

**FACTORS INFLUENCING ADULT FEMALES' RE-ENTRY INTO
SCHOOL IN SELECTED EVENING EDUCATION CENTRES IN
LUSAKA DISTRICT, ZAMBIA**

**BY
MATIMBA HAMAYANGWE**

**A dissertation submitted to the University of Zambia in partial
fulfilment of the requirements for the award of the Master of Education
in Sociology of Education**

The University of Zambia

Lusaka

November, 2017

COPYRIGHT

Matimba Hamayangwe 2017. All rights reserved. No part of this dissertation may be produced or stated in any form or by any means without prior permission in writing from the author or the University of Zambia.

© 2017, Hamayangwe Matimba and The University of Zambia

DECLARATION

I, Matimba Hamayangwe, do hereby declare that this piece of work is my own, and that all the work of other persons has been duly acknowledged, and that this work has not been previously presented at this university and indeed other universities for similar purposes.

Signature (Candidate)Date.....

Signature (Supervisor).....Date.....

CERTIFICATE OF APPROVAL

This dissertation by **Matimba Hamayangwe** is approved as fulfilling part of the requirement for the award of the degree of Master of Education in Sociology of Education of The University of Zambia.

Examiner

Name.....

Signature.....Date.....

Examiner

Name.....

Signature.....Date.....

Examiner

Name.....

Signature.....Date.....

ABSTRACT

The study aimed at establishing factors influencing adult females' re-entry into school through evening classes at selected evening education centres. The objectives of the study were to; establish factors that influenced adult females' re-entry into school through evening classes, ascertain prevalence of adult females' re-entry into school through evening classes programme and find out if there were any challenges associated with education provision in evening classes programmes. A descriptive survey was used as a research design and both quantitative and qualitative (mixed) methods were used in the study. The sample comprised 82 participants consisting of 68 adult female learners, 12 teachers that taught in the evening classes and 2 of the evening classes coordinators. Primary data was collected through questionnaires, focus group discussions, interview guide while secondary data collection involved document review. Non-probability sampling was used in which purposive and convenience samplings were adopted to collect data.

Factors influencing adult female's re-entry into school were established such as, adult female learners were in some cases being forced to re-enter school as they were given conditions attached to their going back to school. Influence came about after been given conditions to choose either to go to school or lose out socially or economically. It was also established that, female adult learners looked forward to being recognised, accorded respect from families as well as from communities. It was established that government policies such as those that allowed those who did not have chance to complete school in the first attempt to re-enter school, motivated many adult females to re-enter school. Adult female learners generally wanted to be enlightened with different issues that mattered most in society. It was also established that the evening classes programme had both positive impacts on female adult learners as it met their aspirations and needs and challenges in its provision such as less contact time between teacher and learners, lack of teachers and inadequate learning and teaching materials.

Based on the findings, the study recommended that, the office of the DODE should be monitoring the centres from time to time to familiarise themselves with what is happening on the ground even when the centres were initially started by the schools themselves.

Key words: Adult female learners, re-entry into school and evening classes

DEDICATION

This dissertation is dedicated to my late mother Miss Joyce Munamakoye Hangwengwe Hamayangwe, for supporting and encouraging me throughout my education. I am grateful to you for your efforts to send me to school despite being a single parent. The blessings you gave while you were still on earth made me reach this far in my education.

ACKNOWLEDGEMENTS

I am greatly indebted to all those who helped in several ways in the preparation of this work more especially my supervisor, Dr. Madalitso Khulupirika Banja, I also wish to thank other lecturers in the Sociology of Education section such as Dr. Oswell Chakulimba and Dr. Kalisito Kalimaposo for the academic guidance offered pertaining to the research in general and writing the dissertation in particular.

I am also grateful to administrators for the sampled evening education centres (primary schools) for allowing me to conduct this study, as well as evening classes' coordinators for their professional assistance. Your help whenever I visited the centres is greatly appreciated. You were always up in arms organising your learners. I would fail in my acknowledgement if I left out teachers and adult female learners; without whose participation, my study would not have been a success.

My family, you were so supportive in every way you could, especially my husband Jeremiah Kasalo. I never lacked social and financial support during my study. I remember the way you could stay late hours as you waited for me doing the work. Mum, your encouragements could not pass without being appreciated. Even in your poor health condition until the time of your demise you always sent words of encouragement towards my study. Tears are all over the dissertation as I am working on the final stage. I also thank friends like Milimo Demani and Chibuye Frederick for immeasurable assistance throughout this study.

TABLE OF CONTENTS

COPYRIGHT	i
DECLARATION	ii
CERTIFICATE OF APPROVAL	iii
ABSTRACT	iv
DEDICATION	iv
ACKNOWLEDGEMENTS	vi
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF APPENDICES	ixii
LIST OF ABBREVIATIONS	xiii
 CHAPTER ONE: INTRODUCTION	 1
1.1 Overview	1
1.2 Background.....	1
1.3 Statement of the problem	5
1.4 Purpose of the study	5
1.5 Objectives	6
1.6 Research question	6
1.7 Significance of the study	6
1.8 Theoretical framework	7
1.9 Delimitation	8
1.10 Limitations of the Study	8
1.11 Definition of terms	8
1.12 Summary of the chapter	9
 CHAPTER TWO: LITERATURE REVIEW	 10

2.1. Overview	10
2.2 Motivating factors for adult female s’ re-entry into school.....	10
2.3. Prevalence of adult female’s re-entry into school through evening classes.....	13
2.4. Challenges associated with education provision in evening classes programme.	16
2.5. Summary of the chapter	19
CHAPTER THREE: METHODOLOGY	21
3.1 Overview	21
3.2 Research design	21
3.3 Study site	21
3.4 Study population	22
3.5 Study sample.....	22
3.5.1 General demographic information of adult female learners	22
3.5.2 Demographic social information of teachers who taught in the evening classes	24
3.6 Sampling technique.....	25
3.7 Data collection instruments	25
3.7.1 Self-administered questionnaire	26
3.7.1.1 Questionnaire for teachers	26
3.7.1.2 Questionnaire for adult female learners	26
3.7.2 Focus Group Discussions guide.....	26
3.7.3 Interviews guide.....	27
3.7.4 Document checklist.....	28
3.8 Pre- Testing of data collection instruments	30
3.9 Data collection procedure.....	30
3.10 Data analysis	31
3.11 Validity and Reliability	31

3.11.1 Validity	31
3.11.2 Reliability	32
3.12 Ethical consideration	32
3.13 Summary of the chapter	33
CHAPTER FOUR: PRESENTATIONS OF FINDINGS.....	34
4.1 Overview	34
4.2. Factors influencing adult females to re-enter school through evening classes programme.	34
4.2.1 Basic information of adult female learners	34
4.2.2. Factors that influenced adult females' re-entry into school	35
4.2.2.1 Social related factors	36
4.2.2.2 Economic related factors	40
4.2.2.3 General enlightenment related factors.....	41
4.3. Prevalence of adult female's re-entry into school through evening classes	43
4.3.1. General enrollment of adult female learners over the past four years	43
4.3.3. The extent to which adult females were re-entering school through evening classes programme	45
4.4. Challenges associated with education provision in evening classes programme	46
4.4.1 Failure to complete curriculum.....	46
4.4.2. Lack of teachers	47
4.4.3 Inadequacy of learning and teaching material.....	48
4.5 Suggestions regarding what evening classes should offer	49
4.5 Summary of chapter	49
CHAPTER FIVE: DISCUSSIONS OF FINDINGS	51
5.1 Over view	51

5.2. Factors influencing adult females' re-entry into school through the evening classes programme.	51
5.2.1 Basic information of female adult learners	51
5.2.2 Factors that influenced adult females' re-entry into school	52
5.2.2.1 Social related factors	52
5.2.2.2 Economic related factors	54
5.2.2.3 General enlightenment related factors.....	55
5.3. Prevalence of adult female learners' re-entry into school through evening classes programme.	56
5.3.1 General enrollment of adult female learners in evening classes.....	56
5.3.2 The extent to which adult females were re-entering school through evening classes programme	57
5.4. Challenges associated with education provision in evening classes programme	58
5.4.1. Failure to complete the curriculum	58
5.4.2 Lack of teachers	59
5.4.3 Inadequacy of learning and teaching material	60
5.5 Summary of the chapter	60
CHAPTER SIX: CONCLUSION AND RECOMMENDATION	62
6.1 Over view	62
6.2. Conclusion	62
6.3. Recommendations.....	63
6.4. Suggestions for further research	64
REFERENCES	65
APPENDICES	69

LIST OF TABLES

Table 3.1	Distribution of general demographic information of adult female learners.....	23
Table 3.2	Distribution of demographic information of teachers.....	24
Table 3.3	Summary on data collected.....	29
Table 4.1	Characteristics of adult female learners.....	35
Table 4.2	Who influenced adult female learners to re-enter school?.....	36
Table 4.3	The extent of agreement on adult females' re-entry into school through evening classes programme.....	46

LIST OF FIGURES

Figure:4.1	Family attitude towards adult female learners before and after re-entry into school.....	38
Figure:4.2	Community attitude towards adult female learners before and after re-entering school.....	39
Figure:4.3	Enrollment of adult female learners at Centre X evening education centre.....	44
Figure:4.4	Enrollment of adult female learners at Centre Y evening education centre	45

LIST OF APPENDICES

Appendix i:	Consent form.....	69
Appendix: ii :	Questionnaire for the teacher	70
Appendix iii:	Questionnaire for Adult Female Learners	75
Appendix iv:	Focus group discussion guide with Adult Female Learners.	80
Appendix v:	In- depth interview guide for evening classes coordinators	82

LIST OF ABBREVIATIONS

ADL	Adult Education Learners
APU	Academic Production Unit
DEBS	District Education Board Secretary
DODE	Directorate of Open and Distance Education
GCE	General Certificate in Education
MoE	Ministry of Education
MoGE	Ministry of General Education
NGO	Non-Governmental Organisation
USAID	United States Aid
UNESCO	United Nations Scientific and Cultural Organisation
MESVTEE	Ministry of Education, Science, Vocation Training and Early Education

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter provides a background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitation and limitation of the study. It has further defined the concepts which have constantly been used in order to enable the reader understand the context of the study. The chapter also presents a theory that supports the study.

1.2 Background

There has been recognition that formal education is key to women's empowerment and that it does not only seem to be a prime factor in enabling an individual woman to influence personal, community, national and global development in social, culture, and economic fields, but, also enhances earning abilities of women, decision making in a home, and stronger social status in society among others (Gender in Development, 2000). Education is not only a fundamental human right nor does it only open new horizons but it is also a developmental necessity. It gives knowledge, skills and enables women to participate and contribute to development effectively. Ballara (1992) specifies that girls and women who constitute the majority of the world population will not play an effective role in the development process unless they are educated. Ministry of Education (1995) also cautions that neglecting the education of the girl who eventually becomes an adult female is neglecting half the human resources needed for sustainable development. It is for this reason that the Zambian government has recognised many international instruments such as the Convention on the Elimination of Discrimination Against Women (CEDAW) (1979), the Vienna Declaration on Human Rights (1993), the Beijing Platform of Action (1995) and the Declaration on the Millennium Development Goals (2000), which all emphasise the need for gender equity in all spheres of life, including education. Development would, therefore, be impossible to attain without gender equity in the education system (Ministry of Education Science, Vocation Training and Early Education, 2011).

In line with this recognition, the Ministry of General Education has been providing second chance learning opportunities for adults through the Directorate of Open and Distance Education (DODE) formerly known as Continuing and Distance Education. Among the main educational programmes offered by DODE other than evening classes are, Academic Production Unit (APU), Adult Literacy Classes, Special Study Groups and Interactive Radio Instruction (IRI). This was more workable considering many government initiatives that supported girls and women to be in school or re-enter school such as re-entry policy, free education at primary level, focus on learning to mention but a few. For example, re-entry policy mandates schools to allow girls back into the school system who previously left school due to pregnancy. Ministry of Education (2005) states that the main aim of the ministry in this area is to develop measures that in the event that a girl is forced out of school as a result of pregnancy, guidelines of allowing the girl back in school should be followed. The policy for free education as one of the government initiatives was aimed at introducing free education at grade 1 to 7 and was pronounced to reduce high drop out rates among school going learners despite Basic Education Sub-Sector Investment Programme (BESSIP) initiative which was earlier put in place for the same. Ministry of Education (2005) states that In order for free education to be a success schools stopped charging learners at grade 1 to 7 any kind of fees, also not being strictly with uniforms or absenteeism among others. Ministry of Education (1992) in its policy Focus on Learning also highlights that interventions that were put in place in any education programme to processes what will lead to a clear recognition of the importance attaching to the education of girls so that there would be successful participation by girls at any type of education provision.

The Ministry of Education (1992) reports that the total enrolment for academic evening classes in Zambia was 10,356 around that period. In addition, EFA Global Monitoring (2005) reports that the survey undertaken in 2004 revealed that there were 14,391 males and 18,766 females in open learning in the country. These statistics simply show that, the total figure for male participants in open learning programme in Zambia is slightly less than that of females. Generally, there are more female participants in Open Learning program where evening classes falls. This was largely at secondary level. However, currently there is also primary level teaching in evening classes. Open and Distance Education programmes are conducted in Schools of Continuing Education as well as

regular schools in the afternoon and evening. Programmes under DODE are adult education in nature because learners attending to them are adults except for IRI (M O E, 1996).

Bartley (1871) as cited by Edwards (1961:18), states that “as a rule, these evening classes are for adults or those over the age of 17 or 18 who feel they are extremely ignorant or have an earnest desire to improve their education condition.” Malumani’s (2013) study generally explains the state of affairs of evening classes in Zambia. For instance, when it started, it was a ten year plan and this education was adopted by the government of Northern Rhodesia in 1948. It is said that during this period, the African Education Department had a comprehensive view of adult education. There was need to provide organised classes, discussion groups, literacy teaching and mass education and evening classes sometimes called ‘night school’. At the same time, it was recognised that evening classes were more appropriate in urban areas. A few such classes had been started by voluntary bodies as shown in the Ministry of Education Annual report of 1950. The 1950 Annual Report records an increasing demand for academic and technical evening classes in urban areas and the opening up of the first evening school in Lusaka by a church organisation, the Anglican Church. This school provided tuition for recognised examinations. Teachers were drawn from Munali secondary school and most of them were whites. (MOE, 1950) cited in Malumani (2013).

The study further states that, authority was given for adult students to be admitted as external candidates to the standard VI (now grade 7) examinations at St. Peter’s evening school, the first evening school, to be given a grant by government. During the following two years, evening classes were started in a number of towns by the Town Management Boards and by voluntary agencies (Ministry of Education, 1951) as cited in Malumani (2013). This has since continued but through the Directorate of Open and Distance Education (DODE). This department was created in order to increase the number of learners especially the youths and adults that could not learn through the regular school system. The Ministry of Education (1996:79) *National Policy on Education* states that “the main focus of the programmes offered by the Directorate of Open and Distance Education is the provision of formal school type of education for those who have not had an opportunity to complete school”. This provision opens doors to the learners who dropped out of school to obtain formal education as it caters for the demand of adults in society. In this way, it provides a route for re-entering the formal education system of schools. It is a known fact that the term re-entry is

associated with the policy pronounced in 1997 in Zambia for once pregnant girls to be allowed to go back to school after delivery in the regular school classes (Carmody, 2004). In as much as the evening classes programme does not fall under the re-entry policy, the researcher used the term re-entry in this study to mean going back to school as evening classes programme is yet another alternative avenue for adults who were once in school but did not achieve their education goals because of dropping out of school due to various reasons.

The Zambian government like any other government in the world seeks to improve the quality of life of adults who missed the opportunity to get an education (MOE, 1992). Duke and Hinzen (2008) exemplify how other countries improved the quality of adults' life through education by citing how Bolivian's Ministry of Education supports adult learning. Bolivian ministry supported infrastructure and other necessities in some 500 Adult Education Centres. Such provisions avail opportunity to adults to continue with their education. In the Zambian context, adults get the opportunity to obtain a school leaver's certificate after years of successful study of formal education.

