

# **THE FACTORS ASSOCIATED WITH LOW LEVELS OF EDUCATION AMONG WOMEN: A CASE OF MIKANGO BARRACKS**

**BY**

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## **DEDICATION**

To my mother, Mary Choonde Mukuba, for bringing me up as an independent and responsible person by ensuring that I went through all the levels of formal education. May her soul rest in eternal peace.

## DECLARATION

I ..... MWEENE MABEL MUKUBA solemnly declare that this dissertation represents my own work and it has not been previously submitted for a degree at this or other university.

Signed:..... M Mukuba

Date:..... 10.7.09

## APPROVAL

This dissertation of ..... is approved as fulfilling part of the requirements for the award of the degree of Masters of Education by UNZA.

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## **ABSTRACT**

The main objective of the study was to find out the factors that contribute to low levels of education among women focusing deliberately on those married to soldiers.

The population consisted of all the women in Mikango barracks who are married to soldiers. A total sample of one hundred women married to soldiers of different ranks was selected for the study. The selected sample comprised wives to Warrant Officers, Staff Sergeants, Sergeants, Corporals and Lance Corporals. Apart from that there were one hundred married soldiers chosen and one hundred pupils who served as informants. In addition, the Regimental Commander was interviewed and two (2) focus group discussions were held with eight women in each group to get more in-depth data.

The investigations and findings revealed that the majority of the women in the study did not advance to higher levels of education except attaining basic education. The main reason advanced was largely lack of support in accessing education that forced them into early marriages. A few found themselves pregnant and hence curtailed their progression to higher levels, whilst a few others failed to make it after doing badly in the examinations. Generally lack of support, early marriages, pregnancies, failing examinations, lack of interest and husbands themselves were found to be the factors associated with low levels of education among Mikango women married to soldiers. Despite all this, it was found that women wanted their children to go further in their education as they fully supported them and gave them encouragement.

Based on the findings on the inhibiting factors on why women exhibited low levels of education in the barracks, the researcher presented some recommendations to counter the above factors, which include that the barracks

administration should put in place programmes that should effectively promote the advancement of women to higher levels of education and ensure that they are implemented through a workable mechanism.

In addition, to achieve societal change, the administration at Mikango Barracks should sensitise husbands to ensure that they encourage and support their wives to advance to higher levels of education. They should adjust to social change realising that the 21<sup>st</sup> century is a knowledge-driven economy and education is an essential element for survival.

The report concludes with a view that access to higher levels of education for women in the barracks could promote development and widen their acceptability and social status in the communities they are found.



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**ABBREVIATIONS**

AIDS	Acquired Immune Deficiency Syndrome
COL	Commonwealth of Learning
FAWE	Forum for African Women Educationalists
GAD	Gender and Development
HIV	Human Immunodeficiency Virus
MDGs	Millennium Development Goals
PTA	Parent Teacher Association
SPSS	Statistical Package for Social Sciences
SSgt	Staff sergeant
UN	United Nations
UNESCO	United Nations Educational Scientific and Culture Organisation
UNICEF	United Nations International Children’s Emergency Fund
WAD	Women and Development
WID	Women in Development

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the study**

The value that education contributes to humanity is immense. Education enables people to lead more fulfilled and productive lives and affords them the chance to make use of personal, democratic and economic opportunities. Therefore, low levels of education and high illiteracy levels are a hindrance to productive lives and development of humanity in general. Historically, women have had less access to formal education and they have been over-represented within the illiterate population.

From available literature, more girls and women have low levels of education and high illiteracy levels (Mwansa, 1995; Watkins, 1999; Sweetman, 2004). This lack of even basic education affects women's ability to fully participate in the society excluding them from access to a better life. This is because being unable to read or write often prevents people from knowing what or how to claim their full rights.

In most societies, including Zambia, the mother is the primary child's main career and at the same time has a strong influence on the child's early years of life. Thus educational research has frequently focused upon the mother's influence on child development including its educational development (Tizard et al, 1981). It is no wonder, therefore, that the mother's education has persistently been found important in influencing female education (Scott, 2004).

A number of studies have indicated that low levels of education are predominant among women (FAWE, 1972; Watkins, 1999; UNESCO, 1995). Further, other studies have indicated that there are factors that undermine this development (Moonga, 2004; Mwansa, 1995). These factors include, traditional and cultural

practices, lack of resources, poverty and high illiteracy levels among poor women.

## **1.2 Statement of the problem**

The above cited scenario calls for more comprehensive studies to map out the factors that hinder girls and women to achieve equal levels of education and literacy comparable to that of boys and men. This study, therefore, attempted to determine the factors that are associated with low levels of education among women with a deliberate focus on women married to soldiers.

## **1.3 Rationale of the study**

The literature review indicates that studies dealing with the education of women world over have identified a number of barriers that may inhibit them from attaining higher levels of education. No studies on the subject have been done which particularly address wives of military men. Studies though, have been done dealing with the military men looking at the aspirations to higher education, without considering the plight of the wives (Mizinga, 2004). His findings indicated that the men especially junior officers had aspirations to higher education which were hampered by constraints such as finances, red tape, absence of career guidance, irrelevant programmes and unclear policies on education that existed in the army. This study only considered the men and left out the women, creating a gap that needed to be filled when it came to matters of education in the army. In light of the above, the researcher decided to conduct a study on factors leading to low levels of education among non-commissioned officers' wives.

## **1.4 Purpose of the study**

The purpose of the study was to find out why soldiers' wives have low levels of education.

## **1.5 Objectives**

1. To find out the factors that are associated with the low levels of education among soldiers' wives.
2. To establish the views that soldiers and their wives have on education.
3. To determine the effect of low levels of education among soldiers' wives on their way of life.
4. To ascertain how low levels of education among soldiers' wives affect their children's education.

## **1.6 Research questions**

1. What factors are associated with low levels of education among soldiers' wives?
2. What views do soldiers and their wives have on education?
3. How do low levels of education among soldiers' wives affect their way of life?
4. How do low levels of education among soldiers' wives affect the education of their children?

## **1.7 Theoretical perspective**

This study was guided by the Social feminist theory in an attempt to explain the factors that may be associated with low levels of education among women generally with a deliberate focus on women married to soldiers in the barracks.



According to Wikipedia (2008), social feminism is a branch of feminism that focuses upon both the public and private spheres of a woman's life and argues that liberation can only be achieved by working to end both the economic and cultural sources of women's oppression. It is a dualist theory that broadens Marxist feminism's arguments for the role of capitalism in the oppression of women and radical feminism's theory of the role of gender and patriarchy. It confronts the common root of sexism and classism; the determination of a life of oppression or privilege based on accidents of birth or circumstances.

Adamson, Briskin and Mcphail (1988) state that social feminists recognised that exploitation and oppression of women are rooted in the structure of patriarchal capitalism. They believed that sexualism is so deeply ingrained in the social relationships of patriarchal capitalism that a fundamental transformation is necessary to bring about social change. Thus women experience many of the social ills, which impede social change solely on the basis of their gender. Gendered norms operate to restrict the rights, opportunities and capabilities of women and girls causing significant burdens, discrimination, subordination and exploitation. The proponents disagree with Rousseau's (1981) views that a woman's options are entirely limited to the roles of wife and mother and that man is the ultimate person in their lives who they should always look up to. They believe that culture through customs and traditions and marriages have perpetuated the vulnerability and oppression of women further.

When it comes to educational systems, they argue that these operate on a competitive or capitalist basis, which marginalises some groups of people especially the economic lower class and minorities and often silences women. De Vaney (1988) alludes to the fact that there is over emphasis on "progress" which can only be attained competitively and is tagged at the highest value which makes it difficult for marginalised groups such as the women to achieve it. Social feminists believe that there are a lot of barriers or factors that blocked women's path to education especially higher levels of education that are key to social

change. Therefore, Hart (1992) argues for equal valuing of knowledge, human intelligence, critical thinking and creativity, so that knowledge does not lead to further marginalisation for certain groups. Proponents also allude to the fact that women are seen as being down trodden as a result of their unequal standing in the work place and domestic sphere. Prostitution, domestic work, child care and marriage are all seen by social feminists as ways in which women are exploited by a patriarchal system which devalues women and the substantial work they do. They advocate for broad change that affects society as a whole rather than on individual basis. They see the need to work alongside not just men, but all other groups, as they see the oppression of women as part of a larger pattern that affects everyone involved in the vice. They believe that the only way out of this situation for women is education because without it they will remain oppressed and exploited.

It is also important to note here, that the Socialist feminist theory might not fully help to solve the issue under study, but it should be viewed as the best theory to understand and solve problems of women including education.

### **1.8 Significance of the study**

The study is significant in that it will be an eye opener to the barracks administration so that they come up with programmes that will enhance the educational advancement of women in the barracks. Apart from that it will contribute to the body of knowledge on women's education in Zambia.

### **1.9 Limitations of the study**

The study was limited to Mikango Barracks due to proximity to the researcher's home. The ideal population for the study could have been the inclusion of wives of soldiers from other barracks. Unfortunately, due to time and financial constraints the study was only confined to those at Mikango Barracks. The

findings might, therefore, not be a reflection of a complete picture of the levels of education in other barracks.

In addition, the researcher experienced a problem with certain male soldiers who expressed fear in responding to the questionnaire. Despite explaining to them the essence of the research, they were not cooperative and some even lost the questionnaire. This made the researcher to incur further costs, as she had to print some more copies to reach the target number. Apart from that, quite a number of respondents took more than the agreed upon time to fill in the questionnaires which was a delay on the part of the researcher. The researcher also had to translate questions to some respondents in vernacular, which was difficult as she was not very conversant in Bemba.

## **1.10 Definition of terms**

In the study, the following terms mean:

**Education-** A deliberate, systematic and sustained effort of transmitting, evoking or acquiring knowledge, skills, attitudes, intellect, ideas and outcomes.

**Formal education-** The hierarchically structured and graded system of education that runs from primary school to university.

**Non-formal education-** Organised learning activity outside the structure of formal education.

**Informal education-** The life long process whereby every individual acquires attitudes, values, skills, knowledge from daily experiences and educational influences in one's environment.

