

**CONTRIBUTION OF LESSON PREPARATIONS TO THE ACADEMIC
PERFORMANCE OF EVENING CLASS STUDENTS: A CASE OF FIBOBE PRIMARY
SCHOOL, NDOLA, ZAMBIA**

BY

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for the Award of the Degree of Master of Education in Sociology of Education

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DECLARATION

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AUTHOR'S DECLARATION

I, Malembo Mumba, do hereby solemnly declare that this dissertation presents my own original work as it does not contain any work that has ever previously been submitted for the award of a degree at the University of Zambia or any other University. Furthermore, this dissertation does not reflect any published work or material from any other dissertation.

I further declare that all sources cited are indicated and fully acknowledged through a detailed list of references.

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CERTIFICATE OF APPROVAL

This dissertation by Malembo Mumba is approved as fulfilling part of the requirements for the award of degree of Master of Education in Sociology of Education. It is submitted with our approval as Examiners.

Examiners' Signatures

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ABSTRACT

The study sought to assess whether preparation of lessons by evening class teachers contributed to the academic performance of students in evening classes at Fibobe Primary School in Ndola, Zambia. The study was guided by the New Sociology of Education and the Constructivism theories. The study was a case study design and it employed qualitative approach to collect data. A sample size comprised 35 respondents that were disaggregated as follows; the coordinator, the head teacher, Education Standards Officer (ESO), 12 teachers who did not teach evening classes, 12 pupils in FGDs, 6 evening class teachers and 2 senior teachers, all selected through purposive sampling. Convenience sampling was used to select the school. Interview guide, Focus Group Discussion guide, observation checklist and document review were used in the collection of data. Data collected was analysed using thematic analysis. This involved coding of the data to generate the emerging themes. In order to strengthen data analysis, descriptive statistics was used by using percentages and frequency tables.

The major findings of the study revealed that evening class teachers did not prepare lessons in advance for teaching evening class students at Fibobe Primary School. It was also evident from the findings that lack of lesson preparation contributed significantly to poor academic performance of evening class students. Teachers did not prepare lesson plans, schemes of work and were using mostly one teaching method. The findings further revealed that lack of lesson preparation was exacerbated by lack of monitoring of teachers' lesson preparation. Though there were other factors such as absenteeism, lack of concentration by students due to fatigue and poor academic background of students, it was, however, concluded that the major contributing factor to poor academic performance of evening class students was lack of lesson preparation by evening class teachers.

The study thus recommended that: school administrators should monitor teachers' lesson preparations and those found wanting should be charged; the government, using expert lecturers in teaching methods, should organise seminars or in-service training to train evening class teachers how to teach adult learners and classes with few hours of learning; school administrators should allow evening class teachers and students to use teaching and learning materials so that evening class students could also benefit from these materials.

DEDICATION

I dedicate this work to my late father, Mr Joseph Mweni Chilungu Abunya Malembo, whose inspiration and encouragements gave me the determination to reach this far, and to my wife Ruth and my lovely sons Bwalya Mumba and Kangansa Mumba whose unceasing hospitality created a favourable environment for my studies.

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ACRONYMS AND ABBREVIATIONS

ABE	Adult Basic Education
CPD	Continuing Professional Development
CSO	Central Statistical Office
DEBS	District Education Board Secretary
DESO	District Education Standards Officer
DODE	Directorate Of Distance Education
EPSSE	Educational Psychology, Sociology and Special Education
ESO	Education Standards Officer
FGDs	Focus Group Discussions
GCE	General Certificate of Education
ICT	Information, Communication and Technology

CHAPTER ONE

INTRODUCTION

1.1 Overview

The chapter provides general background information that sets the context of the study. It deals with the following sub-headings: background to the study, statement of the problem, purpose of the study, study objectives, research questions, significance of the study, Theoretical framework, delimitation, limitation, operational definitions, organisation of the study and summary of the chapter.

1.2 Background to the Study

Education is highly instrumental and necessary in improving the production capacity of the nation. Further, education is tightly linked to social, political and economic development of any nation. This therefore underscores the fact that in order for a country to develop, there is need to invest in human capital, which is done through education. This is echoed by the Ministry of Education (MoE) (1996: 78) in the policy document which states that, ‘The demand for nation development requires that the government pays attention to the role education plays in human capital, particularly in developing the type of knowledge, skills, values and competencies that are necessary for economic and social development.’

Additionally, the government of any nation has a responsibility to alleviate poverty among its citizens and this can be done through the provision of quality education, which should be made as a right of every citizen. Education contributes to improving peoples’ lives and reduces poverty in ways that make people become more productive (World Bank, 1999).

In light of the above, the Ministry of General Education provides evening education classes through the Directorate of Open and Distance Education (DODE) under the Department of Continuing Education. The main focus of the programme is the provision of formal education for those who have not had an opportunity to undertake or complete school and are mainly adults (MoE, 1996).

Despite being taught by teachers who also taught morning classes, the academic performance of evening class students was poor. The issue of poor academic performance at junior secondary level in Zambia has been widely documented, as shown in table 1 below.

Table1: Full grade 9 certificates for internal and external candidates-2011 to 2014

Years	2011			2012			2013			2014		
Sex	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Internal	72376	63275	135449	79376	69413	148788	84818	71969	156787	90788	78587	169375
	54.3%	51.2%	52.4%	55.6%	52.4%	53.1%	56.8%	52.8%	54.9%	58.7%	54.1%	56.5%
External	18970	15730	34700	21924	19383	41307	21682	18239	39926	25571	23704	49275
	19.4%	21.5%	20.5%	17.6%	18.2%	17.9%	23.2%	20.4%	21.8%	16.5%	17.6%	17.1%

Source: 2014 Examination Performance Report at National level

The national pass rate from 2011 to 2014 ranged between 52.4% and 56.5% for internal candidates (morning classes) and 17.1% to 21.8% for external candidates (evening classes) at Grade 9 respectively. For the same period, the pass rate at Fibobe Primary School for internal candidates ranged between 54.2% in 2014 and 51.7% in 2015 while the pass rate for external candidates ranged between 18.9% and 20.8%. The disparity in the statistics of examination results is a serious issue which called for all stakeholders involved in education to seriously look into factors which affected the academic performance of evening class students. Poor performance in most secondary schools had been attributed to a number of factors which ranged from school factors, student and government related factors, status of the teaching force; availability and adequacy of physical resources; efficiency in utilization of the specified teaching period; student performance in key subjects; instructional materials crucial to students' learning (MoE, 1996, Mullis et al, 2002, Osai, 2010 and Reche et al, 2012). Conspicuously, lesson preparations and its contribution to the academic performance, particularly of evening class students, had been absent.

While there could have been many factors which could have led to poor academic performance, the study's major focus was on lesson preparations and its contribution to the performance of Grade 9 evening class students at Fibobe Primary School. Nkom (1999) argues that a teacher is an important factor in any school, and the effectiveness in his teaching depends largely upon adequate lesson preparation. Prior lesson preparation by teachers always led to systematic delivery of concepts to pupils and enhanced their academic performance. Mullis et al (2002)

further insists that teacher quality, which goes with adequate lesson preparation, is an important determinant of pupils' performance.

For teachers to teach effectively, they needed to prepare lessons in advance because they could not teach effectively what they had not adequately prepared. Darling – Hammond (2000) agrees that the quality of lesson preparation by the teacher has a positive correlation to student achievement in schools and lack of it leads to poor academic performance. Therefore, if teachers' prior lesson preparation is not sufficient, it could lead to poor academic performance of the pupils.

Evening classes are 'special classes' which needed special preparations. Using the same lesson plan used in the morning could not be effective because of the different number of periods and hours of learning. Furthermore, different classes have different capabilities and needs. Therefore, different teaching methods should be used for each class. Evening class teachers needed to spend more time and energy as well as be tactical and resourceful when preparing work for the evening class learners. Therefore, it was for the afore-mentioned reasons that evening class teachers needed lesson preparation specifically for evening class students.

Poor academic performance of evening class students at junior secondary schools in Zambia, in particular at Fibobe Primary School, raised an important question which needed answers; "Could it be the lack of lesson preparations which had contributed to poor academic performance of evening classes at Fibobe Primary School?" Therefore, it was incumbent to carry out the research and find out if evening class teachers prepared lessons in advance for teaching and if indeed the lesson preparation had contributed to the academic performance of evening class students.

1.2 Statement of the Problem

Despite being taught by the same teachers, the academic performance of students in evening classes at Fibobe Primary School was poorer than those of morning students. Fibobe Primary School Final Grade 9 Examination Analysis report showed that the pass rate for external (evening) candidates ranged between 14.6% in 2008 to 26.8% in 2010. The poor academic performance of students raised serious concerns on whether teachers prepared lessons for teaching evening class students. Lesson preparation is documented as one of the critical factors

which contributed to academic performance. Darling – Hammond (2000) agrees that the quality of lesson preparation has a positive correlation with student achievement in schools and lack of it leads to poor academic performance.

Many evening class students at Fibobe Primary School failed to pass the Grade 9 final examination every year but little had been done to address the problem of poor academic performance in relation to lesson preparations. It was as result of poor academic performance of evening class students at Fibobe Primary School that the researcher had been prompted to conduct the study on the assessment of the contribution of lesson preparation towards academic performance of evening class students at junior secondary school. Although there is poor academic performance of evening class students at Fibobe Primary School, it is not established whether lesson preparation contributed to such performance. In this regard, it is the task of this study to assess the contribution of lesson preparations to academic performance of evening classes at junior secondary school at Fibobe Primary School.

1.3 Purpose of the Study

The purpose of the study was to assess the contribution of lesson preparation towards academic performance of evening class students at junior secondary school at Fibobe Primary School in Ndola.

1.4 Research Objectives

1. To establish whether teachers prepared lessons in advance for teaching evening class students at Fibobe Primary School.
2. To explore how lesson preparation contributed to the academic performance of evening class students at Fibobe Primary School.
3. To identify the challenges faced by evening class teachers in lesson preparation at Fibobe Primary School.

1.5 Research Questions

1. Did teachers prepare lessons in advance for teaching evening class students at Fibobe Primary School?

2. How did lesson preparation contribute towards academic performance of evening classes at Fibobe Primary School?
3. What challenges did evening class teachers face in lesson preparation at Fibobe Primary School?

1. 6 Significance of the Study

No nation has ever developed without building the capacity of its citizens, and therefore, quality and sustainable education should be provided to all citizens. In this regard, the study may help to find ways of providing quality education to evening class students regardless of time of learning and age of learners. The study further hopes that the issue of lesson preparation for teaching evening class students is addressed with the urgency it deserves so that opportunities that would have been available for these pupils to advance academically and develop this nation will not be forgone.

It is hoped that the study may give insight to policy makers to devise ways of training evening class teachers the most suitable teaching methods for adult learners, so that they may find learning interesting. Further, the study may enable policy makers to come up with ways of monitoring evening classes. This may result into preparation of lessons for teaching, which in the long run might improve the academic performance of students. Additionally, the findings of this study may raise new areas for further research.

1.7 Theoretical Framework

Kombo and Tromp (2006:56) define theoretical framework as “a collection of interrelated ideas based on theories.” It attempts to clarify why things are the way they are based on theories. It supports and directs the research in identifying the main variables and factors to be considered in empirical work. The study was guided by New Sociology of Education theory and Constructivism theory in an attempt to explain the contribution of lesson preparation to academic performance of adult learners (evening classes).

1.7.1 New Sociology of Education Theory

The study was guided by New Sociology of Education Theory in an attempt to explain the need of lesson preparations before teaching evening classes and its contribution to the academic performance of these pupils. Among the earliest scholars to apply this theory was Basil Bernstein in England and Pierre Bourdieu in France in the 1960s, who focused directly on the content of education and internal operations of the school and were concerned with micro level interactions than larger social structures. The theory is concerned with the problem of pedagogy and curriculum as supported by Davies (1971:133) that “management of knowledge” should be the central concern of sociology of education.

The theory tries to explain that student differential academic performance is related to what happens in the classroom – why some students pass while others fail. Keddie (1971) concurs that educators’ socially constructed concepts systematically influences their behaviour in classroom. Karabel and Halsey (1977:45) agree that, “the outcome is the differentiation of the undifferentiated curriculum and the nature of this differentiation impedes the academic achievement of the lower stream and lower-class students.” The theory discourages social stratification by encouraging an egalitarian system of education which requires transformation of teaching methods and curriculum, so that all pupils achieve good academic performance regardless of background and class. Cicourel (1974:89) further suggests that, “schools are faced with ordinary children whose background and interests clash with traditional academic values and this theory aims at reducing these differential academic performances.”

1.7.2 Constructivism Theory

Assessment of the contribution of lesson preparation to the academic performance of evening classes made the researcher to position his study also in the constructivism theory as expounded by Berger and Lukeman (1966). Constructivism theory has been used so that it could help to explain how the needs of adult learners (evening classes) could be met and how to improve their academic performance through appropriate lesson preparations. Constructivism is the set of theories about learning which fall between cognitive and humanistic views (social constructivism). Since the majority of evening class learners are adults, we are more concerned with the social constructivism which emphasizes how meanings and understandings grow out of

social encounters (interactions). Social constructivism emphasizes the importance of the learners being actively involved in the learning process, unlike other educational viewpoints where the responsibility of teaching rests with the instructor, and where the learner plays a passive, receptive role (Freire, 1970).

Social constructivist scholars such as Malcolm Knowles have observed that many principles of learning as well as teaching methods have been developed with and for children, and argued that teaching adults requires a different set of instructional strategies (Knowles, 1980). According to Knowles (1984), andragogy is the art and science of adult learning; thus, it refers to any form of adult learning. Zmeyov (1998) cited in Taylor and Kroth (2009) states that andragogy applied learning approaches that are problem-based and collaborative rather than didactic, and also emphasise more equality between the teacher and learner. It also requires that the learners are involved in identifying needs, designing and planning their educational activity.

