



UNIVERSITY *of* LUSAKA

SCHOOL OF TECHNOLOGY AND SOCIAL SCIENCES

**AN INVESTIGATION INTO POOR QUALITY ACCESS TO EDUCATION AMONGST
COMMUNITY SCHOOLS: A CASE OF MATERO TOWNSHIP**

**A RESEARCH REPORT SUBMITTED TO THE UNIVERSITY OF LUSAKA IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS OF THE AWARD OF A
BACHELORS DEGREE IN DEVELOPMENT STUDIES**

BY

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DECLARATION

I hereby declare that this thesis is as the results of my own efforts. With that, I bear witness that all the sources I have used are academically acknowledged. The whole document has been done according to the methodological system of University of Lusaka.

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ABSTRACT

Access to quality education remains a serious issue in Zambia's urban low-income neighborhoods, particularly in community schools that serve vulnerable people. This study investigated the poor-quality access to education amongst community schools in Matero Township, Lusaka. Generally, the research aimed to understand the levels of quality access to education amongst community schools. Specifically, it assessed three objectives; the impacts of inadequate teaching and learning materials, the outcomes of the shortage of qualified teachers, and the effects of insufficient school infrastructure on quality access to education. As a result of the nature the research the exploratory research design was used, and data was collected using a questionnaire and focus group discussion (FGD) was distributed to a sample size of 40 respondents, including teachers, members of staff, parents or guardians, and learners, using a purposive sampling approach.

The findings suggests that a lack of appropriate teaching and learning materials, such as textbooks, desks, and instructional aides, has a detrimental impact on lesson delivery, learner participation, and academic success. Furthermore, a lack of qualified and trained teachers leads to ineffective teaching methodologies, minimal learner assistance, and poor learning outcomes. In addition, inadequate school facilities such as the overcrowded class room condition and unclean sanitation facility as well as unsafe learning environment among other characteristics seriously limit effective teaching and learning respectively.

In conclusion, the study investigated poor quality access to education amongst community schools. According to the study's findings, Matero Township community schools face numerous obstacles that prevent learners from receiving a high-quality education. The results clearly demonstrate that the main factors adversely influencing the teaching-learning process are inadequate teaching and learning resources, a teacher shortage, and subpar school infrastructure. Absence of learning materials significantly hinders academic performance, and constant sharing of textbooks because of shortages limits learners' concentration and participation. The report also calls for higher government and stakeholders' support to provision of teaching/learning

materials, teachers training/recruiting and school infrastructural development for promoting quality access to education in community schools.

Key words: education, quality access, community schools, teachers, learners, infrastructure, learning and teaching materials.

DEDICATION

With utmost love and respect. I sincerely dedicate the success of my research work. Firstly, to my Mother Munalula Sililo, brother and sisters and secondly to my entire friend who supported and inspired me to never give up.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

Access to quality education is crucial driver of human capability development and social mobility, yet many communities in Zambia continue to face significant challenges in this area. One of Lusaka's biggest overcrowded townships, Matero, the community school are an essential safety net for the poorest and vulnerable children who reside in shanty compounds that cannot afford revised formal education due to a number of known reasons according to Moonga and Mwale (2020). However, these types of schools are known to have limited infrastructure and qualified teachers, few access quality learning materials thereby reducing the quality of the education they provide Kanyika (2019). The presence of these challenges hinders not only individual learning outcomes but also broader goals of reducing poverty and inequality within the community World Bank (2021).

1.1 Background of the Study

Many of Zambia's first objectives after independence from Britain in 1964 were reserved for the education sector. There were many primary and secondary schools constructed in each side due to a big need of education. Most missionary and other non-governmental schools were taken over by the government, which in turn developed a free single common education system under the Ministry of Education Kelly (1999). The government's desire to advance equitable educational opportunities for all people, regardless of race, tribe, or religious preferences, was one of the factors that led it to seize control of the majority of these institutions.

But a massive slump in the global market for copper, Zambia's primary export and funder of projects and education, sent the economy into free-fall in the mid-1970s Carmody (1999) because of this, the government began to face budgetary challenges in managing education. Hence not offering the high standard of education that the nation's population desired, both in terms of quantity and quality Mwanakatwe (2013). The

aforementioned financial constraints prompted the Zambian government to establish partnerships in the provision of education. Accordingly, this provided platform for the broader agenda to establish new and renewed co-operative arrangements between all providers of education at all levels; Ministry of Education private sector and local community's religious organizations family's individual's nongovernmental organizations Carmody (2013). Further, education board were established as part of decentralization movement in Zambia to increase standards of education additionally four main educational providers were engaged such as community schools, grant aided schools, private schools and government schools chondoka (2004). The abstract of community schooling Zambia is established on the concept of collaboration with the state in readiness to expand education access for every Zambian.

In Zambia, a community school is a locally owned and operated educational facility that serves the basic needs of pupils who, for various reasons, are unable to attend public schools. According to Dr. Janice Stevens started the idea of community schools were she and the Catholic Sisters of Charity built the first Open Community School in 1992 in Misisi compound in the Lusaka Carmody (2004).

1.2 The statement of the problem

Community schools continue to face many challenges in accessing quality education. These schools suffer lack of qualified teachers, lack of learning and teaching materials, and lack of school infrastructure. As a result, learners at community schools have lower learning results and fewer prospects for advancement than their counterparts in government and private schools.

The issues can be traced back to the 1990s, when community schools emerged in response to the government's inability to enroll all school-aged children in public schools Kelly (1999). While they contributed to increased enrollment, they have struggled with sustainability and quality due to inadequate finances, reliance on volunteer teachers, and a lack of government funding Mulenga (2015). Despite multiple policy commitments to promote community schools, the quality imbalance continued into the 2000s and remains today. This quality education imbalance affects the following;

Learners Matero's community school pupils are the most affected according to the Ministry of Education (2020); more than 30% of students in community schools do not obtain the required literacy and numeracy skills by Grade 5, compared to 12% in government schools.

Teachers Many community school teachers are untrained volunteers according to a 2018 poll conducted by the Zambia National Education Coalition (ZANEC), more than 60% of community school teachers lacked professional teaching qualifications, compromising instructional quality. Further, Parents and Households Matero's low-income parents rely on community schools because they cannot afford private education. However, due to a lack of quality education, their children remain locked in the poverty cycle. Additionally, Community and Nation Poor educational performance led to high dropout rates, restricted skill development, and youth unemployment. In Lusaka province, dropout rates in community schools were 17% in 2019, compared to 7% in government schools (UNICEF, 2020). This undermines Zambia's overall human capital development objectives.

1.3 Research Objectives

1.3.1 General Objective

To determine the poor quality access to education amongst community schools in Matero Township.

1.3.2 Specific Objectives

A. To determine the impacts of lack of teaching and learning material on quality access to education.

B. To investigate the outcomes of lack of qualified teachers on quality access to education.

C. To explore the effects of lack of school infrastructure on quality access to education.

1.4 Research Questions

1. How is the lack of teaching and learning materials a contributing factor to poor quality access to education amongst community schools?

2. How is the lack of qualified teachers a contributing factor to poor quality access to education amongst community schools?

3. What are the impacts of lack of school infrastructure on quality access to education amongst community schools?

1.5 The significance of the study

The research study contributes to crucial knowledge concerning educational planning, policy making as well as sustainable development measures both at local and national levels through the identification of lack of teaching and learning materials, lack of qualified teachers and poor school infrastructure as major obstacles. Additionally, the findings suggest direct help in achieving sustainable development goal 4 quality education because it has shown challenges which impedes quality education which can be addressed in low-income communities, learners can gain benefits of improved learning outcomes and decreased dropout rates.

Furthermore, the study reveals that poor quality access education creates a cycle of poverty because learners perform poorly and eventually dropout of school those fail to attain market needed skills because of absence of updated textbooks, qualified teachers and poor school infrastructure. By enhancing the quality of education in community schools, the findings reveal that children from low-income households can achieve better educational outcomes, leading to improved opportunities for employment, higher incomes, and reduced dependency in the long term. This positions education as a long-term welfare support.

1.6 Scope of the study

This study took place in Matero Township Lusaka Zambia, due to financial and logistical limitations, only a selected number of schools were sampled namely Reformed Open Community School and Zambia Open Community School, the member of staff, learners, teachers and parents or guardians were interviewed using a questionnaire to obtained data on factors which impedes quality access to education amongst community schools.

1.7 Definition of key words

Community School: According to Kelly (1999) is a type of educational institution that is established, owned, and managed by local communities, often with minimal support from the government, to provide basic education to children who cannot access public or private schools.

Quality: Is the measure of excellence of something.

Education: The process of acquiring knowledge, skills, and character traits often through formal institutions like schools but also through informal learning experience.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter investigates the already available literature similar to poor quality access to education amongst community schools as well as main factors concerning the variables. Further, includes non-empirical and empirical reviews of the studies related to poor quality access to education and its results from global, regional, national and local perspectives also theories and conceptual framework of the study. In additionally, various sources were used to gather information such as, journals, internet and textbooks.

2.1 Non- Empirical review

Education is widely viewed as a powerful means for individual and social development and as an instrument of national growth. Although, such basic education gives you the required reading, writing and mathematics abilities but it is not just limited to these predefined essentials, it gives people critical thinking skills, creativity and active citizens. Furthermore, quality education is not only a developmental target; it's intrinsic to basic human right that informs every dimension of a fair and equitable society World Bank (2019).

Community school came about as a grassroots response to increased educational need, often supported by parents, faith-based organizations, and communities themselves. They are distinguished by affordable tuition fees, flexible enrollment, and inclusion of disadvantaged children who would otherwise be excluded from formal education owing to poverty, orphan hood, or disability. Despite these benefits, community schools have problems that impact quality and accessibility. Infrastructure is a serious concern, as many schools operate in makeshift structures that lack proper classrooms, furnishings, and sanitation facilities UNESCO (2015).

Community schools typically charge lower fees than private institutions, and in some situations, pupils attend for free. This affordability helps to eliminate financial exclusion

in education. However, because these schools have limited finances, they frequently lack enough investment in infrastructure, teaching materials, and skilled personnel. This case exemplifies the struggle between affordability and quality in educational offering.

Additionally, even the quality of teaching is compromised in community schools that are particularly staffed with voluntary or non-qualified teachers as result of failing to pay for qualified ones. Thus, lack of teaching and learning resources make the situation worse causing low reading and numeracy levels for learners, plus the number of teachers is too small compared to learners making it challenging for teachers to give attention to every learner which impedes the learning outcomes.

Unlike government schools, which typically employ certified teachers trained in formal teacher education programs, community schools generally rely on volunteers or semi-skilled individuals. While these teachers are dedicated and serve as role models in their communities, their lack of professional preparation affects teaching quality and student outcomes. This reliance on under qualified teachers highlights bigger structural issues with education finance and policy assistance.

