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**TOPIC: AN INVESTIGATION OF FACTORS THAT CONTRIBUTE  
TO THE DROP OUT RATE AMONG THE INMATES ATTENDING  
CONTINUING EDUCATION CLASSES AT THE LUSAKA  
CENTRAL PRISON. (A CASE STUDY)**

**A RESEARCH REPORT PRESENTED IN PARTIAL FULFILMENT OF  
THE REQUIREMENTS FOR THE AWARD OF A DIPLOMA IN ADULT  
EDUCATION.**

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Finally, my sincere thanks go to the Permanent Secretary (Home Affairs) the officer in charge and the supervisor of continuing education classes for authorising me to conduct this study at the Lusaka central prison.

## DEDICATION

This work is dedicated to my wife, Betty and my Children for all the sufferings they encountered during my absence for studies at the University of Zambia.

### ABSTRACT

The researcher conducted the study in Lusaka Urban from 9th July to 30th October 1994 in a bid to establish the factors that contribute to the drop out among the inmates attending Continuing Education Classes. The study focused on the Lusaka Central, the only prison which offer continuing education programmes in Lusaka Urban. The data which was gathered has been analysed and recommendations made by the researcher for the attention of any interested relevant authorities.

## CHAPTER ONE

### 1.1

#### INTRODUCTION

The social economic political and cultural advancement of any country depends largely on the educational standards that the majority of its citizens have attained.

The issue of drop out in most institutions of learning pose a great challenge to the educational policies of the Zambian Government whose main aim according to the United Nations 1990 Conference on Education is to provide basic education for all by the year two thousand.

In an effort to try and educate the citizens to the fullest potential, it has been observed that the drop out rate has not been unique to formal institutions of learning only, but even to prisons where continuing education is provided to inmates.

## 1.2

### BACKGROUND TO THE PROBLEM

The Prisons Service whose internal administrative structure is a replica of the British system, lies in accordance with article 32 (1) Section C of the republican constitution which gave rise to section 8 of Cap 134 of the laws of Zambia through which the service was established as a Police Force responsible for the rehabilitation of the prisoners mainly through various educational programmes. Cosmas W (1993) states that;

"education has been one of the principle methodologies of prisons targetted specifically at the rehabilitation of the prisoners."

Considering the relevance of Continuing Education to the overall development of the nation, a number of educational programmes are designed with the view of transforming in a systematic way the cognitive, affective and psychomotor domains of individual inmates. Alpher (1974) states the

"the period of imprisonment should be utilised to raise the educational levels of those who have been disadvantaged before they came to prison."

While the Government through the Ministry of Education is busy restructuring the educational programmes with the assistance of some donor agencies, a number of inmates continue to drop out of the formal system of education despite the Government's concerted effort to try and create a conducive learning atmosphere for them.



STATEMENT OF THE PROBLEM

The Ministry of Education thought its Department for Continuing Education, provides basic education to inmates who have had no chance of schooling in a free society. At the 24th Senior Prison Officers conference held from 6th to 8th October, 1993 at the President Citizenship College in Kabwe, the Minister of Home Affairs stated that,

"the recent Government had respect for humanity and should offer services to our people despite being criminals."

Currently, the Government invests a lot of money in the education of inmates with the view of seeing them lead a satisfying and productive life soon after the completion of their sentences. Inmates enrol voluntarily with an intention of acquiring knowledge, facts, ideas and skills which they can later apply and utilise for both personal and national development. For some reasons, the inmates do not complete their prescribed academic programmes. Chisembe (1984) states that,

"the education scheme organised for inmates are characterised by a high rate of drop out."

Some inmates seem not to have taken continuing education seriously. Only very few out of the large population do take part. At the beginning of term one, many prisoners enrol and participate in various academic programmes. But later in the year, they decide to withdraw before completing the courses. Tembeya (1984) in his dissertation outlines that "when education was just introduced, inmates flocked, but due to one reason or another, the enrolment fluctuated."

Also, the circular number PS/LUS/2/8/1 addressed to the officer-in-Charge Lusaka Central Prison, states that programmes start off very well at the beginning of the year

but later they are disrupted due to a number of various reasons."

This situation is worrying not to inmates only, but to the Government too. It was in view of this that the study was conducted to determine factors that may have contributed to the drop out in Continuing Education classes currently running at the Lusaka Central Prison.

#### 1.4 PURPOSE OF THE STUDY

The purpose of the study was to determine factors that contribute to the drop out among the inmates attending continuing education at the Lusaka Central Prison.

The following items formed the centre of focus for the study:

- (a) trained manpower.
- (b) instructional materials.
- (c) transfers of prisoners.
- (d) supply of funds.

#### 1.5 OBJECTIVE OF THE STUDY

The objectives of the study were:

- (a) to determine the level of trained teaching manpower
- (b) to find out whether there are sufficient teaching and learning materials in use.
- (c) to investigate whether abrupt transfers of inmates affects the drop out rate
- (d) to determine whether inadequate funding affects the drop out rate.

## 1.6 RESEARCH QUESTIONS

The following hypotheses guided the study:

- (a) Is there enough trained manpower to teach all the academic subjects that appear on the timetable?
- (b) Are instructional materials available to suffice for both teachers and students?
- (c) Do transfers of inmates contribute to the drop out rate?
- (d) Does the infrequent supply of funds from Government have an effect on the drop out rate?

## 1.7 RELEVANCE OF THE STUDY

The issue of drop out among the inmates has not been addressed fully. So far there has been no recent investigation into the matter particularly during this new political era of democratic governance which replaced the one party rule on 1st November, 1991.

The process of building the nation in all the sphere of human endeavour depends largely on the high educational calibre of the majority of the citizens confined in or outside the prison. Continuing education classes continue to play an integral role in contributing towards the rehabilitation process of inmates who sometimes turn out to be productive and participate effectively in national development.

