parents, guardians and other members of the community were invited to come to school. They were held three times in a year. On such days, pupils displayed activities such as drama, singing and reciting of poems to entertain the visitors. The teachers discussed with parents the reading, writing, listening and speaking skills of their children. Teachers further reported that such occasions were used by the school to ask for material as well as financial support from the community

c) Reading and Writing Clubs

According to some teachers, these were clubs whose interest lay in only reading and writing related activities. Teachers and pupils meet twice a week. The role of the teachers was to coordinate the activities. Pupils were encouraged to teach each other under the guidance of their teachers. The parents were also invited. Teachers mentioned that parents came though not all of them. In these clubs, parents were encouraged to act as role models in terms of how to write, read and speak.

d) Remedial work

In their understanding, some respondents (teachers) explained that remedial work was designed for pupils with reading and writing difficulties. They mentioned that they also gave remedial work to the entire class if it did not perform well on a given topic. They made clear that this strategy was employed by giving pupils remedial work to go and do at home with the help of the parents. The aforesaid can be deduced from the following answer when one teacher was asked to mention the strategy he used to involve parents:

'by giving pupils remedial work so that parents can help them'.

e) Literacy Clubs

Some teachers accounted that they worked with parents through Literacy Clubs. They explained that these clubs involved awareness and conscietization activities besides reading and writing. Issues of HIV and AIDS, child abuse, child labour, children's right as well as reading and writing were covered. The teachers who were coordinators of these

clubs stated that they involved the parents of the pupils because of the sensitivity of the

issues covered. To their knowledge parents were delighted to be involved.

f) Class Visits

Most of the respondents stated that they encouraged class visits. During literacy lessons,

teachers encouraged parents to visit the classrooms. In this case, a parent was allowed to

sit at the back of the classroom and observe the lesson unfold. He or she was allowed to

make contributions or ask questions.

g) Parents (or guardians) day

Some teachers responded that they used the Parents Day. They explained that this was a

day that was deliberately chosen by the school for parents only. It is held once in a term.

On that day, teachers displayed the literacy works of pupils to the parents. They were free

to visit any part of the school and talk to anyone. They were allowed to ask about

anything that they wanted to know. The respondents also reported that they asked parents

about what they did with regards to their children's reading and writing activities at

home.

h) Parents Teachers Association (P.T.A)

Once in a term, P.T.A meetings were held in which teachers and parents gathered

together. Matters that affected both the schools and the communities were discussed.

These included school administration, infrastructure building, conduct of pupils within

and outside schools and their academic performance. Most of the respondents asserted

that they took advantage of such meetings to discuss with parents the literacy development of their children.

i) Extra Lessons

Some teachers stated that they used extra lessons. They offered them to pupils at a fee agreed upon with the parents. According to these teachers, when conducted at the homes of pupils, extra lessons brought teachers and parents more close than any other strategy. Parents felt free to ask about the performance of their children.

j) Calling Parents

Most of the teachers reported that they called parents via phones or notes immediately they observed in pupils poor performance, poor health and low self esteem. They added that this strategy received immediate response in some instances. The aforementioned can be noted in the following quote:

> 'i call parents and ask them to help and encourage their
> children in acquiring of the reading and writing skills'.

When focus group discussions were conducted with the teachers, similar views as presented above were recorded. The common techniques they mentioned were: homework policy; parents day, open day and P.T.A meetings.

4.3.2 Parental Participation / Involvement

When parents where asked whether or not their children brought homework, 31 parents representing 86 % said YES while 5 parents representing 14 % said NO. Further, when parents were asked how their relationship was with teachers of their children, 80 %(i.e. 29) of the parents said it was GOOD, 3% (i.e.1) said it was bad and 17 %(i.e. 6) said they had no relationship at all with the teachers of their children. When parents were asked whether or not the school called them to discuss the academic progress of their children, 56 % (i.e.20) said NO while 44 % (i.e.16) said YES. Focus group discussions with the parents showed similar results.

4.3.4 Teacher-Parent collaborations in Literacy Practices

Six administrators were interviewed who in this case were the Headteachers and deputy headteachers of three basic schools. When asked whether or not their teachers worked with parents in order to help develop the literacy skills of pupils, all the respondents agreed that they did. When asked to explain how, the most common responses given were class visits and homework policy. However, others had different answers:

One administrator from school X reported the following:

> 'we are very supportive to bringing parents and teachers together. We always try to bring them together. We encourage parents to visit teachers often. We tell them to settle their differences. Parents come when they are called. They also come on open days. We also have homework Policy and we monitor its application. We remind them (teachers) always'.

Another administrator from school Y had the following to say:

> 'we are involved also. I help with assessing of children. I call them to come in this office and I give them reading tests especially those in grade six going into grade seven. Those who fail I call the parents. We talk to the class teacher and the parent. They are then repeated. But some parents refuse'.

One deputy headteacher from school Z said:

> 'children get examples from parents and teachers. At this school we have programmes like family Pac where teachers and parents come together. They are held twice a term. They discuss the performance of pupils. We also invite parents to come and observe lessons'.

4.3.5 Focus Group Discussions with Pupils (grade 5-7)

As to whether or not their parents partnered up with the teachers, the findings revealed that some pupils said YES while some said NO. When those who said YES were asked to explain how, most of them said it was through homework. However, others had different views.

One grade seven pupil from school X had this to say:

> 'our teachers and parents know each other. They go to the same church. My teacher comes to our home to give me extra lessons '.

Another one from school X said this:

> 'our teacher tells us to bring phone numbers and he calls our parents when we are misbehaving or performing badly. My mum comes when she is not busy'.

From the pupils who presented contrary opinions, one from school Y had this

to say:

> '*awe, sibaama sebenzela pamodzi. Amayi bama kamba ati bali*
> *bize. Baoneka sibamafuna chabe'*.(no, they do not work
> together. My mother says that she is busy. It looks like she just
> does not want).

A female pupil from school Z also commented:

> 'i stay with my father since my mother died and my father works
> from Sunday to Sunday. He can't help me with homework because
> he knocks off late'

The findings above exhibited a number of strategies or techniques which teachers used to

partner up with parents to help develop the literacy skills of pupils. Further, the findings

indicated that most of the teachers used homework policy as their strategy of

collaborating with parents. It was also observed that some teachers varied their strategies.

4.4 Of what importance are home-school partnerships in literacy development to the teachers, parents and pupils of Lusaka District?

The second question was designed to find out the teachers, parents and pupils perceptions

with regards to the importance of home-school partnerships meant for literacy

development. In order to answer this question, questionnaires were administered to the

teachers and parents. Semi-structured interviews were conducted with the administrators.

Focus group discussions were also conducted with the teachers and the parents. Below

were the responses from the teachers:

4.4.1 The importance of Home-School partnerships noted by Teachers.

Respondents were asked whether they perceived home-school partnerships to be important or not. All the 36(i.e.100 %) respondents said that they found them to be vital. The teachers were further asked to explain why they thought home-school partnerships were important. Their responses were as follows:

28% (i.e.10) reported that their efficiency increased because of the help they got from parents, 14 %(i.e. 5) also accounted that it was easy to over come learning challenges because of the combination of efforts from school and home. 22 %(i.e. 8) of the respondents said that they were helped to know more about pupils' home environment and family backgrounds. Further, the respondents were helped to know how the aforesaid influenced pupils' literacy development. 22 %(i.e. 8) also said that home-school relations improved. Those who said that they felt motivated by such initiatives were 5 representing 14%.