**Military-** Members of the armed forces as distinct from civilians and police.

**Psychological barriers** – Barriers that relate to an individual's held beliefs, values, attitudes and perceptions.

**Situational barriers**- Barriers which relate to an individual's life context at a particular time, or the realities of one's social and physical environment.

**Soldier**- A person serving in an army as a non-commissioned officer.

**Non-commissioned officer**- A soldier in the army whose rank is not permanent. That is, it ceases upon retirement from the army.

**Tradition**- The custom and belief that women are supposed to be concerned with issues of the kitchen rather than moving about to conduct business outside the home.

**Illiteracy**- The condition of being unable to read and write (UNESCO, 1970).

**Cultural beliefs**- The norms and beliefs that women are supposed to nurture children and family.

**Economic empowerment**- The creation of conducive conditions and use of strategies, which can help poor or vulnerable women to improve their position or status.

**Low levels of education**- The minimum of basic education level and below.

**Feminism**- Uncovers the ways in which social and cultural factors, assumptions and structures are shaped by gender.

**Gendered norms**- These are powerful, pervasive attitudes about gender based roles and behaviours that are deeply embedded in social structures. They

operate within families, communities, neighbourhoods and wider society, interacting to produce outcomes, which are inequitable and producing dynamics that are often risky for women and girls.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews relevant literature pertaining to the factors contributing to low levels of education among women in general with a deliberate focus on women married to soldiers.

The importance of education in general and that of women and girls has been highlighted by many authors over the years. Equally the barriers and consequences of lacking education when it comes to women and girls have been highlighted.

Through education, adult members of society try to shape the development of the coming generation in accordance with its own ideals of life. It strives towards securing conditions for every one under which individuality is mostly completely developed into either ideal manhood or womanhood. Education can transform the behaviour of a person from instinctive behaviour to human behaviour, thus enabling human beings to act rationally than impulsively. Further, education reflects a conscious purpose to train people for fulfilling the responsibilities of life. It develops in them thinking and reasoning power in order to fit them to rise to the occasion when they are faced with pressing problems of home, community and the world at large. It portrays a prime concern of developing the underdeveloped capabilities, interests, urges and needs of people in the most desirable channels. Furthermore, it sets up standards and ends of living and liberates a person from the small self and the educated person becomes altruistic and social (Taneja, 2004).

Farrant (1980:18), looks at education as 'a universal practice engaged in by all societies at all levels of development'. It involves total processes of human learning by which knowledge is imparted, faculties trained and skills developed. He says it is society's cultural reproductive system where society reproduces *itself by passing on its main characteristics to the next generation*. Morrish (1978:97) defines education as a 'service provided by society for its members'. It is an industry like any other with certain inputs and outputs. Therefore it is a product as well as a one of the factors of production. It is an investment in the future of society and focuses on the development of fully rounded personalities. Each individual is initiated into adulthood, citizenship, social responsibility and a highly complex society.

Education is therefore, the influence of the environment on the individual. This influence brings about changes in habits of behaviour, thought and attitude. This enables an individual to develop all the capabilities which lead to control of and adjustment to the environment, realization of possibilities and fulfilment of socially desirable behaviour. It is a continuous re-organisation and integration of experiences and activities.

Education can either be formal, non-formal or informal (Kelly, 1999). Formal education gives a narrower sense of education which consists of specific influences consciously designed in a school to bring in the development and growth of the student. The school represents formal education and it impacts on education directly and systematically. John Dewey in Taneja (2004:15) says 'the school exists to provide a special environment for the formative years of human life'. School in this case refers to the whole machinery of education from pre-school to university. Education in its broadest sense includes every influence of life. Various factors influence the character of human beings and their faculties. These factors include the home, church, government, family, friends and school. All these are agencies of education, representing informal education, where teaching is indirect and incidental. Learning takes place unconsciously with a

specific context followed (Farrant, 1980). All the informal agencies have a powerful influence in shaping the personality of an individual. Non-formal education refers to organized learning activity outside the structure of formal education. It is aimed at meeting specific learning needs of particular youths or adults in the community. Various community issues are taught and although it is structured, there is flexibility to the places and methods of learning (Farrant, 1980).

As earlier alluded, education includes every influence of life. Gordon (2003) says it is a complex system in that it is embedded in a political, social and economic context. It should therefore be seen as a means of modifying behaviour positively rather than negatively, an active participatory learning process where people are no longer seen as only passive recipients of knowledge, selected and organized by others, but as active participants in producing meaning in social interactions with others. It should also be seen as a product and a tool of production that enhances productivity and leads to economic growth of a nation. Kelly (1999) states that education should focus on intrinsic value. Its goals should be focused towards bringing positive development and not negative behaviour tendencies. He further argues that it should reflect autonomy, personal development, aesthetic awareness, literacy appreciation and value of experiences and activities. It should expose people to a diversity of cultural value as well as to problem solving and decision making techniques. This complementary definition of education leads to the idea that education can be a panacea for economic empowerment and development of an individual, be it a man or woman.

## **2.2 Importance of education**

Research over the years has placed emphasis on the importance of education to an individual. Cowan, O'Connell and Scalan (1966:191) point out the importance of education when they state that, "there is no substitute in a country for the possession of skills and vision that come with education." D' Souza (1969), also



alludes to the fact that the aim of education should be the development of every thing about a man or woman that distinguishes him or her from an animal or machine- the discipline of intelligence, the quickening of imagination, and the widening of sympathies. In other words the ultimate aim of education should not be merely to impart knowledge or train the mind, but help the individual to develop his or her many sided abilities and aptitudes and to grow to full maturity of body, mind and spirit. Thus the primary purpose of education to an individual is to furnish him or her with the widest opportunities to develop his or her potential to the full. Wynne (1963:135) in his Human Wants Theory says, 'the aim of existence should be to make our wants better and satisfy them'. He goes on to say that the aim of education should be to make human beings want the right things and to make them better control all the forces of nature and themselves so that they can satisfy these wants. Education is thus about improving and satisfying wants. It is not preparation for life but life itself. Education as an end in itself opens new horizons, extends freedoms and creates opportunities. As a means to other ends, it comes with a wide range of benefits for production, distribution, economic growth, health, democracy and poverty reduction (Watkins, 1999). Conversely the denial of education excludes countries and individuals from opportunities to improve living standards and quality of life. One woman respondent attests to this fact when she said,

"My daughter's life will be better if she is educated. She will not depend on her husband but will earn her own income and be able to help me".

Education, therefore, does not only make democracy possible, it also makes it essential. It not only brings into existence a population with an understanding of public tasks but also creates their demand to be heard.

It is in this vein that Thirilwall (2006) notes that lower levels of education and skills make it difficult for countries to develop new industries and absorb new technology. It makes people less adaptable and amenable to change. It also

impairs their ability to manage and administer enterprises and organisations at all levels. Even the succession of world conferences throughout the 1980s and 1990s including those on environment (Rio de Janeiro, 1992), human rights (Vienna, 1993), population and development (Cairo, 1995), and women's rights (Beijing) have all stressed the key role of education, particularly for women in meeting their particular concerns. Heward and Bunwaree (1999) also allude to the fact that, education increases girls' willingness and ability to join the labour force, reducing their statistical invisibility in the national economy, improving their productivity and leading to national development.

Education is therefore a vital element for any individual be it a man or woman when it comes to survival. But when it comes to education provision, the female gender has been greatly disadvantaged worldwide. UNICEF (2003) says when it comes to education, gender parity continues to be elusive-65 million of those children affected are girls. Statistics also given by the UN (2008) indicate that two thirds of the world's illiterate population are women. Of the one hundred and ten million children out of school, sixty percent are girls. Therefore girls have been disadvantaged solely on the basis of their gender. Gordon (2003) also states that gendered norms operate to restrict the rights, opportunities and capabilities of women and girls causing significant burdens, discrimination, subordination and exploitation.

This existing scenario is not a new phenomena as it goes way back in history. Women and girls have been victims of all forms of exploitation and subordination for a long time. This realization led to the emergence of feminist theories, each of these having a partial and provisional answer to the problems encountered by the female gender.

Wollstonecraft and Stuart who are said to be founders of the Liberal Theory believed that female subordination is rooted in a set of customary and legal constraints which hinder women and girls to enter the public world. They

advocated for equal education and civil rights and emphasized equality (Wandle, 1951).

The Marxists argued that it was practically difficult to obtain genuine opportunities in a class society though they advocated for equal opportunities for all in all areas of development. Shulamith Firestone, a proponent of Radicalism was of the view that it was and it is a patriarchal system that oppressed women and girls. A system dominated by authority and cannot be changed but rooted out. He advocated that biology is women's unfortunate and unchanging destiny. Simone de Beauvoir a psychoanalyst believed that the subordination of women came about because of the 'penisery'.

Rousseau, (1981) thought that the concept of negative education as applicable to women was totally inconceivable. He viewed women's options as entirely limited to the roles of wife and mother. There was no need to allow them to determine for themselves when nature had already psychologically dictated their destiny. He believed that a woman's education must be planned in relation to man. This is because she will always be in subjection to a man and she will never be free to let her own opinions above his.

FAWE (1972:2) also gives further evidence of some of the stereotypes held against girls such as, 'girls are not as bright as boys. Girls simply lose interest in school in general after a few years. It is not worth giving girls secondary or university education'. Such are the statements that girls are confronted with and more often than not are accepted as a true reflection of things and girls come to build their academic self-concept around such beliefs.

A lot of feminists or women's movements emerged as a reaction to the above sentiments which were aimed at overcoming women difficulties and enhance their development and empowerment. These are still in existence and include the following; Women in Development (WID), women and Development (WAD),

Gender and Development (GAD). WID was sparked off by a book written by an author, Esther Boserup who criticised the contemporary theories in development from 1970. Her book sparked off a lot of research and works, which culminated into WID. Research conducted, indicated that women were marginalised in all areas of development. All writings stated generally that women were to be included into the development process, which was the strategy of WID. In general, WID analyses the situation of women in terms of education, politics and employment. The WID approaches advocate for legal and administrative changes in given situations and encourages 'women-only' micro-projects in order to improve the welfare of women. These approaches centre on equity, anti-poverty, efficiency and empowerment.