In terms of policy, community schools provide both an opportunity and a challenge. On the one hand, they increase education coverage in underprivileged areas, so contributing to enrollment growth and progress toward universal education objectives. However, due to inadequate resources and inconsistent regulation, educational quality continues to fall short of national and international norms. The government has attempted, at various times, to incorporate community schools into the larger education system through policy frameworks, but implementation gaps have left many of these schools reliant on donor financing and community donations.

2.2 Empirical Review

Globally, there is an increase in levels of school enrollment rate yet in low-income communities especially in community schools where quality access to education which is not only determined by enrollment rate alone coupled with teacher effectiveness, learning outcomes as well as quality school infrastructure remains significantly inadequate. According to Barrett et al., (2019) illustrates that inclusive policies, good

teaching methodology, enough school infrastructure and qualified teachers should work effectively to deliver quality education. Challenges continue to exist in urban areas in South Asia, Latin America and many regions in Africa where learning is characterized by overcrowded classrooms, lack of teaching and learning materials and not qualified teachers UNESCO (2015).

According to research, pupils in low-resource schools frequently experience learning poverty, which occurs when they do not meet the basic competency levels in reading and mathematics. According to the World Bank (2019), more than half of children in low- and middle-income countries are unable to read and comprehend simple texts by the age of ten. Similarly, studies undertaken in South Asia and Sub-Saharan Africa indicates that community schools face obstacles such as lack of teaching and learning materials, insufficient qualified teachers and poor supervision which leads to low learning outcomes. In addition, studies shows that community schools are often source for learners selected from formal government system. For instance, in India community schools were established to serve children from compounds while these schools reveal increased enrollment rate studies shows they are undermined because of inadequate materials, not qualified teachers and poor school infrastructure leading to poor learning outcomes. Further, in Pakistan community schools has increased access to education however having poor capacity to deliver quality education Andrabi et al., (2019)

These challenges in education have come in due to Sub-Saharan swift urbanization especially in peri urban areas characterized by poor learning outcomes unqualified teachers, no textbooks and inadequate facilities on the other hand teacher have no adequate knowledge about teaching methodologies impedes overall learners learning results Bold et al., (2017). Additionally, quality access to education is hindered by teacher absenteeism as evidence research taken in Kenya, Uganda and Tanzania revealed teachers only spent half teaching time.

Community schools are essential for resettling out-of-school children in Sub-Saharan Africa. Their quality is still debatable, though. According to a Nigerian study by Adebayo (2018), community schools in urban slums had a large pupil body but subpar learning results because of a lack of facilities and a teacher shortage. Similarly, researchers

have shown that community schools in Tanzania and Malawi are highly reliant on local resources, which leaves them open to resource inequity and underfunding Chimombo (2019). These difficulties are indicative of a larger regional pattern in which access to education has increased but quality has lagged.

In Zambia, approximately 25% of primary school pupils attend community schools Ministry of Education (2020). Although they have increased accessibility, quality issues still exist. According to studies by Moonga and Mwale (2020), learning settings are frequently marked by overcrowding and limited learning resources, and more than 60% of teachers at community schools do not hold official teaching credentials. According to local surveys, there can be more than 70 students in a teacher's class in Lusaka's Matero Township, where students may share few textbooks or write on makeshift surfaces. UNICEF (2020) reports that dropout rates in Lusaka's community schools are still higher than in government schools, underscoring the detrimental effects of subpar instruction on pupil's success and retention.

Through various national initiative inclusively free primary and secondary education policy, Zambian government has made efforts in improving education and making sure all citizens have access to education through government schools only. Therefore, inadequate infrastructure and funding hinder actual implementation process in most schools particularly in low-income compounds like matero. Urban schools often have overcrowded classroom which results in having low numbers of teachers compared to learners where the learner teacher ratio is 40:1 national goal while in matero the ratio is 70:1.

Additionally, schools result to use double shift on arrangement on teachers, according to chishimba and likando (2020 highlights that community schools fail to retain teachers because of the lack of funds, no accommodations and poor working conditions. Poor teaching quality occurs as a result of teachers being overworked. Consequently, through programs such as smart Zambia institute partnership with Ministry of Education, Zambia has embarked on bringing technologies in the education system. However, schools have not yet reached this level due to limited funding and priority by donors and government. Furthermore, only a small fiction of schools in Lusaka have access to

computers, broadband access and qualified ICT teachers unlike community schools that continue to lag behind stated by Ministry of Education (2020). Similarly, numerous materno learners were left behind in learning during covid-19 has they did not have access to digital devices at home allowing them to learn online hence affect quality education.

2.2.1 To determine the impacts of lack of teaching and learning material on quality access to education.

Empirical evidence from throughout the world repeatedly demonstrates that the availability of teaching and learning resources is directly related to the quality of education learners get. Multiple studies have found that educational resources such as textbooks, visual aids, laboratory equipment, and learner materials are critical for effective teaching and comprehension according to Shafique (2016), as referenced in Shafique & colleagues (2024). Additionally, inadequate learning materials impedes learners critical thinking skills and academic performance, a study done in Pakistan reveals schools without adequate textbooks shown poor learners' participation and poor learning results Ryan (2016).

Furthermore, in Africa many studies shows that quality education in Sub-Saharan countries is hindered by inadequate teaching and learning materials, numerous schools in Africa lack appropriate materials which leads to poor learning outcomes. According to extensive studies done cross country. For instance, UNESCO data illustrate that various countries textbook to learner ratio is low; where in classroom learners may share one textbook among many peers. Thus, limiting learners to actualize they full potential World Bank (2008).

According to a public expenditure review, over 90% of Zambian schools lack adequate textbooks, and students frequently share books in ratios that hinders individual study and comprehension. The education sector in Zambia reflects similar patterns of material scarcity and its impacts on learning quality. National education reviews show that a severe shortage of learning materials, particularly textbooks, is a key factor which causes low student outcomes in primary and community schools World Bank (2020). For instance, for example, just a few of Grade 2 children achieve minimum reading

competence, and Grade 5 learners score far below predicted levels in English and mathematics outcomes due to lack of appropriate learning resources among various other factors UNICEF Zambia (2025).

2.2.2 to investigate the outcomes of lack of qualified teachers on quality access to education

Globally, empirical evidence repeatedly shows that teacher quality is one of the most significant indicators of learning outcomes and meaningful access to education. Qualified teachers have relevant knowledge, teaching abilities, and classroom management competencies required to promote effective learning. According to UNESCO (2017), nations with a shortage of skilled teachers have lower learner accomplishment, higher repeat rates, and poor reading and numeracy results. Also, evidence from countries with low or middle incomes reveals that learners educated by unqualified teachers are much worse on test scores than those taught by qualified teachers Glewwe et al. (2014).

In addition, many community schools globally depend on volunteers or unqualified teachers that leads to poor lesson delivery, low participation and reliance on repetitive teaching methods. For instance, according to World Bank (2018) research shows the unqualified teachers often find challenges to explain subjects and effectively assess learners resulting in poor learning outcomes. Similarly, these outcomes affect the quality of education access because high enrollment rate does not signal meaningful learning across Sub-Saharan Africa unqualified teachers remains a crucial obstacle especially in compound with community schools. According to the UNESCO Institute for Statistics UIS (2019), Africa requires millions more qualified teachers in order to satisfy basic educational requirements. When unqualified teachers dominate, students develop weak fundamental abilities, particularly in reading and mathematics.

According to studies conducted in Kenya and Uganda, community schools with untrained teachers have lower test pass rates and higher dropout rates than government schools according to Ketch et al (2007). Further, Carter (2018) discovered that inadequate teachers lack teaching confidence, resulting in low learner participation and poor classroom control. These outcomes reduce access by raising repeat and

dropout rates, particularly among vulnerable learners, prolonging educational inequity throughout the region.

In Zambia, the influence of unqualified teachers on educational quality is extensively documented, particularly in community schools. Community schools established in the 1990s to serve pupils who were previously excluded from the public school system, but many still rely on teachers who volunteer with little or no formal training (Kelly, 1999). According to the Zambia National Education Coalition (ZANEC, 2018), more than 60% of teachers at community schools lack official teaching credentials. Empirical studies reveal that absence of qualified teachers adds to low learners' performance, reading and mathematics abilities and as a result high dropout rate. Additionally, Ministry of Education (2020) learners in schools which has unqualified teachers are likely to attain less learning competencies by Grade 5 further urban areas like matero township schools are accompanied with unqualified teacher plus overcrowded classroom which worsens the learning challenges because teachers find issues even if learners have access to education the quality of education remains low.

2.2.3 What are the impacts of lack of school infrastructure on quality access to education amongst community schools?

Firstly, global research indicates that proper school infrastructure is critical to delivering quality education and ensuring equitable access. Classrooms, sanitation facilities, libraries, electricity, and secure learning environments are all part of the school infrastructure. According to studies, poor or inadequate infrastructure leads to lower learner's attendance, poor academic performance, and increased health and safety hazards UNICEF (2021). For example, many low- and middle-income nations' classrooms are overcrowded or structurally hazardous, requiring students to study in makeshift settings such as under trees or in temporary shelters World Bank (2018). Such issues hinder effective teaching as well as learning because of limited space in classroom, increased noise distractions and limiting use of different teaching methodologies. Additionally, poor school infrastructure impedes attendance and concentration especially on female learners due to poor sanitation which discourages regular school attendance UNESCO (2015). Research studies globally from education

assessment highlights that learners in schools with appropriate school infrastructure outperform learners in schools without proper facilities indicating that school infrastructure investments bring about quality education. As a result, at the global level, an absence of infrastructure affects access enrollment and attendance as well as quality successful learning outcomes.

Secondly, inadequate school infrastructure is a major concern in Sub-Saharan Africa, hindering learning results in both community and public schools. Overcrowded Classroom, poor old facilities, bad sanitation, and a lack of water and electricity have all been shown in empirical studies as undermining learners' learning outcomes UNICEF Innocent (2022). For example, the African Development Bank (2019) established that many rural and peri-urban schools in Africa have classrooms that pass recommended pupil-teacher ratios, resulting in overcrowding and poor education.

The lack of essential facilities, such as libraries as well as science laboratories, further impedes learners' access to practical learning opportunities ADEA 2018). According to studies in East and Southern Africa, poor infrastructure is associated with lower test scores, higher dropout rates, and decreased student enthusiasm Oketch et al., (2020). Furthermore, deficient infrastructure has a disproportionate influence on girls' education because a lack of proper sanitation facilities promotes absenteeism among female students, particularly during puberty Jones, et al., 2019). These findings indicate that poor infrastructure is a major obstacle to meeting enrolment and quality learning outcomes throughout Africa.

