

THE UNIVERSITY OF ZAMBIA
CENTRE FOR CONTINUING EDUCATION
DEPARTMENT OF ADULT EDUCATION

TOPIC: An Investigation into the high drop-out rates in evening class programmes for Kabwe Urban District from 1988 to 1991. What are the causes and remedies applicable to high drop-out rates?

A RESEARCH PROJECT CARRIED OUT IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE
DIPLOMA IN ADULT EDUCATION

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DEDICATION

This work is dedicated to my beloved wife
Bernadette Mulima Ng'uni and my children for
all the suffering they endured during my absence
for studies at the University of Zambia in Lusaka
from 1991 to 1992.

ABSTRACT

This study was an investigation into the high drop out rates in the evening class programme and to determine their causes and remedies in Kabwe Urban District from 1988 to 1991. The investigation of any programme was important to determine whether or not it was achieving its objectives. This investigation showed that the programme objectives were not fully achieved due to lack of learning and teaching materials, shortage of trained teachers, lack of funds and poor students' attitudes towards evening class programmes.

In order to achieve the objectives in evening class programmes, it is recommended that those responsible for institution administration and supervisors for evening class programmes in Kabwe Urban District review their efforts according to the findings and recommendations made by the study.

CHAPTER ONE

INTRODUCTION

The problem of high drop-out rates in the evening class programmes is worrying the Policy-makers, the Ministry of Education officials, Teachers and the Community at large in Zambia. It has been observed that the drop-out rate in the evening class programmes is very high, and that by the end of each year, the number enrolled is usually smaller than it had been at the beginning. This shows a wastage of resources, mainly because the community sees very little or have no role to play when they become literate, neither do they perceive any relative advantage by becoming literates (Mulley 1968:67).

Education authorities in Kabwe Urban District complain that their students leave school with proper training in reading and writing, but lose such abilities again after a few years outside school, simply because there are no reading materials available with the help of which they can perceive their acquired skills and their status as literates. Mass-Education officers still tell similar stories according to Carl (1965:78).

STATEMENT OF THE PROBLEM

The purpose of this study was to investigate the high drop-out rates in the evening class programmes and to determine the causes and remedies in Kabwe Urban District from 1988-1991.

Adult Education is not just a stop-gap operation. It has a

permanent part to play within the general education structure of any country. Many problems can best be understood when people have had some experience of life because school knowledge becomes rapidly out-dated. Giri (1968) observed that:

As an enlightened member of human society, an educated man will help to elevate the level of home and national life and in fortifying the edifice of socio-economic democracy and enrich the national character.

About three quarter of the unemployed in Kabwe Urban District like in other towns of Zambia, are under the age of 30; of these, the predominant number by far consists of school drop-outs, (Lund 1965:41).

AIMS OF THE STUDY

Fearing that the high drop-out rates in the evening class programmes might frustrate the would be learners, the researcher carried out this study with the aim of determining the causes of high drop out rates and what remedies could be applied to the problem. However, it had been noticed that the evening class students needed to participate fully in such afforded ventures for them to succeed. The adult educators needed to dedicate themselves by encouraging the adult learners and by using the available learning and teaching materials properly (Quin 1990:14).

Therefore, it could be argued that many women and men who

dropped out of evening classes before completing their programmes in Kabwe Urban District from 1988 to 1991, did so, due to various reasons to which this study has tried to address itself.

Objectives

The objectives of the study were:

- (a) To examine the incidence of high drop-out rates in the evening class programmes during the 1988 to 1991 period, so as to obtain more accurate estimates of drop-outs than those currently available.
- (b) To determine whether the programme objectives were being achieved and if so, to what extent?
- (c) To examine the factors that had influenced the promotion of high drop-out rates.
- (d) To suggest and recommend the remedies to the educators interested in evening class programmes.

Hypotheses

The major hypothesis of the study was that the objectives of evening class programmes have not been achieved due to high drop-out rates.

The related hypotheses were that:

- (a) Lack of resources and financial constraints had influence on the high drop-out rates in evening classes
- (b) Students' perception of evening class programmes had contributed to the failure of the programmes.
- (c) The community at large seemed not to understand the need for evening classes.
- (d) Teachers seemed not to have adequate skills in handling adult learners and did not show positive interest in promoting evening class programmes.