Focus group discussions were conducted with the teachers. They were asked what they thought was the significance of home-school partnerships. Similar responses as above were given. These were; knowing more about pupils, improved home-school relations, learning challenges were easy to overcome and teachers were motivated. One teacher was quoted saying the following:

> 'The initial socialisation agent of the child is family. So it is important for both teachers and parents to work in collaboration so that both parties can play a role to improve the literacy skills of a child through discussing areas which need help'.

4.4.2 The importance of Home-School partnerships as noted by Parents.

Parents were asked whether or not it was important for them to work together with teachers to help develop the literacy skills of pupils. All the 36(i.e.100%) respondents recounted that it was vital for them to work with the teachers. Moreover, when the parents were asked to give reasons why they thought home-school partnerships were important, the following were their responses:

37 %(i.e.14) of the parents mentioned that their children became less playful because they were kept busy reading both at school and home. 34 %(i.e. 12) explained that there was continuation of learning from home to school and vice versa. 14 %(i.e. 5) stated that they were made to feel appreciated and recognised by the schools of their children. 6 %(i.e.2) also stated that home-school partnerships helped improve mutual trust and openness. 3 parents representing 8% gave no response.

In focus group discussions, the following were parents' responses regarding the importance of home-school partnerships: continuation of learning from home to school and vice versa and children becoming less playful. These responses were found to be similar to some of those given in the questionnaires.

4.4.3 The importance of Home-School partnerships as observed by the administrators.

Administrators also were asked to state what they thought was the significance of home-school partnerships meant for literacy development. The common response given was

that they strengthened home-school relations. Yet, others presented different views. One administrator from school X had this to say:

> 'Such programmes are important. You see! Literacy is a two way thing. Parents will be able to follow closely the performance of their children and teachers as well'.

Another administrator from school Y added:

> 'at school, a child will be taught by a teacher and if he or she did not understand in class, the parents can help at home. In this case what is taught at school will be cemented at home'.

From school Z, the following was what was said:

> 'such programmes are very important. Children get examples from parents and teachers. These will be their role models when it comes to reading and writing'.

4.4.4 The importance of Home-School partnerships as noted by the pupils (grades 5-6).

During the focus group discussions, pupils were asked as to whether or not home-school partnerships meant for literacy development were important to them, their parents and their teachers. All of them stated that they found them to be vital. When asked to explain how important such programmes were, various responses were recorded.

To start with, some pupils mentioned that they saw home-school partnerships as a source of motivation and encouragement. They added that the fact that schools involved their parents meant that they valued their contribution. Pupils were forced to work hard so that they could impress their teachers as well as their parents.

Moreover, some pupils also responded that through home-school partnerships, what was taught at school was consolidated by what was taught at home and vice versa. Some pupils added that there was continuation of learning from home to school and the other way round. This can be deduced from the following: 'we are helped to know things well. At school we learn and at home we are also taught by our parents'.

Furthermore, almost all the pupils reported that learning took place fast. When work was given by the teachers, it had to be done in the shortest possible time and be returned to them. Also, even if parents had busy work schedules, they tried to spare time to help them with homework for the sake of the partnerships.

Besides, some pupils mentioned that they had no time to play useless games at home. For this reason they even generated school related games.

Enhancement of communication was also cited by some pupils as one of the vital elements of home-school partnerships. They added that in times of problems like sickness, parents could easily inform teachers of such developments. To support the aforementioned one pupil had this to say: 'sometimes there as problems at home like funerals and sicknesses. Our parents can call our teacher and tell him what is happening.' In this case, teachers were kept abreast with what was happening in the communities which affected pupils.

The findings above had shown that most of the respondents acknowledged that home-school partnerships were important. In tandem with the aforesaid, the following were the common responses given; continuation of learning from home to school, source of motivation and encouragement to pupils, parents and teachers.

4.5 What factors constrain home-school partnerships meant for literacy development in Lusaka District?

The third question was what factors constrained home-school partnerships meant for literacy development in Lusaka District. To answer this question, questionnaires were administered to the parents and teachers. Subsequently, focus group discussions were also conducted with them. Thereafter, semi-structured interviews were conducted with the administrators who in this case were the headteachers and the deputy headteachers. Lastly, focus group discussions were conducted with the pupils (i.e. grades 5-7). The findings are presented as below:

4.5.1 Constraints observed by Teachers.

When teachers were asked to explain the constraints they faced in their efforts to work with parent to help develop the literacy skills of their children, the following were the responses:

25 %(i.e. 9) reported that illiteracy levels were high among parents while 37 %(i.e. 14) cited high poverty levels in the shanty compounds and 17 %(i.e. 6) pointed out parents' lack of understanding of the importance of education. 2 teachers representing 6% mentioned that parents misinterpreted the free education policy as implying not them

being involved in the school system. 6 %(i.e. 2) of the respondents said that some parents were too lazy to work with teachers. Another 8 %(i.e. 3) of the respondents recounted that parents were not cooperating. For example, teachers reported that some parents missed meetings without giving reasons.

During focus group discussion with the teachers, similar views as above were expressed. The common ones were: low literacy levels among parents, high poverty levels in shanty compounds, lack of cooperation and lack of understanding of the importance of education by some parents. One teacher confirmed the following:

> 'most parents have negative attitudes towards education hence, the education for the child is not valued as per expected. Also due to some occupations parents have little time to seek audience with teachers to find out how their children are performing at school'

4.5.2 Constraints observed by Parents.

When parents were asked to explain the constraints they observed when working with teachers to help develop the literacy skills of their children, the following were their responses:

28 %(i.e. 10) reported that some teachers displayed an unwelcoming attitude towards them. For example, the respondents explained that they were looked down upon by some teachers because of their low education. 3 respondents representing 8% stated that there was lack of communication between teachers and parents. Those who recounted that their employers did not give them time to attend to the educational needs of their children were 17 representing 48%. Furthermore, 8 %(i.e. 3) reported that some teachers were fond of

being absent from work without convincing reasons.8 %(i.e. 3) also cited lack of trust between teachers and parents to be a challenge.

During focus group discussions, parents were asked to explain the constraints they faced in home-school partnerships. The common responses given were as follows: teachers looking down on parents because of their low education, lack of trust and communication between parents and teachers.

4.5.3 Constraints observed by administrators (head teachers and deputy headteachers).

Administrators were asked to explain the constraints their teachers were facing when working with parents. The findings revealed that the common constraint they faced was that of parents not attending school meetings regularly. Besides the mentioned limitation, other views were expressed as well.

Some administrators reported that some parents failed to cooperate with the teachers. Others added that some parents were difficult to advice. This can be observed in what one administrator from school X had to say:

> 'parents can be difficult at times. They do not listen to our advice and that of our teachers. For example, when we assess grade six children going into grade seven using the reading tests here in my office, some children perform very badly. We tell the parents to say, look! Your child can't read and write properly so he won't go into grade seven. They refuse. They say that our child is old he can't keep on repeating let him just continue. In such a case it is difficult to convince parents. They don't

listen…some parents when you call them, they don't come. They say they are too busy'.

