

THE UNIVERSITY OF ZAMBIA

**THE RELATIONSHIP BETWEEN STUDENTS'
SOCIO-ECONOMIC BACKGROUND AND
UNIVERSITY ENTRANCE IN ZAMBIA**

BY

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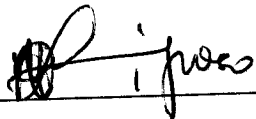
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AUTHOR'S DECLARATION.

I, Kalisto Kalimaposo, do hereby solemnly declare that this dissertation represents my own work and that it has never been previously submitted for a degree at this or any other university.

Signed 

Date 15/08/01.

APPROVAL.

The University of Zambia approves this dissertation of Kalisto Kalimaposo as fulfilling part of the requirements for the award of the degree of Master of Education in Sociology of Education.

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DEDICATION.

To my father, the late Fabiano Kalimaposo whose interest in my education has never ceased to inspire me. MHSRIP

ABSTRACT

The study profiled the socio-economic backgrounds of students at the University of Zambia (UNZA) and Copperbelt University (CBU). The main purpose of the study was to find out whether socio-economic factors such as students' parent / guardians' occupation, education, income, student's place of residence, family size and secondary school attended by the student affected educational achievement and influenced university entrance.

The objective of the study was two fold. Firstly, to determine the extent to which socio-economic factors affected access to UNZA and CBU. Secondly, to ascertain whether there were significant differences in the number of students admitted to UNZA and CBU on the basis of region and rural-urban differences.

It was hypothesised that students from the high and middle socio-economic backgrounds had higher chances of entering UNZA and CBU than their counterparts from the low socio-economic backgrounds. The second hypothesis was that students from urban secondary schools had higher access to universities in Zambia than students from rural secondary schools.

The survey method was used. A sample size of three hundred and fifty students was drawn. Two hundred students from UNZA and one hundred and fifty students from CBU, excluding mature age students. A self-administered questionnaire was designed as a data gathering instrument. Descriptive statistics consisting of numbers and corresponding percentages were employed in data analysis. The selectivity index device was used as one method of confirming the access of students from various socio-

economic groups to university education. The computer software SPSS was used to analyse the data. Non-structured questions were manually analysed through categorisation and coding of themes.

The study found that socio-economic factors were significant in determining one's chances of access to universities in Zambia. In terms of parents'/guardians' education, most students came from the educated white collar or blue collar homes. Selection to the two universities was biased in favour of those from educated parents/guardians. A considerable number of students at both universities came from families whose monthly incomes were far above the average monthly income for a Zambian household. In addition, a good number of students came from households with a variety of facilities for stimulation and personal growth.

Striking regional disparities were found in access to university education. Students from the Copperbelt, Southern and Lusaka provinces were disproportionately represented at the two universities. Rural-urban differences were also glaring. Students from urban secondary schools were greatly over represented in the two universities compared to students from rural secondary schools. Through the selectivity index device, it was established that students whose parents/guardians were civil servants, professionals and in high status occupations were in significant proportions in relation to their numbers in the general Zambian population. Selection to the two universities favoured students from the professional, administrative and technical homes. Students whose parents/guardians were in farming or fishing recorded the lowest selectivity index in spite of their large numbers in the population as a whole.

Most students attended government secondary schools. However, a small proportion of students with parents/guardians in high income brackets attended private schools. In rating the quality of teaching and learning of former secondary schools, a large proportion of students from rural schools rated their former schools as either satisfactory or poor. Besides students from rural schools experienced more shortages of teachers than students from urban schools.

The study recommended a quota system of admissions in order to mitigate regional disparities. Further, the two universities should be expanded and other universities should be built in order to increase students enrolment. Loans and scholarships should be made available for needy students. Female enrolment should be increased. The rural-urban disparities can be bridged by improving the quality of life and education in rural areas.

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CHAPTER ONE

INTRODUCTION

Background to the Problem

Students' socio-economic factors such as parent / guardian occupation, education, income, place of residence, family size and type of school attended by the student may affect educational achievement and influence access to higher education.

The number of students entering the University of Zambia and Copperbelt University from rural areas with poor socio-economic backgrounds seems to be dwindling whereas the number of students from urban areas, with relatively good socio-economic backgrounds seems to be rising rapidly. For example the enrolment statistics obtained from the academic office of the University of Zambia for the period 1990-1999 seem to suggest that most students entering the University of Zambia come from urban secondary schools.

University education in Zambia is to a large extent publicly subsidised. This creates social demands that far exceed the supply of places. In order to cut down on the number of students receiving government bursaries, admission to the two universities for school leavers is based on the performance in five acceptable subjects obtained at school certificate. The "cut-off- point" is used as the selection criterion owing to limited government bursaries. Competition is always severe and only very outstanding students are selected. This rigorous selection mechanism results in sharp regional disparities and social inequities, as there tends to be more students coming from certain schools and provinces in Zambia. Meanwhile, the government has also embarked on reforms to liberalise entry into the universities, which will include allowing more self-sponsored

students into the institutions of higher learning. The move is intended to expand and diversify student enrolment and cut down on excess demand for bursaries from government.

The educational system in Zambia has changed tremendously over the years. The free education, which Zambians enjoyed for many years during the Second Republic is no longer feasible and many families especially in the rural areas seem to be failing to adjust to the new system of cost sharing introduced in schools. The government departed from the policy of free education in the mid 1980's because of the ailing economy. In the late 1985, after an eighteen-year period during which no Zambian student was required to pay any kind of fee for boarding and maintenance, the Minister of Education announced that boarding fees for Zambians were to be re-introduced in all boarding schools (Kelly 1995). In 1987, the Interim National Development Plan set forth the principle that, the responsibility for the education of children rested primarily with parents and it was they that should ultimately provide the necessary resources for education. In 1989, the then Ministry of Higher Education announced measures that required university students to contribute towards the cost of their education (GRZ: Ministry of Higher Education Science and Technology, 1989.) This economic and financial policy framework paper reasserted that in order to strengthen the financial base for education, Zambia had to introduce user fees for the beneficiaries of secondary schools and higher education and instituted cost effective measures (GRZ: 1989:2).

The government's position on the provision of education has since then shifted from being primarily the responsibility of the state to that of parents, especially secondary and tertiary education.

The ramifications of the policy of cost sharing are that all parents have to fend for their children's educational requisites and fees. The impact of this policy has been quite severe on both the urban and rural poor. In fact, it has been devastating for the rural poor in remote areas who have long been denied opportunities for full primary education, resulting in children leaving school at Grade IV, before the full development of their literacy and numeracy skills.

The most noticeable results of the cost-sharing measures in education in Zambia as observed by Lungwangwa (1992) is the loss of interest in education by some children in both urban and rural areas. The opportunity costs of education have become a major concern, especially among poor families. Instead of sending children to school, poor families find it worthwhile to withdraw children from school and make them help with the income generating activities. This is in response to a harsh economic environment characterised by inflation, unemployment and declining household incomes and standards of living.

Lungwangwa (1992) has observed that the burden of poor education in Zambia is being borne largely by the children of the poor. This is a growing population of children who are losing the opportunity of getting quality education. On the other hand, children of the elite are increasingly turning to expensive private schools.

From the foregoing, it is clear that socio-economic factors and geographical origin may have an impact on academic performance of students and could eventually affect entrance into the university. This is possible because the home environment within which students study and prepare for examinations may differ significantly. Not only would we expect the home environment of an educated white collar parent to be more

congenial to studying and learning, it is also more likely that the value system of the educated white collar parent is more likely to inculcate the values of good education to their offspring. Through such process of socialization, we would expect children from such backgrounds to be better performers academically. On the other hand, it would be our expectation that children from poorer families might not be very good achievers academically. Lloyd (1966) has pointed out that elite parents often have private tutors to ensure that their children are adequately prepared for examinations. Learning, whether at home or school, takes place through the environment and environmental factors are believed to be of great importance in education as they exert considerable influence on student's academic achievement. Much of what is done in the classroom may be undone during the time a student is away from school.

In addition, it is important to realise that the educational system in Zambia has been in a state of rapid change and expansion with the liberalisation of the economy. Private schools that were discouraged in the second republic have mushroomed in significant numbers across the country. The government has now embarked on reforms to liberalise entry into the universities, which will include allowing more self sponsored students than government sponsored students into the institutions of higher learning. The move is intended to expand and diversify student enrolment and cut down on excess demand for bursaries from government. According to the Education Minister, the present system is highly restrictive and defeats government's overall policy of promoting equity of access to higher education (Daily Mail: March 5,1999). The practical implications of this policy is that students from low income families may have slim chances of receiving university education as compared to their counterparts from high income families.

Statement of the Problem

The purpose of this study was to determine the extent to which socio-economic factors such as the student's parents /guardians' occupation, education, income, place of residence, family size and type of school attended by the student affected educational achievement and influenced access to universities in Zambia

General Objective

The general objective of this study was to determine whether student socio-economic factors and geographical origins influence university entrance into the two universities in Zambia.

Specific Objectives

With the view to achieving the general objective stated above, the following were the specific objectives of the study:

1. To investigate the extent to which socio-economic factors affect access to the University of Zambia and the Copperbelt University.
2. To ascertain whether there are differences in the numbers of students admitted to the University of Zambia and the Copperbelt University based on regional and rural-urban differences.

Hypotheses

The following hypotheses were formulated:

1. Students from high and middle socio-economic backgrounds have higher access to the University of Zambia and the Copperbelt University than their counterparts from low socio-economic backgrounds.
2. Students from urban secondary schools have higher access to the University of Zambia and the Copperbelt University than students from rural secondary schools.

Significance of the Study

The study endeavored to provide information on the effects of socio-economic factors on access to university education in Zambia. Policy makers in education and university administrators may utilise this information in finding ways of providing equity of access to higher education for individuals from different socio-economic groups and regions in Zambia.

Conceptual Framework

This study was guided by the conflict perspective of social stratification, which argues that individuals born in the lower strata may not have the same opportunities of realising their talents as those born into the higher strata.

A person's position in a stratification system may have important effects on many areas of one's life. It may enhance or reduce one's "life chances", that is chances of obtaining those things defined as desirable and avoiding those things defined as undesirable in society. Referring to western society, Gerth and Mills (1953:66) state that life chances include, "Everything from the chance to stay alive during the first year after

birth to the chance to view fine arts, the chance to remain healthy and grow tall, and if sick to get well again quickly, the chance to avoid becoming a juvenile delinquent and very crucially, the chance to complete an intermediary or higher education.” A comparison of blacks and whites in the United States provides an illustration of the effect of the stratification system on one’s life chances. Blacks and other ethnic minority groups are at the base of the stratification system. Compared to whites, most blacks are less likely to acquire high educational qualifications. Sociologists see these differences in life chances as a direct consequence of social stratification.

Tumin (1967) contends that stratification systems are apparently inherently antagonistic to the development of full equality of opportunity. Tumin questioning the view that social stratification function to integrate the social system argues that differential reward can encourage hostility, suspicion and distrust among the various segments of a society. From this viewpoint, stratification is a divisive rather than an integrating force. Stratification can also weaken social integration by giving members of the lower strata a feeling of being excluded from participation in the larger society, for instance access to higher education. In support of Tumins’ views, Young (1961) argues that even in the relatively open systems of western industrial societies, there is considerable evidence to suggest that large numbers of able and talented individuals remain in the lower strata. According to Tumin, research has indicated that many members of the upper strata owe their positions primarily to the fact that they have been born into those strata and have capitalised on the advantages provided by their social background.

Definitions of Terms

1. Socio-economic background is used in this study to refer to the level
Indicative of the social and economic position of the student's family in terms of
parental / guardians' occupation, income and education.
2. High socio-economic background refers to the level of the students' in terms of parent
/ guardians' occupation, education and income. This category comprised senior civil
servants, business executives, high level professionals e.g. medical doctors, engineers,
lawyers etc.
3. Middle socio-economic background refers to the level of students' families, which
were deemed "intermediate" i.e. between the upper class and the lower class. The
lines of demarcation in this study were parental / guardians' occupation, education
and income. This category comprised middle level professionals such as clinical
officers, nurses, teachers, civil servants in middle management etc.
4. The low socio-economic background is the level of students' families whose stratum
within a social structure is considered lower. This category comprised parents /
guardians in manual or unskilled occupations, peasant farmers, vendors etc.
5. Geographical origin refers to the student's place of origin where parents or guardians
reside e.g. province and town.
6. Parental / guardian education is the level of formal education attained by students'
Parents or guardians.
7. Parental / Guardian income stands for the amount of money parents or guardians
realise out of their employment, business monthly (an approximation).

8. Family size: is the number of children in the students' family and other people living in the same house.
9. Urban secondary schools are schools located in Lusaka Province, Copperbelt Province and secondary schools in all provincial headquarters in Zambia.
10. Rural secondary schools refer to secondary schools located in any district in Zambia. However, districts in the Copperbelt and Lusaka provinces were considered as urban.
11. Selectivity Index refers to an objective measure that indicates the relative chance of selection of students of a particular social group. For example in this study, students whose fathers / guardians were in professional jobs was computed by getting the percentage of students' fathers / male guardians in professional jobs in the sample divided by the percentage of the general adult male Zambian population in professional jobs as given by the Central Statistical Office (CSO 1996).

Organisation of the Remaining Chapters.

The second chapter deals with the Literature Review which has attempted to describe and analyse what has been done by other researchers who have addressed the same subject from countries in Europe, Asia and Africa.

Chapter three discusses the research methodology used in the study. The chapter is divided into five sections subsumed under the following headings: The population, the sample, sampling procedures, characteristics of the sample, research instruments, data collection procedures, data processing techniques and limitations of the study. Chapter four deals with presentations of findings and data analysis.

Chapter five discusses the findings of the study while chapter six deals with the summary, conclusion and recommendations. This chapter ends with suggestions for further research. The subsequent pages consist of the bibliography and appendices.

CHAPTER TWO

LITERATURE REVIEW.