IMPLICATIONS FOR THE RESEARCH

The findings of this study acted as a feed back for assessing the students' attitude towards evening class programmes as well as the teachers and administrators of the Ministry of Education.

The study was also meant to establish whether the government pumped in more money for seminars, meetings, and for buying text books and also for part time teachers' allowances.

The researcher further expected that after investigations into the learner drop-out rates from the programme, other researchers might continue to research into the area of drop-out, in order to come up with different aspects not brought up by this study. Information generated from the study would contribute to the knowledge on factors that influence drop-out rates in evening

class programmes.

ASSUMPTIONS

The assumptions made concerning the high drop-out rate in evening class programmes were:

Between 1988 and 1991, there were few teachers, supervisors, organisers, headmasters and administrators trained to handle adult learners in evening class programmes.

Lack of short courses and seminars in the adult field had been one of the factors contributing to non-realization of continuing education objectives.

According to Schultz (1980), relevant training even for the administrators is thus considered a significant aspect of evening class programmes if the objectives are to be realized.

What remedial steps should we take to achieve successful participation of adult learners in evening classes? In order to find the answer to the question, the objectives of the programme had to be spelt out.

OBJECTIVES

The objectives of the study were to find out:

- 1) the reasons for joining evening classes;

- 2) the major needs or problems in the sphere of life;
- 3) the way students spent their leisure time;
- 4) the methods of teaching students preferred; and
- 5) students' choice of an animateur.

DEFINITIONS

Drop-out - A student who decides to stop attending evening class programmes before completion of the course (Carter 1973:198).

Adult Education - The process whereby persons no longer attend regular classes undertake sequential and organized activities with conscious knowledge (Cole 1978:9).

Adult Learner: - Any person who joins the adult education programme in order to acquire knowledge, attitudes and skills (Steel 1970:8).

Evaluation - The process of judging the value or worth of something (Steel 1970:8).

Literacy - The ability to read and write or sign one's name (Hinzen et al 1979:148).

Institute - A building for any of the studying purposes, an institution for study or research (Longman Modern English Dictionary 1976:558).

LIMITATION OF THE STUDY

The study was limited to Kabwe Urban District due to insufficient time in which the research was carried out. It was not possible for the researcher to travel to other districts and therefore, the study was confined to Kabwe Urban District.

CHAPTER TWO

LITERATURE REVIEW

Adult education has not only been hindered by the negative attitudes of the adult learners themselves, but also by the Ministry of Education and the service clubs like Churches which supply books (Makulu 1971:86).

Like most countries of the world, Zambia attaches great importance to adult education. Education in all former British colonies passed through three stages of development, these were:

...the period of private enterprise, principally associated with the activities of the Christian missions; the period of state supported private enterprise and the period of state responsibility and planning (Carter 1966:11).

During the period 1890-1924, the colonial government was not interested in providing basic services to the people of Northern Rhodesia (Zambia). Education was left entirely in the hands of the christian missions whose early aim was to teach religious literacy. Literacy was seen as an effective vehicle for the spread of the gospel.

In 1926, the first Deans school was founded at Kazabuka based on the recommendation of the Phelps-Stokes Commission. The Deans emphasized the philosophy of "Community Uplifting". The Phelps Stokes education commission felt that this was the right approach to education for natives in Northern Rhodesia.

In the memorandum of 1935, the advisory committee on education in the colonies argued that there was a line between education and economic development. The basic theme of the memorandum was education for all, adults and children. The committee stressed that community development and the training of teachers should be taken into account (Shelson 1990:201).

In 1945, Mop Hay initiated an adult literacy programme on the Copperbelt for miners. She conducted a survey to determine the need for adult literacy for miners and their wives. She also trained literacy supervisors for a literacy campaign which began in 1949.

By the 1950s, adult education was formally recognized and then introduced as a separate sphere of education in the department of African Education. In 1954, George Hardcastle was appointed the first full-time Adult Education officer. He was a man of vision and energy, who set about organizing evening classes for adults (Shelson 1970:116). In 1963, a Unesco team of experts visited Northern Rhodesia and implored the government to take responsibility for adult literacy work and that this should be under the Ministry responsible for Community Development in rural areas. In the rural areas, adult literacy work should be linked closely to programmes of hygiene, community development and agriculture improvement (UNESCO 1963:160).

found that the average standard of education among those who had once been to school was between that of Grade 1 and Grade 2. A great many of those who declared they had once been in Grade 1 at school, had lapsed into complete oblivion.