The current situation of evening classes programme in Zambia is that even though the Ministry of General Education supports the programme through DODE, schools or teachers decide on their own to conduct the programme when they see the need and not necessarily after being directed by the Ministry of General Education. Additionally, it is not mandatory for teachers to teach in the evening classes because teachers are not paid by the government as in the case with regular classes. Although the government paid- teachers teach these evening classes, they teach in their spare time outside their normal teaching hours. They earn an allowance for the time they teach. For example, teachers who teach at primary school would teach in the regular classes one or two shifts before teaching in evening classes. This applies to secondary school teachers as well.

This is seen to be possible because of the decentralisation policy that the Government of the Republic of Zambia has adopted. MOE (1996) defines decentralisation as the transferring of certain functions from the central level to local level. This requires schools to develop a sense of local ownership by providing evening classes education centres which in the long run would promote innovativeness of education programmes, widen access to quality and relevant education especially

to disadvantaged communities among others. Learners in this programme are given a chance to pursue subjects in which they have interested and capability. For example, if it is at primary level a learner can choose to just learn how to read, write or study mathematics. English is compulsory for anyone who wishes to obtain General Certificate in Education (GCE) and Junior School Leaving Certificate among the minimum six subjects needed at senior and junior levels of education of Zambia, respectively.

Observing large numbers of adult females re-entering school through evening classes in Lusaka District, inspired the researcher to establish factors influencing them to re-enter school. The researcher chose female adults learners because, through her mere observation, personal communication with teachers in charge of evening classes and through records at District Education Board Secretary's (DEBS) office she learned that adult females were re-entering in school in larger numbers than males did.

1.3 Statement of the problem

It has been observed of late that adult females are re-turning to school in large numbers Phiri (2016) has reported in her article '*Zambian women seeking basic literacy and better jobs, return to school*', that women in Zambia were returning to school through evening classes in large numbers than ever before. Factors however, that influence these adult females to re-enter school appear not to be established despite related studies on adult female learners and evening classes programmes such as those of Noak (1968); Mainza (2009), Mweene (2009) and Malumani (2013) been conducted. It was this reason that inspired the researcher to conduct a study to establish factors that were influencing adult females to re-enter school in large numbers in Lusaka District's evening classes.

1.4 Purpose of the study

The purpose of the study was to establish factors that influenced adult females to re-enter school in large numbers.

1.5 Objectives

The following were the objectives of the study:

- i. To establish factors influencing adult female's re-entry into school through evening classes programme.
- ii. To ascertain the prevalence of adult female learners' re-entry into school through evening classes program.
- iii. To find out if there are any challenges associated with education provision in evening classes programme

1.6 Research question

- i. What are the factors influencing adult females to re-enter school through evening classes programme?
- ii. How is the prevalence of adult females' re-entry into school through evening classes programme?
- iii. Are there any challenges associations with education provision in the evening classes programme?

1.7 Significance of the study

It is hoped that the findings of the study may contribute to the already existing body of knowledge in as far as adult education is concerned.

The study may also help the education provider to better understand why adult females preferred using this learning programme to further their education to any other programme such as adult literacy learning.

It is also hoped that the findings of this study may provide valuable information that may be useful to create awareness to the Directorate of Open and Distance Education and other stakeholders whether education provided in the evening classes has some impact on learners or not.

1.8 Theoretical framework

This study was guided by Abraham Maslow's hierarchy of needs theory. Abraham Maslow's hierarchy of needs is one of the most widely referred to theories of motivation that can well be related to adult learning situations. The crux of the theory is based on individual's most human basic needs as a basis for motivation (Cole, 2004). The hierarchy is made up of 5 levels and these include the first one as physiological these needs must be met in order for a person to survive, such as food, water and shelter. Safety as a second level involves personal and financial security and healthy and wellbeing. The third level involves the need for friendships, relationships and family. The fourth one which is the concern of the study being esteem, the need to feel confident and be respected by others. Adults who could have not achieved the needs on the hierarchy may see it not too late but gain formal education so such the needs could be met as education is believed to be an essential requirement for satisfying any basic needs. Above all that, the hierarchy level number four is most motivating stage to adults as many adults need their esteem to be high through many aspects such respect and recognition by others, consequently, reaching self actualisation. The desire to achieve everything one possibly can and become the most that one wishes to be.

The theory links well in adult learning for it emphasises the prerequisite condition of identifying and ordering various needs of adult learners to which all learning activities have to be linked. This means that learning goals have to be set by learners themselves. For example, the need for self-esteem and recognition could be such goals that adults may want to possess, as these are believed to provide power and prestige in society. They provide them with a feeling of importance and self-image that is essential to build up self-confidence, make them self-reliant and work through self-effort.

The study attempted to find out if what influenced adult female learners to go back to school motivated them achieve their goals. It is likely that, for one to want to go back to school, means that they are being driven by certain needs which they want to fulfill. As such adult females attending evening classes may want to fulfill certain needs in their lives. A human being generally, indulges in activities when there is a driving force. As such if they are convinced that learning, in particular, and education in general, will provide them opportunity to be respect, recognised, or be role model and make an impact on others, then going back to school served as a powerful motivator.

1.9 Delimitation

Delimitation is used to address how the study is narrowed in scope and covering several factors on which the researcher does not have control at all (White 2003). While acknowledging that there may be other sources on adult female learning and evening classes programmes, the scope of this study was narrowed to the educational centres that were conducting evening classes for more than five years in Lusaka District. Coordinators, teachers and female adult learners were chosen because the researcher felt new knowledge from their experiences, attitudes and values could provide the information needed for the study.

1.10 Limitations of the Study

The study was confined to two (2) evening classes education centres of Lusaka District. The sample for the study probably could have been more meaningful had more centres been included. Therefore, the findings might not be a reflection of a complete picture of factors that influence all adult females that go back to school through evening classes in Zambia.

1.11 Definition of terms

The terms and words were defined according to the context in which they were used in the study.

Adult Education

It is any process by which individuals, groups or institutions try to help men and women improve their skills and knowledge.

Adult Learner

A woman who is 18 years or older who had stopped school but re entered school to study formal education in evening classes

Evening classes

These are classes that learning and teaching is conducted after 17:00 hours in the evening.

Evening Education Centres

These are schools that offer learning programmes in the evenings that are parallel to formal education for both primary and secondary school courses.

Formal Education

Education that is found in primary, secondary and post-secondary levels and is hierarchically arranged from the beginning to the end.

Low levels of education

Not having attained a minimum education which in this case is from Grade 1 to 12.

Regular Classes

This refers to any classes operating within the conventional or traditional education system in Zambia: These classes run from Grade 1 to Grade 12

Re-entering school

The process or act of an adult who had stopped or did not do well in school but later decides to go back or return to school

Social change

Is the transformation of culture or individual mind set over time?

1.12 Summary of the chapter

This chapter presented the brief background generally on adult education and the evening classes programme in Zambia. The background started with the explanation on how formal education is key to women's empowerment and how the government of Zambia through the Ministry of General Education recognises many international instruments such as CEDAW, the Vienna Declaration of human rights among others because they emphasise gender equity in all spheres of life. The chapter then discussed how the Ministry of General Education has been providing second chance learning opportunities to adults through DODE and it shed some light that evening classes programme is in most cases initiated by the teachers and the community of the centre and not necessarily directed by the ministry. The statement of the problem, purpose of the study, research objectives and research questions were also presented which elaborated this study. Further the chapter has provided the significance of the study to show that the study among other significance may help the education provider to better understand why adult females preferred using evening classes programme to further their education to any other programme such as Adult Learning Education.

CHAPTER TWO: LITERATURE REVIEW

2.1. Overview

This chapter reviewed the literature related to this study. Related literature is that which is relevant to the problem, such as previous research investigating the same variables or a similar question, references or studies of similar practice (White, 2003). Therefore, this study highlighted what others have written on the learning of adult females and on evening classes programme. It ends with a chapter summary.

2.2 Motivating factors for adult female s' re-entry into school

The study conducted by Noak (1968) on students attending government sponsored evening classes revealed that students attended evening classes for a number of reasons. Some wanted to learn how to write in vernacular, others desired to read and write English so that they could read newspapers. Still others wanted to widen their knowledge, to obtain a better or higher paying job; inadequate places in the regular school programme was also another reason given. He further says that students expected to benefit from attending evening classes as it generally entailed an up-ward movement. Students who were doing unskilled work such as office orderlies looked forward to becoming semi-skilled clerical workers after re-entering school to complete their respective programmes.

Mweene's (2009) study on the factors associated with low levels of education among women in Mikango barracks shows that, women realised that there were benefits associated with attending to school even after leaving school for some time. Its indications show that once a woman attains high education, she will be able to be employed and assist the husband financially. This is because she would be able to plan effectively for the family income as she would be conversant with budgeting. She would also advise the children on the importance of education and encourage them to put more effort at school. She would be independent and take care of her needs instead of being solely dependent on the husband and would easily communicate with others on different issues.

A study done by Hutchinson (1978) on women who enrolled to learn at Fresh Horizon, an education centre in Sydney shows that, a woman who was educated saved lives because it gave her confidence and power to make better choices for herself and her family. This entails that a woman who went back to school was able to contribute positively to the welfare of her next generation, for example, by reducing infant and mortality rates, improving nutrition status of her children to mention but a few. Similarly, a report supported by UNFP (2000) reveals that women who had attended school tended to marry late and had small families and there is a belief that their children were also better nourished and that they were more likely to do well at school compared to children of women who had never received an education. This agrees with Gordon (2003) who believes that, the education attainment of women and girls has a strong bearing on the well being of their families. Gordon (2003) actually consistently notes that women's education comes with multiple benefits. These may include late marriages, greater opportunities and better life choices for themselves such as protecting themselves from HIV infections.

Jerold (1991) as cited in Mainza's (2009) study on performance of female adult learners re-entering high school through Academic Production Unit (APU), indicates that the majority of female adult learners participated in learning because of some events that may have happened in their lives such as divorce, a lost job, loss of a beloved one, moving to a new place and similar major events. They also point out that others participate in adult education to improve their current job, seek promotion, want a new job, or just keep up to date to retain their present jobs. Substantially, the study acknowledges that women deserve to re- enter high school so that they can improve their livelihood in one way or another. From women's perceptions as they are pointed out in the study, generally female adult learners believed that education would empower them economically and reduce the dependence syndrome on men in most cases considered as bread winners .

The findings in Espino's (2016) research illustrate generally why Mexican women had to seek education even in their advanced age. They believed that education was for liberation. This was based on their mother's own struggles which detailed a lack of educational opportunities during their youth or the inability to escape troubled marriages. Participants also perceived education not only as a springboard to independence but also as a means to navigate among careers, family and children successfully. Tradition gendered identities while also stressing independence because they

believe that, if one day a husband left a wife, she would atleast, with an education support herself. She ought to be able to survive without a man if not educated.

Roberts (2013) also in his article building social capital through leadership development explains how adult learning and education can bring about positive outcomes to an individual and the community at large. Outcomes such as improving one's levels of literacy, one's practical skills, one's life competencies and their cultural understanding in communities cannot be over emphasised. He also adds that the education in this stage of an individual helps promote social cohesion and integration, increases participation in social and political activities and stimulates the creation of learning communities that can respond to major challenges like of environmental sustainability.

The emphasis by UNICEF (2004) in its report on the importance of education in women cannot be ignored. The report says that, education in women does not only provide knowledge and skills to improve health and livelihood but also empowers them to take their rightful place in society and the development process as well as the status and confidence in influencing house hold decisions. Children also are said to ultimately benefit from their educated mothers by having them as role models. UNESCO's (1995) World Education Report indicates that increasing literacy levels of girls and women have far more reaching results in that educated women contribute more to the economic and political life of their countries.

Dave (1972) as cited in Malumani (2013), also elaborates different categories of adults who re-entered school. Some of them were those adults who did not have opportunities during their childhood to go through the formal education system. These are adults who are illiterate and semi – illiterate but, whose interest lies in adult basic education. They are taught basic techniques of reading, writing and arithmetic which are important for enhancing personal and community development through participation in economic activities to mention but one. Others are adults who have not attained sufficient academic knowledge (certificates) in formal education and have a positive interest in pursuing learning. These are people who wish to continue from where they thought they lagged or did not gain needed academic knowledge for the noble self - satisfaction that comes from a greater understanding of the world in which they live and the people with whom they share it. Furthermore, there are adults who are in employment, that is, formally or through self -

employment, and wish to become more proficient technically or more skilled in the basic methods of their own special craft, trade or industry. These people upgrade their subjects.

Low levels of education among women have more negative effects than positive if there are any. Mweene's (2009) study which she conducted on factors of low levels of education among women in Mikango Barracks show that women were not able to find formal employment which required advanced levels of education, they were also not able to read fluently and write properly. They also said that they were not independent and relied on their husbands for all the major needs which at times were not wholly met. Other responses were that, they were abused and victimised by their husbands through denying them financial assistance because they were told that they did not work for the money they were demanding. The study also indicates that, women with low levels of education felt useless in society as they lacked some skills to help them get along in life, as such they could not contribute to the betterment of their family welfare or even support relatives. They also lacked knowledge on many things, for example, how to use modern technologies, how to assist their children with homework. The study also shows that there were effects on their families such as conflicts that are caused by lack of understanding of issues of finances especially when it came to planning and budgeting. These effect tabulated above was seen to be reasons that motivated many to go back to school so that they could not experience that anymore.

The literature which was reviewed on what factors influencing adult females to re-enter school through evening classes programme was able to highlight some key reasons that made students to go back to school such as, Learning how to read and write English, to widen their knowledge in what already knew, to obtain better jobs. Adult learners also re-enter school as they believed that education could reduce economic dependence syndrome, could be recognised by family and community members. The researcher hoped to establish new and different factors.

2.3. Prevalence of adult female's re-entry into school through evening classes

The Ministry of Education (2008:3), in its national report of Zambia indicates that the literacy levels for the population aged 15 or above have been increasing. "Adult literacy rate slightly increased from 66.0 percent to 67.2 percent between 1990 and 2000. The proportion of female adults who

were literate increased by 2 percent.” Additionally, the report argues that, it is envisaged that the government’s deliberate policy direction and programme such as those that fall under DODE and Non-Governmental Organisation (NGO) will ensure that the proportion of the national population that is literate continues to rise. This slowly appears to be realised because there are large numbers of re-entering school among female adults in different programmes offered by government evening classes

The 1997 pronouncement of the re-entry policy by the Ministry of Education which allowed girls who dropped out of school owing to pregnancy to enter regular school programme after delivery, opened up many people that education does not end and that one can continue with school despite having had dropped out of school. Later, however, these girls now adults found it easy to re-enter school through evening classes. As such, this programme among others has seen large numbers of female adults re-enter school (MESVTEE, 2011). Zambia is not alone in making policies that are gender equity and see large numbers of adult females re-enter school but in many countries such as Bangladesh. UNESCO Institute of lifelong learning (2016) contend that gender equity is a major concern in Bangladesh programmes that create contextually appropriate needs-based and sustainable lifelong learning opportunities for out-of-school children, youth and adults living in marginalized rural and urban slum communities. Although the programme serves all community members particular efforts are made to target women this like that because women are not only often marginalized from existing education programmes but also because they are central to family and community development. The report also states that because of the equity policy, women currently constitute about 70% of the more than 85,300 programme beneficiaries in Bangladesh.

It is a well-known fact that, the education sector in Zambia is characterised with low enrolment, low progression and high dropout rate among school going girls, which in the long run translates into female adults with low levels of education. However, not all is lost because The African Development Bank (2006)’s report on multi-sector country gender profile, explains how enrolment and retention in education sector of all Zambian government supported programmes have been increasing in the recent past. For example, the report shows that, the enrolment rates in Grades 1-9 had increased by an average of 9 percent annually since 2000. Gross Enrolment Rate (GER) for Grades 1-9 went up from 75.1 percent in 2000 to 89.8 percent in 2004 while Net Enrolment Rate

(NER) went up from 68.1percent in 2000 to 79.4percent in 2004. Furthermore, the report shows more increase in enrolment at secondary or high school level, in high school enrolment increased from 144,037 in 2003 of which 43percent were female to 159,339 in 2004 of which about 46percent were female representing an increase in female enrolment of about 3percent. However, despite these increases there were still some persistent gender disparities due to continued low performance, repeating Grades or being pushed out at basic school level through national examinations.