Thirdly, In Zambia, the effect of lack school infrastructure on quality education access has been well researched, particularly among community schools. These schools often operate with minimum physical resources, which include permanent classrooms, libraries, laboratories, and adequate sanitation Mwale et al., (2020). In largely populated places such as Matero Township, community school enrollments regularly overlap available infrastructure, as a result leading to overcrowded classrooms that are not convenient for effective teaching and learning.

Similarly, according to government and NGO research shows that absence of infrastructure contributes to low attendance, low classroom participation, and poor academic performance. For example, learners in schools without enough classrooms or desks spend considerable periods of the school day outside under trees as learning areas, affecting teaching continuity and quality Ministry of General Education (2021).

The absence of energy and technology resources also hinders teachers' ability to adopt current educational methodologies, strengthening their dependence on conventional teaching methods. Furthermore, inadequate sanitary infrastructure, including no clean water and adequate latrines, has been shown to increased absenteeism and health issues among pupils, in particular females, disturbing both access and academic performance UNICEFZambia (2023).

Furthermore, the Zambia National Education Coalition ZANEC (2022) illustrates that lack of infrastructure in community schools leads to a learning environment that cannot support curriculum delivery, as a result lowering learner performance when compared to government schools. These findings show that absence of infrastructure in Zambia not only impedes physical access, but also limits the quality of education received by learners.

2.3 Theoretical Framework

This research study has used two theories Human namely; Capital Theory and Modernization Theory.

2.3.1 Human Capital Theory

The human capital theory has provided a convincing concept for appreciating the benefits of education investments as a way to improve economic growth and individual productivity. The theory was first put forth by economists Gary Becker (1964) and Theodore Schultz (1961), which indicates that education, works similarly to investments in tangible capital in that it raises individual productivity, which in turn aids in national development.

According to this viewpoint, a high-quality education aims to provide people with the information, abilities, and skills they need to contribute crucially to the contemporary

economy rather than only focusing on reading or school attendance. Psacharopoulos and Patrinos (2018) shows quality education produces measurable learning outcomes and graduates who are ready for the workforce, as a result bringing in substantially higher returns on investment.

Moreover, suggests that the use of computer literacy in the current digital economy is fundamental to Human Capital Theory. Putting funds into information communication and technology (ICT) training and digital education resources improves learner' critical thinking and gets them prepared for knowledge-based jobs World Bank (2021). Human Capital Theory thus backs the claim that education budgets should be increased while simultaneously making sure that the money spent improves curricular relevance, teacher quality, and technological investment

Furthermore, Human Capital Theory suggests the importance of addressing quality and access in developing nations such as Zambia. Thus, poor quality education leads to poor academic performance countrywide where there are qualified people but they don't match the skills that employers are looking for in the labor market. This contributes to underemployment and slow economic growth Hanushek & Woessmann, (2008). This is particularly significant in areas such as Matero Township, where a large number of learners complete primary or secondary school without attaining the skills necessary for formal employment.

2.3.2 Modernization Theory

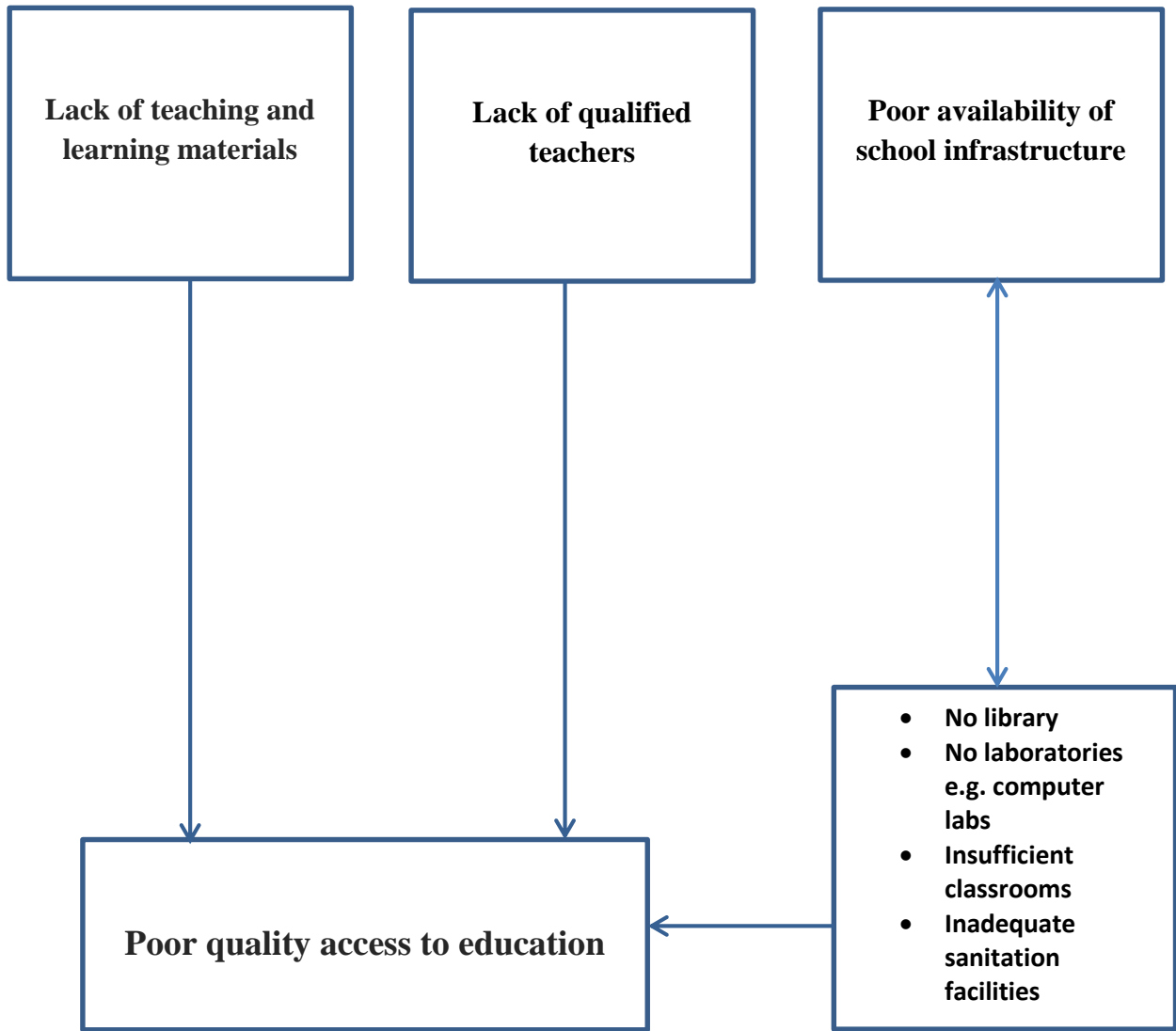
This theory highlights that quality education is important for both national growth and personal growth. Additionally, it acts as a means of instilling contemporary habits including discipline, technical proficiency, and time management Wetzel et al., (2005). In order to build citizen who can support industrialization and democratic governance, educational systems must not only expand access but also sustain high standards for their curricula, teaching methods, and enough facilities. Crucially, modernization theorists see technology as both a product and a force behind basic education. Thus, using digital learning tools, computer laboratories, and broadband resources, among other forms of technological integration in education, enhance productivity; expand

access to information, and aids societies in reducing knowledge gaps with more developed countries.

Lack of technological educational integration is a major challenge to modernization in counties such as Zambia and, more specifically, in poor communities like Matero Township. Learners are not given the opportunity to learn the technological skill needed to participate in global economy if there no investment in digital infrastructure, teacher preparation, and ICT curricula. A delay in educational reform and technology adoption, according to Todaro and Smith (2015), hinders the underprivileged ability to scale up the social ladder and contribute to the ongoing poverty of urban compound.

2.4 Conceptual Framework

The conceptual framework of this study explains the relationship between the independent and dependent variables. The independent variable is poor quality access to education and the dependent variables are; lack of teaching and learning materials, lack of qualified teachers and lack of school infrastructure.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

The methods or the approach that will be utilized to investigate in this chapter. The research approach, research design, model specification, data sources and sampling, data estimation techniques and procedure, and the issues of reliability and validity.

3.1 Research Design

This research used the exploratory research design. Exploratory research aims to explore and gain a depth understanding of a topic where little prior knowledge ready exists. In this manner, since there might be gaps in literature, conducting exploratory research can assist gather introductory insights, identify potential variables and generate research questions for further research.

3.2 Study Location

The research was undertaken in Matero Township, one of Lusaka's largest populated urban areas. Matero is comprised by a mix of formal and informal settlements, which has a diverse population that faces many socio-economic challenges. The township hosts various educational institutions, including community, public and private schools, making it the right location for this research.

3.3 Study Population

The targeted population referred to all individuals living in Matero Townshi, which had an estimated population of 316,692 according to 2022 census. However, the whole community was not part of the research which included teachers, learners, member of staff and parents or guardians who have children at community schools. The study concentrated on two schools namely; Open Reformed Community Schools and Zambia Open Community School.

3.4 Sample Size

A sample size of 40 respondents including 10 teachers, 10 learners, 10 members of staff and 10 parents or guardians was selected. The study adopted a purposive

sampling to identify how poor-quality access to education has affected community schools. Purposive sampling, assisted select respondents based on specific characteristics that were pertinent to the research study within the group that ensured representativeness and relevance and objectivity.

3.5 Data collection instrument

The two types of data were used to obtain the data were primary and secondary. A structured questionnaire was used to collect primary data and focus group discussions was used to collect secondary data.

3.6 Administration of data collection

The administration of the data collection schedule used one primary method for asking questions, which were the use of surveys, distributed the questionnaires to the respondents. This method was selected to collect comprehensive information regarding the level of quality access to education amongst community schools in Matero Township.

3.7 Data analysis

For data analysis, the qualitative method was utilized. Descriptive research was computed using the coded data from questionnaires. To select the most accurate and quality information that was obtained from the respondents, the data collected from the field was evaluated and benchmarked. Microsoft Excel was used to run a descriptive statistic like frequency and percentages to present qualitative data in form of charts based on the research questions.

3.8 Reliability and Validity

To ensure reliability the questionnaire was structured well using simple and clear questions with language that is easy to understand to avoid misinterpretation of information by respondents. Further, questionnaire was given to a small group of respondents from selected community schools and parent or guardians of learners within the community to assess the clarity of the questions.

Validity was improved by designing the questionnaire based on the research objectives as well as document reviews concerning quality access to education amongst

community school. Lastly, the questionnaire included key factors like teaching and learning materials, school infrastructure and teacher qualifications as well as learner performance outcomes in order to have a comprehensive coverage of the research study.