It is impossible to be specific since no statistics are available but it is probable that in 1945, 85% of the adult males in the country and 95% of the adult females were illiterate.

In 1976 as part of the education reforms, adult education was officially recognized as the second main arm of the national education system along side full time education offered by the school system (G.R.A. 1976:15). A new department for Continuing Education, headed by a Director was created in the Ministry of Education. Under this department, adult education centres became schools for continuing education. It was explained that, a major objective of continuing education was to provide alternative routes to all who wished to continue formal education through part time study and to enable workers to re-enter full time education after achieving appropriate entry qualification by part-time study (G.R.A. 1976:15).

A survey of adult education in Gambia carried out in 1983, showed that by 1982, there existed a broad range of adult education agencies and programmes in the country (Msimuko et al: 1985). With good, solid projects and new fresh approaches, the non-governmental organizations (NGOs) are making important contributions to closing the gap in literacy rates between men

and women. Often these projects demonstrate that literacy becomes most meaningful when it is linked to job-skills that increase women's self-reliance in society (Challenge ILY New UNESCO, 1990:6).

A focus on literacy for girls and women is now the rule rather than the exceptions, as more and more development agencies and non-governmental organizations have concluded that development is not possible if women cannot read or write (UNESCO ILY 1990:6).

We now know that literacy for women is the single most important factor in reducing infant mortality. Yet, one out of three women cannot read or write, and more than 60 percent of children school drop outs are female. These girls and women have never seen the inside of a classroom due to variety of factors, such as lack of political commitment among their leaders, traditional patriarchal attitudes and long working hours with little extra time to learn (The Challenge ILY UNESCO 1990: 4-5).

Adult education has several important functions to fulfill. Former President of Tanzania Nyerere had repeatedly said:

...we cannot afford to wait for the children
(Carl 1965: 25).

And at the opening of the adult education conference in Abidjan in March 1964, the representative of the Director-General of UNESCO spoke in the same vein:

In any case, it is not the children of today who hold the present destiny of Africa in their hands, it is the adults. So, it is only by establishing effective communication with the adult population, by helping them to adjust to a rapidly changing world, that an immediate impact can be made on the urgent problems of society, and essential progress to be brought about. Africa cannot wait a generation to mobilize its rich human resources for tasks on national development (Carl, 1965: 25).

If adults are not to become mere objects of change, they must understand what is going on around them and as far as possible, participate in the decision taking process. There are many other related reasons that make it difficult for adult learners in evening class programmes to continue with classes, eventually they become school drop-outs. Charts and pictures are not yet available in large quantities for most evening classes in Gambia. And until they are available in large quantities they will possibly be too expensive to acquire.

ADULT CLASSES:

In Kabwe Urban District, the following courses are offered for adults ranging from primary classes, junior secondary classes, G.C.E. 'O' level and commercial. The following subjects are studied: English, Mathematics, Geography/Social

studies, History, Biology, civics, Human and social biology, Gambian languages and Religious knowledge. The commercial subjects studied are: typing, book-keeping and shorthand.

Adult learners do not seem to want to be compared with others. They seem to dislike dominant people and the use of undesirable language. They could be easily discouraged and may withdraw from attending evening class programmes. Furthermore, a learner may not feel at home if there was no security. Gaothe (1958) said that, to teach is to love and that we usually learn from those we love. Although adults become participants in class learning, they are usually not forced to learn like children. Knowles (1973) expressed the view that adult learning started from situations faced and experienced in their lives as adults. Therefore, through discussions of problems, adult learners may get various points of view and then solutions may be made by those concerned. Adults have certain sets of ideas and impressions of their own, and may not readily accept those of others. Usually adults have experience and some knowledge about their learning needs.

MINISTRY OF GENERAL EDUCATION REPORT FOR CONTINUING EDUCATION
TION PROC/101/2/10 KABWE REGION EXAMINATION OFFICE

Summary of Grade IX 1990 exams results and 1991 Grade 10 selection for Central Province.