The global report on Adult Learning and Education (ALE) done by UNESCO Institute lifelong for learning (2016) indicates that there have been significantly improvements in adult learning in about 75% countries worldwide by 2009. This overwhelming numbers of countries improvements was because of each country's top policy priority of literacy and basic skills. A lot of countries showed their policy frameworks in place to recognise, validate, accredit and evaluate learning. Examples of such countries are, in Sweden, the National Agency for Education has developed a comprehensive tool for quality self-evaluation. In Kenya, an integrated education management system has been introduced and materials reviewed to make them more relevant to the needs of adult learners. South Africa's government has provided unemployed graduates youth who have senior secondary school certificates with short term contrary to teach adults with literacy this however, shows lack of qualified teachers in the field of adult learning and education.

Mweemba (2016) narrated that, enrolment in the evening classes has been increasing in the recent past especially among the adult females, the trend which has continued for sometime now. He further said that "actually females who are re-entering school are more than males at almost every grade and centre" (Personal communication, 16th October, 2016). Even the documents (which were called questionnaires) found at District Education Board Secretary's office in the statistics department show clearly the increase in enrolment as the learners re-enter school through evening classes for the past four years.

The scenario of Zambia is not different from what was reported in UNESCO Institute for lifelong learning (2016) article. It indicated that adult learning and education policy since 2009 have shown that very few countries report that they have regressed providing adult learning. The reports if anything, show increase in overall participation in adult learning whiles only a few countries say

that participation has decreased. There are several initiatives that are done globally to increase adult learning, for example, in countries in Asia have established local community learning centres and building learning cities. In Japan, China and the Republic of Korea, these initiatives are helping address the challenge of ageing population.

The literature reviewed under this question what the prevalence of adult female's re-entry into school through evening classes has been, revealed that there has been generally increase in enrollement among female folk that use the programmes under DODE since independence. Global literature also indicated that there was increase in adult learning participation. The literature though did not specify whether the increase in enrollment was found under evening classes but general programmes that fall under DODE except through personal communication with one of the Lusaka District Education Board Secretary personnels. This encouraged the researcher to ascertain whether the enrollment among adult females was really increasing in the centres under study or not.

2.4. Challenges associated with education provision in evening classes programme.

Kruse (2014) explains in his article on problems of evening school that evening school represents one of the most worth- while phases of the movement. Although the evening school is not a new feature of public school activity, there seem to be little knowledge of this phase of public education among the people generally including the educators themselves have not certainly not given it much attention. He further contends that it may be said that evening schools in the United States have become a permanent feature of city school systems although they have not been maintained in all even in some cities that they have been established. They are regarded as of doubtful advantage.

He further explains that the selection of teachers by those in charge of evening school was reported to be a problem because of the conditions attached to teaching in the evening classes from that of the day school (regular programme).The conditions are more different from that of the day and really incidental to it, either by the regular teachers or by others who are just engaged to teach usually students attending higher education. Kruse (2011:589) argued that "it is the exceptional teacher who can do good work in the evening after a full day of work, no matter how much devoted to the cause". He added that many teachers have been just teaching to increase their meager salaries

as they force themselves to overwork themselves on the expense of efficiency. Another reason narrated was that lessons given to evening classes learners were sometimes not necessary for adults as such there is need to be specific in teaching according to learners' interests and motives. He argue that the responsibility is great upon the school to bring the proper materials and methods to bear because most especially essential thing here is a recognition of the fact that these learners are adults in years and their thinking. For instance, lessons on how to teach English language on a learner who wishes to own a shop after school is ridiculous. As such suitable material need to be used for them (adult learners) to suit their aspirations and needs.

Rodgers (2004)'s views on what education provision for adult learners is in line with Kruse's. Rodgers postulates that while there is an argument that Education for All should take seriously the claims of adults to education provision, it does not mean providing them the same education as younger ones but means the new education that breaks free of the schooling model, and allows the participants to learn what they want, when they want, where they want and as long as they want. That is real participatory learning, as it is their human right.

Duke and Hinzen (2008) have also their views on education provision in evening classes programme. They contend that being able to read or write a simple statement of everyday life is not enough to prepare people to face the complexities of the modern world, much less those of the 21st century. The integration of all formal education, including general, political, culture and vocation education in a learning perspective is essential. This entails that education which is provided to adult learners should be that which ensures that learning needs of adults are met through access to appropriate learning and life skills programmes. Coherence and integration are vital if the relevance of education at any type of education is to be realized. They further explain that, the provision of equitable access to basic and continuing education for all adults requires a system of lifelong learning which calls for systematic ways to continue for entry points from out of school courses into the formal set-up that will value and credit learning outcomes from the diversity of education (Duke and Hinzen, 2008).

In Zambian case , the Directorate of Planning and Information (2008:42)'s report for the Ministry of Education assures that, "the goal for the Ministry of Education is to provide relevant and quality

education in all its programmes which enhances acquisition of knowledge, skills, attitudes and lifelong learning”. The report further states that, quality of education is measured in terms of the incorporation of useful knowledge and skills that enable those who pass through it to participate in the affairs of their immediate communities effectively. It is only when those learners show proof of learning that the system will be said to be providing quality and relevant education. Other indicators that are used to assess the relevance of education provision include among others, learner/teacher ratio which is the average number of learners per teacher as a specific level of education in a given school year. The learner/teacher ratio is used as a measure of the level of human resources input in terms of teachers in relation to the learner enrolment. It is generally assumed that a lower learner/teacher ratio signifies smaller classes, which allows a teacher to pay more attention to individual learners, which in turn results into better performance of learners. Factors such as availability of adequate teaching and learning material, teacher qualifications, contact time between learners and also the motivational of teachers contribute to the relevance of learning experience (Directorate of Planning and Information, 2008). UNESCO (2008) also in its paper on learning for life, work and the future states that, curriculum is one of the indicators of relevance in the provision of any type of formal education adding that, the curriculum should prepare the students for a number of the problems he is expected to meet. It further elaborates that, learning is a process of exercising and the exercises done should endeavour to make a learner ready for life and work. Having a relevant education should be that which meet each individual’s aspirations.

The ministry of Education (1996) highlighted some challenges associated to the provision of education in the Open Learning as set out in the report of the *National conference on Education for all* these included, poor coordinating, under-funding, inadequate curriculum development and lack of suitable teaching material. It further elaborate that, this problem will persist as long as this forms of education provision remain sole responsibility of Ministry of Education.

Zambian challenge on financial was similar with what UNESCO Institute for lifelong learning (2016) explained. Countries all over the world have long recognised that adult learning has an important role to play in promoting social inclusion, citizen engagement, health and sustainable economic growth but lack of financial information continues to be a challenge for many countries. The report further elaborates that this has made it difficult for many countries to make realistic and

achievable strategic plans as the allocation for resources to adult learning faces competition due to investment priorities in key sectors such as health, infrastructure and social sectors.

Kelly (1996) in his situational analysis of girl child education in Zambia shows how government is endeavouring to provide relevant education in all sectors of education through the policy of decentralisation. He argued that decentralisation was a step towards remedying that situation to the extent that it will give the people power in all that relate to relevant education provision. He further argues that, until education is owned more completely by the community the education of adults will not be assured. In support of Kelly (1996)'s analysis, the Ministry of Education(2008) states that decentralisation promotes broad based participation in the management of education with great emphasis placed on the creativity, innovation and imagination on the local- level education management. This entails that, allowing various stake-holders, for instance, schools to develop evening education centres, fosters better management. Apart from that, it also allows greater responsiveness to local needs. Ouane (2009) supports such policies because they ensure that all citizens, whatever their social or economic background, have the opportunity to access facilities and knowledge as fully and freely as possible in school and societies as a whole, to participate completely in order to achieve at the highest level and to enjoy a high quality of life.

The reviewed literature under this question, are there any challenges in education provision in the evening classes programme, revealed some challenges involved in the provision of education. These included, under funding, teachers not teaching well because of long hours of working, inappropriate material used for adult learners, less contact time between teacher and learners to mention but a few. The study however, wishes to find out if the evening education centres under study were experiencing any challenges in the provision of education.

2.5. Summary of the chapter

Attempt was made to review related literature on the subject at hand, which was establishing factors that influenced adult females' re-entry into school after having stopped schooling for some time. The literature on motivating factors to adult re-entering school and education provision in the evening classes programme was reviewed and none of the literature reviewed paid specific attention

to what influences or motivates the adult females to re-enter school as they had various focuses on adult female learning and evening classes programmes. However, in their discussions factors that influenced or motivated adults were highlighted. These include wanting to learn how to write and read in English, to obtain a better or higher paying job, upward movement socially, to be recognised by family, to be economically independent among other factors. The reviewed literature on education provision in the evening classes programme has shown how education in the evening classes programme is regarded in the global trends and local as it reviewed both the positive impacts on learners and the challenges involved such as teachers teaching in evening classes, inadequacy of learning and teaching materials, contact time between teacher and learners to mention but a few

Despite reasons that influence adults to re-enter school having been highlighted in the previous studies and related literature, the researcher still decided to go ahead to conduct the research so to establish the factors. This was because the study hoped to evolve different and new knowledge from the adult female learners themselves who were by then in school, coordinators and teachers teaching adult females (participants) considering when each of the previous study was conducted, where it was conducted and who the participants were.

CHAPTER THREE: METHODOLOGY

3.1 Overview

The aim of this chapter was to give an outline of the methodology that was employed in carrying out the study. According to Wellington (2000: 22), a methodology is “the activity or business of choosing, reflecting upon, evaluating and justifying the approaches you use in data collection”. This chapter presents the research design, study site, study population, study sample, sampling technique, data collection instruments, pre-testing of research instruments, data collection procedures, data analysis, validity and reliability of the data for the study and ethical considerations.

3.2 Research design

A research design is defined as the scheme, outline or plan used to generate answers to research problems (Orodho, 2003). It is the overall plan for how the research is to be conducted. This research used descriptive survey design incorporating triangulation mixed methods procedures. The study took a qualitative oriented research design. The descriptive research design was reached at as it was able to help describe the research findings on factors influencing adult females’ re-entry into school and also enabled to use both qualitative and quantitative (mixed) methods in the study. Creswell (2009) explains that mixed methods in a research means that a researcher will be able to extend the discussion about research problems that incorporate the need to explore and explain and it advances the reasons for using multiple forms of data collection and analysis. As such mixed methods in this study were occurring on data collection, the data analysis and interpretation stages.

3.3 Study site

The study was conducted in two selected educational centres which were also government primary schools situated in Lusaka District of Lusaka Province. The evening education centres were situated in different zones of Lusaka’s District Education Board. One was situated in the eastern part of Lusaka while the other one was in the central part. The researcher selected these two centres because apart from that through her observations that the centres had large numbers of adult female learners, the centres were also similar in nature. For example, they were both government primary

schools but offering secondary school level education through evening classes. They both followed Ministry of General Education guidelines in their operations among other similarities.

3.4 Study population

A study population is a collection of objects, events or individuals having some common characteristic that the researcher is interested in studying (White 2003). Targeted population comprised of all primary schools that were offering evening classes programme in Lusaka District, all adult female learners of various ages from 18 years or above doing Grade eight to twelve in the evening education centres and all teachers who taught in evening classes as well as evening classes coordinators. The schools were arrived at, as primary schools were unique offering secondary school senior subjects. Not all teachers in the schools taught in the evening classes as such only those that taught were trusted that could give valuable information needed for the study and adult female learners were involved because they were expected to tell their experiences.

3.5 Study sample

White (2003) refers study sample to something that can be seen as a group of subjects or situations selected from a larger population. The sample in this study was as follows; sixty-eight (68) adult females. Twelve (12) teachers that taught in the evening classes and Two (2) evening class coordinators. The total sample was eight-two (82) drawn from two (2) selected evening education centres in Lusaka District of Lusaka Province, Zambia. The sample was enough to give the needed data for the study.

3.5.1 General demographic information of adult female learners

Adult Female learners were asked their ages, marital status, number of children they had and their employment status. (n=59).

Table 3.1 below shows that, twenty -three (23) at 38.9 percent were between 30 and 35 years. Those aged 36 years or above were sixteen (16) at 27.1 percent. Thirty -nine (39), 26 percent adult female learners were married while twelve (12) which is 20 percent were unmarried the rest were divorced

or separated. The table also shows that twenty- five (25) adult female learners representing 42.3 percent had 4-6 children, while fifteen (15) at, 25.4 percent had 1-2 children and another fifteen (15) did not have any children. Thirty- one (31) at 52.5 percent were unemployed. Therefore, out of fifty-nine (59) adult female learners that responded to the questionnaire 38.9 percent were aged from 30-35 year. 66 percent of these adult female learners were married. 25.4 percent had children between 1-3 and 4-6.

Table 3.1. Distribution of general demographic information of adult female learners

Information	Frequency	Percent
Age in years		
18-23	12	20.3
24-29	08	13.5
30-35	23	38.9
36 or above	16	27.1
Marital status		
Single	12	20
Married	39	66
Divorced or separated	08	14
Number of children		
0	15	25.4
1-3	15	25.4
4-6	25	42.3
Employment status		
Formal employment	10	16.9
Self employed	18	30.5
Un employed	31	52.5

Source; Field Data, 2017

3.5.2 Demographic social information of teachers who taught in the evening classes

Teachers who participated in answering the questionnaires were also asked demographic information regarding professional qualifications, duration of teaching experience in evening classes and Grades handled in evening classes programme.

Table 3.2. Distribution of demographic information of teachers

Information	Frequency
Professional qualification	
Diploma	05
Degree	07
Others	00
Duration of teaching in evening classes	
Below 5 years	02
6-10 years	06
11-15 years	04
16 years or above	00
Grades taught in the evening classes	
Grade 8-9	02
Grade 10-12	07
Grade 8-12	03

Source; Field Data, 2017

Table 3.2 above shows that, seven (7) were degree holders and five (5) of them had diplomas. Therefore, the representation is that the majority of teacher teaching in the evening classes programme are degree holders. The period in which the respondents have been teaching in the evening classes is shown by the table that, six 06 have been teaching for 6-10 years while four 4 of these teachers taught between 11 -15 years. Lastly the table further shows that, seven (7) taught grade 10-12 while three (3) taught grade 8-12. The table shows that the majority of the participating teachers that taught in the evening classes were degree holders, six (6) out of twelve (12) taught in

the evening classes for the duration between six (6) and ten (10)years and finally the table shows that seven (7) out of twelve (12) taught between grade ten (10) and twelve (12).

3.6 Sampling technique

Purposive and convenience sampling which are both non-probability sampling were used in order to achieve a rich varied collection of information. White (2003:63) elaborates that, “in non- probability sampling, the researcher uses subjects who happen to be accessible or who may represent certain type of characteristics. In fact this form of sampling is the most common type in educational research.” Denzin and Lincoln (2000) also state that purposive sampling method seeks out group settings and individuals where the processes being studied are most likely to occur. They further point out that in Convenience sampling sometimes called availability sampling respondents are usually those who are the nearest and the most easily available.

In this regard, adult female learners and coordinators were purposively selected for focus group discussions and in depth interview respectively. This was on the basis that the researcher was aware of the population and a judgment was made about which respondents to be selected to be able to provide the best data needed for the study. In other words the researcher knew about the event (evening classes) and the population (female adults). These samples were selected because they were likely to be knowledgeable and informative about the phenomena the researcher was studying. The researcher chose smaller groups for focus group discussions rather than the whole population and coordinators were as well chosen for interviews rather than a sample of all teachers. On the other hand, a set of adult female learners and teachers that were administered with questionnaires were conveniently selected because the researcher wished that respondents who were readily available could be easily recruited and were willing to participate in the study as well as likely to provide the valuable information.

3.7 Data collection instruments

In order to gather data for this study, the study employed triangulation. White (2009) points out that data triangulation in data collection is the involvement of two or more tools in the study. This study used, interviews guide, combination of both open and closed questionnaire guide, focus group discussions guide and document checklist. By combining investigation tools, the researcher was

able to achieve the best of each, while overcoming the unique deficiencies of each. The researcher chose these instruments in order to help achieve the intended aim set for this study. Ghosh (1992:213) asserts that “the relevance of using particular research instruments depends on the aim of the study being carried out”. For instance, the aim of this study was to understand why phenomenon was happening thus, the use of the said instruments.

3.7.1 Self-administered questionnaire

A combination of open and closed questions questionnaires were used because of their testable reliability with respondents at selected educational centres. Dawson (2000) argues that open and closed types of questionnaires are used in qualitative research although researchers will quantify the answers during the analysis stage. These questionnaires had both open and closed ended questions and the attitude rating scale. These were used to collect data from adult female learners and teachers.