3.9 Ethical Consideration

The researcher adhered to the following ethical considerations:

Informed consent: The researcher ensured that respondents have a vivid understanding concerning the research study. The researcher needs to explain to the respondents what the study is all about before they participate.

Privacy: Private information about the respondents was kept private and the researcher did not force the respondents to provide information they are not comfortable to share.

Anonymity: The researcher protected the identity of the respondents by keeping their personal information confidential.

3.10 Limitations of Study

Firstly, respondent's lack of knowledge on some questionnaire items may have affected the accuracy of their responses. Some respondents, especially parents and community members with low literacy levels, required explaining to them, which could have resulted in response bias.

Secondly, response bias was because some respondents may have given socially desirable answers rather than their genuine perspectives, particularly on sensitive matters like teacher qualifications, school management, and resource available. This could have affected the accuracy of the data gathered.

Thirdly, no response or incomplete questionnaires showed a challenge. Some respondents were unable to finish all sections of the questionnaire due to time or lack of interest, resulting in a smaller sample size and potentially hindering the findings' representativeness.

Finally, language barriers impeded data collection because the questionnaire was structured in English, some respondents preferred to communicate in their native language. Although explanations were supplied, some meanings may have been lost during translation. Despite these limitations, the study used clear explanations and monitoring throughout data collection.

CHAPTER FOUR

DATA PRESENTATION, FINDINGS AND INTERPRETATION

4.0 Introduction

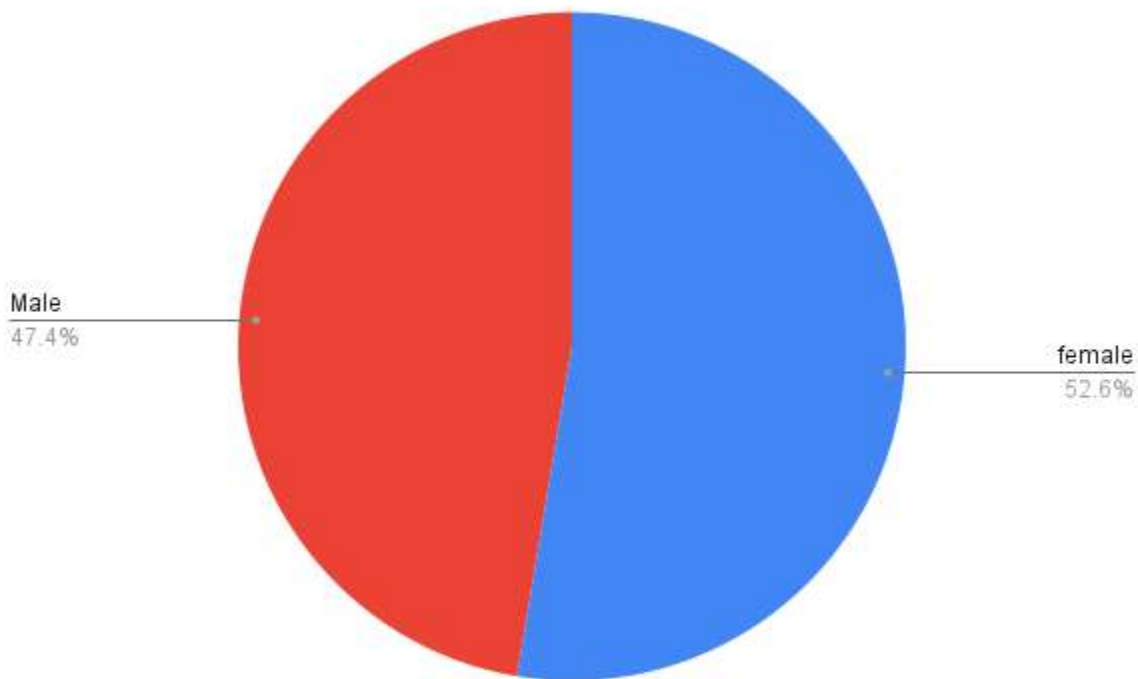
This chapter provides data analysis, results discussion, and research findings in relation to the research questions illustrated in chapter one.

4.1 Respondent analysis

The data was collected from a total number of 20 respondents from the selected target population.

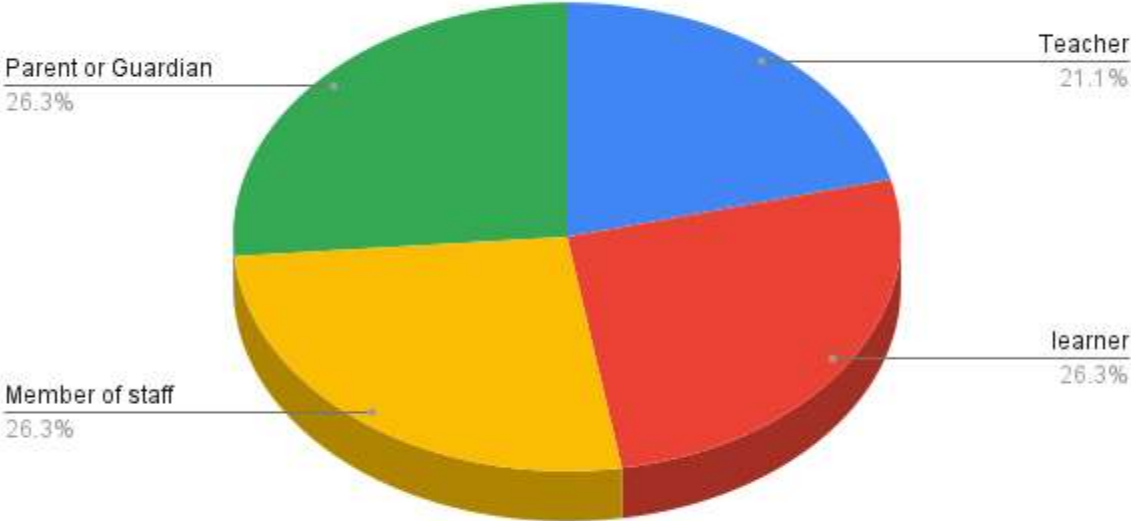
Section A: Background and Demographic data

Figure 4.1.1 Gender of Respondents



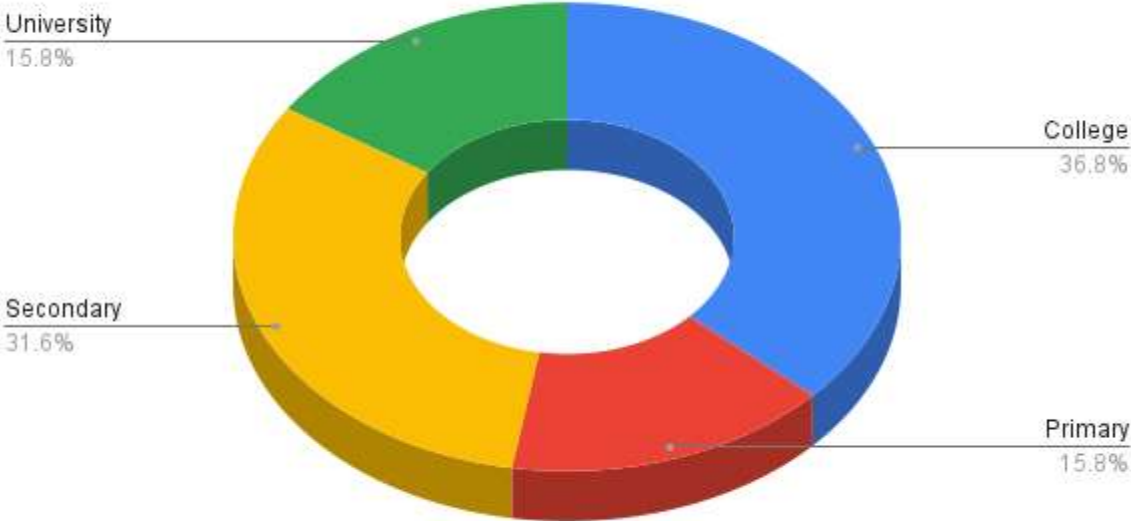
From the representation of the data in figure 4.1.1, it shows that males made up 47.4% of the responses, while females made up 52.6%. This indicates that largest number of respondents were females compared to males.

Figure 4.1.2 Role in the community schools



From the representation of the data in figure 4.1.2 shows that member of staff, learners, parents or guardians made up the most of the responses at 26.3%, while teachers show 21.1%. This shows the largest respondents were learners, member of staff and parents or guardians.

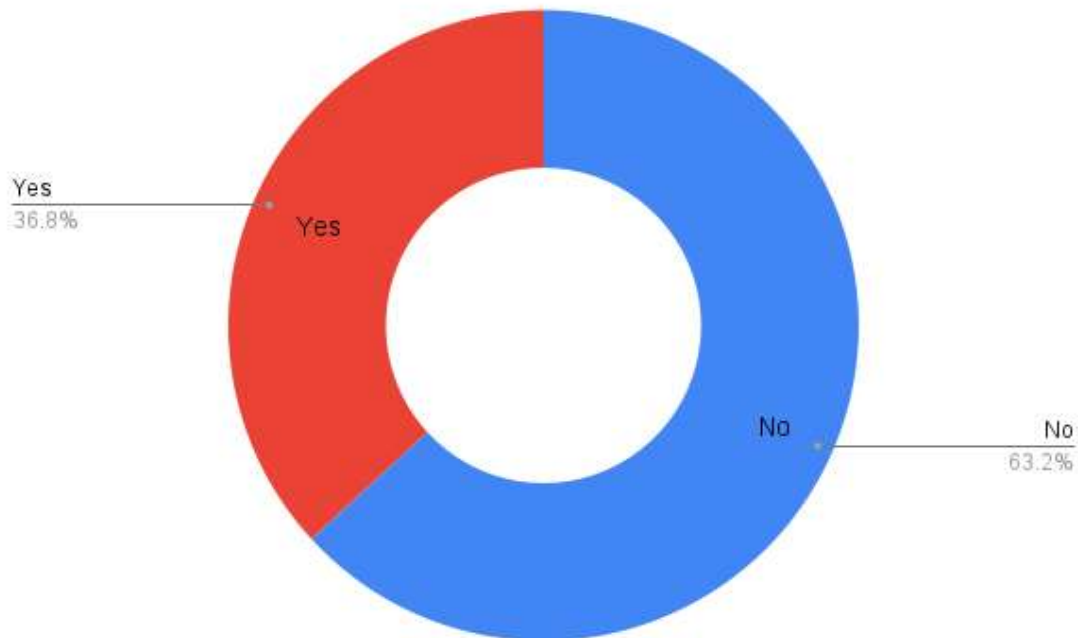
Figure 4.1.3 highest level of education attained?