Women and Development, was a Marxist feminist approach which emerged in the second half of the 1970s'. It was critical of WID approaches and solutions. It was against integration of women because it did not specify the production of integration. The proponents of this movement argued that integrating women into the current structures would not solve the problem, as the structures were inherently unequal. On their part, integration served to perpetuate inequality. WAD generally advocates for equality in all areas of development to improve the status of women. The proponents believe that women can play a major role in enhancing development if all the unequal structures perpetuated by the men become equitable.

Gender and Development came up after realising that WID was not effective in dealing with women issues. During the fourth women's conference held in Beijing in 1995, WID was adapted to GAD, basically a gender approach to development. Equality was believed to be the only work that would achieve GAD. Women were to be involved from the outset in all areas of development and not be appendices to the men or governments. The advocates of this approach are of the view that women and girls are disadvantaged in education because of the stereotypes perpetuated from home through cultural settings. They believe that the best way

to ensure equality is through gender mainstreaming where women are involved in all decisions concerning issues of development from the planning stage to the implementation stage. There should also be affirmative action to improve women's status especially in the area of education.

The goals of all these movements are targeted towards achieving equity, anti-poverty, efficiency and empowerment, which they believe, can only be realised through uplifting education and literacy levels of women and girls (Ruhen and Jacobs, 2004). Mary Joy Pigoozi of UNICEF says that, 'girls' education makes all the difference not only in terms of economic development but human development'.

This study thus focused on soldiers' wives because of the primary role that mothers play in terms of managing their families, especially in matters of health and education of their children. Another reason for this deliberate focus was based on the researcher's personal conviction that society at large tends to often, if not always, concentrate on soldiers because of the conspicuous role they play while their wives, situation seems to be overlooked. The way a mother brings up a family is closely linked with her level of education. This is evident from the research studies conducted in Latin America, Africa, Asia and the Middle East that have linked the level of a mother's education to that of a child's weight or height which are used as a measure of nutrition. Watkins (1999) also alludes to the fact that education, particularly education of girls and women greatly enhances the ability of households to manage health problems, improve nutrition, and ensure more effective diagnosis and demand timely treatment. Evidence from Zambia shows that educated women are far more likely to identify the need for treatment at an earlier stage and to demand it.

This is an indication that educated mothers are not only better able to gain information about health matters and nutrition, they are more likely to make use of preventative health-care services, thereby reducing the risk of infectious diseases.

Equally studies have shown that children of educated mothers have a far higher survival rate. In addition, Psacharopoulos and Woods (1985) say that, the evidence is unequivocal. Educated parents particularly mothers have better nourished children who are less likely to die in infancy than those of uneducated parents. On the average, one additional year of schooling for a mother results in a reduction of nine (9) per 1000 in child or infant mortality. Kasonde-Ng'andu et al. (1999) equally suggest that parental schooling promotes children's schooling. However, the mother's education, in particular, has persistently been found important in influencing female education.

From what has been highlighted above the education of women is instrumental in promoting development and linkages between level of education and family welfare, which are now so well established as to be beyond serious dispute.

### **2.3 Barriers**

Whilst the education of women has many benefits, women face many challenges in their quest to attain it. The barriers faced by women and girls in gaining access to education are either psychological or situational, arising from a mixture of economic, social and cultural factors. This means that the path to education for women and girls has been blocked by poverty, a lack of resources and cultural attitudes holding that education is wasted on girls because of their ultimate place in society as wives and mothers. Traditionally women are supposed to be concerned with issues of the kitchen rather than attending school or venturing into business. Moonga (2004) argues that hostility to women receiving education has resulted in well-founded fears over physical safety deterring women and girls in many countries from participating freely in educational activities. Most parents, especially in the rural areas would rather educate a male child than a female child because of traditional beliefs that have placed a girl child in the inferior position of subordination. The girl child is expected to be married and that is her greatest achievement as seen from the traditional set up. Going with this

assertion, Sweetman (2004:3) states that, "if the primary role of a woman is seen as marriage and child bearing, learning to perform household tasks may be seen as better education, than attending school." This view is widely accepted by traditional societies in Zambia.

It can therefore be argued that traditional practices such as marriage at an early age and discrimination against pregnant mothers all serve to push girls out of the education system early. The United Nations in its World Population report of 11<sup>th</sup> June, 2005 echoes the same views by stating that early marriage is a neglected human rights abuse that affects girls worldwide. Furthermore, if current trends continue in the next decade, 100 million girls will marry before they turn 18. Research also shows that girls who are married early are at increased risk of social isolation, domestic violence, and coerced sex and in some cases HIV infection. Child early marriage is closely linked with low levels of formal education for girls. So early age at marriage and early departure from school are by products of the same socio economic conditions- poverty, low status and social customs and beliefs that disempower girls.

Poverty also plays a major part in hindering girls' education especially in poor households. A girl child becomes disadvantaged when the family has few resources, as the focus will be placed on the boy child. Research has shown that there is a close correlation between deprivation in education and other forms of deprivation (Watkins, 1999). This means that as a result of less education, there is low-productivity and low-income forms of production leading to inadequate income in a family. In Zambia, rural women with 8-12 years of education are only half likely to be living in extreme poverty as women with no education. In Zimbabwe, the heads of poor households are twice as likely to have received no formal education as heads of non-poor households. The Zambian and Zimbabwean situation demonstrates beyond reasonable doubt that education can help overcome the constraints on human development imposed by income poverty.

Therefore exclusion from education denies poor households the opportunity to gain the necessary skills to raise productivity so that they have enough resources to send their children to school and meet their daily needs. It also exposes them to the risk of being exploited.

UNICEF (2003) report notes that the negative effects of not attending school are greater for girls than boys and its consequences are transferred to the next generation. It cites failure of understanding and failure of theory as reasons for exclusion. There is failure to understand that the ultimate objective of development is human well being, which has been lost. Women and girls including the poor are hurt the most. When it comes to theory, the predominant views of development, that is economic growth and structural adjustment have underestimated the value of development, education in general and women and girls in particular. Issues affecting girls are nearly invisible in theories, policies and practices of development. Usually, there are no deliberate policies that address women and girls issues and if they exist they are too weak to bring about positive development.

For many girls, even if they are allowed to go to school, attitudes about a girl's place and her duties may require attention to housework and childcare that leaves little time for studying. Lack of role female models especially in rural school environments is equally a daunting barrier. As a result, many African women and girls never get the option of trying to explore their potential (Google, 2008). The Senegal Conference on Education (2000) has also noted that to deny women opportunities for land ownership, education, or social and economic participation is to create capability deprivation which is a form of social exclusion. High illiteracy among women who are poor has also been cited as another barrier responsible for the low education among girls. According to Mwansa (1995:5):

“knowledge is relative. There is knowledge among the poor people that has been kept living, growing,



reproducing, nurturing and taking care of their own lives in a manner that consummates with their level of socio-economic development.”

It is in this view, that we can allude to the fact that, the denigration of local knowledge can only create resistance and reflection of what is new and modern. Thus illiterate women may not be ignorant but due to lack of literacy skills are not able to participate in helping their children with what they learn at school. This perpetuates low levels of education among their children where local knowledge is promoted which prioritises customs and tradition and disadvantages the girl child.

Research in the 1970s and early 1980s has also established a link between increased female literacy and changes in attitudes and behaviour, which in turn result in social and economic change. Bown (1990:8) further alludes to the fact that, “literacy like education in general is not the driving force of historical change. It is not the only means of liberation, but an essential element for all social change.” People with low literacy levels are at a particular disadvantage in moving up the income ladder. They are also more likely to be unemployed than employed fully or part time. Heward and Bunwaree (1999) state that illiteracy is an indicator for having no formal education. This is clearly highlighted by Laubach (1961:3) who gives an overview of the consequences of being illiterate when he says that:

“people who are illiterate have no voice in public affairs, they never vote, they are never represented in any conference. They are the silent victims, the forgotten, driven like animals, mulely submitting in every age before and since the pyramids were built.”

UNESCO, in its 1995, World Education Report in support also 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. Lack of formal education has long been the patriarchal "excuse" for women's lower socio-economic status. Women's lack of education becomes the legitimisation of male supremacy (Bown, 1990). So women need to know their rights and responsibilities rather than be oppressed. This can only be done through attaining higher levels of education and not minimal levels such as basic education as is the case for the wives of soldiers in this study. Watkins (1999) echoes this view by saying that, no country will sustain an increase in living standards solely on basis of universal primary education nor prosper unless it creates a broad base at the primary level on which to develop higher levels of education. He further alludes to the fact that Sub-Saharan Africa should strengthen its knowledge-based technologies. He believes that Sub-Saharan Africa does require expanded higher education and vocational training in order to create a supply of skilled labour. Research has shown that only 7 per cent of Sub-Saharan Africans receive a tertiary education. But the deeper problem is that so few African children enter the primary-school system especially girls, and that so many of those who do are unable to make the transition to secondary school leading to low economic growth and less development resulting from low levels of education.

Furthermore, the process through which women are wholly or partially excluded actively or passively, from full participation in labour markets, educational systems and or social participation are discriminatory and a denial of rights. As the Commonwealth Of Learning (COL), 1995 World Education report noted, the biggest male-female gaps in literacy and participation in formal education tend to be in countries where literacy and education participation are low for both gender. Gordon, (2003) believes that the educational attainment of women and girls has a strong bearing on the well being of their families and efforts to improve education for women and girls must be strengthened As consistently noted

above, women's and girls' education comes with multiple benefits, These include increased family outcomes, later marriages, reduced fertility rates, reduced infant and mortality rates, better nourished and healthier children and families and greater opportunities and life choices for women, including better choices to protect themselves against HIV infection and better use of based-based technologies.

Therefore, to remove barriers that prevent girls from enrolling, completing primary and secondary education, schools must deal with factors fundamental to the quality of life of the whole community. It is in this regard that the Population Council researchers have come up with programmes aimed at overcoming the forces that prevent women and girls from reaching full potential and restrict them to conditions of early marriage and frequent childbearing, gender discrimination and violence and repetition of the poverty cycle across generations. Examples of such programmes already embarked upon include one to alleviate the social isolation of girls in Egypt, the other to empower married girls and first time mothers in India and the third one to break the cycle of poverty of Mayan girls in Guatemala (Population Council, 2005).