DISTRICT	NO. OF CLASSES	TOTAL PASSED			TOTAL REFERRED			TOTAL FAILED			TOTAL NO. SAT		GRAND TOTAL
		M	F	T	M	F	T	M	F	T	M	F	
KABWE URBAN	04	23	06	29	41	27	68	17	18	35	81	51	132
KABWE RURAL	NIL	-	-	-	-	-	-	-	-	-	-	-	-
MUMBA	01	05	01	06	08	07	15	02	02	04	15	10	25
MUKUSHI	NIL	-	-	-	-	-	-	-	-	-	-	-	-
SERENJE	NIL	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	05	28	07	35	49	34	83	19	20	39	96	61	157

NB. This examination report shows that there were no candidates in Kabwe Rural, Mukushi and Serenje districts taking the Grade IX examinations as indicated above. The Grade IX examination candidates were found only in Mumba with one class and Kabwe urban had four classes whose results were just bare passes and only very few students were selected to senior secondary classes.

CHAPTER THREE

MINISTRY OF GENERAL EDUCATION AND CULTURE-CONTINUING EDUCATION
DISTRIBUTION OF CLASSES AND STUDENTS - ENROLMENTS IN EVENING
CLASSES FOR KABWE URBAN DISTRICT

PERIOD BETWEEN 1988-1991					
1988	GRADE	NO. OF CLASSES	MEN	WOMEN	TOTAL
	5	2	37	20	57
	6	1	20	11	31
	7	2	26	13	39
	8	5	72	53	125
	9	5	90	36	126
	G.C.E. 'O' LEVEL	6	121	55	176
	COMMERCIAL (TYPING)	2	-	28	28
		23	366	216	582
1989	GRADE	NO. OF CLASSES	MEN	WOMEN	TOTAL
	5	1	22	04	26
	6	1	14	09	23
	8	4	54	34	88
	9	4	64	39	103
	G.C.E. 'O' LEVEL	6	103	79	182
	COMMERCIAL (TYPING)	3	02	45	47
		19	259	210	469
1990	GRADE	NO. OF CLASSES	MEN	WOMEN	TOTAL
	5	1	14	7	21
	6	1	14	8	22
	7	2	39	12	51
	8	5	69	39	108
	9	6	105	65	170
	G.C.E. 'O' LEVEL	10	128	72	200
	COMMERCIAL (TYPING)	2	-	30	30
1991	GRADE	NO. OF CLASSES	MEN	WOMEN	TOTAL
	6	2	30	27	57
	8	5	110	68	178
	9	5	73	54	127
	G.C.E. 'O' LEVEL	10	107	77	184
	COMMERCIAL (TYPING)	5	-	75	75
		25	320	301	621

AN EXTRACT FROM GRZ FORM C.E.5 (1988-1991) ON CONTINUING EDUCATION
ENROLMENTS FOR PART-TIME AND EVENING CLASSES REPORT. KABWE URBAN
DISTRICT EDUCATION OFFICE AND PROVINCIAL EDUCATION OFFICE.

CHAPTER THREE

METHODOLOGY

POPULATION

For the researcher to be able to collect the necessary information, in order to realize the objectives of the evening class programmes for Kabwe Urban District, from 1988 to 1991, the study was based on current evening classes. The total population of students was 443 while 35 were teachers and supervisors.

SAMPLE POPULATION

The researcher selected 50 students from the total population as sample population, while 20 were selected from the total population of teachers and supervisors as sample population. The researcher chose the population sample among the students, teachers and supervisors by using random stratified method. The schools which were chosen were Broadway Basic with 20 GCE students, 10 at Kabwe school for Continuing Education in the commercial typing class, and Kasanda Malombe school with 20 students in grades seven and nine evening classes respectively.

MEASURING INSTRUMENTS

Some research instruments in this investigation were used. The main instrument was the questionnaire. The first set of questionnaires were for the students to determine the high drop-out rates in evening classes. The second set of questionnaires were used on teachers and supervisors to determine their attitudes towards evening class programmes.

Another instrument used was the personal interview conducted on 5 headmasters. Also some records and registers from the District Education Office and the Provincial Education offices were used to get enrolment statistics. The interviews which were conducted were used in order to ensure that the right information was given.

DATA COLLECTION

The respondents were informed of what the research or study was all about. The researcher used face to face explanations on the aim and necessity of the study. Before they were given the questionnaires, the respondents were chosen at random.

During data collection, the questionnaires were physically administered to the subjects in the G.C.S. class, commercial typing class and grades seven and nine evening classes. The questions were asked tactfully in order to tap data by the use of classification. The questionnaires were collected immediately after they had been filled.