From the presentation in figure 4.1.3 shows the largest percentage of respondents obtained college education at 36.8% followed by 31.6% then university and primary both at 15.8%. This reveals that a small number of respondents have attained tertiary education.

Section B: Teaching and Learning Materials

Figure 4.1.4 Are there adequate teaching and learning materials (textbooks, chalk, and teaching aids) in your school?



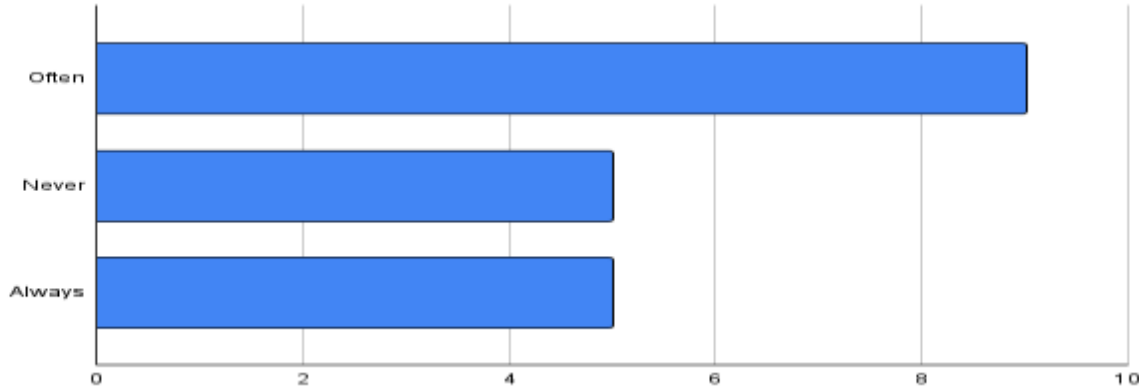
Source: Field Data (2025)

From the above figure 4.1.4 illustrates that 63.2% of respondents indicated there is inadequate teaching and learning materials in community schools while 36.8% reveals there is adequate materials. Hence, this indicates that there are shortages of teaching and learning materials in community schools that impede the learning process and outcomes, leading to poor quality education.

Respondent one from focus group discussion “we mostly lack textbooks, charts, exercise books, and science materials”. Participants highlight fundamental shortages, showing that essential tools for learning are not available.

Respondent two “Learners share one book, so many fail to follow lessons”. This reflects that book shortages reduce learner engagement and contribute to poor understanding.

Figures 4.1.5 how often do learners share textbooks in class due to shortages?



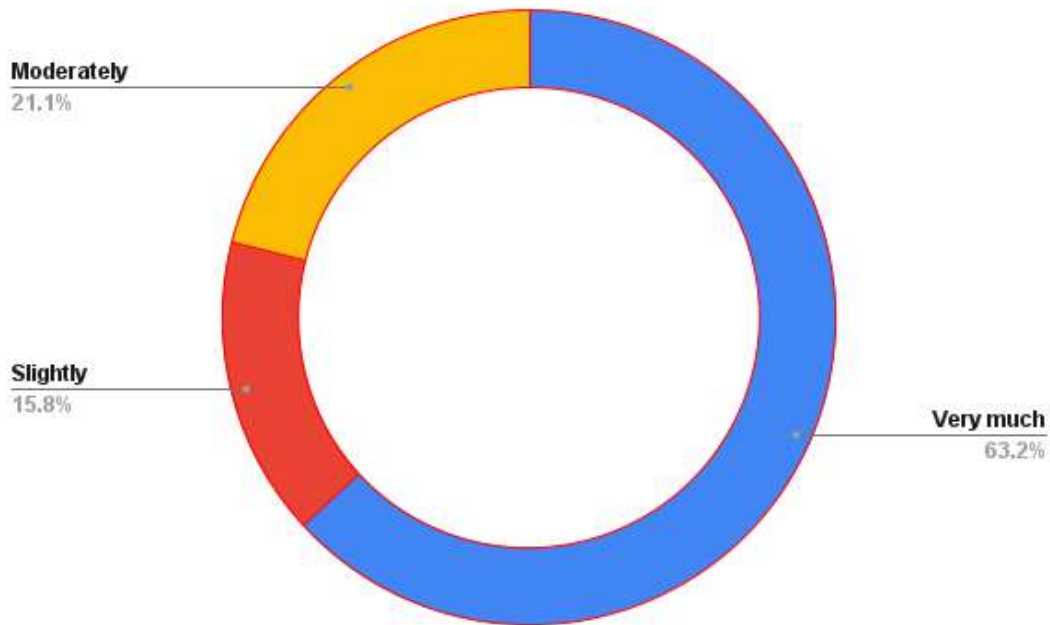
Source: Field Data (2025)

Figure 4.1.5 above shows the longest bar in the results indicates the most respondents said learners often share textbooks in class, respondents who indicated that never shares came next with equal proportion with respondents who said they always share. Further, the figure reveals that sharing textbooks in classroom in community schools is a common habit which hinders overall concentration, participation and learning outcomes of learners as result affecting quality education.

Respondent three “Five or more learners share one textbook, so many cannot see clearly or borrow it after class. They fail to follow reading assignments.” Sharing books limits individual reading, causes slow learning, reduces revision, and contributes to poor exam performance. Learners become dependent on the teacher instead of studying independently.

Respondent four “Teachers spend more time writing notes and improvising.” highlights that Improvisation increases teacher workload and lowers lesson quality.

Figure 4.1.6 in your opinion, how does the lack of teaching and learning materials affect learners' academic performance?



In the above figure 4.1.6 majority of respondents 63.2% suggests that absence of teaching and learning materials hinders academic performance very much, followed by 21.1% moderately affects performance and others showed that slightly impedes academic performance at 15.8%. This demonstration indicates that inadequate teaching and learning materials affects the teaching and learning process further hindering academic performance of learner in a long run impeding overall access to quality education.

Figure 4.1.7 Do teachers rely on out-dated materials due to lack of resources?

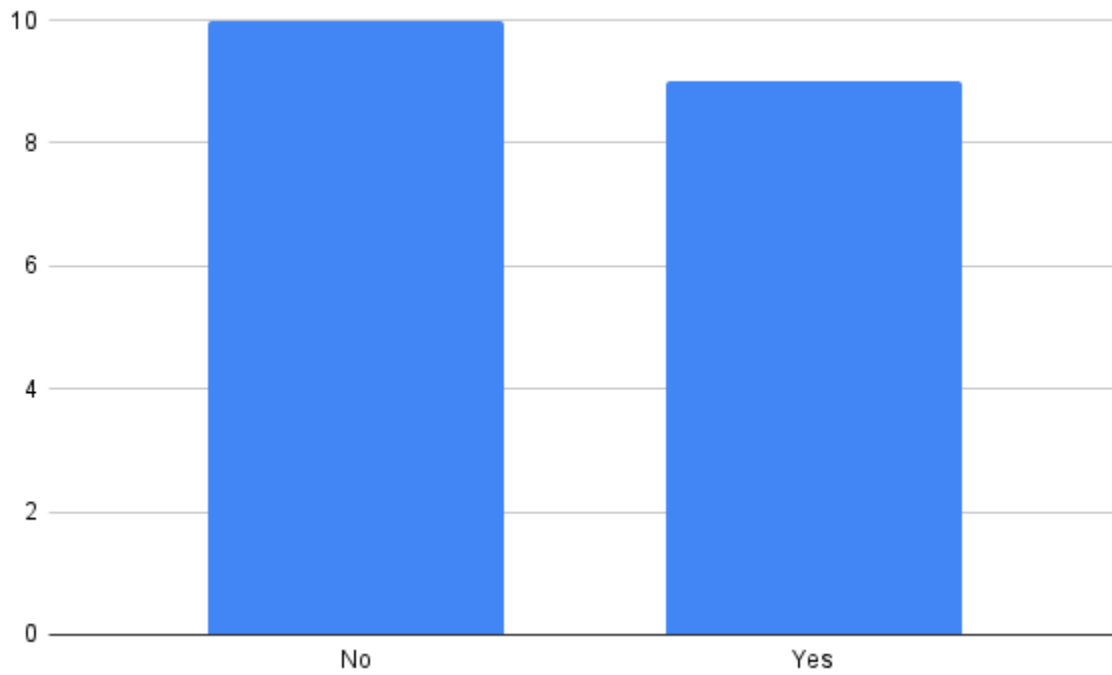
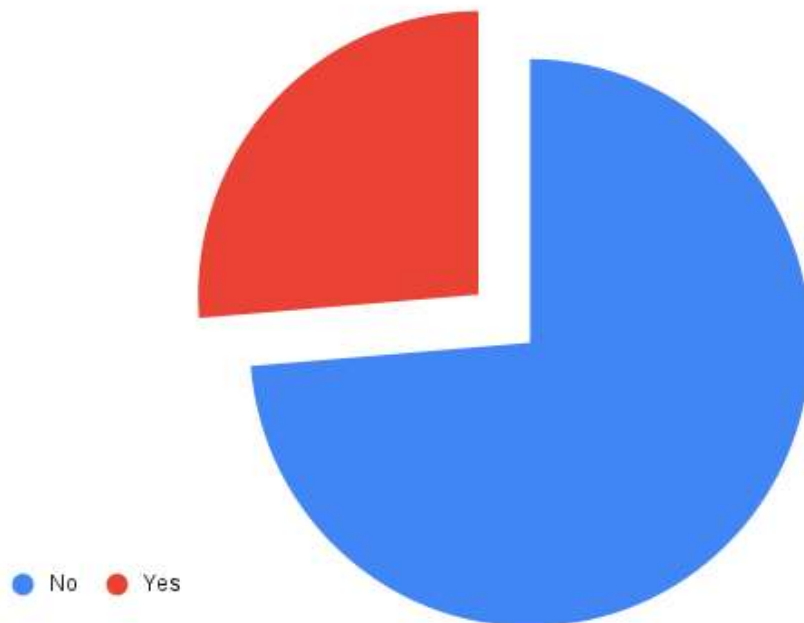


Figure 4.1.7 presents that teachers do not rely on out-dated materials as the longest bar shows in the figure.