## **2.4 Education for empowerment**

With globalisation taking the centre stage and the 21<sup>st</sup> century being knowledge-driven, the need for education for empowerment cannot be overlooked. Through it women can be afforded opportunities to analyse critically, sources of their oppression referring to social, political and economic contradictions both in their immediate and wider contexts. Education for empowerment (conscientisation) spurs people into action to change oppressive structures and elements thereby creating equitable participatory and appropriate societies (Freire, 1972).

Therefore, women need to be empowered so that they become liberated, have individual freedom, assertive, knowledgeable, and are equipped with life skills.

All these demand people centred and popular participation for meaningful economic changes. Kofi Annan, the Secretary General of the United Nations Organisation then, in his speech in Lesotho in 2000 echoed the same sentiments by saying that, “education and the empowerment of women are both essential *and indispensable in meeting most of the Millennium Development Goals* (MDGs) which includes halting the spread of the HIV/AIDS.” With high literacy and education levels, women can conquer all odds. An equally powerful weapon in the fight against poverty lies in the empowerment of women.

The attainment of the above education outcomes can pose challenges more especially when some sectors of education such as literacy are not prioritised despite being significant in the education of women. It is for this reason that Mwansa (1995) argues that even though literacy training has been marginalised as an educational enterprise, it is still a vital element in the liberation of women because illiteracy levels among women in Zambia are still very high.

So the education of women and girls is the key element of sustainable development. Most countries now agree that the education of women and girls must have priority in their educational policies. The challenge now is that of increasing access in schooling and providing increased opportunities for them to continue to higher levels of education. This is because according to UNICEF and UN (2003), girls’ education is inextricately linked to other facets of human development; the health status of women, early childhood, nutrition, water, sanitation and community empowerment. Girls’ education can help to reduce child labour and other forms of exploitation. With it comes empowerment which literacy brings and is key to a better life.

From the foregoing review, it is clear that there are many factors that can lead to women and girls attaining low levels of education. However, not much attention has been specifically given to determine the factors why many women married in the barracks, in this case Mikango barracks, exhibit low levels of education. In

the light of this gap, bearing in mind the importance of education to women, this study is timely. If the factors that lead to such low levels are known, the possibility of doing something about it can be examined in a practical way.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This section highlights the research design, sources of data, population, sample, data collection techniques and instruments and methods of data analysis.

#### **3.2 Research design**

This was a case study incorporating both qualitative and quantitative techniques. A case study was chosen as a model for the research design because the researcher wanted to collect in depth information pertaining to the area of study.

#### **3.3 Location**

The study was done at Mikango Barracks in Chongwe in Lusaka Province between April and September, 2008.

#### **3.4 Target population**

The population of the study was all soldiers' wives in Mikango Barracks.

#### **3.5 Study sample and sampling**

The sample comprised 100 soldiers' wives. These were wives to non commissioned officers. Simple random sampling was used to come up with the 100 women respondents. These were women married to Warrant officers, Staff Sergeants, Sergeants, Corporals and Lance Corporals. It is also important to note that the categories of the women selected were not proportional due to the

fact that there were many Staff sergeants and Sergeants that were married. In the higher ranks of Warrant officers, there were very few. The same applied to corporals and Lance corporals as the majority had just joined the force and hence had not ventured into marriage yet.

There were also informants who included the Regimental Commander. 100 married male soldiers and 100 pupils who were picked using simple random sampling.

**3.6 Research instruments**

It must be mentioned at the outset that prior to the main study, a pilot study was conducted. The main aim of the pilot study was to test out the research instruments and to determine whether the questionnaire items were reliable and valid. This was done in Mikango Barracks. Respondents were selected purposively since only a small number was needed to carry out the task. Five respondents were chosen from each category, that is five married soldiers, five women married to soldiers, and five pupils. For married soldiers, a Warrant officer, Staff sergeant, Sergeant, Corporal and Lance corporal were picked. The women also reflected the ranks of their husbands.

The respondents were given three days to fill in or rather answer the questionnaires. Most of the respondents met the deadline except for three who took more than three days because they were busy with other things. Fortunately the questionnaire items did not pose a problem to the respondents because the answers given were in line with the expected answers. So the need to change the structure of the questionnaire or questions did not arise. One factor was noted though, that most of the women needed assistance including a few men when it came to reading and understanding what was expected of them.

In the main study, the following instruments were used:

- (i) Questionnaires which contained both closed and open ended questions, for soldiers' wives, soldiers and pupils. These were designed to collect data on factors that are associated with low levels of education among soldiers' wives, views that they had on education, effects of low levels of education on their ways of life and their children's education. For soldiers, the questionnaires were used to collect data on their views on education and factors that are associated with low levels of education among their wives. As for pupils, the data collected was on the educational support they got from their mothers.
- (ii) A guide for focus group discussions was used for selected soldiers' wives to collect in-depth data on factors that are associated with low levels of education among soldiers' wives, views that they had on education, effects of low levels of education on their ways of life and their children's education.
- (iii) A semi structured interview guide was used to solicit data from the key informants on the factors that are associated with low levels of education among soldiers' wives, views that they had on education, effects of low levels of education on their way of lives and educational programmes provided in the barracks.



### 3.7 Summary of the sources of data, techniques and research instruments

Table 1 below shows the sources of data, research instruments and data collection techniques used in the study.

Table 1: Sources of data, techniques and research instruments

Technique	Instrument	Source of data	Type of data
Interview	Semi-structured interview guide	Regimental Commander	Factors associated with low levels of education among soldiers' wives, views that they had on education, effects of low levels of education on the ways of lives of soldiers and educational programmes provided in the barracks.
Focus Group Discussion	Focus Group Discussion Guide	Soldiers' wives	Factors that are associated with low levels of education among soldiers' wives, views that they had on education, effects of low levels of education on the ways of life of soldiers and their children's education.
Questionnaire 1	Structured Questionnaire	Soldiers' wives	Factors that are associated with low levels of education among soldiers' wives, views that they had on education, effects of low levels of education on their ways of life and the children's education.
Questionnaire 2	Structured Questionnaire	Married male soldiers	Their views on educational factors that are associated with low levels of education among wives, effects of low levels of education.
Questionnaire 3	Structured Questionnaire	Pupils	The educational support they got from their mothers.

### **3.8 Data collection**

In order to get access to all respondents especially the married male soldier, permission was sought from the Regimental Commander about the exercise who in turn informed the soldiers about the researcher's visit to their locations and asked for maximum cooperation for those who were approached to be participants.

The researcher administered the questionnaires to the respondents with the help of research assistants to elicit data from them. Those that had problems in answering certain questions were assisted by using a local language to enhance their understanding. The audio tape recorder was used during focus group discussions to make it easier for the researcher not to miss out on any points. Key informants were interviewed and responses were recorded in a note book. An appointment had to be made first before the interview was conducted bearing in mind their busy schedule.

### **3.9 Data analysis**

The data collected was analysed using both the quantitative and qualitative approaches. The quantitative data was analysed using the Statistical Package for Social Science (SPSS) to obtain frequencies and percentages. The qualitative data was analysed through the use of codes and grouped into emerging themes.

### **3.10 Ethical considerations**

The participants in this study were assured of confidentiality. Hence, their responses were simply for academic purposes and were treated with the highest confidentiality they deserved. To assure them, they were not required to write their names on the questionnaires and neither were their names written down during interviews to allay fears of identification and victimisation. Respondents

were also made to sign consent forms as a way of ensuring their assurance in providing the data.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 4.1 Introduction

In this chapter, findings of the study are presented based on the various categories of respondents. The findings are presented according to the objectives of the study.

#### 4.2 Findings from the women respondents

##### 4.2.1 Composition of the respondents

Table 2 below shows the general composition of the women in the study. From the table it can be seen that the majority of the respondents were those married to Staff Sergeants and the least number of those married to Lance Corporals.

Table 2: Respondents by position of spouse

Rank of Husband	No. of Women
Warrant officers	24
Staff sergeants	35
Sergeant	16
Corporal	19
Lance corporal	6
Total	100

Respondents were asked to indicate their ages and the following emerged as shown in Table 3 below: the majorities (36) of the respondents were in the age range of 26-30 years followed by those in the age range of between 31 - 35 years and 36 – 40 years old.

Table 3: Age of respondents by position of spouse

Age range (in years)	Corporals	Lance Corporals	Sergeants	Staff Sergeant	Warrant Officers	Total
18-25	6	4	3	3	-	16
26-30	10	1	10	12	3	36
31-35	3	1	3	9	1	17
36-40		-	-	9	8	17
41 and above		-	-	2	12	14
Total	19	6	16	35	24	100

**Period in marriage and number of children**

As regards the period the respondents were in marriage, the study revealed that they had been in marriage for a period ranging from one month to 27 years. The average number of children the respondents had was four children per woman.

**Educational level of respondent**

Respondents were also asked to indicate their levels of education. Table 4 below shows their levels of education. The table shows that majority (59%) of the respondents had grade 9 (form 3) level of education followed by 21% who said had grade 12 (form 5) level of education.

Table 4: Educational level

Educational Level	No. of Women
No education	3
Grade 7	17
Grade 9 (form 3)	59
Grade 12 (form 5)	21
Total	100

**4.2.2 Factors contributing to low levels of education**

In responding to the question which aimed at determining the factors contributing to low levels of education among women, respondents indicated the following as factors: lack of support (49%); early marriage (28%); pregnancy (16%); as major factors. Table 5 below shows the rest of the responses.

Table 5: Factors contributing to low levels of education

Factors	Frequency	Percentage
Lack of support	37	49
Early marriage	22	28
Pregnancy	12	16
No interest in education	2	3
Failed grade 9 examination	2	3
Illness	1	1
Total	76	100

**4.2.3 Effects of low levels of education**

Respondents were asked to indicate as to whether low levels of education had any effect on them. Their responses in order of frequency are as listed below.

1. They were not able to find formal employment which required advanced levels of education.
2. They were not able to read fluently and write properly.
3. They were not independent and relied on their spouses for all their major needs which at times were not wholly met.
4. 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 and that they were too demanding.