3.7.1.1 Questionnaire for teachers

This tool (Appendix II) was designed mainly to collect demographic data about the teachers, prevalence of adult females re-entering school through evening classes. The other parts of the questionnaire required responses for suggestions from the participants.

3.7.1.2 Questionnaire for adult female learners

The other set of questionnaires (Appendix III) was used to collect data concerning adult female learners’ background, factors influencing adult females’ re-entry into school, under the second objective.

3.7.2 Focus Group Discussions guide

Focus Group Discussions guides are known to be one of the best methods to use in data collection because they often bring respondents’ immediate reactions and ideas, making it possible to observe some group dynamics and organisational issues. To support the above statement, Casley and Khumar (1988) argue that focus group discussions help to assess needs, develop interventions, raise new ideas and improve existing programmes.

A pre-planned script of specific issues and set goals was followed to get the required type of information. During the focus group sessions, the researcher as moderator had the responsibility of controlling the situation without inhibiting the flow of ideas and comments. The researcher was also responsible to see to it that all group members contributed to the discussion and avoided letting one respondent's opinion dominate. Other than that, the moderator had it in mind to avoid putting words into the mouths of group members by giving leading comments. Permission to use tape recorder was sought from the group members. A notebook, pencils and pens were used in the study. It was actually the hope of the researcher to have an environment of frank and open communication with respondents.

Focus group discussions guide (Appendix IV) were done with adult female learners attending evening classes at selected education centres to collect information on factors that influenced adult females' re-entry into school and under the third objective, challenges in the education provision in evening classes. The researcher however did not stick to questions that were on the guide only but other questions were asked as they arose from responses.

3.7.3 Interviews guide

An interview guide, is a commonly used tool of data collection in the study of human behaviour of perception (Ghosh, 1992). Partons (1980) explains that, we use interview guide to interview people to find out from them those things we cannot directly observe such as feelings, thoughts and intentions.

The interview guide (Appendix V) was developed before conducting interviews as it is seen to be an important tool when it comes to being sure that the same categories of information are obtained from a number of participants about the phenomenon being studied. The researcher however, did not strictly ask the questions which were on the guide but, she also asked spontaneous questions that developed in the course of the interactions between the interviewer and the interviewee. The researcher used Pattorn's (1990) argument that the interview guide provides topic or subject areas within which the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject. Therefore, the researcher remained free to build a conversation within the area that was needed to be investigated. As such all the three objectives were tackled during the interviews.

Judd, et al. (1991) states that for the in depth interview to occur, firstly, the interviewees must be known to have been involved in the particular situation under investigation. In this study the data was collected from coordinators of evening classes on all the three research objectives which were factors influencing adult females' re-entry into school through evening classes, prevalence of adult females' re-entry into school through evening classes and challenges in the education provision in evening classes programme. In this case the researcher was able to get a lot of information about variables in the study. These steps helped the researcher to do a rigorous investigation in order to achieve the objectives of this research.

3.7.4 Document checklist

Weiss (1998) describes document review as a good place to search for answers as they provide a useful check on information gathered in a particular period of time. Even when other techniques fail to resolve questions, documentary evidence can provide a convincing answer. He does not just end there, but includes that documentary analysis also allows the analyst to become familiar with the materials and helps to save time. As such in this study, the tool was used for triangulation so as to supplement information that was given in interviews, questionnaires and focus group discussions.

In this study documents such as attendance or class registers for the past four years were reviewed to check on the prevalence of adult females' re-entry into school. Financial records were used where old class registers were not available.

Table 3.3 Summary on data collected

Technique	Instrument	Data Sources	Data collected
Questionnaire distributed	Questionnaire	Female adult learners	Factors that influenced female adult's re-entry into school prevalence of female adult learners re-entry in school
Questionnaire distributed	questionnaire	Teachers	prevalence of female adult learners re-entry in school
Interviews	In-depth interview Guide	Evening Classes Coordinator	factors that influenced adult female's re-entry into school prevalence of female adult learners' re-entry in school Challenges in education provision in evening classes
Focus group	Focus group discussions guide	Female adult learners	factors influencing adult female's re-entry into school prevalence of female adult learners' re-entry in school Challenges in education provision in evening classes
Document review	Document Checklist	Registers and Financial records, time-tables	prevalence of adult female learner's re-entry in school

3.8 Pre- Testing of data collection instruments

The pre-test of data collection instruments was done on one of the evening education centres in Lusaka district at a centre which was not under study. The centre was chosen because it had similar characteristics with the two selected centres under study. Fifteen (15) questionnaires for female adult learners were distributed, four (4) questionnaires for teachers were also given out, the coordinator was interviewed and a group of six (6) members of female adult learners was subjected to focus group meeting and registers were checked as well.

The preliminary study was conducted to test the clarity, strength and weakness in the formulation of questions to be used to collect data for the study. After the pre-test, it was noticed that some responses were not in line with what the questions asked. This was because the language in the questions was not understood. Repetitions in questions were noticed too. The process helped the researcher in the sense that she was able to adjust the questions after having a feel of the fieldwork before the actual research.

3.9 Data collection procedure

The researcher was cleared by the University of Zambia ethics committee to conduct the study. The school through the Assistant Dean of School of Education also cleared the researcher conduct the study. Data collection begun in November 2016 by checking how many evening classes were in the district as well as the enrollments in the centres from the DEBS' office. The office of the Standards officer at DEBS' office authorised the researcher to conduct the research in evening education centres of Lusaka District. In January 2017, the researcher visited the selected centres to ask for permission from the headteachers to conduct a research in their respective schools. Upon permission being granted, arrangement with coordinators and adult female learners commenced. Two (2) separate focus group discussions were conducted with female adult learners on the agreed days and they were both recorded. Unstructured questionnaires for both learners (including those learners who did not participate in focus group discussions) and teachers were administered just after each focus group discussions. All this was done with the help of one research assistant.

Interviews with evening classes coordinators were also done after the questionnaires were collected. One interview was recorded but one was not because the coordinator was not comfortable with

being recorded. The researcher however took notes as she interviewed the other evening classes coordinator for analysis. Dates for document review were scheduled and they were reviewed in the due course.

3.10 Data analysis

Data analysis is the process of transforming data, which has been collected by the use of measuring instruments, into a form that makes it easy to understand and interpret. This is so because a set of raw data in itself is not very useful (Defour-Howard, 2000). The purpose of data analysis is to build a sort of intellectual model where the relationships involved are carefully brought out so that some meaningful inferences can be drawn. Ghosh (1992) warns that without proper analysis, data remain a meaningless heap of materials. The data in this study was presented mixed through connecting the results from the quantitative survey and exploring those results in more depth in qualitative phase. The weight of qualitative components was more than that of quantitative.

In this study quantitative data that provided the generalised patterns of participants were collected manually, organized and quantified through frequency count. The data was then presented using frequency tables and graphical presentations which were used for the final report. While qualitative data which provided narratives of participants were transcribed, analysed and organized in light of the emerging results and then the data were summarised using narrative report.

3.11 Validity and Reliability

3.11.1 Validity

Validity entails the extent to which an instrument objectively and broadly represents the factors under study (Cohen et al., 2007). It deals with the accuracy and meticulousness of data, and whether a study can bring out the same results when repeated. Validity examines the extent to which the results of the study could be generalised to the real world (Bless and Achola, 1988). In this study in order to ensure validity of instruments that were used to collect data, my supervisor and other lecturers from the University of Zambia that were consulted reviewed them. Questionnaires, interview guide and focus group discussions guide were pilot tested in a different evening education

centre and not where the actual research was conducted to obtain validation data. As such alterations and adjustments were easily made before the actual study. The involvement of variety of instruments in data collection also increased the validity of the study.

3.11.2 Reliability

Reliability is associated with the dependability of the results obtained from a measuring instrument. As noted by Bless and Achola (1988), reliability is concerned with the amount of consistency to which a particular measuring process gives equivalent results over a number of repeated trials. To ensure reliability in this study, the instruments used were piloted in a similar evening education centre to those targeted centres. This strengthened the instruments before the actual collection of data.

3.12 Ethical consideration

According to Kombo and Tromp (2006) ethical consideration should involve issues such as fully Obtaining informed consent from any subject used in the study, explaining the research in advance to the subjects; and ensuring that all subjects participate voluntarily; maintaining confidentiality at all times; and taking all reasonable measures to protect subjects physically and psychologically.

In this study, school managers, evening classes coordinators, teachers who taught in the evening classes and female adult learners, were briefed that the study was about establishing factors that influenced adult females' re-entry into school and the contents of the questionnaires before distributing them. The participants were also informed of what was expected of them and why their participation was required. Each consenting participant was then requested to fill in the consent form. This was done in order to ensure that participants engaged voluntarily without coercion. In addition, during research, respondents' responses were neither interfered with nor contested by the researcher, and all the respondents were treated equally.

The process of ethical consideration allowed for preservation of anonymity and protection of participants. Confidentiality was guaranteed by not asking for names of the participants but

numbers in the questionnaires. They were also assured before each set data collection that information to be collected was not for any other purpose other than academic use. In addition, the study proposal was approved by the University of Zambia Humanities and Social Sciences Research ethics committee as shown in appendix vi.

3.13 Summary of the chapter

This chapter has described the research design and methods that were used in collecting the required data. To arrive at the required data, the case study design was employed in order to have the detailed information and analysis. It has also explained that the study comprised two selected evening education centres and study population was all primary schools conducting evening classes in Lusaka District. The chapter also revealed that study sample was eight-two (82), and that sampling technique was used to generate the data required to support the study. Data collection instruments were justified that the researcher employed variety of instruments (questionnaires, interviews, focus groups discussions and document review) so that she could achieve the best while overcoming the unique deficiencies of each of them. Pre-test of data collection, data collection procedure and how data was analysed have also been described for easy understanding of how the findings were drawn. The chapter has ended by elaborating validity and reliability issues, including ethical considerations that were adhered to during the study. The next chapter will present the research findings of the study.

CHAPTER FOUR: PRESENTATIONS OF FINDINGS

4.1 Overview

This chapter presents the findings of the study on factors influencing adult females' re-entry into school in selected evening classes education centres in Lusaka District of Zambia. The study was based on one independent variable (evening classes) and one dependable variable (adult female learners' re-entry into school). The presentations are guided by the following research questions.

- i. What are the factors influencing adult females to re-enter school through evening classes programme?
- ii. What is the prevalence of adult female's re-entry into school through evening classes programme?
- iii. Are there any challenges involved with education provision in evening classes programme?

4.2. Factors influencing adult females to re-enter school through evening classes programme.

4.2.1 Basic information of adult female learners

For the sake of probing for valuable data, before this particular research question was presented some basic information about adult female learners were asked to find out how old each participant was, why each one stopped school before re-entering and how long each participant stayed out of school before re-entering school. The basic information was a necessary aspect even if it was not part of the objectives as information helped to generate factors that influenced adult female to re-enter school.

Table 4.1 below shows that nineteen (19) representing 32.2 percent of the female adults learners were in grade twelve or GCE and that eighteen (18) at, 30.5 percent were in grade eleven. Twenty - two (22), which is 37.2 percent stopped school because of teen pregnancy and eighteen (18) representing 30.5 percent chose any other category. Finally the table shows that the majority, that is,

thirty- two 32 representing 54.2 percent of the female adult learners stayed more than ten years before they could re-enter school.

Table 4.1 Characteristics of adult female learners

Characteristics	Frequency	Percent
Current grade for female adult learners		
Grade 9	10	17
Grade 10	12	20.33
Grade 11	18	30.5
Grade 12/GCE	19	32.2
Reasons for stopping school before re-entering		
Lack for financial support	11	18.6
Teen pregnancy	22	37.2
Early marriage	08	13.5
Any other	18	30.5
Period taken before re-entering school		
Less than a year -1year	06	10.1
2-5 years	12	20.3
6-9 years	09	15.2
10 or more years	32	54.2

Source: Field Data, 2017

4.2.2. Factors that influenced adult females' re-entry into school

When adult female learners were asked during focus group discussions about what motivated them to go back to school. Commonly given reasons were categorised by the researcher to be economic, social, and general enlightenment due to social changes.

4.2.2.1 Social related factors

Using open-ended questions in the questionnaire, adult female learners were asked who influenced them to go back to school among these choices, parents, husband, child/ children, friends or any other which was to be specified (n=59).

Table 4.2. Who influenced adult female learners to re-enter school?

Influenced by	Frequency	Percent
Child/Children	06	10.1
Husband	18	30.5
Friends	02	3.3
Parents	12	20.3
Any other	21	35.5

Source; Field Data, 2017

The table above shows that, the majority, which is twenty- one (21) making 35.5 percent of the participants chose the option any other while eighteen (18) at 30.5 percent chose husbands, and twelve (12) representing 20.3 percent chose parents.

Reacting to the same question of who influenced these adult female learners, when asked during focus group discussions, the majority still maintained decisions were made by themselves owing to conditions that were given to them by their bosses, husbands, children, friends and parents. Conditions given to female adult learners made them re-enter school and not individual persons because, they were made to choose between going back to school or quit the job, differ in relationships among others. One of the focus group participants doing Grade 10 had this to say;

I decided to go back to school because I was given a condition to choose between enrolling in school and maintaining the job as a maid or to quit if I were not ready to go back to school. I was told by my boss to have some basic education because her children remained with me for longer hours and needed to help them with home work. I can say I was forced to go back to school because if my boss did not give me conditions I do not think I was going to enroll for I had no intentions to do so until conditions were given.

Another related narration from a respondent who claimed was a grandmother said;

I chose to enroll into school after my child who is in the foreign country for some years gave me a condition of re-entering school because I needed to learn for me to be able to communicate with my grandchildren in English when they visit Zambia or else they will not visit me as they will need to communicate in the only language they understood. I found it hard in the beginning but after seeing other learners including males I was encouraged and I enjoy my learning now. When I came back to school three years ago, I started in grade seven and I am now in grade nine. (Grade 9 female adult learner)

Furthermore, one married learner who said the family influenced her to enroll did not find it easy because the husband did not agree with the idea.

My mother encouraged me to go back to school basing on the reason how intelligent I was when I was at school before I fell pregnant in Grade 11. My husband did not like the idea probably because he was avoiding sponsoring me to school or did not want me to be educated and remain a house wife. I was lucky my mother insisted that I start school in grade 11 for she was ready to pay for my school fees. (Grade 11 female adult learner)

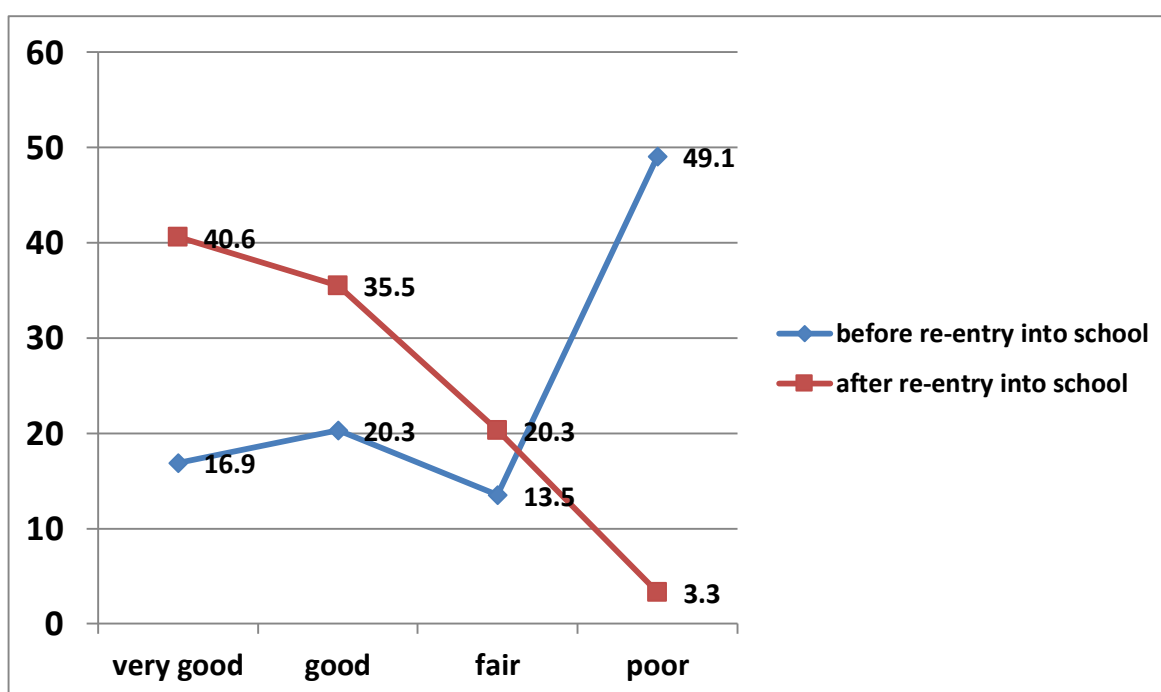
Evening classes coordinators were also asked during interviews what they were aware about the factors that motivated female adult's re- entry into school. The male coordinator confidently explained on how female adult learners were socially influenced and this is what he said;

I interact with learners a lot and some time back this year a certain female learner told me that, she re-entered school because she hoped once she was educated like other women her husband may respect and appreciate her as a wife. She learnt this when her husband told her that she could not be going with her in public places because he did not want to be embarrassed marrying uneducated woman. Since she got married to an army officer four years, whenever the husband went to functions (annual ball) at work he would opt to go with other ladies (girlfriends) who could be educated instead of her.(one of the evening classes coordinator).