The socio-economic condition of the home is of major importance because it is associated with the parent's ability to fend for their families. Parents in low income brackets may be unable to provide the material and physiological needs and the cultural stimulation that wealthier parents can provide. Material poverty resulting from inadequate incomes could result in the student's poor health and limited general knowledge, all of which may result in poor student performance. In addition, apart from providing food, clothing and other necessary things for the maintenance of bodily health, money can provide objects such as books, electronic gadgets in the home such as television sets, videos, radios and other household goods, which can help in stimulating and broadening the experiences of a student.

Literature from Western Europe and Asia

Many western researchers have found that there is a strong relationship between parental occupation and student's academic achievement. It has been found those students with parents in high status; non-manual occupations do better in school and enter institutions of higher learning than students with parents in low status, manual occupations. Floud (1970), Dale and Griffiths (1970) found that low achievers in school came from semi-skilled and unskilled homes whereas high achievers came from professional and managerial homes.

Coster (1959) in his study of some characteristics of high school students from three income groups in England found that academic success varied markedly among the

three groups with more failures belonging to the low income group. In another study conducted in South Wales by Evans (1962), a strong relationship was found between material environments and length of Grammar School life with premature early leavers coming from poor material environments and sixth form entrants coming from rich material environments.

Bhatnagar (1952) in an examination of school failure among intelligent Indian students found that 65% of students from the unsuccessful group were from the low income group. Similarly Floud et al (1970) in an examination of the social factors associated with selection and success in high schools in England found that selection and success of students varied according to material differences even at the same social level.

Fraser (1968) also found that the socio-economic factors correlated significantly with school performance even when intelligence level had been controlled. Kelsall and Kelsall (1971) and Ray (1976) also subscribe to the fact that the socio-economic factors are responsible for poor academic achievement in most cases.

Various western studies have shown that even when IQ is held constant, there are significant differences in educational attainment between members of different social groups (Haralambos, 1980). For example, the lower class and black students with the same measured IQ as their middle class and white counterparts are less likely to be successful in the educational system. It has therefore been suggested in the western world that social class be directly related to educational attainment. In particular, it has been argued that the subcultures, the distinctive norms and values of social classes and ethnic groups, influence performance in the educational system. Hyman (1967) argues that the value system of the lower classes creates a self imposed barrier to an improved

position. Using a wide range of data from Opinion Polls and Surveys conducted by sociologists, Hyman outlines the following differences between working and middle-class value systems. Firstly, members of the working class place a lower value on education. They place less emphasis on formal education as a means to personal advancement; they see less value in continuing at school beyond the minimum leaving age. Secondly, they place a lower value on achieving high occupational status. In evaluating jobs, they emphasize stability, security and immediate economic benefits, and tend to reject the risks and investments involved in aiming for high status occupations. Thirdly, compared to their middle-class counterparts, members of the working class believe that there is less opportunity for personal advancement. This belief is probably the basis for the lower value placed on educational and high occupational status. Hyman further argues that although it is based on a realistic assessment of the situation they do indeed have less opportunity, the belief itself reduces this opportunity still further. Since they have less opportunity to improve their positions and less income to invest, manual workers tend to be fatalistic, present-time oriented and concerned with immediate gratification.

Sugarman (1970) also argues that these attitudes and orientations are an established part of working class subculture. Pupils from working class origins will therefore be socialized in terms of the same negative attitude towards life. This may account at least in part, for their low level of educational attainment. Fatalism involves an acceptance of the situation rather than efforts to improve it. As such it will not encourage high achievement in the classroom. Immediate gratification emphasizes the enjoyment of pleasures of the moment rather than sacrifice for future reward. As such it

will tend to discourage sustained effort to encourage early leaving for the more immediate rewards of a wage package, adult status and freedom from the disciplines of school. Sugarman, therefore, concludes that the subculture of pupils from working class background places them at a disadvantage in the educational system.

Literature from Africa

A review of African literature shows that there is little amount of work done in this field and the findings contrast sharply with the western findings in some parts of Africa. Barkan (1975) compared the social composition of university students at Makerere (Uganda), University of Dar-es-salaam (Tanzania) and Legon University (Ghana). The findings suggest that student with parents or guardians in non manual occupation categories in general were more than proportionately represented at these three universities. Findings from the University of Legon (Ghana) indicated that the percentage of students whose fathers were engaged in non-manual occupations decreased slightly in 1963 whereas the proportion of students with fathers and guardians who were farmers and fishermen rose from 34% to 39% during the same period. These findings belong to the 1960s' when most African states were getting their independence. In East Africa, on the other hand, it was the middle income group comprising clerks, primary school teachers, small traders and semi-professionals who had gained at the expense of professionals, high civil servants, big businessmen and managers of big enterprises.

Heyneman and Currie (1976) investigated the relationship between parental socio-economic status and the performance of Ugandan Secondary School students but no relationship was found between socio-economic status and academic achievement in all

studies. Similarly, Silvey (1972) in his East African research found no relationship at all between parental occupation and academic achievement of students.

Murphe (1970) in his research conducted in East Africa found that students from illiterate homes performed better than students from privileged homes. Similarly, Alexander and Simmons (1976) in their study found low correlations between socio-economic status and academic achievement suggesting that as far as African students were concerned, the variable of socio-economic status may not be a significant factor in academic achievement. These findings may not hold in most African states today due to change in ideologies coupled with modernisation. Education in most African states was almost free during the early independence years.

Some relatively recent studies done in African countries have demonstrated that student socio-economic status is a significant factor in academic achievement. A study done by Ibeghu (1989) on regional disparities and social inequalities in Nigerian universities revealed that university students in Nigeria were predominantly males, Christians and from specific ethnic groups, states and regions. In addition, they also tended to have an urban background, had parents with university degrees and were in the upper socio-economic group. While some variations were found in the profile of students who attended regional universities especially in the North, there was no major difference between the profile of students at the elite and non-elite universities. In general, there was no evidence that access to universities had improved for disadvantaged groups. This leads to Ibeghu's conclusion that social inequalities exist in Nigerian universities. Similarly, a study by Beckett and O'connel (1978) revealed that entrance to universities in Nigeria was not evenly distributed. The colonial heritage of differential development,

particularly between the North and South remained acute in education at every level. A study of student recruitment to the university of Ibadan showed that over the years (1948-66) students from the Northern region accounted for only a little more than 5% of the total enrolment of the university (which, over most of that period, was the only university in the country.) When the mainly Yoruba students from Ilorin and Kabba provinces were omitted, Northern students accounted for only 1.8% of total enrolments and yet more than half of the country's total population lived in the North.

Differentials also exist within as well as between the major regions according to Beckett and O'Connell (1978). University education in Nigeria is a highly politicized issue because of its significance in determining access to society's most strategic posts. Beckett and O'Connell (1978) illustrate this problem by estimating that the Southern ethnic groups control about 90% of posts in the Federal Civil service even though they account for less than half the population of Nigeria.

Klitgaard (1991) in a World Bank study of universities in Africa points out those inequalities in university entrance due to selection policies and procedures that are not fair. He argues that the fact that university education in most African countries is publicly subsidized makes university access a contentious political issue and produces social demands which exceed the supply of places. According to Klitgaard (1991), the university admissions should be broadly representative of all its social groups. Similarly, Salmi (1992) has observed the inequalities in access to higher education in Africa. He argues that a higher education system financed by the entire population but available to only a tiny minority has a high regressive fiscal impact. In Rwanda, for example 15% of the education budget benefits just 0.2% of the students. In this context, universities must

make special efforts to ensure that student enrolments reflect the socio-economic compositions of their countries. For example 25% of Mozambican students and 20% of Zimbabwean students come from peasant or working class backgrounds. Scholarships or loans provided on the basis of demonstrated economic need could be one way of ensuring that such diversity is achieved according to Salmi (1991).

Datta (1984) has observed that educational opportunities in most African states are neither equitably distributed between different regions and sections of the population, nor are they evenly utilized. The explanation of this state of affairs is partly to be sought in history. Modern education was introduced in African countries in the wake of colonial and missionary penetration and the areas first to be “opened up” enjoyed some advantages in the educational sphere over other areas, which were annexed later. This legacy still lingers on according to Datta (1984), as schools built by missionaries and local authorities have been very instrumental in the education of the locals from pre-independence era to this day.

Summary

From the foregoing literature review, it is evident that researchers in the industrialized western societies almost unanimously agree that socio-economic factors have a bearing on scholastic achievement and influence opportunities of access to higher education. However, the cultural differences between the west and Africa and the contradictory nature of results on this subject from a limited number of African studies cannot warrant generalisation of these findings to all parts of Africa.

The low correlation between socio-economic factors and access to higher education in most African studies could be attributed to the period the studies were conducted. Some of the studies were done during the early independence years of African States when state ideologies in most African countries were socialist oriented and education was almost free. Considering the current shift in state ideologies in most African countries to capitalist oriented systems coupled with the liberalisation of all sectors of the economy, the rich families are likely to be advantaged. The cost-sharing measures introduced in the educational system and liberalisation of access to university education in Zambia is likely to favour students from the affluent backgrounds.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter discusses the research methodology used in the study. A survey design was used to carry out the research. The chapter is divided into five sections subsumed under the following headings: Population, sample, sampling procedures, research instruments, data collection procedures and data processing techniques.

Population

The population comprised all registered students at the University of Zambia and Copperbelt University excluding mature age students. Mature age students were excluded from the sample because they were not direct entrants from secondary schools.

Sample

A sample size of three hundred and fifty ($n=350$) was drawn; that is two hundred (200) subjects were from UNZA and one hundred and fifty (150) from CBU.

Sampling Procedure

Stratified random sampling was used in order to ensure that the sample was representative. At the University of Zambia, all the eight schools were sampled apart from the School of Medicine at Ridgeway Campus. Medical students were not sampled because they were on recess. At CBU, all the four schools were sampled.

In order to give each element of the population an equal chance

within each stratum, random sampling is performed. The schools / faculties in the two universities were the strata. Interval sampling or systematic sampling was used within each stratum in order to draw the sample. The sample sizes were smaller in some schools because of poor response. For example, in the School of Technology at CBU, sixty questionnaires were distributed but only thirty-three responded. This was the case with some schools at UNZA as well.

The sample drawn from CBU and UNZA is shown below according to schools / faculties.

Table 1a: CBU Sample according to schools.

SCHOOL	POPULATION	SAMPLE	PERCENTAGE
Business studies	742	48	6.5
Technology	833	33	4
Built Environment	420	47	11.2
Forestry and Wood Science	161	22	14
TOTAL	2156	150	7

Table 1b: UNZA Sample according to schools.

SCHOOL	POPULATION	SAMPLE	PERCENTAGE
Agriculture	211	20	9.5
Education	1075	30	2.8
Engineering	403	25	6.2
Humanities and social sciences	798	35	4.3
Law	120	15	12.5
Mines	160	20	12.5
Natural Sciences	560	35	6.3
Veterinary Medicine	84	20	24
TOTAL	3629	200	6

Research Instruments.

The major instrument used in this study was the questionnaire. The questionnaire had three major sections. Section A, solicited information on students' biographical data, section B, sought information on student's educational background while section C, sought information on the student's home background.

Data Collection Procedures

A self-administered questionnaire was used as a data-gathering instrument. The questionnaire comprised fill-ins, check list responses, scaled response modes and various structured questions. The relevant variables identified included inter alia, Parental /

Guardian occupation, income, education, family size, place of residence, housing conditions and type of secondary school attended by student. In order to elicit honest responses, anonymity and confidentiality was assured by not asking respondents to indicate their names on the questionnaires.

Data Processing Techniques

Descriptive statistics were used to analyse the data, that is, numerical data were summarised using frequency distributions, percentages and graphic presentations in form of tables. The selectivity index device was used as one method of confirming the access of students from various socio-economic groups to university education. Statistics consisting of numbers and corresponding percentages were obtained using the Statistical Package for Social Sciences (SPSS). Non-structural questions were analysed through categorization and coding of themes.

Characteristics of the Sample

Students' age and gender.

The largest group of students (49) 32.7% in the CBU sample were aged between twenty-one and twenty-two. The second largest category (47) 31.3% consisted of students aged between twenty-three and twenty-four. Students aged between twenty-five and above represented (28) 19% of the sample

In the UNZA sample, the largest category consisted of students aged between twenty- three and twenty-four, (73) 35.6% followed by those aged between twenty-one and twenty-two, (55) 27.6%. Students aged between twenty-five and above accounted for

(52) 26% of the sample. Tables 2a and 2b show the distribution of students according to age and gender for the two universities.

In terms of sex, male students were over represented at both universities. In the CBU sample only (32) 21.3% were female while (118) 78% were male. Similarly in the UNZA sample (70) 35% were female whereas (130) 65% represented males. Enrolment statistics at both universities indicate that female students are underrepresented in the ratio of almost 3:1.

Table 2a: CBU Students' Age and Gender.

AGE CATEGORY	MALE	FEMALE	NUMBER OF RESPONDENTS	PERCENTAGE
17-18	0	2	2	1.3
19-20	11	13	24	16
21-22	41	8	49	32.7
23-24	42	5	47	31.3
25-26	11	3	14	9.3
27-28	7	1	8	5.3
29-30	3	0	3	2
31-32	2	0	2	1.3
33 +	1	0	1	0.7
TOTAL	118	32	150	100%

Table 2b: UNZA Students' Age and Gender.

AGE CATEGORY	MALE	FEMALE	NUMBER OF RESPONDENTS	PERCENTAGE
17-18	0	0	0	0
19-20	12	8	20	10
21-22	33	22	55	27.6
23-24	52	21	73	35.6
25-26	19	18	37	18.6
27-28	11	1	12	6
29-30	1	0	1	0.6
31-32	1	0	1	0.6
33+	1	0	1	0.6
TOTAL	130	70	200	100

Students’ Family Size.

Table 3a and 3b show the family sizes of students at CBU and UNZA

Table 3a : CBU Sample on students’ family size.

FAMILY SIZE	NUMBER OF RESPONDENTS	PERCENTAGE
1-2	5	3.3
3-4	21	14
5-6	41	27.3
7-8	54	36.7
9-10	23	16.7
11+	4	2.7
TOTAL	150	100

Table 3b: UNZA Sample on students’ family size.