Some administrators lamented about the literacy levels of parents in their communities. They added that their educational levels also affected their interest in the education of their children. An administrator from school Y commented the following:

'a big challenge that we face here are the low literacy levels among parents. You see! Our school is in the middle of a shanty compound. In this place many parents can't read and write. You tell them simple things, they find them difficult to understand. Some parents also lack interest in the education of their children. You call them to come and discuss the performance of their children they don't come'.

From school Z, the headteacher had this to say:

'when teachers call parents, they come with different views. For example, some parents expect to be paid. We tell them these programmes are not about money. They are for the benefit of you and your child. You will appreciate this in future… some parents think such programmes are a waste of time. So, some don't come when called. With these high poverty levels in this country parents would rather go for activities that will put food on their tables at the end of the day'.

4. 5.4 Constraints observed by the pupils (grades 5-7).

Focus group discussions with the pupils (grades5-7) were conducted. Pupils were asked to explain some of the constraints of home-school partnerships. The findings demonstrated that the common problem they observed was that of parents being too busy to come for school meetings when called.

One respondent from school X had this to say:

> 'some parents don't come when they are called. Some are busy. Some refuse'.

Another pupil from school X commented:

> 'some parents argue with teachers. Some parents just come shouting when there is a problem'.

From school Y, a grade seven pupil had this to say:

> 'some parents stay very far. Some pupils are orphans'.

One more pupil from school Y reported that:

> 'some parents just don't want to come and attend school meetings or collect report books'.

From school Z, a grade five pupil had this to say:

> 'some parents are busy. Some have no time'.

4.6 What measures should be taken to enhance home-school partnerships meant for literacy development in Lusaka District?

To answer the above question, questionnaires were administered to both teachers and parents. Focus group discussions were also conducted with them (teachers and parents). Semi-structured interviews were also conducted with administrators. Lastly, focus group discussions were conducted with pupils (grades 5-7). The findings are as shown below:

4.6.1 Measures suggested by the teachers.

When teachers were asked about what measures should be taken to enhance home-school partnerships meant for literacy development in Lusaka District, their responses were as follows:

22 %(i.e. 8) said that there was need for the government to sensitize parents and their communities on the importance of literacy development. 14 %(i.e. 5) mentioned that there was need for the government to build a community library. 17 %(i.e. 6) reported that parents should be encouraged to attend P.T.A and other school meetings regularly. 22 %(i.e. 8) advised that schools should formulate policies to guide home-school partnerships. Moreover, 10 %(i.e. 4) of the respondents suggested that more schools should be built to decongest the current ones. 14 %(i.e. 5) recommended that teachers should educate parents on the importance of educating their children.

Responses from the focus group discussions with teachers were similar to those presented above. The common ones were: the need for government to sensitize parents on the importance of literacy development, encouraging parents to attend meetings regularly and building more schools to decongest the current ones. To support the aforesaid one teacher had this to say:

> Parents should be sensitized to be responsible for their children's performance at school. Parents should also be encouraged to show pupils the value or importance of school regardless of their status in society''.

Another teacher also ascertained that:

> Some parents who are illiterate see the whole programme as a waste of time and they do not want to cooperate with the teachers. Some parents are too busy to help their children"

4.6.2. Measures suggested by the parents.

When parents were asked to explain ways in which home-school partnerships can be improved, their responses were as follows:

33 %(i.e. 12) reported that there was need for more interactive and socialisation meetings between teachers and parents where as 8 %(i.e. 3) said that the Ministry of Education should be seen to spear head home-school partnership programmes. 10 %(i.e. 4) proposed that communication should be improved between parents and teachers. 10 parents representing 28% advised that teachers should not handle more than thirty pupils in a given class. Furthermore, 14 %(i.e. 5) of the parents advocated for sensitization of both the teachers and the parents on the importance of literacy development through home-school collaborations. The respondents who felt that parents should not rely so much on the teachers for provision of reading materials for their children were 2 representing 6%.

After conducting focus group discussions with the parents, similar views were registered. These were: there should be regular meetings between teachers and parents, sensitization of both parents and teachers on the importance of literacy development through home-school relations and the need to enhance trust and regular communication between

parents and teachers. Some parents had the following comments in relation the already mentioned findings:

'teachers must organise regular meetings concerning literacy.'

Another parent stated that:

'to improve home-school partnerships, the Teacher Parent Association should hold meetings very often. Unlike the present PTA which normally meet once at the end of the term.'

4.6.3 Measures suggested by the administrators.

Administrators were asked what they felt could be done to enhance home-school partnerships. Their responses were as follows:

From school X the deputy headteacher reported that the biggest challenge that home-school partnership programmes faced at her school was lack of materials. In view of this, she suggested that the government should supply more reading materials. She further reported that if this could be the case, some materials could also be given to the parents for use at home. However, all this was not happening because of lack of materials.

An administrator from school Y reported that much sensitization was needed especially that their school was situated in a shanty compound. She observed that the literacy levels of parents were very low. She suggested that if the government could carry out sensitization campaigns through community awareness programmes, workshops and the media, there could be a change.

From school Z, the deputy headteacher reported that home-school partnerships meant for literacy development could be enhanced by involving the District Education Board Secretary's office. This can be noted from the quote below:

> 'there is a lot which needs to be done. You know! The DEBS need to come in as well. They should come and talk to the parents about the importance of literacy and partnering with teachers. It carries more weight if it is done by the DEBS themselves than our teachers. Also, the P.T.A should also come in. Their voice is much louder than a single teacher. The chairman should talk to the member parents on the importance of literacy so that they can share the news in the communities with non member parents'.

4.6.4 Measures suggested by the pupils (grades 5-7).

Focus group discussions were also conducted with the pupils. They were asked on what they suggested could be done to improve home school partnerships meant for their literacy development. The following were the findings:

Almost all the pupils said that there was need for parents and teachers to cooperate in home-school partnerships. This can be seen from what one grade 7 pupil from school X said:

> 'parents should cooperate with teachers. This way, things will be fine'.

Some respondents noted that some pupils did not tell their parents the truth when they committed an offence at school. When they were punished, instead of telling the parents the offence they did, they sometimes kept quite or lied. Some pupils told their parents

that their teachers just hated them. Others pretended they did not know why they were being punished by their teachers.

Furthermore, almost all the pupils reported that most of their teachers did not know where they were staying. They added that teachers must make an effort to know where they stayed. This is because a pupil may fall sick or may have a funeral. In this case, it may be easy for a teacher to make a follow up when he or she knows where the pupil stays.

Some pupils reported that communication between parents and teachers should be improved. They stated that in these modern times it was easy to communicate with the advent of cell phones.

Some respondents also advised that there was need for teachers and parents to solve problems together with the pupils. One pupil asserted the following:

> 'some parents do not talk peacefully when they come to school.
> They just start shouting at the teachers when there is a problem'.

They added that problems should be solved by the teachers, parents and pupils in a calm manner.

Almost all the pupils supported the idea that parents should come to school when they were called. They added that sometimes they should come just to visit the school and see

what goes on in the classrooms rather than waiting for the time when they will be called. The aforementioned can be deduced from the following quotation: 'some parents don't come to school when they are called'.