Constructivism does not suggest one particular teaching method (pedagogy), but many methods and is associated with approaches that promote active learning. It views each learner as a unique individual with unique needs and background. Constructivists believe that knowledge is not imposed from outside but rather formed by the person. So when preparing to teach evening classes, the teacher should not use one method, but a variety of them because each individual learner has unique needs which are different from those of other individuals (Creswell, 2009; Sunk, 2009; Berger and Lukeman, 1966).

Knowles' concept of andragogy - 'the art and science of helping adults learn' - 'is built upon two central, defining attributes: first, a conception of learners as self-directed and autonomous; and second, a conception of the role of the teacher as facilitator of learning rather than presenter of content'. According to social constructivists approach, teachers have to adopt the role of the facilitator and this fosters critical thinking and creates motivated and independent learners (Pratt and Ass., 1998: 12; Freire, 1970).

A constructivist teacher encourages interactive learning and the learning is more student-centred. The teacher facilitates the learning process in which learners are encouraged to be responsible and autonomous. Furthermore, a social constructivist emphasizes the importance of the relationship between the learners and teachers in the learning process. Keddle (1971) states that

interaction is concerned with knowledge teachers have of their pupils and with what counts as suitable knowledge for discussion and evaluation of the class. Learning approaches such as group discussion, peer collaboration, problem-based instructions and other approaches that involve learners learning with others should be encouraged (Creswell, 2009). Thus, when preparing the work for evening classes, the teacher must use the afore-mentioned methods which are suitable for adult learners.

Constructivism theory has yielded valuable information regarding how the teacher must prepare work for adult learners (evening classes) and the type of teaching methods which must be used so as to improve the academic performance of the adult learners. According to various researches, adults did not stand to benefit when they took a more passive role in their engagement process. Therefore, genuine adult education demanded that learners move away from being bench bound listeners to taking up active roles where they did not only attend and listen but have an input in their learning process.

1.8 Definitions of Operational Terms

The concepts are operationalized by turning them into specific, concrete, observable and measurable variables. The concepts and words are defined according to the context in which they are used in the study.

Lesson preparation refers to prior scheming, lesson planning, lesson notes, selection of teaching methods and materials by the teacher as measured by how pupils answered oral and written questions in class during learning.

Assessment refers to judging whether it wasteacher's preparation which had contributed to poor academic performance as measured by the responses of respondents.

Contribution refers to whether lesson preparation played a part towards poor academic performance of evening class students.

Academic performance refers to marks received at Grade 9 final examination as measured by the number of pupils selected to Grade 10.

Evening class students refers to learners who attended classes in the evening.

Adult education refers to the process of learning, usually done in the evening and determined by the age of learners.

Junior secondary school refers to Grade 8 and Grade 9 evening class pupils.

1.9 Delimitation of the Study

Being a case study, the study was confined to one school, Fibobe Primary School of Ndola. This was because detailed, deeper insights and in-depth views, opinions, attitudes and perception of respondents were needed.

It was also confined to junior secondary schools because pupils started learning almost at the same time in Grade 8 and sat for exactly the same number of subjects with morning classes during final examinations. On the other hand, Grade 12 evening classes (GCE) were not considered as they sometimes only came to write final examinations without learning. Besides that, the learners might just sign up or enter for fewer numbers of subjects than those learners who come in the morning. And so, it was easy to attribute academic performance to lesson preparations at junior secondary school than at senior secondary school. In addition, convenient sampling was used to select the school, as it was convenient to the researcher because it was nearby and the researcher had easy access to the respondents. Ndola District had four schools which were offering evening classes at Junior Secondary level and the most convenient one was Fibobe Primary School. Since it was a case study, more time was required to be spent at the research site; hence a convenient site was needed.

1.10 Limitations of the Study

There are some threats to the validity of the study which must be taken into consideration when interpreting findings and making conclusions. Firstly, the school (convenient sampling was used) included in the study was taken from a list of many schools which were offering evening classes at junior secondary level in Ndola District. This “selective” sampling may decrease the generalizability of its findings. Secondly, although the study sampled 35 participants, the views of these informants may not be representative. Therefore, generalizations of the findings on assessment of the contribution of lesson preparation towards pupils’ academic performance

ought to be done with caution. Finally, scarcity of literature on studies conducted in Zambia concerning this study made the researcher to rely heavily on studies conducted outside Zambia.

1.11 Organisation of the Dissertation

The study has six chapters. The first chapter is the introduction. It orients the reader and provides an insight into the background to the study which is an impetus for embarking on the study. It encompasses such aspects as the background to the study, statement of the problem, purpose of the study, objectives, significance of the study, operational definitions organisation of the study. It lays the foundation of the study and provides the justification for doing it. The second chapter reviews literature related to the study, while the third chapter comprises the methodology. It illuminates on all aspects of how data is collected, analysed, interpreted and reported. Chapter four presents the findings and the discussion follows in chapter five. The final chapter (six) summarises the findings of the study and provides recommendations for improved practice. It also suggests areas for further studies.

1.12 Summary of Chapter One

The chapter focused on background information to the exploration of lesson preparation and its contribution towards academic performance of evening class students. The chapter comprises the statement of the problem, purpose of the study, research objectives, research questions, and significance, delimitation and limitation of the study. Operational definitions are elaborated. Also provided in this chapter is the organisation of the dissertation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

Kombo and Tromp (2006:62) explain that literature review is an account of what has been published on a topic by accredited scholars and researchers. It is a critical look at the existing research that is significant to the work the researcher will be carrying out. It involves examining documents such as books, magazines, journals and dissertations that have a bearing on the study being conducted.

The researcher reviewed related studies which were relevant to the study. This provided the researcher with support and sense of direction. The chapter presents a review of the related literature on the main themes derived mainly from the research objectives. The themes discussed under each sub section are literature related to the history of evening classes and suitable teaching methods for these students; importance of effective lesson preparations; preparation of schemes of work, records of work, effective use of teaching methods and monitoring of teachers' preparations. Finally, literatures related to challenges teachers faced in lesson preparations were reviewed.

2.2 Historical Perspective of Evening Classes

The section of literature is a review of history of evening classes and the suitable methods of teaching these students so that proper learning could take place. The concept of evening classes in almost all countries gave rise to adult education, which is why these two concepts are synonymous and are used interchangeably in most cases. Bhola (2006) posits that we do not talk of Adult Education as being separate from Night Schools – two different tightly-bounded concepts. We have come to realize that the two are inter-connected, and inter-penetrating — and separated only for completely pragmatic reasons.

Evening classes, which offers second chance to those who failed to complete their education either through failing, had no opportunity to go to school or stopped schooling are mostly attended by adults. This is the reason why most evening classes are also referred to as adult education because historically they largely focused on adults. Historically, people attended these

classes on part-time in the evening as asserted by Liveright and Haygood cited in Coles (1987) that this is the process whereby persons who no longer attend school on a regular and full-time basis undertake sequential and organised activities with a conscious intention of bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes, or for the purpose of identifying and solving personal or community problems

2.2.1 Teaching Method Suitable for Teaching Evening Class Students-Historical Perspective

In order for adult educators to meet the needs of learners and improve their academic performance, they must be aware of two important terms associated with teaching and learning: pedagogy and andragogy. Malcolm Knowles observed that many principles of learning as well as teaching methods have been developed with and for children, and argued that teaching adults requires a different set of instructional strategies (Knowles, 1980). Pedagogy refers to the art and science of teaching children. According to Knowles (1984), andragogy is the art and science of adult learning, thus it refers to any form of adult learning. Zmeyov (1998) cited in Taylor and Kroth (2009) states that andragogy applies learning approaches that are problem based and collaborative rather than didactic, and also emphasises more equality between the teacher and learner. It also requires that the learners are involved in identifying needs, designing and planning their educational activity. Knowles (1970) in his book *The Modern Practice of Adult Education: Andragogy Versus Pedagogy* redefined andragogy as an emerging technology for adult learning. His theory of andragogy is based on five important assumptions about the differences between children and adult learners.

The five assumptions of the theory of andragogy were later developed into six core adult learning principles which include: ‘the need to know, the learner’s self-concept, the role of the learner’s experiences, readiness to learn, orientation to learning, and motivation’ (Knowles, Holton and Swanson, 1998: 64–68).

However, what was not known was whether the type of teaching adult learners described by Zyemov (1998), Taylor and Kroth (2009) and Knowles (1984) was also obtaining at Fibobe Primary School. It was not known whether evening teachers at Fibobe Primary School used

learning approaches which were problem based, collaborative and interactive which were more suitable for adult learners to understand.

Knowles' concept of andragogy - 'the art and science of helping adults learn' - 'is built upon two central, defining attributes: First, a conception of learners as self-directed and autonomous; and second, a conception of the role of the teacher as facilitator of learning rather than presenter of content' (Pratt & Ass., 1998, p. 12).

Educating adults differs from educating children in several ways given that adults have accumulated knowledge and work experience which can add to the learning experience. Another difference is that most adult education is voluntary, therefore, the participants are generally self-motivated, unless required to participate, by an employer, for example (Knowles, 1970, Cooper & Henschke, 2003). According to Knowles (1978), adult educator should be innovative enough to gauge the needs of the adult groups and prepare teaching and learning resources which are relevant to the needs.

The studies above yielded valuable information regarding how adults (evening classes) should be taught so as to improve their academic performance. According to various researches, adults did not stand to benefit when they took a more passive role in their engagement process. Therefore, genuine adult education demands that learners move away from being benchbound listeners to take up active roles where they do not only attend and listen but have an input in their learning process.

2.3 Importance of Lesson Preparations

The segment of literature is a review of the importance of effective lesson preparations by the teachers and how it contributes to academic performance of students. For effective teaching to take place, teachers should prepare in advance before teaching. Raina and Dhand (2000) note that effective teachers need adequate preparation to impart knowledge and skills to their learners. This can only be achieved by a teacher having curriculum guides. These include syllabus, schemes of work, lesson plan and record of work. These documents help a teacher to organize and select content, formulate objectives, select resources and strategies (Shiundu and Omulando, 1992). These provides a firm foundation upon which effective teaching and learning is based.

However, what was not known was whether the situation described by Raina and Dhand (2002) of teachers preparing lessons in advance was also obtaining at Fibobe Primary School.

Lesson preparations are systematic process of deciding what and how students should learn. It is the responsibility of teachers. Teachers decide about the form and content of their instruction, such as how much presenting, questioning, and discussing to do; how much material to cover in the allotted time; and how in-depth to make their instruction (Borich, 2007). In lesson preparations process, defining goals and objectives are important. The other factors in lesson preparations process are knowledge of the learner, knowledge of subject matter, and knowledge of teaching methods. Successful teaching requires lesson preparation. Among the complex array of alternatives to be considered are the ranges of teaching methods and activities, the variety of materials available to the teacher, and variation in the abilities and desired objectives of students. Catering for these factors require careful lesson preparations in the lead up to the start of teaching (Andresen, et al. 1985).

Many teachers say that they plan their teaching by first selecting the content and at some later stage in the process consider student characteristics, how students learn, establish objectives and select materials and activities that are most likely to interest and engage students (Stark, 2000). Exactly how the subject content will be sequenced will depend on a teacher's belief about how students learn. One common approach to arranging the subject content is to ensure that the allocation of time reflects the relative importance of the topic area. That is, the more important objectives receive a greater allocation of time (Brown and Atkins, 1988).

If anything is to be regarded as a specific lesson preparation for teaching, priority must be given to a thorough grounding in something to teach (Peters, 1977). After all, if teaching entails helping others learn, then understanding what is to be taught is a central requirement of preparations and teachings.

The myriad tasks of teaching, such as selecting worthwhile learning activities, giving helpful explanations, asking productive questions, and evaluating students' learning, all depend on the teacher's understanding of what it is that students are to learn and this should be prepared in advance. As Buchmann (1984: 123) points out "The best teachers are those who think carefully about what they are going to do in their classes and who plan how they are going to organise the

teaching and learning.” Without some kind of preparation, a lesson could be just as chaotic and could leave the students with no clear idea of what they were doing or why. This kind of uncertainty is not good for effective learning or class discipline. One of the most important reasons to prepare is that the teacher needs to identify his or her aims for the lesson. Teachers need to know what it is they hope to achieve in the class, what it is they want the students to be able to do at the end of the lesson that they could not do before (Buchmann, 1984; Peters, 1977).

Buchmann (1984) states the reasons why it is essential to prepare lessons. These are:

- Preparation is a sign of professionalism. Students expect teachers to be professional. If you are prepared, the students can tell. They also know if you are not prepared. Preparation is a way to help gain the respect of your students.
- By preparation, you are considering your teaching situation and your particular students. However good your teaching material or course book may be, it is unlikely that it was prepared for your particular students. Preparation gives you the opportunity to tailor your material and teaching to your class.
- Preparation gives the teacher a chance to predict possible problems in the class and think about ways to deal with them. By thoroughly researching the target language and being prepared for difficult questions, for example, the teacher can feel confident in the classroom.

Nevertheless, it was not clear whether evening class teachers at Fibobe Primary School adhered to the importance of effective lesson preparations as described by Buchman (1984) above.

A useful starting point in any lesson preparations exercise is to examine previous student evaluations. Students' perceptions of your preparedness and organisation, collected in these evaluations, will provide you with a focus for reviewing the effectiveness of your subject preparation and whether your teaching and learning activities is helping the students to make the most productive use of their time and resources. There are many reasons why your students might perceive that your subject is not well prepared or organised. If students can't see the reasons for what they are being asked to do they may feel that you don't have a plan for them to achieve the intended learning outcomes, or that your classes are wasting their time or resources (Borich, 2007).

2.4 Lesson Preparations and their Contribution towards Academic Performance

Lesson preparations, according to Raina and Dhand (2000) could contribute to academic performance by improving it through appropriate and effective preparations. On the other hand, lack of effective lesson preparations could contribute to poor academic performance of learners as asserted by Buchman (1984). Some of the ways in which lesson preparations could contribute to academic performance are through lesson plan preparations, scheming, selection of effective teaching methods and monitoring of prepared work by the school administrators (Borich, 2007; Shiundu and Omulando, 1992; Oladiran 2004).