5. It was difficult for them to understand certain issues that were taking place around them and in the country.
6. They lacked knowledge on many things, for example modern technology.
7. They could not give enough support to their children because they were dependent on someone else.
8. They felt useless in society as they lacked some skills to help them get along in life and thereby could not contribute to the betterment of the family welfare as well as support their relatives.
9. They could not advise or rather assist their children when it came to homework or assignments despite giving them moral support.

#### **4.2.4 Support to children's education**

All the respondents (100) said they fully supported their children's education.

Furthermore the respondents were asked to indicate the type of support that they rendered to their children's education. The majority (88) of the respondents said they attended Parents and Teachers Association (PTA) meetings and open days, while (62) took their children for extra lessons and (54) responded to call outs by the teachers or administration to discuss their children's welfare.

#### **4.2.5 Suggestions on improving the educational levels of women in the barracks**

In a focus group discussion with women, the following suggestions were given on how educational levels of women could be uplifted in the barracks. The women felt that there was need first and foremost, to sensitize the husbands on why women should be allowed to go to school and attain higher levels of education. This is because they felt that their husbands were a hindrance to them continuing from where they had stopped, as they were not supportive both financially and in terms of encouragement. Starting adult literacy classes was also found to be

another option of furthering their education where women would be taught how to read and write.

### 4.3 Findings from the pupils

#### Characteristics of respondents

Table 6 below shows the characteristics of the pupils who participated in the study according to the ranks of their fathers. The table shows that the majority of the respondents came from the Staff sergeants followed by those from Warrant Officers and Sergeants, respectively.

Table 6: Characteristics of pupil respondents

Rank	No. of Pupils
Warrant officers	25
Staff sergeants	37
Sergeants	24
Corporals	4
Lance corporals	10
Total	100

#### 4.3.1 Level of education of parents

Respondents were also asked to indicate the education levels of both their parents. Their responses are as shown in table 7 below.

Table 7: Level of education of parents

Position	Educational Level				Total
	No education	Grade 7	Grade 9	Grade 12	
Mother	-	11	55	34	100
Father	-	1	4	95	100



The table shows that 66% of the mothers had not gone beyond grade 9 while 95% of the fathers had gone beyond grade 9. Five male parents had educational levels of grade 9 and below.

**4.3.2 Educational support from mothers**

As far as the education of the pupils was concerned, all the pupils (100%) indicated that they received some form of support from their mothers as a response to the question that sought to find out as to whether the children received any support from their mothers. Most of the pupils said their mothers bought them books, pens, pencils and uniforms followed by those who said “advice on importance of education”; “attends school meetings”; “assist with homework”; and “pays school fees”.

**4.4 Findings from the married male soldiers**

**Characteristics of respondents**

Table 8 below shows the characteristics of the respondents who participated in the study according to their ranks. The table shows that the soldiers who were married were mainly in the rank of Staff Sergeant and the least number came from the Lance Corporals.

Table 8: Ranks of respondents

Rank	Number
Warrant officers	15
Staff sergeant	37
Sergeant	18
Corporal	20
Lance corporal	10
Total	100

4.4.1 Educational level of respondent and spouse

Respondents were asked to indicate their level of education attained and that of their spouses. Table 9 below shows their responses.

Table 9: Rank of respondent, educational level of respondent and spouse.

Rank	Educational level											
	No Education			Grade 7			Grade 9			Grade 12		
	Self	Spouse	Total	Self	Spouse	Total	Self	Spouse	Total	Self	Spouse	Total
1st Officers	-	-	-	1	5	6	4	6	10	10	4	14
Sergeant	-	1	1	2	8	10	10	20	30	25	8	33
Ant	-	-	-	-	1	1	5	11	16	13	6	19
ral	-	1	1	1	1	2	2	9	11	17	19	26
Corporal	-	-	-	-	1	1	1	2	3	9	7	16
	-	2	2	4	16	20	22	48	70	74	34	108

From table 9 it can be seen that generally in all the ranks, the married soldiers possess higher educational levels as compared to their wives except in a few cases.

The findings show that 62 of the women married to the soldiers possessed low levels of education while 36 had gone beyond grade 9. Two of the wives to the soldiers had had no opportunity of entering the doors of a classroom.

4.4.2 Professional qualifications

A question was asked to the respondents to indicate their professional qualification. Table 10 below shows that 98 of the respondents indicated that they had certificates while 2 respondents said they had a diploma and a degree respectively.

Table 10: Professional qualifications according to ranks.

Rank	Professional qualifications			Total
	Certificate	Diploma	Degree	
Lance Corporal	10	-	-	10
Corporal	20	-	-	20
Sergeant	18	-	-	18
Staff Sergeant	35	1	1	37
Warrant Officer	15	-	-	15
Total	98	1	1	100

**4.4.3 Reasons for wives not going beyond grade 9**

Pertaining to why their wives could not go beyond grade 9, the respondents gave the following reasons in order of frequency: lack of financial support followed by early marriages; pregnancy; failing grade 7 examinations and no interest in education.

**4.4.4 Whether low levels of education affected their wives**

An opinion was sought from the respondents to indicate on whether the low levels of education exhibited by their wives had any effect generally. All the respondents said it had an effect on their wives.

Another question was asked to the respondents to find out how their wives, families, community and themselves as husbands were affected by the low levels of education of the women.

*(a) Effects on their wives*

Respondents said it affected their wives in the following ways:

1. they found it difficult to find formal employment,
2. they were unable to read and write
3. their thinking capacity was limited when it came to dealing with issues concerning the home.
4. they were unable to assist in improving the family welfare and this made them to be dependent on them.
5. they lacked self confidence and this affected their image as they felt inferior to others.

*(b) Effects on the respondents*

As husbands, they felt that they were affected in a way because it was difficult to reach a consensus when it came to settling serious issues in the home. They also indicated a strain on their finances, as they were sole providers for both family needs and relatives.

*(c) Effects on the family*

In the family, a lot of conflicts were experienced due to lack of understanding on issues of finances especially when it came to planning and budgeting. It was also indicated that it was difficult for their wives to assist children with their schoolwork and that issues of health and nutrition in the family were compromised due to lacking basic information on the part of their wives.

*(d) Effects on the community*

When it came to the community, indications were that the progress of the community was affected due to high illiteracy levels among the women. This they said made it difficult for them to participate in community initiatives. They also felt that environmental, health and democratic issues suffered because of ignorance arising from not being able to attain high education levels.

#### **4.4.5 Benefits of a wife having a higher level of education**

Respondents were asked to indicate whether there were any benefits of a wife *attaining higher levels of education*. 99% of them said “yes” while one respondents said “no”.

For the respondents who said “yes” a further question was asked to them to indicate reasons for their response and the following reasons were given.

1. Would be employed and assist the husband when it came to financial matters.
2. Would supplement family requirements.
3. Would plan efficiently for the family income because she would be conversant with budgeting.
4. Would capably take care of the family health and sanitation to enhance a healthier family.
5. Would advise the children on the importance of education and encourage them to put more effort at school.
6. Would be independent and take care of her needs instead of being solely dependent on the husband.
7. Would easily communicate with others on different issues.

#### **4.4.6 Suggestions on improving educational levels of women in the barracks**

Respondents were asked to give suggestions on how the educational levels of women in the barracks could be improved. They indicated the following as listed below:

1. There was need to teach the women the importance of education so that they develop interest to pursue their studies further.

2. Start adult literacy classes where women could be taught to read and write especially those who had not been in school or had just ended at lower primary school level.
3. Commence evening classes from grade one to twelve to cater for all women at different levels of education.
4. Women should be given support and encouragement from their husbands to continue their education instead of blocking them.
5. There was also need to discourage early marriages for girls to enhance their educational advancements through holding community sensitisation workshops as most of the women in the barracks got married at an early age.
6. Starting women clubs which were education based so that at the end of the day they get skills that can empower them and generate income.
7. Having community sensitisation workshops where the entire community is taught on the importance of educating girl children and not boys only.

#### **4.5 Findings from the focus group discussions with the women**

Another group of respondents comprised two groups of women that were involved in focus group discussions.

##### **4.5.1 Whether education was important and helpful to a woman**

As mothers and wives they all agreed that education was important and helpful to a woman because such a woman would be able to help the husband in maintaining or looking after the family in terms of finances as well as assist the school going children with their school work. She would also find it easier to prepare the budget and use finances properly and issues of abuse would not arise as she would know her rights.

She would be independent and help to take care of her children and family in case of a death of a spouse. It would also be easy for her to use and understand

modern technology instead of being swindled or cheated by not understanding instructions because of being unable to read and write.

#### **4.5.2 Views on how education of a woman is important**

With regard to how the education of a woman was important, it was found that the cited effects differed from one group to another. For the woman herself, the women felt that:

- (a) she would be independent and not dependent on someone else.
- (b) men would respect her and not abuse her.
- (c) societal evils such as abuse and victimisation would be minimised.
- (d) she would not be easily taken advantage of especially when it came to family issues with the husband and relatives.
- (e) she would have a positive self image.

When it came to the husband, the women were of the view that because of a woman's education, taking care of financial needs in the family would be easier as she would also be contributing something. She would also be able to discuss issues in a more progressive manner and offer quality advice to him.

On the part of the children, the women revealed that an educated woman would be able to assist her children with their school work, provide their school requisites in case their husbands had no money and be able to feed and maintain the family without asking for help from somewhere.

When it came to the family, it was found that a woman would assist the family and relatives to meet their daily needs and lessen their problems. She would also take care of the family health wise by providing first aid, ensuring that there was proper sanitation and the family had a balanced diet. Family problems would

be solved amicably and in a consensus manner and the standard of living would be improved because of her initiatives and employment opportunities.

In the community, the women felt that the woman would be able to sensitize other members of the community concerning issues such as the benefits of educating the girl children, going for post natal and under five clinics as well as the well being of the family.

#### **4.5.3 Relationship between a mother's education and educational support to children**

All the women agreed that there was a relationship that existed between the two in terms of education. They said that if a mother was educated, she was more proactive in terms of encouraging her children to go to school and ensured that she gave them the maximum support in terms of school requisites.