FAMILY SIZE	NUMBER OF RESPONDENTS	PERCENTAGE
1-2	7	3.5
3-4	22	11
5-6	60	30
7-8	63	31.5
9-10	36	18
11+	12	6
TOTAL	200	100

From the tables (2a and 2b), it is evident that most students at CBU and UNZA came from relatively large families of 7-8 members per household. In the CBU sample, (54) 36% came from such families whereas (63) 31% of the UNZA sample belonged to the

same category. In all (83) 55.4% of the CBU sample came from households ranging from 7-11 members and above, while (62) 41.3% came from 3-6 member households. Only (5) 3.3% of the CBU sample came from small families of 1-2 members. In the UNZA sample (7) 3.5% came from 1-2 member households

Limitations of the Study

The findings were based on the students' responses only for information about the socio-economic status of their parents / guardians. The student's parents / guardians were not sampled due to limited time and resources. Some respondents returned incomplete questionnaires and these were not included in the final analysis. In addition, the sample size was rather small in relation to the student general population. The CBU sample comprised 7% of the total population whereas the UNZA sample represented 6% of the total population. In this regard, sampling errors can not be ruled out. Therefore, the findings of this study should be generalised with caution.

CHAPTER FOUR.

PRESENTATION OF RESULTS AND DATA ANALYSIS.

Data analysis was divided into three sections based on the data-gathering instrument (questionnaire). The first part solicited information on the student's bio-data, that is, age, gender, family size, ordinal position in the family and religion. The second part sought information on the student's educational background while the last part collected information on the student's home background e.g. parent / guardian's education, occupation, income, and place of residence.

Type of Secondary School Attended.

This variable considered the type of secondary schools attended by the students. Predominantly, there are three types of secondary schools in the country, viz., and government schools, mission secondary schools and private secondary schools. The quality of school attended may have an influence on the students' academic achievement.

Table 4a: CBU Sample - Type of Secondary School Attended.

TYPE OF SECONDARY SCHOOLS ATTENDED	NUMBER OF RESPONDENTS	PERCENTAGE
Government	97	64.7
Mission	38	25.3
Private	15	10
TOTAL	150	100

Table 4b: UNZA Sample - Type of Secondary School Attended.

TYPE OF SECONDARY SCHOOL ATTENDED	NUMBER OF RESPONDENTS	PERCENTAGE
Government	111	55.5
Mission	72	36
Private	17	8.5
TOTAL	200	100%

From the CBU sample (97) 64.7% of the students attended government secondary schools; while 38 (25.3%) went to mission secondary schools and (15) 10% attended private secondary schools. In the UNZA sample (111) 55.5% attended government secondary schools;(72) 36% mission secondary schools and (17) 8.5% attended private secondary schools.

Most of the students at both universities attended government secondary schools while a sizeable number came from mission secondary schools and a handful from private secondary schools.

Province of Secondary School Attended.

This variable intended to find out the extent to which regional disparities exist in the access to university education in Zambia. Tables 5a and 5b show the distribution of students according to the Province of secondary school attended. There are nine provinces in Zambia, Copperbelt and Lusaka Provinces were considered urban in this study including all the provincial headquarters in Zambia. The other seven provinces

were considered rural, that is, Northwestern, Western, Southern, Luapula, Northern Central and Eastern Provinces.

Table 5a: CBU Sample - Provinces of Secondary Schools Attended.

PROVINCE	NUMBER OF RESPONDENTS	PERCENTAGE
Northern	11	7.3
Luapula	9	6
Southern	26	17.3
Western	5	3.3
Eastern	8	5.3
North Western	3	2
Copperbelt	58	38.7
Central	8	5.3
Lusaka	22	14.7
TOTAL	150	100

Table 5b: UNZA Sample - Provinces of Secondary Schools Attended.

PROVINCE	NUMBER OF RESPONDENTS	PERCENTAGE
Northern	10	5
Luapula	7	3.5
Southern	45	22.5
Western	6	3
Eastern	13	6.5
North Western	2	1
Copperbelt	67	33.5
Central	9	4.5
Lusaka	41	20.5
TOTAL	200	100

From the tables (5a and 5b), it is evident that the largest number of students came from the Copperbelt Province at both universities. In the CBU sample, (58) 38.7% of the students came from schools on the Copperbelt Province while (26) 17.3% came from Southern Province. Lusaka Province was in the third position with (22) 14.7%. Northwestern Province was the least with (3) 2%.

In the UNZA sample (67) 33.5% came from secondary schools on the Copperbelt. Southern Province ranked second with (45) 22.5%, Lusaka Province was the third with (41) 20.5% followed by Eastern Province (13) 6.5%. Northwestern was the least represented with only (1) 2%. This shows that there are significant regional disparities in access to university education in Zambia.

Location of Secondary School Attended (Urban / Rural).

This variable considered the location of the secondary school attended by the student in terms of rural or urban differentials. It was hypothesised that most students at CBU and UNZA came from urban secondary schools. Tables 6a and 6b show the distribution of students according to the location of secondary school attended.

Table 6a: CBU Sample - Location of Secondary Schools Attended.

LOCATION OF SECONDARY SCHOOLS ATTENDED	NUMBER OF RESPONDENTS	PERCENTAGE
Rural	29	19.3
Urban	121	80.7
TOTAL	150	100

Table 6b: UNZA Sample- Location of Secondary Schools Attended.

LOCATION OF SECONDARY SCHOOLS ATTENDED	NUMBER OF RESPONDENTS	PERCENTAGE
Rural	42	21
Urban	158	79
TOTAL	200	100

The tables 6a and 6b reveal that the majority of students at CBU and UNZA came from urban secondary schools. Only (29) 19.3% of the CBU sample came from rural secondary schools, whereas (121) 80% came from urban secondary schools. Similarly, (42) 21% of the UNZA sample came from rural secondary schools while (158) 79% attended urban secondary schools.

Urban secondary schools referred to schools located in Lusaka and Copperbelt provinces and secondary schools in all provincial capitals in Zambia. The rural secondary schools were those located in the seven rural provinces.

Rating Teaching and Learning Standards of Former Secondary Schools.

This variable considered how respondents rated the teaching and learning standards of their former secondary schools. Table 7 shows how students perceived their former secondary schools in terms of teaching and learning standards. In the CBU sample, (47) 31.3% rated their schools as excellent in terms of teaching and learning standards. Whereas (67) 44.7% of the CBU respondents, rated their former schools as good and (28) 18.7% regarded their former schools as satisfactory. Only (8) 5.3% of CBU respondents rated their former schools as poor in terms of teaching and learning standards.

The UNZA sample is similar to the CBU sample, (70) 35% of the UNZA sample rated their former schools as excellent in terms of teaching and learning. The majority of students (87) 43.5% rated their former schools as good in terms of teaching and learning standards; (29) 14.5% indicated satisfactory while (14) 7% rated their former schools as

poor in terms of teaching and learning standards. It can be inferred from the data that most students entering the two universities come from relatively good secondary schools.

Table 7: Rating Teaching and Learning Standards of Former Secondary Schools.

RATING	CBU SAMPLE		UNZA SAMPLE	
	NUMBER OF RESPONDENTS	PERCENTAGE	NUMBER OF RESPONDENTS	PERCENTAGE
Excellent	47	31.3	70	35
Good	67	44.7	87	43.5
Satisfactory	28	18.7	29	14.5
Poor	8	5.3	14	7
TOTAL	150	100	200	100

Rating of Teaching and Learning Standards of Former Secondary Schools and Rural-Urban Differentials.

A cross tabulation was made between rating of teaching and learning standards of former secondary schools and rural / urban differentials

Table 8a: CBU Sample - Rating of Teaching and Learning Standards of Former Secondary Schools and Rural-Urban differentials.

RATING	RESPONDENTS FROM RURAL SECONDARY SCHOOLS	RESPONDENTS FROM URBAN SECONDARY SCHOOLS	TOTAL/PERCENTAGE
Excellent	4 (2.7%)	43 (28.7%)	47 (31.3%)
Good	7 (4.7%)	54 (36%)	61 (40.7%)
Satisfactory	13 (8.7%)	21 (14%)	34 (22.7%)
Poor	5 (3.3%)	3 (8.7%)	8 (5.3%)
TOTAL	29 (19.3%)	121 (80.7%)	150 (100%)

Table 8b: UNZA Sample - Rating Teaching and Learning Standards of Former Secondary Schools and Rural-Urban Differentials.

RATING	RESPONDENTS FROM RURAL SECONDARY SCHOOLS	RESPONDENTS FROM URBAN SECONDARY SCHOOLS	TOTAL/PERCENTAGE
Excellent	3 (1.5%)	67 (33.5%)	70 (35%)
Good	12 (6%)	75 (37.5%)	87 (43.5%)
Satisfactory	22 (11%)	7 (3.5%)	29 (14.5%)
Poor	5 (2.5%)	9 (4.5%)	14 (7%)
TOTAL	42 (21%)	158 (79%)	200 (100%)

Tables 8a and 8b show the relationship between rating of teaching and learning standards of former secondary schools and rural-urban differentials.

The most striking feature about the data is that a significant number of urban respondents rated their former secondary schools highly in terms of teaching and learning standards at both universities. On the other hand, a large proportion of students who attended rural secondary schools rated their former secondary schools as either satisfactory or poor in terms of teaching and learning standards.

In the CBU sample, the majority (97) 64.7% of respondents from urban secondary schools rated their former secondary schools as either good or excellent while (24) 22.7% of the urban respondents rated their former secondary schools as either satisfactory or poor.

Only (11) 7.4% of the rural respondents rated their former schools as either good or excellent. (18) 12% of the rural respondents rated their former secondary schools as either satisfactory or poor.

The UNZA sample is similar to the CBU sample. A large proportion of the urban respondents' (142) 70% rated their former schools as excellent or good in terms of teaching and learning standards. Only (16) 8% of the urban respondents rated their former schools as either poor or satisfactory. On the other hand, (15) 7.5% of rural respondents rated their former schools as excellent or good in terms of teaching and learning standards. (27) 13.5% of the rural respondents perceived their former schools as satisfactory or poor in terms of teaching and learning standards.

The relationship between student's rating of teaching and learning standards of their former secondary schools and rural-urban differentials demonstrated that a large proportion of students from rural secondary schools rated their former schools as either poor or satisfactory in terms of quality of learning and teaching.

Association Between Shortage of Teachers at Secondary School and Rural-Urban Differentials.

This variable considered the relationship between shortage of teachers at former secondary school and rural-urban differentials. Tables 9a and 9b show the association between shortage of teachers at the students' former secondary school and rural-urban differentials.

Table 9a : CBU Sample - Shortage of Teachers at Secondary School and Rural-Urban Differentials.

SHORTAGE OF TEACHERS	RURAL RESPONDENTS	URBAN RESPONDENTS	PERCENTAGE
Yes	22 (14.7%)	54 (50.7%)	76 (50.7%)
No	7 (4.7%)	67 (44.7%)	74 (44.3%)
TOTAL	29 (19.3%)	121 (80.7%)	150 (100%)

Table 9b: UNZA Sample - Shortage of Teachers at Secondary Schools and Rural-Urban Differentials.

SHORTAGE OF TEACHERS	RURAL RESPONDENTS	URBAN RESPONDENTS	PERCENTAGE
Yes	31 (15.5%)	76 (38%)	107 (53.5%)
No	11 (5.5%)	82 (41%)	93 (46.5%)
TOTAL	42 (21%)	158 (79%)	200 (100%)

From tables 9a and 9b, students from rural secondary schools experienced more shortages of teachers at their former secondary schools than their counterparts from urban schools. In the CBU sample, (22) 14.7% of the rural respondents indicated shortages of teachers at their former schools. (7) 4.7% never experienced shortages of teachers at their former schools. On the other hand, (54) 36% of the urban respondents had shortages of teachers at their former secondary schools. While (67) 44.7% registered no shortages of teachers.

The UNZA sample is similar to the CBU sample. The rural respondents registered more shortages of staff at their former schools than the urban respondents. (31) 15.5% of the rural respondents indicated shortages of teachers at their former schools while (11) 5.5% never had shortages of staff. Compared with the urban respondents, (76) 38% who were in the minority had shortages of staff while the majority (82) 41% never experienced shortages of teachers at their former schools. What can be inferred from the

data is that rural secondary schools tend to have more shortages of teachers than urban secondary schools.

Students Who Received Private Tuition.

This variable intended to find out the number of students who received private tuition or extra lessons during their secondary school days. Table 10a and 10b show the distribution of students who received private tuition and who never received private tuition.

Table 10a : CBU Sample - Students Who Received Private Tuition.

RECEIVED PRIVATE TUITION.	NUMBER OF RESPONDENTS	PERCENTAGE
Yes	33	22
No	117	78
TOTAL	150	100

Table 10b: UNZA Sample - Students Who Received Private Tuition.

RECEIVED PRIVATE TUITION	NUMBER OF RESPONDENTS	PERCENTAGE
Yes	42	21
No	158	79
TOTAL	200	100

According to the CBU sample, 33 (22%) received private tuition during their secondary school days arranged by their parents or guardians. Most of the respondents (117) 78% in the CBU sample never received private tuition. Similarly, in the UNZA sample only (42) 21% received tuition while (158) 79% never received private tuition.

Students Who Received Help From Their Parents / Guardians in School Work.

This variable intended to assess the parental / guardian support or encouragement given to the students in schoolwork. It is widely held that students from educated parents or guardians are more likely to receive help and motivation in their schoolwork than their counterparts from illiterate homes. Table 11 shows the number of respondents who received help from their parents / guardians in school and those who never received any help from their parents / guardians.

Table 11: Students who received help from parents / guardians in school work.

RECEIVED HELP IN SCHOOL WORK FROM PARENT/GUARDIAN	CBU SAMPLE		UNZA SAMPLE	
	NUMBER OF RESPONDENTS	PERCENTAGE	NUMBER OF RESPONDENTS	PERCENTAGE
Yes	77	51.3	84	42
No	73	48.7	116	58
TOTAL	150	100	200	100

In the CBU sample, (77) 51.3% received help in their schoolwork from parents / guardians while (73) 48.7% never received any help from their parents / guardians. In the UNZA sample, (84) 42% received help from their parents / guardians during their secondary school days while (116) 58% never received any help. In the CBU sample, the number of respondents who received help from their parents / guardians were in the majority. In the UNZA sample, the number of respondents who received help from their parents / guardians was also considerably large.