2.4.1 Preparation of Lesson Plans

For effective teaching to take place, teachers should have well prepared lesson plans. Raina and Dhand (2000) note that effective teachers need adequate preparation to impart knowledge and skills to their learners. This can only be achieved by a teacher who has a lesson plan. From this view point of Raina and Dhand (2000), it was not known whether evening class teachers at Fibobe Primary School prepared lesson plans and hence, the undertaking.

It is important for every teacher to realise that lesson plans are necessary for all types of instructions. One can say it is the core of the successful lesson. It is the guideline by which the teacher teaches his lesson. Guidebook for LGEA teachers (2006) states that lesson plan is the guide for effective implementation of teaching and learning in the classroom. Every teacher who intends to teach something has to prepare an outline of his topic in written form or at his cognitive level that is known as lesson plan. A teacher has been described as the judge in his own class, meaning that he or she has to apply his or her theoretical knowledge in planning and administering his lesson plan. A lesson plan should not be made haphazardly, a lot of planning, effort and time should spent in coming up with a good one. Teaching therefore, needs to be planned before it is carried out into practice. Lesson planning provides guideline to the teacher during teaching.

The teacher regularly achieves the teaching objectives and the process in the form of lesson planning. It develops the possibilities of adjustment in the classroom situations which make teaching effective. It also helps in recalling every step of the curriculum unit. It helps in planning the process of teaching on the basis of class control, motivation and individual differences. One can define lesson plan as a plan for teaching a class or a plan for a lesson which includes what the teacher wants to teach, how to teach it, when to teach it and how long to teach it (Kizlik, 2010).

Oladiran (2004) stresses that lesson planning allow the students to receive an actual lesson with a beginning, middle and an end, that aims to help them learn some specific things that they did not know at the beginning of the lesson or practice and make progress in that specific thing. Opakunle (2002) and Dhand (2004) are also of the view that lesson planning enables students to try new skills or work with new ideas through the instructional input of the teacher. Minnot (2006) in his own view stresses that lesson planning gives room to meet the learning needs of students due to the fact that their affective, cognitive and psychomotor skills will be positively influenced.

What happens to a teacher without a lesson plan? Owolewa (2007) quoting Oyekan (2000) answered that such a teacher would not be able to disseminate his or her ideas in a logical way and manner. He further explained, quoting Duyilemi (2002) and Kukuru (2003) that such a teacher would certainly confuse his or her learners rather than guide them to learn meaningfully. Guga and Bawa (2008) also confirm that such a teacher will end up achieving a little. Furthermore, Ilori (2005) concluded that planned lessons are extremely important. Anything that is not planned is plan-less and anything that is plan-less is likely to fail to accomplish its purpose. Most unsuccessful lessons have been noted to come about as a result of improper lesson planning and unpreparedness on the part of the teacher. In line with Owolewa, Guga and Bawa' view points, it was also found imperative for the current study to include such questions: did teachers prepare lesson plans before teaching at Fibobe primary school? Is the poor academic performance at Fibobe primary School due to lack of lesson plans by teachers?

2.4.2 Preparation of Schemes of Work

In order to cover most of the topics from the syllabus and also allocate time according to the length and importance of the topics, the scheme of work must be prepared. Kukururu (2003) asserts that a scheme of work defines the structure and content of a course. It maps out clearly how resources (books, equipment, time) and class activities (teacher-talk, group work, practicals, discussions) and assessment strategies (tests, quizzes, homework) will be used to ensure that the learning aims and objectives of the course are met. It normally includes dates. The scheme of work is usually an interpretation of a specification or syllabus and can be used as a guide throughout the course to monitor progress against the original plan. A scheme of work may, for example, consider how many lessons will be needed to cover a specific topic. Osai (2010) also agrees that scheme of work is very important to the teacher in that it guides him in planning the unit of instruction and consequently the daily lessons in line with the time available for each topic in the term.

The scheme of work also guides supervisors of schools in determining the efforts of the teachers towards meeting the objectives of the syllabus. Scheme of work also help the teacher to keep record of what is taught and what is to be taught. Reche et al (2012) concludes that the scheme of work is very important to the teacher in that it guides the teacher in planning the unit of instruction and consequently the daily lessons in line with the time available for each topic in the term. Without schemes of work, the teacher risks not covering the syllabus or leaving out important topics which are frequently examined. Kukururu (2003) opines that without the scheme of work, the purpose and objectives of learning will definitely be missed as the teacher will have no guide to monitor the progress of the content of course or syllabus. Such a teacher will be teaching haphazardly without knowing how to use resources such as books and when to assess pupils. In addition, monitoring of teachers' progress by the school administrators will nearly be impossible as they will have no document to guide them. This is asserted by Reche et al (2012) that checking of teachers schemes of work should be done frequently to allow the head teacher monitor curriculum implementation and lack of close monitoring could be a factor contributing to poor performance in national examinations. However, whether evening class teachers who taught at Fibobe Primary School or school administrators were preparing schemes of work or not was not established and hence, the study.

2.4.3 Selection of Teaching Methods

Teaching methods do not come accidentally in the classroom, but must also be selected well in advance during lesson plan preparation, so as to deliver the lesson effectively. In order for a teacher to choose effective and appropriate teaching methods, he must also be good in the knowledge content of the curriculum because these go hand-in-hand.

The best known contributors to the emerging pedagogical schools of thought and their stance were: Pestalozzi (1746-1827) – direct experience; Herbart (1776-1841) – interest; Froebel (1782-1852) – kindergarten concept; Montessori (1870-1852) – child freedom; and Dewey (1859-1952) – democracy in education. These advocates nonetheless, were agreeable on one fact; that any method a teacher uses has merits and demerits and requires preliminary preparation. These divergent views were all aiming at improving the achievement of the goals of education or academic performance of pupils.

For any educational system to be effective, the role of teachers in imparting the needed knowledge is very important. Abubakar (2014) asserts that the teachers therefore, devices means of imparting knowledge, by applying different preferred teaching methods. Teaching methods are techniques used to deliver the course content and using given objectives. Various methods of teaching have been developed by scholars each based on given subject matters, content, objectives of the lesson, available learners and the skill of the teacher involved.

Being resourceful implies that the teacher is aware of the many techniques of teaching at his/her disposal and employs the most effective and suitable at the right time during the process of teaching for learning to take place. The development of different approaches to teaching and learning eventually results into several techniques (methods) of delivering lessons in classrooms. Aga (2005: 50) contends that ‘since the same method does not work for every student ... teachers should be advised to use a variety of teaching methods, so as to address the individual needs and preferences of the students they teach. However, what was not known was whether evening class teachers who taught at Fibobe Primary School were using different teaching methods, hence the study.

Poor academic performance of students in Nigeria has been linked to poor teachers’ performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits

(Ofoegbu 2004). In Kenya, the issue of poor teaching strategies, according to Njeri (2010) was raised by Ominde report of 1964. In this report, the Kenya Education Commission blamed the drill method of teaching for neglecting activity and pupil participation resulting in low achievement in education. The report encouraged teachers to adjust their teaching strategies to suit the needs of particular learners and to use activity based methods so as to make education a child centred process. Ossai (2004) noted that, even in a good curriculum with a well-stocked laboratory; there will still be poor results in the hands of an incompetent teacher who is not aware of various teaching methods. Nevertheless, it was not clear whether evening class teachers who taught at Fibobe Primary School were also using drill or lecture method, which Ossai (2004) and Njeri (2010) blames for contributing to poor academic performance of students.

Lecture method, which is referred to as teacher-centred method for example, is not usually advisable for secondary schools. Ajoma (2009:309) opined that, “lecture method is useful in a large class and in advanced level of learning and not in secondary school”. Fosnote (1996) cautions that in any learning environment, students should no longer be passive recipient of knowledge supplied by teachers and teachers should no longer be purveyors of knowledge and classroom managers. Dewey a strong proponent of child centred learning approach views a teacher as a helper whose key role is to challenge the learner to discover things for himself. Research conducted in American schools revealed that teachers resort to the lecture method of teaching because very little preparation or resourcing was required on the part of the teacher (Darling-Harmond, 1992).

These studies above provide a perfect insight into why genuine and variety of teaching methods should be used to enhance the academic performance of pupils. However, it was not known whether this was the case with evening classes at Fibobe Primary School, hence the need to institute this study.

2.4.4 Monitoring of Lesson Preparations

Monitoring of teachers’ lesson preparations, which is the checking of teaching files and lesson observations, is very important and is usually carried out by educational administrators. According to the study done by Banda (2015) it was revealed that checking of teachers’ teaching documents provides accountability on the part of the teacher as well as the supervisor. On the

other hand, headteachers help teachers perform better in lesson preparations before going to class. Research studies done have shown that monitoring can improve instructional practices as well as improve pupils' performance. Beach and Reinhardt (2000) say that the focus of monitoring is to provide teachers with information about their teaching so as to develop instructional skills to improve performance. Monitoring is primarily concerned with improving classroom practices for the benefit of pupils.

Wood (1991) states that the primary purpose of monitoring is to help and support teachers as they adapt, adopt and refine the instructional practices they are trying to implement in their classrooms. Headteachers use lesson supervision to improve teaching and learning by providing teachers with on-going support and guidance. Barr and Button (1961) posit that the aim of monitoring is the improvement of the teacher, the growth of the pupil and the improvement of teaching and learning process. Questions posed and suggestions made during the supervision process can serve as guides and prompts to help teachers reflect on their actions, behaviour and performance and to make changes. Lesson supervision carried out in the right motives therefore will improve teaching and learning in schools, which consequently will ensure achievement of educational objectives. It also helps teachers who are new in the profession to acquire specialized knowledge of teaching and techniques of classroom management (Wanyama, 1990). The purpose of instructional supervision is to improve teacher's professional competencies and to enhance quality education in schools, improve quality of teaching and learning in classroom as well as improve pupils' academic achievements (Blase and Blase, 1999). The primary goal of monitoring is to improve teaching and learning. This improvement can be facilitated by quality teachers in the profession.

Peretomodo (2004) opines that the head teacher is a professional leader who holds a key position in the program of management through the supervision of instruction. He contends that if teachers are not well monitored, effectiveness in teaching will be adversely affected and students' performance will be affected. He further explains that negligence in the improvement of instruction through improper supervision by head teachers can go on indefinitely without being detected. This may lead to low quality of teaching and invariably, teachers' lack of commitment to the job. Onoyase (2007) points out that many head teachers in secondary schools ignore monitoring. He argues that this has contributed to poor academic performance in schools.

Head teachers are so weighed down by routine administrative duties that they hardly find time to visit the classrooms and observe how the teachers are teaching. Ogunu (2005) also talks of shortage of external supervisors who are supposed to visit schools and check if the school programmes and the teaching meet the required standards. From this view point, it was not known whether evening class teachers' lesson preparations were monitored by both internal and external monitors. It was also not known whether the poor academic performance experienced by evening class students was due to lack of teachers' lesson preparations being monitored and hence, the study.

2.5 Challenges Teachers Faced in Lesson Preparations

There are many challenges which teachers faced in the preparation of lessons for teaching pupils. Inyiega (1997) observes that the resources and facilities that a school would need for the achievement of schools mission are physical facilities, text books, laboratories, library facilities and furniture. There is acute shortage of physical facilities and equipment in many secondary schools. Insufficient educational facilities, equipment and supplies lead to over use of the facilities that are available in the schools. This is in consonance with Hazlewood (2009) who asserted that in India, night schools lack facilities as they are dependent upon the generosity of the day school. Municipal institutions are naturally possessive of their own meagre facilities and are reluctant to allow night school students to use their laboratories and libraries. So there are some students who have never seen the inside of the laboratory until the day of final examinations. Nevertheless, it was not clear whether evening class teachers who taught at Fibobe Primary School were facing challenges of shortage of teaching and learning materials such as text books, laboratories and library facilities and it was also not known whether these challenges affected their preparations of lessons and hence the undertaking.

Low wages which lead to demotivation of teachers is also a challenge which can result into lack of lesson preparations. Teachers require motivation in order to become effective. Okumbe (2001) notes that teachers stay on the job if physical, social status, economic and security aspects associated with conditions of work are satisfactory. Adequate provision of salary, proper working conditions, good supervision, teaching materials, small classes and preparation time enhance satisfaction (Okuje, Akabagu and Mchu, 1992). Cailloids (2001) argued that raising salaries for secondary school teachers is an effective way to attract and retain more and better-

qualified teachers. Low pay often results in de-motivated teachers who lack commitment and are hard to retain, thus reducing the quality and impact of the education system. Bennell (2004) noted that incentives for schools and teachers in public education system to perform well are frequently weak. It is time to note that competitive salaries, with opportunities for growth, are key efforts to recruit and retain the most qualified teachers.

In his study, Lungwangwa (1991) reported that there was deterioration in the morale, commitment and professionalism of teachers. Lungwangwa's findings were supported by Kelly's (1991) which echoed that teachers were relatively well educated and trained, but they were demoralized and dispirited bodies. This position is collaborated by Mwanalushi (1991) who further agrees that teachers were highly demotivated and that could have contributed to deterioration of their commitment to work and student academic achievement. The performance of an individual is determined by the level of their motivation. According to Baron (1986) it is believed that satisfaction at work may influence various aspects of work such as efficiency, productivity, absenteeism, turnovers rates, and intention to quit, and finally employees' well-being. Fenech (2006) reported poor work conditions, low salaries, heavy workloads, unrealistic expectations from managers, low professional status, organizational conflict, and reduced autonomy as important factors that contribute to teacher dissatisfaction.

Challenges which teachers faced in lesson preparations affect the academic performance of pupils. This is in consonance with the research carried out by Kenya Commission of Inquiry into the Education System (Koech Report, 1999) which received views from the members of the public to the effect that the standard of educational attainments which were failing were attributed to various problems such as inadequate and unsustainable physical facilities, equipment, learning and teaching materials and lack of motivation of teachers.