#### **4.5.4 Reasons why most wives are not highly educated**

Pertaining to the reasons why most of the wives were not highly educated, it was found that lack of financial support contributed to the existing status. In addition, lack of interest, being playful at school, early marriages, pregnancy, failing grade 7 and 9 examinations, lacking information on where to seek guidance on education progression and traditional and cultural interferences were also indicated by the respondents as reasons for wives not being highly educated.

The women in their discussion also brought out the following which they believed were a hindrance to them attaining higher levels of education;

1. jealousy of the husbands as they do not want their wives to progress.
2. lack of support in paying school fees from their husbands.



3. discouragement from fellow women who thought that marriage was more important than education.
4. fear of the husband for their wives to be independent, as their
5. dominance over them would be lessened.
6. victimisation and abuse from the husband when issues of school advancement were raised.
7. lack o knowledge on family planning where women produced babies every now and then and hence had no time to go to school;
8. shyness as most of the women were not open about the level of education they had stopped at because they feared being laughed at if it was found that they had stopped at a very lower level.

#### **4.5.5 Suggestions given on how educational levels of women could be improved in the barracks**

A question was asked to find out ways of how educational levels could be improved in the barracks. The women felt that there was need to sensitize the husbands on the importance of why women should be sent to school. They thought this would help the husbands understand the need for girl and women empowerment. It was also suggested that clubs where women were taught skills in baking, sewing and gardening could be started as a way of empowering them. Furthermore adult literacy and evening classes could be opened to improve reading and writing skills and upgrade the women's levels of education.

#### **4.6 Findings from the interview with the Regimental Commander**

The Regimental commander holding the post during the study had only been in office for two years at the time the study was being conducted. He outlined his main role in the barracks as that of commanding.

On the benefits of education to a woman, he said:

“an educated woman is able to make informed decisions about a lot of issues that affect her, the family and the community. She also has a better perception of issues and can greatly contribute to the well being of the family materially if she is in employment or by way of ideas because of her developed faculties”.

When it came to how he rated the educational level of women in the barracks, he thought that the majority were literate.

As regards factors which led to low levels of education amongst the women, he said:

“most of these women came from remote areas where levels of education were quite low and tradition and customs were prevalent. Therefore the goal of every woman or girl in such areas was to find a husband and get married. As a result, of the nature of work of soldiers which frequently saw them on operations for longer periods in remote areas, they ended up marrying such women with low levels of education”.

He also argued that it was also as a result of the nature of men where they always wanted to be domineering which made them not keen to support the women. They also always wanted to marry women that were below their standard academically.

*Pertaining to whether low levels of education of women had any effects, he said these affected different groups and aspects differently. When it came to the family, he said:*

*“an uneducated woman is not able to plan properly for the well being of the entire family. This leads her to only depend on what culture and tradition demands of her. This is a drawback in the modern set up. Since the work of soldiers involves most often being outside their base station, a wife who is able to care for the family independently is required. An educated woman could easily fulfil this role”.*

He further alluded to the fact that, an uneducated woman would be a burden to the husband because he would have to constantly travel to check on her to see if the family welfare was well taken care of. This would mean that the husband would have to abandon his assignments and if he was unable to travel, he would be worried about his family and this would affect his work performance.

When it came to the education of their children, he said:

*“uneducated women are most likely not bothered with the education of their children. Most often uneducated women, with daughters believe that education is not important as they will end up getting married when they grow up and be looked after by their husbands”.*

On educational programmes, he stated that the army had its own schools in place and it was up to the community themselves as men and women to take the initiative to uplift their educational levels. He was of the opinion that husbands should be able to encourage their women to attend adult literacy and evening

classes so that they become literate. He further said women should also be encouraged to engage themselves in cooperative activities where they could learn skills to empower themselves. Most importantly, he felt that there was need for sensitisation on the importance of education to individuals and communities, hence the need for such workshops to be enhanced in the barracks.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.1 Introduction**

In this chapter, the findings of the study are discussed. Basically four main components were critical from the findings and these centered on existing educational levels of the women in the barracks, the factors leading to such levels, the effects of these levels on different entities and the proposed programmes to uplift these standards. The educational level of women in comparison with those of their husbands was also another issue which emerged from the findings.

#### **5.2 Educational levels of women in the barracks**

Three different groups of respondents consisting of 300 participants all indicated that there were low levels of education among the women in the barracks. From the study it was discovered that the women in the barracks have low levels of education. The women respondents stated that 70% of the women exhibited levels of education from no education to grade 9 and only 21% of the women had advanced to grade 12. The married male soldier respondents revealed that 64% of the women fell in the category of no education to grade 9 and 36% had gone as far as grade 12. For the pupils they indicated that 66% of the women fell in the group of no education to grade 9 and only 34% of them had reached grade 12. Most of them had not been exposed to higher education but ended up with merely basic education which is not very ideal for effective development or empowerment.

The statistics given by the three groups of respondents are in agreement with the United Nations (2005) and UNICEF, (2003) reports where the indications are that

the majority of the world's illiterate are women and that of the one hundred and ten million children out of school in developed countries, sixty percent are girls. These same girls that dropped out of school are now the mothers and women that now reflect a gloomy picture of the existence of low levels of education in the barracks today. This is because they had been denied education, which as a commodity to society has influenced the life of humanity greatly. Psacharpoulous, (1985:5) attest to this fact when he says,

“education is the route to economic prosperity, the key to scientific and technological advancement, the means to combat unemployment, the foundation of social equality of political socialisation and cultural vitality.”

### **5.3 Factors leading to low levels of education among women in the barracks**

There are many factors that can lead to women attaining low levels of education. The main factors that were identified by the respondents in this study which were hindering and had hindered women to advance to higher levels of education were:

1. Lack of financial support
2. Early marriages
3. Pregnancy
4. Failing examinations
5. Lack of interest in school
6. Husbands

Lack of financial support was cited from three different angles, that is, from the parents themselves because they were not able to meet the cost of sending their children to school because of poverty, secondly as orphans who had no parents and thus had no one to take care of their educational needs and thirdly from relatives who felt they only had enough resources to take care of their immediate siblings and not the extended family.

School fees contribute a substantial economic barrier to girls' (women's) education throughout much of the developing world. Studies conducted in the Sub-Saharan Africa and Kenya, more specially, demonstrates the progress to date (<http://www.stanfordedu> group, 2008). Prior to school fee abolition in Kenya, many families could not bear the cost, instead girls, were often times instructed to stay at home to perform household chores or take care of family members. So poverty has made many parents not prioritise girls (women's) education basing their act on the belief that the girl child was going to be married hence it was more ideal to send a boy child to school that would later bring resources to assist the family. Going by this assertion, Sweetman (2004:3) states that,

“if the primary role of a woman is seen as marriage and child bearing, learning to perform household tasks may be seen as better education than attending school.”

This also corresponds with a study by Micheal, (1986)) where he found out that in many countries, the birth of a baby boy is celebrated but that of a girl is greeted with silence. This indicates the status of a woman as assumed by society that of being inferior and under a man. So when funds to education are limited, girls may be forced to marry young, drop out of school and dedicate themselves to housework which has been found to be the case among many of the wives to soldiers in Mikango barracks.

Thus, due to lacking financial support, most of the girls who are now the married women in the barracks opted into early marriages. This was evidenced from the age-group among the women where most of them fell in the age category of 26-30 years and an average of 4 children per woman which showed a high production rate among soldiers' wives. This reflects the sentiments of the United Nations in its World Day Population report of 2005 that alluded to the fact that traditional practices such as marriage at an early age and discrimination against unmarried mothers all served to push girls out of the educational system early and hence were a barrier to higher education. The report goes on to say that early marriage is a neglected human abuse. Furthermore, if current trends continued in the next decade, 100 million girls would marry before they turned 18. It also states the fact that early marriage is closely linked with low levels of formal education for girls.

It can, therefore, be said that early marriage and early departure from school are by-products of the same socio-economic conditions, that is poverty, low-status and social customs and beliefs that disempower girls who later become women with low levels of education. A study conducted by UNICEF (1990) in Egypt indicated that a girl in this country was likely to grow up without the benefits of education. This was because women were perceived mainly in the context of child bearing and family caring. Apart from that, high drop-out and early marriages perpetuated the situation. It also indicated that 77% of rural women in Egypt were illiterate. Similar studies such as one by the World Bank (1993) in Gambia and PNG women in media (1993) in Papua New Guinea echo the same sentiments earlier alluded to.

Failing examinations and lack of interest in school were also factors that though not affecting a lot of women in the barracks led to some of them not progressing to higher levels of education. This could be attributed to gendered norms and stereotypes that exist in the communities or society. Stereotypes about cultural attitudes holding that education was a waste on girls because of their ultimate



place in society that of being wife and mother, made girls lose interest and become demotivated in their strides to achieve higher levels of education. Rousseau, (1981) supports this idea when he views women's options as entirely limited to the roles of wife and mother. FAWE (1972:2) also gives the following as further evidence of some of the stereotypes held against girls, that,

“girls are not as bright as boys; girls simply lose interest in school in general after a few years; it is not worth giving girls secondary or university education”.

It can be said that such are the statements that girls are confronted with and more often than not are accepted as a true reflection of things and girls (women) come to build their academic self concept around such beliefs leading to them leaving school and opting for marriage.

The above sentiments show that education is not valued or is seen as irrelevant to or in conflict with accepted roles concerning the girl child who later grows into womanhood in society. Along side these, is the limited involvement of the parents in schooling and early learning which demotivates girls more. Further more the “son preference” in enrolment and school progression, traditional gender division of labour and lack of safe and secure environments can have a disproportionate impact on girls leading them to lose interest in school, fall pregnant and later fail their examinations. Therefore culture and social patterns continue to inhibit women from access to education, status and other means of realizing their full potential (Mugabe, 1989). This view is echoed by social feminists who believe that culture through customs and traditions and marriages have perpetuated the vulnerability and oppression of women further.