During focus group discussions adult female learners were asked, how their family treated them before and after going back to school. It was reported that generally attitudes from families before re-entering school had not been good. They used to experience discrimination, disrespect, and neglect to mention but a few. Adult Female learners lamented that they were regarded as people who could not contribute anything be it financial or advise just because they were not educated. However, the picture changed when they went back to school. Some respect or recognition could be accorded as they saw potential in them. A Grade 11 participant said;

My family members never used to recognize me as a human being especially that I disappointed them when I fell pregnant twice while a teenager. When I fell pregnant in 1995 my family forgave me and were waiting for me to get settled so I could go back to school, but that did not happen for I had fallen pregnant again in 1997. Since then until few years ago I felt my family as well as the community rejected me because I could not be involved in any family discussions. Even when there could be funerals no one could inform me as I did not have anything to contribute. This however does not happen since I came back to school now doing Grade 11.

Through the questionnaire, the study as figure 4.1 shows, the majority of adult female's learners twenty-nine (29) representing 49 percent reported that the attitude of family members before re-entering school was not good. But the figure shows that after re-entering school the attitude of family members towards adult female learners was very good at twenty-four (24) representing 40 percent.



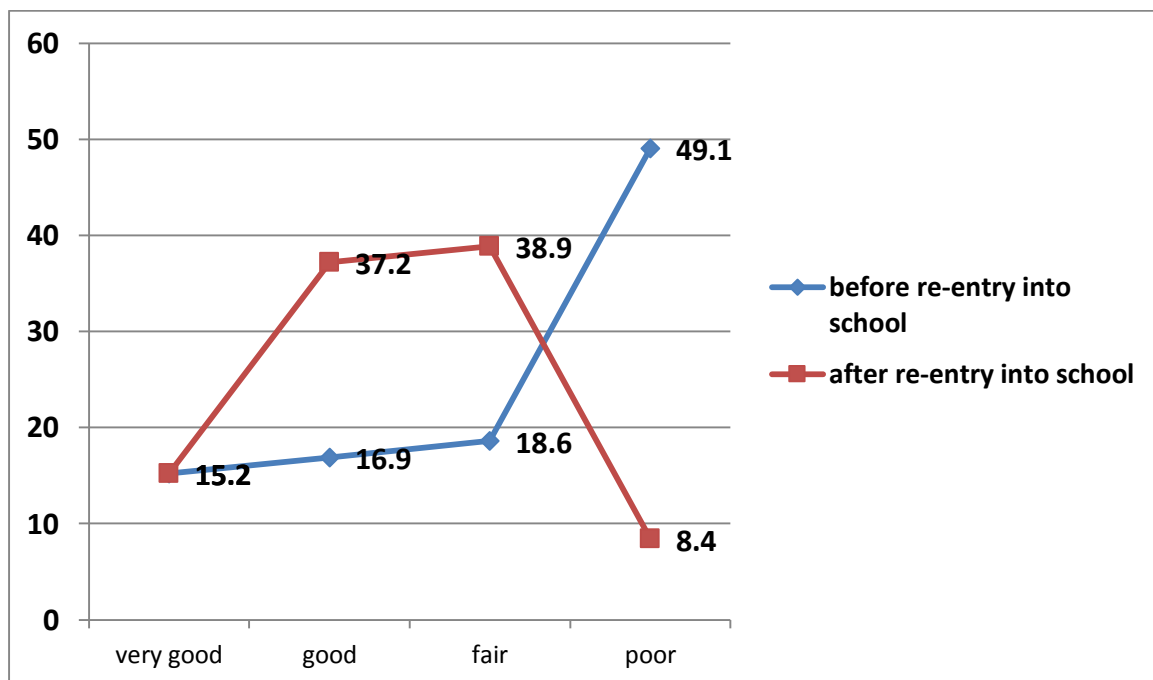
Source: Field Data, 2017

Figure: 4.1 Family attitude towards adult female learners before and after re-entry into school

When adult female learners were asked during focus group discussions, how their community treated them before and after going back to school, it was reported that the general attitudes from

community before re-entering school had not been good. They used to be denied leadership position in clubs, churches or community associations. They also experienced discrimination, disrespect from those members who were educated. Adult female learners lamented that they were regarded as people who could not contribute anything positive towards their communities. The community's attitude towards adult female learners changed after they went back to school. This was observed through leadership positions that they were given in churches, some respect they were accorded among others. One of the adult female participants had this to say:

The community looked down on me in most instances and this made it difficult for me to participate in community activities. For example, there was a time when I stood to be elected as a cooperative for women treasurer. There were a lot of negative talks concerning me not possessing high level of education. But in the later years, when community members learnt that I was in my senior classes at school they were some recognition that were exhibited as they were able to ask for ideas or positive contributions on how to run the cooperative (an adult female learner).



Source: Field Data, 2017

Figure: 4.2 Community attitude towards adult female learners before and after re-entry into school

The findings of the study using the questionnaire on, the attitude of community members towards adult female learners before and after re-entering school as shown in the figure 4.2 above, twenty-

nine (29) representing 49 percent reported that, the attitude towards adult female learners before re-entering was not good while that of the community towards females adult learners after re-entering school was reported by the majority of 23 representing 38.9 percent to be fair. The bad attitude towards these adult female learners before going back to school influenced them to re-enter school.

4.2.2.2 Economic related factors

The majority of the participants acknowledged through different narratives that, they re-entered school because they believed that, education helped to get started with anything one wished to do for her or his living and one of the participants had this to say;

I have wished to run my own school for the less privileged children. I feel for me to succeed in my plans I need to be educated at least a minimum of Grade 12 because I would be able to write business proposals in a case where I may need a loan. I also think I would be understanding things why they happen the way they would happen better if I became educated. This motivated me and made me to be back in school (Grade 12 adult female learner)

Adult female learners were also asked in the questionnaire and focus group discussions whether they knew anyone whose life changed positively after re-entering school in the evening classes or not. Almost every participant chose yes as an answer against no and responded in the affirmative verbally that many of those they knew that could be friends or relatives' had their lives changed economically after going back to school.

When a friend at church went back to school six years ago, she encouraged me to enroll too but I refused as I thought it was a sheer waste of time. I have seen that friend of mine excelling in life economically as of today she works for one of the NGOs as a cashier. I admire her a lot in the sense that she is able to do whatever she wants because she is economically independent (A Grade 10 learner said).

Further, coordinators were asked what their own experiences during interviews were with any former learner whose life has changed positively after attending evening education centre. The male coordinator said he saw many of learners' females in particular, whose lives had changed positively after attaining education at his evening classes education centre.

I taught this lady whose life seems to change positively economically. When she just enrolled in grade seven she was just a house wife but soon she will be a

working wife because she is doing nursing at Apex Medical University (Male evening classes coordinator).

4.2.2.3 General enlightenment related factors

Contributing on the same issue on motivating factors influencing adult female's re-entry into school during focus group discussions, majority of the participants expressed that education to them meant a lot apart just obtaining a GCE. The majority of female adult learners expressed that they had no intentions of being employed even after obtaining GCE but believed the education acquired would make them fit well in the society. One of the adult female learners said that,

Myself I do not want to be employed even after having GCE rather I just want to be knowledgeable with a lot of things .It feels bad when you are in a group of people and are talking about something that you do not know about such as politics, current affairs, human rights, because I cannot understand them. I just thought that, if I happen to be educated once I go back to school I would be updated with many things involving my living is society or just being assertive. It is just necessary for any woman to be up-to-date with what is happening in the world. (Grade 11 adult female learner)

Another participant said that, she was motivated to re-enter school because of the leadership potential which she discovered she had but could not exploit it well because of the little education she possessed.

I have been given a lot of leadership responsibilities in my community be it at church, social clubs or political arena but I did not have confidence in myself on the way I could express myself verbally and written meanwhile, I believed that once I started learning I could be better than the way I am. As such this motivated me because I thought going back to school would help me use my leadership capability I possess well and this time that I am in grade 12 I stand in front of people with some confidence. (Grade 12 adult female learner)

During in depth interview, one of the coordinators added voice to how individual females had come to value education in the recent past. She narrated that education had of late has been perceived by many females to make one to excel in life and respond to dynamic world. She said that;

Females did not want to lag behind in almost everything any more as it has been in the past. They are motivated to come back to school because they believe not all is lost but they could achieve anything they want once they re-

enter school and obtain a Grade 12 certificate. She further gave a practical example of how only few females could stand in last year's (2016) general elections in the lowest political position (councilor) because many of the women could not stand because they did not have grade twelve certificates which was one of the requirements according to the new constitution. The virtue of having a second chance to be educated as per various policies in place encourage, motivates most female adults as they can accomplish their desired goals once they obtained a Grade 12 certificate (A female evening classes coordinator).

Adult Female learners were further asked in which ways did the education provided in the evening classes impact on their lives since they re-entered school. Almost every participant among adult female learners acknowledged positive impact on their day to day lives because there were many new things that were learnt while at school that they did not know before re-entering school.

A Grade 12 participant had this to say;

I now know my rights as a human being and a citizen because of Civic Education subject I am earning, I am no longer intimidated by people I live with but I am able to enlighten others on the issues of human rights. I also tolerate and respect other people's opinions, beliefs to mention but a few. Just last week, I was able to bail out my nephew from police cell because I understood these issues now that I am in school and able to learn Civic Education.

Another adult female learner who stressed having learnt a lot of new things in almost all areas and became a role model to her family, since they re-entered school said that;

I am confident in what I am doing for my family such as helping my children with home works which was difficult for me before re-entering school. My self-esteem is high because I know I am a role model to my siblings and my children.(translated from Bemba to English by the researcher).

4.3. Prevalence of adult female's re-entry into school through evening classes

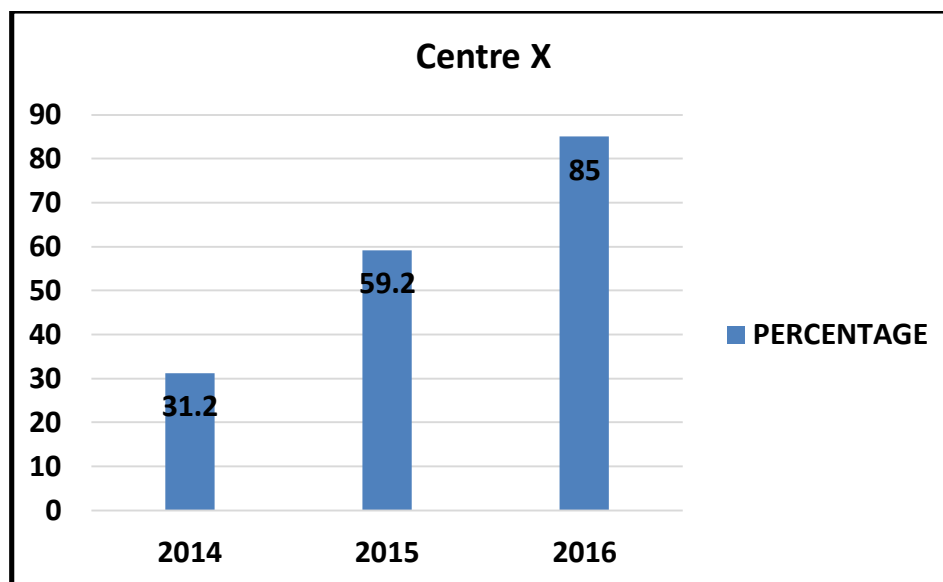
4.3.1. General enrollment of adult female learners over the past four years

During interviews with evening classes coordinators, both coordinators affirmed that adult females re-entered school in large numbers and the numbers had been increasing over the four years period. One coordinator added that;

Since I started teaching at this centre in 2006 even before I became a coordinator it appears that every year the numbers of females found in school increase. For example, some classes can have 35 females against 4 males. For some time now the enrollment can be that 75 percent of the learners happen to be females

The other coordinator said that many females had been enrolling in the programme as records showed. She added that her school was one of the earliest centres in Lusaka District to offer evening classes, and that she had seen more adult females enroll at her centre than male folk did.

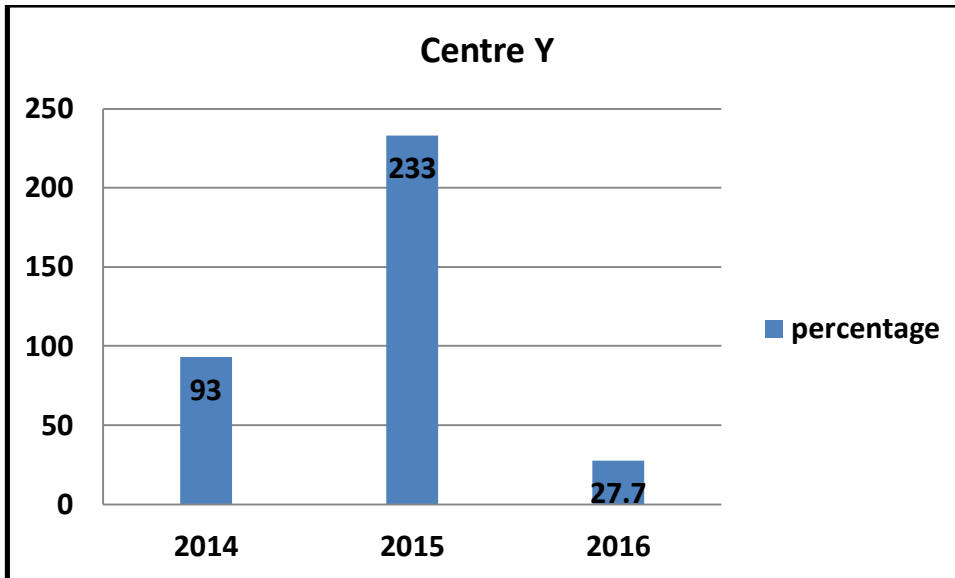
During review of documents, class registers and financial records were analysed as illustrated in figures 4.3 and 4.4 below to find out how the enrollment had been during the previous four years. The figure below shows that, basing on 2013 enrollment as baseline in centre x was one hundred and seventy nine (179) adults female that were enrolled, there was an increase in the year that followed. There was an increase in 2014 of two hundred and thirty five (235) which represented an increase of 31.2 percent. In 2015, two hundred and eight five (285) female adults were enrolled which translated to 59.2 percent and three hundred and thirty one (331) an increase of 85 percent were enrolled in 2016.



Source: Field Data, 2017

Figure 4.3 Enrollment of adult female learners at Centre X evening education centre

Furthermore, the document review at centre y's evening education centre as illustrated in the figure below. Figure 4.4 below shows that, in 2013, seventy- two (72) female adults enrolled, in 2014 enrollment was at one hundred and thirty nine (139) which translated into 93 percent increase from the previous year. The year that followed in 2015, two hundred and forty (240) were enrolled of which an increase was 233percent. However, there was a decline in enrollment in 2016 because only ninety- two (92) female adults enrolled in that year which was 27.7 % decline of the enrollment from previous year.