2.6 Identification of the Research Gap

The above reviewed literature presents studies carried out in different parts of the globe, on matters pertaining to contribution of lesson preparations towards academic performance of students. These studies have been carried out in other countries, but only a few studies have been carried out in Zambia which addresses lesson preparations towards academic performance such as school environment, instructional materials, teachers' motivation and monitoring of teachers'

preparations (Malumani, 2012; Banda, 2015; Mutale, 2010; Lungwangwa, 1991; Mwanalushi, 1991). But none of these studies have addressed the contribution of lesson preparations towards the academic performance of evening class students at junior secondary. This study aimed to fill the missing knowledge gap on the contribution of teachers' preparation towards the academic performance of evening classes at junior secondary.

3.7 Summary of Chapter Two

In the chapter, a review of literature related to the study was done. The studies reviewed, were of relevance to the present study.

In an attempt to explain the contribution of teachers' lesson preparations towards academic performance of evening classes, history of evening classes and suitable methods of teaching evening class students (mainly adult students) were reviewed, then the importance of lesson preparations was reviewed. The literature indicated that although many factors had been identified to influence the performance of pupil's academic achievements, effective lesson preparations is the most key determinant in enhancing academic performance. Literature of different scholars which were reviewed all agreed that teacher' lesson preparations correlates with pupils' academic performance. How lesson preparations contribute to academic performance was also reviewed and literature indicated that it was through lesson planning, scheming, teaching methods and monitoring of the preparations. Finally, literature was reviewed on challenges teachers faced in lesson preparations and how these challenges affected pupil's academic performance

However, the literature reviewed did not address the problem of academic performance in relation to lesson preparations for teaching evening class students. A few research reports have been located and it appears that much work has not been done regarding assessment of lesson preparation and its contribution to the academic performance of evening class students. It is against this background, therefore, that this research was conducted to fill the existing gaps.

CHAPTER THREE

METHODOLOGY

3.1 Overview

The chapter describes the methodology that was employed in carrying out the study. The following sub-headings formed part of this chapter; research design, research site, target population, study sample, sampling procedures, data collection instruments, data collection procedure, data analysis and ethical considerations.

3.2 Research Design

Research design, according to Bless and Achola (1998), is the planning of any scientific research from the first to the last step. Yin (1994:19) concludes that a research design is, “an action plan for getting from here to there”. He further mentions that it is a blueprint of any research which deals with four problems: (1) what question to study, (2) what data is relevant, (3) what data to collect, and (4) how to analyse the results.

In order to fulfil the aim of this study, the research was guided by case study research design. Case study design is a holistic research method that uses multiple sources of evidence to analyse a scientific phenomenon (Anderson, 1998). This enabled the researcher to delve into details concerning lesson preparations and its contribution to the academic performance. Welman and Kruger (2000) in White (2003: 68) explain that “the term case study has to do with the fact that a limited number of units of analysis (often only one), such as an individual, a group or an institution, are studied intensively”. The purpose of using case study was that, it brought deeper insights and in- depth understanding of lesson preparations and its contribution to the academic performance holistically.

The study employed qualitative approach to get detailed views, opinions and attitudes of teachers, pupils and administrators towards teacher preparation and its contribution towards academic performance in evening classes. Therefore, qualitative approach of data collection was used in this study, as the researcher went into the field to collect data. The approach paved way for participants to fully express themselves without any restrictions. Qualitative approach was

used to get peoples' own views, written and spoken words and observable behaviour in the natural settings holistically (Bogdan & Taylor, 1984).

3.3 Research site

Fibobe Primary School is located in Chifubu Township of Ndola District of the Copperbelt Province along Mango road. Chifubu Township in Ndola Urban is about seven kilometres east of Ndola town centre. The school was chosen using convenience sampling as it was easily accessible by the researcher.

3.4 Target Population

The target population for this study was 1168, which comprised all evening class pupils, teachers and school administrators as shown in table below.

Table 2: Target population for the study

S/No	Site	Type of target population	Number of target population	Total
1.	Fibobe Primary School	Pupils (4 classes)	297	346
		Teachers	46	
2.	Chilengwa primary School	Pupils (4 classes)	312	363
		Teachers	51	
3.	Chifubu 'A' Primary School	Pupils(2 classes)	148	291
		Teachers	43	
4.	Northrise Primary School	Pupils (2 classes)	118	265
		Teachers	47	
5.	DEBS	DEBS, DESO,ESO	3	3
	Total			1,168

3.5 Sample Size

Normally, population is very large and in any research project, studying all population is impossible. According to Cohen, et al. (2000), a study sample refers to the total number of subjects selected to participate in a given study. It is therefore, imperative that at this stage, caution is taken to put into perspective varying characteristics of the population and come up with a group that is representative of all characteristics of the population.

The study sample comprised 35 respondents consisting of; 12 Students, 6 Teachers who taught evening classes, 12 Teachers from the same school who did not teach evening classes, the Head teacher, 2 Senior Teachers, Evening classes coordinator and the Education Standard Officer (ESO) from Ndola.

Kombo (2006) asserts that in qualitative research, a sample size of at least less than 10% of the target population is representative. In this case, the target population of Fibobe Primary School was 346 and 10% of this number is 34.6, round off to 35 respondents. Study sample was constrained to 35 due to the cost in terms of time because detailed interviews were mainly carried as this was purely qualitative study. The sampling frame is shown in the table below.

Table 3: Sampling Frame for the study

Source list	Sample size
297 Fibobe evening class students	12 students in FGDs
46 all teachers at Fibobe	12 teachers(who did not teach in evenings)
4 Senior Teachers	2 Senior teachers
6 evening class teachers	6 evening class teachers
DEBS, DESO, ESO	ESO
Headteacher	Headteacher
Coordinator	Coordinator
Total	35 respondents

3.5.1 Characteristics of study sample

The section describes the characteristics of the sample chosen such as sex, marital status and age-group for learners and sex, qualification and teaching experience for teachers.

Table 4: Characteristics of 12 sampled students

Respondents	Variables	Frequency
Students	Sex	Males-7, Females-5
	Age group (years)	
	Below 15	1
	15-20	2
	21-26	4
	27-32	2
	33 and above	3
	Marital status	
	Married	7
	Single (Divorced/Unmarried)	3
	Widow/Widower	2

Table 4 shows that 9 out of 12 students were 21 years and above. Majority of students were married. The marital status variable was important in that it assisted to qualify the students whether they were adults or not. The majority of the sampled learners were adults as the Marriage Act of Zambia stipulates that the marriage age in Zambia is 21 years and above. Therefore, teaching methods suitable for teaching adults should have been used when teaching them.

Table 5: Characteristics of 23 sampled teachers and school administrators

Respondents	Variables	Frequency
Sampled teachers and School administrators	Sex	Males-10, Females-13
	Qualifications	
	Degree	6
	Diploma	13
	Certificate	4
	Teaching experience (years)	
	Below 1	1
	1-5	6
	6-11	5
	12 and above	11

Table 5 shows that the majority (13 out of 23) of sampled teachers and school administrator were females and most of them (13 out of 23) were diploma holders. The majority (11 out of 23) had vast teaching experience of 12 years and above. These variables (qualifications and teaching experience) were important as they could also be used to ascertain how one answered questions during interviews, taught and prepared work for teaching

3.6 Sampling Procedures

To come up with the desired sample of the current study, convenience sampling and purposive sampling procedures were used. Convenience sampling or, as it is sometimes called, opportunity sampling involves choosing the nearest individuals to serve as respondents. Researchers simply choose the sample from those to whom they have easy access (Cohen and Manion 1998). Purposive sampling on the other hand, is a sampling method in which elements are chosen based on the purpose of the study. The power of the purposive sampling technique lies in selecting information-rich cases for in-depth analyses related to the central phenomenon being studied (Kombo and Tromp, 2006). In purposive sampling, the researcher intentionally selects participants who have experience with the central phenomenon or the key concept being explored (Creswell, 2003).

Purposive sampling was also used to select the coordinator for evening classes, the head teacher, ESO and 2 senior teachers. This was because they were the ones likely to provide the best and rich in-depth information to address the purpose and objectives of the study. Purposive sampling was used to select 6 evening class teachers. This was because they had unique knowledge and experiences not shared by the rest of the teachers about teaching evening classes.

Purposive sampling was also used to select 12 teachers who did not teaching evening classes. These were 6 teachers who were close friends and the other 6 who were just workmates to those teachers who taught evening classes. The reason for this selection was to have objective answers about what these teachers knew about lesson preparations of evening class teachers. The use of teachers who were close friends to evening class teachers was to enable the researcher to get the true picture about lesson preparations because they at least knew more details about their friends than mere workmates. Mere workmates were interviewed to counter biasness which might arise from close friends.

In the study, the researcher purposively sampled only evening class students as they were deemed to be typical of the population under investigation and had unique knowledge and experiences not known by morning class students, hence 12 students were selected.

Convenience sampling was used to select Fibobe Primary School from which the participants for the study were drawn, because only schools which were nearest to where the researcher lived were targeted for easy access to respondents. Ndola District had four schools offering evening classes at junior secondary level and the easily accessible one was Fibobe Primary School as it was nearer where the researcher lived. Since it was a case study, more time was needed to be spent at the research site, hence the choice of Fibobe Primary School.

3.7 Data Collection Instruments

The research instruments which were used in the collection of data in the study were as follows; Interview schedule, focus group discussion schedule, observation checklist and document review. The use of more than one method of data collection was aimed at strengthening the validity of the data collected (Webb, 1997).

3.7.1 Interview Schedule

When gathering information about things that cannot be observed directly, such as feelings, thoughts and intentions, interviews are used. Young (1949) cited in Ghosh (2011:253) says “an interview may be regarded as a systematic method by which a person enters more or less imaginatively into the life of a comparative stranger.

Semi- structured interviews were conducted and the interview guide had both open and closed-ended questions which were administered to the head teacher, teachers both those who were involved and not involved in teaching evening classes, senior teachers, coordinator and ESO. Teachers who did teach evening classes were interviewed in order to strengthen objectivity of the data collected. The instrument was used to collect detailed and in-depth information regarding lesson preparations of evening classes (Appendices A, B, C and E).

Typically, in a semi-structured interview, the interviewer has a paper-based interview guide that he or she follows. Since semi-structured interviews often contained open-ended questions and discussions may diverge from the interview guide, it is generally best to tape-record interviews

and later transcribe these tapes for analysis. Whereas it is possible to try to jot notes to capture respondents' answers, it is difficult to focus on conducting an interview and jotting notes and also it diminishes the development of rapport between the interviewer and interviewee which may result in poor notes (Cohen & Crabtree, 2006). It was for this reason that the researcher used a voice recorder throughout the research to capture responses in detail. Each interview schedule was segmented into sections, each with specific questions aimed at soliciting for information that addressed the particular themes in the research questions. The overarching aim of using interviews was to elicit subjective views of the research participants.

3.7.2 Focus Group Discussion schedule.

This study employed focus group discussions (Appendix D) where the researcher conducted two focus group discussions with six pupils in each group with regard to how they perceived preparedness of their teachers in teaching them.

The method was chosen because participants freely discussed issues related to the topic hence providing the researcher with more information. This was seen from the spontaneity the pupils exhibited as each one wanted to contribute during the discussions. Wimmer and Dominic (1987:151) say, "Focus groups or group interviewing is a research strategy for understanding audience/consumer attitudes and behaviour. From 6 to 12 people are interviewed simultaneously with the moderator leading the respondents in a relatively free discussion about the focal topic".

3.7.3 Observation Checklist

The study employed the observation technique (Appendix F) particularly as the researcher was with participants on the programme watching exactly how teaching and learning was going on in classroom. The researcher concentrated on observing teaching methods used, whether teachers were using lesson plans to teach, teaching and learning materials used and number of pupils in the classrooms.

3.7.4 Documents Review

In addition to semi-structured interviews, observation checklist and Focus Group Discussions, relevant documents related to the subject under study were reviewed. Documents such as teaching files were reviewed to check for lesson plans, records of work and schemes of work

specifically for evening classes. The researcher also reviewed the documents to check if school administrators monitored lesson preparations of evening class teachers as every monitoring done was documented. According to Tesch (1990), document review is a good method of collecting secondary data when answering research questions. It provides a useful check on information that is in existence already relating to your study. In the study, documents were collected and reviewed from Fibobe Primary School. Data was collected from these documents answering certain questions especially those concerned with aims, goals and objectives of the study. Also documents were reviewed to determine the age and marital status of students so as to determine if the teaching methods being used were suitable for these students.

These techniques above entail that triangulation data collection strategy was employed which according to Yin (1994) is used to validate the collected data. This view is also supported by Patton (1990) who indicated that, using the triangulation method of data collection entails that multiple sources of information were sought and used because there was no single source of information that could be trusted to provide a comprehensive perspective of the information collected on a particular research project. A combination of the above data collection techniques (triangulation) proved useful as it enabled the researcher to gather enough information and diverse perspectives on the subject under study

3.8 Data Collection Procedure

Prior to data collection, permission letters were obtained from the Directorate of Research and Graduate Studies (Appendix I) and Ndola District Board Secretary (DEBS) office (Appendix H) and were presented to school administrators. To overcome possible challenges, the date and time for conducting the interview were arranged in consultation with school administrators.

After all the necessary clearances were done, the researcher conducted interviews and carried out lesson observations. Interviews were conducted with the ESO, head teacher, the coordinator and senior teachers mainly about lesson preparations, monitoring of lesson preparations and challenges teachers faced in lesson preparations for evening classes (Appendices A, C and E).

There were two lesson observations using observation checklist (Appendix F) for each of the six selected evening class teachers in the study, that is, there were twelve lesson observations in total. These observations concentrated much on the use of lesson plans during teaching, number

of pupils in class, materials used, teaching methods and generally the preparations and delivery of lessons by the teachers. Then after lesson observations, each teacher was interviewed about their lesson preparations and challenges which they faced in preparation of evening classes work.

Twelve teachers who did not teach evening classes were interviewed to find out if teachers who taught evening classes prepared lessons before teaching. These teachers were divided in two equal groups, one group of those very close to evening class teachers and the other group who were mere workmates. This was done in order to enhance objectivity and neutrality of data, that is, if teachers who were so close gave biased information, they would be counter checked by teachers who were mere workmates and vice-versa.

Two Focus group discussions (Appendix D) were held with pupils who were six in each group and were interviewed about what they thought of their teachers' preparation in teaching them and the usage of learning materials.