Parent / Guardian Place of Residence.

This variable intended to find out the origin of students at CBU and UNZA in terms of urban or rural residence. In this study, Lusaka and Copperbelt Provinces and all the provincial capitals were regarded as urban areas, whereas all the districts in the seven

provinces were considered as rural areas. Tables 12a and 12b show the distribution of students' parents or guardians according to place of residence.

Table 12a: CBU Sample - Parent / Guardians Place of Residence.

PARENT / GUARDIAN AREA OF RESIDENCE	NUMBER OF RESPONDENTS	PERCENTAGE
Lusaka Province	41	27.3
Copperbelt Province	75	50
Provincial Capital	20	13.3
Districts	14	9.3
TOTAL	150	100

Table 12b: UNZA Sample - Parent / Guardian Place of Residence.

PARENT/GURDIAN PLACE OF RESIDENCE	NUMBER OF RESPONDENTS	PERCENTAGE
Lusaka Province	74	37
Copperbelt Province	69	43.5
Provincial Capital	25	12.5
Districts	32	16
TOTAL	200	100

In the CBU sample, (41) 27.3% of the respondents were residents in Lusaka province, (75) 50% were Copperbelt dwellers while (20) 13.3% lived in provincial capitals of Zambia. Only (14) 9.3% of the CBU respondents came from districts in rural Zambia. Similarly, the UNZA sample recorded (74) 37% as coming from Lusaka province; (69) 34.5% from the Copperbelt Province; (25) 12.5% from provincial capitals and (32) 16% from districts in the seven rural provinces.

Parent / Guardian Area of Residence.

This variable considered the areas of residence of the students' parents / guardians. One's residential area is closely associated with their socio-economic status. Tables 13a and 13b show the distribution of respondents according to parent / guardian area of residence.

Table 13a: CBU Sample - Parent / Guardian Area of Residence.

PARENT/GUARDIAN AREA OF RESIDENCE	NUMBER OF RESPONDENTS	PERCENTAGE
High Density Area	20	13.3
Medium Density	41	27.3
Low Density Area	63	42
Shanty Compound	10	6.7
Farm	13	8.7
Village	3	2
Others	0	0
TOTAL	150	100

Table 13b: UNZA Sample - Parent / Guardian Area of Residence.

PARENT/GURDIAN AREA OF RESIDENCE	NUMBER RESPONDENTS	OF	PERCENTAGE
High Density Area	26		13
Medium Density	58		29
Low Density Area	77		38.5
Shanty Compound	7		3.5
Farm	21		10.5
Village	11		5.5
Others	0		0
TOTAL	200		100

From the CBU sample, (20) 13.3% of the respondents came from high density areas; (41) 27.3% came from medium density areas; (63) 42% came from low density areas; (10) 6.7% came from shanty compounds; (13) 8.7% from the farms and (3) 2%

came from the villages. It is evident that a large proportion of respondents came from the medium density and low density areas (104) 69%.

In the UNZA sample, (26) 13% of the respondents came from high density areas, (58) 29% came from medium density areas, (77) 38.5% came from the low density areas; (7) 3.5% came from shanty compounds; (21) 10.5% came from the farms and (11) 5.5% came from the villages. Like the CBU sample, majority of the UNZA respondents (135) 67.5% came from the medium density and low density areas.

Parent / Guardian Level of Education.

This variable considered the level of formal education attained by the students’ parents / guardians. Tables 14a and 14b show the students’ parent / guardian level of education.

Table 14a: CBU Sample - Parent / Guardian Level of Education.

PARENT / GUARDIAN LEVEL OF EDUCATION	FATHER / MALE GUARDIAN	MOTHER/ GUARDIAN FEMALE
Never been to school	4 (2.7%)	11 (1.3%)
Partial Primary School education	3 (2%)	19 (12.7%)
Full primary school education	2 (1.3%)	12 (8%)
Partial secondary school education	14 (9.3%)	22 (14.7%)
Full secondary school education	16 (10.7%)	22 (41.7%)
Post secondary school education	29 (19.3%)	24 (6%)
Diploma	46 (30.7%)	29 (19.3%)
University Degree	23 (15.3%)	9 (6%)
Masters Degree	11 (7.3%)	1 (0.7%)
Doctoral Degree	2 (1.3%)	1 (0.7%)
Post-Doctoral	0 (0%)	0 (0%)
Total	150 (100%)	150 (100%)

Table 14b: UNZA Sample - Parent / Guardian level of Education.

PARENT/GUARDIAN LEVEL OF EDUCATION	FATHER/ MALE GUARDIAN	MOTHER/ FEMALE GUARDIAN
Never been to school	4 (2%)	12 (6%)
Partial primary school education	13 (6.5%)	28 (14%)
Full primary school education	4 (2%)	24 (12%)
Partial secondary school education	18 (9%)	32 (16%)
Full secondary school education	24 (12%)	25 (12.5%)
Post secondary school certificate	23 (11.5%)	29 (14.5%)
Diploma	6 (33%)	37 (18.5%)
University Degree	36 (18%)	11 (5.5%)
Masters Degree	9 (4.5%)	1 (0.5%)
Doctoral degree	3 (1.5%)	1 (0.5%)
Post-Doctoral	0 (0%)	0 (0%)
TOTAL	200 (100%)	200 (100%)

In the CBU sample, the largest proportion, (46) 30.7% comprised students’ fathers or male guardians with diplomas followed by (29) 19.3% of fathers or male guardians with post secondary school certificates; (23) 15.3% with university degrees; (16) 10.7% with full secondary school certificates; (14) 9.3% with partial secondary school education; 11 (7.3%) with masters degrees; (4) 2.7% had never been to school; (3) 2% received partial primary school education; (2) 1.3% full primary school education and (2) 1.3% with doctoral degrees. As regards students’ mothers or female guardians, the CBU sample had (29) 19.3% of the students’ mothers / female guardians with diplomas, followed by (24) 16% with post secondary school certificate; (22) 14.7 with partial secondary school certificates; (19) 12.7% with partial primary school education; (12) 8% with full primary school education; (11) 7.3% had never been to school; (9) 6% with university degrees; (1) 0.7% with masters degrees.

In the UNZA sample, most of the students' fathers or male guardians (66) 33% had diplomas, followed by (36) 18% with university degrees; (24) 12% had full secondary education; (23) 11.5% had post secondary school certificates; (18) 9% had partial secondary school education; (13) 6.5% had partial primary school education; (9) 4.5% had masters degrees; (4) 2% had full primary school education; (4) 2% had never been to school and 3 (1.5%) had doctoral degrees. As regards students' mother or female guardians, the largest group consisted of students' mothers or female guardians with diplomas, (37) 18.5%. These were followed by (32) 16% with partial secondary school education; (29) 14.5% with post secondary school education; (28) 14% with partial primary school education; (25) 12.5% with full secondary school education; (24) 12 with full primary school education; (12) 6% had never been to school; (11) 5.5% with university degrees; (1) 0.5% had masters degrees and (1) 0.5% had doctoral degrees.

Estimate of Parent or Guardian Monthly Incomes.

Data were collected on the student's parents or guardians' monthly incomes. This variable intended to assess the student's parents / guardians' socio-economic status in terms of income. Socio-economic status is a complex phenomenon in which income is only one constituent. Table 15a and 15b show estimates of students' parents or guardians monthly income.

Table 15a: CBU Sample - Estimate of Parent or Guardian Monthly Incomes.

INCOME	FATHER OR MALE GUARDIAN	PERCENTAGE	MOTHER OR FEMALE GUARDIAN	PERCENTAGE
No Income	3	2	44	29.3
Less than K150,000	36	24	23	15.3
K200,000 - K250,000	30	20	18	12
K300,000 - K350,000	23	15.3	15	10
K400,000 - K450,000	16	9.3	12	8
K500,000 - K550,000	7	4.7	5	3.3
K600,000 - K650,000	5	3.3	11	7.3
K700,000 - K750,000	7	4.7	8	5.3
K800,000 – K850,000	6	4	3	2
K900,000- K950,000	2	1.3	4	2.7
K1000,000 and above	15	15	7	4.7
TOTAL	150	100	150	100

Table 15b:UNZA Sample - Estimate of Parent or Guardian Monthly Incomes.

INCOME	FATHER OR MALE GUARDIAN	PERCENTAGE	MOTHER OR FEMALE GUARDIAN	PERCENTAGE
No income	7	3.5	92	46
Less than K150,000	61	30.5	47	23.5
K200,000 – 250,000	53	26.5	31	15.5
K300,000– K350,000	12	6	11	5.5
K400,000– K450,000	8	4	2	1
K500,000– K550,000	9	4.5	3	1.5
K600,000– K650,000	3	1.5	4	2
K700,000– K750,000	8	4	2	1

K800,000– K850,000	7	3.5	3	1.5
K900,000– K950,000	11	5.5	1	0.5
KI,000000 and above	21	10.5	4	2
TOTAL	200	100	200	100

In the CBU sample, the largest proportion of students’ fathers or male guardians, (36) 24% earned less than K150, 000 monthly. These were followed by (30) 20% who earned between K200 000-K250 000 per month; (23) 15.3% earned between K300 000-K350 000; (16) 9.3% earned between K400 000 – K450 000 while (15) 10% earned a million and above. In the CBU sample, (42) 28% of students’ fathers or male guardians earned between half a million to over a million. Only (3) 2% registered no incomes. On the students’ mothers or female guardians, (44) 29.3%, which was the largest group, had no incomes. This was followed by (23) 15.3% mothers or female guardians who earned less than K150 000; (18) 12% earned between K200 000 – K250 000; (15) 10% earned between K300 000–K350 000; (33) 22% of the students’ mothers or female guardians earned between half a million and over a million per month.

In the UNZA sample, the largest category of (61) 30.5% comprised students’ fathers or male guardians who earned less than K150 000 monthly. This was followed by (53) 26.5% who earned between K200 000 – K 250 000; (21) 10.5% earned a million and above. Only (7) 3.5% had no incomes. As for the students’ mothers or female guardians, the largest group was (92) 46% without monthly incomes. This was followed by (47) 23.5% who earned less than K150 000 monthly; (11) 5.5% earned between K 300 000-K350 000; (4) 2% earned a million and above. By and large, (17) 8.5% of the students’

mothers or female guardians in the UNZA sample earned between half a million to over a million Kwacha.

Occupation of Students’ Parents or Guardians.

It was hypothesised that students from high and middle socio-economic backgrounds had higher access to UNZA and CBU than their counterparts from the lower class. Data were collected on the occupations of students’ parents / guardians through a questionnaire. This variable intended to find out whether civil servants, professionals and other high status occupations were over represented at the two universities.

Occupations were classified in broad categories in order to elicit specific responses about the kind of work performed by the students’ parents / guardians. Tables 16a and 16b show the occupation of students’ parents / guardians.

In the CBU sample, the largest group (23) 15.5% represented professionals for fathers or male guardians while (6) 4% were mothers / female guardians in the same category. The senior civil servants accounted for (5) 3.4% fathers / male guardians and (2) 1.3% mothers / female guardians. The senior civil servants comprised Permanent Secretaries, Provincial Heads of Government departments and other officers in senior management. The middle management Civil servants comprised district heads of departments or institutional heads and others in similar category. In the CBU sample, this category accounted for (13) 8.7% fathers / male guardians and (7) 4.7% mothers / female guardians.

Table 16a: CBU Sample - Occupation of Students' Parents or Guardians.

OCCUPATION	FATHER OR MALE GUARDIAN		MOTHER OR FEMALE GUARDIAN	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
PROFESIONALS e.g. Lawyers, Medical Doctor, Engineers, University Lecturers, and others in similar category	23	15.5	6	4
Senior Civil Servant	5	3.3	2	1.3
Middle Management Civil Servants	13	8.7	7	4.7
Clerical staff (Civil Service)	8	5.3	17	11.3
Primary school teacher	3	2	15	10
Secondary school teacher	7	4.7	4	2.7
College Lecturer	3	2	1	0.7
Shop Keeper/Trader	8	5.3	7	4.7
Small Scale entrepreneur	7	4.7	4	2.7
Vendor / marketeer	6	4	12	8
Large scale entrepreneur	5	3.3	5	3.3
Nurse(ZEN/SRN)	5	3.3	7	4.6
Paramedical	-	-	1	0.7
Cleaners	2	1.3	3	2
Guard	3	2	-	-
Peasant Farmer	12	3.3	-	-
Commercial Farmer	6	4	7	4.7
Technician	5	3.3	-	-
Technologist	4	2.7	-	-
Craftsman/Mechanic	5	3.3	-	-
Driver	2	1.3	-	-
Miner	9	6	-	-
Unskilled Labourer and others in similar category	-	-	-	-
Clergyman-Bishop	1	0.7	-	-
Clergyman-Reverend	1	0.7	-	-
Clergyman-Pastor	1	0.7	-	-
Army Officer	2	1.3	-	-
Other Ranks	5	3.3	-	-
Full-time House wife			33	22

The UNZA sample is similar to the CBU sample in many respects. However, the most striking feature about the UNZA sample is the large proportion of students' parents / guardians in the peasant farming category. The fathers / male guardians represented (36) 18%, while the mothers / female guardians were (23) 11.5%. Students' fathers / male

guardians in professional fields accounted for (33) 16.5% and (6) 3% for mothers / female guardians. Civil Servants and teachers were also in considerable numbers, (9) 4.5% represented students' fathers / male guardians in the senior Civil service and (2) 1% mothers / female guardians in the same category. In the middle management (11) 5.5% represented students' fathers / male guardians and (4) 2% mothers / female guardians; (21) 10.5% of both male and female parents / guardians were in clerical jobs. As regards teachers, (11) 5.5% fathers / male guardians were primary school teachers; (15) 7.5% secondary school teachers and (1) 0.5% college lecturers. The mothers / female guardians comprised (24) 12% primary school teachers; (3) 1.5% secondary school teachers and (2) 1% College lecturers.