Suitable solutions to the problem under study could be meaningful if the actual factors are diagnosed and analysed from time to time through research programs like this one.

The results of this study may assist relevant authorities such as the Prisons Department, Ministry of Education, Department for Continuing Education and Non Governmental Organisations involved in basic education in prisons to re-evaluate the prisoners education system and make necessary adjustments if the current drop out rate among the inmates attending academic classes at the Lusaka Central Prison is to be minimised.

#### 1.8 ASSUMPTIONS OF THE STUDY

The assumptions made concerning the drop out among the inmates were;

- (a) There was no sufficient trained personnel to teach and manage continuing education classers effectively.
- (b) There was inadequate instructional materials for both teachers and students.
- (c) The abrupt transfers of inmates from one prison to another might have contributed to the drop out rate.
- (d) The Government was interested in improving the prisoners education.

#### 1.9 LIMITATION OF THE STUDY

The study was confined to Lusaka Central Prison where academic programmes were operational. It was not possible for the researcher to get to other prisons within Lusaka Urban because similar programmes were not offered.

DEFINITION OF TERMSAcademic Programme:

These are based on subjects that are taught to develop the mind rather than provide practical skills. In case of this study, they include grades 4,5,6,7,8 and 9 which offer Maths, English, Environmental Science, Religious education, Civics, History and Geography.

Continuing Education:

These are classes which are organised by the Ministry of Education in collaboration with the Department for Continuing Education in which people recognised as adults by their respective communities continue with their studies.

Diagnose:

To discover the nature of a problem by making a careful and systematic study.

Drop out:

In this study, implies the early withdrawal of inmates from academic programme despite having the ability to complete an educational Programme.

Enrolment:

To make the prisoner become a member of Continuing Education class.

Reformation:

In this study, implies the change of values, knowledge and attitudes due to education rendered to the prisoner.

Rehabilitation:

According to the study, is a system aimed at enhancing the inmates knowledge behaviour and attitudes so

that he is able to conform to social and economic patterns of life outside the prison world.

Inmate:

In this study, refer to a prisoner who takes part in educational programmes organised within the prison.

Prison:

Is a place where inmates are kept either for rehabilitative or punishment purposes.

## CHAPTER TWO

### 2.1

#### LITERATURE REVIEW

The Prison has several roles to play in the provision of its services. A part from security, administrative and complementary roles, there are correctional roles which focus specifically on education as a suitable method in the reformation and rehabilitation process of inmates. Cosmas (1993) states that:

"education in Prison means the activity of reforming, developing or assisting in the development of individual persons particularly in their intellectual and affective aspects"

In order to assist the inmates gain a successful entry into the full world after release, education in prison becomes an important requisite in preparing the inmate attain certain desirable qualities. Nyampandu (1988) outlines that:

"It is the function of the prison to find means to shape interests, attitudes and ideas of the individual inmates."

Before the introduction of basic education in prison, inmates were looked at as providers of cheap labour. They were utilised to provide labour force in industries and farms. This in itself was part of punishment. Tembeya (1984) state that prison inmates were used in industries and farms.

After Zambia's attainment of independence in October, 1964, all citizens were entitled to equal educational opportunities. The prison inmates too were not an exception to this entitlement. It was Government policy that continuing educational programmes be introduced to provide basic education to all those people who were by passed by the formal school system or had left early before completing the programme.

On 26th July, 1974, the former President Dr. Kenneth David Kaunda held a meeting at Mukobeko Prison. He announced that prisoners be provided with basic education. Every Prisoner was to be given a chance in which to participate in the educational programmes while serving the sentence. Kaunda (1987) states that:

"We do not believe in punishing people for the sake of punishing them. We believe in reforming them".

On Education, he outlined that:

"It opens new horizons and helps people see things which they would otherwise not see. For a prisoner, this is even more important because it may reveal talents which he did not suspect he had and it may help change one's outlook."

It was on the basis of this announcement that continuing education classes have been established in various prisons.

The academic programmes at Lusaka Central Prison range from grade 4 to 9. The enrolment of inmates into academic classes is voluntary. Besides, they do not pay for their instruction and are exempted from payment of examination fees. The Government pays on their behalf.

Let a large number of inmates capable of learning given the necessary guidance leave before completing any of the prescribed academic programmes. Lichter, D. (1962) outlines that:

"drop out is a complex problem to which there is no simple solution"

Such a situation does not help them acquire the desirable qualities which would enable them contribute to their respective societies meaningfully. To some extent, they revert to what they were before and remain the same. In this case education as basic necessity for the overall development of the human being is



unable to bring about positive change in knowledge ideas and attitudes of the prisoner. Government efforts in allocating funds for the continued survival of continuing education classes in the prisons are wasted especially when education fails to find a place in the minds of the inmates. Lichter (1962) states that:

"drop outs represents a tragic waste of the resources at a time when the country needs their fullest productivity."

So far the problem of drop out is a complex one. It does not affect the prisoners education only, but also affects other institutions of learning around the world, Ceha (1970) in the publication of the Dutch Bureau for Central Statistics,:

"shows the seriousness of the drop out problem in Netherlands, where approximately four out of every ten male students in various faculties fail to pass their examination."

A number of case studies have been conducted by various educational researchers to try and establish the factors that contribute to the drop out among students attending various educational programmes. Tannebaum (1962) states that;

"the teacher student relationship in class and physical illness can impinge seriously on school early."

The problem of drop out is a culmination of various factors. Some affect the teachers while others are due to truancy and negative attitudes students have towards various fields of study. On truancy, Lichter, S. (1962) states,

"that it occurs when school problem have reached a point where school is predominantly ungratifying and provides unhappy experience to the learner."

psychologically when some students are dissatisfied with the class itself they end up dropping out. Rogers (1971) outlines that;

"some students drop out due to a collection of dissatisfactions."