Documents such as teaching files were reviewed to check for lesson plans, records of work and schemes of work specifically for evening classes. The researcher also reviewed the documents to check if school administrators monitored lesson preparations of evening class teachers by observing if they were date-stamped and also files which contained personal information were reviewed to find out the age and marital status of learners and establish whether they were adult and hence find out if the methodologies used were suitable for these type of learners

The time frame for data collection was a bit longer since a lot of interviews and lesson observations took place. The estimated time frame required for data collection was four months, that is, from October 2016 to January 2017.

3.9 Data Analysis

The researcher was able to write down as well as record the responses from the interviewees. Silverman (2005) asserts that audio recording allows for tapes to be replayed which improves transcription. In order to avoid any loss or distortion of data, all the interviews conducted were recorded and transcribed soon after the data collection had begun. Qualitative data were analysed manually and thematically. Initial readings through raw data were done. Qualitative data was then broken down into smaller segments to determine data belonging to the same categories and

then synthesise it into clusters. Data was labelled with specific codes for coding. The use of codes assisted in organising and refining the data to be analysed. Data with similar codes was clustered together under the same categories which led to final clustering of data into themes for interpretation, and themes were based on the actual language of the respondents. The themes were further used in presenting and discussing the findings. In order to strengthen data analysis, some of the data was analyzed by the use of descriptive statistics in form of percentages and frequency tables using Microsoft Excel 2010 and Microsoft Word 2010.

3.10 Ethical Considerations

All participants in the study were briefed on what the study was all about. The participants were informed of what was expected from them and why their participation was required. Each participant was required to fill in the informed consent (Appendix G) which ensured that the participants were engaged voluntarily without coercion and could withdraw anytime they so wish. Confidentiality was guaranteed by not writing names of any participants anywhere in the research, hence preserving anonymity of participants. In addition participants' responses were neither interfered with nor contested by the researcher.

3.11 Summary of Chapter Three

The chapter delved into the methodology that was used for the study. A case study design was adopted in order to enable the researcher have an in-depth understanding of the subject under study. It is evident that the research design used for this study was qualitative. A target population of 1168 consisted of all pupils in evening class, teachers and school administrators from all four schools in Ndola which had ECZ examination centres for grade nine evening classes and all standards officers from DEBS Ndola. The sample size was 35 drawn from Fibobe Primary School and the ESO from DEBS office in Ndola. Sampling procedures used were convenience and purposive sampling. The chapter has also discussed the instruments which were used to collect and analyse data. It was also indicated that data was analysed thematically. Ethical issues were also clarified in the chapter. The next Chapter is a presentation of the research findings.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

The chapter presents the findings on the contribution of lesson preparations to the academic performance of evening class students at junior secondary school at Fibobe Primary School. Findings from FDGs, interviews, observations and documents reviewed are presented using reflective notes to give a voice to the responses provided. They are also represented using descriptive statistics in form of percentages and frequency tables. The findings are organised under the following themes: lesson preparations, importance of lesson preparations, contribution of lesson preparation to the academic performance of students and challenges faced by evening class teachers in lesson preparations.

Essentially, the findings appear under the above themes derived from the research questions and presented according to common themes. The research questions were:

1. Did teachers prepare lessons in advance for teaching evening class students at Fibobe Primary School?
2. How did lesson preparations contribute to academic performance of evening class students at Fibobe Primary School?
3. What challenges did evening class teachers face in lesson preparations at Fibobe Primary School?

4.2 Lesson Preparations

Research question 1: Did teachers prepare lessons in advance for teaching evening class students at Fibobe primary school? Majority of respondents indicated that evening class teachers did not prepare lessons in advance for teaching evening classes

The head teacher had this to say:

Unfortunately teachers who teach evening classes teach without preparing lessons specifically for evening class learners. They don't bring their schemes of

work, records of work and lesson plans to be checked. All I check is lesson preparations for morning classes, and if they did I would have been told by the coordinator of the programme to be checking their work also. So I can confidently confirm that these teachers don't prepare lessons for teaching these learners.

Evening classes coordinator added that:

I am here everyday and I can safely confirm to you that there are no teachers who prepare schemes of work or lesson plans or write records of work. I would be cheating if I tell you that these teachers do prepare. In short, they don't prepare lesson before teaching.

To cement the above findings, one of the close friends to evening class teachers interviewed said:

As far as I know my colleague doesn't prepare specific work for evening classes. In staff room we sit next to each other and when it comes to time of lesson preparations for the next day, all we prepare are lessons for morning classes. The issue of preparing at home is out of question as we are all required, according to 8 hour policy, to be in school and prepare before we knock off at 15:00 hours and that work has to be checked by the administrators a day before being used.

Evening class teachers were also asked if they prepared lessons before teaching and the following table presents their responses

Table 6: Response of teachers about their lesson preparations for teaching

Did you prepare lessons before teaching?		
Responses	Frequency	Percentage (%)
Yes	1	16.7
No	5	83.3
Total	6	100

Table 6 above shows that only 1 (16.7%) teacher indicated that he prepared lessons and the rest 5 (83.3%) did not prepare lessons before teaching.

And when asked why they did not prepare lessons for evening classes, one of the evening class teachers had this to say:

I don't and iam sure none of my colleagues who teach evening classes prepare. The reason why I don't prepare for evening classes is that i teach same stuff with morning classes, so it can be duplication of work

These sentiments were corroborated by another evening class teacher who had this to say:

We don't prepare or follow morning schemes for teaching evening class students; we just choose important topics to teach because these pupils have few periods and hours of learning.

Students were asked in FGDs of their thoughts of whether their teacher prepared lessons before teaching them. The table below shows their perceptions.

Table 7: Perception of learners of their teachers' lesson preparations

Did your teachers prepare lessons before teaching you?		
Responses	Frequency	Percentage (%)
No	7	58.3
Yes	3	25
Not sure	2	16.7
Total	12	100

The above table shows that the majority (58.3 % or 7 out of 12 respondents) of learners thought that their teacher did not prepare lessons before teaching them and this group when further asked by the researcher if it was all teachers who did not prepare lessons, they said it was the majority of them. The researcher furthermore asked them how they knew that majority of their teachers did not prepare lessons; one of the pupils had this to say:

Tachashupa ukwishiba ba teacher nga nabesa nabaipekanya ukwisa mukusambilisha, kabili tulafundwa nama teacher ayapusanapusana, abaipekanya nabashipekanya, so kuti washiba abapekenye nabashipekenye. Bambi imifundile yabo ilayilanga, balesambilisha nabalubana,nangu fye umuntu uli onse kuti amona ati tabaepekenye. Elo bambi besa na ma text books nokwamba ukubelenga ukwabula ukulondolola, elyo bambi limo limo besa fye balenunka ubwalwa. Kwaliba nabambi bakafundisha, buti nshabalumbule ishina, bena ilingi line besa fye na ma story, kuti na 20 minutes yapwa before tabalayamba ukufunda.

(It is not difficult to tell whether the teacher has prepare or not, because we are taught by different teachers, some who prepare and others who don't and so it is easy to tell. For some, you can tell from their lesson delivery, not well coordinated teaching, even anyone can tell that

he/she has not prepared. Others come with text books and start reading from text books without explanations while others sometimes come smiling beer. There is one teacher who is fond of telling stories, sometimes for more than 20 minutes before start teaching)

Two categories of 12 teachers who did not teaching evening classes but taught at Fibobe Primary School were also asked whether evening class teachers prepared lessons in advance for teaching evening classes. The results are shown in tables below.

Table 8: Lesson preparations provided by close friends of evening class teachers

Did your friend prepare lessons before teaching evening classes?		
Responses	Frequency	Percentage (%)
No	5	83.3
Yes	Nil	0
Not sure	1	16.7
Total	6	100

Table 8 shows information of close friends of evening classes who were interviewed about their friends' lesson preparations concerning evening classes. From the table, 5 (83.3%) indicated that they did not prepare lessons, no one said they prepared lessons and 1 (16.7%) indicated that he did not know whether his friend prepared lessons or not.

Table 9: Lesson preparation provided by mere workmates of evening class teachers

Did evening class teachers prepare lessons before teaching evening classes?		
Responses	Frequency	Percentage (%)
No	4	66.7
Yes	Nil	0
Not sure	2	33.3
Total	6	100

Table 9 shows responses of mere workmates of evening class teachers. From the table, 4(66.7%) indicated that they did not prepare lessons, no one indicated that they prepared lessons and 2 (33.3%) indicated that they were not sure whether they prepared lessons or not.

4.3 Importance of Lesson Preparations

Respondent were asked the importance of lesson preparations. Respondent indicated that adequate prior lesson preparation before a teacher went to class contributed to good performance of the pupils. They said it promoted sequential presentation of concepts by the teacher to the learners. Always, prior lesson preparations by the teachers led to systematic delivery of concepts to pupils and enhanced performance. One of the respondents had this to say:

Lesson preparations are very important because the teacher systematically decide what the learner is going to learn and how they should learn. It enables the teacher to decide the range of teaching materials, define desired objectives and variation in the abilities of the learners and how much material to cover in allotted time. I can say that preparation of schemes of work, lesson notes and lesson plans ultimately lead to effectiveness and quality of the teacher and improves the academic performance of learners

Respondents indicated that lack of teachers' prior lesson preparations were one of the major factors that had contributed to poor performance of evening class learners. This was evidenced by one of the interviewed teacher' remarks:

I also once in a while teach without preparing lessons, but every time I teach without lesson preparations, I have observed that I fail to disseminate ideas logically. Not only do I become frustrated, I also notice frustration I my pupils and sometimes their concentration levels go down as they start making noise. Without preparing in advance, class management becomes a challenge and lesson delivery is really difficult.

These sentiments were reiterated by another respondent who had this to say:

Such a teacher lacks confidence in front of pupils and pupils will not give you respect, instead they will resort to make noise. If students can't see the reasons for learning, they may feel that you don't have a plan for them to achieve the intended learning outcomes, or that your classes are wasting their time

4.4 Contribution of Lesson Preparation to Academic Performance of Students

Research question 2: How did lesson preparations contribute to academic performance of evening class student at Fibobe Primary School? To address this research question, respondents were first asked what could have contributed to poor academic performance of evening class students at Fibobe Primary School. The respondents revealed that many factors could have contributed to poor academic performance such as absenteeism and late coming by both students and teachers, lack of prior lesson preparations by teachers, lack of concentration by pupils mainly due to fatigue, overcrowding in classes, work overload, negative attitude of students towards learning and fatigue by teacher,. They also established that most of the students had poor academic background as the majority of them failed grade seven, demotivated teachers, environmental factors which impacted on students and lack of teaching and learning materials. But only findings related to the study (lesson preparations) were presented.

When asked what could have been the major factor which had contributed to poor academic performance of evening class students, majority of respondents indicated that it was lack of lesson preparations by evening class teachers. One of the respondents had this to say:

There are other factors such as many responsibilities during the day and frequent absenteeism of these students, but the critical one is lesson preparations before teaching which, I think has contributed much to poor academic performance of these students. These teachers don't prepare lessons and are never monitored to see the way they teach. Without monitoring; do you expect the results to be good?

Twenty three (23) respondents, that is, the head teacher, two senior teachers, the coordinator, ESO and eighteen teachers were asked whether it was lack of lesson preparations which had contributed to poor academic performance of evening class students. The responses are shown in the table below.

Table 10: Responses on whether lack of Lesson preparations contributed Poor Academic Performance

Did lack of lesson preparations contribute to the poor academic performance?		
Responses	Frequency	Percentage (%)
No	6	26.1
Yes	15	65.2
Not sure	2	8.7
Total	23	100

Table 10 shows responses of 23 respondents on whether lack of lesson preparations contributed to poor academic performance of evening class students at Fibobe Primary School. From the responses, 15 (65.2%) respondents indicated that it contributed, 6 (26.1%) respondents indicated that it did not and 2 (8.7%) respondents were not sure whether it contributed to poor academic performance or did not.

But when further asked how lesson preparations had contributed to academic performance of evening class students, respondents indicated that lack of lesson preparations had contributed to poor academic performance of evening class students because teachers did not prepare lesson plans (lesson notes) and schemes of work and did not use different teaching methods. Teachers were also not being monitored how they prepared lessons which made them not to do so.

And from responses, four subthemes of how lesson preparations had contributed to academic performance were identified and these were; lesson plan (lesson notes), schemes of work, and selection of teaching methods and monitoring of prepared work.

4.4.1 Lesson Plans

Respondents were asked how lesson plans had contributed to academic performance of students. They indicated that lesson planning was at the heart of being an effective teacher and produced more unified lessons as it gave the teacher an opportunity to think deliberately about their choice of lesson objectives, the types of activities that would meet those objectives, the sequence of those activities, the materials needed and how long each activity might take. In line with the above points, one of the respondents indicated that:

Lesson planning helps you as a teacher to tailor your material and your teaching towards pupils and conduct the lesson in orderly fashion. It also helps you as a teacher to predict the possible problems in class and provides the framework within which issues which are fundamental to teaching which includes aims, objectives, delivery, learning process and evaluation mechanism can be properly carried out. Having a good lesson plan will also increase confidence in the teacher and provides a guide for managing the learning environment. The teacher who writes the lesson plans increases the quality of teaching which, in the long run improves the academic performance of students

In support of the above sentiments another respondent retorted that:

With effective lesson plan, I see pupils deeply engaged in the lesson and their concentration is exceptionally high and this reduces indiscipline in class. Pupils simply see the need of learning and this realisation of the importance of learning makes pupils to study hard, hence improving their performance. Pupils also feel that the lessons are sequenced properly and develop confidence in the teacher.

Respondents were further asked the effects of teaching without lesson plans. One of the respondents had this to say:

Not having a lesson plan will result in complete failure for both the teacher and students in that you as a teacher, you will fail to deliver effectively with confidence what you have not planned and your pupils will become frustrated and feel a sense of negligence or carelessness on part of you. This will certainly discourage them from attending your classes and definitely they will not do well in your subject during exams.