Some respondents explained that pupils who do not know how to read and write but were in grade 7 should be requested to repeat. They advised that parents and teachers should discuss this matter.

4.7 findings from document analysis of school X, Y and Z.

The 1996 educating our future policy manuscript advocates for home-school partnerships in order to enhance the standards of education. This means that schools must formulate strategies to ensure existence of full operation of such partnerships. However, from the minute books of school X, Y and Z which recorded school meetings held between 2009 and 2012, the opposite was true. No policies and agendas were recorded regarding home-school partnerships meant for literacy development during the period referred to.

4.8 Summary of the chapter

This chapter has presented the findings of the study from the teachers, parents, administrators and pupils. Findings on the demographic characteristics of teachers and parents were presented first. Secondly, those on the strategies or techniques that teachers used to collaborate with parents followed. Thirdly, the findings on the importance of home-school partnerships got were also given. Thereafter, the constraints and measures

meant to improve home-school collaborations were presented. Findings on document

analysis closed the chapter. The next chapter discusses the findings of this study.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0Overview

The previous chapter presented the findings of the study. The present chapter discusses the findings of the study. The discussion will be guide by the research objectives which were: (i) to establish the strategies or techniques used by teachers to collaborate with parents in an attempt to develop the literacy skills of pupils in Lusaka District, (ii) to establish the importance of home-school partnerships in literacy development to the teachers, parents and pupils of Lusaka District (iii) to determine the factors that constrain home-school partnerships meant for literacy development in Lusaka District, and (iv) to assess measures meant to enhance home-school partnerships.

5.1 To establish the strategies or techniques used by teachers to collaborate with parents in an attempt to develop the literacy skills of pupils in Lusaka District.

The study revealed that there were various strategies or techniques that teachers used to partner up with parents in an attempt to develop the literacy skills of pupils in high density residential areas of Lusaka District. Some of these were: homework policy, remedial work and extra lessons. As for the homework strategy, the teachers gave work to pupils who were to go and do it at home with the help of guardians or parents. The work was to be signed by the parents and be returned for making at an agreed upon date. Teachers reported that remedial work technique was similar to homework in that it was

also to be done at home with the help of parents. On the other hand, they differed in the sense that remedial work was given only to pupils with difficulties or when the whole class had not done well on a given topic. In addition, remedial work could be done at school where as homework, as the name suggests, was to be done at home only. Also, homework was given to all pupils regardless of their performance. The findings of homework strategy or technique in this study is in line with Mubanga (2010)'s findings who investigated parental involvement in their children's education in rural Central Province. However, remedial work and extra lessons were not among her findings.

The findings in this study also indicated that only 72 %(i.e. 26) of the teachers were partnering with parents. Furthermore, only 86 %(i.e.31) of the parents reported that their children brought homework. This clearly shows that not all the teachers were partnering with the parents and not all of those who did, used the technique of giving homework. It should also be noted that the Ministry of Education formulated a homework policy which demands that all teachers implement it. Nonetheless, this strategy of using homework to partner with parents can prove to be inefficient particularly when dealing with some parents with a low literacy status. In this study the homework policy technique demonstrated to be effective despite the poor literacy levels among parents. One of the reasons for such a result was because parents who faced challenges with their children's homework asked for help from clever siblings or neighbours.

Concerning extra lessons, not so many teachers reported using this strategy. According to those who used it, the strategy brought teachers and parents together when conducted in

homes of pupils. Parents could ask all the questions they had about their children's education. On the contrary, the aforesaid strategy can act as a huge constraint on many families particularly those in high density residential areas on account of escalating poverty levels as reported by Hambamba (2008) and also confirmed by this study. Extra lessons are offered on a fee and not every parent can manage it.

Some teachers took advantage of Open Days to partner up with parents. Open Days are important as they can act as a source of inspiration to the parents, the pupils and the wider community. To the parents, they are inspired to see their children in school and get to know their conduct. On Open Days, pupils are encouraged to work hard so that they can impress their parents. The wider community feel recognised and appreciated as well. However, this technique has its own shortcomings. Open days are held in schools three times in a year, a time not enough to create strong home-school relations. Moreover, not all parents attend such days when invited because of various commitments. It would be helpful if such days could be held more than thrice in a year.

Further, the study established that another technique which teachers used to partner up with parents was through literacy clubs. In Lusaka District, parents were encouraged to join so that they could act as models to their children and other pupils. Literacy club members met once every week and within the working days. Clubs are important as they can be used as a platform of talent identification and gaining of knowledge not taught during lessons. However, this technique can be challenging on the part of the parents, particularly those who work. Also the presence of parents can be quite discomforting to

some pupils. This is because pupils may feel pressured so as not to disappoint their parents.

The study further revealed that some teachers took advantage of Parents or Guardians day to talk to parents about their children's literacy development. On this day, only parents or guardians were invited to come to school and observe the literacy activities their children were undertaking.

Some recounted that class visits had worked well for them. Teachers added that they invited parents to come and observe lessons in class. While a class visit can be an indication of the value that parents attach to their children's education, it also has it own weaknesses. For example, some parents can not manage to visit the schools of their children because they stay very far. In addition, the presence of a parent in a classroom may generate different emotional reactions among pupils and some maybe negative. It should be noted that it is not enough for teachers to involve parents in their children's literacy development through class visits only. Teachers must advise parents to go further than that. The Family Support America (2001), NBTL,SITE and ROC (2002) suggests that parents should establish a home environment that supports children as learners, communicate from home to school and school to home about school programmes and students progress.

Another strategy which teachers used to partner up with parents was Parent Teacher Association meetings. This finding collaborates with Nandango and et'al (2000)'s report

in which they stated that one of the ways in which the school can involve parents in the education of their children was through P.T.A/ Board Committees. Some teachers reported that they talked to parents on the importance of literacy through P.T.A meetings besides other issues which were discussed such as building and security. Nevertheless, this study differs with that of Nandango and et'al (2000) in Mubanga (2010). They focused on involvement of parents in administration. This study focussed on how parents could be involved to enhance the reading and writing skills of pupils of Lusaka district's high density residential areas.

Lastly, among the many strategies or techniques that this study had established was that of teachers calling parents via phones or notes. This was done immediately when the teachers observed poor health, poor performance or low self esteem in some pupils. On the other hand, findings from the parents revealed that 44 %(i.e. 16) of them were called by teachers to discuss the academic progress of their children while 56 %(i.e. 20) were not. This means that a considerable number was not being involved in the literacy development of their children through this strategy.

5.2 To establish the importance of home-school partnerships in literacy development to the teachers, parents and pupils of Lusaka District.

Findings from this study had shown that home-school partnerships meant for literacy development were of great significance to the teachers, parents and pupils of Lusaka District. Due to the home-school partnerships, teachers felt that they were helped to know more about pupils' home environment and family backgrounds. This enabled them to

handle pupils more effectively. For example, they were aware of the various educational, health, social and economic challenges that pupils faced and how they affected their literacy development.

The efficiency of teachers also increased because they did not have to labour a lot when teaching. What they taught in class was supplemented by what the parents taught the pupils at home. The challenges that pupils faced during the learning process were easy to overcome because of the combination of home-school efforts. Further, home-school relations were improved. Teachers felt encouraged and motivated. These findings collaborate with Hornby (2000)'s findings of the significance of effective home-school partnerships being: helping to improve teacher morale; more positive student attitude and behaviours and more positive parental attitudes towards teachers and school.