This imply dull presentation or loss of interest in the subject.`

Despite the various case studies carried out, by local and international researchers, generally the problem of drop out in Zambia still persists. Chisembe (1984) in the dissertation about Milima Prison in Kasama, states that;

"the education schemes organised for inmates are characterised by high degree of drop out."

The situation at the Lusaka Central Prison cause great concern to relevant authorities involved in the educational welfare of the inmates. The resources that the Government provides in order to enhance the quality of education in prison seem to be yielding nothing due to the early withdrawal of the inmates.

## CHAPTER THREE

### 3. METHODOLOGY

#### 3.1 POPULATION

The study involved one prison only. The other prisons confined within the city of Lusaka were not reached and included in the study because continuing Education classes had not been established. The total population of the subjects was one hundred and thirty four.

#### 3.2 SAMPLE POPULATION

Since the station had one supervisor, three teachers and twenty five students only. The researcher involved all of them to constitute the sample. The classes 4,5 and 6 were not operational at the time when the researcher was conducting this exercise. But grades, 7 and 9 were in operation.

The unrestricted random procedure was instituted when picking the twenty five non-students from the total population of 50 inmates who dropped out. The stratified random sampling procedure was used to select 32 subjects from the population of 55. The 32 subjects comprised two teachers fifteen students and fifteen students who dropped out.

#### 3.3 INSTRUMENTS

In a bid to try and establish the factors that contributed to the drop out among the inmates, the researcher used fifty four questionnaires.

The first set of questionnaires were targetted to the supervisor, the second set to the teachers, the third to students and the fourth set was directed to non student inmates. Informal interviews were also used to obtain supplementary information on the study.

#### 3.4 DATA COLLECTION

In order to gather the factors that contribute to the drop out among the inmates, questionnaires and informal interviews were used. The data was collected from one supervisor, three teachers, twenty five students and twenty five non students. Informal interviews were conducted with teachers, students and non students. During the interview notes were written down and the information obtained was treated in confidence.

#### 3.5 DATA ANALYSIS

In order to analyse the data, descriptive statistics were used. The data was presented into tables of totals, frequencies and percentages. The data was later described and discussed.

## CHAPTER FOUR

### 4.0 INTERPRETATION AND DISCUSSION OF FINDINGS

#### 4.1 RESULTS

The previous chapter discussed the methodological aspect of the study. It focused on the data collection, the instruments utilised, design of the study and data analysis. This chapter therefore discusses the results of the study.

Questionnaires were administered to the supervisor, grade teachers, students and non students inmates. Results were obtained and presented in frequency distribution, totals and percentages. The tables contained in this chapter show the results obtained from the Lusaka Central Prison.

THE SUPERVISOR AND TEACHER QUESTIONNAIRE

Table 1: Distribution according to sex

SEX	FREQUENCY	PERCENTAGE
Male	4	100
Female	0	0
Total	4	100

The table 1 shows that 100 percent of all the teaching staff including the supervisor were males

Table 2: Distribution according to Academic Qualifications

QUALIFICATION	FREQUENCY	PERCENTAGE
Std vi/Grade VII	0	0
Form 2 Grade 9/10	0	0
Form 5 Grade 12	4	100
G.C.E.	0	0
None	0	0
Total	4	100

The table 2 indicate that 100 percent of the respondents attained form V level of education

**Table 3: Distribution according to Professional Qualifications**

QUALIFICATION	FREQUENCY	PERCENTAGE
Primary Certificate	1	33.3
Diploma in Education	1	33.3
Degree in Education	1	33.3
None	1	33.3
Total	4	100

The table 3 indicate that one respondent had a primary teachers Certificate one had a Diploma in marketing one had a degree in Theology while the other had non of the qualifications above.

**Table 4: Factors contributing to Drop out**

FACTORS	FREQUENCY	PERCENTAGE
untrained manpower	1	0
Instructional material	0	0
Transfers	3	100
Insufficient funding	0	0
Total	4	100

The table 4 shows that 100 percent of the respondents attributed the drop out rate to transfers.

**Table 5: Factors Contributing to Drop out.**

FACTORS	FREQUENCY	PERCENTAGE
Untrained manpower	0	0
Instructional material	4	100
Transfers	0	0
Insufficient funding	0	0
Total	4	100

The table 5 indicates that 100 percent of the respondents attrited the drop out to lack of instructional materials.

**Table 6 Factors Contributing to Drop out**

FACTORS	FREQUENCY	PERCENTAGE
Untrained manpower	0	0
Instructional material	0	0
Transfers	0	0
insufficient funding	4	100
Total	4	100

The table 6 shows that 100 percent of the respondents agreed that insufficient funding contributed to the drop out rate.



## DISCUSSION OF THE RESULTS

### Distribution according to sex

From table 1, it was found that the classes were run by one male supervisor and three male teachers only. There were no continuing education classes for female convicts and no female teachers to organise the classes.

### Distribution according to Academic Qualifications

As it can be seen from table 2, 100 percent of the respondents had reached form V level of education and were able to work and contribute effectively to the running of the academic classes.

### Distribution according to Professional Qualifications

As it can be seen from the table 3, 100 percent of the teachers (respondents) were qualified in different fields except for the supervisor who had none of the professional qualification outlined. There was only one respondent with the primary teacher certificate, one with a Diploma in Marketing and the other with a degree in Theology. This implies that the classes were still understaffed.

### Transfers

As it can be seen from the table 4, it was found that 100 percent of the respondent confirmed that transfers contributed to the drop out among the inmates because they were made at random. Inmates attending classes were equally affected and had no mandate to reject the transfers. Such abrupt transfers left inmates with no alternative but to abandon the lessons and drop out of the classes.