The researcher then conducted 12 lesson observations, 2 observations per teacher, to see whether evening class teacher were using lesson plans. Table 6 shows the results of observations.

Table 11: observation of use of lesson plan (two observations per teacher)

	Frequency	Percentage (%)
Taught with lesson plan	0	0
Taught without lesson plan	12	100
Total lesson observations	12	100

From the above observations, all (100% or all 12 observations) evening class teachers observed taught without lesson plans.

4.4.2 Scheme of Work

Respondents were asked how schemes of work had contributed to academic performance of students. Respondents indicated that schemes of work enabled teachers to know how much time to spent on each topic, the type teaching and learning materials to be used, teaching methods to be used and when and how to give the assessments. They indicated that schemes also helped administrators to monitor the progress of the teacher, hence rendering help when needed. They all agreed that the afore-mentioned functions of schemes of work helped to improve the academic performance of pupils. This was expatiated by one of the respondents who had this to say:

Schemes of work is very important as the teacher will be systematic in his teaching, will know the resources to use and will definitely meet the aims and objectives of learning in time. It will enhance the academic performance of pupils as the teacher will cover vital areas of the syllabus and will know how much time to spend on each topic.

When asked as to what were the effects of not having schemes of work, one respondent had this to say:

School administrators or evening class teachers at this school do not make schemes of work for evening classes. As a result, without schemes of work, teachers deliver lessons haphazardly, missing out important topics or lessons and might spend more time on topics which are not even important in exams. In the long run, this might have had a negative impact on the academic performance of learners at this school.

4.4.3 Teaching Methods

The researcher established teaching methods used through twelve lesson observations carried out. Table 12 shows the frequently used teaching methods as revealed by the researcher through twelve lesson observations.

Table 12: Frequently used teaching methods

Method	Frequency	Percentage (%)
Lecture method	12	100
Question and Answers	6	50
Group discussion	0	0
Demonstration	0	0
Class exercises	3	25
Assignments/Homework	0	0
Project method	0	0
Assessments	0	0
Teacher-Student interactive method	0	0

Table 12 shows teaching methods used by evening class teachers according to the findings of the researcher through 12 lesson observations conducted. No teacher used group discussion, demonstration, assessment, assignment/homework, project methods, Teacher-Pupil interactive methods in all 12 observations. Question and answer was used 6 (50%) times, class exercises 3 (25%) times and lecture method was used in all observations or 12 (100%) times.

Respondents were asked how teaching methods had contributed to academic performance of students. Respondents asserted that teaching methods contributed to academic performance as they enhanced teaching and students' accurate understanding of the lesson and enabled the teacher to impart relevant knowledge and skills. In support of the above assertions, one of the respondents posited that:

Teaching requires a variety of teaching methods to address different levels of learning and students' intelligence. Proper teaching methods greatly enhance pupil's concentration and interest towards the lesson. I remember in February this year when I was teaching on Shaka, I changed the traditional way of lecture method I use always and used demonstration by showing them a film of Shaka. I tell you, the concentration was amazing and you could even notice it. When I brought end of term one test, nearly, if not the whole class, choose the essay of Shaka and the marks for this essay were great.

When asked the effects of not using different teaching methods on the academic performance of students, one of the respondents had this to say:

Students have different abilities and same teaching methods does not work for every student, and so a teacher who does not vary the teaching methods will ultimately lead to poor academic performance of students

The above sentiments were echoed by one of the evening class teachers who condemned lecture method and had this to say:

The majority of us, if not all of us, teaching evening classes use only lecture method because we have few hours and periods in evening classes and we are in a hurry to cover the syllabus since these pupils write the same exams with their colleagues who come in the morning. Nevertheless, I totally agree that it is not a good teaching method as it encourages laziness among learners. Learners merely obtain information from the teacher without contributing to the subject being taught, they just passively receive information from the teacher and memorize it.

4.4.4 Monitoring Teachers' Preparation

Respondents were asked whether lesson preparations by evening class teachers were been monitored. Respondents indicated that teachers' lesson preparations were not monitored, that is, lesson plans, lesson notes, schemes of work and records of work were not checked and there were no physical observations in classes to see how evening class teachers prepared lessons and taught. One of the students in FGDs asserted that:

Muli almost two years nasambilila pano pa Fibobe night school, nsha monapo ba Headmaster or ba Deputy, nangu fye abali bonse ukwisa mukumona efyo tusambilila nangu ama teachers efyo ba funda. Nga niba Head na ba Deputy babo fwe bengi tatwabeshiba no kubeshiba.

(I have spent almost two years at Fibobe night school but I have never seen the Headmaster or the Deputy, even any other person to come and see how we learn or how teachers teach us. Most of us don't even know the Head and Deputy).

These sentiments were reiterated by the ESO who had this to say:

How do we monitor at night, we knock off at 17:00hrs. So the question you have asked of monitoring evening classes is not possible in government set up.

Respondents were further asked how monitoring lesson preparations had contributed to academic performance of students. Respondents indicated that monitoring provided teachers with

information on how the quality of teaching could be improved, how performance of learners could be improved. They indicated that it also clarified areas of difficulties and the teacher could be given advice by monitors and be helped to grow professionally by motivating them, and it furthermore boosted their morale especially new teachers. One of the respondents had this to say:

When I just started working I had difficulties in teaching and my morale and self-esteem in front of children was so low that it was really difficult to teach. After a lot of visitations by different monitors I gained confidence because of their advices. One particular monitor from the Provincial offices stands out, I remember it was in 2010 June. After teaching we went through the critiques step by step nicely and clearly and his advice was such invaluable that I will never forget it. He has really made me grow professionally and every time I monitor my colleagues, especially new teachers I always remember his critiques and use them to help others.

When furthermore asked the effects of lack of monitoring teacher's lesson preparations, respondents indicated that it led to ineffectiveness of the teachers and adversely affected the performance of pupils. They contended that this was because teachers became lazy to prepare work knowing that no one would check their work. One of the respondents supported the above assertions and had this to say:

Human nature is difficult to understand. People always need to be pushed for them to work. When not pushed they tend to relax and become lazy and will not prepare. So lack of monitoring being experienced in evening classes definitely affects the quality of teaching because these teachers don't prepare and take advantage that no one monitors their preparation. So lack of monitoring is a recipe for lack of preparation which, in itself affects the quality of teaching, resulting into poor academic performance of pupils

4.5 Challenges evening class teachers faced in lesson preparations

Research question 3: What challenges did evening class teachers face in lesson preparations at Fibobe Primary School? Respondents indicated that the major challenges which evening class teachers faced in lesson preparations at Fibobe Primary School were inadequate teaching and learning materials and low wages which demotivated them to prepare lessons.

In this view, one of the evening class teachers commented that:

Science and computer laboratories are locked. We do not use text books as they are also locked up. For teacher who teach

science, ICT and English, especially comprehension, it is really difficulty or nearly impossible to prepare lessons properly due to lack of learning and teaching materials.

Another evening class teacher had this to say about wages:

What we get at the end of the month is something you cannot believe; it's so low that our morale of teaching is so low. Most of us only teach because our pay slips are full of loans and we have no way out.

To further identify the challenges evening class teachers faced in lesson preparations at Fibobe Primary School, the researcher carried out 12 lesson observations and ticked challenges in the observation checklist. Some of the challenges were that all science and ICT lessons observed were only theory and no practicals for both grade eight and nine. The researcher also observed that no charts or textbooks were used in all lessons and teachers were just teaching from abstract.

Respondents were further more asked how these challenges had contributed to academic performance of students. Respondents indicated lack of teaching and learning materials had adversely affect lesson preparations, which might have led to poor academic performance of pupils. This was in line with one of the respondents who had this to say:

This issue of teaching and learning materials is affecting us negatively. For example in July during mock exams, we liaised with administration so that even these learners who come in the evenings could write the same exams. I tell you, the results in ICT were very pathetic, some of the learners were even failing to start the computer; I don't know what they are going to write during final exams.

These sentiments were reiterated by one of the evening class teachers who had this to say:

How are they going to perform in English comprehension? I teach them English and they are in grade 9 and yet they have not done any comprehension exercise due to lack of text books. Lack of learning materials is definitely going to have negative impact on their academic performance.

Another evening class teacher who taught them science had this to say:

We have not done any practicals since laboratories are always closed. Can expect good results with such learning conditions?

When asked how low wages were connected to lesson preparations and how they affected the academic performance of evening class students, one of the evening class teachers had this to say:

You earlier asked if we prepare lessons, honestly, how we can prepare with such poor pays. There is no motivation for teachers to prepare lessons adequately as the wages we get are just so low. Without lesson preparations, definitely the academic performance of students will be poor, and may the poor academic performance we are experiencing is due to lack of lesson preparations, which are partly due to demotivation as a result of low wages.

4.7 Summary of Chapter Four

The chapter presented findings gathered through interviews, focus group discussions, document review and observation checklist. The findings were presented according to themes and guided by research questions.

The first question sought to establish whether teachers prepared lessons in advance for teaching evening classes. From the responses, respondents interviewed indicated that teachers did not prepare lessons (Tables 6, 7, 8, 9 and 11) in advance for teaching evening classes while 7 out of 12 FGDs perceived their teachers as having taught without lesson preparations. This was further reaffirmed by 12 lesson observations carried out by the researcher, who discovered that teachers taught without lesson plans and had no teaching files which were used for lesson preparations. It was therefore, established that evening class teachers did not prepare lesson in advance for teaching evening class students.

The second research question was aimed at exploring how lessons preparation contributed to academic performance of evening classes at Fibobe Primary School. How did lesson preparations contribute to poor academic performance? Majority of respondents (Table 10) interviewed indicated that lack of lesson preparations by the evening class teachers had significantly contributed to poor academic performance as teachers did not prepare lesson plans, lesson notes and schemes of work and did not use different teaching methods but used mainly one teaching method (Table 12). Also they were not being monitored how they prepared lessons for teaching evening class students by either checking their professional documents or physical observations and respondents indicated that this partly made them not to prepare lessons.

The third research question sought to identify challenges which evening class teachers faced in lesson preparations. Respondents revealed that the main challenges which hindered lesson preparations were lack of teaching and learning materials and low wages. They established that without teaching and learning materials it was difficult to prepare lessons especially in subjects like ICT, sciences and English comprehension. They furthermore established that low wages demotivated them to prepare lesson.

While lesson preparations were indicated as the major factor which contributed to poor academic performance, many factors were also revealed as having contributed to such performance. Factors such as absenteeism and late coming by both students and teachers, lack of concentration by pupils mainly due to fatigue, overcrowding in classes, work overload, negative attitude of students towards learning and fatigue by teacher were indicated as having contributed to poor academic performance of evening class students at Fibobe Primary School. They also established that most of the students had poor academic background as the majority of them failed grade seven, environmental factors which impacted on pupils, cultural factors and lack of teaching and learning materials.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

The chapter discusses the findings of the study on the contribution of lesson preparations to the academic performance of evening class students at junior secondary school, in particular Fibobe Primary School. The main findings are compared and discussed using themes and guided by research objectives, in relation to their levels of convergence and divergence from those established in the reviewed literature and the theoretical framework. The chapter did not discuss all the findings that were presented but only those in line with the objectives

The study's research objectives were:

1. To establish whether teachers prepared lessons in advance for teaching evening class students at Fibobe Primary School.
2. To explore how lesson preparations contributed towards academic performance of evening class students at Fibobe Primary School.
3. To identify challenges faced by evening class teachers in lesson preparations at Fibobe Primary School.

5.2 Lesson Preparations

The first objective of the study sought to establish whether teachers prepared lessons in advance for teaching evening class students at Fibobe Primary School. The findings from the study revealed that evening class teachers did not prepare lessons in advance for teaching evening class students at Fibobe Primary School (Tables 6, 7, 8 and 9). Lack of lesson preparations by teachers has been documented by many scholars that it contributes to poor academic performance of students. This is confirmed by Guga and Bawa (2008) that such a teacher will end up achieving little.

Some evening class teachers however, revealed that they used same lesson preparations which were used in the morning. Such practice by some evening class teachers that they used lesson preparations which were used in the morning, may not be effective because different classes have different capabilities of understanding and needs, and also the hours and periods of learning are

different. This is in line with Cresswell (2009) who suggested that the teacher must not use one method, but a variety of them because each individual learner has unique needs which are different from the others.

5.3 Contribution of Lesson Preparation to the Academic Performance of Students

The second objective sought to explore how lesson preparations contributed to the academic performance of evening class students at Fibobe Primary School. Respondents indicated that lack of lesson preparations (Table 10) had significantly contributed to poor academic performance at Fibobe Primary School. These responses are in line with Buchmann (1984) findings who pointed out that the best teachers are those who think carefully about what they are going to do in their classes and who plan how they are going to organise the teaching and learning. Without some kind of preparation, a lesson could be just as chaotic and could leave the students with no clear idea of what they were doing or why. This kind of uncertainty is not good for effective learning or class discipline. This is supported by Boris (2007) who asserted that there are many reasons why your students might perceive that your subject is not well prepared or organised. If students can't see the reasons for what they are being asked to do they may feel that you don't have a plan for them to achieve the intended learning outcomes, or that your classes are wasting their time or resources.

Reasons advanced by respondents of how lack of lesson preparations could have significantly contributed poor academic performance were that evening class teachers did not prepare lesson plans, schemes of work, used mainly one teaching method and also their lesson preparations were never monitored. Scholars such as Borich, 2007; Shiundu and Omulando, 1992; Oladiran 2004; Raina and Dhand 2000 and many more agree with findings of respondents. These findings were discussed below under four subthemes namely; lesson plans, schemes of work, teaching methods and monitoring of lesson preparations.

5.3.1 Lesson plans

Based on data collected, respondents agreed that lesson plan preparations enhanced the academic performance of pupils. This is confirmed by what was reviewed in the literature by Minot (2006) that for every lesson to be taught successfully and for pupil to understand well, a well planned and effective lesson plan must be used. Lesson plans are necessary for all type of instructions

and can be said to be the core of successful lessons. This position is further corroborated by Oladiran (2004) who averred that lesson planning allows the students to receive an actual lesson with a beginning, middle and an end, that aims to help them learn some specific things that they did not know at the beginning of the lesson or practice and make progress in that specific thing.