The entrepreneurs were also in significant numbers with (14) 7% fathers / male guardians as shopkeepers; (6) 3% as small scale entrepreneurs; (8) 4% large scale entrepreneurs; (34) 17% represented mothers / female guardians vendors or Marketeers while (1) 0.5% were female bankers.

The full house wives in the UNZA sample represented (58) 29% of the mothers / female guardians and (33) 22% in the CBU sample.

Table 16b: UNZA Sample - Occupation of Students' Parents or Guardians.

OCCUPATION	FATHER OR MALE GUARDIAN		MOTHER OR FEMALE GUARDIAN	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
PROFESSIONAL e.g. Lawyers, Engineers, Medical Doctors, University Lecturers and others in similar category	33	16.5	6	3
Senior Civil servant	9	4.5	2	1
Middle Management Civil servant	11	3.5	4	2
Clerical Staff (Civil Service)	7	3.5	14	7
Primary school Teacher	11	5.5	24	12
Secondary School Teacher	15	7.5	3	1.5
College Lecturer	1	0.5	2	1
Shop Keeper/Trader	14	7	6	3
Small scale entrepreneur	6	3	5	2.5
Vendor/Marketeer	7	3.5	34	17
Large scale Entrepreneur	8	4	6	3
Banker	3	1.5	1	0.5
Nurse (ZEN/SRN)	4	3	6	3
Paramedics	3	0.5	2	1
Cleaners			1	0.5
Peasant Farmers	36	18	23	11.5
Commercial Farmers	6	3	2	1.5
Technician	3	1.5	-	-
Technologists	5	2.5	-	-
Craftsman/Mechanics	2	1	-	-
Driver	2	1	-	-
Miner	9	4.5	-	-
Clergymen-Bishop	1	0.5	-	-
Army Officers	4	2	-	-
Other Ranks	1	0.5	-	-
Full-time House wife	-	-	58	29

Facilities Found in the Home.

This variable assessed the housing conditions of students' homes in terms of facilities. It is widely held that an environment, which does not provide the stimulus for intellectual growth, is a cause of scholastic failure. Table 17 shows the facilities found in the students' homes.

Table 17 : Facilities Found in Students' Homes.

FACILITIES IN THE HOME	CBU SAMPLE		UNZA SAMPLE	
	NUMBER OF RESPONDENTS	PERCENTAGE	NUMBER OF RESPONDENTS	PERCENTAGE
Television	121	80.6	169	84.5
Video (VCR)	84	56	114	57
Radio Cassette Recorder	135	90	178	89
Cars/Vehicles	52	34.7	67	33.5
Refrigerator	114	76	147	73.5
Electric cooker	127	84.7	154	77
Pressing Iron	129	86	168	84
Washing Machine	13	8.7	9	4.5
Bicycle	56	37.3	78	39
Motor Cycle	19	12.7	6	3
Electricity	138	92	159	79.5
Piped water	131	87.3	136	68
Personal Computers	12	8	17	8.5
Library/reading room	19	12.7	23	11.5
Sporting/recreation facilities	46	30.7	21	10.5

In the CBU sample, (121) 80% came from homes that had Television sets; (84) 56% owned Video Cassette Recorders (VCR); (135) 90% had Radio Cassette Recorders (52) 34.7% owned car(s) or vehicles; (114) 76% had refrigerators; (127) 84.7% had electric cookers; (129) 86% had pressing irons; (13) 8.7% owned washing machines; (56) 37.3%, had bicycles; (19) 12.7% had Motor cycles or Honda; (138) 92% came from electrified homes; (131) 87.3% came from homes with piped water; (12) 8% had personal computers in their homes; (19) 12.7% had library or reading rooms in their homes and (46) 30.7% had sporting / recreation facilities.

In the UNZA sample, (169) 84.5% owned Television sets in their homes; (114) 57% had videos (VCR); (178) 89% had Radio Cassette Recorders; (67) 33.5% owned

cars / vehicles; (147) 73.5% had refrigerators in their homes; (154) 77% had electric cookers; (168) 84% had pressing irons; (9) 4.5% had washing machines; (78) 39% owned bicycles; (159) 79.5% came from electrified homes; (139) 68% had piped water in their homes; (17) 8.5% owned Personal Computers; (23) 11.5% had family libraries or reading rooms in their homes and (21) 10.5% had sporting or recreation facilities in their homes.

Students’ Father / Male Guardians’ Occupation Compared With the Occupational Characteristic of the Zambian Adult Male Population.

Data were collected on primary occupations of students’ parents / guardians. It was hypothesised that students from high and middle socio-economic classes have higher access to universities in Zambia than their counterparts from the lower class.

A selectivity index was computed on the students’ parents / guardians’ occupation compared with the occupational characteristics of the Zambian adult population.

Tables 18a and 18b show the distribution of students’ fathers / male guardians’ occupation compared with the occupational characteristics of the Zambian adult male population.

S.I. =
$$\frac{\text{Percentage of student’s father / male guardians’ occupation}}{\text{Percentage of the adult male Zambian population.}}$$

TABLE 18a: CBU Sample - Students’ Fathers / Male Guardians Occupation Compared with the Occupational Characteristics of the Zambian Adult Population.

OCCUPATIONAL STATUS	PERCENTAGE OF THE ADULT MALE POPULATION.	PERCENTAGE OF STUDENTS’ FATHER OR MALE GUARDIAN OCCUPATION	SELECTIVITY INDEX
Professional, Technical and related	7	21.3% (32)	3.04
Administrative, Managerial	1	12% (18)	12
Medical and Related	2	5.3% (8)	2.65
Service e.g. Teachers ,Nurses, Police	8	16.6% (25)	2.07
Business e.g. Traders, Farmers/entrepreneurs	7	17.3% (26)	2.47
Production and related e.g. Manufacturing, Transporters	15	10.6% (16)	0.71
Culture, Forestry, Fisheries	60	12% (18)	0.2
Workers not else classified	0	4.6% (7)	0
		100% (150)	

Table 18b: UNZA Sample - Students’ Fathers / Male Guardians’ Occupation Compared with the Occupational Characteristics of the Zambian Adult Population.

OCCUPATIONAL STATUS	PERCENTAGE OF THE ADULT MALE POPULATION	PERCENTAGE OF STUDENTS’ FATHER OR MALE GUARDIAN OCCUPATION	SELECTIVITY INDEX
Professional, Technical and related	7	20.5% (41)	2.93
Administrative, Managerial	1	10% (20)	10
Technical and related	2	3.5% (7)	1.75
Service e.g. teachers, nurses, police	8	15.5% (31)	1.94
Business e.g. Traders/entrepreneurs	7	19% (38)	2.71
Production & related e.g. Farmers	15	7% (14)	0.47
Agriculture, forestry, fishing	60	21% (42)	0.35
Workers not else classified	0	3.5% (7)	0
		100% (200)	

The classification of occupations used is based on the international classification of occupations (ISCO) 1988. Adapted from (CSO 1996)

Table 18c: CBU Sample - Students’ Mothers / Female Guardian’s Occupation Compared with the Occupational Characteristics of the Zambian Adult Female Population.

OCCUPATIONAL STATUS	PERCENTAGE OF ADULT FEMALE POPULATION	PERCENTAGE OF STUDENTS’ MOTHER OR FEMALE GUARDIAN OCCUPATION	SELECTIVITY INDEX
Professional, Technical and related	4	4% (6)	1
Administrative, managerial	0	6% (9)	0
Technical and related	2	11.3% (17)	5.65
Service e.g. Teachers, nurses, police	4	18.7% (28)	4.68
Production and related e.g. Farmers	4	2% (3)	0.5
Agriculture, Forestry, Fishing	76	12% (18)	0.16
Business e.g. Traders/Entrepreneurs	11	18.7% (28)	1,7
Workers not else classified	0	27.3 %(41)	0
		100% (150)	

Table 18d:UNZA Sample-Students’ Mothers / Female Guardian’s Occupation Compared with the Occupational Characteristics of the Zambian Adult Female Population.

OCCUPATIONAL STATUS	PERCENTAGE OF THE ADULT FEMALE POPULATION.	PERCENTAGE OF STUDENTS’ MOTHER /FEMALE GUARDIAN OCCUPATION	SELECTIVITY INDEX
Professional, technical and related.	4	3% (6)	0.75
Administrative, Managerial.	0	3% (6)	0
Clerical and related	2	7% (14)	3.5
Service e.g. teachers, nurse, police	4	14.5% (29)	3.62
Production and related e.g. mechanics	4	1% (2)	0.25
Agriculture, forestry, fisheries	76	12.5% (25)	0.16
Business e.g traders/Entrepreneurs	11	26% (52)	2.36
Workers not else classified	0	33% (66)	0
		100% (200)	

The table shows that selection to the two universities favoured students from professional, administrative, managerial and technical homes. Students’ from administrative or managerial homes had higher selectivity index (12) followed by students from the professional and high blue-collar homes (3.04). In the third category were students’ mothers / female guardians in clerical and other related occupations (2.65), followed by those in business (2.47). Students whose parents or guardians were in agriculture, forestry or fisheries recorded the lowest selectivity index (0.2).

Percentage Distribution of Students’ Fathers / Male Guardians’ Education Compared With the Educational Characteristics of the Zambian Adult Male Population.

Data were collected on the students’ father / male guardian’s education compared with the educational characteristics of the Zambian adult male population. Tables 19a and 19b show the percentage distribution of students’ fathers / male guardians education compared with the educational characteristics of the Zambian male adult population.

A selectivity index was computed on students’ parents / guardian’s education compared with the educational characteristics of the Zambian adult population.

Table 19a: CBU Sample-Percentage Distribution of Students’ Fathers / Male Guardians Education Compared with the Educational Characteristics of the Zambian Adult Male Population.

EDUCATIONAL LEVEL	PERCENTAGE OF MALE ADULT POPULATION	PERCENTAGE OF STUDENTS' FATHER'S EDUCATION	SELECTIVITY INDEX
Never been to school	11	2.7% (4)	0.25
Partial primary school education (Grade 1-4)	18	2% (3)	0.11
Full primary school (Grade 5-7)	35	1.3% (2)	0.037
Partial secondary education (Grade8-9)	15	9.3% (14)	0.62
Full secondary education (Grade10-12)	17	10.7% (16)	0.63
A-Level, certificate Diploma	4.1	50% (75)	12.19
Degree and above	0.3	29.9% (36)	79.67
		100% (150)	

Table 19b: UNZA Sample-Percentage Distribution of Students’ Fathers or Male Guardians’ Education Compared with the Educational Characteristics of the Zambian Adult Male Population.

EDUCATIONAL LEVEL	PERCENTAGE OF MALE ADULT POPULATION	PERCENTAGE OF STUDENTS' FATHERS' EDUCATION	SELECTIVITY INDEX
Never been to school	11	2% (4)	0.18
Partial primary school education (Grade1-4)	18	6.5% (13)	0.36
Full primary school education (Grade 5-7)	35	2% (4)	0.057
Partial secondary education (Grade 8-9)	15	9% (18)	0.6
Full secondary education (Grade 10-12)	17	12% (24)	0.71
A-level, certificate, Diploma	4.1	44.5% (89)	10.9
Degree and above	0.3	24% (48)	80
		100% (200)	

Table19c: CBU Sample-Percentage Distribution of Students’ Mothers / Female Guardians’ Education Compared with the Educational Characteristics of the Zambian Adult Female Population.

EDUCATIONAL LEVEL	PERCENTAGE OF FEMALE ADULT POPULATION	PERCENTAGE OF THE STUDENTS’ MOTHERS’ OR FEMALE GUARDIAN EDUCATION	SELECTIVITY INDEX
Never been to school	3	1.3% (11)	0.43
Partial primary school education (Grade1-4)	21	12.7% (19)	0.60
Full primary education (Grade 5-7)	34	8% (12)	0.24
Partial secondary education (Grade 8-9)	11	14.7% (22)	1.34
Full secondary education (Grade 10-12)	8	14.7% (22)	1.84
A-Level certificate, Diploma	1.6	35.3% (53)	22.1
Degree and above	0.1	7.4% (11)	74
		100% (150)	

Table 19d: UNZA Sample-Percentage Distribution of Students’ Mothers / Female Guardians’ Education Compared with the Educational Characteristics of the Zambian Adult Population.

EDUCATIONAL LEVEL	PERCENTAGE OF FEMALE ADULT POPULATION	PERCENTAGE OF STUDENTS’ MOTHERS OR FEMALE GUARDIAN EDUCATION.	SELECTIVITY INDEX
Never been to school	3	6% (12)	2
Partial primary school education (Grade 1-4)	21	14% (28)	0.67
Full primary education (Grade 5-7)	34	12% (24)	0.35
Partial secondary school education (Grade 8-9)	11	16% (32)	1.45
Full secondary school education (Grade 10-12)	8	12.5% (25)	1.56

A-Level, certificate Diploma	1.6	33% (66)	20.62
Degree and above	0.1	6.5% (13)	65
		100% (200)	

Selectivity index to the two universities was biased in favour of those from educated parents / guardians. By and large, students whose parents / guardians had diplomas or degrees were more than proportionately represented at both universities.

In the CBU sample, students whose parents / guardians had first degrees and above recorded the highest selectivity index (79.6) followed by parents / guardians with diplomas (12.19). Parents / guardians with post secondary school certificates were in the third position with a selectivity index of (0.63). Students whose parents / guardians' education was below school certificate had very low selectivity indices. The same pattern applied to students' mothers / female guardians in the two universities.

The UNZA sample is similar to the CBU sample. The imbalance in the access to university education is glaring between students with educated parents / guardians and those with semi-literate or uneducated parents. Students whose parents / guardians hold degrees had the highest selectivity index (80) followed by those with post secondary school certificates or diploma (10.9). In the third category were mothers / female guardians with school certificates (0.71). Students from semi-literate or illiterate households had very low selectivity indices.

Association Between Students’ Father / Male Guardians’ Income and Type of Secondary School Attended.