Instructional Material

As it can be deduced from the table 5, it was found that lack of instructional materials contributed to the drop out among the inmates. Teachers were unable to arouse and hold the interests of the students due to the absence of relevant teaching aids. Besides, lessons which were taught in abstract presented some difficulties for students to visualise and understand certain concepts. This situation demoralised the interests that students had and as a result some dropped-out. According to the table, 100 percent of the respondents confirmed that lack of instructional materials had an impact on the dropout rate.

Insufficient Funding

According to the results shown in the table 6, it was found that insufficient funding from the Government contributed to the drop out because some students who were eager to learn did not sit for final examinations at the end of the year due to lack of funds to pay for their examinations. This resulted in most of the students dropping out because they were unable to see the value of attending such classes.

STUDENT INMATE QUESTIONNAIRE

Table 1: Distribution according to sex

SEX	FREQUENCY	PERCENTAGE
Male	25	100
Female	0	0
Total	25	100

Table 1 indicates that 100 percent of the respondents enrolled were males and no females.

**Table 4:** Factors Contributing to Drop out

FACTORS	FREQUENCY	PERCENTAGE
Untrained manpower	0	0
Instructional material	0	0
Transfers	10	40
insufficient funding	0	0
Total	10	40

Table 4 shows that 40 percent of the respondents confirmed that transfers contributed to the drop out among the students in inmate.

**Table 5:** Factors contributing to Drop out

FACTORS	FREQUENCY	PERCENTAGE
Untrained manpower	0	0
Instructional material	19	76
Transfers	0	0
insufficient funding	0	0
Total	19	76

Table 5 indicates that 76 percent of the respondents confirmed that instructional materials contributed to drop out among the students inmates.

## DISCUSSION OF RESULTS

### Distribution according to sex

As it can be seen from the table 1, 100 percent of the respondents were males only. There were no continuing education classes for female convicts because most of them were not enough to form a class. Besides there were no qualified female prison officers to organise and manage the classes.

### Distribution according to Age

According to the table 2, 68 percent of the respondents attending continuing education classes were between 21 and 30 years old. 24 percent of the respondents were between 31 and 40 years old. 8% were under 20 years old. Generally, all inmates attending classes were between 20 and 40 years old.

### Untrained Manpower

From the table 3, 48 percent of the respondents confirmed that untrained manpower contributed to the drop out rate among the inmates. When the inmates enrolled, they felt that all academic subjects would be catered for. But later when they discovered that there were no teachers to teach particular subjects which they should have liked to learn, some simply withdrew and dropped out of the class.

### Transfers.

As it can be seen from the table 4, 40 percent of the respondents attributed the problem of drop out due to transfers. Inmates who were transferred to other prisons within Lusaka Urban were unable to enrol and continue studying

due to the fact that the prisons they were sent to had not introduced continuing education classes. Such a situation made the students drop out because it was not possible for them to continue studying. For instance, in 1993 sixteen inmates from a class of twenty eight were transferred to other prisons - leaving a total of eleven students inmates only.

### Instructional materials

According to the table 5, it was found that the other contributing factor to the drop out among some inmates was the non availability of learning materials. Some inmates failed to write and consolidate their lessons through intensive reading because relevant course books, texts and other learning aids were not available. This situation resulted in some students dropping out because they felt that listening to the teacher without writing and doing their own extra reading was not very helpful to them.

### NON STUDENT INMATE QUESTIONNAIRE

Table 1: Distribution according to sex

SEX	FREQUENCY	PERCENTAGE
Male	25	100
Female	0	0
Total	25	100

Table 1 indicates that 100 percent of the respondents who dropped out were males and no females.

Table 4: Factors Contributing to Drop out

FACTORS	FREQUENCY	PERCENTAGE
Untrained manpower	0	0
Instructional material	14	56
Transfers	0	0
insufficient funding	0	0
Total	14	56

Table 4 indicates that 56 percent of the respondents confirmed that instructional materials contributed to the drop out among the inmates.

Table 5: Distribution of factors contributing to Drop out

FACTORS	FREQUENCY	PERCENTAGE
Untrained manpower	0	0
Instructional material	0	0
Transfers	13	52
insufficient funding	0	0
Total	13	52

Table 5 shows that 52 percent of the respondents confirmed that transfers contributed to the drop out among the inmates

**Table 6:** Factors contributing to drop out

FACTORS	FREQUENCY	PERCENTAGE
Untrained manpower	0	0
Instructional material	0	0
Transfers	0	0
insufficient funding	18	72
Total	18	72

Table 6 indicates that 72 percent of the respondents confirmed that insufficient funding contributed to the drop out of the inmates

### **DISCUSSION OF RESULTS**

#### **Distribution According to sex**

According to the table 1, 100 percent of the respondents were males only. There were no female dropouts because no classes were made available for them.

#### **Distribution According to Age**

From table 2, 60 percent of the respondents were between 21 and 31 years old. 32 percent was made up of respondents between 31 and 40 years old, while 8 percent consisted of respondents under 20 years old. This shows that all the respondents were adults and capable of participating in continuing educational programmes.

### Untrained Manpower

As it can be seen from table (3), 76 percent of the respondents confirmed that untrained manpower contributed to the dropout among the inmates. When some inmates discovered that the classes they enrolled for were taught by their fellow inmates, some lost interest in the lessons because they were sceptical about the teaching capabilities of their fellow inmates. Such a situation made some inmates drop out of the class.

### Instructional Material

From table (4), 56 percent of the respondents confirmed that lack of instructional materials contributed to the drop out among the inmates. Without the use of instructional materials some lessons were difficult to grasp. When the students failed to cope with the work, they soon developed a negative attitude and later, dropped out of the class.