Despite all respondents agreeing that effective lesson plan preparations enhanced the academic performance of pupils; findings however, revealed that teachers who taught evening classes did not prepare lesson plans (Table 11). Owolewa (2007) quoting Oyekan (2000) accentuates that such a teacher would not be able to disseminate his or her ideas in a logical way and manner, but would certainly confuse his or her learners rather than guide them to learn meaningfully. It may therefore be said that the poor academic performance witnessed in evening classes at Fibobe Primary School may be attributed partially to lack of lesson plan preparations by evening class teachers.

5.3.2 Scheme of Work

Respondent agreed that scheme of work enhanced the academic performance of pupils as the teacher would plan what time to spent on each topic, the teaching and learning materials to used and the teaching strategies to be used. This is justified by Kukuru (2003) who asserts that scheme of work defines the structure and content of a course. It maps out clearly how resources (books, equipment and time) and class activities (teacher-talk, group work, practicals, discussions) and assessment strategies (tests, quizzes and homework) will be used to ensure that the learning aims and objectives of the course are met.

The findings from this study however, revealed that evening class teachers or school administrators did not prepare schemes of work for these learners. Studies carried out by several scholars suggested that lack of preparation of schemes of work could contribute to poor academic performance of pupils as the teachers may be teaching haphazardly without proper organisation of learning and teaching materials, teaching methods and assessment strategies. This is supported by Kukuru (2003) who opines that without the scheme of work, the purpose and objectives of learning will definitely be missed as the teacher will have no guide to monitor the progress of the content of course or syllabus.

Therefore poor academic performance of evening class students at Fibobe Primary School could be attributed partially to lack of preparation of schemes of work by evening class teachers.

5.3.3 Teaching Methods

Under the study, teaching methods are strategies or techniques used by the teacher to deliver the lessons using given objectives, hence influencing students learning. The findings from 12 lesson observations carried out revealed that all six teachers sampled used mainly teacher centred methods such as lecture method. Findings from these observations further revealed that there were little or no use of learner centred methods as all teacher observed did not use group discussion, demonstration, assessment, assignment/homework, project methods and Teacher-Pupil interactive (Table12) . The main reason of using lecture method could be that it was easy to use lecture method even without lesson preparations as opined by Darling-Hammond (1992: 213) that teachers resort to the lecture method of teaching because “it ...needs very little preparation...”

Many scholars are sceptical about lecture method which, according to the above findings, was used by the majority of evening class teachers at Fibobe Primary School. This is in line with Fosnote (1996) who cautions that in any learning environment, students should no longer be passive recipient of knowledge supplied by teachers and teachers should no longer be purveyors of knowledge and classroom managers. This was much truer with evening class students as majority of them were adults who should be taught using the principle and philosophy of andragogy, which is the art of teaching adults. In order for adult educators to meet the needs of learners and improve their academic performance, they must be aware of two important terms associated with teaching and learning: pedagogy and andragogy. Malcolm Knowles observed that many principles of learning as well as teaching methods have been developed with and for children, and argued that teaching adults required a different set of instructional strategies (Knowles, 1980). Pedagogy refers to the art and science of teaching children. Zmeyov (1998) cited in Taylor and Kroth (2009) states that andragogy applies learning approaches that are problem based and collaborative rather than didactic, and also emphasises more equality between the teacher and learner. It also requires that the learners are involved in identifying needs, designing and planning their educational activity.

Therefore, evening class teachers should be aware and use suitable teaching methods in order to make learning interesting for adult. By using appropriate teaching methods for adult learners, they would not lose concentration in class; hence their academic performance will be good.

According to andragogy, for teaching adults to be effective, learning should be self-directed and the teacher is just a facilitator of knowledge rather than purveyor of content. However, this assertion is not in agreement with findings of the study, as the most widely used teaching method at Fibobe Primary School in evening classes was lecture method. Lack of using a variety of teaching methods and not applying andragogy in teaching could have significantly contributed to poor academic performance of evening class students at Fibobe Primary School as adult learners might have not found learning interesting, hence lost concentrations.

Constructivism Theory emphasizes the importance of learners being actively involved in learning, unlike where responsibility rests with the teacher, and learners play passive roles. The theory further encourages interactive learning and learning approaches such as group discussions, peer collaboration, problem based instructions and other learning approaches that involve learners learning with others. Constructivists say that such approaches of learning improve the academic performance of learners especially adults (Ceswell, 2009; Shunks, 2009; Knowles, 1970 and Freire 1970). Findings of the study however, are not in agreement with the theory as it was established that teachers did not use interactive learning which is learner centred. Instead they used mainly lecture method which did not allow learners to actively get involved in learning. Using teacher centred method could have partially contributed poor academic performance of evening class students as constructivism is against such approach and agitate for interactive (learner centred) approaches for adult learners.

Constructivism Theory also suggests that the teacher must not use one method, but a variety of them because each individual learner has unique needs which are different from the others (Creswell, 2009; Shunks, 2009). Findings of the study however, disagrees with the theory as it was revealed that teachers mainly used only one teaching method, which was lecture method and this could have contributed poor academic performance of evening class students at Fibobe Primary School.

The extensive use of same type of teaching method by evening class teachers, which is as a result of lack of lesson preparations, could one of the contributing factors to poor academic performance of learners at Fibobe Primary School. The over use of lecture method does not encourage active participation of evening class students

5.3.4 Monitoring Teachers' lesson Preparations

Monitoring of lesson preparations in the study means checking the professional documents of evening class teachers such as lesson plans and schemes of work and also actual or physical observation of the lesson by monitors to observe if the teacher prepared lessons in advance for teaching. Findings of the study revealed that there were no any monitoring which took place in evening classes, be it checking professional documents or physical lesson observations. The findings are not in congruent with research carried out by Blase and Blase (1999) that discovered that the purpose of instructional supervision was to improve teacher's professional competencies and to enhance quality education in schools, improve quality of teaching and learning in classrooms as well as improve pupils' academic achievements.

Monitoring assists in the professional growth of especially newly teachers. The monitor may have first hand information on how teaching is done and if there are areas of weakness, provide advice. Researchers have found that such visits to schools provide monitors opportunity to identify areas where teachers have difficulties, and teachers can also seek help where they face challenges in their teaching. Such knowledge helps monitors provide assistance and support to teachers individually and in groups and this in the long run improves the academic performance of pupils. This is confirmed by the study conducted by Shulman and Sullivan (2006:234) who asserted that

Monitors' physical presence in the classrooms affords teachers the opportunity to seek assistance from them, boost morale and confidence and encourages them to strive to improve pupils' performance. Lesson supervision also provides supervisors the opportunity to assess teachers' lesson delivery strategies and also better provides them with the necessary guidance and support for instructional improvement

Respondents agreed that lack of monitoring of lesson preparations of evening class teachers at Fibobe primary school could have partially contributed to poor academic performance of students. These findings are justified by the findings of Peretomodo (2004) who contended that if

teachers are not well monitored, effectiveness in teaching will be adversely affected and students' performance will too be affected as it may lead to low quality of teaching and invariably, teachers' lack of commitment to the job. Delegation of duties without supervision is the recipe of failure. Such lack of monitoring by either internal or external monitors might have significantly contributed to lack of advance preparations, which could have led to poor academic performance of evening class student at junior secondary school, in particular Fibobe Primary School.

5.4 Challenges Teachers faced in Lesson Preparations for Evening Class Students

The final objective sought to identify the challenges teachers faced in lesson preparations at Fibobe Primary School. Respondents revealed that the major challenges evening class teachers faced in lesson preparations were lack of teaching and learning materials and low wages which demotivated them to prepare lessons. These challenges were discussed under two sub themes. These were lack of teaching and learning materials and demotivation due to low wages.

5.4.1 Lack of teaching and learning materials

Findings from the study indicated that evening classes at Fibobe primary school had no access either to school textbooks or physical infrastructure such as science and computer laboratories. Lack of teaching and learning materials could have hindered teachers' lesson preparations. The study revealed that there were two categories of students at Fibobe, that is, those (morning classes) who were allowed to use teaching and learning materials and those (evening classes) who were not allowed, citing security reasons and were to keep teaching and learning materials at night as all offices were locked at 17:00 hours. Due to lack of teaching and learning materials, evening class students did not learn practical lessons such as ICT and science, as the computer and science laboratories were closed at night, which in the long run could have affected their academic performance. Lesson preparations in topics such comprehension in English could not be taught due to lack of text books

The findings of the study are in corroboration with studies conducted by Hazlewood (2009:156) in Mumbai, India who asserted that "night schools lack facilities as they are dependent upon the generosity of the day school. Municipal institutions are naturally possessive of their own meagre facilities and are reluctant to allow night school students to use their laboratories and libraries. So

there are some students who have never seen the inside of the laboratory until the day before the board exams”. It was evidenced from the findings that school authorities did not allow evening classes at Fibobe primary school to use laboratories as they raised security concerns. This could have hindered proper lesson preparations for evening classes. And such lack of preparation of lessons could have led to ineffective delivery of the lesson which could also have resulted into poor academic performance of pupils at Fibobe Primary School.

The above findings are not in agreement with the findings of several scholars who unanimously asserted that for a teacher to prepare lessons effectively, teaching and learning materials should be readily available. And availability of these materials makes the teacher effective in his/her lesson delivery which, in the long run improves the academic performance of students. This remedy is in line with literature reviewed, as Chepchieng (1995: 167) observes that “availability of and quality of textbooks in a secondary school is strongly related to achievement among children from lower income families and that physical facilities also contribute positively to students’ academic performance”.

Therefore, it might be said that lack of teaching and learning materials which could have hindered lesson preparation, could have been responsible for poor academic performance of pupils in evening class students at junior secondary.

The findings of the study that lack of access to teaching and learning materials by evening classes could have contributed to poor academic performance, were in agreement with New Sociology of Education Theory. Karabel and Halsey (1977) stated that differential academic performance is as a result of differentiation of undifferentiated curriculum by educators which impedes the academic performance of some learners. The undifferentiated curriculum for morning and evening classes commanded that teachers should prepare quality work for both classes as they wrote same final examination. Findings of the study agrees with the theory and revealed that there was differential academic performance of students at Fibobe Primary School between those who had access to teaching and learning materials and those who didn’t (differentiation of the undifferentiated curriculum). Furthermore, findings established that there was differentiation in the preparation of lessons as teachers did not prepare lessons for evening class students. Such differentiations in the lesson preparations and lack of teaching and learning

materials therefore, according to the theory, could have impeded the academic performance of evening class students at Fibobe Primary School.

Lack of teaching and learning materials affected teachers' prior lesson preparations especially in sciences, ICT and English comprehension. Such lack of teaching and learning materials affected lesson preparations, which in the long run could have also affected the academic performance of learners.

Therefore, such differentiation in the use of teaching and learning materials and lesson preparations could have contributed to poor academic performance of evening classes at junior secondary school, in particular Fibobe Primary School.

5.4.2 Low wages

Respondents revealed that evening class teachers were lowly paid and that could have led to low motivation to prepare lessons for evening class students at Fibobe Primary School. Demotivated teachers will have no zeal to prepare lessons for teaching and this in turn may affect the academic performance of pupils. This is reflected in the sentiments of Mwanalushi (1991) who pointed out that teachers were highly demotivated and that could have contributed to deterioration of their commitment to work and student academic achievement.

These findings are not in line with the research conducted by Baron (1986) who established that satisfaction at work may influence various aspects of work such as efficiency, productivity, absenteeism, turnovers rates, and intention to quit and employee's well-being. Motivation is said to be one of the factors that boosts teacher's morale and hence enhancing preparations of work for teaching. A motivated teacher may prepare his/her lessons adequately and this may result in good performance of learners. Since evening class teachers were highly demotivated due to low wages, it was deduced that poor academic performance of evening classes was partially contributed by lack of prior lesson preparation due to demotivation as a result of low wages..

5.5 Summary of Chapter Five

Chapter five discussed the presentation of the findings according to objectives of the study using literature reviewed, theoretical framework, interviews conducted, lesson observations, document reviewed and FGDs.

According to discussions, the first objective which was to establish whether teachers prepared lessons in advance for teaching evening classes, respondents indicated that teachers did not prepare lesson (Tables 6, 7, 8 and 9). Further, these teachers had no teaching files which were used for lesson preparations. It can therefore be concluded that no lesson preparations took place in teaching evening class students at Fibobe Primary School, and hence the poor academic performance observed witnessed was significantly contributed by it.

The second objective sought to explore how lesson preparation had contributed towards academic performance of evening class students. Majority of respondents (Table 10) revealed that lack of lesson preparations had significantly contributed to poor academic performance of evening classes. Reasons advanced by respondents were that evening class teachers did not prepare lesson plans, schemes of work, did not use and prepare a variety of teaching methods, instead used mainly one teaching method, which was lecture method and their lesson preparations were never monitored. These were the recipe for poor academic performance of pupils in schools.

The final objective sought to identify the challenges teachers faced in lesson preparations for teaching evening class students. Respondents established two major challenges which evening class teachers faced in lesson preparation. These were lack of teaching and learning materials and low wages which demotivated them to prepare lessons. These major challenges according to respondents hindered lesson preparations for evening class students. It was therefore concluded that poor academic performance of evening class students could have been caused by lack of lesson preparations, which was the result of the challenges which teachers faced in lesson preparations.

According to two theories used in the study, one agrees and the other one disagrees with the findings of the study.

New Sociology of Education agrees with the findings of the study as it argues that differential academic performance of learners is caused by differentiation of the undifferentiated curriculum by educators. In the study, it was revealed that there was differentiation of the curriculum by evening class teachers as they did not prepare lessons for teaching evening class students and yet they wrote same (undifferentiated curriculum) final examinations with morning classes. Furthermore, school administrators differentiated the curriculum by not allowing evening class students access to teaching and learning materials. Therefore, differentiation of the undifferentiated curriculum by educator could have contributed to poor academic performance of evening class students.