This variable intended to find out whether there was any significant relationship between the student’s fathers / male guardians’ income and the type of secondary school attended by the student. A cross tabulation was made between student’s fathers / male guardians income and the type of secondary school attended by the student. Table 20 shows the association between the student’s father / male guardians’ income and the type of secondary attended by the student.

The results indicate that most students attended government secondary schools followed by mission secondary schools and private secondary schools in the last position.

Table 20: Association Between Students' Father / Male Guardian Monthly Income And Type of Secondary School Attended.

CBU SAMPLE					UNZA SAMPLE			
	No. OF RESPONDENTS	TYPE OF SCHOOL ATTENDED			No. OF RESPONDENTS	TYPE OF SCHOOL ATTENDED		
INCOME (In Kwacha)		GRZ	MISSION	PRIVATE		GRZ	MISSION	PRIVATE
No income	3 (2%)	2 (1.3%)	1 (0.6%)	0	7 (3.5%)	4 (2%)	3 (1.5%)	0
Less than 150 000	36 (24%)	28 (18.7%)	8 (5.3%)	0	61 (30.5%)	44 (22%)	17 (8.5%)	0
200 000-250 000	30 (20%)	25 (16.7%)	5 (3.3%)	0	53 (26.5%)	32 (16%)	21 (10.5%)	0
300 000-350 000	23 (15.3%)	16 (10.7%)	7 (4.7%)	0	12 (6%)	5 (2.5%)	7 (3.5%)	0
400 000-450 000	16 (10.7%)	13 (15.3%)	2 (1.3%)	1 (0.6%)	8 (4%)	6 (3%)	2 (1%)	0
500 000-550 000	7 (4.7%)	1 (0.6%)	6 (4%)	0	9 (4.5%)	3 (1.5%)	5 (2.5%)	1 (0.5%)
600 000-650 000	5 (3.3%)	2 (1.3%)	2 (1.3%)	1 (0.6%)	3 (1.5%)	1 (1.5%)	0	2 (1%)
700 000-750 000	7 (4.7%)	2 (1.3%)	3 (2%)	2 (1.3%)	8 (4%)	2 (1%)	4 (2%)	2 (1%)
800 000-850 000	6 (4%)	3 (2%)	2 (1.3%)	1 (0.6%)	7 (3.5%)	2 (1%)	2 (1%)	3 (1.5%)
900 000-950 000	2 (1.3%)	0	0	2 (1.3%)	11 (5.5%)	4 (4%)	5 (2.5%)	2 (1%)
One Million +	15 (10%)	5 (3.3%)	2 (1.3%)	8(5.3%)	21 (10.5%)	8 (4%)	6 (3%)	7 (3.5%)
TOTAL	150(100%)	97(64.7 %)	38(25.3%)	15(10%)	200(100%)	111(55.5 %)	72(36%)	17(8.5%)

In the CBU sample, students whose fathers / male guardians earned less than K150 000 per month formed the largest category in government secondary schools, (28) 18.7%; (8) 5.3% in mission secondary schools and nil in private secondary schools. The second largest category in the CBU sample comprised students' fathers / male guardians in the income category between K200 000 - K250 000. These accounted for (25) 16.7% in government secondary schools; (5) 3.3% in mission secondary schools and nil in private secondary schools. In the third category were students' fathers / male guardians in the monthly income between K300 000 – K350 000. These consisted of (16) 10.7% in government secondary schools and (7) 4.7% in mission secondary schools and nil in private schools.

A total of (15) 10% of the students' fathers / male guardians who earned between six hundred thousand Kwacha and one million Kwacha and above attended private secondary schools.

Similarly, the UNZA sample had the largest category of students' fathers / male guardians who earned less than K150 000 per month in government secondary schools, (44) 22%; (17) 8.5% in mission secondary schools and nil in private schools. The second largest category consisted of students' whose fathers / male guardians earned between K200 000-K250 00. Of these (32) 16% were in government secondary schools; (21) 10.5% in mission secondary schools and nil in private schools. A total of (17) 8.5% of students' fathers / male guardians who earned between half a million Kwacha and one million Kwacha and above attended private secondary schools.

CHAPTER FIVE

DISCUSSION OF RESULTS

This chapter discusses the findings of the study. It is divided into two major parts. The first part discusses findings of the first hypothesis of the study. The second part discusses the second hypotheses while the last part provides general information pertaining to the study.

The study investigated the extent to which socio-economic factors such as the students' parents or guardian's occupation, education, income, place of residence, family size and type of secondary school attended by the student affected educational achievement and influenced access to universities in Zambia. Data were collected on the relevant variables through a self-administered questionnaire.

Testing of the Hypotheses.

Hypothesis No. 1

The first hypothesis formulated for the study was stated as follows:

Students from high and middle socio-economic backgrounds have higher access to the University of Zambia and the Copperbelt University than their counterparts from low socio-economic backgrounds.

In this study student socio-economic background was measured by the composite index of parental / guardian education, income and occupation. High socio-economic background refers to the level of the students family in terms of parent / guardians' occupation, education and income. This category comprised senior civil

servants, business executives, high level professionals such as Medical Doctors, Engineers, Lawyers etc.

Middle socio-economic background refers to the level of students' families, which were deemed "intermediate", meaning those between the upper class and the lower class. The lines of demarcation in this study were parental / guardians' occupation, education and income. This category comprised middle level professionals such as teachers, nurses, clinical officers, civil servants in middle management etc. The classification of occupations used was based on the international classification of occupations (ISCO) 1988.

Data were collected on the occupations of students' parents / guardians through a questionnaire. Occupations were classified in broad categories in order to elicit specific responses about the kind of work performed by the students' parents / guardians. Tables 16a and 16b show the occupation of students' parents / guardian.

In the CBU sample, the largest group (23) 15.5% represented professionals for fathers or male guardians while (6) 4% were mothers / female guardians in the same category. The senior civil servants accounted for (5) 3.4% for fathers / male guardians and (2) 1.3% mothers / female guardians. The senior civil servants comprised Permanent Secretaries, Provincial Heads of Departments and other officers in senior management. The middle management civil servants comprised District Heads of Departments or Institutional Heads and others in similar category. In the CBU sample, this category accounted for (13) 8.7% fathers / male guardians and (7) 4.7% of mothers / female guardians.

The UNZA sample was similar to the CBU sample in many respects. Students' parents / guardians in the peasant farming category accounted for (23) 11.5%. Students' fathers / male guardians in professional fields were (33) 16.5% and (6) 3% for mothers / female guardians. Students' fathers / male guardians in the senior civil service were (9) 4.5% and (2) 1% for mothers / female guardians in the same category. In the middle management (11) 5.5% represented students' fathers / male guardians and (4) 2% mothers / female guardians. (21) 10.5% of male and female parents / guardians were in clerical jobs. The unemployed house wives in the UNZA sample represented (58) 29% of the mothers / female guardians and (33) 22% in the CBU sample.

A selectivity index was computed on the student's parents / guardians' occupation compared with the occupational characteristics of the adult Zambian population (CSO 1996). The tables 18a, 18b, 18c, and 18d show the selectivity index. The selectivity index revealed that students from professional, administrative, managerial and technical homes had higher access to the two universities. Students whose parents / guardians were in farming recorded the lowest selectivity index in spite of their large numbers in the general adult Zambian population.

This study found that student' parents / guardians' occupation is an important factor influencing one's chances of access to university education. These findings concur with some studies conducted within and outside Africa such as Griffiths (1958); Floud (1970); Miller (1970); Foster (1965); Wallace (1974) and Yoloeye (1971).

On the students' parent / guardian level of education, the most striking feature was the large proportion of students at both universities whose parents / guardians had diplomas. Tables 14a and 14b show the students' parent / guardian level of education. In

the CBU sample, the largest proportion (46) 30.7% comprised students' fathers / guardians with diplomas followed by (29) 19.3% of students' fathers / guardians with post secondary certificates; (23) 15.3% had university degrees while (16) 10.7% had full secondary school certificates.

In the UNZA sample, the largest proportion of students' fathers / guardians (66) 33% had diplomas, followed by (36) 18% with university degrees; (24) 12% had full secondary school education; (18) 9% had partial secondary school education; (13) 6.5% had partial primary school education; (4) 2% had never been to school. A large proportion of students' mothers / guardians had low levels of education. By and large, most students at both universities came from educated parents / guardians in relation to the general adult Zambian population.

A selectivity index was computed on the students' parents / guardian's education compared with the educational characteristics of the entire Zambian adult population (CSO 1996). The selectivity index revealed that access to the two universities was biased in favour of students from educated parents / guardians. Tables 19a, 19b, 19c and 19d show the distribution of students' parents / guardians' education compared with the educational characteristics of the Zambian adult population (selectivity index).

This study found that parents / guardians' education could be a potent factor in determining one's chances of entering the university. These findings conform with a number of studies done in Africa and Europe such as Foster (1965); Wallace (1974); Shonnell and Willard (1962); Fraser (1968) and Swift (1965). Educated parents have the ability to respond to their children's school needs whereas the uneducated ones may be unable because they are ignorant about what goes on inside the school.

As regards students who received help from parents / guardians in school work during their secondary school days, quite a considerable number of students in both samples indicated having received help from their parents / guardians. In the CBU sample (77) 51.3% received help in their school work from parents / guardians while (84) 42% in the UNZA sample also received help from their parents / guardians in terms of guidance in school work.

The home environment within which students study and prepare for examinations may differ significantly. The home environment of an educated parent is likely to be more conducive to studying and learning than the home environment of the uneducated parent. The value system of the educated parents is more likely to inculcate values of good education to their offspring than the uneducated ones.

With regard to the availability of facilities in students' parents / guardians' homes, quite a good number of students at both universities came from households with a variety of facilities such as television sets, video cassette recorders, radios, piped water, electricity, refrigerators, family libraries or reading rooms etc. Table 17 shows the facilities found in students' homes. Students from underprivileged families are less likely to own most of the facilities listed. Psychologists such as Evans (1962); Douglas (1964) and Floud (1970) have discovered that different objects in the home can help stimulate students' thinking and widen their knowledge and experience. Lack of a variety of stimulation in the home is one of the factors, which may affect students' lack of readiness and progress at school. Shonnell and Willard (1962) have noted that a student who lives in an environment rich in experience has an advantage over one who lives in an

environment poor in experience because the latter may be deprived of elements essential for intellectual development.

Data were collected on the students' parent / guardian monthly incomes. Table 15a and 15b show estimates of students' parents. The number of parents / guardians who earned less than K150, 000 per month was quite large in both samples, (24) 36% in the CBU sample for fathers / guardians. However, this means that (114) 76% of the students' fathers / guardians in the CBU sample earned over K150, 000, while (139) 69.5% in the UNZA sample earned over K150, 000 per month.

According to the CSO (1996) " Living Conditions Monitoring Survey Report ", the average monthly income for a Zambian household was about K113, 000. In the CBU sample (42) 28% of the students' fathers / guardian had monthly incomes ranging between half a million to over a million. Similarly in the UNZA sample, (59) 29.5% of the students' fathers / guardians and (17) 8.5% of the students' mothers / guardians had monthly incomes ranging between half a million Kwacha to over a million Kwacha. This data illustrates that a large proportion of students at UNZA and CBU came from high income families.

Parental income plays a vital role in the scholastic achievement of students, as parents with adequate incomes are able to meet the needs of their children. Students from the low income families may perform poorly in school because their educational efforts may be hampered by unfulfilled physiological needs, for example hunger which may sap their energies. This finding concurs with some researches done outside Africa such as Floud et al (1956); Coster (1959); Evans (1962) and Swift (1965).

A cross tabulation was done on students' fathers / guardians' income and type of secondary school attended by the student. The results indicated that most students attended government secondary schools followed by mission secondary schools and private schools in the last position. Table 20 shows the association between the students' fathers / guardians' income and type of secondary school attended by the student. In the CBU sample, students whose fathers / guardians earned less than K150,000 per month comprised (28) 18.7% in government secondary schools; (8) 5.3% in mission secondary schools and nil in private secondary schools. Students' fathers / guardians in the income category between K200, 000-K250, 000 accounted for (25) 16.7% in government secondary schools; (5) 3.3% in mission secondary schools and nil in private schools.

A total of (15) 10% of students' fathers / guardians who earned between six hundred thousand Kwacha and one million Kwacha and above attended private secondary schools. In the UNZA sample (44) 22% of students whose fathers / guardians earned less than K150,000 per month attended government secondary schools; (17) 8.5% attended mission secondary schools and nil in private schools. Students whose fathers / guardians earned between K200, 000- K250,000 were (32) 16% in government secondary schools; (21) 10.5% in mission secondary schools and nil in private schools. A total of (17) 8.5% of students' fathers / guardians who earned between half a million and one million Kwacha and above attended private secondary schools.

In the CBU sample, (36) 24% of the students' fathers / guardians earned less than K150, 000. According to the CSO (1996) " Living Conditions Monitoring Survey Report", the average monthly income for a Zambian household was about K113, 000. In

the CBU sample (114) 76% of the students fathers / guardians earned over K150, 000. In the UNZA sample, (61) 30.5% of the students' fathers / guardians earned less than K150, 000 whereas (139) 69.5% of the students fathers / guardians earned over K150, 000.

What can be inferred from the data is that students from the high income families are in large numbers in the two universities. Given the competitive selection criterion at the two universities and the liberalised admission system, students from high income families are likely to dominate access to the two universities.

Hypothesis No. 2

The second hypothesis for the study was stated as follows:

Students from urban secondary schools have higher access to the University of Zambia and the Copperbelt University than students from rural secondary schools.

Urban secondary schools in this study refers to secondary schools found in urban and peri urban areas such as schools in the cities of Lusaka, Ndola, Kitwe, Livingstone and schools located in provincial capitals of Zambia. Rural secondary schools in this study refer to schools located in any district in Zambia. However, districts in the Copperbelt and Lusaka provinces were considered as urban or peri-urban areas.