The research findings had also shown that home-school partnerships were perceived to be vital by the parents. The commonly noted reasons for this perception were: children became less playful; continuation of learning from home to school and vice versa. The study also revealed that parents felt appreciated and recognised by the schools.

The findings above are in tandem with Desforges and Abouchaar (2003)'s findings of the importance of home-school partnerships. They contend that they led to improved and supportive home-school relations. The aforesaid only surfaces when parents feel appreciated and recognised by the schools of their children. Furthermore, healthy school-community relationships develop not only when parents get involved in their children's

education, but when the schools develop deliberate policies of encouraging their involvement.

The study further established what some pupils thought was the importance of home-school partnership. Some pupils felt that learning took place fast because of help both from home and school. The results had also shown that pupils felt motivated and encouraged to work even harder. The study had also shown that pupils became less playful because they were kept busy both at home and school. Pupils also noted that home-school relations strengthened communication between parents and teachers.

Lastly, administrators also confirmed what the teachers and parents stated that there was rapid development of the literacy skills of pupils in Lusaka District. They stated that what was taught at home was being cemented by what was taught at school.

5.3 To determine the factors that constrain home-school partnerships meant for literacy development in Lusaka District.

The study had shown that despite the many benefits that teachers, parents and pupils experienced in home-school partnerships meant for literacy development in Lusaka District's high density residential areas, many constraints were also there. Teachers reported a number of constraints they experienced but the most common of all was high levels of illiteracy amongst some parents. Teachers reported that some parents in high density residential areas of Lusaka District could not read and write. Subsequently, they could not speak English. This meant that they found it difficult to execute their roles fully in home-school collaboration. Further, it was challenging for them to render significant

help to their children when dealing with home work. These findings are in line with Mumba and et'al (1998)'s findings which revealed that illiterate parents of Eastern Province were unable to play their roles of supporting their children's education at home. Further, the findings are in accord with the Centre for Comprehensive School Reforms and Improvement (2005) which showed that language barrier proved to be a constraint on many immigrant families of USA, Washington. Some parents were unable to express themselves fluently in the English Language. As a result, they were unable to communicate with the schools or let alone help their children with school work.

Unlike in the above studies referred to where parents of Eastern Province and Washington D.C. could not do anything despite facing limitations of illiteracy and language barrier, in this study, the situation was quite different. The parents of Lusaka District's high density residential areas who could not read and write as well as speak in English assigned difficult homework to clever siblings or neighbours.

Another important constraint that the study brought out was high levels of poverty among parents. Both the teachers and parents reported that poverty levels were escalating in high density residential areas of Lusaka District. The poverty levels had been compounded by unemployment, low paying Jobs and large families. For example 61 %(i.e.22) of the parents said they were employed while 39 %(i.e.14) were not. From the 61 %(i.e. 22) who were in employment, 1(i.e.3%) was a Lecturer, 2(i.e.6%) were Carpenters, 1(i.e3%) was a Bricklayer, 1(i.e.3%) was a Truck driver and also 1(i.e.3%) was a Hotel room attendant. Further, 1(i.e.3%) was a Security Officer, 1(i.e.3%) was a Pastor, 1(i.e.3%)

was a Mechanic, 1(i.e.3%) was a Cleaner and 1(i.e.3%) was an Office orderly. 2(i.e.6%) were Tailors, 3(i.e.8%) Self employed (buying and selling of good on a small scale), 3(i.e.8%) were Maids and 3(i.e.8%) were Teachers. In terms of the number of children from all the respondents, 1 (i.e.3%) respondent had 11 children, 1 (i.e.3%) had 9 children, 1 (i.e.3%) also had 8 children. 4 (i.e.11%) had 7 children each, 2 (i.e.6%) had 6 children each, 4 (i.e.11%) had 5 children each, 7 (i.e.19%) had 4 children each, 8 (i.e.22%) had 3 children each, 4 (i.e.11%) had 2 children each and 4 (i.e.11%) had 1 child each. These findings are in consistence with Ashby (1998), who contends that parents from households with low social economic status are not as supportive as those from high social economic status households towards their children's education. Because of poverty a lot of parents spent most of their time trying to meet the needs of their families. This situation robes them of the time for their children's education.

Another major constraint that this study brought out was parents' lack of understanding of the importance of education. Some teachers recounted that because of this attitude some parents in Lusaka District did not even care whether their children went to school or not. Further they viewed attending school meetings as a waste of time. These findings are in line with Mubanga (2010)'s findings. She investigated parental involvement in their children's education. Her study too revealed that parents of the rural areas of Central Province lacked understanding of the importance of education. This establishment about Lusaka District means that basic schools in high density areas have a huge task to educate parents on the importance of home-school collaborations in literacy development.

In addition, some teachers reported that parents misinterpreted the free education policy. They stated that parents assumed that free education meant that everything was to be provided for by the schools regarding the educational needs of their children. Some teachers recounted that because of this policy, parents assumed that teaching was a sole responsibility of teachers and therefore, there was no need of home-school partnerships. The implication of this perception on the literacy development of the children can be quite retrogressive. The government must explain to parents what free education means.

The research had shown also that some parents of Lusaka District felt that some teachers' attitude towards them was not welcoming. Parents reported that some teachers behaved as though parents were not important partners in home-school partnerships. Other parents reported that some teachers looked down upon them because of their low education. These findings are consistent with the findings of the Government of the Republic of Scotland (2005) in which parents reported that the conduct of some of the teachers was unacceptable. They appeared to be too busy and preferred that parents should not be involved in the life of the school. The consequences of unwelcoming attitude of teachers towards parents can be quite grave on both the pupils' performance and the home-school partnership programmes. For parents to be involved, they should be made to feel accepted by the schools of their children regardless of their social status or educational background.

Further, the study made known that in Lusaka District; parents felt that there was lack of communication between them and the teachers. Parents reported that teachers did not

consult them on many of the decisions made in the home-school partnerships. Also, parents said they were not updated regularly concerning meetings. These findings are in agreement with Epstein (1995)'s views that one of the barriers of home-school partnerships is lack of adequate communication. Communication is vital in home-school partnerships. Efforts must be made by the teachers and the parents to promote it. Effective communication has a positive impact on the academic attainment of children. Poor communication in home-school partnerships may result into poor student performance.

Some parents of Lusaka District's high density residential areas reported that they faced occupational challenges. Some reported that they worked on all the days of the week. Others mentioned that they knocked off very late. As a result of this situation, they were unable to attended school meetings such as Open Days, P.T.A and other events. It should be observed that because of current economic hardships, parents are ready to sacrifice school meetings for the sake of putting food on the table. For this reason, the school administration of Lusaka District's high density residential areas should consider being flexible with the days on which school meetings are held. Though not an ultimate solution, this decision may help to accommodate some.