Constructivism theory on the other hand, is not in agreement with the findings of the study. Constructivism theory says that, for academic performance of adults to be good, teaching methods used should mainly be learner-centred, where by learners are actively involved in learning. It also says that the teacher should not use one teaching method, but should vary them. But findings of the study revealed that teachers mainly used teacher-centred methods such as lecture method. Adult learners could have found difficulties in understanding the lessons because of the type of teaching methods used.

These two theories, that is, New Sociology of Education and Constructivism Theories are of benefit to the study in that they are against segregation in the type of education offered in schools. They agitate for egalitarian education for all students regardless of age and time of learning. Using these theories, evening class learners would also receive quality education and their academic performance would improve as discrimination in the type of education offered would not be there. And this would certainly lead to mass education of the citizens, which in the long run would eradicate poverty and bring development to the nation

Although lack of lesson preparations was indicated as the major factor which contributed to poor academic performance of evening class students, other factors were also revealed. Factors such as absenteeism and late coming by both pupils and teachers, lack of concentration by pupils mainly due to fatigue, overcrowding in classes, work overload and fatigue by teacher, poor academic background students as majority of them failed grade seven, environmental factors which impacted on pupils and cultural factors were indicated as having contributed to poor academic performance of evening class students at Fibobe Primary School.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The chapter is divided into sections. The first section is the conclusion, which is presented by using major themes and guided by research questions. The second section is the recommendations for improvement and the last one deals with prospects for further research.

6.2 Conclusion

The purpose of the study was to assess the contribution of lesson preparations to the academic performance of evening class students at Fibobe Primary School.

6.2.1 Lesson Preparations

The first research question sought to establish whether teachers prepared lessons in advance for teaching evening class at junior secondary school, in particular at Fibobe Primary School. Findings indicate that majority of evening class teachers did not prepare lessons in advance for teaching evening class student at Fibobe Primary School (Tables 6, 7, 8 and 9). These findings were further consolidated by the lesson observations and document reviewed by the researcher who discovered that evening class teachers did not scheme and went to class without lesson plans and did not even have teaching files for evening classes which were used for lesson preparations of evening class students.

6.2.2 Contribution of Lesson Preparation to the Academic Performance of Students

The second research question sought to explore how lesson preparations contributed to academic performance of evening class students at Fibobe Primary School. It was evident from findings that lack of preparations of lessons (Tables 10) by evening class teachers contributed significantly to the poor academic performance of evening class students. When asked how lack of lesson preparations had contributed to poor academic performance, findings established that evening class teachers did not prepare schemes, lesson plan (Table 11) and did not use a variety of teaching methods, but used mainly one teaching method which was lecture method (Table 12)

and their lesson preparations were never monitored, and these were recipe for poor academic performance.

6.2.3 Challenges Faced by Evening Class Teachers in Lesson Preparations

The final research question sought to identify the challenges which evening class teachers faced in lesson preparations at Fibobe Primary School. Respondents established that the major challenges which evening class teachers faced in lesson preparations were lack of teaching and learning materials and low wages which demotivated them to prepare lessons. It was established that these challenges partially contributed to poor academic performance because they hindered teachers to prepare lessons for evening class students.

Respondents further revealed that teachers were demotivated due to low wages. A demotivated teacher could not prepare lessons in advance and this could have partially led to poor academic performance of evening class students at Fibobe Primary School.

Based on the above major findings, it was assessed that lack of lesson preparations could have significantly contributed to poor academic performance of evening class students at Fibobe Primary School. There was lack of lesson preparations as teachers did not prepare lesson plans (lesson notes), schemes of work and also did not use different teaching methods. Teachers also had challenges in lesson preparations as they lacked teaching and learning materials and their wages were low which demotivated them to prepare lessons. It is well known that adequate prior lesson preparations by the teacher have positive correlation with good academic performance. Since there were no prior lesson preparations by the teachers, it was deduced that poor academic performance in evening classes was significantly contributed by lack of prior lesson preparations.

It is undeniable that other factors had contributed to poor academic performance of evening class students, but research evidence in the study revealed that lack of lesson preparations by teachers also significantly contributed to poor academic performance. Had the researcher in the field found out that teachers had prepared lesson plans and schemes of work, used different teaching methods, were highly motivated, had access to teaching and learning materials which were used

for lesson preparations and were well monitored, lesson preparations could not have contributed to poor academic performance. Poor academic performance could have been purely caused by other factors and not lack of lesson preparations by evening class teachers. But in the study, the afore-mentioned recipes of good academic performance were not met, hence it may be said that lack of prior lessons preparations by the teachers could have contributed to poor academic performance of students.

It has therefore been assessed that lack of prior lesson preparations by evening class teachers contributed significantly to the poor academic performance of evening class students at junior secondary at Fibobe Primary School.

6.4 Recommendations

Drawn from the study's findings and interpretations, the following recommendations were made;

(i) Evening class teachers should be compelled by school administrators to prepare lessons in advance for teaching by charging them for not doing so, just the way those who teach in the morning are charged.

(ii) The Headteachers, their deputies and the coordinators should monitor teachers' lesson preparations and observe lessons as they also benefit financially from evening classes. If monitoring is done, teachers may start to prepare schemes, lesson plans and use a variety of teaching methods.

(iii) School administrators should allow evening classes to use same teaching and learning materials which are used in the morning. Laboratories should remain open and the coordinators should have offices where to keep textbooks and other teaching and learning materials.

(iv) The Ministry of General Education should put in place the policy of monitoring lesson preparations for evening classes and strengthen it so that all those who are supposed to monitor these classes are made to do so.

(v) Seminars or in-service courses should be organised by the Ministry of General Education, using expert Lecturers in teaching methods to train evening class teachers how to prepare work

for classes with few periods and hours of learning. At school level, Continuous Professional Development (CPD) should include topics on how to prepare work for evening classes so that knowledge on how prepare is shared among teachers themselves.

6.5 Prospects for Future Research

The study was concerned with assessment of the contribution of teachers' preparation towards academic performance of evening classes at Fibobe Primary School. Arising from the fact that the study was based on only one school, that is Fibobe Primary School in Ndola District, it implied that the study was very limited in scope.

The following suggestions could thus be considered for future research;

- (1) This study employed a case study design and qualitative approach in which it was limited only to one school, Fibobe Primary School with few respondents. More research employing quantitative or mixed approach by increasing the scope of the study and include more schools and respondents need to be undertaken.
- (2) Evaluate the effectiveness of the policy of Ministry of General Education on teaching evening classes in Zambia.
- (3) Investigation of preparation of teachers for teaching evening classes by colleges of education and universities.

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APPENDICES

Appendix A: Interview Guide for School Administrators

1. How long have been in your current position at this school?
2. Are evening class pupils and teachers using the same materials and facilities such as computers and laboratory with those in morning classes? If no, why are they not using them?
3. How many hours per day and periods per week do (i) evening classes (i) morning classes have?
4. If the teacher teaches same subject in the morning and evening, do they prepare or use exactly same lesson plans?
5. If there is a difference in number of periods and hours of learning, is it okay use same lesson plan? Elaborate the answer.
6. Do you check, mark lesson plans, records of work and monitor lessons of teachers teaching evening classes?
7. If the answer is yes to question 7, why do you think it is important to check preparation and monitor lessons?
8. If you do monitor their lessons, how often in the term and do you have external monitors who come to monitor evening classes?
9. If you do monitor, which teaching methods are widely used and what do you think could be the most effective teaching methods for evening classes?
10. What could be contributing to poor academic performance of pupils being witnessed?
11. If the answer is teachers' preparation, then how does teachers' preparation contribute to academic performance in evening classes?
12. Do you give any incentives to teachers teaching evening classes or do you think they are motivated?

Appendix B: Interview Guide for Teachers

1. Which grades do you teach in evenings and for how long have been with them?
2. On average, how many pupils do you have in class?
3. Do you also teach afternoon classes (APU)?
4. How many periods do you have in morning, APU and evening classes?
5. What teaching methods do you use for teaching evenings classes and do teaching methods contribute to academic performance of pupils?
6. Do you prepare lesson plans before teaching evening classes and if yes why do you prepare lesson plans?
7. Considering the number of periods and hours of learning, don't you think it is prudent to make lesson plans specifically for evening classes?
8. If you do make a different lesson plan, do you spend same time you spend when making morning lesson plans?
9. Do administrators and external monitors check your preparation and observe your lessons and why should teachers' preparation be monitored?
11. Why is the academic performance of evening classes poorer than those who come in the morning?
12. What could be contributing to poor academic performance of pupils being witnessed?
13. If the answer is teachers' preparation, then how does teachers' preparation contribute to academic performance in evening classes?
14. Are you given opportunity to use the same teaching and learning materials you use in the morning? If the answer is no, why
15. Are you happy with conditions of service offered in evening classes?

Appendix C: Interview Guide for Evening Classes Coordinator

1. How long have you been a coordinator for evening classes?
2. On average, how many pupils do you have in each class?
3. Do teachers prepare their work before teaching evening classes and what could be the importance of preparing in advance before teaching?
4. As a coordinator, do you check their lesson plans, records of work and observe their lessons?
5. What teaching methods are often used by teachers who teach evening classes and why should a teacher use a variety of teaching methods?
6. Do you have internal and external monitors who come to check teacher preparation?
7. If the answer to question 6 is yes, why do you think it is important for monitors to check the preparation and observe the lessons?
8. Do you have incidences of some teachers coming drunk or late perpetually and if yes, what measures have you put in place to curb such vices?
9. Have you ever witnessed pupils reporting to you of teachers who (i) do not teach well (ii) do not mark their work (iii) do not answer questions when asked (iv) give pupils notes to write on the board for his/her friends (v) come drunk ?
10. If some of the answers to question 9 are yes, what could be the repercussions of some of these vices?
11. What could be contributing to poor academic performance of pupils being witnessed?
12. If the answer is teachers' preparation, then how does teachers' preparation contribute to academic performance in evening classes?

Appendix D: Focus Group Schedule for Focus Group Discussion

1. How many are you in class?
2. Do you use text books, laboratories such as computer and science laboratories?
3. Are you given tests, assignments and homework and are you marked?
4. Do you think all teachers come prepared and ready to teach? And if some don't come ready and prepared how do you know and tell?
5. Have you ever heard of a teacher who teaches well and is praised by morning pupils but does not teach you well?
6. Do you have teachers who spend more time telling stories or talking than teaching?
7. Do you have teachers who (i) do not mark (ii) do not answer questions when asked (iii) give one of your friends to write notes on the board?
8. Have you ever seen someone e.g. the Head, the Deputy or any person or stranger coming into your class to observe the lesson?
9. How do you relate with your teachers for example (i) does he/she ask you personal problems (ii) problems you have with school work or if you understand the way he/she teaches (iii) are you assisted personally in school work if you have any difficulties?

Appendix E: Interview Guide for Education Standards Officer

1. How long have been ESO in Ndola?
2. Do you think teachers who teach evening classes prepare their work before teaching and why should they prepare their work?
3. Do you monitor teachers' preparation in evening classes the way you monitor in the morning?
4. What could be the main reasons of monitoring teachers' preparation?
5. According to national examination analysis for the years 2011 to 2014, the performance of evening classes is poorer than those in the morning; could teachers' preparation be also attributed to this poor performance?
6. How could teachers' preparation contribute to academic performance?

Appendix F: Observation Checklist (To be used by the Researcher)

S/N	ITERMS	OBSERVATIONS
1	Number of pupils in class	
2	Adequate teaching and learning materials e.g. books, charts and chalks	
3	Use of laboratories, that is science and ICT laboratories	
4	Teacher coming with well prepared lesson plan	
5	Teaching methodologies used	
6	Pupil-teacher interaction	
7	The concepts the teacher uses in addressing pupils	
8	Teacher knowledge of the content	

Appendix G: Informed Consent Form

Dear Respondent,

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

Description: This exercise is an education research. The researcher is a student at the University of Zambia pursuing a Master of Education degree in Sociology of Education. This research is a major requirement for the researcher to complete his program. Thus this exercise is purely academic.

Purpose: The researcher wishes to find out whether evening class teachers prepare in advance for teaching evening classes. It also tries to assess the contribution of teacher preparation towards poor academic performance of evening classes at Junior Secondary.

Risks: there are no foreseeable risks of harm to you by participating in the study.

Compensation: you will not receive any type of compensation for participating in this study.

Opportunity to ask questions: you may ask any question concerning this research and have those questions answered before agreeing to participate or during the study.

Benefits: subjects will not directly benefit from participating in this study. However, your answers could provide more information on teachers' preparations for teaching evening classes.

Participation: your participation is voluntary and you may withdraw from the study at any time without questions or penalty. You may withdraw by informing the researcher that you do not wish to participate anymore

Confidentiality: All data collected from this research is treated with ultimate confidentiality. Participants are assured that they will remain anonymous and untraceable in this research.

Rights of Respondents: All effort will be taken to ensure that the rights of participants are protected and respected. Participants are assured that they shall suffer no harm as a result of participating in this exercise.

Participant's Consent

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

Appendix H: Introductory Letter from DEBS

All correspondence should be addressed to the
District Education Board Secretary

Telephone: +260 212 612277 / 622 047



REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION

DISTRICT EDUCATION BOARD SECRETARY
P.O. Box 71970
NDOLA

In reply please quote:

No.:

5th March 2017

To: All Headteacher
Secondary and Primary School
NDOLA DISTRICT

RE: AUTHORITY TO CONDUCT FIELD WORK


With reference to the above mentioned subject.

I am pleased to inform you that permission has been granted to conduct Field Work for Maters in schools.

However, the smooth running of the school in terms of teaching/learning should not be disturbed.

Terry Changwe
District Education Board Secretary
NDOLA DISTRICT
/rkc

Appendix I: Introductory Letter from Directorate of Research and Graduate Studies (DRGS)


THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

=====

Date: 03-10-2016

No Objection
Wap
Dohs

TO WHOM IT MAY CONCERN

Dear Sir/Madam

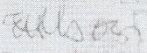
RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr./Ms. MALEMBO MUMBA Computer number: 2915139673 is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully


Emmy Mbozi (Dr)
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

cc Dean-Education
 Director-DRGS