The study also reviewed that husbands were responsible for their wives' academic and professional stagnation. It also came to the researcher's attention that there was mere jealousy and fear by husbands to marry women who were

more educated. Women during focus group discussion cited husbands as one of the factors that barred them from improving their educational levels. This is evidenced from the sentiments of one married male respondent who said,

“there is no benefit of sending a woman to school because she can become pompous and stop respecting you.”

The views expressed by the male respondent above support the social feminists who recognised that exploitation and oppression of women are rooted in the structure of patriarchal capitalism. They believed that sexism is so deeply ingrained in the social relationships of patriarchal capitalism that a fundamental transformation is necessary to bring about social change.

Clearly, husbands were found to be a barrier to women's progression in education in the barracks. This emanated from the jealousy they had and also the fear of losing their wives. Fullan and Stiegelbauer (1991:22), echo the women's sentiments when they state that,

“men are sometimes afraid of marrying women who are too well educated, and it is fear that often impedes the access of girls (women) to higher education and scientific studies.”

Husbands were also found not to provide support to their wives when it came to paying of school fees or just mere encouragement. One woman respondent gave an illustration of what the husband's response was when she suggested going back to school. The husband said he only had money for her to start a business not paying school fees for a married woman. So she was asked to choose between education and business. If she chose education then she would fend for herself. The Regimental Commander also supported the idea when he said,



“the nature of men where they always wanted to be domineering saw them not provide support and always wanted to marry women below their standard academically.”

This demonstrates the attitudes that men have towards women. They feel they can plan their lives for them. This is supported by Megarry (1984:26), in her study on “sex, gender and education,” where she observed that,

“many of the women’ problems stem from traditional patterns of working days and years, which means that too often they are forced to choose between building a career and to raise a family.”

The assertions by Megary (1984) are not far fetched from social feminists’ beliefs where women’s oppression is believed to stem from sexism and classism. Women’s lives are to be determined based on their circumstances of birth where they acquire the female gender. This restricts their rights, opportunities and capabilities causing significant burdens, discriminations, subordination and discrimination. Adam, Briskin and Macphail (1988), argue that only fundamental transformation is necessary to get rid of sexism ingrained in patriarchal systems to bring about social change. This is supported by Hart (1992), who argues for equal valuing of knowledge, human intelligence, critical thinking and creativity, so that knowledge does not lead to marginalisation of certain groups. This can only be attained through education which can lead to broad change that affects society as a whole rather than on individual basis (Wikipedia, 2008).

Husbands, therefore, become part of women’s problems as long as they do not support them in their personal endeavours. Peer pressure where certain women discouraged friends also came out strongly in focus group discussions. Business was seen to be a better option instead of grown up women going back to school.

This meant that many of the women felt shy to continue with their education in the barracks and overlooked the benefits of education in their business or life in general

#### **5.4 Effects of low levels of education on the different categories of respondents**

The researcher observed that the low levels of education of the women in the barracks had different effects on the different respondents including the women themselves. On the part of women they were more dependent on their spouses for their livelihood. They were also curtailed from participating in community initiatives that needed educational awareness. They were further prone to social vices such as victimisation, abuse and exploitation from their spouses and the community. They were also excluded from many lucrative opportunities in many social circles which made them victims of the dependence syndrome and lacked a positive self image. Literacy skills exhibited were also very poor.

When it came to the husbands, their work performance was affected especially when it came to issues of taking care of the family when on operations. Issues of budgeting and planning were found to be critical elements which women who exhibited low levels of education could not manage and thus constantly needed the help of their husbands and thus interrupted their work schedules. The Regimental Commander was of the view that,

“an educated woman can easily fulfil this role of taking care of the family independently.”

Low levels of education of their wives also put a strain on them especially when it came to providing financial needs due to only one source of income. Conflicts also became prevalent, as it was difficult to reach a consensus on certain issues that affected the family. One respondent alluded to the fact that,

“a woman with low level of education has to be monitored in doing many things as she lacks knowledge.”

This was found to be time consuming on the part of the husband.

Family effects were felt through issues of having meagre resources leading to financial constraints in meeting family needs. One salary was not enough since there was no supplement from the wife. Issues of health, sanitation, family planning and budgeting were greatly affected as women with low levels of education lacked most of the basic knowledge on the areas mentioned. Atop this was usually the failure to assist children in their school work which at times demotivated them as they saw their mothers not being interested in their school work. These findings from the study have similar views from the studies earlier conducted by Gordon (2003), UNICEF and UN (2003), Population Council (2005) and Fuller and Stiegelbauer (1991).

Community development also felt the impact due to the low levels of education existing amongst the women. This is because community development is enhanced when people put efforts together and tap on the members' skills and resources in a collective manner which may not reflect the situation of the Mikango community due to high illiteracy levels among the women. There is always reluctance to participate in developmental issues and usually contribution to debates on issues affecting the community seems to be minimal. Borrowing Froebel (1864) 's word,

“No community can progress in its development while the individual who is a member of it remains behind.”

So education especially higher levels enhance community development enabling members of the community to undertake initiatives of their own to combat social,

*economic, political and environmental problems and to fully participate in a truly democratic process. Indeed if a member of the community is developed, they will bring individual efforts together to contribute to the progress of the community. If the community has individual members who remain behind in its development, then they will combine their backwardness and hinder community development. Studies by Machan (2001) and Gardner (2003) are in support of the same ideas ( [http:// en. Wikipedia.org/commdev](http://en.Wikipedia.org/commdev)).*

The reasons given from the study by the women respondents pertaining to their status in the barracks resulting from low levels of education that they had attained made the researcher agree with Fullan and Stiegelbauer (1991:14) who reiterated that,

“ Even today, millions of women veiled or not live in a state of withdrawal from the world, deprived of their identity as women. Education will be the essential element of their emancipation and self fulfilment.”

Education especially higher levels of education can therefore bring about women's emancipation and self fulfilment at any level of society leading to sustainable development and societal change.

## **5.5 Interventions to low levels of education of women in the barracks**

All the respondents were in agreement that there was definitely a need to improve the educational levels of women in the barracks to enhance women and community development. Their suggestions were a realisation that women's education was a vital element in the development of any society. Their opinions are not far from the observation made by Mangella (1995:31) in many sectors and society that,

“If you have educated a woman, definitely the family will change, if you have educated a woman, her family is bound to improve faster than when a man is educated. The more you will educate girls (women) the more you will change the family and the more you will create a new society. It is revolutionary and also evolutionary.”

It is clear from what the respondents listed that the following interventions were capable of uplifting educational levels of women in the barracks.

1. Embarking on sensitization campaigns on why women should improve on their literacy and educational levels by highlighting the individual and community benefits.
2. Starting evening and adult literacy classes for women.
3. Engaging women in club activities where they would be taught skills such as tailoring, baking and crafts as a way of empowering them.
4. Having community workshops on the importance of education and the disadvantages of early marriages to girls.

## **5.6 Other observations**

From the research findings the researcher also observed that whilst the men had shown tremendous progression to higher levels other than basic education as compared to the women, their literacy levels were quite low. Atop that, indications were that their professional qualifications were also quite low as the majority possessed only certificates and only one respondent had a diploma which was the same for a degree. This to the researcher was an indication that the male married soldiers lacked aspirations to higher professional qualifications, showing that their academic prowess was not very good. This may have

contributed to the lack of support and attitudes they had exhibited towards their wives in issues of education.

Apart from that, it was found that whilst the women exhibited low levels of education, they rendered a lot of support to their school going children which showed the researcher that they knew that education was an important element for individual survival and development.

It is also important to note that the findings brought out by the study were a manifestation of one of the most important elements that was and will continue to be amiss in the education of women in general and Mikango Barracks in particular when it comes to uplifting the educational levels of women to enhance their economic independence and status in society. In fact it is viewed that if further research was carried out in other barracks, the scenario would likely be the same if not worse due to similarities in economic, social, political and cultural trends in the barracks setup.



## CHAPTER SIX

### CONCLUSIONS AND RECOMMENDATIONS.

#### 6.1 Conclusion

From the findings of this study, it was clear that;

1. Low levels of education were prevalent among women married to soldiers in Mikango Barracks.
2. The factors identified to have hindered and are still a barrier for women to advance to higher levels of education are;
  - Lack of support which arose from three dimensions, that is from poverty stricken parents, being orphaned and from relatives who kept them and denied them that access.
  - Early marriages
  - Pregnancy
  - Failing examinations
  - Lack of interest in school
  - Husbands' jealousy, fear and non provision of financial support to allow wives to go back school.
3. Low levels of education impacted negatively on different categories of people and hinder individual and community development.
4. Despite women exhibiting such low levels of education, they fully supported and encouraged their children to work hard at school to enhance their progression to higher levels of education.
5. Literacy skills were quite poor for both wives and husbands.
6. Women had realised the importance of education in their lives and they had shown interest in continuing with their education as long as proper logistics were put in place to enhance the process.

In the light of these findings, it is probably not an exaggeration to say that the development of people at family, societal and national levels depend more heavily on the education of women than that of men (Datta, 1979, Abel, 1980, Summers, 1992). This is because the present and future generations are likely to benefit more through mothers than fathers. In addition, if women are neglected in education, there would be no harmony in families and the nation as a whole.

In view of the above reasons, it would not be too great an overstatement to say that to a large extent, development is almost synonymous with the development of women. Therefore there is need to ensure that more opportunities are availed to women to ensure their greater participation in community or societal activities to enhance higher education levels rather than settling for basic education which is a reflection of low levels of education. Chabaud (1974) noted that the under-representation of women in the access and management of the world's educational systems had inevitably prevented their personal achievement and also impeded the progress of society.

Finally, from the findings, one could say that low levels of education among women in the barracks are prevalent not due to the liking of the victims, but that circumstances have placed them in such positions. One could also assume that because of these circumstances they found themselves in, options such as marriage were more ideal. This gives reason to believe that women are sometimes found in such predicaments not of their own liking but solely on the basis of their gender and the stereotypes and gender norms that exploit and oppress them. A view supported by the social feminist theory.