The study also revealed that teachers of Lusaka District felt that some parents were lazy, did not cooperate and lacked willingness. On the other hand, some parents felt that teachers were fond of being absent, lacked trust and were not even communicating. From the fore going discussion, it can be observed that teachers think that parents are a

challenge to work with. In opposition, parents also feel that teachers are a challenge to work with. In view of this situation, it can be concluded that one of the biggest constraints of home school partnerships in high density residential areas of Lusaka District is communication. Some of the constraints mentioned seem to have a bearing on communication. If the constraint of communication is adequately addressed, then other constraints will be dealt with as well.

Administrators also confirmed that illiteracy which resulted into most of the parents not understanding the importance of education was among the greatest constraints. Most of the pupils cited their parents being busy as the biggest constraint of home-school partnership.

5.4 What measures should be taken to enhance home-school partnerships meant for literacy development of Lusaka District.

The findings revealed that both the parents and the teachers of Lusaka District suggested several ways in which home school partnerships may be improved. Some teachers mentioned that sensitization of communities on the importance of parental involvement in literacy development was needed. This was to be done through the media (print and electronic). Teachers felt that some parents' negative attitude towards their children's education was accounted to their lack of knowledge on the importance of education. Sensitization of parents on the importance of their children's education may have a positive impact on their perception of home-school partnerships. Nevertheless, teachers must bear in mind that sensitization on its own can not yield the much needed results.

Parents in high density residential areas of Lusaka District should be made aware of other avenues through which they may partner up with teachers in the literacy development of their children. For example, the most commonly known way among parents of being involved in the education of their children is through homework. However, this study has established more besides homework. These strategies should be availed to all parents.

The research also established that teachers of basic schools of Lusaka District felt that there was need to build a public community library. They reported that the entire constituency of Lusaka district in which their schools were located had no public library. This finding is in line with Siririka (2007)'s finding which recommended that the building of a public library in Ngeama community of Namibia would help enhance the literacy levels of parents, teachers and children. However, public libraries can only be useful to parents who know how to read and write. Therefore, teachers should find a way in which they can help illiterate parents to appreciate the presence of a community library. This can be done by encouraging them to access the adult literacy section once the library is established.

Furthermore, the study also had shown that teachers of Lusaka District believed that there was need to encourage parents to attend P.T.A and other school meetings regularly. This finding is important. This is because the health and survival of any meaningful partnership depends on how often involved parties meet, in this case the teachers and the parents. The more they meet the more close and open they become to each other. This helps in the strengthening of the initiatives in question.

The document analysis of minute books of meetings held from 2009 to 2012 revealed that there were no policies formulated in the basic schools of Lusaka District's high density residential areas that guide home-school partnerships. In the light of the aforementioned, some teachers reported that there was need for policies to be formulated at basic school levels meant to guide home-school partnerships directed towards literacy development. This revealation is in line with Mumba et'al (1998)'s findings which recommended that every school in Eastern Province should have policies on parental involvement and design strategies of implementing them. Policies can be a blue print of successful home-school partnerships. However, it is one thing to formulate policies and it is another to implement them. The government and schools have at many times formulated good policies but most of them fail at the implementation level. Lack of resources could be one of the reasons that could account for the aforesaid results.

Several suggestions were put forward by teachers of Lusaka District's high density residential areas on how home-school partnerships may be enhanced. Among the already mentioned were: building of more schools; sensitizing parents on the importance of home-school collaborations in literacy development; and taking advantage of open days to inform the communities on literacy development through home-school partnerships.

Findings also revealed that parents of Lusaka District's high density residential areas felt that there was need for more interactive and socialisation meetings between them and teachers. Such activities may help to bring the teachers and parents close and open to

each other. Consequently, home-school partnerships may be strengthened. These parents also suggested that the Ministry of Education should be brought on board. They recounted that the Ministry of Education should be seen to take keen interest in the home-school collaborations. They added that this could be achieved by holding workshops for both teachers and parents. This suggestion by the parents could be important as the voice of the Ministry of Education may carry more significance as compared to that of teachers alone.

The findings had also shown that parents of Lusaka District's high density residential areas felt that communication and trust between them and the teachers must be improved. This finding is in agreement with Siririka (2007)'s on Ngeama community of Namibia. The aforesaid study revealed that parental involvement in their children's literacy development can be enhanced through building of a relationship of trust between the school and the community. It should be noted that efforts must be made by both parents and teachers of Lusaka District's high density residential areas to trust each other and communicate regularly.

Some parents also felt that sensitization of the communities by both the teachers and the government was needed. They reported that some parents are not aware of such programmes as home-school partnerships in literacy development. They reported that through sensitization, a considerable number of parents may be captured in home-school programmes.

Among the already mentioned findings were also the following from the parents: they recounted that teachers should not handle more than thirty pupils. This suggestion may help increase the efficiency of teachers. Consequently, the academic performance of the pupils may improve. Another suggestion was that parents should not rely so much on the teachers, especially on the provision of materials. As the actual literacy materials have run out as reported by some of the teachers, this may help in supplementing the little and worn out materials which are there. However, due to high levels of poverty not all the parents can afford to buy reading materials for their children. Perhaps those who can afford should come to the aid of those who cannot.

The findings had also shown that administrators of the basic schools studied also confirmed the need for community sensitization on the importance of education and provision of reading materials. Pupils also confirmed the need for cooperation between parents and teachers, regular communication, regular attendance of meetings and teachers making an effort to know where pupils stay.

5.5 Summary of the chapter

This chapter has discussed the findings of the study. Responses of the participants were analysed. The discussion was guided by the research objectives. The strategies or techniques that teachers used to partner up with parents were discussed first. Thereafter, the importance of having home-school partnerships was discussed. This was followed by the constraints faced by teachers, parents and pupils in home-school partnerships. Lastly, the measures meant to enhance the partnership in contention were also considered. The

chapter had also demonstrated how reviewed literature related to the objectives of this study. The next chapter discusses the conclusions and recommendations made in the light of the discussed findings.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Overview

The previous chapter discussed the findings. This chapter summarises the research findings. At this point, it must be reaffirmed that this study intended to investigate the strategies or techniques that teachers used to partner up with parents to help develop the literacy skills of pupils. The investigation was restricted to three selected basic schools in a given high density residential area of Lusaka District. The chapter ends with recommendations and implications for future research.

6.1 Conclusion

The study established that teachers of basic schools in Lusaka District's high density residential areas used a number of strategies or techniques to partner up with parents. The common one was homework policy despite the high illiteracy levels among parents. This was because homework policy was more closely monitored by the administrators than other strategies. In addition, parents who could not read and write assigned their children's challenging homework to siblings, relatives or friends who could handle it. This study also revealed the importance and the constraints of home-school partnerships. Among the greatest constraints were inadequate communication and high illiteracy levels among parents. Suggested measures to enhance home-school partnerships were also revealed. The more pronounced one was sensitization of both teachers and parents on the

importance of literacy development through home-school partnerships. This was to be done through community awareness programmes, workshops and the media (i.e. newspapers, Television and internet).