### Transfers

According to table (5), 52 percent of the respondents attributed the problem of drop out among the inmates due to transfers. When inmates were transferred to other prisons, they discontinued their studies because continuing education classes were not operational.

### Insufficient Funding

As it can be seen from the table (6), 72 percent of the respondents were optimistic that insufficient funding contributed to the drop out among the inmates. There were no funds to improve, build and purchase better learning facilities. Psychologically, inmates did not feel that they were in a real school life situation. Such a situation demoralised and made the



inmates dropout.

#### 4.2. RESULTS FROM INFORMAL INTERVIEWS.

Informal interviews were carried out with two teachers, fifteen students inmates and fifteen students who dropped out.

##### Termination of the Sentence

During the interview, the teachers outlined that the termination of the jail sentence contributed to the dropout rate among the students. Inmates who had been attending classes were unable to continue studying when their term of sentence came to an end. They simply abandoned the classes and left.

##### Illness

The teachers and 80 percent student inmates confirmed that inmates who often got ill were unable to continue pursuing their studies because of the nature of some illness which required isolation and a long period of medication . Students who experienced such illness often ended up dropping out because their interests in learning were eluded and could not concentrate even when there was a desire to study.

##### Non payment of Allowances

The supervisor outlined that lack of incentives and delays in the payment of termly allowance to teachers contributed to the dropout rate among the students inmates. When the prisoners education was introduced many primary and secondary school teachers were utilised on part time basis to provide the services to inmate students. They worked and received their allowances on time. But later on the Ministry of Education could not pay them on time. This delay demoralised most teachers who eventually withdrew their services. When some students realised that teachers had stopped teaching, they too lost interest in

their studies and dropped out. At the time of the interview it was learnt that so far teachers had not yet been allowance since term three 1992 and terms two and three for 1993.

### Internal Interference

During the interview with the students and non students 25 percent of the students outlined that internal interferences from the prison authorities often contributed to the drop out among the students. While attending a class session, sometimes inmates were detailed to perform miscellaneous tasks before winding up their lessons. The supervisors and the teachers confirmed that studies were often interrupted and this led to some students drop out of the class.

### Poor Learning Atmosphere

Out of the thirty students who were interviewed, 66 percent outlined that conditions such as lack of time for study and noise in the cell rooms made it extremely difficult for students to continue attending classes. Conditions were not attractive for the learners.

## CHAPTER FIVE

### CONCLUSIONS

5.1

Since the aim of this study was to establish the factors that contributed to the drop out rate among the inmates attending continuing education classes at the Lusaka Central Prisons, the researcher observed that the academic classes were not receiving much assistance from the Government. Teachers and students were lacking various instructional materials such as global maps, course books, text books, radio sets and the approved syllabi. In the absence of such materials, student inmates failed to reinforce, consolidate and broaden their knowledge of various academic subjects.

The Library which was used as a classroom was too small to accommodate all the classes at once. Besides, the library contained outdated educational materials which were not of much relevance to the current syllabus. Students listened to lessons while sitting on the floor.

The supervisor and the teachers expressed much concern about abrupt transfers of students. There was no consultation between the academic staff and the prison authorities to ascertain whether the convict was a student or not. For instance, in twenty five students out of the total of forty five dropped out due to transfers. Such a situation demoralised the students who later dropped out of the classes.

The teachers confirmed that the termination or the completion of the sentence contributed to the drop out because students were discharged before completing the programme they enrolled for.

The supervisor outlined that since the withdrawal of primary and secondary school teachers, there were no adult educators to serve on full time basis. Instead, convicts with some professional calibre in education were mobilised to teach their fellow inmates.

Despite the Government, intentions to re-structure the prisoners education, a number of students continue to drop out due to various contributing factors such as transfers, lack of trained adult educators, insufficient funding, lack of instructional material for both teachers and students, termination or completion of the jail sentence, perpetual illness, internal interferences from the prison authorities, lack of encouragement from fellow inmates, poor learning environment and non payment of teachers allowances. Having outlined briefly all the factors contributing to the drop out, it is however, imperative to realise that there is a lot that has to be done if the problem of drop out particularly among the inmates attending Continuing Education Classes at the Lusaka Central Prison is to be minimised and eradicated.

## 5.2. RECOMMENDATIONS

It is imperative to make a few recommendations for the future researchers of prisoners education so that the problem of drop out is alleviated.

Below are the recommendations that the researcher came up with

### (a) Implementors of adult education.

- (i) Administrators should be trained and be conversant with adult education practices in order to design implement and evaluate the effectiveness of their programmes to the learner.
- (ii) Prisoners education programmes should be designed with the view of sociological, physiological and Psychological characteristics of the learner.
- (iii) If prisoners education programmes are to be of great benefit, then both the long and short term programmes should be tailored in accordance with the interests

needs and past experiences of the learner.

- (iv) The teachers and Prison officers attached to continuing educational programmes must be recommended for training in adult education and be made to serve on full time basis. They must have access to adult education seminars organised locally and internationally.

(b) Policy Planners

- (i) The Ministry of Education Working in Collaboration with the Department for Continuing Education must establish modern library services if dissemination of knowledge skills and values is to be meaningful to the learner. Continuing education programmes in Prisons should be financed adequately so that necessary educational requisites are purchased and made available for use by the students and teachers.

The prison authorities should cut down on the rate of transfers of prisoners. The academic programmes offered should be adjusted in such a way that they be completed at the same time when the prisoner is finally released.

The officers from the Department for Continuing Education should hold up regular meetings with supervisors, teachers and student inmates so that pertinent problems affecting the smooth running of Continuing education Classes are brought to light and solutions sought.

The Government should pay all those teachers involved in the teaching of prisoners promptly. Better incentives should be provided too.