Source; Field Data, 2017

Figure 4.4 Enrollment of adult female learners at Centre Y evening education centre

4.3.3. The extent to which adult females were re-entering school through evening classes programme

When teachers were asked in the questionnaire to indicate the extent to which they agreed with various aspects of re-entry into school using evening classes programme, these were their responses in the table below (n=12).

The table below shows that, all teachers who taught in the evening classes and answered the questionnaire said to a large extent adult female learners' enrollment had been increasing each year in the previous four years and that there were more female than male learners who attended evening classes programme. Eight (8) of the respondents said that to some extent evening classes programme had succeeded in increasing access for female adult learners at the centre. Nine (9) respondents said that to a large extent female adults have been motivated to return to school after having stopped school for various reasons while, six (6) said that to a large extent education had been observed to be the solution for the betterment of life amongst adult females who had dropped out of school.

Table 4.3. The extent of agreement on adult females’ re-entry into school through evening classes programme

Adult females’ re-entry into school through evening classes programme	Large extent	To some extent	Not at all
a). Generally, female adult learners’ enrollment has been increasing each year in the past four years	12	0	0
b). They are more female than male attending evening classes	12	0	0
c). Evening classes programme has succeeded in increasing access to female adult learners at this centre	4	8	0
d). Female adults have been motivated to return to school after having stopped school for various reasons	9	3	0
e). Education has been observed to be the solution for betterment of life among female adults who had dropped out of school	6	6	0

When teachers were asked further using open ended questions in the questionnaire about which gender on average was more than the other in the classes they taught, all of them answered that females were more than males in all the Grades and it was a tendency almost every year. Additionally, various reasons were given when asked why in their opinion the trend was like that. These were the mostly frequently responses; Female are increasingly becoming bread winners and thought education could make them better bread winners, others felt being educated could make them be role models to their children. Still others enrolled just for prestige and so that they did not lag as they were seeing many female folk returning to school. The programme was also affordable in terms school fees and conditions were favorable as they were able to pay school fees in installments and were allowed to wear plain clothes unlike in APU where they put on uniforms.

4.4. Challenges associated with education provision in evening classes programme

4.4.1 Failure to complete curriculum

Evening classes coordinators’ responses when asked in the interview on what type of curriculum they used in the evening classes, were similar as both said that, the programme followed the curriculum as for that of the regular school programme. This was the curriculum all public schools in Zambia used. The syllabi used were checked during document review and the findings were that, the evening classes programme used the same syllabi as for the regular programme. This

finding however, showed that, there was a challenge in that classes in the evening classes programme were in most cases not at the same level as that of the regular programme because they were failing to complete the curriculum let alone the syllabi due to the time allocation was too short to complete it.

As a follow up adult female learners where also asked what type of education was provided to them in the programme. The findings were that, adult female learners confirmed that the education provided in the evening classes programme was as same as that offered in the regular programme which was relevant to them as the impact on their studies was as same as for every citizen who is in formal school. This was because the variety of subjects offered to them, met their aspirations and needs just like any other learner who is in school. Additionally, adult female learners revealed that with curriculum was able to make them obtain Examinations Council of Zambia certificate either Grade 9 or 12 GCE because it was the only way one could pursue one's career. However, the majority of adult female learners lamented that time the teachers meet them to cover the syllabi similar to that of the regular programme is too short to complete the syllabi. The findings showed that contact time between teacher and learners in the evening classes was not enough as much as they appreciated the curriculum. One of the participants who disclosed that she was in grade 9 said that she chose to enroll in evening classes programme because of the curriculum used but time for learning seems not to be enough and said;

... I feel time is not enough for us who come in the evening because we do not cover as much work as our counterpart do. Two hours allocated for evening classes is not enough for us especially that some of us stopped school a long time ago. (Grade 9 adult female learner)

Another participant echoed the above sentiments as follows:

It has been a big challenge because subjects like science and mathematics needed ample time for us to grasp the concepts and we do not only learn for a short hours but also fewer times. We compare notes with what learners in regular programme learn in terms of periods they have in a week.

4.4.2. Lack of teachers

When Coordinators were asked how teachers that taught in the evening classes were recruited, their responses were similar as both said that, teachers who taught in the evening classes were fully

qualified as the centres had secondary diploma and degree holder teachers. They said instances where they did not have teachers especially for senior classes for example in mathematics and sciences, coordinator had to go his or her way to hire teachers from neighbouring secondary schools or students from Universities which was a challenge. Apart from that it was also a challenge to recruit these teachers in the sense they were reluctant to take up the job due to conditions attached to teaching in this particular programme. One of the coordinator had this to say;

Teachers that are engaged in teaching in the evening classes programme are those that are academically and professional qualified although this has been tasking because most teachers complain of being tired teaching from morning and not being paid an attractive allowance. These circumstances lead to short for teachers at the centre. As a coordinator I have to put a lot of effort for the programme to run successfully.

Adult female learners, during focus group discussions showed that they liked it better when the same teachers who taught learners in regular programmes taught them too and where uncomfortable if they did not know the reputation of the teacher handling them.

4.4.3 Inadequacy of learning and teaching material

Evening classes coordinators were asked during interviews how adequate learning and teaching material were in the education provision in evening classes. The findings were that learning and teaching material used in evening classes, were the same ones that the learners in the regular programme used and these were materials the government provided for regular programmes in the case of junior secondary section such as text books and science apparatus, they were however, reported to be inadequate in both centres under study.

As a follow up, when adult female learners were asked what they thought about the adequacy of learning and teaching material such as textbooks after re-entering school, they said that learning materials coupled with practical lessons helped them a lot as they made them grasp the concepts they were learning despite that these materials were not enough some not even available. An experience of one of the adult female learners narrated how LTAs in a practical subject are not available. And this is what she said;

The learning and teaching material make me more understand what I learn about. I like reading textbooks on my own in order to understand further on certain matters for example in Civic Education subject but in most cases these textbooks are not available in the school. In the subjects such as biology there are no laboratory practical lessons because the school does not have a laboratory. Teachers just improvise with other things when there is need of a science practical (One of adult female learners).

4.5 Suggestions regarding what evening classes should offer

Lastly, the researcher asked for suggestions on what learners and teachers would want to be improved in the running of evening classes programme. Upward contact time adjustment from two hours to probably four hours, and availability of learning and teaching aids such as text books, science equipment. Teachers suggested if the government of the republic of Zambia could pay them extra allowances for teaching in the evening classes. Or to assign teachers only to teach in evening classes programme to minimize tedious job as it is currently were by teaching starts with the regular programme. One of the participant who appeared to be above 36 years old learner suggested that they was going to appreciate if government sponsored some of them who would want to continue with tertiary education and this is what she said;

The government should identify people like me and be able to sponsor me in my tertiary education. I have plans to go further in education not ending with just a Grade 12 certificate because I want to work towards the development of the nation.

4.5 Summary of chapter

This chapter has presented the findings in line with the research questions which endeavoured to establish factors that influenced adult female learners' re-entry into school through evening classes. The study found that, there were many factors that influenced adult female learners' re-entry into school. It was established that adult female learners were in some cases forced to re-enter school as they were given conditions attached to their going back to school. The influence came about after being given conditions to choose either go to school or lose out socially or economically. It was also established that adult female learners looked forward to being recognised, accorded respect from families as well as from communities. Another factor established was that of late more females were becoming bread winners than it was in the past as such being educated was believed

would make them better bread winners. Further factor established, was that adult female learners generally wanted to be enlightened with different issues that mattered most in society such as human rights, environmental issues among other issues. Additionally, adult female learners wanted to obtain a Grade 12 GCE as this certificate was believed to be an avenue started with anything one wished to do for their livelihood.

The findings also revealed that in the period from 2013 to 2016 the prevalence in enrollment among adult female increased from 251 in 2013 to 575 in 2016. The study found that adult female learners' enrollment consistently increased because of government policies that made accessibility to learning centres. The accessibility and availability of evening education centres influenced many adults to re-enter school

The study also established that education provision in evening classes programme had some challenges such as contact time between teacher and learners, inadequacy of learning and teaching material, lack of infrastructure such as science laboratory, availability of teachers among.

The gaps identified in the literature review were now filled up in the sense that the study established new and different factors from those that were being highlighted in some literature that was reviewed such as adult learners being forced to re-enter school, wanting just to be enlightened, because of government policies in place among others. The study also discovered that there were Challenges in education provision in evening classes and mostly are those that were highlighted in the literature such as, lack of teachers to teach in the evening classes as there is little motivation in terms of allowances, inadequacy of learning and teaching materials, short contact time between teacher and learners among other factors. The study hoped the new knowledge will contribute to the existing body of knowledge on factors influencing adult female's re-entry into school in selected evening education centres in Lusaka district of Zambia.

CHAPTER FIVE: DISCUSSIONS OF FINDINGS

5.1 Over view

This chapter specifically analyses, and discusses the findings in relation to the objectives. The main purpose of the study was to establish factors influencing adult female's re-entry into school through evening classes. The discussion was done under headings drawn from the objectives, the theoretical framework and literature reviewed.

5.2. Factors influencing adult females' re-entry into school through the evening classes programme.

5.2.1 Basic information of female adult learners

The findings of this study demonstrated the way in which social past may have influenced adult female learners re-entry into school. The findings of the study demonstrated that adult female learners were determined to finish their secondary school education despite their past experience. This is evident by many of them being in Grade Twelve. These collective views are corresponding with what Mweene's (2009) study has contended that women realised that there were benefits in going back to school even after leaving school for some time. Dave (1972) as cited in Malumani (2013,) also elaborates that some adults go back to school because there are adults who are illiterate and semi – illiterate but whose interest lies in adult basic education. They are taught basic techniques of reading, writing and arithmetic which are important for enhancing personal and community development through participation in economic activities among others. There are also adults who have not attained sufficient academic knowledge (certificates) in formal education and have a positive interest in pursuing learning. These are people who wished to continue where they thought they were behind or did not gain needed academic knowledge for the noble self - satisfaction that comes from a greater understanding of the world in which they live and the people with whom they shared it.

It can therefore be concluded that from adult female perceptions, the desire to re-enter school influenced by the need to gain knowledge, enlightenment and achieve better livelihood they looked for in their lives. Even when these learners stopped before re-entering school more than ten years, they believed not all was lost but they had to put broken pieces together as they believed education would liberate them from being ignorant on certain issues that mattered most in society.

5.2.2 Factors that influenced adult females' re-entry into school

There were many factors that influenced adult female's re-entry into school but the main ones that were established in this study were categorised as social- economic.

5.2.2.1 Social related factors

Responses that were socially related factors when adult female learners were asked in both the questionnaire and during focus group discussions were that, majority of adult female learners (30.43 percent) were not just influenced by a particular individual normally but were in some way forced owing to some conditions under which they lived vis a vis their families, friends and employers among others. One participant revealed that would either lose her job as a nanny if did not re-enter school or otherwise if she re-entered. She was asked to go back to school to gain some academic knowledge and English skills because she had more responsibility and more time over her employer's children than the employer had. She was expected to teach her boss's children what is called good manners as well as help them with their school home work. Another participant said that her daughter gave her conditions that if she did not know how to express herself in English, she would not be visited by her grandchildren because they would have difficulties to communicate with her as the grand children would not speak her language but English language.

It was somewhat astonishing in this study to find that because of conditions or pressure mounted on adult females they were made to re-enter school. This finding is in line with Phiri's (2016) report that, there is a long social tradition in most homes in Zambia to use English as a medium of communication especially with young ones. Such conditions indicate that many adults find it more important to go back to school than losing out on certain things such as relationships. It was

established that these participants were forced to re-enter school because they had to choose between conditions they were given. As much as the conditions given appear to be manageable the majority of participants decided to re-enter school instead of losing out. It is also imperative to state that findings of this study discovered that not everyone who went back to school is influenced by some individuals or that they willingly go back to school as portrayed in some related literature that were reviewed but that others were forced.

Simultaneously, social related factors were found from collected data. One participant had her husband choose other women than her whenever he went out to social functions because she unable to fit in her husband's circles because she was not educated. Many adult female learners looked forward to be recognised or to be role models to their families and community. This finding corresponds with what Mweene's (2009) study indicates that women with low levels of education felt useless in society as they lacked some skills to help them get along in life as such they could not offer social support. She further said such women lacked general knowledge. Returning to school therefore, could be regarded as an opportunity for every adult female who wanted her status to change, her self-esteem high or her desired goals accomplished. Almost every human being wishes to be influential in the family or society. These sentiments are can be matched with Abraham Maslow's theory of motivation of which its emphasis is that learning goals in adults learners have to be set by learners themselves because once their goals are met it provides them with a feeling of importance and self image. This is essential as the need for self-esteem and recognition is important for adults as these provide power and prestige in society.

The above sentiments are evidence enough that adult female's re-entered school hoping that once one was educated she would also be recognised as an important person and be role a model to the family and community.

Family attitude towards adult female learners before re-entering school was reported to be unfriendly. Twenty-nine (29) participants representing 49 percent reported that family's attitude towards them was not good before re-entering school. This was explained further during focus group discussions that, some family members were discouraging them and laughing at them that they were just wasting time going to back to school for they were already in advanced ages. The

finding also discovered from one of the adult females that she was not recognised as an important person or accorded respect from family members after dropping out school because of teen pregnancy. Participants lamented that they were not considered in families as people who could offer financial support or advice as they were regarded that they could not offer anything because they were not educated. However, the story changed after re-entering school.

From the information above, it can be established that female adults were motivated to re-enter school in order not only to end the humiliation but also gain respect and recognition from families. They also seemed to have been influenced by the families' regard of education as very significant. That is why when the adult females were in school they gained recognition and respect.

It was established that attitude from community before re-entering school had not been good. They used to be denied leadership position in clubs, churches or community associations. They also experienced discrimination, disrespect from those members who were educated. Adult female learners lamented that they were regarded as people who could not contribute anything positive towards their communities. It was the negative attitudes adult females experienced that motivated them to re-enter school with the hope that such treatment as discrimination would end. The findings show that the experiences with the community towards adult female learners changed to good after they went back to school. This was observed through leadership positions that they were given in churches, some respect they were accorded among others as one of the adult female participants narrated as she shared her experience on attitude from the community.

5.2.2.2 Economic related factors

The study established that some participants wished to improve in the things they hoped to do or those things they were already doing for their livelihood. This include such things as personal businesses and getting new jobs after obtaining a Grade 12 GCE as formal education was perceived to improve their livelihood economically. It was established that those who were adult female learners that were doing fine economically after re-entering school motivated them to re-enter school too. The more others were seen to enroll and benefit from being in school the more others enrolled.

These findings run in tandem with Jerold (1991) as cited in Mainza's (2009) study that adult female learners participated in learning because they wanted to improve their livelihood in one way or the other and they believed that education would generally empower them economically. An understanding and commitment to a better world is also increasingly becoming part of the discourse which includes the need to respond to economic challenges both locally and globally.

5.2.2.3 General enlightenment related factors

From the findings it is established that adult female learners were motivated to return to school generally because they wanted to be enlightened or be up to date with current trends because times were never the same but kept on changing. Findings showed that adult females did not want to live or spend their lives as though they were in old days when education for women did not matter. Many of these participants felt that life in 21st century was not easy to lead without education because almost anything one wanted to do in life involves reading and ability to interpret. The possession of academic knowledge has increasingly become significant for an individual woman. This was observed from one of the participants who said she was motivated to re-enter school because she noticed that current times were not as same as when she was young when it was considered a norm for her mother to be a housekeeper and wait for all other provisions. This finding can be related with Espino's (2016) research which found out that, Mexican women had to seek for education even in their advanced age based on their mother's own struggles which detailed a lack of educational opportunity during their youth or the inability to escape their troubled marriages.

These findings seem to point out that there was a paradigm shift, in the sense that the adult learners seem to have overcome the stigma in the communities. This paradigm shift is one with a positive indicator and it reveals that people have realised the value of education especially for women need for it was once neglected. These findings make a contribution to our understanding of the benefits which learning can bring to individuals and communities.

Another factor established was that, adult female learners generally wanted to participate in activities such as elections knowledgeably, as well enlightened with different issues that mattered most in society such as human rights environmental issues among other issues as they did not want to lag behind.