Data collected with formal questionnaires and interviews were analyzed manually by tabulating it. Possible errors were eliminated in the completed questionnaires to ensure that answers were accurate and consistent.

Editing was also done to check on the completeness of the questionnaires, and all applicable questions were answered and errors corrected. Under tabulation all data was put together into some kind of tables and had gone into some form of statistical analysis (Paul et al, 1988:50). Written documents such as annual reports and registers for part time and evening classes were examined.

CHAPTER FOUR

From table 1, it was found that most students who dropped out

DATA ANALYSIS

Some evening classes gave the reason of financial problem.

The previous chapter discussed the methodological aspect

of the study. It focused on instruments used, and the data collection and design of the study. This chapter is

on data analysis. It discusses the results of the study. The tables below show the results from the three schools,

namely: Broadway Basic, Kabwe School for Continuing Education and Kasanda Malombe Primary School.

REASONS FOR DROPPING OUT	NUMBER	%
Financial problem	7	35
Marriage	4	20
Illness	4	20
Absenteeism	5	25
TOTALS	20	100

TABLE I: Showing reasons for drop out at Broadway Basic School.

REASONS FOR DROPPING OUT	NUMBER	%
Financial problem	5	50
Marriage	2	20
Illness	1	10
Absenteeism	2	20
TOTALS	10	100

TABLE 2: Showing reasons for drop out at Kabwe School for Continuing Education.

From table 1, it was found that most students who dropped out from evening classes gave the reason of financial problem. Some of the students were so poorly paid that they failed to pay fees for their children, dependants or for themselves. As a result they failed to continue with their studies. These reasons were supported by 35% respondents. 25% of the students confirmed that some students dropped out of school due to absenteeism. This was a very serious problem which had resulted from peer pressure. There were other family problems like illness and other demands. Some students dropped out because they got married which forced them to abandon studies and this led to loss of educational opportunity.

In table 2, it was found that some students dropped out of their studies due to absenteeism. According to the table, 20% dropped out due to continuous absence from classes with or without permission. Some of the students absented themselves from attending lessons because they were engaged in other activities that provided them with little time for educational matters. Some employers who valued their companies more than their students' other needs made students lose interest in studies. These employers forced their workers or students to remain at work for over time such that they could not have enough time or chance to attend evening classes, and eventually ended up as drop outs.

REASONS FOR DROPPING OUT	NUMBER	%
Financial problem	4	20
Marriage	6	30
Illness	5	25
Absenteeism	5	25
TOTALS	20	100

TABLE 3: Showing reasons for drop out at Ka sanda Malombe Primary School.

As can be noticed from table 3, some students found studies difficult and failed to cope. Therefore, they felt that

trying to do what was impossible was just a waste of time. This made some of them get married, and once they got married, they concentrated on raising their families and maintaining homes. This reason was supported by 30% respondents. It was also discovered that other students dropped out due to illness. For example some illness needed one to be hospitalised for a

long time. And others could go to the African doctors, therefore such students could not continue with their studies. These again were the various reasons found for students dropping out of evening class programmes.

REASONS FOR DROPPING OUT	NUMBER	%
Financial problem	16	32
Marriage	12	24
Illness	10	20
Absenteeism	12	24
TOTALS	50	100

TABLE 4: Showing reasons for drop out in the three schools.

In the three schools investigated, it was discovered that the financial problem was a prominent factor. 32% in all the three schools indicated a high drop out rate because of financial problems and was followed by absenteeism and marriage matters, then followed by illness which showed 20% student drop out. There were also some critical times when the centres lacked teachers to handle all the classes effectively. When the students discovered that there were no teachers to teach them, some got discouraged and decided to drop out.

RESULTS FROM INFORMAL INTERVIEWS

Interviews were carried out with a few selected students who had dropped out, and with some teachers and supervisors in schools. During the interviews, they said that some students had gone on transfer to other towns. Some students followed their families to settle elsewhere after retiring from service.

There were other reasons for dropping out. The following were some of them:

- (a) The evening classes had very few learning and teaching materials to encourage and motivate both teacher and learner to report for classes. The student got discouraged because there were no charts, books and pencils to enable him/her to follow the course properly.
- (b) Some teachers did not attend to classes regularly because of the low allowances which they received late at the end of each school term.