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TIME FRAME WORK

Activity	Jan	Feb	Mar	Apr.	May	Jun	Jul	Aug.	Sept	Oct	Nov	Dec
Proposal writing Guidelines												
Identification of the Topic												
Writing the Proposal in Consultation with the supervisor												
Submitting the proposal												
Data Collection and Analysis												
Final draft and submission of the final report												

The shaded portions indicate the period when each activity took place

10. Binding costs four copies at 50,000 per copy	20,000.00
11. Travelling allowance	11,000.00
12. Miscellaneous (pens, pencils)	5,000.00
TOTAL	1147,300.00



### RESEARCH BUDGET

K N

1.	Four reams of duplicating paper at K5,000 each	20,000.00
2.	20 stencils at K400 each	8,000.00
3.	2 tubes of duplicating ink at K4,000 each	8,000.00
4.	4 reams of typing paper at K5,000 each	20,000.00
5.	1 ream of Photocopying paper at K5,000 each	5,000.00
6.	1 bottle of correcting fluid at K1,500 each	1,500.00
7.	Typing costs at K250.00 per copy	25,000.00
8.	Duplicating costs	15,000.00
9.	Photocopying cost	6,000.00
10.	Binding costs four copies at K5,000 per copy	20,000.00
11.	Travelling allowance	15,000.00
12.	Miscellaneous (pens, pencils)	5,000.00
TOTAL		<u>K147,500.00</u>

## STUDENT INMATE QUESTIONNAIRE

Dear respondent,

May you answer all the questions in this questionnaire. The information provided will be helpful to solve our current problem.

### INSTRUCTIONS

Fill in the required information in the space provided.

Put a tick against your best answer.

Where possible write a word as requested.

Do not write your name on the questionnaire.

The information obtained will be treated confidentially.

### EXAMPLE

Are you aware that there are continuing education classes in the prison?

Yes \_\_\_\_\_

No \_\_\_\_\_

The answer is certainly Yes and that is why there is a tick against it.

### NOW ANSWER THE FOLLOWING QUESTIONS

1. Sex                      Male \_\_\_\_\_  
                                        Female \_\_\_\_\_
2. Age                      Under 20 \_\_\_\_\_  
                                        21-30 \_\_\_\_\_  
                                        31-40 \_\_\_\_\_  
                                        41 and above \_\_\_\_\_
3. Grade                      Five \_\_\_\_\_  
                                        Seven \_\_\_\_\_  
                                        Eight \_\_\_\_\_  
                                        Nine \_\_\_\_\_

4. Is there a class time table?

Yes \_\_\_\_\_

No \_\_\_\_\_

5. Are there subjects on the time-table which are not taught?

Yes \_\_\_\_\_

No \_\_\_\_\_

6. If the answer to question 5 is Yes, state the subjects. \_\_\_\_\_

7. Why do you think are the subjects in question 6 not offered in your class?  
(Give reasons)

8. Is there a library in your department?

Yes \_\_\_\_\_

No \_\_\_\_\_

9. Are all various reading materials made available to your class at the time when you need them?

Yes \_\_\_\_\_

No \_\_\_\_\_

10. Do you take down notes in all the subjects that you are taught?

Yes \_\_\_\_\_

No \_\_\_\_\_

11. If the answer to question 10 is "No" state why?

12. Do you have access to radio lesson?

Yes \_\_\_\_\_

No \_\_\_\_\_

13. If the answer to question 12 is "No" state why? (Give reasons)

---

14. Have you been transfered from one prison to another?

Yes \_\_\_\_\_

No \_\_\_\_\_

15. How many times have you been transfered since you were sentenced?

Once \_\_\_\_\_

Twice \_\_\_\_\_

Thrice \_\_\_\_\_

Several \_\_\_\_\_

16. Were you able to continue pursuing the studies when you were transfered to another prison within Lusaka?

Yes \_\_\_\_\_

No \_\_\_\_\_

17. When you ran out of learning materials do you ask for some more supplies from your teacher?

Yes \_\_\_\_\_

No \_\_\_\_\_

18. Are you supplied with these items at any time when you need them?

Yes \_\_\_\_\_

No \_\_\_\_\_

19. If the answer to question 18 is "No", what reasons do teachers attribute this to:

(i) Lack of enough funds from government \_\_\_\_\_

(ii) Materials are not available in shops \_\_\_\_\_

(iii) There prison has no vehicles to transport the materials \_\_\_\_\_

20. Are there student in your class who have left school on their own since January?

Yes \_\_\_\_\_

No \_\_\_\_\_

In your own view, what do you think made some student leave your class early? (Give reasons)

In your own view, what do you suggest must be done to solve this problem of drop out?

THE END

THANKS FOR YOUR PARTICIPATION

PLEASE DIRECT YOUR QUESTIONNAIRE TO

T. GONDWE,  
UNIVERSITY OF ZAMBIA,  
DEPARTMENT OF ADULT EDUCATION,  
P.O. BOX 32379,  
LUSAKA.

NON - STUDENT QUESTIONNAIRE

Dear respondent,

May you answer all the questions in this questionnaire. The information provided will be helpful to solve our current problems.

INSTRUCTIONS

Fill in the required information in the space provided.

Put a tick against your best answer.

Where possible write a word as requested.

Do not write your name on the questionnaire.

The information obtained will be treated confidentially.

EXAMPLE

Are you ~~certain~~ that there are academic classes in the Prisons?

Yes ☐ \_\_\_\_\_

No ☒ \_\_\_\_\_

The answer is certain Yes and that is why there is a tick against it.