Data were collected on the province and secondary school attended by the student. This variable intended to find out the extent to which regional disparities exist in the access to university education in Zambia. Tables 6a and 6b show the distribution of students according to the province of secondary school attended. The data revealed that students from the Copperbelt Province were in the majority at both universities. For example, in the CBU sample (58) 38.7% of the students came from secondary schools on

the Copperbelt Province while (26) 17.3% came from Southern Province. Lusaka Province was in the third position with (22) 14.7% and NorthWestern province was the least with (3) 2%.

In the UNZA sample, (67) 33.5% came from secondary schools on the Copperbelt. Southern Province ranked second with (45) 22.5%. Lusaka Province was the third with (41) 20.5% followed by Eastern Province (13) 6.5%. North Western Province which was the least represented had only (1) 2%. These regional imbalances in the access to university education in Zambia are of serious magnitude at present as some provinces are greatly under represented at both universities. The gaps in access to university education seem to be widening rather than being bridged. This may have serious social, political and economic consequences for the future as the public service and people from certain parts of the country may dominate private enterprise.

Regarding parent / guardian place of residence, the data revealed that the largest proportion of students at CBU and UNZA came from urban families. In the CBU sample, (41) 27.3% of the students were Lusaka residents; (75) 50% were Copperbelt dwellers while (20) 13.3% lived in provincial capitals of Zambia. Only (14) 9.3% of the CBU respondents came from districts in rural Zambia. Similarly, the UNZA sample recorded (74) 34% as coming from Lusaka; (69) 34.5% from the Copperbelt Province; (25) 12.5% from Provincial Capitals in Zambia and (32) 16% from rural districts. This clearly illustrates that students from rural areas are under represented at both universities.

The study also considered the parental / guardian area of residence, the data revealed that most of the students at both universities came from the low density areas followed by those that came from the medium density areas. In the third position were the

high density areas followed by those from compounds, farms and villages. Students from the low and medium density areas are likely to come from educated white collar or blue collar homes. The high density areas usually have people from different walks of life, the educated, semi-literate, illiterates, etc. In addition, these localities tend to have their own sub-cultures. Tables 13a and 13b show parent / guardian area of residence.

The study also considered the type of secondary schools attended by the students. Predominantly, there are three types of secondary schools in the country, viz., government secondary schools, mission secondary schools and private secondary schools. Table 5a and 5b show the type of secondary school attended by the students. From the CBU sample (97) 64.7% of the students attended government secondary schools, while (38) 25.3% went to mission secondary schools and (15) 10% attended private secondary schools. In the UNZA sample (111) 55.5% attended government secondary schools; (72) 36% went to mission secondary schools and (17) 8.5% attended private schools. The data show that most of the students at both universities attended government secondary schools.

On the location of the secondary school attended by the student in terms of rural or urban differentials. Table 7a and 7b reveal that the majority of students at CBU and UNZA came from urban secondary schools. Only (29) 19.3% of the CBU sample came from rural secondary schools. In the UNZA sample, (42) 21% of the students came from rural secondary schools. This imbalance may be caused by a number of factors such as quality of secondary school attended and supply of teachers. These findings concur with studies done in other countries. For example, Coombs (1985) has observed that disparities in the access to university education are invariably rooted in the inequalities at

the secondary school level, where the real sorting out of university bound students takes place. Secondary schools are the main breeding grounds of the striking social inequalities that show up in the universities. Students whose parents can afford to send them into good secondary schools can almost be assured of admission to the universities. Students from underprivileged families are more likely to have attended less prestigious and often lower quality secondary schools, from which admission to universities may be less likely.

A cross tabulation was made between shortage of teachers at secondary school and rural-urban differentials. Tables 10a and 10b show that students from rural secondary schools experienced more shortages of teachers at their former secondary schools than their counterparts from the urban secondary schools.

Shortage of teachers in schools can be very frustrating to students, especially where teachers are not available in certain subjects for a prolonged period of time. Well qualified teachers tend to shun rural schools due to lack of incentives and social amenities in the rural areas. In order to encourage teachers to serve in rural areas, the Ministry of Education has introduced “Rural Hardship Allowance” paid to teachers serving in rural areas. Apparently, the allowance is not attractive, as most teachers still prefer to work in urban or peri-urban areas.

The hypothesis that students from urban secondary schools have higher access to the University of Zambia and the Copperbelt University than students from rural secondary schools has been proved. It has been observed by many scholars such as Coombs (1985); Foster (1965); Beckett and O'connell (1978) that through out history, urban children have tended to have better access to schooling than rural children of equivalent native intelligence and motivation. However, differences have been observed within the rural /

urban categories. For example, prosperous villages especially those " transitional " ones close to cities have offered better educational opportunities than poorer villages in remote areas. Within urban areas, children from middle and upper class neighborhoods have generally had access to more and better education than children in run down slum areas or shanty towns. Coombs (1985) has discovered that in the low income countries, the prevailing dual urban / rural education system deprives a large majority of rural youngsters of even a full primary education, let alone a chance at a secondary or higher education. It is mainly the children of the poor in the rural areas and urban slums who account for the dramatically high figures of non-school goers and early drop outs. Coombs (1985), has noted that these children are caught in a web of poverty in which their bleak educational resources are connected with all the other afflictions of their existence such as disease, contaminated drinking water, hunger, high mortality rates, and the need to work at an early age to support themselves and their families.

Summary

From the foregoing discussion, it is evident that socio-economic factors such as the students' parents / guardians' occupation, education, place of residence, family size and type of school attended by the student are among the important determinants of students' academic achievement in general and of individual's access to university education in Zambia. Given the liberalised admission policies to the two universities, students from the affluent families are likely to enter universities in large numbers than in the past, as they are able to pay for their studies. This factor which implies the rapid and continuing increase in the numbers of candidates from well to do families would operate to change the existing class proportions among students at the two universities. In any case, the

future appears bleak for students from underprivileged households as students from the already privileged groups were not only likely to dominate the university entrance in the nearest future but also likely to form the beginnings of a hardening social class system in Zambia.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study investigated the socio-economic backgrounds of students at the University of Zambia and Copperbelt University. The study aimed at determining the extent to which socio-economic factors such as the students' parent / guardians' occupation, education, income, place of residence, family size and secondary schools attended by the students affected educational achievement and influenced university entrance. The study also aimed at finding out whether there were significant differences in the numbers of students admitted to CBU and UNZA on the basis of region and rural-urban differences.

It was hypothesized that students from the high and middle socio-economic backgrounds had higher chances of entering CBU and UNZA than their counterparts from the low socio-economic backgrounds. The second hypothesis was that students from urban secondary schools had higher access to universities in Zambia than students from rural secondary schools.

It was hoped that policy makers in education and university administrators may utilise this information in finding ways of providing equity of access to university education for individuals from different socio-economic groups and regions in Zambia.

The study found that socio-economic factors were significant in determining one's chances of access to universities in Zambia. Striking regional disparities were found in access to university education. Students from the Copperbelt, Southern and Lusaka Provinces were disproportionately represented at the two universities. Rural-

urban differentials were also glaring, as students from urban secondary schools were over represented in the two universities than students from rural secondary schools.

As regards students' parents / guardians' occupation, students whose parents or guardians were civil servants, professionals and in high status occupations were in significant proportions in relation to their numbers in the general adult Zambian population. Selectivity to the two universities favoured students from the professional, administrative and technical homes. Students whose parents or guardians were in farming or fishing recorded the lowest selectivity index despite their large numbers in the general Zambian population.

In terms of students' parent / guardians' level of education, most students came from the educated white collar or blue collar homes. A large proportion of students' parents or guardians had Diplomas. A sizeable number had university degrees. However, most students' mothers or female guardians had low education with a small proportion of those who had never been to school. A selectivity index was computed on the students' parents or guardian's education compared with the educational characteristics of the Zambian adult population. Selectivity to the two universities was biased in favour of those from educated parents or guardians. By and large, most students at both universities came from educated parents or guardians in relation to the adult Zambian population.

On the estimates of students' parents / guardians' monthly incomes, parents / guardians who earned less than K150 000 were the largest category in both samples. This category comprised (36) 24% in the CBU sample and (61) 30.5% in the UNZA sample for fathers or male guardians. However, (114) 76% of the students' fathers or male guardians in the CBU sample earned between K200 000 to over a million Kwacha,

whereas (139) 69.5% in the UNZA sample earned between K200 000 to over a million Kwacha per month. Students' fathers or male guardians with monthly incomes ranging between half a million to a million and above accounted for (42) 28% in the CBU sample and (52) 29.5% in the UNZA sample.

According to the CSO (1996) *"Living Conditions Monitoring Survey Report"*, the average monthly income for a Zambian household was about K113 000. Over two thirds of the students' parents / guardians earned over this amount at both universities.

In rating quality of teaching and learning of former secondary schools, most students from rural secondary schools rated their former schools as either satisfactory or poor. Besides, students from rural schools experienced more shortages of teachers than students from the urban secondary schools.

In terms of gender, female students were greatly under represented at both universities. The ratio between male and female students was about 3:1 at both universities.

Conclusion

It is evident from the findings that student socio-economic background factors such as the parent / guardian's occupation, education, income, place of residence, family size and type of secondary school attended by the students are among the significant determinants of the students' academic achievement in general and of individual's access to university education in particular. With the advent of liberalised admissions to the two universities, students from the privileged families are more likely to enter universities in large numbers than in the past.

The regional imbalances in university recruitment at both universities are of a serious magnitude at present as some provinces are greatly under represented at the two universities and the gaps in access to university education seem to be widening rather than being bridged. This may have serious social, political and economic consequences for the future.

Recommendations

From the foregoing, the following recommendations are made:

1. The two universities should be expanded and other universities should be built.

Increasing student enrolment at universities is an important symbolic act that not only reaffirms the fundamental system of equal rights and justice, but also gives such universities international credibility, especially if careful attention is given to academic standards and the criteria used for access to the university system. Besides, university expansion has benefits often associated with a more educated populace. If the country has more trained teachers, doctors, engineers, accountants, agriculturists, dentists, lawyers, etc, greater returns to society would be achieved. In addition, a more informed and knowledgeable society would be created. University expansion could prevent the illusion that higher education is a domain of the privileged few as the underprivileged would be catered for as well.

For economic reasons, it is better to accommodate as many students as possible in order to save the foreign currency that might be spent by those who end up pursuing university education in other countries after failing to get places at the local universities. Currently, many Zambians are studying with universities and colleges in South Africa and other countries.

2. Student Loans Scheme should be made available from which needy students can be assisted. Qualified and capable students should not be kept out of universities on financial grounds. Currently, low-income families who often cannot afford university fees for their own children are subsidizing high cost university education for the children of the affluent who are disproportionately represented in the two universities.
3. One means of altering the present regional inequities in access to university education, particularly in the event of a slower rate of university expansion would be to introduce a quota system of admission that would consider the under represented areas. However, such a system would encounter great hostility from the more socially mobilised communities and from the affluent classes poised to send their children to universities. People know that not just university places are at stake, but also jobs, income and influence. A quota system would bridge the widening gaps between provinces in terms of access to university education.
4. In order to reduce disparities in the access to university education between the rural and urban areas, it is important to build up educational capacity and quality in the rural schools by giving priority to rural areas in the allocation of new available resources. Transference of a portion of resources from urban areas to rural areas would be another alternative. The reallocation of resources should include not simply finances but a re-deployment of qualified teaching and administrative staff as well.
5. Female enrolment should be increased at both universities as gender inequalities are glaring in higher education. However, disparities in the access to university education are invariably rooted in the inequalities at the secondary school level, where the real sorting out of university bound students takes place. Female enrolment should be

increased in universities because it is now widely recognised that the education of women holds the key to all other elements on which the transformation of societies depends, e.g. population control, family health, personal hygiene, nutrition, receptivity to innovations, educational motivation of children etc.

6. Since effective school learning is hampered by need deficits which the school alone cannot alleviate, the government, non-governmental organisations and other stake holders should institute corrective measures in order to mitigate the effects of impoverished home environments on students. The following are a few areas that may need consideration.
 - (a) Recreational facilities should be extended to rural areas where they do not exist. For example, libraries, parks, sports, club, films etc. These can offer opportunities to students to enrich their school experiences.
 - (b) Improving the provision of essential social services such as housing, primary health care units, schools etc, to enable low-income families bring up children in more favourable conditions.
 - (c) In view of the escalating prices of essential commodities, e.g. foodstuffs, it is becoming increasingly burdensome for low-income families to secure the basic needs of life. Hence, the government, non-governmental organisations and other stakeholders should strive to improve the quality of life for the people.

Suggestions for Further Research

Owing to the limitations in this study and the limited number of studies done on this subject in Zambia, similar studies should be conducted in order to authenticate the

findings of this study. This study concentrated on the socio-economic origins of university students. Similar studies can be done at other educational levels e.g. colleges and polytechnics. Other studies can be conducted on gender equity in higher education; Education and ethnicity in selected parts of Zambia; Implications of increased cost-sharing and liberalisation of admission to university education in Zambia; Staffing and organisation of secondary schools in selected rural districts in Zambia. Such studies would contribute to the body of knowledge in the Sociology of Education.

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APPENDIX A

QUESTIONNAIRE

Dear respondent,

You are among the few UNZA/CBU students randomly selected from the UNZA/CBU 1999 student year book. You are cordially requested to complete this questionnaire relating to a study on "The relationship between student socio-economic background and university entrance in Zambia." The information you will provide is in confidence and for anonymity's sake, you are NOT required to indicate your name on the questionnaire. The research is being done under the supervision of the University of Zambia, School of Education and sponsored by the Ministry of Education. The study is for academic purposes leading to a Master of Education for the researcher.

I would appreciate your co-operation and TRUTHFUL RESPONSES in the questionnaire.

Kalisto Kalimaposo
University of Zambia
School of Education.
Department of Educational Psychology, Sociology
and Special Education (EPSSE)
P O Box 32379
LUSAKA

INSTRUCTIONS

You are required to tick the right answers in the brackets given. In other cases you have to write the answers in the space provided. Please attempt ALL the questions in this questionnaire. Questions not applicable to you, please indicate NOT APPLICABLE or N/A.