CHAPTER FIVE

DISCUSSION

The main objective of this study was to investigate the high drop out rates of students in evening class programmes for Kabwe Urban District from 1988 to 1991. In addition the aim was also to determine the causes and remedies applicable to high drop out rates.

The response was both positive and negative. The students were able to learn all the subjects which were introduced in all the evening class programmes. The students attended in large numbers in the first terms of each year, and they put their knowledge into practice. The negative aspect is that, the programme faced numerous problems which made it difficult to accomplish the objectives fully. Evidence from questionnaires and interviews showed that the programme had numerous problems which needed to be solved, so that the evening classes could run properly in order to achieve the stated goals.

The other objective was to determine the problems the evening class programme was facing in Kabwe Urban District. The evidence from questionnaires, personal interviews and records showed the following problems:

- (a) Lack of teaching and learning materials. The programme in Kabwe Urban District did not have enough learning materials and did not have teaching aids for teachers.

Sometimes students were asked to buy their own books, so that they could use them in school. This was a big problem which required attention.

- (b) Family problem. This might include things like illness in the family and other demands which could come from relatives.
- (c) Financial problems. Some of the students were poorly paid. Out of the low salaries they received at month-ends, they had to see to it that their families were fed throughout the month. The children and dependants' school needs were met. It became very difficult for them to raise enough money for themselves in order to continue with their studies.
- (d) Other students found studies difficult to cope with. As most of the students in evening class programmes were workers, they simply decided to stop attending classes.

The facilitators confirmed that participants faced the following problems:

1. Financial problems.
2. Others did not take their studies seriously.
3. Those who were not workers were not supported by their parents or relatives.

4. Others went on transfer.
5. Others got married.
6. Some failed to pay examination fees to enable them write the final examinations.
7. Some failed to cope with studies.
8. Sometimes there was a shortage of teachers.
9. Sometimes students made noise and troubled others.

RECOMMENDATIONS:

The following recommendations were made by the researcher so that, in future, the evening class programme could achieve its objectives to reduce the high drop out rates.

1. Participants need to be well informed about the adult education studies. They must know the important role the Ministry of Education is playing in order to help them continue with their studies.
2. Teachers and administrators should be given some training in methods and techniques of adult education and psychology of adult learning, through higher institutions of learning and also by attending seminars and short courses locally and abroad.
3. In recruiting teachers, preference should be extended to individuals with animateur qualities.
4. The Department for Continuing Education should have a system of procuring teaching and learning materials in

large quantities before classes start, and also provide follow up literature.

5. The organizers of adult education programmes should be in close contact with local authorities to increase greater interest and encouragement in attending evening class programmes. By paying attractive allowances to adult educators, the government can retain efficient and professionally trained manpower.
6. The Department for Continuing Education should set up a committee, on an inter-disciplinary team consisting of a linguistic expert, a psychologist, a sociologist, an educator, an artist and a literacy student can make an informal contribution to the choice of content and format when preparing material. Further, it is desirable that all personnel, such as organizers, supervisors, teachers, researchers and evaluators, be trained to perform their specific functions within the overall programme. Their training should be, not only theoretical, but also include practical work experience.
7. In addition to class reading materials, a variety of supplementary readings on topics of interest are needed to improve basic literacy skills, stimulate the desire for further reading, arouse curiosity and expand the students' interest. In the lower grades, materials prepared should

be simple to understand and set in large print so that adults have no difficulties in reading.

3. The policy-makers should coordinate with the Examinations Council of Zambia officials, to ensure the smooth running of adult education examinations. G.C.E. centres should be re-organized to set smooth and conducive centres and ease tension among the adult learners, rather than mixing regular students with part time students as is taking place in Kabwe urban. The Examinations Council of Zambia should publish results of the adult education students in time to encourage them to enrol and get certificates recognized by the school system.

CONCLUSION

In order to evaluate a programme such as the evening class one, it is important to try to be careful in generalizing the results or sometimes even to speculate the aspects that is likely to be successful in future. It is vital to carefully determine the programme in the light of its stated objectives and goals.

In pursuing the anticipated results of one programme, there is always the risk of over generalization, there are no two settings that are the same. Therefore, the results presented by other researchers could only be expected from evaluation of evening class programmes, carried out by students in the Diploma in Adult education in different learning institutions.