NOW ANSWER THE FOLLOWING QUESTIONS

1. Sex Male ☐ \_\_\_\_\_

Female ☐ \_\_\_\_\_

2. Age Under 20 ☐ \_\_\_\_\_

21-30 ☐ \_\_\_\_\_

31-40 ☐ \_\_\_\_\_

41 and above ☐ \_\_\_\_\_

3. When were you sentenced to this prison?

\_\_\_\_\_ (state the period)

4. Did you enrol in any of the academic classes offered in the prison?

Yes ☐ \_\_\_\_\_

No ☐ \_\_\_\_\_

5. What grade did you enrol when you first came to prison?

\_\_\_\_\_ (state the grade)

6. Did you complete the course your enrolled for?

Yes \_\_\_\_\_

No \_\_\_\_\_

7. If the answer to question 6 is No why did you leave school early? (tick what is necessary and leave out what is not).

(a) All subjects are difficult to understand \_\_\_\_\_

(b) There is no Mathematics and English in the courses offered \_\_\_\_\_

(c) Poor teaching by some teachers \_\_\_\_\_

(d) Lack of teachers of specific subjects of my interest \_\_\_\_\_

(e) Lack of relevant reading materials in the library \_\_\_\_\_

(f) Inadequate supply of learning materials for all subjects discouraged me \_\_\_\_\_

(g) Radio and maps are not available to supplement on what is covered in class \_\_\_\_\_

8. Have you been moved from one prison to another?

Yes \_\_\_\_\_

No \_\_\_\_\_

9. If your answer to question 8 is Yes, state the number of prisons you

have been confined to since your were sentenced. \_\_\_\_\_ (state the number)

10. Did you continue pursuing your studies when you were transferred to other prisons without facilities?

Yes \_\_\_\_\_

No \_\_\_\_\_

11. Before you withdrew, how often were you supplied with learning materials such as rulers, books and pens?

Weekly \_\_\_\_\_

Monthly \_\_\_\_\_

Termly \_\_\_\_\_

None \_\_\_\_\_

12. If the answer to question 11 is None, where the reasons given due to

(a) Lack of ~~waders~~ to distribute materials to inmates \_\_\_\_\_

(b) Non availability of materials in shops \_\_\_\_\_

(c) Funds from government are not enough \_\_\_\_\_

13. Do you think academic classes have value to inmates who are study?

Yes \_\_\_\_\_

No \_\_\_\_\_

14. Would you enrol again if conditions improved?

Yes \_\_\_\_\_

No \_\_\_\_\_

15. In your own view, what made you leave school early? (state reasons)

\_\_\_\_\_

\_\_\_\_\_

16. What do you suggest must be done to solve the problem of drop out in the prison?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

THE END

THANKS FOR YOUR PARTICIPATION

PLEASE SEND YOUR QUESTIONNAIRES TO  
MR T. GONDWE,  
UNZA,  
DEPARTMENT OF ADULT EDUCATION,  
BOX 32379,  
LUSAKA



39

## TEACHER'S QUESTIONNAIRE

Dear respondent,

Kindly answer all the questions in this questionnaire. This exercise will help us solve our problem.

### INSTRUCTIONS

Fill in the required information in the space provided.

Put a tick against your best answer.

Where possible write a word or sentence as requested.

Do not write your name on the questionnaire.

The information obtained will be treated confidentially.

### EXAMPLE

Are there female student inmates in your class?

Yes \_\_\_\_\_

No ✓

The answer is No and that is why there is a tick against it.

### NOW ANSWER THE FOLLOWING QUESTIONS

1. Sex        Male \_\_\_\_\_

              Female \_\_\_\_\_

2. Academic qualifications

      (i) Grade VII/Standard 6 \_\_\_\_\_

      (ii) Form II/Grade 9/ Grade 10 \_\_\_\_\_

      (iii) Form V/Grade 12/GCE \_\_\_\_\_

3. Professional qualifications

- (i) Primary Teachers' Certificate \_\_\_\_\_
- (ii) Diploma \_\_\_\_\_
- (iii) Degree \_\_\_\_\_

4. Grade 1 \_\_\_\_\_ 5 \_\_\_\_\_  
2 \_\_\_\_\_ 6 \_\_\_\_\_  
3 \_\_\_\_\_ 7 \_\_\_\_\_  
4 \_\_\_\_\_ 8 \_\_\_\_\_  
9 \_\_\_\_\_

5. Have you had any student inmates leaving your class since you started teaching?

Yes \_\_\_\_\_

No \_\_\_\_\_

6. If the answer to question 5 is Yes, state the number

\_\_\_\_\_

7. What were the reasons for leaving before the end of the year?

\_\_\_\_\_

8. How many student inmates do you have in your class at the moment?

\_\_\_\_\_ (state number)

9. Is the number satisfying to you?

Yes \_\_\_\_\_

No \_\_\_\_\_

10. If your answer to question 9 is No, how many students inmates would you like to have in your class?

\_\_\_\_\_ (state number)

11. Are there qualified teachers handling all academic subjects offered in your class?

Yes \_\_\_\_\_

No \_\_\_\_\_

12. Are some Prison Officers seconded to teach your class?

Yes \_\_\_\_\_

No \_\_\_\_\_

13. Are they employed on full or part-time basis?

Yes \_\_\_\_\_

No \_\_\_\_\_

14. Are there subjects on your time-table which are not taught due to lack of trained teachers?

Yes \_\_\_\_\_

No \_\_\_\_\_

15. If the answer to question 13 is Yes, state the subjects.

\_\_\_\_\_

16. Do the course books and readers cater for all the student inmates in your class?

Yes \_\_\_\_\_

No \_\_\_\_\_

17. If the answer to question 15 is <sup>No</sup>Yes, state why?

---

18. Do you have access to teaching materials for use in class from your department?

Yes \_\_\_\_\_

No \_\_\_\_\_

19. If your answer to question 17 is Yes, Are all materials in good condition to help you conduct a successful lesson?

Yes \_\_\_\_\_

No \_\_\_\_\_

20. What is the total number of students in your class who have been transferred since last year?

\_\_\_\_\_ (state number)

21. Have you had student inmates in your class transferred to other prisons?

Yes \_\_\_\_\_

No \_\_\_\_\_

22. In your own view, do you think students continue pursuing their academic studies when they are transferred to other prisons within Lusaka?