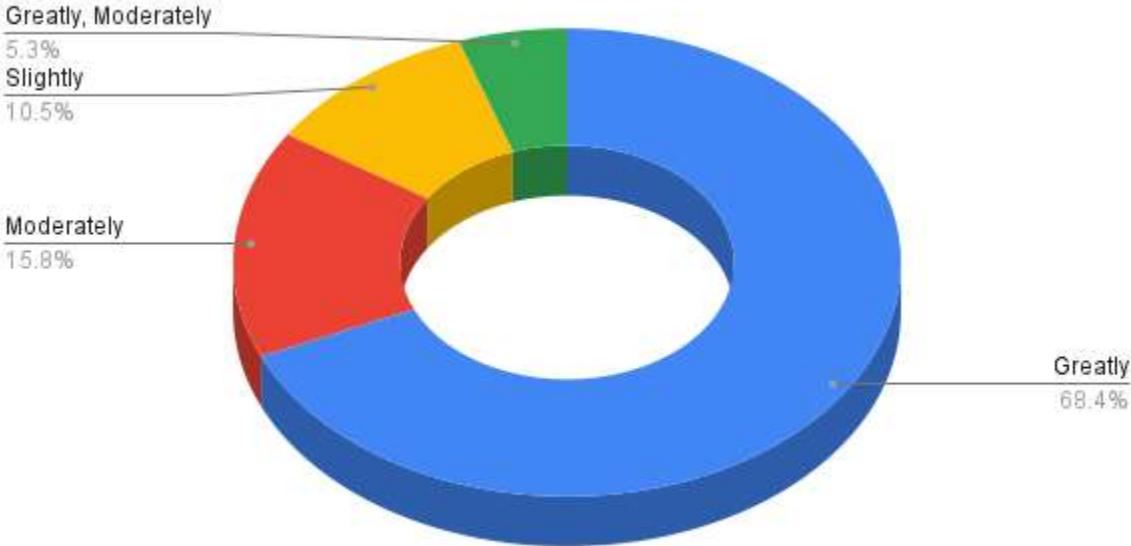
Section C: Qualified Teachers

Figure 4.1.8 Are most teachers in your school professionally trained and qualified?



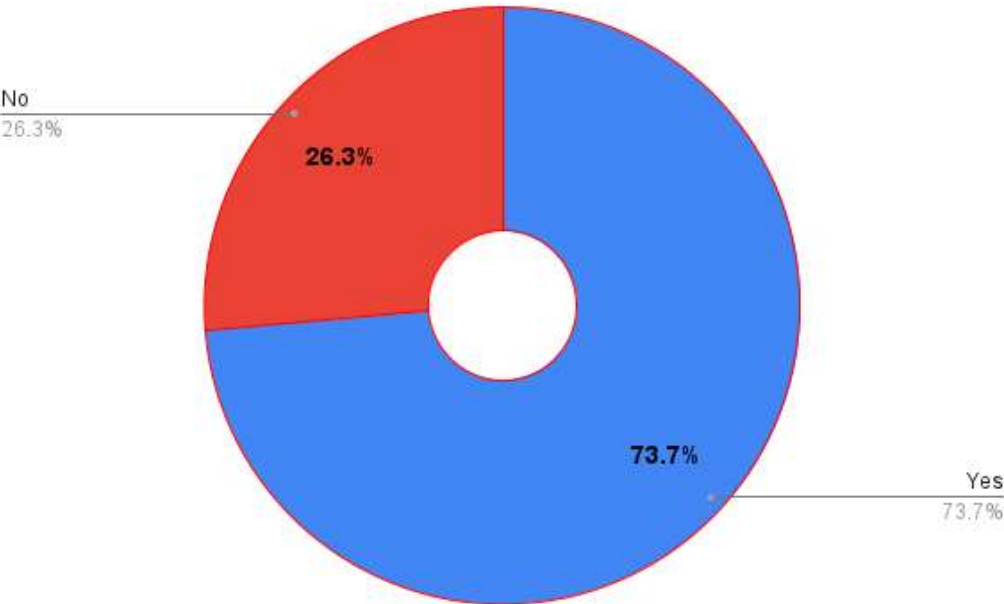
The above figure 4.1.8 indicates that in community school most teachers are not qualified as shown by the largest blue pie. This affects the quality of education delivered because teachers are not qualified and do not know critical teaching methodologies.

Figure 4.1.9 how does the lack of qualified teachers affect the quality of teaching and learning?



The figure in 4.1.9 shows that lack of qualified teachers impedes the quality of teaching and learning greatly at 68.4%, followed by moderate at 15.8% and slightly at 10.5%. This illustration indicates that without professionally trained teachers school will face challenges in delivering quality education leading high rate of dropouts, low learners participation and academic outcomes.

Figure 4.1.10 Do unqualified teachers face challenges in lesson delivery and classroom management?



From the presentation in figure 4.1.10 indicates that 73.7% of respondents agreed that unqualified teachers face challenges in delivering lessons and classroom management and 26.3% disagreed. This description shows that unqualified teachers face obstacles in delivering lessons thus giving learners knowledge and information not suitable for improving their academic performance and gain skills, overall hindering the quality of education delivered.

Figure 4.1.11 how often do learners fail to understand lessons due to teachers limited subject knowledge?

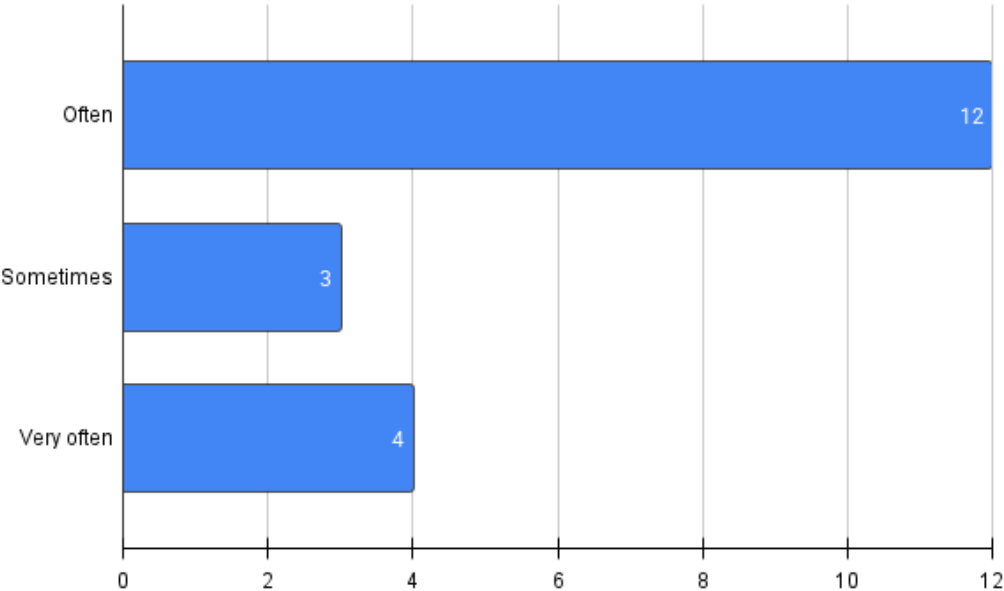
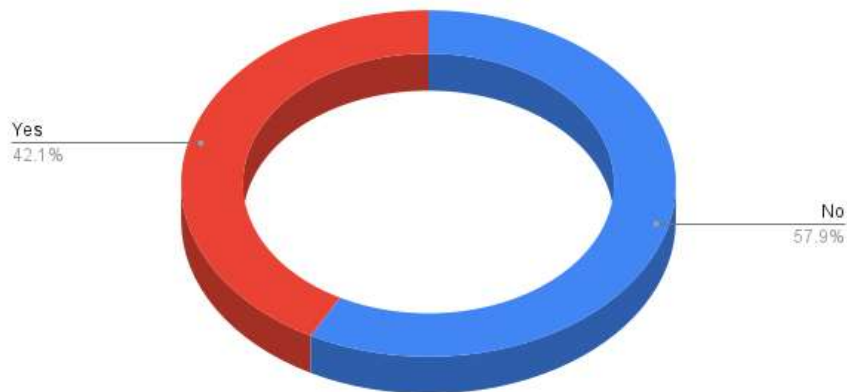


Figure 4.1.11 suggests that learners fail to understand lessons due to teachers limited subject knowledge 12 respondents answered often, 3 sometimes and 4 very often. This demonstration indicates that most learners do not understand in class affecting the learning lessons where learner gain little or no knowledge leading to low test scores and overall academic performance.

Section D: School Infrastructure

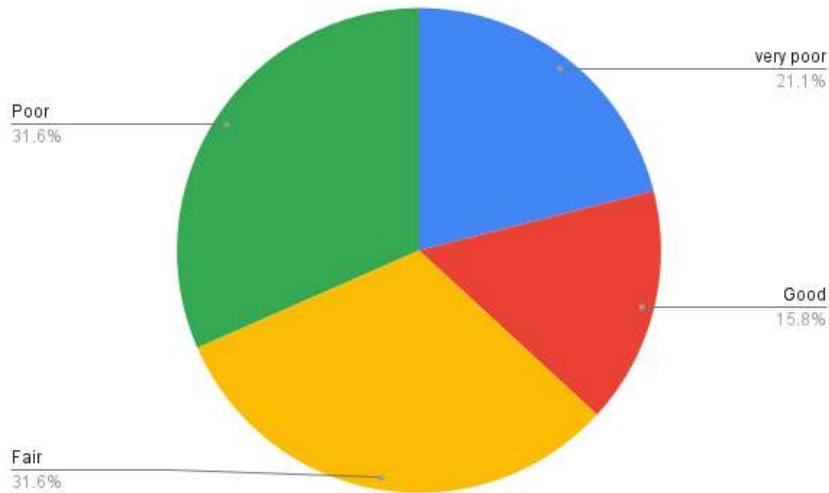
Figure 4.1.12 Are there enough learning spaces (classrooms) to accommodate learners?



The diagram above in figure 4.1.12 shows that 57.9% of respondents reveal that in community schools there is inadequate classroom to accommodate all learners, while 42.1% indicates that there is enough learning space. Limited learning spaces hinder learner's concentration and limited interactions with peers affecting the quality of education.

Respondents five "We don't have proper classrooms, roofs leak, toilets are few, and there is no electricity." This reveals that poor infrastructure contributes to unsafe, uncomfortable, and non-conducive learning environments.

Figure 4.1.13 what is the condition of school infrastructure (classrooms, toilets, desks)?



The diagram in figure 4.1.13 shows equal proportion of condition of school infrastructure both poor and fair at 31.6%, followed by very poor at 21.1% and good at 15.8%. This clearly indicates that school infrastructure in community school is terrible which not only affects academic performance but also health of learners thus resulting in decreased learning outcomes.

Respondents six “when it rains, some learners don’t come because the classroom floods.” Poor infrastructure leads to absenteeism and learning disruptions.

Figure 4.1.14 how does poor school infrastructure affect learner attendance and concentration?