When adult female learners were asked of how education had impacted their lives since re-entering school, almost every participant among female adult learners said the education was very relevant to their day to day lives because there were many new things that were learnt while at school that they did not know before re-entering school. Some adult female learners stressed having learnt a lot of new things in almost all areas and became role models to their families. From the responses to the research question above, it can be declared the education provided in the evening classes to adult female learners had impact on adult female learners' lives since returning to school.

5.3. Prevalence of adult female learners' re-entry into school through evening classes programme.

5.3.1 General enrollment of adult female learners in evening classes

The findings on this objective through interviews with evening classes coordinators and through document review, demonstrated that there had been consistency in the increase of adult female learners who re-entered school in the evening classes programme. There was a minimal inconsistency at one of the sampled centres, where the findings showed that in 2016 the number of enrolled female adult learners had declined from the previous years. It showed that only ninety-two (92) female were enrolled in 2016 compared to two hundred and forty (240) that enrolled in 2015. However, when comparing with 2013, adult female learners' enrollment increased by twenty (20). As such this did not change the picture that female adults enrollment was increasing.

It can therefore be said the increase in numbers of female adults re-entering school in the recent past is because these learners were responding to government policies such as National Gender Policy and Educating our Future. Since such policies demand equal participation of women and men at levels of national development, female adults who did not have chance to complete their education

at the first attempt were able to go back to school. These policies which accord second chance access to formal education have motivated adults' return to school. This finding is in agreement with the Ministry of Education's (2008) report which indicates that, the government's deliberate policy directions and programmes especially those that fall under DODE and NGOs will ensure that proportion of the national population that is literate to rise. This entails that, the government will ensure a number of its citizenry be literate through such programmes that fall under DODE.

Therefore, it can be declared that the prevalence of adult females' re-entry into school through evening classes had been consistently increasing because of the government's deliberate policy directions and programmes especially those that fall under DODE although none of the adult females mentioned the policy as reason for their re-entry. Consequently, the learners were not even aware of the presence of a policy which promotes adult learning but just knew that the services offered in evening classes were for the adults to utilise if in need.

5.3.2 The extent to which adult females were re-entering school through evening classes programme

This study's findings were that to a large extent adult female learners' re-entry into school increased each year over the period of four years and that there were more female than male learners in almost all the classes in the evening programme. The majority of the participants reported that, to some extent evening classes programme had succeeded in increasing access for adult female learners in the centre and that, to the large extent, adult females had been motivated to return to school. These findings are in agreement with the report from the Ministry of Education (2008) which states that adult literacy rate slightly increased from 66.0 percent to 67.2 percent between 1990 and 2000. The proportion of literate adult females increased by 2 percent points during the said period. Additionally, the report argues that it was envisaged that the government's deliberate policy direction and programme such as those that fall under DODE and Non-Governmental Organisation (NGO) would ensure that the proportion of the national population that is literate continued to rise. Teachers teaching in the evening classes explained that the increase in adult females re-entering school was because females were increasingly becoming bread winners and thought education would make them become better bread winners. They also enjoyed the way the school programme

system was run. For example, absence of compulsion to wear uniforms and exclusion from younger learners were among the incentives they enjoyed.

5.4. Challenges associated with education provision in evening classes programme

5.4.1. Failure to complete the curriculum

Separate interviews held with the two evening classes coordinators revealed that the curriculum used to teach learners in the evening classes programme was the same one used in the regular programme. This is the curriculum all public schools in Zambia use. Adult learners were subjected to learn almost all the subjects that were taught in the regular programme because they took similar examinations although different times of each year. The school certificates had the same value. Apart from that, adult female learners needed to be exposed to all the subjects on offer because they had different needs. They could not be limited to selected subjects like other programmes as it is done in adult literacy where they only learn arithmetic and how to read write. The evening programme was a reflection of regular programme since the adult learners in this programme wished to pursue full secondary school level in which each subject is unique in its form. For example, Business studies could make one obtain business knowledge, and Civic Education can make one become civically, politically or environmentally enlightened. The fact that adults are autonomous and self-directed, providing them with education which affords them a chance to direct themselves is cardinal. This picture is in line with what Duke and Hinzen (2008) contended that the integration of all formal education that is general, political, cultural and vocational in a learning perspective is essential in the education provided to adult learners as they have different needs. This finding also correlates with what UNESCO (2008) in its paper on learning for life, work and the future pointed out that curriculum is one of the indicators of relevance in the provision of any type of formal education adding that, the curriculum should prepare students for a number of the problems they are expected to meet.

However, this findings was contrary to what Rodgers (2004)who said that education provision for adult learners do not need providing them with the same education as young ones but that which allows the learners to learn what they want, when they want to learn, what they want and when they

want. Kruse (2014) also argued that lessons given to evening classes learners were sometimes not necessary for adults as such there is need to be specific in teaching according to learner's interest and motives.

In this finding despite learners having appreciated the curriculum, they lamented of limited of time for the lessons. Contact time between a teacher and learners was a challenge as two hours time allocated for evening classes programme was almost not enough to cover the syllabi.

It can therefore be said that there were no challenges with curriculum used in evening classes as it was relevant to adult female learners because its impact was felt as it met the these adult female learners' aspirations and needs. However the challenge was with the two hours time allocated for teaching and learning.

5.4.2 Lack of teachers

The idea of having the same teachers teaching in evening classes programme as the ones who taught in regular programme motivated adult females to re-enter school because they had confidence in such teachers. For instance certain topics in any subject are too complex to be taught by unqualified teacher. Learners trusted qualified teachers. However, when two evening classes coordinators were asked what type of teachers were teaching in evening classes programme, the findings indicated that teachers who handled classes in the evening classes were rightly qualified despite their centre being primary schools, but were short for in most cases. It was discovered that there was a challenge in the recruitment of teachers in the evening classes because, many teachers who taught in regular programme did not take the extra job of teaching after normal working hours easily. This was due being tired and not awarded an attractive allowance for teaching in the evening classes. This challenge is in line with what Kruse (2014) reported that, selecting of teachers by those in charge of the evening school was a problem because of the poor conditions attached to teaching in the evening school. Some of the teachers were reported to have accepted to be recruited to teach because of the meager salaries they got from the full time teaching even when they were tired.

It can be said that learners learn well when they trust their teachers' knowledge in the subject matter. It is for this reason that adult female returned to school because they trusted teachers that taught in the regular programmes. It can also be said that there was a challenge on who was to teach in the evening classes because to the conditions attached to being involved in teaching in the evening classes

5.4.3 Inadequacy of learning and teaching material

When evening classes coordinators were asked during interviews how adequate learning and teaching material were for the learning needs of adult female learners, the findings were that learning and teaching material used in evening classes, were similar to those materials the government provided for regular programmes in the case of junior secondary section and they bought the correct ones for the senior secondary section from the funds learners paid as user fees. But these learning and teaching materials such as text books and science apparatus were reported not to be adequate in both centres to meet learners' demands despite their relevance. Without these aids in the learning process, effective teaching and learning cannot take place (MOE, 1996). As a follow up, when adult female learners were asked how learning and teaching aids such as textbooks were relevant and adequate. The findings were that learning materials coupled with practical would be helpful as they would make them grasp the concepts easily despite being inadequate. This finding confirms with what Ministry of Education (1996)'s *National policy* states that in the programmes of Open Learning there has been a lack of skilled personnel, inadequate materials for learning and teaching under funding to mention but a few.

It can therefore be declared that, there was a challenge of learning and teaching materials to meet learners' demands as there were inadequate learning and teaching materials in the centres despite being meaningful and helpful to adult female learners.

5.5 Summary of the chapter

This chapter discussed the findings of the study. It is imperative to note that, the present study to some extent had similar factors that were found in the previous studies (related literature that were

reviewed) as they were also mostly economic and social in nature. However, as much as factors were similar in categories the scenarios were different and new factors were established. Factors such as not everyone who re-entered school was influenced by some individuals or that they went back to school willingly contracted with the factors others were forced as they were in most cases given conditions such as by employment system or relation. Adult Females wanted to obtain grade 12 GCE. Other new factors established were that, adult female learners re-entered school for social related factors, economic related factors and generally wanted to be enlightened on different issues that mattered most in society such as human rights, environmental issues among others. It was also established that government policies influenced many female adults to re-enter school. The curriculum used and Calibre or types of teachers that taught adult female learners motivated them as well for they had confidence in what they offered them in classes. Challenges mostly those that were highlighted in the literature were also found in the study. This add to existing knowledge that status (challenges) of education provision in evening classes programme do still exist and future researchers would under a research.

The theory guiding the study, hierarchy of needs emphasises that, a person who seeks to satisfy perceived needs and personal goals which trigger personal behaviour is motivated (Cole,2004). This seems to be the case of this study in the sense that one has to be in a good health, safe and secure with meaningful relationships and confidence before he or she to be the most that he or she could be and all those levels are believed could be realised when one is educated formally. It is likely that, for one to want to go back to school, it means that they are being driven by certain needs which they want to fulfill. As such adult females attending evening classes may be motivated to re-enter school so that established factors may be realised. A human being generally, indulges in activities when there is a driving force in this study to maintain their jobs as they are given conditions, wanting to achieve socially, economically and enlightenment factors, as well as obtaining GCE among others were what influence or motivated adult female learners to re-enter school through evening classes programme.

CHAPTER SIX: CONCLUSION AND RECOMMENDATION

6.1 Over view

The study endeavoured to establish factors influencing adult female's re-entry into school through evening classes. In this chapter, a conclusion was drawn from literature and from findings are presented. Chapter six also presents recommendations made based on the findings of the study and suggests some areas of interest for future research.

6.2. Conclusion

From this study, it was evident that the established factors for adult females' re-entry into school were mainly due to circumstances in which they found themselves. These circumstances fell under the three categories discussed in the study, that is social, economic and enlightenment. Education was seen to be a positive direction in the learners' lives. Hence there re-entering school in large numbers. The government policies in relation to education were also established as a factor that influenced adult females to re-enter. This was evident in the significant increase in the enrolment in the previous four years. The study further established that adult female learners were confident with the education the programme provided because it could meet their aspirations and needs. In addition, there was just a paradigm shift among women folk in the Zambian communities in general and Lusaka in particular. Generally, adult females' mind sets were changing gradually as almost every individual adult female did not want to lag in terms of education anymore as the society they lived was changing so fast. The study also discovered some challenges associated to educational provision in evening classes programme such as under funding, shortage of teachers, less contact time between teacher and learners and inadequate of learning and teaching materials.

The findings of the study have shown how adult learning is important to both an individual woman, the community and the nation at large. This is so because once an adult female has re-entered school will able to look after herself, her physical and mental wel-being. Other than that, the low sense of self efficacy and self esteem would be high once they achieve what they wanted. The idea of re-entering school to gain formal education would make an individual and the community easily adopt changes such as finding it easy to join another job, to accept technology change

6.3. Recommendations

The evening classes programme as an alternative form of education to those adults who may need a second chance of learning has greatly contributed to access to education among the Zambian citizenry. The relevance and quality of education provided in this programme cannot be over emphasised. Therefore, basing on the literature reviewed and findings, the study recommends the following:

- i. There is need for the Ministry of General Education through the Directorate of Open and Distance Education (DODE) to design ways of providing learning facilities such as science laboratories and libraries to such schools that offer evening classes programme. Learning and teaching material should be available. This is necessary as the findings showed that such facilities were not available in the sampled centres.
- ii. The Ministry of General Education should lobby from the government for evening classes coordinators and the teachers that teach in the evening classes programme to be recognised by paying them an extra allowance other than which they get as a salary, as a way of motivating them. This could enhance commitment towards service delivery and those few teachers that were said not to be good may perhaps change their attitude towards learners' schooling.
- iii. The office of the DODE should be monitor the centres from time to time to familiarise themselves with what is happening on the ground even if the centres were an enterprise of the schools.
- iv. The researcher also recommends that the office of DODE should lobby for upward adjustment of contact time between teacher and learners so that there is no huge difference between the regular learners' lessons and that of the evening classes. During research it as discovered that the two hours contact time per day was never enough to complete the syllabi.
- v. The researcher also recommends the Ministry of General Education should lobby the government to extend the bursaries to deserving adults female learners who maybe struggling to pay user fees and yet their academic performance maybe relatively excellent.

6.4. Suggestions for further research

The researcher suggests that future researchers should;

- Conduct a comparative study on academic performance between adult female learners on the APU programme and those on the evening classes programme.
- Evaluate the support rendered by the Ministry of General Education through DODE towards the evening classes programme.

REFERENCES

- Ballara. M. (1992). *Female Adult Learners and Literacy*.(nc) Zed Book Ltd
- Bless, C. and Achola, P. (1988). *Foundation of Social Research Methods: An Africa Perrerspective*. Lusaka: Government Printers.
- Caren, G. (2003). *Back ground Paper of the Task Force on Education and Gender Equality: promises to keep Achieving Gender Equality and empowerment of female adult learners*. International Centre for Research on women.
- Cohen, L. and Manion. L. (1994). *Research Methods for Education (4th ed.)*. London: Rutledge.
- Cole, G. (2004). *Management Theory and Practice (6th ed.)*. London: Thomson.
- Defour-Howard, J. (2000). *Research Methods for Education Administration*. Bridgetown: The University of West Indies.
- Duke, C.,and Hinzen, H. (2008). Basic and Continuing Adult Education policies. *Adults Education and Development*. 11 (3), 131-165.
- Espino, M.M. (2016). Get an education in case he leaves you: Consenjos for Mexican American Women PhDs. *Harvard Educational Review*. 86 (2), 183-205.
- FAWE. (1972). *Information for female adults-educationalist*. Nairobi: FAWE
- Fullan, M.G., and Steigebeur ,S. (1991). *School Development: The meaning of Education Change*. London: Cassels Education Limited.
- Gender in Development Division. (2000). *National Gender Policy*. Lusaka: Office of the President,Cabinet Office.
- Ghosh, N.B. (1992). *Science Method and Social Research* .New Delhi: Sterlings.
- Herz, B. (1991). "Letting Girls Learn:Promising approach in primary and secondary education".*World Bank Discussion Paper No 133*. Washingtone DC: World Bank.
- Hutchinson, E. (1978).*Learn Later*. Great Britain: Routledge Kegan Paul Ltd.
- Kankanji, M., and Chodoka, A.Y. (1996). *In the Beat interest of the girl Child: Effects of the culture and legal Environment on Education in Zambia*. Lusaka: MOE and UNICEF.
- Kelly, M.J. (1999). *The Origin and Development of Education in Zambia*. Lusaka. Image Publishers House.

- Kelly, M. J. (1994). *Below the poverty line in education: A situation Analysis of Girl child Education in Zambia. A Report for Zambia*. Lusaka: UNZA
- Kombo, D. K., and Tromp, D.L.A. (2006). *Proposal and Thesis Writing ; An Introduction*. Nairobi: Pauline Publication Africa.
- Kruse,p.j.(2014). Some problems of the evening school:The School Review. An article retrieved on November 08, 2017 from <http://www.jstor.org/stable/1077000> pg 591-600
- Lloyed and Blanc (1996). Children schooling in Sub-Saharan Africa : The role of Fathers , Mothers and Others. *Population and Development Review*. 22 (2), 265-298.
- Mainza, M. P. (2009). *Performance of Female Adult Learners Re-entering High School through Academic Production Unit (APU)*. Unpublished MA's Dissertation. The University of Zambia.
- Malumani, F. (2013). *Challenges evening classes students face*. Unpublished MA's Dissertation. The University of Zambia.
- MCMillan, J., and Schumacher, S. (1997). *Research in Education: A Conceptual introduction* (4thed.). Newyork: Longman.
- MESTVEE. (2011). *Education Sector National Implementing the Sixth National Development Plan*. Lusaka: MESTVEE.
- Ministry Of Education. (2008). *Educational Statistic Bulleting* : "Reported Data". Lusaka: Directorate of Planning and Information.
- Ministry Of Education. (2008). *The Development and State of Art of Adult Learning and Education (ALE)*.Lusaka: Ministry of Education.
- Ministry Of Education. (1996). *Educating Our Future:National Policy on Education*. Lusaka: MOE
- Ministry Of Education (2005).*Educating the Nation: Strategic framework for Implementation of Education for all*. Lusaka: MOE.
- MOE. (1995). *Education Statistic Bulleting*. Lusaka: MOE Planning Unit.
- MOE. (1992). *Focus on Learning: Strategies for the Development of school Education in Zambia*. Lusaka: Zambia Educational Publishing House.

