

## **NOTICE COPYRIGHT**

All rights reserved. No part of this dissertation may be reproduced or stored in any form or by any means without prior permission in writing from the author or the University of Zambia.

© ROSTER MALUMANI

ALL RIGHTS RESERVED

## DECLARATION

**I, ROSTER MALUMANI,** do declare that this dissertation represents my own work and that it has not in part or in whole been presented as material for award of any degree at this or any other university. Where other people's work has been used, acknowledgement has been made.

Signature of Author.....

Date.....

Signature of Supervisor.....

Date.....

## CERTIFICATE OF APPROVAL

This dissertation of **ROSTER MALUMANI** has been approved as partial fulfilment of requirements for the award of the Degree of Master of Education in Adult Education by the University of Zambia.

### Examiner's Signatures

Signed..... Date.....

Signed..... Date.....

Signed..... Date.....

## **ABSTRACT**

The study was designed to identify challenges faced by students attending academic evening classes in selected government schools in Lusaka District.

The objectives of the study were to: establish whether or not students attending academic evening classes faced any challenges; establish the extent to which these challenges affected their class attendance; determine how far these challenges affected their academic performance; and identify measures to help students address the challenges.

A case study design was employed in which both qualitative and quantitative methods were used to collect data from respondents. Questionnaires were used for collecting quantitative data and unstructured interview guide for qualitative data. The sample for this study comprised four government schools; that is, two basic schools and two high schools. From the four schools, 100 students were sampled; 25 students from each school. In addition, 16 teachers; four from each school and the four Evening School Co-ordinators were sampled. The total sample population in the study was 120.

Quantitative data was analysed by using the Statistical Package for Social Sciences (SPSS) to generate frequency distribution tables and percentages. On the other hand, qualitative data was presented using generative themes.

The findings of the study revealed that students attending academic evening classes faced a lot of challenges. There were many challenges that were brought out but only the salient ones are highlighted here, such as, students who were in employment were often tired after a long day at work. They knocked off late from work and often reported late for classes. Lack of money to pay for transport, especially for those who were not in employment due to long distances to schools where they registered for tuition often led to frequent absenteeism from lessons. These challenges totally affected their class attendance.

It also emerged from the findings that students' academic performance was also affected. Most of the students rated their academic performance as average. The students attributed this to lack of seriousness on the part of the teachers. Teachers reported late for lessons and in most cases, they came unprepared. On the other hand, teachers also revealed that students did not seem to be serious with their work. They were frequently absent and in

most cases they reported late for lessons. On identifying measures to help students address these challenges, the findings revealed that students were ready to engage themselves in extra tuition during week-ends and the teachers also indicated that they were willing to teach them.

In view of the findings, the following were the recommendations the study arrived at. There was need for the school administration to make arrangements for teachers to teach during week-ends to assist especially the working students who did not have time to attend lessons regularly during week days. There was also need for close supervision of teachers to ensure that they prepared their lessons and reported to class on time so that they could cover as much of the syllabus as possible. Furthermore, to avoid frequent absenteeism, due to lack of money for transport, students should be encouraged to register early at centres that were near their homes.

## **ACKNOWLEDGEMENT**

The production of this research study was a result of the valuable assistance I received from many different people during the course of my study at the University of Zambia.

I would like to pay particular tribute to my Research Supervisor Mr Wanga W Chakanika for his encouragement, advice and constant guidance during my study.

My sincere gratitude goes to my Supervisor at my place of work for allowing me to undertake this study programme and to all my colleagues and friends for their encouragement, academic advice and assistance.

Many thanks go to my son Tabo for staying up late with me as I typed this dissertation.

My special thanks go to my husband Mr Amos Nakalonga and my sons; Muna, Mwiinga, Nchimunya and Tabo for their moral support and encouragement during my period of study and not forgetting my niece Roster who helped me a lot with housework while I was busy with my studies.

Above all, I give thanks to God for the gift of life and for giving me the strength and energy to complete this study programme.

## **DEDICATION**

I dedicate this piece of work to my late father, Mr Dominic Malumani who taught me the value and importance of education and also to my husband, Mr Amos Nakalonga and my sons; Muna, Mwiinga, Nchimunya and Tabo, for their moral support and encouragement throughout my study.

## **ACROYNMS**

DODE : Directorate of Open and Distance Education

ODL : Open and Distance Learning

EFA : Education For All

GCE : General Certificate of Education

SPSS : Statistical Package for Social Sciences