6.2 Recommendations

In view of the findings of this study, the following recommendations are made:

i)   there is need to improve communication between the teachers and parents in the home-school partnerships meant for literacy development in Lusaka District's high density residential areas. This can be done by having regular meetings of parents and teachers ;

ii) the government should build a community library and provide more reading materials to help enhance the literacy levels of parents, teachers and pupils in high density residential areas of Lusaka District;

iii) the government through the Ministry of Education should build an adult literacy centre where adult literacy programmes should be offered to the community members of Lusaka District's high density residential areas;

iv) basic schools located in Lusaka District's high density residential areas should formulate policies to guide the operations of home school partnerships meant for literacy development such as compulsory involvement of parents in the administration of literacy programmes ; and

v)   the government should sensitize the communities of Lusaka District's high density residential areas on the importance of literacy development of pupils

through home-school partnerships. This should be done using the media (i.e. television, newspaper and internet).

6.3 Implications for future research

For future studies, the following research areas have been suggested:

a) there is need to conduct a comparative study of the impact of home-school partnerships in low and high density areas on the performance of pupils; and

b) factors that influence teachers to use a particular strategy to partner up with parents in an attempt to develop the literacy skills of pupils should be established.

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Appendix A. **Questionnaire administered to the Parents**

Dear Respondents,

I am a postgraduate student at the University of Zambia currently pursuing a Master of Education Degree in Literacy and Language Learning. I am conducting a research on the topic, '**Home-school partnerships in literacy development in Lusaka District'**.

You are kindly requested if you may participate in this research by responding to the questions raised in the questionnaire.

All the responses recorded will be taken as strictly classified. This study is purely for academic purposes and not meant to cause you any mental or physical harm. I consequently encourage you to be free when providing your responses.

INSTRUCTIONS

Please answer the questions by putting a tick (√) in the brackets provided next to the answer of your choice and by writing the answers in the spaces.

1) **PERSONAL DATA**

A. **SEX**

Male   (   )

Female   (   )

B. **Age Group**

15-20   (   )

21-25   (   )

26-30   (   )

31-35   (   )

36 and above   (   )

C. MARITAL STATUS

Married   (   )

Single   (   )

Divorcee   (   )

Widowed   (   )

D. How many children do you have? ....

2. Are you in employment? YES (   )   or   NO (   )

3. If 'yes' what kind of employment? …………………………………………………

……………………………………………………………………………………………

4. Have you ever attended school in your life?   YES (   ) or NO (   )

5. If 'yes' how far did you go in education?

A. Grade 1-4 (   )

B. Grade 5-7   (   )

C. Grade 8-9   (   )

D. Grade 10-12 (   )

E. Tertiary (specify the qualification) ………………………………………………….

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6. Do you think education is important? YES (   ) or NO (   )

7. Give reasons for either of the answers chosen in question 6 above

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8. Do your children bring work from school? YES (   )   or NO (   )

Please give reasons for the answer of your choice …………………………………

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9. What subjects are you comfortable with? ………………………………………..

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10. What do you do with the subjects you are not comfortable with?

A. Leave them (   )

B. Direct the child to seek help from someone (   )

11. How is your relationship with teachers of your children?

A. Good (   )

B. Bad   (   )

C. There is no relationship at all (   )

Give reasons for the answer you have chosen   ……………………………………..

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12. Does the school often call you to discuss your children's education progress?

 YES (   )   or   NO (   )

13. What do you think is the importance of parents collaborating with teachers to help develop the literacy skills of pupils? ....

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14. In the light of literacy development of your children, what do you expect from teachers? …………………………………………………………………………………….

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15. Do the teachers meet your expectations with regards to your children's literacy development? YES ( ) or NO ( )

Please explain your answer …………………………………………………………………

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16. What constraints do you face when working with teachers to help develop the literacy skills of your children? ……………………………………………………….

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17. What do you think can be done to improve parent- teacher partnerships to help develop the literacy skills of learners? ……..

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18. Any additional comments on the subject …………………………………………….

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END OF QUESTIONNAIRE

I wish to THANK YOU so much for your time and participation

For any questions and clarifications, my contact details are below;

Name; Kangombe, Dickson

Addresse; P.O.BOX 240, Chawama, Lusaka

E-mail addresse; dicksonkangombe@ymail.com

Cell phone No. ; 0977-199380

Appendix B: Questionnaire served on the Teachers

Dear Respondent,

I am a postgraduate student at the University of Zambia currently pursuing a Master of Education Degree in Literacy and Language Learning. I am conducting a research on the topic, '**Home-school partnerships in literacy development in Lusaka District.'**

You are kindly requested if you may participate in this research by responding to the questions raised in the questionnaire.

All the responses recorded will be taken as strictly classified. This study is purely for academic purposes and not meant to cause you any mental or physical harm. I consequently encourage you to be free when providing your responses.

INSTRUCTIONS

Please answer the questions by putting a tick (√) in the brackets provided next to the answer of your choice and by writing the answers in the spaces.

1. Sex of Respondent   Male (   )   Female (   )

2. Age Group

   A. 20-30 (   )

   B.31-40   (   )

   C.41-50   (   )

   D.51-60   (   )

3. Position Held in School

A. Teacher (   )

B. Senior Teacher (   )

Other, specify ………………………………………………………………….

4. For how long have you been in the teaching service?

A.1month- 1 year (   )

B.2 – 4 years   (   )

C.5 years and above (   )

5. For how long have you been teaching literacy to upper primary pupils?

A.0- 1 year (   )

B.2-4 years (   )

C.5 and above (   )

6. What is you highest qualification?

A. Certificate (   )

B. Diploma (   )

C. Degree (   )

Other, specify ………………………………………………………………….

7. What is your understanding of home-school partnerships in literacy development?

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8. In your view, do you think it is important for teachers and parents to work together in order to help develop the literacy skills of pupils?   YES (   )   or   NO (   )

Please, give reasons for the answer of your choice ……………………………………….

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9. In your case, do you work with parents to help develop their children's literacy skills of pupils?   YES (   )   or NO (   )

10. If your answer is YES to the above question, what strategies do you use to partner up with parents in an attempt to help develop the literacy skills of pupils? ....

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11 what do you think is the importance of partnering up with parents in an attempt to help develop the literacy skills of pupils? ……………………………………………………..

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12 what constraints do you face in your efforts to work with parents to help develop the literacy skills of their children? ……………………………………………………………….

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13. What do you think in your opinion must be done to improve the current situation?

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.14. Any additional comments on this subject …………………………………………

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END OF QUESTIONNAIRE

I wish to THANK YOU so much for your time and participation

For any questions and clarifications, my contact details are below;

Name; Kangombe, Dickson

Addresse; P.O.BOX 240, Chawama, Lusaka

E-mail addresse; dicksonkangombe@ymail.com

Cell phone No. ; 0977-199380

Appendix C: A semi-structured interview Guide for the Administrators

Dear Respondents,

I am a postgraduate student at the University of Zambia currently pursuing a Master of Education Degree in Literacy and Language Learning. I am conducting a research on the topic, '**Home-school partnerships in literacy development in Lusaka District'**. .

You are kindly requested to participate in this research by responding to the questions below.

All the responses recorded will be taken as strictly classified. This study is purely for academic purposes and not meant to cause you any mental or physical harm. I consequently encourage you to be free when providing your responses.

QUESTIONS

1) For how long have you been working in this position?

2) How long have you been working for this school?

3) What is your area of specialisation?

4) What is your highest academic qualification?

5) What is your school's guiding philosophy regarding children's literacy development?

6) How do you view the literacy development of pupils at this school?

7) What has influenced your perspective?