- MOE. (1956). *Annual Report on African Education*. Lusaka: Government Printers.
- MOE. (1950). *Annual Report on African Education*. Lusaka: Government Printers.
- Mulungushi, S. (2010). Administration of Open and Distance Programmes in your Region and District. Ministry of Education. Lusaka: Circular Letter.
- Mweene, M.M. (2009). *Factors associated with low levels of education among women*. Unpublished MA's Dissertation. The University of Zambia.
- Noak, H. (1968). *Students attending evening classes government sponsored*. Unpublished MA's Dissertation. The University of Zambia
- Okjie, C.E.E., Chiegwe, M., and Okpokanu ,C. (1996). *Gender Gap in Gender in Nigeria*. A Paper presented at Conference of Gocus Group Session with No 15 Research Priorities for the Education of Girls and Female Adult Learners in Africa. Nairobi, Kenya.
- Orodho , A.J. (3003). *Essentials of Educational and Social Research Methods*. Nairobi: Masola Publishers
- Ouane, O. (2009). Adult Education for a viable future: Implication for financing and policy. *Adults Education and Development*, 11(4), 63-74
- Phiri, P. (2016). *Zambian Women, Seeking Basic Literacy and Better Jobs, Return to school*. An article retrieved on November 14,2016 from <http://www.eveningclasses.gpj/report.htm>.
- Roberts, C. (2013). Building social capital through leadership development. *Journal of Leadership Education*,12 (2), 54-73
- Rodgers, A. (2004). "A EFA and Adult Learning", in convergence,3, 3-13.
- Samoff J. (1996). *Analyses, Agendas and Priorioties for Education in Africa*. Paris: UNESCO
- Sarantakos, S. (1993). *Participation and Democratic Theory*. Cambridge: Cambridge University Press.
- Shirur, R. (1997). *A Synergy of Theoty Practice and Stategies in Adult Learning*. New Delhi: Sterling Publishers Private Limited.
- Silverman, D. (2000). *Doing Qualitative Research: A practical Hand book*. London: SAGE Publication.
- The African Development Bank. (2006).*Mult-Sector Country Gender Profile: A curriculum and Rural Development North East and South Region*. Lusaka: African Development Fund.

- UNESCO Institute for lifelong learning (2016). *The third Global Report on Adult Learning and Education*. Hamburg: UNESCO Institute for lifelong learning.
- UNESCO. (2000). *Learning for Life,work and the Future:Stimulating Reform in Southern Africa through Sub regional Cooperation*. Gaborone: UNESCO
- UNESCO. (1998). *Girls and Women Education, Policies and Implemetention Mechanisms in Thailand*. (NP)
- UNFP (2004). *Gender Responsive Programming for Poverty Reduction*.
- Watkins, K. (1999). *Education Now: Break the cycle of Poverty*. Oxford: Oxfam International.
- Wellingtone, J. (2000). *Education Research*. London: Continuum
- Weiss, C. (1998). *Evaluation: Methods for studying Programmes and Policies*. New Jersey: Pretice Hall.
- Wetzel, D.R. (2008). “*Adult going to school and fitting in.*” *Facing new challenges and experience*.(n.c) unpubished.
- White, B. (2000). *Dissertation Skills for Business Management students*. London: Continuum.
- White, C.J. (2003).*Research Methods and Techniques*. Pretoria: C.J.White.

APPENDICES

APPENDIX I: CONSENT FORM

Dear Participant,

This serves to give you an understanding of the purpose of this research and procedures that will be followed. Further implications for your participation are explained below. Finally, you are being asked to sign this form to indicate that you have agreed to participate in this exercise.

1. Description

This exercise is an educational research. The researcher is a student at The University of Zambia pursuing a Master of Education in Sociology of Education. This research is a major requirement for the researcher to complete her programme. Therefore this research is purely academic.

2. Purpose

The researcher wishes to find out factors that influence female adults to go back to school through enrolling in Evening classes. The researcher is also interested in establishing the motivation associated with schooling among female adults. To also find out how the low levels of education on female adults affect their individual lives. Additionally, she is also concerned in identifying measures that can help enhance the provision of evening classes programme in the centres.

3. Consent

Participation in this exercise is voluntary. You are therefore, free to decline to participate in this exercise.

4. Confidentiality

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

5. Rights of Respondents

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

6. Declaration of Consent

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

Signature.....

Date.....

APPENDIX: II: QUESTIONNAIRE FOR THE TEACHER

Establishing factors influencing adult female's re-entry into school.

Instructions

- Do not write your name on this paper
- Treat this work as a contribution towards re awareness by stakeholders on the learning of adult female learners and evening classes
- Put a tick or an x on your choice or on your response or fill in the appropriate responses in the space provided
- All responses must be written in the space provided

SECTION A: Social Demographic Information

1. Name of the Centre: _____

2. Gender of respondent: A. Male [] B. Female []

3. How old were you at your last birthday? 18-22 [] 23-27[] 28-32[] 33-37 [] 38 and above []

4. What is your Professional qualification? A. Certificate [] B. Diploma [] C. Degree [] D.

Master's Degree [] E. Others (specify)_____

5. For how long have you been teaching in the evening classes?

A. below 5 years [] B. 6- 10 years [] C. 11-15 years [] D. 16 years and above []

6. Apart from the evening sessions, which other teaching sessions are you involved in?

A. Afternoon classes [] B. A level classes [] C. Regular class sessions []

7. What grades do you handle in the evening classes?

(8). What subject(s) do you teach?_____

Section B: Prevalence of adults female re-entering evening classes (Tick the appropriate answer and write in the spaces provided)

9. How many female learners on average do you have in each class that you teach?_____

10. How many periods do you teach per week?

A. Less than 15 periods [] B. 16-20 periods [] C. 21-25 periods []

11. In your own opinion , why do you think adult females are enrolling at this centre?

12. Generally, what reasons could make the enrolment rate for adult females who are re-entering school be the way it has been for the past four year? Whether increasing or not

13. Indicate with an [x] in the appropriate box the extent to which you agree with the following statement.

The extent to which adult female s' have been re-enting school	To large extent	To some extent	Not all
a. Generally adult female learners' enrolment has been increasing each year in the past three years.			
b. Adult female learners have been motivated to enroll in school after having stopped school for some time.			
c. Adult female in evening classes have positive attitude towards learning			
d. Evening classes programme has succeeded in increasing access for learners at this centre?			
e. Education has been observed to be the solution for betterment of life among adult female			
f. They are more female than male attendants in the evening classes			

14 (a). What school curriculum does this centre follow?

i. Government (for regular school) [] ii. Other specify_____

15. Do you think the curriculum caters for the basic learning needs of the adults?

Yes [] No []

(c). Explain your answer

16. (a). what skills do adult female learners learn that can change their lives from the way they were before re entering school

17. What have been the main successful aspects of teaching adults in this evening classes centre?

18. What could be the learning part that motivates adult females to continue learning once they re enter school?

19. (a). Does the adult female learners' attitude towards education and life in general improve during their learning at any grade? Yes [] No []

b). Explain your answer _____

20. What educational aspects have learners benefited from this programme ?

21. Indicate whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD) with the statements below

Motivating factors influencing adult females' re-entry in school.	S	A	U	D	SD
a). The evening classes programme is very important to learners who did not have chance to complete their schooling					
b). The evening classes programme provides knowledge and skills that enables adult females to participate in the affairs of their immediate communities effectively.					
c). The evening classes necessitates same opportunities of good academic achievement as those in the regular classes through curriculum.					
d). The evening classes that are initiated by local teachers and particular community provide needed education.					

22. (a) What incentives do you get for teaching in the evening classes?_____.

b). Are the incentives the reason why you teach in this programme?

Explain_____

23. (a). Do you think the Evening Classes Programme is providing adequate access to learning among female adults who wish to be in school? Yes [☐] No [☐]

b). Explain your answer_____

24. (a) Should evening classes programme continue ? Yes [☐] No [☐]

b). Explain your answer_____

25. Suggest changes that can be done in order to improve the provision of evening classes programme?

(a)._____

(b)._____

(c)._____

(d)._____

(e)._____

The end...

Thank you for your participation.

APPENDIX III: QUESTIONNAIRE FOR ADULT FEMALE LEARNERS

Instructions

- Do not write your name on this paper
- Treat this work as a contribution towards re awareness by stakeholders on the learning of female adult learners and evening classes
- Put a tick or an x on your choice or on your response or fill in the appropriate responses in the space provided
- All responses must be written in the space provided

SECTION A : Demographic General Information (Tick the appropriate answer)

1. How old were you at your last birthday? 18-22 [] 23-27[] 28-32[] 33-37 [] 38 and above []

2. What is your current marital status?

- (a) Single [] (b) Married [] (c) Divorced [] (d) Widowed []
(e) Separated []

3. How many children do you have?

- (a) 0 [] (b) 1-2 [] (c) 3-4 [] (d) 5-6 [] (e) 7 or more []

4. At what level did you stop school?

- (a) Primary level [] (b) Junior Secondary level [] (c) Senior Secondary level []
(d) School leaver [] (e) Other (s), specify please

5.What was the reason for your stopping school?

- (a) Lack of financial support [] (b) Teen Pregnancy [] (c) Early Marriage []
(d) Long distance to school [] (e) Lack of role model []
(f) Any other, specify please.....

6. How long did you stay at home before enrolling in this centre?

- (a) Less than one year [] (b) 1 – 3 years [] (c) 4- 6years []
(d) 7- 9years [] (e) 10 or more years []

7. What is your current employment status?

- (a) Formally Employed [] (b) Self employed [] (c) Unemployed []

8. What is the employment status of your spouse if at all you are married?

- (a) Formally Employed [] (b) Self employed [] (c) Unemployed []

**SECTION B: Causal factors for adult females to re-enter into school through evening classes
(Tick the appropriate answer and write in the spaces provided)**

9. Who influenced you most to decide to go back to school after you had stopped school for some time?

- (a) Parents
(b) Child /Children
(c) Husband
(d) Friend(s)

10. Why did you choose to enroll in evening classes instead of any other programme of learning?

- (i).....
(ii).....
iii.....
.....

11. a) State how you are related with the first few persons you told that you would want to enroll into school if at all you told people?

.....
.....
.....

b.) What advise did you get from them?

.....
.....

c) Were you happy with the advice you were given? Yes [] No []

d) Give reason(s) for your answer.

.....

.....

.....

12 (a). Do you know anyone whose life has changed positively after enrolling in evening classes?

Yes [] No []

(b). If your answer is yes, explain how

.....

.....

13. What reasons made you go back to school?

i.....

.....

ii.....

.....

iii.....

.....

iv.....

.....

14. Indicate with a tick in the box against your answer whether it is very good, good, fair or poor.

Motivating Factors influencing adult females' re-entry into school	Very Good	Good	Fair	poor
a). What was the attitude of the family members towards you before going back to school?				
b). What was the attitude of members of the community towards you before going back to school?				
c). What was the attitude of the family members towards you after going back to school?				
d). What was the attitude of members of the community towards you after going back to school?				

SECTION: C. Questions on the prevalence of adult females' re-entry into school through evening classes programme (Tick the appropriate answer and write in the spaces provided).

15. Before starting your learning what were your expectations of being a learner? (Please list them)

i.....

ii.....

iii.....

16. Have your learning expectations of being in school at this stage of learning changed?

(a) Yes [] (b) No []

Explain your answer

.....
.....
.....
.....

17. (a). is the education provided in the evening classes has any impact in your learning and lives?

Yes [] No []

Explain.....

.....

18. (a) Did you think the learning and teaching aids such as books going to help you in your learning before re-entering school?. Yes [] No []

(b). Explain

.....

19. How much time of learning do you spend at school work per day?

(a) 30 minutes - 1hour [] (b) 2- 3 hours [] (c) more than 3 hours []

20. Indicate by a tick whether you Strongly Agree (SA), Agree (A), Undecided, Disagree (D),OR Strongly Disagree(SA) with the statement below.

Factors that influencing adult females' re-entry into school.	S	A	U	D	S
a).The evening classes programme is very important to me as learner who did not have chance to complete school					
b).The learning process is relevant to what I hope to benefit aft completing my learning period.					
c).Education is key to resolving social and economic problems society					
d). Low levels of education has lowered my status in society.					
e). I have positive attitude towards my learning					

21. What educational positive things so far have you observed happening to you since you enrolled in evening classes?

- (i).....
(ii).....
(iii).....

22. (a) In which part of your learning has the evening classes programme succeeded very well?

- i.....
ii.....
iii.....

23 (a). In your opinion should the evening classes programme continue at this Centre?

Yes [] No []

(b). Explain your answer.....
.....

24. Generally, are there any challenges that you face as you attending evening classes?

(a) Yes [] (b) No []

25. If your response in 26 is YES, mention the nature of challenges that you face

- i.....
ii.....

The end

Thank you for your participation

APPENDIX IV: FOCUS GROUP DISCUSSION WITH ADULT FEMALE LEARNERS.

factors influencing adult females' re-entry into school: A Case of selected evening education Centres in Lusaka District.

The objective of focus group is:

- ii. To establish the factors that influenced adult females' re-entry into school through evening classes programme.
- iii. To find out the prevalence of adult female's re-entry into school through evening classes programme.

Centre.....

Date.....

Number of participants.....

Time Started..... Time Finished.....

1.0 General Questions

- 1.1 Each one of you will say the grade she is doing if it is fine with you
- 1.2 Is educating a girl child a good thing? If **YES** or **NO** give reasons.
- 1.3 How has evening classes been perceived by the general public in your community?

2.0 Factors that influenced adult females' re-entry into school through evening classes programme.

- 2.1 What made you decide to start school after leaving it for some time?
Could there be some experience (s) that made you go back to school?
- 2.2 a) Was going back to school the most important thing you did, or you went back because there was nothing you could do at that moment.
b) Explain further on your answers
- 2.3. a) Who were the first few persons you told that you would want to enroll into school?
b.) What advise did you get from them?
c) Were you happy with the advice you were given?

3.0 Questions on the prevalence adult female's re-entry into school through evening classes programme.

- 3.1 What are the benefits of educating the female adults that decide to go back to school the way you did?
- 3.2 What expectations you hoped for being in school are you finding or not finding?
- 3.3 What do you hope to become during schooling and after completing your school programme?
- 3.4 Are you in school because there is something you think you will gain personally that you cannot currently?
- 3.5 How are you coping with the learning in the evening classes after leaving school for some time?
- 3.6 What suggestions or comments would you put forward in relation to your education in evening classes at this centre?
- 3.7 How far do you wish to go in school?
- 3.8 What do you like most about school?
- 3.9 What subject do you like best?
- 3.10 What is the main reason why you like this subject?

The end

Thank you for your participation.

APPENDIX V: IN- DEPTH INTERVIEW GUIDE FOR EVENING CLASSES COORDINATORS

Factors influencing adult females' re-entry into school: A Case of selected evening education Centres in Lusaka District, Zambia.

Your school/Centre has been picked to help find out factors motivating female adults to re-enter into school through enrolling in your evening classes programme. The information you will provide will purely be for academic use and will be treated with the highest degree of confidentiality. You are therefore, required to be as objective as you can possibly be in your responses.

General Questions

1. What do you think about education for female adults who come back to school?
2. Do you think females who attend evening classes should be treated differently from males in terms of academic assistance?
3. What grades do you offer in the evening classes if at all you teach?
4. How is the attendance of females attending evening classes at this school?
5. What prompted you to start enrolling learners in the evening classes?

Questions on the prevalence of adult females re-entering into school through evening classes

6. Is the enrolment of females on the increase or decrease since you started the evening classes programme?
 - (i.) If it has increased what do you think are the contributing factors?

- (ii). If it has decreased what do you think are the contributing factors?
7. How relevant is the education offered in the regular school programme to evening classes learners?
8. In which way (s) have the programme benefited adult female learners especially those that are learning currently

Questions on the factors that influenced adult females' re-entry into school through evening classes programme

9. In your own opinion, what could be the factors that influence female adults to re-enter into school through evening classes?
10. So far, how is the attitude of female adults towards their learning process?
11. Through your experience as an administrator, what could be some of your learners' expectations for re-entering into school?

Questions on challenges in education provision in evening classes programme

12. In the area of curriculum, teachers that teach in the evening classes and learning and teaching materials are there any challenges?

The end

Thank you for your participation.