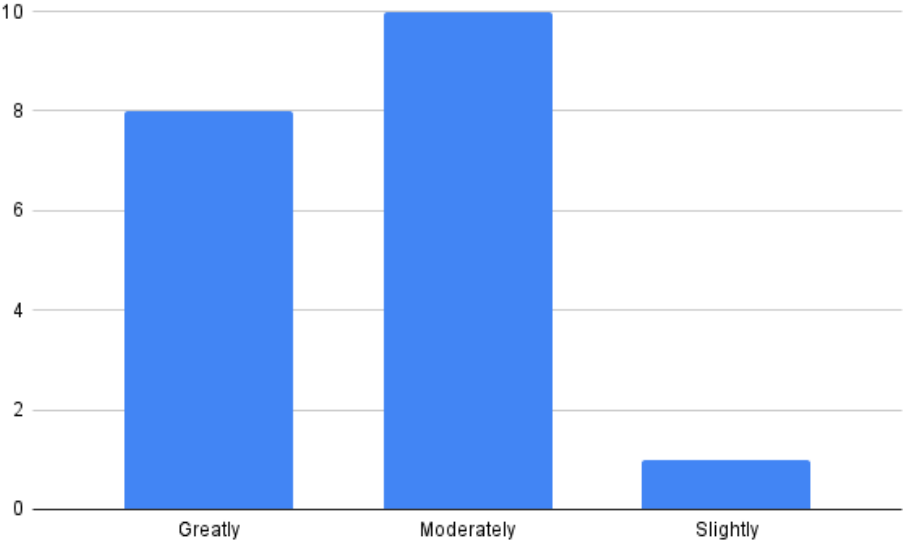
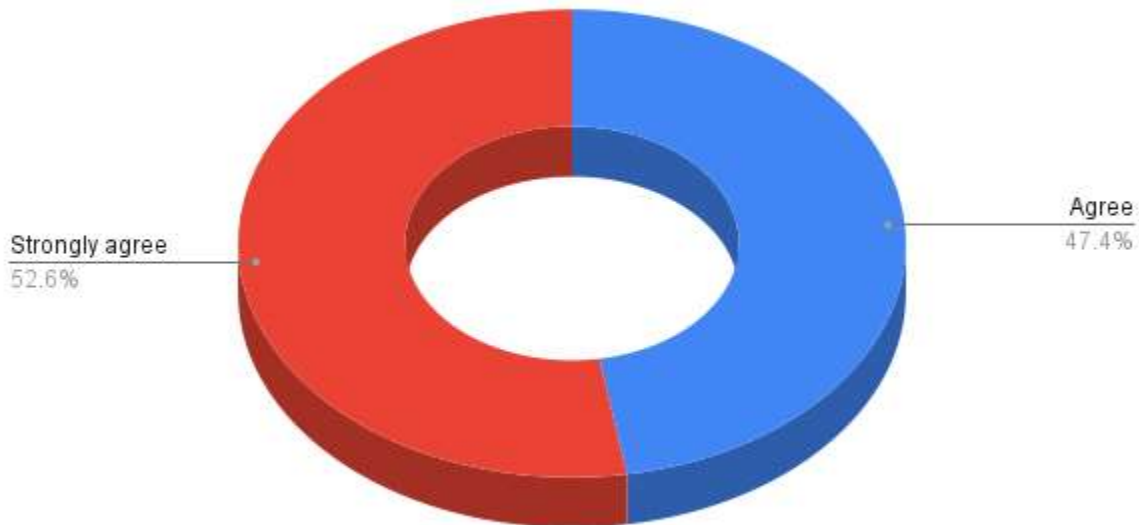


Figure 4.1.14 reveals that poor school infrastructure affects learner’s attendance and concentration moderately by 10 respondents, greatly by 8 respondents and slightly by 1 respondent. This demonstration indicates that overall poor school infrastructure hinders attendance and concentration because greatly and moderately the difference is less.

Figure 4.1.15 in your opinion, improving school infrastructure would enhance quality access to education in Matero Township.



The above diagram in figure 4.1.15 shows that all the 20 respondents agreed that improving school infrastructure will increase the quality of education amongst community school in Matero Township. This can enable more access to resources such as textbook, conducive learning environment and teacher effectiveness leading to quality education.

Respondent seven "We need proper classrooms, safe toilets, electricity, water, desks, and a fence." Participants' priorities relate to safety, comfort, and adequate learning facilities.

4.2 Discussion of findings

This section presents a comprehensive interpretation of the research's findings by comparing the results to already existing literature, empirical evidence and theoretical perspectives from similar research studies. The goal is to contextualize the impacts of lack of teaching and learning materials, investigate the effects of lack of qualified teachers and explore effects of lack of school infrastructure on quality access to

education amongst community schools in Matero Township. The discussion is structured according to three specific objectives;

4.2.1 To determine the impact of lack of teaching and learning materials on quality access to education

The findings indicates that community schools have inadequate teaching and learning materials as a result affects learning process and outcomes leading to poor quality education. This is similar to study findings by Shatique (2016) who reveals that inadequate learning and teaching materials hinders learner's critical thinking skills and academic performance. In Matero Township targeted respondents reported that there are no learning materials in community schools at a rate of 63.2%.

In additional, another finding indicates that learners often share textbooks in classroom due to this there is limited concentration and participation as a result hindering the learning outcomes. Similarly, study findings by World Bank (2020) reveals 90% of primary and secondary schools in Zambia don't have adequate textbooks which results in sharing textbooks thus hindering the learning outcomes

4.2.2 to investigate the outcomes of lack of qualified teachers on quality access to education

Findings under this objective illustrates that most teachers in community schools are not qualified which affects the quality of education delivered. Additionally, similar research findings by UNESCO (2017) reveals that shortage of qualified teachers causes low learner's overall academic performance, high repeat rate, reading and numerical skills.

Furthermore, findings under this objective also show that lack of qualified teachers impedes the quality of teaching and learning greatly at 68.4% based on respondent's answers. In addition, 73.7% of respondent's answers shows that unqualified teachers face challenges in lesson delivery and classroom management, this challenge affect learner's opportunity to gain knowledge and information relevant to gain skills. Another finding shows that lack of qualified teacher's cause's learners to fail to understand lessons due to teacher's limited knowledge. According to Ministry of Education (2020)

findings indicates that learners in schools with unqualified teachers are likely to attain less learning competencies by Grade 5.

4.2.3 to explore effects of lack of school infrastructure on quality access to education

Research findings under this objective indicate that 57.9% of respondents reveal that community schools have inadequate classroom to accommodate all learners. This absence affects learner's concentration thus affecting quality of education. Similarly, a study by UNICEF (2021) findings shows that poor infrastructure leads to lower learners' attendance, poor academic performance and increased health and safety hazards.

Another finding shows that despite community schools' infrastructure been limited making them easy to maintain with minimum funds, these schools have poor toilets, classroom and desks that impede learner's attendance and overall performance according to 18 respondents out of a sample size of 20 respondents. Lastly, all respondents agreed that improving community school infrastructure can improve quality access to education amongst community schools in Matero Township.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter highlights the summary of the findings, conclusion and recommendations on the investigation of poor-quality access to education amongst community schools: A case of Matero Township. The aim purpose of this chapter is to understand the main findings from the research, interpret their importance. Also, this study aimed to understand how poor quality to education affects learner academic performance and outcomes. Further will examine the findings and draw a conclusion from them and recommendations.

5.1 Summary of findings

The study's findings highlight a number of important factors influencing the quality of education available in Matero Township community schools. The majority of respondents were learners, teachers, members of staff, and parents/guardians, indicating that the data represented the opinions of important respondents directly involved in community schools. Females made up a slightly higher proportion of respondents (52.6%) than males (47.4%), indicating balanced gender representation.

Furthermore, the research findings shows that the majority of respondents completed secondary and college education, but just a small number went to university, indicating a low level of tertiary education among respondents. The general lack of teaching and learning materials are more than 60% of respondents indicated shortages is a significant result. Because of this, learners are often forced to share textbooks, which have a detrimental impact on learning outcomes, focus, and involvement. Additionally, the majority of respondents firmly agreed that the performance of learners is greatly hindered by the lack of sufficient teaching and learning resources.

Problems related to teachers were also prominent. The findings reveal that the majority of community school teachers lack qualifications, which has a significant impact on the standard of teaching. Poor lesson delivery, poor classroom management, a lack of topic expertise, and the failure of learners to comprehend teachings are just a few of the negative effects of a teacher shortage. These difficulties raise the likelihood of dropouts, lower participation, and poor academic performance. In addition, the analysis identified significant infrastructure issues. The majority of respondents said that classrooms are too small to accommodate all students, and school infrastructure was mostly evaluated poorly or fair, with some being very poor. Poor infrastructure was found to have a detrimental impact on learners' attendance and concentration, further decreasing learning results. In addition, all respondents agreed that improving school infrastructure will improve educational quality by creating a more conducive learning environment, improving access to resources, and increasing teacher effectiveness. In all, the results show that poor school infrastructure, a shortage of trained teachers, and inadequate teaching and learning resources all negatively impact performance in school and restrict access to high-quality education in community schools. Improving learning results and guaranteeing fair access to high-quality education in Matero Township require addressing this issue

5.2 Conclusion

The study investigated poor quality access to education amongst community schools. According to the study's findings, Matero Township community schools face numerous obstacles that prevent learners from receiving a high-quality education. The results clearly demonstrate that the main factors adversely influencing the teaching-learning process are inadequate teaching and learning resources, a teacher shortage, and subpar school infrastructure. Absence of learning materials significantly hinders academic performance, and constant sharing of textbooks because of shortages limits learners' concentration and participation.

Additionally, the presence of incompetent teachers undermines topic expertise, classroom management, and lesson delivery, which leads to students' poor comprehension of the material and subpar academic results. Problems make it difficult for community schools to provide quality instruction, underscoring the necessity of prompt and coordinated actions by the relevant parties.

5.3 Recommendation

Given the results of the research and its conclusion, the following recommendations can be made:

Firstly, the Ministry of Education, in partnership with local authorities, NGOs, and community stakeholders, shall provide enough supply of textbooks, teaching aids, and other learning materials to community schools. This will enhance student engagement and academic achievement while decreasing textbook sharing.

Secondly, the hiring of skilled teachers is necessary for community schools. To improve their teaching abilities and topic knowledge, unqualified or volunteer teachers should also have access to in service training, capacity building workshops, and ongoing professional development initiatives.

Thirdly, the government and the private sector should invest in enhancing school infrastructure by building new classrooms, repairing current ones, and providing enough furniture and sanitation facilities. Better infrastructure will improve students' comfort, well-being, participation, and attentiveness. In addition, Education authorities should strengthen monitoring, supervision, and support systems in community schools to ensure that resources are used effectively, teaching standards are followed, and learning results are improved. Lastly, it calls for future research studies to research more on community schools especially on infrastructure and quality of teachers as this is the backbone of not only community schools as well private and government schools.