The study showed that the objectives of evening class programmes in Kabwe Urban District schools were not fully achieved. The programmes faced a lot of problems in their organization. These problems included lack of learning and teaching material, reluctance by teachers in discharging their duties efficiently due to poor allowances, absenteeism; loss of interest by students and the teachers attitude towards work and other operational related issues; lack of school fees and the high cost of transport; as well as time factor for classes were not widely recognized by the Policy-makers in the Ministry of Education.

It is however important to recognize that a lot has been achieved in eradicating illiteracy through evening class programmes. Knowledge has been imparted into students. Some students manage to continue attending classes and finally sit for their examinations, some even get employed. The teachers gain some experience in teaching adults through evening class programmes. By looking at the reasons listed above which cause a high drop out rate of students in evening class programmes, one can deduce that it is very difficult to control some of these causes.

EXPENSE BUDGET

<u>ITEM</u>	<u>COST</u>
	K N
1. 5 reams duplicating paper	4,500.00
2. 2 reams typing paper	2,400.00
3. 1 box stencils	2,500.00
4. 1 bottle duplicating ink	1,000.00
5. Typing and binding	12,000.00
6. Correcting fluid	500.00
7. Transport and food	15,000.00
8. Contingence	1,790.00
	<hr/>
TOTAL	39,690.00
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DEPARTMENT OF ADULT EDUCATION
LUSAKA

APPENDIX -A-

ACTIVITY PLAN: 1992

ACTIVITIES	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT.
1. Topic Formulation & submission					15th				
2. Writing up of proposal and submission						17th			
3. Data collection							10th		
4. Writing Dissertation & submission								18th	

QUESTIONNAIRES FOR PARTICIPANTS/STUDENTS

INSTRUCTIONS:

You are kindly requested to answer the questions by ticking in the appropriate provided space or by writing on the lines provided under each question. You are requested to provide as far as possible, accurate and honest answers to the questions that follow. Your responses will be kept in the strictest confidence. Do not put your name on this questionnaire.

SECTION A

Background information.

1. In which age group are you?

- a) 16 - 20 ☐
b) 21 - 30 ☐
c) 31 - 40 ☐
d) 41 - 50 ☐

RESEARCH TIME TABLE

2. What is your sex?

- (a) Male ☒ (b) Female ☐

3. What is your marital status?

- a) Single ☐
b) Married ☐
c) Divorced ☐
d) Widow ☐

4. What educational level have you attained?

- (a) Grades 5 - 7 ☐ (c) Grades 10 - 12 ☐
(b) Grades 8 - 9 ☐ (d) GCE 'O' level ☐

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QUESTIONNAIRES FOR PARTICIPANTS/STUDENTS

INSTRUCTIONS:

You are kindly requested to answer all the questions by ticking in the appropriate boxes provided against each question or by writing on the lines provided under the question. You are requested to provide as far as possible, accurate and honest answers to the questions that follow. Your responses will be treated in the strictest confidence. Do not put your name on this questionnaire.

SECTION A

Background information.

1. In which age group are you?

a) 16 - 20 ☐

b) 21 - 30 ☐

c) 31 - 40 ☐

d) 41 - 50 ☐

2. What is your sex?

(a) Male ☐

(b) Female ☐

3. What is your marital status?

a) Single ☐

b) Married ☐

c) Divorced ☐

d) Widow ☐

4. What educational level have you attained?

(a) Grades 5 - 7 ☐

(c) Grades 10 - 12 ☐

(b) Grades 8 - 9 ☐

(d) G.C.E. 'O' level ☐

SECTION B

5. Are the lessons taught in evening classes understandable?

(a) Yes ☐

(b) No ☐

6. Why did you join evening classes?

a) I was asked by the company ☐

b) To learn more new things ☐

c) To get a certificate ☐

d) I got encouraged by friends who completed school before ☐

e) To continue with my education ☐

7. Do you think evening classes are of help to you?

a) Yes ☐

b) No ☐

8. Do you find it easy to read on your own?

(a) Yes ☐

(b) No ☐

(c) Sometimes ☐

9. Do you think those comments which are made in your exercise books after the work is marked are helpful to you?

(a) Yes ☐

(b) No ☐

10. Are you given any homework by teachers apart from the work you do in class?

(a) Yes ☐

(b) No ☐

(c) Sometimes ☐

11. Do you enjoy the subjects you are taught at school?

(a) Yes ☐

(b) No ☐

12. How many times in a week do you meet as a class?

(a) Once ☐

(b) Twice ☐

(c) Three times ☐

(d) Four times ☐

13. Do you find hours you stay at school to be

(a) Adequate ☐

(b) Inadequate ☐

(c) Average ☒

14. Are you happy with your teachers in evening classes?

(a) Yes ☒

(b) No ☐

15. If the answer to 14 is no, give reasons:

.....
.....