8) Do you think it is important for teachers and parents to work together to enhance the literacy development of pupils?

9) What strategies or techniques do teachers at this school use to partner up with parents in order to enhance the literacy skills of pupils?

10) What do you think is the importance of home-school partnerships?

11) What constraints do you face in ensuring that parents and teachers work together for the development of the literacy skills of pupils?

12) What measures have you taken to enhance home-school partnerships?

END OF INTERVIEW

I wish to THANK YOU so much for your time and participation

For any questions and clarifications, my contact details are below;

Name; Kangombe, Dickson

Addresse; P.O.BOX 240, Chawama, Lusaka

E-mail addresse; dicksonkangombe@ymail.com

Cell phone No. ; 0977-199380

Appendix D: A Focus Group Discussion Guide for the Teachers

Dear Respondents,

I am a postgraduate student at the University of Zambia currently pursuing a Master of Education Degree in Literacy and Language Learning. I am conducting a research on the topic, '**Home-school partnerships in literacy development in Lusaka District'**. .

You are kindly requested to participate in this research by responding to the questions below.

All the responses recorded will be taken as strictly classified. This study is purely for academic purposes and not meant to cause you any mental or physical harm. I consequently encourage you to be free when providing your responses.

Questions

1) what is your understanding of the following terms

a) literacy
b) developing literacy
c) partnership in literacy provision

2) What are your views on teachers partnering with parents to help develop the literacy skills of pupils?
3) What strategies or techniques do you use as teachers involve parents in order to develop the literacy skills of pupils?
4) What is the importance of home-school partnerships?
5) What can you say are the constraints that teachers face when trying to work with parents?

6) What can be done to enhance the idea of teachers and parents working together to help develop the literacy skills of pupils?

END OF INTERVIEW

I wish to THANK YOU so much for your time and participation

For any questions and clarifications, my contact details are below;

Name; Kangombe, Dickson

Addresse; P.O.BOX 240, Chawama, Lusaka

E-mail addresse; dicksonkangombe@ymail.com

Cell phone No. ; 0977-199380

Appendix E: A Focus Group Discussion Guide for the Parents

Dear Respondents,

I am a postgraduate student at the University of Zambia currently pursuing a Master of Education Degree in Literacy and Language Learning. I am conducting a research on the topic, '**home-school partnerships in literacy development in Lusaka District'**.

You are kindly requested if you may participate in this research by responding to the questions below.

All the responses recorded will be taken as strictly classified. This study is purely for academic purposes and not meant to cause you any mental or physical harm. I consequently encourage you to be free when providing your responses.

QUESTIONS

1) How do you view the education of your child?
2) Do you think it is important for schools to involve you in the literacy development of your children?
3) What is the importance of home-school partnerships?
4) What constraints do you face as parents when trying to work with teachers to help develop the literacy skills of children?
5) What can be done to addresse the constraints?
6) What should be done to encourage more parents to work with the teachers to enhance the literacy development of children?

END OF INTERVIEW
   I wish to THANK YOU so much for your time and participation

For any questions and clarifications, my contact details are below;

Name; Kangombe, Dickson

Addresse; P.O.BOX 240, Chawama, Lusaka

E-mail addresse; dicksonkangombe@ymail.com

Cell phone No. ; 0977-199380

Appendix F: A Focus group Discussion Guide for the Pupils (grade 5-7)

Dear Respondents,

I am a postgraduate student at the University of Zambia currently pursuing a Master of Education Degree in Literacy and Language Learning. I am conducting a research on the topic, '**home-school partnerships in literacy development in Lusaka District'**.

You are kindly requested if you may participate in this research by responding to the questions below.

All the responses recorded will be taken as strictly classified. This study is purely for academic purposes and not meant to cause you any mental or physical harm. I consequently encourage you to be free when providing your responses.

QUESTIONS

1) For how long have you been at this school?
2) From the time you started grade one, how many teachers have taught you literacy?
3) Does your teacher give you any work concerning literacy to go and do at home?
4) Who helps you with your school work at home?
5) Do you get satisfied with the help you get at home?
6) Do you think it is important for teachers and parents to work together to help develop your literacy skills? Explain your answer.
7) What are the constraints faced in home-school partnerships?
8) What can be done to improve the situation?

END OF INTERVIEW

I wish to THANK YOU so much for your time and participation

For any questions and clarifications, my contact details are below;

Name; Kangombe, Dickson

Addresse; P.O.BOX 240, Chawama, Lusaka

E-mail addresse; dicksonkangombe@ymail.com

Cell phone No. ; 0977-199380

Appendix G. Informed Consent Form

Dear Respondents,

My names are KANGOMBE, DICKSON. I am currently a student at the University of Zambia pursuing a Masters degree in Literacy and Language Learning. This research is a major requirement for me to complete my programme. Thus this exercise is purely academic.

1) **Purpose**

The researcher intends to investigate home-school partnerships meant for literacy development in Lusaka District. The researcher is interested in establishing the strategies or techniques that teachers use to partner up with parents in home-school partnerships. Further, the researcher intends to investigate the importance and the constraints of such programmes (i.e. home-school partnerships). The measures taken to enhance home-school partnerships will also be established.

2) **Consent**

Participating in this exercise is voluntary. You are free to decline to participate in this exercise.

3) **Confidentiality**

All data collected from this research is treated with utmost confidentiality. Participants are assured that they will remain anonymous and untraceable in this research.

4) **Rights of Respondents**

All efforts will be taken to ensure that the rights of participants are protected and respected. Participants are assured that they will suffer no harm as a result of participating in this exercise. Participants are free to seek for any clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

6. **Declaration of Consent**

I have read and I fully understand this document. I therefore agree/disagree to participate in this exercise.

…………………………………………   ……………………………..

       Signature   **date**

Appendix H. Research Budget

01	Description	Quantity	Unity price	Totals
02	Reams of paper	5	K 30,000	K 150,000
03	Blue pens	20	K500	K10,000
04	Rubbers	5	K1000	K 5,000
05	Staples	1 pkt	K 10,000	K10,000
06	Stapler	1	K 15,000	K 15,000
07	Perforator	1	K 20,000	K 20,000
08	Flash disk	1	K 250,000	K 250,000
09	Lap top	1	K 4,000,000	K 4,000,000
10	Printer	1	K 1,000,000	K 1,000,000
11	Binding proposal	4	K 40,000	K 160,000
12	Binding reports	4	K 40,000	K 160,000
13	Transport (UNZA to Research site in Lusaka)	Frequency-44	K 20,000	K 880000
14	Grand Total			K 6,660,000

Appendix I. SCHEDULE

CORE ACTIVITIES	DETAILS OF ACTIVITY	DURATION	DATES
Proposal writing	• review of literature • designing research instruments	**2 months**	16th October, 2011 to 16th December, 2011.
Data collection	• **Interviews.** • **Focus group discussions** • **Document Review** • **Questionnaires**	**1 ½ months**	20th January to 29th February, 2012.
Data Analysis	• **Preparation,presentation and analyzing data**	**1 month**	1st March to 31st March, 2012.
Report Preparation	• **Report writing, typing and editing**	**1 month**	6th April to 21st May 2012
Report Production	• **Proof reading, production and submission of final draft**	**1 month**	22nd May to 11th June 2012