## 6.2 Recommendations

Taking into consideration the findings of the study, the writer recommends the following interventions:

1. **Sensitisation on Importance of higher education-** it is clear that higher education is important for the development of any country. A nation's prosperity is measured by how many of its people are educated. Therefore educating women can bring about higher returns which can enhance development in the country.  
It is therefore recommended that the barracks administration should prioritise sensitization of the importance of education by embarking on sensitisation programmes for the community to bring about social change.
2. **Women developing a positive self-image-** Women should be sensitized to realise that marriage is not the ultimate goal in life. They should be made to see themselves in a positive way by being helped to develop a positive self image of themselves. They should be convinced that they are as capable as men.
4. **Improving of literacy skills-** the importance of being able to read and write for any individual cannot be over emphasized. There is need for the barracks administration to introduce adult literacy lessons and evening classes to improve the literacy skills of both wives and husbands, as they are too low.
- 4 **Empowerment programmes-** Self-sufficiency lessens dependence on other people. Empowerment programmes where women can be taught skills such as tailoring, baking, gardening and crafts are one positive way of improving household incomes and empowering the women. The barracks administration should try to prioritise such programmes and ensure that they are put in place to enhance community development.

**5. Husband enlightenment-** Husbands should be sensitized that education of their wives is for their own benefit and that of their children. There is apparent need for husbands therefore to:

- actively participate in their wives' education and professional development.
- Give chance to wives to further their education and improve their own educational needs too.
- Be aware that they are partners in family planning plans and processes rather than wait for a pregnancy to occur and blame women for failing to go to school.
- Understand that in the event of death, wives could use acquired positions and status to look after the children and lessen their suffering.

Implementation and accomplishment of such recommendations could lead to the realisation of Millennium Development goal no.3, which aims to promote gender equality and empower women to enhance holistic and sustainable development.

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## **APPENDICES**

## APPENDIX 1

### QUESTIONNAIRE FOR SOLDIERS' WIVES

Dear Respondent,

You have been selected to respond to a questionnaire on the value of education to women and the factors associated with low levels of education among women. The information is to be used for academic purposes and the responses will therefore be treated confidentially.

#### INSTRUCTIONS

- a) Do not write your name on this questionnaire
- b) For questions where options (A, B, C...) are given circle the letter of your choice
- c) Where blank spaces are provided write your own answers

#### QUESTIONS

1. Rank of husband

A.. Warrant Officer ☐

B. Staff Sergeant ☐

C. Sergeant ☐

D. Corporal ☐

E. Lance Corporal ☐

2. Age

- A.. 18 – 25 years ☐
- B. 26 – 30 years ☐
- C. 31 – 35 years ☐
- D. 36 – 40 years ☐
- E. 41 years and above ☐

3. Number of years in marriage \_\_\_\_\_

4. Number of children \_\_\_\_\_

5. Educational qualification

- A.. No education ☐
- B. Grade 7 ☐
- C. Grade 9 (Form 3) ☐
- D. Grade 12 (Form 5) ☐

5 If your educational level is grade 9 or less, indicate the reason for not progressing to grade 12.

- A.. Early marriage ☐
- B. Pregnancy ☐
- C. Lack of support ☐
- D. Indicate any other ☐

7. If your level of education is grade 9 and below how does this affect you?

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8. Do you offer educational support to your children? A. Yes B. No

A.. Yes

☐

B. No

☐

9. If yes, state the type of support you give them?

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10. If no, give reasons.

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11. If you have any children who are no longer in school, what level of education did they attain?

A.. Grade 1 - 7

☐

B. Grade 9 (Form 3)

☐

C. Grade 12 (Form 5)

☐

12. If their level of education is grade 9 and below give reasons.

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13. Give suggestions on how the educational level of women in the barracks can be improved.

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## APPENIX 2

### QUESTIONNAIRE FOR MARRIED MALE SOLDIERS

Dear Respondent,

You have been selected to respond to a questionnaire on the value of education to women and the factors associated with low levels of education among women. The information is to be used for academic purposes and the responses will therefore be treated confidentially.

#### INSTRUCTIONS

- a) Do not write your name on this questionnaire
- b) For questions where options (A, B, C...) are given circle the letter of your choice
- c) Where blank spaces are provided write your own answers

#### QUESTIONS

1. Rank of husband

A.. Warrant Officer ☐

B. Staff Sergeant ☐

C. Sergeant ☐

D. Corporal ☐

E. Lance Corporal ☐



2. Age

- A.. 18 – 25 years ☐
- B. 26 – 30 years ☐
- C. 31 – 35 years ☐
- D. 36 – 40 years ☐
- E. 41 years and above ☐

3. Number of years in marriage \_\_\_\_\_

4. Number of children \_\_\_\_\_

5. Educational qualification

- A.. No education ☐
- B. Grade 7 ☐
- C. Grade 9 (Form 3) ☐
- D. Grade 12 (Form 5) ☐

6. Professional qualification

- A.. Certificate ☐
- B. Diploma ☐
- C. Degree ☐
- D. None ☐

7. Your wife's educational qualification.

A.. No education ☐

B. Grade 7 ☐

C. Grade 9 (Form 3) ☐

D. Grade 12 (Form 5) ☐

8. If your wife's educational level is grade 9 or less, indicate the reason for her not progressing to grade 12?

A.. Early marriage ☐

B. Pregnancy ☐

C. Lack of support ☐

D. Indicate any other \_\_\_\_\_

9. If your wife's educational level is grade 9 or below, how does this affect

(i) Her?

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(ii) You?

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(iii) Your family

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10. What educational support does your wife offer to your children?

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11. If you have any children who are no longer in school, what level of education did they attain?

A.. No education ☐

B. Grade 7 ☐

C. Grade 9 (Form 3) ☐

D. Grade 12 (Form 5) ☐

12. If their level of education is grade 9 and below give reason(s).

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13. Do you think it is important for a wife to attain higher levels of education?

C. Yes ☐

D. No ☐

14. If yes give the benefits of a wife attaining higher levels of education?

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15. If 'No' give reasons.

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16. What programmes do you suggest can be introduced in the barracks to improve women's literacy and educational levels?

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## APPENDIX 3

### QUESTIONNAIRE FOR PUPILS

Dear Respondent,

You have been selected to respond to a questionnaire on the value of education to women. The information is to be used for academic purposes and the responses will therefore be treated confidentially.

#### INSTRUCTIONS

- a) Do not write your name on this questionnaire
- b) For questions where options (A, B, C...) are given circle the letter of your choice
- c) Where blank spaces are provided write your own answers

#### QUESTION

1. Grade: \_\_\_\_\_

2. Sex: \_\_\_\_\_

3. Age: \_\_\_\_\_

4. Father's rank:

A.. Warrant Officer

☐

B. Staff Sergeant

☐

C. Sergeant

☐

D. Corporal

☐

E. Lance Corporal

☐

5. How far did your father go in education?

A.. Grade 1 – 7 ☐

B. Grade 9 (Form 3) ☐

C. Grade 12 (Form 5) ☐

6. How far did your mother go in education?

A.. Grade 1 – 7 ☐

B. Grade 9 (Form 3) ☐

C. Grade 12 (Form 5) ☐

7. What educational support does your mother you? (Circle **all** that is done for you for this question only)

A. Buys books, pens, pencils and uniforms

B. Pays school fees

C. Attends school meetings

D. Assists with home work

E. Pays for extra tuitions

F. Advises on importance of education

G. None

H. Any other, write down \_\_\_\_\_

8. If she does not support you, write why?

\_\_\_\_\_  
\_\_\_\_\_

9. Do you have brothers and sisters who have stopped school?

A.. Yes ☐

B. No ☐

11. If yes what level of education did they reach?

A.. Grade 1 – 7 ☐

B. Grade 9 (Form 3) ☐

C. Grade 12 (Form 5) ☐

12. If some stopped at grade 9 or below, give reasons.

A.. Failed ☐

B. Lack of support ☐

C. No interest in education ☐

D. Got pregnant ☐

E. Got married ☐

F. Any other reason, write down

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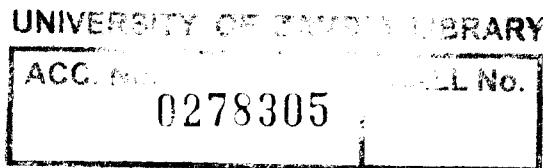
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## APPENDIX 4

### FOCUS GROUP DISCUSSION GUIDE FOR SOLDIERS' WIVES

1. As mothers and wives, is being educated helpful to a woman? If yes or no, state why and how?
2. How is education for a wife important to
  - (a) her?
  - (b) her husband?
  - (c) her children?
  - (d) her family in general?
  - (e) her community?
3. Is there a relationship between a mother's education level and how she supports her children's education?
4. Why are most wives not highly educated?
5. What do you think are some of the barriers to soldiers' wives in the barracks attaining higher levels of education?
6. How can the educational levels of women in the barracks be improved?





## APPENDIX 5

### INTERVIEW GUIDE FOR THE REGIMENTAL COMMANDER

1. Post held \_\_\_\_\_
2. For how long have you held the post? \_\_\_\_\_
3. What is your role in the barracks? \_\_\_\_\_
4. What are the benefits of education to a woman?
5. How do you rate the educational level of soldiers' wives in the barracks? \_\_\_\_\_
6. What factors can lead to low levels of education among soldiers' wives?
7. How do low levels of education for soldiers' wives affect
  - (i) their families?
  - (ii) the work of their husbands?
  - (iii) the education of their children?
8. Do you have any educational programmes in place to help uplift the educational standards of soldiers and their wives?
9. If not what programmes do you think can be initiated to help improve the education levels of soldiers and their wives in the barracks?

## APPENDIX 6

### CONSENT FORM FOR RESPONDENTS

Dear respondent,

You have been selected to participate in a research to investigate the factors associated with low levels of education among women. You are therefore requested to read through this form and if you agree to the stated conditions, sign below.

#### Conditions

1. Your views will be considered confidential. As such your name will not be written down during the research or used in the final report.
2. In this research study, you will be required to fill in a questionnaire or participate in an interview for about 20-30 minutes.
3. For interviews, you will be required to answer some oral questions on education of women and the researcher will use an audio cassette recorder to record the proceedings accurately.
4. As for questionnaires, you will be required to fill them in according to the given instructions. Alternatively the researcher can fill them for you as you give responses to the questions on it.

Name:.....

Signature:.....

Date:.....