

Factors that motivate parents to enroll their children in  
community schools in selected schools of Lusaka District

By

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A dissertation submitted to the University of Zambia in partial fulfillment of the requirements for  
the award of the Degree of Master of Education in Educational Psychology

The University of Zambia, Lusaka.

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# Declaration

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# Certificate of approval

This dissertation, of Silangwa Siakalima, is approved in partial fulfillment of the requirements for the award of degree of Master of Education in Educational Psychology by the University of Zambia

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## Abstract

The current study sought to understand factors that influenced parents to enroll their children in Community Schools (CS). Literature indicates that CS encounters more challenges than government schools, but government schools were seen to be more expensive than CS. To this effect, government abolished fees in all government (GRZ) schools from grade one to seven to enable even vulnerable children access quality education. However, after the introduction of free basic education policy in 2002, more learners moved from GRZ to community schools. The reasons for such movements did not seem to be well established. Therefore, the main aim of this study was to find out the factors that influenced parents to enroll their children in CS. Data was collected from 210 participants composed of 100 parents, 80 learners, 20 teachers, and 10 head teachers drawn from 10 CS of Lusaka district. Questionnaires and semi structured interview guides were the research instruments used in this study.

The findings from parents, learners, teachers and head teachers indicate that factors that motivated parents to enroll children in community schools were in two broad categories of ðpushö and ðpullö factors. Under push factors themes such as absenteeism of teachers in GRZ schools, high cost of education in GRZ schools, shortage of school places in GRZ schools and long distance to nearest GRZ schools emerged. On the other hand, commitment and positive work attitudes of teachers in CS, high pass rates in CS, school feeding programme, warm teacher-learner relationships, affordable and flexible terms of payments in CS, and prospects of child sponsorship, constituted pull factors. It thus seemed appropriate to conclude that push and pull factors played an important role in influencing parents to enroll their children in CS.

# Dedication

To my late mother Mrs. Regina Namakube Dombosha Siakalima, my late father Mr. Nixon Siankondo Mutonga Siakalima, late Mum Idah Chipasu Siakalima, my beloved daughter Dombosha and wife Matimba.

# Acknowledgement

I have no equal words to express my appreciation to the priceless guidance given to me by my supervisor Dr. Ecloss Munsaka. To you sir, I thank you from the bottom of my heart for your kindness, invaluable guidance and encouragement without which this document would not have reached this stage. It has not been an easy journey; I say thank you sir and I appreciate your firmness in making me do that which was academically right to ensure I come up with a quality document, may God abundantly bless you. Thank you also to Dr. Sophie Kasonde-Ngandu for invaluable advice during the topic search and proposal stages of this study.

I want also to thank my beloved late mother. Mum, you left us on 3<sup>rd</sup> April, 1995, but your words and effort have kept me growing strong. You lobbied to reduce my duty of herding cattle to enable me attend classes Monday to Friday. You did not end on this, I always see you carrying containers of sour milk taking to Livingstone town to sell so as to buy me and my sisters school necessities. I have a lot to say but allow me to end by saying thank you, it is sad you could not live to see me complete school but you left when your message of hard work was assimilated by your obedient son.

My appreciation also to my father, you left us right at the point of making final corrections to this document on 23<sup>rd</sup> July, 2011. I am still severely hurt by your sudden death, thank you for everything you have done to me in life.

Thank you also to my beloved wife Matimba Mwenda Siakalima for you found me a mother ten years after I lost my biological one. While many Zambians seem not to like their mother-in-laws, you found me a mother in our mum Tarrecy Chilala Mwenda who besides financial aid, kept our

daughter who was weaned at the age of eight (08) months to enable you to pursue a diploma in teaching as I pursued this study. My wife, you have been so kind and understanding for you endured lacking the luxuries which other women demand from their hubbies, I thank you and Mum T.C.

My daughter Dombosha, active and lovely girl I thank you for enduring absence of parents at the time you most needed them. You have a bright future, that is why I want you to grow with the words of Paul in Philippians 4:13 that, "I can do anything with Jesus who strengthens me."

Vincent Kanyamuna, you are a definition of a true friend, thank you for your encouragement and support which you relentlessly gave to me throughout the period of writing this dissertation. I extend my profound gratitude to my "fathers" especially Mr. Zunga Siakalima, the former top cop; you did not only excel in the police service but also inculcated the zeal for school in me as you did in your children. You have been a powerful source of inspiration for me. My sister Mbali, and many others too numerous to mention, I thank you all for the support you gave me during my study. May the Lord our God bless the works of your hands.



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# Abbreviations

CS ó Community Schools

EFA ó Education For All

FBE ó Free Basic Education

MDGs ó Millennium Development Goals

MoE ó Ministry of Education

PCSC ó Parents Community School Committee

PEO ó Provincial Education Office

PTA ó Parents Teachers Association

SPARK ó Skills, Participation, Access to Relevant Knowledge

UPE ó Universal Primary Education

ZBEC ó Zambia Basic Education Course

ZCSS ó Zambia Community Schools Secretariat