SECTION A: BIO DATA

1. SEX
 1. Male ()
 2. Female ()
2. AGE (indicate)
3. School (e.g. Engineering)
4. Year of study (e.g.03)
5. Sponsors
 1. GRZ ()
 2. Others (specify)
6. How many are you in your family?
7. State your position in your family (e.g. Third)
8. What is your first language?
9. Indicate the province you originate from
10. What is your religion?
 1. Islam ()
 2. Christian (Indicate denomination)
 3. Agnostic/atheist ()
 4. Others (specify)

SECTION B: EDUCATIONAL DATA.

11. Indicate the name and type of secondary school you attended (e.g. mission, government, private.)
(Name of School) (Type) (District or Town)

12. How many points did you obtain at School Certificate in five subjects?
(indicate)
13. How do you rate the teaching and learning standards at your former Secondary school?
1. Excellent ()
 2. Good ()
 3. Satisfactory ()
 4. Poor ()
14. Did you have a shortage of teachers at your school in some subjects?
1. Yes ()
 2. No ()
15. How do you rate your former secondary school in terms of facilities such as buildings, furniture, laboratories, library etc.?
1. Excellent ()
 2. Good ()
 3. Satisfactory ()
 4. Poor ()
16. Were you the only child in the family at secondary school during your School days?
1. Yes ()
 2. No ()
17. Did you attend nursery school/pre-school before starting grade 1?
1. Yes ()
 2. No ()
18. Did you have extra lessons or private tuition during your secondary school days?
1. Yes ()
 2. No ()
19. Did your parents/guardians purchase supplementary reading materials for you during your secondary school days?
(*delete one)
1. Yes ()
 2. No ()

SECTION C: HOME BACKGROUND DATA

20. Where do your Parents/Guardians live? (indicate)
(* delete one)
1. Lusaka Province (e.g. Kafue/Lusaka district)
 2. Copperbelt Province (e.g. Chingola)
 3. Provincial Headquarters (e.g. Mongu)
 4. District (e.g. Lundazi)
 5. Village (e.g. Mulundu)
 6. Others (specify)
21. What is the area of your residence in Q 20?
1. High density area (e.g. Matero/Chimwemwe)
 2. Medium density area (e.g. Libala/Ndeke)
 3. Low density area (e.g. Kabulonga/Nkana East)
 4. Shanty compound (e.g. Misisi/Mulenga)
 5. Others (specify)
22. How many people altogether stayed in your home during your secondary School days? (relatives, e.g. cousins, aunts, uncles, grandparents etc.)
(indicate)
23. Please estimate your Father's/Guardians monthly income.
(* delete one)
- | | | | | |
|-----|-----------------------|---|----------|-----|
| 1. | Less than | - | K150,000 | () |
| 2. | K200,000 | - | K250,000 | () |
| 3. | K300,000 | - | K350,000 | () |
| 4. | K400,000 | - | K450,000 | () |
| 5. | K500,000 | - | K550,000 | () |
| 6. | K600,000 | - | K650,000 | () |
| 7. | K700,000 | - | K750,000 | () |
| 8. | K800,000 | - | K850,000 | () |
| 9. | K900,000 | - | K950,000 | () |
| 10. | One million and above | | | |
| 11. | Others (Specify) | | | |

24. Estimate you mother's/guardians monthly income as in Q 23

(*delete one)

(indicate)

25. Indicate by ticking the level of education of your parent/guardian in the table below.

FATHER/Guardian (* delete one)	MOTHER/Guardian (* delete one)
1. Never been to school ()	1. Never been to school ()
2. Partial Primary school education ()	2. Partial Primary school education ()
3. Full Primary school education ()	3. Full Primary school education ()
4. Partial secondary school education ()	4. Partial secondary school education ()
5. Full secondary school education ()	5. Full secondary school education ()
6. Post secondary school certificate ()	6. Post secondary school certificate ()
7. Diploma ()	7. Diploma ()
8. University Degree ()	8. University Degree ()
9. Masters Degree ()	9. Masters Degree ()
10. Doctorate Degree ()	10. Doctorate Degree ()
11. Post-Doctoral ()	11. Post-Doctoral ()

26. If your father is not alive, indicate the level of education before his death.

(indicate)

27. If your mother is not alive, indicate the level of education before her death.

(indicate)

28. If you are supported by a guardian, please state the relationship.

.....

29. If your father is alive, but you are supported by a guardian, indicate the level of your father's education.

.....

30. If your mother is alive, but you are supported by a guardian, indicate the level of your mother's education.

.....

31. Indicate by ticking all the items of household goods in your home from the list below.

1. Television set ()
2. Video ()

- | | | |
|-----|--|-----|
| 3. | Radio Cassette Recorder | () |
| 4. | Car/Vehicles | () |
| 5. | Refrigerator | () |
| 6. | Electric Cooker | () |
| 7. | Pressing Iron | () |
| 8. | Washing Machine | () |
| 9. | Bicycle | () |
| 10. | Motor cycle (Honda) | () |
| 11. | Electricity | () |
| 12. | Bath tub | () |
| 13. | Personal Computers | () |
| 14. | Library/reading room | () |
| 15. | Sporting and recreation facilities e.g. table tennis,
chess | () |

32. On average, how often did you discuss educational matters with your parents/guardians during your secondary school days.
(* delete one)

- | | | |
|----|-------------------------------------|-----|
| 1. | Very often, 7 (plus) times per term | () |
| 2. | Often, 5-6 times per term | () |
| 3. | Quite often 3-4 times per term | () |
| 4. | Sometimes 1-2 times per term | () |
| 5. | Never | () |

33. Here is a table of occupational categories, please indicate your parent's/guardian occupation in the space provided after the table.

1. **FARMER**

Peasant ()
Commercial ()
Others (specify)

5. **Medical/Paramedical Personnel**

Certificate holder ()
Diploma holder ()
Degree holder ()

Other (specify)

2. **TEACHER**

Primary ()
Secondary ()
College Lecture ()
Others (specify)

6. **Civil Servants**

- Senior civil servants e.g. Permanent secretaries or Provincial heads of departments.
- Middle management e.g. Heads of Departments.
- Clerical staff and others in similar category.

4. **Businessman**

Shopkeeper (Trader) ()
Large scale Entrepreneur ()
Vendor/marketeer ()
Others (specify)

7. **Military Personnel**

Army officer
Other ranks

8. OTHER PROFESSIONALS

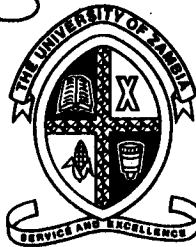
- University Lecturer ()
- Engineer ()
- Lawyer ()
- Accountant ()
- Medical Doctors ()
- Others of similar category, please specify

33. From the table above, what is **your father/guardian's** occupation
(* delete one)
(indicate)
34. What is your mother's/guardian occupation
(* delete one)
(indicate)
35. If your father is not alive, indicate **his** occupation before his death.
.....
36. If your mother is not alive, indicate **her** occupation before her death.
.....
37. If your father is alive, but you are **supported by** a guardian, indicate
your father's occupation.
.....
38. If your mother is alive, but you are **supported by** a guardian, indicate
your mother's occupation.
.....
39. If you attended boarding school, indicate **on the** average how often you
received financial and material support **from your** parents/guardians
during the term.
- | | | |
|----|-------------------------------|-----|
| 1. | Ever week | () |
| 2. | Every fortnight | () |
| 3. | Monthly | () |
| 4. | Only received transport money | () |
40. If you attended a Day secondary school, indicate **on the** average how
often you **helped** with household chores, **e.g.** running errands, cooking,
sweeping, nursing children etc.
- | | | |
|----|--------------------------------|-----|
| 1. | Daily | () |
| 2. | Often 5-6 times per week | () |
| 3. | Quite often 3-5 times per week | () |
| 4. | Sometimes 1-2 times per week | () |
| 5. | Never | () |

41. Did your parent/guardian ever help you in your school work during
(*delete one)
Secondary school days?
1. Yes ()
2. No ()
42. Did you receive any financial/material support from your extended family
during your school days (apart from your parent/guardian)?
1. Yes ()
2. No ()
43. How many members of your family have attained university education?
.....
44. What is the source of your tuition fees?
1. Self ()
2. Parent/Guardian ()
(*delete one)
3. Others (specify)

THANK YOU FOR YOUR CO-OPERATION.

APPENDIX B



THE UNIVERSITY OF ZAMBIA

Telephone: 252514/292884
Telegrams: UNZA LUSAKA
Telex: UNZALU ZA 44370
Fax: + 260-1-253952

PO BOX 32379
Lusaka Zambia

6th September, 1999.

SAR(A)

Approved, for give
the necessary assistance

Your Ref:

Our Ref:

WJ 7/9/99.

The Registrar
Copperbelt University
KITWE

Dear Sir/Madam

**RE: REQUEST TO ALLOW POSTGRADUATE STUDENT TO COLLECT
RESEARCH DATA FROM YOUR UNIVERSITY**

Mr. Kalisto Kalimaposo is a Postgraduate student in the School of Education: Department of Educational Psychology, Sociology and Special Education of this University. In partial fulfillment for the award of a Master of Education in Sociology of Education, Mr. Kalimaposo is required to submit a Thesis on a chosen topic. His research area is:

"The relationship between student socio-economic background and University entrance in Zambia".

Mr. Kalimaposo's study seeks to determine the extent to which students' socio-economic background factors and geographical origin influence entrance into the University of Zambia and the Copperbelt University. The study population shall consist of all registered students at the two Universities. A sample size of three hundred may be used. He intends to use both qualitative and quantitative research methods as the researcher would like to collect reliable information which would give a lucid account of the characteristics of the problem.

THE COPPERBELT UNIVERSITY ACADEMIC OFFICE

INTERNAL MEMORANDUM

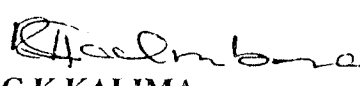
FROM: SENIOR ASSISTANT REGISTRAR (A)
TO : DEANS OF SCHOOLS –SB, ST, SFWS AND SBE
DATE 8TH SEPTEMBER 1999
SUBJ: INTRODUCTION OF MR KALIMAPOSO KALISTO

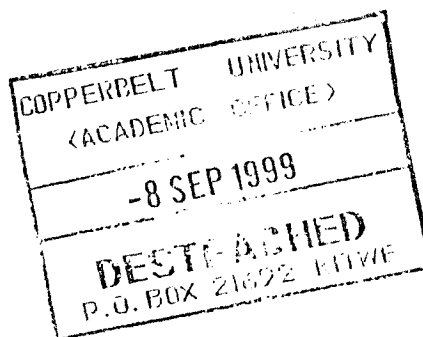
This serves to introduce **Mr Kalimaposo Kalisto** a Postgraduate Student in the School of Education at University of Zambia Lusaka.

Mr Kalimaposo is doing his research on: *"The Relationship between student socio-economic background and University entrance in Zambia."*

Could you kindly assist him in every possible way to collect the data he requires.

Thank you.


G K KALIMA



APPENDIX D

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION (EPSSE)

MEMORANDUM

FROM : Dr. Mbewe Kunkhuli
TO : Academic Office / computer centre
DATE : 23/2/99
SUBJECT : ACCESS TO INFORMATION

=====

This note serves to confirm that Mr. Kalimaposo Kalisto, Computer No. 97504220 is a graduate student in this department.

Mr. Kalimaposo is conducting a study on student background and needs some information on the same. We should be grateful if you could assist him.

GRADUATE PROGRAMME CO-ORDINATOR.

c.c. Acting Head, EPSSE

School	Profile For Full-Time Under-Graduates										Total m	Total f	School Total				
	1st years m	1st years f	2nd years m	2nd years f	3rd years m	3rd years f	4th years m	4th years f	5th years m	5th years f				6th years m	6th years f	7th years m	7th years f
AGRICULTURE	3	0	57	8	48	5	39	5	38	5	0	0	0	0	185	23	208
EDUCATION	230	83	120	48	226	75	196	74	0	0	0	0	0	0	772	280	1052
ENGINEERING	1	0	85	6	103	5	95	3	96	1	0	0	0	0	380	15	395
H.S.S.	129	106	87	47	135	69	125	75	0	0	0	0	0	0	476	297	773
LAW	2	0	25	21	16	13	22	18	0	0	0	0	0	0	65	52	117
MEDICINE	0	0	47	18	61	26	38	27	0	0	0	0	0	0	146	71	217
MINES	0	0	35	3	40	0	39	0	37	1	0	0	0	0	151	4	155
NAT.SCIENCE	199	60	79	28	87	26	55	14	2	0	0	0	0	0	422	128	550
VET.MED.	0	0	16	0	12	6	15	4	12	1	15	3	0	0	70	14	84
TOTALS	564	249	551	179	728	225	624	220	185	8	15	3	0	0	2667	884	3551

APPENDIX F

THE COPPERBELT UNIVERSITY OFFICE OF THE REGISTRAR

STATISTICAL DATA ON REGISTERED STUDENTS- 1999 ACADEMIC YEAR AS AT 27TH APRIL 1999

SUMMARY

(i) FIRST YEARS

SCHOOL	MALE	FEMALE	TOTAL
SCHOOL OF BUSINESS	245	094	339
SCHOOL OF FORESTRY AND WOOD SCIENCE	066	019	085
SCHOOL OF BUILT ENVIRONMENT	118	039	157
SCHOOL OF TECHNOLOGY	319	083	402
TOTAL	748	235	983

(ii) RETURNING STUDENTS

SCHOOL OF BUSSINESS	334	069	403
SCHOOL OF FORESTRY AND WOOD SCIENCE	061	015	076
SCHOOL OF BUILT ENVIRONMENT	213	050	263
SCHOOL OF TECHNOLOGY	346	085	431
TOTAL	954	219	1173
GRAND TOTAL (i) + (ii)	1702	454	2156

(iii) TOTAL NUMBER OF STUDENTS (FIRST YEARS AND RETURNING)

SCHOOL OF BUSINESS	579	163	742
SCHOOL OF FORESTRY AND WOOD SCIENCE	127	034	161
SCHOOL OF BUILT ENVIRONMENT	331	089	420
SCHOOL OF TECHNOLOGY	665	168	833
GRAND TOTAL	1702	454	2156