16. Do you have any problems regarding your studies?

a) No ☐

(b) Yes ☐

17. What problems are you facing in your studies?

(a) Lack of learning materials ☐

(b) It is difficult to follow the teacher well ☐

(c) Subjects are difficult ☐

18. Are there any other students in your evening class who have stopped school?

a) Yes ☐

(b) No ☐

(c) I dont know ☐

19. If the answer is yes to question 18, then provide an answer on this dotted line.

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

20. Is the time 17.30 hours - 19.30 hours allocated to you for evening class programme suitable for you?

(a) Yes ☒

(b) No ☐

THANK YOU FOR YOUR COOPERATION

* * * *

THE UNIVERSITY OF ZAMBIA
CENTRE FOR CONTINUING EDUCATION
DEPARTMENT OF ADULT EDUCATION
LUSAKA

QUESTIONNAIRES FOR TEACHERS AND SUPERVISORS

INSTRUCTIONS

You are kindly requested to answer all the questions by ticking in the appropriate boxes provided against each question or by writing on the lines provided under the question. You are therefore requested to provide as far as possible, accurate and honest answers to the questions that follow. Your responses will be treated in the strictest confidence. And do not put your name on this questionnaire.

SECTION A

Background information.

1. In which age group are you?

a) 16 - 20 ☐

b) 21 - 30 ☐

c) 31 - 40 ☐

d) 41 and above ☐

2. What is your sex? (a) Female ☐ (b) Male ☐

3. What is your marital status?

(a) Single ☐

(b) Married ☐

(c) Divorced ☐

(d) Widow ☐

4. What is the highest education level you have attained so far?

a) Junior secondary ☐

b) Senior secondary ☐

c) Certificate ☐

d) Diploma ☐

e) University degree ☐

SECTION B

5. Are your teaching techniques kept up to date in order to maintain your effectiveness as a teacher through refresher courses and seminars?

a) Yes ☐

(b) No ☐

6. For how long have you been teaching evening classes?

a) 0 - 5 months ☐

b) 6 - 12 months ☐

c) 1 - 5 years ☐

d) 6 - 10 years ☐

7. Were the aims of the course made clear to the students from the start of the course?

a) Yes ☐

(b) No ☐

c) Not very clear ☐

8. Would you like to go for further studies so that you improve your professional proficiency?

a) Yes ☐

(b) No ☐

9. Of the teaching material which ones do you use regularly?

a) Charts ☐

b) Posters ☐

c) Chalkboard ☐

10. Do teaching materials motivate students in evening classes.

a) Yes ☐

(b) No ☐

c) Sometimes ☐

11. If teaching material can motivate a learner, are these teaching materials available in schools?

- a) Yes ☐ (b) No ☐
c) Sometimes ☐

12. Do your students correct their work after it has been marked.

- (a) Yes ☐ (b) No ☐

13. How many times in a month are you absent from work?

- a) 1 - 2 days ☐
b) 3 - 4 days ☐
c) 5 - 6 days ☐

14. What is the cause for your absence?

- a) Illness ☐
b) Family problems ☐
c) Other problems ☐

15. What is the required minimum enrolment for evening class programmes?

- a) 20 ~~Students~~ ☐
b) 30 ~~Students~~ ☐
c) 40 ~~Students~~ ☐
d) 15 ~~Students~~ ☐

16. How many students have dropped out so far from the course since the beginning of the class?

- a) One ☐
b) Two ☐
c) Three ☐
d) Four ☐

17. Which sex has the highest drop out rate?

(a) Male ☐

(b) Female ☐

18. What assistance do you give to students who miss classes?

.....
.....

19. If teaching and learning materials motivate your students as in question 10, do you have enough in your school?

a) Yes ☐

b) No ☐

20. What recommendation would you give to the Ministry of Education so as to improve evening class programmes?

a)

b)

c)

d)

THANK YOU FOR YOUR COOPERATION