Yes \_\_\_\_\_

No \_\_\_\_\_

23. If the answer to question 21, is No, state why?

---

---

24. Do you think abrupt movements from one prison to another affect the withdraw of student inmates from classes?

Yes \_\_\_\_\_

No \_\_\_\_\_

25. Do you take account of all the necessary materials that you need for the class?

Yes \_\_\_\_\_

No \_\_\_\_\_

26. If the answer to question 24 is Yes, do you submit a list of relevant teaching materials to the Supervisor?

Yes \_\_\_\_\_

No \_\_\_\_\_

27. Are funds for purchasing various teaching materials allocated to your class?

Yes \_\_\_\_\_

No \_\_\_\_\_

28. If the answer to question 26 is Yes, how often are the allocations?

Weekly \_\_\_\_\_

Monthly \_\_\_\_\_

Termly \_\_\_\_\_

29. Are you able to purchase all the items you need with the allocation that your department receives?

Yes \_\_\_\_\_

No \_\_\_\_\_

30. If the answer to question 28 is No, state why?
-

31. Do you enjoy your work?

Yes \_\_\_\_\_

No \_\_\_\_\_

32. In your own view, what is your feeling when a student withdraws from class?

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

33. What do you suggest must be done to minimise the dropout rate in your class?

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

END.

QUESTIONNAIRES SHOULD BE DIRECTED TO:

MR. T. GONDWE,  
UNIVERSITY OF ZAMBIA,  
DEPT. OF ADULT EDUCATION,  
BOX 32379,  
LUSAKA.

SUPERVISORS QUESTIONNAIRE

Dear respondent,

Kindly answer all the questions in this questionnaire. This exercise will help us solve our problem.

INSTRUCTIONS

Fill in the required information in the space provided. Put a tick against your best answer.

Where possible write a word or sentence as requested.

Do not write your name on the questionnaire.

The information obtained will be treated confidentially.

EXAMPLE

Have you had student inmates dropping out of all the classes in your department?

Yes ✓

No \_\_\_\_\_

The answer is certainly Yes and that is why there is a tick against it.

NOW ANSWER THE FOLLOWING QUESTIONS

1. Sex                      Male \_\_\_\_\_

Female \_\_\_\_\_

2. Age                      Under 20 \_\_\_\_\_

21 - 30 \_\_\_\_\_

31 - 40 \_\_\_\_\_

41 or above \_\_\_\_\_

3. Academic qualifications

- (i) Standard six/grade VII \_\_\_\_\_
- (ii) Form II/Grade 9/ Grade 10 \_\_\_\_\_
- (iii) Form V/Grade 12/GCE \_\_\_\_\_

4. Professional qualifications

- (i) Primary Teacher's Certificate \_\_\_\_\_
- (ii) Advanced Primary Certificate . \_\_\_\_\_
- (iii) Diploma \_\_\_\_\_
- (iv) Degree \_\_\_\_\_
- (v) None \_\_\_\_\_

5. What classes are offered in your department?

\_\_\_\_\_

6. The total enrolment at the beginning of every year is:

- (a) Stable \_\_\_\_\_
- (b) Low \_\_\_\_\_
- (c) High \_\_\_\_\_

7. The total number towards the end of the year is:

- (a) Low \_\_\_\_\_
- (b) Same \_\_\_\_\_
- (c) High \_\_\_\_\_

8. Do the majority of student inmates give up learning in the middle and towards the end of the year?

Yes \_\_\_\_\_

No \_\_\_\_\_



9. What are some of your immediate causes if your answer to number 8 is Yes.
- a. \_\_\_\_\_
- b. \_\_\_\_\_
10. Are there full time teachers in your department?
- Yes \_\_\_\_\_
- No \_\_\_\_\_
11. How many trained teachers are there in your department?
- \_\_\_\_\_ (state number)
12. The total number of unqualified teachers at the moment is:
- \_\_\_\_\_ (state number)
13. Is the number of teachers pleasing to you?
- Yes \_\_\_\_\_
- No \_\_\_\_\_
14. Is there a library in your department?
- Yes \_\_\_\_\_
- No \_\_\_\_\_
15. Does it contain textbooks and other reading materials which are relevant to the new syllabus?
- Yes \_\_\_\_\_
- No \_\_\_\_\_
16. Are there sufficient handbooks, course books and readers for teachers and student inmates in all the classes?
- Yes \_\_\_\_\_
- No \_\_\_\_\_

17. Are newspaper, magazines, radios and TV sets made available for teachers and student inmates to use?

Yes \_\_\_\_\_

No \_\_\_\_\_

18. If the answer to question 17 is No, state why?

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

19. Have you had student inmates transferred to other prisons within Lusaka?

Yes \_\_\_\_\_

No \_\_\_\_\_

20. If the answer to question 19 is Yes state the number.

\_\_\_\_\_

21. Do student inmates from your department continue pursuing their studies when they are moved to other prisons within Lusaka?

Yes \_\_\_\_\_

No \_\_\_\_\_

22. If your answer to question 21 is Yes, state why? \_\_\_\_\_

\_\_\_\_\_

23. In your own view, do you think transfers of student inmates contribute to the dropout rate in your department?

Yes \_\_\_\_\_

No \_\_\_\_\_

24. Do you submit proposals of teaching and learning materials that teachers need to the Prison Headquarters?

Yes \_\_\_\_\_

No \_\_\_\_\_