5.4 Suggestion for Future Research

Future research should explore a wider geographical scope beyond Matero Township to include community schools from other parts of Lusaka and rural districts. This would allow for comparative analysis and provide a more comprehensive understanding of the

challenges affecting quality access to education in different community-school settings. Additionally, future studies could employ mixed-methods approaches that combine questionnaires, interviews, and classroom observations to provide deeper insights into the lived experiences of learners, teachers, and school administrators.

Another important area for future research is the long-term impact of inadequate educational resources, such as lack of teaching and learning materials, insufficient qualified teachers, and poor infrastructure, on learners' academic performance and social development. Studies could also examine the effectiveness of government policies and NGO interventions aimed at improving community schools, to identify which strategies produce the greatest improvements.

Moreover, future researchers may investigate the role of community participation and local leadership in improving education quality, as these factors remain underexplored yet appear crucial to the sustainability of community schools. Finally, a longitudinal study could track improvements or declines in education quality over time, particularly in relation to national goals such as Vision 2030 and the Sustainable Development Goals (SDGs).

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Annex 1: QUESTIONNAIRE



UNIVERSITY *of* LUSAKA

AN INVESTIGATION INTO POOR QUALITY ACCESS TO EDUCATION AMONGST COMMUNITY SCHOOLS: A CASE OF MATERO TOWNSHIP

Dear respondents,

My name is **Chongo Mwiche** fourth year **student at University of Lusaka**. I am carrying out research study on the above stated subject as **partial fulfillment of a bachelor's degree in development studies**. You have been selected as one of the respondents to participate in this study. If agreeable, you are kindly requested to answer the following questions faithfully. The results of the findings will be used for academic purposes only. You are further assured that your personal identity will not be disclosed.

Thank you in advance for sparing your time to answer the provided questionnaire. I wish you success in all your endeavors.

Section A: Background Information (Demographic Data)

1. Gender of Respondent

Tick all that apply.

- Male
 female

2. Role in the community school?

Mark only one oval.

- Teacher
 Member of staff
 Parent or Guardian
 Learner

3. Highest level of education attained?

Mark only one oval.

- Primary
 Secondary
 College
 University

Section B: Teaching and Learning Materials

4. Are there adequate teaching and learning materials (textbooks, chalk, teaching aids) in your school?

Mark only one oval.

Yes

No

5. How often do learners share textbooks in class due to shortages?

Mark only one oval.

Always

Often

Never

6. In your opinion, how does the lack of teaching and learning materials affect learners' academic performance?

Tick all that apply.

Very much

Moderately

Slightly

Not at all

7. Do teachers rely on improvised or outdated materials due to lack of resources?

Mark only one oval.

Yes

No

Section C: Qualified Teachers

8. Are most teachers in your school professionally trained and qualified?

Mark only one oval.

Yes

No

9. How does the lack of qualified teachers affect the quality of teaching and learning?

Tick all that apply.

Greatly

Moderately

Slightly

Not at all

10. Do unqualified teachers face challenges in lesson delivery and classroom management?

Mark only one oval.

Yes

No

11. How often do learners fail to understand lessons due to teachers limited subject knowledge?

Tick all that apply.

- Very often
- Often
- Sometimes
- Never

Section D: School Infrastructure

12. 12. Are there enough learning spaces (classrooms) to accommodate learners?

Mark only one oval.

- Yes
- No

13. 13. What is the condition of school infrastructure (classrooms, toilets, desks)?

Mark only one oval.

- Good
- Fair
- Poor
- Very poor

14. How does poor school infrastructure affect learner attendance and concentration?

Mark only one oval.

- Greatly
- Moderately
- Not at all

15. In your opinion, improving school infrastructure would enhance quality access to education in Matero Township.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Annex 2: FOCUS GROUP DISCUSSION QUESTIONS (FGD)



UNIVERSITY
of **LUSAKA**

AN INVESTIGATION INTO POOR QUALITY ACCESS TO EDUCATION AMONGST COMMUNITY SCHOOLS: A CASE OF MATERO TOWNSHIP

Dear respondents,

My name is Chongo Mwiche fourth year student at University of Lusaka. I am carrying out research study on the above stated subject as partial fulfillment of a bachelor's degree in development studies. You have been selected as one of the respondents to participate in this study. If agreeable, you are kindly requested to answer the following questions faithfully. The results of the findings will be used for academic purposes only. You are further assured that your personal identity will not be disclosed.

Thank you in advance for sparing your time to answer the provided questionnaire. I wish you success in all your endeavors.

Section A: Background Information (Demographic Data)

1. Gender of Respondent

A. Male

B. female

2. Role in the community school?

A. Teacher

B. Member of staff

C. Parent or Guardian

D. Learner

Section B: Lack of Teaching and Learning Materials

1. How does the shortage of textbooks affect learners in your school?

Answer:

2. What challenges do teachers face when teaching without enough materials?

Answer:

3. How does the lack of learning materials affect learners' performance in class?

Answer:.....

4. In your opinion, how does lack of materials affect learner motivation?

Answer:
.....

5. What improvements would you suggest to reduce shortages of learning materials?

Answer:

Section C: Lack of Qualified Teachers

1. How does the presence of unqualified teachers affect teaching?

Answer:.....

2. How do learners respond to teachers who are not fully trained?

Answer:

3. What challenges do unqualified teachers face in the classroom?

Answer:

4. How does the shortage of qualified teachers affect exam performance?

Answer:

5. How many qualified teachers do you think your school has?

Answer:

Section D: Lack of School Infrastructure

1. What infrastructural challenges does community schools face?

Answer:

2. How do overcrowded classrooms affect learning?

Answer:

3. How does lack of desks or chairs affect learners?

Answer:

4. How does the physical environment for example broken floors and leaking roofs affect school attendance?

Answer:






5. What improvements would you like to see in your school's infrastructure?

Answer:

Annex 3: RESEARCH BUDGET

ACTIVITY	DETAILS	AMOUNT
Stationery	Printed questionnaire papers	K100.00
Transportation	Going at the study location	K66.00
Researching	Data bundles	K450.00
Refreshments	snacks, water and soft drinks	K100.00
	TOTAL	K716.00

Annex 4: GANTT CHART

Task	September	October	November	December
Dissertation guidance begins				
Corrections on chapter 1,2,3 and report				
Data collection				
Data analysis				
Submission				

Annex 5: PLAGIARISM REPORT



17.65% SIMILARITY OVERALL **8.85%** POTENTIALLY AI SCANNED ON: 24 DEC 2025, 1:09 AM

Originality & Authorship Report

Your text is highlighted according to the matched content in the results above.

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- CHANGED TEXT 15.22%
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AI Detector Results

Highlighted sentences with the lowest perplexity, most likely generated by AI.

- LIKELY AI 0.00%
- HIGHLY LIKELY AI 8.85%

Report #30790975

436245290830 SCHOOL OF TECHNOLOGY AND SOCIAL SCIENCES A RESEARCH REPORT SUBMITTED TO THE UNIVERSITY OF LUSAKA IN PARTIAL FULLIMENT OF THE REQUIREMENTS OF THE AWARD OF A BACHELORS DEGREE IN DEVELOPMENT STUDIES BY Chongo Mwiche BDS22112870 © Copyrights 2025 – Chongo Mwiche All rights reserved – no part of the publication may be reproduced, stored in a retrieved system, or transmitted in any form or by any means electronic, mechanical, photocopying recording or otherwise, without the prior permission of the publisher
DECLARATION I hereby declare that this thesis is as the results of my own efforts. With that, I bear witness that all the sources I have used are academically acknowledged. The whole document has been done according to the methodological system of University of Lusaka. Student's Name: Chongo Mwiche Student's ID: BDS22112870 Signature: Date:/...../.....
. Supervisor's Name: Signature: Date:/...../..... ABSTRACT
Access to quality education remains a serious issue in Zambia's urban low-income neighborhoods, particularly in community schools that serve vulnerable people. This study investigated the poor quality access to education amongst community schools in Matero Township, Lusaka. Generally, the research aimed to understand the levels of quality access to education amongst community schools. Specifically, it assessed the impacts of inadequate teaching and learning materials, the outcomes




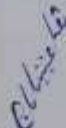




UNIVERSITY
OF
LUSAKA

School of Technology and Social Sciences

E400 Supervisory Meeting Form

Student's Name Chango Mwikhe

Supervisor Mrs. Kamelu Soko

Date of meeting	Issues discussed and actions agreed	Supervisor's signature	Student's signature
16.09.25	<p>A. Make corrections on introduction write a good introduction</p> <p>B. Make adjustment on background answering questions like what is the problem? who is affected? and how it is affecting them?</p> <p>C. Research question; recast question are should align with objectives.</p> <p>D. Significance of study; advised</p>		
	<p>to add national goals, Sustainable Development Goals (SDGs) and vision 2030 and how the study can help achieve them.</p>		
07.10.25	<p>A. Statement of the problem; revise and review this, Additionally, issue of infrastructure is repeated just after one sentence. Remove bolded title just write problem in normal paragraph.</p> <p>B. Research question; question two is not in line with objectives make corrections.</p>		

	<p>c. Significance of the study; if you have not concluded the study so in what way does it help achieve? Change the tense</p>	Dech	Alhindo
08.11.25	<p>A. Write the school properly to School of Technology and Social Science B. Put Statement in partial fulfillment of award C. Research Design; Review the introductory sentence. D. Sample Size; Make justification for the size and what formula was used.</p>	Dech	Alhindo
	<p>E. Study Population; which Public and private institutions are there? F. Data Collection; explain how you will use research instruments and what makes them appropriate and not explaining what they are.</p>	Dech	Alhindo
31.12.25	<p>A. The objectives should be indicated in the abstract. B. Dedication; someone who helped you write, you need to say something else here, you are supposed to write the research on your own C. Chapter should be on top in the middle of the page and introduction title aligned to the left below. D. Indicate a section as discussion and findings before Summary and recommendations.</p>	Dech	Alhindo



SCHOOL OF TECHNOLOGY AND SOCIAL SCIENCES

SUBMISSION OF DISSERTATION FOR EXAMINATION

Name of Student: *Chango Mwicke*

Student Number: *BSS22772270*

Programme of Study: *Development Studies*

Dissertation Title: *An investigation into*

poor quality access to education amongst

community schools: A case of Matero

Township.

.....

.....

Signature of Student: *[Signature]* Date: *28th December 2025*

Supervisor's Comments:

I recommend/ do not recommend this dissertation for submission for examination (If you do not recommend, kindly provide a written report and attach hereto).

Name of Supervisor: *Mrs. Kamelu Soko*

Signature of Supervisor: *[Signature]* Date: *02.01.26*